The Effect of Strategic Planning on Accuracy, Fluency, and Complexity of Written Narrative Task Production

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Abstract

The effects of different planning conditions on learners' complexity, fluency, and especially accuracy of written task production are still open to question. To further investigate the issue, in this study planning was operationalized in three levels of no-planning (NP), unguided pre-task planning (UPP) and content and language-focused strategic planning (CLSP). The impetus rose from the idea that if learners are given a combination of instructions regarding form and meaning, the output would be presumably more accurate, fluent and complex (Sangarun, 2005). One hundred and two Iranian EFL learners were randomly assigned to experimental and control groups equally. The first group was required to watch an episode of Mr. Bean's series and wrote their account of watching immediately after that, whilst the second group was

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given 10 minutes to think about their output in advance. Alternatively, the third group was given planning time plus a set of instructions on how to plan the content and form of their written task production. The texts were analyzed for the measures of accuracy, fluency, and complexity. A series of one-way ANOVA run on the scores. The results showed general benefits of planned conditions in comparison with unplanned one. However, significant difference was gained only for fluency. The findings of the study support the idea of limited attentional capacity especially in low to intermediate level learners. It also sheds light on the issue that giving a combination of instructions may not always lead to a perfect language output and the allocation of attention turns over the aspects that are easily accessed or given priority by the subjects.

Key words: Unguided pre-task planning, strategic planning, accuracy, fluency, complexity

Introduction

A number of studies have been conducted on the effects of planning conditions on learners' complexity, accuracy, and fluency (CAF) of productions on oral and few on written task performance (Ortega, 1999; Skehan & Foster, 1999; Yuan & Ellis, 2003; Ellis & Yuan, 2004; Ahmadian, 2012). Yet the results are still inconclusive due to differential effects of planning on language output. Furthermore, unlike oral tasks which have been of more interest in the area of planning studies, written tasks have been ignored to some extent, however, due to remarkable need for pursuing academic career, and social and educational needs, it is necessary to conduct some investigations concerning writing as well to find out methods for enhancing this skill of learners. Based on the university syllabus in Iran for those who are majoring in English, writing courses are mandatory. Students first become familiar with components of paragraph writing like topic sentence, supporting ideas, and conclusion, and then they are taught to write different kinds of narrative, expository, argumentative, and descriptive texts. However, Birjandi, Alavi, and Salmani (2004) hold the idea that Iranian learners have problems both in macro-skills (content and

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organization) and micro-skills (vocabulary, grammar, and mechanics) in writing. In addition, according to Manchón & Larios (2007) the importance of conducting planning studies for writing can be easily understood if we pay attention to the complex nature of composing which consists of different kinds of linguistic and rhetorical knowledge that can be in competition for limited attentional resource and there is a need for a kind of planning that might help learners overcome these problems.

On the other hand, based on information processing theory human beings have limited processing capacity and attention to one aspect of a task may cause less attention to the other (Anderson, 1985). Language production needs a lot of mental processing capacity. This processing greatly increases while learners are engaged in producing a foreign language. Learners especially those with low proficiency who are involved in the processes of language production, i.e. Planning, Translator, and Execution (Anderson, 1985), face with a big mental challenge while producing language in real-time and this leads to producing dysfluent or inaccurate language (Skehan & Foster, 1999). According to Skehan (1996a) this happens because of the trade-off between accuracy and fluency.

Therefore, it seems necessary to conduct different studies regarding the effects of planning and especially strategic planning on learners' writing skill to find out whether it can be as a solution that might affect the writing process. This study is looking for the effect of unguided pre-task planning (UPP) and content and language-focused strategic planning (CLSP) on complexity, accuracy, and fluency of learners' written narrative task production.

