Use of Innovative Prewriting Techniques in Enhancing the Writing Performance and Attitude of Second Year Information Technology Students

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Abstract – *Developing positive attitude towards writing is one of the roles of educators since writing plays a very important role in the academic and future professional success of students. Purposively, this study determined the effectiveness of the different interactive prewriting techniques in enhancing the writing performance of Filipino college students in one campus of a public higher educational institution in Region 02, Philippines. The research employed single group pre-test-post-test experimental design. The participants of the study were selected using purposive sampling method. Three phases of data gathering procedure was employed namely pre-treatment, treatment and post-treatment. Scores in the writing performance test and writing attitude inventory test were compared and significant differences were determined using dependent sample t-test. Results of the study unveils that post-test scores are higher than the pre-test scores of the participants, signifying that there is an improvement on the writing performance and attitudes of the students in writing composition. This implies that the different interactive pre-writing techniques helped the students to manifest better performance and attitude towards writing. Meanwhile, the participants also generally assessed the different prewriting techniques very interesting. This study also presents 19 prewriting strategies which will help facilitate the teaching writing as a fruitful and meaningful encounter among the students where the emphasis is a non-threatening and writing anxiety-free learning environment.*

Keywords - prewriting techniques, process approach, writing performance, college classroom

INTRODUCTION

In universities, writing is a way of life. Without ability to write well, students may not pass the course. Across the age levels from elementary school through university graduate courses, students write in order to succeed in mastering the subject matter. The students' ability to present information and express their own ideas through writing plays a very important role in their academic and future professional successes. It is generally accepted that it is difficult to find a profession which does not require writing. Writing is one of the most important tasks in learning and cornerstones of success among university students in their pursuing their field of studies.

Writing is one of the four macro skills in language art. It is the final stage in the process of communication that needs to be mastered after listening, speaking and reading. It's considered as one of the foundational skills for literacy. Students should develop an early foundation in writing in order to communicate their ideas effectively and efficiently. The ability to write is an essential skill which can benefit students for the rest of their lives. In writing, the students learn to use language patterns and structure with excellent command in grammar and styles. They also learn how to communicate their ideas in a formal manner. Harmer [1] defines writing which is significantly different from speaking. The final product of writing is not nearly so instant, and as a result, the writer has a chance to plan and modify what will finally appear as the final product. Therefore, in writing, the writer has to consider the unity of ideas reflecting from the beginning, in the middle and at the end while observing grammatical concord and good vocabulary that will eventually construct an excellent academic text.

Since writing is commonly viewed by students as a difficult task. Students manifest a negative attitude towards writing. Cohen and Cowen [2] affirm that one reason some students do not like to write is because they see it as a chore, as dreaded work, and as something to *get done* they do not perceive themselves as writers. If students are unaware how writing relates to their own lives, and how they are able to benefit from knowledge of written language, they might be less likely to learn. Researches would also confirm that one of the prevailing

problems affecting the writing performance of students is their writing attitude and apprehension towards writing. This is an important concern that needs to be addressed by the student themselves, instructors and researcher. Kappa & Oberman [3] corroborate that if the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment. Hence, writing is a vital productive skill that can be used in learning other receptive and productive skills [4].

Traditionally, writing has been viewed as a product, the shift on the focus of writing as a product to a process is one of the most significant paradigm shifts in teaching writing [5]. The process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued [6]. In like manner, Onozawa [7] also noted that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. As a result, students surely need to and are required to complete their products, yet the writing process itself is stressed more. By focusing on the process of writing, learners will better understand themselves more, and find ways on how to work in their written output.

Writing as a complex process consists of prewriting, drafting, revising, editing and publishing and presenting. Figure 1 illustrates the recursive nature of writing process [8].
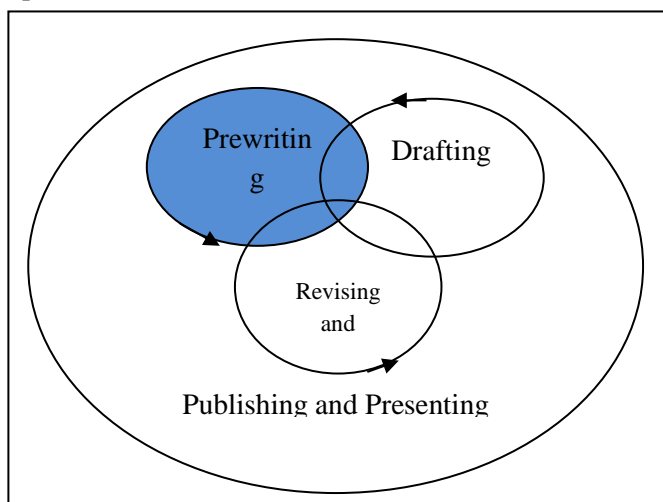

