

The Importance of Prewriting Strategies in the Students' Writing Production

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ABSTRACT

Preparation for writing is an indispensable step that determines students' success in writing. The present research is fundamentally centered on the prewriting strategies in the students' writing production. It is an attempt to know whether the students of the English Department, College of Languages at Duhok University apply prewriting strategies or not. Furthermore, they aim to uncover the preparatory strategies, processes and mental techniques that students apply before writing. For the Methodology section, the data were collected via a questionnaire among second-stage students of the English Department. The questionnaire was composed of ten questions covering different aspects of prewriting strategies. The participants consisted of 15 male and female sophomore students. The outcomes of the questionnaire turned out as the following: only 26% of the students said that they always apply prewriting strategies, while 66% said they sometimes apply prewriting strategies, and only 8% of the students said they never apply prewriting strategies prior to writing. The data collection asserted that the majority of the second-stage students of the English department do not use prewriting strategies frequently and the causes are further presented and explained according to the data collection.

Keywords: Prewriting, writing skills, English language, mental abilities and languages.

Introduction

Anne Frank quoted: "I can shake off everything as I write; my sorrows disappear, my courage is reborn."

Writing is one of the greatest human inventions. Without it, the history of our ancestors from different nations would have gone unknown. On the other hand, so many of the scientific discoveries nowadays in different fields of life are an indirect result of discovering the preserved written materials of the ancient Greeks. Major religions preserved their teachings and instructions in the form of written materials. So, a lot of the inventions that exist today that make people's lives a lot easier and more convenient would not have been there if it was not for the great invention of writing. Writing is an art and a craft that requires creativity but also practice, hard work and study over a long period. Luckily, some of the most noteworthy writers who mastered the art of writing gifted us with their remarkable pieces of writing which survived the test of time so we can read them, take benefit and pleasure from them thousands of years later.

The ancient people used mud and rocks as a surface to write on in order to materialize their thoughts and bring them into existence and preserve them throughout generations and generations. This demonstrates writing as a gravitating necessity of humans to protect their beliefs, knowledge and traditions from dying out. To conclude, some of the greatest writers, such as Charles Dickens, William Shakespeare and Jane Austen gifted us with their stories, novels and poems that continue to teach, educate and entertain us to this day. This reinforces the point of how crucial, impactful and beautiful the writing activity is to mankind and the world.

"Writing is more than a vehicle for communicating ideas. It's a tool for crystallizing ideas. Writing exposes gaps in your knowledge and logic. It pushes you to articulate assumptions and consider counterarguments. One of the best paths to sharper thinking is frequent writing."
- Adam Grant

1.1 Prewriting Strategies

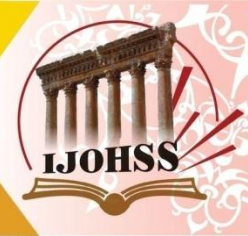
Prewriting strategies include any measures or preparations that take place prior to writing the final draft. Prewriting strategies assist you in clearly and neatly organizing your thoughts; they can also help you to develop topics for your writing. It is always hard to initiate the writing process because facing a blank sheet of paper can always be intimidating. However, prewriting strategies are effective techniques that will assist you throughout your writing as they aid you to generate ideas, be more organized, and help to avert writer's block.

"The objective of prewriting," according to Roger Caswell and Brenda Mahler, (2004) "is to prepare students for writing by allowing them to discover what they know and what else they need to know. Prewriting invites exploration and promotes the motivation to write"

1.2 Types of Prewriting Strategies

1. Brainstorming: The term was first developed by Alex Faickney Osborn in 1942. In a nutshell, brainstorming is thinking in a creative way; it is gathering the already-existing ideas or creating new ones. This type of pre-writing strategy can be done individually or collectively. As students, we're often asked and advised to do brainstorming, because it encourages self-learning, better understanding and helps to improve our skills at formulating ideas. Brainstorming is a tremendously effective method to expand our ideas and solve problems innovatively and creatively.

"The process of brainstorming is as if a bunch of ideas are showering on the paper where you



have to attentively select the appropriate ones to put them on the final draft.” -Sagvan Mohammed (2019).

2. Listing: is a prewriting strategy that consists of recording whatever ideas, words, phrases and images come to your mind about a specific topic. In this strategy, you do not have to consider any particular order. You just have to go with the stream of ideas as they go through your mind.

