Investigating perceived challenges in English language writing instruction: An action research study in a Saudi university preparatory programme

Ph.D.

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Volume 2 of 2

Miriam Abdullah Alkubaidi
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Appendix A: Ethics

1. Letter of Access
2. Students’ Information Leaflet (Arabic and English)
3. Students’ Consent Form (Arabic and English)
4. Students’ Consent Form (Arabic and English)
5. Teachers’ Information Leaflet
6. Teachers’ Consent Form
7. Students’ Certificate of Attendance
Dear Dr. Faiza,

I am writing to you to seek permission to carry out research in the English Language Institute in February 2013. I am a PhD student in Trinity College: The University of Dublin.

The study is in the area of second language writing. It is longitudinal study, so therefore the maximum duration of this research will take up to 18 months. I plan to recruit students and their teachers. The study is designed to:

- Investigate students' and teachers' perspectives on their writing classes
- Identify the types of instruction used in teaching writing
- Investigate ways of improving writing classes considering the students' learning styles and writing strategies
- Improve the writing of Saudi undergraduate students in King Abdul Aziz University by implementing writing workshops

Please find attached the supporting documents for this research, which is planned to be distributed, upon your consent, to both students and teachers.

Looking forward to hear from you soon.

Kind regards,

Miriam Alkubaidi
alkubaim@tcd.ie
عنوان البحث: البحث في طرق تحسين الكتابة باللغة الإنجليزية لطلابات الناطقين باللغة العربية

الباحثة: أ. مريم عائشة الكبيدي
المشرفة: د. أورونا كارسون، أستاذ مساعد

أتمنى معاونتك في هذا المشروع البحثي الذي سيتم تنفيذه من قبل طالبة دكتوراه مريم الكبيدي تحت إشراف الدكتورة أورونا كارسون بكلية علم اللغويات، علم الحديث وعلوم التواصل جامعة ترنيني بدبليان. المشاركة في هذا البحث تطوعي فإن أردت الانسحاب في أي وقت لن تترتب عليك أي عواقب.

أهداف الرسالة كالتالي:

- معرفة خلفيات كلاً من معلمي اللغة الإنجليزية وطلابي من ناحية تدريسهم وتعليمهم الكتابة باللغة الإنجليزية
- التعرف على أساليب المستخدمة لتعليم الكتابة باللغة الإنجليزية
- تصنيف الاستراتيجيات الكتابية المستخدمة من قبل طلابي أساليب للتعلم مختلفة
- استشراك طلبة تحسين الكتابة باللغة الإنجليزية
- تحسين مستوى الكتابة لطلابي من خلال تنفيذ ورش عمل للكتابة باللغة الإنجليزية

يتضمن مشاركتك في تنفيذ ورش عمل طلابي إضافي لغة الإنجليزية لمدة 6-90 دقيقة، كذلك

وستضمن من هذا البحث وضع مشاركاتك في ورش العمل حيث ستتلقى أذانك الكتابي كما أن معرفتك

للطريقة المناسبة لتعليم الكتابة باللغة الإنجليزية ستساعدك في تعلم اللغة.

سأقوم بتسليم الوثائق التي تم الحصول عليها من خلال البحث، وبهذا نتمنى أن تكون هذه المهمة

ومنحت في جزء مفصل، ومحمي بكلمة مرور على جهاز الحاسب الآلي الخاص بك.

وكما أن نحن نعلم أن هذا البحث مستقبلاً.

أو alkubaim@tcd.ie
أو carsonel@tcd.ie

*009665063161091* 
+353 (0) 1 8964034
TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC SPEECH AND COMMUNICATION SCIENCES

Students’ Information Leaflet

Researcher: Miriam Alkubaidi, MA
Supervisor: Dr. Lorna Carson, Assistant Professor

You are invited to participate in this research project, which is being carried out by Miriam Alkubaidi, a PhD student from Trinity College, who is supervised by Dr. Lorna Carson from the School of Linguistics, Speech, and Communication studies in Trinity College. Your participation is voluntary. Even if you agree to participate, you can withdraw at any time without any consequences of any kind.

This study is designed to

Investigate students’ and teachers’ perspectives on their writing classes
Identify the types of instruction used in teaching writing
Classify the writing strategies used by different learners who have different learning styles according to different tasks
Investigate ways of improving writing classes considering the students’ learning styles and writing strategies
Improve the writing of Saudi undergraduate students in King Abdul Aziz University by implementing writing workshops

If you agree to participate, this will involve you being observed during your writing class for approximately 60 minutes. It will also involve you participating in three writing workshops. You will also be asked to perform a pre-writing test and a post-writing test at the start and at the end of the workshops. Each workshop will take approximately 60 minutes wherein you will be given a writing task to complete. I will be interviewed twice, once at the beginning of the academic year and once at the end of the academic year. In addition, samples of your English writing will be assessed. This will take place in a vacant classroom during your free time between classes in university. I realise that this might take too much of your time, but the I will accommodate you according to your schedule, so that your participation does not affect your studies.

You will benefit from the research at hand, and in particular the workshops by participating in this research. Finding out the best ways you can learn writing in English will improve your writing proficiency in time. On a macro level, this research will benefit second language writers and teachers of teaching English as an additional
language in the field of applied linguistics towards better taught writing classes and better writing proficiency levels for students.

Any information or data obtained from you during this research that can be identified with you will be treated confidentially. This will be done by assigning an alphanumerical code to your name. The key linking the code to your name will be kept in a locked cabinet and on a password-protected computer in my home. The audio-recordings will be written as transcriptions and may be used for teaching purposes or for linguistic analysis. The data from this research project may be published in the future. The original recording and all copies will be available only to the myself and the supervisor. Overall, materials that are sensitive will be kept in a secure location and locked when the researcher is not present.

If you have any questions about this research you can ask me: Mrs. Miriam Alkubaidi via alkubaim@tcd.ie or +966 563161091. You can also contact my supervisor Dr. Lorna Carson via carsonel@tcd.ie or +353 (0) 1 896 4035.
جامعة ترنيتي بدبلن
مركز اللغويات، علم الحديث وعلوم الإتصال
نموذج موافقة للمشاركين في البحث

المدرجة: د. أرورنا كارسون، أستاذ مساعد

الموضوع: أ. مريم عبد الله الكبيدي

أنا مُدَعِّغة للمشاركة في هذا المشروع البحثي الذي سيتم تنفيذه من قبل طالبة دكتورة مريم الكبيدي من جامعة ترنيتي تحت إشراف الدكتورة أورورنا كارسون بكلية علم اللغويات، علم الحديث وعلوم الإتصال بجامعة ترنيتي بدبلن. المشاركة في هذا البحث تعني أن أُكتب على أي وقت أن يرى وبأي مواقف

تم تصميم هذا الدراسة لتكون مساعدة على أنشطة الأساليب المستخدمة لتدريب وتعليم الكتابة باللغة الإنجليزية، كما أنها تهدف لتسليط الضوء على بعض الاستراتيجيات المستخدمة من قبل الطلاب عند الكتابة باللغة الإنجليزية.

سيتضمن مشاركتي في تقديم ملاحظات أثناء حضوري محاورات اللغة الإنجليزية لمدة 60 دقيقة، كذلك سأستفيد من هذا البحث من خلال مشاركتي في ورش عمل كتابية للغة الإنجليزية، لمدة كل ورشة حوالي 60 دقيقة. وبعد ذلك سأقوم بتحضير من مشاركتي باللغة الإنجليزية. سوف تحدد القاعة الدراسية للورش وسألتزم بالوقت والوقائع المناسب. قد ينصح هذا المشروع الكثير من وقت و لكن ستتضمن الأسئلة التي يمكن أن أسألك عن المشاركة لن يُؤثر على دراستي، كما أنني سأشارك في مقابلات شخصية مع الأستاذة مريم.

سأستفيد من هذا البحث من خلال مشاركتي في ورش العمل حيث سأستخدم أداء الكتابي كما أن معرفتي بالطريقة المناسبة لتعليم الكتابة باللغة الإنجليزية جداً سيزيد من كفافي اللغوية.

في نهاية السنة الدراسية سوف يتم مكافأتي بشهادة مشاركة في الورش الكتابية من قبل جامعة ترنيتي بدبلن.

سيتم التعامل مع بناتي التي تم الحصول عليها من خلال البحث بكامل السرية و ذلك بتعيين رمز رقمي لاسم و مفتاح ربط الرمز بالإسم سوف يكون في خزانة مغلفة و مُحمي بكلمات مرور على جهاز الحاسب الآلي الخاصة بالاستاذة مريم. التسجيلات الصوتية ستستخدم لأغراض تعليمية أو لتحليل اللغوي، ولكنها سوف تكون متاحة للأستاذة والمشرفة فقط، إلا أن يُحتفظ أن تُنشر البحث مستقبلاً.

إذا كانت لدي أي أسئلة حول هذا المشروع يمكنني أن استفسر من د. مريم الكبيدي عبر بريد الالكتروني: alkuhaim@tcd.ie أو الإتصال بالرقم: +353 65 6310191، كما يمكنني أن اتصل بالشريكة د. أورورنا كارسون عبر بريد الالكتروني: carsonel@tcd.ie أو الإتصال بالرقم: 1 8964034 (0) 353.

توقيع مشاركة البحث
إني على علم محتوى البحث وأوافق على المشاركة في الدراسة (أي نسخة من نتائج البحث وكذلك نموذج من موافقتى على المشاركة في البحث)
 توقيع المشاركة

ضمن علامة في المربع للموافقة:

أوافق على المشاركة في مقابلة شخصية
أوافق على المشاركة في ورش عمل الكتابة
 توقيع الباحثة
أوقع على مشاركة الطلبة في البحث

-------------------
 توقيع الباحثة
التاريخ

إذا كنت ترغب في الحصول على نسخة من البحث أو من التسجيلات المدونة الخاصة بك، يرجى كتابة بريدك الإلكتروني الخاص بالبحث----------------------------------
I am invited to participate in this research project, which is being carried out by Miriam Alkubaidi, a PhD student from Trinity College, who is supervised by Dr. Lorna Carson from the School of Linguistics, Speech, and Communication Studies. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

This study is designed to investigate students' and teachers' perspectives on their writing classes, and to identify the types of instruction used in teaching writing, in order to improve the writing of L1 Arabic speakers. It intends to shed light on some of the writing strategies used.

If I agree to participate, this will involve me being observed during my writing classes for approximately 60 minutes. It will also involve me participating in series of writing workshops throughout the academic year. I will be asked to perform a pre writing-test and a post-test at the start and at the end of the workshops. Each workshop will take approximately 60 minutes wherein I will be given various writing tasks to complete. In addition, samples of my English writing will be assessed. This will take place in a vacant classroom during my free time between classes in university. I will also participates in two interview, one at the beginning of the year and one at the end of the academic year. This might take too much of my time, but Miriam will accommodate me according to my schedule, so that my participation does not affect my studies.

I hopefully will benefit from the research at hand, and in particular the workshops by participating in this research. Finding out the best ways I learn writing in English will improve my writing proficiency in time. On a macro level, this research will benefit second language writers and teachers of teaching English as an additional language in the field of applied linguistics towards better taught writing classes and therefore, better writing proficiency levels for students.

Any information or data that is obtained from me during this research that can be identified with me will be treated confidentially. This will be done by assigning an alphanumerical code to my name. The key linking the code to my name will be kept in a locked cabinet and on a password-protected computer in Miriam’s home. The audio-recordings will be written as transcriptions and may be used for teaching purposes or for linguistic analysis. The data from this research project may be published in the future. The original recording and all copies will be available only to the Miriam.
Overall, materials that are sensitive will be kept in a secure location when Miriam is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.

At the end of the year, I will be rewarded for my participation by a certificate of attendance from the Trinity College.

If I have any questions about this research I can ask Miriam Alkubaidi via e-mail: alkubaim@tcd.ie or mobile: +966 563161091. I am also free to contact Dr. Lorna Carson via carsonel@tcd.ie, or Tel: +353 (0) 1 896 4035 to seek further clarification and information.

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.]

-----------------------------------------
Signature of participant

Please tick the following if you agree:

I agree to participate in the writing workshops

Signature of researcher

I believe the participant is giving informed consent to participate in this study

-----------------------------------------
Signature of researcher

If you wish to have a copy of your transcripts, recording, or wish to know more about the research, please provide your e-mail address:

----------------------------------------------------------

\
You are invited to participate in this research project, which is being carried out by Miriam Alkubaidi, a PhD student from Trinity College, who is supervised by Dr. Lorna Carson from the School of Linguistics, Speech, and Communication studies in Trinity College. Your participation is voluntary. Even if you agree to participate, you can withdraw at any time without any consequences of any kind.

This study is designed to
Investigate students' and teachers' perspectives on their writing classes
Identify the types of instruction used in teaching writing
Classify the writing strategies used by different learners' who have different learning styles according to different tasks
Investigate ways of improving writing classes considering the students' learning styles and writing strategies
Improve the writing of Saudi undergraduate students in King Abdul Aziz University by implementing writing workshops

If you agree to participate, this will involve you being observed during your writing class for approximately 60 minutes. It will also involve you participating in three writing workshops. You will also be asked to perform a pre-writing test and a post-writing test at the start and at the end of the workshops. Each workshop will take approximately 60 minutes wherein you will be given a writing task to complete. I will be interviewed twice, once at the beginning of the academic year and once at the end of the academic year. In addition, samples of your English writing will be assessed. This will take place in a vacant classroom during your free time between classes in university. I realise that this might take too much of your time, but the I will accommodate you according to your schedule, so that your participation does not affect your studies.

You will benefit from the research at hand, and in particular the workshops by participating in this research. Finding out the best ways you can learn writing in English will improve your writing proficiency in time. On a macro level, this research will benefit second language writers and teachers of teaching English as an additional language in the field of applied linguistics towards better taught writing classes and better writing proficiency levels for students.
Any information or data obtained from you during this research that can be identified with you will be treated confidentially. This will be done by assigning an alphanumerical code to your name. The key linking the code to your name will be kept in a locked cabinet and on a password-protected computer in my home. The audio-recordings will be written as transcriptions and may be used for teaching purposes or for linguistic analysis. The data from this research project may be published in the future. The original recording and all copies will be available only to the myself and the supervisor. Overall, materials that are sensitive will be kept in a secure location and locked when the researcher is not present.

If you have any questions about this research you can ask me: Mrs. Miriam Alkubaidi via alkubaim@tcd.ie or +966 563161091. You can also contact my supervisor Dr. Lorna Carson via carsonel@tcd.ie or +353 (0) 1 896 4035.
I am invited to participate in this research project, which is being carried out by Miriam Alkubaidi, a PhD student from Trinity College, who is supervised by Dr. Lorna Carson. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

This study is designed to investigate students' and teachers' perspectives on their writing classes, and to identify the types of instruction used in teaching writing, in order to improve the writing of L1 Arabic speakers. It intends to shed light on some of the writing strategies used and how students use these strategies to complete various writing tasks.

If I agree to participate, this will involve me being observed in my writing classes. This will be followed by an interview. I will also meet with Miriam to read her observation notes to verify her description and add - if needed- any additional notes. This will take place in my office during my free time. This might take too much of my time, but Miriam will accommodate me according to my schedule, so that my participation does not affect the quality of my work.

I will benefit from the research by exploring different ways of how students’ learn writing. On a macro level, this research will benefit second language writers and teachers of teaching English as an additional language in the field of applied linguistics towards better taught writing classes and therefore, better writing proficiency levels for students, which are mostly needed for Saudi students in our university, KAU.

Any information or data that is obtained from me during this research that can be identified with me will be treated confidentially. This will be done by assigning an alphanumerical code to my name. The key linking the code to my name will be kept in a locked cabinet and on a password-protected computer in Miriam’s home. The audio-recordings will be written as transcriptions and may be used for teaching purposes or for linguistic analysis. The data from this research project may be published in the future. The original recording and all copies will be available only to the Miriam. Overall, materials that are sensitive will be kept in a secure location when Miriam is not present. If copies are made available to researchers elsewhere, similar conditions regarding the storage and use of recordings will apply.
If I have any questions about this research I can ask Miriam Alkubaidi via e-mail: alkubaim@tcd.ie or mobile: +966 563161091. I am also free to contact Dr. Lorna Carson via carsonel@tcd.ie, or Tel: +353 (0) 1 896 4035 to seek further clarification and information.

Signature of research participant

I understand what is involved in this research and I agree to participate in the study. [I have been given a copy of the Participant Information Leaflet and a copy of this consent form to keep.]

__________________________________________  ____________
Signature of participant                         Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

__________________________________________  ____________
Signature of researcher                         Date

If you wish to have a copy of your transcripts, recording, or wish to know more about the research, please provide your e-mail address:

__________________________________________
Appendix B: Students' Interviews

B1: First Students’ Interview Questions (Arabic and English)

B2: Students’ Interviews Transcripts (Arabic and English)

1. F1: Amani
2. F2: Alaa
3. F3: Banan
4. F4: Hanan
5. F5: Maya
6. F6: Nawal
7. F7: Ola

B3: Students Post Intervention Questions (Arabic and English)

1. P1: Amani
2. P2: Alaa
3. P3: Banan
4. P4: Hanan
5. P5: Maya
6. P6: Nawal
7. Ola
First Students’ Interview Questions (Arabic and English)

The purpose of the first-interview questions is to view the students’ perception on:

- Methods of instruction used to deliver writing
- Writing needs of Saudi students
- Strengths and weaknesses, its reasons and possible solutions
- Materials utilized for writing in ELI classes, and possible remedial solutions
- Teacher and students’ resources in ELI for writing

Questions:

I. Perspective on Writing

1. Is writing in English important to you? Why?

2. In general, how do you view the English courses given by ELI and especially in the area of writing?

II. Instruction

1. Do you enjoy the writing lessons? Why?

2. How do you perceive writing instruction in ELI classrooms?

3. In your opinion are writing strategies important?

4. What writing strategies are taught? Are they useful?

5. Do you discuss your ideas and thoughts about what to write?

6. Are you given the opportunity to discuss the topics before you write?

7. Do you usually work individually/pairs/group? And what works best? Why?

8. Do you believe all students learn writing the same way?

9. Do you think different types of materials should be used such as pictures, and video clips, to meet the needs’ of different students? Which one do you prefer? Why?

III. Students’ Needs

1. What are you strengths and weakness in writing?

2. What do you need to assist you during your writing process?
3. Are you motivated to write in English? Why?

4. Are you given the opportunity to personalize their writing/make it their own?

5. Is it important for you to write about their own opinions/thoughts/ideas?

5. Are you creative in your writing? If ‘no’, why not?

5. Do you have enough vocabulary to write? How is that so?

6. Do you think you pay too much attention to the mechanics of writing rather than on your train of thought and ideas?

7. Do you feel you are responsible for your learning, or is it just the teacher’s job to teach you how to write?

8. How can the teacher help you improve?

9. How can you help yourself improve your writing?

IV. Materials

1. What are the materials used to teach writing?

2. Are you satisfied with the materials currently used to teach writing? Why?

3. What changes would you like?

4. What sort of materials would motivate you to write in English?

5. Do you use dictionaries in class/at home when writing? If ‘yes’ what type of dictionaries?

6. Do you find the materials relevant to your interests and needs? Why?

IV. Solutions

1. Are there enough resources for writing in ELI for you? If ‘no’, what is needed? And how will it benefit teaching and learning?

2. What do you think would help you become a better writer?
Amani

1. Researcher: Is learning to write at this stage in university important to you?
2. Amani: Yes, it’s important.
3. Researcher: Why is it important?
4. Amani: Emm… because if I read books or stuff like that.
5. Researcher: Books, ?
6. Amani: Yes.
7. Researcher: Okay […] Amani […] how do you perceive the English curriculum?
8. A look of astonishment signalling that she doesn’t understand the question
9. Researcher: Is it motivating? Boring? What’s your opinion?
10. Amani: So and so.
11. Researcher: Okay, it is difficult or easy?
12. Amani: Easy[...] there are words I don’t understand.
13. Researcher: Okay, does the teacher use different methods of teaching?
14. Amani: Yes, it changes.
15. Researcher: It changes?
16. Amani: Emm.
17. Researcher: Okay, in the writing, how are the topics?
18. Amani: Where?
19. Researcher: In the university, what is your opinion on the topics you’ve been given in the university?
20. Amani: Until now, we didn’t take any topics, we just took topics during the exams.
21. Researcher: And how were they?
23. Researcher: Okay, do you express your ideas? –
25. Researcher: Do you express your ideas or are the ideas ready for you?
26. Amani: She gives us the ideas and we write them up.
27. Researcher: So it’s not like you think of something yourself and write it?
29. Researcher: They’re ready?
30. Amani: Emm.
31. Researcher: Okay in the classroom do you use specific strategies or do you just write straight away?
32. Amani appears not to understand the question
33. Researcher: Like do you draw a mind map? Collect related vocabulary? Write sentences?
34. Amani: I write words.
35. Researcher: You write words and then start to write?
36. Amani: Yes.
37. Researcher: In the classroom, how do you like to work… alone, with a friend or with a group?
38. Amani: With one person.
39. Researcher: With one person, why is that?
40. Amani: So I can see how… so we can exchange.
41. Researcher: Okay and the group? What are the negatives of working in a group?
42. Amani: There isn’t, like each one is far from the other like that.
You mean the seating?

Yes

Okay, in your opinion how do you learn to write?

Silence appears not to understand the question

What can you do to improve your writing?

Emm[..] I don’t know

For example, do you like to listen to something, or look at something and write, or read something and write about you’ve read, or imitate the way a paragraph is written or be given words and you compose from it? Which way do you enjoy writing?

Like I find a topic and look for words

Do you use a dictionary?

Yes

Okay, so English/English or Arabic/English?

Arabic/English

Okay, what do you think of the curriculum?

Nice

Did you benefit from the language you were taught in school?

Yes

It prepared you for university?

Yes, I also took courses

Okay, what are the strengths and weaknesses in your writing?

Emm[..] like memorize more words and practice

Like what are the factors in your writing that you feel you might need to practice more, and what are the strong elements in your writing?

That I need to practice more [...] like memorize more words and practice

Okay and your strong points?

Like what for example?

Like things that you feel you are good at, so it can be vocabulary, your grammar, your ideas

Grammar

Ok, what motivates you to write in English?

Amani this time a job [...] the future

Is it important to you to be able to express yourself, your ideas?

Yes

Okay, how is your vocabulary?

It needs more

When you come to write, do you focus on your ideas more or on the capitals and commas and full stops and stuff?

Both

Is there not one more than the other?

Emm[..] maybe the capital and stuff

How can the teachers improve the way they teach writing in
the university?

82  Amani       By practicing more
83  Researcher  What were the negatives in the workshops?

84  Silence

85  Amani       Emm [...] no enthusiasm with the girls
86  Researcher  You mean the girls weren’t enthusiastic.
87  Amani       Yes, they don’t know one another that is why
88  Researcher  Okay, are there other negatives?
89  Amani       Myself like [...] there were hard things like some of the words
90  Researcher  Okay and what are the positives?
91  Amani       The participation and the presentation of lessons
92  Researcher  Okay [...] Who is responsible for your language development?  
                Is it the teacher’s responsibility, or yours?
93  Amani       The way the teachers explains
94  Researcher  Yes[...] Ok [...] so it’s the teacher’s, she needs to revise and 
                revisit the information she explained or is it enough that you 
                understood it?
95  Amani       She repeats
96  Researcher  Would you like to add anything?
97  Amani       No
98  Researcher  Okay, thank you
هل بالنسبة لك أنك تتطلع إلى الكتابة مهما في هذه المرحلة من تعليمك الجامعي؟
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لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Alaa

1. Researcher: Do you think it's important to write in English?
2. Alaa: Yes, it is.
3. Researcher: Why?
4. Alaa: Let us take social media as an example, when someone asks me about Islam, I can only reply in Arabic, that's why no one would understand me. I must communicate in English so that they can understand what I'm saying[...]. So, if someone disapproves of Islam in some way, I can discuss it with them in English.
5. Researcher: What do you think of the English materials they teach you in the university, especially the writing?
6. Alaa: Since I am a little bit good at English, I feel they teach us repeated information that we already know, so I feel it's kind of silly. But with the coming of the second level, I feel I am learning things that I had not known before. For example, with regards to writing, I used to be unable to construct sentences, I mean sound sentences, or link two sentences together even if I feel that I can, but that's not good. However, with the coming of the levels three and four, I will improve.
7. Researcher: Alright. Do you enjoy writing?
8. Alaa: It's fun[...]. But when there's an exam, it's not.
9. Researcher: What if the exam is just like you would like it to be?
10. Alaa: When I write by myself, I will enjoy it.
11. Researcher: Um, what do you think of the methods they use in the University to teach you writing?
12. Researcher: What are the pros and cons of why writing is taught in the University?
13. Alaa: It's not that bad or good. What is bad is that they teach us to write about anything and to use words of our own. That's what they tell us to do. And then we are left on our own in finding and writing such words. In the past few years, we were not good at writing. They used to provide us with paragraphs to memorize. Then they test our knowledge of them. But, now we search for words and use them in sentences. The good thing is that I can depend on myself now. I can construct sentences in my head and link pieces of information together.
14. Researcher: So the negative thing is that you have to look for words on your own?
15. Alaa: Yes.
16. Researcher: Do they provide you with the ideas and sentences you need to write?
17. Alaa: Let's say we're required to write about a job, they provide the word "doctor" to search about the specifications of this job.
18. Researcher: How does this go? Is it not provided in the writing booklet?
19. Alaa: No.
20. Researcher: Is that too difficult?
21. Alaa: Yes, it is. But when we look for such information, we gain the ability to construct sentences.
22. Researcher: What are the strategies that you use in writing?
In a workshop you provided, you said that the first thing to do is finding words[...]. I mean to identify the main topic [...]. Then we write sentences and paragraphs. That's what I currently do.

What about the past?

Before now, I used to add anything that comes to my head to the sentence.

Do you share your needs with your teacher?

No.

Your teacher?

No.

What do you prefer, learning writing by yourself or within a group?

I [...] prefer to study with my mate. Um. We exchange information[...]. She may have different information than I do [...]. Studying within a group is much better as we don't have the same information and writing styles. So it's better to be part of a group.

Yes. The group is really better. Do you think all girls learn writing in the same way?

No.

Is it different?

Yes, some girls just love writing [...] I mean they write all the time[...]. That means[...] You give them information and they start writing. While other girls if you describe something in Arabic for them, they write it in English.

Um, alright. Do you think it's a good idea to use different means of educational aids like pictures, presentations, listening and watching and even games to be able to write, or it's better to just use books?

No, it's useful to use such tools. Very useful, usually I can't link words to my imagination. But, when I see a picture, let's say of a doctor wearing [...] the [...] you know as doctors wear, it will be easier to imagine how he lives and the colour of his clothes, and stuff like that.

Okay. For you, what's the best way to learn writing?

To watch videos and pictures.

And what topics do you prefer to write about?

I mean is there any specific topics you like to write about or learn how?

For me, I can write about myself and my future.

What strengths and weaknesses do you have in English writing?

Sentence construction. I can form a sentence but I am not good at punctuations. I just write words as I pronounce them. So I use incorrect punctuations, and I can't use correct conjunctions. I start the sentence with "my name is Alaa" and then I can't put my thoughts in order.

What about the strengths?

I can build sentences; I mean I can find many words.

Are you interested in writing in English?

Yes.
Researcher: Why?
Alaa: When I do, I feel that I am skilled in the language, so it will be easy for me to speak.

Researcher: Do you have plenty of words?
Alaa: Not as much as you do.

Researcher: When you write, do you focus on punctuation and grammar or ideas?
Alaa: Ideas.

Researcher: Who is responsible for fixing ideas in your mind? Is it you or the teacher?
Alaa: Both of us, she is responsible for ensuring that I understand an idea, and I have to review all of what she explains to me.

Researcher: Does she review as well?
Alaa: She must make sure that she provides us with the right information. Sometimes we just don't get it.

Researcher: I mean after you get the idea.
Alaa: No, it's my responsibility.

Researcher: And do you stick to that?
Alaa: Sometimes.

Researcher: Is it you or the teacher that can improve your writing skills?
Alaa: Both of us, she trains me on how I construct sentences, and I practice.

Researcher: Are you satisfied with sheets and books provided by the Institute?
Alaa: No.

Researcher: What kind of change would you like to see?
Alaa: That the content should be organised because currently it's not.

Researcher: Explain what you mean by "organised".
Alaa: The publications are not clear, the sheets and books are not alike. Some sheets include things that I can't understand like grammar. There's no explanation for grammar, so I have to refer to the books to understand.

Researcher: What changes and improvements in your writing would you like to see?
Alaa: When the teacher gives us a class, I want her to encourage and provide us with new information everyday rather than to just read the contents of books, then leave.

Researcher: Do you use dictionaries? If yes, what type are they?
Alaa: English-Arabic dictionaries.

Researcher: Do you have sufficient resources in the Institute? Like books and dictionaries.
Alaa: No, we don't.

Researcher: In brief, what could make you a better writer?
Alaa: Having a lot of vocabulary, understanding how to construct sentences, starting and finishing grammar-correct sentences and using the right punctuation.

Researcher: Concerning workshops, are there any cons?
Alaa: I don't really feel there are.

Researcher: What about some improvements?
Alaa: I feel that workshops are classic. They provide us with different things in different ways. The last workshop was about depiction and was really fun. We felt happy, even when we have to
construct sentences.

83 Researcher Some girls dropped out, why did they do you think?
84 Alaa It's because workshops require a lot of commitment that they
don't have. You told us that we should have a strong
commitment from the beginning, but all they're after is
certificates, that's why they consider it hard. Some of them just
want to hang out with their friends. That's why they stood down.

85 Researcher Do you think friendship can impact learning?
86 Alaa Yes, it's different when I am with people I know and feel
comfortable with, people whose company I enjoy and talk to
freely.

87 Researcher Thank you
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
طبيب بالنسبة للورشات، أثر السلبيات
واحدهما أحس فيها سلبيات
طبيب عوامل ممكن تحسن في الورشات
أحس الورشات أحسن من الكلاسات، يعني تجليلاً أشياء مختلفة بطريقة زي آخر ورشة
الي هي الورشة مرة كانت ممتعة يعني حتى تكون الجملة تكون نحن مصطفين ونحن
تكون جملة
طبيب في بث كثر إписанحو، تعادي ليس إписанحو؟
لأن الورشة يغالبها التزام احتمال ما يكون عندهم دا الالتزام، يعني انتم من أول قلتي لألزم
الالتزام فاما دخلوا بس بقوا شهدا، فاكد شافوها صعبة بعضهم بيروا يجلسوا مع
صحاباتهم فاقموا إписанحو
تحسي لنن البناء يعرفوا بعض بيالي في التعليم؟
ابية، أكون مرتاح مع الناس اللي أعترفهم بيصير استمع معاهم، أقدر اخذ وعطى معاهم
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Banan

1  Researcher     Do you think it's important for you to write in English?
2  Banan           Not much for now. I don't use it frequently. Maybe, in the future for I may need it for my career.
3  Researcher     You mean in the long term?
4  Banan           Yes.
5  Researcher     What do you think of English writing materials provided by the Institute?
6  Banan           It's useful in all cases, but it's a matter of the methods they use.
7  Researcher     You mean teaching methods?
8  Banan           Yes, the content itself is good, so it will eventually benefit you, but it depends on the method of conveying it. I think the curriculum is useful.
9  Researcher     Do you enjoy writing in English?

Laughter

10 Banan           For now, no, because I don't know how. That's why I wanted from the start to learn how to write in English.
11 Researcher     Do you like the English subject?
12 Banan           I do.
13 Researcher     What strategies do you use when you write?
14 Banan           I think about how to start, what are the priorities, what's the right way to write and finally I pay attention to punctuation.
15 Researcher     Do you focus on punctuation and grammar or ideas?
16 Banan           No, I focus on ideas first, because they don't care much for punctuation. The idea and sentence are my top concerns.
17 Researcher     Well. Do you share the ideas you want to write with your teacher?
18 Banan           No, I don't share my ideas even if she gives me the permission for that. But if she asks me to share specific ideas, I do.
19 Researcher     Do you enjoy learning writing by yourself, with your friend or within a group?
20 Banan           With a group of my friends.
21 Researcher     So why do you prefer to be within a group?
22 Banan           It's better to be part of a group, with people I know.
23 Researcher     Why?
24 Banan           I feel comfortable because they know me as much as I know them. I know how to communicate with them. On the other hand, it's highly formal when I deal with people I don't know, because I still have to know them and get along with.
25 Researcher     Do you think all girls learn writing in the same way?
26 Banan           No.
27 Researcher     Does the teacher use different means of education like picture presentation, listening to tapes or watching videos, or does she just use books?
28 Banan           It's better to use multiple tools. Each one of us has a different way of understanding. Diversity is better for it breaks the routine. When we study just one book in the same way, we lose enthusiasm. On the contrary, when different tools are used, we become interested because we see new things and ways, so we try to keep up.
29 Researcher     So, you're saying it's better to use multiple ways?
Researcher: What are the strengths and weaknesses in your writing that you need to improve?

Banan: My problem is that I don't have plenty of vocabulary to use. I can start a sentence, but I can't construct a complete one because I don't have much vocabulary. Sometimes, I read a word I wrote and say "what is this word?" and I delete the entire sentence because I don't know such a word. Then I try to form another sentence with words I know.

Researcher: Do you have dictionaries?

Banan: They usually ask us to bring dictionaries. But since it's not compulsory, students don't bring them. It's allowed to use mobile phones. So, I either ask someone about the work or delete the whole sentence.

Researcher: What do you need to improve your writing?

Banan: Punctuation and knowing how to put a sentence in order. I know the basics, but I write what I consider right. I don't stick to grammar rules. And no one reviews our writing and corrects our mistakes. So I may write the same incorrect sentence again and again without even knowing it's incorrect.

Researcher: Do you have motivation to write in English?

Banan: What do you mean?

Researcher: Are you interested in writing in English?

Banan: When I first heard about the workshop, I felt interested to the idea of writing in English.

Researcher: Is it important to express your ideas or is it just enough to learn the basics of writing?

Banan: Of course, it's important to know how to express my ideas. All the time I think of writing in English in order to communicate a specific idea. I just want to learn how to use the language, not to write it. When they tell me you must follow the rules, I feel that I don't want to learn at all. All I want is to express my ideas.

Researcher: Is it you or the teacher who's responsible for teaching you?

Banan: The teacher, of course. Her responsibility ends when she has completed all explanations. But I think she should give us more than that. If she does, I will be able to follow up and improve. So we're interrelated. I mean she should review with us. If the teacher uses such methodology, I will use it as well. I want the learning to go on, but if she kept using such ways, none of us will benefit.

Researcher: Are you satisfied with sheets and books provided by the Institute?

Banan: The curriculum is okay, what matters is how they communicate it to us.

Researcher: What changes in writing sessions would you like to see?

Banan: I've noticed that there is not much concern for writing. In the first level, they used to give us paragraphs and then let us write, memorise and train ourselves on them. We never had real training on writing. They just let us write paragraphs thinking that they've taught us everything. In fact, no one was even there to correct for us.
Banan: No, I don’t use them because this takes a lot of time, but I think they are useful though.

Researcher: Don’t you use online dictionaries?

Banan: No, only on my phone when I need it, but it’s slow, so I don’t use it most of the time.

Researcher: And what topics do you love to write about?

Banan: In general, I like to write about myself, my feelings and personality. I don’t like politics. But I may like writing about nature and girls things.

Researcher: Do you have sufficient resources in the Institute? Like books and dictionaries?

Banan: I have no idea.

Researcher: In brief, what makes you a better writer?

Banan: To own a great deal of vocabulary and to know the basics of sentence construction because if I did, it would be easier for me to form sentences.

Researcher: What about workshops? Are there any cons?

Banan: Cons [...] I don’t see that there are any cons. Maybe there were just routine, with no cons. I didn’t like some of the used methods.

Researcher: Like what?

Banan: I like to see things. Once you demonstrated some pictures and asked us to write about it. I like to watch videos that I can understand. But I don’t just write or listen to something; it’s not useful for me. I tend to do random writing and listening, which motivates me to do something.

Researcher: What about pros?

Banan: There are many pros. We benefit, we study a great number of words, and we learn how to construct sentences and paragraphs.

Researcher: Why do you think some girls dropped out?

Banan: I don’t know. Maybe they thought it’s not useful to continue, they didn’t see any development in their writing skills. They think of it as just a curriculum, they don’t take it seriously.

Researcher: Thank you, Banan.
هل الكتابة باللغة الإنجليزية مهمة بالنسبة لك؟
بما أنك مارك، لا ي כדאי استخدامه كثير، لكن يمكن بعدين في الوظيفة احتاجها أكثر
أي بمعنى المدى البعيد؟
بناً

إذا ركبت في مادة اللغة الإنجليزية بالنسبة للكتابة أي يعنى من المعهد؟
لقد كتب الإجابة ولكن هي حالة طرق قصيرة
طريقة التدريس تصدق؟
بناً لأن المحتوى نفسه، و ذلك تحديداً يتم الاو و لا و الاخير، لكن يعتمد على طريقة
الأسئلة نفسها، لكن حالياً يمكننا أن ما باستفهام منه
هل تستعين بالكتابة باللغة الإنجليزية؟
بناً

يمكن حذن لا، لا واسماً ما عرف اكتب، ана من أول أتمنى أنك عرف كيف اكتب لأنني
أحب الإنجليز
فا أتى تحبني الإنجليز كما؟
بناً أحبها
ما هي الاستراتيجيات التي تستخدمها لم تكتب؟
بناً أفك كيف أبداً اش الأولوية ما أبداً بها...، فانت ربطتها و كذا؟
هل تركز على الاقتراك أو على الأملاك والفاعلات وما؟
لاً أول حاجة أفكر فيها الأفكار، لأن الأملاك ما يركزوا عليها كثير. الفكره و الجملة
هذا أول.

طيب، تنافس أفكارك التي تكتبها مع المعلمة؟
لا ما أناقش إذا أعطيت الحرية في طرح أفكاري، ام في حالة أنها تبغي
طيب، هل تستعين بالكتابة باللغة الإنجليزية لوحدي، ولا مع زميلك، ولا مع
مجمع؟
بناً مع صحيح أكبر شيء
بناً مع مجموعة أفضل، مع ناس أعرفهم؟
بناً لي؟ مع مجموعة أفضل، مع ناس أعرفهم؟
بناً بأني، مع مجموعة أفضل، مع ناس أعرفهم؟
بناً بارنج طرح أفكارهم و هم عارفون، يعني أنهم و اتواصل معهما ولكن لم ما أعرفهم
في نسبي زيادة عن النزوم، و أقس لازم تعريف على ضمن معاهم
طيب في رابك هل كل الطالبات يتعلموا طرق الكتابة بنفس الطريقة؟
لا يختلفوا
هل استخدام الأساتذة طرق مختلفة في التدريس؟ فكرت بديعة، مثل، سألت تعليمية مختلفة
كاشوري، سما السرية، استخدام ميدان، عش تصميم الكتابة، كنتي الكتاب
لا، الطريقة هي استخدام طرق مختلفة أفضل، لأن ما يمكن أنهم بطريقة معنية و وحدا
تانيلا نفهم بطريقة مختلفة، التعدد أفضل لأن الروتين يغير بدلا ما كتب واحد و الطريقة
وذا ما في حمص، لكن لن يغير في حمص في شيء جديد أو التعرف على طريقة
جيداً و أحاول أجربا بأطراف نفسها
بناً بنيت النموذج كوبس
بناً طيب، انت الإشارة إلى تحسبنا أنك متفقد فيها في كتابك باللغة الإنجليزية، و اش في
النقاط التي تحتاج إلى تقوية في ما؟
بناً مشتغل أنا في الكتب أساس ما حفر كتاباتك كثيرة عنهم استخدموا، لكن يمكن إذا
بملكة، معروف فيلكن كهل الكتابة في الحصلة ما حفر كتاباتك كثيرة بعيا أحيانا
وقف عند كتابه و أقول أن الكتابة هي و اضطرشيidl كلها عنهم ماني عارفة الكتابة،
فاحشة مجملة دارة أبوت حفر الكتابات
طيب ما يكون عنكم قواميس
هم عادة بطبعاً متناجنسمست بس مامامهم جريمة، وضع فاعل الكتابة ما يجيوا، و
الإجواب، بل من معنى منها، فاما أساليبنا و احدها الكتابة أو متي التعلم الجملة كلها
ما في المكونات التي تحتاجها عش تتحسن كتابك؟ أنت في النقاط أو مواضيع التحسين
بناً
لا يوجد نص يمكن قراءته بشكل طبيعي.
Hana

1 Researcher Do you think it's important for you to write in English?
2 Hana Yes, it is.
3 Researcher Why?
4 Hana So that I can communicate with friends from the UK.
5 Researcher What do you think of the materials you study?
6 Hana It's not bad, but there are some unimportant things such as "is" and "she" because we already know such things.
7 Researcher Do you think all other girls are at the same level?
8 Hana There are some students who just can't understand the rules.
9 Researcher What is behind this?
10 Hana Schools.
11 Researcher Do you enjoy English writing?
12 Hana Yes, when it's simple.
13 Researcher What do you think of the books and teaching methodologies they use?
14 Hana The curriculum is fine, but there's some repetition of levels like the first and the second and that's boring.
15 Researcher So the curriculum doesn't add to your knowledge?
16 Hana No.
17 Researcher That's why it's boring?
18 Hana Yes.
19 Researcher When you write, what's the first thing you do?
20 Researcher When you write, do you create an outline? Or do you just start writing?
21 Hana When there are a lot of sentences, I start immediately, translate them into English and finally put everything in order.
22 Researcher Do you use books and dictionaries?
23 Hana I use dictionaries sometimes.
24 Researcher Do they teach you to write strategies? Are there steps you should follow when you come to write?
25 Hana No.
26 Researcher Do you share the ideas with your teacher?
27 Hana No.
28 Researcher Does she ask you to do so?
29 Hana No.
30 Researcher Do you discuss the topics you write about?
31 Hana Just specific topics.
32 Researcher Is it positive or negative to choose the topics you will write about?
33 Hana It's not a big deal, but it would be better if we discuss topics from outside the curriculum.
34 Researcher Why?
35 Hana Because it's new, while the curriculum is too difficult.
36 Researcher In the class, do you like to study alone, with your friend or within a group?
37 Hana Often alone.
38 Researcher Why?
39 Hana Because the group members may disagree and each one
claims the right for themselves.

40 Researcher Does everyone learn writing in the same way?
41 Hana No, each one has a different way of learning. Some translate; others just study hard and write. For me, I translate.

42 Researcher Do you think it’s useful to use multiple tools in workshops such as YouTube? And why?
43 Hana It’s useful. I come across new ideas and tools unlike traditional teaching using YouTube.

44 Researcher What could help you in writing, do you prefer to watch and listen to something? Or just listen?
45 Hana I listen and watch new things in order to be able to form sentences, you know what I mean?

46 Researcher Yes. What topics do you love to write about?
47 Hana I think it’s useful to practice writing in general.

48 Researcher What strengths and weaknesses do you have in writing?
49 Hana Punctuation and sometimes sentence structure.

50 Researcher What about the strengths?
51 Hana There are some things that I can write correctly.

52 Researcher Okay. Are you interested in English writing?
53 Hana In fact, everything has become in English, so I have to.

54 Researcher Is it important to know how to express yourself and your thoughts?
55 Hana Yes, it is. I knew someone who used to write in Arabic then translate into English.

56 Researcher When you write, do you focus on punctuation and grammar or ideas and content?
57 Hana I focus on ideas and if there's something wrong, I edit it when I review.

58 Researcher Who's responsible for teaching you?
59 Hana The teacher and I. But she's supposed to ensure that I understand well.

60 Researcher Who can improve your writing skills?
61 Hana It's I who is supposed to work harder, not the teacher.

62 Researcher Who do you usually have discussions with?
63 Hana The teacher, most of the time.

64 Researcher Can you improve?
65 Hana Yes, I can.

66 Researcher Do you have sufficient resources in the Institute? Like books and dictionaries that you need to use in writing?
67 Hana I don't know. There's nothing here.

68 Researcher Are you satisfied with the curriculum?
69 Researcher I mean the content and topics, are they interesting?
70 Hana When I first opened the book of the First Level, I saw nice pictures, but then everything is just the same, even at the Second Level.

71 Researcher What changes would you like to see in order to improve?
72 Hana Exactly what you do for us, to make us watch videos from YouTube, it's something new.

73 Researcher You mean the lesson presentation?
74 Hana Yes.
Researcher: Do you use any dictionaries?
Hana: Yes, on my mobile phone.

Researcher: In brief, what could make you a better writer?
Hana: I admit that I'm not making much effort, but I can improve my writing skills if I use the internet and start learning.

Researcher: What are the differences between language sessions and workshops if any?
Hana: They're different in the way of presentation. In sessions, everyone works alone. While in workshops, we work in groups.

Researcher: Is it negative or positive to be within a group?
Hana: Positive.

Researcher: You mean that you prefer to study in a group?
Hana: Yes, very much.

Researcher: And you do now?
Hana: Yes.

Researcher: I'm glad you mentioned that. Why do you think there was no harmony between the group members?
Hana: I knew a group of friends who knew each other and they were working in harmony, but we don't know each other in our group. New ideas that come up in groups are a positive thing.

Researcher: What are the cons?
Hana: I felt it was boring at first.

Researcher: Why?
Hana: A lot of papers.

Researcher: Are the girls getting along?
Hana: Some girls are here just to get a certificate.

Researcher: Do you have any suggestions for the coming workshops?
Hana: I've got nothing in my mind right now.

Researcher: What do you want me to focus on to improve your writing skills?
Hana: Punctuation.

Researcher: Thank you, Hana.
هل الكتابة باللغة الإنجليزية مهمة بالنسبة لك؟
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برافع، طيب فمن تجنب تكراري على الاملاج والعقوط ولا على الأفكار والمحتوى؟

أركز على أفكارك واذا في غفلة صلة بعد ما أراعي من المسؤول على تعلمك؟

من الأثنين الاستاذة وانس المعروض انا هيا كمان تتأكد ما الذي تقدر بحسن كتابك؟

هنا المفروض اننا ابند جهد مو بس المستاذة لمن تأتيش مع

العمة أكثر شيء

تقرأ تشتمل نفسك على التحسين؟

ابوة اقر

هل الموارد في المعهد كافية مثل الكتاب والقواميس تستفيدين منها في الكتابة؟

هنا

هل انت راضي عن المناهج؟

صمت

بمعنى من ناحية المحتوى المواضيع يحسن؟

أول ما فتحت الكتاب في المستوى الأول، شفت الصور حلوة وكذا، بعدين

خلاص، أشتاء مكررة على و كمان دحين في المستوى الثاني برضوا مكررة ما في التغيرات التي تجي تشويفها عنن تحسين؟

زيك كذا، لم يعرضوا علينا شيء من اليوتوب، شيء جديد

بسي تصدت عرض الدروس

ابوة

هل تستخدم قواميس؟

ابوة ما في الجوال

باختصار ما هي الأشياء التي ممكن تخليك كاتبة أفضل؟

اعرف توبو ما اشتر مهوذه، لكن لو فتحت النت وبدت العلم كيف حسن كتابتي

ماهي اختلاف بين محاصرات اللغة والورشات؟ أو هل اصلا في اختلاف؟

هنا

لا في اختلاف أولا طريقة العرض، ثاني شيء كل وحدا بتشغل لوحدها اما في الورشات ينزن في مجوعات

هل كونك في مجموعة ايجابي ولا سلبي؟

ابوجي

هنا

بمعنى انت متفقة مع المجوعة؟

ابه بعد مدة

حالياً أول لا؟

ابوة

هنا

هنا

كونك أنت الفئة النهاد، لماذا تعتدي ما كان في توافق في المجوعة؟

كان في مجوعة ما هو اول يعرفه بعض في افسهام لكن نحن ما كنا نعرف بعض.