Fig. 1. Recursive nature of writing process

The diagram presents the flexibility and recursiveness of process approach to writing which focuses on the process rather than the product. Learning the writing process is important for the students as it enables students to express their thoughts, knowledge and feelings efficiently particularly among Filipino college students who are English as second language (ESL) learners.

Innovative prewriting strategies were the interactive writing activities which can be used by teachers as first stage of writing process. It consists of doing movie review, making graphic organizers, picture analysis, clustering and etc. before writing a draft. These innovative strategies begin with motivating activities and raising student's awareness about the topic they need to write.

According to Smith [9], the more the students learn the writing process, the more they will be able to express themselves efficiently. Because the writing process is a tool used to enable students to efficiently express their feelings, thoughts and knowledge. In like manner, Tompkins [10] further avers that writing process resembles a road map, through this the students, actions and thoughts can be monitored right from the beginning till the end. He further says that a stage from this process can be skipped and reached to later on but cannot be skipped altogether. In order to make the students think creatively, they should be given opportunity to see world through windows and observe it and they can write creatively without any fear.

Part of the process approach to writing is prewriting. In this step, ideas are generated via various resources or methods. Among the most commonly employed in prewriting activities are brainstorming, clustering, looping and more. These techniques can adequately prepare students for composition or essay writing. Prewriting strategies are important for students writing because it is the stage of the writing process in which they are able to get beginning ideas onto paper. During this time, students are able to process new information with existing schema [11].

If teachers do not prepare students to writing activity, students will react negatively and they will struggle to accomplish a writing task. In the study of Tompkins [10] noted that the most neglected stage is the prewriting stage. Prewriting is a planning stage for writing. Planning is an important step of the writing process; it allows the writers to organize their writing before they even begin. Teachers might help students who have a difficulty in determining a topic using various strategies such as, graphical editing, free writing, and associative writing [3].

In the Philippines, there were limited number of studies conducted on the process writing approach

particularly in a public higher educational institution. This study ventured on the effectiveness of the different prewriting techniques in improving the writing performance and attitude of Filipino college students. In this way, students will be provided with a lot of input for their academic writing. Among the ways to prepare students in the process of writing is providing them the learning activities which will certainly equip them with adequate input they can use in composition writing.

For the BS Information Technology students, writing skills are crucial part of their career success. Technology related courses require a lot of collaboration between multiple people in different locations which itself requires formidable good communication skills. This underscores the importance of business communication to tech companies around the world. The ability to communicate ideas through writing with force and clarity is recognize as an important skill for Information technology graduates. Further, information technology students should regard writing as an important career skill for them to write research papers, document software and data in which they could share their developed program for utilization in which people need to be able to understand their comments in the code and the instructions on how to run it.

This study hopes to let teachers realize the potential value of utilizing different interactive techniques in the prewriting activities to help students have better understanding of the topics they will write about. It will also help them generate good ideas related to the topic in order for them to write excellent descriptive compositions, application letters and academic essays. In like manner, this study will guide curriculum planners and teachers to integrate prewriting strategies to allow students improve their writing attitude and performance. Hence this study was conducted.

OBJECTIVES OF THE STUDY

Objectively, this study investigated the effectiveness of innovative pre-writing techniques in enhancing the writing attitude and performance of students in college classroom. Specifically, it aimed to: (1) determine the significant differences between the pre-writing scores and post-writing scores; (2) test the difference between the pre-attitude towards writing and post-attitude towards writing; (3) describe the different interactive-prewriting techniques used in the process-approach to writing.

Hypotheses

This study tested the following hypotheses in null form: (1) there is no significant difference between pre-

writing scores and post-writing scores; (2) there is no significant difference on the pre-attitude towards writing and post-attitude towards writing.