3. Freewriting: is a writing strategy developed by Peter Elbow in 1973; it is when a person writes non-stop for a period of time without considering the spelling, grammar, or punctuation marks. “Don’t think; just write!” —Ray Bradbury. In freewriting, you write whatever comes to your mind about a specific topic, no matter how "crazy" it is. Furthermore, it increases the flow of ideas and allows the mind to think effectively and shut down any inner censor.

4. Clustering: also known as mapping and webbing, is a practical way of gathering information in a diagram. It is also an effective approach, particularly for visual learners. In this method, you write the name of your subject in the middle of a piece of paper and encircle it. Next, you write down your main ideas and link them to the topic. If an idea generates other ideas, you add them to the cluster by linking them to the topic or the main ideas. Clustering helps you to manage your ideas in an organized way and shows how your ideas are related to each other.

5. Asking questions: This type of prewriting strategy is an effortless way to start writing your first draft especially when you find difficulty in finding ideas for your topic. For this method, you only have to make a list of questions about your topic. Then, you write your piece of writing based on the answers to these questions. It is a time-saving and uncomplicated approach to writing.

6. Drafting: This type of strategy includes creating a first version of a piece of writing, which is intended to be modified before the final version is produced. In drafting, you write down the plan and main points of your topic, but not all the details. Drafting is crucial before writing because not only it helps you to produce a more organized final draft but also to clarify and modify your initial plan as well as your ideas.

1.3 Purpose of the Study

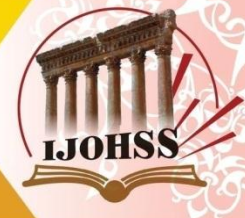
The purpose of this study is to find out whether students do apply prewriting strategies or not and what are the reasons behind not doing them. Furthermore, it is to provide a wider insight for teachers into students' habits of writing and to emphasize the importance and power of prewriting strategies.

1.4 Questions of the Research

The researchers had three questions concerning the prewriting strategies. They will answer and discuss each one of these questions in findings and results of the research in chapter four after collecting data and having sufficient evidence to back up their answers.

1. Do students do prewrite strategies?

2. What is the most common type of prewriting strategy that students find



effective?

3. How can teachers encourage students to apply these strategies before writing?

1.5 Hypothesis of This Study

Researchers think that the majority of students apply prewriting strategies because they are concerned about their marks. Moreover, it assists them in writing an organized, neat and orderly final draft. However, there are a considerable number of students who do not apply the prewriting strategies; this is mainly because they do not have enough time, or because of the tension during exams or they simply ignore and do not care about these strategies.

1.6 Significance of the Study

The outcomes of this study will serve as a future reference for teachers and undergraduate students of the English department in the College of Languages at Duhok University. It will hopefully assist teachers that are specialized in teaching writing to get to know the general approach of students when it comes to writing and prewriting strategies. Moreover, the teachers who read this study will get an insight into whether the students do or do not apply the prewriting strategies and what are the reasons behind not doing them. Knowing the reasons will aid them in finding solutions and urge students to apply these strategies. Furthermore, this study can assist undergraduate students in raising their awareness about the importance of prewriting strategies. Also, it will serve as a sample for students who want to write other research projects.

1.7 Scope of the Study

The present research focuses on the importance of prewriting strategies in the students' writing production in the English Department, College of Languages at Duhok University. The researchers aim to find out whether students apply the prewriting strategies before writing or not.

1.8 Structure of the Research

In order to have a grasp on the whole study, the researchers summarize the four chapters of this research and provide a structure for it. The structure is important because it provides the readers with a quick summary of what each chapter is about, highlights important points and helps the readers navigate their way through this research. The followings are the summaries of the four chapters:

1. The first chapter serves as an introduction to the research. The researchers gave a general definition of writing followed by an introduction to prewriting strategies and their types. Moreover, the researchers mention the purpose of the study, the questions they have about the study which they aim to find answers for in the chapters ahead, as well as the hypothesis of the study and much more.
2. The second chapter is called Literature Review. In this chapter, the researchers reviewed, compared, analyzed and summarized two research samples that were interconnected with the topic of the current study. The samples were by Samya Arju (2017) and Dhanya m. & Alamelu .C (2020).
3. The third chapter is called methodology, which the researchers conducted a questionnaire among second-stage students of the English department to acquire accurate statistics about how the students perceive prewriting strategies.