Review of the Literature

SLA researchers have investigated planning from different aspects such as types of planning (Foster & Skehan, 1996; Sangarun, 2005); amounts of planning time (Mehnert, 1998); planning and task type

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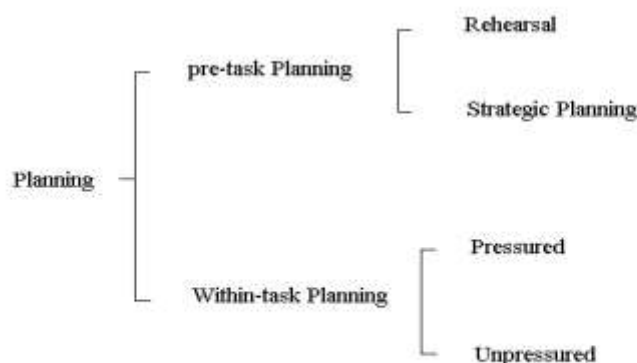Narrative Task Production   424

(Foster & Skehan, 1996; Fahim & Nourzadeh, 2011) planning and proficiency level (Kawauchi, 2005; Rahimpour & Nariman-Jahan, 2011) planning and specific instruction (Ortega, 2008) individual and peer planning (Xhafaj, Muck, & D'Ely, 2011), and others (Ellis, 1987; Wendel, 1998; Ortega, 1999; Yuan & Ellis, 2003; Ellis & Yuan, 2004; Tajima, 2003). The findings of these studies have revealed that providing learners with planning prior to their task performance demonstrates positive effects on language performance, still not to the same extent for each aspect of performance.

Wendel (1997) distinguishes two kinds of planning. Strategic or off-line planning that occurs when learners are given time prior to their production which is also called pre-task planning, and on-line planning that occurs when learners are performing the task. Accordingly, Schmidt (2001) calls strategic planning as a preparatory attention that helps learners accomplish the activity with more accuracy and speed. Based on Levelt's (1989), there are three language production processes: Conceptualization in which the message is encoded to a preverbal message, formulation that involves applying the grammatical and phonological coding to the pre-verbal message, and articulation in which utterances are phonetically shaped and articulated. Anderson (1985) also proposes similar processes for language production both in written and oral modality. He names these processes as: Planning, translation and execution. He believes that learners are faced with problem in the translation stage in finding the appropriate lexicon and applying the rules on them. Besides, Yuan and Ellis (2003) claim that "on-line planning is the process by which speakers attend carefully to the formulation stage during speech planning and engage in pre-production and post-production monitoring of their speech acts" (p. 6). They further add that pre-task planning is in the conceptualization and on-line planning is close to formulation stage. So pre-task planning is in contrast with on-line planning. The first one occurs prior to

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task performance and might include the provision of linguistic forms while on-line planning happens during task performance (ibid.).

In his model, Levelt divides planning to macro and micro planning. In macro planning the speaker selects and employs the specific information to express his idea and in micro planning he is engaged with configuration of linguistic forms to the intended speech. Ellis (2005) describes planning based on figure 1.

Planning
- pre-task Planning
  - Rehearsal
  - Strategic Planning
- Within-task Planning
  - Pressured
  - Unpressured

Figure 1 types of task-based planning by Ellis (2005b, p.4)

He identifies two kinds of planning, pre-task planning and within task planning. Ellis further divides pre-task planning into rehearsal and strategic planning. He defines rehearsal as opportunities provided for learners to practice and redo the task prior to main performance and strategic planning as an opportunity to consider how to focus on the content of the performance. Ellis (2003) believes that when learners repeat a task they have easy access to content and since they are familiar with it, so they focus on finding appropriate form. This, he claims that decreases the competing demand of accuracy, fluency, and complexity. Strategic or pre-task planning is a time given to learners prior to their performance to think about their productions. To make sure that learners have spent their time for task preparation, some sorts of note-sheets can be given to learners to write their notes during planning phase (Skehan & Foster, 2005).

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For Ellis, within task planning is distinguished due to whether the task is performed under real-time pressure or not i.e. in providing learners with planning time the teacher can allow learners to perform the task in their own time without setting any time limitation, or under real-time pressure in which the learners are required to perform the task in a specific time limitation. This choice is significant and can affect the nature of the language that learners produce (Rouhi & Saeed-Akhtar, 2008). Further, Ellis (1987) also refers to modality and the distinction between productive skills of speaking/writing and receptive skills of listening/reading. He believes that speaking is under more pressure than writing and listening than reading respectively. As Yuan (2001) claims modality of the task can modify the effects of planning time. For him on-line planning is more beneficial for oral rather than written production.

