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**The English Writing Process of Two Saudi Graduate
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ABDULRAHMAN AL-JAMHOOR

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**The English Writing Process of Two Saudi Graduate Students Before and
After ESL Instruction**

By

Abdulrahman Aljamhoor

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

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ABSTRACT

The English Writing Process of Two Saudi Graduate Students Before and After ESL Instruction

By

Abdulrahman Abdullah Aljamhoor

Many studies of the writing process have focused on native speakers of English and other languages to determine the causes of the writing difficulties and to suggest the best way to resolve these difficulties when teaching English writing. Few studies have focused on Arab students as their subjects, particularly the difficulties that occur because of the interference of both L1 and L2. Furthermore, little is known about how these difficulties occur in the writings of English-Arabic bilingual writers and how instruction assists learners in overcoming these difficulties. This qualitative study focused on the role of instruction and how it affects the process of learning English writing.

Using the case-study methodology, three English essays (E1, E2 and E1-R) written by two Arabic native speakers (Saudi graduate students) were compared with three Arabic essays (A1, A2 and A1-R) written by the same students and used to locate the problems and sources of these problems in order to determine the best solutions. Students were asked to rewrite their essays using the same A1 and E1 topics for their A1-R and E1-R essays, to identify the areas affected by instruction and the areas not yet resolved during the fifteen-week ESL training.

Using stimulated recall while viewing videos of themselves, the students were asked why they paused, crossed out materials or the causes for any writing behavior that occurred during their writing process. The subjects and their ESL teachers were also interviewed to learn more about the writing difficulties the subjects encountered.

The results of this study indicate that students encountered problems during the stages of pre-writing, writing and revising. This study also found that problems faced by most Saudi graduate students learning English for academic purposes may be attributed to rhetorical and linguistic factors. In addition, this study helps us understand why Saudi graduate students who learn English for academic purposes are not considered "good" writers of English when they begin their graduate studies, despite the fact that they have studied English as a foreign language for seven years in their home country. The findings of this study suggest new ways of teaching English composition and new applications to teach Arabic composition to Arabic-speaking learners.

DEDICATION

The dissertation is dedicated to my mother -- I will be forever grateful to her to the last moment of my life. The dissertation is also dedicated to my wife Hessa and my children Nuha, Mohamed, Abdullah, Abdulelah, Assem, and Loujane. I would like also to dedicate this dissertation to my brothers and sisters.

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Chapter One

INTRODUCTION

1.1 Background and Statement of the Research Problem

Teachers of English as a second language (ESL) are often puzzled by the inability of English learners who are otherwise quite fluent in English to write the logical prose of competent native English speakers. One of the most prevalent problems faced by many international students at American universities is their inability to write acceptable English academic prose (Taher, 1990). When non-native speakers write in English, they may use the English vocabulary correctly, but the manner in which they arrange their ideas resembles those preferred by their native language, particularly if they have not yet begun to express their thoughts like native speakers of English (Zamel, 1983; Liebman-Kleine, 1986; Taher, 1990; Leki, 1991; Fletcher, 1993).

Researchers who have examined monolingual writers have learned more about what transpires during the process of creating words from images. But when studying ESL, it should be determined also whether or not the composition process is different when a writer has more than one language at his/her disposal. Is the process of first-language (L1) writing different from second-language (L2) writing?

Although early second-language (L2) writing research found similarities between native speakers' and non-native speakers' composition processes (e.g., Chelala, 1981; Jacobs, 1982; Zamel, 1982, 1983), the overall processes of these two groups were not the same. Many researchers argued that the problem underlying the



differences was due, in part, to the fact that ESL writers express their ideas differently than most competent English speakers (Kaplan, 1966; Zamel, 1983; Liebman-Kleine, 1986; Hinds, 1987; and Soter, 1988). For example, Kaplan (1966) claimed that when Arab students wrote, they employed the organizational strategies of their L1.

Numerous studies examined the writing problems that ESL/English as a foreign language (EFL) writers face when communicating in English. For example, Raimes (1985) examined the writing processes of unskilled ESL students and found differences between L1 and L2 composing processes. Unskilled ESL writers do not edit and rewrite as often as unskilled native speakers because the unskilled ESL writers are not “so intimidated by the thought of error” (p. 247). When Martin-Betancourt (1986) attempted to locate the influence of L1 literacy in L2 writing, she found similarities between the two composition processes. Arndt (1987) examined the composing activities of six Chinese post-graduate EFL writers and found her ESL writers “revised for word-choice more in the L2 task than in the L1 task, but rehearsed for word choice more in L1 than in L2. This suggests that they felt less able to try out alternatives and less happy with their decisions in L2 than in L1” (p. 265).

Other studies investigated the writing problems that Arabic-speaking students encounter when they communicate through writing in English. Dudley-Evans and Swales (1980) attributed Arabic-speaking students' writing difficulties to linguistic factors such as the tense system and the generic use of the definite article (p. 95); El-Hassan (1984) noted that graphological interference in the technical



writing tasks of Arab students was a cause of their difficulties. After Liebman-Kleine (1986) examined forty-six essays by Arabic-speakers to better understand their linguistic background, she declared that Arabs were taught a great deal of grammar but few process techniques.

A systematic study focusing on the factors of writing problems students encounter may suggest new ways of teaching English composition to ESL/EFL learners. An examination of the writing problems of ESL/EFL writers may reveal new dimensions of the ESL/EFL writers' composing process. This study addressed the following issues: When ESL/EFL learners pursue graduate studies at American universities, what problems do they encounter when they write in English? Where do these problems occur? How frequently do these problems occur? As an addition to the growing body of research on L2 writing, this study examined the writing process and the final product of Arabic-speaking students during the entire composition process.

Many studies indicated that most Arabic-speaking students studied English for at least seven years before they began their academic studies in America (Taher, 1990; El-daly, 1991; El-Sayed, 1982). Despite their efforts to improve the standard and quality of English for Academic Purposes (EAP), it is the researcher's suspicion that most students are still unable to write a coherent, well-developed and properly organized piece of writing in English, nor can they manipulate the rhetorical features of EAP in their writing.

Considering this belief-- that most Arabic-speaking students are still unable to write well-- the researcher decided to examine two students' writing in Arabic as

the first language (L1) to see how they organize their Arabic essays and to determine if, when composing in English (L2), any rhetorical effect or transfer exists from L1 (Arabic) to L2 (English as the second language) The researcher hoped to discover more about the problems the students encountered when they wrote in English.

1.2 Significance of the Problem

In the 1970's American researchers and educators realized that the traditional paradigm of linear composition failed to produce skilled writers. Kuhan's notion that "old methods cannot solve new problems" gave rise to the process-centered theory of writing (Hairston, 1982: 76). For the new generation of writers the emphasis in composition has shifted from product to process. Although in America and other developed countries efforts are being directed towards de-emphasizing the product approach, in many Arabic and other Third-World countries-- Saudi Arabia in particular-- writing still focuses primarily on producing a finished product (see Section 2.2.2. for more details). Since teaching composition in Arabic countries focuses on the finished product, most studies using Arabic students are error-analysis and contrastive-analysis based. This study focuses not only on the writing products but also on the processes of Saudi students.

Most studies based on ESL students' process writing were completed in America. As mentioned earlier, studies based on Arabic students' writing, used error analysis and contrastive analysis (Ostler, 1987a; Taher, 1990; Ayari, 1991). ESL students' composition behaviors were investigated in America following the emergence of the new paradigm, but no studies were organized to examine the

problematic factors Arabic-speaking students encounter during composition. With this in mind, this study investigated Saudi graduate students' compositions, emphasizing the writing problems encountered when the students wrote in English, particularly those pertaining to their use of the writing process.

The stimulated-recall method, was used as the main research instrument in this study rather than protocol analysis. Protocol analysis is most frequently used in studies performed in America with ESL students. However, some researchers believe that protocol analysis adds a new burden for many students because they must translate from L1 to L2 or vice versa during verbal protocol.

Many researchers, particularly in the field of education, have used stimulated recall as an alternative to protocol analysis because the instrument proved effective. DiPardo (1994) found that stimulated recall enabled researchers to delve beneath the surface of the problems they were studying, prompting subjects to discuss processes and interactions they otherwise may have neglected. This study is unique in that it used stimulated recall combined with other research tools to investigate the composition process of some Saudi graduate students. This tool was chosen specifically for this study to provide a more complete picture of the composing process that the study subjects experienced.

1.3. Limitations of the Study

This qualitative study investigated the composing process of two Saudi graduate students writing in English and the researcher acknowledges that they do not represent the entire body of Saudi graduate students studying English.

Therefore, this study does not embrace the overall student population of Saudi graduate students and is thus limited.

A second limitation of the study is that although it focuses on Saudi graduate students, it does not adequately represent the Arab world. Graduate students in Arab countries are exposed to English in varying degrees. For example, in Egypt, Yemen and Libya, students come in contact with English only in classroom situations. Saudi Arabians, however, often travel to many places, including English-speaking countries such as the USA and Great Britain, have access to English newspapers and magazines, and read English signs in their streets. Although their written performance lags far behind their oral performance, Saudi graduate students should be considered a distinct subcategory of students in the Arab world.

Unfortunately, little information is available on Arabic rhetoric either in English or in Arabic. Comprehensive Arabic rhetoric studies are not available in English in the United States; the few studies recently published in Arabic were unavailable to the researcher.

Finally, male Saudi graduate students were chosen as subjects in the study because female students' participation in video sessions requiring a male researcher to watch his subjects would severely contradict the religious, social and cultural values of the Saudi society. Although the number of female graduate students is considered relatively small, participation by female students in this study was not possible because the interaction of female students with a male researcher would have been severely criticized in the Arab culture.

1.4 Research Questions

This qualitative study examined English writing samples written by two Saudi graduate students at American universities to determine the problems encountered by many Saudi graduate students when they write in English. The study will attempt to answer the following questions:

- 1. What writing process do the students use? Additionally, is there anything in their writing process that causes problems for the final product?**
- 2. What is the students' linguistic knowledge about written English before and after they start ESL learning?**
- 3. To what extent do subjects produce Arabic and English writing while observing the audience and the rhetorical structure of Arabic and English before and after they begin ESL learning?**
- 4. How does instruction affect the students' writing product and process after ESL training?**

CHAPTER TWO

LITERATURE REVIEW

The following four areas of research are closely related to the present study:

(1) L1 writing, (2) L2 writing, (3) L1 and L2 rhetoric and (4) L1 and L2 transfer.

The literature review of these areas focused on issues related to my study.

2.1 L1 writing

In the 1970's L1 composition research shifted from product to process. Rohman (1965) was the first to develop the notion of prewriting, but Emig (1971) and Perl (1979) initiated the tradition of looking at how people write rather than what they write (Parry, 1991). This paradigm shift provides insight into the difficulties, strategies and behavior of writers; research based on the new paradigm has revealed the complex, nonlinear and recursive nature of composing.

Many L2 studies are based on the new L1 composition theory; a number of L2 studies have used the research methods developed in L1 research. For example, Zamel (1983) and Raimes (1988) carried this tradition into their work with ESL students.

2.1.1 The New Composing Model.

Rohman (1965) completed one of the first L1 paradigm studies that developed the notion of prewriting. The three iterative stages of the writing process defined by Rohman are prewriting, writing and rewriting. This model reflects the previous paradigm, based on the linear model of composition. However, Emig (1971), in analyzing the composition behaviors of writers with protocol analysis, found

unobservable behavior in the writers, such as planning, which occurred before writing and at any time during writing.

Kaufert, Hayes and Flower (1986) conducted four studies to investigate how writers compose sentences. Focusing on observing people as they wrote and constructed sentences from parts, the researchers found consistent grammar structures in the students generated sentence parts and word choices used to compose sentences. They found that writers constructed sentences from parts marked by pauses in the verbal protocol; the researchers concluded that writers made complete plans that were later modified during translation.

Perl (1979), who analyzed unskilled writers' behavior during composing, found that these writers underwent a recursive process during composing, but were more concerned with mechanics and surface errors when they reread texts and pauses. "Premature and rigid attempts to correct and edit their work truncate the flow of composing" (Perl, 1979, p. 22). In a second study Perl (1980) found that writers shuttled back and forth when composing in what Perl called retrospective structuring. Some writers, particularly unskilled writers, were so concerned with rules and mechanics that they could not anticipate their readers' needs.

Pianko (1979) examined the composing processes of seventeen college freshman writers, each of whom wrote five essays for the study. Each subject was observed and videotaped during at least one of the writing sessions. Following the observation, immediately after the completion of a writing session, each student was questioned about behavior he/she exhibited during that composing experience to elicit the student's views on certain behaviors. Although Pianko did not term this

method stimulated-recall, many of these techniques are used in the stimulated-recall research design.

Pianko reported that most of the subjects wrote only one draft. When asked about this, they answered that when writing must be done in class, they write only one draft. Sometimes the subjects wrote more than one draft if they were allowed to write at home. A few subjects wrote second drafts, but made only word changes and mechanical corrections.

Pianko found that the subjects who participated in only a small amount of self-initiated writing had little commitment to writing. The remedial writers' slower pace of writing was affected by their over-concern with mechanics, usage and correct wording in their papers. Pianko (1979) emphasized, "During observations, many of the remedial students hesitated while writing --they did not pause, they were worried about their spelling" (p. 13). Skilled writers paused twice as often as remedial writers, but they were planning what to write next and checked to see whether their plans met their goals. The less-skilled writers usually paused to check for grammar and mechanics as their main concerns.

Pianko (1979) reported that unskilled writers took less time to plan and their plans were less flexible than those of skilled writers (Rose, 1980; Raimes, 1985). Raimes (1985: 230) further stressed that "unskilled writers re-scan large segments of their work less often than skilled writers do, and when they do re-scan, it is usually more for the purpose of correcting surface-level errors than for assessing the fit between their plans and the product." Perl (1979) added that unskilled writers edited more than they revised, since the nature of their changes focused on form

rather than content.

It appears from the studies cited above that among native speakers of English, skilled writers make use of certain writing strategies usually unknown to those who are unskilled. The following section will examine studies of L2 writing.

2.2 L2 writing

A review of L2 composition literature revealed that many studies have attempted to probe the writing process of nonnative speakers of English. Some of this literature concerns Arab students learning English. The following section reviews studies of nonnative speakers, followed by studies of Arabic-speaking students' writing.

Arndt (1987) oversaw a process-oriented study that attempted to investigate the composing processes in L1 and L2. She examined the composing activities of six Chinese postgraduate EFL writers as they produced written academic texts in both English and Chinese. The subjects were asked to think aloud as they composed and were interviewed by the researcher to determine their feelings and perceptions about writing. The study revealed that the composing behaviors of each writer remained consistent across both languages.

Mohan and Lo (1985) investigated writing difficulties encountered by Chinese students writing in English. They found that problems did not occur from the influence of Chinese rhetoric; rather, the students' experience in English was insufficient. Wu (1992) found that most of his Chinese college students faced problems in English writing due to linguistic factors such as passive voice, modifiers and some phrasal and sentence structures.

Pennington and So (1993) examined the process and product of six Singaporean university students as they produced written texts in both Japanese and their primary language (Chinese or English). Their main purpose was to examine process and product data separately to determine if any relationship existed between an individual writer's process skill and product quality in two languages. The subjects were asked to write essays in both languages. As they composed, a video camera recorded their behavior. One of the researchers observed the students' behavior and recorded it (see Chapter Three in this study). After the students finished their composing, they were immediately interviewed to investigate their explanations for their writing behaviors. Although the number of subjects considered was small the researchers concluded that no relationship existed between process and product data in either language, nor between written products in the two languages. The study did discover "the pattern of the writing process of an individual was similar when composing in an L1 and an L2, and that writing quality in an L2 was related to general proficiency" (Pennington and So, 1993: 58).

An example from research performed regarding the problems some Arab writers face showed that for these students the concept of writing is mainly product-oriented. Dudley-Evans and Swales (1980: 95) discussed the problems of writing for Arabic-speaking students from a linguistic point of view. They attributed these problems to "purely syntactic differences" between Arabic and English realized in the use of "the nominal sentence, tense system, the generic use of the definite article, noun phrases, etc." Beeston (1980) highlighted the problem of punctuation use by Arab writers, while Kharma (1985) attributed the problems Arab writers face

to their inability to handle English relative clauses when they are involved in writing tasks.

Salama (1981) conducted a study based on contrastive Arabic and English morphological differences to determine the most difficult problems Arab learners encounter when writing in English. He concluded that morphological differences between the Arabic and English languages were factors of difficulty.

El-Shimy (1982) attempted to identify the main sources of difficulties some Arabic-speaking students encounter when writing in English. He concluded that Arabic learners of English face difficulties in areas such as the proper use of tenses and the use of copula, passive voice and negation.

El-Hassan (1984) investigated the graphological interference in technical writing tasks of six Arab students studying in the United Kingdom. He found that their writing difficulties were attributed to differences in the graphological systems of English and Arabic. The former uses written Roman letters that are read from left to right while Arabic uses a different alphabetical script and is written from right to left.

These studies indicated that English writing was problematic for ESL students because of the differences between the L1 and L2 rhetoric and/or syntax systems. Arab students, in particular, encounter problems because of the differences between the Arabic and English alphabetic systems, direction of writing and word order.

In the following section the teaching of English in Saudi schools, especially the teaching of English writing to college students, will be reviewed.

2.2.1 Teaching strategies and organization in Saudi schools

Generally speaking, the teaching of English in Saudi schools is considered a new field. The special traditional status in a country like Saudi Arabia causes every new subject to be suspect for a long time. English was not a favorite subject for many students until the 1970s, when people began utilizing many products that came with English-language manuals (Al-nogamish, 1985).

In most Arab countries adult learners who have successfully learned English grammar rules are unable to use them productively and communicatively because they cannot utilize their intellectual understanding of the language in communicative situations (El-daly, 1991). This problem exists in Saudi schools, where teachers, who are the source of knowledge, teach grammar and vocabulary, ignoring other essential writing techniques that learners must know besides grammar and vocabulary. El-daly (1991), in a study explaining the problem of emphasizing grammar and vocabulary, stated "English was considered an academic course like 'history', 'geography' or 'social studies.' Our main task [as students] was to memorize a lot of grammatical rules, a lot of vocabulary and structures with a view to passing the course and moving ahead to the next level" (p. 3).

In the following sections a clear description of the teaching of Arabic and English writing to Saudi students in Saudi schools will be discussed.

2.2.2 Teaching English writing in Saudi Schools

Leki (1991) cited a work by Carson (1992) concerning literacy instruction in Japan and the People's Republic of China, suggesting that reading and writing are complex topics and variously inscribed in cultures. Simple descriptions of reading

and writing instruction in schools are probably inadequate. Many researchers who examine how writing is taught in order to explain the difficulties that learners face when they write have attempted to examine school instruction directly. However, the results have proved inconclusive. Schools are the most important source of acquisition for students' writing. Eggington (1984), Leki (1991) and others noted that students from India, Japan and Korea received little or no direct writing instruction in their L1.

Teaching English writing in Saudi schools is based on the belief that the students who learn more vocabulary will be good writers. Therefore, students are required to memorize a great deal of vocabulary in order to speak, read, listen and write in English, but little emphasis is placed on other important writing techniques, such as planning, organization and support.

Taher (1990) stressed the fact that a lack of time was a factor in poor writing quality. She felt that not enough time was allowed to implement strategies and practice them when writing in English in the classrooms of most Arab countries at all grade levels. Most Arab schools teach English twice a week for sixteen weeks and during each period teachers are required to emphasize equally all learning skills (writing, reading, speaking and listening).

Overall, teaching English writing has not received enough attention in Saudi schools and the problems contributing to the poor quality of Arabic-speaking students' English writing comes from many sources, one of which is the way the teaching English writing is organized (El-sayed, 1983),

El-sayed (1983) believed that some of his bilingual subjects adopted a Western style in their Arabic writing. This style possibly occurred as a result of the students' English teaching instruction in their home countries. Reviewing intermediate and secondary syllabi issued by Imam Mohammed Ben Saud Islamic University, the following was noted: first, English is taught twice a week during fifty-minute period in grades seven to twelve. Second, little emphasis is placed on writing skills and teachers highlighted hand-writing development and mastering Roman script. Third, teachers were asked to follow textbooks without adding or omitting anything from the text. Fourth, according to El-sayed, most instructors at this pre-college level lacked academic qualifications in their field.

These factors may have affected the skill levels of Saudi student writing and contributed to the problems that Saudi learners of English have in an English environment. When Saudi students begin studying at the university level, which requires English competence, they must enroll in English programs to further develop their remedial reading and writing skills.

2.2.3 Teaching Arabic writing

By the same token, teaching Arabic composition in Saudi schools does not emphasize strategies that skilled writers normally employ when they write, such as prewriting, planning and supporting their ideas by examples. The syllabi for Arabic Composition (*Ta'bir*) issued by Imam Mohammed Ben Saud Islamic University (Appendix R) states that composition is taught once a week for fifty minutes (an insufficient amount of time to review the current curriculum). Second, in the

intermediate class (grades seven through nine) the emphasis is on both oral¹ and written composition, and how students can write adequately what they need to say. Third, secondary class (grades ten through twelve) teachers must teach students how to write short stories, newspaper articles and summaries, and how to paraphrase a poem in prose. The Arabic composition syllabus does not require instructors to teach students how to plan, edit or revise. Their instruction emphasizes writing (namely, writing short stories, poems, and summaries) by imitating models of writing that were produced by famous writers rather than writing techniques.

2.3 L1 and L2 Rhetoric

Fox (1995) argued that with the increasing numbers of students on American campuses from cultures that value different styles of teaching, learning, communicating and understanding the world, it is important that nonnative students understand how these differences affect the way they write. In this section research dealing with rhetorical similarities and differences between Arabic and English will be reviewed to determine the difficulties Arab students encounter when they write in English.

Bizzell and Herzberg (1992) argued that "rhetoric has become in the 20th century a valuable interdisciplinary theory of language and meaning" (p. 899). Many twentieth-century rhetoric theorists believe that rhetoric must be comprehensive and address all aspects of language (Bizzell and Herzberg, 1992).

¹ This type of composition instruction emphasizes methods for preparing and delivering a speech.

With writing, however, rhetoric has been associated with the rules of use (Widdowson, 1985). It has also been used to refer to “the choice of linguistic and structural aspects of discourse chosen to produce an effect on an audience” (Purves, 1988: 9). The rhetoric of story narration, for example, requires different rules than those governing writing -- each type of writing has its own rhetoric (Conner and Laure, 1988).

Taking English for Academic Purposes (EAP) writing as an example will help illustrate that writing is also rhetoric-bound. EAP writing involves not only the proper employment of mechanics, vocabulary and syntax, but also adequate control and manipulation of its rhetorical rules and conventions (Widdowson, 1985). Rhetoric guides the writer to use to produce a desired piece of text. This process is basically one of choosing and organizing information for an academic set of purposes and a specific set of readers.

Studies that focus on why L2 learners encounter difficulties when communicating in written English use contrastive rhetoric to achieve their goals. Many studies speculated that rhetoric is the main source of writing difficulties (Koch-Jonstone (1987); Ostler (1987); Taher (1990); Liebman (1992); and Ried (1993).

Liebman (1992: 146) argued that contrastive rhetoricians should seek to understand the full contrasts between language forms and language uses in different cultures. Contrastive rhetoric, according to Reid (1992), is the study of text written in English by native speakers of different languages, based on the hypothesis that the ways such texts are “used and perceived vary according to the cultural group to

which an individual belongs... [and] the content that is written and the forms or structures used to encode that content” (Purves, 1988: 10).

Although contrastive rhetoric is considered a useful tool in language investigation, Liebman (1992) argued that it has two limitations. First, contrastive rhetoricians have a narrow view of rhetoric, which considers only the organization of finished products. One example of this narrow view is their definition of rhetoric:

Early contrastive rhetoricians attended to a restricted area of rhetoric: the organization of finished expository texts. But rhetoric involves more than organization; it involves the complex interaction of writer or speaker, audience, and world that leads to the production, in time, of language designed to communicate with and effect others. In Aristotle’s definition of rhetoric, this complex, dynamic process involves five elements: invention, memory, arrangement, style, and delivery (Liebman, 1992: 142).

Liebman compared an early definition of rhetoric with Kaplan (1966), stating that Kaplan defined rhetoric as “the method of organizing syntactic units into larger patterns” and reduced Aristotle’s five elements into the element of arrangement.

Second, contrastive rhetoricians have a restrictive view of the development of Western rhetoric, which leads to a narrow methodology. Liebman (1992) noted that an early critic of contrastive rhetoric claimed contrastive rhetoric confused process and product, “so that student writers are misled into thinking that a linear product is the result of a linear process” (p. 144). She further argued that it is not students who were misled but early contrastive rhetoric researchers who mix the processes of rhetoric with those textual products most readily available for research.

More recent approaches to contrastive rhetoric compare other aspects of rhetoric besides organization (Liebman, 1992; Reid, 1993). In this spirit Liebman (1992) examined Japanese and Arabic students studying in America to learn more about the rhetoric instruction they received in their native countries:

[The] new approach to contrastive rhetoric considered not only contrasts in how people organize texts in different languages, but also other contrast such as their approaches to audience, their perception of the purposes of writing, the types of writing tasks with which they feel comfortable, the composing processes they have been encouraged to develop, and the role writing plays in their education. Understanding these contrasts will be as helpful to teachers as understanding the textual contrasts other contrastive rhetoricians have noted" (Liebman, 1992: 142).

Although studies in contrastive rhetoric have grown considerably more complex over the last decade (Leki 1991), remembering the role of the first language (L1) when studying the development of writing in a second language (L2) is important. Wu (1992) determined that teaching composition to foreign students differs from teaching composition to American students and cultural differences in rhetoric supply the key to differences in teaching approaches.

Many studies (e.g., Leki, 1992) created a wide area of controversy, drawing attention to the establishment of contrastive rhetoric as a valid and an important domain of inquiry. Researchers noted that many learners of English who mastered the grammatical structure of English still faced difficulties when attempting to master cohesion, coherence and specific organizational patterns (Ostler, 1987; Taher, 1990; Al-semari, 1993).

In the past ten years the number of contrastive studies showing the influence of L1 on L2-- particularly for English (L1), Japanese (L2) and Chinese (L2)

learners-- has increased steadily. Harder (1980) described the difficulties he faced when he tried to teach Japanese writers to use an English writing style. Kobayashi (1984) analyzed narrative and expository samples from four groups writing in English and Japanese. She found that second-language learners sometimes use first-language rhetorical patterns when writing in narrative language.

2.3.1 Arabic Rhetoric

Koch (1981) and Koch-Johnstone (1987) argued that in addition to displaying a great deal of coordination and a little subordination, Arabic persuasive written discourse attempts to convince its readers by stating an idea, restating it, and then paraphrasing it. Koch examined an argumentative essay written by a distinguished professional Arabic writer to identify just what discourse devices were used. She found that repetition of phrases and even whole sentences were part of the devices used within the rhetorical structure in written persuasive argument.

However, her claim appeared inadequate because she based her argument on four Arabic persuasive texts that were not representative of Arabic persuasive written discourse. Her claims were further weakened by the fact that Arabic academic composition books (e.g., Al-shanti, 1992; Al-Furaih and Radwan, 1984) stress that Arab students should avoid repeating lexical items or sentences in their essays. Thus, the fact that a few persuasive texts (which appeared to be produced for nonacademic purposes) supported her claim does not necessarily mean her claim is true of all Arabic written persuasive discourses.

Ostler (1987a) asserted that the particular deviant style of Arabic students' writing in English reflects classical Arabic style, which differs in a number of ways

from that of English. She attempted to answer the question, "[W]hy, when Arabic-speaking students seem to have mastered most of the English grammatical forms and idioms, do they still produce foreign sounding essays, and why it is that experienced ESL writing teachers can identify Arabic-speaking students' English essays as having been written by Arabic speakers?" (p.169).

Ostler (1987b) conducted a study to describe quantitatively the syntactic and rhetorical patterns used by native English writers and Arabic, Japanese and Spanish learners of English. Her study used a corpus of 160 essays, 40 from each language. She found that the Arabic corpus was distinguished by a greater use of parallel constructions and a greater tendency toward sentential elaboration than was found in the English corpus. She also noted that essay introductions by the Arabic writers were characterized by the presence of ideas unrelated to the main idea and speculated that the general introductory style exhibited in the Arabic corpus is a distinctive rhetorical pattern for Arabic writers..