كمان من الإجابات الأفكار崭دة التي انت بتسويها حلوة

طيب السبلات؟

هنا

في البداية حسنها شوية م.UNRELATEDة

لي؟

هنا

كله ورق ورق

طيب الطالب ودودين؟

هنا

في بنات يمكن جابين بس للشهادة

هنا

عنك افراح الورشات القادمة؟

هنا

ما يخطر في بالي حاجة

طيب تغيين ارتك على اش عشتين تتحسن كتابك؟

هنا

يمكن الاملاج
Maya

1. Researcher: Do you think it's important for you to write in English?

2. Maya: Yes, it is.

3. Researcher: Why?

4. Maya: I need English to increase my scores, and I may need it for my career in the future.

5. Researcher: What do you think of writing materials provided by the Institute?

6. Maya: It's good but the punctuation is hard for us. We know words but when we write, it's hard to stick to the correct punctuation.

7. Researcher: What about the material and content?

8. Maya: I feel it's good, but they don't give us much time in levels, the first one was easy but the second one is heavy and requires a great deal of words.

9. Researcher: Do you enjoy writing?

10. Maya: No, though I think it's essential.

11. Researcher: What do you think of the teaching methods in the university? I mean those concerning writing?

12. Maya: They focus on reading not writing. But in exams, they start to focus on writing.

13. Researcher: What strategies do you use when you write? If I asked you to write about a specific topic, what's the first thing you would do?

14. Maya: Find words and form sentences and put them in order by priority.

15. Researcher: Do you share your ideas with the teacher?

16. Maya: The first paragraphs we write include many mistakes, and the next involves fewer mistakes and so on.

17. Researcher: Ok. . Do you share the ideas with your teacher?

18. Maya: They tell us about the topic we are going to write about. Then, the teachers help us. Some teachers tell us to organise our thoughts, others say that our content must be different from other students, and some teachers just don’t care.

19. Researcher: Do you share your needs with your teacher?

20. Maya: No. There’s no time for that, they just teach us the curriculum.

21. Researcher: Which do you prefer... learning by yourself, your friend or within a group?

22. Maya: It’s better to be with just a single friend.

23. Researcher: Why?

24. Maya: Our thoughts may get mixed up in a group. But when we're just two, we can put everything in order together. And it’s just hard to study alone. I need someone to help me.

25. Researcher: Do you think everyone could learn writing the same way?

26. Maya: Everyone has different styles and ways of understanding.
Do you think it's a good idea to use picture presentation and videos to learn writing? How could this help you?

I think videos are important since they help us find more words. When I know a word and I see something related to it, I can clearly see the meaning rather than just listen or write.

What topics do you prefer to write about?

Um. Anything. But what we need to write about is "Everyday English", I mean general topics.

What are the strengths and weaknesses you have in English writing?

The problem is that I don't have much vocabulary and punctuation knowledge, but the grammar is fine.

What could make you a better writer?

More vocabulary and better knowledge of punctuation.

Are you interested in writing?

No, but I think it's necessary.

You mean necessary for expressing yourself and thoughts, or just in general?

In general.

Do you focus on punctuation and grammar or ideas?

When I write I spontaneously express what I mean then review my mistakes in grammar and punctuation.

Who's responsible for teaching you? Is it you or the teacher?

I am responsible. The teacher can help me when I lose interest so do workshops and classes.

Is the teacher responsible for ensuring that you understand the information she gives you, or it's just on you?

I review on my own. But if I need anything, I ask her.

How could the teacher improve your writing capabilities?

Maybe if they give us more training on punctuation since we're not good at it.

What can you do to improve your writing skills?

I work on myself at home, but I have no much time.

Do you use dictionaries?

No.

Do you have sufficient resources in the Institute?

The books they provide us with just include the curriculum but it's still good.

What are the pros and cons of workshops?

We don't have enough time or we're just too slow and need more workshops to keep up. The positive thing is that I have friends and we encourage and motivate each other and that makes me feel excited. The topics are optional, we're allowed to suggest topics, it's not compulsory like the curriculum.

Alright. Thank you, Maya.
هل الكاتب باللغة الإنجليزية مهمة بالنسبة لك؟

مايأ لمدة: هل يعجبك ذلك؟

مايأ: إن كنت تجدهم جذابين في نفس الكلاس، عندما، لا غير، كأنما الواحد ما يعرف

مايأ: فهمك بعض الكتابات، هل نجد ما تكونها الإبادة بعيناً

مايأ: ما هو خيالة بينها الإبادة، كنت تعرف كلمات عن نجاح نسبياً إبادة بعيناً

مايأ: أحس كونك تبين المستويات ما يعطونا قرر، يعني المستوى الأول سهل بسن

مايأ: هل تستمعين بالكون؟

مايأ: هل يسوي Orders؟

مايأ: ما رأيك بالدرس في الجامعة أقصد تدريس الكتابة؟

مايأ: أغلى التمرير على القراءة مر على الكتابة في وقت الاختبار بيدوا يركزوا على

مايأ: لن تجني تكتني إشك الاستراتيجيات التي تسوسها، يعني لو تعتلي موضوع أول حجة

مايأ: اجمع كلمات واكرح جملة، ارتكب الأخطاء. الأخطاء

مايأ: نفس العقلية في أول طابعة تكتبي بكون في أغلب مرة كثيرة، و بعدين إلى الده أقل و

مايأ: بعد تحسنها في طابعة تناقش مع الأساتذة أفكارك؟

مايأ: هم يعذرون الموضوع و تساعد الأساتذة هو على حسب الأساتذة بعضهم لازم يكون

مايأ: تناقشي الأسئلة الموضوع، أي تتيبي تكتب عنها؟

مايأ: ما في حق، هو مشي يعذرون في

مايأ: ماهي أفضل طريقة تنظيم الكتابة لوحودك واذا مع زميلك و لا مع مجموعة؟

مايأ: مع مزيلة وحودة أحسن

مايأ: لن مو مجموعة تنظيم الأفكار لن مع وحود نقد و نكت الأفكار مع بعض. لو لحدي

مايأ: أحس صعب أتاد محد بساعدة

مايأ: توقعى كل يتعلم الكتابة بنفس الطريقة؟

مايأ: في أي حسب كله على حسب أسلي و طريقة الفهم

مايأ: هل تعدينك فيها كوبية استخدام الصور و الفيديو كليب مفيد للكتابة؟ و اشي الي

مايأ: الفيديو أحداً للتساءل، كيف نسبي تكتب عنك، المعنوي من أن يكون مع بدأية عادية

مايأ: اش المواضيع إلى انت تحبني تكتب عنها؟

مايأ: ام عادي أي شيء بس أثر شيء أحس تحتاجه

مايأ: الطيبر أش هي نقاط الفوهة، و الضعف في كلاكتك باللغة الإنجليزية؟

مايأ: عامة ما في كلمات الأقوال عادي بس أنما في كلمات الإبادة

مايأ: الفيديو الأسبوعية التي تكتبيها الى ممكن تساعد تكون كتبي أفضل؟

مايأ: كلمات زيادة والإبادة

مايأ: عندكم حاملاً أنو تكتني؟

مايأ: لا، لكن احس ضروري تنعنم

مايأ: كيف ذلك كن أتسرع أفكارك و نسبي ولم ممكن يكون أي موضوع عام

مايأ: لو أو موضوع عام

مايأ: تفكير مك اتسي كتبي يركز على الإبادة و الإبادة و لا عن أفكارك؟

مايأ: لحن اجي أنك ت축ك عير و بعدين اراجع الخلاص في القواعد والإبادة

مايأ: من المسؤول عن تعلمي أنت و لا الأساتذة؟ العائق على مين؟

مايأ: أحس على نفسك هي الإبادة تساعد بس إذا ما كان في رغبة الورشات و لا الكلاسات.
هل مسؤولية المعلم تراجع وتأكد انك حفظت المعلومة لا كفاية اذو علمنك المعلومة و

الباحثة

اليكم علیكم؟

مايا

انا أراجع مع نفسي وبعدين اذا احتاجت شيء أسألها

كيف تستطيع المعلومة تحسين كنابتك؟

مايا

ممكن لو بدورونا على الإملاء لاتو لحن مرة في داك الشيء محتاجين كنا

كيف تقدرني تساعدي ننسك على تحسين كنابتك؟

مايا

ادرب نفسي في البيت بس هو أغلب شيء مافي وقت

تستعمي الافعال؟

يا

هل هناك موارد كافية في المعهد؟

مايا

هو بس الكتاب الي يعطونا هي حق المنهج، بس الكتاب كويس

ماهي الإجابات و سلبيات الورشات؟

مايا

أحس الوقت قصير أو تمن بطلين نحتاج ورشات أكثر زيادة و تعرض. الإجابات

البات الي معني يعني انا الحسم لن يكون هناك ناس اعرفهم معي نحم و نشجع

بعض، و كمان المواضيع هي اختيارية، نقر نقترح عليك شي و نعطيك هي مو اجباري

في المنهج

يا

هناك أوك، جزاك الله خير يا مايا

الباحثة
Nawal

1. Researcher: Do you think it's important for you to write in English?
   Nawal: Of course, it is.
   Researcher: Why?
   Nawal: It's essential.

2. Researcher: What do you think of writing materials provided by the Institute?
   Nawal: It's very easy. You know what I mean?

3. Researcher: You mean it's not interesting?
   Nawal: No, it's just easy, almost the same.

4. Researcher: What do you think of the topics you write about in the class? Are they interesting?
   Nawal: No, it's not. It's traditional.

5. Researcher: When you write, what's the first thing you do?
   Nawal: I think of the topic and the sentences I should use.
   Researcher: Ok is there anything else?
   Nawal: Um. Then, I start writing and put these sentences in order.

6. Researcher: Do you share the ideas with your teacher?
   Nawal: No, I just start writing.

7. Researcher: Do you like to study alone, with your friend or within a group?
   Nawal: Within a group.

8. Researcher: Why?
   Nawal: It's motivating.
   Researcher: Do you think everyone could learn writing the same way?
   Nawal: No.

9. Researcher: What tools do you think could help you develop your English writing?
   Nawal: Like what?
   Researcher: Educational instruments like pictures and videos.
   Nawal: Yes, it's helpful.

10. Researcher: What could help you the most?
    Nawal: For me?
    Researcher: Yes.
    Nawal: Pictures.

11. Researcher: And what topics do you like to write about?
    Nawal: Topics? Um. About myself I guess.

12. Researcher: Are you interested in English writing?
    Nawal: Yes.

13. Researcher: Why?
    Nawal: I just love to write.
    Researcher: You just love it
    Nawal: Yes, I may make use of it in the future and it's just a good thing to learn.

14. Researcher: Do you have a great deal of vocabulary?
    Nawal: No, not at all.

15. Researcher: Do you think it's important to express yourself and thoughts?
When you write, do you focus on punctuation and grammar or ideas?

Ideas.

Is it you or the teacher who's responsible for teaching you?

It's me, I guess.

Why?

Because they don't teach us well, they just read the books for us.

So that's why you think you are responsible for teaching yourself?

Yes.

Do you think it's right to do that?

No, it's supposed to be them.

How could the teacher improve your writing capabilities?

We should practice writing every day.

What are the strengths and weaknesses you have in writing?

Like what?

What are the strengths and weaknesses in your writing that you need to improve?

I need to have more vocabulary.

What about the strengths?

Maybe the grammar.

Are you satisfied with the books they give you at the Institute?

Sort of.

How could you be a better writer?

I'm not sure, maybe they should replace the books.

Do you use dictionaries when you write?

No. But I translate.

Online?

Yes.

Are there any resources at the Institute that you can utilise when writing? Like books and dictionaries?

I don't know, I haven't tried.

How could you be a better writer?

Um. To look at pictures or things like that.

What are the pros and cons of workshops?

I like workshops, the material you give us, your technique and pictures I watch.

Why do you think many girls have dropped out?

I have no idea, they were just seeking the certificate and they didn't take it seriously.

Thank you, Nawal.
هل الكتابة باللغة الإنجليزية مهمة بالنسبة لك؟

أيوي طبعاً

هل؟

أحسها مهمة في كل شيء

ما رأيك بنهج الكتابة التي يبحثون كم من المعهد؟

أيوي كوبسية سهلة بزيادة، همتي؟

يعني ما يحسس؟

لا، المستويات قريبة من بعض ما رأك بالflammatory إلى نكتيكمها في الكلاس بحسس؟

لا ما يحسس عادية

طيب لم نجي تكتب أرش أور حادة تعليمها؟

أيوي في الموضوع، أفك في الحلم

تذكر في الحلم؟

أيوي. و بعدن أبداً أكتب وارتباً الحلم

ت frais أفكأك مع المعلم؟

لا أكتب على طول

تحبين تشغيل لوحات ولا مع زميلك ولا في مجموعة؟

لمع

أيوي بحسس

طيب، تعقدي الكل يكتب الكتاب بنفس الطرق؟

لا

أيوي أشت الطريق التي تحبها تساعدهم بالكتابة باللغة الإنجليزية؟

أيوي يشي؟

وسائل التعليم مثل الصور والفيديو كليب تشوبها أو حادة تسععها

أيوي تساعدهم

طيب أفق أشد حاجة تساعدهم؟

أيوي بالنسبة يا؟

أيوي الصور

ما هي المواضيع التي تحب تكتب عنها؟

أيوي مواضيع أمم، يمكن عن نفس

أيوي حساس انك تكتب باللغة الإنجليزية؟

أيوي

ليش؟

أيوي أحب

طيب استطاع؟

أيوي، يمكن استخدمه في المستقبل وبرضاوا أحس كوبس اني أتعلم

دوق تحصل لغوية طوسي؟

لا مو مرة، يعني

طيب، تحسسي ضوري انك تتكلم عن نفسك و أفكأك؟

أيوي

طيب لم نجي تكتب يكون تركيزك على أرش الأفكار ولا الأداء والقواعد؟

فم تحسسي مسئول على تعليمك انت ولا الأستاذة؟

أيوي

أحس

ليش؟

أيوي لأنهم ما يدرساً زي الناس يعني يقولوا بس اي في الكتاب

فلحسيس أنت المسولة؟

أيوي

طيب هادي الطريقة صحي؟

لا المفرش هم

كيف ممكن الأستاذة تحسن كنكمائك؟

كل يوم المفرش تكتب

ما هي نقاط الضعف والقوة في كتابتك؟

أيوي
نوال

الباحثة

إذا الأشياء التي تحمس نفسك متلمكة فيها و الأشياء التي يعلاقك مساعدة فيها؟

الباحثة

نوال

هل اهتمت راحة بالكتب من المعهد؟

نوال

يعلمت نواع ما

الباحثة

كيف يمكن تكون أفضل؟

نوال

ما عرفت، يغيره أحسن

الباحثة

تستخدمي القواميس لم تجي تكتب؟

نوال

لا، بس أترجم

الباحثة

بالالكتروني؟

نوال

أيوا

في موارد في المعهد تقضي تستفيد منها في الكتابة؟ زي الكتب و القواميس

نوال

ما أدرى ما جربت

الباحثة

كيف يمكن تكون كاتبة أفضل؟

نوال

أمام تورنيتي صور و حاجات آشوفها

الباحثة

بالنسبة للورشات ماهي إجاباتها و سلبياتها؟

نوال

عاجبني الورشات، يعجبني الورق الذي تعطيته هي، الأسلوب و الصور التي آشوفها

الباحثة

طيب لي تعطي كل كبير من النبات احوا؟

نوال

مالدي عنين بس يغوا شهادة و بس ما يغوا جدية في الموضوع

الباحثة

طيب شكرًا نوال
Ola

Researcher Is it important to learn writing?
Ola It’s important, even before now.
Researcher Why?
Ola It’s just that we need to speak when we are abroad.
Researcher You mean speaking, right?
Ola Yes, speaking.
Researcher But do you need to write?
Ola Maybe I need it when I am abroad; it is for day to day interactions.
Researcher What can motivate you to learn writing?
Ola What do you mean?
Researcher I mean, is it just for passing exams, self-development, or for day to day use?
Ola It seems that English is related to many things in general. I also think of knowing how to write a word and that will help me pronounce it correctly.
Researcher So it’s personal?
Ola Yes.
Researcher What do you think of the English curriculum you study at the university in general and writing, in particular?
Ola I think they are expecting that we had good education. The truth is that we were not well taught in English. They just care for well-educated students and ignore those who are not.
Researcher Did you receive a good education in school?
Ola No, we haven’t.
Researcher So, it doesn’t fit the […]
Ola It doesn’t fit our language level.
Researcher What seems to be important to know when writing?
Ola Grammar.
Researcher Anything else?
Ola No, that’s all.
Researcher When writing, do you focus on ideas, grammar, spelling and punctuation?
Ola When it is a matter of grammar, I pay attention to it. But when I want to write about any subject, ideas and meanings come first and then I pay attention to the spelling and other issues.
Researcher But when writing, what do you like to focus on?
Ola Ideas.
Researcher Your ideas? So, is there any chance to write about your ideas in your learning sessions?
Ola Yes, there is. But we have to care more about grammar.
Researcher Alright. Are these ideas yours or are they already prepared?
Ola At the first level it was about self-presentation such as personal information and so on. But at the second level, I don’t know yet.
Researcher What do think of the given topics? Are they interesting?
Ola It seems good when talking about ourselves.
Researcher: So, what do you think about the way they teach you writing? Do you enjoy it?

Ola: As I mentioned before, the problem is that they never start with us from scratch. They just work with good students, otherwise they don’t care.

Researcher: You mean they have a quick pace of teaching?

Ola: Yes. They just never care for those who can’t understand.

Researcher: You mean those who can’t keep up, right?

Ola: Exactly.

Researcher: What strategies do you use when you write?

Ola: Silence

Researcher: When you write, what’s the first thing you do?

Ola: I first check my vocabulary to see whether it’s rich. It’s very important to have a great deal of vocabulary. Then, I have to pay attention to sentence conjunctions.

Researcher: Well. In the class, do you prefer individual, pair or team work?

Ola: I think it’s better to work within a group.

Researcher: Why?

Ola: When I am alone, I don’t dare to ask a question, but within the team we can help each other and exchange ideas.

Researcher: What is the best way to learn writing?

Ola: Do you mean my way of learning?

Researcher: Yes. I mean everyone has a different way of learning; some use visual learning, some like audible materials and others may prefer both ways in addition to reading or concrete materials.

Researcher: The words we put in order together.

Ola: Yes.

Researcher: I want to gain more vocabulary every day. And since I can’t memorise easily, I like to link words to pictures in order to record them in my mind. Each person has a different pronunciation. It could be clear at first, but after a while, they increase their speed and that’s why listening can’t help me as much as pictures.

Researcher: Well, do you think they use multiple ways of teaching?

Ola: The teacher uses PowerPoint in teaching.

Researcher: What are the best teaching instruments that could help you?

Ola: Papers.

Researcher: What kind of papers?

Ola: Papers including words for us to put in order.

Researcher: What are the strengths and weaknesses you have in your writing?

Ola: It’s[.] For example, I can’t pronounce words correctly. Maybe because I have heard incorrect pronunciation, that’s why I misspell words.

Researcher: What about the strengths?

Ola: I recognise the pronunciation of letters when they come together.
Researcher: What about vocabulary and thought organisation.
Ola: Knowing vocabulary is what makes me write.
Researcher: Do you like expressing yourself? I mean do you like to write about specific topics or just the topics you like?
Ola: I don’t like restrictions.
Researcher: Why?
Ola: It won’t help us because some topics the words won’t be used again.
Researcher: Do you have enough vocabulary for writing?
Ola: Not at all.
Researcher: At all?
Ola: They even think we have a lot of vocabulary, but we don’t.
Researcher: Do you use dictionaries?
Ola: No, just in the workshop.
Researcher: Only in the workshop?
Ola: Yes.
Researcher: What could motivate you to write?
Ola: It’s vocabulary that can make me write and follow grammar rules and be able to write basics.
Researcher: What are the cons of workshops?
Ola: Workshops. You’ve asked us about that before, and we said we would like to know more vocabulary and watch videos. The last video we watched, I don’t know what it was about.
Researcher: Which one?
Ola: The one that was about Turkey. I felt it’s too fast and I couldn’t keep up or understand a single word. But I understood the videos before this one and I even was inspired to write a couple of sentences.
Researcher: Anything else?
Ola: Um. The positive thing is that we started from scratch. You’ve asked us about what we need. And now we are working in groups and we know one another.
Researcher: Does this influence you?
Ola: Yes, it has a great influence. We can now help each other.
Researcher: What could be done to improve the workshops?
Ola: As I mentioned before, to start from scratch and gain more vocabulary.
Researcher: Alright. Thanks, Ola.
هل تعليم الكتابة في هذه المرحلة مهمة؟

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لا
ما تكون لتولاكم ما تتقرب تأملون، لو في مجموعة حلو تدري تأمل، نساع بعض، نشارك أفكاراً كذا، ماهي أفضل طريقة تعلمي الكتابة؟ لمن أجي انا اتعلمو؟

أيوه، يعني في ناس تعلم بالنظر إلى الصور أو السعم أو اثنين مع بعض، أو بالقراءة، أو حياة لميسية زمل على الكتابة يتماشى نحن، لا يوجد بالحة.

أيوه، أنا يجي انا اتعلمو؟

ماهي أفكاراً وكذا، طيب، نحس إنا تويز في الوسائل المستخدمة في التدريس؟ أتي نحس أكثر الوسائل إنا تساعدي؟

أوزع أوراق، أش فيها أوراق؟ أحي نرتب كلمات كذا، طيب، ماهي نقاط القوة والضعف في كتابك؟

هو اله.. مثل.. لنن نقاط الكلمة ما أعرف انطلها وكذا يمكننا أن سامتها عطل فاشعن كذا كأنكوا طبل بالحة.

طيب، نقاط القوة، يمكن بعض الحروف أعرف لما نjej مع بعض كيف تنطق، طيب و الحصرية اللغوية، وترتيب الألفاظ، وهو الحصرية أعرف وماذا أعرف أكبر في المنهج له هو مناح لنكتاب عن نفس، يعني نح الاقتيد بموضوع أو تكتبي عن ما انت حابه؟

ابن انت ما نتريد بالشي، ليه؟ لا، لا يمكننا تستخدمنه يعد كذا، نحس حديتلي اللغوية كافية كذك تكتبي؟ أذا ما أحس، أديا؟

حتي دينين تيعدنا على أساس عندك حصولنا مع اتو لسع:

نستخدمني الوقايمة؟ لا في الورشة، في الورشة فقط، أه.

طيب، الأشياء الطي ما يمكن تحفزك على الكتابة؟

الحصرية عن انحس انت جا أعرف كيف كبتها، و القواعد الأساسيات يعني بالنسبة للورشات هل هناك سيلات وماه؟ الوش.. اننا سانتينا و قينلاك انت نبغى تعرف كلمات و تخرج على فيديوهات، يعني أخر فيديو تفرغنا عليه هو أول واحد أحس ما أعفر عن أيه أيا واحد؟

أخر واحد انا كان يبتكم عن تركيبسته كلامة مرة سريع و ماني أقادر افهم عليه ولا كلمة، لكن نحن قلناها حتى عرفت أكتب جملة في حياة كلانا؟

امه.. اجاباتها حلوا انت بدأنا من الأساس سانتينا نحن انت نبغى، يعني دينين نحن في مجموعات خلاص نعرف بعض يعني نحس ما نتير؟ أيوه مرة يأثر نقدر نسال بعض اذا احتجا شيء

طيب، أنت ممكن تضفي للورشات عنن تتحسس، هو زما ما نفت نبدأ من الأساس تعرف الكلمات وكذا

طيب شكرنا لك أها.
Post Intervention Interview Questions

1. Did you enjoy working in pairs/groups/individually? Why?

2. Did you enjoy discussing the writing topic before the class?

3. Did the discussions help you write?

1. Do you feel more confident to work on your own after the workshop? Why?

2. Did the vocabulary log and use of dictionaries promote your ability to write with limited help from the teacher?

Strengths and Weaknesses

1. What did you most enjoy in the workshop?

2. Which workshop did you enjoy most? Why?

1. What was the least you enjoyed in the workshop?

Materials

1. Was the material difficult or easy?

2. Was the material relevant/interesting? Why do you think it was/wasn’t?

3. Did you make use of the vocabulary log?

4. Did you use dictionaries? If ‘yes’, which one? Was it useful?

Instruction

1. Did you find the teacher helpful?

2. Was the instructions clear?

3. What do you think needs to be changed in order to better the next workshop?

4. Was the feedback useful? How did you benefit from the feedback?
Amani

1  Researcher  After completing the workshops, do you now enjoy writing in English?
2  Amani  Yes.
3  Researcher  What are the writing strategies you learned during the workshops?
4  Amani  I learned the basics of how to write.
5  Researcher  You sometimes worked alone and other times you worked with a friend and sometimes within a group, which did you prefer?
6  Amani  In a group.
7  Researcher  Why?
8  Amani  Because each one of us can share and gather information.
9  Researcher  The workshops were presented differently within each level and within each workshop, which was the best?
10  Amani  The videos and the clothes exercise.
11  Researcher  What are your strengths in writing?
12  Amani  What do you mean?
13  Researcher  What are the elements in your writing that you find yourself well capable?
14  Amani  Grammatical rules.
15  Researcher  And your weaknesses?
16  Amani  My vocabulary kinda needs improvement and organising my ideas needs improvement.
17  Researcher  What can help you improve your writing?
18  Amani  Stories.
19  Researcher  Do you express your opinions in your writing?
20  Amani  Yes.
21  Researcher  Is it important to you?
22  Amani  Yes.
23  Researcher  Okay, and how is your vocabulary?
24  Amani  Kinda.
25  Researcher  Did you use your vocabulary log?
26  Amani  Only in the workshops.
27  Researcher  When you come to write, do you focus on your ideas or the writing mechanics?
28  Amani  Both.
29  Researcher  Is there one more than the other?
30  Amani  Emm [...] one more than the other... ideas
31  Researcher  Who is responsible for your learning?
32  Amani  The teacher is the one who should enforce and revise the learning.
33  Researcher  Okay, so how can the teacher help?
34  Amani  Give us homework and allow us to come to her office.
35  Researcher  And how can you help yourself?
36  Amani  By writing paragraphs and so on.
37  Researcher  Did you use dictionaries?
38  Amani  Yes.
39  Researcher  What type?
40  Amani  Arabic to English.
Researcher: Was the teacher’s role different in the workshops from the lectures?

Amani: Yes, the teacher’s topics in the workshops were optional, we chose them and we learn different things, but the topics in the lectures are compulsory.

Researcher: Okay, thank you.
<table>
<thead>
<tr>
<th>السؤال</th>
<th>الإجابة</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما هي الاستراتيجيات التي تعلمتها من خلال الورشات؟</td>
<td></td>
</tr>
<tr>
<td>كنت أحيانا تشتغل لوحدك، وأحيانا مع زملائك وأحيانا مع مجموعة، اش كان الأفضل؟</td>
<td></td>
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<tr>
<td>لم يش؟</td>
<td></td>
</tr>
<tr>
<td>لا تذكرى كان لديك معلومة أو كلمة تقدر نجمعها مع بعض</td>
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<tr>
<td>طريقة عرض بالنسبة لك؟</td>
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<tr>
<td>الفيديو وعرض الملابس</td>
<td></td>
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<tr>
<td>أش هي نقاط القوة في كتابتك؟؟</td>
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<td>أش يعني؟</td>
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<tr>
<td>أش النقاط التي تحس نفس متمكة فيها في الكتابة؟</td>
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<tr>
<td>القاعدات ونقاط الضعف؟</td>
<td></td>
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<tr>
<td>الحصيلة اللغوية يعني بيغالها تحسن، وترتيب الأندر؟</td>
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<tr>
<td>أش هي العوامل التي يمكن تساعدك في تحسين كتابتك؟</td>
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<tr>
<td>القصص</td>
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<tr>
<td>هل أنت يهتمي عن رايك؟</td>
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<tr>
<td>أش هو مهم بالنسبة لك؟</td>
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<tr>
<td>أش طيب ونصب الحصيلة اللغوية؟؟</td>
<td></td>
</tr>
<tr>
<td>يعني، استخدمت دفتر الحصيلة؟؟</td>
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<tr>
<td>أش في الورشات</td>
<td></td>
</tr>
<tr>
<td>لمن تهي تلبتني هل تركزتي على الأندر ولا على أليات الكتابة؟؟</td>
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<tr>
<td>الإثنيين</td>
<td></td>
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<tr>
<td>ماذا واحد أكثر من الثاني؟</td>
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<tr>
<td>أش واحد أكثر من الثاني.. الأندر؟</td>
<td></td>
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<tr>
<td>مين مسؤول عن تعليمك؟</td>
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<tr>
<td>المعلمة وطيفتتها أنها ترسم المعلومات</td>
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<tr>
<td>طيب، كيف يمكن الأستاذة تساعدك على ترسيخ المعلومات؟</td>
<td></td>
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<tr>
<td>تعطينا واجب وتخيلنا نجحها لكتبتها؟</td>
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<tr>
<td>وكيف يمكن أن تساعدني نفسك؟؟</td>
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<tr>
<td>أش أكتب قطع وكد اش استخدمت قواميس؟</td>
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<tr>
<td>أش كلمة؟</td>
<td></td>
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<tr>
<td>أش نوجها؟</td>
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<tr>
<td>أش يعني، أش يعني؟</td>
<td></td>
</tr>
<tr>
<td>هل تختلف دور الأستاذة في الورشات عن المحاضرات؟</td>
<td></td>
</tr>
<tr>
<td>أبوة، الأستاذة في الورشة مواضيعها اختيارية نحن نختارها وتتنوع أشياءها بناءً على أنتم سلك الكتبة؟</td>
<td></td>
</tr>
</tbody>
</table>
Alaa

1. Researcher: Did you enjoy writing in the workshops?
Alaa: I enjoyed it a lot.

2. Researcher: Why? What was fun?
Alaa: Because we wrote about things we like it’s different from what we take in the lectures like I mean the topics are not compulsory.

3. Researcher: What strategies did you learn in the workshops?
Alaa: My writing changed; I know now how to compose a sentence, I know how to look up words and construct them into a sentence like sentences to compose a paragraph/ I know more words than before.

4. Researcher: Okay, you worked alone and sometimes with a friend while other times in a group, which arrangement did you prefer? And why?
Alaa: To work in a group because we help each other. Maybe I know something that my friend doesn’t, or she knows information that I don’t have.

5. Researcher: Okay, what was the best activity you did in the workshops?
Alaa: The best was the collage.

6. Researcher: The dictionary
Alaa: Does your voice /opinion appear in your writing?
Alaa: It does.

7. Researcher: Ok is it important to you?
Alaa: It is important.

8. Researcher: For you to express yourself?
Alaa: It is important.

9. Researcher: How is your vocabulary, did it improve or is the same as before?
Alaa: A lot better.

10. Researcher: Okay the vocabulary log that you wrote in, did it benefit you or did you not benefit much from it?
Alaa: I did benefit a lot from it.

11. Researcher: Alright did you use it during the lectures?
Alaa: Yes I used it.

12. Researcher: Okay, when you start to write, what do you focus on... your ideas or the writing mechanics?
Alaa: The idea.

13. Researcher: Who is responsible for your learning? Is it the teacher?
32 Alaa It’s the responsibility is on both of us, it is her responsibility to explain the information twice or so and then I revise it like it is not her responsibility alone or me but both.

33 Researcher And is it her responsibility to go over it?

34 Alaa No it’s mine.

35 Researcher How can the teacher improve your writing?

36 Alaa She teaches me the fundamentals and many words that will benefit me always.

37 Researcher Did you use the dictionary during writing?

38 Alaa Yes

39 Researcher What type English/English or English/Arabic?

40 Alaa English/English

41 Researcher Did the teachers’ roles differ in the lectures and workshops?

42 Alaa Yes it differed

43 Researcher In what way?

44 Alaa The workshop, the teacher allows us to be more at ease than in the lectures. The subject teacher has to give us everything because she has to, but during the workshop like we can relax.

45 Researcher Okay, thank you
هل استمتعت بالكتابة بالورش؟

أنا.

أنا من بينكها من منبع؟

إلي؟ اش كلما كنت لناً، يختلف على تناولتها في المحاضرات يعني مو

إجباري كتب عن موضوع

ماهية الاستراتيجيات التي تعلمها من الأورش الكتابة؟

نعتقل كاتب، من أكواب أكنجل، أعزف أخذ كلمات و أركبها في جملة

يقول: كني أكنجل جمل قطعة. أعزف كلمات أكثر من قبل

طيب أنا أنشغلت لوحدي، و حياني مع زميلتي و أحيانيا في مجموعة أية كانت أحسن؟

أنا.

إلي أن أكن دواء أو أكنك عندها مهنة عنيدي

طيب، أكن أصل طريقة عرض في الورشات؟

أنا.

طيب، لم؟

لأن أنا من الدواء أأند الفانوس، أحب أدور على الأشياء التي تجييني أجمهما

طيب ماهي نقاط فترتك و ضعفي في الكتابة؟

أنا.

اأ ملأدر أكنجل جمل أكثر، بس يعني أطعن كلمات و أكنجل جمل بس لكن أكونوا بيغوا 150 كلمة ما أكنجل 150 كلمة بالضبط يمكن 100 كلمة أو 120 كلمة

طيب أنشغل إلى أكتب يمكناك تعديل ما تلقي، أو أكنك عندها مهنة عنيدي

أنا.

طيب وظيفتي أنا أن أكنجل جمله، أكنجل أركبها في كمليه؟

أنا.

طيب، كيف مصطلح اللغة انستخت و لا زي ماهو؟

أنا.

طيب أكنجل اليدوء التي كنت أكتب فيها الكلمات، استفادي منه و لا ما استفادي كثير؟

أنا.

طيب هل استخدمته في المحاضرات؟

أنا.

طيب لم أن تجي ينسبي أش ترتكب على أفكارك و لا أيات الكتابة؟

أنا.

على من يقع مسؤولية تعليمك؟ هي هي مسؤولية الأستاذة و لا إنت؟

أنا.

مسؤولونها إذا الإذان، مسؤوليتها هي تشرح لنا المعنى مرتين تقريبا و أنا أراها

يعني لا هي مسؤوليتها وحدها و لا أنا نحن الاثنين

أنا.

أنا.

طيب تتمتع المعلمة تحسين كتابك؟

أنا.

طيب تعليمك الأساسيات و كلمات كثير تقريبا دائما

أنا.

طيب استخدمي القاموس خلا كتابك؟

أنا.

أنا أش نوع القاموس الإنجليزي/الإنجليزي أو الإنجليزي/عربي-

أنا.

طيب انت اعتقلت دور الأستاذة في المحاضرات عن الورشات؟

أنا.

أنا خلف

أنا.

طيب شكرًا.

أنا.
<table>
<thead>
<tr>
<th></th>
<th>Banan</th>
<th>Researcher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you enjoy writing?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>For sure I enjoyed it because it really is something I wanted to learn.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Was there a difference between the lectures and the workshops?</td>
<td><strong>Researcher</strong></td>
<td></td>
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<tr>
<td>4</td>
<td>Yes, for sure there was a difference. They tell us a topic and you have to write in a certain way, but here we learn how to write and we learn the basics of writing.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What are the strategies you learned in the workshops?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I originally didn’t know grammatical rules or writing principles, so the workshops helped me in that way even in level one, they didn’t used to tell us the organisation of the sentence like first subject and then verb. I never knew anything like that, so in the workshops you gave us rules in the beginning and we benefited a lot from it. Also the vocabulary, there are words in the books but we don’t benefit from them in writing, even when you write, you don’t think of using them, which is the opposite of the workshops, the words we take are varied and can use them in the writing, so it helps a lot.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ok, you worked alone, and sometimes with a friend, and at other times in a group, which was the best for you, and why?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I prefer with a friend meaning two, me and her.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Why?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I feel like I know what I’m doing and what she should be doing, which is the opposite in a group, I feel it’s a little chaotic and I don’t feel very comfortable.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What was the best way you learned in the workshops?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I liked the videos and pictures, I felt it was enjoyable and motivating to learn by seeing something. It is nice</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Okay, what are you strengths and weaknesses in your writing?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Of course, at the beginning the words and writing, writing sentences and organising but after the workshops, my vocabulary increased but I still need to improve a little, the second thing is writing. How to write a paragraph and how to organise sentences, these things I had a real problem with, especially with subject and verb and stuff like that to the extent of sentence level. So I really improved a lot meaning I can compose sentences.</td>
<td><strong>Banan</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Okay, can you express your opinion and is it important to you to do so?</td>
<td><strong>Researcher</strong></td>
<td></td>
</tr>
</tbody>
</table>
Honestly, I still didn’t try to write my opinion on a topic especially in the curriculum, and even if we tried, they tell us it’s wrong.

Okay and your ideas?

Yes, for sure.

Okay, did you use your vocabulary log?

Yes, in the workshops but not in the class, like they give us topics and don’t help us with the words, but in the workshops and its topics we really benefited from the vocabulary.

Okay and the vocabulary log that you wrote in, did you benefit from it or not so much?

Yes, we did for sure even the new words.

Okay, were you able to use it in the lectures?

Yes, some of them, but some were not related to the topic and weren’t related to the curriculum like the topic about fashion, but for sure in our writing in the workshop, we benefited.

Okay, when you come to write what do you focus on, your ideas or the writing mechanics?

Ideas. I have started to think about the idea and also, like you said, that we should think in English. I used to think in Arabic and then say I have nothing in English, now, no. I write what I want in English and see and what I have and then I organise it.

Who is responsible for your learning? Is it the teacher or you?

Both to be honest.

But who has more of a responsibility?

Em [...] in the workshop the teacher because you need to know all the grammatical rules but then after that me.

Is it the teacher’s responsibility in the workshop or lecture to revise over and over again, or does his responsibility stop when the learning occurred?

No, of course it is her responsibility to revise and make sure we know it over and over again.

How can the teacher help you improve your writing?

She teaches us simple grammatical rules and tries to give us easy topic to use the vocabulary we know.

And how can you help yourself?

Me [...] Ah memorise the words I learn or that I find in a topic and write and practice the new words.

The dictionaries, did you use them?

Not much mainly for the spelling because that is a difficulty I have.

Did the teacher’s role differ in the workshops and the lectures? And if yes how was it different?

No of course like.. I feel in the lecture she is obligated by the curriculum like I am going to give
you this and that's it, it stops there, you have to write a paragraph, but in the workshop no we learn the rules and we learn the basics and after that we are asked about what we know, so here lies the difference that here there is care if you know or not but there she doesn't feel obligated to give you any more than what she is already giving you.

41 Researcher In every workshop and every level there were different ways of learning, which was your favourite?

42 Banan In the first workshops I liked that we learned a lot of words and the basics of writing of course, so I felt I really benefited, and what was enjoyable were the videos and pictures and in the last workshops they were a bit boring especially that we were given homework and stuff.

43 Researcher Thank you Banan
أنا بصرة لسع ما جربت اكتب رأي في موضوع خصوصا في المناهج حتى لو أجريت
 يقولوا أن خطا نطرعلى رأينا في موضوع لا تحطيه قول
 طيب بتخطيط أفكارك
 طيب أكيد
 طيب الحصيلة اللغوية تحسن؟
 طيب في الأورشات، لكن في القلاشه لا، يعني هناك بيعونا مواضيع كما ما يساعدنا في
 الكلمات، لكن لأورشات و المواضيع فيها مرة استفادنا من الكلمات.
 طيب الجدول الي كنت تكتب فيه الكلمات، استفدتني منه و ما استفدتني كثير؟
 الا استفدت من أكيد حتى الكلمات جديدة
 طلب قدرتي تستنديها في المحاضرات؟
 طلب بعضها أكيد في كلمات ما تتعلق بالموضوع و لا علاقة له بالمنهج في موضوع
 الأرجاء، لك أكيد في كئناتنا في الأورشة أكيد استفادت منها
 طلب من نجح تكبنى اش تركز على أفكارك و لا الباب الكتبة؟
 الأفكار صارت أكيد في الفكرات. و كلما صارت زي ما قوللي انت لا تقرأو بالعربي أول
 كنت أكيد بالعربي و أقول معايدي بالإنجليزي صارت لا أكتب انت اباعة بالإنجليزي
 واسف ان ناط اشي عندي بعيدن أرتبها
 على من يقع مسؤولة تعليكم؟ في هي مسؤولة المست話を و انت؟
 الانتين صرارة
 بس أية أكثر حاجة؟

اً، في الأورشة يعني المسته لانه لازم تكوني تعرفي كل القاعدات عش تعرفي و بعيدن
 يكون على انا
 طيب ساء كانت في الأورشة أو المحاضرة بعد ما تعطيك المسته العلمة هل من
 مسؤوليتها ترسيخها أم انتها توقفت؟
 لا أكيد واجبها هي تراجع و ترسب
 أوك، كيف تقدر المسته تحس كاتبك؟
 تعليمنا قاعدات تعطي تمارين بسيطة، تحاول تحدي موضوعات سهلة تستخدك الكلمات الي
 عدنا
 وانت كيف تقدر تساعدني نفسك في تحسين كتابتك بشكل أفضل؟
 أن انا اه باحث الكلمات الي باخداها أو التي أشوف موضوع و اكتب عنه و الكلمات الجديدة
 ادر عليها
 القواسم استخدمها

وم أكبر للالماء عاليا لانها مشكلة عدی
 هل اختفت دور المسته في الأورشة عن المحاضرة؟ و إذا نعم كيف كان الاختلاف؟
 لا طبعا يعني .. أحصي الي في المحاضرة متزمرة بالمنهج يعني اننا حاصلت دا و خلاص
 بأوقف هذ انت انت تعطيتنا قصة يا الاكتبي لكن في الورشة لا تعلمك القاعدات و
 تأملك بعدن تطب تحت شيء انت عارفة فاذا بيختلف ان هنا في اهمام انت بيتهمي
 اذا انت عارفة و لا، لكن هناك هذي نسبيها معي مجزرة تعطيك حاجة زيادة تساعدك
 في كل مستوى كانت طريقة عرض الورشات مختلفة، فانني اجيبي و ابي الي مهمرة
 كثير؟

في الورشات الأولى انتعلما كلمات كثيرا انت أساسي طبعا فحسيت اني
 مرة استفادت منها وانتي كان فيها صور و فهاديو، و في الورشات الأخرى كانت
 شوية ملم خصوصا انت كان في واجب وكذا
 شكرا له
Hana

1  Researcher  After we finished the workshops, did you enjoy writing?
2  Hana        Yes, I enjoyed it
3  Researcher  Okay, what was the main thing you learnt?
4  Hana        How to organise my ideas.
5  Researcher  Was there a difference between the workshops and lectures?
6  Hana        There was a difference, that in the lectures we go by the curriculum only but in the workshop we take new things.
7  Researcher  Like what?
8  Hana        The collage, and the presentation of videos, but in the lecture it’s just the book
9  Researcher  What are the strategies you learnt?
10 Hana        I know now how to start with the main idea and then the ideas and I don’t just write fast and stuff, I have to organise my ideas and after that I write.
11 Researcher  Okay, during the workshops you worked by yourself, with a friend and with a group, what was the best method for you?
12 Hana        With a group
13 Researcher  Why?
14 Hana        Because everyone has an opinion so we hear opinions, we have more ideas and we can write more.
15 Researcher  What was the best way you learnt to write during the workshops?
16 Hana        Videos because it contains a lot of information, I can write a lot.
17 Researcher  Okay, now you have reached level four what are the points you find yourself weak in?
18 Hana        I don’t feel there are any.
19 Researcher  Okay, do you express yourself and is it important for you to have you voice apparent in your writing?
20 Hana        Yes, it’s important.
21 Researcher  Can you do that?
22 Hana        Yes, I can.
23 Researcher  Did your vocabulary improve?
24 Hana        Yes, a lot.
25 Researcher  Did you benefit from the vocabulary log?
26 Hana        Yes.
27 Researcher  Did you use it only in the workshop or in the lectures too?
28 Hana        Sometimes in the lectures
29 Researcher  Who is responsible for your learning?
30 Hana        It is her responsibility to pass the information and if she want to give more so .. and me I should revise
31 Researcher  How can the teacher improve your writing?
32 Hana        Emm [...] how [...]
do to make your writing better?

34  Hana    That if I come to write she revises for me.
35  Researcher  How can you help yourself?
36  Hana    Practice.
37  Researcher  Did you use dictionaries?
38  Hana    Yes.
39  Researcher  What type?
40  Hana    English/Arabic.
41  Researcher  Did the role of the teacher in the workshops differ from the lectures?
42  Hana    Yes, a lot.
43  Researcher  What is the difference?
44  Hana    Like when we came in level one and two we didn’t know, like we would be given a topic and told to write with certain characteristics, but in the workshop I learnt how to write and how I learn.
45  Researcher  Is there any other difference?
46  Hana    In the workshops we choose the topics but in the lectures they are compulsory.
47  Researcher  Okay, thank you
بعدما أخذنا الورشات، هل استمتعت بالكتابة؟

هنا

أبوة استمتعت

البحثة

طبش أشد كثرة التعلم؟

كيف أنظر أفكار

البحثة

هل كان مختلف بين الورشات والمحاضرات؟

في اختلاف، أنشئ في المحاضرات نمضي على منهج يسه ببيق الورشة باختبأ شيء جديد

البحثة

كيف أداك الهيلويات التي تتعرض، بس في المحاضرة بس بالكتاب خاص

ماهي الاستراتيجيات التي تعلمها؟

البحثة

صرت أعرف كيف أداك أبدا بالفكرة الرئيسية وتعين الأفكار ونما ما أكتب كذا بسرعة

لازم الرفاهي بعد كذا أكتب

البحثة

من ي miglior الفيديوهات التي تعرض، بس في المحاضرة بس بالكتاب خاص

كيف تمشي على المستوى الرابع الشقيق في الحصة صرت ضعيفة فيها؟

البحثة

أحس ما في طبخ المحضور، هل بتعرفي عن رأيك وهل مهم بالنسبة لك انا يكون صوتك ظاهر في

طرق بالنسبة لك؟

البحثة

لا مو كل وحدا لها رأي وفين نسمع أرا بعض تصير أفكارنا كثيرة وندق نكتب أكثر

ماهي أفضل عرض في الورشات التي مرت عليك؟

هل استمتعت من جدول المفرقاتات؟

البحثة

هنا

أبوة

هل استخدمت في الورشات فقط ولا كمان في المحاضرات؟

هل استخدامي الفيديوهات في بعض الأحيان في المحاضرات؟

البحثة

هنا

هل إذا كنت تعلم الأشياء في المستوى الثاني ما أعرف عليه تعليما

ماهي الأشياء التي يمكن تسوؤها الأستاذة عشن تصير كتابت أحسن؟

البحثة

أنو لو أنا جديت كتاب تراجع لي

كيف ممكن تعليمة نفسل؟

البحثة

هل أدرك

استخدمت الفيديوهات؟

الأبوة

البحثة

هنا

وأيه نوع

اجنليزي/عربي

البحثة

هل اختفت دور الأستاذة في الورشتين المحاضرات؟

أبوة

البحثة

هل تنظمت أفكارك في اختلاف الثاني؟

بينا لمن يشم بكتيب في المستوى الأول للمستوى الثاني ما كنا نعرف عليه تعليما

البحثة

موضوع وشقنا بالكتيب عه وين جودو عني، بين هنا في الورشة اقترب كيف اكتب

أصولا وخلاص صارت أعرف

في الورشتين

البحثة

في الورشتين نحن نختار المواضيع بين في المحاضرات ملزمين

طبر شكر

البحثة
Maya

1  Researcher  After having taken the workshops, do you enjoy writing? And was there any difference between the workshops and lectures?

2  Maya  Yes, there is a difference in the method. In the workshops we brainstormed and outlined ideas in points and then arranged in a paragraph. In the lectures, we write up draft 1 and then draft 2, like in the workshop the ideas are organised different from the lectures.

3  Researcher  Which is better?

4  Maya  The workshops

5  Researcher  What are the strategies you learnt?

6  Maya  That I start from the general, and then the specifics

7  Researcher  Okay, and in the lectures?

8  Maya  The same almost but the method is different like the things I learnt in the workshops I start to apply it, I draw a mind map.

9  Researcher  Is there a difference between the presentation methods in the lectures and the workshops? If yes, what is the difference?

10  Maya  In the lectures we take a lesson like the grammar rules we don’t just focus on writing, so they don’t explain to us how to write but she may help us with the vocabulary. In the workshop there is an explanation given for these things.