Referring to the amount of time given for learners, Skehan (1996b) states that if learners are provided with unlimited time to perform the task it will be unspeeded, and this will be easier for learners than a task which should be performed in time limitation and he called it speeded. The results of the study by Yuan and Ellis (2003) also revealed that participants who were given unlimited time to perform the task produced a more accurate and complex language in comparison with the group that performed it under real-time pressure. That is to say, the participants used their time to monitor and reformulate their output. Their findings also verified that if the emphasis is on accuracy of the task, learners should perform the task in their own time; however, if they encourage fluency there must be a time limit.

Ahmadian, Tavakoli, and Ketabi (2010) declare that when learners watch a narrative task like a cartoon and are required to tell the story, they might produce a dysfluent language, this could be due to their engagement with finding the message to be conveyed, that keeps their working memory involved with holding the information in their mind. However, repeating the task frees up their attentional resources for subsequent processing and increase the learner fluency. Dembovskaya (2009) claims that pre-task planning is used for: 1)"activating students' background knowledge

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schemata and brainstorming a range of relevant L1 vocabulary necessary for the task completion, and 2) brainstorming with the students metacognitive strategies helpful in fulfilling the task effectively" (p. 76). He further adds that when background knowledge is activated learners can have easy access to them and this helps them use their attentional resources for other simultaneous processes, and brainstorming facilitates task completion.

Skehan and Foster (1996) used two types of pre-task planning in their studies, undetailed and detailed. By detailed or guided planning it means to provide learners with some metacognitive advice on how to attend to content, form or content and form simultaneously. Sangarun (2005) studied the effects of three types of guided pre-task planning, i.e. meaning-focused, language-focused and meaning and language-focused planning on learners' oral production. Skehan (1996b) suggests that learners should be made explicitly aware of what they are focusing their attention whether on fluency, complexity or accuracy. Foster and Skehan (1999) also made a distinction between individual and group-based planning and studied their effects on learners' performance. SLA researchers have used different types of planning time in their studies, however, in order to make planning more effective there is a need for operationalizing it in different ways. As a result, it is believed that adding some kind of general or specific guidance will improve the efficiency of planning time. Next section will consider the issue more deeply.

Ellis & Yuan (2004) studied the effects of pre-task and on-line planning on learners' written narrative task production. They asked subjects to write a story based on a set of pictures, which were demanding to some extent and needed interpretation. They conducted this study in order to compare the effects of planning on oral task with written task at the same condition. The no-planners were given 17 minutes to write 200 words about the pictures. In pre-task planning condition they were also given 17 minutes to write 200 words about the task, i.e. under real-time pressure and with no or limited on-line planning that they have calculated earlier, and 10 minutes of planning

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time before their production. The on-line planners were given as much time as they needed and they were not asked to write a minimum of 200 words. They employed the same measures they used in oral production. Ellis and Yuan found that pre-task planning has beneficial effects on fluency, complexity with very little effect on accuracy. On-line planning resulted in significant accuracy, some effect on complexity and no effects for fluency. On the contrary to these two groups no-planners had a negative trend of fluency, accuracy, and complexity. This was probably because of attentional limitation while they were involved in the process of writing.

Shin (2008) conducted a study on Korean EFL learners' to measure the effects of both planning time and proficiency level on two types of argumentative and expository task in two kinds of individually planned and collaboratively planned condition. The individual planners were given ten minutes planning time to perform the written task and the collaborative group was instructed to interact with their partners during planning time and then perform their written task individually. The findings of the study revealed that planning time and proficiency level had positive effects on learners' production regarding content, organization, and language of production.

