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**Developing EFL Composition Performance Among Secondary School Students
Via a Strategy Based on Graphic organizers and Some Pre- Writing Prompts**

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Abstract

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The current study aimed at developing the EFL secondary school students' composition performance via using a strategy based on graphic organizers and some pre- writing prompts. The study adopted the quasi- experimental design. The participants of the research were forty first year secondary school students. They were selected from Faquos secondary school for girls, Sharkia Governorate, Egypt in the Academic year 2023/ 2024. They were divided equally into an experimental group and a control one. The researcher designed a checklist, a pre-post composition performance test and a rubric. The experimental group was taught by the use of a strategy based on graphic organizers and some pre writing prompts, whereas the control group was taught by the use of the traditional method. The data were analyzed using the Statistics Package for Social science (SPSS Ver 26). The study results revealed that there was a statistically significant difference at (0.5) between the mean scores of the experimental group in the pre-post administration favoring the post administration. Furthermore, it could be concluded that the suggested strategy based on graphic organizers and some pre writing prompts was effective in developing EFL secondary school students' composition performance.

Key Words: *Composition Performance, Graphic Organizers, Pre – Writing Prompts.*

تنمية الاداء الإنشائي باللغة الانجليزية كلغة اجنبية بين طلاب المرحلة الثانوية بواسطة استراتيجية قائمة على المنظمات المخططة وبعض محفزات ما قبل الكتابة

الملخص

هدفت الدراسة الحالية إلى تنمية الاداء الإنشائي باللغة الانجليزية كلغة اجنبية لدى طلاب المرحلة الثانوية باستخدام استراتيجية قائمة على المخططات المنظمة وبعض محفزات ما قبل الكتابة . طبقت الدراسة الحالية علي عينة من طالبات الصف الاول الثانوي وتم اختيارهم من مدرسة فاقوس الثانوية بنات ، ادارة فاقوس التعليمية، محافظة الشرقية، مصر خلال العام الدراسي 2024 /2023. وتتكون عينة الدراسة من (40) طالبة وتم تقسيمهم بالتساوي الى مجموعتين تجريبية وضابطة . (درست المجموعة التجريبية باستخدام الاستراتيجية المقترحة القائمة على المخططات المنظمة وبعض محفزات ما قبل الكتابة ، بينما درست المجموعة الضابطة بالطريقة لتقليدية المعتادة) . قامت الباحثة بتصميم اختبار الاداء الإنشائي وتم تطبيقه علي كلا من المجموعتين قبليا وبعديا للوصول إلي مدي دلالة الفروق بين متوسطات الدرجات للمجموعتين الضابطة والتجريبية ، مفتاح تصحيح لكلا من الاختبارين. ومن ثم تم تحليل البيانات التي تم الحصول عليها احصائيا . ووضحت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين متوسطات درجات المجموعة التجريبية والمجموعة الضابطة في الاختبار الاداء البعدي لصالح المجموعة التجريبية ، وجود فروق بين متوسطات درجات المجموعة التجريبية في اختبار الاداء الإنشائي قبليا وبعديا لصالح التطبيق البعدي . وتبين فاعلية استخدام الاستراتيجية القائمة على المخططات المنظمة وبعض محفزات ما قبل الكتابة في تحسين الاداء الإنشائي لطالبات المرحلة الثانوية

الكلمات المفتاحية: الاداء الإنشائي، المنظمات المخططة، محفزات ما قبل الكتابة

1 .Introduction

Writing Composition is regarded as one of the most fundamental English language learning skills. It can be thought of as a more advanced learning stage. For nearly all learners, composition in a foreign language is one of the most difficult skills to be mastered. Therefore, this belief motivates EFL teachers to use strategies that improve students' writing skills.

Farbman (2016) asserted that EFL composition is a very challenging process that demands mastery of a number of language levels, including discourse, morphology, syntax, semantics, and pragmatics. Because of this, many linguists believe that writing is a good indicator of a person's level of linguistic competency. As a result, learning how to write in an EFL composition is a very difficult process since the writer must focus on several elements of writing, such as word choice, organization, syntax, and content.

Hence, According to Baca (2013), composition performance enhances students' personality, thinking skills, and ability to generate persuasive arguments. Writing requires cognitive skills, including analyzing information and synthesizing them into a concise text. Moreover, Hashemian & Heidari (2013) indicated that good composition requires a clear focus on the topic and avoids irrelevant information.

Consequently, Klingner & Artiles (2003) noted that even while composition performance is important, students still struggle with a variety of difficulties when writing, including inadequate vocabulary, incorrect phrasing, unusual grammar, and inappropriate usage of informal language and problems with sentence construction.

Therefore, writing performance is now a crucial part of teaching English as a foreign language in Egypt, which is why the Ministry of Education (MOE) has taken the time to integrate it into the EFL curriculum for secondary schools. The following skills were highlighted in the secondary education directives (2023–2024) for teaching writing performance:

- Students learn to take notes and develop plans before writing
- They are encouraged to use libraries, books at home, or the internet for research before writing.
- A writing tip box that offers students helpful advice on an important aspect of the writing task is included with many of the writing tasks.

Subsequently, there are significant strategies for improving writing skills. Mahmoud (2014) suggested using Cooperative Language Learning (CLL) to improve writing skills among second-year university students at Al-Imam University's College of Languages and Translation. The study involved 65 university students in their second year. Pre/post tests were conducted to both experimental and control groups. The results were positive. The study found that employing the CLL strategy helped students improve their composing skills.