Findings by non-Arabic-speaking researchers with an adequate knowledge of English (L2), but with less understanding Arabic (L1), have resulted in less-accurate judgments about Arabic writers. Ayari (1992), a native Arabic speaker, analyzed thirty-one writing samples from Arab and American student writers to investigate the extent to which their writings reflect the rhetorical conventions of their native languages. He also examined whether L1 writing skills provide a good predictor for a student's ability to produce an acceptable piece of second-language writing. The researcher asked subjects to describe a religious practice common to both cultures: Friday prayer in Islam (both American and Arabic subjects were Muslims). The

writing task involved describing the various stages of the prayer process. The Arab subjects wrote both in Arabic and in English but the American subjects provided English language samples.

Ayari found that the Arabic samples varied considerably in their rhetorical structure and did not reveal a single Arabic rhetorical style. Some Arabic-speaking subjects employed a "linear" rhetorical style in their native-language writing, describing the various steps of the prayer sequence in chronological order. These findings limit claims made by Kaplan (1966), Koch (1981) and Ostler (1987) that parallelism is the Arabic language's most important structuring device.

Several recent studies suggest that writing products in Arabic and English are approximately the same in terms of organization pattern. Fareh (1988) contrasted Arabic and English paragraph structures in expository discourse, analyzing forty expository paragraphs in each language in terms of thematic patterns, logical relations and lexical cohesive devices. She found that Arabic and English paragraphs were similar to some extent in these aspects.

Overall, it is clear from the literature review that problems of English writing encountered by most learners occur during three iterative stages of the writing process: prewriting, writing and rewriting. Teachers of English writing, as the literature review indicated, must pay more attention to these stages (El-Sayed, 1982; Taher, 1990) in the classroom. El-Sayed (1982) found that inexperienced, untrained teachers contributed to the learning weaknesses of Arab learners of English and what the above studies revealed is that instruction plays crucial role in learning.

2.4.1 Research Assumptions

The literature review also revealed that English writing instruction in Arabic countries-- Saudi Arabia in particular-- is insufficient for students' needs and does not teach them to produce writing like English that is free of linguistic and rhetorical mistakes. Because the method of teaching English writing to Saudi students does not meet their needs, this study assumes that some Saudi graduate students will encounter a great many writing problems at different stages of L2 composition and that a variety of these problems will occur during the entire composition process. To test this assumption, the subjects of this study were asked to write essays in both English and Arabic. During the writing process, each subject was observed at all stages of writing (i.e. planning, writing, revising, etc.). The types of problems were investigated from various aspects. From this investigation different types of problems (e.g. grammatical, rhetorical and organizational problems) were identified and noted during the composition process.

This study examined two subjects who recently arrived in America. They were assumed to have varying composition processes. They composed using the styles they most preferred. Since the problematic factors of writing difficulties that each subject encounters may make a difference in his writing process, the differences were carefully examined.

2.4.2 Need For This Study

Syllabi for teaching English writing to post-secondary students at most Saudi universities are not adequate. For example, the English writing syllabus of the English and Translation Department at Imam University emphasizes the final

product, often ignoring the processes students should employ when they write essays in English.

At the present time, to the best of the researcher's knowledge, this study is the first of its kind conducted in order to develop an EAP writing-course syllabus that meets the needs of Saudi graduate students learning English for academic purposes. This syllabus is based on the view that EAP writing involves the recursive nature of composing, and will take into account the culturally oriented rhetoric of English and Arabic languages.

Present studies of Arabic-speaking students' writing skills with regard to English as a second and/or foreign language are inadequate. Kaplan's (1966) study examined essays written by Arab and non-Arab subjects whose levels of proficiency were unspecified. Kaplan raised questions as to whether the rhetorical problems he found with Arabic-speaking students occurred because they had low English proficiency or because of first-language (L1) interference. A systematic study that will help teachers understand the composition processes of Arabic-speaking students is seriously needed in order to disclose most of the problems students may encounter when composing in English.

2.4.3 The Aim and Scope of the Study

Based on this study's theoretical background, the ultimate goal of this study was to investigate the problematic factors of EAP writing before and after instruction with special reference to Saudi (Arabic-speaking) graduate students learning EAP, and to suggest solutions for EAP teachers to use in their classroom instruction.

Furthermore, this study provides useful information for Arabic academic institutions in general and for Saudi graduate students specifically, regarding the following:

1. Arab EAP students' current ability to write well in both English and Arabic.
2. The need to reconsider the present trend for teaching English writing skills as part of the Intensive English Program at Imam University, Saudi Arabia.

This study is to help guide syllabus designers to develop syllabi that will improve Arab EAP students' writing skills and enhance their rhetorical competence and performance.

2.4.4 Assertions

This qualitative study examines writing produced by two Saudi graduate students attending American universities to determine the extent to which many Saudi graduate students encounter problems when they write in English before and after instruction.

Using the review of the literature, the researcher assumed the following:

1. Despite seven years of studying English as a foreign language in their home country, some Saudi graduate students who learn English for academic purposes are not considered "good" writers of English when they begin their graduate studies. Furthermore, a review of the English syllabi for Imam University showed that instruction time each week is extremely limited, placing the emphasis on vocabulary, grammar and product, rather than on writing skills.

2. Writing-skill problems faced by some Saudi graduate students learning English for academic purposes may be attributed to rhetorical and linguistic factors.
3. The common assumption of some Saudi English teachers, that a "good" writer is the one who knows a large amount of vocabulary and grammar only, is not always valid.

The limited academic background of English instructors in Saudi schools contributed to the problem (El-Sayed, 1982). Most English instructors in Saudi schools are untrained and have inadequate teaching techniques. In addition some pay little attention to the importance of the writing process, focusing instead on the final product of the essays.

The study assumed that writing-skill problems faced by Saudi graduate students learning English for academic purposes may be attributed to both rhetorical and linguistic factors, and not to linguistic factors alone. Numerous studies found that competent and incompetent writers express ideas differently, perhaps due to the different writing strategies used when the writers express themselves on paper. Ostler (1987) found that Arab students used their rhetorical system when they composed in English. Koch (1981) noted that because repetition is one feature of the Arabic language, Arabic-speaking writers who compose in English repeat many sentences and phrases. Dudley-Evans and Swales (1980) indicated that because writing in the Arab world is considered product-oriented and the syntactic differences between Arabic and English are multitudinous, Arabic-speaking writers faced many problems when composing in English. The unskilled writer will face a particularly difficult time when writing in English because he or she is product-

oriented rather than process-oriented.

El-Shimy (1982) noted that the use of tenses, copula, passive voice and negation further frustrates Arab writers of English. Salama (1981) found morphological differences in Arabic and English further confuse Arab writers. El-Hassan (1984) concluded that graphological interference in technical writing tasks cause difficulties for most Arab writers because Arabs read and write from right to left and English-speaking people read and write from left to right. However, these studies stressed the fact that writing-skill problems faced by Saudi graduate students can also be attributed to rhetorical and linguistic factors.

This study tested the common assumption that a 'good' writer knows a large amount of vocabulary and grammar only. Although no researcher stated directly that all good writers know a large amount of vocabulary and grammar, it is probably safe to assume that usually good writers have substantial knowledge of vocabulary. El-daly (1992) stressed the fact that English writing instruction in Egypt that emphasized a great deal of grammar and vocabulary did not help students become good writers. Although vocabulary and grammar are necessary components of the writing process and a large vocabulary is important to ensure credible writing, additional skills are necessary to produce well-organized essays.

CHAPTER THREE

Methodology and Procedure

This chapter offers a description of the methods used in the study. First, research subjects will be presented, then the procedures that were followed in order to analyze the corpus, including a description of the study subjects.

3.1 Case Study Methodology

Zamel (1983) noted that case studies provide the most effective method for examining the writing process. "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context when boundaries between phenomenon and context are not clearly evident" (Yin, 1984: 23). The validity of this type of research is established by gathering multiple sources of evidence through direct observation, systematic interviewing and documents collection (Patton, 1990: 10). This design's strengths are its ability to answer "how" and "why" questions, its well-grounded, extensive descriptions and explanations of behavior in context; and its ability to match patterns and changes (Miles and Huberman, 1984; Yin, 1984).

In case-study research a case may be an individual, an institution or even a program. In this study individuals will be examined as cases; however, all individuals together constitute one case. As such, each individual is still a primary unit of analysis.

A researcher should not collect all possible information about a case, but direct his data collection based on certain propositions that direct attention to

something that will be examined within the study; otherwise, he might be tempted to collect everything about the case (Miles and Huberman, 1984; Yin, 1984).

Four types of case-study designs exist: (1) single case (holistic) designs-- one case that represents the global nature of analysis; (2) single-case (embedded) designs, or one case with several units of analysis; (3) multiple-case (holistic) designs, several cases with a global nature of analysis; and (4) multiple (embedded) case designs, several cases that offer several units of analysis (Yin, 1984). The **multiple embedded case-study design** will be used in this study.

A multiple-case study examines more than one writer; embedded indicates **that** each case study examines more than one aspect of writing. In this type of **research** each individual case study constitutes a part of the whole study, whose **results** are based on overall conclusions drawn from each case. This follows Yin's (1984) definition that "The evidence from a multiple case is often considered more **compelling**, and the overall study is therefore regarded as being more robust" (p. 48).

This method of collecting data through various sources is called "**triangulation**" (Denzin, 1978) and is based on the premise that "no single method **ever** adequately solves the problem of rival casual factors. Because each method **reveals** different aspects of empirical reality, multiple methods of observations must **be employed**" (Denzin, 1978: 28). This method of collecting data from a variety of **sources** confirms the strengths of the case-study design.

With data collected from various sources, this method of research should **produce** a wealth of detailed information about a small number of people and cases.

This increases the understanding of the cases and situations studied and the findings will be detailed and varied. The data help the researcher understand the world as seen by the subjects and by gathering such data the researchers capture other people's points of view without predetermining them through a prior selection of questions as performed in other types of research design (Yin, 1984; Miles and Huberman, 1984).

The researcher will be one of the best tools in this case-study research. However, he must guard against "having biased views to influence the direction of the findings and collections" (Yin, 1984: 21). Therefore the researcher expects to be extremely careful and work diligently to avoid this situation.

3.2 Subjects

The study's subjects will be selected on the basis of purposeful sampling, which, according to Patton (1990: 169), "is to select information-rich cases whose study will illuminate the question under study."

The study's subjects are typical Saudi students in terms of their English educational background. The typical Saudi student, as mentioned in Chapter Two, is required to study English for three years during middle school, for three years during high school, and for at least one year during college. This study's subjects are typical because they studied English for seven years before they came to the United States (USA).

The subjects of this study were awarded scholarships to study in the USA by their university departments. When a Saudi student achieves the highest grade among all of those who have completed their bachelor degrees, he or she undergoes

an interview. Based on this interview and his or her GPA, the student is chosen to study his or her specialization at a university in the United States, regardless of his or her English proficiency level; the student's English is not assisted at all.

As previously mentioned, two male Saudi graduate students, who recently arrived in America to attend American universities, participated as subjects for this study. Each was chosen according to the following criteria: he expressed a willingness to participate in this study and signed an Informed Consent Form (see Appendix F, p. 171) expressing his willingness to participate in this study and was between twenty-two and twenty-eight years of age.

The subjects studied English for at least seven years before beginning their graduate studies. Each subject was asked to write his essays followed by an interview, before he was exposed to the placement test. Most universities require such tests before international students begin their graduate studies at American schools as the placement test is used to determine each student's English proficiency. To insure that they were not exposed to any form of training or familiarity with American education the students' writing process was examined before they took the placement test. The following is a description of the subjects:

3.2.1. First Subject (Ahmed)

Ahmed² is a Saudi male, age 27, who recently completed his undergraduate studies. He was chosen from twenty-five students to pursue his graduate studies

² A pseudonym was used by each subject.

abroad. He chose to study in the United States of America, because it “will give me a broader sense of knowledge because many well known scholars are in the field of Sociology in the United States of America” (Ahmed, Stimulus Recall A2, p. 205).

Ahmed is a conscientious student who is eager to learn and has the capability to work hard. “Actually, I am trying my best to work hard and acquire the latest theories about my field before I go back to my country. I am eager to start.” He explained to the researcher that his English ability is inadequate and he will start his English program before he starts his academic studies. He felt that the amount of English he learned in Saud Arabia, his native country, is inadequate. He thought that his English program in the US would enable him to learn a great deal in his field.

Ahmed arrived in the United States of America during the summer of 1995 when he was accepted into the master’s program (Social work Department) at midwest state university. Once he arrived, the researcher contacted him and explained to him the purpose of the study and the benefits Saudi graduate students will receive from it and he demonstrated a willingness to participate in this study as a subject.

3.2.2. Second Subject (Suliman)

Suliman is a Saudi male, age 25, who recently completed his undergraduate studies. He graduated in 1992. Out of thirty-two students, he was granted a government scholarship to pursue his graduate studies abroad. He chose to study in the United States of America because, as he said “If you need to learn a certain topic or science, you better choose the origin of that topic or science. For that I

chose the USA because there are many things, such as scholars, research, and experience that make the USA better than any other places.”

Suliman is a student with many study skills, including an eagerness to learn all new research related to his area. He is eager to practice his specialty, which is social services. Suliman has the capability to work hard. “My aim is to complete this mission, which is to learn and acquire knowledge and go back to my country in order to serve my people. I feel that I have enough energy to work and study hard and hard.” He made it clear to the researcher that his English ability is not adequate and he will begin his English program before he starts his academic studies.

Suliman arrived in the United States of America during the summer of 1995, where he was accepted into the master of arts program in social work at midwest state university. Once he arrived, the researcher contacted him and explained to him the purpose of the study and what benefits Saudi graduate students will receive from it. Suliman demonstrated a willingness to participate in this study.

3.3 Data Collection

Data were collected from writing samples, observations and interviews.

3.3.1 Writing Samples.

For this study one type of writing sample was collected. This sample consisted of three stages (see Table 1): 1) the students were asked to write one essay in both English (E1) and Arabic (A1) immediately following their arrival in America, to help determine their English and Arabic writing proficiency before they were exposed to American education; 2) each student was asked to write on another topic in English (E2) and Arabic (A2) at the end of the study (fifteen weeks' duration) to

determine how much reinforcement he had obtained; and 3) each student was asked to rewrite his first English and Arabic essays upon completion of his ESL studies (E3) (A3) to determine if any writing problems were not overcome after the reinforcement. This may also help to determine if the subjects were able to identify the errors they made in their first essays after fifteen weeks of reinforcement and what kind of problems remained.

	STAGE ONE (Pre-Instruction)		STAGE TWO (After Instruction)		STAGE THREE (Follow-up)		TOTAL
	1st	2nd	1st	2nd	1st	2nd	
Suliman	A1	E1	E2	A2	A1-R	E1-R	6
Ahmed	E1	A1	A2	E2	E1-R	A1-R	6

TABLE 1-1 FIRST SAMPLE WRITING TASKS DISTRIBUTIONS

The subjects were asked to spend no more than one hour responding to the Arabic and English prompts of their writing samples. However, it is a fact that allowing the subjects to write on an open-ended basis might help them express themselves using all the writing techniques that they learned in their home country. In addition, this open-ended approach does not create time pressure for students. Possibly, time pressure may prevent subjects from writing all they need to write. Unskilled writers, according to Pianko (1979), write in a slow fashion, so if the time allowed is limited then their writing does not reflect their real writing level.

On the other hand, a time limit is recommended, because writing using the open-ended basis would require too much observation of the subjects. Furthermore, subjects were requested to spend the same amount of time in the stimulus recall, so if they spent a long time writing, then consequently, they would have to spend the

same amount of time or longer in the stimulated recall, which might affect them and prevent them from responding in a suitable way. Moreover, they were requested to spend more time in answering and discussing issues during the interview. Thus with the open-ended approach their energy would be exhausted after spending so much time in writing and stimulated recall. In addition, the open-ended approach may not encourage them to come back for the next writing stages if they feel the writing experiment would take a longer time than usual. Based on this argument, the researcher asked the subjects to write for one hour to achieve the best results and ensure the subjects' continuous attendance.

The subjects were told about the purpose and procedure of the study before the writing session began and were provided with the topic at the writing location to insure that they did not have time to think or plan for the topic before it was assigned.

The researcher designed the English topic for the first sample (A1), based on a task presented by Pennington and So (1993). Both subjects were asked to respond to the following questions in English:

English prompt (E1)

Describe a school you have previously attended (university, secondary school or elementary school).

English Prompt (E2)

Describe an interesting place in your country.

The writing tasks were selected from many possible tasks because both subjects were familiar with the topic and were able to easily complete this assignment and an unfamiliar topic might have constrained the flow of composing. The topics were of

a general nature and were expected to lend themselves to revealing each writer's personal experiences, so that even unskilled writers were able to draw on their own life experiences and produce a composition in both their L1 and L2. Both subjects were asked to write as if they were answering an essay question on a final examination and if so requested, the subjects were given assistance to understand the instructions. The topic of the Arabic samples was different from the English topic, in order to avoid translating or following the same plan used in the English topic. The subjects were asked to write about the following questions:

Arabic Prompt (A1)

Describe your previous home.

Arabic Prompt (A2)

Describe a good or bad teacher you have had. Why did you like or dislike that teacher?

3.3.2 Observation

Each subject's behavior during the composition process was observed individually. Each subject performed the first writing task alone. As soon as he was settled with a pen and paper to perform the writing task, the subject was given a copy of the prompt. A video camera focused on the subject's face and the paper on which he was writing his essay. This allowed the subject's face and the sheet on which he wrote to be visible to the camera, so that when the videotape was reviewed, the subject's facial expressions and pen movements on the essay sheet would be seen by both the subject and researcher. The researcher stood behind the subject and took notes on the subject's activities.

The observation was conducted to verify the frequency, length and location of certain behaviors, such as actual writing, pausing, reading and making changes in the text. Following Pennington and So (1993), the researcher used graph paper to make the observation task more accurate. Pennington and So (1993) suggested that each square millimeter of the graph paper correspond to one second, so that a one-minute duration is shown on every horizontal line (see appendix A).

Pennington and So (1993) also instructed that each observable behavior be supplied with a code label (for example, actual writing (W), pausing (P), reading (R); see appendix B for more details) and depicted every five seconds. This information may be obtained by moving along the timeline. According to Pennington and So (1993: 49) this system was chosen because it revealed the amount of time spent in *prewriting* (including preplanning, note taking and outlining) if the subjects go through the prewriting stage; the amount of time spent *writing* and *editing*, during production of the essays; the amount of time spent on pausing and reading of the segments, during the production of the essays; and the amount of time spent on postwriting.

3.3.3 Interview

Two types of interviews were conducted during this study, using the subjects' native language (Arabic) to ensure a full understanding and an easy method for answering the interview questions. The first interview was termed "stimulated recall." Each subject was interviewed immediately following the completion of each assignment (see Table 2), while the memory of the writing experience was still fresh. When the subject indicated that he had finished writing

the essay, the video camera was turned off and the videotape played back using a videocassette player and a television set. The researcher's notes and the subject's essay were used to ask questions about the subject's behavior during composition.

This type of interview was designed to elicit reasons for and causes of certain observed behaviors. When necessary, the videotape was stopped as needed to discuss the subject's activities in detail (Pianko, 1979; Rose, 1984). For example, if the researcher noticed that the subject crossed out a word or phrase or if the subject stopped composing for a certain time, the researcher stopped the videotape and asked the subject why such a behavior occurred and the conversation was transcribed verbatim.

As a research instrument, the stimulated-recall method is not new. As early as 1953, Bloom defined stimulated recall as a method in which "a subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of cues or stimuli which occurred during the original situation" (p. 161). Currently, researchers use stimulated recall when they videotape subjects as they write and play back the tape immediately following the writing session and the writer comments on what happened during the session and responds to questions by the researcher. In addition to visual cues from the videotapes, the writing sessions are used as cues to ask questions during the stimulated-recall interview. Harris (1985) remarked that "Mike Rose's work on writers' block (1980, 1981, 1984) shows us how much we can reveal by applying stimulated recall" (p. 168).

Many researchers felt that because stimulus protocol displays its own weaknesses, they doubt the validity of this kind of retrospective data (Nisbett and

Wilson, 1977; Ericson and Simon, 1980). Ericson and Simon (1984) cited two main objections: retrospective data are inaccurate, incomplete and affected by the researcher's bias and the knowledge that one will be required to retrospect influences the performance of the task.

All these characteristics were incorporated during collection of data via interviews, which were conducted immediately after the writing sessions and stimulus recall.

Ericson and Simon (1984) listed six conditions under which retrospective data may be considered a reliable source of information:

1. the data should be collected immediately after task performance, when the subject's memory is still fresh;
2. the subjects should be provided with contextual information to activate their memories;
3. all the information asked for must be directly retrievable;
4. the information asked for should relate to specific problems;
5. to minimize research bias no leading question should be asked;
6. The subjects should not be informed that they will be asked for retrospective comments until after the task is completed (Poulisse et al., 1987: 217).

All these characterizations were followed during collecting data via interviews, which were conducted immediately after the writing sessions and stimulus recall, except item six was not followed because it was important to inform the subjects about the purpose of the study.

The purpose of a face-to-face interview with the subjects and teachers of English as a second language was to establish strong assertions about writing problems encountered by some Saudi graduate students when they write in English. These interviews were designed to obtain background information about the subjects' previous writing experiences both in English and Arabic.

The interviews were conducted with the general interview guide approach (Patton, 1990), which involves outlining a set of issues to be explored with each subject. The goal of this method was to obtain common information from each subject. The guide served as a basic checklist during the interview to ensure that relevant topics were covered. Weiss (1994: 65) argued that researchers should observe several points in any type of interview. First, the interviewer and the interviewee (respondent) must work together to produce information useful to the research project. The interviewer must define the areas for exploration and monitor the material's quality. The respondent provides external and internal observations, accepting the interviewer's guidance regarding the topic and the kind of report needed. The interviewer must not ask questions out of idle curiosity. The questions designed for this study included such topics as the subjects' duration of studying English and their writing habits in Arabic and in English. (see appendix C).

There appears to be some disagreement among scholars about determining the validity of data collected from interviews. Atlas (1980) termed this kind of data "weak" because he felt it depended on the accuracy of the students' self-knowledge. Odell, Goswami and Herrington (1983: 228) believed interviews could be used "to identify the kinds of world knowledge and expectation that information brings to a

writing task." Such interviews gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret their own actions.

Interviews help the researcher obtain direct quotations that reveal the subjects' depth of emotion, the manner in which they organize their world, their thoughts about what is happening, their experiences and their basic perceptions (Patton, 1990: 24). In addition to the students' interviews, ESL teachers were also interviewed. Once the two subjects completed their first fourteen-week session at the English language center of the midwest university, the teachers were interviewed by the researcher (see appendix C) to obtain information about the subjects' progress. The teachers were asked for their opinions about the subjects in particular and Arabic-speaking students in general. They were considered important sources of information about the difficulties that Saudi graduate students usually encounter when they communicate in English through writing.

What is significant in data collection is the methodological combination of writing samples, observation and student and teacher interviews. This combination was selected as the most valid and practical for the research to ensure minimal interference with the subjects' ongoing writing. The combination of these tools was deliberately chosen for the present study to obtain a complete picture of the composition process that the subjects of this study experienced. Stimulated recall has been used in productive research with ESL students and native speakers of English and has been demonstrated to be effective and useful research tool. The following section provides in detail the analytical procedure employed by this study.

3.4 Analytical Procedure

Although no absolute rules exist for analyzing case-study data, the researcher adhered to a number of guidelines and suggestions, adapting them to fit the study's specific situation.

Yin (1984) suggested two strategies for qualitative data analysis: relying on theoretical propositions and developing a case description. The first is to follow the theoretical propositions that led to the study; the second is to develop a descriptive framework for organizing the case study. For this study both methods were followed to analyze the data.

Theoretical propositions about the L2 composition process were not consistent. One reason for the lack of a concrete L2 composition theory was the diversity of factors, such as language, culture and age involved in L2 composing. However, the propositions that dominated the L2 composition theory include differences between the composing processes of native speakers and nonnative speakers of English, and the interaction of L1 and L2 during L2 composing. These recent L2 writing propositions will be used when analyzing this study.

As a descriptive framework, pattern-matching (i.e., matching variable flows to other cases with similar outcomes (Miles and Huberman, 1984: 200)) is one of the most suitable strategies for case-study data analysis (Campbell, 1975; Miles and Huberman, 1984; Patton, 1990; Yin, 1984). In analyzing problematic factors of L2 writing difficulties encountered by Saudi students, an effort was made to locate any pattern that occurred in the subjects' composing processes. If found, such patterns and similarities of behaviors were reported in detail. In case studies each case is

equally important; in this study each case was analyzed separately. The results were interpreted at the single-case level and were treated as one of several factors in pattern matching. Yin (1984) emphasized that “each individual case study consists of a 'whole' study, in which convergent evidence is sought regarding the facts and conclusions for the case; thus each case's conclusions are then considered to be the information needing replication by other individual cases” (p. 52).

Since the main focus of this study was to investigate the problematic factors of L2 writing problems encountered by the two Saudi students, the following procedure was used. First, time spent in each composition stage was recorded and compared to what language teachers and researchers found to be plausible. Second, during the stimulated-recall interview, each subject was asked to indicate whether he had gone through the various stages (planning, editing, etc.) while writing. Third, findings were sought from the three sources (i.e., stimulated recall, teacher interview and student interview).

The English and Arabic essays were judged throughout the study by three raters: the researcher, who evaluated the products of both the Arabic and English essays; a native Arabic speaker, who evaluated the Arabic essays and a native speaker of English who evaluated the English essays.

All essays (Arabic and English) were typed by the researcher before submitting them to the raters “as the subject’s idiosyncratic handwriting might affect the rater’s judgment on the quality of the essays” (Pennington and So (1993: 50). All essays were judged by the raters in both languages for: 1) content and organization, 2) rhetoric and language use and 3) mechanics and grammatical

construction.

Alderson, et al. (1995) insisted that for a writing evaluation to be effective raters have to be trained in how to evaluate and judge the writing of the students using specific criteria. Therefore, the researcher trained the two raters in how they would evaluate the essays, and to ensure that evaluation would be accurate each essay was evaluated on a five-points scale in each area (i.e., five-points for content and organization, five-points for rhetoric, and five-points for grammatical construction). So if the main idea of the essay was not clear to the raters then they assigned this essay a number less than five based on the clarity of the idea, and the same thing was done with the other parts of the rhetorical knowledge (introduction, conclusion, support, cohesion, cohesive device) and grammatical construction (sentence order, subject-verb agreement, word usage, punctuation, vocabulary, articles and spelling). So the total of points (15 or less) was divided by three. Thus if the essay received two points or less out of five then this writing was assessed as poor, and if it received three points or higher then the writing was assessed as good (See Appendix S, p. 306).

After completing the training session all raters were given the essays that were assigned to them (the English native speaker was asked to rate the English Essays only, the Arabic native speaker was asked to rate the Arabic essays only and the researcher rated all essays (Arabic and English)). to evaluate them.

Chapter Four

Analysis and Results

This chapter presents the results of data analysis based on the research questions presented by the study. Using the methods and procedures of qualitative case study described in Chapter Three, the findings have been disclosed through a series of explorations using the research questions as the primary focal points. The study explored factors attributed to the writing problems presented in this chapter and provided some of the solutions suggested in Chapter Five. In this chapter a discussion of each question is presented; the findings are organized into four sections corresponding to the four research questions:

1. An analysis relevant to Research Question 1: What writing process do the students use? Additionally, is there anything in their writing process that causes problems for the final product? A vivid description of the nature of the problems is provided in this section.

2. An analysis pertaining to Research Question 2: What is the students' linguistic knowledge about English writing before and after they start ESL learning? An analysis of the linguistic knowledge students acquired before ESL training and the knowledge they gained after ESL training is contained in this section.

3. An analysis pertaining to Research Question 3: To what extent do subjects produce Arabic and English writing while observing the audience and the rhetorical structure of Arabic and English before and after they begin ESL learning?

4. An analysis related to Research Question 4: How does instruction affect the students' writing product and process after ESL training?

**Research Question 1- What writing process do the subjects use?
Additionally, is there anything in their writing process that causes problems
for the final product?**

Research Question 1 stated: What writing process do the subjects use? Additionally, is there anything in their writing process that causes problems for the final product? This study examined the English and Arabic essays written by the two subjects of this study and found some problems existed in the writing process which caused poor final writing products. These problems occurred during the three writing stages of prewriting, drafting, and revising. The following section is a description of these problems.

