People's Democratic Republic of Algeria

Ministry of higher Education and Scientific Research

Mohammad Khieder University of Biskra

Faculty of letters and Languages

Department of Foreign Languages

Division of English

Prediction Based Brainstorming in Increasing EFL Students' Writing Skill

The Case of Third Year LMD Students of the English Branch at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial

Requirement for the Fulfillment of Master' Degree in Language Sciences

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June 2016

Dedication

To my dear mother AISSAOUI Nadjema who spent too much time praying and asking Allah to help me.

To my dear father HOUAS Rahmani who encouraged and supported me all the time

(My dear parents I will never forget your encouragements, love, understanding and respect)

To my beloved sisters: Zineb, Charihene, and Lina and to my sweetheart brothers: Azzedinne and Amine and to all my extended family without exception

To my lovely aunts and uncles who always encouraged and advised me

To my teachers who deserve all my respect and love because

Of their help and support to finish this work

Special dedication to all my favorite friends and classmates inside and outside of the University for their great collaboration and support. And to all my relatives.

To HOUAS' and AISSAOUS' family

To all of them I dedicate this work

Acknowledgements

Abstract

The purpose of this study is to investigate the role that prediction strategy plays in increasing EFL students brainstorming stage, as well as the writing skill, for third year LMD students at English branch of Mohamed Khieder Biskra University. The present study focuses on the importance of prediction strategy to improve students' brainstorming and writing. So, we hypothesized that if students use prediction as a reading strategy, they may benefit from it, or they will have a strong drive to develop their brainstorming stage. Also they can develop an active response to increase their knowledge and their understanding about brainstorming. In short, students can use this technique as a motivational strategy to help them to practise certain activities which are related to this stage. For collecting more valuable data, we choose to work by the qualitative research (descriptive method) through two instruments which are questionnaires administered for both 6 teachers of written expression module and 70 students that are administered randomly. In addition to the classroom observation which carried on four sessions. So, based on the analysis of both questionnaires and the classroom observation the hypothesis has confirmed.

List of Abbreviations and Acronyms

1. **/: or**
2. **3rd: T**hird Year License.
3. **5Wh questions': wh**o, **wh**at, **wh**ere, **wh**en and **wh**y
4. **EFL: E**nglish as a **F**oreign **L**anguage
5. **LMD: L**icence, **M**aster, **D**octorat (ph.D)
6. **NCTE:** the **N**ational **C**ouncil of **T**eachers of **E**nglish
7. **ND: N**o **D**ate
8. **Q: Q**uestion
9. **SUV**: **S**peed, **U**niformity and **V**olume.

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General Introduction

Teaching English as a foreign language (EFL) is not an easy task that everyone can do; because it needs from the teacher to provide a series of strategies and elements to help the students to master the four main skills: listening, speaking, reading and writing; but among those skills the writing one is the most useful during the learning process. Therefore, there are many difficulties that any student may face while brainstorming stage.

The achievements of the students from brainstorming would be good because brainstorming can engage them to achieve comprehension and certain objectives to be successful writers. It can give them the opportunity to build up, acquire and practise vocabulary more naturally and quickly. Hence, brainstorming is not only a process of putting down thoughts or ideas together randomly. Moreover, brainstorming can enhance the students' thinking and it can lead them to build up a good structured passage with an accepted cohesion and coherence.

Reading comprehension is considered to be a difficult process that needs certain strategies, one of those practical strategies in reading is prediction which is considered as a kind of support or sustenance for both; for teachers and students in the same time. Consequently, prediction has a role on the students' education because it has a rapid achievement in encouraging students to show their capacities and abilities when they learn

1. Statement of the Problem

The majority of the students of the foreign languages especially, English language encounter many difficulties and obstacles which may reduce their understanding about how they can brainstorm their ideas. Brainstorming has become as an integral stage in the writing skill but it is considered as the most difficult pre-writing stage that needs many motivational strategies and challenges to master. So, teachers should provide certain strategies to overcome these difficulties.

2. Significance of the Study

This study intends to shed more light on Prediction Based Brainstorming in Increasing EFL Students Writing Skill on Biskra University students at the English branch. Thus, how

can students benefit from these strategies? And how can prediction improve their capacity in the brainstorming stage?

3. Aim of the Study

Brainstorming is regarded to be an optimal stage in the writing process. So, in order to improve it, students and teachers should look forward on some strategies like prediction. The present study aims to look for the enhancement of brainstorming through the use of prediction. Also, it aims to investigate the potential role of prediction as a reading strategy to enhance the brainstorming, increasing the students' ability to predict meaning from reading for gaining vocabulary, and making teachers more consciously aware about the selection of this strategy.

4. Research Question(s)

- **The Major Research Question**

✓Does prediction increase EFL students' brainstorming stage, as well as the writing skill?

- **Subsidiary Questions**

✓ How can students brainstorm effectively during the brainstorming session?

✓What are the rules of brainstorming?

✓What is the importance of brainstorming on the students' writing?

✓ What are some prediction strategies?

5. Research Hypothesis

If students use prediction as a reading strategy, they may benefit from it or they will have a strong drive to develop their brainstorming stage. Also, they can develop an active response to increase their knowledge and their understanding about brainstorming. In short students can use this technique as a motivational strategy to help them to practise certain activities which are related to this stage.

6. Research Methodology

6.1 Method

For gaining an appropriate data we chose to work with the qualitative research (descriptive method) which would be more useful for this research in order to describe and

investigate it deeply. As it is mainly concerned with prediction-based brainstorming in increasing EFL students' writing skill, a thorough focus needs to be put into consideration. For achieving our goals, we chose to use questionnaires administered for both teachers of written expression module and the 3rd year LMD students in the English branch. In addition, we opted for using classroom observation as another tool in order to gain more valid data concerning our investigation; it was conducted with one group of written expression class of 3rd year students for four sessions.

6.2 Population/Sample

This study took place at English branch of Mohammed Khieder, Biskra University, with a group of 70 students who are chosen randomly among the total number of third year LMD students and 6 of their written expression teachers.

The reason behind selecting third year English students is that we suppose that they have the capacity to write an accepted piece of writing, because they learned written expression module during the last two years. We believe that this has provided them a useful knowledge about this skill. Also, they have a reasonable amount of knowledge during their studies at the university. For that reason we chose to work with the 3rd year LMD students.

6.3 Data Gathering Tools

The tools used in this research are the questionnaires administered for both teachers of written expression and 3rd year LMD students and a classroom observation. These tools aim to investigate the role of using prediction strategy in developing the brainstorming stage. In addition, they will mainly answer and give a focus on our research questions and the hypothesis.

7. Research Structure

This research is divided into two main parts: the theoretical and the practical part. The former is divided into two chapters: The first chapter consists of two sections; the first one tackles the main related information about the reading comprehension and the second

one investigates the information that are related to prediction strategy. The second chapter contains two sections; the first section is mainly investigating the writing skill in general; the second section investigates brainstorming and its use by the students during the writing skill in general. The third chapter which is the practical part is dealing with the questionnaires and the analysis of these questionnaires for both teacher and the students and the observation tool for the students.

PART ONE:

LITERATURE REVIEW

Chapter one:

General overview on reading comprehension and prediction strategy

Introduction: General Overview

Reading comprehension is a multidimensional skill that is used by all human beings. As a result, that powerful skill can create for the individual the challenge and readiness in learning. The majority of people recognize the effects that reading comprehension has in building the process of learning, as well as their culture and knowledge. It is the core of the language, since it facilitates the learning process by its different strategies, like: skimming, scanning, and prediction strategy; the latter is the one that we are going to shed more light in our investigation because it is considered as a key source in motivating students to learn.

The current chapter is divided into two sections; the first section is about a general overview about reading comprehension, and the second one is about prediction strategy and its effects on brainstorming and other related elements.

Introduction: Section One

Common sense leads people to consider that reading is a very popular skill, which carries a certain number of abilities and tasks. Our religion has put an emphasis on reading because the first Koranic verse was an order to the prophet "MOHAMMED peace upon him" to read. Thus, reading has a great deal on the human being life, because from our childhood we always read everything that attracts us such as: newspapers, books, journals, tickets and other things. Also, it has an attempt to prove a suitable learning assignment to the students to enhance their understanding beyond the texts that they read, so it creates for them a kind of comprehending the text.

Reading without comprehension is fully difficult; because comprehension plays a key element in reading, thus comprehension provides for readers a push for identifying information and it is a reflection of how well readers understand texts.

The current section will deal on different aspects which are related to reading comprehension, as well as reading comprehension definitions, models of reading comprehension (bottom-up, top-down, and the interactive model). Also this section will describe the different strategies for facilitating reading (scanning, skimming, extensive, and intensive reading). For achieving a better understanding, readers should fellow some steps for realizing this goal, so this section will acquaint on the process of reading comprehension which are (before, during and after reading), In addition, it will deal on the schema theory of reading comprehension and finally the characteristics' of readers.

1. Definitions of Reading Comprehension

Many efforts were done from scholars to define this broad subject which is reading comprehension. That is mainly reflecting the readers understanding of texts, as Oakhill, et al. (2015:1) define reading comprehension as "a complex task, which requires the orchestration of many different cognitive skills and abilities." This means, reading comprehension is a very difficult task which is based on various strategies for fostering readers to use them in order to go smoothly to understand the text. Other researchers are mainly conducting this research as Clarke, et al. (2014: 2) who argue that reading comprehension is located inside the text itself, and that is mainly considering the reflection of how well readers understand texts that are dealing with. So, the interaction which is held between the text and the reader results the understanding of that text.

According to the National Council of Teachers of English (NCTE) Commission on Reading (2004) (in Stone2009: 85) regard reading as:

> A complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a life-time.

The above definition is mainly investigating the advantages that readers take from the reading passages. So, from reading; human beings can construct their knowledge and acquire meanings, for the reason that reading comprehension is a developmental process that gives readers the opportunity to go beyond and between lines for realizing better understanding of texts.

Hoover and Gough (1990) in Flynn and Stainthorp (2006: 42) describe reading as a result of interpreting the meaning and the understanding of the reading passage. Because of its importance, they have done it under the following easy to retain form.

$$\boxed{\text{Reading} = \text{decoding} \times \text{comprehension}}$$

Knowing how to read various texts is based on some specific components, such as decoding, which is interpreting or translating the information and comprehension, which is the understanding and grasping the information.

2. Models of Reading Comprehension

The reading process is passed with different models which are the bottom-up model, the to-down model and the interactive model.

2.1 Bottom-up Model

Harmer (2007) explains the bottom-up model as the reader is primarily gives attention to things that are related to the given text; such as the individual words, phrases, or cohesive devices. These elements are essential for realizing the whole comprehension of

the text. According to Gough (1972) (cited in Liu 2010) the bottom-up model begins by a letter which is followed by a sound, so that, it is from grapheme representation to a phonemic representation. The second level, the phonemic representation is changed into a word. The meaning of words goes on to the third level in which is assimilating into the knowledge system.

2.2 Top- down Model

As Harmer (2007) the top-up model has been integrated within the reading comprehension, which is mainly interested by many scholars. So, it is when the reader searches out or looks for the general perspective or information for understanding the overall picture of the text. The schema of the reader is very helpful, because it can let him/her predict the coming information

The bellow figure sheds light on the bottom-up and the top- down processing and how they are functioning during the reading process; thus, Vacca, et al. (2006) claim that the top-down processing based on the experiences and the prior knowledge of readers; whereas, the bottom-up processing focuses on the Grapho-phonemic information for reaching meaning, it is mainly known as "data-driven".
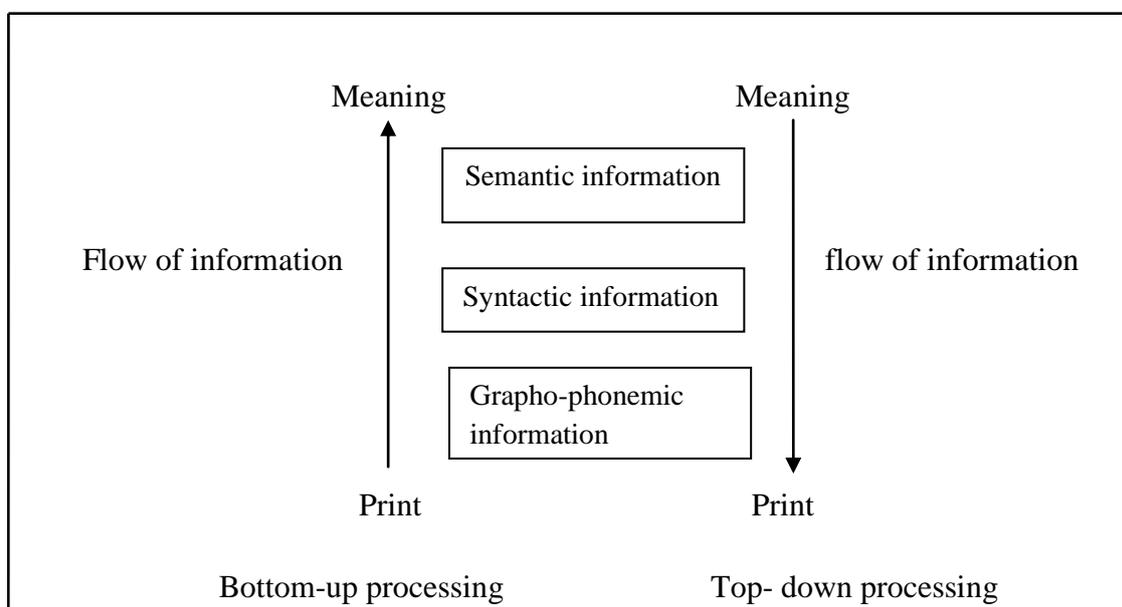
Figure 01: Bottom-up processing and Top- down processing Vacca, et al. (2006: 26)

According to Vacca, et al.(2006:26) bottom-up processing started by Grapho-phonemic information to build meaning from print material, but the top- down processing begun by the readers prior knowledge to build meaning.

2.3 Interactive Model

There are many scholars who argue that neither the bottom-up nor the top-down that fit what occurs during the reading process. For instance, Rumelhart (1977) (in Liu, 2010) suggests another model that groups sensory information and non-sensory information which they come together as one, that is simply known as the interactive model. It is a synthesizing of patterns, for the integration of all of the previously identified knowledge sources such as orthographic, lexical, syntactic, and semantic knowledge come together concurrently to assist word recognition. The message center put forward a list of hypotheses about the nature of the input string, scans hypotheses relevant to its own sphere of knowledge, and then evaluates them which are either confirmed or disconfirmed. According to Rumelhart (1977) the process of reading is neither a bottom-up nor top-down process, but a synthesis of the two.

The bellow figure shows that in order to construct meaning of texts, readers should recognize that they make use of all the aspects that are related to texts, for understanding and comprehending the meaning behind texts. Also, for giving to themselves the opportunity to the flow of information and to decide what is the meaning of texts.
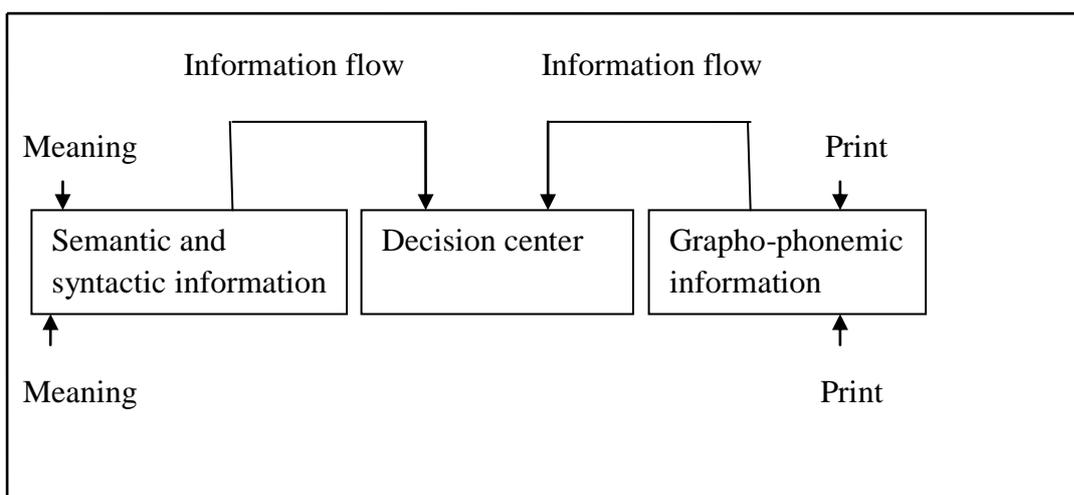
Figure 02: **The interactive processing. Vacca, et al. (2006: 26)**

The interactive model is the combination of the two models above (The bottom-up model and the top-down model). As a result, Vacca, et al. (2006: 26) claim that readers in the interactive model use the prior-knowledge and experiences as well as Grapho-phonemic information to construct meaning.

3. The Reading Strategies

There is a great deal of work which is carried out on the reading strategies, such as scanning, skimming, extensive reading, intensive reading which are remaining as the most practical strategies that are widely used by readers to identify text that they are reading.

3.1 Scanning

Orr (1992) sees scanning as a time saving reading technique. It used by readers to look for specific information quickly. Readers are using key words and some general concept for facilitating their scanning.

3.2 Skimming

Skimming is a quick reading for the gist or the overview (the general information or understanding) without looking for the detailed information. West (1997)

3.3 Extensive Reading

Harmer (2007) states that extensive reading is a kind of reading for pleasure, which readers do to enhance and develop their general language; Harmer (ibid) suggests that teachers should use this strategy in order to enhance their students' reading by designing certain material for promoting this strategy.

3.4 Intensive Reading

Intensive reading can be seen as a careful reading which involves highlighting or underlying words that the students do not know and predicting their meaning(West, 1997).

4. The Reading Process

Understanding the reading comprehension is totally a difficult skill, thus readers for identifying the information of texts. They should take into account some special attention.

Readers can follow the process of reading to be successful readers. As a result, Macceca (2014) suggests the following steps:

4.1 Before the Reading Process

Macceca (ibid) claims that teachers should stimulate their students' curiosity with certain pre- reading activities, for warming-up and preparing them to read the text. These activities require: generates the interests of their students, activating the prior knowledge, and setting the purpose for reading. Consequently, they will be as means of motivation that lead students to predict "activating their prior knowledge", to learn new vocabularies and to comprehend the text. It also enables students to take control of their own learning.

- Establish a purpose for reading as a class.
- Prompt students to analyze the text features in the reading.
- Encourage students to analyze the text structure.
- Stimulate students' curiosity in the topic.
- Introduce vocabulary and/or concepts for students that are not defined in context.
- Have students integrate visual information by scanning the text for visual aids such as diagrams, photos, maps and other related elements.
- Brainstorming related ideas in the class.
- Aid students in generating questions that will be answered in the reading.
- Models for students how to anticipate the contents of the reading.
- Hold purpose-setting conversations with students.

4.2 During the Reading Process

During this stage, Macceca (ibid) students are engaged in reading the text. They are answering questions, examining their comprehension, clarifying the purpose of reading, visualizing the information and integrating their prior knowledge with the existing one. In this stage, students can use the context clues to decode the meaning of the unfamiliar words.

- Modeling for students how to reread to clarify confusion.
- Modeling for students how to determine the meaning of unknown words.
- Monitoring and regulating reading comprehension.

- Encouraging students to seek answers to questions in the text.

- Asking students to observe text structure.

- Having students integrate ideas between new information, prior knowledge, and other texts on the topic.

- Having students to summarize the selected reading.

- Engaging in a collaborative discussion as a class

- Reminding students to infer author's intentions.

- Having students generalize about specific c details in the text.

- Modeling how to visualize content.

- Adjusting purpose for reading as a class.

4.3 After the Reading Process

In the post reading, according to Macceca (ibid) students are asked to construct the connection of what they already learn from after and during the reading process. In this stage, Students study, clarify and improve new information; so teachers should expend more time for their students to reread the text various time to allow them to modify and direct their comprehension of the text.

- Have students reread to review information and locate textual evidence.

- As a class, discuss the reading selection and have students summarize the main ideas.

- Clarify meaning in a collaborative class discussion.

- Have students summarize what was read.

- Model for students how to integrate new information

- Have students analyze different text features and how they contribute to concepts discussed in the text.

- Have students evaluate the quality or accuracy of the text.

- Aid students in generating new questions.

- Assess what was learned as a class.

5. The Schema Theory

It is quite true that is not an easy task to define the term "schema", which is firstly coined by the scholar Bartlett in 1932 who regards schema as "an active organization of

past reactions, or past experiences" as cited in Anderson and Bearson (1984: 257) (cited in Tracey and Morrow 2006)

Tracey and Morrow (2006) believe that, the schema theory is how knowledge is constructed and applied by learners. Also, they argue that the individual organizes in his/her mind everything into schema or knowledge structure. They (ibid) put forward some characteristics that describe the schema such as:

- Everyone is characterized by his/her schema for everything such as: people, languages, places and other related things.
- The more the individual elaborates his/her schema for any topic, the more he/she will be able to learn the coming information.
- It is very hard to learn new information without the prior knowledge.
- The prior knowledge structure is constantly changing.
- In the schema theory, students are actively built and modify their existing schema for language to assist and use them in their reading and learning.

According to Elliott and Chandler (2008) schema is a cognitive pattern of specific information that used for helping people to encode, perceive and explain; also they argue that schema has a crucial role on prediction about what to expect in future situation related to particular schema. Students should give an importance on their schema because it can help them to comprehend and to go smoothly to a successful learning.

6. Characteristics of the Reader

Any reader should be aware of certain elements to be a good reader. So, Dean (2004: 79-81) suggests some readers' qualities to pave the way for facilitating the understanding of the reading passage.

- A reader knows that reading is a complex, intellectual endeavor, requiring him/her to draw on a range of meaning-making skills.
- A reader knows how to deploy previous knowledge of other texts to enable the effective meaning-making of the most recent textual encounter.
- A reader knows that texts are constructed for clear purposes, for identifiable audiences and within recognizable text-types or genres.

- A reader knows how to predict the way a text is likely to work, or be constructed, and can use that knowledge to confirm or re-adjust those predictions, depending on how typically the text proceeds.

- A reader knows how to be critically active before encountering the substantial body of any text.

- A reader knows how to activate a growing repertoire of critical questions in engagements with new and unfamiliar texts.

- A reader knows how to interact appropriately with a variety of text-types and genres.

- A reader knows that an important way of demonstrating reading progression is through raising more complex questions about the same text.

- A reader knows that learning to read is a life-long process.

- A reader knows that other readers do not read and make meanings in the same ways.

- A reader knows why a text might not satisfy its original requirements, or why a text has been rejected, unfinished.

- A reader knows that reading improves through self-monitor

Conclusion

To sum up, reading is completely a difficult cognitive process that needs the activation of the human brain to carry on smoothly his/her reading. Reading comprehension fosters readers to use certain mental activities in order to decode and interprets different texts such as schema, and they should use the different strategies for improving their reading comprehension and they should also recognize that models of reading comprehension are playing a vital role in reading.

Introduction: Section Two

Readers should use some strategies for facilitating reading comprehension, which is mainly characterized by the plurality of strategies; that are offering readers many opportunities for reaching their essential goal, which is the comprehension of different text. In addition, those strategies are considered as pushing strategies for activating the prior knowledge of the reader. Among those strategies is prediction that is regarded as a strategy that can direct student to an appropriate achievement. In addition, it is adaptive, useful, and appropriate strategy to each reader. Prediction also can be seen as an active process used by readers for identifying and learning the coming information.

The present section will deal with prediction definitions, making predictions and the need for prediction. In addition this section will acquaint on guidelines for predicting about longer passages, purposes of prediction and teaching prediction strategy which includes: teacher modeling, scaffolding, group practice and integration. Also it will mainly deal with the relationship that holding between prediction and writing and the relationship between prediction and brainstorming.

1. Some Definitions of Prediction

Understanding the reading strategies is not easy, so there are many scholars who mainly investigate the different strategies that reading comprehension encompasses, prediction is one of those strategies that mainly dealing with comprehension of reading text. Any teacher or student can consider them as a means of enabling readers to understand or comprehend the text, as Glendinning and Holmstrom (2004) argue that making intelligent guesses when reading a passage is important, because prediction is relating the new text and the existing knowledge; by making the available clues to predict well. As Wallace (2004: 42) considers prediction as a useful strategy for the writer when he/she write by using information given in the title, his/ her prior knowledge concerning the topic and so on.

Predicting means what you know and what you want to learn about the topic, by previewing the text for guessing the following information (Slaght and Harben 2009: 10). According to Tankersley (2003) while students are reading, teachers should ask them to use their prediction; for example "what they might learn in a particular section or ask them

to complete sentences such as: from the title of this section, I predict that this section will tell us….” After reading, match predictions with actual content for confirming or disconfirming those predictions.

Harrison (2004: 95) affirms that, predicting involves the utilization of students' given information and background Knowledge for making hypothesis, and they argue that prediction can encourage thoughtful strategic reading.

Harmer (1998: 70) argues that book covers, photographs and headings are allowing readers to start predict what the book or other related things contain. Jeremy Harmer confirmed that prediction is the major factor of reading comprehension.