Furthermore, Ahmed (2013) found that using email helped first-year experimental secondary school students improve their EFL writing skills. The participants were 55 SCE stage students. The instruments were writing pre- and post-tests. The study found that using email helped students improve their writing skills, and the study hypotheses were accepted.

Moreover, Dramatic play activities have a positive effect on students' composition skills development, as noted by Ihmeideh (2014). Interviews and Observations were used to gather information from study participants. The study found that students

who participated in dramatic play activities had a more positive attitude toward composition writing.

Therefore, writing performance is a five-step process that includes prewriting, drafting, revising, editing, and publishing. It is a recursive process because students can come back to the pre-writing stage to further develop and expand their ideas during the revision phase (Baker&Boonkit, 2004).

Improving students' composition performance is important for helping them effectively communicate ideas and thoughts. Thus, to overcome all of the challenges that students face when writing, teachers should focus on the pre-writing stage and its suggested strategies. Researchers refer to these strategies as "brainstorming techniques" since they involve the writer's pre-drafting and writing processes. Pre-writing involves gathering information, selecting a form, and creating an outline for organizing and developing ideas.

Pre-writing is defined as the act of coming up with ideas, considering them carefully, and determining how the students would approach the subject. Prewriting can take many different forms. Some include brainstorming with teachers or peers, reading about the topic and analyzing how what they have read fits with their own ideas, , taking notes, and drawing an outline. (Mattar ,1998).

There are various pre writing prompts available in literature such as; mind mapping, outlining / listing, asking questions, peer interview, pictures , readings, class discussions, in addition to peer feedback, teacher feedback, and parental involvement (Mogahed, 2013) .

In addition, the writing styles that are employed include argumentation, narrative, exposition, description, and persuasion. But when creating prewriting prompts for a given grade, it's important to consider the type of writing, the subjects

that will be covered, the students' roles, as well as their age, skill level, and the individual differences (Pontecorvo & Zucchermaglio, 1988).

Wilhide (1985) thus investigated the connection between composition performance and pre-writing prompts. The participants were one hundred and fifty students in eighth grade .The writing pre/posttest was used as the instrument. The researcher employed eight writing prompts in his research. Accordingly, the results showed that utilizing prewriting prompts improved students' composition skills.

Additionally, one of pre writing strategies is a graphic organizer- based strategy. Thus, using graphic organizers might help students generate ideas, organize their thoughts, and improve their composition performance.

Therefore, Graphic organizers are defined as visual representations that assist students in gathering and sorting information. (Parker 2013). Graphic organizers are tools for organizing the ideas and arranging the concepts. (Mede, 2010).

The concept of graphic organizers originates from David Ausubel's assimilating theory of cognitive learning. According to Ausebel's idea, the mind organizes information hierarchically. Learning is most effective when knowledge is provided and stored in a structured and relevant manner. (Culbert et al., 1998) .

Subsequently, Gallavan and Kottler (2007) indicated to the types of graphic organizers as follows;

1. Mind Mapping

2. K.W.L Charts

3. Story Maps

4. T Chart

5. Star Diagram

5. Persuasion Maps

6. Concept Maps

7. Flow Charts

8. Cluster Diagram

9. Sequence Chart

Khalil (2016) investigated into how a strategy based on graphic organizers could improve some EFL students' reading comprehension skills as well as their reading preferences. There were sixty Prep stage female students that took part. The reading comprehension test and the reading preferences questionnaire were used as the instruments. The findings indicated that the students' reading preferences and comprehension skills had improved as a result of the graphic organizer strategy.

Mohammed (2014) suggested using graphic organizers and e-learning to improve listening comprehension and speaking skills among EFL preparatory school students. The participants were 50 selected EFL first-year Prep stage students. The instruments were EFL listening and speaking tests. The study found that employing graphic organizers and e-learning can effectively improve students' listening and speaking skills.

Consequently, the current study would suggest developing EFL composition among secondary school students performance via a strategy based on graphic organizers and some pre-writing prompts.

2. Review of Literature

2.1 . Composition Performance

McCutchen (1996) noted that the word 'composition' can indicate different things in different situations. It could be a personal story, an essay, a dramatic work, or a

poem. "Each of these works follows its own set of rules." Furthermore, Reichelt (1999) defined composition as the process by which a writer manipulates words, sentences, and paragraphs to form a unified piece of writing while also producing a coherent and meaningful work.

Moreover, Maharma and Sheir (2008) indicated that when teaching composition in the classroom, EFL teachers should consider numerous elements that influence composition development. There are various aspects that influence composition for both teachers and students while writing, such as student motivation, a supportive writing environment, effective feedback from teachers, and the use of modern technology in classrooms.

Accordingly, Fadulalla (2016) conducted a study to identify the problems which the 8th grade students at basic schools were facing in writing composition. The participants were 115 students from 15 schools at karary locality. The researcher utilizing the descriptive analytical method. The instruments of the study were a composition checklist, a composition test, and a composition rubric. The data were collected through using composition test and interviews with teachers and students. The results of the study indicated that the students faced problems in writing composition such as ; grammatical problems, mechanical problems, and psychological ones, so they needed a lot of training .

2.2 Graphic Organizers

As a powerful pedagogical tool and a crucial prerequisite for the prewriting stage, graphic organizers play an important role in education. Graphic organizers are visual representations of the connections between key concepts in leaning. To further organize information and place essential elements of an idea or topic into a

pattern, graphic organizers are label-based visual representations of knowledge (Mede, 2010).