This section attempts to answer the question “What writing process do the subjects use?” followed by an investigation of the process problems that often cause a poor product.

It is important to note that before addressing the first part of the question, the process of writing presented in this study was not always similar to the writing process that might have occurred in other studies since the subjects do not represent the whole of Saudi students learning English for academic purposes.

“What writing process do the subjects use?” is a question that was carefully investigated in this study. During stimulated recall students were asked to explain how they wrote before they started their ESL training and whether their writing process changed after ESL training. In addition, during observation the researcher paid attention to the different stages the subjects adopted when they wrote.

In stage one, which occurred before instruction, subjects were asked to explain how they write in English, and what various things that they did to complete their writing. Observation and stimulus recall indicated that the subjects first read their English prompts carefully, decide how to approach their prompts and then start writing:

*[I think you know that when you hand over the question, I first read it carefully, then decide which is the best way to enter into the topic and what I have to do, then I start writing]
(Ahmed, EI Stimulus Recall, p.220)*

The researcher asked the subjects to explain in more detail what they did when they wrote in English. They indicated that they read the prompt first, decided what they would write about (planning) and finally began writing. They also indicated that they revised while they wrote their essays.

During stage one subjects were asked to tell the researcher about their Arabic writing and how they wrote. Suliman indicated that he read the prompt first, determined if he had any information he wanted to present to his readers, and then began writing. He believed that reading his entire essay two or three times before writing the final part was helpful:

[Writing to me is not like anything else. I usually write in one way. First I have to prepare myself in terms of information. If what I need to write about is a question, then I have to read the question and then make sure everything which is related to it is available, then I have to start reading and also it is recommended to read and read and read the topic before I finish

it. Then make my essay complete by supplying the readers with a summary about the whole article.] (Suliman, A1 Stimulus Recall, p. 276).

Data analysis indicated that the subjects wrote their Arabic essays in a fashion similar to their English essays, as they followed the same writing stages. During observation, the researcher noted that the subjects read their Arabic and English prompts before they started writing, thought about what they should do before they actually started writing (pre-writing activities) and then wrote "... I am thinking what should I write and how" (Ahmed, Stimulus Recall, E1, p. 209). They did not allow time for revision after they completed their essays, but revised as they wrote.

Once the subjects completed their ESL training, the researcher asked the same question "How do you write?" He found that the subjects learned some writing techniques that helped them improve in terms of their writing process. Moreover, his English writing was affected by the instruction that he received while enrolled in ESL training (See section 4.1.1. in this chapter).

However, it appeared that three different writing stages existed. Prewriting, was defined as "the period of time between receiving the assignment and the commencement of writing on paper" (Stallard, 1974) and planning, which was a prewriting activity, "the ability to recognize or set goals strategic skills, and skills in monitoring, evaluating and repairing strategies" (Scholmick and Friedman 1987). Planning is also defined as "a deliberate representation and strategic evaluation of anticipated outcomes and behavioral sequences designed to deal with

them.” (De Lisi, 1987). Writing (drafting) is the realization of a complete integration of what goes on in the writer’s cognition and what appears on paper. Revising is defined by Stallard (1974) as “corrections, changes, addition to, or in relationship to what was originally written.”

This section investigates the writing problems that cause students to produce writing of poor quality. The investigation is divided into three parts: What do the subjects do before they write (prewriting)? What do they do while they are writing (actual writing)? What do they do once they finish writing (revising)?

The researcher observed the subjects while they wrote their essays. He saw that the subjects employed three different writing stages-- prewriting, writing and revising. During the first stage of this study, the subjects did not demonstrate all of these stages, but after completing their ESL training, they began exercising these stages. The following describes of these three stages and explains the development and changes that subjects went through from stage to another.

Stages	Essay	Ahmed			Suliman		
		Pre-writing	Drafting	Revising	Pre-drafting	Drafting	Revising
Stage 1	A1	no planning	one draft	inprocess revision	no planning	one draft	nprocess revision
	E1	no planning	one draft	inprocess revision	no planning	one draft	nprocess revision
Stage 2	A2	no planning	two drafts	inprocess revision	no planning	one draft	nprocess revision
	E2	partial planning	one draft	inprocess revision	partial planning	two draft	nprocess revision
Stage 3	A1-R	no planning	one draft	inprocess revision	planning	one draft	final draft revision
	E1-R	no planning	one draft	final draft revision	partial planning	one draft	final draft revision

TABLE ONE: IDENTIFYING SUBJECTS’ WRITING PROGRESS DURING THE STUDY STAGES IN ENGLISH AND ARABIC LANGUAGES

4.1.1 Prewriting

Evidence gathered from field notes, data analysis, teacher and student interviews and stimulus recall indicated that before starting their ESL training the subjects, did not display any prewriting activities before they wrote, other than reading the prompt. Once they were exposed to ESL training, they began to consider other strategies. At the prewriting level, as Table One indicates, the subjects did not plan in either L1 or L2 or provide any prewriting activities before they started writing in stage one. When they were interviewed before beginning their ESL training, the subjects were asked “What does planning mean to you? What kinds of planning do you do before you write?” (See Appendix C Question 7). They indicated that planning theoretically was important, but they did not practice it:

- *[Planning, you mean how to approach the answer of the question or the topic that assigned for me .. I think anything in this life needs planning, but in writing .. yet it is important, but, to be honest, I did not get used to it. We need, as students, to learn the best ways to approach writing. I love writing but I feel that I am not yet writing in a good manner.] (Ahmed, Interview E1, p. 250).*

- *[I like to make a plan, but it is a matter of organization. I never write with a complete plan, but I feel it is important. Nobody taught us how to make plan of writing in Saudi Arabia, but I feel it is important.] (Suliman Interview E1, p. 289)*

The same situation occurred with Arabic writing. The subjects did not use any plan when they wrote during the first stage (A1). When Suliman was asked

about planning in his Arabic writing (“Do you think that planning before writing is important? Why or why not?”), he answered:

[If it is my native language and the topic that I am writing about is a familiar topic to me, then I think there is no need to plan, because the ideas and ways are clear to me. But if you ask me to write about the life in Lansing before I came to America, I will sit down and think about the ideas that I will use in my writing.] (Suliman, Interview A1, p. 298).

The subjects did not adopt planning when they wrote. Although they felt that planning was important (“I felt it is important to be learned and used” (Ahmed, Stimulus Recall, E1, p. 210)) little attention was paid to it, so they did not adopt planning as a writing strategy.

Stage two of this study revealed that subjects changed this behavior. During E2 it was noted that Suliman learned how to plan after he was exposed to ESL training, which indicated that he realized its importance when the ELC teachers emphasized it:

- *[Planning is like a shopping list, it gives you direction where to go in your thoughts. I learned in America how to write using guidelines and points before I do my actual writing.]* (Suliman’s Stimulus Recall E2, p. 265)

Ahmed felt that planning enhanced writing and made it more organized. He explained that when he was asked during the stimulus recall why he paused many times during his writing, he answered that he was unable to decide what to write next. He said if he had planned he would not have paused.

- *[Making a plan before writing is no doubt a good way for learners. I believe that planning is the best way to produce a well organized essay with little or no weakness.] (Ahmed Stimulus Recall, E2 p. 227)*

Ahmed was asked about his methods of planning and their importance as indicated in the following question, “What are the most important strategies you learned in approaching writing?” (See Appendix C-2 Question 4). He replied that he learned that planning before writing is a useful method for the writers:

- *[There are many things that I think I had learned from my studying in the English Language Center. One thing is that it is important for you before you write to be aware of your writing and what you will do before you approach it. My writing before I came to America was not that good. I learned that I should write a list of ideas which I will use in the topic that I will write about, which is known as organizing idea or prewriting. I think I am ready to use prewriting (planning) in my future writing]. (Interview, Ahmed E2, p.257)*

Both subjects did not employ planning as a writing strategy before they came to America, but they later had the belief that pre-drafting (reading, planning and focusing on the prompt before starting the actual writing) was important after they began ESL training. They intend to use planning in the future for both Arabic and English writing assignments. Suliman said:

I am sure what I have learned in ELC classes will help me write well in English and Arabic, it is important for us [Saudis to adopt this knowledge when we write in Arabic (Suliman, Stimulus Recall, E2, p. 255).

When the subjects completed their ESL training, they began to use planning, but not extensively. They planned only partially (i.e., planned how to begin writing only then wrote a few sentences as a brainstorm before they actually started the writing), but changed their plans when they began writing. For example, Suliman completed the planning process when he wrote his A1-R (a revised copy of his A1). He began by writing about an idea (the importance of his house location) and drawing a line from that idea, then creating a sub-idea from the main idea (the adjacency of the shopping center to his house). Once he was engaged in the actual writing process, he changed his mind and did not write about the shopping center, which he planned to write about to support his idea that his house is in good location, but instead he wrote about his neighbor, which also support his idea that his house is in good location. This change of ideas indicated that they do not adhere to a specific plan, but rather, they changed their minds according to the topic about which they write..

During the observations it was noted that the subjects spent a relatively long time reading and thinking about the prompts to which they were asked to respond . They read the prompt carefully prior to their answers. Ahmed, for example, spent 2.35 minutes reading the prompt, and preparing himself to write E1 (see Appendix S, for more details). Suliman spent two minutes reading, interpreting and preparing himself to write E1 (prewriting) before he started the actual drafting, even though he failed to understand the prompt. The prompt asked the subjects to “Describe a school you have previously attended

(university, secondary school, or elementary school).” Instead of choosing one individual school to write about, Suliman wrote about three schools, believing he had been asked to write about his university, secondary and elementary schools. However, the time that they spent before they started writing indicated that they did not pay much attention to prewriting activities.

In the stimulus recall when asked why he wrote about three schools instead of one, Suliman answered “This is what is the question about.” After he read it again with the researcher’s help, he realized that what he wrote was not what the information requested. Suliman realized the meanings of “a” in “a school,” and the meaning of “or” in the prompt.

The subjects indicated that the way they approached writing was not systematic. They felt it was important for the student learning English in Saudi Arabia to be aware of all writing techniques, including prewriting activities. Suliman considered planning an essential part of his composing process:

-[You know, I was writing without any guide lines, which made my writing seem unclear, unfocused, and many times far away from my points, but once I realized that writing is not putting ink on paper, but a way of expressing myself and talking to people. I think that writing without planning is not adequate.] (Suliman’s Stimulus Recall, E1-R, P. 269).

During the teacher interview, planning issues were not directly raised, but the teachers were asked how they taught writing. They answered that they emphasized the concept of prewriting activities when they taught writing. They trained their students to practice such techniques when they wrote:

I do focus a lot on content. I am process oriented and I like to do some pre-writing activities .. Then do exercises with the kinds of things that they'll need to do for the, whatever the assignment is. But they do that before they write that, so before they get to the writing they have content. You know they made notes about it, thought about it, um (Ahmed's Teacher Interview, p. 206).

Subjects did not practice prewriting activities during the first stage (before they were exposed to ESL training). After both subjects began their ESL classes, they practiced some sort of prewriting activities (stage two). Suliman practiced pre-writing activities when he wrote his A1-R (a revision of A1).

Interestingly, stage three of this study indicates that subjects' exposure to ESL training affects their understanding of prewriting techniques. Suliman's A1-R was completed by going through the three process stages. He started his A1-R essay by reading the entire essay. Then he outlined the main ideas he wanted to explore in his A1-R essay. Finally, he started writing following his outlines that he had prepared.

An analysis of the prewriting activities indicated that the subjects did not employ prewriting activities such as planning before they began their ESL learning. They viewed planning as an important act of prewriting, but did not apply it. This suggests that there was a gap between knowledge and practice. However, after the subjects completed their ESL training (stage two), it appeared that they had learned how to employ planning in English and Arabic writing.

Their Arabic writing was affected by what they had learned in their ESL training as they indicated during the stimulus recall (p. 256).

4.1.2 Drafting

Data analysis showed that subjects faced writing problems when they wrote in English, because of the way they drafted. All essays except Ahmed's A2 and Suliman's E2 were written after only one draft. During stage one, when asked "How many drafts in Arabic languages do you usually write before you submit your final paper?" (See Appendix C Question 10), the subjects thought that one draft was enough and it was not necessary to write more drafts.

- *[It is not important to write more than one copy (draft) because if I am able to express myself in one copy (draft) then it is not necessary to use another copy (draft).] (Suliman Interview, A1 p. 299)*

[The most important is to pay attention to the message that you need your readers to understand. So if you can deliver that message in one draft then do, but if you feel it is necessary for you to write more than one draft then do.... I usually use one draft, but as I told you if I need more than one I will do] (Suliman, Interview A1, p. 299)

These subjects indicated that writing one draft was sufficient if the idea was clearly presented in the first draft. Other drafts were needed if the idea was not clear.

[Well, I am sure that it is important for me to express my ideas whether in one copy (draft) or more. But we should put into our minds that it is not easy for students to write more than one copy (draft), because they need time to think about the right

answer, organize ideas and seek samples and supports. It is more difficult to write more than one copy (draft) for students who write in a different language than theirs. (Ahmed E2 Stimulus Recall p. 224).

The time the subjects spent thinking which words would fit the idea that they wanted to express made it difficult for them to write another draft, because choosing the words took most of the time allowed. The choice of vocabulary prevented the subjects from submitting more than one draft.

I have difficulties finding appropriate vocabulary and tenses, which make it difficult for me to find time to copy my writing in different papers.] (Ahmed E2 Stimulus Recall p. 224).

In addition, the subjects usually paused while drafting to read the entire essay. In E1 Ahmed spent approximately four minutes pausing in different places while writing to read what he had written, then either made changes or continued to write. For example, he added the words “there are” during the actual writing process. If he discovered that something was missing from his essay, he added the words needed to enhance his writing.

“and in the second floor ↑[↑]ow class, to fourth class
(Ahmed E1, p. 176).

When asked why he did that, Ahmed answered that it was a sort of revising process.

As the subjects indicated during the stimulus recall, students in Saudi schools do not experience many writing activities. The writing process is not taught in the classroom. Subjects experienced difficulties during the English

writing because they never engaged in many writing activities in their education. Instead they learned grammar and vocabulary. One reason for this type of teaching according to Ahmed, is that the Arabic language is used in all classes. In the English class, the teacher instructed his students to write short paragraphs:

[I think it is important to note that we never write in English,. I was a student in HOME UNIVERSITY, but the amount I write here in the USA is much greater than the amount of English that I wrote in Saudi Arabia. I think it is because the subjects that we were studying were in Arabic except English Language, and the teacher in the English course trained us to write short paragraphs]
(Ahmed Stimulus Recall E1, p. 223)

In stage one all essays were completed in one draft, indicating that the subjects did not employ the multidraft techniques that require writers to rewrite their essays once they have completed the first draft, then present it after correcting and revising the first draft.

In stage two an improvement occurred once the subjects felt their essays required more than one draft. Before submitting his A2, Ahmed rewrote it, revising out what he felt was unnecessary and correcting his mistakes. He did not use more than one draft before he submitted his E2.

Ahmed commented that the reason he did not submit more than one draft was the time factor. He felt that writing in a second language was not like writing in a first language, because he thought that he needed to search for suitable vocabulary and to make sure that his sentence structures were grammatically

acceptable. All these factors prevented him from submitting more than one draft.

Suliman submitted his E2 after writing two drafts. He explain that:

[once I am writing in Arabic, I feel as if I am talking. I am fluent in my Arabic, so there is no need to rewrite it, but it is necessary to rewrite my English essays.]
(Suliman Stimulus Recall E2, p.268)

The subjects, however, felt that their writing improved when they were exposed to ESL training. This fact was noticeable during stage three, even though they did not write more than one draft. According to the subjects, A1 and E1 were first drafts for A1-R and E1-R respectively.

Generally speaking, the subjects believed that if the writer was able to express himself clearly in one draft, there was no reason to rewrite another draft. If the writer discovered out that the draft that he wrote was insufficient in terms of clarity and the message did not reach the reader, then the writer needed to submit another draft. According to the analysis it was found that the subjects were did not submit more than one draft of their English essays. One reason is that they spent a long time searching for suitable vocabulary and expressions to express their ideas. They edited while they wrote, which showed their writing process. These factors prevented the subjects from submitting more than one draft.

4.1.3 Revising

As indicated in Chapter Three, the researcher stood behind the subjects while they wrote, taking notes while the subjects were engaged in the process of writing. During all composing stages (prewriting, writing and revising) the researcher recorded any behavior displayed by the subjects while writing, such as using papers

different from those used to respond to the prompt, and their head and body movements that may not have appeared on the videotape.

Field notes and data analysis indicated that the subjects revised their essay while writing. During observation, the subjects paused while writing to read what they had written, and sometimes crossed out words and/or added other words. To determine if the subjects understood the concept of revision, they were asked to explain what revision meant and how they revised.

What does revising mean to you? What kinds of revising do you do after your write?" (Appendix C Question 8, p. 163)

- *[Yes, I do revise, but I did not do it after I finished writing. I stopped writing some time during my writing and checked my writing, and how ideas were connected to each other. And if I have any mistakes or unclear ideas I immediately change them. I feel that I should not leave my writing without changing.] (Interview Suliman A1 p. 298).*

Suliman's answer indicated that revision was important to him in order to generate ideas and strengthen his writing before continuing. Suliman said his revision was a part of his writing process but not often he had finished writing. Instead of allowing time to revise after putting all his ideas in the paper, Suliman thought it was better for him to revise while he wrote. During the stimulus recall after his first English essay (E1), when Suliman was asked why he stopped writing and went back to read his previous writing, he answered:

[Writing is a way of telling people about something. But it is good for the writer to make sure that his writing is well connected

and with no mistakes. I believe that it is good for the writer to pause from time to time and read his writing, then correct it.]
(Suliman, Stimulus Recall, E1, p. 261).

It was noted that the writing process was similar with Arabic essays. The subjects did not revise in both languages. Although they had completed their ESL training and learned many writing techniques, including revision, the subjects still revised while writing. Ahmed was asked: "Do you think that adopting English writing techniques will enhance Arabic writing? Explain." (See Appendix C3, Question 5, p. 166). He answered

- *[I learned many things from the English Language Center, especially writing techniques. One fact that I learned is being clear in your writing, and to do that you have to plan your writing, revise it and put it in the final shape. You know if you write a piece of writing and you would like to make sure it is clear for your readers, it requires that you check your writing. In my schools I did not learn how to make revision when I learned Arabic writing, because nobody taught us writing techniques. Usually I check my Arabic writing from time to time during my writing, but I did not allow time for revising. Here in the USA, I learned that to produce a strong piece of writing, you need to allow time for revision. I believe that writing techniques are important.]* (Ahmed A2 Interview p. 245).

The subjects of this study do not revise after they finish writing; rather they revise while they are writing. They stop writing, read their production and correct what they feel is wrong. For example, Suliman stopped during the actual writing to check his writing for two reasons: to join his ideas and to make sure that what he wrote was correct in terms of grammar and spelling:

[I stop writing to make it clear for my readers to understand what I am saying. Making sure that what has been written is grammatically correct and spelled in the right way is important for making writing clear.] (Suliman Stimulus Recall E2, p. 265).

The subjects thought that writing instruction in their home country did not emphasize the importance of revision. When they were exposed to ESL learning they realized that reading over their papers after they finished gave them an opportunity to correct any mistakes. Suliman indicated that he learned a great deal about L2 writing:

[When I write I do it from my own point of view as a writer, but when I read my own writing I place myself in the readers' position, where I can say yes or no to what is presented. However, I realize that revising is an essential part of writing.] (Suliman, Stimulus Recall E1-R, p. 271).

Ahmed's experiences were similar as he thought that writing was not something in his mind. When he started to write, it was his written ideas that helped him generate other ideas. He felt that writing was something he had to organize and he had to go back and forth to check his writing, pausing to read what he had produced:

[Yes it is something that you need to learn while you are writing. If you write about your childhood, for example you can not be aware of everything, but when you talk about one thing, this thing may remind you of the things that are related to it.] (Ahmed, Stimulus Recall, E1 p. 220).

To summarize, the subjects did not use prewriting activities until they were exposed to ESL training. The subjects began exercising prewriting activities in E2 and A1-R, as indicated in Table One. Moreover, the data analysis showed that the subjects did not produce more than one draft before their exposure to ESL training. Once they were taught to produce more than one draft, they wrote more than one draft as subject Ahmed did with A2 and subject Suliman with E2. It appears that the subjects believed if ideas were expressed and presented in one draft then it was not necessary to write a second draft. The subjects spent so much time choosing vocabulary and expressions that they were prevented from being able to write another draft. Finally, when the subjects were exposed to ESL training, they indicated that they had learned the importance of revising, but they revised as they wrote.

Research Question 2-What is the subjects' linguistic knowledge about written English before and after they begin ESL learning.

Research Question 2 stated: what is the subjects' linguistic knowledge about English writing before and after they begin ESL learning? The subjects lacked much linguistic knowledge before they started their ESL learning, but after their exposure to ESL training, they acquired a great deal of general linguistic knowledge.

The following is an analysis pertaining to Research Question 2: What is the students' linguistic knowledge about written English before and after they begin ESL learning? The areas of knowledge chosen for this study were the most common areas of writing in both languages.

To measure students' linguistic knowledge about English writing, three methods were adopted. The first was data analysis, mentioned in Chapter Three. Three raters examined the essays and determined their levels (See Appendix E, p. 172). The second method was stimulus recall, which required the subjects to explain and justify all the behaviors that occurred during writing. During the stimulus recall each subject was asked about his knowledge of certain areas in both languages. The third method was the interview, which was used with two different subjects-- the students and the ESL teachers. The students interviews explored the subjects' background in English writing knowledge and was conducted immediately after each essay was completed. The teachers' interviews attempted to discover the knowledge that was acquired following ESL instruction.

4. 2. Linguistic Knowledge of written English

Before they started learning ESL, the subjects were aware of some linguistic knowledge of written English. At the same time, they lacked knowledge of many important issues necessary for learning to write well.

Data analysis showed this was the case before the subjects began ESL training, but they gained a great deal of knowledge after they were exposed to ESL training. The following section explains the lack of linguistic knowledge that students experienced before they were exposed to ESL training and the knowledge that they acquired when they completed their ESL training.

The linguistic areas chosen for this study although not complete were indicated by the subjects during the interviews and the stimulus recalls. For example, Ahmed said that it was not necessary for Arabic writers to observe subject-and-verb agreement when they wrote in Arabic. He thought that the Arabic subject-verb relationship could be used in English:

Q Do you consider the amount of English that you learned in your home university is enough to begin academic courses here at an American university?

- *[Among many things I feel that I do need to learn the differences between English and Arabic writing techniques. ... The amount of English that I learned in my country was not enough to begin graduate studies. We do not know the differences between the subject-verb relationship in Arabic and English. Are they the same? or does English subject-verb relationship have specific rules. As you know an Arabic verb does not need to agree with the subject in number, and it is grammatical to say in*

Arabic (he go or they go), therefore, I am not sure if the same thing can be used in English.] (Ahmed, E1 interview, p. 254)

Ironically, the teachers felt that the subjects were unaware of the differences between verbs and nouns. For example, Ahmed's teacher noted that he had a problem discriminating between verbs and nouns.

He seems to have a hard time getting words in the right, the whole different noun with the verb, getting all of the proper elements. (Ahmed's teacher Interview p. 203)

Another area that the subjects felt was important for them to learn was articles. Ahmed said that the articles in English were not easy to learn since they did not resemble the Arabic article system and felt the only way to master English articles was through practice. He remarked that the articles were especially difficult for Arab students:

[Of course, they [articles] are the most difficult part in English. If I master article usage with tense usage, English will be easy enough to learn and master.] (Ahmed, Stimulus Recall, E1, p. 224)

4.2.1 Sentence Order

One area where the Saudi graduate students faced difficulty was sentence order. In Arabic, two types of Arabic sentences exist:

VSO	Eat Ali Oranges	"Ali eats oranges."
SVO	Ali Eat Oranges	"Ali eats oranges."

A third type of sentence order is the semi-sentence:

SO	In the house a man.	"A man is in the house."
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These sentences are basic knowledge for Saudi students. The Saudi graduate students used these three types in their Arabic writing which, in turn, may affect their English writing. They apply the first two sentence types to their English writing. For example, Ahmed wrote the following sentence:

Placed my school in Makka

In this sentence, which was written during stage one, Ahmed might follow the Arabic pattern (VSO) by starting with the verb. This sentence may be a translation of the Arabic sentence pattern. Instead of using an English sentence pattern, he might have followed the Arabic VSO pattern. During stage one the subjects lacked the knowledge of English sentence order before they began their ESL training. When he was asked why he started his sentence with “placed,” Ahmed replied:

- *[You know if I need to give a clear picture about my school then I should start saying where it is located.]* (Ahmed Stimulus Recall, E1, p. 219)

His answer indicated that Ahmed was unaware of the error he made when he started with the verb instead of the subject, as required by the syntactic rules of English sentence order. Unfortunately there was no question during the student interview that asked about this certain linguistic item. The teacher mentioned during her interview that Ahmed needed to learn the basic English sentence structure. Ahmed’s teacher felt that Ahmed needed to learn many writing techniques, including the difference between a verb and a noun and between subject and object.

Q: How do you find his [Ahmed] English after exposure to ESL?

... The other problems that he's, he just has a hard time, I think it's just the basic, um, basics such as the verb-object kinds of things so that he writes very long, very spare, frequently run-on sentences and he misunderstands if it's a verb or a noun, how those get confused. (Ahmed's teacher Interview, p. 202)

Ahmed's teacher was also asked if Ahmed could differentiate between nouns and verbs. She answered, "Quite often, which could be that there's a lot of words that he used that he doesn't really know."

During the second stage the subjects improved a great deal in this area. The subjects understood the sentence order forms and used the correct sentence order during the second or the third stage after ESL training. Interestingly, Ahmed wrote his E1-R and replaced "placed my school in Makka" with the following sentence:

The location of this school is Saudi Arabia, Makkah, Almlay Street.
(Ahmed E1-R, p. 178)

This example indicated that this subject apparently learned that English sentences use a different order from that used in Arabic. In his E1 essay Ahmed started with a verb, but when he revised it essay after being exposed to ESL training, he found that his previous sentence was incorrect and he replaced it with the correct sentence.

Sentence order is important linguistic knowledge for students must learn. The subjects in this study did not have this particular linguistic knowledge of writing before they began their ESL classes. After they studied English in the

United States, the subjects learned the appropriate sentence order. This knowledge is later reflected in their writing.

4.2.2 Tenses

The subjects indicated that the most difficult task they faced was the correct usage of verb tenses. Tenses are not used similarly in both languages. During the stage one interviews, the subjects revealed that tense was not part of their writing knowledge. They explained that when they were learning Arabic composition, the emphasis was not on tense or organization. The most important thing was how to use words or how to describe something. They claimed that in order for students to learn writing they had to learn how to apply many rules of grammar to their writing, such as verb and subject agreement and tense frames and how to support their claims with examples.

During stage one, the subjects stated that they were facing problems with English tense in their writing such as moving from one tense frame to another without proper transition, or leaving the verb without a tense mark. For example:

I attended it since 1980, and its [it's] a governmental school as any elementary schools in Saudi Arabia, and in this stage, I start studying English Language, because in Saudi Arabia, the English Language study start from the elementary school, and in this stage also, I met with deferent students. (Suliman's Essay E1, p. 179)

In this sentence Suliman started his essay with a past tense verb (I attended ...), then started his next sentence with a simple present verb (I start ...). He returned to simple past tense (I met). This mix of tenses might indicate that he needs to learn more about the tense usage in English writing.

When asked why tense is a difficult problem Saudi students face, Suliman replied that there is a gap between what they learn in school and what students practice in real life. He believed that if students were able to use English outside their classroom environment, they would be able to master the English language (both oracy and literacy):

[I am positive if we are talking with our friend we would master English. My brother works with the Saudi airline and they used to talk in English, write in English and communicate using English. He is English in everything even his thinking. He breathes in English therefore, he never faces any writing difficulty when he communicates in English. So, if we have the same opportunity, nothing will be difficult.] (Suliman, E1 Stimulus Recall, p. 263)

The same case can be made with Ahmed. His tense errors may indicate that he still needs to learn more about tense usage in English writing. Ahmed wrote his E1 with many tense errors.