Prediction is an appropriate strategy that provides readers with different useful information by certain elements such as asking questions, headings, photographs, the general knowledge of topic and other related elements that can sustain readers' prediction.

2. Teaching Prediction Strategy

For achieving a better achievement in reading comprehension, teachers should follow certain steps while teaching prediction strategy, accordingly, Baumann and Ivey (1997), Block and Graham (1993), Fitzpatrick (1998), Paris, Lipson, and Wixson (1994), Ross (1999) in Bergeron and Bradbury-Wolff (2002: 8-9) recommend the following instructions which include:

2.1 Teacher Modeling

Teachers model it by directing students towards this strategy by opening discussion, students generated questions, and they can develop it by thinking aloud or reading.

2.2 Scaffolding

Teachers can construct the new coming information with the previous one by using the familiar information to their students as the scaffold to build the new one.

2.3 Group Practice

Students can benefit from group work, by reading the text with the utilization of the strategy and its goal is to raise the awareness of students to this strategy.

2.4 Integration

For promoting students understanding, teachers should foster students' comprehension of the strategy, by integrating the other skills for helping them recognizing the strategy for example (writing and read-aloud), so students will begin to recognize to use this strategy as a helpful tool for their own learning.

3. Making Predictions

Making predictions is a strategy, promoted in an article by Blevins (1990) (in Olson, et al. 2007: 10) to enhance students' reading comprehension. He suggestes:

- Providing explicit instruction about how, when, and why the strategy can be used.
- Modeling by using a think-aloud, allowing for practice, and having students articulate their use of the strategy.
- Asking interested questions, before reading, by using story maps for fiction, and using lists of main ideas for nonfiction, in order to help students making predictions.

Taylor (2007) argues that making prediction is the most useful strategy before reading in classrooms. She (ibid) claims that teachers should support their students before they start reading by giving them some supporting things such as: title, picture, graphs, charts, heading, and the author's name for helping them to predict. Taylor (ibid) asserted that prediction can be used during and after reading. Prediction can raise the expectations of students and their level of thinking. Also, she (ibid) declares that prediction is "the engagement of thinking"

Making prediction is often helpful for students to their reading comprehension. Consequently, according to Mcintyre, et al. (2011) teachers can ask their students to make prediction by encouraging them to use their existing knowledge for facilitating the reading comprehension. Duke and Pearson (2002) (cited in Mcintyre, et al. 2011) affirme that teachers should ask their students to compare their predictions with the text content during and after reading, because it is helpful for students in making predictions. Moreillon (2007) sees prediction as an educated guess that involves readers' background knowledge.

4. The Need for Prediction

Comprehension is mainly based on the readers' expectations and how they often predict. Therefore, Smith (2004) argues that the basic of comprehension is "prediction" and he suggested three reasons why readers need to predict. The first reason is the difficulties that the readers face, because they are only concerned with what they read in front of them, since they are not raise their curiosity about what coming ahead, which is mainly created for them the loose of text' comprehension.

The second reason is the ambiguity that words hold, because each single word can have many meanings and with several grammatical functions, that create for readers certain ambiguity when reading texts, especially when readers try to identify or recognize words in isolation, that make for them the ambiguity of the total comprehension

The third reason is when readers allocate time for making decisions about alternatives, so the fewer the alternatives; the quicker is the recognizing words for facilitating the comprehension. Prediction is not a reckless guessing, but it is the projection of possibilities, for facilitating prediction, readers should propose certain questions for asserting their prediction.

5. Prediction Strategies

Generally speaking; committed readers are mainly applying different kinds of reading strategies in order to enhance their level in reading comprehension and especially their ability to identify different and difficult words that need to be understood, that is why many readers use prediction as a strategy to give them the opportunity to get better achievements in reading texts. The Pennsylvania Reading Instructional Handbook (cited in Bourbia, 2010) proposed some prediction strategies that offer any reader to use them while predictions which are: setting a purpose for reading, previewing, activating personal knowledge and guessing new words from context.

5.1 Setting a Purpose for Reading

The majority of readers, before they read any texts, they are generally confused about certain elements that are concerning the texts that they will read, so as Wallace (in

Bourbia, 2010) who emphasizes on the benefits that the reader will get when he/she set a purpose for his/her reading she states that:

> Before you start reading a book or long article that is connected
> with your studies, it is always worthwhile taking a minute or two
> to ask yourself **why** you are reading it, and **what** you hope to learn
> from it. If you have no clear purpose in reading a text, or if you are
> confused about the purpose, the results can be: boredom; lack
> comprehension; misunderstanding; or simply time wasted.

Wallace is generally speaking about the importance that readers have when they put goals in front of them and when they set a purpose before they started reading any text. It is good when readers take little time before they begin their reading to create for them an opportunity or a basic way for promoting them to a successful reading. Thus, Wallace (ibid) proposed some intelligent questions that sustain readers for setting a purpose for their reading which are "**why** are you reading it?" and "**what** you hope to Learn from it?" Readers should firstly identify their minds on the causes, reasons and their purposes of their reading for facilitating the understanding and the comprehension of texts. Also, she claims that without the setting of the purpose for reading, it will result for them boredom, lack of comprehension, misunderstanding, or simply time wasting.

5.2 Previewing

According to Daise, et al. (2011: 6) when readers preview a text, they usually preview quickly for taking or learning the general information, because it helps them to make predictions and get them ready to comprehend what they will read, for facilitating previewing

- Reading the title of the text.
- Looking at any charts, graphs, pictures, or captions.
- Skimming the text for subheadings, because they indicate important ideas that will be developed in the text.

Readers should look for some considerable elements like: the title, charts, graphs, pictures, captions and subheadings that give them the opportunity to make predictions and to be in the right way in order to carry on their reading.

Wiener (1990) considered previewing as "viewing beforehand". As a result, it is a means of looking forward the text provided based on some clues such as glossaries, appendixes, definitions of new vocabulary indexes, tables of contents, preface, bibliography and questions that authors asked.

5.3 Activating Personal Knowledge

Prediction is a means that reflects the understanding or the comprehension of readers. Prediction is based on the activation of the experiences and personnel knowledge, according to Carrell (1988) (in Bourbia, 2010) readers' schemata should be appropriately activated by the text that they read for achieving the comprehension goal. Pre-reading activities are mostly useful elements in warming-up the personal knowledge of readers and which directly lead them to identify the meaning of texts. As a result, Carrell is mainly focusing on the role that the activation of background knowledge plays in increasing readers' comprehension ability.

5.4 Guessing New Words from Context

Bonnivier (in Bourbia, 2010) argues that: "guessing is important; it makes it possible for us to read without any help from a dictionary or a person". So, guessing plays a vital role in orienting the attention of students for comprehending texts without the help of dictionaries or any person, thus students can use contexts for decoding the hidden meaning.

According to Richards and Schmidt (2002: 116) "the context often helps in understanding the particular meaning of the word, phrase". For example, the word *loud* in *loud music is* usually understood as meaning "noisy" whereas in *a tie with a loud pattern* it is understood as "unpleasantly colorful". Context has a great importance in identifying and comprehending the meaning of words in texts.

6. Prediction Activities

Teachers should make use of different kinds of prediction activities, for promoting their students' thinking, and create for them a kind of motivation and enjoyments. So, they should be taken in their considerations and put in their minds of how well their students understand and learn different texts. Consequently, Macceca (2014) proposed some prediction activities which are:

6.1 Picture Prediction

According Macceca (2014) who states that teachers should propose for their students' a didactic support such as pictures or images in order to be able to enhance their reading comprehension, because it is very important when teachers integrate pictures prior to reading passages for raising the students curiosity about what they will learn and what they will achieve from that passage, motivating their students and more significantly, linking the new information with the prior one.

6.2 Anticipation Guide

Macceca (ibid) anticipation guide activity is like magazine quizzes, in which teachers provide anticipation guide activity sheet for their students and ask them to answer on the questions provided individually, than when students finish their answers concerning the anticipation guide, they can share their ideas in groups or with the whole class, and when they end the discussion, teachers can ask them to read the passage for contrasting their predictions by writing, thus by this activity teachers can foster and motivate their students to make use of their background knowledge and more specifically it can allow students to integrate the different skills (listening, speaking, reading and writing).

In the anticipation guide bellow, there are number of sentences, in which students' fill the gaps with true or false by using their prior-knowledge. After finishing it, they exchange their responses with each for checking their understanding.

> Plants (True False)
> _____ _____ Plants do not grow from seeds.
> _____ _____ Plants grow only at night.
> _____ _____ Plants need sun, water, air, and nutrients to grow.
> _____ _____ Fertilizer keeps bugs from eating plants.
> _____ _____ Plants suck up the water from the soil with tongues.

Figure 03: An example of an anticipation guide activity sheet, Macceca (2014: 118)

6.3 Word-splash

The term words-plash is firstly coined by W. Dorsey Hammond, a professor of education at Salisbury University cited in Macceca (2014). Teachers can make this activity by reading carefully the reading text and choosing some words to no more than ten. Next he/she provide word-splash activity sheet and words that are already selected should be randomly put in the words-plash sheet, then students can work individually or in groups for

writing a paragraph concerning their guessers or predictions about the relationship that exists between those words. Students can discuss their predictions with each other, and finally they can read the reading passage to confirm or reject their predictions, by this activity, teachers summarize and facilitate different difficult skills in one activity.

T-shirt   colored   crossbreeding   cotton   bolls   fabric seeds pest-resistant

Words-splash summary

T-shirts are usually made from cotton. We make fabric from cotton plants. When the cotton grows, it makes a big ball called a boll. It would really help farmers if we could crossbreed cotton without seeds and also make it pest-resistant.

Figure 04: An example of Word-splash activity sheet, Macceca (2014: 122)

The above word-splash sheet shows that a number of words are putting randomly in the top of the box in which students read them carefully, then they try to combine them by adding adequate information in order to produce a coherent paragraph, in which they use their experiences and their prediction in order to help them in their writing. Finally, they exchange their production between them.

7. Guidelines for Predicting about Longer Passages

For making prediction for longer texts, readers should consider in their minds some clues for allowing them to carry on their reading and their comprehension of texts, so as Mikuleky and Jeffries (1996: 42) suggest some guidelines that readers can use for helping them predict such as:

- Reading the title (What is the passage about? Do you know anything about this subject?)

- Deciding what kind of text is it? (Is an essay, an argument, a story, an explanation. Does it seem difficult?

- Looking at the way the text is organized (is it divided into parts? Are there sub-titles, pictures, the author' name and other related elements?

- Reading very quickly the first line of each paragraph or sub- division (can you tell what the passage is about? Do you already know something about it?

- Noticing names, numbers, dates, and words that are repeated (do you recognize any of them?)

* Reading quickly the last few sentences in the final paragraph (What is the author's final point? Is it a conclusion or a summary?

8. Purposes of Prediction

There are many purposes of prediction strategy. Thus, according to the Department of Education and Training in New South Wales (ND: 154) put forward some purposes of prediction strategy which are:

* To motivate students.
* To share information and build on existing field knowledge.
* To provide students with a specific purpose for reading.

Meeting students' needs and goals is quietly a difficult task in reading comprehension. As a result, prediction has many purposes which can create for students a kind of motivation, warming them up before they read and it can be a useful strategy to orient their understanding, sharing and exchanging their ideas between students whether in pair or in group work. Prediction can activate students' prior knowledge and link it with the coming one. Moreover, it offers to students the opportunity with specific purposes for reading.

9. The Relationship between Prediction and the Writing Skill

The need for understanding gives to students the ability to apply many strategies to enhance their learning and their thinking. Thus, as Ibnian (March: 2011) claims that the use of those strategies as: relating, commenting, connecting, predicting, recalling, comprehending, applying, associating, analyzing, synthesizing, evaluating and solving problems mainly enhance students' thinking.

Regarding reading that is an active process, it provides writes to use certain strategies in order to facilitate their way for writing, according to (Carrell & Carson, 1997: 55-56) (cited in Escribano, 1999) "Reading strategies must be taught that will enable learners to comprehend the text in a way that will allow them to produce an appropriate essay".

For developing the writing skill, teachers should apply certain reading strategies to orient their students understanding while reading and writing. Reading strategies is

providing to students the chance to be better writers. Krashen's (1984) cited in Ghorbani, et al. (January 30, 2013) views that reading functions as a primary model for writing skill. "Since teaching comprehension strategies seem to have facilitated the process of writing, its application can be suggested to reinforce EFL students' writing performance".

10. The Relationship between Prediction and Brainstorming

Prediction can be a useful strategy during the brainstorming stage, because it can motivate students to warm-up their thinking, understanding and it can mainly activate their prior-knowledge. Hence, as NSW Department of Education and Training (2007: 58) believed that brainstorming is a strategy which focuses on building the field knowledge, by using the prior-knowledge about the topic and integrates it with the coming one for preparing an effective writing. "Brainstorming is a means of activating and recording information about current knowledge, range of vocabulary, questions, known facts, predictions, links and ideas".

Brainstorming is currently related to prediction. Students should use titles, headings, subheadings, pictures and other related elements for activating their prior-knowledge for fostering their brainstorming.

Conclusion

To recapitulate, it is important for teachers to use different kinds of strategies in order to improve their students' learning. Prediction strategy is an activity that can give a chance for students to warm-up their thinking and refreshing their memory. Students use this strategy in many ways in reading comprehension. Therefore, it is a means of activating students' background knowledge by many elements such as the title, heading, subheading, pictures, indexes, bibliography and other similar elements, to give a brief description of prediction, it is a strategy that links the prior-knowledge and the coming one which creates for students to develop their perception concerning their learning process.

Chapter one: Conclusion

To sum up the chapter, we found that reading comprehension is useful during the learning process, because it assists students to enrich their knowledge to better achievements. Students should display readiness in learning by reading, since it enables them to prepare themselves in carrying on their learning. Reading without using adequate strategies is fully difficult, thus students can use prediction strategy to bridge the gap between them and the given texts in order to comprehend them.

The first section dealt with a general discussion about reading comprehension and other related elements in general. In the second section, we tried to discuss in depth the general issues concerning prediction strategy.

Chapter two:

General description on writing skill and brainstorming stage

Introduction: General Overview

The present chapter attempts to explain the writing process. Thus, an acceptable piece of writing depends on several developmental steps which are any writing should focus on. From those steps, brainstorming stage is seen as an available strategy that enables students to gather information in allocated time.

The current chapter which is divided into two sections is about the writing skill and its processes in general, how students use those processes and other related elements. For gaining a structured passage of writing, students should follow certain strategies in order to fulfill their goal, among those strategies is what is known as "brainstorming stage". So, the second section will deal with brainstorming in depth for preparing and motivating students to work with this stage.

Introduction: Section One

The writing skill is a complex and a difficult skill to understand and it has an essential role in education, since, it needs time, concentration and intelligence. In addition, it is not only concerning with constructing meaning or combining words together, but it is also considered to be a skill of thinking, describing critically each individual way of writing, examining the ability students' vocabulary storage and how each individual combine these perceptions and thoughts and put them down in an accurate way, from the past, the writing skill was only taught to achieve comprehension of grammar rules, words and vocabularies, but nowadays, the writing skill among the other skills plays an optimal role in enhancing the comprehension of the language itself because it has many advantages that lead it to be more flexible, available, reliable and interesting to highlight the main points that are relating the students' education.

The current section will acquaint with the writing skill in general, as well as the different definitions, kinds of knowledge that make the text effective. It also give an over view on the writing process, sub-skills of the writing skill, then this section will deal on various approaches in teaching writing, parts of academic writing. Also, this section will deal with the elements of satisfactory writing, characteristics of the writer, learners' attitude towards problems in writing and finally the relationships that link writing and reading.

1. Some Definitions of the Writing Skill

There are many scholars who tried to define the writing skill in different ways. According to Carrol (1990) the writing skill is an invention that changes the life of the human history, since it is a means of permanent record of anything that is mainly related to the human being such as: feeling, opinion, explanation and other things. Therefore the writing skill is not only a means of communication with the present life but with the future generation. Clews (2005: 2) is totally agree with Carrol's definition who defines writing as "when you write you are communicating with the person who is reading the letter, article, report, manual or whatever you are writing at the time". Writing is directly linked as a means of communication between the writer and the reader in the same time.

A devoted writer is the one who spends enough time to produce a coherent and organized piece of writing as Hyland (2003: 3) sees writing as a mark on a page or a screen

which has coherence of words, clauses and sentences that respect certain rules of writing to build a good structured passage. The writing skill requires considerable efforts and practices in order to achieve an acceptable piece of writing by following some steps. According to Wallace, et al. (2004: 15) writing is "the product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing."

In the other hand, there are some researchers like Tredinnick, Crème and Lea who have focused their attention on the main structure of writing. As a result, (Tredinnick, 2006: 22) regards writing as the formation of the smallest unit within the language which is the letter to form words that can build phrases and sentences , in fact to make a meaning, furthermore, writing is like speech since the writer is also making pattern of sound when he/she write. Actually, there are another definition which is generally similar to the above definition which is stated by Crème and Lea (2008: 5) describe writing as "a combination of words, these words are putting together to formulate sentences. Sentences are grouped together to result a paragraph".

2. Kinds of Knowledge in Creating Effective Texts

Hyland (2003: 27) had proposed five kinds of knowledge that should every teacher use them in his/her teaching for allowing their students to create effective texts.

2.1 Content knowledge: of the ideas and concepts in the topic area the text will address.

2.2 System knowledge: of the syntax, lexis, and appropriate formal conventions needed.

2.3 Process knowledge: of how to prepare and carry out a writing task.

2.4 Genre knowledge: of communicative purposes of the genre and its value in particular contexts.

2.5 Context knowledge: of readers' expectations, cultural preferences, and related texts.

For writing an effective text, Hyland provides five kinds of knowledge for helping students and writers to realize an acceptable work, content knowledge is deals on the concepts and the ideas the students use, the system knowledge is about the syntax and the lexis concerning the structure of the sentences, the process one is dealing about the steps that the students fellow in order to write. In addition, the genre knowledge is about purpose of the text in a particular context, finally, the context knowledge is concerned with the reader' expectation and other related elements.

3. The Writing Process

The bellow figure shed light on different steps that student's fellow in order to produce an acceptable piece of writing. Thus, the writing process is passed through different steps like the pre-writing strategies, outlining, drafting, organization, revising, editing, proof-reading and publishing,
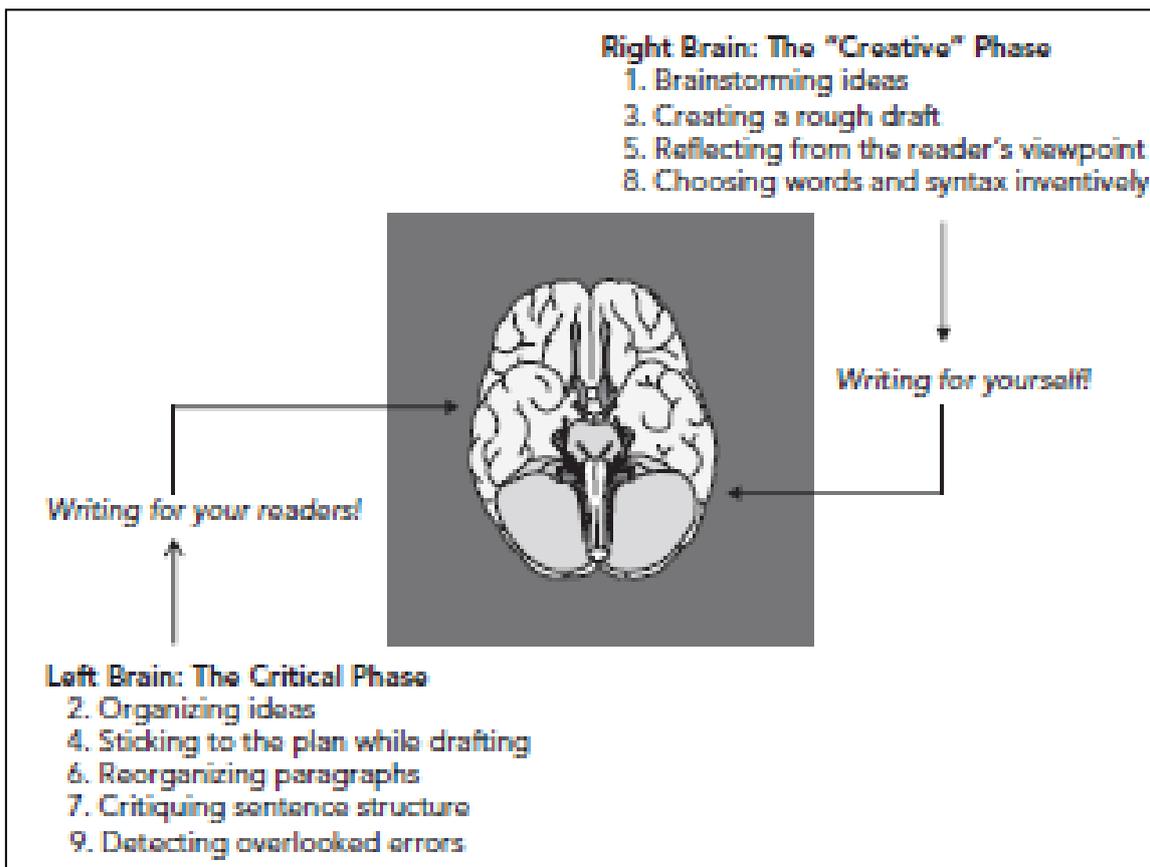
Figure05: Understanding the Writing Process, Vassallo (2010: 35)

The figure shows that the right brain is the creative phase which is responsible for the writer him/herself and the left brain which is the critical phase that is the responsibility that the writer has for his/her readers such as the organization and the structure of texts. The right brain brainstorms the ideas and the left brain organizes them, the former creates a rough draft and the latter sticking the plan while drafting, the right brain reflecting the readers' viewpoints and choosing the words and syntax inventively in one hand, in the other hand the left brain reorganizing paragraphs, critiquing sentence structure and looking for errors.

3.1 Pre-writing Strategies

For promoting the writing awareness, teachers should suggest various pre-writing strategies that offer opportunities to each student, which would be fit the needs of each student and clearly set to be relevant to those students across their repertoire. According to Starkey (2004) pre-writing is the first stage that the writer starts with in an allocated time to shape his\her thought for gaining an optimal product.

There are many scholars who mainly write about pre-writing strategies which are characterized by plurality; one from those scholars is Galko (2001) who put forward eight prewriting strategies which are:

- **Brainstorming**: is a strategy that helps the students to generate ideas in a specific period of time. Brainstorming can begin by one word and let the other ideas come without judgments and when they finish they can delete the irrelevant ideas that cannot work with their topic.

- **Free writing:** is a quick way that the students use to write whatever things that coming to their minds freely without thinking about the correctness of the ideas and without stopping and lastly, students should reread their writing and check off the ideas that are relevant to his \her writing.
- **Asking Questions:** is a way where the students use different questions to approach the topic and when he/she ends answer them.
- **Mind Mapping:** is a strategy that the student makes a visual diagram about a topic which circled in the center of the paper and they develop it in terms of spokes.

- **Journaling:** write your thoughts and all the related ideas about your topic in a journal.
- **Listing:** when the students make a list the information about their topic.
- **Visualizing:** when the student presents the situation from his/her opinion it helps the student to explain the technical topic.
- **Using Charts:** is a strategy where the ideas grouped together visually. It has five types:
    a. **Pro and Con-chart:** to show both sides of an issue or an action plan.
    b. **Five Senses Chart:** to break down an event into observation
    c. **Comparison and Contrast charts:** presenting similarities and differences between issues.
    d. **Timeline***:* the chronological relationship between events.
    e. **Flow Chart:** presenting steps in a process.

3.2 Outlining

Outlining is a writing stage that orient the student to organize the ideas that he\she already generate from the pre-writing strategies. Greenville (2001) considered outlining as a working plan that presented as a kind of a list of all the ideas that are directly related to the theme that focused on the appropriate ideas that in shape with it, but in order to organize the outline. Greenville (ibid) suggests the using of the index cards which can any writer used it to reinforce the progress of his\her writing, because each idea should be written in separated papers in which the writer can see the linked ideas. In addition, Greenville (ibid) recommended a way to set the ideas into order as:

a- **a beginning:** an introduction which can guide the reader what the topic is about.
b- **an middle:** is where the whole topic is presented.
c- **an end:** make your reader know that this is the end.

3.3 Drafting

When you have a plan, drafting will be easy to carry on your writing. Vassalo (2010) conceders the composition of drafting as the complementary of the creative right brain and the critical left brain with little look for the structure and the language. Also, he regards drafting as driving a SUV which stands for: Speed, Uniformity, and Volume.

- **Speed:** is when you let the sentences formed quickly without awareness to the correctness or the appropriateness. It can easily make the student obtain the end quickly.

- **Uniformity:** is when the student thinks creatively, because if you do not find the correct word let a gap and keep writing the next for the gaining of the other thought from forgetting.

- **Volume:** looking for quantity, remember, the need and the goals that you set for yourself.

3.4 Organization

In all kinds of writing, organization plays an essential role in giving the writer the right to carry his/her writing smoothly. Moreover, it offers to readers the opportunity to read the piece of writing in a structured way. Therefore, Butler (2007:79) claims that organization is helpful for readers to make it easy, thus, there are two organization types:

- **Time order or the chronological order:** is mainly used when the students write about events into order by starting from the first event with the respect of the chronological order.