11  Researcher  You did some exercises alone while others were with a friend or a group, which was the best type?

12  Maya  On my own because I can organise my ideas, but when we are group we get distracted, because each one has an idea, so we don’t organise especially if you don’t know the girls in the group, we are unable to organise our ideas because each one has her own way of thinking, but if I knew them, we could organise better.

13  Researcher  So it depends on who is with you?

14  Maya  Yes, but the best is by myself

15  Researcher  Ok, we used different ways in presenting the workshops, which was the best for you?

16  Maya  The video clips I hear everything, and then I write, I know the words, I know everything because I heard and saw it and this way is motivating and entreating too.

17  Researcher  What are the strengths and weaknesses in your writing?

18  Maya  Organising ideas probably but I don’t have much vocabulary but still I have improved from before

19  Researcher  Okay, the vocabulary log that you write in, did you use it?

20  Maya  I used it but not really much, the word stays in my head when I use it a lot in sentences and when speaking.
Okay, did you use it in your English classes?

No.

What factor could help to improve your writing?

Write continuously.

After taking the workshops, are you motivated to write?

I’m motivated in terms of not being afraid of it the way I used to be. Now if someone asks me to write, I know what I am to do, it’s something normal.

Okay, can you now explain and express your opinion and ideas?

Yes, better. A lot better than before, I could barely write a sentence, but now I can.

While you’re writing, do you focus on the writing mechanics more than your ideas?

All, but maybe by prioritising, like first I organise the ideas and then I focus on the grammatical rules and then the comma and full stop and stuff.

Is this the same way you used to write before?

No I didn’t use to organise my ideas. I just write straightaway and don’t give any attention to the comma and full stop.

Okay, who do you feel is responsible for your education; you or the teacher?

Maybe both.

Which is more?

The teacher.

How can the teacher improve your writing?

Maybe following the same methods that are used in the workshops, that you divided it from the beginning, we watch a video clip, write sentences, and then in the end a paragraph. Like we really enjoyed it and after that we started organising the words and doing a mind map so this helped.

Did you use the dictionaries a lot?

From the mobile.

And –

Arabic/English.

What is the role of the teacher in the workshop?

What do you mean?

Was there a difference between the role of the teacher in the workshop and the lectures? And how was it different?

According to the university curriculum, writing is a side skill but the teacher in the workshops focuses on writing so this is better.

Did you enjoy the workshops?

Some I did, others I didn’t.

What did you enjoy?

The video clips and the last few workshops.

And which did you not enjoy so much?

No, they were all motivating but some more than
بعد ما اتخذت الورشات كلها، هل تستمتع بالكتابة؟ وهل كان في فرق بين الورشات و المحاضرات؟

مايا

هو في فرق في الطريقة في الورشة بدأني إلى هو الخريطة الذهنية، بعدن نحلها

في نقاط ويينحتها من وقتها. في المادة تكتب draft 1 و بعدين 2 يعني في draft 1

الورشات بتكون الأفكار المرتبة غير عن المحاضرات

مايا

أيا طريقة أفضل؟

الورش

مايا

الاستراتيجيات تعلمتمها؟

مايا

إني أياء بالأشياء العامة و بعيدن الفواصل.

مايا

و طيب المحاضرات؟

مايا

تقربي نفسها بين الطريقة مختلفه يعني الأشياء التي أعمليتها في الورشة صارت أطبقيها في

المواد، ارس خريطة ذهنية

مايا

هل كان هناك فرق بين طريقة العرض ما بين المحاضرات والورشات؟ و إذا فيه هو

الاختلاف؟

مايا

في المحاضرات أخذ الدروس القواعد يعني مو سب تركز على الكاتبة وما يشرحونا كيف

تكتب سى ممكن تساميعي في الكلمات. في الورشة في شرح لهادي الأشياء

في تمارين عملتي لوحدنا و في مع زميلتي و مع مجموعة، اش كانت أفضل طريقة

بالنسبة لك؟

مايا

لودي لادو ارتب أفكاري بطريقة ما لم تكن مجموعة تشتت لاو كل واحد عندها

فكرة ما ترتيب بالذات إذا ما تعرف اليدا اللى في المجموعة ما يعرف ترتيب كل وحدا

لها طرقنا في الفكر، لو نا أعراضه من زمان نقدر ترتيب

مايا

فهو على حسب مين اللي معنا؟

مايا

إيوه سى أفضل شيء لحالي طيب، استخدمنا طرق عرض مختلفة من ورشة لورشة، اش كانت أفضل طريقة بالنسبة

لك؟

مايا

إلى الفيدو كيف بعص كل شيء و بعدين اديا أكتب خلاص عرفنا الكلمات، عرفنا كل

شيء لاني كتبت إسم و الشروط والطريقة محفزة و ممتعة

مايا

ماى نقاط الرفع و القوة في كتابتك؟

مايا

ترتب الأفكار تام ما عديت كلمات كثيرة بس برضا حصلت على أول طيب الخصائص اللغوية اللى كتبت تكتبيها استخدمتهم؟

مايا

هو استخدمت سى مو مرة كثير، ببيت الكلمة في راسي يوم ما استخدمت كثير في جمل

مايا

و في المحادثة

مايا

طيب استخدمته في المواد؟ لا

مايا

ما هو العامل اللي ممكن يساعد في تعليم الكتابة؟

مايا

اتكلب بسمار

مايا

بعد الورشات هل تكبت تتحفز أنك تكتبي؟

مايا

متحفزه من ناحية اني تحست مأخفي مني زي أول، الحين احدي بسانتي أكتب طفعة ما

مايا

أقول لفسيش ياسوي، لا الحين عادي صار طيب تقني ديني تعري عن ياهو و أفكر؟

مايا

أيدهي أحسن حسن كثيرون من أول، أول بادا أطلع جمعة لا دعوين الفدير

مايا

أثناء كتبنت هى تركز على الاتب الكلمات أكثر أم الأفكار؟

مايا

كله، بس يمكن بالترتيب بعدين إيجابية أرحب بالأفكار و بعدن اركز على الفواصل و

مايا

بعدين الفواصل و الفواصل و كدا

مايا

هل هذه نفس الطريقة اللى كتبت متعبها أول؟

مايا

لا كاتبها أصلا أرتب الأفكار سى أكتب خطوة و لاانتهي للفواصل و الفواصل

مايا

طيب تحسني من المسؤول عن تعليماتك ات و لا الأستاذ؟

مايا
السماح

مايا

الباحثة

كيف يمكن تحسين الأستاذة كتبك؟

مايا

الباحثة

نفس الطريقة التي استخدمناها في الورشة أنو قسمتلينا في البداية بأن نأتي معانا نشرف فيديو

مايا

الباحثة

كلب كتب جمل و بعدين كتبنا جمل عادي وفي النهاية تكون قطعة مرة أسستنا يعني أو

الباحثة

الطريقة تمم بعدين أن نبدأ نرتب الكلمات، الخريطة الذهنية و الأفكار فدا كان بساع

الباحثة

القياس استخدمت كثير؟

مايا

الباحثة

من الجوال

مايا

الباحثة

آلي

مايا

الباحثة

عربي/إنجليزي

مايا

الباحثة

ماهو دور الأستاذة في الورشة؟

مايا

الباحثة

كيف يعني

مايا

هل كان في اختلاف بين دور الأستاذة في الورشة عن المحاضرات؟ وكيف اختلفت؟

مايا

الباحثة

الكتابة بالنسبة لأستاذة المادة شيء جانبي أم أستاذة الورشة تركز فقط على الكتابة فهادي

مايا

كان أحسن

مايا

استمتعت بالورشات؟

مايا

بعضها أبوة ببعضها لا

مايا

الأب الماجتماع

مايا

الفريدي كليب و آخر الورشات

مايا

وأي الأ ما جمعك كثير؟

مايا

لا هي كلها كانت محززة بس على مستويات

مايا

طيب شكرًا مايا
Nawal

1 Researcher After taking all the workshops, do you now enjoy writing?
2 Nawal Yes for sure.
3 Researcher Okay, what do you enjoy the most?
4 Nawal Writing
5 Researcher Was it enjoyable in the lectures?
6 Nawal No, in the workshops.
7 Researcher Why?
8 Nawal Because we took new topics, the lectures are all the same, we don’t take anything new we learn more in the workshops.
9 Researcher Okay, what are the writing strategies you learnt throughout the workshops?
10 Nawal Organise sentences and words.
11 Researcher During the workshops you worked alone, with a friend and with a group, which was the best method?
12 Nawal With a group
13 Researcher Why?
14 Nawal Because we help each other if there is something we don’t know.
15 Researcher The workshops were presented in different ways, which was the best way you learnt to write?
16 Nawal The most are films and pictures.
17 Researcher What are the strengths and weakness in your writing?
18 Nawal In writing?
19 Researcher Yes
20 Nawal I feel words, I have words now.
21 Researcher Okay, and what are the pointers you feel you need to improve on?
22 Nawal I don’t know, I feel like I learnt everything thank God.
23 Researcher Okay, how can the teacher help you improve your writing?
24 Nawal Like now, she doesn’t give us words, gives us a topic and tells us to write about it.
25 Researcher So she should teach you?
26 Nawal Yes, she should.
27 Researcher Okay, is it important for your voice to be apparent in your writing to express your ideas?
28 Nawal Yes.
29 Researcher And were you able to do that?
30 Nawal Yes.
31 Researcher Okay and how is your vocabulary?
32 Nawal It improved.
33 Researcher Okay and did you benefit from the vocabulary log?
34 Nawal Yes, it helped me learn many words
35 Researcher Did you just use it in the workshops or did you also use it in the lectures?
36 Nawal In the lectures, I got words from it.
37 Researcher Alright excellent, when you start writing do you focus on writing mechanics or ideas?
38  Nawal  My ideas more.
39  Researcher Who is responsible for your learning?
40  Nawal  I am. Me. I should revise but she should get the information across.
41  Researcher How can you assist yourself so that your writing improves?
42  Nawal  I compose sentences the way you taught us with new words.
43  Researcher Did you use dictionaries?
44  Nawal  No, very little
45  Researcher Did the role of the teacher differ in the lectures and workshops? And, if so, how were they different?
46  Nawal  Yes.
47  Researcher Okay, how?
48  Nawal  I don’t know how different.
49  Researcher Like their roles, were they the same?
50  Nawal  No, in the workshops we learnt new things whereas in the workshops it is compulsory.
51  Researcher Okay, thank you
لا تعلم أشياء إستراتيجيات الكتابة التي تعلمتها خلال الورش؟

أني أشعر أنني أستطيع شيء ما أفضل طريقة تعلمت منها الكتابة؟

لماذا أننا نأخذ مواضيع جديدة، في المحاضرات كلها زي بعض ما نأخذ شيء جديد، إحص

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لماذا أننا نأخذ مواضيع جديدة، في المحاضرات كلها زي بعض ما نأخذ شيء جديد، أحص
After you finished workshops, do you enjoy writing?
What are the strategies you learnt from the workshops?
The first thing is the structure of sentences, the vocabulary, and organising ideas.
How did the workshops differ in its presentation from the lectures?
The workshops were my choice, but the lectures are compulsory. I feel like even if I didn’t like it I still have to do it.
And the method of presentation?
It didn’t differ much, both taught us grammatical rules.
Okay, you worked alone in some exercises and with a friend in others and sometimes with a group, which was the best?
Groups
Because we can benefit each other, sometimes someone can say something new we didn’t know about
In every level there was a different way of learning, which was the best way?
Two things, the videos and collage.
Why were they best? What was it that attracted you to them?
The videos because we see and hear even though in level one it was a bit difficult but it was nice, the collage because it has stuff that express ourselves.
Okay, what are the strengths in your writing that you feel benefited from the workshops and what are the pointers that you feel you need to improve upon?
Sentence structure, like the subject and verb and how to organise my ideas and my vocabulary.
How can your writing be better?
Continuing to write like that and to have time.
The main thing is to have time, when you write is it important for you to express yourself and your ideas?
I feel like when I like something I like to search.
It’s motivating?
Yes, when it’s something I have to write when I don’t want to, it turns out anything.
Did your vocabulary improve?
Yes.
Did you use it in the lectures?
Yes there are words I remember I use.
Okay, do you focus on your ideas or writing mechanics?
The first thing the grammar.
Who is responsible for your learning?
The teacher should help, maybe I misunderstood something, she has to revise the information and make sure I know it.
Okay, how can the teacher improve your writing?
Remind us about the writing foundations every time.
Do you use dictionaries?
Researcher: How did the role of the teacher in the workshop differ from the lectures?

Ola: Some teachers want us to just write, not teach us, but in the workshop we learn and then apply.

Researcher: Okay, thank you Ola
لا يمكنني قراءة النصوص المكتوبة باللغة العربية.
C1: Group Interview One

Number of speakers: 2 (Teacher A – Teacher B)

1. Researcher: Alright, for undergraduate Saudi students in the foundation year, do you think teaching writing at this stage is important and why or why not, like at this stage now?

2. Teacher A: Okay. I think it is important especially that students specialise after foundation years. So, especially if they specialise in science or in medicine, they’re going to need to know how to write. So it’s very important or if they specialise in English studies or English literatures so.

3. Teacher B: Yes, I also think it is important. But, I mean, if we talk about levels I mean, the system we follow here, I think level 1 we don’t, I don’t think it is important to teach them to write paragraphs because when they come from the school they have very… their English is very poor. So at least we should start by teaching them how to write sentences, and then later on they can, I mean in level 2, we can start teaching them how to, I mean to compose, compose paragraphs. But at the end, it’s just better and important.

4. Researcher: Okay, the course itself in ELI is given specifically in writing and does it suit the students?

5. Teacher A: I think this requires lot of special.

6. Researcher: Well, like in terms of proficiency, their proficiency, and in terms of the subject matter? Does it meet their proficiency level, does it meet their interest or is there a kind of a gap?

7. Teacher A: Well, supposedly they are supposed to be a placement task and accordingly the students just put in the, you know, level that is useful for her. But sometimes you find that students are weaker than the level they are in and when that happens then of course the topics, the writing topics that they have are either not, they can’t relate to or they’re too difficult for them for their level, if the student is in the right level, sometimes yes.

8. Researcher: It works?

9. Teacher A: Yeah, it works. But because we have this level system and I don’t think that all the students are put in their right levels.

10. Teacher B: I think this is because of the gap between the schools, I mean their English, they studied at the school and the English is weak here. So we should bridge the gap, I mean, we should have an idea of what they had in the school and then decide what to do, what to teach them. As you just said, yes we have, sometimes you find students who are not in the right level though they have done their placement test and they are in
this, I mean, this level according to the results. But you find
gaps. Sometimes you find students who are, their level is
higher than the book they are doing and sometimes most of the
time actually, you find students who are below the level we’re
teaching.

11 Researcher So basically it’s the proficiency.

12 Teacher A The system, the level and the level system. I think the
placement test is fixed; it’s from Oxford press or something.

13 Researcher Yeah, at this time.

14 Teacher B So it’s supposed to work but again I think what Teacher A
said it has to do a lot with the, with our level system because
they come from public schools and the gap between the
English and public schools and English we give is large. So I
think that’s what happened.

15 Researcher Okay, what do you think the most important aspects of writing
students should know, during this year? I mean, what should
they know really?

16 Teacher B Sentence structure.

17 Researcher Sentence structure.

18 Teacher B Sentence structure, this is the main thing. And this is the thing
they really lack and they don’t know how to construct a simple
sentence with verb, I mean, subject, verb and object.

19 Researcher Yeah

20 Teacher B This is the main thing. But in the end of any module you’ll
find that students construct a sentence, you’d be very happy.
Really, right?

21 Teacher A That’s true. Also the technical writing aspects, I mean, even
though how many times you mentioned to them that you have
to start with the title, you have to do the indentation, you have
to, these things I think we have to focus on more maybe
because they are useful for them. They’re going to study
Science and Medicine in English. So they are going to need to
know technical aspects of writing as well.

22 Researcher Okay, which do you think teachers pay more attention to, the
student’s idea or ideas and the creativity part or the writing
mechanics, which do you think is paid more attention to?

23 Teacher A The mechanics of course.

24 Researcher And do you think this is the right approach?
Teacher B: At this level, yes. They have to know how to write a sentence, they have to know the mechanics of writing and after that when they master this we can give them the freedom to create and express themselves and talk about and write about different topics.

Teacher A: I also find that if we focus on grammar as well, I mean we’re supposed to focus on technical writing and the majority of the focus is on grammar as well.

Researcher: So there is a lot weight put on grammar. What about vocabulary? Is there focus on vocabulary or it’s more kind of grammar and mechanics.

Teacher A: We give them a vocabulary list at the beginning of each module. But I don’t know how much of that is, I haven’t taught writing in 2 or 3 modules. But I think they’re supposed to apply and also they used to give them at the beginning of each task, they used to give them a sample words [..]

Researcher: Helping words?

Teacher B: Even now, at this level. I mean the writing pack, they have a list of vocabulary or expressions that they should use when they write a paragraph. So it will be grammar and mechanics of course, plus the vocabulary.

Researcher: When you say they should use them, will they have the vocabulary in the test so they have to use or is it optional [..]

Teacher B: I mean they don’t have to use all of them, they have to learn them.

Researcher: Alright.

Teacher A: Sometimes we even focus on adjectives like [..]

Teacher B: Whatever vocabulary, I mean adjectives as you said, sometimes adverbs and sometimes expressions they have to use in the paragraph.

Researcher: Okay and this is level 101 or in all the levels they give -

Teacher B: This is a new method, a new writing pack which we have just started in this module. So we don’t know what the other [..]

Researcher: Okay, so for 101, they do.

Teacher B: Yeah, ok.

Researcher: What is the ideal method do you think to teach writing?
Teacher B: Well, I used to teach at these private schools, and I liked something they used to do there. At the beginning of the day, they have something called a journal and I used to teach elementary students. So fourth grade, fifth grade. And what they did was at the beginning of the class, the first 10 minutes of the class was dedicated to that journal. And it was free writing. They wrote anything they wanted and they knew that the teacher wasn’t going to check their grammar or their spelling mistakes and when I read the journals and the teachers were supposed to just go over what has been written and it was really more interesting to read the journals than to read what they really have to write for their curriculum. So I think we should have that, we should implement that at least for 5 minutes have them write something. When they know they’re not going to be marked, their writing is not going to be marked. So in a way, it gets them to like writing and want to write more.

Teacher A: I don’t know. I think you’re familiar with. You saw the pack? There is a section like this where they have to freely write about, they have the topic? But they write about whatever comes to their mind and teachers will not check that writing, just free writing, free flow. Whatever ideas going you write your ideas down. Sometimes it could be points; it doesn’t have to be in a paragraph format. So they just jot down their ideas, what they think about that topic, what do they think about that topic, something like that. In the end, they can use these points in writing the paragraphs. So this is recently implemented here.

Researcher: And they do it with the students?

Teacher B: Yeah, they found it interesting.

Researcher: Really?

Teacher B: Really. My students found it interesting because they felt really and they’re not afraid of the teacher checking their things, they just wrote, maybe some of them, they just wrote one word, I mean for each point, a word but it reminds them of the idea what they come to the [Inaudible]. It was nice and I really enjoyed doing it with the students and my students found it very interesting. And I think if we do this with higher level students, it could be more productive. And the teachers in my previous experience, the teachers were supposed to write only positive comments.

Teacher A: So the students really looked forward to check their journals to see what the teachers thought about their journals. So that would be a good idea to implement. I mean we have long hours, long lectures. So if we just have a 10 minutes just for-

Teacher B: Provided that student have good knowledge. I mean of
That’s true too. Okay, do you enjoy teaching writing? Each teacher enjoys teaching English in general but like for some maybe grammar is their strongest point or maybe reading is something that they are kind of passionate about. How do you feel about writing?

I enjoy reading and writing. I don’t enjoy grammar.

I enjoy teaching and reading but not writing.

Okay, writing strategies, like drafting and brainstorming and so on. Are these taught to students?

They are?

Yes, we have this.

Do they use it? I mean when you tell them to write then do they initiate these strategies themselves?

When we tell them to do this, for example, to start as I told you, free writing session, some of them will start writing the sentence.

Because they think writing means to start writing and some of them started to write paragraphs. Then I have to stop them and say no, at this point I don’t want you to write paragraphs, I don’t want you to write sentences, I just want you to write your ideas, whatever comes to your mind just put it on paper. So it took us a long time to make this clear ‘you at the beginning you think of the ideas then you can put the ideas, you can group the ideas together and then you can decide which comes first, which come in the end’.

And this is clear in the writing book. If you look at the writing, they have steps for brainstorming and activities and then the final thing is the first draft and then they have to make the final draft.

And are they told why they have to go through these steps? I mean like when you teach, do they explain, okay, we’re doing this because A, B and C.

Yes.

Okay. And do you discuss their ideas and talk about what to write or is the topic enforced on you?

The topic is enforced on both of us.
Okay. So there is no leeway or freedom in the topics because you know, if you discuss maybe with the students what they want to write maybe it would come out different. So do any of you ever have time to do that?

Funny thing is that even if they have, like for instance I remember whenever the topics when talk about vacation and when something went wrong and we went through the brainstorming activities step by step, then word generation activities and we did all that. And then at the end like half of the class have the same story - they went to Egypt and they lost their family and then they went to some security guy and they took them to the embassy. So I think because they know that they’re going to be marked on it in their exams, so they just want to have a one perfect paragraph to write.

So they are motivated to pass and get the grade, not to actually improve their writing. This is a very important point.

Sorry, sometimes they will say, “teacher, if I make two mistakes, how many marks are [Inaudible 16: 07]?”

I remember that question. [Inaudible 16:12]

But are they allowed for example like you’re saying like they all experience the same thing, they all come up with the same story, do you tell them that your stories have to be different and have to be personal or you just -

Well, sometimes they’d ask me like does it have to be a real story and I tell them, “No, it doesn’t, you can come up with the story if you like.” But -

So they have the material and their focus is to come up with the perfect paragraph because they know they are going to have to choose between two topics in the exam. So they want to know those two topics really well and write them in the exam and pass.

Okay, if you were to teach to fix this attitude towards writing, how do you think it should be? How could it be done? You know, like giving them the option of topics. Is this a good idea?

For example, we can teach them how to write about yourself in class and in the book we teach them how to use the present simple I mean the [Inaudible 18: 30] about themselves, using the present simple, has to be taught to them, right? Then they can use the same ideas about their sisters, writing about yourself, write about sisters. But what comes in the exam actually is as Ms. Teacher B said the same thing we did in the class. Same story. No, the truth is I talked to my students about this and I asked them why everybody wrote a lot here
about going to Egypt and getting lost there, [Laughter] they have the story at the school. They told me. Even I found it very strange, you can't have maybe you write about the same thing, maybe co-incidence but the whole classes' writing about the same thing, it has to be a question. Some modification to suit the teacher. You know, have to ask about this. And they said they had the story, just story in their book in the secondary school.

73  Researcher  So do you both think this is a good thing?

74  Teacher A  Using them?

75  Researcher  Using the same -

76  Teacher A  No, it’s not good at all because they memorise actually and we cannot examine they write with they memorise. And they are very good at it.

77  Researcher  [Inaudible 19:07] they tried. So basically while it’s an open workshop, they don’t know how to write even though the teachers are teaching something in the class but they know in the exam that they have -

78  Teacher A  One or two.

79  Teacher B  It’s two topics really.

80  Researcher  So they score high in writing?

81  Teacher B  Because they memorise them.

82  Teacher A  And because they write the paragraph in class, write it twice, first draft and final draft and this time we have three drafts - first, second and final. So, if they write the first draft and the teacher corrects it with them so they know their mistakes, they find the mistakes and then write the second draft. And the teacher corrects the second draft and then the final draft is perfect actually and they memorise the third one and when it comes to the exam they just have the writing on the paper.

83  Researcher  Okay, do you believe all students learn writing the same way? Like do you think some students have different styles when it comes to writing; like do you think using probably visual aids like pictures or videos or listening or using hands on materials such as puzzles? Do you think they all learn the same way?

84  Teacher A  Unfortunately, most of the students they have the goal which is to pass. So they don’t care about the style of writing they just want the teachers to check their paragraphs so that it’s perfect and then they write it. So the style doesn’t really matter to them. Because it’s not creative writing. They are not
writing on their own. They want to pass.

Researcher  But the way they learn it, you know right now we use the writing pack to teach writing, if we were to use different aids to teach writing like say for example, give them a video or show them pictures which approach do you think would, I mean from your experience with the students?

Teacher A  I think if we have given them the chance to use different styles, I think pictures would help. Pictures or videos - I don’t know because we haven’t experienced this with them we haven’t tried this. But at the end I think that they all use the same style, that they want to find out what’s right and what’s wrong in their writing and they have to pass. And even for us teachers, we’ve to follow what’s in the writing booklet or writing packs. So whatever brainstorming activities we have we go through with the students.

Researcher  So you have no opportunity to introduce different types of materials?

Teacher A  No.

Researcher  Because of the time frame or -

Teacher B  Because of the time and the material.

Researcher  Okay. And what do you think are the strengths in the students’ writing?

Teacher A  Yes.

Researcher  Their ideas are weak.

Teacher A  I’d wish that they would allow themselves to be a little creative but no matter how many times I try to distract them from writing the same story on and on, same problem happened and they went to Egypt.

Teacher B  They’re lost there.

Teacher A  I think their goal is to pass, that’s why you cannot help them in this area.

Teacher B  Only in level 4, level 4 as I told you. You can find students who are ready to write about, you give them one idea, the topic that they are supposed to write about the book and one of them would ask you can I write about something related to this but thinking it from different angle.

Researcher  All right. Very good.
But this is only with the students who are exempted from either level 1,2,3 or something, I mean they come to level 4 from the beginning or they are put in level 3 and they are, I mean [...] 

This is what I was going to ask you, so not the students that we have from now for 101? 

No, no. 

You mean the students who [Inaudible 24: 28] they are put into that level. 

Put on 3 or 4 from the beginning. Then you can find students who are ready to write different ideas or bring up different ideas or using different styles of writing and they ask for that group I told you about they really, teacher do we have to write about this, can I write about this? Am I allowed? I give them the chance as long as they are going to be in the frame which we [Inaudible 24: 58]. I give them the chance and they wrote very very very... 

So why do you think those students are different? Is it the proficiency or their personality or what is it, what is that’s different from the students that you find like that in 104? Like you said, the students now, is it because of their proficiency levels or is it their personality, do you find students like that in lower levels? Or is it -

If your level is low it’s very difficult to be creative using that low level of language I mean. If you don’t master the language, if you don’t have the command of language, you’ll not be able to think about different topics or suggest different ideas or whatever. But if you are good at the language then you can think and you can come up with different ideas because you know yourself that you’ll be able to express yourself using that, that high level of language you have. But poor girls for level 1, 2, 3 this is what they have and this is what they can do and that’s why their memory is trained. They have good memory and they are able to memorise, that’s their strong point.

Also I find difference between students who graduated from public schools and those who graduated from private schools. I guess those who come from private schools, they are exposed to different, other curriculum. It’s different from what they take in public schools. So I find the level of creativity in writing with those students a bit higher than the government schools.

Are the students getting the opportunity to personalise their writing to make it their own, you just said that they write the
same. They are given the opportunity?

Teacher A  Yes, but they -

Teacher B  But they don’t take that. Like you’re saying that they come up with the same story.

Teacher A  Some of them do, but they are minority.

Researcher  Okay, is it important for students to write about their own opinions and ideas? Do you think that’s important for them to be able to express that in writing?

Teacher A  Yes, yes it helps, I mean they are university students and they have to express their ideas, they have to develop their personalities. It would really help them. But if they really do it, want to do it, and even I remember in one of the writing booklets that I was teaching, they explained what the conclusion should include and I think they included like you opinions.

Researcher  Okay, so they are offered the opportunity?

Teacher A  At higher level, at level 4 when they write their hand at level 4 they write essays, they call it essays not paragraphs, which is three paragraphs.

Researcher  And they write them?

Teacher A  Yes. Because they are trained. Level 4. They have essay writing not paragraph writing.

Researcher  So the students that I have now who are in hopefully one or two, if they passed, when they reached to 104, they’d be able to write three paragraphs?

Teacher A  They have to. And even in the exam they are asked to write three paragraphs.

Researcher  Okay, but again they know the topics before.

Teacher A  Aha.

Researcher  Okay, do your students have enough vocabulary to write? I mean is that [Inaudible 29: 00: 00] do you think when they come to write. Do they have the vocabulary, the necessary vocabulary to write? And do they know how to use that vocabulary that you teach them?

Teacher A  Yes, at the beginning of each module, we give them the vocabulary list. Some of the lessons have focus on adjectives and then in their writing they are asked to use adjectives. I
remember one of the writing they were specifically asked to use as many adjectives as they could. I think it was descriptive writing.

Researcher So the vocabulary, it’s given in the form of a list.

Teacher A This is for only-

Teacher B If you’re talking about the book, yes.

Researcher Their writing pack, it doesn’t exclude vocabulary?

Teacher B No, no, it includes vocabulary but they have seen vocabulary in the model they show them, paragraphs or some of the sentences, they have to do some punctuation exercise [..]

Researcher Okay, so the vocabulary, you’ve contextualized.

Teacher B Yes. But at the end they put them in the list just to highlight the importance of this. I think this expression, general vocabulary or whatever; to draw their attention that these vocabulary are new and you have to [...]

Researcher So what do you think about the students' vocabulary? Is it that weak, is it one of their weak points?

Teacher A Again they don’t have a choice because in the exam they are marked for whether or not they used adjectives or whether or not they used connecting words.

Teacher B Because the expressions which are told in the book they have to use them -

Teacher A I remember in one level they have to, there was a number.

Teacher B For instance, for example remember? In conclusion, you know, expressions like this

Teacher A And connecting words.

Researcher So they do use them because they have to use it.

Teacher B Yes.

Researcher All right. Do you think students pay too much attention to the mechanics of writing when they come to write rather than they are trained themselves, so when you’re telling them okay, to do that, are they paying attention to the capital -

Teacher B No, this is our dream actually. No they don’t. No matter how many times you told them how to, they must indent their paragraphs, they must start with capital letters, they have to
use [Inaudible]

140 Teacher A Even during the exam they tell me, “Teacher but the topic is mentioned in the question, do we still have to write the title?” [Laughter]

141 Researcher So you’re saying the materials that are used to teach writing for this year is writing pack and it’s related to the [Inaudible]. The writing pack is part of it.

142 Teacher B Yes.

143 Researcher Are you satisfied with the materials currently used to teach writing?

144 Teacher A Well there is no space for creativity I guess. So the students are focused, the packs are focused, so we have to, even for the teacher, we have to go by the writing booklet or writing pack and the students have to also.

145 Researcher That is positive or negative?

146 Teacher B Everybody silence!

147 Researcher Yes, you have this material and you have this pack.

148 Teacher B This material is better than the material we used before.

149 Researcher Okay.

150 Teacher B Why because this one takes the students gradually, you can see they teach them something and then have exercises. They show them model paragraph. In the previous material that we used before, they were not given a clear paragraph to use as a model. We have to bring our own model I think. For example, they have to write in level-3, advantages and disadvantages are there. So I had to find out a good essay, three paragraphs talking about the advantages and disadvantages of something. So this one we teach them how to write a simple paragraph about a person who, my name is... This type of thing. But they were shown. They have a model. And when they tell them about punctuation, they gave them an exercise on punctuation. When they turn to, the present simple, the negative, they give them some sentences to put them in the negative forms. So this one is better.

151 Researcher Okay, because this is kind of a step by step approach?

152 Teacher A And I guess you could label our writing technique or style here as focused writing. If you compare it a little bit to the IELTS, when you take an IELTS course before the exam, they prepare you to take the exams so they don’t teach you creative
writing. So it’s more like a focused writing than any other.

Researcher I just remembered something. Do you compare English writing to Arabic, do you point out the differences to the students or do you see that they follow like they are writing Arabic when they write in English?

Teacher B Sometimes you see some sentences which are directly taken from Arabic.

Teacher A Translated.

Teacher B Yeah, from the Arabic language structure. Sometimes we see this.

Researcher So do you make a point of saying -

Teacher B If I see something like this I do.

Teacher A Specially with the prepositions they apply them to English and -

Teacher B Yeah they translate.

Researcher Do you add any of your own materials when you’re teaching writing?

Teacher B Exercises maybe, some more practices, yes.

Researcher The mechanics of writing?

Teacher B Yes. But we can’t ask them to write more paragraphs because they have [...] they have to make the same paragraphs three times. Maybe the structures the, the punctuation.

Researcher And the students use dictionaries in class or at home?

Teacher A I encourage my students to use, like to bring dictionaries and use them.

Researcher Arabic or English?

Teacher A I don’t specify.

Researcher Okay.

Teacher B They use, I mean, they don’t bring dictionaries, they have dictionaries in their mobiles but they use of course English - Arabic.

Researcher Okay, do you find that the materials meet the interests and
motivation of the students?

Teacher A  You mean the topics, the writing topics?

Researcher  Yes, such as the topics?

Teacher A  I think they’re okay.

Teacher B  At this level 101, yes.

Researcher  Okay, within the limitations of ELI and the curriculum have you any practical suggestions you can offer to improve student proficiency in writing?

Teacher A  Maybe if they don’t specify what topics are they are going to get in the exam, then they will, that way they are forced to be creative. Because if they know what the topic is and first of all they have to do is memorise it, the two topics they have and then write them. So if they don’t know which topic they’re going to get and they are asked to focus on the style of writing, technical writing, then I think this will help.

Researcher  Then actually want to learn.

Teacher A  Yeah.

Teacher B  I think I suggested this before. I said, okay, you teach them the present simple and teach them in the class how to write about themselves, then in the exam we can ask them to write a paragraph about your sister, your father, your mother, somebody else using the same format but at least they do something different from the original.

Researcher  Okay, are there enough resources for writing in ELI for both students and teachers? If not, what is needed?

Teacher B  For teachers we have many websites and links where we can find different activities. But the students, you know the students, whenever you give them extra they will concentrate on the book because they, as we said before, they know this is what is going to come in the exam. This is what I get more marks, if I study this, if I practice this I will get more in exams. If I do that that is an extra thing. ‘Teacher will that come in the exam?’ If you say no, nobody will pay attention to what you’re saying.

Researcher  Good point.

Teacher B  So there is no need in the context that we are in for learning. They don’t believe that there is any need.

Teacher A  And many of them are saying this, “Teacher, I’m going to
study Islamic Studies, why do I need to study English?"

Teacher B If she doesn’t feel like she is going to use that and maybe [..] why? They don’t have any motivation.

Teacher A So that way their main goal is to pass the exam.

Teacher B To start their own path.

Researcher All right, thank you very much.

**D2: Group Interview Two**

Number of speakers: 2 (Teacher C and Teacher D)

Researcher Okay, interview with Teacher D and Teacher C. Okay, do you view writing as an important skill for undergraduate students in their foundation year? So, this skill at this stage for the student, do you think it's important for them to know?

Teacher C Of course I do. Of course.

Researcher Why? Why do you think it is important at this stage?

Teacher C For this stage because it proves if they have the ability to write and to express their ideas in well-structured sentences, paying attention to grammar, to spelling especially but the problem with the students is that most of them, they are not used to start writing on their own. They got used to, to the method of just they have a ready paragraph, they memorize, and they write it or they copy.

Teacher D Yes exactly. Yes only if they ask for a ready paragraph.

Teacher C They are not ready.

Researcher A ready paragraph?

Teacher D Yeah.

Teacher C Yeah. They are not ready to write.

Teacher D "What paragraph do you want us to remember so I can write it in the exam?" Yeah.

Teacher C They are not ready or maybe they were not taught how they
can rely on themselves to write complete sentences or complete paragraphs relying on their own abilities. So it's like a handicap for them.

12 Researcher So is it the method that they're used to?

13 Teacher C Exactly, exactly. The methods they took or the way they were taught writing in school, it follows them when they come to university so they come to the university with the inability of writing freely relying on their abilities. So it's like for them it's a big handicap.

14 Researcher How do you view the English course given by ELI in terms of writing?

15 Teacher C They are trying, right Teacher D? Immensely.

16 Teacher D [laughs] Yeah.

17 Teacher C Yeah yeah. So I think they are trying to [..]

18 Teacher D To write.

19 Teacher C To give much space.

20 Teacher D Yes, and here in the writing part, they have format, the outline of writing paragraph, contradiction, background of body paragraph and conclusion. And when I teach them that this is the safety format you should follow this and that, they always, as you said, they ask for ready one so as to memorise and then they just -

21 Teacher C They feel most secure if they come the day of the exam with a paragraph in mind, they know the topic so they just copy what they have memorised. But the idea of just giving them an unexpected topic to write about, this is frightening for them.

22 Researcher So the course is given by ELI in writing and -

23 Teacher D The format how to write, yeah. You see I teach them the format and then the introduction, you should include topic sentence, main idea and the format that one they know but they ask for a ready one.

24 Researcher A ready one.

25 Teacher D Yeah, yeah. A ready paragraph.

26 Researcher Okay, what are some of the most important aspects of writing a student should know? So what's the important
thing about writing that students should be good at?

27 Teacher D The outline, I think. They should know the outline, how to write a narrative one, how to write descriptive one or communicative approach as you've said, they should know these. You see the format, you should follow this format.

28 Researcher [Inaudible] was asking what are the most important aspects of writing the students should be good at, they should know?

29 Teacher C Of course, they should know that they have to write the topic sentence in a clear way so that it includes the topic of the paragraph. Of course here we are in talking about the paragraph or essay? Because now they're in level 3 so they are starting to know how they can write an essay composition.

30 Researcher No, level 102.

31 Teacher C Level 1 and 2, it's a paragraph, so what we focus on is the topic sentence, all the details should be related to the topic sentence. Of course they have to pay attention to grammar, spelling, punctuation. So these are generally the most and the concluding sentence at the end.

32 Teacher D Yeah.

33 Researcher Okay, which is paid more attention to, the student’s ideas or the writing mechanics? Writing mechanics such as -

34 Teacher C Writing mechanics, writing mechanics. I think, what we focus on as teachers more are the writing mechanics.

35 Researcher Why is that?

36 Teacher C Why? Because when they master this, I think they can later write about any topic and express any ideas because they have the tools for that.

37 Researcher Okay, how do you think writing in English should be taught? So if you take yourself away from ELI.

38 Teacher C Yeah.

39 Researcher Which would be the ideal way to teach writing in your opinion? What way would you like to teach writing? Do you like teaching writing? [Laughs]

40 Teacher C Well, it depends, it depends.

41 Researcher Depending on?
Teacher C: Depending on the students.

Teacher D: Yes, exactly.

Teacher C: Yeah.

Teacher D: If you are having -

Teacher C: If they are willing or reluctant, you know? When you are dealing with someone who is reluctant to do something is not like when you're dealing with someone who is ready for it.

Researcher: Motivated.

Teacher C: Yes, motivated. So it depends on the students themselves.

Teacher D: Yeah. [Inaudible]

Teacher C: I think. However, we try even if they are reluctant, we try to make them love it and start to be interested and motivated but sometimes, yeah it's hard to make them really accept the idea of writing free paragraph.

Researcher: And how, like, what would the ideal way of teaching writing in a classroom?

Teacher C: Just throwing them into the sea and ask them to swim. [Crosstalk] Yeah. It's like they have to be shocked at the beginning.

Researcher: Yeah?

Teacher C: Then they try, they start to get used to it.

Teacher D: You know students, they feel ashamed when you ask them to write one sentence. That's why I always encourage them to write, write whatever you want write, forget about punctuation, forget about the spelling, forget about everything.

Teacher C: Yeah.

Teacher D: And then I [Crosstalk] yeah, they expand yeah. They feel free. They don't feel ashamed.

Researcher: Yeah. Okay. Alright [Crosstalk]

Teacher C: Yeah, I agree with you what bothers them is the fact of making mistakes.
Teacher D: Yeah I always tell them making mistakes is not our language. Even I am making mistakes.

Teacher C: Of course. Of course.

Teacher D: Even the native speaker [Crosstalk]

Researcher: So they feel shy?

Teacher C: Yes yes.

Researcher: That's an interesting point because yeah if a student is afraid to make a mistake -

Teacher C: And this is related to speaking, by the way, Marie, because they don't speak a lot, so that's why when they write, they don't feel the word, they don't find the words, they don't feel [Inaudible]

Researcher: Okay.

Teacher C: You see?

Researcher: So you think it is also due to their weak [Crosstalk]

Teacher C: Of course. Of course. Speaking and writing are very linked I think.

Teacher D: Yeah. If you ask them to discuss something, they discuss in Arabic.

Researcher: Alright.

Teacher D: I always ask them don't discuss in Arabic please, discuss in English, they say no teacher I'll discuss in Arabic then I will translate.

Teacher C: Yes, when I ask them why are you afraid of writing? They said, they say we don't have enough vocab. Enough vocabulary.

Teacher D: Yes, yes.

Teacher C: We don't have enough vocabulary to use. So this is their excuse.

Researcher: So this is one of their main -

Teacher C: Yeah.
Teacher D: Problem.

Researcher: Okay. Writing strategies, like I think one of you mentioned about outline and brainstorming. I think it’s used in the classroom, writing strategies.

Teacher C: Yeah, sure [Crosstalk]

Researcher: Generally is –

Teacher C: Yeah, dictionary, generally they use their mobiles of course, but the problem is that they use the Arabic-English version.

Teacher D: Using mobile is prohibited here I think in the class.

Teacher C: Using mobile?

Teacher D: Are they allowed to use the mobile in the class?

Teacher C: If it’s just for academic purposes, why not? For me, if they just want to look up the meaning of the word in a dictionary, why not?

Teacher D: You know they go aside to the What'sapp always. [Laughs]

Teacher C: Well, well yeah so we have to give them a certain limit of freedom, yeah.

Researcher: And do students discuss their ideas and talk about what they want to write?

Teacher C: Again, Marie.

Researcher: Do students discuss their ideas and their thoughts of what they want to write? Or is it preplanned?

Teacher D: What am I going to write?

Researcher: Or is it pre-planned?

Teacher C: If we give them the freedom to choose whatever topic they want to write about? It depends, sometimes, yes sometimes they like the idea but generally they do it only if they have to do it.

Researcher: Okay. [Laughs]

Teacher C: Yeah. But if you give them the choice to write or not write, of course they would choose not to.
So do they have their own ideas like if you give them a topic, are they inventive, they come up with their own ideas?

Not all of them.

Or do they want you to dictate?

Most of them, yes, most of them, they want ready ideas, something ready.

Okay.

Okay? So they don't bother themselves to try to find ideas most but some of them, sometimes, sometimes you can find some students

You can find 2 or 3 in the classroom.

But if we talk about the majority of them, no.

And then do you believe all students learn the same way?

No.

Learn writing the same way?

Of course not.

Individual differences. [Crosstalk]

No, no of course not, yeah yeah, sure because this depends on their experiences, on their background.

Yes.

Some of them yes, some of them, for example, they like reading so they can find -

Yeah.

Enough ideas. Yeah when they read stories or movies. Also, some of them are fond of movies so they can find enough ideas to express.

Are students given the opportunity to discuss the topics before they write? The topics that are chosen by ELI or do they have a choice?

[Crosstalk] You mean in exams?
Researcher: Yeah.

Teacher C: Do you mean in the exams?

Researcher: In the curriculum.

Teacher C: In the curriculum?

Researcher: Do they have choices?

Teacher C: Yeah, yeah they have choices. Yeah. Yeah, yeah. They can have multiple choices and they choose one to write about. Yes.

Researcher: Alright. Okay, so all the class doesn't do the same topic?

Teacher C: Exactly. Sometimes […]

Researcher: They don’t?

Teacher C: No. Sometimes they do, sometimes they don't.

Researcher: Okay. Alright.

Teacher C: So it's varied.

Researcher: Okay. Do the students usually work individually? Or in pairs? Or in groups when each write?

Teacher C: When it comes to writing, it depends. If […]

Teacher D: But I think it is better to ask them to sit in groups to discuss the topic first and share ideas and then write about, it gives them more confidence.

Teacher C: Honestly. Yeah okay but the idea of making them into groups it doesn't always work. Why? Because some of them will be lazy and they will rely on the other students.

Teacher D: Rely on the others?

Teacher C: And only one of the group will do the job. That's what I noticed many, in general cases.

Teacher D: Yeah yeah.

Teacher C: So that's why when it comes to writing I most of the time, I make it as an individual.

Teacher D: But they can help each other [Crosstalk]
They can help each other after they write so I can ask them to correct for each other. Everyone they can correct the other's writing for example.

So peer?

Peer correction. Yeah. But as a first step? I prefer to make them write individually.

Individually.

Yeah.

Okay, do you think different types of materials should be used when teaching writing like pictures, video clips?

Of course.

Different genres presented to the students to meet the student’s needs? Like so, like you said.

It will help yeah.

The students may not all learn the same way.

Of course.

So do you think it's different and are you able to incorporate those different materials in teaching writing?

Yeah I like, yeah.

Are you the opportunity here?

It's very helpful, yes, it's very helpful for them to use pictures.

Yeah and I like to use different materials. Yeah. Yeah.

Okay, what was successful? Like in terms of those kind of different mediums of teaching writing like pictures and video clips, which is the most successful that you've found?

Using videos, they like it.

Yeah, yeah they like videos too much.

They like using videos. It makes the class something exciting, something [..]
Okay, what are the major strengths and weaknesses of students writing?

The biggest problem is spelling.

And vocab. Yeah.

Vocab, yes, but the biggest problem that I notice is the spelling. They have big problem with spelling.

And what's their strong points?

Strong points.

You can find one student who speaks very fluently but they can't write one sentence. Yeah. Or she can write one sentence for teacher. But she can speak well.

Maybe the strength remains in when you give them certain instructions, when you give them certain instructions, they follow it.

They follow it?

Okay, what do students need to assist them in their writing? What is it that they need to make them-

Reading. Reading of course, they have to read [Crosstalk]. Especially reading. I think. They have to read.

Okay. Do you find students motivated to write?

Not all of them. Some of them.

Why is that do you think?

As I said, because they were not trained when they were in school, high school, etc they were not trained how to write
on them [Crosstalk].

180 Researcher Do you think they are motivated to learn English?

181 Teacher C To learn English, yes, but they always complain about the long hours.

182 Teacher D Yeah, exactly and they said they don’t need English in all other subjects so why do you give us. [Crosstalk]

183 Teacher C No, they are ready, they are ready to learn English but not with such long hours, [Crosstalk] sessions I mean.

184 Researcher And are students given the opportunity to personalise their writing, make it their own? So are they able to talk about something that they experience themselves or talk about themselves? Are they given opportunity within the curriculum to do so?

185 Teacher D Yes, this in 103, they have this opportunity.

186 Researcher Okay.

187 Teacher D To talk about experience or a situation in which you felt proud of yourself or one of your family members. So they like this idea.

188 Researcher Oh they like it?

189 Teacher D Yes.

190 Researcher Okay. And are students creative in their writing?

191 Teacher C They try, they try to do their best. Honestly. To tell the truth they try to do their best.

192 Researcher And you said that they don’t have enough vocabulary to write.

193 Teacher C Exactly right.

194 Researcher Okay. When the students write, do you find them focusing on ideas and thoughts or more on writing and mechanics?

195 Teacher C On ideas.

196 Teacher C But the problem is sometimes they think in Arabic. See, so they try to write down the ideas in an Arabic way. [Crosstalk]

197 Researcher Okay, how about the materials, you said you were happy
with the materials for writing?

Teacher C  Yes. Yes.

Researcher  Do you add any of your own materials?

Teacher C  Of course, we can use websites, yes we can just [..]

Teacher D  Videos.

Teacher C  Yeah videos of course.

Researcher  Do students use dictionaries in class?

Teacher C  As I said, sometimes.

Researcher  On their mobiles.

Teacher C  Yeah but the book

Researcher  But it’s Eng-, [Crosstalk] or Arabic - English?

Teacher C  I ask them to use English – English but they [..]

Researcher  And do they?

Teacher C  No, they tend to use English - Arabic.