4. The fourth chapter is the concluding chapter named Findings and Results. As the name can tell, this chapter is about displaying the collected data, discussing and analyzing them. Also, the researchers bring back their three questions and the hypothesis from chapter one, answer them and compare the results with their expectations. After that, they give their own recommendations hoping to contribute to the teaching process at the English department. Last but not least, the researchers gave their last words about the research in the conclusion.

Literature Review

In his chapter, the researchers summarized and reviewed two research samples that were closely related to the topic of this research. The chosen samples were conducted by researchers around the world. They discussed the process of writing and the impact prewriting strategies have on writing improvement.

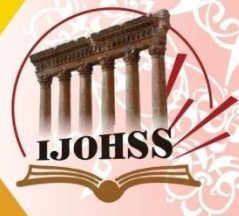
Sayma Arju, 2017, Bangladesh, the author of the research “Impact of an Intervention Program on Prewriting Strategies in Fostering Writing Achievement of Bangladeshi EFL Students” analyzed and discussed how students of English as a second/foreign language (EFL) can unlock the ideas hidden in their mind and present them on paper as well as master the complex skill of writing in a foreign language. The researchers analyzed the process of writing in general and how explicit prewriting activities can help students have better writing production and how it can be a motivational incentive for writing. The researchers further demonstrated that writing is known to have psychological and mental influences on the writer. Moreover, prewriting skills provoke conscious thoughts, actions and behaviors needed to plan before writing. However, there were also disappointments besides these success stories. Students didn't always achieve promising results due to ineffective training of these strategies.

The researchers noted that brainstorming, mapping and free writing had been the most practiced types of prewriting strategies among students. Nevertheless, only a few students found them important to use as obligatory, especially while doing writing as homework or working on an answer on the exam paper. The research dedicated a section to talk about the problems and hardships students faced when it came to prewriting strategies. Accordingly, they aimed to show the impact of clear instructions in prewriting strategies on the improvement of writing production of EFL students.

The research raised some significant questions on the instructions, they are quoted in the following manner:

1. Do clear instructions on prewriting strategies motivate learners to use prewriting strategies and thereby bring about a positive attitude towards writing.
2. Do the instructions help students improve their writing style in terms of organization of ideas, the focus on the topic and length of the paper?

Furthermore, the research had an explicit instruction program in which the results showed significant differences in students' writing production before and after taking the program. After participating in the program, students developed an ability to generate better-written production in terms of organization of ideas, development of thoughts and maintaining unity and coherence, etc.



In conclusion, the results of the program of the research showed that by practicing prewriting strategies the learners achieved confidence in their writing abilities and were able to reduce their writing anxiety. Other significant outcomes were that the students strengthened their ability to generate ideas and elaborate on them. Moreover, learners wrote almost three times as much after the training session than they did before.

The second research “Methods and Significance of Prewriting Activities in Acquisition of Writing Skills” by (Dhanya m. & Alamelu .C, 2020, Vellore Institute of Technology, Chennai) commenced by defining and highlighting the importance of writing. The research, for the most part, was about prewriting, its significance, how it can be applied as well as teachers’ and students’ preferences of prewriting types.

The section of the literature review further emphasized the significance as well as the complexity of writing skills. “This complex process can never be initiated unprepared. Preparation is key to an organized form of writing”. The researchers stated three main features of writing which were: 1. prewriting phase (preparatory) 2. The actual writing 3. Post writing or review. It compared the writer to a woodcutter sharpening his axe before cutting a tree. The sharper the axe, the more effective it becomes.

“Prewriting consists of various activities like brainstorming, freewriting, clustering, mind mapping, etc.” It was stated that all the strategies are adaptable in nature and can be learned and applied by students of any age group. The activities should be chosen based on interests/preferences as well as which activities can provide the best ideas or opinions on the topic which is to be written. Sometimes, students could choose a combination of two or more activities as well.

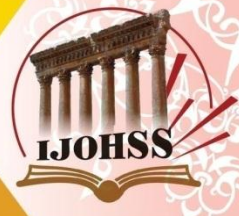
The researchers listed the definitions of types of prewriting and explained them in detail. The aim of the research, as stated, was to understand the effective methods of prewriting activities that helped in requiring L2 writing skills. The researchers presented three questions related to their study which inquired about:

1. The kind of prewriting activities that will help in improving writing skills
2. What specific types of prewriting activities do teachers use to enhance the writing skills of students?
3. Is there any similarity between the choice of prewriting activities chosen by teachers and students?