- **Time- order words:** words in which used by students in order to help the reader to present their piece in a clear way for example (First; second; then after that; Later; finally) in which they used in the beginning of the sentences. All of them are followed by a comma except then.

3.5 Revising

Student performance and achievements are generally examined by their writing type, thus, students who revise their writing many times, readers will appreciate their style of writing. So, as Sundem (2006) considers revising as the neglected stage in the writing, teachers should ask their students to revise their work by helping each other in revising or asking others to revise their work. In revising, students should look for the word choice, organization, ideas, voice, and sentence fluency.

3.6 Editing

Brandon and Brandon (2011) point out that editing is commonly looking for the mechanism of writing such as: capitalization, omissions, punctuation and spelling and they argue that editing goes through an accurate assessment of the production of writing. Proof-

reading the final productions many times and reading aloud can offer an opportunity to the writer to detect the errors to edit them.

3.7 Proof-reading

Smith (2003) regards proof-reading as the cautious reading that the students use to evaluate the piece of writing in terms of errors. Which he/she can use the proof-reading symbols to consume time. So, proof-reading is a useful means in correcting the errors that the students' use.

3.8 Publishing

Publishing is considered to be the most challenging stage for every student in the writing process. Sundem (2006) regards publishing as the presentation that can permit students to use writing for their own needs in their life. How to present their work including the combination of choice and purpose, and where publication will take place are the basic considerations in publishing. In addition, Sundem (ibid) claims that the works should have eye-catching title and a creative background to attract the readers. Publishing in the school, a class magazine, entertaining posters, pen or e-mail pals, a class website and other publishing ideas are helpful for student for their originality and improvement of their ideas.

4. Sub-skills of Writing

The writing skill has various skills that are related to it and which are playing a major role in guiding the student to a successful piece of writing. Moreover these skills are helpful and useful when it comes to the understanding. So, as Saosdy, et al. (2006) planned eight skills that every writer should take them in his/her deliberation:

- **Spelling:** is a difficult sub-skill for learners as pronunciation especially for the foreigners, because it does not coincide with the various ways of spelling.
- **Punctuation:** in English is completely different from the other languages system as commas have special functions and rules that are govern it.
- **Orthography:** looking for orthographical rules is very important in writing, whenever the teacher teach a new language structure he/she is believed to teach the fundamental orthographical rules concurrently with it.

- **Writing at the required speed:** writing as meteoric process must be done at the required speed.

- **Linguistic competence:** which means 'knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology' (Canale and Swain 1980) cited in Saosdy, et al. (2006)

- **How to make a text cohesive, well-structured:** so as to achieve this aim we need discourse competence which is the ability to connect sentences, to form a meaningful whole out of a series of utterances.

- **How to focus on the relevant message:** a writer should be able to choose the most significant parts from a lot of pieces of information.

- **How to write in the expected style and register:** while writing a text the author is expected to be aware of the features of various styles and registers so as to make an appropriate piece of writing (Savignon 1983) (cited Saosdy, et al. 2006)

5. Approaches to Writing Skill

In order to teach the writing skill, many scholars who put forward a number of different approaches for teaching the writing skill, as Harmer (2007) proposed the following approaches:

5.1 The Product Approach: is mainly focused on the final product of writing which put forward the end of writing is the optimal task to be focused on.

5.2 The Process Approach: is take more emphasize and specialize a long time on the stages of writing such as pre-writing phase, editing, re-drafting, and then on the final product.

5.3 The Genre Approach: is mainly concentrated on the discourse community because it represents the norms of the kinds of writing.

5.4 The Creative Writing: is a kind of imaginative tasks such as the stories and the poems according to Ur (1996: 169) ".….most people feel pride in their work and want it to be read". This notably marks the pure creativity of learners through writing that correspond to their opinions and experiences as well as provokes their motivation. For providing an appropriate reader audience, we need to provide product pride. Except teachers, we can use friends, parents, and magazines for reading the works.

5.5 The Cooperative Writing: making group enhance the writing task, because Boughey (1997) (cited in Harmer, 2007) claimed that students can take advantages from the presence of the others. Cooperative writing can motivate students, since it involves not only writing but research, discussion, peer evaluation and group pride in a group accomplishment. In addition, it works well with both process and genre based approach.

6. Elements of Satisfactory Writing

Checking writing for the appropriateness and the correctness is a very helpful in reducing the criticism of the others. Carroll (1990) claims that most students feel in mainstream writing through the lack of clarity, coherence, and focus.

6.1Clarity

Clarity could be appearing through vagueness, ambiguity, and obscurity.

- Vagueness is when using a word or expression whose meaning is not precise enough. A good expressions or illustration, qualitative terms with a précising definition will reduce vagueness.

- Ambiguity is using in way that it can be understood in more than one way and usually involves using pronouns whose referent is unclear, words; the sense of the words has in particular context and even the grammatical structure of the sentence.

❖ Laws involve commands, duties and sanctions, they are interrelated ⟶ misuse of the pronoun (one way to eliminate pronoun reference ambiguity is not to use the pronoun.)

❖ Fine for fishing ⟶ what is the real context of the sense of the word, to eliminate it, you should take into consideration the context.

❖ Walking down the street, her house seemed to get bigger ⟶ misuse of the grammatical structure, thus the correctness of the grammatical structure will reduce the ambiguity.

- Obscurity is due to the incorrect word usage in the complex sentence, hence students can delete the earlier by only using the words that they know, but the latter can be reduced by simplifying the sentences.

6.2 Coherent and focused writing

Carroll (ibid) defines coherence as when writing has clear connections between the piece of writing and the focused when the text has clarity of the topic and the purpose. Without focus, coherence cannot stand alone.

Coherent writing has five main parts; thus, according to Carroll (ibid) the first element that students should focus on is the title which should not reveal in detail the topic, should be short, specific and clear to focus on. The second element is the introductory paragraph that comprises a topic sentence and a thesis statement. It should stimulate the readers' intention by putting forward some interesting facts. The third element is the body paragraphs which must indicate the promise of the introduction. Body paragraphs would be supported by the background material, illustrations, examples, quotations and reasons. The fourth part is the transitional expressions which are created for linking the body coherently, shifting from one idea to another and identifying the relationship between the ideas. Finally, the concluding paragraph must tie, restate and summarize the numerous points that the student made in the body paragraphs.

7. Characteristics of the Writer

A good writer should recognize in his/her writing certain characteristics which be fully followed, thus Dean (2004: 108) put forward some characteristics of the writer that facilitating the process of writing.

- A writer knows that writing is a purposeful, controlled, deliberate text making construct and it is different from speaking.
- A writer knows that all writing should be designed to meet the needs of real or imagined audiences.
- A writer knows that writing should be framed within recognizable text-types or genres, the writer should know what he/she write.
- A writer knows that more precise and effective writing can be achieved through informed grammatical and linguistic choices.
- A writer knows that writing can be more carefully compiled when modeled through reading.
- A writer knows that writing is a process that can be continually improved.

- A writer knows that writing can be used to articulate, rehearse, explore and consolidate ideas, concepts and knowledge.
- A writer knows that writing can be more successfully prepared and practiced through preliminary and ongoing talk.
- A writer knows that writing skills can be improved through reflection and self-evaluation of progress.

8. Learners' Problems in Writing

Generally, learners may encounter problems while they write; accordingly Coe and Rycroft (1983: 2) propose some difficulties that face learners such as:

- The sentences may not have a clear punctuation.
- The ideas may not have presented in an order that easily makes sense to the reader.
- The relation between the ideas may not be clear because of the absence, or inappropriate use of linking words and phrases.
- The writer' attitude to what he or she is writing may not be clear: describing, suggesting or criticizing.
- The ideas may not be grouped together into distinct paragraphs, or the learner may begin practically every sentence on a new line.
- A text may contain ideas that are not really relevant to what the writer wants to express.

9. The Relationship between Reading and Writing

In the process of learning there is a close relationship between reading and writing which are commonly known as detached skills among each other. Thus, Brandon and Brandon (2011: 8) describe the relationship between reading and writing as:

> Reading and writing are joined without seam. Reading activates your memory and provides you with substance for writing. Writing helps you examine your ideas and clarify what you have read. Reading and writing often blend as reading- based writing and together are the essence of critical thinking.

Fitzgerald and Shanahan (2000: 40-42) (cited in Cho and Brutt-Griffler, 2015: 243) propose four types of shared knowledge that readers and writers in common between each other:

9.1 Meta-knowledge: which can be identified by knowing about the functions and goals of reading and writing, readers and writers should develop and increase concepts and the general notions about writing and reading.

9.2 Domain-knowledge: both of them should be familiar with world knowledge and prior-knowledge about substance and content of the giving topic.

9.3 Knowledge about Universal Attributes: knowing about letter recognition and grammar or rules for sentence construction, thus readers or writers should identify the mechanism of writing, syntax and the other related element.

9.4 Procedural Knowledge and Skill to Negotiate Reading and Writing: predicting, questioning, recalling, and trying to find analogies, these elements are mostly connected and integrating within reading and writing.

Conclusion

To recapitulate, writing is a multidimensional concept that has been the skill of interest and a topic for investigations. Because it revolved around the development and the achievements of the teaching process, provides opportunities and chances to students/ writers who cannot manage to speak orally or students who have suffer from anxiety or inhibition in speaking, thus the writing skill is increasingly recognized as being essential to sustain them to express their feelings, reduce their anxiety and increase their mastery of the foreign language for better achievements.

Introduction: Section Two

In order to help students produce a good piece of writing; they should go through certain stages to increase as much as vocabulary that assist them to build their piece of writing. Among those strategies what is known as "Brainstorming" which would be a prominent stage that helps students to gather the maximum vocabulary in a short time.

Brainstorming directs students to pay the attention of students to be practical and active rather than to be theoretical and passive, because it can give them a hand to be dynamic and to have a balance in their way of thinking.

The present section investigates on the starting point of brainstorming, definition of brainstorming. Moreover, it deals with the two stages of thinking, brainstorming rules and some ways to brainstorm in a class. Next, it investigates the brainstorming types (personnel and group brainstorming). In addition, this section acquaints the reader with the brainstorming techniques, how to brainstorm effectively and the importance of brainstorming in the teaching process for both for the teacher and students and especially for the writing skill.

1. The Starting Point of Brainstorming

Barker (1997) claims that, in 1930s, an American advertising executive, called Alex Osborn invented brainstorming as a key element in success in any enterprise. He noticed that if a meeting followed by rules, people generate new and many valuable ideas quickly. Brainstorming is designed to help us 'think outside ourselves'. Osborn mainly inspired brainstorming technique from the ancient Hindu technique called "Prai-Barshana" meaning questioning outside yourself. Nowadays, brainstorming has become a component of learning organizations, scenario planning, teambuilding, performance management and in all the related movement.

2. Definitions of Brainstorming

As we have already noted that the writing skill is a very difficult skill and it has different stages that are of the assistance of students to build their thoughts. Brainstorming is one among various stages that has an effective importance on students' achievements. Brainstorming is defined by many scholars as Brown and Hood (1989: 7) who say that

brainstorming is when "you storm or search your brain for the ideas, write them down very quickly, they don't have to be in English, do not worry about how useful they will be and do not worry about neatness and correctness". Hanson (2002: 5) comes up with a similar definition and who said that:

> Whoever first coined the term brainstorm was a genius who knew what he or she was talking about. Scientific brain imaging processes such as MRIs reveal the brain's electronic and chemical thinking processes as different colors. They show that writers who analyze and organize subjects and topics, using word lists and other graphic organizers before writing paragraphs, connect more neural pathways and access more knowledge. During brain-image testing, their writing processes register as energetic bursts of color. There really is a storm brewing in our brains.

Bailey (2011: 38) defines brainstorming as a helpful initial stage in thinking about a topic by writing down ideas without considering the order.
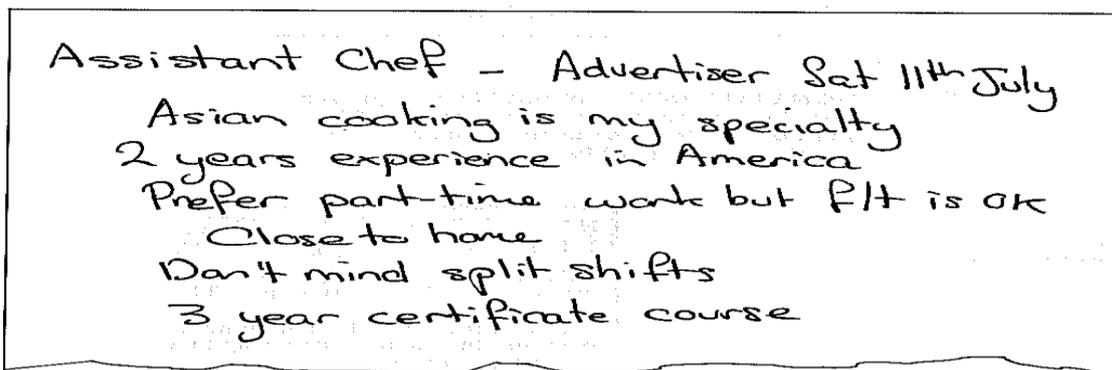
Figure 06: Brainstorming in preparation for a job application letter. Broun and Hood (1989: 7)

The over figure shows that the student did not look for the order, the usefulness, the correctness or the other related elements that affected their brainstorming. He/she is only looking for the coming ideas.

Crème and Lea (2008: 19) define brainstorming as "you simply note down as many ideas as possible about a topic words or phrases. As with practice writing, it is important that you don't censor what you come up with; just down anything you can, as quickly as possible", similarly, Oshima and Hogue (1997) propose a definition to brainstorming which is similar to the above definitions which they consider it as a prewriting activity that allows the students to generate ideas quickly whether personally or in group about a

general or a specific topic. Richards and Schmidt (2002: 58) claims that "Brainstorming serves to gather ideas, viewpoints or ideas related to a writing topic and is said to help the writer producing ideas". A further definition which was given by Orr (2008) who is mainly emphasizing on how the students give their information, she argues that brainstorming is based on what the individual has to see at work or in a movie, read about a topic and other related element. So, brainstorming requires putting down these above thoughts in an allocated time and at the end crossing the irrelevant ideas.

3. The Two Stages of Thinking

First stage	Second stage
Perception:	Judgement:
Sensation	reason
Intuition	evaluation
Reality >>	> > Language >>	>> Action
What can we see?	What does it mean?
What might it be?	How do we judge it?

Figure 07: The two stages of thinking. Barker (1997: 12)

Barker (ibid) argues that Brainstorming for Osborn is 'the organized ideation'. That is generating ideas with judgments. Thinking is a process that is divided into two stages. First stage of thinking is perception (what Osborn called 'ideation') recognize something because it fits some pre-existing mental pattern 'ideas', since it let us to make sense of our experiences; they are means of experiences when we know something, it directly allows us to name it. First-stage thinking turns experience into language: words, pictures and other related elements. Thus, our senses tell us that something is there; our intuition tells us: what it might contain, where it might have come from.

In second-stage of thinking (Osborn's judgments), we use language for its usefulness. Reason gives meaning to what we have perceived; evaluation tells us whether we like it or not, and what we might choose to do about it .We are much better at second-stage than at first-stage thinking. We are taught to reason and evaluate at school: we can even build computers to do second-stage thinking for us. We are so good at second-stage

thinking that we often think that it is the only kind of thinking. We often ignore the first stage completely, and take our perceptions for granted. This leaping to judgement is what Osborn warns us against it is the swear enemy of brainstorming. Brainstorming is a way of developing first-stage thinking skills.

4. Brainstorming Rules

A number of rules should be considered during the brainstorming session. Osborn (cited in Hashempour, et al. 2015) that he put forward some considerable rules of brainstorming which are:

- No criticism of ideas
- Building on what others have suggested
- Strange and wild idea are accepted
- Welcoming the large quantities of ideas.

Osborn doesn't develop the rules of brainstorming much further. He emphasizes the importance of:

- Getting going not waiting for inspiration to strike.
- Focus on the task in hand.
- Attention of the whole group to one kind of thinking at a time.
- Concentration sticking at it, refusing to give up if no ideas comes.

```
banking              Online shoping              e-mail              chat-rooms
   distance education              hacking              information for research
      airlaine bookings              concert. / Theatre bookings
pornography
         information for research              business communication
   sharing information: for police etc./ and for terrorists              viruses
              poor people have no access / left out
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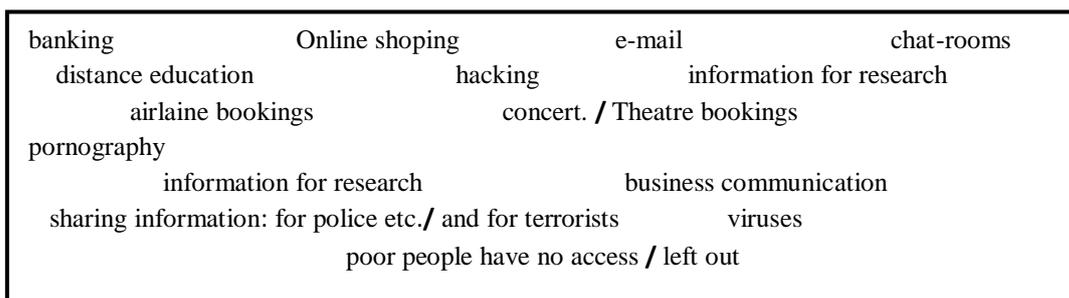
Figure 08: The result of a brainstorming session, Duigu (2003: 14)

The current figure illustrates that, words and phrases which are randomly writing without any organization order, this student was mainly writing as possible ideas that are linked to the internet without any attention to the mechanism of writing or whatever things.

5. Ways to Brainstorm in a Class

When the teachers propose brainstorming session, they should take into considerations some ways or principles to help their students brainstorm in such topics. So, Scrivener (2005) suggests some ways to brainstorm in a class:

- Write the title in the middle of the board.
- Inform the students to come with the relevant ideas that are related to the title.
- Write anything in the board.
- There is no discussion or comments.

6. Brainstorming Types

Brainstorming has an optimal role in the students' writing in either personal or group brainstorming; thus, Junior skill builders (2008) plan the two types of brainstorming in order to sustain the students' writing.

6.1 Personal Brainstorming

Personal brainstorming or a mental self-inventory is when an individual comes up with ideas for writing by asking himself questions and later on he/she can answer them.

6. 2 Group Brainstorming

Group brainstorming is a group of individuals who has come up with information in an allocated time without judgment or stopping, one of them may record the ideas, and at the end they may organize them.

To run a group brainstorming session effectively, Manktelow (2000) cited in Mogahed (2011) suggests the following:

- Define the problem you want to solve clearly, and lay out any criteria to be met.
- Keep the session focused on the problem.
- Ensure that no-one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free running nature of a group brainstorming session.

- Encourage an enthusiastic, uncritical attitude among members of the group. Try to get everyone to contribute and develop ideas, including the quietest members of the group.
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones. Welcome creativity.
- Ensure that no train of thought is followed for too long.
- Encourage people to develop other people's ideas, or to use other ideas to create new ones.

- Appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session.

7. Brainstorming Techniques

In brainstorming stage there are many techniques that can facilitate the students' writing and that give them a strong drive about how they will organize their work and what are the tips that they will follow. So, as Chesla (2006) suggests forward four techniques which are (free-writing, listing, asking questions and mapping).

7.1 Free-writing Technique

According to Chesla (ibid) free-writing is a thinking task about a giving topic in a certain period of time without stopping the flow of ideas and without looking for grammar, spelling or the worthiness of ideas, which is also suggests some keys to successful free-writing:

Keys to Successful Free-writing

- Resisting the temptation at what you have written.
- Keeping writing anything to maintain the flow.
- Don't censor yourself and commit every thought to paper.
- Following your ideas wherever they lead you.
- When finished, read your free-writing and noting the most interesting and strongest ideas.
- Try the process again after you have focused your topic.

Do I agree? I think so. Is it a lie if you don't say something when you know something? Not technically, but it has the same effect, doesn't it? I remember when I saw Jay with someone else but I didn't tell Karen. She never came out and asked me if Jay was cheating on her, but I knew. But that's not really a lie is it so what do you call it? But there are more important cases where not telling the truth can be deadly. Like if you know someone is planning to commit a crime, and you don't tell anyone. Didn't someone go to jail for not telling the police she knew about the Oklahoma City bombing before it happened? But that's not a lie, it's just not telling, so not telling is not the same as lying. But it can have equally terrible consequences. I guess the point is that you know a truth but you don't reveal it. So they're not the same but they do the same thing. People can get hurt. Unless you believe what you don't know won't hurt you. But that probably falls into the same category as a white lie. It's the other lies and other silences that are the problem.

Figure 09: The result of a free-writing session, Chesla (2006: 33)

The free writing figure illustrates that, the student is only free-write without considering the essential elements that govern academic writing such as the formality of language, punctuation grammar mistakes and the other mechanisms of writing.

7.2 Listing

Listing involves making a list of ideas and thoughts in a timed writing situation on a given topic. Chesla (2006) claim that listing can work with the individual or on a group and it used before they write ideas also it is linked the previous ideas. Chesla (2006) puts forward some listing suggestions:

How to Use listing?
- Set a time for at least 15 minutes.
- write every word or phrase that comes to mind about your topic.
- Do not edit or censor any ideas.
- When you finish , cross the inappropriate information.

Figure 10: A list indicating what drivers do or how they drive with the selection of four ideas for future reference, Brandon and Brandon (2011: 36)

This figure shows that the writer makes a list of different ideas randomly without any concern on how they are related with each other. Then he/she tries to circle the appropriate information and ideas that are relevant to the current topic which is about what drivers do or how they drive.

7.3 Asking Questions

Chesla (2006) sees asking the 5Wh questions' (who, what, where, when and why), can offer students' great advantages in gaining many ideas, but students should be carefully aware in asking the questions, since when students propose a relevant questions, they will be able to give a better focus on their answers even though they will take time, but they will form an accurate information that sustain them in their writing

Who watches TV?
What kinds of shows are people watching?
What happens to kids who watch too much TV? (Affects schoolwork, relationships with others?)
What about people who have no TVs? Are they more informed? Less informed?
What do people expect from TV? Relaxation? Information? Entertainment?
Where do people place TVs in their homes? Kids' rooms? (effect on family relationships, socialization?)
Bedroom? (effect on sleeping/relaxation?) Kitchen? (effect on conversation during meals?)

Figure11: Questions about the ideal place of television in our lives. Chesla (2006: 38)

In the above figure, student asks many questions that associated with the television, that s/he applies the 5wh' questions (who, what, where, when and why) in order to gain the different information to use them in his/her writing.

7.4 Mapping

This figures the writer shows the different ideas and information which are considered to be the subtopic of the central idea. Chesla (ibid) considers mapping as a way that helps students to generate ideas which investigates the relationship between different ideas. It involves drawing a circle which contain the topic and adding spokes radiating and around it that include the subtopics in any order.
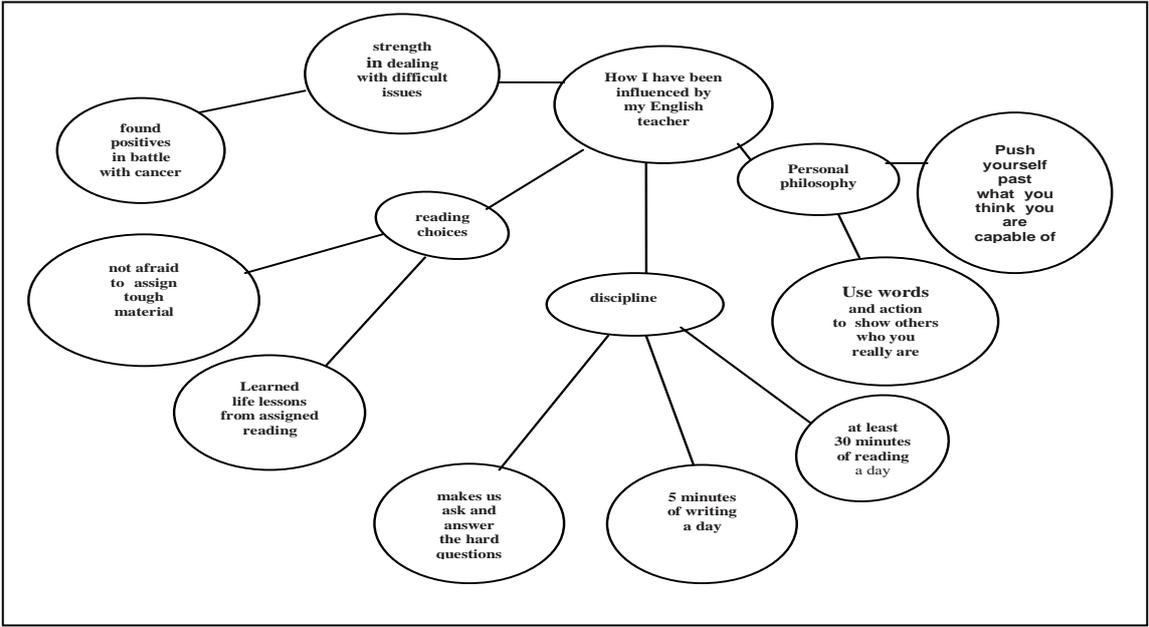
Figure12: An example of concept mapping. Chesla (2006: 40)

8. How to Brainstorm Effectively

For creating a proficient brainstorming, students should fellow certain strategies to organize their brainstorming session. So, according to Junior Skill Builders (2008) an effective brainstorming session should fellow certain steps like:

- Establish a time limit for yourself.
- Write down ideas, without editing or polishing them, as quickly as you can.
- Once your time is up, take a deep breath, and try to clear your brain.
- Now look over the ideas you've brainstormed, evaluate and cross the irrelevant once.
- The topic starts to appeal within your jottings. Spend another few minutes brainstorming about the topic.

9. The Importance of Brainstorming in the Teaching Process

Brainstorming has an essential role in the teaching process. Which are mainly related to students' education proficiency. Sayed (cited in Al-khatib, 2012) gives some brainstorming importance which are:

- Helps students to solve problems, an innovative solution.
- Helps students to benefit from the ideas of others through the development and build on them.
- Helps the cohesion of the students and build relationships among them and assess the views of others.

Also, brainstorming has an optimal role on teachers Humaidan cited in Al-katib (2012) Helps the teacher to conclude ideas that are broader than students' thinking solutions and makes the teacher more democratic and respectful of views regardless of the different points of view.

10. The Importance of Brainstorming in the Writing Skill

According to some scholars, brainstorming facilitates the students' writing. When students apply brainstorming, it directs them to develop their writing. According to Scane, et al. (1991) cited in Hashempour, et al. (2015) that brainstorming is a key element in pushing the students who do not like to write by creating stress- free atmosphere in which

encourage the students to improve their writing skill. Moreover, Harmer (2001) argues that teaching students' brainstorming techniques can reach their writing by beneficial ideas also Harmer (ibid) argued that a good writer are those who can think well which are directly expressed by writing.

Conclusion

To sum up, brainstorming is one of the writing skill components which primarily present the clear and the logical way for guiding students to a successful final product. Supporting students with the brainstorming stage during the writing skill can mainly highlight the students' needs and goals. Brainstorming can be planed through different types (personnel or group brainstorming) by various techniques (mapping, questioning, listing, and free-writing).

Brainstorming plays a very important role in assisting such students in the way of producing their products; In addition it can be a means of encouragement, facilitating the written task, a way by which students are getting right to the real point that is reaching a successful piece of writing. Moreover it is a strategy of challenge, motivation and a kind exchanging knowledge between students among each other and between the teacher and students, so teachers should arouse their interest on the different prewriting strategies, especially the brainstorming strategy, because it an essential part in the writing skill.

Chapter two: conclusion

After finishing the two section that are dealing with writing and brainstorming, we can conclude that, despite to the complexity and the difficulty that the writing skill have, teachers should facilitate the process of writing by following certain steps by using adequate strategies in order to enable students to write. Brainstorming is one of those steps. Consequently, brainstorming is seems to be a neglected steps from students. Therefore, teacher should motivate and foster their students to use it

The first section dealt with a general discussion about writing skill and other related elements in general. In the second section, we tried to give an overview about the general issues concerning brainstorming stage.

PART TWO:

The FIELD WORK

OF THE STUDY

Introduction

The present chapter is devoted to analyze the findings obtained from students and teachers concerning our investigation which is "prediction based brainstorming in increasing EFL students writing skill". We believe that the two questionnaires addressed for both students and teachers and a classroom observation were suitable tools for gathering adequate data and which mainly help us to conduct this research and confirm our hypothesis, which is If students use prediction as a reading strategy; they may benefit from it, or they will have a strong drive to develop their brainstorming stage. Also, they can develop an active response to increase their knowledge and their understanding about brainstorming. In short, students can use this technique as a motivational strategy to help them to practise certain activities which are related to this stage.

1. Questionnaires' Aim

For conducting the research entitled prediction based brainstorming in increasing EFL students writing skill, we have chose as the first data gathering tool a questionnaire administered to both students and teachers, for getting different points of view from teachers and students in order to catch adequate information that help us investigating our hypothesis and answering the research questions concerning our research.

1.1 Students' Questionnaire

1.1.1 Description of the Students' Questionnaire

The students' questionnaire is deliberated to 70 students of third (3^{rd}) year LMD students of English branch at Biskra University, which is divided into three sections, including nineteen questions starting from open-ended questions such as, yes/no questions and multiple-choices to close-ended questions. So, the first section is dealing with the personal information about students or participants. Then, the second section is about prediction within reading comprehension. Its purpose is to create a chance for students to give their opinions towards different perspectives concerning reading comprehension and prediction strategy and how it helps them to activate their knowledge before starting their brainstorming and their writing. The third section deals with the brainstorming and the writing skill and the difficulties that encounter them in their writing.

Section One: Background Information

The first section includes three questions that are dealing with the general information concerning students' gender, their choice of studying English language and their level in that language.

Section Two: Prediction within Reading Comprehension

The second section acquaints for identifying information from students, which contains nine (7) questions that are aimed to investigate students' point of view concerning reading comprehension, moreover prediction strategy and its benefits on brainstorming and writing skill.

Section Three: Brainstorming Stage within Writing Skill

The final section deals with the writing skill and brainstorming stage. This section consists of nine (9) questions about the writing skill. These questions conducted to collect data about the students and their views about using brainstorming stage in the classroom in order to develop their writing skill.

1.1.2 Analysis of the Students' Questionnaire

Section One: Background Information

Question 1: What is your gender?

Options	Participants	Percentage
Male	11	15.71%
Female	59	84.29%

Table 01: Students' gender distribution
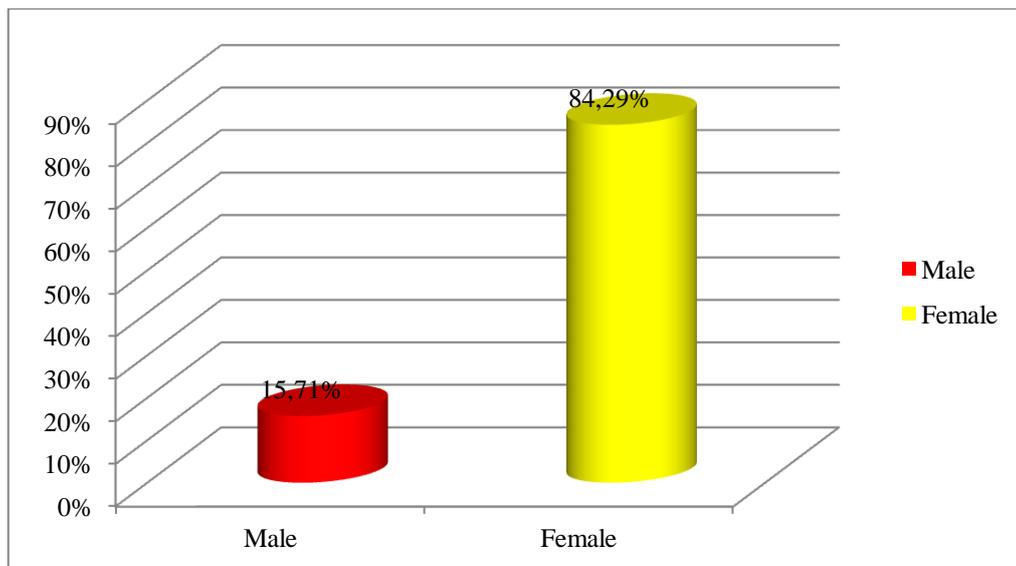
Graph 01: Students' gender distribution

The statistics above shows that females are outnumbering than males, because females have demonstrated 84.29%, while males are only 15.71%, which indicates that females are greatly interested in learning English language more than males.

Q2: Your choice of English was:

Options	Participants	Percentage
personal choice	68	97.14 %
imposed	2	2.86%

Table 02: Students' choice of English
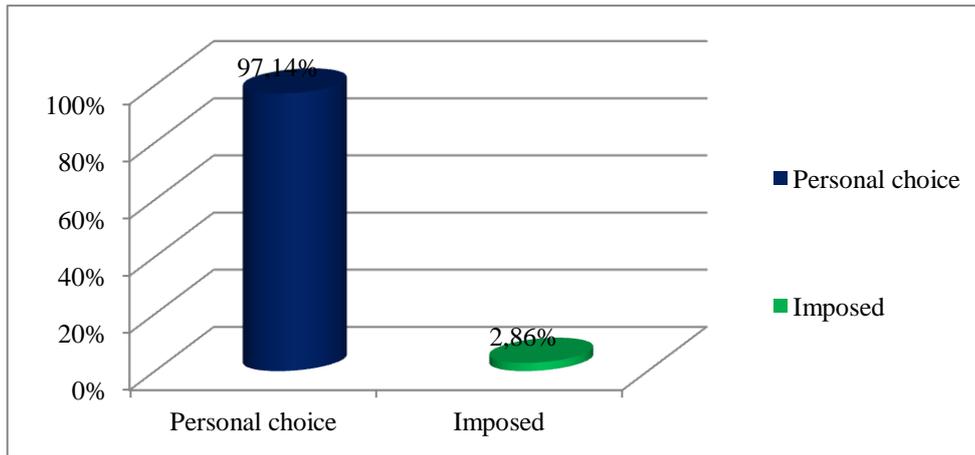
Graph 02: Students' choice of English

The second table demonstrated that 97.14% of students replied that English is their personal choice; as a result, the majority of the population is motivated since they have an intention to study English. In contrast, the minority of students (2.86%) are said to be that they were not free in their choice of the branch; perhaps due to some reasons like parents' decisions, their friends, or they do not get enough grades to choose their preferred branch.

Q3: Your level in English

Options	Participants	Percentage
Very good	1	1.42%
Good	42	70%
Average	27	38.58%

Table 03: Students' perception of their level in English
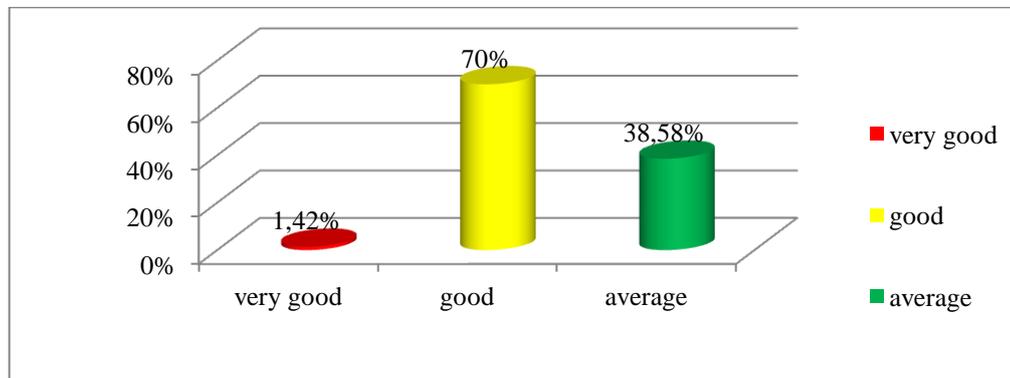
Graph 03: Students' perception of their level in English

The results of the table above indicate that the majority of students consider their level in English as good (70%), whereas, less than the half of the population stated that their level is average (38.58%), and about 1.42% confirmed that her/his level is very good. This may indicate that they have background knowledge and a goal to learn English.

Section Two: Prediction within Reading Comprehension

Q1: Do you like reading?

Options	Participants	Percentage
Yes	55	78.58%
No	15	21.42%

Table 04: Students' attitudes towards reading
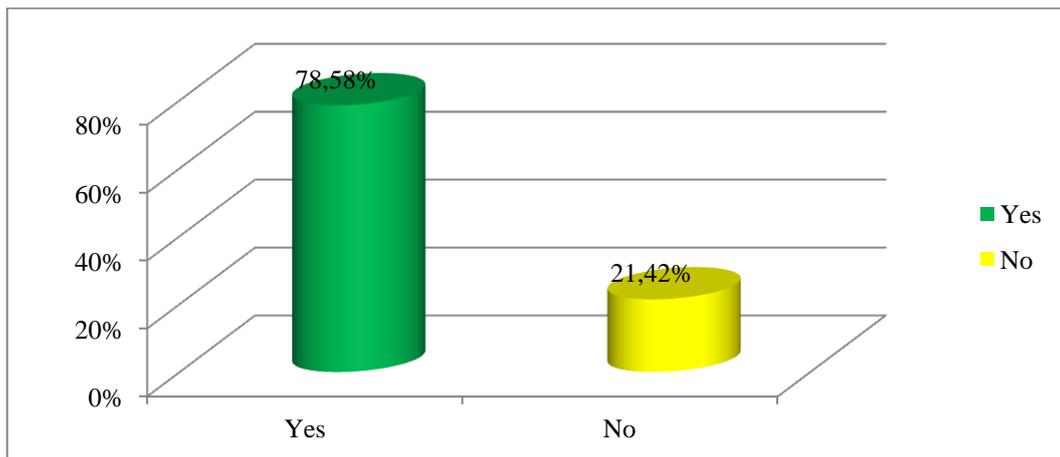
Graph 04: Students' attitudes towards reading

As it is remarked in the above table, about 78.58% of the students revealed that they like reading. In contrast, only 21.42% of them ticked the no-option; this points out that, students who like reading have knowledge, information and different ideas, which can help them to improve the other skills and especially the writing skill.

Q2: Does the title of a book, a text, or an article gives you an idea about its content before you start reading?

Options	Participants	Percentage
Yes	59	84.29%
No	11	15.71%

Table 05: Students' vision about their prediction concerning the title of a book, a text, or an article
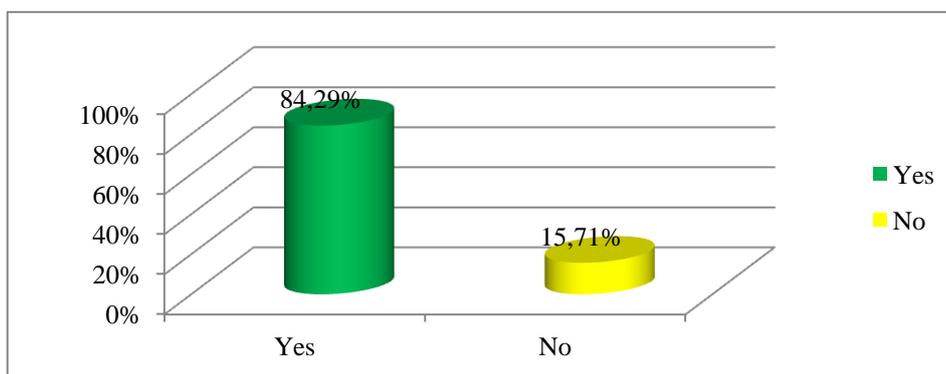
Graph 05: Students' view about their prediction concerning the title of a book, a text, or an article

The analysis of the above item shows that the majority of students (84.29%) responded that the title of a book, a text or an article gives them an idea about its content before they start reading, while (15.71%) replied the no-answer, this analysis shows that the greater part of students start to make their predictions before they read the content of the text and they are more consciously aware about prediction strategy which can give them the opportunity to understand what comes next. We believe that the title is the first element that any reader starts with.

Q3: Is the title an important element that helps you predict (guess) what comes next in the text?

Options	Participants	Percentage
Yes	34	48.58%
No	36	51.42%

Table06: Students' perspective about the title
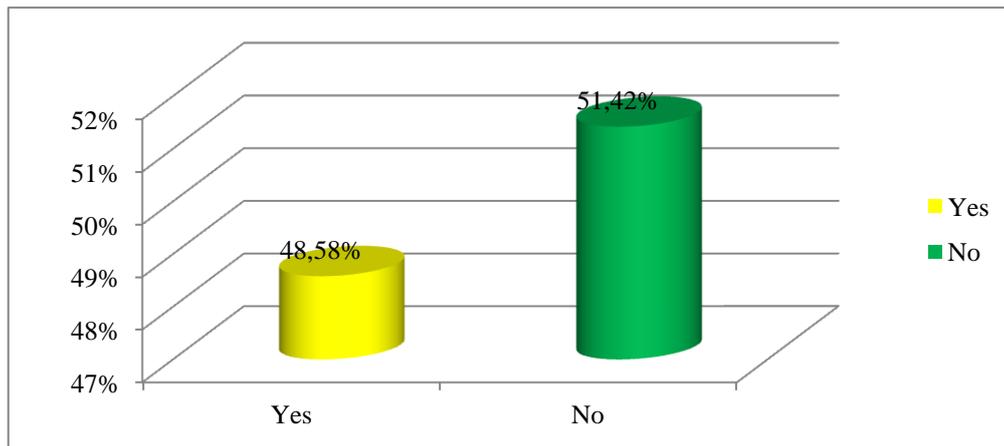
Graph 06: Students' perspective about the title

It is appearing from the results above that 48.58% of participants are aware about the role that the title plays in offering them the opportunity to comprehend the next information, but more than the half of students (51.42%) are ignoring about the importance of the title in reading any kind of texts; maybe they use other elements to help them in their prediction.

Q4: Besides the title**,** what other elements may help you in your predictions?

Options	Participants	Percentage
Pictures, charts, diagrams, and tables	14	20%
Subtitles, headings of chapters and paragraphs	9	12.86%
Your general knowledge of the topic	11	15.71 %
All of them	36	51.42%

Table 07: The other things that may help students in their prediction
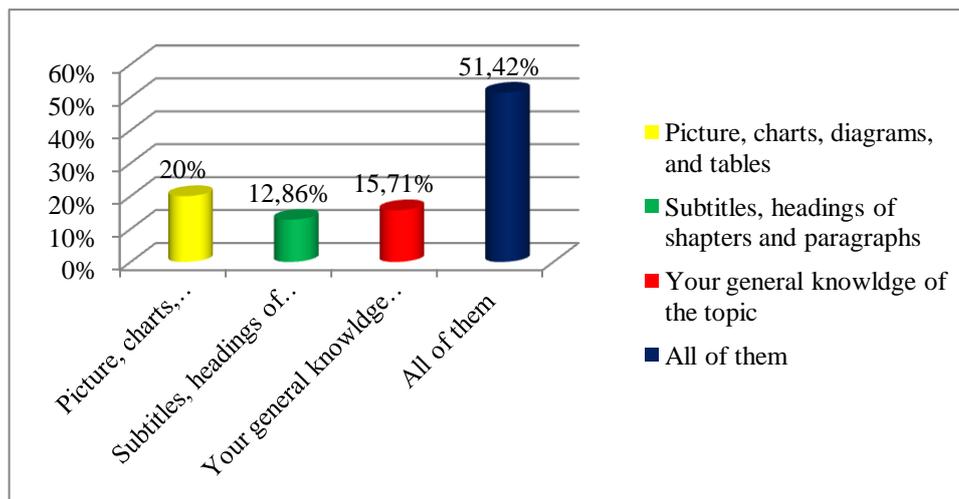
Graph 07: The other things that may help students in their prediction

It is appearing in the above table about 20% of the population use pictures, charts, diagrams, and tables in order to predict, whereas only about 12.86% make use of subtitles, headings of chapters and paragraphs. Therefore, 15.71% apply their general knowledge of the topic, and more than the half 51.42% of students employ all of them, it is appearing that students are not only using the title in order to figure out certain hindering things within texts but they have certain imagination in recognizing the implied meaning through the above elements.

Q5: after reading the title which your teacher gives you to write about it, what do you generally do?

Options	Participants	Percentage
Start to write immediately	1	1.42%
Think for a while on which ideas to include	41	58.58%
Use your predictions (prior knowledge) to start your brainstorming	28	40%

Table 08: Students' consideration in their writing
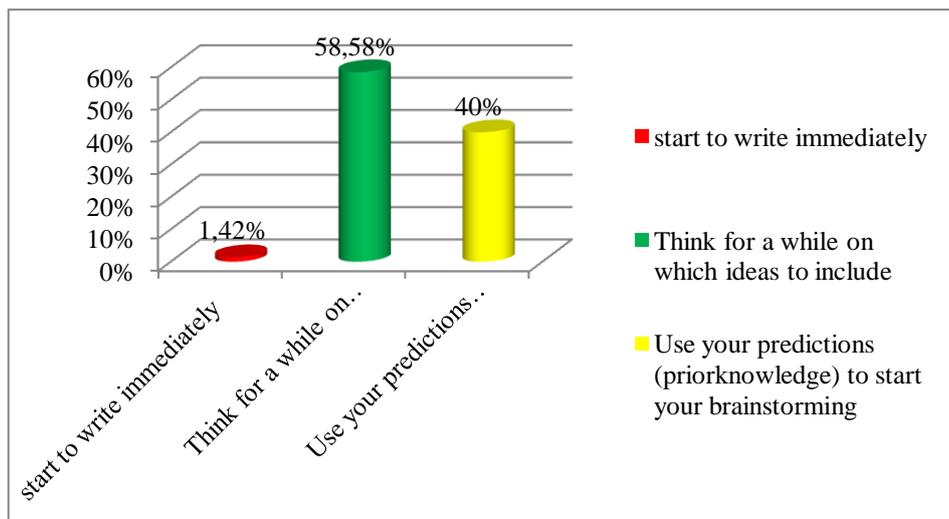
Graph 08: Students consideration in their writing

As it is appearing in the table above, more than the half of the population (58.58%) agreed on the same point that when they start writing they think for a while on which ideas to include, next there are some students (40%) confirmed that they use their predictions (prior knowledge) to start their brainstorming, therefore, there is about 1.42% reported that they start to write immediately. From these results we deduce that there are some students who are alerting about the optimal role of prediction on brainstorming stage, because it is warming- up students' mind to realize better achievements.