Researcher  Within the limitations of ELI in the curriculum, have you got any practical suggestions to better the student’s proficiency in writing? So within those kind of boundaries that we're in, is there anything that you could suggest in order for the students to improve their proficiency in writing?

Teacher D  Just to provide more relevance to their daily life so that they feel, they personalise everything and they need to know everything.

Researcher  Yes, it’s more relevant to the student.

Teacher D  More relevant to the field of study.

Researcher  Oh to their own field of study. Alright.

Teacher D  To the students.

Researcher  How about you, Teacher C?

Teacher C  Oh, honestly I didn't get the question.
Researcher: Like within the limitations that we're in within the curriculum, can you suggest anything that would improve the students writing proficiency, like if you had the opportunity to put some suggestions down.

Teacher C: Okay. I see, yeah for example, we can suggest some short stories, they can read them and write the summary about them in class because sometimes they don't accept the idea to write in class. They say okay, let's take it home. You see? So they do it at home, they can use the translator, you know the Google translator etc and that's it.

Researcher: Alright.

Teacher C: So for me, I try to make them write in class.

Researcher: Yeah and I think you want to link it to reading more.

Teacher C: Exactly. Exactly.

Researcher: Alright. Are there enough resources in ELI and for students and teachers, like is there enough resources for the students and the teachers if they wanted to add more material or to, is there that backup?

Teacher C: Yes, I think there are even some [Crosstalk] certain committees, certain committees yeah who are focusing on that. They’re providing [Crosstalk] materials for the teachers.

Researcher: Okay. [Crosstalk]. Any final comments?

Teacher C: Thank you very much, Marie. We wish you all the best.

Comments: Interview was rushed as teachers wanted to leave the university.
Number of speakers: 2 (Teacher E and Teacher F)

Researcher: Okay. So, do you view writing as an important skill for undergraduate students in their foundation here?

Teacher E: Of course. It’s one of the skills, the English skills so it’s also important.

Researcher: So you think writing, like starting from 101, teaching writing at that—

Teacher E: Teaching writing as sentences, not as writing a paragraph as making sentences—

Researcher: Yeah.

Teacher E: From 101.

Researcher: Okay. How do you view the English courses that are given in ELI in the area of writing? So the material that’s used for writing, how do you view it? Is it suitable—

Teacher F: Yeah.

Researcher: For the students?

Teacher F: I actually do not have any concerns on the topics included. They are casually oriented, then they’re okay and good for students, and this is their levels. I don’t have any concerns on this, especially for example for 101 students, they are just[...]they are just supposed to [crosstalk]

Teacher E: Identify their selves.

Teacher F: Yeah. They just direct a sentence, you know? They have to learn[...]of course they have to use basic grammar, rules, and[...]and all of this. And even for advanced levels like 103 or 104, still the topics are[...]we, I guess when we cover[...]we give only one topic. I remember, I think a booklet.

Teacher E: Yeah.

Researcher: Which is 101?

Teacher F: For 103. 101, they’re not supposed to write a topic. Just something. Simple sentences maybe, some writing you know.

Researcher: About themselves, okay.

Teacher F: And then some exercises, and they[...]they answer exercises. There’s some exercises on writing, but not to write a paragraph. For 101, I don’t think they do.
Teacher E: They have it in the book. In the new booklet, they don’t have it.

Teacher F: Yeah.

Teacher E: But in the book, they have question, “Write about yourself. Write about a relative.”

Teacher F: Yeah. I remember we talked about this point before … this actually doesn’t suit to 101 students to take … to jump with them, write about yourself without giving them any, you know, any primitive rules, writing rules. So they should start first with writing exercises—

Teacher E: Yeah.

Teacher F: And learn like first using [crosstalk]

Researcher: Like practicing, like connect the scrabble.

Teacher F: Yeah. Connect…there’s some grammar rules in the help…first to teach them how to punctuate, and then ask them to write something about yourself you know. This should be step 3 or 4. The book actually skipped or jumped to step 3, something like this in 101.

Researcher: Yes. Yeah.

Teacher F: When this happens with 103 or 104, it’s okay and tolerated. But with 101 students—

Researcher: Yeah.

Teacher F: 101 is they begin to speak. Yeah.

Researcher: Yeah, yeah. So when they move to 101 to 103 there’s a big leap, there’s a big jump.

Teacher F: Yeah. but I guess—

Teacher E: In 102, it’s okay. They start writing paragraphs, okay?

Researcher: Oh okay.

Teacher E: And…but they have some exercises in 101 how to join sentences with “and” or with “but”, how to use “and”, how to use “but”. They have it in 101.

Teacher E: Then they ask them to write a small paragraph about themselves. And they have before it an identity card to fill it.

Researcher: Okay.

Teacher E: Then they can write it as a paragraph.
Researcher: Okay.

Teacher E: So they are moving—

Teacher E: Yeah, forming address, are they married or not, how many brothers and sisters do they have. They have this identity card. Then they have a question about writing a paragraph. So I think the teacher has to practice with them how they can start to write a paragraph.

Teacher F: But I guess in the writing it’s under I think assessment?

Teacher E: They don’t have.

Teacher F: They don’t write.

Teacher E: Yeah, they don’t write a paragraph—

Researcher: Okay.

Teacher E: In the final exam of writing.

Researcher: That’s for 101?

Teacher E: That’s for 101.

Researcher: Okay. What do you think are the most important aspects of writing students should know? So what are the most important elements?

Teacher F: Of course the grammar rules, writing mechanics.

Researcher: Under writing mechanics?

Teacher F: Yeah. You know there are some common mistakes actually on the students. And this is one of my usual writing classes that I have to, to doing with my students. After they write the first draft, I...I make common mistakes sheet, and I write it on the board, and they, discuss them together. I usually say, “Don’t make fun of this mistake because they feel it’s very [inaudible, and laughs] since they do this?

Researcher: Yeah.

Teacher F: I just tell them, “Don’t take me […] show you. It’s in your sheet.”

Researcher: [laughs]

Teacher F: “Don’t let me do this.” [crosstalk] When I correct the first draft, I usually just underline, underline, underline and I just […] I don’t write on the sheet.

Researcher: Oh okay.
Teacher F: And then we discuss this on board. And they[...]they are really common mistakes. Like you know, like capitalisation. Of course it’s a big problem. The students use the capital letter in the middle of the word. And they don’t use it in the beginning. I, I just [inaudible] “Why? I want the answer. Why do you […] why do you usually do this? Why? And what’s in your mind?”

Teacher F: Don’t you know the difference between the big…of course the difference between the capital and small “F” for example is missing.

Researcher: Yeah, yeah.

Teacher F: They don’t know.

Researcher: They don’t know how to—

Teacher F: “L” for example—

Teacher E: The “Y”.

Teacher F: Yeah.

Teacher E: The “Y” sometimes, they write it capital.

Teacher F: “S”, capital and small, they don’t know. I find for […] out of the […] out of the blue, I find the big “S” in the middle of the word while in the beginning, it’s a very small letter, a tiny “s”. Why? I usually—

Researcher: What is […] do they give an answer? Do they know the difference or they just—

Teacher F: No. They just laugh. They don’t recognise that there is a mistake. They don’t—

Teacher E: They don’t think that this is a very […] a mistake that they have to—

Teacher F: Avoid.

Teacher E: Yeah.

Teacher F: And they, they […] I don’t know. They don’t believe that teachers would cut marks for these trivial issues in here.

Researcher: Okay.

Teacher F: They don’t take it seriously.

Researcher: Yeah. Alright. Okay which gets more attention students’ ideas, their writing organisation, or writing mechanics?
Teacher F: They pay more attention for?
Teacher E: Students or the teacher.
Researcher: On both. For teachers, what do they pay more attention to? And the students themselves, what do you think they pay more attention to when they come to write?
Teacher F: The […] they pay more attention to grammar of course.
Researcher: Okay. So when they start writing, their attention is more focused on grammar but not the ideas?
Teacher F: No.
Teacher E: We give them exercises how to move from one sentence to another, and what are their ideas that they have to—
Teacher F: Like brainstorming, like questions, and to know all these introductory exercises to write a paragraph.
Researcher: Alright. Yes.
Teacher F: So we give this […] so they don’t […]they don’t care so much about the ideas. They’re already given through the questions. The answer to or—
Teacher E: They need only some vocabulary to make[…]to complete the sentences or to write full sentence. But the ideas are already there for them.
Researcher: Are they their own ideas?
Teacher F: No.
Teacher E: No.
Teacher F: It’s a yes and no.
Some students add more ideas by themselves. And they ask, “Can I put this? I will say—"

Are there many students who are like that, who will add their own and make it more personal?

Yeah. There are a group…a big group of students who do it here.

Yeah. We normally[…]when we have a question[…]some question, this is you know the introductory exercise to writing, some questions they have to answer. What I usually see that all of them just like to agree in only one sentence to write.

[laughs] Yeah. I had…there are some teachers that say that.

Yeah. They just […] they want to agree on one answer.

Why do you think that is, that they want—

Honestly?

Yeah.

Because they want all of them to share one material in here.

Among them?

Yeah.

Okay.

They’re very cooperative students you know, they like to learn…to get—

Sometimes students ask me, “How do I write this in English?” She has the idea but she doesn’t know how to—

To express it -

To express it in English, so she asks the teacher to help her.

From the introductory exercises came one for…we usually have one for vocabulary. Like, for example, the […] the adjectives […] the opposite adjectives, and so on. So when they come to a point of writing, now it’s the time to write, they have many ideas that they’re supposed to for example select from them, or choose from them, or even write all of them. It’s okay. And they are introduced to do so many vocabulary that, you know, all the vocabulary they might use in this context.

Yeah.
Teacher F: They get familiar actually with everything. So when they start writing, they care so much about the grammar.

Researcher: Oh okay, I get you.

Teacher F: More even [...] they care about the grammar much more than they do care for the mechanics for example. And—

Researcher: How do you [...] do you agree with all of the above or do you find students, your students have different [...] do they focus on the grammar or do they focus on ideas?

Teacher E: Usually when I start writing [...] before we start writing, I give them all the instruction how to write in mechanics, in grammar. Then I let them write. I don’t give them the writing. Then we discuss the thing that they have to do.

Researcher: Yeah.

Teacher E: I do it first. How to write a paragraph, in general.

Researcher: Okay.

Teacher E: So, I let them focus or have an idea—

Researcher: So they don’t really use step by step?

Teacher E: Step by step, okay? I give them an idea how to write a paragraph by grammar, by mechanics, by everything. So they know the steps, then I start with them writing. This is what I usually do.

Researcher: Okay. And how do you think writing in English in classrooms in general should be taught? Like if the [...] let’s kind of take ourselves out of the context here, how do you think writing should be taught? Like for example, the way it’s taught here, do you think this would work in any place? Do you think this is the right and most appropriate way to teach writing?

Teacher E: I tell that they have to know first this is not in the book, or not in the curriculum, that how do they write a paragraph, rules of writing a paragraph, in punctuation, in joining two sentences. They have to take these things first, okay? Now this has to be after level, I think, 102.

Researcher: Alright.

Teacher E: This has to be.

Researcher: This should be introduced later.

Teacher E: Yeah.

Researcher: Okay.
So it comes in steps, how to make sentence by right... simple grammar rule, okay? Then how to join two sentences, then how to make ideas, how to make a topic sentence, a concluding sentence? This comes in steps.

How about [crosstalk], what do you think?

I agree with Teacher E actually. But what I still need to do even with my students here, they have to write [...] they have to practice more. They have to practice more. But as you said, let’s take ourselves out of this picture because writing means correcting [laughs], this is actually a problem for the teacher.

Yeah.

But honestly speaking, they have to write more and more and more.

They need to practice?

Yeah. They need to practice.

Okay. What is the ideal method in your opinion to teach writing? I mean there are different methods of teaching writing. Do you want me to go through them?

Yeah.

Sure.

For example, I think like what we’re doing here, focus on structure. This is one method that you really focus on the writing mechanics and the grammatical part. There’s another way, creative writing, where you give the topic and they, you know—

Just write.

And they write free. There is the process-writing approach which is that you start with brainstorming, and then writing an outline, and draft, and so on. And then there is the genre approach where you give them okay, like for this [...] this is a descriptive, or a narrative, or argumentative paragraph, and they [...] you analyse the model with them, and they kind of copy that model. Now some of these approaches, they kind of go together.

Yeah.

Yeah.

They intertwine. But in every classroom, there’s more of a kind of...the need towards, there’s more...for example maybe more focus on the process. There’s other classes now that they are focusing more on the grammar and the mechanics. So even though there are kind of, they intertwine together, but yeah there’s always a tendency to lean more to one approach than the other.
Teacher E: Yeah, to one approach then the other.

Researcher: So in your opinion, what is the ideal method to teach writing? And let’s say for these students, because this is their practicing term.

Teacher F: I guess from my point of view, mixing them altogether is the best thing or the ideal thing in approach to follow. The questions have to get […] I suppose it’s all these approaches. Of course […] but we should […] of course, I agree on the idea that we have to mix all these approaches, focusing on the students’ level.

Teacher E: Yeah.

Teacher F: For example, the genre approach. The genre approach doesn’t actually suit […] even 104 students. And I guess that’s—

Teacher E: See I think that maybe [crosstalk]

Teacher F: Maybe the 104.

Teacher E: 104, free-writing. So each approach can […] can be with [crosstalk]. But we can teach them all kinds of approaches according to levels.

Researcher: So, do you think, for example the approach that’s used now matches their proficiency, their level of English?

Teacher F: Yeah, I guess.

Researcher: Yeah, it does?

Teacher E: It matches their proficiency.

Researcher: Yeah. Okay.

Teacher F: But I need, I guess here with our students, we still need to give the writing more time.

Teacher E: Yeah.

Teacher F: They need […] students need more time to practice. The teachers need more time to correct, to give it to them, and to do it properly.

Researcher: This is a…this is a good point, because writing can be a main skill that’s taught…you know, they’ve given much attention. Or it can be a sub skill. So, for example, main skill is that it’s given you know—

Teacher E: Like approaches.

Researcher: Yeah. And it’s given the same time as reading, as listening, as speaking. Or it can be a sub skill where whatever is taken in the reading, and in the listening, and the speaking, it’s kind of a practice. It’s just a practice in the writing. It’s
not writing as a subject, it’s just a practice where they have to practice the vocabulary that they took, or they practice their grammar that they took. So then in this way, it’s kind of a sub skill, it’s not. It doesn’t stand alone, you know what I mean? So if you think here, in ELI it’s a sub—

Teacher E: It’s a sub skill of course. It’s a sub skill but they are marked on it.

Researcher: Yeah, of course. Yeah, they’re marked on it.

Teacher E: They have an exam—

Researcher: So the way […] the way the writing is given the same? Like I mean the marks? The way that the marks, it’s the same as reading or speaking, or is it more or less?

Teacher E: Yeah, it’s the same, reading and speaking.

Teacher F: The same with reading and speaking.

Researcher: It’s the same. But the attention in the curriculum is what, less?

Teacher F: Less. Of course much less.

Teacher E: Yeah.

Teacher F: Much less. Especially with our very proud Caucasian guy. And this [inaudible] to fame?

Researcher: Yeah.

Teacher F: Of course. Last month, I just sat with my students to discuss something like only once or maybe twice.

Researcher: Our previous teachers have said the same.

Teacher F: I just collected the drafts right, and corrected…corrected them, and then give them back to them without discussing the you know—

Teacher E: Discussing the mistakes.

Teacher F: We didn’t have time actually to do this. I came…I asked some of my students to send the writing to my email, and on the Word document, I just…the comment…I just write the comments I like them to know. And then send it back to them, and that’s it. These are not discussions. Students still need more time to sit with me individually, one-to-one.

Teacher E: Yeah, exactly that.

Teacher F: This is your mistake. This is, the correct thing. And I need to ask her, “Why did you put this verb here? Why did you put this as subject?” We didn’t have time to do all this.
Researcher: Now what number did you teach class?

Teacher F: 103.

Researcher: 103?

Teacher F: Yeah.

Researcher: Okay. Do you enjoy teaching writing?

Teacher F: No, I don’t.

Researcher: [laughs] No, because each teacher like has a preference.

Teacher F: Yes, of course.

Researcher: Or leans towards one. It doesn’t mean that we hate the other. But some teachers for example love speaking, or love teaching reading. For you, do you, do you enjoy teaching writing? Is it something that you enjoy or is it not so much?

Teacher E: I enjoy if there’s more time to give the student. I like to teach writing. But students need more time to practice.

Researcher: So you say that if you’re given the opportunity to teach appropriately?

Teacher E: Yes.

Teacher F: Is your question is about personal preference?

Teacher E: Personal, yes.

Teacher F: Yeah, I wouldn’t say no. Of course, I love to teach writing. But if your question is—

Researcher: It’s context?

Teacher F: Yeah, to the context here? Of course [laughs] I actually will—

Researcher: You’ll avoid -

Teacher F: Will avoid. Yeah, of course.

Researcher: How about you Teacher E?

Teacher E: Yeah, it’s the same.

Researcher: The context?
Teacher E  Yeah, the context.

Researcher Okay. In your opinion, writing strategies [...] are writing strategies important? Writing strategies such as brainstorming and revising and drafting and outlining, are they important for students that you teach?

Teacher F Yeah, of course.

Teacher E Yeah.

Researcher And do they practice them?

Teacher F Yeah.

Teacher E They follow me. They try to follow them.

Teacher F Yeah.

Researcher Okay? So the booklet kind of enforces the writing strategies.

Teacher F Yeah.

Researcher So for example, the brainstorming and the—

Teacher F Exactly.

Researcher But if you gave [...] if you told them close the booklet, and you gave them writing, will they practice the writing strategies? Would they know, “Okay, well now for writing I […] maybe I’ll brainstorm first. Or maybe I will kinda do the […]” Do you think that they’re independent in that way?

Teacher F Truly speaking? Not all of them will do this. Some students of course will do, will follow because the writing strategy actually make the writing process go much easier. And it leads them to the really correct ideal writing outcome. But some, if we can […] if we call them careless students, no they will just start writing because... Those students actually I, I usually have problems with them. They don’t even [...] you know, they are just terrified. All of these group of students, they don’t like even to review the writing.

Researcher And what do you think that [...] this is a good point because many teachers said that they [...] the student’s motivation for learning English is not so [...] is not so good. I mean it’s not that high in terms of their willingness to learn. It’s more than pass.

Teacher E Yeah, passing.

Researcher And do you find that with your students? Or is this something rare?
Well it depends. Some students actually…and this unfortunately happens with the […] with good students. They feel that they know too much. [laughs]

Yeah, they know too much and they don’t have to follow what you are saying, so they want to write […] they want to do their […] what do they know, the wrong way.

The wrong way.

And they […] they have a lot of mistakes and a lot of problems. That is what—

So overconfident students? Or just they want to do what they want to do?

They know the language. They feel that they know the language. They know English. They speak well, okay?

Yeah.

But when you give them rules of writing, they don’t follow it. They write the way they want, okay? Then they have a lot of mistakes and a lot of problems.

So do you differentiate […] do you tell them, “Okay. The way we speak is different when we write.”

Yeah, of course.

And the differentiation between the Arabic and English?

Yeah.

Yeah, of course.

They think in Arabic, and they write the English in Arabic.

I always tell them that we have to differentiate between […] when we write that we have to sing—

In English.

-- in the English way, in the…in English grammar rules. And I give them examples.

Do you think it’s important to point out that [phone rings] difference? I mean the teacher isn’t —

Aware of this?

Or either unaware of it or maybe she’s not an Arabic speaker.
Teacher F: That's very important point.

Teacher E: Because she is teaching the Arabic students, so they are ...they are putting the one language in another. So they have to know it.

Teacher F: Yeah, of course. It's just [crosstalk]. Yes, of course if she wants to figure out this problem, she will not—

Teacher E: She will not figure it. She will not know where is the mistake, why is the student doing this.

Teacher F: Yeah, or where did she bring this idea from. She wants to know all of this. She won’t recognise what’s the clue.

Researcher: True. So you do think it's an important—

Teacher E: Yeah, because it’s the second language and they are practicing the language or acquiring in a, not in the young ages.

Researcher: How about then, coz there’s some people who say, “Oh well if it’s a, ‘how about people who are outside Saudi Arabia and who have like, they’re fluent in English’. I mean they’re taught by say British, or American, or Irish, or whatever.

Teacher E: Yeah.

Researcher: And they have no command of the Arabic, yet the students learn. No I think this isn’t my point of view. It’s not my point of view, but what would you say if somebody says that?

Teacher F: [inaudible]

Researcher: So for example, we said [coughs] that it’s important for the teacher to know Arabic—

Teacher F: Yeah, sure.

Researcher: So she can make that differentiation. So she can point out—

Teacher E: No, this is low students in low, beginners—

Teacher F: Yeah.

Teacher E: We call them beginners. Even if they are 103 or 104, they are still beginners. They do not like when a person is going outside to study, you know...he almost acquires the language. He’s not a beginner. So he will follow all the rules, or instructions of doing, or writing, or making a proposal or whatever. Because—

Researcher: What do you think Teacher F?
Teacher F: Your question is about how non-Arabic teacher will deal with this problem?

Researcher: Yeah. I’m saying like, yeah, because some people say that it’s important.

Teacher F: Yes, of course.

Researcher: Yeah, the teacher knows. Well how about the people who travel a lot?

Teacher E: Who travel and —

Researcher: And then they don’t [...] the teacher wouldn’t know like —

Teacher E: Is not an Arabic teacher. [crosstalk]

Teacher F: Also question about the students.

Researcher: Yeah, yeah.

Teacher F: Yeah. Well that’s such a case they have to practice more. They have to…okay, we have to go back to the teacher who taught them here in [crosstalk]-

Researcher: In anywhere, whatever country.

Teacher F: In Saudi Arabia.

Researcher: Yeah, yeah.

Teacher F: Even the secondary, high school teacher, there has to be a person who, who teaches the students that, you should stop thinking in Arabic.

Teacher E: Every model, before I start teaching, I give them tips how to acquire second language. One of the tips is you have to think in English. You have to write your sentences by the English grammar rules that you are taking from the book. So I give them this point.

Teacher F: There has to be someone who [inaudible]. If you want to complete your studies abroad, the, the native teacher will never recognise your, what you want to say in Arabic, how you literally translate. You know, they just put the Arabic thinking on paper. And many times I see this in my students. This is, you want to say, blah blah blah. It’s not the correct way to do it.

Researcher: Yeah, yeah.

Teacher F: There has to be someone who teach them, you should just differentiate between English and Arabic.

Teacher E: Every model, before I start teaching, I give them tips how to acquire second language. One of the tips is you have to think in English. You have to write your sentences by the English grammar rules that you are taking from the book. So I give them this point.

Researcher: Do you think students are creative in their writing? They use their imaginations and create ideas?
Teacher E: It depends on the topic, and it depends on the level. 104…question is in 104, they are creative.

Researcher: When you say 104, because teachers previously kind of—

Teacher E: No, 104 that comes directly to 104.

Teacher F: Yeah. [crosstalk] 104 in the first module.

Teacher E: Yeah.

Teacher F: 104 in the fourth module are completely different actually.

Researcher: Yeah because many teachers have this differentiation. So there is a difference.

Teacher F: Yeah, last module I [inaudible] with the students. They were really good.

Teacher E: They’re really good, yeah.

Researcher: Okay. The students usually work individually, in pairs, in groups, of course again in writing, and what works best?

Teacher E: In writing, in my opinion, on my experience, individually. Writing has to be—

Researcher: Individually.

Teacher E: Individually.

Researcher: How about you?

Teacher F: Yeah.

Researcher: Individually?

Teacher F: I agree. Yeah.

Researcher: Why do you think that’s the most important?

Teacher F: I think it’s the best way because at the end of the day, every student. Each and every student has to come up with an individual outcome, and check every one.

Researcher: A piece of writing.

Teacher F: Yeah, a piece of writing. Yeah.

Researcher: Okay—

Teacher F: And you know they [crosstalk]
Okay. Do you believe that students all learn writing the same way? So for example, we’re giving now the[...] the writing booklet, and they all have to follow this approach to writing, do you feel like there could be other ways of teaching writing or that this student[...] this approach doesn’t suit this student because they learn in a different way? Do you know what I mean by—

Yeah.

You know that there’s some students who are visual?

Yeah, some audio.

Some students their listening, I mean I have a student in the writing, only one in the whole class who said, “If you want to give us a topic and show us something, I want to hear it. I don’t want to look.” She’s the only one. She said, “I want to listen. I don’t like looking.” Where the rest all said, “No. I’d like to see the video, I want to see it.” So these are kind of different learning styles.

Yeah.

So what do you think[...] how about your students?

I don’t have the time to recognise this issue. [laughs]

This is a good thing that hit my mind that we—

We are teaching in the same way. And we don’t have the time to recognise that this student likes what.

You don’t know your students then? You don’t know like that—

She has to know herself. But I don’t have the time to know her. I don’t have the time to know her.

Okay. We’ll leave it at that. Do you think different types of materials should be used like[...] to induce writing? For example pictures, or video clips, or that they hear something, or that even they’re brought outside the class to kinda help them think of you know.

I do agree and I do encourage, but I actually don’t practice this with my students because of the time issue.

Okay.

But I do agree. And there are so many[...] you know writing, very creative exercises like opening the blogs on the internet and sharing ideas. And we do something[...] but instead the students[...] you know when there’s something different and there’s a learning program, there is a forum. And the students have to comment. But of course they don’t comment any. It’s a completely different. But I just like the idea.
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<th>Line</th>
<th>Speaker</th>
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<tr>
<td>326</td>
<td>Researcher</td>
<td>The idea that they are doing something different outside the box.</td>
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<td>327</td>
<td>Teacher F</td>
<td>And now, because every university all over the world that is talking about the blended learning, my...[inaudible] why don’t we hear the ELI or KAU? Why don’t we make use of this? This is...they were thinking of using...that's the module that's using the LMS, but still the LMS is more to be about to test the grammar issues and all of this. But this will benefit, you know, a big use and a big...big help in our writing. For example, if there’s a blog or a forum, students can write outside the classroom. They can practice free writing, they can practice creative writing. And the teacher will not need that much time to correct every single student alone. We can share the mistakes online. You can find another time to do this. And you’ll be blended learning the technology. And you’ll be doing lots of really cool things together, you know. We have to make use of students’ passion for technology and for—</td>
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<td>328</td>
<td>Researcher</td>
<td>Yeah, of course.</td>
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<td>329</td>
<td>Teacher F</td>
<td>We have to do this but I don’t know why.</td>
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<td>330</td>
<td>Researcher</td>
<td>Okay. So the current situation now, you don’t think it suits, it’s not bringing the upmost potential of the students?</td>
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<td>331</td>
<td>Teacher F</td>
<td>We still need to do, to work more on that actually. I don’t think it, it just, you know- [laughs]</td>
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<td>332</td>
<td>Teacher E</td>
<td>We have to think of a way that all teachers can use any...it’s not fair that one teacher uses a way in writing and the other teachers don’t know how to use that technique.</td>
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<td>333</td>
<td>Researcher</td>
<td>I get what you’re saying.</td>
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<td>334</td>
<td>Teacher E</td>
<td>Making a creative writing for example. So we have to think of a way in this content that all teachers can use to make a creative writing for the students.</td>
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<td>335</td>
<td>Researcher</td>
<td>Do you think that’s possible?</td>
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<td>336</td>
<td>Teacher F</td>
<td>Yeah.</td>
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<td>337</td>
<td>Teacher E</td>
<td>Yeah, coz they’re online. There’s the online forum.</td>
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<td>338</td>
<td>Researcher</td>
<td>So do you think it’s important that all the teachers follow the same technique?</td>
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<td>339</td>
<td>Teacher F</td>
<td>Yeah.</td>
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<td>340</td>
<td>Teacher E</td>
<td>Yeah, it’s fair.</td>
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<td>341</td>
<td>Researcher</td>
<td>For the students?</td>
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<td>342</td>
<td>Teacher F</td>
<td>Yes, of course for the students. And it’s very manageable. It should be done from the very beginning by the ELI. This should be used by the ELI. This we follow everything the ELI actually give us. Why don’t we do this? I think, I</td>
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think more [...] more focus. This actually should be done. If our coordinators actually, they have [laughs] an eye on everything we do, this is really good. I like it. I’m with it.

343 Teacher E Yeah.

344 Teacher F I’m sorry, I’m with it.

345 Researcher Yes.

346 Teacher F Because teachers are not the same.

347 Teacher E Exactly.

348 Researcher Yeah, of course. Different personalities.

349 Teacher F Yes. Different experiences, with different backgrounds, and what we need is to take the best of everything just to give to the students. So my point of view is, the coordinators or the ELI have to manage this. There are certain ways that the blog should be under for example the KAU website, and that you have...this should be used something like for example, this has to be major thing. Twice or three times a week. There has to be—

350 Researcher So you think it should be given as something optional to students or imposed on them?

351 Teacher F Imposed, of course.

352 Researcher Why? Why?

353 Teacher F Because all to oblige the students to use. If it’s optional to students—

354 Teacher E Will not do it.

355 Researcher Why would they not do it?

356 Teacher F Not all of them. Not all of them. Of course students who have passion to computers and internet connection, and the students who [...] these things are feasible, they have at home, of course will use. But there are some other students—

357 Teacher E Who don’t know how to use the computer.

358 Teacher F Yeah. Still [crosstalk] Still there are students from this category.

359 Teacher E There are students that don’t have computers at home.

360 Teacher F Yeah, of course.

361 Researcher Are they a lot or a minority?
Teacher F: Even if they’re minority, we can’t ignore them. We can’t simply neglect. And we should also keep in mind some other issues like their crammed schedules [...] for those students, if we think that we can go to the library for example—

Teacher E: Exactly.

Teacher F: They can, they still have very crammed schedules and—

Teacher E: They don’t have time.

Teacher F: As a whole, writing should be given more focus. And we should find more space. By we, I mean the ELI, even the registrar they can [...] why don’t they put for example a class weekly. A class for writing, this is for writing.

Researcher: So that 4 hours just given to writing.

Teacher F: Yeah, to writing.

Researcher: And, are you given the opportunity that you can discuss this stuff?


Researcher: If they don’t hold meetings where you can—

Teacher E: I don’t remember that we had—

Teacher F: Here in ELI actually, we don’t, they have something fixed in the you know…

Researcher: Yeah.

Teacher F: And they all follow them. That’s it.

Researcher: Okay. What are the strengths and weaknesses in students writing? What do you think the students are strong in? And what do you think they’re weak in?

Teacher F: Fairly broad question.

Researcher: So like in the writing, what do you think their strong points [crosstalk]? Yeah, their strong points.

Teacher E: We gave vocabulary. They don’t have that much vocabulary.

Researcher: So this is one of the weaknesses?

Teacher E: Yeah.

Researcher: Okay.

Teacher E: They are strong in following steps that like the booklet, they can follow the steps—
Researcher Well?
Teacher E Well, yes. —
Researcher How about you Teacher F, what do you find?
Teacher F I agree with her.
Researcher Yeah, so the vocabulary is the weakness.
Teacher E Bringing their own ideas sometimes is a weakness.
Teacher F This is of course a weakness. Yeah.
Researcher Okay. Do students [...] what do students need to assist them during the writing process? So for example, do they use dictionaries, do they use outside materials?
Teacher F Yes, they use mobiles.
Researcher Alright. Okay. Very good. Do you find students motivated to write, and why?
Teacher F Motivated? Well it depends on the student herself. Motivated students learn English generally will be motivated to write as well.
Researcher Okay. So there’s not that differentiation?
Teacher F No.
Researcher Okay.
Teacher F But demotivated students—
Researcher Why do you think [...] let’s be honest, why do you think the students aren’t motivated? Like if you take yourself, if you went to, for example a Russian class, language class, you wouldn’t be motivated maybe to learn. I wouldn’t be motivated to learn Russian because I don’t need it. Where am I gonna use that? So let’s take from the student’s point of view. If they’re sitting in the class and they’re not motivated to learn English, why [...] I mean, this is your opinion. Why do you think from your experience in talking to the students and dealing with them, why do you think that they’re not motivated? What are the reasons behind that do you think?
Teacher E I think that from the beginning, not the university stage, from the beginning, from the family, from the parents, from the school. If they encourage them to learn this language, even the family has the big responsibility for this, giving them the importance of the language. Some families till now, they are [...] there are a lot of families, they don’t go outside, they don’t see that this is important or they are using this language. She’s saying, “We don’t use this language. I’m going to study religion. Why do I learn English?”
Teacher F: English for these students is just like Russian for you.

Teacher F: 

Researcher: Yes so it’s—

Teacher E: “I’m not going anywhere outside Saudi Arabia, I’ll stay in Saudi Arabia, I’m going to study religion, I’m going to get married and stay at home. Why do I have to study English?”

Teacher F: Overconfidence and less confidence. Students who are overconfident, they feel that it’s a waste of time. You know even the 104 level, even the 104 book we still focus on some basic rules. For example, they see this also a waste of time.

Researcher: So do you think the problem is in the curriculum? There’s too much repetition?

Teacher F: Yeah, of course there’s repetition.

Teacher E: There is repetition.

Teacher F: Of course, yeah.

Researcher: And this is demotivating coz they’re taking the same thing?

Teacher F: It could [...] it’s a big reason. And the…you know, less motivated students or less [...] students—

Teacher E: Going level by level in information and ideas, I’m seeing it’s okay. They are moving well. They are motivated to learn.

Teacher F: And to all of these still shy and the low confidence students, they’re demotivated because they feel that the more they learn, the more mistakes they will make. They just see this wrong point of view. But we have actually you know, different psychological backgrounds and social backgrounds. Even Saudi, all [...] it’s a governmental university, if I were just talking maybe [...] maybe we’re just talking about a certain social class but still they’re mixed psychologically and socially. And you have to deal with all of this.

Researcher: And it affects the dynamics of the class?

Teacher F: Yes, of course.

Researcher: If you have more of these students and less of these, I mean it affects how the class, the atmosphere of the class.

Teacher F: It happened to me once that I had a student [...] she was really [...] she should have been exempted for English because she [inaudible] actually. She went a lot to England, and then she comes from a very big, wealthy family, and [...] and every time I ask the students simply and then naïvely to do an exercise is
no [...] why we’re supposed to do this?

417 Teacher E  She’s making confusion to—

418 Teacher F  Yes, of course. Of course.

419 Researcher  So I get what you’re saying. So by kind of talking like that, she’s affecting the rest of the class.

420 Teacher F  Yes, of course. And not just affecting their focus or concentration, she was affecting their willingness to do the exercise.

421 Teacher E  Yeah.

422 Teacher F  So students, you know go lazy, go bored. And she works on this point. Like, “We did this many times before.” She was giving me a very hard time in class.

423 Researcher  So that means that she was [...] her proficiency didn’t match the level that you’ve put in? Could you say that?

424 Teacher F  It was 104. And the time, maybe in the placement test she did everything correct so that’s why she was put into 104.

425 Researcher  So even if they get it all correct, they still have to take that level?

426 Teacher F  Yes. Yeah, yeah, yeah. [crosstalk]

427 Researcher  We said vocabulary, they don’t have much vocabulary. Okay, almost there. What are the materials that you use to teach writing? It’s just that everybody says there’s a writing booklet, there is nothing else? And why don’t you add any [...] do you have the opportunity to add any of your own materials?

428 Teacher F  Even if we have the opportunity, we don’t have the time.

429 Researcher  Okay. So this time constraint.

430 Teacher F  Yes, of course.

431 Researcher  Okay. Are you satisfied with the materials that are used?

432 Teacher F  They are good but still they need more time.

433 Researcher  So again, the time is the negative. What sort of materials would motivate students to write, thinking outside the box? What do you think would motivate them to write in English?

434 Teacher F  Blending technology with the regular way of teaching. This will motivate them I guess to the maximum because students already use computers and internet for fun. And this will make learning [...] you have fun, yeah.
Researcher: Do you agree Teacher E?
Teacher E: Yeah, of course.
Researcher: The students used dictionaries in class? And what type of dictionaries? English-English or—
Teacher E: Electronic mobile dictionaries they have in their mobiles, but not English-English, bilingual dictionaries.
Researcher: English-English. But they don’t have any [..] ELI doesn’t provide any—
Teacher F: No.
Researcher: Okay. Within the limitations of ELI and its curriculum, have you any practical suggestions you can offer to improve student’s proficiency in writing?
Teacher E: Again?
Researcher: Within the limitations of the ELI and the curriculum, have you got any practical ideas that would make students writing better? Their proficiency in writing better?
Teacher F: We spoke last [. ] no end of last year about choosing technology again but to this point, we spoke to the administration here about this [inaudible]. And they liked the idea of course and even with [inaudible], we discussed this before. And they said they will keep this in mind and they will try to [. ] maybe the LMS was a step forward to achieve this goal but I don’t know [. ] it’s not working yet.
Researcher: It’s not in practice right now?
Teacher F: No, no, no. Something [. ] there’s a problem with Oxford. I don’t know what this is. And it will be fixed, and this will head with the right angle. I did the LMS training. And there was something for speaking, something for writing. There are [inaudible] students together and the teachers can see.
Teacher E: They can see. They can share the writing together.
Teacher F: And the peer correction. They can do peer correction online.
Researcher: Do you have any other suggestions that could better the student’s writing?
Teacher E: The writing booklet but it has to have some rules of how to write. The writing booklet can be given some rules at the beginning before just start topics [. ]
Researcher: Yeah, yeah, yeah.
Teacher E: We had it before. Do you remember?
Teacher F: Yes.

Teacher E: We had it before in the old writing booklet, how to make topic sentence [crosstalk].

Researcher: So in this writing booklet, it doesn’t provide that?

Teacher E: No. [crosstalk]

Teacher F: It was about writing, etc, you know.

Researcher: So the format of a paragraph.

Teacher F: Yeah.

Researcher: Okay. Are there enough resources in ELI for the students and for teachers?

Teacher E: Students don’t need [...] the resources are all online, the resources that they need. And the teachers also have everything by coordinators and online. They are all available.

Researcher: A lot of the management excuse—

Teacher F: Excuse me, what do you mean by resources?

Researcher: Like dictionaries, computers, books so that you can—

Teacher F: Actually all of these came to my mind. But for teachers that’s used with the students. I just of course use from the internet a lot. I make my own revision for students. And this is not something given by the—

Researcher: Yeah, but does the ELI have books and [inaudible] like say, “Okay this is like your…”

Teacher F: Yeah. Books [...] the textbooks that we use for the students.

Researcher: No, other than that?

Teacher F: No.

Teacher E: No, other than that, we don’t have.

Teacher F: We don’t have.

Teacher E: We don’t have. We only have the books that are…that we use for teaching.

Researcher: So there’s no library where—

Teacher F: There’s one in the lounge but [...] and there are dictionaries downstairs but actually, I didn’t use it.
Researcher: You say you can borrow it?

Teacher F: Yeah, yeah, yeah. And there is a space in the central library also for the ELI […] yeah we had everything once before there, but—

Researcher: It’s not in use. [crosstalk]

Teacher F: Why don’t teachers use because […] we’ll run out of time. I don’t know.

Researcher: Well, maybe if you’re not given the opportunity to change the way you teach, then maybe some teachers say, [crosstalk] and read.

Teacher F: The only thing that they usually need is of course […] with my students is exam materials on grammar, on vocab, and they’re from the internet, yeah.

Researcher: What was I about to say? Oh yeah. One of the management would argue why everybody is the same is that because this is given at the foundation year, and that students should be all given the same thing, and the same material. Do you agree with that, that this is the right approach? Is it working for the benefit of the students since we’re saying that fairness is—

Teacher F: Of course, I agree. I agree. I don’t know if—

Teacher E: Maybe there has to be some changes in a way to be better. We agree that they all have to be taught in the same way, following the same rules, but there are some problems. But we don’t […] we teachers can’t do anything with it.

Researcher: Is this right? That the teacher is kinda strict from that […] to change anything? Because […] if you’re in the class and you have this material, okay […] the goal is one. But if you feel that this process that’s given to you to teach that class isn’t working, can you not supplement?

Teacher F: Actually the administration here don’t force you to choose specific teaching technique. They don’t come to your class with you. They don’t see what you’re doing in class. And bearing in mind that here in the ELI we have something like 200 teachers from different backgrounds, from different cultures, from different schemata—

Teacher E: But they are still listening, like you remember the portfolio? We had a big problem with the portfolio that if a student has a portfolio with a certain way, and correcting [crosstalk] and doing a lot on weekly basis, and we complained about it. And they listened to it and they changed the way. They changed the way of having the portfolio for students. So we are trying to do what we can do. [crosstalk] If one teacher can sit in her class and do a certain […] or make any change the way or the process by her own, she can do that. She has to go and talk to the ELI. So all the ELI has the same kind of change.

Teacher F: But yeah, putting myself in the administration shoes, I will look at all the foundation of the students. If I leave the students to every teacher with her own way of thinking, with her own background, the students will be different. I need them to get out of the foundation year with this amount of English, with these outcomes, all of them have to begin with the same thing. So I
guess, it’s still…under all these constructions, under all these limitations that the administration actually have on teachers, still teachers have their own way to give her…her talent, her touch to her students. And because students move through different levels, they [inaudible] 8 different teachers.

488 Researcher Is that positive?

489 Teacher F Yeah, of course it is.

490 Researcher Teacher E do you agree that’s a positive?

491 Teacher E Yeah, it’s a positive way. It’s a positive way.

492 Teacher F And for example my students, my ex-students, “We want the old teacher.” I tell them, “No, this is not good for you, this is not healthy. You have to change me. You have to try someone else.” Because for example, even if sometimes I use some Arabic in class, this will benefit you for example grammar, vocabulary, but this didn’t work on your speaking. For example, in listening skills, this have to be improved when you deal with a native teacher. So you have to get the good from teacher you face.

493 Researcher Yeah.

494 Teacher F And because we have shared the classes, and all of these. So students get exposed to a minimum of 8 teachers throughout the foundation year. And they will take the best of everything, of everyone.

495 Researcher You made a good point of saying that because of all the limitation, because of the limitations students [...] this is imposed on teachers so the students come out all with the same outcome, do you think that’s achieved now at this [...] the current status? Do you think the students—

496 Teacher F I guess. Yes.

497 Teacher E Yes.

498 Teacher F I guess yes.

499 Teacher E Mostly yes.

500 Researcher Okay. Thank you very much.

501 Teacher F That’s it?

502 Researcher Yeah, thank you very much.
C4: Group Interview Four

Number of speakers: 1 (Teacher G)

1 Researcher  Do you view writing as an important skill for undergraduate study students during their foundation year and why?

2 Teacher G  Yes, I do think writing is important because it enables them to kind of prepare for the future academic study that they're going to embark upon. The other subjects that they have whatever they choose, that is Statistics or Computers or Math or Biology, all the books are in English. So they have to be able to read and write and understand at least the basics if not on a very high level because this is a new language for them. Their mother tongue being Arabic it is not an easy thing for them to pick up a language that is totally different to the way that they are used to including the script not only the script but also the direction in which they write is different. So I agree that it's difficult. I know it's a challenge but I definitely think it's important for them to be able to learn writing from their English teacher just so that it could help them in the future with their studies and even beyond their studies when and if they decide to get a job, they should be able to do some basic writing and even if they don't decide to get a job at least they can help their children when they do have them. So yeah I think for the overall development of any new language that a student is being taught, writing is an important skill.

3 Researcher  For both science and arts students?

4 Teacher G  For both science and arts students, yes I think so.

5 Researcher  Okay, in general, how do you view the English courses specifically writing given by ELI?

6 Teacher G  I think there is a lot of scope of development to be very honest with the writing pack that is given to us in ELI. I think that it can be further developed because for the past few months I have been noticing that the writing pack by itself is very dry, is very boring for the student unlike their textbook which is very colourful, very illustrated and at least interesting to look at if not anything else, you know? But the writing pack is very, it's not a part of the Headway Plus books so it's different. I noticed that it's been photocopied from maybe a book like Interactions, which is a bit beyond their actual level. So most of them do find it really difficult. So a lot of the times, the teacher has to simplify it, make it easy for the student to understand, use our own supplementary material if time permits you know, and give a lot of examples and a lot of teacher’s effort, effort and explanation goes into solving all those exercises that are there in the writing pack but ultimately to be very honest I've realised that those exercises are supposed to help them finally write out their essay but they don't really use all that experience of doing those
exercises in class to write their essay.

7  Researcher  Okay.  Why do you think that?

8  Teacher G  I think they do that because it's so difficult for them to think in English, they think in Arabic, they have ideas in Arabic, [Inaudible]. I'm not saying that you know they don't have ideas, they do. They have brilliant ideas but it's just that they find it hard to think and replicate that in English so what they do is, I'm not saying all of them, but quite a few of them, they go to Google Translate and they type it out in Arabic or you know, and then get it translated and Google Translate does a terrible job. I cannot understand a single word they've written and I say what did you do? Try using your own sentences. Don't use Google Translate. It doesn't do a perfect translation. And some of them who couldn't be bothered you know, they are pressurised by exams and stuff, they just take their friends from other levels, they just copy it from their friends. So what I realised is that, despite making so many efforts by the teacher I mean, so many efforts being put in by the teacher for them you know, like generating ideas, thinking about the body of the essay, thinking about the conclusion of the essay, thinking about mind mapping, all that, we do that in class, theoretically, but they are not really applying it practically because they don't want to put in so much time and energy and effort into it, they just take.

9  Researcher  So it's more lazy, laziness than actually understanding why they're doing it?

10  Teacher G  Yeah. More than laziness I would also think that level of difficulty. At level 4 they're expected to produce an essay which is 150 words long, has a main idea, three supporting ideas and the body and a conclusion, it's a bit tough for them. Although they do graduate from Level 1 to like Level 2, 50 words, 100 words, 150 words. But it is difficult for them to coin a sentence. We don't really teach them at Level 4, what are the, what is the essence of a sentence you know? Like the essence, the sentence must have a subject, must have a verb [Inaudible]

11  Researcher  Funny you said that. Some of my students, they said that. They said that we're expected to know-

12  Teacher G  To know how to make a sentence but we don't really teach them how to make a sentence. We don't have the time in Level 4 to teach them how to make a sentence and when we tell them where is the subject, where is the verb, where is, you know, these words are missing, it doesn't make sense. They don't understand. They don't understand what the teacher is saying.

13  Researcher  And do you think this is the problem from Level 101?

14  Teacher G  Yeah. I think it just escalates. We should be doing that you know, like a basic level before they start Level 1. Maybe a Level 0 where we teach them.. literally we teach them alphabet,
numbers and dates and months and years and how to basically coin a sentence in English which makes sense to the reader. If we did that, maybe they will be able to coin simple sentences, not so high level sentences but at least without so many grammar mistakes in Level 4. Because sometimes the things they write are just either so totally un-understandable or hilarious. As in they use words, which are like totally inappropriate, and I asked them where did you get it? Oh, Google Translate or dictionary.

Researcher So they don't look up words specifically?

Teacher G Yeah. Yeah.

Researcher Do they look up words in the dictionary?

Teacher G Sometimes, they use their electronic dictionaries or their dictionaries on the phone again which are like Arabic has so many different meanings in one word depending upon the context.

Researcher Yeah.

Teacher G English is kind of similar that way. One word has so many different meanings. They don't know which one they mean when they use [Crosstalk] that in the sentence so they end up using it in a way which gives totally the wrong meaning. Sometimes we end up laughing and I say, did you know that this word you used here meant that? And they're like, oh my God, how embarrassing is that? (laughing) So yeah [...]

Researcher Okay which do you think is paid more, what are the most important aspects of writing students should know?