METHODS
Research Design

The study employed one-group-pre-test-post-test experimental research design to determine the effectiveness of interactive pre-writing techniques in enhancing the writing performance and attitude of college students. The writing performance and attitude of the experimental group were measured before and after the administration of treatment. Figure 1outlines the design of the research.

Pre-test	Treatment	Post-test
O	X	O

Fig.1. One Group Pre-test-Post-test Design.

Based on the figure, pretest was conducted to the experimental group to measure their writing performance and writing attitude before the conduct of the experiment. Likewise, posttest was also administered after the conduct of the study.

Respondents

The participants of the research were the second year Bachelor of Science in Information Technology of Cagayan State University-Lasam in the Philippines presently enrolled in the subject Business Communication. The respondents of the study were chosen since the researcher consider the importance of developing a positive writing attitude which could eventually lead to the future employment success of these students. A total number of 34 students were the taken as the subjects of the study. Inform consent process was sought through the understanding and willingness of the participants to be the subject of the study. They were presented with sufficient information regarding the purposes and benefits of the study.

Research Instruments

Data of the study were generated through the use of research instruments namely writing attitude test, and students' written composition. The item constructions of the writing attitude test were based writing apprehension test of Daly and Miller [12] constituted of 26 items which was modified by the researcher. The instrument was answered with a 5-point Likert scale with 1 as the lowest and 5 as the highest. Reliability testing of the instrument

was conducted to students who were not the respondents of the study.

Meanwhile, the second instrument used was the students' written output in the form of academic essays in which the participants were asked to write about the topic "*importance of business communication in organizational success*". In evaluating the written composition of the students, they were first informed about the parameters in judging their written output by providing them specific criteria of academic writing adopted from Bayat [13] organization, content, word choice, and language use.

The checklist followed the following sections and subsection: I. Organization has the following subsections (1) presence of an introduction, (2) body and (3) conclusion. Meanwhile, II. Content subsections were: (1) presence of specific main idea in the essay, (2) explanations supporting the main idea, (3) absence of redundant information, (4) suitability of the narrative style for the topic. III. Word Choice, it has (1) no ambiguous words, (2) use of appropriate word for academic writing. IV. Language Use, (1) academic style, (2) presence of logical and semantic links between sentences, (3) appropriate relationship between ideas through conjunctions, (4) use of effective expression, (5) use of logical inference, and (6) use of references to research results.

Data Gathering Procedure

The experimental procedures of the study lasted for 12 weeks. Upon the written permission of the researcher to the concerned authorities, the study started in the month of August to September 2017. Figure 1 shows the paradigm of the study to gather the needed data, the following treatment phases were illustrated and explained.

Phase 1. Pre-Treatment Phase

A pre-attitudinal test and pre-writing test were conducted to the respondents. A pre-writing attitude questionnaire was administered to the group at the beginning of the study. The questionnaire consisted of 26 items. Meanwhile, for the prewriting test, the participants were asked to write a composition. They were provided a topic.

Prior to the start of the experimental procedure, proper planning and ethical considerations were observed. One of which is providing the respondents the information about the purpose of the study being conducted. Their participation was voluntary. The

participants were also provided checklist which will guide them on the criteria of their written output.
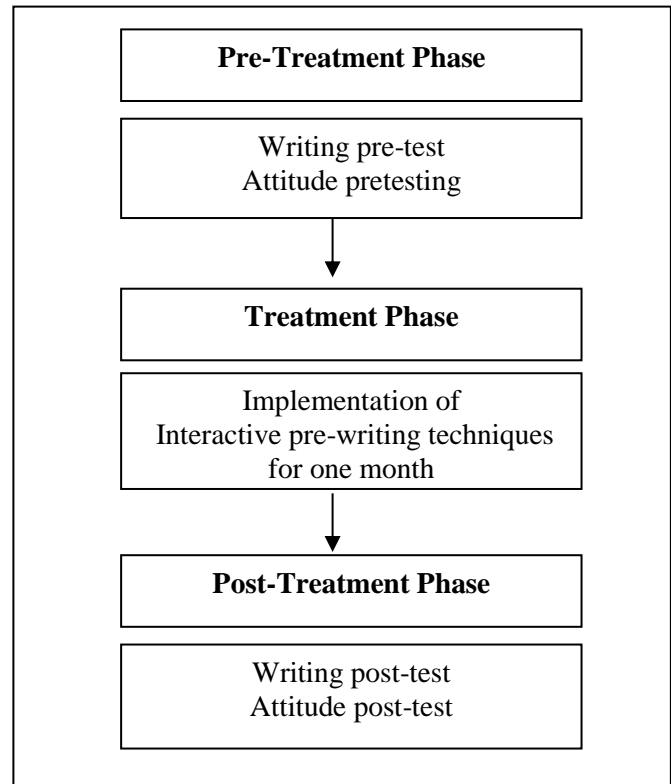