Q6: What do you think the importance of prediction on the writing skill?

Options	Participants	Percentage
It warms you up to the topic	18	25.71%
It helps you become confident about writing a text	29	41.42%
It saves your time	23	32.86 %

Table 09: The importance of prediction on writing skill
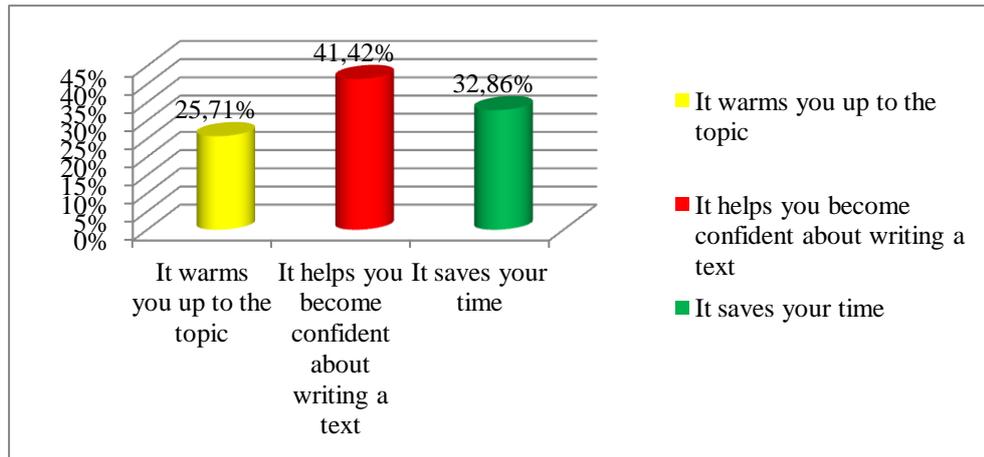
Graph 09: The importance of prediction on writing skill

It is noticed that in the table of the importance of prediction on the writing skill, that the majority of participants insisted on the second choice that prediction helps them to become confident about writing a text which takes the portion of 41.42%. Next, about 32.86% proved that prediction saves their time, while 25.71% confirmed that prediction warms them up to the topic. Generally speaking, all of students agreed on the same point that prediction is mainly related to the writing skill, and it can improve their thinking, warm them up, become confident and save their time while writing.

Others

There are other students who argue that prediction strategy is useful during brainstorming stage and more importantly the writing skill. So, they consider it as a strategy that can offer them the opportunity to be familiar with the topic that they are going to write about. Also, it is a strategy that makes them write faster, better and in the center of the topic. As we know that prediction is the link between the previous knowledge and the coming one. Consequently, students are mainly emphasizing on this point which is that prediction is a means that can assist them to remember their previous knowledge, and makes them sure of what they write. They conclude that it is very beneficial because it helps them to write a good piece of writing.

Q7: Is brainstorming stage has benefits from prediction?

Options	Participants	Percentage
Yes	69	98.58%
No	1	1. 42%

Table 10: The benefits of prediction on brainstorming stage
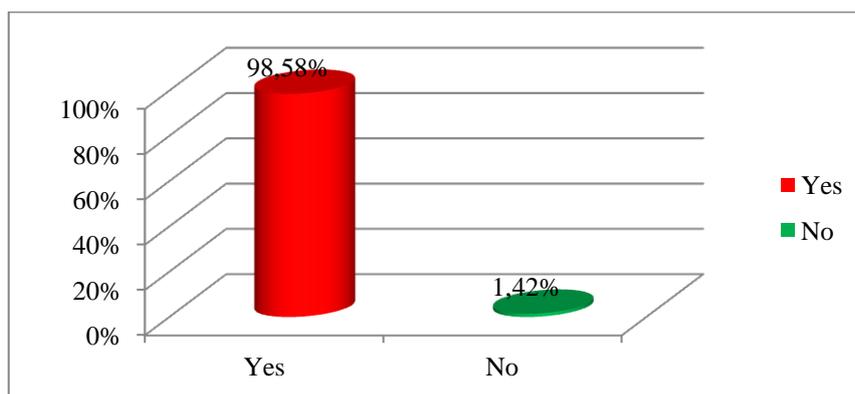
Graph 10: The benefits of prediction on brainstorming stage

The results achieved from the twelfth item 12 show that the majority of students agreed on that brainstorming has many benefits from prediction with a percentage of 98.58%. On the contrary, no more than (1. 42%) of students believe that there is no benefits from prediction to brainstorming; generally speaking, prediction has advantages on brainstorming because it can be as a technique used by students to refresh their minds, activate their personal knowledge and experiences and give them the opportunity to make a link between the prior-knowledge and the coming one while brainstorming in writing.

Section Three: Brainstorming Stage within Writing Skill

Q1: Do you like written expression module?

Options	Participants	Percentage
Yes	65	92. 86%
No	5	7. 14%

Table 11: Students' opinion concerning written expression module
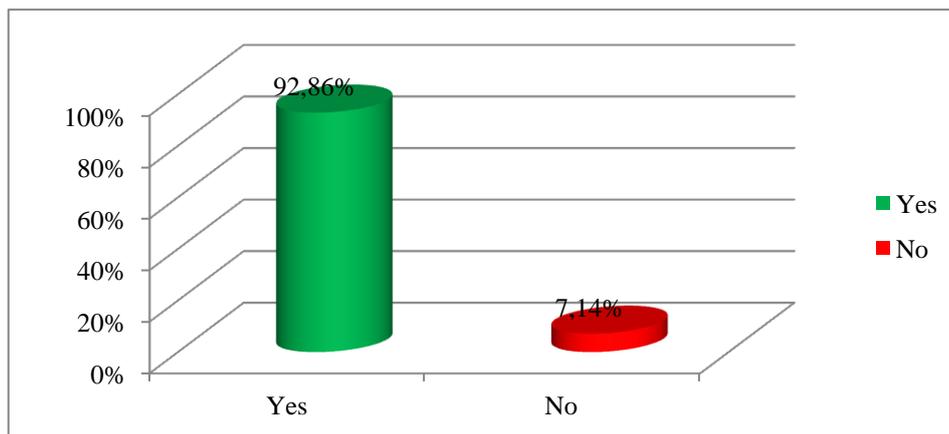
Graph 11: Students' opinion concerning written expression module

The collected answers confirmed that; almost most of the students (92. 86%) like written expression module and merely 7. 14% of the sample stated that they dislike written expression module.

 If ''no'' why?

There are 05 students (7. 14%) stated that they did not like written expression module, so, they justify their answers that they do not like the way that the teacher uses to teach the module, they faced some difficulties in writing academically. Also, they did not have a good background concerning writing, grammar and vocabulary.

Q2: Which are the problems that you encounter (face) when writing?

Options	Participants	Percentage
Punctuation	8	11.42 %
The organization of ideas	27	38.58%
Misuse of the linking words	13	18.57%
Clarity	4	5.71%
The relevance of the ideas	6	8.58 %
Generating ideas	12	17.14%

Table 12: Problems that encounter (face) students when writing
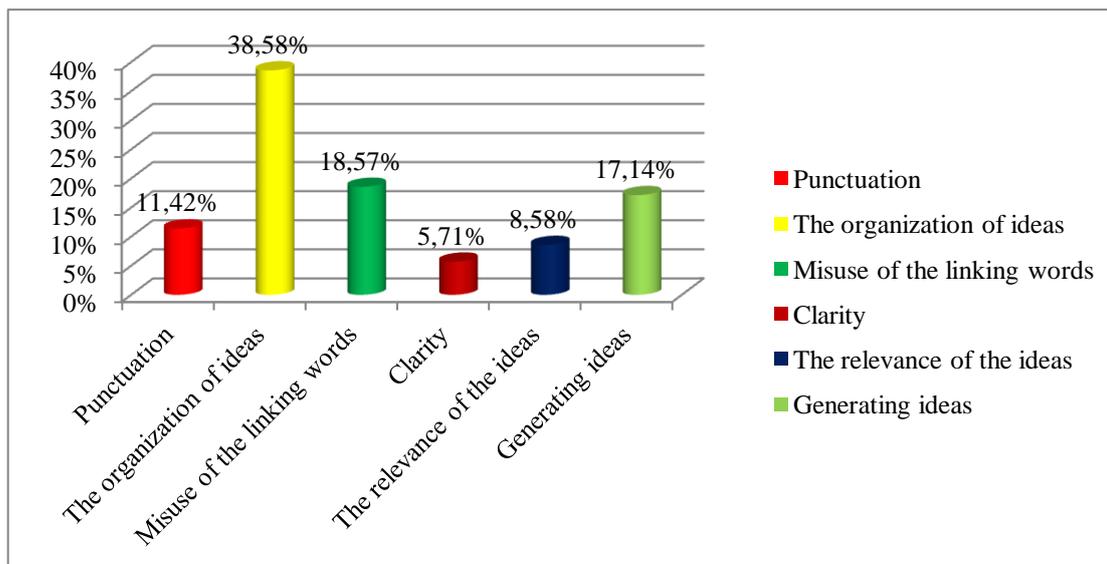
Graph 12: Problems that encounter (face) students when writing

On the basis of the results shown in table 12, almost most of students encounter some difficulties that hinder their capacity to write well, the problem that takes the highest proportion is the organization of ideas 38.58%, and about 18.57% is directly linked to the misuse of the linking words, also there are some students (17.14%) who claimed that they have a difficulty in generating ideas, In contrary, about 11.42% of the population face the punctuation problem, nevertheless there are some students who still encounter the problem of the relevance of the ideas which hold the percentage of 8.58%. It is noticed that no more than 5.71% of population selected the clarity problem. So, from this valid data, we achieve that the majority of students face many problems concerning their written expression which can be a result of the lack that students' suffer in their background knowledge concerning the above problems and their lack of awareness of these basic steps in writing an acceptable production so these difficulties may hinder their capacity in writing.

Others Problems:

Not only the above problems that students encounter when they write but there are other problems which are mainly affecting their ability when they write; like the lack of vocabulary, the ambiguity and the difficulty of the topic, coherence of ideas, spelling mistakes and the interference of mother tongue.

Q3: Do you know that writing is a developmental process that contains different steps?

Options	Participants	Percentage
Yes	66	94.29%
No	4	5.71%

Table 13: Students' view about the writing skill
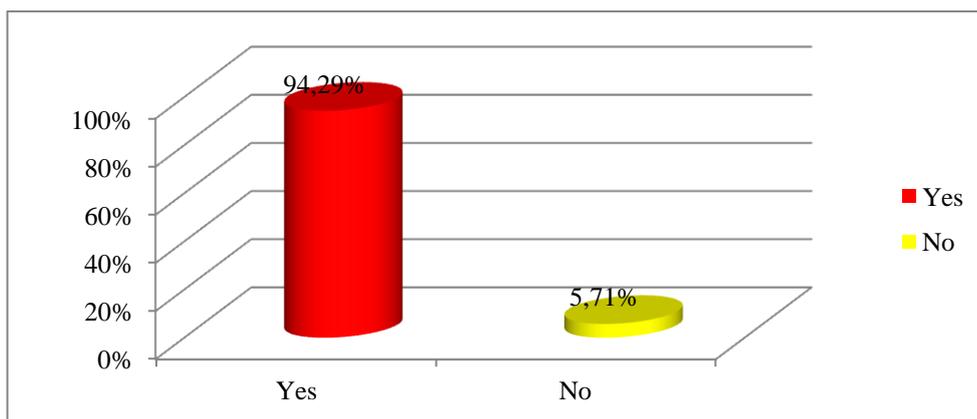
Graph 13: Students view about writing skill

In the investigation of the over item which indicates that concerning the students' knowledge about the writing skill that is a developmental activity that contains different steps, therefore, the greater part of student ticked the yes-answer 94.29% and just 5.71% of students ticked the no-answer. From the observed data, we can say that the majority of students have some considerable knowledge about the writing skill which is a developmental activity that needs certain steps to be followed by students in order to enhance their writing, but for those who ticked the no-option, may be they did not grasp or understand very well the question.

Q4: when you write, do you:

Options	Participants	Percentage
try to make everything perfect from the very beginning	32	45.71%
write with non-stop and then you revise and improve your writing	38	54.29 %

Table 14: Students' point of view while writing
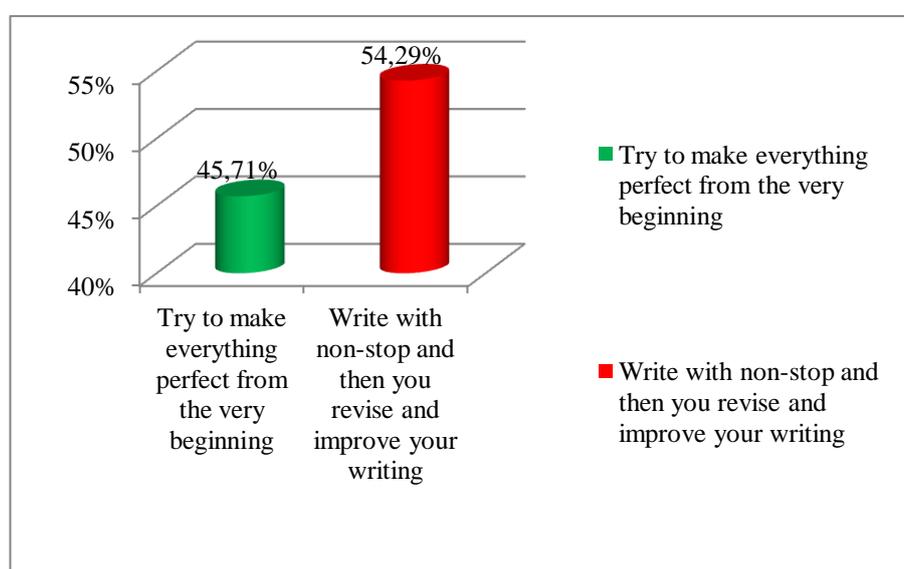
Graph 14: Students' point of view while writing

The above table shows clearly that more than the half of students (54.29%) stated that; when they write, they generally write with non-stop and then they revise and improve their writing. In contrast, about 45.71% of the population said that they try to make everything perfect from the very beginning, this result shows that there is a considerable number of students who are really consciously aware about the advantages that may gain from the quick writing without the consideration of the mechanism of writing, while the other students choose (try to make everything perfect from the very beginning) are mostly following the wrong way because as we already mentioned that the writing skill is a developmental activity that needs many efforts from students for achieving a better achievements.

Q5: How do you begin your writing?

Options	Participants	Percentage
Pre-writing strategies (Brainstorming, clustering, or with another strategies)	38	54.28%
Outlining	20	28.58%
Final draft	12	17.14%

Table 15: Students beginning of their writing
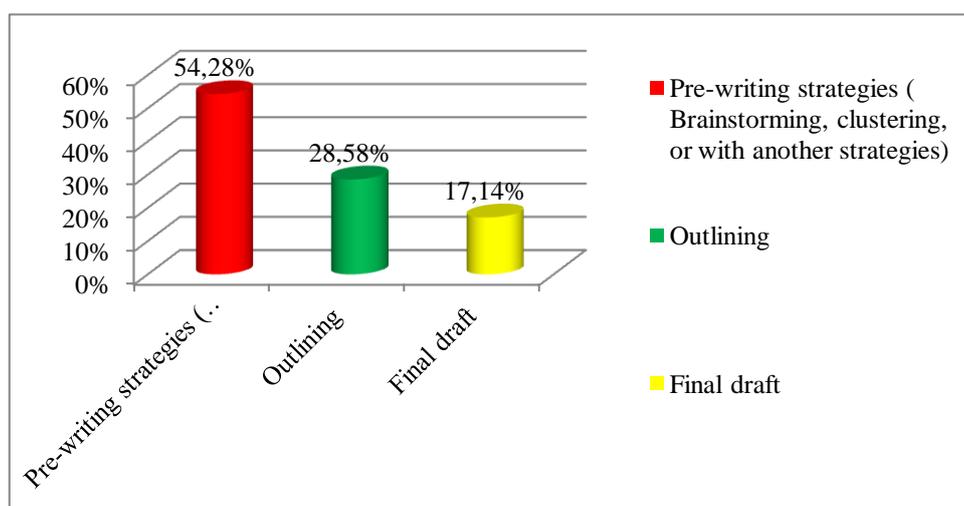
Graph 15: Students' beginning of their writing

The table seventeenth 17 shows that more than of the half of students (54.28%) started their writing by using the Pre-writing strategies, such as brainstorming, clustering, or with other strategies, and about 28.58% started their writing by outlining, in the contrary, just about 17.14% stated that they begin their writing by the final draft. We can state that the majority of students are consciously aware about the role that the pre-writing strategies play in improving and enhancing their writing style.

Q6: Do you use brainstorming stage

Options	Participants	Percentage
Yes	63	90%
No	7	10%

Table 16: Students' usage of brainstorming stage
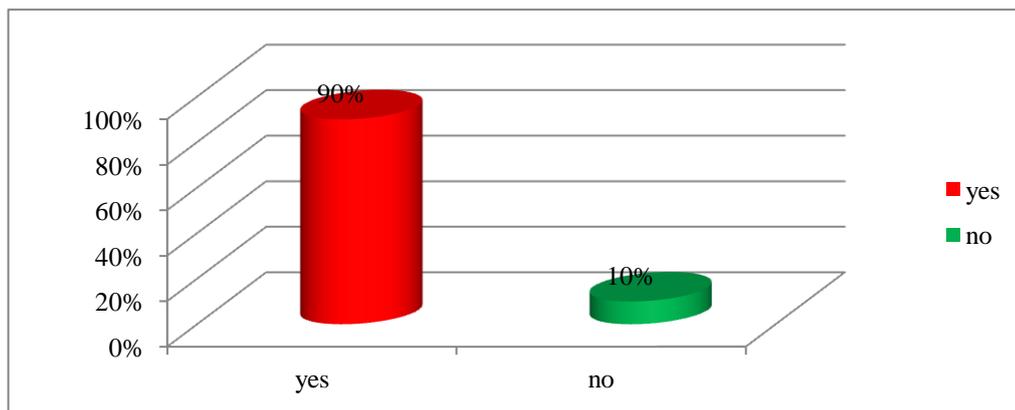
Graph 16: Students' usage of brainstorming stage

Statistics above show that the majority of students (90%) use brainstorming stage before they write, and the minority of them (10%) do not use it. This mainly indicates that, students who use brainstorming are conscious about the usefulness of this strategy which can help students to make preliminary information before they write and it is a means for organizing the different ideas.

For seeking more information concerning those students who picked the no-option, we added another question. **If "no" Why?**

The majority of students consider brainstorming as a stage which wastes their time and they stated that they start to write directly, but there are other students who claim that they knew brainstorming stage just recently, also it is difficult to deal with it concerning the different ideas that they gather because they did not know how to deal with them may be because they did not know about ways and rules of brainstorming, the tips that help them to brainstorm effectively and how they deal with the different collected data. So, teachers should pay their students attention on how they deal with brainstorming.

Q7: When writing in the class; do you prefer:

Options	Participants	Percentage
To have a brainstorming session individually	35	50%
To have a brainstorming session in a group	35	50%

Table 17: Students' preference concerning the type of brainstorming stage
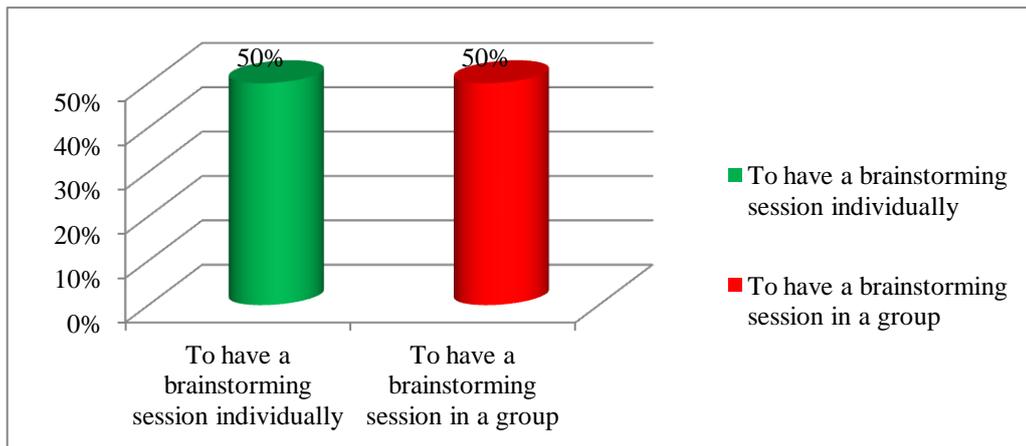
Graph 17: Students' preference about the type of brainstorming stage

According to the above information, both choices are holding the same percentages, so, about 50% chose to have a brainstorming session individually, and about 50% prefer to have a brainstorming session in a group. This signifies that, there are some students who like group work and those generally do not have a sufficient knowledge for writing, while students who like to work individually are mostly a self-confidence and an acceptable knowledge that can help them to write in any topic.

In both choices why?

For students who chose to brainstorm individually, they generally agree on the same points that the individual work helps them to concentrate on writing their ideas, knowing their level and showing their skills. In addition, they asserted that the individual brainstorming can improve their style of writing, test their background information, gather information and to convey their message. In the other hand, students who prefer to brainstorm in groups they argued that group brainstorming can give them the opportunity to check their understanding, way of thinking, to share their knowledge, gathering and collecting information from different point of views. Also, it can be a helpful technique in improving writing skill, correcting mistakes, exchanging and organizing ideas.

Q8: Do you think that Brainstorming is useful during written expression session?

Options	Participants	Percentage
Yes	64	91.42%
No	6	8.58 %

Table18: The usefulness of brainstorming stage during written expression session
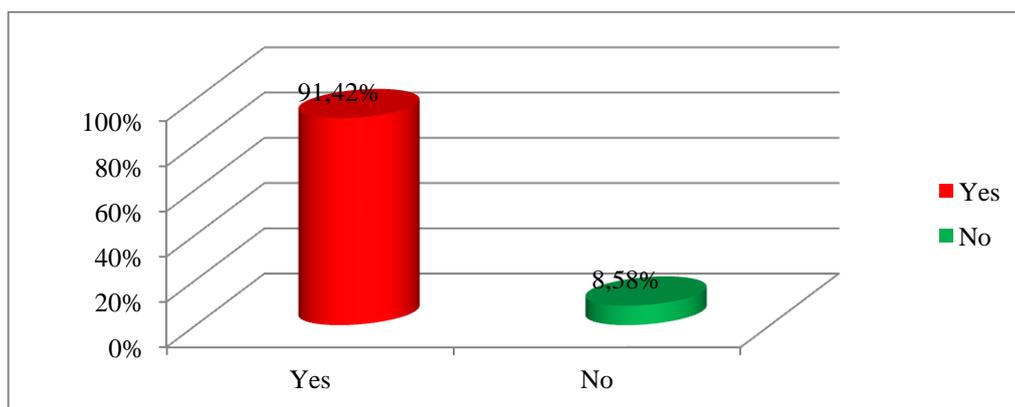
Graph18: The usefulness of brainstorming stage during written expression session

The collected answer confirms that, the longest part of students (91.42%) stated that brainstorming is useful during written expression session, but few of them (8.58%) ticked the no-option. So, it is noticed that students have knowledge about brainstorming and its importance on written expression and that is good concerning their final productions.

In both cases why?

The majority of students argued that brainstorming is a useful stage during written expression, thus, they induce their answer by certain arguments such as brainstorming can help them to collect ideas, make them familiar with the topic. Besides, it is a means of gathering information and remembering their previews knowledge. In addition, there are some students who claim that brainstorming is the foundation of writing, because it develops their ideas, testing their background information, and finally it is a plan that they should use it in order to organize their ideas and more importantly is a technique that can motivate them to write more.

Q9: Does your teachers encourage you to use brainstorming stage before writing?

Options	Participants	Percentage
Yes	63	90%
No	7	10%

Table 19: Teachers' encouragement about the use of brainstorming stage before writing
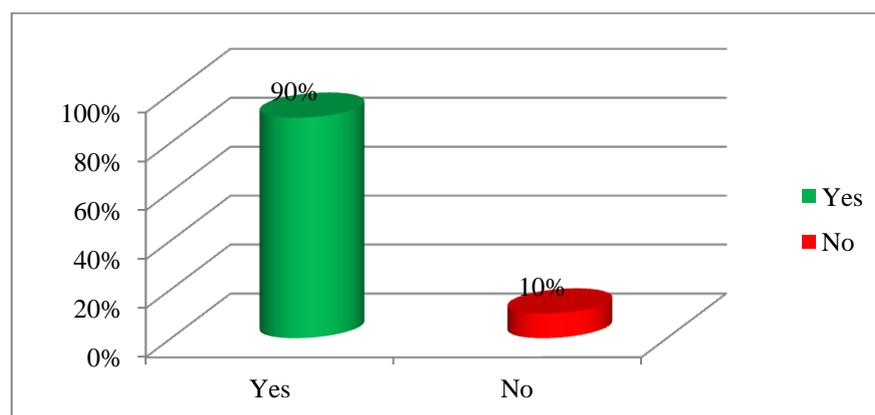
Graph 19: Teachers' encouragement about the use of brainstorming stage before writing

The final table shows that, about 90% of students said that their teachers are encouraging them to utilize brainstorming stage before they write, while the rest of students (10%) opted the no-answer. Subsequently, teachers have positive attitudes towards brainstorming stage in order to monitor their students' orientation in fostering their motivation towards the writing skill.

1.1.3 Discussion of the Results

After analyzing students' questionnaire we found that students are mainly recognizing and identifying about prediction strategy and about its usefulness during brainstorming stage in order to enhance their writing skill.

The first section is dealing with students' background information like their level, gender and about their choice of the branch whether it is imposed or their personal choice, thus all of them have responded on the questions honestly.

The second section, which is reading comprehension within prediction strategy, as a sequence, the majority of students dislike reading, may be because they did not have a clear image about the contribution of reading on writing, thus this ignorance can not only affect their writing but their education of foreign languages. Concerning the elements that can raise their curiosity before they read such as the title, pictures, subheadings and other surrounding elements, all of the populations are aware about those elements and mainly have a considerable knowledge about prediction strategy and the role that it plays in order to enhance brainstorming stage and especially the writing skill, because they confirmed that prediction can help them to write faster. In addition, it is a means that assists them to remember their previous knowledge.

Concerning the third section which is writing skill within brainstorming stage, we have found that, most of students encounter some difficulties which can hinder their ability to write an acceptable piece of writing like; generating ideas, punctuation, clarity, coherence of the ideas and other linked problems, which lead them to dislike written expression module.

Concerning brainstorming stage, out of (90%) of participants claimed that they used brainstorming which clarifies that students are mindful for the benefits that they will achieve from the use of brainstorming because it organizes their ideas and vocabulary, it is a resource of remembering their previous knowledge or it is a preliminary outline for their essays.

Conclusion

 After analyzing and discussing students' questionnaire, we conclude that, students are helped us in conducting the topic, this mostly achieved through their answers and contributions, the majority of students answered honestly to the questions that were given to them. We have realized some reasons beyond students' problems in the writing skill, in addition, the analysis of the results ascertain our hypothesis when they started to generate ideas this may hinder their capacity while writing. Teachers should foster their students to use certain reading strategies such as prediction while brainstorming; this can be a means for motivating and activating their knowledge and experiences concerning the topic they will be writing on.

1.2 Teachers' Questionnaire

1.2.1 Description of Teachers' Questionnaire

The teachers' questionnaire was administered to six 06 written expression teachers at Mohammad Khieder Biskra University at the English Branch. Our consideration from this questionnaire is to take the different perspectives and points of view of our teachers concerning our topic which is prediction based brainstorming in increasing EFL students writing skill. Teachers' questionnaire is divided into three sections, which is including twenty questions starting from open-ended questions such as, yes/no questions and multiple-choices to close-ended questions. The first section deals with the general information concerning our dearest teachers, the second section is about reading comprehension and prediction strategy and the final section is concerning brainstorming within writing skill.

Section One: Background Information

The first section deals with the general information about teachers, their level of education and their length of experience in teaching English at the university?

Section Two: Prediction within Reading Comprehension

The second section is mainly concerned with taking different information from different angles related to reading comprehension and prediction strategy, and more importantly, the relation that exists between predicting and brainstorming and their importance on the writing skill.

Section Three Brainstorming Stage within Writing Skill

The final section deals with the writing skill and brainstorming stage, as well as the approaches that teachers use, brainstorming stage, and other related information.

1.2.2 Analysis of Teachers' Questionnaire

Section One: Background Information

Q1: What degree do you hold?

Options	Participants	Percentage
License	0	0%
Magister	5	83.33%
Doctorate (ph.D)	1	16.6%

Table20: Teachers' degree
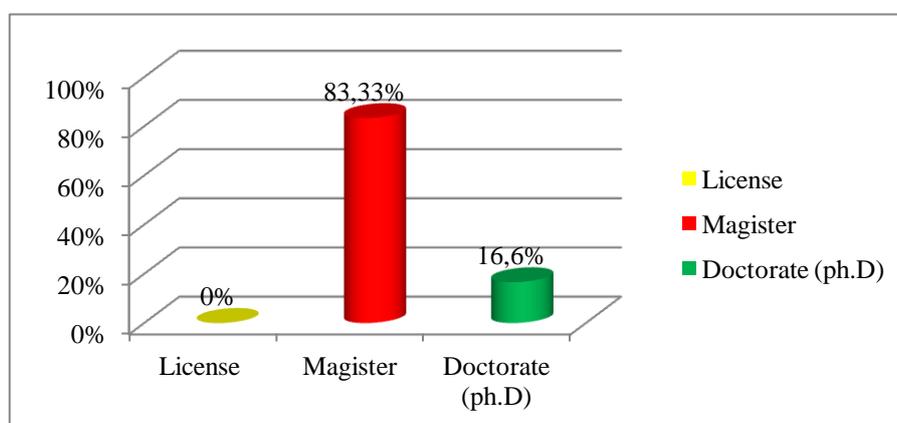
Graph 20: Teachers' degree

Among six teachers, only one teacher holds a Doctorate (ph.D), thus 16.6% of teachers has a high degree, and about 83.33% of teachers indicates that they have "Magister degree ", whereas only one teacher who declared that he/she is preparing for the doctorate degree.

Q2: How many years have you been teaching English at the university?

There is a difference between teachers concerning their length of experience in teaching at the university. The first teacher declared that he/she has been teaching English for fourteen years (14years). The second result revealed that there are three teachers who have been teaching English for ten years (10 years). Only one teacher who responds that his/her experience in teaching English at the university is about nine years (9 years). And one teacher has been teaching English for more than eight years (8 years). So, this indicates that all the teachers have a good experience in teaching at the university and that

is good for both for the teacher himself and for their students which can allow them the opportunity to deliver a well-structured lesson without any difficulties because of their familiarity with teaching.

Section Two: Prediction within Reading Comprehension

Q1: Do you encourage your students to read?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table21: Teachers' attitudes towards reading skill
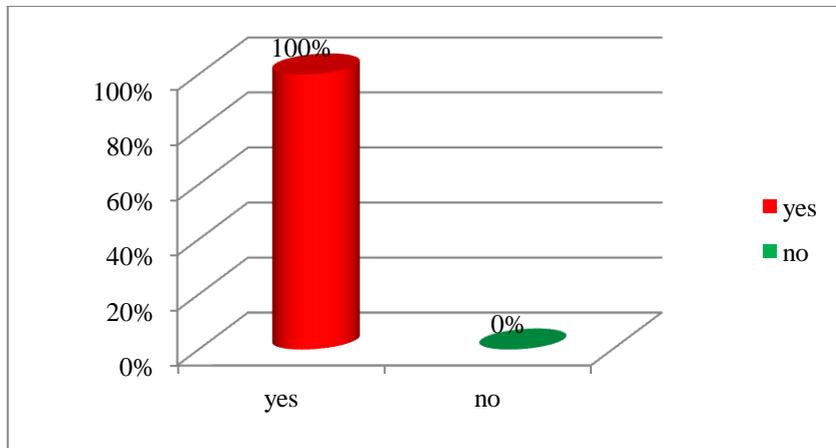
Graph21: Teachers' attitudes towards reading skill

One hundred percent 100% of teachers confirmed that they are encouraging their students to read, because they totally have knowledge and experience concerning the benefits that students may gain from reading, because students who do not read will be lost. Reading can build up and give us the chance or the opportunity to be more intellectual concerning the language itself and other different skills.

Q2: Does reading contribute in the development of the writing skill?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table 22: The contribution of reading in developing the writing skill
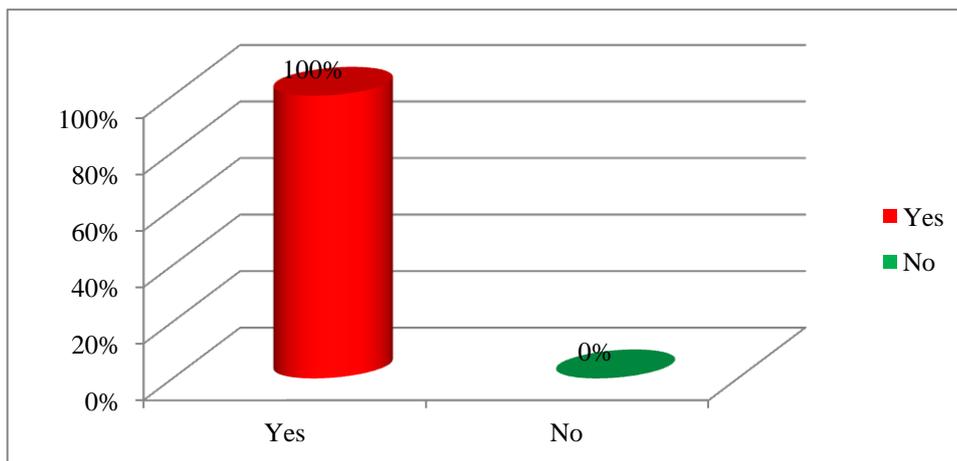
Graph22: The contribution of reading in developing the writing skill

The table above shows that, all teachers 100% selected the yes-option, because there is a clear relationship between reading and writing skill. Since we mentioned before reading can be the key element in enriching students' vocabulary, to seek more clarification concerning the above question.

Q3: How can reading contribute in the development of the writing skill?

Teachers have justified their answer concerning reading contribution on the development of the writing skill; reading enriches students' vocabulary and refines their style concerning the correctness of sentences and punctuation. In addition, the knowledge that they gain from the reading stage will be a source of input for the writing process such as accuracy, also it exposed students to the written language and its mechanisms and it is considered as the backbone to the other skills (a good reader is a good speaker, listener, and a good writer. So, the more students read the more they become familiar with the target language (its sentence patterns), meaning, structure, organization, grammar and other elements.

Q4: Do you give some reading passages to reinforce your students before they write?

Options	Participants	Percentage