Teacher G I think the most important aspect they should know is, what is expected in terms of organisation. You know. Like what should be topic sentence, what should be the first sentence of the idea that I want to communicate. What should, what kind of details I should give the reader and what kind of details should I leave out because they are not important and how should I end the essay or the paragraph or the e-up in a beautiful way, and just not leave it abrupt. I think this is the most important aspect and the second most important aspect is to have a very clear idea of what it is that they really want the reader to w. And I think that, the first aspect is achieved to quite an extent he teacher and by the students because we tell them literally on the sheet of paper the first paragraph has to be the main idea, the second one has to be the body, the third one has to be the conclusion, where is t they understand it when I say you forgot to write the conclusion, ending so okay teacher so what do I write? How do I write it? I make it interesting, make it beautiful, make it something that the t would remember and they understand that so I think we're able et across the point that they need to have an organised paragraph or organised essay. [Inaudible] But I don’t think they're very clear at their ideas and again I'm not saying it's because of any other on other than it's difficult for them to translate from Arabic to
lish. They think in Arabic, they can't help it. They think in Arabic hence when they translate those ideas into English they're not very r so there are a lot of unnecessary ideas, unimportant details that not really relevant to the essay and sometimes the whole point of essay is missed. That's why in exams we have the topic as "The t Holiday", and the student has written "My Worst Holiday" use, only because the teacher has practiced the worst holiday with n in class so they go with that idea, they don't really you know, l what is written in the essay, in the question, and they think, oh, practiced this, and without…

23 Researcher Yeah.

24 Teacher G Really focusing on what ideas they need to convey, they just write what they're familiar with. So they need to have a clear idea, a clear understanding of what the topic is [Inaudible]

25 Researcher How can that be achieved, do you think?

26 Teacher G It can be achieved with a lot of practice, I think. But the limitation that we face with writing is that writing takes time. Because a lot of thought process has to go behind it and the problem is with the short courses, which are seven week courses we don't have a lot of time. Plus if you look at this module, we don't even have seven weeks, we only have five and a half weeks…

27 Researcher Teaching weeks.

28 Teacher G Teaching weeks. Only five and a half weeks. This was the first thing that came to us in the email that you have five and a half weeks and this is the pacing that we need to complete. So more often than not we teachers are kind of pressured to you know like finish so many skills within a given time frame. It's okay for us, cause we're the experts but it's not okay for the student because they take time to assimilate, to understand, to think, to generate ideas, put them on paper. They have too many other subjects as well which are playing on their mind so it[…]

29 Researcher And how is writing weighed in the course? I mean compared to the other skills, to speaking and reading, and I think there's a grammar component.

30 Teacher G Yeah.

31 Researcher [Inaudible] Do you think it's a main skill that is taught or a sub skill?

32 Teacher G I wouldn't say it's one of the main skills primarily because the percentage given to writing is only 10%in the final exam out of 100%lot that they have, 30% is given to the module, 40% is given to the final exam which does not include writing in any form. I repeat, it does not include writing in any form. Mid-
module is 30% and all they have to do is select A, B, C, D. Other [Inaudible] skills vocabulary, reading, listening and grammar. These are the skills that are tested and these are considered as the major skills. 40% in the final exam again, they're tested in the same skills, reading, listening, grammar and vocabulary. And this is 70%. And then, in the end, around the final exam time, 10% of weightage is given to writing and 10% weightage is given to speaking and the last 10% is for continuous assessment that the teacher does and that is for the speaking tasks in class, for the, for the progress they've made in the writing pack, for the work book, for the LMS, and all these combined, it's like, five, five, five reduced then calculate.

33 Researcher Alright.

34 Teacher G So really writing is not, which is okay, which is okay. Because if a very high percentage would've been given to writing, most of them wouldn't have passed. You know, so I think the percentage could be increased a little bit if it needs to be but 10% is okay towards the final exam, it's okay. But what I think this time is the problem is, they're not given too many choices in the exam you know and Level 3, Level 4, they're just given a topic and they're expected to write on it, and they don't know what that topic is going to be. And the writing pack mentions about 8-10 topics in both level 3 and Level 4. So they are already pressured. They're like oh my God, which topic's going to pop up you know? [..]

35 Researcher Alright. Okay. But usually you give them something that they already practiced in the class?

36 Teacher G You never know because you know the teacher has time to practice only a few topics. Obviously there are 8 topics in the writing pack like in the Level 4 this time, there is no way a teacher can guide them to write all 8, correct all 8, review all 8, revise all 8, give them marks on all 8. It's just not possible even if a teacher is highly efficient, highly manage her time effectively, she would be able to do a maximum of 3, you know? So there, there…

37 Researcher But anyway they should write by themselves, shouldn't they? Even, I mean not everything should be corrected. It's about knowing how to write.

38 Teacher G Yeah. And also they're supposed to know how to correct each other's essays by Level 3 and Level 4.

39 Researcher Do you use that technique?-

40 Teacher G I tried to. It never works you know, because I say, okay now is the time for you to exchange your papers and correct each other's essays. And they just look at each others essays and they say, teacher, I don't know how to correct. You correct. I'm like, yeah, I will but this step is important for you. You do it first and then I
will check it. Teacher, I don't know really what the mistakes are.

41 Researcher So they don't even know what to look for?

42 Teacher G They don't even know what to look for, you know. Again they would require a lot of spoon-feeding as in we would need to give them a list maybe, look for this, capitalisation, look for punctuation, look for spellings…

43 Researcher And why do you think that is? I mean, why do you think that the students, do you feel that they're very dependent on the teacher or they're independent learners?

44 Teacher G I think, I think, simply it’s in their nature to lack the patience to do that because actually correction requires a lot of patience. You need to read, you need to figure out what the other person is trying to say. It requires a lot of patience and the students don't have so much patience. I mean who's going to read 150 words and correct and it is something that they probably view as not something not beneficial for them. Even though the teacher tells them that this is going to benefit them.

45 Researcher Why do you think so?

46 Teacher G It's just, I don't know. It's just the way they are.

47 Researcher Have you experienced this with other students or just like in the other context? Have you experienced the same or just in this context?

48 Teacher G No, over my years of teaching experience in this university, I see that it's a general thing among most of the students whatever level that is, you know, that they find it hard to kind of correct each other’s essays or writing or mistakes. If it's an objective type questionnaire they don’t mind because the teacher’s giving the answers and they just […]

49 Researcher Of course.

50 Teacher G The teachers give but with an essay they, it's genuinely a problem for them because they can’t figure out. They're not at that level where they can figure out that there is a mistake here or maybe they can see okay teacher there is a mistake here but…

51 Researcher I don't know what it is.

52 Teacher G They don't know what it is, you know?

53 Researcher Okay which is given more attention, student’s ideas or the mechanics of writing?

54 Teacher G Both have to be given their due attention I think and as a teacher
we try to give both importance. It is very important for them to have ideas, as well as do it in the correct way. So yeah.

[inaudible]

55 Researcher So you don't weigh one more than the other?

56 Teacher G No, both are important because both have marks, both have grades.

57 Researcher Okay.

58 Teacher G Yeah. They lose marks if they you know make mistakes with mechanics and same with ideas, if they fall short on their ideas, they lose marks again. So it's a balance of both.

59 Researcher Okay, well how do you think writing should be taught in EFL classrooms specifically here in ELI, what would be the ideal way to teach writing? To these types of students.

60 Teacher G Yeah. I think the, this is just my idea and I don't know if it will work for sure. But what we can try is give them topics that are very exciting for them, make it personalised, you know? Topics that they themselves are really interested in and topics that they are passionate about, maybe topics like football because I know some of the girls, some of them are really crazy about football. Some of them are crazy about Korean pop groups.

61 Researcher Yeah, yeah, yeah. This is the trend coming out. Yeah, yeah.

62 Teacher G Yeah. And some of them are especially science girls, they're very focused about what they want to become when they finish their graduation, they're like, teacher I want to be a pharmacist, I want to be a nutritionist, or I want to be a doctor and I was amazed with their ambition and they should be allowed to write about their ambitions because they're so passionate about it. I think we should give them freedom, along with freedom, we need to give them maybe help in terms of literally from Level 1 starting with a sheet of paper with lines drawn on it for them saying this line has to have topics and [Crosstalk]

63 Researcher Alright.

64 Teacher G This line has to have ideas and you know, things like that. Basic help. And they wouldn't need that by, when they reach the higher levels. They would know what a sentence is, they would know what the teacher expects to be written in the first paragraph and the freedom to write what they want to write about, you know. Topics that are culturally appropriate to the Middle Eastern students also makes a big difference.

65 Researcher Have you found any topics that are in the writing pack, anything that motivates them or that you know, they find interesting?
There are some topics that are very close to their heart like if you ask them to write about "My Best Friend," they write about it happily. But like in Level 4 this time, out of the 8 topics there are some, 7 and the 8th topic are really way too above their imagination. Like world war or things like that, I mean they have no clue. I think only if that kind of passion is created by the teacher and by some magic (laughing) But they're not really interested in world problems and how to solve them. I realised that. There's one topic there you know like what are the kind of things, what are the kind of problems that the world faces nowadays and how we can solve them you know?

Saudi Arabia is such a peaceful place and it's run so effectively by the king [00 Inaudible], you know? It's a peaceful place. It's such a family-oriented style here and you know, people love to
take their breaks and go for prayer and then take a nap and then get back home early in the evening. People don't like to work much here.

81 Researcher Right.

82 Teacher G It’s the general norm you know. People love their family, like people love. I see people [Inaudible]. That's what they like. Shopping -

83 Researcher Yeah, yeah, yeah.

84 Teacher G And going to the beach and stuff like that. And I like that about Saudi Arabia. It's lovely. And so they are blessed, they're living in a cocoon, [inaudible] they don't know what is happening in other countries and I don't really think they're very much interested either. Mainly because you know, all the news channels are, that they show today are either way too exaggerated and apart from that they are in other languages. They're in English so they don't really watch all that so they're not really aware of -

85 Researcher Do you think the culture plays a role in this in a way? Yeah.

86 Teacher G A big role. Yes. I do agree that culture plays a big role. If they knew what was happening in the world outside, they would have a lot of ideas to write about and they would have a lot of opinions.

87 Researcher Exactly. Yeah, yeah, yeah.

88 Teacher G But they don’t even talk much about why women are not allowed to drive in Saudi Arabia you know? Like when I put up that question just to generate interest [...] 

89 Researcher Exactly.

90 Teacher G And generate passion and see what their views are. They're like, big deal. It’s okay[Inaudible] (laughing)

91 Researcher I know. There's no, there's not much controversy.

92 Teacher G Yeah, yeah. And some of them who are like really, you know, outgoing. They might express their opinion and say, yeah it would be great if we were allowed to drive and maybe it’ll happen sometime in the future. But that's it. They don't go beyond that. They have two lines to say about it. You know [Inaudible]

93 Researcher And is it the language barrier or is it them, their personality you think?
It's both. It's both. More so their personality I would say because some of them are really eager to express themselves and if they can't get their point across in English to me, they make sure they get it across to me Arabic.

Teacher G

Even though I don't understand the Arabic as fluently as I understand English, but just because of their expression and their passion, I'm able to kind of gauge what they're trying to say.

Researcher

Yeah. Yeah.

Teacher G

So they do express themselves, they love expressing themselves if the topic is close to their heart or something that you know that's happening in their country, they know about it. Then they will express it. In English if it's possible for them, if it's not they will say it in Arabic. You know, like just the other day while I was doing the writing pack with them, some point came up and I said well what do you think about smoking? Do you think it's allowed in Islam? Or is it not allowed? And most of them just shook their heads, like, not allowed teacher. And one of them said, teacher [Inaudible].

Researcher

Oh? Alright.

Teacher G

Yeah good, absolutely. You're right and then one of the girls who was sitting at the back who understood exactly what I was saying but she couldn't really express it, she said in Arabic, teacher, [Inaudible] come on, it's an Islamic topic, not to be talked about in this environment. You know I think it's allowed, it's up to people. I mean so many people smoke it's okay and I don't think it's [Inaudible].

Researcher

Oh alright. Okay.

Teacher G

So that kind of generated a bit of passion but only between those two girls. The rest of them are all quiet.

Researcher

Passive.

Teacher G

Passive. Yeah, yeah. They agreed it was not allowed but they didn't know the degree of you know, how severe [Crosstalk]

Researcher

Alright. Alright. Okay. And they don't want to engage [..]

Teacher G

They don't want to engage in it. They were like, [Inaudible] it's an Islamic topic. They don't want to engage in it in the classroom and I was surprised to hear that from that one girl because I feel Islam is a lifestyle, not a religion. [..]
Teacher G: You know and I think it's great to discuss Islam in class because it's a passionate thing with each and every one of us because we're all Muslim. [Inaudible]

Teacher G: So I thought we would have a bit of a nice discussion but it ended there.

Teacher G: Because they don't want to talk about it.

Teacher G: Yeah. And I was surprised and it doesn't happen all the time but when I bring up Islamic topics to kind of integrate it into teaching writing or teaching English in general, they do generate a discussion even if be in Arabic I let it go on because at least I get reactions out of them.

Researcher: Exactly.

Teacher G: At least I get ideas out of them.

Teacher G: Which is so rare because otherwise they don't participate unless the topic is close to their heart, they don't come up with ideas and if they come up with ideas I like it. I say why don't you pen it down? Why don't you write about it? It's okay if you write it in Arabic. I'll help you translate it in English, you know?

Teacher G: So that helps a lot, you know having topics that are close to their heart.

Researcher: Okay. Do you enjoy teaching writing? Honestly?

Teacher G: To be very honest? No.

Researcher: No. And why is that? And is it specifically to this context that you don't enjoy teaching writing or in general as kind of an elusive skill? I mean you know, most teachers they do kind of lean to one skill more than the other. I mean many teachers love to teach grammar, but you know what I'm saying. So, is writing one of the skills that you enjoy teaching and if not, why? Is it specific to this context or is it in general?
Let’s put it in this way, that it's the skill I enjoy teaching the least. And the reason behind that is because number one, it's so difficult to get the points across to the students. It's a real challenge. Whereas when I'm teaching grammar, when I'm teaching speaking, when I'm teaching any other skill, it's easier for the student to get the hang of it.

But with writing, it's difficult also because of the fact that students here in this place in general find writing to be a boring task. And that's the general outlook. You give them grammar questions, they're happy to answer them. You give them a speaking task, they will be shy, they will be shy in the beginning but once they start talking, they're okay you know. But when you give them a writing task and you ask them to do it in class and say I'm there to help you. Do it now. I give you half an hour, take one hour, if you like but write your topic here. They said no teacher, [Inaudible] homework. You know. So with that kind of disinterested response that I get from students here and that's all across the levels, all across the[...]

Okay so there's no difference between?

Level 1, Level 4 it's all the same. When you ask them to do a writing piece in class, they will say, teacher [Inaudible] we'll do it for homework, you know. And that kind of trend I don't know why that has developed. Maybe it's because at home they have the freedom to use the internet, to use their friends, to use their family for help apart from, you know, other resources maybe they can refer to books, maybe they can refer to Google Translate and in class they don't have anything, they have just the teacher and they're not comfortable with that because sometimes they feel it's hard to get their ideas across to an expat teacher because an expat teacher does not understand Arabic you know?

Yeah, yeah.

So yeah, so that's the reason why I find writing as a difficult thing both due to the cultural attitude towards it as well as the fact that the writing pack here in ELI needs to be more customised, needs to be made easier, needs to be made more closer to their heart. It's very dry. They need to change that.

Okay, in your opinion, are writing strategies important and are they incorporated in teaching writing?

What do you mean by writing strategies?

Like such as brainstorming, using dictionaries, having a vocabulary log, translating, anything that helps the writing. Are they incorporated in the curriculum and do you find that the
students learn it and apply it?

134  Teacher G  Strategic writing is important. It is there in the curriculum. There are places where they mentioned brainstorming, there are places where they mention vocabulary logs, there are places where they can use mind mapping and we teach, we teach students how to use that you know as, to develop their essay but most of them don't use it. They just go home -

135  Researcher  And they just write -

136  Teacher G  And they just write what is easy for them. They don't really apply it.

137  Researcher  Okay, do students discuss their ideas and talk about what to write?

138  Teacher G  Sometimes they do, when the topic is something that they have an idea about and I give them a chance to think about it in class and give them time then they are more open to talk about it. But if it's a topic that they have no idea about, then they just keep quiet. They don't talk.

139  Researcher  And the students usually work individually or in pairs or in groups? And which do you think applies better? In writing.

140  Teacher G  I think group work, I think group work helps a lot because then they get to talk to each other and take each other's help and run their ideas through each other. And I tried my, in my classes I tried to pair them up or group them so that they can discuss ideas with each other. That helps a lot because individually it's hard for them. It's hard for them to kind of yeah […]

141  Researcher  Okay and then do you think different types of materials should be used like pictures, video clips?

142  Teacher G  Oh yeah definitely.

143  Researcher  And are you able to incorporate, do you use them and which ones did you find successful?

144  Teacher G  With specific regards to the context of writing, I've never really used […]

145  Researcher  Okay.

146  Teacher G  Videos or pictures.

147  Researcher  Okay.

148  Teacher G  But for other skills like for teaching vocabulary and for teaching me because reading also is a bit time consuming and tiring for them, I č
Teacher G: I bring from home when time permits.

Researcher: Okay so, but not in the area of writing?

Teacher G: Yeah not in the area of writing. I would love to use videos and pictures in the area of writing as well but never really tried that. And the problem with, you know, the equipment that we're provided within the office and the classroom here is that they hardly ever work. You know sometimes if the computer's working there's no Internet. Or if there's Internet the projector isn't connected.

Researcher: Okay.

Teacher G: You know these kind of issues, they kind of demotivate us, they demotivate the teachers from using or depending upon these Internet you know, videos and stuff because they're never reliable.

Researcher: Okay. What are the strengths and weaknesses in students writing? What do you find that they're weak at and are their strong points in writing?

Teacher G: The strong points I would say is they have ideas. The weak point is that they are unable to express them correctly, the grammar.

Researcher: Okay.

Teacher G: They technically know how to formulate a grammatically correct sentence technically as in they know the form and stuff. But when it comes to actually applying it, they fall short of it. So they're not able to make a sentence, which is grammatically correct, and they have, they use a lot of run-on sentences. As in too many ideas all grouped into one sentence and, and, and, and, no comma, no full stop you know. No end, no beginning, that's, that's what happens.

Researcher: There's a question here but I think you answered it previously rather. What the students need to assist them during their writing process and I think you mentioned to simplify the writing pack.

Teacher G: Yes.

Researcher: And to make the topics more interesting.

Teacher G: Yes. Yeah, yeah.

Researcher: Do you find the students motivated to write?

Teacher G: Not really. No, no. They much rather do it in the comfort of their home than under pressure in class, under the eagle eye of the teacher.
Alright. Okay. Do you feel like students are given the opportunity to personalise their writing and make it their own?

Yes, yes. Of course.

Within, yeah?

Yeah. [Inaudible]

And is it, do you feel like it’s, I think you answered this too. Are students given, do you think it's important for students to express their own opinion and ideas in it? So yeah you have. Are students creative in their writing?

Sometimes. Very rarely, I would say.

And why do you think that is?

Again that is because of lack of vocabulary.

Vocabulary?

The best way to get creative is to use you know, really a range of words or a variety of words you know to make your essay interesting or your paragraph interesting and they don't have that variety or range of words to kind of make it interesting so they [..]

And in the reading because they take other skills do they, do they keep a record or does the teacher?

Record of what?

Their vocabulary, the new words that they take?

Well we encourage them to keep a vocabulary notebook. And we say write down all the new words that you learned or at least underline them and write the meaning and when the teacher motivates them or encourages them to underline a word and understand the meaning in context they do that but the other task we ask them to do is to maintain a vocabulary log, I don't think many of them do that.

Okay. So, do you think that students when they come to write, do they pay more attention to the mechanics of writing when they come to write or more under a train of thought and ideas?

I think they just pay attention to the marks.

Oh, alright
Teacher G: So whatever weighs more on the grade. Okay. Yeah. They just say, teacher, this is what I wrote, will this get me 10 on 10? If I say yeah, they're happy. They go back. If I no, they'll say why? What? Where?

Researcher: Okay.

Teacher G: What's the mistake and how can I make that 10? You know? So [...]

Researcher: Okay. So that's their motivation. The grades.

Teacher G: Yes. Their only motivation is the mark.

Researcher: Okay. And what kind of materials would you suggest to be used for writing to make writing more interesting? I think you mentioned that the topics, that the topics kind be more [...]

Teacher G: Yeah, yeah. Maybe, you know, maybe a few work sheets that will you know, like i Level 1 and Level 2, they had in their writing exams, things like fill in the blanks or match the following you know, apart from just the actual paragraph you know. I th that helps.

Researcher: Helps [...]

Teacher G: That helps. Yeah. I think they should have those kind of worksheets as well.

Researcher: Okay. The moment of truth. Are you satisfied with the materials currently used to teach writing here in ELI and [Inaudible]?

Teacher G: I've answered that question before. I've answered it. No.

Researcher: No.

Teacher G: To be very honest, no, not at all. I'm not satisfied with the material provided by the for the writing because number one, it's from another book. I would much rather it from the Headway Plus curriculum because I think the Headway Plus book is awes The way it integrates the skills of speaking, reading, listening, vocabulary and gram is amazing. I love the whole system of Headway Plus especially the new edition which is customised to Middle Eastern students. And I think, Headway can do a much bet job at producing writing material for the same Middle Eastern students. We should be using photocopied materials from other books you know. Or even if we do, we should be using stuff that is easy for the students to understand. Here they read, they can't read a single sentence and even when the teacher reads it out to them, they can't understand a single sentence.

Researcher: But this brings a good point. I mean, so do you feel like students that are actually 104 students?

Teacher G: Yeah. Yeah. [Crosstalk]

Researcher: They’re more probably 102 or 101 level?
Teacher G: Yeah, you’ll get this all across the board. All the teachers will tell you this you know, that they have passed, they’ve got 60, but that’s about it. 60 is not enough you know. They pass out of 4 and the other teacher’s comment saying they’ve done 4 levels of English and they can’t speak a word in English. What have you taught them? And that’s really disappointing for us you know, because we do.

Teacher G: We make so much of an effort and we do it so sincerely and we do it with such a passion you know. And in the end for a student not to be able to speak a single word is a big shame, which shows us in very poor light.

Teacher G: I wouldn't blame any one aspect because I think it's a combination of reasons why this is happening. It's a big combination of reasons. I wouldn't blame it on the students definitely poor things. They want to get through it with flying colours. They want to do well. I like the fact that they're so passionate about scoring full marks. I like that about them you know. But yeah, they need to rely [...] 

Teacher G: So this doesn't work. There's no smart board, you know. And even though the book is really good, there, the writing pack is not really up to the standard.

Teacher G: They do, they do use the dictionary on their phones[...]

Teacher G: Yeah.

Teacher G: Arabic English, yeah.
Okay. Within the limitations of the ELI and its curriculum, have you any practical suggestions you can offer to improve student's proficiency in writing?

In writing?

Yeah. Like so within, within what we, the limitations that we're in.

Practical reasons could be, get rid of this writing pack.

Okay.

Get rid of this writing pack. Make our own material. We have so many talented teachers and committees here in the ELI. So many who already finished their PhD, you know? Use them. Use their talent. Ask them to make the material, you know, the material made from, by the teacher personally who knows her students is definitely gonna be something that is relevant, is definitely going to be something that is more beneficial. I think we can do a wonderful job at producing our own material.

I think it is amazing when after I finished my Masters I suggested this. Yeah and there was a lot of controversy with that suggestion because I do believe that yeah, teachers can. I think their issue was that, I think it's more the issue the lack of trust that they have in teachers who you know.

Yeah, there should be trust.

Who did finish and who came back and I mean some of them, some of them here, they have PhD in the area of writing.

So yeah, there's already some[..]

Yeah. I don't understand why we aren't using their talent to, for the benefit of the that's what we want in the end, right? We want our students to pass with good marks, we want our students to be able to understand and speak and write fluently, that's what we want and why don't we?

I think the other issue was to do with that suggestion is that the accreditation thing, everything has to be accredited and you know, I think that was at the time in the process before we got. So they wanted everything standardised and[..]

Okay then use Headway writing material. Why aren't you using Headway writing material? Why are you using Interactions? A book that we haven't touched for years. I remember when I joined the Institute that was when we were using the Interactions book[..]

I remember. Yes I remember.

That was way back in 2008, 2009.

Yeah I still remember. Yeah, yeah, yeah.
Teacher G: Yeah. And we saw it didn't work. That's the reason why we scrapped it, right? It didn't work. So why are we using something that didn't work?

Researcher: We’re bringing it back in again. Is there were enough, are there enough resources for writing in ELI for both students and teacher? If a teachers, if no what is needed and how it will benefit teaching and learning?

Teacher G: Not enough, I would say, I would say the teacher’s resources can be better replaced you know. Like I said earlier to produce writing material for the benefit of the students and teachers can be used themselves, you know? We don't have the time to or the freedom to yet, to kind of come up with something really good for the students, we are under pressure all the time to complete our [Inaudible]-

Researcher: Yes.

Teacher G: And stuff and so many other things to take care of that we don’t really have the...you know, the time or the inclination to come up with our own material.

Researcher: Yeah.

Teacher G: And especially when we know that it might be disapproved.

Researcher: Yeah.

Teacher G: So yeah, that's what's stopping us I think.

Researcher: Okay. Alright thank you very much.
I. PERSPECTIVE ON WRITING
1. Yes, writing in a certain format for a specific purpose needs to be taught at the undergraduate level so that students know what to expect when they need to do extensive writing for their majors later.
2. The Writing Pack for Levels 3 and 4 is rather dense and students do not quite comprehend it. In fact, some teachers bring in their own materials to help with the tasks. The course is not academic but communicative so it will not necessarily help students in their studies later. What it does do, however, is to give them a ‘feel’ for the language in native speaking situations.
3. The most important aspects in writing are to write coherently, in complete sentences, neatly paragraphed with a sound beginning and ending.
4. As students generally find it hard to put their ideas on paper in English, we help them out with this. So, in our context, it becomes more important for a student to know the mechanics of writing.

II. INSTRUCTION
1. The ideal method of teaching writing would be to brainstorm lots of ideas with the students, have them come up to the board and write them up. Later, they could make an outline and decide where to put the different sentences to make a complete essay with an introduction, body and conclusion.
2. I enjoy all aspects of language teaching but talking specifically of writing, I enjoy writing with more proficient groups who can deal with the language with a certain degree of confidence and can express their ideas both verbally and on paper.
3. We have a Writing Pack which incorporates the writing in the curriculum where Level 3 is expected to write 3-paragraphed essay and Level 4, essays of four paragraphs.
4. Students do get a chance to discuss the topics of their choice before they write. They are given samples to help them with their ideas.
5. Pair-work or group work is the preferred method to teach writing where students can share their ideas.
6. No, students have different ways of learning the writing. But this is essentially a research area and, as teachers, we are not quite sure how they learn to write. As facilitators, we provide samples, model good examples of writing and correct essays on the spot for immediate feedback.
7. Yes, videos and other aids would be a good idea.
8. I have used videos to explain and illustrate grammar items but not to teach writing. However, a colleague related her experience with a video of a beauty pageant used as a lead-in to the writing lesson and which the students enjoyed immensely. However, when it came down to the actual writing, students demonstrated the typical difficulties they have with putting down their ideas.

III. STUDENTS’ NEEDS
1. Students normally write in near-correct sentences, use appropriate vocabulary correctly to an extent, create paragraphs and have an idea about topic sentences and supporting ideas.
   However, sentences can be fragmented, vocabulary inappropriate or incorrectly used, lack of coherence or cohesion, poor punctuation and paragraphs or the general length of the essay is less than the requirement.
2. In our context, if students are motivated to write it is because they stand to gain marks from their writing, not because they enjoy writing per se.
3. At level 103, students write a personal experience or a personal narrative giving them ample opportunity for personalising the writing.
4. Students need to be able to present their opinions as it makes for individual expression as well as encouraging critical thinking skills.
5. Students do their best to be creative but insufficient language and lack of vocabulary hinders their power of written expression.
6. Students can write topic-related vocabulary but if they are ambitious, they can make errors in vocabulary usage and sometimes the Google word dictionary also fails to help them express what they really want to say.
7. Students are trained to focus on the mechanics more than the creative aspect so the former begins to take precedence over the latter. Teachers feel that thoughts begin to be incoherent if the mechanics are not followed.

IV. MATERIALS
1. It is essentially the Writing Pack.
2. I have used supplementary materials, worksheets which help to identify the mechanics of the writing such as topic sentences, body and conclusion. This is because the Writing Pack for all its merits is not particularly user-friendly.
3. A colourful illustrated writing book might be a better idea than the current photocopied materials we are using.
4. Now students use the digital dictionaries and the paper ones are nearly obsolete.

IV. SOLUTIONS
1. Students should be motivated to read more outside the classroom. Instruction time is simply not enough to do the reading of different kinds of texts. Good readers are invariably good writers.
2. The ELC as it was formerly known and the ELI have tried everything from writing booklets to the current Writing Pack but the skill remains a complex activity, posing challenges at all levels of sentence construction, punctuation, comprehension, cohesion and coherence. Furthermore, the quantum leap from levels 1 & 2 which require one-paragraph essays to suddenly 3 and later 4 paragraphed essays becomes almost too difficult to handle. Sometimes, I feel that, perhaps I am wrong in thinking, that we need writing at the foundation year level. Perhaps, this could be left until later when students are pushed to produce writing for a specific purpose. The other solution could be to have them start much earlier, even before they enter the ELI, perhaps the school level.
C6: Group Interview Six

Number of speakers : 3 (Teacher H, Teacher I and Teacher J)

1 Researcher Alright, so first your perspective on writing. So basically we want to just talk about the, the students in the foundation here, okay? So, because this is our target group. So, is writing an important skill for undergraduate Saudi students during their foundation year and do you think it’s important, if it is, why? If it really isn’t that important also why?

2 Teacher H Okay.

3 Researcher Come on brave one, the brave one who starts.

4 Teacher H Yeah, definitely, yeah, and I think writing is definitely important. I mean, uh, I’m telling you like, uh, 90% percent of our students will probably go and study abroad, okay. And they are, they are going to be studying in the native language which is English, right. So, I mean, if, if they cannot learn to write a basic paragraph, a simple paragraph, how will they study anything else? And I tell my students, you need to study English in order to study anything else that you want, right?

5 Researcher Mm-hmm.

6 Teacher H So and writing is just one of those skills that they need to work on. I mean, if you go to the IELTS or TOEFL that skill is you know are part of their testing. Yes. So they have to be good, it’s not enough that they are good in speaking or reading or listening, they have to be good in writing as well. Otherwise they’d lose lots of marks, you know. So, yeah, it needs a lot of focus on especially, you know as a skill. Amongst all other skills, writing is a very, uh, weak part for our students. Uh, the major – the, the reason why I think it’s really difficult for them is because of the difference between Arabic and English, the writing, okay? In English it’s more systematic, their transition words, there are a lot of rules. In Arabic it’s not like that, okay, it’s mainly like, uh, that you go with a flow, but come to you and you just put them down, there is no specific structure or punctuation and all that, but when it comes to English there is all that and the students are like just bombarded by all these rules and they can’t you know, memorise, because they are not using it unless they are in class. They won’t use it outside of the class, even if they are text messaging, they are abbreviating using these common you know what you call it, technology language, yes, which is so different, so what they are taking, they are just using in the classroom not anywhere else.

7 Researcher You made a good point by saying the comparison to Arabic.

8 Teacher H Yes, they do.

9 Researcher Do any of you tell your students to compare?
Teacher I Yeah, definitely.
Researcher Between Arabic and -
Teacher I All the time. Especially, here, uh, with one-on-one I draw their attention from day one, for example even when it comes to lecture, I mean, we have to be aware of the difference, whenever they come to write. And you don’t because they tend – because they tend to translate in order to write. Yeah. But, we have to – alert them that there is a difference between 1 or 2, so they just keep it in mind, yeah. I mean, it’s a big help.
Teacher H Yeah, just I’ll tell that Arabic language, I mean, the sentence doesn’t have to have a verb.
Teacher I Yeah.
Teacher H But in English every sentence has to have a verb, ‘is’ is a verb, so just at least put those verbs to be. So this is something that they don’t realise, most of the students don’t know this. I teach them that from the very beginning. English needs verbs you have to put a verb in every sentence; most of them don’t do that. So they are constantly translating, regardless of the skill, they are always translating before they put out any outcomes here.
Teacher J I did the same thing, even though I mean, I don’t know, you know, I know I’m not an Arabic speaker, but I tell myself as a language learner you know and, and, learning the language in my adult years, I like to know these things that are different between the language and compare it my own language, it helps me to kind of focus on, okay, this is something that’s going to be, that’s not going to come naturally – it’s going to be it, you know, a little harder thing to learn, because it’s different, so I like to have that draw, yeah, ---
Researcher Yeah, and I think the student can draw comparison.
Teacher H And students they hear Arabic, they are like oh [crosstalk]
Teacher J Yeah, it makes them – it makes them think about their own – you know they start to think about their own language and maybe they never even thought about writing in Arabic. So you know think about the skill in general what our language and then just start and be more aware of what are some of the, uh, structures or whatever that’s useful.
Researcher Uh, how – in general how do you view the English courses given by ELI and especially in the area of writing, so basically the course content and the –?
Teacher H I think for students who are pretty much you know, competent and are able to go through the level without difficulty, they do learn and they do understand and they do benefit from what we teach them, I mean, I can see the progress. I look at them, I look at the first meeting – the first writing they’ve done, and then I look at the end result and when I compare it and I do see an improvement. But if a student is very low proficient you know, no matter what you do, they are just going memorise and put in what they memorise. They won’t
be able to write from scratch. So, it depends on how confident the student is in the language. If they were willing to learn, if they are good at English from very beginning, they will benefit, they will learn from you. You will give them ah the rules, ah the structure they will apply it. But there are those students who won’t, so for instance I don’t want to change --

Researcher: Do you think it’s a personal thing like they, they are kind of, their personality, their motivations in the language or is it their proficiency in English itself?

Teacher H: Both. I mean if they are motivated they want to get good marks, and they will work harder and they compare to are confident, that’s two factors, but if they are not motivated they are not competent then it’s lose, lose situation for them. So mainly it depends on the student themselves, you know.

Teacher J: But I think it’s really hard for that coming in with low proficiency, I think it’s you know really big, you know hurdle for them to be able to write, you know, even a paragraph.

Teacher H: Exactly.

Teacher J: By the end of the year. You know I think I do not mean from what I heard about their experience in writing in high school, you know if it’s ah I think you see them struggling even to come up with ideas, it’s not just their language. And coming up with ideas as opposed to having things that they have to learn and memorise in high school then just regurgitated on the exam, so that’s something else. And I don’t think that we, whether you are to blame the times are very short, you know the modular system and the time we don’t have, you know I don’t think we give enough and we have to, you know, we have all these other skills of these other things we have to focus on. I don’t think we give writing enough time because it’s you know a hard skill to learn.

Teacher I: It just it takes a lot of our time, it takes to and I mean [crosstalk].

Teacher J: [Indiscernible] we don’t have the luxury in the system that we have now.

Teacher H: I don’t believe that writing really shows ah if a person does understand the language I mean they can understand they can speak back when it comes right and this is what really shows how well you are good in the language. Your writing shows it. And this is something that students take it for granted they don’t realize how important writing really is. But once you know it comes to, you know the real you know, situation they are forced to then, they will learn it. But at this moment they don’t realise how important for them to learn to write well is.

Teacher J: I, I sometimes wonder though in their immediate future for those especially who are not going on to science or medicine or something like that. I don’t know how much they need to write English in their immediate short term. Yes, maybe a lot of them will go on later but that I mean that’s what after four years and…
Teacher H: Yeah.

Teacher J: And will they remember what they learned in their freshman year.

Teacher H: Exactly.

Teacher J: I don’t know.

Teacher I: There is this tendency for, in all faculties now, they are starting to like, ah yeah I mean trying to give the students by yeah maybe, ah by semester four or five something like that English injection and some very [crosstalk].

Teacher H: Yeah when it’s closer to the time they might need.

Teacher I: They give them this subject with all English content with other related -

Teacher J: Even in the arts?

Teacher I: Yeah, and the arts, yeah, they started to do so.

Teacher J: Oh really?

Teacher I: Yeah, my sister intermediate she studies ah they started giving her some, couple of subjects all units, all chapters in English. They give them a very minimum number of the units for example 5, and during the whole semester not module, they keep on like discussing and by the time they go through this minimum amount of whatever knowledge in L2 which is like, not necessarily all of these students know L2. But my sisters have told me that [indiscernible] even weak students with the repetition with the discussion of these concepts, ideas they can accomplish even the exams come in English.

Researcher: Okay, so is the course taught in English then?

Teacher I: You know they taught in English, both Arabic and English. The instructor use both Arabic and English, she uses power points within English but when she explains it she uses Arabic and code switches to English.

Teacher H: Okay.

Researcher: Yeah. But in the term of the year I noticed a big ah improvement. Yeah because if there is a big, uh, amount of content there.

Teacher I: It is yes [indiscernible] [crosstalk]

Teacher H: And they are special, it is in their speciality.

Teacher J: Exactly, this is something we are lacking now, big time now when its -- especially now that they, we don’t, we can’t even separate arts and science. Let alone business or medicine, you know pharmacy that we used to have a long time ago. So now everything is general, everything seems watered down. And so, you don’t have, you don’t have that motivation like I can see the connection between this and
what I might do next year in my studies.

49 Teacher I Yeah this is it.
50 Teacher J You know me describing your friend I mean every day –
51 Researcher And their grade in English is added to their GPA?
52 Teacher J Yes.
53 Teacher H Levels 2, 3 and 4, only 3 levels are added the first one is zero credit but from level 2 onwards it’s credit, included in the credit you know it’s credited.
54 Teacher J So, they are concerned that between [indiscernible].
55 Teacher I [Indiscernible] Yeah the two add to the qualification [Indiscernible]
56 Researcher All right, thank you. What are some of the most important aspects of writing, students, should know, at this level?
57 Teacher J Which level?
58 Researcher Well, this whole year like…
59 Teacher H After they have done…
60 Researcher I'm saying the whole year because I notice that is there’s not that major difference between 101 and 104. Did anybody see that?
61 Teacher J You mean the students who started 101 and they finish the year in 104, right?
62 Researcher Yeah, yeah, yeah.
63 Teacher J Not the, not the curriculum.
64 Researcher No, because I know the students are starting to go into 104 from the - - what you call the placement test, their English is quite good, okay. But the, I mean the students who start –
65 Teacher J Those who went through our program.
66 Researcher The system.
67 Teacher J Yeah, yeah.
68 Researcher What do you think are the most important aspects at that level, should students learn concerning writing?
69 Teacher H Well, I feel like, you know I'm teaching them the techniques, special techniques that they can benefit from. I mean, I'm not giving them as much language as I can, it all depends on them, when they go back home that they read further.
Teacher I: Yes I find, maybe help it will make a difference [Indiscernible]

Teacher H: What we do, is we guide them [indiscernible] dictionary use tools, we show them tools that are available for them to improve, but I mean it and basically such a [Indiscernible] it’s up to them to, they just decide if they want to improve or not.

Teacher H: What we do is we just guide them you know. We just kind of take -

Researcher: Yeah.

Teacher H: There’s no room for me, there is little for creativity and I mean I tell them to be creative. I tell them you don’t have to write specifically things that are really happening in your life, you can lie about it, I do tell them that.

Teacher H: But those who apply it are very rare.

Teacher H: I'll grade her whether if she wrote something well that I can read and understand. So it’s pretty much down to anything [indiscernible].

Teacher J: I think, I think, at least, at least, what we are saying that we try to move away from focusing on grammar and I kind of see mechanics and more into the communication that’s going on. Maybe not create creative ideas but at least the ideas and their content more than the, at least this is what we are saying and I think, I mean what were the -

Teacher I: Yeah. Or the basic [indiscernible] helps a lot to focus.

Teacher H: Yeah.

Teacher J: But then I don’t know how, when you’re pressed for time and you know and we need I think that’s something we have to communicate to teachers to instructors more to, to shift their focus more away from you know just there, you know there are 5 grammar mistakes [indiscernible]. And more to what are they communicating and it’s not; it’s not [Indiscernible] the change can’t happen overnight.
And then graded, I mean they were graded by two different you
know teachers exactly so I mean it’s not up to teacher to ah decide or
to you know, ah it’s not just her own opinion ah on whether a student
is becoming improved in writing. There is another teacher who is
also testing her on who's you know accessing you know the student
[crosstalk]

Well that’s the word to, so the mark is objective [crosstalk]

It is objective yeah. But um yeah, but pretty much you know once
it’s standardised there is no room for one student to become you
know, ah so creative in writing I mean it’s pretty is all standardised
for all the students. They have to follow specific guidelines, rubrics
that they shouldn’t, you know stray away from so the rubrics do
guide them.

I think well another thing I kind of feel that limits us is that you
know this being foundation year and the students marks do count in
their GPA. You know we have to be so careful about everything
being the same. Everything is going to be the same, and um you
know to be fair to everybody, so you don’t have this and so and I
think people kind of get in [Indiscernible] everything is prepared for
the teachers there is really nothing that the teachers need to do.

Exactly.

And, when they have there just whatever um I mean then you have
this book you this writing pack you have this, you have this you have
this. And so there is very little time or need maybe for teachers to
get, you know do different things.

Yeah but there is a question coming up, you can take [crosstalk] you
can be creative.

Writing is a process as you see initially even when we focus on
different ideas or whatever genres after all it’s a process that needs
time to whatever flourish and it takes time.

Um all right, so like remember we spoke about the approaches. So
in ELI and according to the students which approach works better in
teaching writing?

Last year we had these ah building blocks, the older writing booklet,
it was like building blocks of the like structure of sentences then we
moved into a paragraph, all the sentences talks about the same thing.
But now we have a genre approach for this year trying to give
students models on the same genre to help them try to write
something similar. So ah yeah.

Do you think that’s working better, I mean not teaching writing so…

Yeah, I'm not exactly also giving writing, but I’ve seen the writing
pack and I’ve seen – ah are given like specific just instructions. I’m
not handling all writing but I’ve seen how the students have gone
from writing separate sentences during the first draft and then second
and final. So yes, there is a change and I think this is the way that it should be.

Teacher I  The good thing with the genre right now is we have ideas.

Teacher H  Yeah.

Teacher I  Students are exposed to ah models and ideas talking about different yeah different topics within the same genre. But also we lack the building blocks factor here focusing; I think this is my point of view within the new writing pack. The building blocks is not like ah focused on much. The focus is on like ah exposing students to different types of ideas, different types of models within the same genre. And then writing free writing, first paragraph, second which is the final paragraph, but within the same like ah low level students they need this bit this like.

Researcher  You mean like organisation? - [Crosstalk].

Teacher I  Yeah building with like this specific like exercises or whatever that will help students.

Teacher H  You mean like a practical structure.

Teacher I  No its not.

Teacher H  You mean like take [indiscernible] specific sentences?

Teacher I  Yeah.

Teacher H  Like that kind of….

Teacher I  If it’s there but it’s like kind of in general but there is, ah there is no much drilling on the writing process needs more.

Researcher  As opposed to last year…

Teacher I  It’s rich in ideas, in new writing pack rich in ideas.

Researcher  Is there a model in the writing pack?

Teacher I  Yeah, yeah more there’s many.

Teacher H  But the drilling on like on the writing process like I think need more practice.

Researcher  Practice.

Teacher I  More practice yeah, within the pack.

Researcher  Okay, so none of you teach writing?

Teacher I  Yeah, she does yeah.
So, well I'm sure at one stage you did teach writing.

Yeah.

Did you enjoy teaching?

For the students. No, like -

It's a challenge, I think it is a challenge, especially I mean, students really want you know, they want to like basically memorise and put in what you give them. And, we tried to stay away from that, so you don’t give them sentences for them, you try to wait for them to come up with you know new sentences from their own, you know. Otherwise they’ll just memorise what you’ve written and what you’ve said and put it down on the paper and it’s just a replica. And you don’t want that, I mean you want them to come up with their own ideas. So it is a major challenge. But I think there should be like you know some kind of like guidelines telling teachers you know this and that you know, there should be I think some more guideline. I mean here it’s just up to the teacher, you know. She's given the writing pack and all that okay but how do you keep students from the memorising? How do you help them come up with their own [indiscernible]?

So do you think that’s a culture thing that -

Yes.

The memorisation.

Major, major cultural thing, yeah.

Even many factors come within the same thing that they are lacking of ideas, some students.

As you said [crosstalk]. They are not used to like ah come up with ideas.

Express themselves.

Maybe nobody asked [crosstalk].

Yeah.

In school they spend really long time coming with ideas [crosstalk]. But about writing itself the writing process itself.

It’s a big challenge for them and also the time limitation and the time given to the writing skills in class. Oh, yeah [Indiscernible].

But do you think the culture here like kind of encourages one to think for themselves and that your opinion is valued and your ideas [crosstalk]?

They know all that matters is that you get a good grade that’s all that matters to them. They want grades, even the parents I'm sure that
students all they care about is their parents with their grades. It doesn’t matter how well you are in writing or whatever but just you know get a good grade and that is that.

Researcher: And so that’s the main kind of [crosstalk].

Teacher H: Yes.

Teacher I: Even when it comes to writing at Arabic in high school and elementary school they don’t do any creative writing in Arabic, very minimum, very minimum. And it’s like.

Researcher: I know it’s like [indiscernible] say for like myself when I went to do my Masters. And, when you, when I came to write and even though like okay look I have you know a western kind of background but when I came to write I could not think for myself. I could not [crosstalk] major thing and it was like you know but like professor reviewed my paper, yeah but where are you?

Teacher I: Yeah.

Teacher H: Okay, you show me that you read, you show me that you really understand all the theories but where are you where are you in all of that. So, I do believe that ah yeah [...] 

Researcher: Say like students think well what, why is my opinion, why is it important, you know. Whereas I think in the western culture, your opinion is valued what you think is important, I mean once you hear it.

Teacher H: That needs to be, you know introduced here. We need to do this, this is a very important point we need to do this. The ELI students your ideas, your opinions are important, we want to hear you speak. I think if you emphasise this, I think most students will be more encouraged to write and once they realise that they can say something new they can say again that they are heard, they will be more creative. But they still don’t realise that and I think it’s important that you know they [indiscernible] starting to focus.

Researcher: Like you said they think but when they, when they write in Arabic somebody in the, ah college in Alsalma District where she teaches writing and she did this exercise, she told them to take out paper, pen and write in Arabic.

Teacher I: And they couldn’t do that either.

Teacher J: Yeah. So it wasn’t the language?

Teacher I: Yeah.

Researcher: It was just a simple exercise, and I thought it was really clever. [Crosstalk] it was really clever.

Teacher I: Let them write on their own ….

Researcher: They said tell us what to write [crosstalk], no you write.
Teacher J: And so even in high school Arabic was memorised [crosstalk].

Teacher I: Even now well [indiscernible].

Teacher J: Ours is different I mean [Indiscernible].

Teacher I: Just to write composition and it feels like some kind of writing there. But now it’s kind of non-existence.

Researcher: Are writing strategies incorporated in the curriculum?

Teacher H: Right.

Teacher J: Brainstorming like [indiscernible], mapping and...

Researcher: Yeah, yeah, is that – I remember, last year it was, I'm not sure about this year.

Teacher J: Yeah in the old book [crosstalk].

Teacher I: It encourages ah yeah it encourages yeah the writing process like generating ideas then mainly they, the outlining is there I think like topic, main idea topic sentence, supporting details, the conclusion yeah it’s there in the outline.

Researcher: And, okay do students, oh yeah, are students given the opportunity to discuss the topics before they write? –

Teacher I: No there is an option I think that I think in the writing part for example under the genre of like, ah whatever descriptive in genre they are offered ah different types of topics within the...

Teacher J: No but do they tell you, I mean do they talk about it first is that what you mean?

Teacher I: Yeah.

Teacher H: Yeah like so they say oh well, I would prefer to write about this [crosstalk].

Researcher: Do they know if they have a choice?

Teacher H: Yeah, I think they do [indiscernible].

Teacher I: It’s different types for example [Indiscernible] learn under the descriptive they have different topics. But I know it’s ah I think the students must be given the choice of choosing whatever topic they want to write about because they all come under the same genre within yeah. I mean they have, I mean they told supposedly in the class they have to follow the same structure of the work, whatever one is offered.

Teacher J: There is a specific theme but they can choose [crosstalk], there are choices, there are choices.
Teacher H: Yeah it’s not [indiscernible] doing, you’re right being this person and the student will choose sort of their favourite person, eventually they will all write about the same person.