Fig. 2. Treatment Phases of the study.

Further, the researcher oriented the students about the mechanics of their written output which will manifest the basic characteristics of an academic writing consisted of introduction, body and conclusion while using English as the standard language. During the process of writing, the researcher and the students were engaged in a dialogue to ensure that the prewriting activities were utilized.

Phase 2. Treatment Phases

In this phase, the researcher employed the different interactive pre-writing techniques to the respondents for one month. As the students were required to write composition, they were provided ideas on how the different techniques may be used to write their academic essays.

Phase III. Post Treatment Phases

After the used of interactive prewriting activities, a post writing test and post-writing attitude questionnaire were answered by the participants. Assessment of the written essays of the students were conducted. The written outputs of the participants were evaluated by

three English language teachers. In evaluating the output, four criteria with corresponding subjections were adopted: *organization* (15 points) , *content* (15 points) , *word choice* (10 points) , and *language use* (10 points) with a total of 50 points. A scoring checklist was provided to the evaluators to rate the pre-writing and post-writing output of the participants.

Methods of Analysis

As to the data analysis, descriptive statistics such as mean, percentage and standard deviation were used on the assessment of the respondents on the different interactive prewriting techniques while inferential statistics such as dependent sample t-test was used to determine whether there are significant differences on the prewriting scores, pre-attitude writing, post-writing scores and post attitude scores of the participants. The significance of the mean difference was tested at 0.01 alpha level.

Basing on the overall weighted mean score in the writing attitude inventory test, the over-all attitude of the experimental group was established using the following criterion scale: 4.20-5.00- Highly Positive (HP); 3.40-4.19- Positive (P);3.60-2.39- Undecided (U); 1.80-2.59- Negative (N); 1.00- 1.79- Highly Negative (HN). Meanwhile, the assessment of the respondents on the innovative pre-writing techniques adopted the following scale: 4.20-5.00- Very Interesting (VI); 3.40-4.19- Interesting (I); 3.60-2.39- Neutral (N); 1.80-2.59- Less Interesting (LI); 1.00- 1.79- Not Interesting (NI).

As to the writing performance of the respondents, four(4) criteria were adopted with corresponding weighted points: organization (15 points) , content (15 points) , word choice (10 points) , and language use (10 points) with a total of 50 points. To interpret the scores of the respodents, the following scoring range was also adopted: 41-50- excellent; 31-40- Very Good; 21-30- Good; 11-20- Fair; and 10 below- poor.

RESULTS AND DISCUSSION
Writing Performance of Participants

Table 1 shows the pre-writing and post-writing performance of the respondents. In the result of the pretest, there were 3 students (9%) obtained *excellent* marks in their writing tasks while 8 (24%) scored *very good* rating. It is also interesting to note that most of the participants (13 or 38 %) got *good* rating and 10 students (29%) with *fair* scores. The table also presents the postest scores in writing, it clearly shows that there were 15 (44%) of the participants scored *excellent*, similar

number of students (15 or 44%) also scored *very good,* and only four (12%) obtained the score of *good.*

Table 1. Writing Performance of students

Score Range	Descriptive Interpretation	Pretest f	%	Postest f	%
41-50	Excellent	3	9	15	44
31-40	Very Good	8	24	15	44
21-30	Good	13	38	4	12
11-20	Fair	10	29	0	0
10 below	Poor	0	0	0	0
	Total	**34**	**100**	**34**	**100**
Pre-writing score = 28.11	(Good)				
Post-writing score= 37.73	(Very Good)				

It can also be seen in the table that the post writing score of the students is 37.73 interpreted as *very good* is higher than the prewriting score of 28.11 described as *good*. This would confirm that there were more number of students obtained higher scores in the post-test than in the pretest, signifying that the use of interactive prewriting techniques in college classroom helped the students write better academic essays and composition.