Yes	4	66.67%
No	2	33.33%

Table 23: Teachers' use of reading passages in reinforcing students before they write

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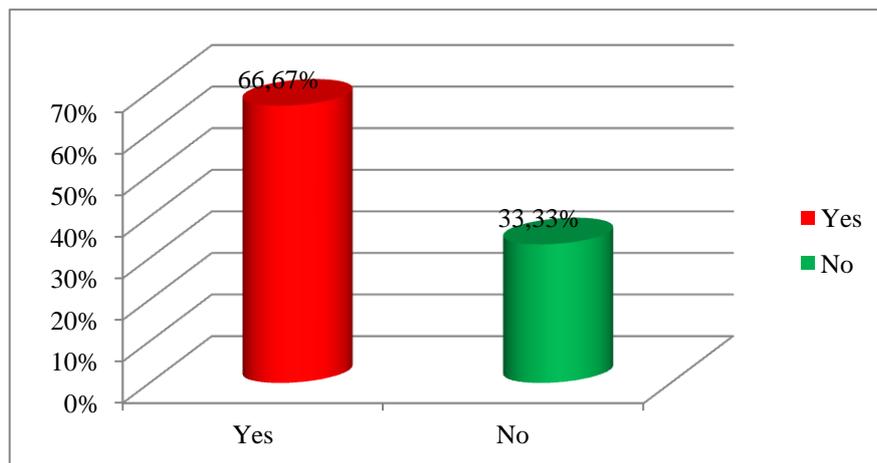
Graph23: Teachers' use of reading passages in reinforcing students before they write

The aim of this question is to see how teachers use the reading passages before students write, so about 66.67% of teachers responded that they deliver reading passages before students write. While only 33.33% picked the no-option, may be those teachers do not have enough time to give a period of time for reading, as well as reading is the main core of writing, because it has many advantages on writing skill, as already mentioned in teachers' justifications. Nevertheless, this is not only the concern of teachers, because they have many activities that they should do in one session, so students should practise reading outside of the class for sustaining their vocabulary and gain time during the written expression module.

Q4: Do you encourage your students to use the reading strategies while writing?

Options	Participants	Percentage
Yes	5	83.33 %
No	1	16.67%

Table 24: Teachers' encouragements concerning reading strategies while writing
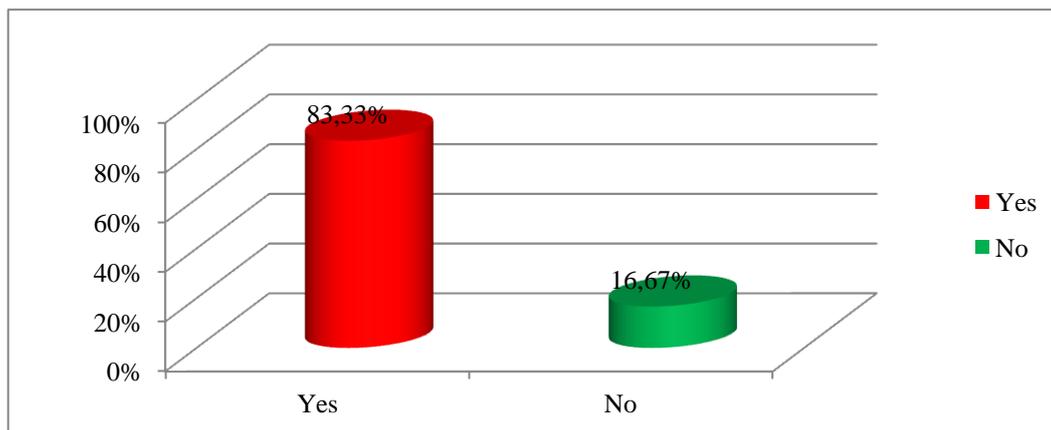
Graph24: Teachers' encouragements concerning reading strategies while writing

The highest percentage of respondents (83.33%) selected the yes-option concerning teachers encouragement of their students to use the reading strategies when writing, while only 16.67% chose the no-option, from those statistics we found that the majority of teachers are mainly interested in encouraging and fostering their students to use their reading strategies, because reading strategies such as prediction strategy can enhance their writing as well as their thinking.

Q5: In your opinion, what are the things that may help your students to predict (to activate their prior knowledge)?

Options	Participants	Percentage
Pictures, charts, diagrams and tables	2	33.33%
Subtitles, headings of chapters and paragraphs	0	0%
discussion about the general knowledge of the topic	3	50%
All of them	1	16.67%

Table 25: Teachers' opinion about the things that may help their students to predict
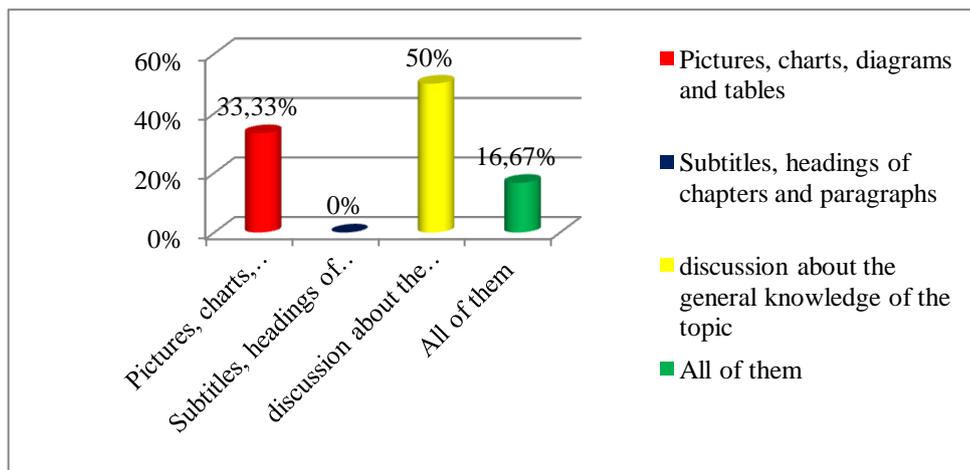
Graph25: Teachers' opinion about the things that may help their students to predict

It is observed from the previous table that teachers are consciously aware about the different elements before students write, thus about 33.33% reported that they use pictures, charts, diagrams and tables in order to help their students to predict or to activate their prior-knowledge, and a half of the teachers 50% replied that they discuss the general knowledge of the topic, only one teacher (16.67%) picked up the choice of all of them**.**

If there is other elements please specify

Only two teachers added other elements which is the make use of some striking quotations of their students' own choice, also when they paraphrase, when the topic goes with their prior knowledge and finally reading about the topic.

Q6: As a university teacher, do you give much attention to increase your students' awareness to use their prediction (activating the prior knowledge) while brainstorming?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table26: Teachers' attitudes towards prediction strategy
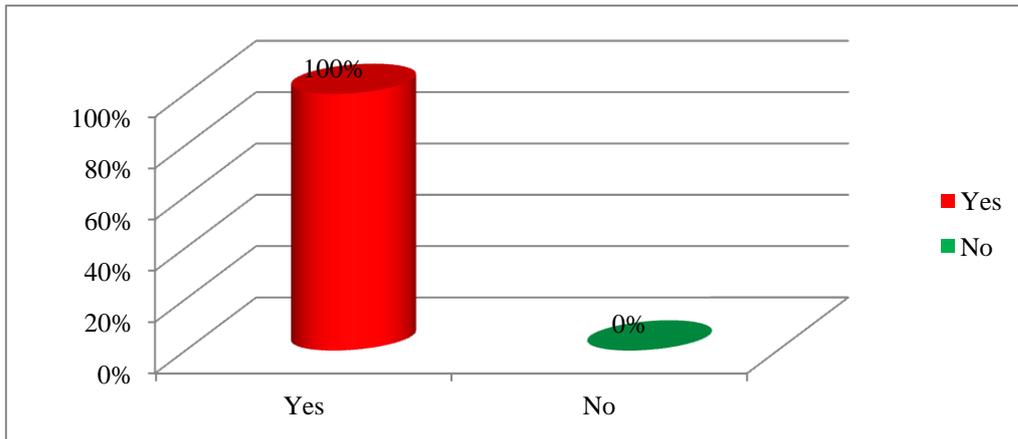
Graph26: Teachers' attitudes towards prediction strategy

The analysis of this item revealed that the entire population (100%) selected the yes-answer, as a result, all the teachers gave much attention to increase their students' awareness to use their prediction (activating the prior knowledge) while brainstorming, because teachers are mainly aware about the role that prediction strategy plays in their students' achievements, especially in brainstorming stage and written expression, since it is a strategy that warming up students while brainstorming.

Q7: Do you believe that prediction can be a useful strategy to enhance students' writing skill?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table 27: The usefulness of prediction strategy in enhancing students' writing skill
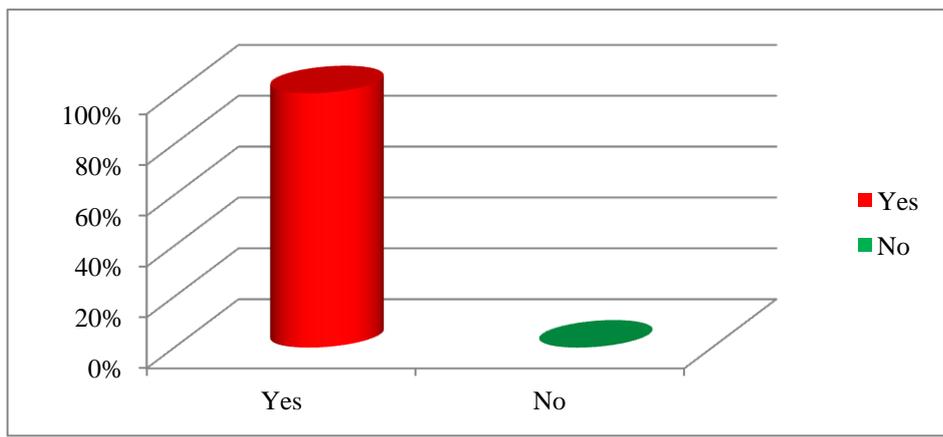
Graph27: The usefulness of prediction strategy in enhancing students' writing skill

The whole majority of teachers (100%) agreed on the same point which is prediction can be a useful strategy to enhance students' writing skill. Since prediction can improve students' brainstorming stage, as far as, it will be a good strategy to enhance the writing skill, in the part of gaining new vocabulary, enrich students' view and facilitating the flow of students' ideas.

Q8: If yes what do you think the importance of prediction on the writing skill?

Options	Participants	Percentage
It warms your students up to the topic	1	16.67 %
It helps them to become more confident about writing a text	1	16.67 %
It saves their time	1	16.66%
All of them	3	50 %

Table 28: The importance of prediction on the writing skill
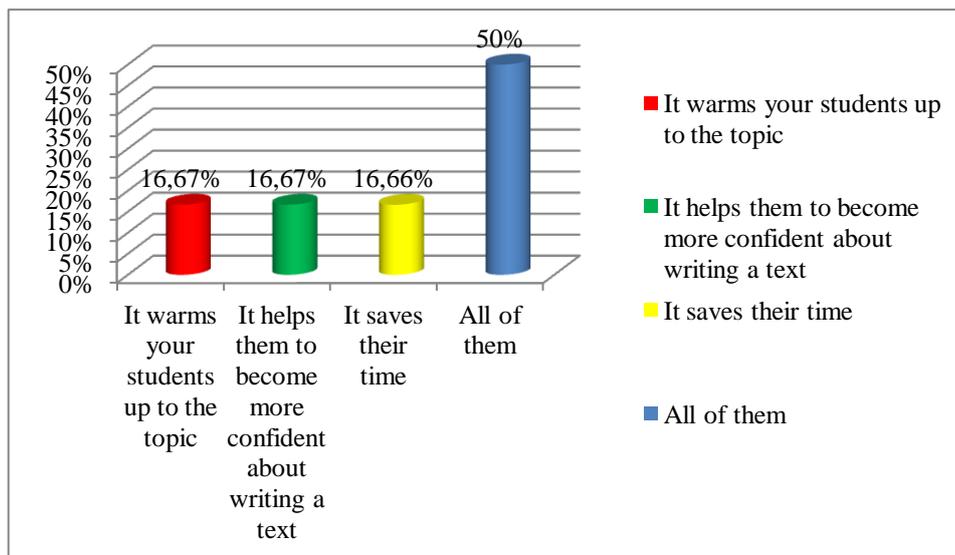
Graph28: The importance of prediction on the writing skill

The analysis of nine (09) item shows that 50%of teachers reported that prediction can warm their students up to the topic, help them to become more confident about writing a text, and it saves their time. Only one teacher (16.67%) revealed that prediction warms his/her students up to the topic, and no more than (16.67%) opted the option of prediction helps students to become more confident about writing a text, and finally one teacher (16.66%) picked up the choice of prediction saves his/her time.

Q 10: Can students benefit from prediction while brainstorming?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table 29: The benefit that students gain from prediction while brainstorming
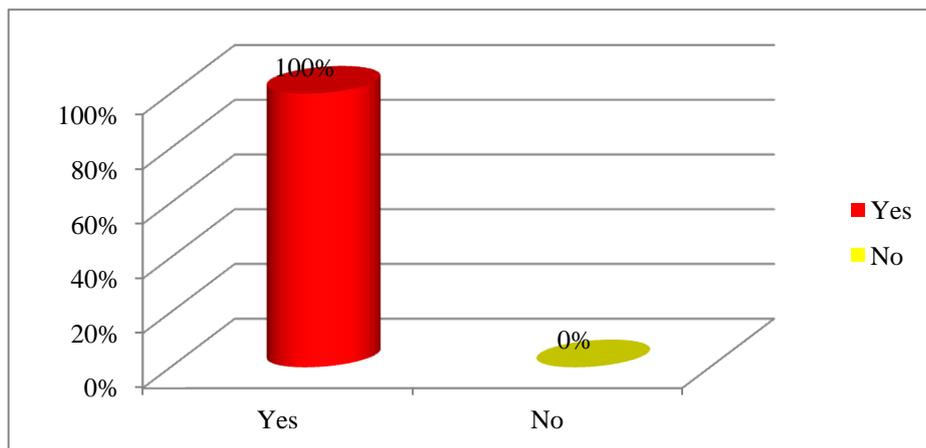
Graph29: Students benefit from prediction while brainstorming

The highest percentage of respondents 100% selected the yes-answer, since teachers are conscious about the role that prediction play in refreshing students mind in brainstorming session, because when students reading titles, seeing pictures, reading the authors' names and other related elements. So, these elements can push students to activate their personal knowledge while brainstorming stage.

In both cases, how?

Prediction strategy facilitates the students' flow of ideas, because it guides them to plan for their writing by generating the relevant ideas on the topic. It is a means of activating students' previous knowledge and making them feel safe and more self-confident, since they have already gained basic information to use. In addition, prediction makes students highly motivated to tackle the writing process, because it shows them the elements that they can include in their writing. So, prediction can sustain students to retain their previous information or knowledge.

Section Three: Brainstorming Stage within the Writing Skill

Q1: Do you think the "Written Expression" program that you are teaching is enough to improve your students' writing?

Options	Participants	Percentage
Yes	1	16.67%
No	5	83.33%

Table30: Teachers' perspectives concerning the "Written Expression" program
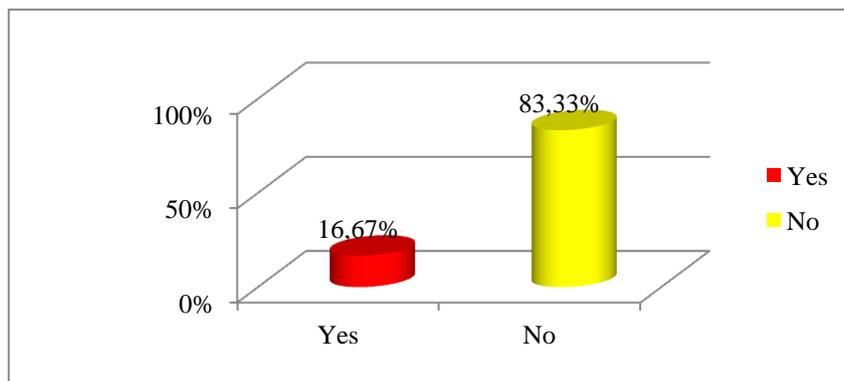
Graph30: Teachers' perspectives concerning the "Written Expression" program

The highest proportion (83.33%) of teachers ticked the no-option, thus they claimed that the "Written Expression" program they are teaching is not enough to improve their students' writing, and only about 16.67% of the teacher responded by the yes-option, which remains for us that teacher is may be using some techniques in order to facilitate the writing task in one hand, and in other hand to manage his/her time according to the time provided.

If "no" please, why?

Teachers are mainly complaining about the time allocated for teaching the written expression module because they need to add many current teaching points, to cover other important aspects of the language. In addition one of the teachers stated that "all what we teach should be up dated with research and goes hand in hand with research".

Q2: Are you satisfied with your students' level in writing?

Options	Participants	Percentage
Yes	1	16.67 %
No	5	83.33%

Table 31: Teachers' satisfaction of their students' level in writing
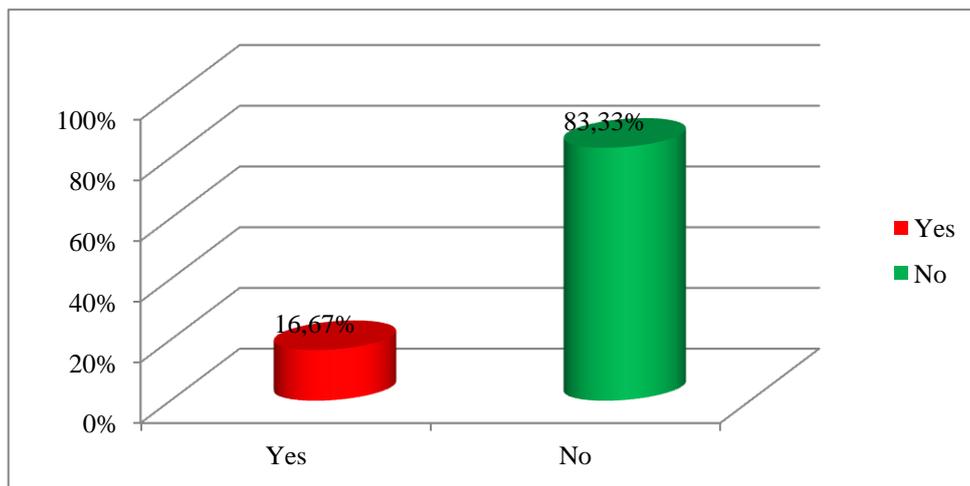
Graph31: Teachers' satisfaction of their students' level in writing

The collected data gave us an idea that the majority of teachers (83.33%) are not satisfied with their students' level in writing, but only one teacher (16.67 %) claimed that he/she satisfied with his/her students' level, possibly those teachers did not use certain strategies that can help them reduce the difficulties that hinder their capacity in writing.

Q3: Do you think the time allotted to students is enough to produce a composition?

Options	Participants	Percentage
Yes	2	33.33 %
No	4	66.67%

Table32: Teachers' opinion concerning the time allotted to students in producing a composition
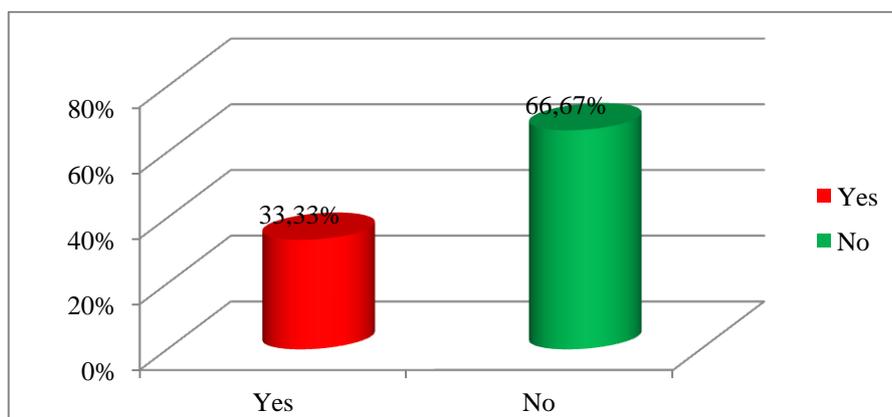
Graph32: Teachers' opinion concerning the time allotted to students in producing a composition

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Concerning the above table, this shows that the majority of teachers (66.67%) were not satisfied with the time allotted to students in producing a composition, since written expression requires certain steps in order to fulfill students' goals by following the prewriting strategies, outlining, drafting, proofreading, revising and publishing. So, it is mainly a difficult task that needs long period of time and one session or two are not sufficient for students to produce a piece of writing, while about 33.33% of teachers claimed that the time allotted to students is enough to produce a composition, perhaps those teachers are using different strategies and techniques in order to manage their time.

Q4: which approach you use to teach the writing skill?

In order to seek more information about the different approaches that teachers used to teach the writing skill, we put forward a question for knowing more about how teachers familiarize their students on different approaches. Consequently, as we mentioned in the second chapter that the product approach is looking for the final production, the process is dealing with the different steps of writing such as; the pre-writing strategies, the genre one is mainly concerned with the contexts and discourse community. The creative one is determined by the students' imagination tasks and the cooperative approach is dealing with the group work and its contribution on students' improvement in their writing. The first teacher claimed that s/he used the process and the cooperative approach while the second teacher revealed that the product and the process approach are the approaches that are the most useful for him to guide his/her students to write. In addition, the third teacher uses the process approach, the genre and the cooperative writing. Also, the fourth teacher utilizes the product approach, the process, the creative writing and the cooperative writing, the fifth and the sixth teachers are using all the approaches which is known as the eclectic approach which is the mixture all of the approaches.

Q5: What is the part of the writing process that is difficult for your students?

Options	Participants	Percentage
Generating the initial draft	2	33.33 %
Editing the final draft	1	16.67%
Brainstorming	1	16.67%
Revising	1	16.66%
All of them	1	16.67%

Table 33: teachers' outlook about the part of the writing process that is difficult for their students
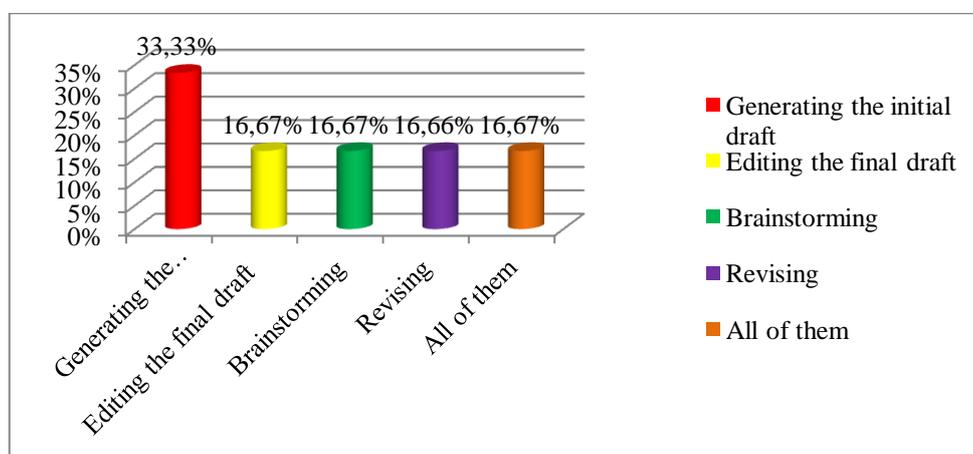
Graph33: Teachers' belief about the part of the writing process that is difficult for their students

Concerning the above question, two teachers (33.33%) have responded that the majority of students face difficulties in generating the initial draft, whereas another teacher (16.67%) considered that brainstorming is the major barrier that hinders students' capacity in their writing, but only one teacher (16.66%) believed that revising can be seen as a difficult part of the writing process, while just one teacher (16.67%) regarded that all of the difficulties that faced all students; as a result, teachers should foster their students to practise and write more in order to reduce those problems or may suggest for them to make a workshops or making magazines in order to facilitate them certain tasks in their writing and more importantly to give them the chance to write more.

Please, justify

Teachers justify their answers that many students think that brainstorming is a kind of wasting time, but it is an outline for a good essay. Brainstorming is neglected by students, since they start directly writing the initial draft because they do not know much about that phase. Students found difficulties to start writing the first sentence after brainstorming the topic. Students gather the maximum of ideas, but when it comes to editing their final work they exclude some important ideas and introduce new weak ones. Their writing always lacks revising because their final productions are not well organized at different level. All of the steps are difficult.

Q6: Do you encourage your students to use pre-writing strategies?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table 34: teachers' encouragements for their students regarding to the pre-writing strategies
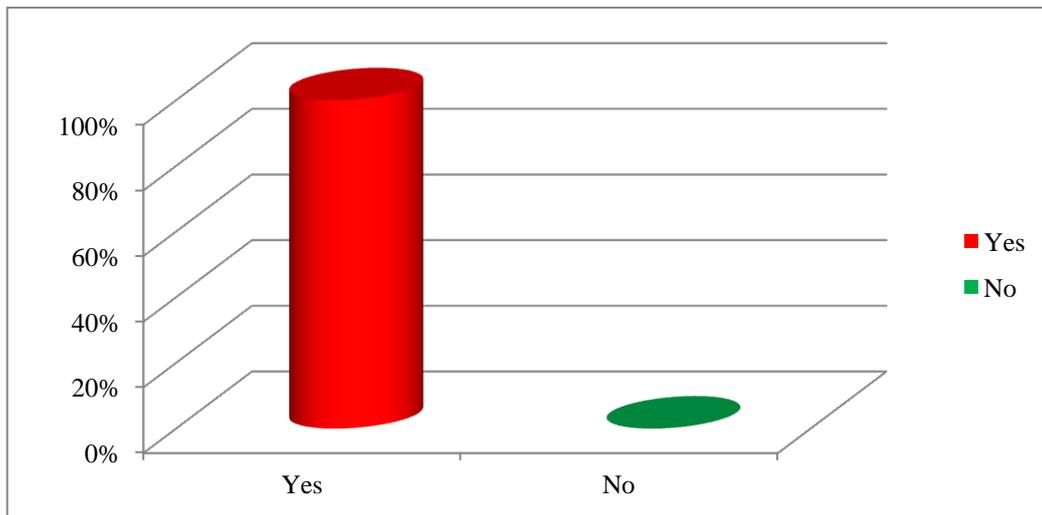
Graph34: Teachers' encouragements for their students concerning the pre-writing strategies

As a result of the above table which indicates that 100% of the teachers have ticked the yes-option, and no-one is neglected, since pre-writing strategies have a great deal on

writing, therefore teachers should encourage their students to use those strategies and make them aware about their advantages in writing, prewriting strategies are a means of researching for different ideas and notes that sustain students to construct or build up coherent passages or accepted productions.

Q7: Do you allocate a specific time for students to brainstorm their ideas?

Options	Participants	Percentage
Yes	6	100%
No	0	0%

Table35: Teachers' toward the time allotted to students in their brainstorming
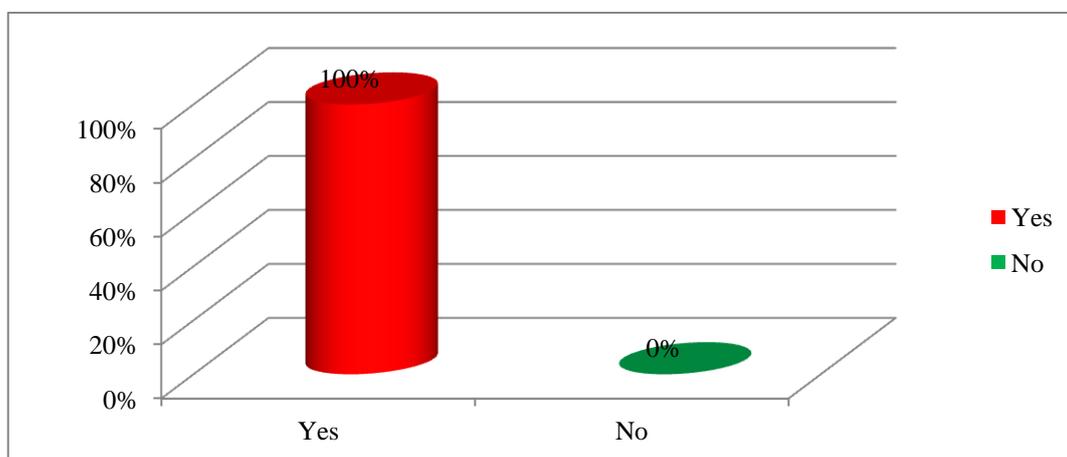
Graph35: Teachers' toward the time allotted to students in their brainstorming

It is observed from the previous table that (100%) of teachers replied that they allocate a specific time for students to brainstorm their ideas; as a result, this indicates that students should take time to generate different ideas, because they will benefit from brainstorming to organize their ideas, generate the maximum information concerning the topic and construct their knowledge.

Q8: Do you prefer your students to brainstorm:

Options	Participants	Percentage
Individually	1	16.67%
In groups	3	50%
Both of them	2	33.33%

Table 36: Teachers' preference type in the brainstorming session
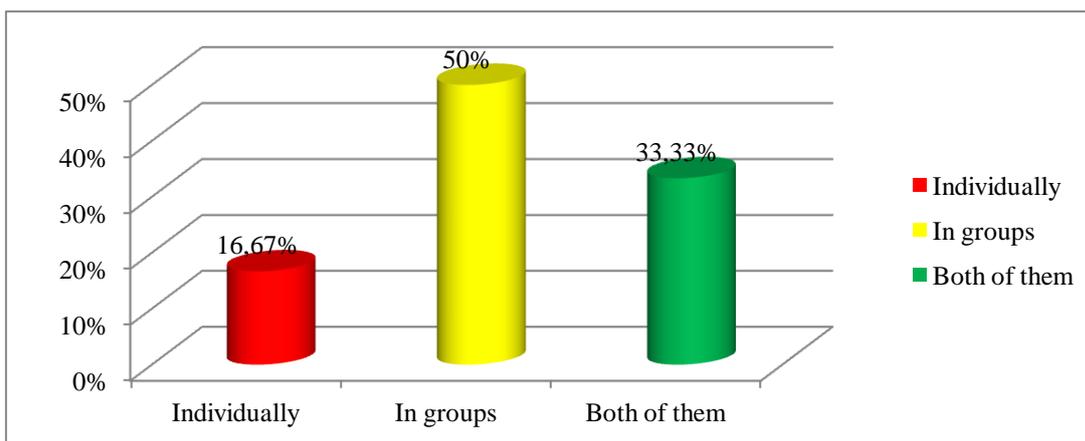
Graph 36: Teachers' preference type in the brainstorming session

It is appearing from the table above that about 16.67% of the sample prefer their students to brainstorm individually, whereas about 50% chose "group brainstorming", and only about (33.33%) of teachers prefer to use both of them, because there are some teachers who prefer to assess their students in different types by different ways. So, the individual work gives students the opportunity to use only their ideas without any help of their classmates. May be teachers chose this type of brainstorming for improving their students' specific skills and evaluated their aptitude. Therefore, there are some teachers who prefer their students to brainstorm in groups; possibly, those teachers want their students to be able to build vocabularies that give them the chance to expose them with their classmates for motivating them.

Teachers' justifications

For teachers who prefer their students to brainstorm individually they argued that most of the time; students are evaluated individually. Whereas, teachers who chose the second option claimed that group brainstorming gave the students the chance to exchange

their ideas and generate more ideas. Therefore, two teachers preferred both of them, because both of them are necessary and it depends on the aim of the writing activity.

Q9: In your opinion, the use of brainstorming can:

Options	Participants	Percentage
develop learners' writing skill	0	0 %
improve learners' vocabulary	0	0%
foster learners' motivation	0	0%
develop learners' language proficiency in general	0	0%
activate their predictions (prior knowledge)	4	66.67 %
All of them	2	33.33%

Table 37: teachers' point of view concerning brainstorming
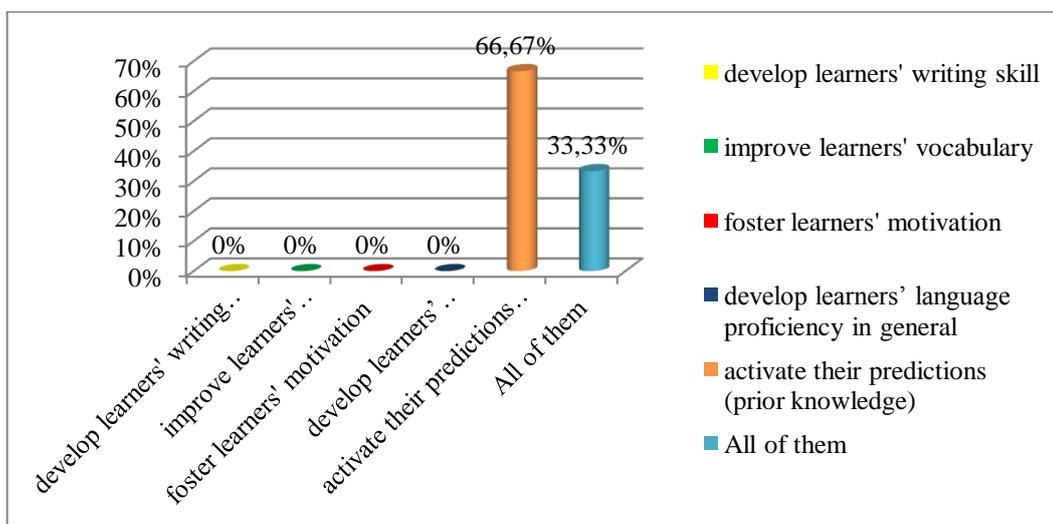
Graph37: Teachers' viewpoint concerning brainstorming

The majority of teachers have chosen that brainstorming activates students' prediction (prior-knowledge) which is translated in 66.67%, and about 33.33% of teachers picked out that all of choices which are develop learners' writing skill, improve learners' vocabulary, foster learners' motivation, develop learners' language proficiency in general and activate their predictions. Hence we can say that teachers are well-interested in applying brainstorming stage before their students start writing because it has many advantages that are related to the writing skill in specific and the other skills in general.

1.2.3 Discussion of the Results

The analysis of the teachers' questionnaire reveals that teachers are interested in the role that both prediction strategy and brainstorming play in increasing EFL students writing skill. Section one is about their background information, which indicates that the majority of teachers have a Magister degree and only one teacher holds a doctorate (Ph.D) degree. There is no great difference regarding their length of experience in teaching at the university because they were teaching between 8-14 years.

The section of prediction within reading comprehension exposes that teachers are encouraging their students to read, this is mainly achieved from their responses. Teachers are generally mindful about the contribution of reading on writing because they argued that it enriches their knowledge with different ideas and vocabularies. Also, it is a means that leads students to recognize and identify the different errors and mistakes in their productions. In addition, teachers are bearing their minds to certain elements like the title, pictures, discussion of the general knowledge of the topic in order to help them to predict what comes next.

Concerning teachers' answers about the role of prediction on brainstorming, they are conscious about the role that prediction strategy plays in the written achievements of their students. Therefore, it activates and stimulates students' thinking while they brainstorm. Also, they claim that prediction warms-up, makes students confidence in their writing and saves their time which can give them the opportunity to get prepared for writing by generating the relevant ideas on the topic.

The analysis of the last section "brainstorming within writing skill" revealed that all teachers admit that the time allotted to teaching written expression module is not sufficient. Also, teachers are complaining about students' level. In addition, the majority of teachers use the process approach, which can increase their students' knowledge about the different steps that they should fellow in order to produce suitable compositions. Additionally, from the teachers' responses, we discovered that they are encouraging their students to use brainstorming which can make them aware of the basic position that brainstorming has in facilitating students' mission in order to produce acceptable productions.

Conclusion

To sum up, from the analysis and the discussion of teachers questionnaire, we found that teachers are really interested in the topic through their collaboration; the title of the dissertation is entitled prediction based brainstorming in increasing EFL students writing skill. So, teachers should give much attention to their students to practice and use brainstorming before they started writing. A focus should be put on the reading strategies such as prediction strategy in order to give students the responsibility to be creative in brainstorming. Writing skill is essential skill in the foreign language, but should be assisted by reading, predicting and brainstorming for motivating students to express their ideas.

2. The Classroom Observation' Aim

For obtaining more valid data, we attended four classroom observations, in order to confirm or to prove the hypothesis of the topic. In addition, the classroom observation has two goals; the first one is to see whether the teacher use reading passages or not in the class of written expression module in order to sustain their students' written expression, and the second one is to observe if students are consciously aware about prediction strategy and if it is useful during brainstorming stage.

2.1 Description of the Classroom Observation