Rahimpour and Safarie (2011) organized a study to investigate the effects of pre-task and on-line planning on descriptive writing of Iranian EFL learners. Their findings did not show any effect of planning conditions on complexity and accuracy of the participants. However, planning had positive effects on fluency of the task in pre-task planning group. Likewise, Rahimpour and Nariman-Jahan (2011) studied the effects of planning and proficiency on Iranian EFL learners' narrative task production. They operationalized planning in two levels of pre-task and on-line planning. The results of their study revealed that low proficiency learners benefit more from planning time regarding concept load, fluency and complexity, whilst high proficiency learners take advantage of planning only with respect to concept load and accuracy.

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Therefore, having considered the importance of writing and the fact that this skill has been neglected to some extent in planning studies, and as also Ellis (2004) says, there has been not much research into the effects of planning on written task performance, there appears to be a need for further research in this area. This study was set out to explore the effects of two types of planning on EFL learners' written narrative task production. The study attempts to answer the following questions:

1. What is the effect of unguided pre-task planning (UPP) on accuracy, fluency, and complexity of written narrative task production?

2. What is the effect of content and language-focused strategic planning (CLSP) on accuracy, fluency, and complexity of written narrative task production?

2.1 What is the effect of instructions in tailoring learners' attention toward the aspects of production?

Method

Design

The study is a single-factor between group designs in which planning as the independent variable is operationalized in three levels of (NP), (UPP), and (CLFS). The scores of the three groups of the participants were analyzed and compared with each other in order to determine the effect of the treatments. The dependent variables were the accuracy, fluency, and complexity of language production. Table 1 shows the quantitative design of the study.

Table 3.1 Quantitative design of the study

Group I (N=34) WT	Group II (N=34) WT	Group III (N=34) WT

Note: NP (No-planning), UPP (Unguided pre-task planning), CLSP (Content & Language-focused planning), WT (Written Task)

Setting and participants

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One hundred and two Iranians sophomores majoring in English language in Islamic Azad University and Payame Nour University (Ardabil branch) participated in this study. The groups were selected based on cluster sampling and randomly assigned to control and experimental groups based on their scores in Oxford Placement Test. Each group consisted of 34 subjects. Almost all the participants were bilingual being Azari-Turkish as their mother tongue and Persian as their second language. The ages varied from 19 to 25 years old.

Material

An Oxford Placement Test developed by Lynda Edwards (2007) was administered in order to distribute the participants to homogeneous groups. This was to take care of internal validity of the effects, i.e. the effects are the results of the treatment. The scores were fed into SPSS, and the results of one-way ANOVA run demonstrated no meaningful difference across the groups ($P=.997$). So the groups were taken to be homogeneous regarding proficiency.

Task

The task in this study was a narrative based on an episode of Mr. Bean's series. The task was selected for a number of reasons: Primarily, narrative tasks are quite common in planning studies (Skehan & Foster, 1999; Bygate, 2001; Tavakoly & Foster, 2008) and this makes the comparison easier. Furthermore, it has a clear inherent structure; the episodes are short and amusing; it is entirely mimed and avoids the interaction between learners' linguistic knowledge and listening skills (Skehan & Foster, 1999).

Procedure

Having considered the homogeneity of the groups, they were randomly assigned as no-planning, (NP), unguided pre-task planning (UPP), and content and language-focused planning (CLSP) groups. The task was performed at the presence of the researcher and their regular instructor. The participants in NP group started writing

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immediately after watching the film. They were required to write at least 200 words within 14 minutes under real-time pressure which was based on the pilot study conducted earlier. This was to exercise time pressure and reduce the opportunities for on-line planning. The second group was UPP. After watching the film, they were given 10 minutes to plan their text prior to their production. The idea of 10 minutes was according to Mehnert's (1998) study based on which she discovered that 10-minute planning time is more effective than two or five minutes on the CAF triad. The participants were given task-sheet and note-sheet, however, they were told that their notes will be taken at the time of production. The third group was CLSP. They had similar conditions with UPP group, in addition to the instructions provided for them on how to attend to the content and form of their output (Appendix A). The instructions were adapted from Sangarun (2005) and Foster and Skehan (1996). The data from the participants were coded based on the global measure of CAF triad.