I studied my Elementary study at Abdulah Ebn Masaud school that 20 yers ago. Placed my school in Makkh, Saud arabia, AlMalaway street that a school had four flour. in the first flour thes school Manejar, and in the second flour there are Two class, to fourth class, and fiveth class, . and there is one class in therf class for sixth class. in the fourth flour to third class, second class and ferist cass.there are also sevel of the othear in my school for a scines diffrant.

that school was studeis, Quran, Math, Hostary specially the Eslamic Hostory, Geography, and Hadith. Or any thing of Eslam . My school seem to be useful I go to the school from, saven in the morning to one ore tow in afternoon. Some time before that. I thin got to many usvol from that school.

(Ahmed E1 p. 176).

During the second stage, the same problem was still unresolved, even after fifteen weeks of exposure to training in ESL. In the evaluation of their English essays, the subjects appeared to make some improvement, but the tense errors that

appeared in their E2 and E1-R essays indicate that they still need to learn tense usage in writing English essays. The following is an example of a tense error during the second stage:

One of friends, he come from, bakstan came to makkah for a Jop but, while he living in Makkah sometime, he said me .. (Ahmed, E2, p. 177)

Ahmed does not apply tense knowledge when he writes English essays. For example, in his E2 he started his paragraph with simple present tense, moved to simple past tense without proper transition, then suddenly used the continuous before returning to simple past tense. The difficulty with subject-verb agreement that this subject faced illustrates difficulties encountered when using and understanding the roles of English tenses.

In stimulus recall, Ahmed was asked to tell the researcher about writing problems he experienced. He replied that the most important task for second-language students is to master all the grammatical rules before they can produce English writing perfectly.

[You know English is not like Arabic, therefore I think it is important for us as second language learners to master and understand all the grammatical rules before any thing else.] (Ahmed, E2, p. 226)

During stage three the tense problem remains. The subjects still produce essays with grammatical errors, especially tense errors. The following essay illustrates that they need to master tense usage in English.

When I was a child, nearly between 6 and 12 years, I was studing in Elementery school.

The location of this school is Saudi Arabia, Makkah, Almalay street. The school was called (Abdulah Abnmasaud) it was consist of 4 floors and it was 6 class. in each floor has 2 class, and the other floor was special for the teachers and the administration office. all the teachers and student were from Saudi Arabia. an all of them were men, as well as this school was on other things. For example, small restaurant and special place for the football and basket ball. however we weren't very happy because we couldn't go out the school during the rest or breaks between the classes, because that wasn't allowed. I can't remember all things about that school but I can say "I have but few memories about it" (Ahmed E1-R, p. 178)

Suliman thought that one reason why he did not use correct tense when he wrote was that he had not learned the rule in his home-country schools:

What is the best way, in your opinion, to resolve English writing difficulties?

- [I admitted that my country's education system did not provide us with strong tools to be good writers. I remember in composition classes we spent so much time learning how to write about the desert, or describe our street, schools, and houses, or talk about our friends and relatives. We do not have guide lines of how we should observe time line [TENSE] or use many grammatical techniques when we write.]
(Suliman Interview E1 p. 298).

From the above discussion, it appeared that the subjects encountered many grammatical problems before they came to the USA. After fifteen weeks of ESL training, they still did not employ the English tense usage properly, which emphasizes the need for further development of this particular linguistic structure.

4.2.3 Subject-and-verb Agreement

During stage one, the subjects did not demonstrate that they observed subject-and-verb agreement. They recalled that they were attempting to adopt

many linguistic rules from Arabic grammar and to match them with English. However, they were aware of subject-and-verb relationship in Arabic.

Arabic is unlike English in the way verbs agree with subjects and most of the students know the difference between feminine and masculine in Arabic verbs. For example, Ahmed wrote in A1:

منزلنا كبير

Manzulna Kabeer.
House -our large
Our house is large
(Ahmed, A1, p. 184)

Suliman wrote another sentence using a feminine verb

مدرستنا كبيرة

Madrasatuna Kabeerah
School -our Large
Our school is large.
(Suliman, A2, p. 191)

The same verb (Kabeer) is used twice with two different usage. In the first example the verb is used with “house,” which is considered masculine in Arabic. In the second example the same verb is used with “school,” which is considered feminine. This knowledge is clear to the subjects, unlike English verb-subject agreement, which seemed to be problematic for the two Saudi graduate learners. In a sentence like

My school seem to be useful.
(Ahmed E1, p. 176)

Ahmed failed to observe the verb agreement. Instead he might use his previous knowledge about the usage of an Arabic verb and tried to drop the

feminine device, using the masculine (which requires no prefixes or suffixes to the root of the verb).

The subjects themselves thought that subject-verb agreement was new linguistic knowledge that they were exposed to for the first time in their learning:

[You know we were exposed to a lot of things and it is not easy to learn and remember everything that I have learned. I think subject-verb agreement is a new thing for me. But I am not positive.] (Ahmed, E1 Stimulus Recall, p. 224)

[They taught me that [Subject-verb agreement], but I am not able to use this knowledge here.] (Suliman, E1 Stimulus Recall, p. 263)

This linguistic knowledge of writing is an important part of learning writing and the subjects felt that it was important for them to gain this particular writing knowledge. However, in stage two of this study, the subjects were asked to write another English essay to see to what extent they had improved in terms of linguistic knowledge. Ahmed's essay writing indicated that he had not yet improved in this particular item, but he, as he described is learning:

[I am different than before. I can write English with little hesitation. I can talk with other people and understand what they say.] (Ahmed, Stimulus Recall, p 225)

Also, the data analysis indicated that Suliman has improved to some extent. He has learned how to apply subject-verb agreement in his writing and indicated that subject-verb agreement became part of his knowledge when he commented:

[I recall that I was asked to produce good sentences which are clear and

grammatically acceptable. In my country, teachers were not that excellent in teaching. The emphasis was not on the grammatical parts, but was in how you paraphrase a sentence or summarize a paragraph. They taught us some grammatical rules, but there was not much emphasis. But the situation is different here in the USA. I felt as if I am thinking, writing, and working with an English brain] (Suliman Stimulus Recall, E2 p. 265)

Stage three indicated that the subjects had learned and improved and teachers felt that the subjects had improved slightly, but had not yet mastered English writing. Ahmed' teacher felt that at the beginning of his learning in the USA, Ahmed was the lowest student in her class in terms of grammatical knowledge:

Q: Now, after almost fifteen weeks of teaching, how do you find Ahmed, How do you evaluate his English?

Ahmed is the lowest in my class in terms of knowledge of English, and in terms of comprehension and um, grammar that he wasn't really familiar with .. Now his writing has gotten much longer. (Teachers' Interview, p. 202)

It is obvious that the subjects did not apply the usage of subject-verb agreement before they were exposed to ESL training, even though it was part of the English grammar that they learned in their home country. They attributed this weakness to the way they were taught English in their home country. However, when they were exposed to ESL training here in the USA, they started to realized the importance of this linguistic phenomenon. They began to apply it although not consistently.

4.2.4 Vocabulary

Another area examined in this study was the level of vocabulary that the subjects acquired during the period before and after they were exposed to ESL learning. It was found that Ahmed had a small English vocabulary, and had many writing problems because of this deficiency before he began ESL training.

In the coding writing behavior chart (See Appendix S, p. 160), it appeared that Ahmed spent a long time pausing in E1 compared to the time that he paused in A1. For example, he spent 4.00 minutes in E1 and 3.37 minutes in A1. When he was asked why he spent such a long time thinking before he wrote a sentence, Ahmed replied:

- *[It is not easy to write a word if you do not know what its meaning is. I spent all this time trying to find a word which fits the appropriate meaning of the ideas that I want to express.] (Ahmed, E1 stimulus recall p.219).*

He indicated that he avoided expressing ideas that he thought would fit what he was writing about because he did not know the right word or the right expression. It appears that limited vocabulary may be one cause for leaving out many ideas in the development of his writing .

Suliman did not experience the same writing problems in English, because he, as he described his writing, has not faced any difficulty choosing vocabulary when he writes.

Data analysis and observation indicate that Ahmed found it difficult to choose vocabulary while he wrote his English essays. For example he stated that

“[I have difficulties finding appropriate vocabulary and tenses, which make it difficult for me to find time to copy my writing in different papers.]” (Ahmed E2 Stimulus Recall p. 224). Moreover, the teachers felt that vocabulary was an important part of writing. Ahmed’s teacher felt that Ahmed had a serious problem because of the limitations of his vocabulary:

Q: In what part of English do Saudi student encounter the most difficulty?

... The two main problems I would say is one that he has a rather limited vocabulary and he refers to a dictionary, brings a dictionary along and he often comes up with very wrong words, because he’s, you know, just looking up some-- you know, he likes to come up with more academic-sounding, more, um, more specific vocabulary and it’s often wrong. So that’s been one problem. (Ahmed’s teacher, Interview, p. 203).

Ahmed indicated that he could not submit more than one draft in his English writing because he did not have time to rewrite his essay. Most of his time was spent thinking about the right words or what he should write to make his ideas clear. In the stimulus recall (E1-R p233), he admitted that:

- [You know, it is not easy for a person to write in another language with inadequate vocabulary. Before I came to the USA I thought that I had enough vocabulary to let me survive in this community, but unfortunately, I was mistaken]. (Stimulus Recall, E1-R, p. 233).

It is obvious from the discussion in this section that vocabulary limitations may be considered a writing problem that may prevent subjects from producing good writing. It is clear that Ahmed has a limited vocabulary which prevented

him from producing good writing, while Suliman demonstrated that he had acquired a large vocabulary which helped him to choose what words he likes. He did not encounter difficulties with vocabulary.

4.2.5 Other Usage Problems

The subjects in this study indicated they did not use words correctly. During stage one's essay analysis, it appeared the subjects used many words in the wrong places. For example, Ahmed wrote:

“The school manager” (The school principal)

Even after they completed their study, the students were still unaware of the correct usage of many words. For example, Ahmed wrote: *manager room* instead of “principal office,” and Suliman wrote my “grade” instead of “my GPA.” Such usage is considered incorrect, which might be attributed to the direct translation from Arabic to English.

In Arabic, for example, the word “mudeer” means principal, manager, director and mediator. However, because students do not know the equivalent word to be used in this context, they used “manager” and “room” instead of principal and office. When he was asked about why he used the word “mudeer” instead of “principal,” Ahmed said:

[Manager means the person who directs and supervises things, which is manager or principal.] (Ahmed, Stimulus Recall, E1, p. 224)

Ironically the subjects may translate words from Arabic and put them in English context, and such translations led them to use many English words incorrectly. For example:

one of my friends, he come frome [from] bakstan [Pakistan]came to Makkah for a Jop but, while he living in makkah some time, he said my "I cann't go back to bakstan [Pakistan], becaus I cann't live a way from makkah." (Ahmed, E2 p. 177)

In this sentence the subject wrote "he said my" to mean "he told me." Because he did not know the right expression he might translate the meaning of "he told me" using the same words used in Arabic to mean the same thing. He tried to explain his idea, but he might translate directly from Arabic to English, ending up using the wrong words to explain his idea. Another example showed the need to learn the correct usage of words.

however he was not slepted there [Jeddah].
(Ahmed, E2, p. 178)

When he was asked what this sentence meant, Ahmed indicated that he wanted to say "he cannot spend the night in Jeddah," but instead he translated the Arabic meaning to English, leading him to produce the wrong usage of English words.

Suliman felt that word usage is an important factor of learning and mastering any language. He indicated that he needed to understand the right way to use English words correctly, which will make his writing sound English. He stated that:

Q: What is the most difficult part in English writing had you think that you need to improve?

[There are many parts that I need to learn and improve in English before I become good writer. Learning vocabulary and its different meanings and usage, mastering English tenses and verbs, and understanding what is suitable to English speakers, which is not part of my language. You know I have to understand how I can make my writing appear in good shape...] (Suliman, E1 Interview p. 308).

During the second stage there was little improvement as they did not fully employ the right way of using English words. That, according to Suliman, needs practice, and through practice such problems might be resolved:

[You think I can understand all the used words in few weeks, It is my assumption that learning is not by memorization, but by practice.] (Suliman, E2 Stimulus Recall, p. 269)

Do they encounter the same problems when they write in Arabic? To answer this question, the researcher and the Arabic rater compared both A1-R and E1-R to investigate whether they encountered word choice problems in both languages. The result indicated no problem noted in the Arabic essay. They used the right words in the right place in Arabic, but they had not yet developed this skill in the English essays.

Stage three indicated that the subjects did not employ the correct English word usage. Teachers felt that word usage is one of the writing weaknesses that Saudi graduate students demonstrated when they produce English writing. Ahmed's teacher indicated that he usually used a dictionary and sometimes chose words that shared the same meaning, but were not suitable in the context in which

they were used. When asked about the problems that Ahmed faces when he writes in English, she said:

Q: In what part of English do Saudi student encounter the most difficulty?

... The two main problems I would say is one that he has a rather limited vocabulary and he refers to a dictionary, brings a dictionary along and he often comes up with very wrong words, because he's, you know, just looking up some-- you know, he likes to come up with more academic-sounding, more, um, more specific vocabulary and it's often wrong. So that's been one problem. (Ahmed's teacher, Interview, p. 203).

The lack of vocabulary may lead the subjects to use the wrong words in wrong places. Ahmed's teacher noted " He [Ahmed] has a rather limited vocabulary He has hard time getting words in the right form," (Ahmed's teacher interview, p. 203), and they may translate words from Arabic to English to fit a certain usage as the case of "mudeer."

4.2.6 Punctuation

The Arabic language does not have a punctuation system, although Arabic has borrowed the English punctuation system. According to Suliman's A2 interview it seemed that Saudi schools do not emphasize use of punctuation in their curriculums so students did not know the differences between individual items in punctuation.

In the essays the subjects submitted for this study in the First Stage, it was noted that students did not use periods or commas properly. Ahmed, for example,

did not end his first paragraph with a period in E1. Suliman put a comma before any “and,” thinking that when “and” connects two sentences a comma is required

The third, my elementary school, it's also located in Makkah at AlMansour Street, I attended it since 1980, and its a governmental school as any elementary schools in Saudi Arabia, and in this stage, I start studying English Language, because in Saudi Arabia, the English Language study start from the elementary school, and in this stage also, I met with deferent students, because they came from deferece areas in Makkah, and this give me more experience in my life time, because, I was yong. (Ahmed's Essay, E1, p. 180).

It appeared that Suliman did not use periods. Instead he joined sentences with “and” and a comma (run-on sentences). Such incorrect usage of commas indicated that this subject had not mastered English punctuation.

During stage two subjects were facing the same problems of punctuation and they indicated so themselves. Ahmed, said it is not easy for him to master English punctuation. “It is a fact that I need time to know that I should put a comma here and a semicolon there.” (Ahmed' Stimulus Recall (E2), p.227). The teachers felt that it is still a problem for them to master English punctuation:

Q: How do Saudi graduate students encounter problems different than other L2?

They understand a lot of what they read, but trying to express themselves in the American style of writing can be a big difficulty, so the self-expression, focusing on one topic the way the American rhetoric perceives to be “correct” is a problem and then the spelling, the mechanics. (Suliman's teacher's Interview Question # 7, p. 199)

The teachers admitted that one of the writing problems that the subjects encountered may be attributed to punctuation. They felt that the subjects were not

yet developed in terms of using punctuation. In the teacher interview Suliman's teacher felt that:

Q: How do Saudi graduate students encounter writing problems different than other L2 learners?

- Focusing on topics the way that the American rhetoric perceives to be "correct" is a problem and then the spelling, the mechanics, a lot of times just placing commas in the wrong places and stuff that changes the meaning and so I think those are obstacles. Those are things I think the students themselves have identified (Suliman's Teacher's Interview, p. 199).

Capitalization is a part of the mastery of punctuation and the subjects were unable to master the usage of capitalization in their English writing as they left many names uncapitalized. Ahmed in E2 wrote the following sentence:

... where profet mohamed was born.
(Ahmed, E2, p. 178)

This subject did not capitalize the proper name of the prophet Mohammed, because he was not aware of that usage. Moreover, he started a new sentence without capitalizing the first letter of that sentence.

all the teachers and student were forom saudi arabia.
an all of them were men, as will as this school was onther
thing
(Ahmed' Essay E1, p. 178)

This sentence started with "all," which must start with a capital letter, according to the rules and regulations of the English punctuation. The name of the country which was written in this sentence with no capital letter indicates that Ahmed is unaware of this punctuation rule.

Interestingly, when both A1 and A1-R were compared, it was found that subjects were unable to master even the Arabic punctuation that they were supposed to know as native speakers.

منزلي السابق أو منزلنا كبير، وهو عبارة عن شقة مكونة
من أربع غرف، ومطبخ، وصالة، وكذلك دورتي مياه ()
تقع هذه الشقة في الدور الثاني من العمارة الواقعة في حي
المعابدة بمكة المكرمة.

*[Our previous house or our large house,
which is an apartment consisting of four
rooms, kitchen, living room and two baths
This apartment is located on the second floor
of the building which is located in the
Mabedah quarter in Mecca Al-
Mukarmah. (Ahmed, A1 p.).*

In this example, the subject did not use a period to end his first sentence, even though he put a period in the second sentence. The reasons, according to the two Arabic raters were that Arabic recently adopted English punctuation, and schools do not give it much attention.

4.2.7 Articles

Not unexpectedly, stage one revealed that subjects were unable to use articles as required. During interviews and essay analysis it was found that the subjects need to learn how to use the English articles system. One reason for their need to learn the English system is that the article system in Arabic is totally different from that of English. One basic difference is in the articles “a,” and “an.” In Arabic, for example, no “a” or “an” exists. An English sentence such as “A man is there.” will be translated as “man is there” in Arabic.

The subjects were not aware of the differences between the two systems, so they might apply their previous knowledge when they started learning English.

When they were asked their opinion about developing learning English writing in Saudi Arabia, they thought that it was better for the Saudi language teachers to concentrate on the areas with no similarities, such as articles, tenses and word meanings:

Q: What is the best way, in your opinion, to resolve English writing difficulties?

[In terms of resolving writing difficulties we need to enhance language learning, so English language teaching in Saudi Arabia, I think, needs to be developed. It is better for the teachers to understand the differences between the two languages and then teach their students accordingly. For example, I am not yet aware of the differences between Arabia and English articles. I am confused when to use "a" or "the." I believe in teaching students such differences] (Ahmed, Interview E1, p. 250)

Suliman thought that linguistic knowledge is one of the fundamental pieces of knowledge that second language learners need. He claimed that learning articles was essential for students to master writing techniques.

Q: What is the best way, in your opinion, to resolve English writing difficulties?

[One way to overcome all language difficulties, I mean listening, speaking, reading, and writing abilities, is to develop learning English writing, I am sure it is important for policy makers and English teachers to teach students the usage of English tense, verbs, and articles. Above all, they should master English spelling. All these can be achieved through a set of programs which will help overcome all troubles and difficulties.] (Suliman, Interview E1, p. 290)

It appeared that the subjects believed that they could not write acceptable English without mastering the usage of articles and other language techniques. So, according to the subjects, learning the differences between Arabic and English articles will help them write acceptable English.

During the first stage's stimulus recall, the researcher asked the subjects to explain what were the most difficult parts in the writing that they feel needed to be learned, Ahmed indicated that:

[you know our grammar [Arabic grammar] is not like English, there are , as I told you before, there are differences and similarities, and you know we need to know all these differences and similarities.]
(Ahmed E1 Stimulus Recall, p.225)

When his E1 essay was examined it was noted that he did not use English articles as required. It seemed that he had no rules to follow when he wrote. He used definite articles in wrong places. For example,

Placed my school in Makkah .That a school had four flour,
in the first flour the school manjar .

This example showed that Ahmed used the article "a" to refer to a noun that was specified in the clause before, which indicated that this subject in this particular essay did not employ the required linguistic knowledge to use English articles properly.

During the second stage subjects still had not yet developed a complete understanding of this linguistic area that would allow them to use it perfectly as

subjects were still producing sentences that contained many grammatical errors especially in the article system. For example,

Makkah has holly mousk, it's neam (AlHarm).
(Ahmed, E2, p. 178)

In this sentence, the subject referred to a proper name for the first time in his essay without any article. It may be that he confused the Arabic and English article systems when he wrote this essay, because leaving a proper name with no article is acceptable in Arabic.

In Stage Three little improvement is observable. Even though the subjects seemed to understand that some differences between Arabic and English article system existed, they still were not yet completely aware of the differences. Teachers did not indicate that subjects were weak in this particular linguistic knowledge, obviously because the interview questions were not designed to investigate single items. Instead, the questions focused on linguistic knowledge, which is an umbrella term that leads to many grammatical parts. The teachers indicated that among the problems that subjects encountered was grammatical knowledge:

Ahmed is the lowest in my class in terms of knowledge of English, and in terms of comprehension and um, grammar that he wasn't really familiar with .. Now his writing has gotten much longer. (Ahmed's Teacher's Interview, p. 202)

Comparing E1 and E1-R demonstrated that little improvement was present in this particular area of linguistic knowledge of writing. However, it seems that subjects were not yet aware of the function of English articles; sometimes they

misused them, other times they dropped them. It is obvious that they need to learn more about usage of English articles.

4.2.8 Spelling

One area where subjects did not apparently develop is spelling, as they indicated themselves. Suliman noted that spelling was one area in which he will not stop learning in even after he finishes his Ph. D studies.

- *[I admitted that spelling is not easy for us as nonnative. I believe that even native speakers are unable to master the spelling of their language, because there are many sounds which do not match with the letter that you write. For example "knife," I used to write it without 'K' letter, because I do not hear it. I will tell you the truth that I and all those who come from my region will continue learning the spelling of English even after they completed their Ph. D. studies]. (Suliman E1-R Stimulus Recall, p. 272).*

The subjects need to learn and master the role of English spelling, especially the sounds that are not available in their native language. Ahmed wrote the following paragraph, which was full of spelling mistakes.

That school was studeis, Quran, Math, Hostary specially the Eslamic Hostory, Geography, and Hadith. Or any thing speciall of Eslam. My school seem to be useful I go to the school from, saven in the morning to one ore tow in afternoon. Some time before that. I thin got to many usvol from that school (Ahmed E1 p. 176).

He tried to match his pronunciation with the letters he wrote because he was not aware of the spelling rules of English as indicated in the E1-R stimulus recall. He was never taught the role of spelling in Saudi Arabia. The only thing that he remembered was an emphasis on handwriting:

[It is sad to tell you that I never learned spelling or what are the best ways to master English spelling; the only thing that they stressed in our schools are the hand writing techniques and what is the best way to write cursive]. (Ahmed E1-R Stimulus Recall p.232).

The teachers admitted that spelling was an essential part that all nonnative speakers need to work hard to master. Even native speakers, according to the teachers, need to work hard to avoid most spelling problems. Suliman's teacher when asked "Does the Arabic language help Arabic learners, Saudis in particular, master English writing? Why or why not?", she felt that one of Suliman's problems was spelling.

The writing structure seems to be hard for them [Arab students, particularly Saudis] to become comfortable using and spelling is an extreme problem. It can cause words to be unintelligible. (Suliman's Teacher Interview, p. 199)

When she was asked whether Saudi graduate students encountered writing problems different from other nonnative speakers, she said:

Well, I think, um, one would be in the spelling, because graduate students often have to do a lot of writing and if their spelling is really bad, that will begin to cause obstacles and problems with writing and communication that way.

Ahmed's teacher shared the same opinion that spelling was the most difficult part of writing encountered by Saudi graduate students when they learn English writing. When asked about "What part of English do Saudi student encounter the most difficulty?" (See Appendix D, p. 167) the teacher replied by saying:

Well, spelling is a problem. With, with with Ahmed, it's a definite problem. He has a really hard time with spelling. And that is probably structure. He seems to have a hard time getting words in the right form, the whole different noun with the verb, getting all of the proper elements (Ahmed's Teacher Interview, p. 203).

All the above evidence indicated that the subjects were unable to produce essays without spelling mistakes. However, the Saudi graduate students desperately need to learn English spelling, especially the sounds which are not part of their language.

Research Question 3- To what extent do subjects write Arabic and English essays while observing the audience, and rhetorical structure of both Arabic and English before and after they start ESL learning?

Research Question 3 stated: To what extent do subjects write Arabic and English writing while observing the audience, and the rhetorical structure of Arabic and English before and after they start ESL learning? This study examined whether the subjects addressed audience when they wrote and if they observe the rhetorical structure when they wrote in English before and after the instruction.

This study found that the subjects were aware of the importance of the readers when they produced Arabic and English writing. Moreover, they were able to observe the rhetorical structure when they wrote in English before and after ESL instruction.

4.3.1. Audience

One important fact is that the researcher did not provide an explicit audience. but interestingly the reading audience appeared to be an important concept from the subjects' points of view. From interviews and stimulus recall, it became clear that the subjects fully understood the role of the audience. During stage one Ahmed indicated that writing to unknown readers is like writing to blind or illiterate people. He stated that:

Q: Do you identify your audience before you write in English?

- [Yes. Yes, it is important for me to identify my readers and to know to whom I am writing. If you do not write to a specific readers, then you are writing for blind people or those who cannot read. I feel that readers are one angle in a triangle, if you

neglect them you would neglect an important part of your triangle.] (Ahmed E1 Interview, p.252).

During stage one, stimulus recall indicated that the subjects wrote for different audiences in both languages. For example, Suliman, in A1's stimulus recall, indicated that his audience who did not know anything about Mecca (a holy city in Saudi Arabia) were not like those who knew about it and believed in its sacredness:

[I wrote this essay in Arabic assuming that my readers are Arabs or at least understand Arabic and knew what does Mecca means to them, moreover, I assumed that those readers knew what kind of city Mecca is, and what the weather is like. People who will read this essay believe that Mecca is a holy city] (Suliman, A1 Stimulus Recall p.272)

In stage two the concept of audience also was indicated. Ahmed wrote his E2 about Mecca too. In this essay he used information that, according to him, was universal. He stated during the stimulus recall that the concept of audience is an essential part of writing:

[Yes, I was thinking about who will read this essay. That is why I said in my essay that this city is the origin of Islam, because everybody knew such things.] (Ahmed, Stimulus Recall, p. 220).

Ahmed raised an important issue about the topic. He felt that if he wrote about a topic that was known to Saudis, then he should observe only Saudis. If his writing has a more universal topic 'love' for example, then he must observe a universal audience:

[Believe me, I think most of the writers do not take care of their audiences. They write to themselves, so nobody will understand what they write. If I wrote a piece of writing, I would make sure that my readers are clear about my topic. If I am writing about Saudi women to American readers I have to watch my words, but if I am writing about 'love' then I have no problem.] (Ahmed, E2 Stimulus Recall, p. 224)

During stage three, the subjects demonstrated that they were observing the concept of audience when they wrote in both languages. The teachers, on the other hand, did not consider audience a problem for the subjects. Suliman's teacher had some concern about Suliman's ability to identify the concept of audience, but she thought that he had improved:

Do you think that Saudis, in general, are good writers of English?

T: Um, he seems to try, but the whole audience principle is something that not only he, but the whole class was having trouble with. Who are we writing to? For what purpose are we writing? Um, he did make an effort to understand that and I could see as his writing developed, that he was trying to focus a little bit more on that, but he had so many writing skills to work on that, uh, that one he didn't become extremely focused. (Suliman's teacher's Interview, p. 196).

The teachers, in general, believed that the concept of audience was not a major difficulty for the subjects. Both Ahmed and Suliman were able to demonstrate that they could write to a specific audience.

Q: Do they demonstrate concern with audience in their writing?

I don't think I've noticed any particular difficulties with that [audience]. I have not noticed it. I think with the students I've had, I don't notice them as being particularly fantastic about it, but I haven't noticed any problem. (Ahmed's teacher's Interview, p. 247).

The teachers felt that part of their writing teaching program was to train ESL students to use the concept of audience and to identify it during the writing process.

Did you provide them with exercises or something to write for specific audience?

T: Yes. We did, um, a couple of specific lessons talking about audience and purpose and how you would write in different ways for different people. We did some role plays where I gave them a situation and they had to do some writing for that specific situation. They would read it out loud and the class had to guess what the purpose and the audience were. For example, writing a letter to your rich grandfather to ask for money for college. And so those things helped them to concentrate on it more, but still with the general essay, when I gave them a sheet for doing a peer edit, often it said what is the purpose of this writing? And they would say, "To explain about a topic." You know, to explain about Thanksgiving. Who is the audience? General. So that was, it was hard to get more focused on that. (Ahmed' Teacher Interview, p. 240).