For their methodology section, they did a field study as well as a questionnaire for data collection. Additionally, students and teachers were asked about their preferred writing strategies and the findings/outcomes were like the following: brainstorming 34%, listing 23%, free writing 19%, mind mapping/Clustering 13%, journaling/questioning 11%, don’t prefer prewriting 0%. It’s worthy to note that none of the students showed any dislike or aversion towards writing or prewriting in general.

Also, teachers' preferences for prewriting strategies were like the following: Don’t use the prewriting 29%, freewriting 19%, mind mapping/clustering 14%, journaling/asking questions 28%, brainstorming 10%, listing 0%.

It is also to be noted that 29% of teachers didn’t use any prewriting activities at all. The reason, according to the researchers, was that teachers assumed that it was time-consuming and required additional preparation.



At the end of this data collection process, the researchers, basing their statement on the results of this questionnaire, invalidated the belief among teachers that students don't prefer any form of prewriting when it is easily observed that none of the students expressed their dislike for prewriting activities. The researchers concluded that teachers need to use prewriting activities as it helps students with writing in a structured and collaborative manner.

In conclusion, despite the teachers' thinking that brainstorming will disturb the classroom environment and learners' attention, the researchers called on teachers to use brainstorming as an activity of prewriting more often because students seem to prefer this more than any other activity. Despite the fact that it requires more planning and classroom management, the researchers urge teachers to use brainstorming as a technique rather than frequently using mind mapping simply because they are simpler to implement.

Methodology

For this chapter, the researchers started the process of data collection by conducting a questionnaire among second-stage students of the English Department, College of Languages at Duhok University. The researchers regard the process of collecting and comparing data as the core of this research because it will allow them to become acquainted with the attitudes and approaches that students have towards prewriting strategies. Accordingly, the collected data and information will pave the way for analyzing and making decisions to resolve issues and obstacles regarding prewriting strategies in the students' writing production.

There were many reasons why the researchers chose this method of data collection which is conducting the questionnaire. One of them is that questionnaires simply provide abundant accurate data. Moreover, questionnaires are fast, efficient and effortless compared to other methods like writing paragraphs, essays, conducting a survey and doing interviews, etc.. To add more, the researchers were appealed by the comparability feature that questionnaires have, where they think they can easily compare, find out and analyze the differences between ideas and preferences of students in an easily accessible and organized way.

The researchers conducted their questionnaire on Wednesday, February 16th, 2022. They started the process of data collection at the English Department by asking the participants to fill out the questionnaire. The researchers printed out 15 samples that consisted of ten questions that covered ten various aspects of prewriting strategies.

The ten questions of the questionnaire had three options which were always, sometimes and never. The participants were required to tick one of these options for each question. The researchers headed to one of the classes of the second stage. The students had just finished their Reading and Writing lecture so. The researchers were able to manage the class and run the questionnaire in a quiet atmosphere.

The researchers started by introducing the topic of the questionnaire and giving the necessary instructions explicitly. Moreover, they briefly reminded the students of the topic of prewriting strategies. The participants who volunteered to do the questionnaire consisted of six male students and nine female students.

Some of the participants were excited to fill the questionnaire out because of their background knowledge and familiarity with the prewriting strategies. On the other hand, some other students were perplexed when offered to fill out the questionnaire. The researchers attribute the reasons to their unfamiliarity and lack of experience with doing questionnaires. Simultaneously, the students were hesitant and uncertain about selecting the options. Eventually, the researchers concluded their questionnaire satisfied and appreciative of the students' cooperation.

Findings and Results

4.1 Introduction

This chapter centers on showcasing the students' responses to the questionnaire as well as analyzing them. Having data displayed and compared in a highly organized and explicit manner makes it a lot easier to comprehend the problems and obstacles that students face and therefore to tackle solutions. Furthermore, the researchers bring back the questions they stated in chapter one, answer them and compare them with their expectations. They also compare the findings to the hypothesis stated in chapter one. Then, the researchers give their insight as to why the students responded to the questionnaire the way they did. Moreover, they give their own opinion and perception to the questionnaire and the entirety of the research. In conclusion, in this chapter, the researchers aim to cover a wide range of statistics and data.