Measures

In congruence with the findings of earlier research, a number of most common methods that are used for measuring accuracy, fluency, and complexity have been selected and employed in this study (Kellog, 1996; Wendel, 1997; Mehnert, 1998; Wolfe-Quintero, Inagaki and Kim, 1998; Ortega, 1999; Skehan & Foster, 1999; Yuan & Ellis, 2003; Ellis & Yuan, 2004; Rouhi & Saeed akhtar, 2008). The discourse analytical measures of CAF are suitable for these kinds of studies for the following reasons. First, they are within an information processing framework. Second, they have been used in all planning studies to investigate the affectivity of the treatment (Ortega, 1999; Yuan & Ellis, 2003). Third, they have been used in many studies to evaluate task difficulty (Tavakolli & Foster, 2008; Robinson, 2001). The measures of CAF which have been used in this study are as follows: Accuracy was measured by calculating the number of error-free clause as a percentage of the total number of clauses (EFC), Fluency was be measured by the number of dysfluencies, i.e. the total number of words each participant reformulated (crossed out and changed) divided by the total number of words produced (ND). Finally, complexity was measured by

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dividing the total number of clauses by the number of T-units, i.e. syntactic complexity (SC).

Results

To answer the research questions of the study and find out the effect of each planning condition as independent variables on CAF of production as the dependant variables, the score of the participants were given to SPSS. Then, a series of one-way ANOVA conducted on every aspect among the groups. Table 2 shows the descriptive statistics for syntactic complexity across the three groups.

Table 2 Descriptive statistics for (SC)

Planning condition	N	Mean	SD
NP	34	1.16	.133
UPP	34	1.22	.167
CLSP	34	1.26	.194

As the table shows regarding syntactic complexity the CLSP group has the highest mean score among the groups (M=1.26) followed by UPP group (M= 1.22) and finally NP group with the mean score of (M=1.16) which shows an increasing trend from NP to CLSP. To check whether the differences among the groups were meaningful a one-way ANOVA was conducted.

Table 4.2 One-way ANOVA results for SC

	SS	df	MS	F-value	p
Between groups	.277	4	.069	1.930	.108
Within groups	5.911	165	.036		
Total	6.188	169			

The results revealed that there is no statistically meaningful difference among the groups (p=.108). Hence, this means that although planning and specially instructed

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planning favors syntactic complexity, however, the effects are not statistically significant.

To investigate the influence of planning conditions on accuracy of performance another one-way ANOVA was run. Table 3 displays the descriptive statistics for the accuracy measure of participants' narrative writing in the three groups.

Table 2 Descriptive statistics for (EFC)

Planning condition	N	Mean	SD
NP	34	49.61	23.68
UPP	34	51.34	25.52
CLSP	34	61.26	23.93

The results in table three displays similar trends as complexity to the accuracy measure of error-free clauses (EFC) among the groups. It also provides the number of participants, means, and standard deviations of the groups. There is a positive trend among the groups from NP to CLSP group. CLSP group has higher mean (M=61.26) than UPP group (51.34) and NP group has the lowest mean. In order to verify these results, one-way ANOVA conducted. Table 4 represents that despite the fact that planned groups outperformed unplanned groups, however, there was no significant difference across the groups (P=.110).

Table 4.6 One-way ANOVA results for EFC

	SS	df	MS	F-value	p
Between Groups	2686.02	4	1343.01	2.256	.110
Within Groups	58936.20	99	595.31		
Total	61622.22	101			

Fluency was measured by (ND) which refers to the total number of words a participant reformulated (crossed out or changed) divided by the total number of words produced. Table 2 shows the mean and standard deviation for the scale.

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Table 2 Descriptive statistics for (ND)

Planning condition	N	Mean	SD
NP	34	.0739	.083
UPP	34	.0295	.033
CLSP	34	.0216	.022

As table shows NP group has the highest means score (M=.739), this means that this groups is the most dysfluent group compared with others. The UPP group with the mean of (M=.295) and CLSP group is the least dysfluent group. To discover if the differences across the groups are meaning full a one-way ANOVA run.