Teacher I: They will be given the choice and sometimes the options aren't really you know helpful.

Teacher J: They don’t like choices.

Teacher H: Just tell us what you want us to write and we’ll write it, that’s all.

Teacher I: This is what I noticed.

Teacher H: Yeah exactly.

Teacher I: Yeah, well, it’s like getting rid of it, the task itself, but when it comes to the passion to express themselves and their ideas, they want to give you this sheet of paper whatever their, this is my past [indiscernible].

Teacher H: I mean maybe this [indiscernible] foundation. Maybe we should be teaching them to write full complete paragraphs. Maybe we should be just giving them, ah teaching them how to structure not complete sentences and ideas separately. I mean it shouldn’t be like a complete body of a paragraph, maybe that would for a later stage. But now at a very basic beginning maybe we're asking them for too much?

Teacher I: Yeah, that’s a good point because according to the Common European framework of References and the proficiency test that I did below A1, so below A1 they are kind of expected to just like...

Teacher H: Just [Indiscernible].

Teacher I: Yeah, this is what [crosstalk] about doing now.

Teacher H: Yeah.

Teacher J: We were trying at lower framework over our...

Teacher I: Necessities and expectations.

Teacher H: That’s good because it's more realistic.

Teacher I: Yeah.

Teacher H: More realistic.

Researcher: It’s more realistic.

Teacher J: But it is I think what, what it’s you know if you’re given the history of ELI what we used to do for writing and everything, you know in our textbooks are academic you know we come to this. You know and now we are tied to CEFR and just to kind of realise that the majority of our students are really A1 or below, at least according to
the replacement test.

Teacher H Yeah.

Teacher I You know I don’t know [indiscernible] big gap.

Teacher J It’s a big gap and you feel well, are you being fair if we keep well, you know, we’re at a university what about academic writing you know what are they going to need for next year. When are they you know in their [crosstalk]? 

Teacher H And whether they realise it or not you know our students year by year they are getting weaker, you know.

Teacher J Well are they are getting weaker or are we lowering the standard?

Teacher H Both, it’s both if you lower the standards students won’t work so hard.

Teacher I Yeah, it has to be challenging.

Teacher H Yeah.

Teacher J And you hear students say oh it’s also easy but there are ones saying ah it so easy.

Teacher H Yeah.

Teacher J We had all this before and they are probably did [Indiscernible].

Teacher I [Crosstalk] in school they are level two.

Teacher H Yeah, it’s much too hard.

Teacher J Even this, even, you don’t think the grammar or even what we teach in level four they already had more harder than that you know in school.

Researcher And they take English in school so that’s -

Teacher J So [indiscernible] they are high scorers, so what, what but they would here [crosstalk]. What's happening [indiscernible]?

Teacher H Exactly what are we adding to them? I mean what are we doing about it? Discussing the same thing that they have taken in high school, so what are we doing [crosstalk]?

Teacher I They have to keep up with the academic I think they [indiscernible].

Teacher J Same level that they already have started?

Speaker 5 I think [indiscernible] level, actually the level might go down if they come here to do-
Teacher J: And then the [Indiscernible] yeah.

Teacher I: They have to [crosstalk].

Researcher: Okay, these students usually work-

Teacher H: Academic knowledge.

Researcher: Do students usually work individually, in pairs, in groups, in the writing classes, which kind of works better? I mean, I know this thing when I'm getting into workshops that some students tend to...

Teacher J: They like working together.

Researcher: Some of them do yeah. [Crosstalk].

Teacher H: And like one or two does all the work you know the rest are just watching.

Teacher J: They don't always know each other, this is another you know [crosstalk] this module is the late, you know after the first I mean they may only be really in class 4-5 weeks in total and then they're all mixed up again next month so [crosstalk] don't even know each other [crosstalk]

Teacher I: We do work on it [crosstalk].

Teacher H: [Indiscernible] you know somebody you know I always group them together you know and they too you know build relationships because of these you know the classes. And what's done you know I think in other educations systems you know that group work is encouraged. Students do learn from each other. I think they, you know there's the peer fact you know that.

Researcher: Yeah, yeah.

Teacher H: So it does in fact, it does have good, positive effect on students but as long as you make sure and you monitor that each student is doing their own part -

Researcher: Yeah, yeah

Teacher H: By just leaving them like that it won't work.

Researcher: And okay, do you believe all students learn writing in the same way?

Teacher I: No, no

Teacher H: Yeah really.

Teacher J: Um, no

Researcher: But what like, they, like what are the different ways of writing, [Indiscernible]. Well, like say for example, I noticed with the students when I started giving the workshops and introduced them
into something called the dictionary and they weren’t so encouraged by it. They wanted something that they, they wanted pictures, so they are kind of more visual learners and this is only one group um, whereas I feel like in writing I mean, we're always kind of just, kind of just given kind of grammar, like according to the curriculum, grammar and exercises. We are not kind of giving them say like the other day I gave them different genres of movies, where they have to kind of just describe like, not a movie, like a trailer like just one minute. And they just have to jot down the words that kind of they think that describes what they can see. So these are kind of different ways of kind of reading, like reading also is one way but –

231 Teacher H I mean we all students have same basic education in school. Now we’ve got two kinds of educational systems, the Saudi schools okay are pretty much you know they give you the model and then the students they just you know their do replica or copy. And then you have international schools of course which focus on English and those will have a different you know, outlook, on how to write so there are two different ways.

232 Teacher J [Indiscernible] something people I mean learning styles in general you’re going to have a difference.

233 Teacher H Yeah.

234 Teacher J Even if they came from the same background, but I’m sure that visual would be more appealing to most [Crosstalk] especially at lower levels, then getting a bunch of stuff you have to read.

235 Teacher H Exactly [Indiscernible].

236 Researcher Yeah or here, it had to have do you think listening to audio clips, I mean I haven’t tried that yet, I intend to try it with the.. but I think, I think visual.

237 Teacher H Yeah.

238 Teacher I Yeah, they are more into visual I think, yeah, with the new social media and like Twittering and commenting, all about whatever they see.

239 Teacher H Exactly.

240 Teacher I Yeah.

241 Researcher Yeah it’s interesting because even the dictionary, hard copy, they don’t want a hard copy.

242 Teacher I They want to Google.

243 Teacher H Huh?

244 Teacher I They want to Google, they want an application they want to [Crosstalk]

245 Teacher H Seriously I mean when was the last time you used a paper
Teacher J: I mean look at stuff online myself [Crosstalk]

Teacher I: If it was like next to you won't read that.

Researcher: Even though I love books, I can’t, I’m not yet into reading novels or boring long articles online, I just leave [indiscernible].

Teacher I: Even me with studying like if it’s a long article, like you said I can’t read, I going to have it print to and [Crosstalk]

Researcher: Okay, yeah, this leads to the next question, do you think different types of material should be used, pictures, videos clips and [Crosstalk]. Okay and now have you tried any of those materials with your students or do you get the chance to…should I say for writing and it’s [Crosstalk]

Teacher H: I mean it’s up to us you know every teacher has her own style and she can do whatever she wants; you know to motivate her students. So that is up to the teacher to motivate them her way, her own way, whether it’s through visual or videos or audio whatever. But maybe we need to be shown like some way, maybe we need to have some like selected videos that would help students, maybe something that is culture appropriate you know and [Crosstalk] lot of pictures sometimes.

Teacher I: Yeah, highlight culture appropriate it’s very difficult.

Teacher J: I was used these songs back in the states, but now I would never do it here.

Teacher H: Even like I was given [crosstalk].

Teacher I: Once I [Indiscernible] something a song and I was so very excited and I prepared the worksheets and one of the students said its( haram meaning it is Islamically prohibited) and she was really rude about it. “Excuse me teacher,” uh, she, uh I remember her with her friend, they were really very [Indiscernible] direct. “Teacher please we don’t listen to songs by her, if you are going to use the, the song, we will, can we, get out?” I told them okay, no songs, okay, you can keep your seats, we can do something else and it was like I spent a really long time, [Crosstalk] to find the right song, to find the, whatever.

Teacher J: [Indiscernible].

Researcher: Yeah, because you think that would motivate them.

Teacher I: Yeah.

Speaker 5: Because for some [Crosstalk]

Teacher H: Really.

Teacher I: [Indiscernible] a lot of them were really excited and they were like
okay. I sent an email to whatever, take a look do the sheet whatever.

262 Teacher J Yeah but it’s different when it’s done in the classroom.

263 Teacher I Yeah I looked forward for the discussion.

264 Teacher H No, give them an experience, nice new experience for them, they won’t forget rest of their lives and this is how I’ve tried, this is how I started writing, because they won’t forget that you know, and we should be giving them new experiences and you know language learning.

265 Researcher I think that’s really important, I think culture, I mean you know, I feel like there is not much material on Saudi learners and I think culture plays a big part in the way they, you know, in the way they learn and in the way they – even the material that we can show them, like that when I was showing them the trailers it was like forever [Crosstalk] looking for something appropriate.

266 Teacher H Yeah and even like you know the ads at the side, I mean I don’t want something to come you know and yeah and like that the music, of course, there was a bit of music.

267 Teacher I I know it’s like, I know it’s in, in formal standard, in formal standards here in university, we keep this, whatever culture or sensitivity but in real life they don’t have it.

268 Teacher H No.

269 Teacher I Outside they are allowed to do and they are okay with it, so I don’t know this is a contradiction for…

270 Teacher I It is a contradiction, it is I mean they all watch television.

271 Teacher H They do all like yeah.

272 Teacher I Yeah so -

273 Teacher J They probably watch stuff that we will be embarrassed to watch [Crosstalk]. Or what they listen to [Indiscernible].

274 Researcher But even I know like, say the, the romance genre of movie, I couldn’t put, everything had a bit of, you know like [Crosstalk] oh my God I’ll get into trouble showing it [Crosstalk].

275 Teacher J It just makes you kind of what you know [Indiscernible].

276 Teacher I Anyway it’s motivation.

277 Researcher Okay and okay what are the strengths that -- we are going to give the students needs now? So what are the strengths and weaknesses in students writing?

278 Teacher H In weaknesses of course there is spelling.
Teacher J: I would say idea generating [Crosstalk] to me is a big hurdle for them [Indiscernible], a big weakness is just coming up with ideas, I think ah…

Teacher H: Is that to think in English not thinking because what they're doing is thinking in Arabic…

Teacher J: And even then though, may be they can't even think in Arabic, [Crosstalk] I think, I think idea creation in Arabic just because of the way they have been taught writing in general I think idea or may be not the just the way they have been taught in general, maybe not just in writing. [Crosstalk]

Teacher I: Even if they have ideas, the way they express it, being so like explicit and direct and how to say whatever they are thinking about. They have this like I don’t know communicating ideas even if they have ideas. They have this problem communicating the ideas [Indiscernible] especially, I mean now [indiscernible] if they don’t talk whatever language proficiency that will help them to communicate the ideas.

Researcher: Do you think it's because the curriculum those kind of so narrow in scope that we are not able to kind of focus on their ideas? I mean, if we were to say to discuss it [Crosstalk] with the students. When it comes to the exam they have to produce.

Teacher J: And you’re looking at, okay, I have one hour for writing then I have to move on to this and I have to move on to this and if I don’t finish this you know by the end of this week and then - [Crosstalk]

Teacher I: If there are, sometimes you are like things are brought up in class even without any planning sometimes, [Crosstalk].Yeah they are very interested and they really talk and they want to like talk [Crosstalk] and they interrupt each other.

Teacher I: Yeah, yeah.

Teacher H: You feel like well this is [crosstalk].

Teacher J: There is no room for any [Indiscernible] in this curriculum we have now since calendar, its modular system.

Researcher: So is that negative or positive?

Teacher J: Negative.

Teacher I: [Indiscernible] it is.

Researcher: Okay, so do you find students motivated to write?

Teacher H: They are not motivated.

Teacher I: Some of them, some of them, some of them are those who are eager to learn, some of the students are really eager to learn this language, even whatever you give them [indiscernible] of them are eager they [Indiscernible] and write notes even the slightest with every notes
you give they write it down. And they really... they go home and they, even if you ask them for a draft they like write it two. [Crosstalk] But there’s very few, but they are some of them are very motivated because they have plans, I think for the future they want to just [Indiscernible] they want to make use of every whatever...

Researcher: Resource they have.

Teacher I: Yeah, they have and some students like, because they are not interested I do not know what plans they have, so like they just only want to pass and that’s it [Crosstalk] in all classes, I thought there is a person...

Researcher: Different types, different types. Are they able to personalise their writing? Write about themselves.

Teacher J: Mm-hmm yeah.

Researcher: And okay do students have enough vocabulary to write? Is vocabulary an issue?

Teacher J: It's an issue.

Teacher I: It is...

Researcher: Okay, em, do you think when the students write, when they come to write, do you think their focus is on getting the sentence structure right and mechanics and all of that or do you think th’ye're focusing more on their ideas?

Teacher H: Their ideas, but I think it is ah they are willing to give their ideas and they don’t pay attention to the structure, because like I said before in Arabic, the structure is very different. So they focused on giving their ideas, but I think that’s the thinking, the writing that I see that comes out I feel like you know person, this is Arabic. It’s Arabic, I don’t know about in English how [Crosstalk] you don’t see this for example, she has, um, um, a wide heart we don’t say this in English [Crosstalk] she is very, you know, she loves everyone, she's very kind you know [Crosstalk] wide heart you know we just mean that.

Teacher J: That’s good if you’re getting [Crosstalk]. Yeah. I mean if that’s their first draft and they are just starting to getting ideas that will be great.

Teacher I: So yeah that’s what [Indiscernible].

Teacher H: I think they are putting their ideas out there.

Researcher: So they are focusing on ideas [Crosstalk].

Teacher I: But once they are introduced to the structure and whatever when we are explaining keep like I think they come to the point that the, the output is not much and because they might, maybe they are thinking of this structure.

Teacher H: Mm-hmm. Yeah.
I wonder if that depends on the teacher too, I mean the teachers from [Crosstalk] know make sure you have a verb, make sure you have this..make sure, they might I don’t know.

They are scared; they are just scared too. I think it’s important to give out as much as ideas in the free writing then introduce maybe to the, whatever structure.

And does anybody, any of you like when you’re brainstorming on the board do you kind of link the ideas together so that they know. Let’s then say I remember in one of the workshops I did for university, kind of in the middle and then kind of you know branched out. So I said when you hear the word university what do you think and of course they got blank responses at the beginning. Then they said it in Arabic and [Foreign language] so then they were like okay subjects. So we wrote subjects and so on and then kind of linking them together so for example subjects and grades and teachers say for example. Is that how you go about writing or is it….

[Indiscernible]

Yeah well this is kind of brainstorming and then you kind of..which is just single words yeah.

But actually thinking those branches together as opposed as being separate.

Separate.

For me I do this, then we go and write the outline of after this. After this mind map ah we got all ideas out then we write the outline which is like more of an organised [Indiscernible] ideas are there what, eh which one comes on top which are the minor ones, which are yeah. But ah we don’t know if any you know teachers are different.

Yeah.

They may just start right away with the topic and with the giving ideas and maybe they give the whatever. No, the curriculum doesn’t actually specific like a specific way teaching. But when and the new writing pack introduces the outlining and [Indiscernible].

Yeah. All schools have to go through the same process, but just so from the very beginning to get them into the process into motivating, into the writing itself, this is where it subjects to a teacher in that way.

Ah just there was something here that I didn’t write but I remember it ah Saudi learners they seem kind of very dependent on the teacher. So the teacher like the source of information. Is there anything when you’re teaching or even anything in the curriculum because we all go by the curriculum [Indiscernible] you know the objectives that makes the learner more independent. So like you’re guiding them but you’re not actually giving them the information. Do you know what I’m saying?
Teacher H  Is everything in class room let them self studying or [Crosstalk]
Researcher Yeah or even that [Indiscernible] they learn skills they can depend on themselves. Okay if I choose a topic how can I look for words related to that topic you know.
Teacher J  Well they are supposed to be those you know in the, at the end of the pacing [Indiscernible] thing you know like dictionaries skills and independent learning I mean these kind of things. But I really think they just kind of fall off the wagon because nobody has time to even do what, you know the stuff that’s going to be on the exam and I think…..
Teacher H  I think the reading circle since it’s like open to, I mean they are given specific pages to do which they do reading, but then the rest is up to them for them to continue reading or not. Ah that’s one thing you know that would be like you know considered a choice for them to choose.
Researcher Yeah.
Teacher H  So we can maybe [Indiscernible].
Teacher I  Or with writing we are, we are not like giving them a topic and we like encourage them to go and look for resources and do their own -
Researcher But even then if they are in the classroom and they want to find out a meaning of a word. [Indiscernible]
Researcher They have to, will they will they look up?
Teacher I  Yeah they use their dictionary.
Researcher Look up, by themselves they… yeah? So they are independent?
Teacher I  Yeah, yeah I tell them all the time you can use your phone [Phonetic] to look for …
Teacher H  I show them online applications websites that help them improve and all that I mean assist them but I try to show them what they can use and then it’s up to them.
Teacher J  And some of them [Indiscernible] ask you. Some do ask teacher can go on and practice this you know, practice whatever they [Indiscernible].
Teacher I  Yeah but at the exams once ah more than once actually students asked me can we just use the dictionary.
Teacher J  Even in the exams, they use it for.
Teacher I  Yeah.
Teacher J  For some [Indiscernible] like I just want yeah please I want this word, I want to know this, I need this word.
Teacher I: You know I think -

Teacher J: I told no you’re not, yeah I mean the, whatever regulations you’re not allowed to. But they are desperate to get that whatever word-

Teacher I: I think they should [Indiscernible] yes but this is [Indiscernible].

Teacher J: As long as you can control they are not accessing some pre written [Crosstalk]. It’s electronic dictionaries, they can't like translate the whole text from Arabic to English only in words.

Teacher H: What if it’s English to English, English to English, I mean you can get simpler dictionaries for their [Crosstalk] which is kind of...

Teacher I: I think that like give them the chance of like having the… all the words and resources they are in any one spot because sometimes she needs the word and then when I told her you’re not allowed, she told me like what is the meaning in English.

Teacher H: Yeah [Crosstalk].

Teacher I: Why don’t you write it then by yourself?

Teacher H: But it’s a good thing …

Teacher I: But yeah, they know the structure maybe with a good English sentence, they have the idea but they don’t have the…

Teacher J: The vocabulary is a little limited you know.

Researcher: Yeah. And so do you use other material, do you.. any of you use any other material other than what you’re given by ELI to kind of improve the writing. Or is there no room for that?

Teacher I: Yeah, yeah [Crosstalk] material to…

Teacher J: I don’t teach it but I think I would…

Teacher H: I use a lot of pictures for grammar for grammar especially you know because sometimes I mean in the exam they are given stuff that’s not just in the book you know. So I need to expose to them to as much [Indiscernible] possible. And I try to find stuff online that you know that suits, you know their level and suits their SLOs, you know that they are required to accomplish, so yeah I do it.

Teacher J: And I think it’s quite… I mean at least with the curriculum unit says that this is kind of the writing pack what was in the writing guide and teachers are you know are welcome, they encourage teachers to choose their own thing with them and you know not just follow [Crosstalk] you know I don’t know how to extend teachers, some will just follow the -

Teacher I: Yeah [Indiscernible] last year one of the teachers prepared the workshop using blocks in writing to encourage students. Yeah, it was very nice and it encourages actually when using [Indiscernible]
and they have the data show.

357 Researcher I think that’s excellent.

358 Teacher I Yeah actually this teacher [Indiscernible] introduces some pictures, encourages the students to communicate at home and start the free [Indiscernible] writing there…

359 Teacher H Exactly.

360 Teacher I Commenting on pictures yeah, yeah, so we have this, whatever space.

361 Researcher I can remember one of the classes, one of the teachers use this, um I thought was brilliant I was captivated by it like a burger describing how a paragraph is like a burger.

362 Teacher I How cute. Okay that one is adorable.

363 Teacher H A topic of sentence with [Crosstalk].

364 Researcher I don’t have a topic sentence I’m just going to fall apart. It was cute. I mean and you should see the students they were like this. [Crosstalk] you know it was brilliant. And okay um within the limitations of ELI and its curriculum have you any practical suggestions you can offer to better students’ proficiency in writing?

365 Teacher I Maybe if students work extra like at home, self study communicating with the teachers through that, we can use technology actually…

366 Teacher J Yeah for maybe [Crosstalk].

367 Teacher H Maybe forums blogs to get them in to the habit of writing [Crosstalk]. It will be more like a setting within the same whatever they are supposed to do.

368 Teacher H Creating blogs or whatever [crosstalk].

369 Teacher I Yeah this is with help.

370 Teacher H Or whatever, I mean something in English I mean that would really encourage them.

371 Teacher I Once I created a WhatsApp group with my students and I told them… please you’re not allowed to use Arabic language here and I send them pictures and with simple questions.

372 Teacher J I think it’s a good idea.

373 Teacher I And they send their own ah [Crosstalk] Yeah it was very nice yeah.

374 Teacher H So yeah, we can use that I mean that is pretty much up to the teacher but the administration does encourage us to do that I think more teachers will be more willing. But it’s just you know giving them options….
Teacher J: Give us some ideas [Crosstalk] as you said WhatsApp group or something.

Teacher I: Some of [Crosstalk] get them into whatever.

Teacher H: Yeah.

Researcher: Do you think if it is, if it were graded it would motivate them?

Teacher H: Of course, yeah the students.

Teacher J: I think around here when you start mentioning grades everything has to become standardised.

Teacher H: Oh yeah okay.

Teacher J: And so, it’s like the reading program you want to encourage them to read for fun or something and then you have to put a grade on it. [Crosstalk] and the students asked them like what do you do.

Researcher: Yeah.

Teacher J: So on.

Teacher I: Yeah.

Teacher J: If you can, I think that’s the challenge to make students see the use of it and how you know without giving it a grade that is going to be really useful for them, if they can see that they are making progress. And I think something like online, something digital.

Teacher H: Yeah [Crosstalk].

Teacher J: Meet them where they are [Crosstalk].

Teacher H: This is what interests them they look to [Crosstalk].

Teacher J: You know I used to do a long time ago in the olden days and do reading journals and they were writing [Crosstalk], just writing and reading journals too but, and they would exchange them you know once we did exchange and [Crosstalk]. [Indiscernible] piled in the car so something.

Teacher H: [Crosstalk] Yeah those were the old days [Crosstalk].

Teacher I: That’s a good idea.

Teacher J: I would put like them like [Indiscernible] look at the writing when it comes, oh I like how you answered you know [Indiscernible] classmate blah, blah, blah whatever and they loved it. But questioned it a lot more time you know etc, etc. But I think maybe they are now you know where they are which [Indiscernible] social media and…
Researcher It is kind of funny you said that because there was study that was done which was really clever. I'd love to do it one day, the students were organised with another teacher from another country that’s also teaching writing to second language learners, foreign learners and they, you organise with the teachers they write emails to one another [Crosstalk].

Teacher J Yeah I’ve seen [Indiscernible] before yeah.

Teacher H Brilliant, brilliant like how motivating would that be.

Teacher I Oh the students love them [Crosstalk].

Teacher J [Indiscernible].

Teacher H Yeah but I thought it was a brilliant idea.

Teacher I It would be but I don't think we could do that here, what if it were boys [Crosstalk].

Teacher H Whatever they have to take yeah [Indiscernible].

Teacher I Like what did you eat, used I hear this about your country I hear this about [Crosstalk].

Teacher J Especially when they are with their [Indiscernible] I mean now when you try to say okay write about your friend right, everyone has pretty much the same experience. Same, they live in the same place, same, they go shopping on the weekends, go shopping on weekend [Crosstalk]. I mean, where I was doing I mean [Indiscernible] in international and students from also from different countries so [Indiscernible] at least they have that.

Researcher Oh nice. Yeah background.

Teacher J Yeah, you know kind of information exchange there was… it was kind of natural to them [Crosstalk] and stuff but here it’s really a challenge. It would be so fun to [Indiscernible].

Researcher Yeah I'd love to do it. I've love to do it, get somebody. Or it could be it could be from an Arab country.

Teacher J [Crosstalk] would they write in English? Yeah.

Researcher Exactly.

Teacher H I will write to another email. [Crosstalk].

Teacher I It can be I mean between educational institutes maybe other students [Crosstalk].

Teacher H [Crosstalk] universities there. They can if they want to.

Researcher Okay.
Teacher I [Crosstalk] at least some good ideas out here I mean we can [Crosstalk].

Teacher H It is time and a lot of it is time and I think well this particular module everything is kind [Indiscernible].

Teacher J I think this whole having bombarded with all these new things and if people, I'd imagine if I were… you’re just a teacher I would think, I don’t know I'm [Indiscernible] something creative and [Indiscernible] what's there, I'm just going to go to class you know…

Researcher You’re absolutely right [Crosstalk].

Teacher J Overwhelming.

Teacher H It’s been overwhelming this module.

Teacher J You’re right realistically I mean when you think about it realistically-

Teacher I It sounds terrible and cynical but when I was teaching I mean my main thing is to get what we are supposed to do.

Teacher H Yeah, it’s true, and as long as-

Researcher To be honest [Crosstalk].

Teacher H Most of the them don’t have much time.

Teacher I You know when we had more time I you know think [Indiscernible] used to all kinds of new whatever fun things and try to find new things, but I don’t know like duration of the whole term [Indiscernible].

Researcher So I think that the main thing is that everything has to be standardised.

Teacher H Yes [Crosstalk].

Teacher J This is a very [Indiscernible] I mean this is the reality but it’s [Crosstalk].

Teacher I Big number of students we have to deliver the same and make sure…

Teacher H And if you try arts and science mixed together so it’s pretty you know, when think about in other countries isn't that the same thing. They have to go into university they have to go into, like for me for my [Indiscernible] I have to attend [Crosstalk].

Teacher J But you weren’t taking statistics in physics and biology and Arabic and dah, dah at the same time right. This is another thing, these and today maybe English is hard but it’s not hard as statistics.

Teacher I Yeah.
Teacher J: And it’s only each of our levels, it’s only with two credits [Indiscernible] because they have to take [Crosstalk]. So we’re competing for their time and energy as well.

Teacher H: That’s [Crosstalk].

Teacher I: [Indiscernible] came to class really like…

Teacher H: Exhausted.

Teacher I: [Crosstalk]. Even the long time [Indiscernible] compared it to the effort they have to [Crosstalk].

Teacher J: When they get out they have two hours of free time [Crosstalk].

Teacher I: And hot weather. They don’t know [Indiscernible] attending all this like mentally whatever…

Researcher: Do you think that’s a positive or a negative, the amount of hours?

Teacher H: Negative.

Researcher: A negative.

Teacher H: It’s too much.

Teacher I: What do they have if they are, have nothing to do -

Teacher H: But [Indiscernible] do this stuff may be at home. I mean if they are online or whatever I mean we can have them accomplish this is [Indiscernible] business or anything I mean.

Teacher J: I mean it looks good on paper [Indiscernible], they must be getting a lot of exposure to English but if you know see yourself in any kind of situation I mean [Indiscernible]. Imagine myself in Arabic class you know 4, 3 or 4 hours a day, even if I’m really motivated how much can you, you know absorb. [Crosstalk]

Teacher I: Take in -

Teacher H: After a while it’s just -

Researcher: Especially if you have other subjects.

Teacher I: Yeah definitely.

Researcher: I mean in Ireland I was teaching refugees like for that 4 hours continuous every day with one break but that’s all they had to do. [Crosstalk].

Teacher J: And they are highly motivated of course [Crosstalk].

Teacher H: Because they are [Indiscernible] yeah whereas here it’s a requirement that’s it end of story. For most [Indiscernible] for a lot
So that brings to just my last question are there enough resources for writing in ELI what is needed, that would benefit teaching and writing. Is there any….  

There’s no reasonable [Phonetic] resources yes and pretty much like online stuff, online research [Indiscernible], I mean the book is fine but we have [Indiscernible] material and all that but we need online forums blogs [Crosstalk].

Yeah these are considered resources.

It gives teachers to…

They should introduce you these techniques, new techniques, online techniques.

Okay, but they are there I mean give something that everyone. Okay let’s use this particular platform something kind of organised.

Yeah because there are things out there [Crosstalk].

The teachers like maybe one [Indiscernible].

But they see time, I mean ah something that’s now motivating for the student, we’ll give them a chance to work on their own at home and [Indiscernible] because it’s online. So you know, combination of both you know of everything at the same time.

I just want one last thing; do you really feel like when they have moved level 101, 102, to 103 to 104 that they actually accomplished 4 levels?

No. [Crosstalk]. We don’t get to refer the whole book, actually I mean you know of course [Indiscernible] there are selection of units that we are supposed to take and we leave out certain units. So I mean even in a good module we have all the [Crosstalk] we don’t cover the whole book and we never have all the time that is planned in the original -

In the original planning yeah.

Yeah in the original cut plan there never all that time anyway so even more units get cut.

I [Indiscernible] mention I mean the books they are repeating each other recycling or whatever you mentioned back [Indiscernible]. So that’s we feel like you know it’s, you know even for teachers [Indiscernible]

I think we also, and we’ve seen this, the big gap which is not just here it’s quite well known this gap between like the A2 and the B1. You know it just corresponds to whatever 102, 103 and if we just look at the book itself you know the [Indiscernible] structure is. So it’s quite simple down in the 102 and 103 which is bombarded with
all these verbs, tenses and this, this and this and vocabulary just goes a way up. And you know the students can't, and they haven't you know even if they had x number of hours in class which is maybe different paper anyway in reality. They can't absorb all of that fast and they, and most of them probably don't use their English outside of class. It's only in class that they are [Indiscernible] it's not you know it's not ESL so, EFL and I think you know that makes a difference too.

468  Researcher   You mean the Headway?

469  Teacher J    No I mean the students here if they have [Crosstalk] it is not like in ESL environment where they can go out you know when they have to go, everything is in the practice. So they have to [Indiscernible] outside here they don’t so I don’t think they can assimilate all that. You know even if you can teach it but that doesn’t mean they are going to learn it but –

470  Teacher H    I think filling forms could be you know I think that’s like more suitable for A1.

471  Teacher I    Yeah and [Crosstalk]

472  Researcher   It’s going to apply for a gym or something and they were given the application in English -

473  Teacher J    Exactly.

474  Researcher   That’s the level that they fill in forms their address their this, their that

475  Teacher J    And good if they can do that because they [Crosstalk].

476  Researcher   Okay that’s it, thank you very much.

477  Teacher H    Thank you.

478  Teacher J    Thank you.
Appendix D: Classroom Observations
Observation Teacher 1

Date: 10th September, 2013 Level: 101

Number of Ss: 20 Time: 9:30-10:30

Researcher’s Notes:

The teacher introduces the topic ‘Family and Friends’ to the students (Ss). The teacher explains that they must choose one member of their family to write about in a paragraph. The teacher revises the rules of a paragraph with the class by writing the following on the board:

1. space indentation
2. the first sentence should include a topic sentence
3. title – the first letter should be capitalized
4. concluding sentence

The teacher explains that the topic is the subject and that it must be clear. The teacher asks students if what she is saying is clear. She then moves on to explain the details that follow the topic sentence.

The teacher stresses to recall concluding sentence from a previous paragraph written. A student reads out the sentence to the class. The teacher explains that they must choose a member of their family to write about in a paragraph. The teacher shifts to provide a list of hints and writes them on the board as follows;

‘Name, age, job, occupation, country, city, hobbies, likes, married or not’. The teacher tells the Ss that they must at least provide 6 – 7 sentences. Ss then start to write.

Teacher’s comments

I agree with all the points listed in this report
Observation Teacher 2

Date: 11th September, 2013

Level: 101

Number of Ss: 21

8:20 – 9:15

Researcher’s Notes:

On the board:

The teacher asks students (Ss) to fill in the blanks. Ss raise their hands to participate. Teacher prompts for different answers. Teacher asks what the form of the words ‘science’ is and ‘fashion design’. Ss reply nouns. Ss provide various answers, such as ‘shopping’. Teacher explains that Ss can put a verb instead of a noun, such as ‘cooking’, ‘shopping’, and ‘writing’.

teacher moves to the next item ‘My favourite ….’. A Student gives the answer ‘ice-cream’. The Teacher tells the student ice cream is not a food, so another S suggests ‘Indian food’ as an answer. Another student answers, ‘my favourite hobby is reading novels. Teacher stresses to the Ss to put ‘-ing’ at the end of the verb. Teacher writes the following on the board

My favourite hobby is reading novels

sport is swimming

food is Italian food

teacher asks if they have any questions. Ss reply negatively. teacher reminds Ss that they are forming sentences for their writing, so that they must think of different things they like.

Teacher writes I am good at cooking/basketball. teacher uses different colour pens on the board to highlight different answers.

Teacher turns to the writing pack page 3. teacher asks students to answer question 3, which is ‘what is your favourite sport/food/type of music?’ teacher does not refer to the type of music.

Teacher moves to page 4, which is ‘Vocabulary in context’. Teacher asks students to read silently and match the picture with the character ‘Marisol’. Ss discuss quietly. Some Ss’ pictures in the writing pack are unclear, so the Teacher decides to skips that part of the exercise. Teacher asks questions about the pictures, such as
‘Is she married?’, ‘where is she from?’, and ‘Does she like …?’ Ss answer the questions. A S asks what does ‘soccer’ mean. teacher asks the class if anybody knows the answer. teacher tells the S it is another name for ‘football’.

teacher asks Ss to take out their notebook and to start writing a paragraph. teacher tells them to take their old paragraph, and they can add/correct their work. She stresses that they must write about themselves not a friend as they did before. Ss start to write. teacher rotates around the class looking at the Ss’ writing.

Teacher’s comments:

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Observation Teacher 3

Date: 19th September, 2013

Level: 102

Number of Ss: 16

Time: 8:15-9:00

Researcher's Notes:

The teacher (T) has written on the board the following

teacher is explaining a grammar lesson about contractions in the present simple. She differentiates between the positive and negative short forms by writing it on the board. teacher asks students Ss how do they write the negative forms of verb to be. Five Ss raise their hands to participate. teacher demonstrates on the board how negative contraction forms should be written. teacher uses different colour board pens to highlight the contractions on the board. Ss are writing what is on the board. teacher praises Ss when they get their answers correct. teacher asks the class if what she explained was clear. They reply positively.

The teacher turns to the writing pack, which is the writing material assigned for their course. It is a photocopied pack of papers with various writing exercises. The exercise the class is practicing consists of a table with present simple verbs and contractions in the negative forms. teacher asks students to write two sentences one in the negative and another in the positive, and one about themselves and another about their friend. teacher rotates around the class to check the Ss answers. Then she moves to the front of the class and asks Ss to call out their answers. Here are some examples Ss answers:

She’s not a doctor – She isn’t a doctor

teacher asks Ss to move to page 7 where they have to find the verb and change it to a short form. teacher rotates around the class to check their answers. teacher reads out the example after Ss attempted to answer. teacher calls upon Ss who do not raise their hands.
Researcher’s Notes:

The class is in a ‘U’ shape. The teacher (T) starts the lesson by asking what kinds of writing do the students (Ss) use in their daily lives. Ss don’t answer. Teacher divides the board into three sections. She asks the Ss again, and they prompt answers. Under the real life heading on the board, she writes ‘whats app, social media, twitter, Facebook, sms’. In the second part of the board, the teacher writes ‘writing in class’. She asks the students what are differences. She answers by giving an example of abbreviations such as ‘r’ for ‘are’, and ‘u’ for ‘you’. Ss appear reluctant to participate though they do keep eye contact with teacher. Teacher adds the notion of capitalization. Teacher gives the Ss 5 minutes to write 6 things they did yesterday. Ss start to take out papers and write and the teacher reassures them that they don’t have to put it into sentences, or care for spelling, capitalization.

Some Ss start to talk to their peers while they write. When the time is up, the teacher asks for their answers. Not all of them put up their hands. Teacher starts writing on the board the Ss answers:

1. ‘got up at 6 o’clock’
2. ‘went to university’
3. ‘finished at 3:00 pm’
4. ‘started class at 8:00 am’
5. ‘watched a movie’
6. ‘went to bed early’

Then, the teacher turns to the board and reminds them about ‘writing in class’. She prompts answers from Ss, and writes the following:

1. ‘sentence structure’
2. ‘punctuation’
3. ‘grammar’

4. ‘capitalization’

5. ‘space’

6. ‘words order’

Then, the teacher starts to give examples. She writes on the board ‘my name is eiman. I come from Saudi Arabia’. Ss are asked to identify the mistakes. Capitalization is stressed.

Another example is given: ‘I have been to London yesterday. Have you been their before? It was really lovli’. Ss insist that there are no mistakes, however, one S points out a spelling mistake. identifies the mistakes ‘their’ is supposed to be ‘there’, and ‘lovli’ is ‘lovely’.

The Ss are asked to take out their writing pack and tells the Ss that they must write about jobs and careers. teacher asks them what they would like to be. One says she wants to open up her salon, so the teacher says; she wants to be a business woman. Another S says she would like to a sociology teacher, another says designer, another a doctor, and another one says she doesn’t know. A pregnant S says she wants to be a mom. The whole class laughs. She says it because she’s pregnant.

teacher asks the Ss to think of someone such as a friend or family member who they want to be like. teacher writes the following on the board:

1. Interesting job that you would like to have.

2. A job someone you know has

3. A job you wouldn’t like.

teacher also writes the following sentences on the board. Ss look at the board,

1. Where do you like to work?

2. Do you like to work on a team/ alone?

3. Do you want to use hands or mind at work?

4. Do you like to work inside or outside?
teacher tells the Ss to start writing and forget about spelling and everything. They are asked to read the questions from the board. She distributes papers for the Ss to write.

Teacher’s comments:

‘divided’ kind of writing into two types to Ss what is the different between daily life and academic one

Observation Teacher 5

Date: 4th December, 2013                      Level:
102

Number of Ss: 18                          Time:
11:46 -12:10

Researcher’s Notes:

The class is in a U shape with one row of students (Ss) in the middle.

The teacher (T) tells the students that they will start the writing practice on page 41 from their writing pack. teacher explains to the students that asking themselves questions can assist them in generating ideas, and that they should answer the questions as they write.

In the exercise, they have to answer questions about ‘Jim’ from the information table. Ss complete writing the questions; ‘How long did Jim stay?’ Then, they answer ‘He stayed for four weeks’. teacher calls upon a student to answer ‘How did he travel?’ S answers ‘He travelled by plane.’ teacher points out the type of verb ‘travel’ and asks Ss if it is regular or irregular.

teacher explains the word ‘tent’ by drawing it on the board. The drill of questions and answers are repeated for the rest of the items.

The next exercise is a paragraph completion. teacher asks what do Ss notice about the paragraph. She explains the topic sentence in terms of its location in the paragraph, and that details related to the topic. She points out the concluding sentence, and that it generally stays in your mind, and expresses their opinion.
teacher tells the Ss that they are going to write about their last holiday using the following questions; teacher write the following on the board:
Write a paragraph about your last holiday.

Mention the topic in your first sentence (topic sentence)

- details related to your holiday

Concluding sentence

Ss are told that they must be creative. They are given 5 minutes to write a paragraph. They are reminded of the title and indentation.

They are to write on a separate sheet of paper, so the teacher can correct it. It also must be 50 words. Ss ask one another if it is 15 or 50. teacher writes on the board the following:

Questions:

1. Where did you go?
2. When did you go?
3. How long did you travel?
4. How did you travel?
5. Where did you stay?
6. What did you do?
7. Did you enjoy it?

teacher says that have to answer the questions in a paragraph form. Ss start to talk among themselves quietly. One S mentions the sea, but the teacher says it is not a place. Another S tells the teacher what happens if she didn’t go anywhere. teacher replies that she can imagine.

Another S asks about the title. teacher asks her what the topic is about. teacher reminds Ss about capitalization.

teacher rotates around the class answering Ss questions, and correcting their paragraphs. teacher asks one of the Ss where is her title, and comments on the comma, grammar, full stop. teacher tells one of S that she can join the place and time into one sentence. teacher suggests that they may add different activities when answering the questions. The points of correction in the S next to me paragraph were grammar, spelling, and capitalization.
Teacher’s comments:

The report gives enough details about the writing class. I agree with most of the comments listed in this report.
**Observation Teacher 6**

**Date:** 12th February, 2014  
**Level:** 103  
**Number of Ss:** 26  
**Time:** 11:10-11:45

**Researcher's Notes:**

The teacher (T) introduces the lesson by asking the students to open their writing pack and then asks them what are we talking about. A S calls out ‘All went wrong’. teacher asks Ss what is the first thing we do, and a S answers ‘plan’. teacher writes ‘plan’ on the board. She tells them they have to think of words related to the topic. She then draws a mind map on the board. teacher writes ‘An Awful Experience’, and asks Ss what kinds of words are related to the topic, and Ss start to call out ‘sad’, ‘terrible’, ‘horrible’. teacher explains that they must think of words related to their own experience. She explains this three times. Then papers are distributed. Ss start to discuss amongst themselves asking one another in Arabic, and some are translating. The teacher starts to write questions on the board and asks the Ss to answer them.

1. what happened?
2. how did you feel?

   teacher calls upon ‘Nojoud’. She says ‘when I went to the university, I had a bad experience’. Another S says ‘when I went to the hospital, my father’s brother was dead’. Another, ‘I forgot to put sugar for my friend’s party cake’. teacher says it is good to use your imagination and use a word in Arabic خيال so Ss comprehend what she is explaining. One S says she was lost in Makkah when she was a child. teacher relates to her story and narrates a similar experience of hers that happened in Madina. Another S says she had an accident. teacher explains using a few words in Arabic that they must state the problem and then the result. teacher he S continues explaining that her uncle had an accident; but said he would go to his lecture and then go to the hospital. teacher says there is an advice here in this story, a lesson to be learned- that education is important.

   teacher reminds the S to use the past tense. She goes on to say that they must express their feelings. Students are instructed to write at home.

**Teacher’s comments:**

In concluding sentence, the teacher should inculcate critical thinking in students as what they learnt, what would they in future.
Observation Teacher 7

Date: 6th March, 2014
Level: 103

Number of Ss: 24
Time: 1:50-3:00

Researcher’s Notes:

As I entered the class, the teacher (T) was giving out four papers to be put on the wall. Each A3 paper was put up on the opposite walls of the class. Then, hand-outs were distributed. Students (Ss) had to correct the sentences in terms of capitalization and punctuation. The T did the first sentence as an example, and Ss jointly participated as she asked questions about the sentence. Then, the teacher told the Ss they had five minutes to complete 5 sentences sitting in their chairs. The teacher rotated around the class explaining the exercise to some Ss on a one to one basis. The teacher gave another 10 minutes for Ss to complete the exercise. She then called Ss to come up to the board to write the correct sentences. The first student (S) comes up and writes the sentence correctly. The second student is in the process of writing and makes a mistake. The teacher immediately asks the class where the mistake is, and one of the Ss answers. The S then makes another mistake, and again the teacher immediately asks the class, and the rest of the class take some time answering, and eventually a S gives the correct answer. The teacher points out a spelling mistake the S made and asks the class for the correct spelling, and a student corrects her error. The teacher asks the class if they thought the exercise was useful. Their response is unclear.

The teacher divides the class into four groups. Two groups are situated towards the front of the class where the papers are put up on the wall, and the other two are the back of the class. The groups are asked to read the paper on the wall. The teacher explains that they must arrange the sentences into the correct order. The group on the right at the front of the class are asked to read the first sentence aloud. A S reads it aloud. The teacher asks what comes after that sentence. Ss answer together. The same is done for the rest of the sentences. The teacher rotates around the four groups as they jointly put the sentences in order, and complete the exercise as four groups together aloud. She explains the word ‘laugh’ by laughing aloud using
facial expressions and hand gestures to explain the word. After the exercise is completed, Ss are asked to go back to their chairs.

teacher asks Ss to come to board to write a topic sentence for the topic ‘A Scary Experience’. Nobody appears to want to participate. teacher tells them they will be given one mark, but still no one raises their hand. teacher calls upon one of the Ss. The S comes up to the board and writes the following:

‘The scariest experience happened when I was a child’, and the teacher explains that this is a model for a topic sentence that can be used for the topic a scary experience.

Observation Teacher 8

Date: 13th April, 2014

Level: 104

Number of Ss: 25

Time: 9:00 – 10:00

Researcher’s Notes:

When I came into the class, the students (Ss) had begun brainstorming. They were in groups of 3 so it seemed. Tables and chairs were nailed to the ground so they were unable to move. The teacher (T) of the section was in the class, and two other trainees. Both trainees were assisting students on an individual basis in composing their ideas. The talk between them was in the Arabic language.

The teacher came to me to brief me about the session. The main objective of the session was to form an outline. She informed me that the Ss were science Ss, and the genre of the paragraph was giving reasons for something they like to do.

Most Ss appeared to be communicating amongst each other very well in relation to the task at hand. They seemed motivated completing their assigned task. teacher addressed the class reminding them that they only needed to write an outline. They had a worksheet wherein the outline was laid out for them, so they basically needed to fill in their main ideas, and supporting details.

Each group needed to decide upon a topic and give reasons. The teacher started to rotate around the class. She then took their attendance. The two trainees were constantly assisting Ss. It seemed that one S in the group was doing the actual outline writing, and then the rest copied. teacher made an observation with one of the groups who used the dictionary; she suggested it was not always a good idea to choose words from the dictionary as in this case the wrong word was chosen.
teacher asks the Ss to nominate one person from each group to read their outline aloud. teacher asks the class to listen to the S who is reading.

The first group, the S gives reasons why she wants to be a doctor. She says the most important reason is that she wants to achieve her parents’ dream. teacher adds that it should also be her dream too.

The second group gives reasons for travelling to Germany. Some Ss were talking, so it was difficult to hear the S. teacher asks the class to applaud her.

The third group gives reasons to why she enjoys her holidays, so that she can swim, take courses and the most important reason is to travel to different countries learning more about culture and food.

The fourth group talked about travelling to various countries. The reason to why they enjoy it is to discover a new way of life, and meet people from different countries. teacher suggests that they should add a supporting detail, such as learning about other cultures. teacher then asks the class to clap for the group.

The fifth group provide reasons to why they enjoy watching TV. The S says she likes watching movies, cooking programs, programs about countries and seeing the various costumes. teacher suggests that also she could add that TV provides us with important announcements and gives us news about MIRS disease – which is a disease that recently appeared in Saudi Arabia.

The sixth group, talks about travelling to the United Emirates where they are able to see Al-Khalifa Tower, enjoy food, and people. They describes the people there as respectful.

teacher ends the writing lesson.

Teacher’s comments:

Seen
Observation Teacher 9

Date: 14th April, 2014

Number of Ss: 22:

Time: 9:40 – 10:30

Researcher’s Notes:

Students (Ss) are situated in a 'U' shape with two rows in the middle. The following is written on the board:

The teacher (T) asks the Ss to open their writing pack. A sample of an essay is presented in the pack. teacher asks the Ss what it is about, and no one answers, so the teacher asks what animal is the topic about, Ss answer together and say ‘dog’. teacher explains how the writer in the book edited his ideas, which she describes as important. teacher reads aloud the heading of the exercise. teacher explains that with every paragraph they should generate an idea. teacher calls upon a S ‘Azza’ to read the first sentence. teacher asks the class what does ‘dangerous’, and ‘difficult’ mean. Ss reply correctly in Arabic. teacher explains the paragraph word by word. She explains the term ‘knocking things over’ by demonstrating with a pen falling off the table. Then she reads aloud ‘biting people’s children’. teacher asks what does children mean, and the Ss answer in Arabic. teacher asks if giving a dog a bath is easy, and in turn Ss reply negatively. teacher explains that the dog spoils the house, and therefore people have to clean up. teacher asks if they have pets and if they are potty trained. Two Ss reply. teacher explains that they must compose a sentence that revolves around the ideas they just discussed she writes on the board:

1. Dogs can be dangerous and difficult to control.

2…………………………………………………………

3…………………………………………………………

teacher instructs Ss to work with a partner to compose the sentences for the second and third paragraph. teacher allows approximately 2 minutes and then decides to help the Ss by writing the beginning of the sentence as follows:

2. Taking care of a dog is ……….

teacher moves to the next paragraph, which is about spending a lot of money to take care of dogs. teacher asks Ss what does ‘expensive’, ‘vacation’ mean, and Ss reply in Arabic, and teacher confirms in Arabic too. teacher instructs the Ss need to write on the board:

3. Owning a dog can be...........

A S calls out ‘very expensive’.

teacher explains that the three sentences they wrote compose the body of the essay. She demonstrates on the board the main idea, body and conclusion as written above.