In the previous chapter, the researchers started data collection of the questionnaire among second-stage students of the English Department, College of Language at Duhok University. The researchers requested the participants to answer ten questions holding three options which were always, sometimes and never. Adding more, the students answered each question by ticking the options as they were exposed to the prewriting strategies previously. Eventually, the researchers were victorious in finishing the questionnaire and obtaining the utmost information possible for their research.

The researchers lay out the statistics of the questionnaire in the upcoming table. These statistics show the number of occurrences to each question and demonstrate the participants' point of view on each one of them. This table is going to be the ground for a lengthy analysis later on in this chapter.

Table 4.1
Students' Outcomes of the Questionnaire

	Questions	Always	Someti mes	Never	Totals
1.	Do you use prewriting strategies?	4	10	1	15
2.	Is it necessary to apply prewriting strategies before starting to write any paper?	8	6	1	15
3.	Do prewriting strategies help in discovering new ideas for your topic?	9	5	1	15
4.	How often did your teacher encourage you to use prewriting strategies?	12	2	1	15
5.	Does your teacher give you enough time for prewriting strategies during quizzes/exams?	3	9	3	15
6.	Do you use brainstorming?	3	9	3	15
7.	Do you use free writing?	6	9	0	15
8.	Do you use listing?	1	8	6	15
9.	Do prewriting strategies take much of your time before writing the final version of your paper?	6	8	1	15
10	How often do you think prewriting strategies assist you to be more organized in writing?	11	4	0	15

The researchers analyze these 10 questions one by one by explaining why the participants selected particular options from their perspective.

Q.1. Do you use prewriting strategies?

Out of fifteen male and female students, ten students confirmed that they use the prewriting

strategies by choosing the option of sometimes; four of them said always, and one student said never. The answers to this question show that second stage students of the English Department do not use the prewriting strategies frequently or always. The researchers think the main reason behind this is that students don't take prewriting strategies seriously because they don't gain marks for doing them. Besides, students don't have enough time for using prewriting strategies during exams. Moreover, they are so anxious and nervous during the exams that they fail to invest their focus on anything that is not the exam paper. On the other hand, it is worthy to note that they sometimes do prewriting strategies for which the researchers think this is due to the complexity of some topics; therefore, students need to use prewriting strategies to break them down and get the stream of thoughts running.

Q.2. Is it necessary to apply prewriting strategies before starting to write any paper?

For this question, eight of the participants chose the options of always; six of them chose sometimes, and one chose never, as demonstrated in table 4.1. The researchers think that the teachings and instructions the students received in the first stage made them aware of the importance of prewriting strategies. Furthermore, the prewriting strategies intelligibly assist them in numerous ways and aid them to be more organized, find different ideas, and master the skill of writing. Nevertheless, 6 students think that only in some cases it is necessary to apply the prewriting strategies. The researchers believe that students have different personalities and therefore have different preferences and techniques to use to replace prewriting strategies. On the other hand, only one student found it totally unnecessary to apply prewriting strategies, which is not far from the researchers' expectations.

Q.3. Do prewriting strategies help in discovering new ideas for your topic?

9 out of the 15 participants chose the option of always, and this demonstrates that the majority of the participants confirmed that the prewriting strategies certainly do benefit and guide them to come up with new ideas for their writing. Also, five of the students chose the option of sometimes, which further demonstrates that the prewriting strategies may not always aid them in discovering new ideas, but they occasionally do. This, and alongside one student who chose the option of never, probably because he/she is not exposed to these strategies in a way it could assist him.

Q.4. How often did your teacher encourage you to use prewriting strategies?

In the above question, the researchers asked the students of the second stage whether their teacher of the first stage encouraged them to use the prewriting strategies or not. The answer turned out to be positive as 12 out of the 15 students assured that their teacher did certainly and frequently encourage his/her students to use these strategies before writing and always reminded them about its benefits in writing. And this is another evidence of the significance of using these strategies. Additionally, two students claimed that their teacher sometimes encouraged them and one student said never.

Q.5. Does your teacher give you specific/enough time for prewriting strategies?