This finding affirms the study of Cotton [14] that learners who are encouraged to engage in an array of prewriting experiences prove greater writing achievement than those enjoined to get to work on their writing without this kind of preparation. Meanwhile, the study of Kapka and Oberman [3] showed that modeling to students to write in different genres and different writing knowledge and abilities was effective to develop students' writing abilities.

The use of different interactive pre-writing techniques in college classroom promoted an increased level of students writing performance. This simply explains that when students are provided with learning activities which will certainly equipped them with the adequate ideas and input which they can purposely use in wiring will develop their writing abilities.

Difference between the Pre and Post Writing Scores of the respondents

As reflected in Table 2, it shows the difference between the pre and post writing performance of the treatment group as a result of using the different interactive pre-writing techniques. The result showed that there is a significant difference between the pretest and postest administered to the students with the computed t-value of 9.678 and p value of 0.00 which is less than the significance value of (p < 0.01).

Table 2. The difference between the pre and post performance of the experimental group

Writing scores	Mean Score	SD	Mean Diff.	t-value	df	p
Pre-writing score	28.11	8.11	9.617	9.678		0.00**
Post-writing score	37.73	5.80			3	

**= significant at 0.01 level

This indicates that after the exposure of the respondents to the different prewriting techniques they scored significantly higher in the post test with a mean of 37.73 compared with the pre-test score with a mean of 28.11. Hence, there is a significant difference between the pre and post writing scores of the respondents exposed to the use of interactive prewriting strategies.

The present finding of the study asserts that the students become good writers when they were given enough time to write using different pre-writing techniques. Zaid [15] believes that using pre-writing techniques have made the students feel more responsible for the production of ideas for their essays. In like manner. In the study of Agibuay [16] she found out that the use of process-based and genre-based approaches to writing improved the writing proficiency of students.

In this finding, it generally implies that when requiring students to write, written product must not be the sole focus of the teacher in writing but instructors should come up with innovative prewriting techniques to help students in the process of writing particularly in the prewriting step to further develop the writing proficiency of students particularly in college classroom.

Table 3. The difference between the pre-attitude scores and post attitudes scores of the experimental group

Writing Attitude	Mean Score	SD	Mean Diff.	t-value	df	p
Pre-Attitude	2.97	0.58	1.408	13.178	33	0.00**
Post-Attitude	4.38	0.43				

**= significant at 0.01 level

Table 3 displays the difference between the p-attitude scores and post attitude scores of the respondents. This was computed in order to find out whether there was a significant attitudinal change of students towards writing after the implementation of the different interactive pre-writing techniques. The result of the study showed that there is a significant difference on pre-attitude and post-attitude of the students with the computed t-value of 13.178 and p value of 0.00 which is less than the significance value of (p < 0.01).

This attests that with the use of the interactive pre-writing techniques in college classroom the students developed a more positive attitude towards writing. It is rewarding to note that the increased in attitude scores of the students who were exposed to the different pre-writing techniques became more motivated and interested in writing. The implementation of the different strategies in pre-writing shows that it also improved the level of attitude of the students towards writing. The different pre-writing techniques helped the students to redefine their attitudinal construct towards writing which they view before as unfavourable.

This finding is corollary to Pajares [17] who found a consistent relationship between student self-efficacy beliefs and writing performance. Akmenek [18] also noted that stimulating students' attitude to think over a topic can be helpful for them to build that system of relationships, which may lead to thoughtful writing. This implies that the use of prewriting techniques improved the attitude of students towards writing helps recall ideas, relate old and new information. In other words, the prewriting stage enables students to communicate with the writing topic, and encourages them to find, generate, organize, and develop ideas in order to use them in their compositions.