Thus, Rizk (2021) indicated that teachers can demonstrate and explain the connections between main and supporting topics as well as how they relate to other subject areas by using graphic organizers. GOs motivate students and assist teachers in incorporating interactive elements into their teaching. However, by using these organizers, students of all ages become more involved in the process of learning. Students can more effectively arrange and explain their ideas by using graphic organizers. Thus, they will be able to produce a well-organized piece of writing.

Therefore, Parker (2013) aimed at investigating the effect of using graphic organizers to students' writing ability . The study was designed as a quasi-experimental one . Participants were 40 eleventh grade students at SMA N 1 Bengkulu Utara. They were divided into two groups . The first group was as experimental group taught by graphic organizer strategy and the second group was as control group taught by traditional one . A pre- post writing test was used to assess students' writing ability . The findings indicated that using graphic organizer was effective to students' writing ability in term of organization, content and language use.

2.3 Pre writing Prompts

The pre-writing stage is significant for EFL students because it facilitates the writing process by providing a variety of activities, incentives, and prompts. Furthermore, students can create, generate, and explore ideas during the prewriting step. Thus, there are different types of writing prompts, such as brainstorming, mind mapping, oral

discussion, peer feedback, teacher feedback, reading, listening to music, and home help (Mattar ,1998).

Accordingly, Lastari and Hadi (2018) studied the use of mind mapping as a pre-writing prompt to improve writing skill of the eighth grade students of junior high school. The participants were 35 students (17 males and 18 females) in academic year 2016/2017. They were divided equally into two groups; an experimental group and a control one. The experimental group was taught by using mind mapping while the control one was taught traditionally . Data were collected through using a writing test which was applied pre and post the experiment. Thus, It could be concluded that mind mapping is an effective pre – writing prompt in improving writing skill of the eighth-grade students.

3. Context of the Problem

The problem of the current research is emphasized in the following ways:

1) - Reviewing some previous studies related to composition performance such as; Graham&Harris(2005),Matmin&Affendi(2020),Lienemann&Graham(2006). The results of these studies showed that writing effectively might be difficult, particularly for EFL students in the SEC stage.

2)- Interviewing some EFL supervisors and teachers to find out how important it is to improve EFL composition performance of secondary school students.

- They ensured that the students face numerous challenges when writing including;

- ❖ Insufficient vocabulary.
- ❖ Incorrect spelling, grammar, and punctuation.

- ❖ Lack of exposure to books weakens students' "productive" (output skill / writing skill) abilities since it impairs their "receptive" (input skill / reading skill).

- Struggling to properly structure ideas.

3)- To provide a rationale for this study, the researcher conducted a pilot study in the academic year (2023/2024) on forty students enrolled in the first year secondary school at Faqous Secondary School for Girls, Sharkia Governorate, Egypt, to test their EFL composition performance. Thus, the marks of those students on the test of composition performance were low.

Table (1)

The results of the composition performance pilot test

EFL Composition Performance	percentage of Students' level
Meaning	% 37
Grammar	%41
Organization	%45
Mechanics	%39

In a nutshell, the pilot study found that EFL first-year SEC students struggle with composition performance.

4. Statement of the Problem

In light of the previously mentioned discussion, the literature review, and the pilot study's mean scores, the study's problem can be stated as follows:

“EFL first year secondary stage students suffer from weakness in their composition performance.” So the current study suggests utilizing a strategy based on graphic organizers and some pre- writing prompts to develop EFL secondary stage students’ composition performance.

5. Questions of the Study

The main question is an attempt to solve the problem of the present study as follows:

What is the effect of a strategy based on graphic organizers and some pre-writing prompts on developing secondary stage students’ EFL composition performance ?

The main question is consequently sub-divided in the following questions;

- 1)-What are the most important EFL composition performances required for EFL first year secondary stage students?
- 2) - To what extent do EFL first year secondary stage students manage EFL composition performances?
- 3)- What is the framework of a strategy based on graphic organizers and some pre-writing prompts to develop EFL first year secondary stage students’ composition performance?
- 4)- -What is the effect of a strategy based on graphic organizers and some prewriting prompts on developing EFL first year secondary stage students’ composition performance?

6. Aims of the Study

This study aimed to:

- Develop EFL first year secondary school students' composition performance via utilizing a strategy based on graphic organizers and some pre- writing prompts.

7. Significance of the Study

This current study would hopefully help the following categories;

1)-The EFL Secondary Students:

- It might enable students to develop their composition performance by helping them organize their knowledge and map out ideas before beginning to write.

2)- The EFL Teachers

- This current study might pay EFL teachers' attention to the importance of prewriting stage in the writing process with its strategies and activities.
- This current study might help teachers to overcome challenges in teaching EFL first year SEC students' composition performance.

3)- EFL Supervisors &Inspectors

- This study could aid inspectors and supervisors in recognizing the importance of the pre-writing phase of the writing process, allowing them to implement the suggested instructional strategy for EFL teachers.

4)- -Curriculum Planners

- Curriculum planners might be provided with one of the pre writing strategies like a strategy based on graphic organizers and some pre-writing prompts. Thus, they can adopt it in preparing and developing the curriculums.

8. Delimitations of the Study

This study was delimited to following:-

- 1)- A group of first year secondary school students from Faquos secondary school for girls.
- 2)- A strategy based on graphic organizers and some pre-writing prompts to develop composition performance which is required for EFL first year SEC students and that will be approved by the jury members.
- 3)- The suitable graphic organizers and pre-writing prompts for developing EFL composition performance according to the jury members view points and through reviewing literature.
- 4)- A delimited duration of implementing the experiment (ten weeks, two sessions a week).