As observed in table 4.1, 9 of the participants stated that their teacher sometimes gave them

sufficient time to use the prewriting strategies. Besides, the majority of the students affirmed that their teacher did not always give them enough time to freely use these strategies, as the number of students who chose always was only three students. The researchers think that the main reason why some of the students do not always use prewriting strategies is that students during exams, quizzes, or writing a paper are very distressed and tense. Thus, if they are not given a good amount of time, they may not take these strategies seriously, or they may not even use them at all.

Moreover, three students said that their teacher never gives them sufficient time for using these strategies before doing the final draft, and this left the researchers amazed at the shifts in students' opinions on each option.

Q. 6. Do you use brainstorming?

In this question, the researchers aimed to be more specific about the prewriting strategies; thus they started asking the participants explicitly about which type of prewriting strategies they use more often. The results were as the following, 9 out of 15 participants assured that they do use brainstorming by choosing the option of Sometimes. However, each of the options always and never received only 3 votes. While brainstorming is considered a popular prewriting strategy, it does not seem to be the case among second-stage students of the English Department.

The researchers think that the reason why the majority of the students chose sometimes is that the brainstorming strategy might be difficult for them to always use or it might take up much of their time. However, there might be other reasons concerned with the personal preferences of students towards prewriting strategies that they simply don't find brainstorming as a successful, practical strategy and prefer other types to frequently use.

Q.7. Do you use free writing?

For this question, 6 students out of 15 asserted that they always use free writing as an option to apply for their writing. This shows that free writing is a preferable type of prewriting strategy. The researchers associate the reasons with the simplicity and efficiency of this type of prewriting strategy. Moreover, it enables them to easily write whatever comes to their mind without pausing or following any grammatical, spelling, or punctuation rules. In comparison, 9 participants stated that they sometimes use the free writing strategy. This is probably because they think that it depends on the topic whether it needs to freely write about it without stopping or it needs other strategies. Finally, the option of never obtained zero participants; in other words, nobody checked that option for this question.

Q.8. Do you use listing?

The majority of students which were 8 went for sometimes and six students said they never used listing. It is easily deduced that students are not inclined towards this prewriting strategy. The researchers think this is due to the fact that there are other similar and yet more effective strategies that students resort to. Furthermore, the researchers believe that students might not be as familiar with listing as they are with other strategies that tend to be more

prominent amongst students. As a consequence, the listing strategy does not get huge attention from them. However, as previously mentioned, students choose to use the most suitable strategy depending on the topic at hand, that is why there is such a contrast in the result.

Q.9. Do prewriting strategies take much of your time before writing the final version of your paper?

8 students responded with sometimes, six for always and 1 student chose never. This reveals that many students face challenges because the amount of time provided for them by teachers is not sufficient. The researchers gather that besides not having sufficient time during quizzes/exams, the students have not coped with doing prewriting strategies before the actual writing. Furthermore, the students need to practice using these strategies and aim to be more swift, productive and economical with the time they are given.

Q.10. How often do you think prewriting strategies assist you to be more organized in writing?

In the most definitive answer out of the ten questions of this questionnaire, a total of 11 students agreed that prewriting strategies are always helpful to them to have better organized writing production. Also, 4 students chose the option of sometimes and nobody ticked never which is something affirmative for the researchers to see that the prewriting strategies have a positive impression on a large number of students. To conclude, it is confirmed that one of the sharp advantages of prewriting strategies is producing fairly neat and organized writing and assisting the students with arranging their chaotic thoughts into clear and coherent sentences.

4.2 Questions of the Research

The researchers initiated their current research with chapter one in which they laid out their questions for the research. After a long journey from chapter one to chapter four, the researchers did a great deal of researching, analyzing, exploring and collecting data. This experience qualified them and armed them with enough knowledge to provide accurate answers to their questions. The following are the researchers' questions, their answers and to what extent were the findings up to the researchers' expectations:

Question 1: Do students in the English Department use prewriting strategies?

To answer this question, the researchers based their answer on the questionnaire and the data they accumulated that covered 15 samples among second-stage students of the English Department, College of Languages at Duhok University. To start with, only 26% of students said that they always use prewriting strategies; 66% said that they sometimes use prewriting strategies, and 6% said that they never use prewriting strategies. It is to be noted that these statistics were within the range of the researchers' expectations.

Question 2: what is the most common type of prewriting strategies that students find the most effective?