Table 4.14 One-way ANOVA results for ND of written task production

	SS	df	MS	F-value	p
Between Groups	.054	2	.027	9.329	.000
Within Groups	.286	99	.003		
Total	.340	101			

As depicted in the table, the difference among the groups reached to a significant level (p=.000). To find out where the differences were located a Post Hoc Tukey Test was run. As table shows both planned groups yielded statistically significant differences in comparison with NP group.

Table 4.15 Post HocTukey Test for ND

Planned Groups	Mean Difference	F-value	Significance
NP-UPP	.04431	9.329	.003*
NP-CLSP	.05221		.000*
UPP-CLSP	.00790		.817

The mean difference is significant at p<.05

Discussion

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This study was an attempt to unveil the effects of unguided (UPP) and strategic planning (CLSP) on Iranian low to intermediate EFL learners' written task production. The first research question addressed the effect of UPP on CAF in comparison with NP group. Statistical analysis run demonstrated that only fluency was significantly affected by this type of planning. This result is in congruence with the findings of (Wendel, 1997; Mehnert, 1998; Foster & Skehan, 1996; Skehan & Foster, 1999; Tajima, 2003) in which pre-task planning led to producing more fluent language. Mehnert (1998) found that as he increases planning time from one minute to five and then ten minutes the participants produce a more fluent language. So it can be concluded that the time provided for learners in comparison with NP group, frees learners from the limitation of time, and develops the overall quality of language. Having considered this overall effect, in the case of fluency, based on skehan's dual processing model, under real-time pressure and while faced with limited mental capacity, learners tend to find the right choice of the vocabulary rather than consider the rules which needs more processing and is more time-consuming, as a result the trade-off turns toward fluency and participants produce a less dysfluent text rather than focusing on accuracy and complexity. It can also be argued that as claimed by Yuan (2001) on-line planning results in more accuracy, whereas UPP leads to more fluency and complexity as in (Crooks, 1989; Foster& Skehan, 1996). Thus until now the results of the present study also does not provide conclusive evidence for the significant effect of UPP planning on accuracy. Seemingly, NP group was under pressure to attend to different aspects of the production and produced a less accurate, fluent, and complex text in comparison with planned group which was under less time restriction than their counterparts.

Regarding CLSP, the productions were also superior to NP group, however, significant level was achieved only for dysfluency as an index of fluency. This group was given a combination of the instructions. This was due to the rational that based on the guidance learners can allocate their attention evenly to all aspects of language use and as a result produce a more developed language in terms of CAF. The guidance

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given to participants required them to pay attention to both content and form. The mean scores of this group in each aspect shows a considerable increase compared with NP group, however, they do not reach to the significance level. This can be explained taking into account that, when learners during planning time plan the language and content of their production, as their notes are taken away, and because of their low proficiency, at the translator stage they cannot exactly remember everything they have planned earlier. This may have caused them to promote their productions to some level as it is evident in the mean scores of CLSP group which is considerably higher than NP group, nonetheless, not to a significant level. This can also be due to the fact that when they set their goals on accuracy they spent a considerable amount of their attentional resources to find the appropriate grammar, on the other hand, they try to convey the meaning which is mostly prioritized over form in communicative contexts (Van Patten, 1994). This puts another burden on their shoulders, which needs too much effort and attention on the part of the learners especially when they are low level, under time pressure, and their access to their knowledge is almost controlled rather than automatic.

The effect of CLSP on CAF in comparison with NP group can also be attributed to the fact that since this group has been instructed to plan the content and language of their production earlier, this has reduced the processing load on planning and translation stage and has enabled this stage to operate in parallel rather than in sequence. Consequently, participants have had more time to think about their choice of words, and write more carefully, and eventually this has led to significant fluency and some benefits to accuracy and complexity. This goes together with findings of (Skehan &Foster, 1997; Ortega, 1995; Wendel, 1997) that pre-task planning contributes co-planning and fluency. Conversely, since the participants in this group must have planned the content and language simultaneously, this has caused them not to be able to produce a significant CAF. In a study carried out by Kellog (1988) he suggested that significant difference can be achieved in a task performance when there is a focus on a single writing process. Apparently, NP group should have thought about what

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and how to do that simultaneously. This has created a lot of mental pressure and made participants to stop and think about their output consistently. No doubt, this would have made their performance to be less fluent than planned condition.