This evidence may indicate that the concept of audience was observed in the subjects' writing and the subjects probably developed this observation from

their previous knowledge about writing, then enhanced this knowledge when they started learning English in America.

4.3.2. Rhetorical Knowledge of Written English

When the teachers were asked what the most difficult part of English writing for Saudi graduate students was, they stressed that English rhetoric is difficult for Arab students in general, because of the differences between the two languages' rhetoric. Suliman's teachers explained.

What part of English do Saudi student encounter the most difficulty?

- Okay. Writing, I think, it's the rhetoric. From what I can understand and I've talked with the students about this a little bit, that they come a writing rhetoric that structures things very differently than English. Having never-- I'm not able to read Arabic. But, um, they have said, "You want to put a lot of details in and kind of circumvent the idea and get to the main point." And in English it's not that way. (Suliman's Teacher Interview, p. 238).

Data analysis showed that the subjects needed to learn how to use introduction, support, conclusion and organization to write in a cohesive manner. Before starting to learn ESL, the subjects were aware of some writing rhetorical issues that learners should know, but at the same time they were unaware of other important rhetoric issues needed to learn writing.

The areas of rhetorical knowledge chosen for this study were indicated by the subjects. They demonstrated that if the writer does not support his writing with

examples and illustration, he or she will be unable to reach the minds of his readers:

Q: What is the most difficult part in English writing you think that you need to improve?

- *[To answer your question [question you should know that we are unable to write clearly because nobody taught us how to use support or examples in our writing. We don't end our essays with a summary which tells the readers about our main points. Unfortunately, we need to improve our Arabic writing besides our English writing. We need to improve our curriculum, ways of teaching. (Ahmed, E1, Interview, p. 250).*

The subjects' teachers believed that rhetoric was the root of writing problems that most Arabic-speaking students encountered when they wrote in English. Suliman's teachers pointed out that rhetoric caused a nonnative speaker to be a poor writer in his second language, even if he is a good writer in his native language.

Q: *Do you believe that if a student is considered a good writer in his native language, he is a good writer in his second language?*

Not necessarily, because there's a difference in rhetoric. Um, you know, I have a lot of experience with Japan and Japanese and what's good writing in Japanese directly translated into English might not be worth much (Suliman's Teachers Interview, p. 198).

4.3.2.1. Introduction

The first written rhetoric issue was the use of an introduction. In their Arabic and English essays both subjects indicated that the use of an introduction was an essential part of the essays that they wrote for this study. The nature of introduction in both languages is equally important (Taher, 1990). For example, in stage one of this study Ahmed wrote the following sentence in his E1:

When I was a child, nearly between six and seven years, I was studying in Elementary school (Ahmed_E1-R p. 179)

This sentence was the first sentence of the essay. The subject indicated that he would write about his elementary school, introducing the reader to the topic of the essay. Such knowledge was not articulated by him, even when he used it in his essay. During the stimulus recall the researcher asked him to identify the introduction, but he could not. In A1 he was able to identify the introduction and to tell its purpose. This indicated he was able to learn the usage of introduction in the A1 essay, but not in E1.

منزلي السابق أو منزلنا كبير، وهو عبارة عن شقة مكونة من أربع غرف، ومطبخ، وصالة، وكذلك دورتي مياه تقع هذه الشقة في الدور الثاني من العمارة الواقعة في حي المعابدة بمكة المكرمة.

[Our house or the large house, which is an apartment, consisted of four rooms, kitchen, living room, and two bathrooms. This apartment is located In the second floor in the Almuabedah quarter in Mecca Al-Mukarmah.]

Ahmed's A1 consisted of an introduction and three other paragraphs. In the first paragraph, which is the introduction he stated his these statement and elaborated his essay in the other parts.

The introduction is an important part of any essay because it gives the readers an indication of the topic of the essay. In most essays written for this study the subjects failed to use an appropriate introduction. For example, in Ahmed's E1 there is no introduction. He starts his essay by writing about his elementary school without saying why he needs to do so. He does not indicate what he is going to present to his readers. In Ahmed's A1, the subject fails to introduce the fact that he is going to respond to the following prompt: Describe your previous home. Instead he writes about his house without mentioning that it is his previous house or that he is going to describe it. In the stimulus recall he is asked why he did not mention that he is going to describe his previous house or indicate that the essay is a description of his previous house. His answer was

[It is obvious for my readers that what is written is a description of my old [previous] house. (Ahmed, A1, Stimulus Recall, p. 210).

He seemed unaware of the importance of an introduction, because he had failed to learn its importance at this stage of ESL learning.

In stage two both subjects were able to use introduction in both languages. They indicated that this part of the essay was important because it prepared the readers for the topic of the essay. For example, Suliman wrote the following paragraph to introduce his essay:

According to an interesting place in my country, I will write about Makkah. Because it's the holy city also it's the center city for all Muslims in the world. (Suliman, E2, p. 181)

During the second and third stages, the subjects were able to develop the concept of an introduction and improve it. For example, Suliman was able to state what he would write about in the introductory paragraph.

Any student during his study life may be he likes to talk about his school, which he loved and why he loved this school, So he always talk or he describe this school to the people, so I will describe my university here because I got a lot of experience there. (Suliman's E1-R, p. 160).

The teachers indicated that the introduction was part of their teaching curriculum, because they teach a bottom-up approach.

Q: How do you teach writing?

Um, but like going along with the ELC curriculum, we teach them, you know, from -- well, it's kind of bottom up. We teach them paragraphs. There's a separate course for grammar but of course grammar becomes involved in the writing and then teach them the structure for long pieces and do a lot of guided practice. (Suliman's Teacher's Interview, p.200)

This section noted that an introduction was rhetorical knowledge that students were aware of before they started learning English in the USA. They were able to develop this knowledge and enhance it during their exposure to ESL training. Thus they were able to demonstrate this knowledge and to use it in both languages.

4.3.2.2. Usage of Support

The second rhetoric issue is the use of support in writing. The subjects demonstrated in the first stage that they did not use support as required. Their E1 essays lacked support:

I studied my Eelementery study at Abdulah Ebn Masaud school that 20 yers ago. Placed my school in Makkh, Saud arabia, AlMalaway street that a school had four flour. in the first flour thes school Manejar, and in the secand flour there are Two class, to fourth class, and fiveth class, . and there is one class in therf class for sixth class. in the fourth flour to third class, second class and ferist cass.

there are also sevel of the othear in my school for a scines diffrant.

that school was studeis, Quran, Math, Hostary specially the Eslamic Hostory, Geography, and Hadith. Or any thing speciall of Eslam . My school seem to be useful I go to the school from, saven in the morning to one ore tow in afternoon. Some time before that. I thin got to many usvol from that school. (Ahmed E1 p. 176).

In this essay the subject is unable to use any sentences to support what he wants to present to his reader. For example, Amhed stated that his school is a useful place “My school seem to be useful ,” but he did not provide the readers with the required support for his opinion. In their A1 essays the subjects were able to use many sentences as support; in A1 they knew how to present facts, and then support them with other sentences. For example,

أحمد عرف هذه الغرفة وهي أشهر الغرف عبارة عن مجلس استقبال الضيوف. فبما نشير أنه القديم بأثاث جديد لأننا استقبل فيه ضيوف كثير
[We replaced our sitting room's old furniture by new furniture, because we usually invite many people and we use to receive them.] (Ahmed, A1, p. 184)

In this sentence the student presented a fact that he had changed his sitting room furniture. Because the readers were not aware why he did that, he supported his statement with a reason that made his sentence more acceptable.

During the stimulus recall, the subjects were asked if they felt that support was an important element of writing. They pointed out that it is an essential part of the writing process.

[Frankly nobody will believe you if you do not provide them with supports] (Suliman, E1 Stimulus Recall, p. 264)

Stage two showed that the subjects were learning the usage of support techniques. They demonstrated this technique in their E2 and A2 essays. The subjects demonstrated that it is part of writing to support what they have said in their essays. According to Suliman, good writing does not just present facts and ideas without proving what has been said. Supporting ideas with sentences that advocate the idea they are presenting makes the assertion more powerful:

What I have learned is that supporting is the way to give your writing credibility and that can be by giving examples and reason of what you are trying to say. Without such support writing may be weak (Suliman, E2, Stimulus Recall, p. 222).

It appeared that the subjects learned to use supports in their E2 and E1-R essays. Ahmed's E2 improved when the facts that he presented in his essay were supported. For example,

I know, Makkah city is very hot wather, but any one wen he live in Makkah, i'm sure he will feell wnderfole feeling, and he may cann't to live away from it. Taht because I was many people came to Makkah, then they could not go out it.

One of my friends, he come from, bakstan came to Makkah for a job but, while he living in Makkah ssome time, he said my, "I can't go back to bakstan, because I cann't live a way from Makkah. (Ahmed, E2, p. 177).

The subjects were able to develop their knowledge and used it appropriately. Teachers when they were asked how they taught writing last semester, emphasized the usage of support among other important writing techniques in classrooms.

Um, but like going along with the ELC curriculum, we teach them, you know, from -- well, it's kind of bottom up. We teach them paragraphs. There's a separate course for grammar but of course grammar becomes involved in the writing and then teach them the structure for long pieces and do a lot of guided practice. (Suliman's Teacher's Interview, p. 200)

It is obvious that instruction helped enhance this particular rhetorical knowledge (usage of support in writing), and the subjects were able to use this technique in both languages.

4.3.2.3. Cohesion

The third important rhetoric issue is cohesion. Cohesion is defined by Halliday and Hasan (1976) as a textual component that the explicit cohesive ties and the semantic relations which exist between them and their references are what connect sentences with each other and create unity. The subjects failed to demonstrate proper knowledge of cohesion.

During the stimulus recall when Suliman was asked if he paid attention to cohesion when he wrote, he indicated that it is by nature that the topic's parts should be connected with each other:

*[Well I think that when I write I will write things that are related to each other]
(Suliman, E1 Stimulus Recall, p. 263)*

In stage one it was noted that Ahmed did not pay attention to the concept of cohesion in his writing. For example, he started his last paragraph in E1 writing about the topics that his school covered during the year. All of the sudden he moved to the time he used to spend in school. Such a shift indicated that he lacked did not employ cohesion in writing.

there are also sevarel of the othear in my school for a scines diffrant. that school was studeis , Quran, Math, Hostary specially the Eslamic Hostory , Geography, and Hadith. Or any thing special of Eslam . My school seem to be useful I go to the school from, saven in the morning to one ore tow in afternoon. Some time before that. I thin got to many usvol from that school. (Ahmed E1 p. 176).

Such a topic shift indicated that the subject was not aware of the importance of cohesion, so he mentioned another topic that had no relationship to the previous sentences. When Ahmed was asked why he shifted his topic in the third paragraph, he indicated that he was still writing about the same topic:

[You mean the second time, I think, you know it is the same thing that I am still talking about the same school.] (Ahmed, E1 Stimulus Recall, p. 222)

During stage two Suliman indicated that he learned in America that each paragraph is required to have a connection with the previous paragraph and this connection can be anything:

Q: What is the biggest difference between how writing is taught in your native country and how you have studied writing in America?

-- [One problem I think teachers in Saudi Arabia have to solve is to teach students how they can relate their paragraphs to each other. Once they learned that they will produce a well

organized piece of writing. (Suliman A2 Interview p. 308).

Stage two's data analysis indicates that the subjects were unable to observe the importance of cohesion before they began their ESL training, although they do observe it in their Arabic essays. Examining A1 (by the researcher and the Arabic rater), it appeared that the subjects observed cohesion in their writing.

*أحد غرف هذه الشقة وهي أكبر الغرف عبارة عن مجلس
لاستقبال الضيوف، قمنا بتغيير أثاثه القديم بأثاث جديد لأننا
أهملنا (Ahmed, A1 p. 160) استقبال فيه ضيوف كثير*

[One of the rooms is the setting room, which considered to be the largest room in the house. We changed the furniture of this room, because we receive many guests in this room].

In this example, the subject connected the two sentence using a pronoun to indicate that what he meant is the largest room. In the second sentence, the subject repeated the word (furniture) to emphasize the point that he wants to explain to his readers. This repetition in Arabic is considered one method of cohesion. Moreover, the subjects employed many cohesive devices such as 'on the other hand', 'first', and 'overall' which indicated that they observed cohesion in their Arabic writing.

During stage three the researcher compared A1 and A1-R and E1 and E1-R, and found that some improvement had occurred.

*هذه الشقة عبارة عن أربع غرف ومطبخ وصالة ودورتي مياه إحدى
هذه الغرف مخصصة لاستقبال الضيوف كما هو معمول به في
المملكة العربية السعودية مفروشة بطبيعة الحال بما يسمى*

*(باطرمة) وهو شبيه بالكاتب وأيضا (زوالي) وهي فرش شبيه
بالسجاد تختلف عن الفرش التي تباع بالترحيث أنها عبارة عن
نسيج يدوي أو عن طريق الماكينات إلا أنه ذا قيمة يعرفها الناس
هناك (Ahmed A1-R, p. 166)*

[This apartment consisted of four rooms, kitchen, living room, and two bathrooms. One of these rooms is specified as a gusts room. It is furnished with what is known as "Batermah," which is similar to the western sofa set. Moreover it is furnished with rage which is similar to the carpet, but differs in the way it was made. Rages are hand made, and expensive, and people know its value]

In these sentences, the subject used the same way of cohesion which is the repetition of pronouns and names. In addition to that he used cohesive devices (transition words) to connect his sentences. The subjects were unaware of the importance of cohesion before they began their ESL training, but when they completed their ESL training, they became somewhat aware of this issue and developed the same cohesion.

Part of cohesion is the use of specific lexical items, which helps connect sentences or paragraphs to each other. The subjects were able to use some cohesive devices such as first, second, etc. But many times they dropped them, indicating that they needed to improve their knowledge of these devices. From the data analysis of stage one, it appears that the subjects were unable to demonstrate a complete mastery of these devices. In E2 Ahmed wrote about his city of Mecca. In the first paragraph he wrote about the first reason why he wanted to write about Mecca; in the second paragraph he wrote about the second reason. Then he started his third paragraph by writing about the holy mosque in his city without connecting this paragraph to the previous one. It seemed as if he was writing about another topic or beginning another essay. When he started his fourth paragraph, he wrote about Mecca's weather with no indication of the new

topic or connecting this paragraph with the previous one. Such usage indicates that the subject needs to learn more about cohesive devices.

Interestingly, stage two showed some improvement. Ahmed demonstrated that he had learned a few concepts about the usage of cohesive devices, but had not yet mastered them.

When I was a child, nearly between 6 and 12 years, I was studying in Elementary school.

The location of this school is Saudi Arabia, Makkah, Almalay Street. The school was called (Abdullah Abn masaud) It was consist of 4 floors and it was 6 class, and the other floor was special for the teachers and the administration office. All the teachers and students were from Saudi Arabia, and all of them were men, as well as this school was other things. For example, small restaurant and special place for the football and basketball.

How ever we weren't very happy because we couldn't go out the school during the rest or breaks between the classes, because that wasn't allowed. I can't remember all things about that school but I can say "I have beautiful memories about it" (Ahmed's Essay E2, p. 178).

In his E1-R, a revision of E1, Ahmed indicates that he is in the process of learning the importance of cohesion and cohesive devices. Ahmed starts E1-R with an opening statement, which says he will write about his elementary school. In the next paragraph he writes about the location of that school, and uses the word "school" as a connection between the two statements. Moreover, he uses the word "it" to indicate a connection between the sentences that he uses to explain his idea. In the same paragraph he used the word "for example" to connect his supported sentence with the previous sentence. Finally, in the last paragraph he uses the word "however," which appears for the first time in his essay, as a cohesive device to show a sort of transition. This use of cohesive devices indicates that he is in the process of learning the importance of connecting ideas and statements with each

other to produce a well-organized essay. However, Ahmed and Suliman both still need to learn the best ways to use cohesive devices.

4.3.2.4. Conclusion

The fourth rhetoric issue this study addressed was the conclusion. Subjects were aware of this issue before they were exposed to ESL training, but did not understand its significance. Stage one showed that the subjects were unaware of the reasons that they should use such a technique:

- *[Conclusion, you mean the last part of my writing? .. I know that it is recommended for writers to end their writing with a summary where they make it easy for impatient readers to know what does the writer want to say in this piece of writing]. (Suliman Al Stimulus Recall p. 276).*

Such statement illustrate that they were unsure about the importance of a conclusion in their English writing, although they used it in a broader sense. They believed that it was a required part of the writing, but did not see it as essential.

Suliman, for example, ended most of his essays with a sort of summary:

First I want to write about the HOME UNIVERSITY it's located in Alzizia Street in Makkah, I attended since 1986 my Major was Social work, and I graduat since 1990 with grade 3.286 (very good)

Second my secondary school, also located in Makkah at Alsteen Street, lattended it since 1983, and it's give commercial studies to the studets. During three years they attend and I graduate since 1985 with grade very good.

The third, my elementary school, it's also located in Makkah at Al Mansour Street, I attended it since 1980, and its a governmental school as any elementary schools in Saudi Arabia, and in this stage, I start studying English language, because in Saudi Arabia, The English Language study strat from the Elemertary schools, and in this stage also, I met with deferent students, Because they came from deference Areas in Makkah, and this gave me more experince in my lifetime, Because, I was yong

In sum my say, I want explane that, I took more experience in my life time during, I attended those stagies, and I want write that my best days in my life was it in the university, Because its was the real stage, and I don't forget the roles and knowledges I took from the secondary and elementary schools was great. (p. 180).

This conclusion did not really reflect the whole idea of the essay. Actually it is another paragraph that tells the readers that the best stage was his life at the university. However, a conclusion should link the main idea of the text to the future or to some broader issues not specifically covered in the essay (Leki, 1989). In this essay the subject introduced a new idea to the readers not mentioned earlier in the essay.

In stage two the case remained as it was with little improvement. Ahmed did not end his essay with a conclusion, while Suliman ended with what he called a "summary." Ahmed was asked during the stimulus recall about why he did not use a conclusion in his writing. He answered that he usually ended with a few words to explain to the readers the purpose of his essay:

- You finish with words which explain to the readers what was your purpose of the writing of this paper. (Ahmed E2 Stimulus Recall p. 226).

During stage three, the situations basically remained unchanged. Ahmed ended his E1-R with a broad conclusion, indicating that he had learned some writing organization in his ESL training:

When I was a child, nearly between 6 and 12 years, I was studing Elmentery school.

The location of this school is Saudi arabia, Makkah, Almlay Street. The school was called (Abdlah Abnmasaud) it was consist of 4 flours and it was 6 class. In each flour has 2 class, and the other flour was spicail for the tetchers and the admnestration ofice. all the tetchers and student were

forom Saudi arabia, an all of them were men, as will as this school was onthoer things. For example, small restrant and spicial place for the football and basket ball, how ever we werent very hapy because we couldn't go out the school during the rest ore breaks between the classes, becaus that wasn't allow. I cant rembar all thing about that school but I can say "I hav buteful rembers about it (Ahmed, E1-R, p. 178)

Teachers stated that they taught their students all elements of writing essays.

In stage three, for example, the teachers indicated that part of their curriculum was to train ESL students how to write English essays (the structure for long pieces).

Q: 7 How do you teach writing? What approach do you use in teaching writing?

Um, but like going along with the ELC curriculum, we teach them, you know, from -- well, it's kind of bottom up. We teach them paragraphs. There's a separate course for grammar but of course grammar becomes involved in the writing and then teach them the structure for long pieces and do a lot of guided practice. (Suliman's Teacher Interview, p. 200).

The subjects appeared unaware of the importance of these issues before they started their ESL training and even after their the ESL training, they still needed to learn and improve in terms of observing rhetorical structure in their writing. It is important to note that they improved after their ESL training, but they have not yet completely mastered these areas.

Research Question 4- How does the instruction affect the subjects writing process and product after they begin ESL learning.

Research Q question 4 stated: How does the instruction affect subjects' writing product and process after they begin ESL training? This study examined the effect of instruction on the way students organized and produced their writing. This study indicated that the subjects were affected by instruction and began to better organize their writing as they benefited from instruction in English writing. The following offers an analysis pertaining to Research Question 4

After they arrived in the US, the subjects immediately spent approximately fourteen weeks studying English. Once they were finished with this training, they were asked to write other essays in both languages, and rewrite their first essays (see Chapter Three for more details). During the second stage of this study the subjects demonstrated they had learned new writing techniques. In general, their writing seemed to improve.

The purpose of this section is to pinpoint any changes in the subjects' writing process and product after they were exposed to ESL training. To determine the instructional effect on the writing process, subjects' essays written during stage one of this study (A1 and E1) were compared to A1-R and E1-R to determine how the subjects improved in terms of writing process.

Subjects	Areas	Before Instruction	After Instruction
Suliman	Pre-Writing	No Pre-Writing Activities	Reading, Planning Before Writing
	Writing	Writing With Many Pauses	Fewer Pauses
	Revising	During Writing	During And After Writing
Ahmed	Pre-Writing	No Pre-Writing Activities	Not Much Change
	Writing	Writing With Many Pauses	Little Change
	Revising	During Writing	During And After Writing

TABLE 2: INSTRUCTION AFFECT ON STUDENT WRITING IN ENGLISH ACCORDING TO DATA ANALYSIS, STIMULUS RECALL AND INTERVIEWS WITH TEACHERS AND SUBJECTS.

4.4.1. Prewriting

At the prewriting level students did not engage in any prewriting activities such as planning or organizing. Table 2 summarizes that students did not practicing any prewriting activities in stage one. Stage three indicated that the subjects developed in the area of prewriting after they were exposed to ESL training. Ahmed began his A1 and E1 writing without planning, believing that planning was a mental activity. He indicated that he had read the entire prompt and understood what it asked for, decided what he should write, then began writing. In reality, he changed what he decided to write about during his actual writing activity. When asked in the stimulus recall if he changed his plan after he started writing Ahmed said:

[Well, I started writing putting in my mind few ideas that I may be able to explore, but when I found that such ideas are not expandable and may be changed I did changed them.] (Ahmed E1 Stimulus Recall, p. 220).

During the second stage of this study subjects indicated that they acquired a great deal of knowledge about the prewriting technique. They felt that what they learned in the USA helped them realize that prewriting is an essential part of writing:

[I am positive that what I learned here is important and I am sure it will enhance my writing] (Suliman, E2 Stimulus Recall, p. 265)

During observation in stage three, the subjects appeared more organized in their A1-R and E1-R essays, (a revision of their A1 and E1). Their feelings about their first writing was that such writing was not based on theoretical bases.

[Writing without planning, or organization is not reliable. I feel that making a plan for myself before I start writing will make my writing more organized. Before I came to America I used to begin my writing without thinking about how I will write, but I would stop in the middle of my writing and I did not know how I complete it. Sometimes I finished writing without completing all its components, of course, because I do not have enough ideas about it. My feeling is that following a sort of plan will make writing more organized.] (Suliman Stimulus Recall E1-R, p. 270).

Suliman started his E1-R by reading his E1 essay. He wondered why it was full of errors. He knew that he was asked to rewrite E1 using the same prompt. Interestingly he started reading E1 and wrote on another sheet of paper a few sentences (he called it an outline). Next, he started his E1-R following the outline that he had created. Once he completed his essay, he read it over. During this reading, he made a few changes, identifying them during the stimulus recall as grammatical and style corrections.

The teachers indicated that using process-oriented teaching methods was the approach that they followed to teach their students prewriting techniques:

A.: How do you teach writing?

T:.. ... I am process oriented and I do, um, I like to do pre-writing activities. (p. 206)

The subjects learned that writing with planning and organizing is more reliable than writing without any prewriting activities. They learned that writing

should be started outside the actual writing papers, then transferred to the actual writing sheet.

4.4.2. Drafting

During the stimulus recall and interview the subjects demonstrated that before ESL training, they wrote in a manner that differed from what they demonstrated after they were exposed to ESL instruction. Before they started their ESL learning, the subjects paused for long periods of time while writing. They were unable to develop their ideas and write fluently. Ahmed suggested the reason behind these difficulties, by saying:

-- [Actually it is obvious for anyone who learned writing, in Saudi Arabia, that in Saudi Arabia education system writing is not given much attention. Students learn the basic elements of writing and after that they were not exposed to writing. In my university I learned new writing techniques which did not help me much. But once I started learning English here in the USA I felt the difference.] (Ahmed E2 Stimulus Recall p. 225).

Suliman, when asked why he had paused a long time during his first Arabic and English essays, answered that he had learned many techniques and practiced writing on a daily basis. He also thought that learning writing as an individual curriculum is more beneficial than learning writing as a part of a curriculum. He added that:

[Writing in my country is not as important as in the USA. I used to learn writing once a week, and sometimes in the last hour in our schedule, so when we start this class most of us are tired and unwilling to hear from the

teacher. Ironically, this period many times was used by other teachers in my school. For example, if the physics teacher could not finish his syllabus, he would borrow the writing period to be used as a physics class. More important is that teachers who used to teach it are not professionals. They are from different fields such as Islamic curriculum or social studies and so on. I think the most obvious fact is that the concept of teaching writing in my country is not taken seriously.] (Suliman E1-R Stimulus Recall, p. 271).

After ESL training the subjects' writing was greatly improved. The subjects learned how to organize their writing, how to develop an idea and how involve their readers in their writing. Ahmed's teacher believed that he had changed for the better. He was able to express himself better than before.

He did do relatively well in grammar passages. Um, he, and his writing definitely did get much longer .. He definitely did learn and progress

When he [Ahmed] started writing, he wrote very very short things, although actually I suppose for the last number of weeks, we haven't been writing in class .. He started writing very little and very repetitive things when he was doing in class writing, and now he has gotten much longer. (p. 207).

It is clear that the subjects, before they started learning English in America, were unable to develop their ideas or clarify their points as needed. The same thing can be said about their ability to write following their completion of their ESL training.

4.4.3. Revising

One important technique of writing that the subjects were unable to make use of was the revising technique. Before they learned about English writing, the subjects did not allow time for revising. They edited while they wrote. They often stopped writing from time to time to read over their writing and change what they felt needed to be improved. When the subjects finished their ESL learning they began to allow time to read their papers over before they turned in their writing.

Ahmed indicated that he felt revising was not important, because he thought that once a person was sure about his own production, there was no need to double check it. But when he learned English writing techniques here in the USA, he noticed that it was important for him to reread his own writing and correct what he felt necessary. He thought that writing would not be complete if it did not include the revising process. He added:

Q: What is the biggest difference between how English writing is taught in your native country and how you have studied writing in America?

[One important fact that I learned here in America, is that do not put your writing on the paper and give it to your teacher without rereading it one or two times. I used to read my papers during my writing, and many times I found minor errors and I used to correct them, but when my teacher returned my paper, I found that he caught many minor errors that I should not have made. I realized that it is because I do not edit my paper before I hand it to my teacher.]
(Ahmed E2 Interview p. 265).

The subjects indicated that ESL instruction affected their way of organizing, planning, drafting (actual writing) and revising their essays. This section demonstrated that the students were affected by instruction so that they began organizing their writing in a suitable manner. During prewriting, the subjects indicated that using prewriting activities was essential to their writing. The subjects were also able to develop the manner in which they wrote. Before they were exposed to ESL training, they were unable to produce well-organized writing, but after ESL instruction their writing became more organized. Finally, subjects benefited from instruction in terms of revising. They learned that revising after the actual writing was more beneficial than revising while writing.

The purpose of this chapter was to present the analysis of the data collected for this study. As is clear from the arguments presented previously, Saudi graduate students need to improve in English writing. Before they were exposed to ESL training, Saudi graduate students faced writing problems during prewriting, writing and revising stages. Once they completed their ESL training, many of these problems were resolved..

This chapter also reveals that the subjects, before being exposed to ESL training, were unaware of the importance of many grammatical issues, such as subject-and-verb agreement, the way that English sentences should be ordered and the usage of articles, tenses, vocabulary, spelling and punctuation. Even though the subjects were able to improve in sentence order they needed to learn more about other grammatical areas.

Section three of this chapter reveals that the subjects, before their exposure to ESL training, were unaware of many rhetorical issues, such as the topic sentence, the use of supports, cohesion, cohesive devices and ending their essays with conclusions. However, when they completed their ESL training, subjects were relatively aware of the importance of these areas, but still needed more training and development. This study revealed that subjects were able to identify their audience when they wrote in both languages, but needed to develop in the area of rhetorical structure.