Many Ss are asking to go the ladies room. teacher allows it at the beginning but then tells them they have to wait till the break time.

teacher presents them with another exercise from the writing pack. teacher calls upon one of Ss to read the main idea. teacher asks the Ss what does the word ‘topic’ mean, and she answers ‘title’. She explains that another word for the word ‘topic’ is ‘title’. teacher explains on the board the following:

Topic + comment = Main idea

Title feeling/opinion

teacher asks a S to read aloud, and then asks what the word ‘soccer’ means. teacher explains that it is American football. teacher asks the Ss where the main idea is. A S replies ‘hobby’. In the exercise, Ss must choose the correct sentence that describes the main idea. Ss talk amongst themselves in Arabic; some seem to be talking about the exercise while others seem to be joking. teacher rotates around the class and says she will not give the answers.

One S says it is not clear what she needs to do. teacher asks another S to explain what is needed to do in the exercise. Then, the teacher provides the S with examples. teacher calls upon a S to answer. Ss seem to mumbling to one another, and teacher asks what they are talking about, but they do not say anything to her. teacher continues completing the exercise. teacher asks the Ss what does ‘museum’ mean, and several Ss answer together in Arabic.

Two Ss continue laughing and teacher asks them what they are laughing about, but again neither of them answers. She asks them if she said something funny. Both Ss stay quiet smiling but do not answer. teacher then assigns homework and class ends.
Teacher’s comments:

Since the ‘dog’ is an animal, they’re not familiar with; they don’t know what to say. Also, from an Islamic perspective, since dogs aren’t allowed inside the house, they don’t seem to be deeply engaged with the topic.

I’m sure they should be more interested if the topic would be more personalized to them.

The students know that the teacher in these to help them, but at the same time does not allow them to waste time.

Students need to be guided back to the task at hand so they know what the teacher want from them.
| Workshop 1 | Observation 1
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<tbody>
<tr>
<td></td>
<td>Students appear to be passive and want to be told what to write or at least given choices. They did not appear to enjoy free writing. They expressed their desire to enrich their vocabulary.</td>
</tr>
</tbody>
</table>
|           | Plan 1
|           | Since they want to learn words in English, they need to know how to use the dictionary. I will give them words to look up and teach them how to search, how to identify the form of the word, and read its meaning. |

| Workshop 2 | Observation 2
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<tbody>
<tr>
<td></td>
<td>Students are not motivated to use the dictionary on their own, and they find it boring. They are dependent on me to give them any information they need. They constantly want me to say things in Arabic due to their lack of their understanding in English. They appear not to want to put any work.</td>
</tr>
</tbody>
</table>
|           | Plan 2
|           | I could possibly make the activity easier and this could make it motivating. They suggested the use of pictures to describe the meaning of words, which is a good idea and could be motivating for the next workshop. They also suggested the using the internet to look up words, however, they have used google.translate.com in the past, so maybe it would be a good idea to find an online dictionary. I will send them on the WhatsApp group both; the online oxford dictionary (oxforddictionaries.com) to look up words and photographic online dictionary so that the pictures will help them their understanding (www.photograohidictionary.com), and so they could use it in class. |
### Workshop 3

**Observation 3**

The students seemed motivated to participate and seemed to work with less dependence on me. I still had to aid them, but they were better than the last two workshops. I think this was because the exercise was easier, and it was topic based on travel and filmmaking and because they were learning new words as they requested.

Dividing them into groups helped in initiating a bond between the girls. Even though they spoke in Arabic, I allowed it to a degree because of their low proficiency levels, and to give them a chance to bond as a group. They appeared very concerned with their spelling that it took them away from writing. It was like they shyed away from writing in fear of making a spelling mistake.

**Plan 3**

When I asked my students if they had any ideas for the coming workshop, they expressed that, they want to watch something to write about it. I think I will try and get them to write short notes of what they watch. I need to find video clips that are both interesting and simple enough got them to understand. I think I will continue using group work since it was a hit this time.

### Workshop 4

**Observation 4**

This was workshop was the most enjoyable so far. There was a natural flow and feel with the students. They enjoyed it and lost track of time, which was a good sign. It seemed challenging enough for them to do their work with little help from me, and it was enjoyable which helped greatly in their learning process.

**Plan 4**

My students expressed that they wanted to do the same activity for the coming workshop, because they enjoyed it, so I will do the same activity with a different video.
<table>
<thead>
<tr>
<th>Workshop 5</th>
<th><strong>Observation 5</strong></th>
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<tbody>
<tr>
<td></td>
<td>I didn’t find the students motivated watching the Saudi lady cooking. I initially thought that by presenting a Saudi Lady who reasonably good English that students would be motivated and enthusiastic especially that she was presenting a traditional dish that is famous in Saudi Arabia. Even though to me, the criteria ticked the boxes I believed to be necessary it didn’t meet my expectations. When I asked them why they didn’t like it, they shrugged their shoulders.</td>
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<td>In the second video, the Blue Mosque was a success but they had difficulty understanding the British accent, and they expressed their preference to the American one.</td>
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<td><strong>Plan 5</strong></td>
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<td>For the next workshop, I will present them with a 6 minute Disney movie wherein they will have to describe what happened in the video in groups.</td>
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<tr>
<th>Workshop 6</th>
<th><strong>Observation 6</strong></th>
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<td></td>
<td>The students really enjoyed the movie. There were some laughs and talk after they watched it. They discussed it in groups and wrote down their notes. Their language improved in that they were able to write in very simple sentences what they watched. The seemed to feel confident and some of them actually articulated that they are surprised that she can compose sentences on her own. However, they appear to have problems with differentiating between verb and nous and need more practice with composing basic sentences.</td>
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<td><strong>Plan 6</strong></td>
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<td>Since the students enjoy learning visually, I will construct a power point wherein I explain nouns and verbs and teach them how to construct basic sentences.</td>
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<td>Workshop 1</td>
<td>Observation 7</td>
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<td>A lot of participation in the grammar lesson. Students appeared confident. The audio appeared to be a bit difficult for them to understand, and they kept on asking for the spelling of words, which made them stop writing instead of writing and making mistakes.</td>
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<td>Plan 7</td>
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<td>Student expressed that they wanted grammar incorporated into the writing workshops, and they expressed particular difficulty with pronouns. I am going to give a lesson on pronouns using PowerPoint. Since they enjoyed learning about the words describing facial expressions, and appearances, I will give a lesson on how to describe the appearances of different people using a guessing game.</td>
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<tr>
<th>Workshop 2</th>
<th>Observation 8</th>
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<tr>
<td>The students had many questions about their writing, so we answered together. There was not much his workshop was great in terms of participation and students' demonstrating genuine enjoyment towards learning. There was lot of laughter, and students' seemed to bond. The use of language was maximised when playing the guessing game. They looked through their papers, vocabulary log searching for the right word.</td>
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<td>Plan 8</td>
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<tr>
<td>I plan to carry out the same activity with different pictures.</td>
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<tr>
<th>Workshop 3</th>
<th>Observation 9</th>
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<tr>
<td>In this workshop, my students really responded well, and appeared in to enjoy it, especially the 'guessing the celebrity' game. They were may laughs and uses of language and more interestingly, they did not resort to using Arabic. In fact, after the member in the team would read out her sentences, the other team would ask questions. This exercise also aided their speaking skills. Fantastic rapport in class and they left the class with a smile on their face.</td>
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<td>Plan 9:</td>
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<td>Since this workshop was such a hit with the students, I am planning another game wherein they have to draw their friend according to their description written. I will give them a paper with space on the top of the page for drawing and lines at the end for them to write the description.</td>
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<td>Workshop</td>
<td>Observation 10</td>
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<td></td>
<td>For the first time I saw my students immersed into the writing. It was enjoyable to see them actually enjoying it.</td>
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<th>Plan 10</th>
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<tr>
<td>They did not complete their work in class, so they might have to finish it during the next workshop and then swap papers. I will bring colours so that they can draw their friends' description. I will bring gifts for the students so the</td>
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<th>Workshop 5</th>
<th>Observation 11</th>
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<td>My students appeared to thoroughly enjoy exchanging their papers to see their peers' drawings. Some were really good drawings, and their descriptions was fairly for their proficiency level. I believe this was due to the fact that they enjoyed this activity.</td>
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<th>Plan 11</th>
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<tr>
<td>In the next workshop, I want to discuss with the students their reflections on the previous workshops and plan ahead for the next coming ones.</td>
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<th>Workshop 6</th>
<th>Observation 12</th>
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<td>One of the main aspects my students expressed was the fact that they feel more comfortable with their peers. They felt like they bonded. This was something I didn’t pay attention to or didn’t think of it as an important aspect in the teaching, but it was important to my students. They also expressed that they wanted to have fun in the classes by playing games.</td>
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<th>Plan 12</th>
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<tr>
<td>The students chose the following topics as possible to suggestions for upcoming workshops: fashion, Islam, vacations, stories, about me, and films. I'll introduce brainstorming in the next workshop</td>
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### Reflective Cycles 13-18

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<tr>
<th>Workshop 1</th>
<th>Observation 13</th>
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<td></td>
<td>The students like the idea of brainstorming. It appeared to be a new concept to them, and therefore, it time for them to process the idea. They appeared lazy doing the exercise and this could be due to the fact of coming back from holidays, and not feeling as energized as they normally would be.</td>
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<td><strong>Plan 13</strong></td>
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<td>I need to introduce a topic of their interest to get them motivated again, they chose 'fashion' as one possible topic, and I believe this will be a good choice. I will use visuals to introduce vocabulary items related to the topic. Their project can be to make a collage on Fashion. I'll prepare cut out from magazines so they can choose from. I think I will pair them since group work was a success in precious workshops. To give them more of boast, a prize will be given to the best presented collage. Let's see how to respond!</td>
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<th>Workshop 2</th>
<th>Observation 14</th>
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<td>My students appeared to be really motivated to write about Fashion. The topic interested them, and so they were engaged in classroom discussion. They also were jotting down vocabulary items in their log book. They were asking many questions, which to be evidence that they were interested and motivated. This gave the class a boast of positive atmosphere towards learning. They liked the idea of the collage and being paired up with someone to do it too.</td>
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<td><strong>Plan 14</strong></td>
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<td></td>
<td>In the next workshop, I will divide it to two parts, the first will be to introduce items of clothing that I will bring into class and make tags wherein they have to match the description to the items. The second part they will continue to complete the collage.</td>
</tr>
</tbody>
</table>
**Observation 15**

I was impressed with their work, and they seemed happy with their accomplishment. They cut out their own pictures representing their style, which was fun to see. It was a sign that they were motivated about the topic and the activity.

**Plan 15**

The students are supposed to present their collage to the class. The students expressed that they wanted to start writing paragraphs, because their English course requires them to write an essay. Therefore, for the next workshop, I will introduce writing process and discuss with the students the differences between Arabic and English rhetoric. After that, they can write short messages on a readymade postcard of their choice.

**Observation 17**

This workshop went well in terms of introducing the writing process, but the time was short and students need more practice, more exercises. However, it did meet their needs. They cannot write a paragraph yet, let alone an essay. They still have some major language problems. They are obviously facing problems in their English language class in the institute but I cannot interfere as a teacher on leave, and also conducting research.

**Plan 17:**

For the next workshop, I will revise their messages on the postcard, and give them a chance to ask questions. I will give them time to fill in their portfolio since they have been complaining about the lack of time. I plan to see the students collage and cast a vote on the best collage so the best one can get a prize.

**Observation 18:**

I was really pleased today on how the students performed in presenting their collages. Seeing how proud they stood in front of the class was very pleasing indeed. I could see a great boast in their confidence levels.

**Plan 18**

Since the students voiced their wants to view models of paragraphs, so that they can learn more about paragraph writing, I will give them articles about young Saudi female designer. I think this will work because it's culturally relevant and because the topic of fashion seemed to be a hit in previous workshops. This is an opportunity to introduce the genre approach to teaching writing.
### Workshop 6

**Observation 19**

The students seemed to be struggling with the reading, and even though I believed the topics would be interesting, that didn’t seem to be the case. They looked bored and frustrated. But they did very well in terms of their first attempt of writing a paragraph even though they didn’t realize that they were doing well.

**Plan 19**

I think we should practice on mind mapping and brainstorming since they want to write a paragraph. They need to practice coming up with their own ideas. This is a new notion for them and they find it difficult to process.

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### Cycle Four

#### Reflective Cycles 19-24

**Observation 19**

Since the students wanted to learn how to write a paragraph and see a model of a paragraph, it was a good opportunity to introduce learning to write through reading. I wanted to choose something relevant to the students to capture their attention. I found articles about different young Saudi female designers. The article was in the form of an interview. Each student was given a different article. This was so they wouldn’t copy from one another.

I asked the students to read the article and underline any difficult words. They were asked to look up the meaning of the words. Then they underlined important information that they would want to include in their paragraph.

I asked the students to write a short paragraph of the designer read about. I demonstrated to them with an example on the board of a mind map. I asked them to do the same with the information they had in front of them.

They seemed to like the idea. Some appeared to be overwhelmed with the idea of reading and one student expressed that there were too many words she didn’t understand. I explained that they need to understand the gist of the interview and to only look up the words that they found important to understand vital information about the designer.

**Plan 19**
| Workshop 2 | **Observation 20**  
In this workshop, the students were endorsed in brainstorming. Some finished while others struggled a little. I sat with each one on a one to one basis to figure out problem areas. I noticed that they needed a lot of encouragement to boost their confidence. They seemed to be more active once encouraged.  
Some students came up to the board to draw their mind map in that way each one was learning from the other how to organize their information.  
After they finished brainstorming, they formed an outline writing up short notes of what they will include in their paragraph.  
I gave them homework today, the CEFR writing test to do at home. Since there is a lack of time, this seemed to be the only option I had in order for them to do the test. I told them not to ask for any help, and to try and do it by themselves.  
**Plan 20**  
Discuss the test with the students. |
| Workshop 3 | **Observation 21**  
Many students said they struggled with the test, while others said they were under pressure in university and don’t have time. They asked if they could do it in class, so they did. I explained the sections and they started writing.  
Students expressed that they may not be able to attend the full time for the last three workshops because of their schedules.  
**Plan 21**  
Compete previous plan |
| Workshop 4 | **Observation 22**  
Test completion and answering questions about it. It was a short workshop because they came late and had to leave to get back their classes.  
**Plan 22**  
Complete the writing test and hopefully have time for answer their questions about their writing. |
| Workshop 5 | **Observation 23**  
In this workshop, we completed the writing test in class as the students have no time to do it outside the workshop.  
**Plan 23**  
Saying good byes, and discussing the writing workshops as a whole and collecting portfolios. |
**Observation 24**

This was the last meeting with my students. Many of them came very late. They expressed that their classroom diaries were incomplete, and they needed to complete them before handing them over to me. Therefore, the first half of the workshop, they completed their diaries and organized their work.

In the second half of the workshop, I asked the students to write a paragraph of their choice. I made sure to tell them that the idea of writing a paragraph today was to compare their writing from when they started at the beginning of the year to now. They appeared to like the idea of seeing their improvement. Some asked me ‘how could they say so and so?’, ‘can I say that?’, or ‘is that correct?’ Even thought this was to be solely their own individual work, I did lend some help when asked. This in itself is an improvement from the beginning of the year when they didn’t ask anything. It appeared to be an indication that they were more involved in their learning process, motivated to write and viewed their writing as personal not just an assignment that needed to be completed. They were often apologetic about their mistakes and some even embarrassed about making mistakes.

We then had a friendly discussion about their experience with the writing workshops. The students expressed that they were more motivated that they see writing in a more positive light. They said it was more relevant to their university writing class. They learned how to organize and categorize notes when writing. I asked them if they would be able to write, they said they would using some the writing strategies they were taught. The highlighted some of the obstacles which was mainly was time. Time wasn’t enough. They wished if they had more time to dedicate to their writing.

---END OF INTERVENTION REFLECTIVE CYCLES---
Appendix F: Students’ Portfolios

1. Classroom Diary Template
2. Students’ Classroom Diaries (Arabic and English)
3. Vocabulary Log
4. Writing Samples
<table>
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<th>.classroom_diary_template</th>
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### المستوى الأول

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<tr>
<th>الأسبوع الأول</th>
<th>عرفت محتوى الورشة</th>
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<tbody>
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<td></td>
<td>1. استدعت من القاموس وعرفت أنه له عدة جمل</td>
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<td>2. ما كان فيه مشاركات وتفاعل من كثير من الطالبات</td>
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<tr>
<th>الأسبوع الثاني</th>
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<tbody>
<tr>
<td>1. ابتلعنت البحث في قاموس أوكفورد أون لاب من النص والجمل الذي فيها</td>
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<tr>
<td>2. اتممت مجموعة بنات بحثوا الورشة الثالثة وهم أكثر تفاعلًا وحماسًا</td>
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<tr>
<th>الأسبوع الثالث</th>
<th>افترضنا أفلام واستنجد كلمات وجمل</th>
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<tr>
<th>الأسبوع الرابع</th>
<th>كتبتنا جمل مع مجموعة علامة و...</th>
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<td>الفيلم الأخير شوي صعب</td>
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### المستوى الثاني

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<th>الأسبوع الأول</th>
<th>اتعلمنا على ترتيب الجمل وأنواعه</th>
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<td>ترتيب الجمل بأوراق غير مرتبة</td>
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<td>كتبنا جمل وسماعهم من اللئام</td>
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<thead>
<tr>
<th>الأسبوع الثالث</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. اعترفنا على صفات جديدة من خلال الصور</td>
<td></td>
</tr>
<tr>
<td>2. كان الفريق الثاني نشط لما يكون عدهم حشيلة كلمات</td>
<td></td>
</tr>
<tr>
<td>3. استخرجنا عدة صفات من ثلاث شخصيات وعملت الأستاذة لنا مسابقة بين فريقين وكان حماس بين المجموعة الثانية ما وضعت لنا الصور تمام</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الرابع</th>
<th>رسمت لنا الأستاذة فيض بوضوح لنا صفات الوجه وأنواعه وانشارنا بوضع الصفات</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. كان وقت ممتع جدا وجميل</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الخامس</th>
<th>رسمنا وكتبتنا وراجعنا الكلمات</th>
</tr>
</thead>
</table>

| الأسبوع السادس | كانت مسابقة بين مجموعتين وحماس زائد |

<p>| المستوى الثالث |  |</p>
<table>
<thead>
<tr>
<th>الأسبوع الأول</th>
<th>الأسبوع الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتبنا تويك عن الطقس</td>
<td>عرفنا كلمات جيدة عن الأزياء و الملابس</td>
</tr>
<tr>
<td>كان الورشة فيها سرحان من الطالبات</td>
<td>كان يوم رائع</td>
</tr>
<tr>
<td></td>
<td>شربنا قهوة و أكلنا دونات</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الثالث</th>
</tr>
</thead>
<tbody>
<tr>
<td>عملنا و اعرفنا على أنواع الأقمشة من الملابس و أشكالها</td>
</tr>
<tr>
<td>كان ورشة ممتعة و جميلة</td>
</tr>
<tr>
<td>الأستاذة أحضرت نظرة مثالية منوعة و عصرات الله يعطيها العافية</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتبنا برافق و عرفنا المصطلحات الجديدة</td>
</tr>
<tr>
<td>كان ورشة رائعة</td>
</tr>
<tr>
<td>كتبنا برافق قصير</td>
</tr>
<tr>
<td>اكتملنا على الكولاج و فينا عائم عا و هنا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الخامس</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتبنا برافق قصير</td>
</tr>
<tr>
<td>سأرجعنا على الكولاج و فينا نم عا و هنا</td>
</tr>
<tr>
<td>كتبنا برافق قصير</td>
</tr>
<tr>
<td>اكتملنا على الكلام و فينا عائم عا و هنا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع السادس</th>
</tr>
</thead>
<tbody>
<tr>
<td>استفدت من الورشة التمارين و الكلمات الجديدة</td>
</tr>
<tr>
<td>اثرت بالتمارين والواجبات و الأهم ابتدائها و حسن أخلاقها و صبرها علينا</td>
</tr>
<tr>
<td>استفدت من معرفة أنواع الكلمات و معانيها</td>
</tr>
<tr>
<td>نقاط ضعفي العام معرفة بعض الكلمات و الأساليب مع نظرة و نقاط عميدي حظي</td>
</tr>
<tr>
<td>عملنا المحاضرات عن الورشة بأن المحاضرات سأتا طيلة ما فيها تغير</td>
</tr>
<tr>
<td>لكن الورش فيها أباب فأصل و استماع</td>
</tr>
<tr>
<td>أفضل موضوع ووصف الشكل و السمة</td>
</tr>
<tr>
<td>أفصل عرض فيها الكلمات مع الفيديوهات أحصه حماس</td>
</tr>
<tr>
<td>اللعب (ترتيب الكلمات مع الملابس المطلوبة) (السماع وبصر)</td>
</tr>
</tbody>
</table>

Alaa
<table>
<thead>
<tr>
<th>الأسبوع الأول</th>
<th>الأسبوع الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td>كانت تعافر</td>
<td>تعلمنا استخدام القاموس مفيد نوعاً ما</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الثالث</th>
<th>الأسبوع الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td>تعلمنا بعض الكلمات المتعلقة بالأفلام لم نشعر ب益ها إلا عند استخدامها في الورش الثانية مقاطع فيديوهات استخدمنا عليها الكلمات و كونا جمل جدًا مفيدة</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الخامس</th>
<th>الأسبوع السادس</th>
</tr>
</thead>
<tbody>
<tr>
<td>استكمال مشاهدة المقاطع و كتابة المزيد من البرقاقات تمكتن من كتابة برقاق دون مساعدة المجموعة و كانت جدًا مفيدة اتمنى كل الورشات بهذا المستوى</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأسبوع الأول</td>
</tr>
<tr>
<td>سمعنا لمقطع صوتي و كتبنا الجمل</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الثالث</th>
<th>الأسبوع الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td>أخذنا صور نوصفها و انقسمنا قروبات وكل مجموعة توصف و تعرف وتوصف من طريقة جيدة وممتعة كيف توصف شكلنا و كيف نكتب الوصف في جمل صحيحة اخذنا كلمات جيدة نقد نوصف نفسنا بها و (الكتابة غير مفهومة)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الخامس</th>
<th>الأسبوع السادس</th>
</tr>
</thead>
</table>
| كتبنا وصف شكلنا في ورق و صححته لنا الأستاذة ؛ أخذنا أوراق المجموعة الثانية و بدأنا نرسمهم من الوصف كتبنا ملاحظات قصيرة و راجعنا الورشات الي قبل | }

We chose different stayl and do it

<table>
<thead>
<tr>
<th>المستوى الثالث</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأسبوع الأول</td>
</tr>
<tr>
<td>أعطتنا ملابس و كلمات و احنا تركب الكلمة على الملابس فكرة جيدة وممتعة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى الثالث</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>المستوى الرابع</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>كيفية كتابة قطعه.</td>
</tr>
<tr>
<td>فكرة حقيقنا في كتابة القطع في المستقبل</td>
</tr>
<tr>
<td>المستوى الخامس</td>
</tr>
<tr>
<td>تدريب على إرسال رساله إلى زميلين</td>
</tr>
<tr>
<td>المستوى السادس</td>
</tr>
<tr>
<td>عرضنا تصامينا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td>المستوى الأول</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>المستوى الثاني</td>
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<tr>
<td>-</td>
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<tr>
<td>المستوى الثالث</td>
</tr>
<tr>
<td>-</td>
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<tr>
<td>المستوى الرابع</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>المستوى الخامس</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>المستوى السادس</td>
</tr>
<tr>
<td>استفدت من الورشة أنها عرفتني كيف اكتب جمل و كلمات أقدر أكون منها قطعه. و أنها ساعدني في الكتابة الاستاذة والمترجم. و اختلفت الورشة كثير عن المحاضرات. لكن فيها عنصر التشويق و ينوي إنشاءなくなって حدا ما سوينا عن الفاشين والإستاذ و هي كانت أفصل ورشة في النسبي. و أفضل طريقة التعليم البصر و السمع مما اختلفت طريقة كتابتى. كتبتي كعبا بعد الورشة. و ساعدتى كثير جدول الحصيلة اللغوية الاستاذة كانت متفاصلة معها و كل ورشة تتيه طريقة جديدة تتعم بيها. أثرت الماده التعليميه في كتابته غير مفهومة (كتابه غير علميتى الاساسات التي ما كنت أعرفها).</td>
</tr>
</tbody>
</table>

**Banan**

<table>
<thead>
<tr>
<th>المستوى الأول</th>
</tr>
</thead>
<tbody>
<tr>
<td>الإجابيات:</td>
</tr>
<tr>
<td>- أن كتبنا قطعه عشان نهاية الورشة تقيس التقدم</td>
</tr>
<tr>
<td>- نهية الورشة</td>
</tr>
<tr>
<td>المستوى الثاني</td>
</tr>
<tr>
<td>- تعلم كيفية استخدام الفاموس</td>
</tr>
<tr>
<td>المستوى الثالث</td>
</tr>
<tr>
<td>- استخدمنا الفاموس في معرفة الكلمات و معانيها</td>
</tr>
<tr>
<td>- ملأ نوعا ما</td>
</tr>
<tr>
<td>- سهل لكن ليس هناك تفاعل</td>
</tr>
<tr>
<td>المستوى الرابع</td>
</tr>
<tr>
<td>- البحث عن الكلمات و معناها و جمل تبين طريقة استخدامها و هذا كله من الفاموس</td>
</tr>
<tr>
<td>الأسبوع الخامس</td>
</tr>
<tr>
<td>----------------</td>
</tr>
</tbody>
</table>
| البحث عن المزيد من المصطلحات وفهمها | مشاهدة أفلام متنوعة ومحاولة وصفها بالمصطلحات التي تعلمنا 
| مشاهدة فيديو ورشة وتعلم كيفية وضع جمل وترتيلها جدا ممتعة | أفضل إدارة ورشة مرت عليها |
| جحا مفيدة في ورشة وتعلم كيفية وضع جمل وترتيبها جدا ممتعة | مشاهدة فلم لمدة 5 إلى 6 دقائق والتعبير عنه في جمل مفيدة |
| أفضل اتباع هذه الطريقة دائما أفضل من اختيار كلمات عشوائية | أفضل اتباع هذه الطريقة دائما أفضل من اختيار كلمات عشوائية |

المستوى الثاني

<table>
<thead>
<tr>
<th>الأسبوع الأول</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الثالث</th>
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</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع الخامس</th>
</tr>
</thead>
<tbody>
<tr>
<td>دربتنا على كتابة جمل ورسالة زمنيتي</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>الأسبوع السادس</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>المستوى الرابع</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>اعطتنا مقالة و نسوي من برافاش عن طريق رسم خريطة ذهنية و يعتبر كمان تدريب على الذبذب. كان صعب صراحة لأن الكلمات جديد و المقالة كانت طويلة احس لو كانت كلمات سهلة يكون إسه لا نحن ننجبه من ناحية استخراج المعلومات و ترتبها بس عموم الفكره نفسها كويه و مقيدة.</td>
</tr>
<tr>
<td>اخذنا المقالة و سوينا خريطة ذهنية جدا مقيدة هذا الخريطة و (الكتابة غير مفهومة) كتابة القطة و ترتيب الأفكار و كتبنا بعدها الجمل الأساسية.</td>
</tr>
<tr>
<td>الاسبوع الثاني</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>الاسبوع الرابع</td>
</tr>
<tr>
<td>كتبنا قطعة كاختيار لمستوانا عشان نقارن بين مستوانا اول ما بدنا و مستوانا لما انتهينا اعتقد ان هذا الي بيدعتم فعلا الفرق و لانجاز و مستوي التحسن او عدمنه</td>
</tr>
<tr>
<td>الاسبوع السادس</td>
</tr>
</tbody>
</table>

Hana
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the workshop today. It's great.</td>
<td>It is a good workshop and now I idea it Description the people and the group Guess what is? 😊</td>
<td>The idea of people describe very impressive and an exciting</td>
<td>No cons only up to the description</td>
<td>The workshop is naic</td>
<td>Student's writing:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>كاّنت الورشة عادية يمكن لأن المجموعة كبيرة</td>
<td>متابعة الورشة التي قبلها</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>المستوىين</td>
<td>الأسبوع الأول</td>
<td>الأسبوع الثاني</td>
<td>الأسبوع الثالث</td>
<td>الأسبوع الرابع</td>
<td>الأسبوع الخامس</td>
</tr>
<tr>
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<td>---------------</td>
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<td>---------------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>المستوى الأول</td>
<td></td>
<td></td>
<td></td>
<td>The workshop is good, and improved my writing</td>
<td></td>
</tr>
<tr>
<td>المستوى الثاني</td>
<td></td>
<td></td>
<td></td>
<td>The workshop is good, we enjoyed and I learn more things</td>
<td></td>
</tr>
<tr>
<td>المستوى الثالث</td>
<td></td>
<td></td>
<td></td>
<td>The workshop is good, and I enjoyed and I learn more things</td>
<td></td>
</tr>
<tr>
<td>المستوى الرابع</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maya

<table>
<thead>
<tr>
<th>المستوى الأول</th>
<th>المستوى الثاني</th>
<th>المستوى الثالث</th>
<th>المستوى الرابع</th>
<th>المستوى الخامس</th>
<th>المستوى السادس</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>The workshop is good, and improved my writing</td>
<td></td>
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<td></td>
<td>The workshop is good, we enjoyed and I learn more things</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

سمعنا مقطع و حاولنا استنتاج جمل و قطع
كان مفيد لكن مثل بعض الشيء
### الأسبوع الثاني

- شاهدنا مقاطع للوصف كانت جيدة وتذكرن ورشات الكتابة أكثر.

### الأسبوع الثالث

- عمل على حل بعض أوراق العمل وتطبيق الوصف بالشخص المناسب له كانت ورشته مسلية ولكن الوقت قصير مع بعض الصعوبات (الكتابة ليست مفهومة).

### الأسبوع الرابع

- استمعنا أوراق العمل للكتاب قطعة عن أنفسنا وافادتنا كثيراً الخبرة الذاتية التي رسمتها الاستاذة في الوصف،

### الأسبوع الخامس

- اكتملنا الكتابة مع الرسم ولكن اوقفت الورشة جداً قصيرة ولكن زيادة الورشة حل المشكلة.

### الأسبوع السادس

- المسالك

<table>
<thead>
<tr>
<th>المستوى الثالث</th>
<th>الأسبوع الأول</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. أصبحت الورشة أكثر ترتيباً</td>
<td></td>
</tr>
<tr>
<td>2. الحظور جيدة وملهمة ولكن الوقت غير كافي</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td>الفكر جيد وملهمة ولكن الوقت غير كافي</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى الثالث</th>
</tr>
</thead>
<tbody>
<tr>
<td>كان التطبيق العلمي جيد جداً ومفيد بحيث أننا استطعنا تذكر الفرصات لوقت طويل ولم يعد</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>المستوى الرابع</th>
</tr>
</thead>
<tbody>
<tr>
<td>كان تدريب كتابه الرسالة جيداً مفيداً ولكن ما يطلب منا في الورشة مستوى جداً متسد معقارنة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المستوى السادس</th>
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</table>

### الأسبوع الرابع

- المفيد رغم كلها الواجبات إضافه إلى قدوتنا القرآءة مع الكتابة

<table>
<thead>
<tr>
<th>الأسبوع الأول</th>
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</thead>
<tbody>
<tr>
<td>اكمال الأعمال وتعلم كلمات جديدة لم أجد سلبيات</td>
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<table>
<thead>
<tr>
<th>الأسبوع الثاني</th>
</tr>
</thead>
<tbody>
<tr>
<td>اظن ان هذا المستوى أطول من السابق حيث أنه بدأ يحكي ما يطلب منا في المنهج رغم</td>
</tr>
</tbody>
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<tr>
<th>الأسبوع الثالث</th>
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<tbody>
<tr>
<td>صعوبته قليلاً لكنه مفيد</td>
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<tr>
<td>الأسبوع الرابع</td>
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<tr>
<td>----------------</td>
</tr>
<tr>
<td>فهمنا بناءً على المواقف الأفكارية وقد تكون المواقف مقارنة بين مواقف منخفضة وآخرون. إن اتخاذ السلبيات خلال هذا المستوى يتوجه عام لكن أنك قد تكون مواقف مقارنة.</td>
</tr>
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<thead>
<tr>
<th>الأسبوع السادس</th>
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</tr>
</thead>
</table>
| - الورشات الكتابية: ساعدتني كثيراً في تحصين مستوى كتابي.
- الاستماع والقراءة: كانت عموماً، مساعدة جداً في تحصين مستوى الكتابة لدي.
- الوصول للسداد: درافت المقابلات.
- المسابقات، والأعمال التي فتحا بها خلال الورشات كانت محفزة وممتعة وابعدت. |

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<tr>
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<tr>
<td>Wرشة عملية و تعلمت منها كثير و سرت آكون الجمل بسرعه و بسهولة.</td>
<td>Wرشة بحثية و ممتعة و استنفتنا كثير في الأزاي.</td>
</tr>
<tr>
<td>الأسبوع الثاني</td>
<td>الأسبوع الثاني</td>
</tr>
<tr>
<td>عجينة الورشة و أدتنا أورق فيها صور و وصفا و مجلينا.</td>
<td>استنفتنا و تعلمت الخراطين الذهنيه و كتابة مواضيع</td>
</tr>
<tr>
<td>الأسبوع الثالث</td>
<td>الأسبوع الرابع</td>
</tr>
<tr>
<td>شكرا على إضافة المعلومات الجديدة لي.</td>
<td>ورشة رائعة و وصف الكولاج جدا جميل</td>
</tr>
<tr>
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<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>استفادت من الورشة بعد كتابة الخريطة الذهنية. اكتب وارتب الأفكار الرئيسية.</td>
<td>تعلمت كتابة القطعة وأصبحت سهلة.</td>
</tr>
<tr>
<td>الأسبوع الرابع</td>
<td>الأسبوع الخامس</td>
</tr>
<tr>
<td>ورشة جدًا مفيدة وممتعة</td>
<td>كانت تكمله للأون لأين ولم استفد شيء جديد.</td>
</tr>
<tr>
<td>الأسبوع السادس</td>
<td>Ola</td>
</tr>
<tr>
<td>كتابة برغراف لتحديد المستوى بين الأول والأخر. وأفضل طريقة لتعلم الكتابة هي الحصر والسماح معاً ولاحظت مختلف في طريقة كتابتي للبرغراف بعد عدة ورشات أصبحت أسهل. استفادت من جدول الكلمات بتعريف منها وتصريفها. نقاط قوة في الكتابة عند كتابة الجمل والاصغير عند كتابة بداية البرغراف. أستاذة مرهم ساعدتني على تعلم كلمات لم أكن أعرفها وأصبح لدي حسية. وسلوك كأن رائع وملتي.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>المستوى الأول</th>
<th>المستوى الثاني</th>
</tr>
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<tbody>
<tr>
<td>في الورشة الأولى تعرفنا على الأستاذة وكيف تتكون الورشة وائف المطلوب منها.</td>
<td>تعرفنا على كيفية استخدام القوائم كانت جدًا مفيدة.</td>
</tr>
<tr>
<td>الأسبوع الثاني</td>
<td>الأسبوع الثالث</td>
</tr>
<tr>
<td>جدا جدًا أفانتني كانت التعرف على كلمات جدّية.</td>
<td>جدا مفيدة وطريقة حلوة أتفرج لم نوصفه كثير استفادت من الورشة ذي وابحث أكمل على كذا حتى استفيد</td>
</tr>
<tr>
<td>الأسبوع الرابع</td>
<td>الأسبوع الخامس</td>
</tr>
<tr>
<td>جدا مفيدة وطريقة حلوة أنا تفرج فلمع ووصفه ...</td>
<td>طريقتنا لقد وكتابة الكلمات عليها جدًا مفيدة وتغيير أو تنزيل إنكم أو أشتر أت شوافت فافذرو..</td>
</tr>
<tr>
<td>الأسبوع السادس</td>
<td>المستوى الثاني</td>
</tr>
</tbody>
</table>
| ابتغي أعرف أربب الجمل وأكتبها وألفتية ترتيبها وأضافت إلى الأسئلة:
كتابتي. | و كانت ورشة جدًا مفيدة |
| الأسبوع الأول | كانت محاضرة جدًا مفيدة تعلمت فيها كيفية ترتيب الجملة وأنواع الجمل وتقسيماتها. |
| الأسبوع الثاني | لم يكن الفيديو مفهومًا ولم أفهم ماذا يريد أرغب في أن تكون المحاضرة الثانية نفسها |
| الأسبوع الثالث | كانت محاضرة جيدة واقتضت اكتشافها وكتابتها مقترحها وتغيير الروتين |
| الأسبوع الرابع | كانت محاضرة جميلة، أود إلى الزيادة عليها |
| الأسبوع الخامس | كانت محاضرة عن تعلم مهارة الوصف جدًا مفيدة وأعتقد أنها في سؤل آخر مهارة الوصف جيدًا بأنها، لأنها سوف تكون تطبيق لما تعلمت |
| الأسبوع السادس | كانت محاضرة، تعلم مهارة الوصف للحمة وأخذت جائزة على أفضل وصف وكان شعور جدًا جميلًا وكانت محفزة هذه الورقة |
| المستوى الثالث | ملخص الأفكار وكتابتها |
| الأسبوع الأول | طريقة جيدة ومفيدة نهدف من كتابة جمل بقواعد صحيحة. أرغب في التكلم عليها في الورش القادمة |
| الأسبوع الثاني | كانت ورشة ممتعة ومفيدة |
| الأسبوع الثالث | طريقة ترتيب أو وضع الجمل على الصور أو شرح الصور مفيدًا وأثنى الزيادة في الورشة القادمة عليها |
| الأسبوع الرابع | كانت ورشة مفيدة وتعلمنا فيها كيفية كتابة خريطة دينهي مختصرة عن الموضوع التي تتكلم فيه وبعدها جمل وبعدها موضوع متكامل تعلمت الفرق بين الكلاب باللغة العربية ولانجليزية أن الأنجليزية أدخل في الموضوع على طول يعكس الموضوع فالفئته العربية |
| الأسبوع الخامس | كانت أعدت لمسبق أخذتها وتصحيح الرايت قد |
| الأسبوع السادس | طبعتا وشرحنا الصور التي تم وضعها |
| المستوى الرابع | استخلاص الأفكار وكتابتها |
| الأسبوع الأول | كانت جيدة وأرغب فالتكملة في نفس الطريق |
| الأسبوع الثاني | كانت تكتمل على الورشة السابقة وكتابتها main ideas
<table>
<thead>
<tr>
<th>الأسبوع الثالث</th>
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</tr>
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</table>
| تصبح الواجبات و تكمله على ما سبق لم تطبق شيء جديد عن هذا الورشة. | - تصحيح الواجبات و كتابته الفراء. 
- استقدام من جدول الكلمات كثيراً في معرفة معاني الكلمات | - لم استمع كثيراً بهذا الورشة لأنها كانت فقط كتابة Draft 1 و تصحيح الواجب - مقتصر على نفسية و لاكن لأن من مساعد الاستاذ إلى حد كبير | - في رأي أفضل طريق لتعلم الكتابة البصر و السمع معًا 
- المواضيع المحفزة في الورشات هذه التي يمكن استفيد منها بعيدًا ناً و صف الناس كان موضوع جداً ممتع و مفيد 
- لم تختلف الورشات الكتبية عن المحاضرات الا حد كبير |
# Classroom Diary (English)

**Amani**

## Cycle One

| Workshop 1 | This was an informative session. I was able to find out what the workshops are about. |
| Workshop 2 | I was able to find sentences in the dictionary, but there was not much participation from the class. |
| Workshop 3 | I learned how to look up words in a hard copy dictionary, online and find sentences. It would be better if more participated and it would make the class more exciting. |
| Workshop 4 | I watched video clips and was able to write words, and sentences. |
| Workshop 5 | We wrote sentences in a group. The last video clip was a bit difficult. |
| Workshop 6 | - |

## Cycle Two

| Workshop 1 | I learned how to structure different sentences. Organize jumbled sentences. We listened to sentences and wrote them down. |
| Workshop 2 | We watched video clips, words and sentences. |
| Workshop 3 | We learned new adjectives from pictures. The other team were more active than us, maybe they have better vocabulary. We identified adjectives for three personalities and we had a competition. There was enthusiasm among the other team but they didn’t describe their pictures well enough. |
| Workshop 4 | The teacher drew a face wherein we are able to identify different parts of the face, and we participated by adding the adjectives. We had a nice and enjoyable time. |
| Workshop 5 | We drew, wrote and revised words. |
| Workshop 6 | There was a competition between two groups. There was extra enthusiasm. |

## Cycle Three
| Workshop 1 | We wrote about the weather  
The students were daydreaming during the workshop |
|-----------|--------------------------------------------------|
| Workshop 2 | We learned new words about fashion and clothes  
It was a great day  
We drank coffee and had doughnuts |
| Workshop 3 | We got to know different types of fabric  
It was a nice and enjoyable workshop  
The teacher brought different pastries and juices |
| Workshop 4 | It was a fantastic workshop  
We wrote a paragraph and learned new words |
| Workshop 5 | We wrote a short paragraph  
We spoke about the collage and evaluated the other teams |
| Workshop 6 | - |

**Cycle Four**

| Workshop 1 | The teacher asked us about our exams and grades  
We drew a mind map on a topic  
It was a nice topic |
<table>
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<tbody>
<tr>
<td>Workshop 2</td>
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</table>
| Workshop 3 | It was a day that lacked enthusiasm  
The teacher revised the homework for us and explained the subject we would be working on in this level |
| Workshop 4 | We revised the homework and edited it  
It was a nice and enjoyable day |
| Workshop 5 | - |
| Workshop 6 | Workshop 6 I benefited from the workshop in terms of the exercises and the new vocabulary taken  
The lectures have long hours and they are all the same, but the workshops contain better things and were more fun.  
I enjoyed the topic of describing things and the competition  
The best presentation was watching the videos. I feel it is was exciting, and the game where we had to organize/match the words with the pieces of clothing (listening and seeing) |
I was affected by the exercises and homework
The teacher’s smile, morals and patience was what made her different.
Rewriting paragraphs in every level
I benefited from knowing the meaning of various words and its meanings,
Not knowing some words, it pronunciation and spelling.
My handwriting is better

## Alaa

### Cycle One

| Workshop 1 | This was a ‘get to know one another’ workshop |
| Workshop 2 | We learned how to use a dictionary. It was sort of helpful |
| Workshop 3 | We were able to understand the meanings of the new words. I didn’t find it useful |
| Workshop 4 | We used the words from the last workshop to compose sentences. Now I see why the new words are helpful |
| Workshop 5 | We wrote more sentences |
| Workshop 6 | I was able to write a paragraph without the help of the group and it was very helpful. I hope that the rest of the workshops are up to this standard. |

### Cycle Two

| Workshop 1 | We heard audio clips and wrote sentences |
| Workshop 2 | - |
| Workshop 3 | We were given pictures to describe. We were divided into two groups and each group had to describe so they can guess what we are describing
- A new and fun way |
| Workshop 4 | How to describe ourselves and how to put the description into correct sentences |
| Workshop 5 | We took new words to describe ourselves (Note: the writing in Arabic was not clear) |
| Workshop 6 | We wrote and described ourselves and the teacher corrected and gave it to the other group so that we could draw the given description |
### Cycle Three

| Workshop 1 | We jotted down short some notes, and we revised some of the previous workshops |
| Workshop 2 | We chose different styles and wrote about it |
| Workshop 3 | She gave us clothes and words and we needed to match the words with the pieces of clothes<br>It was a nice and enjoyable idea |
| Workshop 4 | How to write a paragraph<br>It’s a good idea for writing paragraphs in the future |
| Workshop 5 | Practice writing a letter to my friend |
| Workshop 6 | We presented our collages |

### Cycle Four

| Workshop 1 | - |
| Workshop 2 | Complete our work including homework, reading and writing |
| Workshop 3 | Revise the homework and complete my work. It was really beneficial for us |
| Workshop 4 | I wrote a paragraph that I first wrote at the beginning of the workshop. It was good for us because it demonstrated how much we developed in our writing |
| Workshop 5 | - |
| Workshop 6 | I benefited from the workshop in that I was able to learn how to write words and sentences that can be put together to compose a paragraph. The teacher and the translator helped me in the process of writing. The workshops were very different from the lectures because it contained the element of excitement and we did stuff we love like when we discussed topics such as fashion and styles. According to me, this was the best workshop. The best way to learn is through visual and audio together. My writing changed of course after the workshops and it helped me with my vocabulary. The teacher was active with us and each workshop was taught in a new way. It affected my course writing because I learned the fundamentals of writing which I was unknown to me before. |

Banan
**Cycle One**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>The positive element about this workshop is that we were asked to write so that by the end of the year, we can see if we improved.</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>We learned how to use the dictionary.</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Used the dictionary to look up words, but it was kind of boring. There wasn’t much interaction.</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>We searched for words and their meanings by using the dictionary.</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>We looked up for more words. We watched different video clips and tried to explain in with words. We were able to look up the words we were looking for to describe what we saw in the clip. It was really beneficial. This workshop gave me the experience to look up the words I want, and describe what I see. I really enjoyed it. It is the best so far.</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>I watched clip for 5-6 minutes, and then composed sentences describing what I saw. I like this way and I think by looking up specific words I need is better than looking up random ones.</td>
</tr>
</tbody>
</table>

**Cycle Two**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>We heard an audio and we had to write sentences.</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>-</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>We were given pictures of different people, and we had to describe them to the other group so that they could guess the picture.</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>We practiced how to describe ourselves and how to compose correct sentences.</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>We took new words to help us compose our descriptions.</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>Each one of us described herself and we made use of the vocabulary we took. We drew a picture according to the description given. It was really funny!</td>
</tr>
</tbody>
</table>

**Cycle Three**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>We took the formula to compose simple English sentences correctly.</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>The topic today was about fashion and style. We needed to choose what our style composes of in a few words. The topic was really good and it caught our intention.</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Today she brought pieces of clothing to the class and we were given the words to match with the pieces of clothing. It was a good workshop as we changed the routine.</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>We took how to compose a paragraph. This was really beneficial because I think we will be able to use it along with the other elements we took.</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>We practiced how to write a letter to my friend.</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>We presented our collage to the class and evaluated one another.</td>
</tr>
</tbody>
</table>

**Cycle Four**

| Workshop 1 | We were given an article to read and from it compose a paragraph by using the mind map, and it is considered reading practice |
| Workshop 2 | It was difficult to be honest because the words were new and the article was long. I feel if the article was short |
| Workshop 3 | - |
| Workshop 4 | Finishing paragraph writing |
| Workshop 5 | We wrote a paragraph as an exam to test our levels from when we started until now, and this is the key pointer that can demonstrate the difference, accomplishment and the level of success |
| Workshop 6 | I benefited from the workshop in terms of my vocabulary; this helped me in my writing and, learning the main grammatical rules. The workshops differed from the lectures in that they were more fun and informal and more relaxed. Most of the time, it was short, and the topics were motivating. The focuses in the workshops were our interests, and the problems we face when writing. The initial workshops were better the last ones. And the best way learning is by presenting video clips. The vocabulary log was beneficial at the beginning only, because it increased my vocabulary. My downfalls in my writing are the limited amount of vocabulary and composing sentences correctly. |

Hana

**Cycle One**

<p>| Workshop 1 | In this workshop we got to know the teacher. It was a nice workshop. |</p>
<table>
<thead>
<tr>
<th>Workshop 2</th>
<th>It was a good workshop, but kind of confusing, but please God using pictures and videos in the coming workshops will be good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 3</td>
<td>In this workshop, I got to know a good few new words. ‘It’s good 🤞’</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>This was a good one. I learned new words and was able to compose sentences</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>This workshop was really beneficial because of the videos presented. It was enjoyable and I was able to compose sentences.</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>I loved the presentation of videos and pictures in learning. It was really helpful.</td>
</tr>
</tbody>
</table>