9. Research Design

The study would employ the following designs;

1)-The Descriptive Analytical design in;

- Surveying the relevant literature and previous studies.
- Preparing the theoretical framework and instruments.
- Analyzing, discussing, and interpreting the results.
- Providing recommendations and suggestions for further researches.

2)-_ The Quasi – Experimental Design in

- Investigating the effect of a strategy based on graphic organizers and some pre writing prompts on developing EFL SCE students' composition performance.
 - Participants would be chosen and divided equally into two groups. One was an experimental group who taught by the suggested strategy and the other was the control group who taught traditionally.

10. Instruments of the Study

The instruments of the study would be designed to assess the composition performance;

- An EFL composition performance questionnaire.
- An EFL composition performance checklist as a prerequisite procedure for designing the test.
- EFL SCE stage students' composition performance test as the real instrument.
- An EFL composition performance rubric as a post requisite procedure for scoring and correcting the test.

11. Procedures of the Study

To answer the questions of the study, the following procedures were adopted:

1. For identifying the EFL composition performance required for the first year students, the researcher had;
 - a. Reviewed literature and previous studies related to the EFL composition performance.
 - b. Designed a checklist of the EFL composition performance needed for the first year students.
 - c. Submitted the checklist to a group of jury members to verify its validity.
 - d. Modified the checklist according to the juror's opinions and suggestions.
 - e. Set checklist in its final form.
2. For identifying the features of a strategy based on integrating graphic organizers and some pre- writing prompts for developing the first year students' EFL composition performance ;
 - a. Survey literature and previous studies related to the suggested strategy.
 - b. Identified the suggested strategy's aims, objectives, content, instructional methods, activities, aids, teachers' and student's roles.
 - c. Prepared the sessions of the suggested strategy.

3. For identifying the effect of the suggested strategy on developing the first year students' composition performance, the researcher had
 - a. Designed an EFL composition performance test and rubric for scoring it in the light of the chosen EFL composition performance components
 - b. Submitted the test and the rubric to the jurors for validity .
 - c. Modified the test and the rubric according to the jurors' opinions and suggestion.
 - d. Piloted the test to a group of the first year students other than those participated in the study for its reliability.
 - e. Selected the study participants randomly from the first year secondary school students and dividing them into two groups: experimental and control.
 - f. Pre-administered the test to both groups.
 - g. Taught the experimental group using the suggested strategy and the control one using the regular instruction.
 - h. Post-administered the test to both groups.
4. Finally, for examining the study hypotheses, the researcher had
 - a. Analyzed the data statistically using the appropriate statistical techniques.
 - b. Compared the results of both pre-post administrations.
 - c. Discussed and interpreted the results in the light of the study hypotheses.

12. Definition of terms

(A)-Graphic Organizers:

According to Borthwick, et.al (2011), "A graphic organizer is a pedagogical tool that uses visual symbols to express knowledge and concepts through relationships between them. Graphic organizer helps students construct understanding through an exploration of the relationships between concepts."

Operationally, it can be defined as a helpful learning tool for students to organize, clarify, and simplify complex information. Therefore, GO is effective in supporting EFL first year SEC students' writing because it's used in the pre-writing stage as visual charts and tools to visually represent and organize students' knowledge and ideas.

(B) –Pre-writing prompts:

According to Schmitz (2012), “Pre-writing is the first stage of the writing process during which students transfer their abstract thoughts into more concrete ideas in ink on paper” .Although pre-writing techniques can be helpful in all stages of the writing process, the following (4) stages are best used when initially deciding on a topic : 1) - Using experience and observation. 2) - Reading. 3)- Free writing. 4) - Asking questions.

According to Wilhide (1985), defined it as “The prompt may be guiding words, tables or pictures . The purpose of the prompt for the writing sample should be to help the students to do their best writing. The printed prompt for a writing sample, which is separate from the general directions for the writing sample, can lead students into involvement in pre writing activities”.

Operationally, it can be defined as providing EFL first year SEC students with some prompts such as; guiding words, tables, and pictures in some writing modes such as ;narration, description, exposition, and persuasion. Those students can practise pre-writing activities such as; brainstorming, talking, further reading and research, observing and discussing, organizing their ideas, and feedback from their teacher and peers

(C)- EFL composition Performance:

Harmer (2007) defined it as “The representation of the language in texts through the use of a set of signs or symbols. Hence, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, it includes control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.”

Operationally, it can be defined as EFL first year SCE students’ ability to produce a piece of composition writing and put their thoughts into a meaningful form taking into accounts the following aspects; focus , content development, unity, coherence, correctness, and structure. Thus, their composition should be clear, 16 accurate, and produced in well-organized sentences following the rules of good writing in order to be unambiguously readable

13. Results of the Study

This part presents the statistical analysis of the data gathered from the pre-post EFL composition performance . All the data collected were analyzed by using the Statistical Package for the Social Services (SPSS) version 23.