In terms of instruction, section four demonstrated that the subjects were affected by instruction and started to organized their writing better as they benefited from ESL instruction. This also revealed that the subjects needed to improve in organizing their paragraphs, and using introductions and conclusions.

Overall, these improvements and changes in writing behavior have many implications. Chapter Five will present the discussions and the implications and conclusions of this study.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1. Introduction

The preceding chapter concerned an investigation of a number of queries related to the writing process of Saudi graduate students. This chapter is an attempt to sum up the findings of this research with an emphasis on implications for a more adequate understanding of the writing problems faced by Saudi graduate students. Therefore, this chapter discusses the results presented in Chapter Four and their implications, and includes some possible explanations for these findings, and proposes a syllabus design for teaching English writing to Saudi students as well as suggestions for further research.

The findings of the current study suggest that it is possible that the current English teaching and writing situation in Saudi Arabia affects the level of Saudi student writing and contributes to the problems that Saudi learners of English have in an English environment.

5.2 Results of Analysis.

The goal of this study was to answer the research questions and examine the following three general claims to suggest better ways of teaching English writing to Saudi graduate students:

- 1.Despite seven years of studying English as a foreign language in their home country, some Saudi graduate students who learn English for academic

purposes are not considered "good" writers of English when they begin their graduate studies,

2. Writing-skill problems faced by some Saudi graduate students learning English for academic purposes may attributed to rhetorical and linguistic factors.

3. The common assumption, of most Saudi English teachers, that a "good" writer is the one who knows a large amount of vocabulary and grammar only is not always valid.

The data analyzed in this study suggested that teaching English writing in Saudi Arabian universities needs to be reconsidered. The following is a discussion of the results of the three assertions.

5.2.1. The First Assertion

This study suggested that a need is apparent to reconsider the present situation of writing skills of Saudi graduate students. Assertion one claimed that some Saudi graduate students are not "good writers" despite the seven years that they have spent learning English in their home country. The analysis of first stage essays (A1 and E1) indicates that the subjects were incapable of producing well organized essays and that they produced essays with many shortcomings. The subjects did not realize the importance of prewriting activities until they were exposed to ESL training. Moreover, it appeared that subjects were often incapable of producing more than one draft before they were exposed to ESL training. However, when they became aware of the importance of writing more than one draft, they started producing more than one draft as subject Ahmed's A2 and subject Suliman's E2 indicated. Furthermore, it appears that they believe when it

is possible to express and present ideas in one draft, then it is unnecessary to write more than one. They spent so much time choosing vocabulary and expressions that there was not sufficient time to write another draft. Finally, the subjects were unable to allow time for revision, but revised as they wrote. Overall, the findings of this study were supported throughout. Zamel (1983) found that unskilled writers revise less and write less than skilled writers as they focused on small bits of the essay and edited from the beginning to the end of the process. Thus, when the subjects of this study were exposed to ESL training they indicated they learned the importance of revising.

The subjects were incapable of producing acceptable English writing when they completed their English studies in Saudi schools, and when they started their ESL training in the USA. Therefore, assertion one appears to be upheld by this study.

5.2.2. The Second Assertion

Assertion two, which stated that “Writing-skill problems faced by some Saudi graduate students learning English for academic purposes are attributed to rhetorical and linguistic factors,” was evaluated during the stimulated recall, observation and teachers’ and subjects’ interviews. The result of these methods indicates that students experienced rhetoric and linguistic problems when they wrote English essays, and also indicates that writing problems of some Saudi graduate students could be attributed to such problems.

The second assertion is possibly true. It appears from the findings that both subjects seemed to encounter writing problems possibly attributed to both linguistic and rhetorical factors. Teachers, as well as subjects, believed that the

subjects need to improve in both the linguistic and rhetoric areas. During the stimulus recall the subjects indicated they needed to learn the appropriate expressions for expressing themselves in English. Also, this study discovered that students were able to learn some writing techniques when they were exposed to ESL training.

The claim that linguistic and rhetorical factors both can contribute to the difficulties faced by some Saudi graduate students when they communicate in written English, is perhaps supported by the data. In the interviews subjects indicated that they were incapable of producing well-organized essays because they were unable to learn the required rhetoric for writing as they had not yet mastered the linguistic components of English. Both factors, the current study suggests, may contribute to producing well-organized English essays.

5.2.3. The Third Assertion

Prior to this study the subjects were assumed to have acquired a great amount of vocabulary and grammar before they started their academic studies. Unfortunately, the results of this study, as indicated in Chapter Four, indicate that these subjects had a limited knowledge of vocabulary and grammar. In addition to vocabulary and grammar, organizing and using good writing techniques are important components of learning writing. Thus, the results of this study indicate that the subjects did not learn the prerequisites of writing which include vocabulary and grammar, besides other necessary writing conventions.

5.3. Conclusions Based on the Research Findings

This study attempted to locate the source of the problems that might prevent Saudi graduate students from writing acceptable English. This study substantiates Celce-Murcia's assertion (1991: 233) that "The ability to express one's ideas in written form in a second or foreign language and to do so with reasonable accuracy and coherence is a major achievement; many native speakers of English never master this skill."

From the findings of this research the data analysis, observation, teacher and subject interviews and stimulus recalls, it is obvious that subjects need to develop organizational, grammatical and rhetorical skills. The following section discusses these three areas.

5.3.1. Organizational

Many ESL learners use different first-language organizational patterns when writing English. Ostler (1987) found that Arabic-speaking students writing in English use language and organization that places the writing near the oral end of the continuum, such as long sentences joined by coordinating conjunctions, repetition and syntactic balance.

Teacher interviews indicated that some Saudi students are incapable of producing good writing because of the problems that they encounter when they attempt to organize their writing. Thus data analysis suggests that subjects need to learn how to organize their English writing using an introduction, support and a conclusion. One way to achieve this is by allowing the students to practice

writing, arranging paragraphs and writing aloud techniques that are described in section 5.4. of this chapter.

Arranging paragraphs activities allow the learners to determine and pinpoint the essay order when they determine the introduction paragraph, the body paragraphs and the conclusion. Moreover, the teachers are recommended to teach their students to read texts that contain the main parts of the academic essay such as the introduction, and conclusion and to discuss the differences and similarities of these essays with each other. Moreover, teachers are recommended to ask their students to write outlines of essays and discuss them with others in order to be aware of the main parts of academic essays.

Data analysis indicated that before ESL training subjects did not use introductions in their writings as they had not learned such usage in their home country, but once they completed their ESL training they demonstrated they were capable of using an introduction in their English writing. Taher (1990) claimed that Arabic-speaking subjects who had completed learning English writing in the USA, used an introduction in their Arabic writing similar to the introduction that is used in English writing. Therefore, this study suggests that English writing instruction in Saudi Arabian universities should emphasize the practical usage of an introduction in writing in both languages. Section 5.4. of this chapter provides activities and techniques that help students learn the use of introductions with written English.

In addition, the data analysis indicates that the subjects were incapable of using supports in their English essays, but after ESL they were able to use this writing

technique. This finding suggests that instruction helped subjects enhance their writing by using support in their English writing, which suggests, therefore, that teachers in Saudi Arabia need to emphasize this particular technique when teaching English writing to Saudi students through shared writing discussed in this chapter.

In addition to the usage of introduction and support, the data analysis indicates that subjects were incapable of using a conclusion in their English writing. Despite the ESL training they underwent, the subjects still needed to learn and improve in this particular area. Building upon this finding, this study suggests that Saudi Arabian teachers be required to emphasize this particular writing technique as described in the syllabus design in section 5.4 of this chapter.

5.3.2. Rhetorical

The subjects of the current study were initially unskilled in writing in a way that satisfied standard English writing requirements and from the data analysis it appeared students needed to learn the importance of cohesion and cohesive devices in their writing.

For example, Tannen (1994), who studied coherence in both oral and written discourse, stated that coherence is the underlying organizational structure that makes words and sentences in a discourse unified and significant for those in a particular discourse community.

Furthermore, cohesion has been identified as a subcategory or sub-element of the underlying organizational and inferential concept of coherence (Halliday & Hassan, 1976; McCarley, 1985; Yule, 1985). Whereas coherence involves the complex interaction between text participants' cognitive process' knowledge of

language, and word knowledge (Bleuze, 1991), cohesion may also be defined as the complicit linguistic used to convey information, more specifically the discrete lexical “cues” (Gumperz, 1977) used to signal relationships between parts of discourse.

Studies of coherence and the use of cohesion devices indicate that the organization and the signaling cues which enable participants to make relevant connections between and among ideas, sentences and paragraphs, are culture and modality specific (Gumperz, Kaltman, and Connor, 1984). That is why writers, whose native language is not English, use organizational and cohesion devices differently than native speakers.

Data analysis suggests that subjects were unaware of the methods that would help them produce a coherent piece of writing as when they wrote, they were incapable of producing well-organized writing. They could not connect their writing in a way that made their writing understandable. Therefore, it is suggested that when teaching English writing to Saudi graduate students, teachers should pay particular attention to this area of rhetoric to help students produce acceptable writing. To achieve this goal teachers should use “writing aloud” techniques, which allow students to visual the importance of connecting the different parts of the essay. Specifically, the teacher may ask his class to help him write a letter, for example, to the program organizer asking him to allow them to go on a field trip. Students will supply the ideas and the necessary information. The teacher will discuss the relationship between each paragraph and the next. It is also important

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for the teacher to make sure that the different rhetorical techniques necessary for writing are discussed before the conclusion of this letter.

Another important writing feature is the use of cohesive devices, which connect sentences or paragraphs with each other. The subjects were able to use some of the cohesive devices such as first, second, etc., but, as data shows, they often did not use them, indicating they needed to learn the correct use of these devices through the writing aloud technique discussed above..

5.3.3. Grammar

Grammar has often been viewed as an incompatible element in language teaching, and many teachers believe that grammar emerges when writing and reading are taught. But the findings of the present study suggest while many students are taught writing, their improvement is not sufficient in the area of grammar as the subjects demonstrated they were incapable of writing essays that were free of basic grammatical errors. For example, tense is one area in which Saudi students were incapable of improving to a degree that helped them produce acceptable English writing, even after ESL training. As noted in Chapter Two, English and Arabic tenses are not identical. In the essays written for this study, the students indicated they were incapable of producing essays without tense errors, moving from one tense frame to another tense frame without indication, or leaving the verb without tense marks. Essays that were written for the Third Stage of this study indicated that subjects were able to identify some of the tense problems and correct them, which indicated that they were learning. However, teachers need to teach students the importance of tense usage through writing and

reading practice. One way to achieve this goal is using guided writing techniques. When the students learn tense usage in their grammar class, the writing teacher must make sure that students are able to put what they learn in practice. First the teacher should explain to them in practice the importance of tense using “writing aloud” technique. So when the student learned tense usage from the teacher as a model for writing, where the teacher does all the writing and the students watch and observe what the teacher writes, so in guided writing the teacher’s role is to support, facilitate and help students discover what they should write and how they should write it.

In addition to tense, subjects needed to improve in the area of vocabulary and word usage. In their English essays both subjects indicated that they were incapable of putting words in their proper places, and, as data analysis in Chapter Four indicated, they frequently translated words from Arabic and tried to put them into an English context (see Section 4.2.5, p. 95). Such translations, which were caused by the lack of appropriate vocabulary and the proper usage of words led them to use many English words incorrectly. Therefore, suggestions for teaching students to improve their vocabulary level and their way of using English word are discussed in section 5.4 of this chapter.

Another area where subjects need improvement is punctuation. Because Arabic writing had no clear punctuation system until recently (forty years ago, see Al-Furaih, 1984), when the English punctuation system (Radwan and Al-Furaih, 1984) was adopted, linguists applied the same usage to Arabic. Al-Khatib (1983: 15) declared “The punctuation markers are the same as Western ones, though they

are written upside down or backwards to fit with the right-to-left writing system.” Many schools theoretically teach punctuation to Arabic students using the same rules of English punctuation. However, the subjects in this study appeared unaware of these rules as they failed to demonstrate the correct usage of this technique.

Other studies found that the punctuation system of Arabic is not systematic. Koch (1983) claimed that Arabic punctuation does not follow any regular rule pattern such as that found in English. Taher (1990) claimed that Arabic punctuation provided no useful clue to discourse chunking, and that punctuation was poorly related to text in Arabic. However, one can emphasize the importance of Arabic punctuation in helping writers convey meaning. It has been noted that punctuation markers were adopted from Western writing systems, usually with the same meaning. When a writer uses them in a vague way, it is usually because of the writer's inadequate knowledge of the English rules governing the use of different punctuation markers. Nevertheless, it is suggested that the subjects in this study need to understand the punctuation system since it is considered one of the important parts of the writing program, and is taught in both languages. This study suggests that teachers use writing aloud technique which help the students, who have just started their academic studies, to realize the importance and usage of English punctuation

The data analysis of the current study indicates that the subjects lacked knowledge of English articles. During interviews and essay analysis, it was found that students during their ESL learning needed to learn the system of English articles.

The article system in Arabic is totally different from the English article system. One basic difference is that the English articles “a,” and “an,” do not exist in Arabic. The Saudi graduate students need to recognize this difference and adapt their previous knowledge to English writing, by learning the English articles. Through guided writing techniques that this study recommends to highlight the importance of the correct usage of English article, teachers are encouraged to teach the rules and usage of English articles with emphasis on the differences between the two languages. When the students learn the differences and similarities between the Arabic and English article systems, it is the role of the writing teacher to put this learning into practice. One way to do this is by employing guided writing. Students are asked to supply the teacher with the required information for a certain topic. The teacher writes an outline for this specific topic on the board, and asks them to write using this outline. During the writing the teacher supports and helps students to put this linguistic knowledge into practice.

Spelling also appears to be problematic for the subjects as the data indicates and they should learn spelling in order to produce easily understood writing. As Bean and Bouffler (1987) put it “It [spelling] is not and never can be learned by memorization.” Thus the Saudi graduate students need to learn English spelling, especially the sounds which are not part of their language, through writing and reading practice, and an emphasis should be placed on English spelling which allows them to spell English words correctly. One example that is suggested to teach spelling is the writing aloud technique. The writing teacher could bring a letter to class and read it and then ask the students to help him or her write a reply. Each

word that the teacher feels needs to be emphasized, the teacher may ask the class how do they spell a word like this. Then if a student gets the right answer, the teacher should praise him to encourage the others to participate. By doing this teacher will help the students visualize correct spellings and encourage them to participate.

5.4. Teaching Implications

The results presented in this study have specific implications for the researching and teaching of English writing to speakers of Arabic. As far as school instruction is concerned, many researchers who want to know how writing is taught in order to explain the problems learners face when they write have attempted to examine school instruction directly. However, the results have proved inconclusive. Leki (1991) cited a work by Cason (1992) concerning literacy instruction in Japan and the People's Republic of China, suggesting that reading and writing are complex and variously inscribed in cultures. Therefore, simple descriptions of reading and writing instruction in schools are probably inadequate, but schools are the most important source of acquisition for students' writing. Leki (1991), Eggington (1984), and others have noted that most students from India, Japan, and Korea receive little or no direct instruction in writing in their L1.

These studies and many others have emphasized the role of instruction in teaching writing. Therefore, the current study reviewed the current English writing syllabi in Saudi Arabia to pinpoint the strengths and weakness of writing

teaching, in order to develop a suggested syllabus that may help enhance the teaching of English writing.

Reviewing the Intensive English Program (IEP) syllabi issued by the English and Translation Department of Imam Mohammed Ben Saud Islamic University, the following has been noted: First, English writing is taught to the students who failed to obtain 80 percent or higher in the placement test conducted prior to the beginning of each semester. It is also taught as an introductory course to first-year students in the English Language Program (ELP) at the university (which is equal to English Composition 101). Second, not much emphasis is placed on writing process skills, but strong emphasis is placed on the product, leaving out the teaching of the writing process. Third, teachers are asked to follow textbooks and not to add or drop anything from the text; in fact, they have no right to change the text. Finally, only some of the instructors at this stage are specialized in teaching writing, and some evidence suggests that this is a factor in the poor performance of Saudi writers in English. For example, El-Sayed (1982) investigated the syntactic errors of Saudi freshmen English compositions. He found that most of the teachers at this level lacked academic qualifications in their fields. Thus he suggested that teaching English in Saudi schools should be conducted by professionally and academically qualified instructors.

It is possible, therefore, that these factors have affected the level of Saudi student writing and contributed to the problems that Saudi learners in this study have in learning English in an English environment. Thus when these students completed ESL training, they still are incapable of writing a well-organized essay.

In order to suggest that the syllabus of English writing might be adopted by the Arabic writing teachers in the college of Arabic, the current study reviewed the syllabus for teaching Arabic writing and found that teaching Arabic composition in Saudi schools is inadequate and needs considerable development. The syllabi for Arabic writing (Ta'bir) (see Chapter Two, Section 2.2.3, p. 17), issued by Imam Mohammed Ben Saud Islamic University, Arabic Language College consists of the following: First, composition is taught once a week for fifty minutes. First-year students (freshmen) are taught both oral and written composition. Second-year (Sophomore) students are trained to write short stories, newspaper articles and summaries, and how to paraphrase a poem in prose. All of this leaves out the importance of the writing process.

Therefore, the findings of the current study suggest that in order to improve students' writing skills, teachers should start with the basic instructions such as teaching through writing practice the usage of punctuation, the importance of cohesion and cohesive devices, and the correct spelling of English words. The following is a suggested syllabus for teaching English writing to Saudi students in both Arabic and English departments in Saudi Arabia.

5.4.1. Syllabus Design

One goal of this study is to provide useful information for academic institutions in the Arab world in general and to Saudi graduate students specifically regarding the Arab English for specific purposes (ESP) students' current ability to write well in both English and Arabic. Also a need to reconsider the present trend

for teaching English writing skills as part of the Intensive English Program at Imam University, Saudi Arabia must be addressed.

However, the features of the suggested syllabus will help in solving the problems of English writing that were described in Chapter Four. This syllabus will provide the English and Arabic writing teachers with guidelines for teaching English writing to Saudi students.

As mentioned before, one major goal of this study is to help guide syllabus designers in developing syllabi that will improve Arab EAP students' writing skills to enhance their linguistic and rhetorical competence and performance. One important fact that should be taken into consideration is that because of the rapid development in the education system in Saudi Arabia, the researcher would not specify the needs of the students, in order not to limit the syllabus to specific needs. The following offers a suggested syllabus design to teach writing to the students in the English Department at Imam University.

An EAP writing class at Imam University, Saudi Arabia, (IU) typically consists of literate, educated, adult male learners who have just begun their post-secondary studies. They are required to demonstrate English ability before they start their undergraduate studies. Therefore, they are required to enroll in Intensive English Programs (IEP) that are designed to enhance their English abilities before they start their academic career. Thus the purpose of these classes, in general, is to prepare the learners to function in the academic community.

The English writing classes that most students (undergraduate students) take in the English Department have been divided recently into two courses: the

introductory course that students have to complete when they enroll at the IEP, and the writing courses that they have to complete before the completion of their bachelors degree.

These classes are designed to train the students to write in an appropriate way. It follows the philosophy that students need many opportunities to practice various types of writings and within these to develop the different skills involved in producing acceptable written texts. Moreover, these classes are designed to prepare students to be capable of completing most tasks they are expected to perform, such as writing English newspaper articles and translating from Arabic to English and vice versa when they complete their bachelor degree.

To propose a syllabus for a university EAP writing course at IU, one would set up his syllabus to address the real-world target tasks of university student writings. Initially, one would conduct a needs analysis, which is "techniques and procedures for collecting information to be used in syllabus design" (Nunan, 1988: 14), to determine the real needs of the students before designing the required syllabus. These needs would then be classified into target-task types. Needs analysis gives the syllabus designers information about the specific needs and expectations that students hope to acquire. Before the instructor begins teaching students, he or she must decide which parts of these needs and expectations the students must have and when. The instructor will decide how the writing will be organized and what skills should be of primary focus and these aspects will form the body of the syllabus.

The class size this study is targeting is forty-five, post-secondary students who want to begin their undergraduate studies and need to develop English writing skills prior to this time. Thus once the students' levels and needs are identified, then pedagogical tasks would be derived from the task type of sequence to form the task-based syllabus that would prove useful for this course.

It is important to mention that in large classes peer activities are not recommended. In this case guided writing and shared writing activities are recommended because it addresses the whole class instead of individuals or groups. Moreover, individual conferences also are not recommended with large classes since the time required for each student make them unfeasible.

After completing the needs analysis, one must decide what type of syllabus he or she must use for teaching writing to pre-academic Saudi students. Thus this study recommends a task-based syllabus for many reasons. First, it uses activities that students must complete for noninstructional purposes outside the classroom as opportunities for language learners (Krahnke, 1987). Moreover, the intent of a task-based instruction (TBI) is "to use learners' real-life needs and activities as learning experiences, providing motivation through immediacy and relevancy" (Krahnke, 1987: 58).

In a situation like the EAP students in Imam University, which consists of forty-five students, who just have completed their high school study and have come to the university with limited writing experience, teachers who would conduct needs analysis might find that these students were unable to write English without linguistic and rhetorical errors. Also, a teacher might find that students

were unable to organize their writing as required. Therefore, for the purposes of proposing and suggesting ways of improving students in the grammatical, rhetorical areas that this study reported in Chapter Four the following would need to be addressed. As Purgason (1990) suggested what is taught is defined by students' needs. However, this study will assume that students' needs analysis resulted in the conclusion that in order for the students to write acceptable academic essays they need to learn how to handle grammatical and rhetorical issues such as word usage, amount of vocabulary, using tense appropriately, reducing spelling problems, using an introduction and conclusion as required, writing cohesively, and using appropriate support, besides learning essay organization.

After defining the needs of the students, teachers are recommended to inform the students about the main objectives of the course. It is recommended that English teachers at Imam University inform their students that building upon what they have learned in high school English classes, this English writing course is an attempt to introduce them to wider and richer writing concepts. This course is an attempt to let them understand the importance of writing with fewer grammatical mistakes, providing supports and examples whenever they present an idea. Moreover, they will learn how to use a topic sentence, an introduction and a conclusion. In addition, they will be asked to write in many ways such as journal writing, composition writing, and major papers. The following is a sample of the course objectives this syllabus is attempting to achieve

COURSE OBJECTIVES:

- **Editing**

One major objective in this course is to let students produce grammatically acceptable writing. During this course students will be introduced to some issues that helped students write with fewer grammatical problems, such as the appropriate ways of using English tense, articles, punctuation and increasing the level of vocabulary .

- **Topic Sentence**

In the first part of this course students will learn the importance of topic sentence in their writing. The importance of topic sentences is stressed by many writing teachers in the field of L1 as well as L2. In this course, students will be trained to use and recognize the location of the topic sentence in their writings and/or others writings.

- **Support**

An important technique that students are going to learn in this course is the usage of support. Students will be trained to use examples and explanation to support their ideas when they write. Moreover, students will be trained to use facts and opinions in their writings and to present facts before opinions.

- **Introduction**

One part of the essay is introduction. In this stage of learning writing students will be trained to map an introduction in their writing. An introduction has to begin in general concepts and then move toward specific concepts, before starting the body of the essay.

Using the task-based syllabus to teach writing will benefit Saudi students, because the activities and material the instructor will use in the writing class will be drawn from their fields. Since they will study English history, linguistics and some literature courses, the instructor would use the same material the students are going to use in their academic courses, so their writing material will be drawn from these areas.

Classroom writing tasks that are used in TBI bring real life into the classroom, and are distinct from other activities to the degree that they have a noninstructional purpose and a measurable outcome. An example of a task is to

have the students write about what they will learn when they start their actual writing or what they will do when they complete their studies. IU students in the English departments are expected to become English teachers, translators, interpreters, or newspaper writers. Therefore the tasks that might be chosen for them may be in these fields, such as writing school reports.

Consequently tasks must be selected according to the students' cognitive (Krashen, 1982) and linguistic (Murphy, 1986) readiness for particular tasks and availability of resources for carrying out the tasks. Furthermore, these tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized, and appropriate pieces of communication (ELC course description Manual, 1995, p. 50).

Writing activities intended to help students develop their ability in writing and in a second language by working through the writing process should begin with a flexibility broad enough to allow and encourage students to explore the development of meaning in and through writing. It is recommended for the teachers of English writing to divide their writing assignment into two types: journal writing, and in class writing. Each one has its own objectives

Journal writing

Journal writing is a key part of almost any writing program. It can be done in many ways: Quantitative journal writing is either a number of lines or pages per day, or a given amount of time spent writing per day and may or may not be read by the instructor, but it is not evaluated qualitatively. Other journal writing can be topic-

based or explicitly related to more formally defined writing tasks as part of the writing class.

During the course that this syllabus is targeting, students are required to present five entries in free writing weekly. The objective that journal writing will help to achieve is writing fluency. In this type of writing evaluation will not be on grammar, spelling, or organization. One major objective is to allow students write without paying much attention to grammar, or punctuation. They need to focus on what are they writing. The idea is to enable them to develop their writing fluency, without worrying about other things.

In class compositions.

Problems related to grammar, rhetoric, and organization can be treated through in class writing. During the semester, teachers will arrange their classes around issues that they feel are the highest priorities. For example, in the first two weeks the teachers should be willing to train their students to write using introductions. Before addressing any part of the writing students are expected to learn this writing technique. It can be done through many activities, for example, asking students to rearrange paragraphs. Students are supplied with a group of paragraphs which contains an introduction , which they have to arrange, putting the introductory paragraph at the beginning or at the end of the essay. This would not take a long time, and to achieve another objective, the teacher may ask his students to copy these paragraphs in their notebook, which is a spelling reinforcement activity. It is important to inform students that these compositions will be evaluated in terms of grammar, punctuation, spelling, organization and content.

The topics of writing activities should require exploring the topic individually or in groups, so that they have a clearer idea of what they will eventually write and they can get, give and compare writing ideas with others. Since the size of the class that this study addresses is large, it is not recommended to teach students on an individual or small group basis. Since the students are just starting their academic career and are not familiar with the writing skills that are required in the academic classes, it is recommended that class activities be handled in the following formats:

Writing Aloud

Routman (1994) argued that writing aloud is a powerful modeling technique for getting students' attention and demonstrating various aspects of writing. What is important regarding this component is that it gives them a model to follow. Since the students in this class need to learn punctuation, the development of the idea, and other grammatical issues, the teacher should emphasize the usage of punctuation, format, paragraphing, and development of ideas. Also, he or she should require student to demonstrate how each thinks when he or she writes, which will help students to know how to put thinking into writing and establish a model of writing organization. Routman (1992: 51) believes that "Writing aloud increases students' interest and motivation in writing as well as the quality of student writing." Since these students have just graduated from high school and do not have writing experience, it is recommended that the teachers try from time to time to use this technique to emphasize the techniques of generating and framing ideas.

One example that is suggested in the writing aloud technique is that the English writing teacher should bring a letter which he or she received recently from a relative or friend to the class and read it and then ask the students to help him or her write a reply. The teacher may ask the students what he or she should write as an introduction and reply to the first idea. When he or she finishes the first idea he or she goes on with them to the second idea. After this, the teacher should ask the students about the conclusion, and what should be said then. Routman mentions that “Walking into one classroom, I discovered the teacher writing her journal entry with tears in her eyes. Her son had just turned sixteen, and she was writing about her sense of loss and her worry about her son as a new driver” (p. 212). This emphasizes how important it is for teacher to serve as “people” in their classes. Thus, they should show students their feelings when they write.

Shared Writing

Cooperative writing is one powerful way of teaching and learning. It is a fact that sharing writing with students will encourage them to adopt the teacher’s ideas and methods of writing, especially if it is a second language. Shared writing goes beyond experience in which the teacher puts students’ suggestions and ideas into reality. When a second language learner suggests something and the teacher accepts it, this idea will be part of the student’s way of writing. Moreover, this strategy will encourage students to suggest and test their ideas about writing. This technique is a powerful tool for training students to use an introduction, a conclusion and to practice cohesion.

Guided Writing

Guided writing is the heart of writing course. When students have been exposed to enough demonstration, then it is a time for them to practice writing. Students learn from the teacher as a model for writing aloud and shared writing where the teacher does all the writing and students watch and observe what the teacher writes. In guided writing the teacher's role is to support, facilitate and help students discover what they should say and how they should say it meaningfully with clarity, coherence, and with individual voice. One way to do this writing is through writing from an outline. Outlines may be produced by students or may be provided by the teacher. Writing of this type will help the students with be familiar to the way outlines are formed.