**Cycle Two**

<table>
<thead>
<tr>
<th>Workshop 1</th>
<th>(Student’s writing) I like the workshop today. It’s great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 2</td>
<td>It was a regular a workshop</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>(Student’s writing in English) It is a good workshop</td>
</tr>
<tr>
<td></td>
<td>Description the people and the alter group. Guess what is?!</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>A continuation from the last workshop</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>(Student’s writing) No cons only up to the description</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>(Student’s writing) The idea of people describe very impressive and an exciting</td>
</tr>
</tbody>
</table>

**Cycle Three**

| Workshop 1  | (Student’s writing)                                                                                                 |
|             | The workshop is naic                                                                                               |
| Workshop 2  | We took some pictures and described them by writing sentences.                                                       |
|             | (Student’s writing)                                                                                                 |
|             | We took some Pictures of the costumes and we wrote some sentences that Described                                     |
| Workshop 3  | We put the designs and wrote short sentences about our designs (Student’s writing is unclear in Arabic)             |
|             | (Student’s writing)                                                                                                 |
|             | We put designs, and wrote short sentences that gives us a brief overview                                           |
| **Workshop 4** | We started brainstorming and chose a topic to write about, and also how to write a short letter to someone  
(Student’s writing)  
We started the work of amiradmap, and chasea topics writing about it. Then write a short massage to someone |
| **Workshop 5** | - |
| **Workshop 6** | We presented and described our collages  
(Student’s writing)  
We put this collage and explained… |

**Cycle Four**

| **Workshop 1** | - |
| **Workshop 2** | - |
| **Workshop 3** | The workshops were beneficial and my writing improved  
(Student’s writing)  
The workshop is good, and improved my writing |
| **Workshop 4** | This workshop was useful and enjoyable because I learned new information  
(Student’s writing)  
The workshop is good, we enjoyed and I learn more things |
| **Workshop 5** | - |
| **Workshop 6** | (Student’s writing)  
We finish the workshops |

**Maya**

**Cycle One**

| **Workshop 1** | Positives:  
- We understood what the workshops will be about  
- We learned what will helps us from attending the workshops  
- I wrote a paragraph |
| Workshop 2 | We learned how to use a dictionary but the timing of the workshop was too short. |
| Workshop 3 | We learned a few words and how to look them up in a dictionary |
| Workshop 4 | - I wrote a few words in my file that I understood  
- I wrote sentences derived from the video clips presented  
- For the most part, I enjoyed the workshop because the way the lesson was presented using videos was different from the usual boring writing practice in our classes |
| Workshop 5 | This is one of the best workshops so far. I love the fact that we watch movies and write what we see |
| Workshop 6 | We are finally able to compose sentences and a paragraph. This was one of my biggest problems I faced in the English language and finally I am able to do it |

**Cycle Two**

| Workshop 1 | We listed to an audio and tried to write sentences  
It was useful but kind of boring |
| Workshop 2 | - |
| Workshop 3 | We watched a few video clips and it was good but preferred writing more |
| Workshop 4 | Worked on a few worksheets and match the description with the pictures. It was a fun workshop but the time was short because of the pressure ...(writing not understood) |
| Workshop 5 | We received a few worksheets to describe ourselves and the brainstorming that the teacher drew was useful |
| Workshop 6 | We completed writing and drawing but the duration of the workshop was very short, more time is a solution to this problem |

**Cycle Three**

<p>| Workshop 1 | The workshop has become more organized |
| Workshop 2 | Coming early was advantageous and the duration was good |
| Workshop 3 | The idea was good and fun but the time was not sufficient |
| Workshop 4 | The application was really good and helpful as I was able to remember vocabulary for a long time and I didn’t find any negatives |
| Workshop 5 | - |
| Workshop 6 | Practicing letter writing was really useful, but what is asked from us in the workshops is a lot less in comparison to the curriculum expectations |
| Cycle Four | |
| Workshop 1 | Useful even though there is a lot of homework. Also, strengthens reading along with writing |
| Workshop 2 | Completing our work and learning new words. I did not find any negatives |
| Workshop 3 | I think this level is the better than the prior as it goes along with what we are taking in the curriculum. Despite a little bit of difficulty, it is valuable |
| Workshop 4 | We completed the rest of the paragraph. The ideas were organized and the method was really fun. In general, I didn’t find any negatives during this level, but I hope that the topics are close to the ones we are taking in the course, so we can benefit from it more |
| Workshop 5 | We had free writing and while writing I felt that I benefited and became better from the workshops. I didn’t find any negatives during the workshop |
| Workshop 6 | - The writing workshops have assisted me a lot improving the level of my writing&lt;br&gt;- Listening and reading we the factors that really helped me improve my level of writing&lt;br&gt;- The writing workshops were different from the lectures in terms of the distribution of the process before reaching to the second draft&lt;br&gt;- The group work and competitions that we were did during the workshops were motivating and fun and dismissed the boredom atmosphere that we endure in the lectures&lt;br&gt;- Level one and four had the best workshops&lt;br&gt;- The best way learning was via visual and listening alongside one another&lt;br&gt;- My writing proficiency vastly improved after the workshops and lectures&lt;br&gt;- I overcame all the problems that I used face when writing. My spelling still, and I think that this will improve via practicing writing for a long period and using vocabulary&lt;br&gt;- The vocabulary lot was useful but time didn’t allow me to always use it. I think this is the best way to memorize words by writing them and then using them in the sentence&lt;br&gt;- My strong point is organizing ideas for a topic, and my weak pint is my spelling and not having a vast range of vocabulary, but it is averagely getting better&lt;br&gt;- The teacher’s style during the workshop is an important factor in improving the proficiency level. Her ideas during the workshop helps&lt;br&gt;- The curriculum aided me in speaking and grammar more than writing |</p>
<table>
<thead>
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<th>Cycle One</th>
</tr>
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<tbody>
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</tr>
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<tr>
<td>Workshop 3</td>
</tr>
<tr>
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</tr>
<tr>
<td>Workshop 5</td>
</tr>
<tr>
<td>Workshop 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
</tr>
<tr>
<td>Workshop 2</td>
</tr>
<tr>
<td>Workshop 3</td>
</tr>
<tr>
<td>Workshop 4</td>
</tr>
<tr>
<td>Workshop 5</td>
</tr>
<tr>
<td>Workshop 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
</tr>
<tr>
<td>Workshop 2</td>
</tr>
<tr>
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</tr>
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<td>Workshop 4</td>
</tr>
<tr>
<td>Workshop 5</td>
</tr>
<tr>
<td>Workshop 6</td>
</tr>
</tbody>
</table>

**Cycle Four**

| Workshop 1 | Benefited from mind maps to compose sentences and paragraph writing |
| Workshop 2 | In this workshop, I benefited from the mind map in writing and organizing my main ideas |
| Workshop 3 | I learned how to write a paragraph and it has become easy |
| Workshop 4 | A really enjoyable and beneficial workshop |
| Workshop 5 | We completed forming an outline, and didn’t take anything new |
| Workshop 6 | Paragraph writing to highlight the difference between the first and last level. The best way learning writing is via visuals and audio together. After several workshops, I noticed a difference in the way I write a paragraph. It became easy. I used to vocabulary log to identify words’ classification and its meanings. My strong points in my writing are composing sentences, but starting a paragraph is more difficult. Mrs. Miriam has helped me learn words that I did not know before. Now I have a vast range of vocabulary and her style was fantastic and enjoyable. |

Ola

**Cycle One**

| Workshop 1 | In this workshop we got to know the teacher and how the workshops will be conducted, and what we is expected from us |
| Workshop 2 | We learned how to use the dictionary. It was really beneficial. |
| Workshop 3 | I really learned many new words. I really gained a lot in this workshop. |
| Workshop 4 | This was a nice enjoyable way of teaching, and it really helped me by watching video clips and describing what we see. I hope we continue on using this method ‘very very good’ |
| Workshop 5 | Writing words while we watch a clip is really great. I hope I can talk and explain what I see too. I would like to know how to structure my sentences. |
| Workshop 6 | I really want to know how to structure my sentences. The teacher has added a good range of words to my vocabulary. This was a beneficial workshop. |

**Cycle Two**

| Workshop 1 | It was really beneficial and learned how to organize sentences, different types of sentences and its components, and I hope the next lecture is the same |
| Workshop 2 | The video was not understood I hope to learn more words and its meanings before we listen to the videos in the following lecture |
| Workshop 3 | There was two groups, and we describe It was an enjoyable lecture and change of routine |
| Workshop 4 | It was a nice lecture, and I hope to have more conducted in the same way |
| Workshop 5 | We learned how to describe probably, and I think by workshop 6 I will perfect it because it was an application to what I learned |
| Workshop 6 | It was about exchanging the description and drawing I have perfected how to describe, and thank God I got a gift because I had the best description and it was a beautiful feeling and this workshop was motivating |

**Cycle Three**

| Workshop 1 | Writing short notes is nice and helpful to aid us in writing grammatically correct sentences. I hope to continue on this in the following workshop |
| Workshop 2 | It was a fun and helpful workshop |
| Workshop 3 | Arranging the words or matching the sentences with the pictures, and I hope more in the next upcoming workshops |
| Workshop 4 | It was a useful workshop. We learned how to write a mind map on the topic, and then after that sentences and then a complete topic. I learned the difference between writing in Arabic and writing in English. In English, I start straightway with the topic whereas the opposite in Arabic. |
| Workshop 5 | It was a repeat of what we previously took, and paragraph correction. |
| Workshop 6 | We applied and described our pictures. |

**Cycle Four**

| Workshop 1 | Look for ideas and write them. It was good and I hope to continue using the same method. |
| Workshop 2 | It a continuation of the last workshop and writing the main idea. |
| Workshop 3 | Homework correction and completing what we previously took. Nothing new in this workshop. |
| Workshop 4 | Homework correction and paragraph writing. I benefited from the vocabulary log a lot and knowing the meaning of different words. |
| Workshop 5 | I didn’t enjoy this workshop much because it was just writing ‘Draft 1’ and correcting homework depending on myself but there has to be immense assistance from the teacher. |
| Workshop 6 | In my opinion the best way to learn writing in via visuals and audio together. The motivating topics in the workshops is what I can benefit from afterwards. Like describing people it was a really fun and good topic. The workshops didn’t differ much from the lectures. |
Vocabulary Log Template

Vocabulary Log

The aim of the vocabulary log is to build you vocabulary knowledge allowing you to contextualize your vocabulary in sentences highlighting its part of speech, synonym, and its Arabic translation. It allows you to keep track of your vocabulary by jotting new words.

REMEMBER: Refer to your vocabulary log when writing.

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Part of speech</th>
<th>Sentence</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Played</td>
<td>ﻟﻌﺒﺖ</td>
<td>Verb / past tense</td>
<td>Sara played football</td>
<td>Participate - perform</td>
</tr>
</tbody>
</table>

Students’ Vocabulary Log

Amani

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
<th>Part of speech</th>
<th>Sentence</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Played</td>
<td>ﻟﻌﺒﺖ</td>
<td>Verb / past</td>
<td>Sara played football</td>
<td>Participate -</td>
</tr>
<tr>
<td>Noun / منصب</td>
<td>tense</td>
<td>perform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz show</td>
<td>Noun</td>
<td>Who want to be millionaire is a quiz show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reality show</td>
<td>Noun</td>
<td>There are not many reality shows in Arabic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comedy/comedies</td>
<td>نمضك – هزل</td>
<td>This show is a comedy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td>موسيقى</td>
<td>Sara was very Musical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special</td>
<td>خاص - استثنائي</td>
<td>She’s very special Better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exciting</td>
<td>مثير</td>
<td>This is an exciting show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East</td>
<td>فريق الممثلين</td>
<td>Every movie has a cast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>مخرج</td>
<td>The Director directs the movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realistic</td>
<td>واقعي</td>
<td>This is a Realistic movie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cold</td>
<td>-</td>
<td>A picnic on the bank of the river</td>
<td></td>
<td></td>
</tr>
<tr>
<td>River</td>
<td>نهر سقط</td>
<td>A picnic on the bank of the river</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cro</td>
<td>-</td>
<td>A picnic on the bank of the river</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost lost</td>
<td>verb</td>
<td>This isn’t the right road – we are completely lost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chameleon</td>
<td>حرية</td>
<td>A small lizard that can change colour according to its surroundings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castle</td>
<td>قصر</td>
<td>A medieval castle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bride</td>
<td>عروس</td>
<td>A white bridal vail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veil</td>
<td>حجاب</td>
<td>A white bridal vail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wavy</td>
<td>مسوح</td>
<td>Wavy hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lashes</td>
<td>رموش</td>
<td>Fear lashed him into coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyebrow</td>
<td>حواجب</td>
<td>He had eyes of blue beneath bushy eyebrows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pointy</td>
<td>دبيب</td>
<td>Pointy ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimples</td>
<td>علامات</td>
<td>A new golf ball, with a different dimple pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through</td>
<td>خلال</td>
<td>The gats opened and they ran through</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifying</td>
<td>مكير الصورة</td>
<td>Praise the Lord and magnify Him</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kneeling</td>
<td>ركب</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>String</td>
<td>يحرك – يقلب</td>
<td>The first string of enger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head</td>
<td>رأس</td>
<td>A head for heights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands</td>
<td>يدين</td>
<td>Mottled hands of bananas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blonde</td>
<td>أسمر</td>
<td>I had my hair days blond</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bun</td>
<td>كعكة</td>
<td>Hair style in which the hair is drawn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plait | Noun | She wore her dark hair in plaits
Goatee | Noun | A small pointed beard like that of a goat
Glasses | Noun | I wear glasses
Brow | Noun | His brows lifted in supraise
Tanned | Noun | He looked tanned and fit
Ears | Noun | An ear for thy them and melody
Quiet | Adv | All he wanted was a Quiet drink
Cold | - | -
Wheather | - | -
Society | - | -
Culture | - | -
Local | - | -
Gem | - | -
inspire | Verb | I am inspired by our seaside

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<td>Participate - perform</td>
</tr>
<tr>
<td>Producer</td>
<td>منتج</td>
<td>n.</td>
<td>We have a good producer</td>
<td>Sth the us made or formed</td>
</tr>
<tr>
<td>Realistic</td>
<td>واقعي</td>
<td>Adj.</td>
<td>Try to keep your ambitions realistic</td>
<td>-</td>
</tr>
<tr>
<td>Commercial</td>
<td>اعلان تجاري</td>
<td>n./adj.</td>
<td>The movie we so full of commercial</td>
<td>-</td>
</tr>
<tr>
<td>Educational</td>
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### Maya

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<td>Thief</td>
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<td>Veil</td>
<td>طرحة</td>
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<td>Bride</td>
<td>طرحة</td>
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<td>Through</td>
<td>من خلال</td>
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<td>Magnifying</td>
<td>العدسة المكبره</td>
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<td>Kneeling</td>
<td>الجلوس على الركبة</td>
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<td>Stirring</td>
<td>يقلب</td>
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<td>Head</td>
<td>رأس</td>
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<td>Hands</td>
<td>يدين</td>
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<td>Blond</td>
<td>أشقر</td>
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<tr>
<td>Brown</td>
<td>يبني</td>
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<tr>
<td>Bald</td>
<td>أصلع</td>
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<tr>
<td>Wavy – curly</td>
<td>موج، مجعد</td>
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<tr>
<td>Fringe</td>
<td>غرته</td>
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<tr>
<td>Bun</td>
<td>شعر كعكة</td>
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Writing Samples

Amani

Module 101

Dreadful
Blood red
Forest
Hunter

it is dreadful film.

Book
Furny
Dinosaur green

it is clourful (adj) it is many clour.

Drama
Tow man
Wearing Black
Musical

The men actors are wearing white

Module 102

Glasses- dimples – an oval face
My hair is brown
I have pointy ears

Workshop 1

She is looking Through magnifying glass

Through
The cock is strring the sauce
The is an a camer man
The man and the women are kneeling
The boy has his head in his hands

The wedding in (the) castle.
The movie exiting.
The hors lost the rings
The prins walked with brid
The male monkeys has big noses

The monkey fall in the river.
The monkey run away in crocodile

Jungle
Laon
Herd
Climp
Zebra
The characters are laon and meercat and warthog
The champions are movie are meercat and wathog
The chapions of the movie are the meercat and wathog.

It is a good/enjoyable. Movie.

The horse and thif are fall in bight (place)
The thif climp the castle by Dagger.
The thif climp the castle his Dagger.
The thief was taid in a chair with pricess hair.

Workshop 6
1. the bride has a long veil.
2. The raings were hanging on a brid.
3. The prins walked with brid
4. The rings were hanging on brid.
5. The hors lost the rings
6. The wedding in the castle.

Module 103
1. Jeddah is hot weather in summer.
2. Some people get sick from cold weather.
3. The weather is nice.

1- City Riyadh is wet weather in winter is cold.
2- Weather Abha is Beautiful in most of the chapters
3- Autumn mild weather.
4- I like the sea in season winter.

Brainstorming
Makkah

Makkah is Saudi Arabic. It has places are Grand mosque come in to them Pilgrims from all over the world and shopping and bulding. The weather is Hot in summer and cold in winter. Language is Arabic for the language of th Qoran. Most of its population of nationalities are Egyptians, steam turbines and Indians .....

Main ideis

1. name
1.1 she is Mariam
2.Job
1.2 she is creative director
3.shops favorite
1.3 she is like cloth
2.3 she is like eccessories
4. style essentials
4.1 style essentials are t-shirt and sunglasses and pair of Plack
5. inspirstion
5.1 she is insirestion is book
5.2 she is like listen to music

Draft 1:

Mariam
Her name is Mariam. Her Job is a creative director of useless she likes cloth and eccessories. Her styles essntiels are t-shirt and sunglasses and pair of Plack. Her inspirstions are listen to music and read booj.simple easy-going People make me her feel.

Draft 2:

Mariam
Mariam yamani is creative director of useless store. She likes cloth and eccessories. Her styles essentials are t-shirts and sunglasses and a Pair of Plack. Her inspirations are listening to the music and reading books. Simple easy-going people make her feel and dress happily.

Mariam
Mariam Yamani is the creative dorector of useless story she likes clothes and eccessories. Her styles essentials are t-short, sunglasses, and pair of Plack high-heels Her inspirations are listening to music and reading books.simple easy going People make her feel and dress happily

Outline
Sandy iduil
1. main idea (city)
1.1 detil
1.2 detil
2. main idea
2.2 detil
2.2 detil
1. city

Malaysia

English, Bugis

Language

Parks, Shelley

Places

Malay

People

Tourism

Restaurant

Enjoy, lovely, nice

Weather

Kuala Lumpur

Masala, Malaya

City

Malaka

Town, Tower

Restauran, Tourism

Malaysia

Good weather, humidity

Language

Malayo, Bugis, English
1.1 City in Malaysia is Kuala Lumpur
1.2 Malaka is city nice

2. Language
   2.1 Language Malaysia is Malayo
   2.2 The Language is easy

3. Weather
   3.1 Weather is good
   3.2 Weather is humidity

4. Tourism
   4.1 Tourism is Malaysia very nice
   4.2 Tourism Place is Towner Tower.

Draft 1:

Malaysia in Est Asia is big it has many city e.m selagor and Island malaka and cuala Lampur. The weather are cold and cloudy and nice. The Tourism are lovely and nice and good. The languages are many some malyo and english and bugis. The Places are many shopes and parkes.

Draft 2

Malaysia is in th East Asia are many city caula Lambur and Malaka. It is good. The weather is beautiful and humidity. The tongues are some malyo and English and bugis. The places are many shops and parkes.

1- her name is Alia Salman/ she is 17 years old / she is artist
2- a. Alia salmon is one of the talented in art
   b. she enjoyed art since she was six years ago
   c. from favorite artists are tim Burton, Dylan Izzaac and Salvador
3- a. Alia is an accomplished artist
   b. Every one of Alia’s paintings has a story to tell

1. Personal Info
   1.1 her name is Alia salmon
   1.2 she is 17 years old
   1.3 she is artist
2. her talented
   2.1 Alia salmon is talented in art
   2.2 she enjoyed art since she was six years
   2.3 Alia’s three favorite artists are Tim Burton, Dylan Izzaac and Salvador
3. her completion in artist
   3.1 Alia is an accomplished artist
   3.2 Every one of Alia’s paintings has a story

Draft 1

My favourite artist is Alia salmon. She is 17 years old. Alia salman is one of the talented artists she enjoyed art since she was six years old. She is remember me myself because I also loved art in the age six. Alia’s three favorite artists are Tim Burton, Dylan Izzaac and Salvador. the impact on her art Every one of Alia’s paintings has a story to tell this made her paintings meaningful.
Makkah

Makkah is Saudi Arabic. It has places are Grand Mosque come into them pilgrims from all over the world and shopping and buying. The weather is hot in summer and cold in winter. Language is Arabic for the language of the Quran.

The population most of its population of nationalities are Egyptians and Indians.
Draft 1:

Mariam is Mariam.

Her name is Mariam. Her job is a creative director of useless.

She likes clothes and accessories. Her style are essentials are t-shirt and sunglasses and pair of black.

Her inspirations are listener to the music and reading books. Simple easy-going people make her feel.

Draft 2:

Mariam is creative director of useless. She likes clothes and pair of accessories. Her style essentials are t-shirt and sunglasses, and a pair of black.

Her inspirations are listening to the music and reading books. Simple easy-going people make her feel and dress happily.

Main ideas:

1/ name
   1.1. she is Mariam
   Her name is...

2/ job
   1.2. She is a creative director

3/ shops favorite

4/ style essentials
   4.1/ style essentials are t-shirt and sunglasses and pair of black

5/ inspiration
   5.1/ she is inspiration is book
   5.2/ she is like listen to music
Sunday detail

1. City
   1.1 - City in Malaysia is Kuala Lumpur.
   1.2 - Malaka is city nice.

2. Language
   2.1 - Language Malaysia is malay.
   2.2 - The Language is easy.

3. Weather
   3.1 - Weather is good.
   3.2 - Weather humidity.

4. Tourism
   4.1 - Tourism in Malaysia very nice.
   4.2 - Tourism Place is Twin Tower.
Here is my description:

I am 26 years old. My weight and my height are very good. My hair is very age-long. My hair is dark brown and small. My hair is very dry. My face is round. My eye brows is small. My eye-lashes are short. My lips are thin. My face is very well. I have a little spot. I have dimples. My skin is fair. I wear white blouse and black skirt. I am not...

If you have any questions, please ask me... 😊
I have wide eyes.

The diagram shows:
- Long hair
- Thin eyebrows
- Fat cheeks
- Brown hair
- Fair bronze skin
- Pointy ears
- Oval face

Some notes:
- My hair is brown.
- I have pointy ears.
1. Jeddah is **hot** weather in summer.
2. Some people get sick from **cold** weather.
3. The weather is **nice**.
Alaa

Module 101:
Workshop 1:

‘Me and My freines’

My name is Asrar. I’m in university. I’m 18 years old. I goto university at 8:00. My first class is English. After the class I met my friends Byan and Maram. Byan is friend for two years. And Maram my friend for one year. We always together.

(translation)
My Objectives:
1. To improve my narrative writing.
2. To improve my reading skills.

1.
1. She has blond long hair
2. This is an adventure
3. This is an animation movie
4. She has long hair
5. She is tall
6. There are 4-6 people in the movie.
7. This is a funny movie
8. The have of the movie a girl as both the girl and the man

2.
1. The line is the King of the Jungle
2. It is an animation movie
3. He has two friends. They are ameercat and warthong.
4. There are many animals.
5. All of them live in the Jangel

3.
1. It is a silent movie/play
2. They are wearing black clothes
3. It is very silly

4.
1. He is trying to talk alien language.
2. There is a picture of an alien head scary.

5.
1. The girl has long red curly hair.
2. She has green eyes
3. Her brothers turn into bears.
4. The princess does not want to get married.

1. They have special feet so they can walk in shallow water
2. The monkey has a big nose.
3. The monkey lives on the trees
1. Tha movie is About their happens day in their live.
2. tha brinssesn marid for her love
3. They trying catch the rings
4. They are 4 characters.
5. they wiring a dres and suit
6. I like This movie Because this fanny.

1. hair
2. fune
3. attractive
4. smart
5. blond
6. quiet
7. friendly
8. niec

1. My classmates is very fune
2. she is niec and friendly
3. her hair is long and blond
4. she is very attractive
Outline

1. what was the time and where you want?
1.1 last year when I was in haith school
1.2 I went to bairot in lbnan
2.1 I went there with my father and my uncle.
3.1 we used the plane because it’s quick and convenient
4.1 the weather was so cold and shwaring, I love it.
5.1 we went to Ezral and the mountain
6.1 Ezral has a nice view in outsuid and it was a restaurant and the mountainti was so coold and snowing, that was the firt time I saw the snw
7.1 we stay there for tow Days
8.1 I felt so happy there.
9.1 we all want to go there again and I hope to be that soon

1. inspires style
1.1 her everyday style in more classic unic wit a hint
2. style essentials.
2.1 The style essentials for her is sheath dress, kitten heels, belt or necklace accessory, abaya and bag
2.2 Her favety brads is Dior, Eerragomo statementn accessory and bag of degerner Pliliim.
3. favorite looks for upcoming year.
3.1 She is very excited to see what Hedi Slimane will do

Outline

1. Name
   1.1 Her name is Mesalli
2. Job
   2.1 She is works in International Contributing fashion Editor, Editor-in-chief of shoes and dram.com and founder at niche Arabia, Saudi Arabia’s leading luxury and fashion consultancy.
3. Inspires Style
   3.1 Her everyday style is more classic chic with a hint.
4. Style Essentials
   4.1 The style essentials for her is sheath dress, kitten heels, belt of neck accessory abaya and bag
5. Favorite Looks for Upcoming Year
   5.1 She is very excited to see what Hedi Slimane will do
6. Favorite Shops
   6.1 Her favorite shops is multi-brand boutiques, Dior and collection of designer vintage.

Every day I love reading magazines. One day I was reading about fashion and I gravitated to some Her name is Mosaic, she is work in Intrantiona contributing fashion editor, Editor-in-chief of shoes and dram.com and founder at niche Arabia, Saudi Arabia’s leading luxury and fashion consultancy. Her everyday style is more classic chic with a hint. The style essentials for her is sheath dress, kitten heels, belt of neck accessory abaya and bag. Favorite books for upcoming year. She is very excited to see what Hedi Slimane will do, her favorite shops in multi-brand boutique, Dior and collection of designer vintage.

I last year when I was in high school went to Beirut in ibram. I went there with my father and my uncle. We used the plane because it's quickly and convenient. The weather was so cold and shivering all the time there. I love it. We went to Ezral and the top of the mountain. Ezral has a nice view in outisde and it was a restaurant. The mountain was so cold and snowing.
That was the first time I saw the snow. We stay there for two bags. I felt so happy there and we want to go there again. I hope to be there again.
My friend

my best friend name’s maram. She’s a good friend, she’s beautiful, she’s a student, she’s very smart, she’s with me in school, she’s very good in exams, she’s sister name’s Mona, she’s brother name’s Ahmed, she’s don’t work, she’s a student, she’s don’t married, she’s in 19, she’s really nice, she’s love coffee, she’s don’t like tea, she’s love shopping, she’s love cat, she’s very cool and I love her.

Translation in English:
At the end of this workshop I hope to perfect writing in the English language and reading, and I also hope that everything I learn stays with me.

Movie 1:
1. The line is the king of the Jungle
2. It is an animation movie
3. He has two friends. They are ameercal and warthog
4. There are many animals
5. All of them live in the Jungle

Movie 2:
1. They have special feet so they can walk in shallar water
2. The monkey has a big nose
3. The father monkey helped the mother monkey from the crocodile
4. the monkey can’t swim because the crocodile lives in the river so he jumped
5. the monkeys live on the trees
6. the crocodile is dangerous to all animals

Movie 3:
1. The girl has long red curly hair
2. She has green eyes
3. War happens at the end of the movie
4. The princess does not want to get married
5. The majority of the move is dark
6. Her brothers turn into bears

Movie 4:
1. She has blonde long hair
2. This is an adventure
3. The is an animation movie
4. She has long hair
5. She is tall
6. There 4-6 people in the movie
7. This is funny movie
8. The hero of the movie is a girl/ is both the girl and the man

Movie 5:
1. He is trying to talk alien language
2. There is a picture of an alien head scary
3. It sounds scary

Movie 6:
61. It is a silent movie/play
2. They are wearing black clothes
3. It is very silly
4. There is one man wearing white clothes
5. They are dancing

1. The movie about widening the presses
2. The widening is very big and every one happy for him
3. The rings is lost and the horse and chameleon go to cat
4. The rings is lost and the horse and chameleon go to catch it
5. The horse and the chameleon search for rings face a lot of problems

1. The movie is about the princess’s wedding
2. The ring is lost so the horse and the chameleon are trying to catch it
3. The princess’ dress is very beautiful
4. When the horse and the chameleon search for the rings they faced a lot of problems.
5. The wedding is very big and everyone is happy

Module 102
1. She is looking through a magnifying glasses (S+v+object)
2. The man and the woman are kneeling (s+v+ing)
3. The cook is stirring the sauce (s+v+ing)
4. The boy has his head in his hands (s+v+object)
5. The child is standing barefoot (s+v+object)
6. The person is lighting a candle (s+v+ing)
7. The person is going to stab something (s+v+ing)
8. He is aiming a camera at the mirror (s+v+ing..)

1. weather
   1.1 hot
   1.2 cold
I'm at the sea in farasan. The sea farasan is very beautiful. The food is very delicious. There are many kinds of foods like healthy food and fast food. The people in the see are very lovely and friendly. The wither is very nice and humind.

Main ideas:
1- her name is Lillian Ismail
2- she is Saudi jewelry designer
   She is designer jewelry in Saudi
3- her inspiration is her mother
   Her mother is her inspiration
4- she is studying in New York at pratt Institute
5- she is studied in Jeddah at Dar Alfikr

Draft 1:
Lillan Asmail is a famous women
   Her name is Lillian Ismail. She designer jewelry in Saudi. Her mother is her inspiration. She is studying in New York at Pratt Institute and studied in Jeddah at Dar Alfikr. Like her job and hope I want to be like her and I like her mother when she inspiration

Draft 2:
Lillian Asmail is a famous woman. She is a jewelry designer in Saudi Arabia. Her mother is her inspiration. She is studying in New York at Pratt Institute. She is studied in Jeddah at Dar Alfikr. I like her job and I hope to be like her, and I like her mother because she is inspirational.

Draft 3:

Lilian Asmail is a famous woman. She is a jewelry designer in Saudi Arabia. Her mother is her inspiration. She is studying in New York at Pratt Institute. She is studied in Jeddah at Dar Alfikr. I like her job and I hope to be like her, and I like her mother because she is inspirational.

Last summer I went to Albaha with my family. Albaha was a nice place and beautiful. The weather was very cold and rainy. The food was delicious. The people are friendly and lovely. I enjoyed this trip with my family. We visited many places in Albaha and we are going to a nice restaurant to eat lunch finally, I was very happy. I think you should be to visit place Albaha. It is a very nice place.
Hana

_**Module 101**_

**Workshop 1**

I am Hana. I am astuten and I old 20 years.

I love see and like shopping. I wish to be a doctor.

(Translation)

1. I hope to better my language.
2. I want to perfect my writing.

2. family – pig - colours
3. siltent – drama – black

Colourful (Adj) = many colour

This is a silent film.

The womn a dresses wearing black

_**Module 102**_

**WORKSHOP 1**

She is looking through magnifying glasses (S.V. – ing).

The man and the womn are kneeling.

The cook is stirring the sauce. (S.V. - ing)

The boy has his head in his hands (S.V. – Noun)

**WORKSHOP 4**

Long face – dark eyes and not very short – small ears. Thin lips – long hair - shy

**Enemals**

**Lion** – cub

It is a good and Animated movie. This is an animated movie.

The character is a many animals. The characters are animals.

This is a colorful movie.

It’s a good. Enjoyable. Movie.

Tangled
The movie is comedy. It is a comedy.
The princess lives in the Tower.
The princess has long hair.

The monkey run away from the crocodile.
The monkey male monkeys has big noses

Module 103
Workshop 1
The weather in Summer is very Hot.

In Abha the weather is cold.

Today the weather is beautiful.

Last night the weather is very cold

Brainstorming:
Outline
1. Beach house
   1.1 big house
   1.2 confortable
2. weather
   2.1 clody
   2.2 warm air
3. my feelings
   3.1 peace
   3.2 clam

Draft 1:

I’m at my beach house. It’s big and comfortable. The weather is clody and warm air. I like go to the beach house because café from the troubles of life. I wake up in the morning because I love meditation. I feel clam and peace her.
Outline

1. her name Dana malahas.
2. her job desiner
3.1 her style, happy, colourful, different.
4.1 her favorite looks: tutu skirts, color bloking, tank tops.
5.1 her favourite shops: Cream multi-brand, store

Draft 1:

Dana malhas is a desiner. She like many styles happy, colorful and different. Her favourite looks, tutu, skirts, color bloking, tank tops. Her favourite shops are Cream – multi-brand, store but I don’t like thais shop, because. It’s expincive. But I like these designer

Draft 2:

Dana Malkas is a desiner. She likes happy, colourful, different styles. Her favourite looks are tutu skirts, colourful bloking and tank tops. Her favourite shop is Cream multi-brand, store, but I don’t like it becouse it’s expensive. But I like her designs.

Draft 3:
Dana Malhas is a designer. She likes happy, colourful, different styles. Her favourite looks are tutu skirts, colourful bloking and tank tops. Her favourite shop is Cream multi-brand, store. But I don’t like it because it’s expensive. But I like her designs.

Last month I went with my friend to Indian restaurant. The weather was very cool and amazing. The food was delicious and spicy it has many oregano. The service was very good and the restaurant always clean. When I remember I feel happy. It was a lovely day. Me and my friends enjoying.
My name is Maram. I’m student in kau. I’m 19 years old, I’m from in Albaha but I live in Jeddah, My favoret sport is peasktbull. I like coffee,my best friends Bayan and Asrar.

My Objectives:
1. I want to improve my spelling
2. Improve my reading
3. Learn new words and new strategies

1
1. She has blonde long hair
2. this is an adventure
3. this is an animation movie
4. she has long hair
5. she is a tall
6. there 4-6 people in the movie
7. this is funny movie
8. the have of the movie is a girl/is both the girl and and the mon

2
1. It’s a silent movie/play
2. thy aure wearing black clothes
3. its very sily
4. there is ona man weering white clothes
5. they are dancing

3
1. He is trying to talk alien languae
2. there is a piture of an
3. it is a horror moive
4. it’s sounds scary

4
1. The line is the king of the Jungle
2. it’s an animation move
3. its has two friends They are ameercal and warthog
4. ther are many animals
5. All of them live in the Junged

Movie
1. They have speclal feet so they can walk in shallov water
2. the monkey has a big hose  
3. the father monkey helped her monkey from the crocodile  
4. the monkey can’t swim because the crocodile lives in the ri  

1. the girl has long read curly hair  
2. she has green eyes  
3. wer happens at the and of the movie  
The princess does not want to get married  
The majority of the movie is dark  

1. thes is an Animated movie  
2. the rings for weding is lost  
3. the hours and your friends search The rrgs  
4. The hours and cameleon cant catch  
5. I love Tha Animeted movie becusis funny and ameizing  
6. Tha carectours main 4 or 6  

7. I love the movie because it is funny and amazing  
8. The movie is about the happiest day in their lives  
9. The wedding is very big and everyone is happy for them  
10. The princess’ dress is very beautiful  
11. this is an Animated movie  

Module 102  
1. She is lookin through a magnifying glasses (S+v+object)  
2. the man and the woman are kneling (s+v+ing)  
3. the cook is stirring the sauce (s+v+ing)  
4. the bay has his head in his hands (s+v+ object)  
5. the child is standing barefoot (s+v+object)  
6. the person is lighting a candle (s+v+ ing)  
7. the person is going to stab something (s+v+ing)  
8. he is aiming camera at the mirror (s+v+ ing..)  

Module 3  

Workshop 1  

1. She is funny  
2. My classmear is friendly  
3. My class meat is smart in evrethink  
4. she have blond hair  
5. my class meat is attractive  

1. She is funny Girl  
2. My classmear is friendly  
3. my classmeat is smart in evrethink  
4. she have blond hair  
5. my class meat is attractive  

1. the weather very hot and dry
1. The move is tangled
   - It is adventures animeisun move
   - It is about kidnap princess

2. The movie characters are princess, thief and charming.
   - The charming kidnap princess.
   - The princess doesn’t go out to the world.
   - Then, she corresponds to the thief and helps her out.

3. I like the movie because it is so interesting.

Last month I saw nice move. This is move is tangled. It is adventures animeisun move. It’s talking about kidnap princess. The characters in the move are princess, thief and charming. The charming kidnap princess. Then princess doesn’t go out to the world. She corresponds to the thief and helps her out. I like the movie because it is so interesting.
Draft 1

My favorite artist is Alia Salman. She is 17 years old. Alia Salman is one of the talented artists. She enjoyed art since she was six years old. She is remember me myself because I also loved art in the age six. Alia’s three favorite artists are Tim Burton, Dylan Izaac and Salvador. The impact on her art. Every one of Alia’s paintings has a story to tell. This made her paintings meaningful.
1. the weather very hot and dry
2. people in the Egypt friendly and lovely
2. people in the Egypt love talk to moth
4. the pyramids is pyramid and nice

Nawal

**Module 101**

Sci-fi
Horror / the movie is horror
Disgusting

Cartoon
Funny / the cartoon filme is very funny

Musical
Show / the cast are men and women
Cast

Clip 1:
- the movies is animated
This is an animated movie
- the champions movies are warthog and meercat
The champions of the movie are the meercat and warthog
- the cast are animals, such as deers, zebras, etc.

2.
- the princess has long hair
- the third and horse fall in the high place
- the horse and the theif fell down frome the tower
The thief climbed the castle by his dagger

3.
- the monky a big nose
- the monky fall in the river

4.
This is a funny movie
The zebra and chameleon lost of the ring

**Module 101 – workshop 6**

- The movie is funny
- The horse and the chameleon lost of the rings/the horse
- And thechameleon lost th rings
- The wedding is in the castle.
- It is a magical movie

- Widding the pricess and prince is amagical
- Evry things in the wedding is PerFect
- the Princess has long veil
Module 3
Workshop 1

Friendly
Quiet
Intelligent
Blond
Smart
Funny
Fat

My classmates is intelligent
1. she is funny.
2. she is smart.
3. she is very quiet.
4. Her hair blonde.

Workshop 2

Athletic shoes رياضي
Blouse
Short sleeved blouse
t-shirt
basbll cap
sock
shaine سمع
v nick
pomp – platform
There are a few young designers in Saudi Arabia. One of them is famous for the beauty of their design. Her name is Alaa Balkhy. She is the founder and designer of Fyunka. Her style essentials are tops, blouses, white t-shirts, and pearl earrings. Her favorite shops are Bimba, Lola, and Zara. I love her designs.

1. Name: Alaa Balkhy
2. Job
   2.1 Founder and designer of Fyunka
3. Favorite shops
   3.1 Bimba
   3.2 Her favorite shop is Lola
   3.3 Zara
4. Style
   4.1 Her style is tops
   4.2 Blouses
   4.3 White t-shirts
   4.4 Pearl earrings

There are a few young designers in Saudi Arabia, one of them is famous for the beauty of her design. Her name is Alaa Balkhy. She is the founder and designer of Fyunka. Her style essentials are tops, blouses, white t-shirts, and pearl earrings. Her favorite shops are Bimba, Lola, and Zara. I love her designs.
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Ola

Workshop 1:

My ohoud Mshra Alghamdi.
18 yrs.
My fathe Haya.
I a’ m from Jedah.
I like swimming.
My basr frend Hadeel, Kolood.

Translation in English:
Objectives:
1. I really really want to have a wide range of vocabulary
2. And after my dictation
3. Conversation
4. And how to connect sentences
5. Grammar rules

101

1 adventure – amazing – action
2. cartoon – interesting – funny
3. cast – show – silent- music programme- drama – amazing

1. this is Horror film
2. this is small film a but funny
3. The cast are men and women
   - this is a silent movie
   -The women actresses are wearing black
   -The men actors are wearing white
   -This is a drama movie
   -It is frightening

Workshop 6:

1. The bride has veil long (a long veil)
2. The horse and (the) chameleon lost (the) rings.
3. the rings hang
4. the prince walked with the bride
5. the horse and the chameleon are funny
6. the rings were hanging on a bird
7. the movie is funny

Cooking youtube

Tchicken – cardmin یک- lamon-sinman-boder- spieses بهارات .

Module 2:
workshop 1
She is looking through magnifying glasses
The man and the woman are kneeling
The cook is stirring the sauce
The boy has his head in his hands

A scarf یک
Sun glasses نظارة
Bracelete اسورة
Necklace سلال
Waistcoat صدری
Socks شراب
Skirt تنورة
Evening dress فستان سهرة
Earrings حلقان
Pyjamas بجاية
Long طويل
Wide عريض
Bushy نحيف
I have a ....... Face
I have round eyes.
I have small ears
Subject + verb object/adj/noun/adv
Workshop 5
1. Today the weather is sunny.
2. In Abha the weather is summer is fog.
3. City Beath is summer very hot and winter is very cold.
4. Taif is beautiful weather.

I visited Abha last week but I visited Riyadh last month.
Riyadh is huge city and wonderful.
Riyadh is the more developed city in Saudi Arabia.
Riyadh a lot of restaurant than Abha.
Weather in Abha very beautiful and landscape very nice.
When I visited Riyadh I should be wearing a summer wear because weather in Riyadh very hot.

I visited Abha last week but I visited Riyadh last month.
Riyadh is huge city and wonderful.
Riyadh is the more developed city in Saudi Arabia.
Riyadh a lot of restaurants than Abha.
Weather in Abha very beautiful and landscape very nice.
I want to visit Riyadh again beautiful city

The weather is very nice, but in the summer it is very sunny at the beach. The people at the sea/beach are happy, because the sea is beautiful. Some people are swimming in it.

Brainstorming
Mindmap

Outline:
1. Weather...
   1.1 Very beautiful
   1.2 The weather is rainy
2. Family
   2.1 Sister was swimming
   2.2 Were having barbecue
2.3 my brother was fishing
3. Description
3.1 the sea was huge
3.2 I was witching the sun set

Start witing first araf..

My family were having parabecaa, while my sister was swimming, and my brother was fishing. The weather is bery buteful. I was witching the sun set which very nice. The sea was huge.

Outline
Main ideas

1. her name is Hala Al-Harithy
2. your style essentials is comfort
3. your favourite looks for the upcoming year is floral print
4. her Job is fashion consultant and stylist
5. your inspiration is culture
Her name is Hala Al-Harithy. Her job is fashion consultant and stylist. Her style inspiration is culture. Her style essentials is comfort. Comfort is important because when you are comfortable in your clothes, you like them. Her favourite looks for the upcoming year is floral print.
Appendix G

Coded Samples

Students’ Interviews

Banan I’ve noticed that there is no much concern for writing. In the first level, they used to give us paragraphs and then let us write, memorize and train ourselves on them. We never had a real training on writing. They just let us write paragraphs thinking that they’ve taught us everything. In fact, no one was even there to correct for us.

IW: More practice on writing

AW: Writing is viewed as a secondary skill

Nawal Because they don’t teach us well, they just read the books for us.

IW

Lana But I think it is better to ask them to sit in groups to discuss the topic first and share ideas and then write about it, it gives them to write one sentence. That’s why I always encourage them to write, write whatever you want, forget about punctuation, forget about the spelling, forget about everything.

CL: group work

AW: Writing is viewed as a secondary skill

Einas 'What paragraph do you want us to remember so I can write it in the exam?' Yeah.
Maya: I need English to drive my scores, and I may need it for my career in the future.

Nawal: Yes, I may make use of it in the future and it's just a good thing to learn.

Ola: It's just that we need to speak when we are abroad.

Ola: Maybe I need it when I am abroad; it is for day to day interactions.

Ola: It seems that English is related to many things in general. I also think of knowing how to write a word and that will help me pronounce it correctly.

Samia: I, I sometimes wonder though in their immediate future for those especially who are not going on to science or medicine or something like that. I don’t know how much they need to write English in their immediate short term. Yes, maybe a lot of them will go on later but that I mean that’s what after four years and…

Lora: Both. I mean if they are motivated they want to get good marks, and they will work harder and they compare to are confident, that’s two factors, but if they are not motivated they are not competent then it’s lose, lose situation for them. So mainly it depends on the student themselves, you know.

Lora: Levels two three and four only three levels are added the first one is zero credit but from level two onwards it’s credit, included in the credit you know it’s credited.
Samia: Your right realistically I mean when you think about it realistically-

Sara: It sounds terrible and cynical but when I was teaching I mean my main thing is to get what's we are supposed to do.

Time

WO: for teachers in ELI

Researcher: Do you think if it is if it were graded it would motivate them?

Lora: Of course yeah the students.

Samia: I think around here when you start mentioning grades everything has to become standardized.

Lulu: For teachers we have many websites and links where we can find different activities. But the students, you know the students, whatever you give them extra they will concentrate on the book. because they, as we said before they know this is what is going to come in the exam, this is what I get more marks, if I study this, if I practice this I will get more in exams. If I do that that is an extra thing. 'Teacher will that come in the exam?' If you say no, nobody will pay attention to what you're saying.

CM

Teachers' attitude towards students

WO: to pass the exam

Lora: They know all that matters is that you get a good grade that’s all that matters to them. They want grades even the parents I'm sure that students all they care about is their parents with their grades. It doesn't matter how well you are in writing or whatever but just you know get a good grade and that is that.

Samia: They like working together.

CL: Group

Researcher: Some of them do yeah. [Crosstalk]
Students’ Classroom Diaries

Samia

WK 3 Today she brought pieces of clothing to the class and we were given the words to match with the pieces of clothing. It was a good workshop as we changed the routine.

WK 4 We completed the rest of the paragraph. The ideas were organized and the method was really fun. In general, I didn’t find any negatives during this level, but I hope that the topics are close to the ones we are taking in the course, so we can benefit from it more.

WK 5 We had free writing and while writing I felt that I benefited and became better from the workshops. I didn’t find any negatives during the workshop.

WK 6 - The writing workshops have assisted me a lot improving the level of my writing
- Listening and reading we the factors that really helped me improve my level of writing
- The writing workshops were different from the lectures in terms of the distribution of the process before reaching to the second draft
- The work and competitions that we were performed

Lora

And like one or two does all the work you know the rest are just watching.

CL: Group

Samia

Exactly, this is something we are lacking now, big time now when its -- especially now that they, we don’t, we can’t even separate arts and science. Let alone business or medicine, you know pharmacy that we used to have a long time ago. So now everything is general, everything seems watered down. And so, you don’t have, you don’t have that motivation like I can see the connection between this and what I might do next year in my studies.
during the workshops were motivating and fun and dismissed the boredom atmosphere that we endure in the lectures.
- Level one and four had the best workshops.
- The best way learning was via visual and listening alongside one another.
- My writing proficiency vastly improved after the workshops and lectures.
- I overcame all the problems that I used face when writing. My spelling still, and I think that this will improve via practicing writing for a long period and using vocabulary.
- The vocabulary lot was useful but time didn’t allow me to always use it. I think this is the best way to memorize words by writing them and then using them in the sentence.
- My strong point is organizing ideas for a topic, and my weak pint is my spelling and not having a vast range of vocabulary, but it is averagely getting better.
- The teacher’s style during the workshop is an important factor in improving the proficiency level. Her ideas during the workshop helps.
- The curriculum aided me in speaking and grammar more than writing.

WK 4 Many thanks for the fantastic approach in this workshop

WK 5 Many thanks for the fantastic approach in this workshop

WK 5 I benefited from the mind map and writing about topics

WK 4 This was a nice enjoyable way of teaching, and it really helped me by watching video clips and describing what we see. I hope we continue on using this method ‘very very good’