The results of administering EFL composition performance test to both the experimental and the control groups are statistically discussed in the light of the study hypotheses :

- The Normalization Test:

In order to decide the suitable statistical method of testing hypotheses, the researcher computed the skewness, as well as the kurtosis of the total score of EFL composition performance test. The results were as in the following table and figures:

Table (2)

Testing normalization indicators of the total score of EFL composition performance test among secondary school students (n=40)

Skills/scale	Skewness	Std. Error of Skewness	kurtosis	Std. Error of kurtosis
Meaning skill	0.262	0.374	0.455	0.733
Grammar	0.382	0.374	0.349	0.733
Organization	0.333	0.374	0.382	0.733
Mechanics	0.357	0.374	1.145	0.733
EFL composition	0.261	0.374	0.773	0.733

Figure (1) Testing normalization indicators of the Meaning skill among secondary school students (n=40)

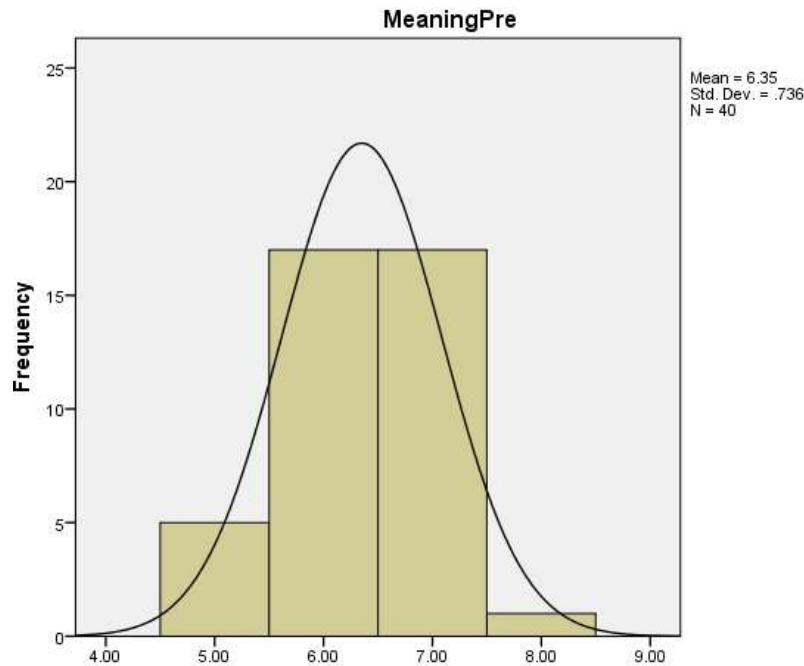


Figure (2) Testing normalization indicators of the Grammer skill among secondary school students (n=40)

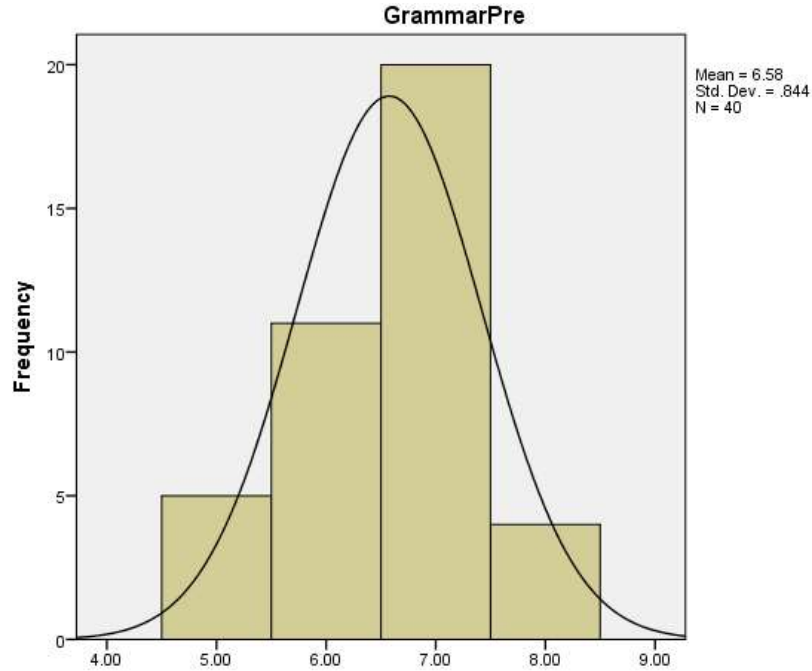


Figure (3) Testing normalization indicators of the organization skill among secondary school students (n=40)

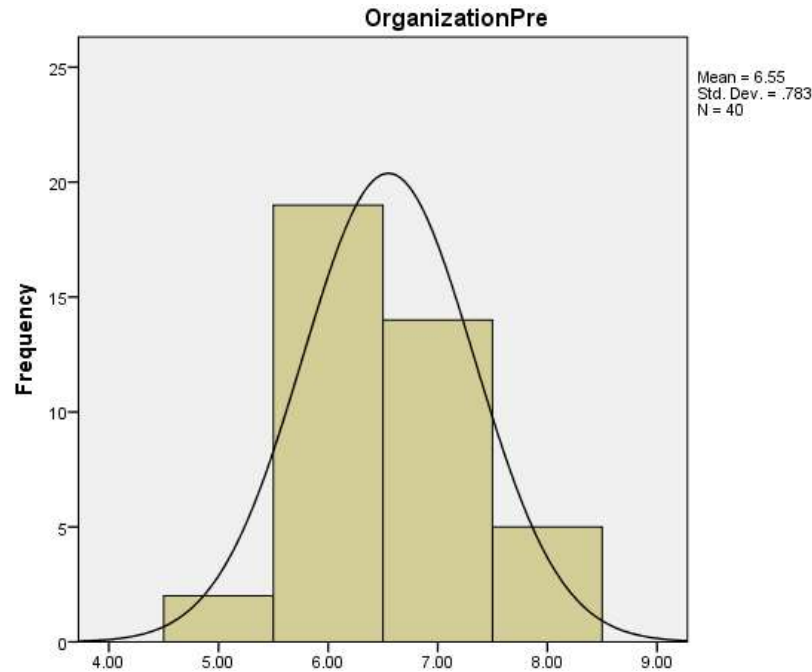


Figure (4) Testing normalization indicators of the mechanics skill among secondary school students (n=40)