Table 4. Innovative Pre-writing Techniques

Innovative Pre-writing Techniques	Mean (n=34)	S.D.	D.I.
1. Movie Review	4.62	0.60	VI
2. Group Chat Brainstorming	3.94	0.74	I
3. Graphic organizers	4.09	0.67	I
4. Clustering	3.68	0.59	I
5. Interview technique	4.35	0.60	VI
6. Journalistic Technique	3.65	0.73	I
7. Picture analysis	4.53	0.61	VI
8. Pamphlet making	4.56	0.50	VI
9. Literary genre writing	3.71	0.72	I
10 Book writing fair	4.44	0.61	VI
11. Topic montage	3.65	0.60	I
12. Scrap book making	3.94	0.74	I
13. Sticky note technique	4.71	0.58	VI
14. Action-Feelings-Setting technique	3.91	0.67	I
15. Telling-Showing Technique	4.24	0.74	VI
16. Like-Dislike Chart	4.38	0.65	VI
17. Common-Peculiar T- Chart	3.74	0.79	I
18. What-Why-How Chart	4.56	0.61	VI
19. Illustrate-Label Technique	4.15	0.25	I
Grand Mean	4.62	*Very Interesting (VI)*	

Legend; 4.20-5.00- Very Interesting (VI); 3.40-4.19- Interesting (I);3.60-2.39- Neutral (N); 1.80-2.59- Less Interesting (LI); 1.00- 1.79- Not Interesting (NI).

Table 4 shows 19 interactive pre-writing techniques used in the study. These strategies were utilized by the researcher for two months. The different pr-writing techniques allowed high participation of the respondents in thinking, talking, group interaction, and skeletal writing activities that become components of a writing task. As unveiled in the table, the assessment of the respondents on the different innovative and interactive prewriting techniques were generally rated with the mean of 4.6 interpreted as *very interesting*. This finding implies that these prewriting activities did not only develop the writing performance of the students but at the same time improved their attitudinal construct towards writing.

During the implementation of different pre-writing techniques, the students were able to explore, link and generate ideas that significantly affected their writing performance and attitude. There were nine pre-writing techniques assessed by the respondents *very interesting*, namely: movie poster making (4.62), what-why how chart (4.56), sticky note technique (4.71), picture analysis (4.53), pamphlet making (4.56), Book writing fair (4.44), telling-showing technique (4.24), like-dislike chart (4.38), and interview technique. Meanwhile, the strategies were also rated by the respondents *interesting* were group chat brainstorming (3.94), graphic organizers (4.09), clustering (3.68), journalistic technique (3.65), literary genre review (3.71), topic montage (3.65), scrap book making (3.94), action-feeling-setting technique (3.91), and illustrate-label technique (4.15). The different prewriting activities were briefly described by the researcher to facilitate replication and application.

In the *Movie poster making* as a pre-writing technique, the students were asked by the researcher to design their own movie poster related to the topic *importance of business communication in the organization.* Using the materials such 1/4 card board and colouring pens they performed the activity. They were asked to adopt the topic into a movie and make their own title and ad blurb. After the activity the students were asked to write a paragraph explaining the importance of communication based on their movie poster.

Clustering is a prewriting technique where ideas are gathered into clusters around a given topic. The students were asked by the teacher to think as many words as they can which they can relate to the stimulus word *communication.* The students were given a template where they can write their answers. Aft which, the students were asked to create sub-clusters around the major cluster for five minutes. And they were asked to write a short paragraph using the clusters. Lot of ideas were drawn out form the students which made them more than prepared for writing.

What-why-how chart is another form of prewriting technique used by the teache where students answered a template with three columns consisting of what, why, and how. The students answered the template for five minutes and they were asked to write a paragraph based on their ideas written in the template.

Sticky note technique allowed students to directly paste their ideas on the board as the teacher processed the information about the topic they will work on. After which the students were grouped into two and they were asked to synthesize their ideas. Then the students write a paragraph.

With the use of *picture analysis*, the students were shown pictures on the slides about the importance of business communication in the organization. The activity helped the students to generate ideas for the topic. Meanwhile, *pamphlet making* as a prewriting activity for the students provided them the factual concepts about the different factors and barriers affecting communication. The students were asked to research and designed their pamphlet as a group. After which, writing activity was conducted.

