



# 12<sup>th</sup> INTERNATIONAL CONFERENCE ON TESOL

## English Language Teaching in the New Era: Empowering Teachers and Students

### Effects of Focused Freewriting and T-chart as Prewriting Practices on EFL Argumentative Writing

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#### ABSTRACT

The study investigates how different forms of self-reflection, as prewriting activities, support EFL student writers in their idea generation, therefore improved quality of text. Participants include 76 Vietnamese EFL major students at intermediate level in English. Two forms of prewriting interventions including T-chart and focused freewriting were examined on the four variables of quantity of supporting information, variety of supporting information, writing voice, and text quality. In a pretest-posttest control group design with two experimental panels, one intervention was tested two times, on two different groups. Data reveals that between the two conditions T-chart and freewriting as prewriting idea generation, for EFL novice writers, quantity and variety of supporting information in T-chart condition were more clearly observed than in freewriting condition. However, freewriting contributed significantly to stronger writing voice, compared to T-chart. Bivariate Pearson correlation for two moments of test indicates a statistically significant linear relationship of the three features including quantity of supporting information, variety of supporting information, personal voice in writing, and quality of final text; this contributes to the understanding of empirical indicators of EFL writing quality.