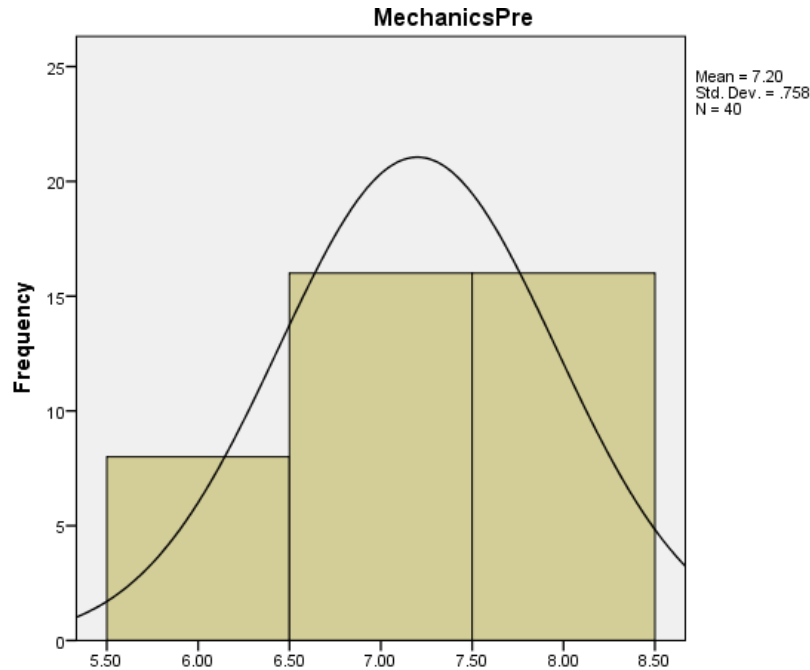
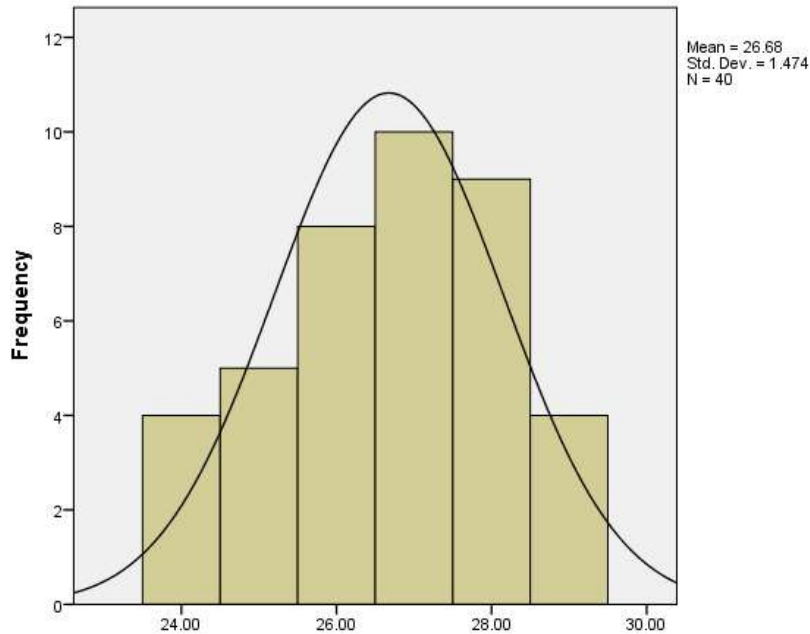


Figure (5) Testing normalization indicators of the EFL composition among secondary school students (n=40)



From the previous table (2) and figures (1.2.3.4,5), the Skewness value for the total score of EFL composition performance and its sub-skills were between (-1) and (+1), as well as each skewness value for the total score of EFL composition

performance and its sub-skills were less than the double value of standard error of skewness. The kurtosis value for the total score of EFL composition performance and its sub-skills were between (-3) and (+3), as well as each kurtosis value for the total score of EFL composition performance and its sub-skills were less than the double value of standard error of kurtosis.

For this reason, the suitable statistical method of testing hypotheses was the parametric statistic.

Hypothesis 1:

It was hypothesized that "There would be a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the EFL composition performance test results as a whole and its dimensions, favoring the post administration".

Table (3)

Paired samples T-test for the experimental group of pre and post administrations of the EFL composition performance test.

Administration	NO.	Mean	SD	df	T-value	Sig.
Pre	20	26.600	1.569	19	29.608	0.000**
Post	20	33.350	1.348			

** significant at (0.01) level.

The above table (2) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in their performance of the pre and post administrations of the EFL composition performance test results as a whole and its dimensions, favoring the post administration.

The mean scores of the experimental group of the pre administration of the EFL composition performance test is (**M=26.600**) and that of the post is (**M=33.350**), this means that the score of the experimental group's post administration of the EFL composition performance is better than that of the pre administration. The estimated **T- value is (29.608)**. It is significant at (0.01) level in favor of the experimental group's post administration. This hypothesis can be subdivided into the following four main skills as follow:

1. There was a statistically significant difference at (0.01) level between the mean scores of the experimental group in their performance of the pre and post

administrations of the Meaning skill, favoring the post administration. This is shown in the following table (4):

Table (4)

Paired samples T-test for the experimental group of pre and post administrations of the Meaning skill.