The third research question examined the effects of mere instruction on tailoring learners' attention toward the aspects of production by comparing CLSP and UPP groups. This means that both groups were given planning time, yet CLSP group were given some instructions additionally. It was expected that CLSP group's productions should be more complex, accurate and fluent than UPP. The instructions given about the content must have reduced the processing load in the planning stage and the instructions given regarding the form must have reduced the processing load on the translator stage. However, on the contrary to the expectations this might have necessitated a lot of attentional capacity and therefore, affected the production negatively, meaning that though this group outperformed UPP group, still not to a significant level. This can be explained by taking into account that unlike our predictions, the instructions may have not encouraged or have not been efficient in orienting learners' attention to all aspects of production. Alternatively, they haven't been able to allocate their attention evenly among the aspects. This means that the instructions given for learners have not been significantly effective in promoting CAF of production. In such conditions, learners prefer to focus on the aspects which are easily accessible for them and it seems that in this case and for writing tasks finding the appropriate lexicon and avoiding from dysfluency have been prioritized over other aspects.

Conclusion

The findings of the present study showed that strategic planning and unguided planning respectively affect the written narrative task production of low to intermediate level language learners positively in terms of the global measures of accuracy, fluency and complexity. The findings also suggest that strategic planning (CLSP) is more beneficial than unguided planning (UPP) in terms of all aspects of production. Nevertheless, in contrast to the expectations, when a combination of

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instructions are provided for learners the trade-off occurs because of the overload of the cognitive capacity and learners tend the aspects which are more convenient and easily acceptable for them. The findings of this study have these implications.

Considering from a task-based language teaching approach and the tendency towards getting meaning across, being involved with pre-task planning activities and instructing learners on how to focus on different aspects of production will help learners to produce a more balanced language regarding CAF in their production. However, some factors as task type, amount of time, and criteria for implementing task-based approach should be taken into consideration. It is in that case that planning can be considered as a process within the framework of TBLT that affects language production. Furthermore, the results of this study support the idea of cognitive processing load in the central processing unit of language learners, especially low levels when under time pressure to perform a task. Finally, test situations are amenable to generate anxiety and time pressure, providing learners with some time prior to their task production may reduce such anxiety and pressure and lead to a more developed language production regarding CAF.

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APPENDIX A
Guidelines and Note-sheets adapted from Sangarun (2005) and Foster & Skehan (1996) for (CLFS) group

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You have just watched an episode of Mr. Bean's film. You have 10 minutes to think and plan your account of watching. You can make notes during your planning time. Please write your notes in English, but try not to write everything in detail because you are not allowed to use your notes while writing. Suppose that nobody has seen this film before and you are going to write a story about it, so try to be detailed about it. After 10 minutes of planning time you will be given a blank sheet of paper to write your account of watching.

………………………………………………………………………….

Follow these steps and use this note-sheet to plan your narrative writing.

(Plan your content)

1. Visualize the story, how, where, when, and what is happening.

2. Plan what you want to write based on what you saw in the film.

3. Think of the ways you can write the story in order to be interesting for the readers.

4. Develop the story and order the steps in correct sequences, so that it can be understandable to the reader. (plan your language)

5. Think about all the vocabularies you need to use in your writing.

6. Think about the transition words or phrases (first, second, then, next) that can help you connect the events together that your readers don't get lost.

7. Think about the grammatical points that are useful and necessary in narrative writing like: past tense forms of the verb,

8. Try to avoid from any mistakes with your vocabulary and grammar.

9. Try to join the content, vocabulary, and grammar when planning.

Write your notes according to the above-mentioned here.

Planning the content you need:

Planning the vocabulary you need:

Think about the transition words or phrases you need:

Planning the grammar (verbs, proposition, conditional, auxiliaries, modal verbs,

etc.) you need:

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