The classroom observations took place at English branch in Mohamed Khider University of Biskra, the case of Third Year (3^{rd}year) LMD Students.; our classroom observation started from February 22^{nd}, 2016 to April 13^{th} during the academic year 2015-2016. The current observations passed on four (4) sessions with one teacher of written expression module (group1), the class contains a reasonable number of students about twenty five (25) students, almost of the time they attend their classes but there are some remarkable students who sometimes being absent. Also, there are some students who come late in attending their sessions. In addition, we have remarked that females are outnumbering than males since males only between five to six (5 to 6) boys in the class.

Generally speaking, we conducted the classroom observation without notifying the teacher in advance for avoiding any organization or any kind of preparation from the teacher for getting more reliable and valid results. So, we applied a checklist for facilitating the works in which we only put a tick in the corresponding box, thus, this checklist provided us with more guidance and directed us in a more credible way. In addition, we sat in the back of the class in order to monitor or examine any kind of interaction, reactions, questions, answers and ways of performance between teacher and students. Finally, the teacher was very kind, gracious and helpful when we were investigating the classroom observation. Also, the students were very kind and helpful, which created for us a relaxed atmosphere in getting valuable and useful data.

Section one: General observation of the classroom management

The first section dealt with the different aspects or the rules that govern the classroom management, which is the environment or the atmosphere that helps the brainstorming stage to be fully successful. Also, we were mainly observing the discipline problems that may happen in the classroom.

Section two: General observation of the materials provided

The second section was about the materials that the teacher provided to students in order to facilitate the understanding of the lesson for the students such as reading passages, visual aids, handouts and other related elements that helped them in predicting, brainstorming and more specifically in their written expression.

Section three: General observation of the teacher-students interaction

The final section dealt with the different actions that concerned with the teacher and students in the same time.

2.2 Analysis of the Classroom Observation

Section one: General observation of the classroom management

Item01: The physical setting is clear and large enough

Options	Yes	No	Some how
sessions	00	4	00
Percentages	00%	100%	00%

Table 38: The physical environment within the classroom

The table above shows that during all the sessions; the physical setting was not clear and large enough, since the chairs were here and there, students were sitting in a noise way. Thus the environment or the atmosphere of the class does not help students to achieve well in their education. So, the classroom managements has a considerable role in sustaining and helping students in reaching their goal, so the class conditions or circumstances are mostly affecting the learning process.

Item02: Discipline problems

Options	Yes	No	Some how
sessions	00	4	00
Percentage	00	100%	00%

Table 39: Discipline problems

As it is appearing in the above table, in the four session there is no discipline problems, may be as we noted in description of the classroom observation, females were outnumbering males, as a consequence, females were more interested in learning and understanding the course content. Also, they are avoiding talking while the teacher explains the lesson. Thus, that atmosphere helped both the teacher and students to interact with each other in a normal way. This environment creates for the class a good understanding and the program went on smoothly without any interruption or setback.

Section two: General observation of the materials provided

Item01: The use of visual aids for helping students in their brainstorming

Options	Yes	No	Some how
sessions	00	4	00
Percentage	00%	100%	00%

Table 40: Teacher' use of visual aids for helping students in their brainstorming

It seems from the achieved results that, the class that we attended; the teacher was not using any kind of the visual aids in order to help students in their brainstorming; she only provided her students with texts and handouts without other aids such as the computer, data show or head projectors. Thus, may this indicate that the teacher wanted to make students feel more comfortable as well as taught them by texts and handouts, because visual aids are not available in our departments, and it is very difficult to give data show or head projectors, because this may cause a waste of time.

Item02: Teacher provides reading passages to sustain his/her students to generates ideas

Options	Yes	No	Some how
sessions	3	1	00
Percentage	75%	25%	00%

Table 41: Teacher attitudes towards using reading passages

The results presented in the table above revealed that, during three sessions from the observation, teacher each time gave her students reading passages for sustaining their comprehension for the present lesson, throughout the three sessions; the teacher provided them texts. Thus, those texts entitled as The first one is "Breaking Ground to be a Man", the second text is "An Embarrassing Incident" and the third one is "Using Bicycles is Good for University Students", in which students read the titles without reading the content, as a sequence, the teacher asked students some questions concerning the title for example what does the title mean for you? In your opinion what does the writer want you to understand from the title? And other related questions. Accordingly the students started to answer the different questions and made their prediction, sometimes they linked those titles to their real life for helping them to comprehend the text later on. So, when students finished reading the title, teacher pointed out students who did not participate at all to read the given text; for reinforcing and involving them the in course and making the whole class perform well in the same level of participation. So, during all the sessions that we attended the teacher used those strategies for improving students' writing skill.

 Section three: General Observation of the Teacher-Students Interaction

Item01: Reviews of previous day's course content

Options	Yes	No	Some how
sessions	04	00	00
Percentage	100%	00%	00%

Table 42: Teacher attitudes towards reviewing the previews day's course content

For sure that any teacher does not start his/her lecture without making a short review of the previous day's course content. Thus, according to what the above table illustrates, throughout the four sessions we attended, we have noticed that the teacher has always assessed or evaluated her students about what they were studying in the previous

lessons in order to check their comprehension, this strategy was essential, since it helps students to memorize what they have previously seen, interacting with their teacher has helped them to be more active than being passive ones. In addition, during the four sessions, the teacher asked her students randomly to revise what they have learnt in the previous lessons in order to help those who were absent to understand some points that they need to be known in order facilitate them a smooth involvement with the new lecture.

Item02: Gives an overview on day's course content

Options	Yes	No	Some how
Sessions	4	00	00
Percentage	100%	00%	00%

Table 43: Teacher' way in introducing the day's course content

The results show that every session we attended the teacher gave an overview on the day's course content, for offering students the opportunity to interact naturally in the class. Also, to prepare them for a better comprehension and preventing some problems that can appear for students when she was presenting the lesson. Thus, there are considerable reactions from students with their teacher while she asked them questions concerning the new lecture, because they already have some information which offered them the chance to participate and interact with their teacher.

Item03: Direct students preparation for the next lesson

Options	Yes	No	Some how
sessions	4	00	00
Percentage	100%	00%	00%

Table 44: Teacher' method in preparing for the next lesson

It is observed that, in all the sessions that we have attended, at the end of the sessions, the teacher summarized the lesson and gave her students some hints concerning the next lesson for providing them the opportunity to prepare well in the coming lesson or searching for the related information that helps them to participate and interact with her, in addition for avoiding the obstacles that are facing them when coming to the class.

Item04: Provides well designed work and well planned lectures

Options	Yes	No	Some how
sessions	4	00	00
Percentage	100%	00%	00%

Table 45: Teacher' organization in lecturing

Through the observations during the teacher's performance, it has been noticed that the lectures were always organized and well-managed, for example in the first session she reviewed the previous day's course content, next she gave her students some hints concerning the day's course content, then she was distributing them a reading passage entitled "Breaking Ground to be a Man" which students read , and after that they discussed with their teacher the unclear ideas and gave answers to certain questions concerning the topic, then the teacher asked them to use brainstorming stage and finally to write a topic similar to it.

During the second session the teacher reviewed the previous day's course content, next she gave them some hints concerning the recent course, then she gave them a text which is entitled "An Embarrassing Incident", which is read by students, afterwards they made an opening discussion about the topic, after that their teacher started explaining them the different steps (introduction, body paragraphs and conclusion) that the narrative essay includes.

In the third session, the teacher provided them with a text entitled "Using Bicycles is Good for University Students" that contained a lot of errors concerning the thesis statement, the topic sentences, the hook, and the concluding paragraph; in which they identified the errors and when they finished, their teacher asked them to rewrite the text, after a while she asked them to read the text in front of their classmates.

During the final attended session, the teacher presented a lesson in which she gave them a handout entitled "Tips on Writing an Expository Essay" containing the steps that an expository essay includes such as (brainstorming, drafting, revising, editing and publishing) and the expository essay variations (definitions essays, classifications, compare and contrast, cause and effect and "how to" essays). Therefore, all those elements the teacher explained them one by one, after that, at the end of the session, she provided them

a homework in which they were supposed to follow the different steps of the expository essay and to choose any topic to write about.

Item05: asks students for using brainstorming

Options	Yes	No	Some how
sessions	4	00	00
Percentage	100%	00%	00%

Table 46: Teacher' preference strategy in generating ideas

The above table confirms that in all the observed sessions, the teacher asked students to use brainstorming stage, three sessions from the reading passages or similar to them in which they used the title and some key words in order to help them in their brainstorming. In the last session the teacher asked them to provide any topic that they wanted. In addition, she obliged them to use brainstorming stage before they wrote their productions. Therefore, the teacher was all the time giving them enough time to brainstorm or to generate ideas concerning their topic.

Item06: Reinforces and advices students to activates their prior knowledge while brainstorming

Options	Yes	No	Some how
sessions	04	0	00
Percentage	100%	00%	00%

Table 47: Teacher encouragements while brainstorming session

It is noticed that during the three sessions that we attended the teacher always reinforced and advised students to activate their prior-knowledge while brainstorming, by moving around them one by one and group by group in order to make them aware about certain elements that are unclear for them or remembering them about things that can help them in their brainstorming using gestures and body language for sustaining them in getting specific ideas or thoughts and other related elements. The teacher was mainly urging them to train themselves in generating ideas.

Item07: Teachers fosters students to generate many ideas in allocated time

Options	Yes	No	Some how
sessions	02	01	01
Percentage	50%	25%	25%

Table 48: Teacher motivation in fostering students generating ideas in an allocated time

It is appearing that in the first session, the teacher was somehow fostering students to generate ideas in an allocated time because the session was a little bit sufficient, but the second session the teacher did not encourage her students to harry in their brainstorming, so they took a considerable time in their brainstorming. Therefore, in the two final observed sessions the teacher was fostering students to generate many ideas in a specific period of time, because they already possess the necessary knowledge about brainstorming, its way and its basic rules that it is based on. Thus, the most important thing that caught our attention is that there was a little bit a kind progress from the first session to the last one concerning the time that the teacher gave to her students in generating ideas. So, maybe the teacher wanted to train her students to brainstorm quickly their ideas for helping them in their tests and their official examinations.

Item08: Students are creative in brainstorming stage

Options	Yes	No	Some how
Sessions	03	01	00
Percentages%	75%	25%	00%

Table 49: Students' creativity in brainstorming

The results obtained from the above table reveals that in the three sessions students were consciously aware about the role that brainstorming plays in reaching their goals in gaining ideas, vocabularies and organizing their thoughts. So, in the brainstorming session, students were showing their abilities and capabilities in generating ideas, but the most important thing that caught our attention was that when students have done a group work they come up with many different ideas because of the exchange of ideas between them when expressing their thoughts.

Item09: Students brainstorm in groups and individually

Options	Yes	No	Some how
sessions	02	02	00
Percentage	50%	50%	00%

Table 50: Students' preference about the type of brainstorming stage

The observation of the two sessions during the first and last one, the teacher preferred her students to work in groups or individually to brainstorm, but the majority of them preferred to work in groups. Only one student shose to work individually, maybe the teacher wanted to help the novice students to improve their ability in understanding what they did by the help of their classmates, in which they can stimulate their motivation and self-confidence to be more interested in generating different ideas and information, and as we have noted that students were showing their responsibility and their supports among each other, and this was really good for the development of students' capacity in learning the foreign language

In the second and the third sessions, students brainstormed their ideas individually, where the teacher wanted them to self-assess and evaluate their comprehension, this has created for them the opportunity to build their knowledge and refresh their thinking.

Item10: Students take notes

Options	Yes	No	Some how
sessions	03	00	01
Percentages%	75%	00%	25%

Table 51: Students' perspectives concerning note taking

The table above reveals that in all the three observed sessions, students were taking notes concerning their lecture in their handouts or in their copybooks, in which the teacher explained and they followed her by taking different notes concerning the passages that she gave during their lectures, but only one session, which is the first one, we have noticed that there are only a few students who were taking notes.

Item11: Students use titles, pictures, and key words to use them in their brainstorming

Options	Yes	No	Some how
sessions	03	01	00
Percentage	75%	25%	00%

Table 52: Students' attitudes towards the use of titles, pictures, and key words to use them in their brainstorming

During the three sessions, when the teacher provided the students with the text, she was searching for key elements for helping students to make their prediction before they read them. Thus, in the first session, the text was "Breaking Ground to be a Man" this title offered the students the chance to express their ideas in an interesting manner. So, they were participating and interacting with each other and with their teacher in a normal manner. Consequently, each one gave his opinion and experiences with difficult jobs concerning the above title. Next, this text is containing a picture which has caught the notice of students who described it as a child who worked in a farm. In addition to the picture, also there are some key words written in bold type which are (molasses, swarms and barrel) that the teacher asked her students about their nature and their meaning and what are their opinion concerning those words within the text. As a result, students were giving their opinion that sustained them to construct their knowledge of the text before they read it.

The texts of the second and the third sessions, there was only the title and some key words and the content of the passage without any picture. So, the text of "An Embarrassing Incident", the teacher was mainly asking students about some incidents that embarrassed or made them shy in their life, so we have noticed that students were interested in the topic and they started talking about certain embarrassing events that happened to them, concerning the key words (rules, strict, manners and costumes) in which students were asked to give their point of view concerning those words, but the third session the text entitled "Using bicycles is good for university students", the teacher and students only discuss about the title in general without referring to the other elements, also the teacher asked them about their attitude toward the subject, whereas in the last session, the teacher provided a handout contained a lesson in which students only listened to the explanation of their teacher.

Item12: Teacher asks students to use the author name to activate their personal knowledge

Options	Yes	No	Some how
sessions	01	03	00
Percentage	25%	75%	00%

Table 53: Teacher attitudes towards the use of the author name for activating students personal knowledge

It observed that only one session which is the first one that the teachers asked their students to use the author's name to activate their personal knowledge in the text of "Breaking Ground to be a Man "which is written by Jimmy Carter who was mainly talking about the difficulties that the child faced when he was mopping cotton. So, we have noticed that the majority of students have a considerable knowledge about the author who is Jimmy Carter, thus they responded that he is the 39^{th} president of the United States of America between the years of 1977-1981, whereas in the two sessions, the texts that the teacher gave to her students are without the author's name.

Item13: teacher move around the class and explain for each group

Options	Yes	No	Some how
sessions	04	00	00
Percentage	100%	00%	00%

Table 54: The teacher' actions in the classroom

The results presented in the table above demonstrate that, in the four sessions that we attended the teacher is from time to time walking around the class to check the students' comprehension, to explain them some difficult tasks. Also, when the teacher gave them some exercises, she was moving around students, asking them to be in groups, discussing and explaining with them such points related to the topic and to the exercises that she was giving them.

It is noticed that usually at the end of the lesson, the teacher was moving between the groups one by one to repeat for those students who did not acquire some difficult points. Also, there were some students who were calling their teacher from time to time in order to facilitate those tasks; we think that moving around the class is a good strategy for helping students to demonstrate self-confidence and motivation to learning.

Item14: teacher asks students to work in groups and to write a text similar to the reading passage and use their experiences and their personal knowledge in their productions.

Options	Yes	No	Some how
sessions	01	03	00
Percentages%	25%	75%	00%

Table 55: Students towards the use of reading passages

Only one session that we attended which was the first one, the teacher asked students to work in groups and write a text similar to the text entitled "Breaking ground to be a man" that text is mainly talking about a job that is a very difficult which is mopping cotton and how the workers are really tired when working in farms. So, when students read the text they were really memorizing some experiences and personal knowledge concerning the difficult jobs, especially the boys who were interested in the topic, since they generally started to work from the childhood any activity without any concern to the nature of the work. In this session students were really enjoying the topic because they were participating, interacting and reacting with their teacher. Therefore, in the three other sessions, teacher did not ask students to write a text similar to the topic, but she gave them those texts in order to understand their lectures.