Skills	Administration	NO.	Mean	SD	df	T-value	Sig.
Meaning skill	Pre	20	6.400	0.754	19	11.000	0.000**
	Post	20	8.050	0.826			

** significant at (0.01) level.

- The above table (4) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in their performance of the pre and post administrations of the Meaning skill, favoring the post administration.

- The mean scores of the experimental group of the pre administration of the Meaning skill (as a skill of EFL composition performance) is (**M=6.400**) and that of the post is (**M=8.050**), this means that the score of the experimental group's post administration of the Meaning skill is better than that of the pre administration. The estimated **T- value is (11.000)**. It is significant at (0.01) level in favor of the experimental group's post administration.

2. There was a statistically significant difference at (0.01) level between the mean scores of the experimental group in their performance of the pre and post administrations of the grammar skill, favoring the post administration. This is shown in the following table (5):

Table (5)

Paired samples T-test for the experimental group of pre and post administrations of the grammar skill.

Skills	Administration	NO.	Mean	SD	df	T-value	Sig.
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Skills	Adminis tration	NO.	Mean	SD	df	T-value	Sig.
Grammar skill	Pre	20	6.500	0.946	19	9.200	0.000**
	Post	20	8.600	0.598			

** significant at (0.01) level.

- The above table (5) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in their performance of the pre and post administrations of the Grammar skill, favoring the post administration.

- The mean scores of the experimental group of the pre administration of the Grammar skill (as a skill of EFL composition performance) is (**M=6.500**) and that of the post is (**M=8.600**), this means that the score of the experimental group's post administration of the Grammar skill is better than that of the pre administration. The estimated **T- value is (9.200)**.It is significant at (0.01) level in favor of the experimental group's post administration.

3. There was a statistically significant difference at (0.01) level between the mean scores of the experimental group in their performance of the pre and post administrations of the Organization skill, favoring the post administration. This is shown in the following table (6):

Table (6)

Paired samples T-test for the experimental group of pre and post administrations of the Organization skill.

Skills	Adminis tration	NO.	Mean	SD	df	T-value	Sig.
Organization skill	Pre	20	6.350	0.745	19	11.573	0.000**
	Post	20	8.050	0.605			

** significant at (0.01) level.

- The above table (6) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in their performance of the pre and post administrations of the Organization skill, favoring the post administration.

- The mean scores of the experimental group of the pre administration of the organization skill (as a skill of EFL composition performance) is (**M=6.350**) and that of the post is (**M=8.050**), this means that the score of the experimental group's post administration of the organization skill is better than that of the pre administration. The estimated **T- value is (11.573)**.It is significant at (0.01) level in favor of the experimental group's post administration.

4. There was a statistically significant difference at (0.01) level between the mean scores of the experimental group in their performance of the pre and post administrations of the Mechanics skill, favoring the post administration. This is shown in the following table (7):

Table (7)

Paired samples T-test for the experimental group of pre and post administrations of the Mechanics skill.

Skills	Adminis- tration	NO.	Mean	SD	df	T-value	Sig.
Mechanics skill	Pre	20	7.350	0.671	19	8.753	0.000**
	Post	20	8.600	0.503			

** significant at (0.01) level.

- The above table (7) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental group in their performance of the pre and post administrations of the Mechanics skill, favoring the post administration.

- The mean scores of the experimental group of the pre administration of the Mechanics skill (as a skill of EFL composition performance) is (**M=7.350**) and that of the post is (**M=8.600**), this means that the score of the experimental group's post administration of the Mechanics skill is better than that of the pre administration. The estimated **T- value is (8.753)**.It is significant at (0.01) level in favor of the experimental group's post administration.

- From the previous results, there were a statistically significant difference at (0.01) level between the mean scores of the experimental group in their performance of the pre and post administrations of the Mechanics skill, favoring the post administration

Hypothesis 2:

It was hypothesized that "There would be a statistically significant difference between the mean scores of the experimental group and that of the control one in their performance of the post administration of the composition performance test results as a whole and its, favoring the experimental group".

Table (8)

Independent samples (T) test for the study groups (control and experimental) on the posttest of composition performance

Group	NO.	Mean	SD	df	T-value	Sig.
control	20	26.750	1.410	38	15.131	0.000**
Experimental	20	33.350	1.348			

** significant at (0.01) level.

The above table (8) indicates that there is a statistically significant difference at (0.01) level between the mean scores of the experimental group and that of the control one in their performance of the post administration of the composition performance test results as a whole, favoring the experimental group.

The mean scores of the posttest of control group is (**M=26.750**) and that of the posttest of experimental group is (**M=33.350**), this means that the score of the experimental group's is better than that of the control one. The estimated **T- value is** (15.131). It is significant at (0.01) level in favor of the experimental group in the composition performance test results as a whole. This hypothesis can be subdivided into the following four main skills and its sub-skills as follow:

- 1- There was a statistically significant difference at (0.01) level between the mean scores of the control and experimental groups in their performance of the post

administrations of the Meaning skill, favoring the experimental group. This is shown in the following table (9):

Table (9)

Independent samples (T) test for the study groups (control and experimental) on the posttest of the Meaning skill.

Skills	Group	NO.	Mean	SD	df	T-value	Sig.
Meaning skill	control	20	6.300	0.733	38	7.090	0.000**
	Experimental	20	8.050	0.826			

** significant at (0.01) level.

The above table (9) indicates that there is a statistically significant difference at (0.01) level between the mean scores of the experimental group and that of the control one in their performance of the post administration of the meaning skill, favoring the experimental group.