The researchers added three types of prewriting strategies and did a comparison between

them, which were brainstorming, free writing and listing. The students were inclined towards free writing the most. Statistically, 60% said they always use free writing while 40% said they sometimes use free writing and 0% said they always use prewriting strategies. The result was again similar to the researchers' predictions, as they think that free writing is the most practical for students because they are free to write out whatever is on their mind and are not bound by any rules. This brings us to the conclusion that free writing is the most commonly used type of prewriting strategy.

Question 3: How can teachers encourage the students to apply these strategies before writing? Teachers who teach Writing as a subject have a heavy burden on their shoulders as well as a huge responsibility to first introduce the writing skills and the various elements and principles in a theoretical way, furthermore, the responsibility of training them to apply these theories into their writing practical wise. Accordingly, they need to find creative ways to motivate them to use these strategies. To answer the question, there are traditional and conventional approaches for teachers to encourage students to utilize these strategies and by telling them about the positive improvement that these strategies will add to their writing. To add more, the teachers can bring forth evidence from a piece of writing where these strategies have been used, and it made the writing so much better to prove that these strategies have a foundational role in laying the ground for a neat writing production. To sum up, the teachers eventually have to consider the fact that it is primarily up to the students whether they are convinced to use these strategies or not.

4.3 The hypothesis of the Research

The researchers gathered that the majority of the students use prewriting strategies in the hypothesis of chapter one. However, after the researchers conducted the questionnaire amongst second-stage students and finalized the process of data collection, it turned out that the larger number of students do not actually apply the prewriting strategies. To be more specific, merely 26% of the students confirmed that they always use prewriting strategies. Adding more, 66% of the students asserted that they sometimes use prewriting strategies. To conclude, there was a huge dissimilarity between the researchers' hypothesis of chapter one and the actual results.

4.4 Recommendations and Suggestions

As the famous German physicist Albert Einstein put it "Insanity is doing the same thing over and over and expecting different results". Going along with the quote, the researchers think that novel approaches have to be taken to see more promising results. They think that students have to be exposed to the prewriting strategies more extensively while also making the process more enjoyable and practical. Besides, it needs to become a more formal and obligatory step and not be limited to students' choices and preferences. In other words, students have to be taught and encouraged by the lecturers that prewriting strategies are not a mere preparatory, secondary step but a significant step that actually makes the students more organized, motivated and professional in their writing. On the one hand, the researchers believe that the nature of this topic requires as much effort on the side of the students as the teachers and probably even more. Hence, the burden and responsibilities should not only be

on teachers' shoulders but students should start going out of their comfort zone and be more serious on these strategies and look at all the positive impact it has on one's writing. Finally, the researchers gathered that teaching the writing skills in the English Department, College of Languages at Duhok University only continues through the 3rd year in which the process gradually loosens, becomes less important and ceases completely by the fourth stage. To conclude, the researchers think that the writing classes have to be given more time and attention by the responsible people at the English Department.

4.5 Conclusion

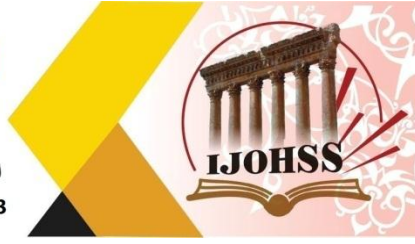
The researchers started this research not only for the sake of researching and exploring the issues and obstacles that students face regarding the prewriting strategies, but also for the sake of seeking solutions and implementing them. It is a fact that writing is a skill of utmost importance in modern academic life because being able to write professionally is a huge leap forward in one's career and job in a company or almost wherever a person works.

As Ernest Hemingway quotes: "Writing is something that you can never do as well as it can be done. It is a perpetual challenge and it is more difficult than anything else that I have ever done, so I do it and it makes me happy when I do it well." Writing is a difficult challenge that takes time and effort; therefore, prewriting strategies are a key that will assist you in writing.

In a final word, it is a solid belief of the researchers that prewriting strategies lay the foundations of remarkable pieces of writing. Thus, they find these strategies rather indispensable when it comes to writing. Unfortunately, the outcomes of the questionnaire show that a disproportionate number of students do not apply the prewriting strategies to their writing. A critical purpose of the current research is to help in internalizing the notion of prewriting strategies into students' writing production. Finally, the researchers hope that this work is resorted to as a future reference for students, teachers and everyone willing to learn about writing and prewriting strategies.

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