Independent Writing

By the end of the course the teacher should make sure that what he or she was expects is actually achieved. This can be done through what is known as independent writing. Once students have had many opportunities to witness writing through writing aloud and shared writing, it is time for students to take responsibility themselves. They should be allowed to write by themselves and without interference from the teacher. The purpose of independent writing is to build fluency, establish the writing habit, make personal connections, explore meanings, promote critical thinking, and use writing as a natural and pleasurable activity. Moreover independent writing will help students build strong self-confidence, which is necessary in the first stages of learning.

Another implication that this study is for the use of two powerful methods of research employed in this study typically not used in research on the writing process: stimulus recall and triangulation. These methods are especially effective because they bring together the auditory, the visual and the written aspects of the writing process not ordinarily found in such research. The interviews allow for direct exchange between the researcher and the subjects and the video feedback enhances the interviews, thus providing a comprehensive view not available using other methods.

5.5. Recommendations for Further Research

The nature of this research makes it difficult to go deeply into certain issues, which leaves much room for further research. This study recommends that separate studies can be singled out for investigation. For example, the causes of spelling and tenses problems that most Saudi graduate students encounter when they communicate through English writing still need more investigation in order to propose solutions.

Moreover, the number of subjects who were recruited for this research was relatively small, and thus it is recommended to extend this study to a larger population and/or replicate the study in another population.

Unfortunately, the way the subjects were selected in this study prevented choosing them according to certain criteria, so it is recommended that future studies should select subjects according to proficiency levels. Subjects should be recruited according to their TOEFL scores and if they demonstrate low proficiency (400 or lower) it is recommended that they be excluded from the population.

Furthermore, the time that was allowed for the subjects to spend were writing for this study was relatively short. Thus for further studies it is recommended to allow as much time as the subjects need to write. This will enable them to employ all the writing skills that they know and as such will reflect their actual writing level.

Appendix

**Appendixes are arranged according to the chapters
order**

Appendix A

sample of the coded writing behavior Char

Student's Name: Language:.....Date: //

Time Start:

Time End:

Time duration

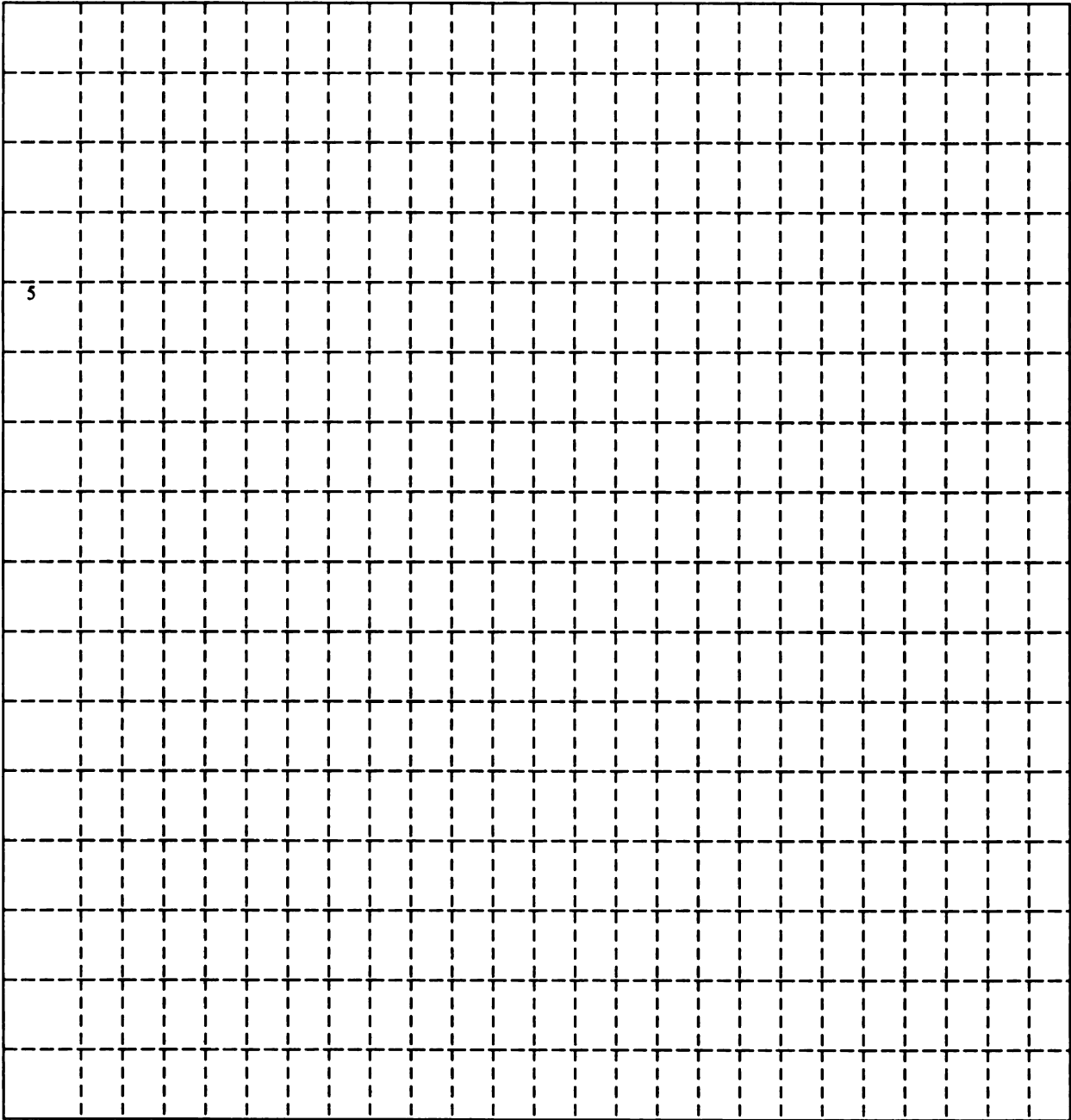
10

15

20

25

Minutes



Appendix B

Coding System

Planning

P1 Observable planning acts such as outlining and list making before starting to write.

Writing

W Actual writing while script is being produced on paper.

Pausing

P Reflecting while the writer is engaged in cognitive planning, decision making, or reviewing action.

Pd Pausing to consult a dictionary.

Po Pausing for extraneous reasons that involve some observable physical action, such as shuffling papers, getting a new sheet of paper, inquiring of the observer about task- or language-related problems, getting water, and so on.

Reading

R Reading segments ranging from few words or sentences to whole paragraphs.

Rw Reading the entire draft following the completion of the essay.

Ro Reading other materials, primarily notes or a prewriting outline.

Editing

E Physically making a change/changes in the text.

Appendix C

Subjects' Interview questions for first stage/ English language

1. How long have you been studying English?
2. How many English courses did you take at your home university?
3. Do you read English at home?
4. Do you read books, magazines, or newspapers
5. What is the best way, in your opinion, to resolve English writing difficulties?
6. What is the most difficult part in English writing you think that you need to improve?
7. What does planning mean to you? What kinds of planning you do before write?
8. What does revising mean to you? What kinds of revising you do before write?
9. How many drafts in English languages do you usually write before you submit your final paper?
10. Do you identify your audience before you write in English?
11. Do you consider yourself a good English speaker? If yes, why?
12. Do you consider the amount of English that you learned in your home university is enough to begin academic courses here at an American universities?

Appendix C-1**Subjects' Interviews for first Stage/ Arabic language**

1. Describe how you write in Arabic?
2. Do you think that Arabic writing teaching is adequate? If not what is the best way to teach writing in your opinion?
3. Do you encounter difficulty in Arabic writing?
4. What is the most difficult part in Arabic writing you think that you need to improve?
5. What is the best way, in your opinion, to resolve Arabic writing difficulties?
6. Writing in Arabic is not similar to English. Do you agree or disagree with this statement? Explain
7. Do you consider yourself a good Arabic writer? IF yes, why?
8. Do you think that planning before writing is important? Why or why not?
9. Do you think that revising is an important part in writing process?
10. How many drafts in Arabic languages do you usually write before you submit your final paper?
11. Do you identify your audience before you write in Arabic?

Appendix C- 2**Subjects' Interviews for Second Stage/ English language**

1. Do you consider learning English writing in America different than learning it in Saudi Arabia? Why or Why not?
2. What is the biggest difference between how English writing is taught in your native country and how you have studied writing in America?
3. Do you learn new writing techniques?
4. What are the most important strategy did you learn in approaching writing
5. Please explain in details the methods your teacher used to teach you to write.

Appendix C-3**Subjects' Interviews for Second Stage/ Arabic language**

1. What do you like the best about writing?
2. Do you think that your Arabic writing has changed after studying writing in America?
3. What is the biggest difference between how writing is taught in your native country and how you have studied writing in America?
4. Do you think that writing for specific audiences will enhance writing?
5. Do you think that adopting English writing techniques will enhance Arabic writing? Explain.

Appendix D

ESL Teachers' Interview Questions

1. What part of English do Saudi student encounter the most difficulty?
2. Do you consider Arabic-speaking students good writers of English?
3. Do you think that Saudis, in general, are good writers of English?
4. Do they demonstrate concern with audience in their writing?
5. Do you believe that if a student is considered a good writer in his native language that he is also a good writer in L2?
6. Does the Arabic language help Arabic learners, Saudis in particular, master English writing? Why or why not ?
7. How do Saudi graduate students encounter problems different than other L2 learners?
8. How do you teach writing? What approach do you use in teaching writing?

Appendix F**INFORMED CONSENT FORM****INFORMED CONSENT FORM**

The goals, procedures, and duration of this study (Teaching English Writing to Saudi Graduate Students : Problems and solutions) have been explained to me. I agreed to be a subject in this study.

Students Name _____

Signature _____

Date _____

Appendix G

Writing Interviews and Stimulus Recalls

TABLE (6) ILLUSTRATES THE FIRST WRITING, INTERVIEWS AND STIMULATED RECALL TASKS DISTRIBUTION

Tim	Stage One			Stage Two			Stage Three						
	Week On	Week Three	Week I	Week I	Week 19	Week 21	Week 21	Week 21	Week 21				
Sulima	A1	St. R	Inter	E	St R	Inter	E	St R	Teacher In	A1-	St R5	E1-R	St R6
Ahme	E1	St. R	Inter	A	St R	Inter	E2	St R	Inter	St R	St R	E1-R	St R6

St R = Stimulus Recall

Inter = Interview

Teacher Int = Teachers' Interview

Appendix H

Subjects English Essays

Appendix H-1

Ahmed English Essay (E1)

I studied my Elementary study at Abdulah Ebn Masaud school that 20 years ago. Placed my school in Makkh, Saud arabia, AlMalaway street that a school had four flour. in the first flour thes school Manejar, and in the secand flour there are Two class, to fourth class, and fiveth class, . and there is one class in therf class for sixth class. in the fourth flour to third class, second class and ferist cass.

there are also sevarel of the othear in my school for a scines diffrant.

that school was studeis, Quran, Math, Hostary specially the Eslamic Hosity, Geography, and Hadith. Or any thing of Eslam . My school seem to be useful I go to the school from, saven in the morning to one ore tow in afternoon. Some time before that. I thin got to many usvol from that school.

Appendix H2

Ahmed English Essay (E2)

There are many palces in my countrt. So may be I can talk about any one of them, but I like to talk about Makkah city, for more causes first, because the profet mohamed was born in this city and the relagn of Islam staded from this city too, then reached to all the worll.

Second: my grand fathers, fatheres and I were born in this great city we also have been living there.

Makkah has a holly mousk. It's name (AlHarm). every year many people from all Islamic's country come to Alharm, for mak prayer and AlHaJ or Alomrah.

I know, Makkag city is very hot wather, but any one wen he live in makkah, I'm sure he will feell wnderfole feeling, and he may can't to live away from it.

That because I saw many people came to Makkah, then they could not go out it.

One of my friends, he come frome bakstan came to Makkah for a Jop but, while he living in Makkah some time, he said my :I can't go back to bakstan, becaus I cann't live a way from makkaf." not this only. he was usually going to Jadah, however he was not slepted there he said me "I cant do that, I lik sleeping makkah'

Appendix H3

Ahmed English Essay (E1-R)

When I was a child, nearly between 6 and 12 years, I was studying Elementary school.

The location of this school is Saudi Arabia, Makkah, Almlay Street. The school was called (Abdlah Abnmasaud) it consists of 4 floors and it has 6 classes. In each floor has 2 classes, and the other floor was special for the teachers and the administration office. All the teachers and students were from Saudi Arabia, and all of them were men, as well as this school was on other things. For example, small restaurant and special place for the football and basketball, however we weren't very happy because we couldn't go out the school during the rest or breaks between the classes, because that wasn't allowed. I can't remember all things about that school but I can say "I have but few memories about it

Appendix H-4

Suliman English Essay E1

First I want to write about the university of Um Alura it's located in Alzizia Street in Makkah, I attended since 1986 my Major was Social work, and I graduated since 1990 with grade 3.286 (very good)

Second my secondary school, also located in Makkah at Alsteen Street, I attended it since 1983, and it's give commercial studies to the students. During three years they attend and I graduate since 1985 with grade very good.

The third, my elementary school, it's also located in Makkah at Al Mansour Street, I attended it since 1980, and it's a governmental school as any elementary schools in Saudi Arabia, and in this stage, I start studying English language, because in Saudi Arabia, The English Language study start from the Elementary schools, and in this stage also, I met with deference students, Because they came from deference Areas in Makkah, and this gave me more experience in my lifetime, Because, I was young

In sum my say, I want explain that, I took more experience in my life time during, I attended those stages, and I want write that my best days in my life was it in the university, Because it's was the real stage, and I don't forget the roles and knowledges I took from the secondary and elementary schools was great.

Appendix H-5

Suliman English Essay (E2)

According to an interesting place in my country, I will write about Makkah. Because it's the holy city also it's the center city for all Muslims in the world.

Makkah Almukkarma, located in western of Saudi Arabia. It's a big city, in this city there is the holy Mosue AlBeet Al haram. Which million of Muslim coming to visit this Mosque and they make their prayers.

However, most Muslim coming to Makkah two time during the year. First in Ramadan month and the second when they perform Al Hajj.

Makkah is old city in the world, and it's climate to hot in the summer, wormm in the winter also in this city there a lot of historian things and events.

For examples, there is Jabel Al thuor and Gar Hara, which was prophet Mohammed staid most of his time to pray for God. Also there is Jabeal Al Rohma, which located in Arafat area near Makkah, and in the area all Muslims who coming to perform Al Hajj they stay the nineth day of Al Hajj there and they pray AlZuhur and Al asur. In this day they ask God for every things they need and they ask God to forgive them from any wrongs they did.

Althoug in Makkah there is abig university, which enclude Al sharea college this college graduate most of Muslim leaders for Islam.

To sum what I have wrote, Makkah is the most pupuller city in the world. It's the center of the Islamic world and it's a beatiful city, but it's climat to hot in the summer. Most Muslims visit this city during the year.

Appendix H-6

Suliman English Essay (E1-R)

Any student during his study life mube he likes to talk about his school, which he loved and why he loved this school, So he always talk or he describe this school to the people, si=o I will describe my university here because I got a lot of experience there.

Um Al Qura university is located at Al ziza street in Makkah. It has seven faculty. It's one of the seventh universies in Saudi Arabia.

Also it has a big buildingas and huge lands belong to it. In this university there is a lot of people who work to serve the students ans make them feel comfortable.

At Um Al Qura there are the famouse faculty it's Alshareea faculty this gradule most famouse Islamic leader in the world.

I attended that university since 1986. My major was social work. I graduta from that university since 1990 with grade 3.286.

To sum what I have wrote, Um Al Qura university is pupular university in Saudi Arabia. Most of the Islamic leaders graduate from that university. Itook a chance to study in that university and I graduate with very good grade. I think I am very lucky because I graduat from the most wonderful university in the Islamic world.

Appendix L

Subjects Arabic Essays

Appendix L1

Ahmed Arabic Essay (A1)

بسم الله الرحمن الرحيم

منزلي السابق أو منزلنا حبيب، وهو عبارة عن شقة مكونة من أربع غرف، ومطبخ، وحالة، وحظك دورتي مياه. تقع هذه الشقة في الدور الثاني من العمارة الواقعة في حي المعاهدة بمكة المكرمة. أحد غرفه هذه الشقة وهي أكبر الغرف عبارة عن مجلس لاستقبال الضيوف، فمننا بتغيير أثاثه القديم بأثاث جديد لأننا نستقبل فيه ضيوف كثير، والثانية حانته مخصصة لمكتبتي المتواضعة أما الغرفتين الأخرين فحما نرقتل نوم أنا ولزوجتي والأولاد. وبالنسبة للحالة فقد كنا فرضناها بفرض جديد وبما التلفزيون حيث أنا كنا نقضي وقتنا ليس بقصير بما.

أيضاً الشقة كان بها بلونتان إلا أن حجمها صغير ونستخدمها عادة لوضع الخراف أطفالنا بما كالدراجات وغيرها.

وبطبيعة الحال كان في كل غرفة مكيفه ومروحة ستهن لأهمية ذلك خاصة في مكة المكرمة المعروفة بمناخها الحار. أما المطبخ ففيه حوالب خاص بالأواني وبوتجاز وثلاجة

Appendix L2

Ahmed Arabic Essay (A2)

بسم الله الرحمن الرحيم

الحمد لله والسلاة والسلام على رسول الله وبعد

مما لا شك فيه أن أي إنسان كان طالباً أو مابزال قد تعامل أو بالأصح حرس على أيدي العديد من الأساتذة، فمن هؤلاء الأساتذة قد يضر الطالب أن استفاد من بعضهم ولم يستفد أو يحقق الفائدة المرجوة من البعض الآخر.

وأنا كوني كغيري ولا زلت طالباً أحمل نفس المخاطر والإنطباعات حول هذا الموضوع. فلقد استفدت من البعض ولم أحقق ما أرجوه من البعض الآخر، لكنني هنا أريد أن أذكر أستاذاً درست على يده مادة واحدة بيد أنني حققت أو تحققت لي فائدة عظيمة بل أنني أحببتي ذلك الأستاذ ولحم تمنيت أن تتاح لي الفرصة لأدرس على يده أكثر من مادة إلا أن ذلك لم يكن ممكناً لأن تلك المادة التي درستني إياها لم تكن من مواد التخصصية في قسمي الطبي كغيري أحرس فيه (الخدمة الاجتماعية) بجامعة أم القرى بمكة المكرمة.

ذلك الأستاذ جزاه الله خيراً بالرغم أنه كان حاد المزاج في بعض الأحيان ال أنني ومعني محمد ليس بالتليل من الطلبة أحببناه وأحببنا طريقتة في التدريس فمن حسن الطالع أن هذا الأستاذ افة إلى أسلوبه المدهش وطريقته أدهاء الرائعة كابت المادة التي يدرسها مخوفة ولحن في اعترادي لولا الله ثم الأسلوب الرائع الذي يؤدي به الأستاذ تلك المادة وصي (حراسات أحذية من الحديث) لما على الأقل أحببناه شخصياً كل هذا الحب.

هذا لأستاذ كنا نضر ونحن أمامه بمتعة لا يستطيع أي منا أن يصرح بأفكاره أو حتى يتناوب وهذا ليس خوفاً منه بل لأننا لا نريد أن نضيع أي حقيقة بعيداً عن التمتع بهذا لأسلوبه.

كان يتحدث عن شمائل النبي صلى الله عليه وسلم وعن بلائته وساحده وكأننا نعيش في تلك اللحظة معه صلى الله عليه وسلم. أسلوبه أحري رفيف ذلك الذي كان كان يقسمه الأستاذ (عبد البشير).

كنا نضر بأن الطبي أمامنا ممثل قد حفظ دوره وتمس لهذا الدور حتى امتزج مع شخصيته. كنا نضر به عندما يتأثر وهو يروي عندما يحزن عندما يفرح فنتمس شخصيته أو نغارحه وجدانياً ذلك الفعور.

لا يقتصر على ما يرويه بل كان يخلقنا ببعض القراءات التي لم تكن مرصقة للإستفاحة مناص. وكان إذا ما خلقتنا بقراءة أي موضوع خلاصه ما نكتبه أثناء المذاكرة يقوم بعمل اختبار دوري في هذا الموضوع فقط دون غيره، وكان يطلق عبارات الثناء والخصر والتقدير للطلبة الذين يحققون درجاته

عالية في أي اختبار فلقد قال لي كلمة لا يمكن أن أنساها حتى هذا اليوم بل إنها أعطتني ثقة في نفسي في تلك الأيام ولا زلت قال، "أنت يا خالد من الطلبة الطين أمتز بتدريسهم" ما أجمل وقع صفة

الكلمة على الطالب إنه يضر بتمرة ما قسمه فيعي ويتطالع للأفضل بكل ثقة بل إنه ربما يتمس شخصية هذا المدرس فيما لو أصبح مدرساً فبسمه في امتداد هذا الأسلوب الرائع وهذا النموذج الرائع من

الأساتذة الطين نحن في أمس الحاجة لهم.

مذا واحداً من أساتذتي الطين المحببتة بهم أكتفى بمذا الغيس من في مخايري نموه وأرجوا أن
أكون قد وفتته أو اقتربت من وصفه أسلوبه وخصيته الرائعة، وخصراً

Appendix L3

Ahmed Arabic Essay (A3)

قبل أن أتبي إلى هنا (أمريكا) كنتم أميش في بلدي المملكة العربية السعودية وبالتحديد مكة المكرمة حرسا الله في حي يسمى الملاوي هذا الحي يقع شمال شرق الحرم الشريف. كنتم أسكن في شقة بعمارة مكونة من دورين. هذه الشقة عبارة عن أربع غرفه ومطبخ وحالة ودورتى مياه إحدى هذه الغرفه مخصصة لإستقبال الضيوف كما هو معمول به في المملكة العربية السعودية مفروشة بطبيعة الحال بما يسمى (باطرمة) وهو ضبيه بالكنبه وأيضا (زوالى) وهي فرش ضبيه بالسجاد تختلف عن الفرش التي تباع بالمتجر حيثه أنها عبارة عن نسيج يدوي أو عن طريق الماكينات ال أنه ذا قيمة يعرفها الناس هناك أما الغرفة الثانية بما فرش جيد وكان بما التلفزيون ومكتبه صغيرة خاصة بي ومكتبه أيضاً هذه الغرفة كثيراً ما أجلس بما. بل أنني أستقبل بعض الأصدقاء بما.

الغرفة الثالثة، هي غرفة نوم لي ولزوجتي أما الغرفة الرابعة فكانت مخصصة لأطفالنا. والسالة هي أكثر مكان نجلس فيه نحن العائلة مع بعضنا. كان بما تلفزيون ومفروشة أيضاً بفرش جيسو مريح لنا، وفي بعض الأحيان نستقبل بعض أقاتربنا في هذه السالة عندما تكون الجلسة مائلية. الحقيقة أن هذا المنزل وهذه الشقة رغم أنها لم تكن واسعة جداً إلا أننا كنا مرتاحون بما لأنها كانت تفتح في وسط السوق فأبي طفل من أطفالي كانت والدته تستطيع بعته لشراء أي شيء تحتاجه فكل شيء متوفر أسفل العمارة أيضاً كنا نملك جيراناً طيبون. نتبادل وإياهم الود والمعبه والإخاء وأشياء جميلة أخرى. لا أخفي على أحد أنني أشعر الآن بالعنين لتلك الشقة والأيام التي قضيناها فيها فكم كانت جميلة.

Appendix L-4

Suliman Arabic Essay (A1)

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والصلاة والسلام على أئمة الأنبياء والمرسلين نبينا محمد صلى الله عليه وسلم وعلى آله وصحبه أجمعين

في البداية أود أن أثير بأني أحد المواطنين السعوديين وكنت أطن في مدينة مكة المكرمة وأسكن في حي المسفلة - حارة الرهد - ولحي أحيه منزلي السابق أود ان أحيه الحي الذي كنت أسكن، وهو حي المسفلة القريب من المسجد الحرام أما بخصوص منزلي فهو بيت يتكون من ثلاث ادوار سوفه أتحدث عن كل دور بالتفصيل :-
الدور الأول او الدور الارضي وهو مكون من ثلاث غرفه وحمامين والغرفة الأولى تعتبر غرفة خاصة بالمخزن تعودنا ان نضع فيها جميع الاغراض التي نحتاجها وبسط الغرفة يوجد دولاب كبير نضع فيه بعض الأثياء التي نحتاج الي حفظها وبالطبع يوجد بهذه الغرفة مطبخه هواء ومساحة هذه الغرفة 2×2 متر أما بخصوص الغرفة الأخرى المجاورة لهذه الغرفة فهي خاصة بالأشخاص من الأتارب والاصدقاء والضيوفه والجلوس داخلها وهي كبيرة إلى حد ما ويوجد بها تلفزيون ومسجل وراديو وفيديو وبالطبع مطبخه هواء وكما ذكرته تعودنا أن نستقبل ائاربي واصدقائي، أما بخصوص الغرفة الأخرى فهي خاصة بالعداد الطعام ما يسمى بالمطبخ وهي أكبر الغرفه في الدور الأول (الارضي) ويوجد بالطبخ في هذه الغرفة كل المستلزمات الخاصة باحتياجات الطبخ والعداد الطعام أما الغرفة الأخرى فهي خاصة بجلوس العائلة فقط.

أما بخصوص الدور الثاني وهو يعتبر عند البعض (الدور الأول) فهو مكون من أربع غرفه كذلك ويوجد بالاضافة غرفة خارجية على الخارج.

الغرفة الأولى في هذا الدور وهي في يمين الساعد من السلالم يوجد بها غرفة نوم مجزة، أما الغرفة الثانية فهي غرفة خاصة باستقبال الزائرات من النساء ويوجد بهذه الغرفة بالطبخ طقمه من الكنبه الأمريكي ويوجد بها طاولات محددة لتقديم المشروبات. وايضاً بها بعض التحفه وتعتبر هذه الغرفة أكبر الغرفه الموجودة في هذا الدور.

أما بخصوص الغرفة الثالثة فهي غرفة متوسطة الحجم وهذه الغرفة خاصة بجلوس واقامة الأطفال حينه لا بد من غرفة خاصة لهم لاستخدام الدروس وهذه الغرفة مزودة باحتياجات الأطفال من جميع الأثياء (سرر - وسائل تعليم)

أما بخصوص الغرفة الرابعة،- فهي أيضاً تعتبر مخزن لهذا الدور لأننا تعودنا أثناء الحج تأجير البيت فنضع أثاثه هذا الدور وهذه الغرفة إضافة لهذه الغرفة يوجد حمامين أما بخصوص الدور الثالث فهو مكون من أربع غرفه كذلك وحمامين الغرفة الأولى، وهي على يمين الصاعد من السلم وهذه الغرفة تعتبر من أكبر الغرف لأننا فلنا فتح غرفتين على بعضهما لتصبح غرفة واحدة،- وهذه الغرفة يوجد بها غرفة طعام كبيرة وهي معدة لكي نستقبل بها الضيوف الطين سوفه يقيمون معنا بالمنزل وموفر في هذه الغرفة جميع الاحتياجات التي تخص الضيوف الطين سيقومون معنا في المنزل وموفر في هذه الغرفة جميع الاحتياجات التي تخص اليوفه

أما بخصوص الغرفة الثانية وهي الغرفة الثالثة فهي غرفة خاصة أيضاً لنوم بقية أفراد العائلة من الرجال ومزودة بجميع الاحتياجات الخاصة بغرفه النوم وأخيراً الغرفة الرابعة (الثالثة) وهذه الغرفة تعتبر غرفة خاصة بالمكتبة حيث جعل معنا احي مكتبة نضع فيها جميع الكتب بمختلف التخصصات وأخيراً يوجد بالمنزل سطح وحديقة لا يوجد سواء البراميل الخاصة بالماء هذا كان وصفه خاص عن المنزل من الداخل، واريد في هذه العجالة أن اصفه المنزل من الخارج:

في الحقيقة لون المنزل من الخارج أحمر نظراً لاستخدامنا هذا اللون في اما بخصوص الموضع فالمنزل يقع وسط من المنازل داخل الحي الطي اسكن وسوف احاول ان اصفه هذا الموضع.