- The mean scores of the posttest of control group is (**M=6.300**) and that of the posttest of experimental group is (**M=8.050**), this means that the score of the experimental group's is better than that of the control one. The estimated **T- value** is (7.090). It is significant at (0.01) level in favor of the experimental group in the Meaning skill.

2- There was a statistically significant difference at (0.01) level between the mean scores of the control and experimental groups in their performance of the post administrations of the grammar skill, favoring the experimental group. This is shown in the following table (10):

Table (10)

Independent samples (T) test for the study groups (control and experimental) on the posttest of the grammar skill.

Skills	Group	NO.	Mean	SD	df	T-value	Sig.
Grammar skill	control	20	6.650	0.745	38	9.126	0.000**
	Experimental	20	8.600	0.598			

** significant at (0.01) level.

- The above table (??) indicates that there is a statistically significant difference at (0.01) level between the mean scores of the experimental group and that of the control one in their performance of the post administration of the Grammar skill, favoring the experimental group.

- The mean scores of the posttest of control group is (**M=6.650**) and that of the posttest of experimental group is (**M=8.600**), this means that the score of the experimental group's is better than that of the control one. The estimated **T- value is** (9.126). It is significant at (0.01) level in favor of the experimental group in the Grammar skill.

3. There was a statistically significant difference at (0.01) level between the mean scores of the control and experimental groups in their performance of the post administrations of the Organization skill, favoring the experimental group. This is shown in the following table (8):

Table (11)

Independent samples (T) test for the study groups (control and experimental) on the posttest of the Organization skill.

Skills	Group	NO.	Mean	SD	df	T-value	Sig.
Organization skill	control	20	6.750	0.746	38	5.860	0.000**
	Experimental	20	8.050	0.605			

** significant at (0.01) level.

- The above table (11) indicates that there is a statistically significant difference at (0.01) level between the mean scores of the experimental group and that of the control one in their performance of the post administration of the Organization skill, favoring the experimental group.

- The mean scores of the posttest of control group is (**M=6.750**) and that of the posttest of experimental group is (**M=8.050**), this means that the score of the experimental group's is better than that of the control one. The estimated **T- value is** (5.860). It is significant at (0.01) level in favor of the experimental group in the organization skill.

4. There was a statistically significant difference at (0.01) level between the mean scores of the control and experimental groups in their performance of the post administrations of the Mechanics skill, favoring the experimental group. This is shown in the following table (12):

Table (12)

Independent samples (T) test for the study groups (control and experimental) on the posttest of the Mechanics skill.

Skills	Group	NO.	Mean	SD	df	T-value	Sig.
Mechanics skill	control	20	7.050	0.826	38	7.172	0.000**
	Experimental	20	8.600	0.503			

** significant at (0.01) level.

- The above table (12) indicates that there is a statistically significant difference at (0.01) level between the mean scores of the experimental group and that of the control one in their performance of the post administration of the Mechanics skill, favoring the experimental group.

- The mean scores of the posttest of control group is (**M=7.050**) and that of the posttest of experimental group is (**M=8.600**), this means that the score of the experimental group's is better than that of the control one. The estimated **T- value** is (7.172). It is significant at (0.01) level in favor of the experimental group in the Mechanics skill (as a skill of EFL composition performance).

- From the previous results, there were a statistically significant difference between the mean scores of the experimental group and that of the control one in their performance of the post administration of the composition performance test results as a whole and its skills, favoring the experimental group.

Hypothesis 3:

It was hypothesized that "There is a positive effectiveness of a strategy based on integrating graphic organizers and some pre- writing prompts in developing the composition performance." This hypothesis is approved by the following formula:

$$\eta^2 = \frac{T2}{T2 + df}$$

$$ES = d = 2 \sqrt{\frac{\eta^2}{1-\eta^2}}$$

ES is decided according to next indicators as shown in next table:

Table (13)

Indicators for evaluating the Effect Size (ES) values according to η^2 and d^2

Tool	Effect Size			
	Low	Medium	Large	Very Large
η^2	0.01	0.06	0.14	0.20
d^2	0.2	0.5	0.8	1.10

Table (14)

The Effect Size (ES) values according to η^2 of the composition performance skills

Skills	T	T2	df	η^2	Effect Size
Meaning skill	7.090	50.628	38	0.569	Very Large
Grammar skill	9.126	83.284	38	0.687	Very Large
Organization skill	5.860	34.340	38	0.475	Very Large
Mechanics skill	7.172	51.438	38	0.575	Very Large
The composition performance skills	15.131	228.947	38	0.858	Very Large

** significant at (0.01) level.

The above table (13) indicates that there are a very large effects of the strategy based on integrating graphic organizers and some pre- writing prompts in developing the composition performance skills.

14. Conclusion

The results of the current study revealed the following;

1. The experimental group outperformed the control one in the post administration of the composition performance test.
2. The experimental group did better in the post administration of the EFL composition performance test.
3. The suggested strategy based on integrating graphic organizers and some pre- writing prompts was effective in developing EFL secondary school students' composition performance .

15. Recommendations:

In light of the current study results, conclusion, and the review of literature, the following recommendations could be provided as follows:

- It is recommended to cast light on the importance of a strategy based on integrating graphic organizers and some pre- writing prompts in developing EFL secondary school students' composition performance.
- It is recommended to adopt this integrative strategy in teaching English language skills in general and more particularly in writing composition to EFL students at different stages, taking into account students' age, and preferences.

- Giving close and thoughtful attention to pre writing stage with its strategies and activities is highly recommended in EFL classes. So, this integrative strategy is recommended for curriculum designers to keep an eye on .

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