A *book writing fair* allowed the students to showcase their writing skills by designing their own book cover about the topic. In this activity, the students pretended as book authors and they wrote a synopsis of their book. In this activity, the students were very interested to display their book cover in class. *Telling-showing technique* added rich descriptive detail of the topic the students about to write. It helped them generate ideas before writing. Meanwhile, *like-dislike chart* is another prewriting template where the students can write what they feel about the topic.

Brainstorming is another interactive prewriting technique employed by the researcher. Among the brainstorming activities performed were speed writing, cubing and mapping. Brainstorming is one sure of generating ideas. The researcher divided the class into 5 groups and group leaders were assigned. The students shared their list of items with each other and they were able to agree with one idea. After which, reporting of the group leader was conducted.

Moreover, the use of *graphic organizer* during pre-writing activity helped students put their ides in order to come up with a logical organization of their ideas. *Journalistic technique* allowed the students to write beginning each question with one of the following: Who, What, Where, When, Why, or How. *Topic montage* and

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scrap book allowed the students to generate ideas by way of pasting   assortment of pictures related to the topic. Then students will generate ideas from the montage. Meanwhile, *action-feeling-setting technique* facilitated students to describe a scene in a narrative with effective detail. It made them write a good introduction of their essays. In like manner illustrate-label caption technique provided the students to capture communication scene which is a good prewriting activity.

For better results of these prewriting activities, teachers should be able to plan carefully groupings of students. It is also important to note that familiarity of the teacher when and how to use these prewriting strategies will promote motivation an encouragement of students to make every moment of their writing class meaningful, rewarding and character-oriented. These identified pre-writing activities were results of the researcher's quest for learning including his readings, attendance to professional development seminars and some were social-media inspired learning activities.

Implications of the Study to writing Instruction

The use of effective prewriting strategies has been supported by researchers such as Kennedy [19], McGlainn & McGlainn [20], Sweigart [21], & Shi [22].

As an implication of the study, it suggests that prewriting techniques should be part of activities during writing classes of instructors. The ability of the instructors to consider writing as a process rather than as product will help improve the language and expression dimension of students in writing. This will also develop their creative capacity towards writing.

Moreover, schools should place more emphasis on the prewriting due to its fundamental roe in the writing process. Hence, college instructors are encouraged to consider the integration of using the different prewriting techniques presented in the study. In the same manner, creation of learner-centered writing environment will provide opportunities for students to express their ideas, opinions and reactions freely which will help them become proficient writers.

In like manner, the positive finding towards prewriting techniques suggest that instructors should also explore other possibilities that other writing process techniques particularly on the drafting, giving feedback and revision steps which are also important to help students improve their writing performance.

Finally, writing instruction will become a fruitful and meaningful encounter among the students when the emphasis is on learner-centered process by allowing better interaction since a non-threatening and anxiety-free learning environment. It is also important to note that allowing students to have more time during writing activities will make them internalize the process of writing while requiring students to write topics in which they show interest and they think relevant to their daily lives in such way enthusiasm of students to write will be strengthen.

CONCLUSION AND RECOMMENDATION

Based from the results of the study, it surfaced that the use of interactive prewriting activities in college classroom is effective in enhancing the students' writing performance and in developing a more positive attitude towards writing. Moreover, the different prewriting techniques were generally assessed by the respondents very interesting.

On the basis of the conclusion, the following recommendations are hereby presented: (1) The different prewriting techniques should be used by college instructors to motivate students and to manifest better writing performance; (2) the campus should conduct seminars and trainings on the use of process approach to writing and the different prewriting strategies as part of the faculty development program; (3) students should continue to be encouraged to redefine attitudinal constructs towards writing as this will promote them to have better writing performance; (4) instructors should employ a learner-centred approach during writing lessons; and (5) a similar study should be conducted using bigger samples and a true experimental study such as factorial design, cross over design, and Solomon four group designs to further determine the direct effect of prewriting strategies in the writing performance and attitude of college students.

As to the limitations of the study, this paper   only limits its scope on the writing performance and attitude of the respondents using a single group post-test-pre-test research design, a question whether there is a relationship between the writing attitude, performance, and personal profile of respondents should be considered for future investigations. Further, this study also limits its scope on the effectiveness of prewriting step which is only one of the many steps of process approach to writing, there is still a need to investigate on the effectiveness of other writing techniques pertaining to drafting, revision, editing, publishing and presenting as process approach to writing.

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