2.3 Discussion of the Results

After analyzing the classroom observation; we found that, concerning the first section which dealt with classroom management; we observed that there is no discipline problems but concerning the physical setting of students are not well-managed for studying.

The second section acquainted with the different strategies and materials provided for facilitating the writing skill, concerning the use of visual aids, teacher did not use any kind of the visual aids such as ICT tools. Whereas, the teacher always distributed reading passages and handout in order to increase their students writing skill.

The final section exposed that the teacher was always reviewing previous day's course content, giving an overview on day's course content and directing students' preparation for the next lesson. In addition, students were very intellectual in the brainstorming stage, and more especially in written expression, because they have a considerable knowledge about prediction strategy; since when we have observed students

and their teacher are always bearing their intention to some things that can push students to understand texts such as: the title, pictures, key words, the author's name and other related elements. Furthermore, the teacher was always providing reading passages to support her students to generate ideas. Moreover, she always tried to create for them a relaxed environment for sustaining them in motivating and developing their self-confidence in order to be positive concerning their writing.

Conclusion

To recapitulate, the classroom observation helped us mainly in reaching our goal concerning the investigation, because it gave us a clear image about if teachers and students are making use of prediction strategy and brainstorming phase. So, during the classroom observation which required a month, we found that prediction has a great role in brainstorming and writing. Also, we have achieved some considerable findings which are those strategies and materials that the teacher provides for her students can affect students' understanding or can direct their orientation.

The Third Chapter' Conclusion

The third chapter goes in depth of the investigation which looking for the role that prediction has in giving opportunities for students to brainstorm effectively for realizing a better achievements in the writing skill. So, after analyzing the data gathering tools (students and teachers questionnaire and the classroom observation), the outcome have shown that prediction has a key strategy that give to students a strong drive to develop their brainstorming stage. Also they are mainly developing an active response to increase their knowledge and their understanding about brainstorming stage. In short students use this technique as a motivational strategy to help them to practise certain activities which are related to brainstorming stage and mainly the writing skill.

Recommendations and Suggestions

The results obtained from teachers' and students' questionnaires and the classroom observation help us to confirm our hypothesis that is prediction is a useful strategy in order to sustain both brainstorming stage and the writing skill. However, there are certain problems and difficulties that hinder teachers' and students' achievements during written expression module. At this point, we attempt to put forward some pedagogical suggestions and recommendations for teachers and students in order to help them reducing those problems concerning the implementation of prediction strategy, brainstorming stage and more specifically writing skill.

Pedagogical Recommendations for Teachers

When we analyze teachers' questionnaire and the classroom observation, we have found some things that are really facing the mission of teachers in presenting his/her lessons. So, we believe that some pedagogical suggestions and recommendations to teachers will help them for teaching written expression module.

- Teachers should be alert to their students needs.
- Teachers should have a productive power in explaining their lessons following the logical order of the session like, previewing the previews courses, then preparing and giving them the present day course contents and lastly directing them to the coming lesson.
- Raising students' awareness in their reading process.
- Teachers have interested their students to look for the different clues that can help them reading texts
- Teachers have to teach students the basic elements of the writing skill
- Reading is the main source of information. So, teachers are supposed to pay students interest to the importance of reading on students' knowledge.
- Bridging the gaps between activities in the lesson by asking various questions because it is much elaborated technique in order to help students raise their curiosity and their predictions concerning their lessons.
- Guiding students to success in making confirmed predictions while the reading process.

- Teachers should be motivated and adapted to a various situations such as using different techniques in order to meet students' needs such as brainstorming and predictions (using titles, pictures and other) for making their students mechanical.

- Teachers should attempt to use all the mechanisms and devices of teaching in order to make their students learn and understand.

- More time should be allocated to the session of written expression module at least four or five sessions per week.

- For sustaining written expression module and the other modules like speaking and listening, reading comprehension should be teach it as a module like written and oral expression modules.

- Teachers should help their students become more predictive by asking them certain questions and issues concerning what they have understood.

Pedagogical Recommendations for Students

When we analyze students' questionnaire and the classroom observation, we have found some things that are really facing the education of students in understanding their lessons. So, we believe that some pedagogical suggestions and recommendations for our students will help them for comprehending written expression module.

- Students should make a workshops and magazines in order to habituate their selves by writing and to get familiar to different information in order to sustain their knowledge and to get experienced many things.

- They have practice reading for helping them to be more knowledgeable in their writing, because writing is mainly focused on reading.

- Students should fellow certain steps when they write such as (brainstorming, outlining, drafting, organization, revising, editing, proofreading and publishing) in order to facilitate and organize their work.

- Being consciously aware about the various clues that the writers use in order to help them in their predictions such as titles, pictures, key words, their general knowledge of the topic and other related elements.

- Students should pay their attention to the problems and the difficulties that they face by practicing writing almost of the time because practicing can be an important technique in order to reduce those problems.

- EFL students are asked to be aware of the importance of prior knowledge activation in their reading sessions and while brainstorming stage.

General Conclusion

The investigation is illustrating the role that prediction strategy plays in brainstorming stage to increase students' writing skill, the results reveal that it is useful to make students aware to use their prediction (the link between the previous knowledge and the coming one) in order to enhance students writing process by making them aware about the title, pictures, subheadings and so on.

The present investigation is divided into three chapters. The first chapter is about the general overview on reading comprehension and prediction strategy; it is divided into two sections. The first one is about the reading comprehension and its role in developing students' ability and knowledge from different perspectives. Also, it indicates that how students get benefits from reading and its contribution in enriching their thinking. The second section is about prediction strategy, it gives overview about how it help students to get benefits from prediction strategy by different clues such as the authors name, titles, headings, sub-headings and so on. In addition it deals with the relationship that exists between prediction and brainstorming, as well as the writing skill.

The second chapter is dealing with general description about the writing skill and brainstorming stage, the second chapter is divided into two sections. The first one is about the writing skill and its contribution on students' achievements in their learning process. Also, a through focus put on the relationship that exists between reading and writing. The second section is discussing about brainstorming stage and how students get benefit from it while writing their productions by following certain steps in order to gain adequate data.

The final chapter is the field work of our research, so we opted to work by two tools which are two questionnaires administered for both teachers of written expression module and 3 year LMD students of English branch at Mohammad khieder Biskra University. So, the purpose of these questionnaires is to investigate teachers and students' opinions about using prediction strategy on brainstorming stage in increasing EFL students' writing skill. The second tool is the classroom observation conducted with the 3rd third year written expression module, the optimal goal of the classroom observation is to observe if teachers and students are aware about those strategy like prediction and brainstorming and their importance on writing.

The results reveal that there is a clear relationship between prediction, brainstorming and writing. Prediction leads students to develop their brainstorming stage. Also, it develops an active response to increase their knowledge and their understanding about brainstorming. In short, it is technique that motivates students to practise certain activities which are related to this stage. Prediction is a strategy that warms-up, activates and stimulates students' thinking in reaching their thinking and knowledge. So, teachers and students should be aware about this strategy and how it is functioning during the learning process.

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Appendices

Appendix One: Students' Questionnaire

Dear Students,

We would be so grateful if you could answer the following questions about your opinions concerning: Prediction based Brainstorming in Increasing EFL Students' Writing Skill. Your answers will be very helpful for the research project we are undertaking. We hope that you will answer with full attention, honesty and interest. To answer the questions, you are required to put a tick (√) in the box corresponding to your answer. You may seek clarification from us whenever you feel the need for that. We sincerely thank you in advance for your cooperation and the time devoted to answer this questionnaire.

Section One: Background Information

Q1/ What is your gender?

    a- Male ☐

    b- Female ☐

Q2/ Your choice of English was:

    a- a personal choice ☐

    b- imposed ☐

Q3/ Your level in English is:

    a- very good ☐

    b- good ☐

    c- average ☐

Section Two: Prediction within Reading Comprehension

Q1/Do you like reading?

    a- yes ☐

    b- No ☐

Q2/Does the title of a book, a text, or an article gives you an idea about its content before you start reading?

    a- Yes ☐

    b- No ☐

Q3/ Is the title an important element that helps you to predict (guess) what comes next in the text?

     a- Yes ☐

     b- No ☐

Q4/ what other things may help you in your predictions?

     a. Pictures, charts, diagrams and tables ☐

     b. Subtitles, headings of chapters and paragraphs ☐

     c. Your general knowledge of the topic ☐

     d. All of them ☐

Q5/ After reading the title, which your the teacher gives you to write about it, what do you generally do?

     a- Start to write immediately ☐

     b- Think for a while on which ideas to include ☐

     c- Use your predictions (prior-knowledge) to start your brainstorming ☐

Q6/What do you think the importance of prediction for the writing skill?

     a- It warms you up to the topic ☐

     b- It helps you become confident about writing a text ☐

     c-It saves your time ☐

     Other please, specify...

....

Q7/ Does prediction has benefits during brainstorming stage?

     a- Yes ☐

     b-No ☐

<u>Section Three:</u> Brainstorming Stage within Writing Skill

Q1/ Do you like written expression module?

     a- Yes ☐

     b- No ☐

If no, why?..
....

Q2/Which are the problems that you encounter (face) when writing?

a-Punctuation ☐

b- The organization of ideas ☐

c- Misuse of the linking words ☐

d- Clarity ☐

e- The relevance of the ideas ☐

f- Generating ideas ☐

Other problems: ....

....

Q3/Do you know that writing is a developmental activity that contains different steps?

a-Yes ☐

b-No ☐

Q4/When you write, do you:

a- try to make everything perfect from the very beginning ☐

b- write with non-stop and then you revise and improve your writing ☐

Q5/ How do you begin your writing?

a- Pre-writing strategies (Brainstorming, clustering, or with another strategies) ☐

b- Outlining ☐

c-Final draft ☐

Q6/Do you use Brainstorming stage ?

a- Yes ☐

d- No ☐

If no, why?...

....

....

Q7/When writing in the class, do you prefer:

    a- to have a brainstorming session individually ☐

    c- to have a brainstorm session in a group ☐

    In both choices why? …………….....……………………………….....................

....

....

Q8/ Do you think that Brainstorming is useful during written expression session?

    a- Yes ☐

    b- No ☐

    In both cases, why? …………………………………………………...................

………………………………………………………………………......................

Q9/ Does your teachers encourage you to use brainstorming stage before writing?

    a- Yes ☐

    b- No ☐

Thank you for your cooperation

Appendix Two: Teachers' Questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions about your opinions concerning "Prediction based Brainstorming in increasing EFL students' Writing Skill."Also, you are kindly invited to add your comments freely. Your answers will be of great assistance to our research. Please, tick in the appropriate box and answer whenever necessary. We sincerely thank you in advance for your cooperation and time devoted to answer this questionnaire.

Section One: Background Information

Q1/What degree do you hold?

    a- License ☐

    b- Magister ☐

    c- Doctorate (ph.D) ☐

Q2/How many years have you been teaching English at the university?

    -……………years.

Section Two: Prediction within Reading Comprehension

Q1/Do you encourage your students to read?

    a- Yes ☐

    b- No ☐

Q2/Does reading contribute in the development of the writing skill?

    a- Yes ☐

    b- No ☐

Please, why?………………………………………………………………...........

…………………………………………………………………....................................

Q3/Do you give some reading passages to reinforce your students before they write?

    a- Yes ☐

    b- No ☐

Q4/Do you encourage your students to use the reading strategies while writing?

    a- Yes ☐

    b- No ☐

Q5/ In your opinion, what are the things that may help your students to predict (to activate their prior knowledge)?

    a. Pictures, charts, diagrams and tables ☐

    b. Subtitles, headings of chapters and paragraphs ☐

    c. discussion about the general knowledge of the topic ☐

    Others,…………………………………………………………………..............

……………………………………………………………………………………………

Q6/ As a university teacher, do you give much attention to increase your students' awareness to use their prediction (activating the prior knowledge) while brainstorming?

    a- Yes ☐

    b- No ☐

Q7/Do you believe that prediction can be a useful strategy to enhance students' writing skill?

    a- Yes ☐

    b- No ☐

Q8/If yes, what do you think the importance of prediction on the writing skill?

    a- It warms you students up to the topic ☐

    b- It helps them become confident about writing a text ☐

    d-It saves their time ☐

Other please, specify...

....

....

Q9/ Can students benefit from prediction while brainstorming?

a- Yes ☐
b- No ☐

In both cases, how?…………………………………………………................

……………………………...

....

Section Three: Brainstorming Stage within Writing Skill

Q1/ Do you think the "Written Expression" program that you are teaching is enough to improve your students' writing?

a- Yes ☐
b- No ☐

If no, please, say why?...

....

....

....

Q2/- Are you satisfied with your students' level in writing?

a- Yes ☐
b- No ☐

Q3/ Do you think the time allotted to students is enough to produce a composition?

a- Yes ☐
b- No ☐

Q4/ which approach you use to teach writing?

....

....

....

....

Q5/ What is the part of the writing process that is difficult for your students?

- a- Generating the initial draft ☐
- b- Editing the final draft ☐
- c- Brainstorming ☐
- d- Revising ☐

Please, why?…………………………………………………………………...........

…………………………………………………………………………………………..

....

Q6/ Do you encourage your students to use pre-writing strategies?

- a- Yes ☐
- b- No ☐

Q7/ Do you allocate a specific time for students to brainstorm their ideas?

- a- Yes ☐
- b- No ☐

Q8/Do you prefer your students to brainstorm:

- a- Individually ☐
- b- In groups ☐
- c- Both of them ☐

Please, justify your answer...

....

....

Q9/ In your opinion, the use of brainstorming can:

a- develop learners' writing skill ☐

b- improve learners' vocabulary ☐

c- foster learners' motivation ☐

d- develop learners' language proficiency in general ☐

e- activate their predictions (prior knowledge) ☐

Thank you for your collaborations

Appendix Three: The Classrooms Observation

Classrooms Observation Check-lists

Teacher:	Date:
Observer:	Time:
Class observed:	Department:
Skills to be observed:	Academic year:

A: Yes   **B:** No   **C:** Somehow

Sections	observations	A	B	C
General observation of the classroom management	**1.** The physical setting is clear and large enough.			
	2. Discipline problems.			
General Observation of the Material Provided	**1.** The use of the visual aides to help his/her to brainstorm.			
	2. Teacher provides reading passages to sustain his/her students to generate ideas.			
General Overview of the Teacher-Students interaction	**1.** Reviews of previews day's course content.			
	2. Gives overview on day's course content.			
	3. Directs students' preparation for the new lesson.			
	4. Provides well designed work.			
	5. Delivers well planned lectures.			
	6. Teacher asks students for using brainstorming.			

	7. Reinforcing and advising students to activating their prior knowledge wile brainstorming.			
	8. Teacher fosters students to generate many ideas in an allocated time.			
	9. Students brainstorm in groups and individually.			
	10. Students take notes.			
	11. Students use pictures, titles and key words to brainstorm.			
	12. Teacher asks students to use the author name to activate their knowledge.			
	13. Teacher moves around the class and explains of each group.			
	14. Teacher asks students to write a text similar to the passage that they read and use their imagination and experiences in their writing.			

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ملخص

يهدف هذا البحث لدراسة أثر التنبؤ على جمع المعلومات لتحسين مهارة الكتابة لدى طلاب السنة الثالثة في قسم اللغة الانجليزية جامعة محمد خيضر بسكرة، لاستكشاف ذلك وضعنا فرضية أن إذا استعمل الطلاب إستراتيجية التنبؤ ستفيدهم في تطوير مرحلة جمع الأفكار، زيادة على هذا يمكن أن تكون إستراتيجية تحفيزية لتحسين المعرفة والفهم في جمع المعلومات، وفي الأخير التنبؤ يمكن أن يكون إستراتيجية محفزة لمساعدة الطلاب على دراسة بعض النشاطات المتعلقة بالكتابة وجمع المعلومات، للتحقق من هذه الفرضية اتبعنا الأسلوب النوعي (الوصفي) فقمنا بجمع البيانات من خلال وسيلتين ألا وهما استبيانين لكل من طلبة مستوى ثالثة جامعي قسم الانجليزية حيث قمنا بتوزيعها عشوائيا على (70)طالب واستبيان آخر لستة (6) أساتذة في التعبير الكتابي بالإضافة إلى الملاحظة الصفية أثناء حصص مقياس التعبير الكتابي وبناءا على النتائج ثبت صحة الفرضية .

</div>

Résumé

Le objectif de ce investigation est de le étude de la affection de prédiction à brainstorming pour améliorer la compétence de le écriture chez les étudiants de troisième année universitaire dans le département Anglais à le université de Mohammad khieder. Pour plus des informations, cette étude pose aussi une hypothèse qui est il si les étudiants utilise prédiction veux développé brainstorming étape, ainsi que est il stratégie de motivation pour progresser la connaissance et le apprentissage pendant brainstorming étape, finalement prédiction veux de motiver et de aider les étudiants à étudiés certain activités relié à la compétence de le écriture et brainstorming. Pour réalisé cette hypothèse nous avons utilise la méthode qualitatif (descriptif) par deux questionnaire administrait à (70) étudiants à les étudiants de troisième année licence et un autre questionnaire administrait à (6) instituteurs de module production écrit, et aussi observation de class pendant le module production écrit, à ce résultat la hypothèse vas confirmer.