مدخل الحي يسمى مدخل حارة الرشد ويوجد مدخلين لهذا الحي، مدخل صغير ومدخل كبير. وأنا عندما اصفه لأي شخص يريد زيارتي فأعطيه العنوان على المدخل الصغير نظراً لقربه ونظراً لأنه الأسهل فعندما يدخل الشخص من المدخل الصغير سوف يمر من هذا المدخل يساراً ويمشي حوالي "٤ متراً سوفه يجد بعد ذلك مدخل على اليمين وهذا المدخل هو مدخل منزلي، وعلى يمين المدخل يوجد منزل يتكون من دور واحد فقط مكون من دكاكين لأنه على رأس الشارع، وعلى اليسار أيضاً يوجد منزل مكون من اربع ادوار ويوجد به دكاكين وساحبه هذا البيت اسمه "عبد الكريم سدي" أما البيت الأول الذي على اليمين فهو وقفه، بعد البيت الذي في اليمين يأتي منزلي على طول وهو لسبق هذا المنزل وظنه منزلي يوجد منزلي، كذلك امام منزلي يوجد منزل يتكون من دورين وساحبه هذا المنزل محمد تركستاني، وعلى يمين منزلي يوجد منزل من دورين. هذا بخصوص الموضع الخاص بمنزلي.

كان هذا وصفه لمنزلي حسب المطلوب من السؤال وأتمنى من الله بمزوجك التوفيق
وقبل أن اختتم أريد أن أعطي ملخص لوصف البيت،- المنزل يقع في حي المسفلة جوار
المسجد الحرام - وتحديداً عن المسفلة مدخل خارة الرشد.
ويتكون المنزل من ثلاثة أدوار.
ويوجد في كل دور من هذا المنزل أربع غرف مختلفة الحجم منها الكبير ومنها
المتوسط الحجم ومنها الصغير.
وأخيراً يوجد سطح بالمنزل يوجد به البراميل الخاصة بالماء. لون المنزل من الخارج أحمر.

Appendix L-5

Suliman Arabic Essays (A2)

الحياة التعليمية يمر بها الشخص منذ أن يدخل أو ينظم إلى المدرسة من سن السادسة وفي خلال هذه المرحلة ابتداء من المرحلة الابتدائية إلى المرحلة الجامعية، يمر الطالب بالخثير من التجارب أحد هذه التجارب أن يفضل مدرس على الآخر وأن يحضره مدرس دون الآخر. هذا بالضبط ما حصل معي خلال دراستي من المرحلة الابتدائية حتى المرحلة الجامعية.

سوف أتحدث أولاً عن المدرس الذي أفضل في المرحلة الابتدائية ثم المرحلة المتوسطة ثم أخيراً المرحلة الثانوية أما المرحلة الجامعية فلا استطع تحديد ذلك لأنني كنت طالب نظام ساعات، ومن جهة أخرى سوف أتحدث عن المدرس الذي أحضره ابتدائياً بالمرحلة الابتدائية ثم المرحلة المتوسطة ثم المرحلة الثانوية.

أولاً - المرحلة الابتدائية - مدرستنا كبيرة وفي حقيقة الأمر كنت أحرس في المدرسة الناصرية الابتدائية بمضة المقرمة وقد كنت أحب مدرس من المدرسين وأفضله عن غيره وذلك كان بالتحديد بالسنة الرابع الابتدائي، كنت أقل هذا المدرس لأن فيه الشيء الخثير من خصية والدي في طريقة تعامله حيث أنه كان يرفض مبداء العقاب بالربوب وإنما يؤمن بالعقاب بأساليب أخرى كالطرد والمنع من حضور الدروس فيمرور الأيام أحببت هذا المدرس وأحببت المادة التي كان يدرسها وهي مادة التاريخ حيث كان لديه أساليب متنوعه في طرح الأفكار وكان يستخدم أسلوب التمثيل في تدريس الوثائق التاريخية.

أما المدرس الذي لا أفضله بالمرحلة الإبتدائية فكان مدرس الرياضيات حيث أنه كان يحس المدرس الأول. يؤمن بالهدنة والضرب والعقاب مع العلم ان المادة الرياضيات تحتاج الى الفهم، والفهم لا يأتي اذا لم ترتاح لخصية المدرس أو الخارج. هذا المدرس كانت لي معه تجارب سيئة حيث أنني لم أعود أن يضربني شخص غير والدي فكنيت خثيراً من الاوقات احضر والدي الى المدرسة لكي يتبع ادارة المدرسة باسلوب المدرس الخاطيء في التعليم. المصم أن هذه التجربة مع هذا المدرس جعلتني أحضره بعض الشيء وبالتالي أحضره مادة الرياضيات وهذا بالفعل حاصل معي حتى الآن.

ثانياً، المرحلة المتوسطة - في هذه المرحلة حقيقة أنني تعلقته خصية احد المدرسين وهو مدرس اللغة الإنجليزية لأن هذا الرجل كان يملك من الممارات الشيء الخثير لكي يوصل المعلومات التي خاخرة الطالب وكان يحرك عدي صعوبة هذه المرحلة بالنسبة للطلاب فكان يستخدم أسلوب التهجي في التعليم حيث يقدم يوماً جائزة لمن يحل الواجب وجائزة للطلاب الأكثر مشاركة. بالنسبة لي خصياً فقد كان خثير التهجي لي وهذا ما جعلني أحب هذا المدرس وبالتالي أحب مادة اللغة الانجليزية.

أما المدرس الذي أحضره في هذه المرحلة فهو مدرس الاجتماعيات حيث أنه كان خبيد ويحضره أن يكون هناك جو من الرج داخل الفصل. وقد يأخذ العسة أكثر حرامة من غيره هذا جعلني لا أفضل هذا المدرس.

ثالثاً - المرحلة الثانوية، الحقيقة في هذه المرحلة يمر الطالب بالخثير من التجارب سواءً مع زملائه من الطلاب أو من المدرسين. فبال هذه المرحلة عملت الخثير من العلاقات مع المدرسين وحقيقة معظم المدرسين في هذه المرحلة كانوا مضطربين بالنسبة لي ولكن هناك واحد من الأكثر المدرسين قرباً لي

وهو مدرس اللغة الانجليزية حيث كان يتعامل معي بأدني معين له داخل الفصل وقد ينتظر مني الكثير.
هذا جعلني ارتحز الحذر معه أثناء الخرج وهكذا جعلني احاول أن اطالع الحذر باللغة الانجليزية.
أما المدرس الطي أخره فلا يوجد ألاتاً.

Appendix L-6

Suliman Arabic Essays (A1-R)

بسم الله الرحمن الرحيم

الحمد لله رب العالمين والسلاة والسلام على أشرف الأنبياء والمرسلين نبينا محمد صلى الله عليه وسلم وعلى آله وصحبه أجمعين

في البداية أود أن أخبر بأنني أحد المواطنين السعوديين وكنت أطن في مدينة مكة المكرمة وأسكن في حي المسفلة - حارة الرهد- ولحي أسكن منزلي السابق أود أن أسكن الحي الذي كنت أسكن، وهو حي المسفلة القريب من المسجد الحرام أما بخصوص منزلي فهو بيته يتكون من ثلاثة ادوار سوف أتحدث عن كل دور بالتفصيل :-

الدور الأول او الدور الارضي وهو مكون من ثلاثة غرفه وحمامين والغرفة الاولى تعتبر غرفة خاصة بالمخزن تعودنا ان نضع فيها جميع الاغراض التي نحتاجها وبسط الغرفة يوجد دولاب حبير نضع فيه بعض الاشياء التي نحتاج الي حفظها وبالطبع يوجد بهذه الغرفة مطبخه هواء ومساحة هذه الغرفة 2×2 متر اما بخصوص الغرفة الاخرى المجاورة لهذه الغرفة فهي خاصة بالأشخاص من الأقارب والاصدقاء والضيوف للجلوس حاطها وهي حبيبة إلى حد ما ويوجد بها تلفزيون ومسجل وراديو وفيديو وبالطبع مطبخه هواء وكما ذكرت تعودنا أن نستقبل اقاربي واصدقائي، أما بخصوص الغرفة الاخرى فهي خاصة بالمحادثات الطعام ما يسمى بالمطبخ وهي أكبر الغرفه في الدور الأول (الارضي) ويوجد بالطبخ في هذه الغرفة كل المستلزمات الخاصة باحتياجاته الطبخ والمحادثات الطعام اما الغرفة الاخرى فهي خاصة بجلوس العائلة فقط.

أما بخصوص الدور الثاني وهو يعتبر عند البعض (الدور الأول) فهو مكون من أربع غرفه كذلك ويوجد بالاضافة غرفة خارجية على الخارج.

الغرفة الاولى في هذا الدور وهي في يمين الساعد من السلام يوجد بها غرفة نوم مجمزة، أما الغرفة الثانية فهي غرفة خاصة باستقبال الزائرات من النساء ويوجد بهذه الغرفة بالطبخ حقه من الكنبه الامريكي ويوجد بها طاولات حدة لتقديم المشروبات.

وايضاً بها بعض التحفة وتعتبر هذه الغرفة أكبر الغرفه الموجودة في هذا الدور.

أما بخصوص الغرفة الثالثة فهي غرفة متوسطة الحجم وهذه الغرفة خاصة بجلوس وإقامة الأطفال حيث لا بد من غرفة خاصة لهم لاستقبال الدروس وهذه الغرفة مزودة باحتياجاته الأطفال من جميع الأشياء (سرر - وسائل تعليم)

أما بخصوص الغرفة الرابعة،- فهي أيضاً تعتبر مخزن لمصا الدور لأبننا تعودنا أثناء الحج تأجير البيت فنضع أثاثه هذا الدور بهذه الغرفة إضافة لهذه الغرفة يوجد حمامين أما بخصوص الدور الثالث فهو مكون من أربع غرفه كذلك وحمامين الغرفة الأولى، وهي على يمين الصاعد من السلالم وهذه الغرفة تعتبر من أكبر الغرفه لأننا فلنا فتح غرفتين على بعضهما لتصبح غرفة واحدة،- وهذه الغرفة يوجد بها غرفة طعام كبيرة وهي معدة لكي نستقبل بها الضيوف الطين صوفه يقيمون معنا بالمنزل وموفر في هذه الغرفة جميع الاحتياجات التي تحس الضيوف الطين سيقيمون معنا في المنزل وموفر في هذه الغرفة جميع الاحتياجات التي تحس اليوفه

أما بخصوص الغرفة الثانية وهي الغرفة الثالثة فهي غرفة خاصة أيضاً لنوم بقية أفراد العائلة من الرجال ومزودة بجميع الاحتياجات الخاصة بغرفه النوم وأخيراً الغرفة للرابعة (الثالثة) وهذه الغرفة تعتبر غرفة خاصة بالمكتبة حيث جعل منها اخي مكتبة نضع فيها جميع الكتب بمختلف التخصصات

وأخيراً يوجد بالمنزل سطح وحديقة لا يوجد سواء البراميل الخاصة بالماء هذا كان وصفه خاص عن المنزل من الداخل، وأريد في هذه العجالة أن اصفه المنزل من الخارج:

في الحقيقة لون المنزل من الخارج أحمر نظراً لاستخدامنا هذا اللون في البناء اما بخصوص الموقع فالمنزل يقع وسط من المنازل داخل الحي الذي اسكن وسوف احاول ان اصفه هذا الموقع.

مدخل الحي يسمى مدخل حارة الرشد ويوجد مدخلين لهذا الحي، مدخل صغير ومدخل كبير. وأنا عندما اسكنه لأي شخص يريد زيارتي فأعطيه العنوان على المدخل الخاص بالمدخل الصغير نظراً لقربه ونظراً لأنه الأسهل فعندما يدخل الشخص من المدخل الصغير سوف يمر من هذا المدخل يساراً ويمشي حوالي ٤٠ متراً سوف يجد بعد ذلك مدخلاً على اليمين وهذا المدخل هو مدخل منزلي، وعلى يمين المدخل يوجد منزل يتكون من دور واحد فقط مكون من دكاكين لأنه على رأس الشارع، وعلى اليسار أيضاً يوجد منزل مكون من أربع ادوار ويوجد به دكاكين وساحبه هذا البيت اسمه "مهد الكريم سندي" أما البيت الأول الذي على اليمين فهو وقف، بعد البيت الذي في اليمين يأتي منزلي على طول وهو لسبق هذا المنزل وظفه منزلي يوجد منزلي، كذلك امام منزلي يوجد منزل يتكون من دورين وساحبه هذا المنزل محمد تركستاني، وعلى يمين منزلي يوجد منزل من دورين. هذا بخصوص الموقع الخاص بمنزلي.

كان هذا وصفه لمنزلي حسب المطلوب من السؤال وأتمنى من الله عزوجل التوفيق
وقبل أن اختتم أريد أن أعطي ملخص لوصف البيت:- المنزل يقع في حي المسفلة جوار
المسجد العراء - وتحديداً من المسفلة مدخل خارة الرشيد.
ويتكون المنزل من ثلاثة أدوار.
ويوجد في كل دور من هذا المنزل أربع غرف مختلفة الحجم منها الكبير ومنها
المتوسط الحجم ومنها الصغير.
وأخيراً يوجد سطح بالمنزل يوجد به البراميل الخاصة بالماء. لون المنزل من الخارج
أحمر ٨٩٧ر.

Appendix M-1

ESL Teachers' Interview

Suliman's Teacher

1 What part of English do Saudi student encounter the most difficulty?

T: Well, I'll have to begin by saying this is my first time to teach writing and I had only one Arab student, which is Khalid. I had one Jordanian, but that, I think, is a little bit different. He's an Arabic speaker, but he seems to have a little bit different idea about how things go, uh, so my one student -- would I perceive him as a good writer? I would--I don't know if I can say Arab students are good writers, based on one student.

2 Do you consider Arabic-speaking students good writers of English?

T: Through writing? Or--

A: Yes, writing.

T: Okay. Writing, I think, it's the rhetoric. From what I can understand and I've talked with the students about this a little bit, that they come from a writing rhetoric that structures things very differently than English? Having never--I'm not able to read Arabic. I've never read it myself; I don't know. But, um, they have said, "You want to put a lot of detail in and kind of circumvent the idea and get to the main point." And in English it's not that way. It's much more direct and, um, they feel very pressured to finish writing, like, the big thing of course is the exam. We must pass the exam and they think the 30 minute thing is a real crunch.

Um, personally as a writing teacher, I think a 30-minute exam is terrible, but that's nothing I can change to (unclear) by myself.

A: Okay, then from Khalid, --

T: I can only generalize about one student right now.

2 Do you think that Saudis, in general, are good writers of English?

T: Um, he seems to try, but the whole audience principle is something that not only he but the whole class was having trouble with. Who are we writing to? For what purpose are we writing? Um, he did make an effort to understand that and I could see as his writing developed, that he was trying to focus a little bit more on that, but he had so many writing skills to work on that, uh, that one didn't become extremely focused.

A: But is it part of the curriculum to teach them?

T: Yes. Yes. We did, well, the main thing when you're teaching like the writing of an essay, the first thing that you would focus on is what is the purpose for this? Who is the audience? And he was beginning to grasp that, but I think it still needs some work. I couldn't get--it's a difficult principle to convey and being a first-year teacher, I had trouble knowing how to clarify it for the students.

3 Okay, part of your curriculum, uh, back to your curriculum, did you, I mean, gave them exercises or something to write for specific audience or always at all?

T: Yes. We did, um, a couple of specific lessons talking about audience and purpose and how you would write in different ways for different people. We did some role plays where I gave them a situation and they had to do some writing for that specific situation. They would read it out loud and the class had to guess what the purpose and the audience were. For example, writing a letter to your rich grandfather to ask for money for college. And so those things helped them to concentrate on it more, but still with the general essay, when I gave them a sheet for doing a peer edit, often it said what is the purpose of this writing? And they would say, "To explain about a topic." You know, to explain about Thanksgiving. Who is the audience? General. So that was, it was hard to get more focused on that.

4 Do you believe that if a student is considered a good writer in his native language that he is also a good writer in L2?

T: Not necessarily, because there's a difference in rhetoric. Um, you know, I have a lot of experience with Japan and Japanese and what's good writing in Japanese directly translated into English might not be worth much.

5 Does the Arabic language help Arabic learners, Saudis in particular, master

English writing? Why or why not ?

T: Having not had a lot of experience, it's hard to say. Um, the Arabic-speaking students I've had--they're not all necessarily from Saudi Arabia. Uh, so I don't know if there's a culture difference involved. Um, I think from what I have heard in the teachers' lounge, from what I have experienced, that Arabic-speaking students have a more difficult time learning English. The writing structure seems to be hard for them to become comfortable using and spelling is an extreme problem. It can cause words to be unintelligible.

6 How do Saudi graduate students encounter problems different than other L2 learners?

T: Well, I think, um, one would be in the spelling, because graduate students often have to do a lot of writing and if their spelling is really bad, that will begin to cause obstacles and problems with writing and communication that way. Um, reading, I think, from what I can pick up, is the strong point. They understand a lot of what they read, but trying to express themselves in the American style of writing can be a big difficulty, so the self-expression, focusing in on topics the way that the American rhetoric perceives to be "correct" is a problem and then the spelling, the mechanics. A lot of times, just commas in the wrong places and stuff that change the meaning and so I think those are obstacles, those are things I think the students themselves have identified. You know, Khalid has seen that and he has mentioned, okay, I need to work on this point and I think they're aware of it, but it doesn't make it that much easier to correct.

A: How we can improve this problem?

T: Just memorization, I think. There are a few techniques that might be helpful. I think, uh, many Americans have trouble with spelling also. They could, uh, when an Arabic student, for example, my sister has mild dyslexia, where she puts letters in the wrong order. She has a little machine that she can put in a misspelled word, you know. Ghost, you know, ghost, I want to spell ghost. G-O-S-T. Well, that's the wrong spelling but she can enter it into her little machine and it will come up with many different spellings and she can identify the right one.

Now, as a native speaker, she can see that and know that's the right one. For the Arabic student, they would probably then have to open the dictionary and check out the words, so in the end it just becomes memorization. Um, an elementary school teacher might know some other tricks, but I don't know.

7 How do you teach writing?

T: How do I teach writing? Hmm. Well, I begin by helping the students to see that--well, we focus on the process. On very much a process rather than product writer and I want to teach the students that writing is part of communication, part of themselves and in the beginning one of my goals as the quest begins to develop is to make them comfortable writing so that they realize that the writing is an extension of themselves and then also help them to realize that correcting, critiquing, improving writing, that these things are working on helping them to express their ideas and that I'm not attacking them as a person. I'm not telling them that they are incorrect. It's just that the writing needs to be changed. Those are some of my personal philosophies.

Um, but like going along with the ELC curriculum, we teach them, you know, from -- well, it's kind of bottom up. We teach them paragraphs. There's a separate course for grammar but of course grammar becomes involved in the writing and then teach them the structure for long pieces and do a lot of guided practice.

I also try to find funny assignments that will help them to work on the writing; rather than just doing a research paper, we'll do a lot of little assignments along the way that build up to the research paper and I try always when I have them do some writing to give them a purpose for it. Not just, it's due, but you know pretend that you are--I had a couple the other day where I gave them some roles and they were actually practicing in grammar structures, but I said, you know, you're at the north pole, you're there alone for the winter. How do you feel? And they could do some creative writing.

My background is also--I'm a high school English teacher by graduation. I'm never actually done it, but I taught creative writing for a while and I think that sometimes a student who's having a lot of trouble with the technical stuff, if you can get them

involved in a different genre of writing and give them creative writing or some other assignment to help them break through those barriers. And then by the same token, I have a lot of science students and I like to bring them into the creative realm and just give them a chance to express themselves in another way.

Um, I think that writing needs to be constantly taking care and you know, as I keep telling them, it's a process and they can look back now if they've saved their papers at the end of the semester they can look back at 5 or 6 essays and they can look at all the drafts of how they developed them. And then they can move on from there and say, well, I have progressed in these ways. I've learned to look at it critically so I want them to, to...my goal is for them to have confidence in their ability to write. And because they have confidence, they will work on it more and they will continue to improve.

Appendix M-2

Ahmed's Teacher Interview

1. What part of English do Saudi student encounter the most difficulty?

T: Khalid had a very hard time because he was, there were two students out of (mumbles and door slams) lowest in my class in terms of knowledge of English and in terms of --comprehension and um, grammar that he wasn't really familiar with. So he had a very time and I think I did see the kind of, he did improve in his ability to write longer things. Um, the first, when he started writing, he wrote very, very short things, although actually I suppose for the last number of weeks, we haven't anything been writing in class, so...So I think that for the things he's been doing longer have been things that he's done at home. But they have been--I had a lot more--I had quite a bit more contact than when he started writing. He started writing very little and very repetitive things when he was doing in class, writing. And his writing has gotten much longer.

The two main problems I would say is one that he has a rather limited vocabulary and he refers to a dictionary, brings a dictionary along and he often comes up with very wrong words, because he's, you know, just looking up some--you know, he likes to come up with more academic-sounding, more, um, more specific vocabulary and it's often wrong. So that's been one problem.

The other problems that he's, he just has a hard time, I think it's just the basic, um, basics such as the verb-object kinds of things so that he writes very long, very spare, frequently run-on sentences and misunderstanding if it's a verb or a noun, how those get confused.

A: He cannot distinguish between verb and noun?

T: Quite often, which could be that there's a lot of, of words that he uses that he doesn't really know so that (unclear).

A: Khalid or another Arabic students, what do you think those parts of English they feel is difficult? Or what's difficult part for each one?

T: Well, spelling is a problem. With, with, with Khalid, it's a definite problem. He has a really hard time with spelling. And that probably structure. He seems to have a hard time getting words in the right, the whole different noun with the verb, getting all of the proper elements.

2- Do you think that Saudis, in general, are good writers of English?

T: I think that I have only had, I have a difficulty making a generalization. I taught writing once at the 300 level and (unclear) and then I taught writing here as well as (unclear). In terms of stylistic things, um, from what I've seen, sometimes they have a difficulty coming to the point of you know where in English we want the thesis stated right off and we don't want any introductory things that aren't directly related to the (unclear). So I notice they have some difficulty with that, although I have one writer, one Arabic student in the class who's very good with topics and he has that down very clearly. His paragraphs always flow well. But I would say in general they do seem to have very good content and, um, yeah, I would say that what typical problems for them--making the point clear. How (unclear) the statement, topics, that would probably be--I would say I've noticed that.

A: That's for Arab students. What about (unclear)? They share the same things or something more specific?

T: I have only ... had Saudi students.

3. Do they demonstrate concern with audience in their writing?

T: (pause) I'm not...I don't think I've noticed any particular difficulties with that. I haven't noticed it. I think with the students I've had, I don't notice them as being particularly fantastic about it, but I haven't noticed any problems.

A: but you feel they are writing for specific audience or sometime (unclear)?

T: In general, most of the assignments that I would give them are, are teacher-focused for the audience. That there's not--I haven't given any assignments that they specifically have to think about, specifically which audience, you know, things that would be different. The--the only kind of thing I did that for a brief time in this class, but I think that we're doing (unclear) not very difficult to do that with.

- Do you believe that if a student is considered a good writer in his native language that he is also a good writer in L2?

T: I'm not sure I completely decided for myself. It does seem like there are some things which are culture specific in terms of what things are desirable, as a good writer. It does seem like there would be a basic accomplishments that would be tractable. That would be my assumption. That if they are, if they are good writers in one language, they would at least have the skills to be able to find out very quickly what it is that would be expected of somebody in a new language.

5 Does the Arabic language help Arabic learners, Saudis in particular, master English writing? Why or why not ?

T: Unfortunately, I don't know anything about Arabic syntax. The only thing I do know is, is it has, it does seem like the writing system is a major problem. But I don't know the syntax well enough to --

6 How do Saudi graduate students encounter problems different than other L2 learners?

T: Well, you know, I actually, I did have an experience where one of the students that I had in my 300 level class had continued on in this and was in a writing class for someone else and I happened to see something that this person had and it was typewritten so I didn't know who the buddy was and I knew that that was that student's, um, and I don't remember what it was about it that told me it was, that was him. But it did seem distinctive, so it could be that there are, that there are distinctive things which carry over that make it identifiable and ...

A: From your experience, how do Saudi graduates (unclear) a problem different than native speakers?

T: I'm thinking about (pause) it could be that there is a, in terms of graduate students in general, I haven't thought through this enough to link this to other graduate students that I have, but looking at graduate versus undergraduate and I do have undergraduate and graduate Saudi students, um, it could be that some of the problem with, um, you know, as I was talking about having problems with keeping the structure intact and I think that Khalid (unclear), there is a--I do get a feeling of

style, of you know, that he wants to produce more well-connected, longer sentences, whereas a lot of the undergraduate students, other students, keep things more controlled as to what they use, much simpler sentences. I have one student who turned in -- he was actually a graduate student. He's Japanese and he turns in practically perfect paragraphs, but everything is subject, verb, object; subject, verb, object; connectors and all. So there, there could be a degree to which being graduate students, that they're accustomed to a level of writing, to a quality of writing in Arabic that is frustrating for them not to be able to do in English. And because of that, they might try to do earlier things that they just aren't prepared to do and that they can't control the language well enough to link whole clauses and phrases, you know, for appropriate transition and all of that. That may just be a point to which they are used to academic writing or would like to be able to write a similar quality in English.

How do you teach writing? What approach do you use in teaching writing?

T: Um, seems like there's different things that I would do at different levels. Um, (pause) I do focus a lot on content. I am process oriented and I do, um, I like to do pre-writing activities. I have, I have like the writing booklet we're using because it gives them a lot of--they do exercises with the kinds of things that they'll need to do for the, whatever the assignment is. But they do that before they write that, so before they get to the writing, they have content. You know, they made notes about it, thought about it, um, and they've looked at particular issues, whether it's topic sentences or organization of facts to opinions or details, the use of adjectives or things like that so they have that available for them to use when they sit down to write. And I do --

Another thing that I have liked about it is it has gone through two revisions. Mostly content and organization and once they've done that, then proofreading and editing, with 100 it's difficult to get very much to get into content and organization. Sometimes you just can't understand what it is that you want to do. But I definitely go through a constant organizational revision at the 300 level.

A: Great. You don't have specific approach?

T: Um, in what?

A: Teaching writing?

T: Do you have a list of--

A: No.

T: No, I don't. Process is basically--

A: I like process. I'm also process-oriented. My writing teacher. To conclude, do you think Khalid improved from the beginning? When he start, his English was terrible. That's what they heard from him, but I ask him about it and he said that he learned a lot.

T: Um, it's kind of difficult to tell. His --he had a very hard time when you involved, when you were learning things, because a lot of times he didn't know (unclear). He had done, what we were doing. He did do relatively well in grammar passages. Um, he, and his writing definitely did get much longer. And but it's kind of difficult to tell because as I'm sure he's learned and progressed, but he started very low, and so it's hard to feel like he's significantly better. He definitely did learn and progress. I do have some concerns as to how he'll survive. And this is directly related, but his reading comprehension is extremely poor. It's extremely difficult to survive in an English-only classroom when everybody else is understanding and you're not, so it's difficult to gain as much as you might if you're not understanding right.

A: Thank you so much.

It is important to mention that part of the stimulus recall and interview have been taken out as requested by the subjects themselves as they are concerned their identities or their own opinions will be revealed.

Appendix N

Subject Ahmed Stimulus Recall & Interview

Appendix N-1

Ahmed Stimulus Recalls

(1) Arabic Essay (A1)

You know writing for a teacher is not like writing to yourself or to other people. I do not know but I feel as if the teacher will evaluate me and find out all my mistakes and then my writing has to take a different way. It is clear that I am writing the first time as an experiment. I have never done this before. You know if anybody told me to do such thing I may say No because it is as if I am telling that person about my personal things. But really, I do not know why I said YES to you.

I start by reading the question to see if it is clear and I think this question is a direct one. To answer it I have to tell you or the readers what does my house look like. I was little confused from where I should start, Do I need to tell you about my house from inside or outside, or what should I say?

I was also thinking about the title. What is a suitable title for this essay, but finally I said the question did not ask about a title, then why should I write a title? I start by mentioning the name of ALLAH, because as I learned in my school that anything started without the name of ALLAH is incomplete, therefore I chose to write the name of ALLAH at the beginning of my essay.

I am trying to be clear to the reader, so when he or she tries to read he or she will not find any difficulties, while reading.

Are you writing to anybody, or in other words how do you identify your readers?

See, I do I take care of my readers. They are my first concern.

You mean you can tell me who is your reader?

Well, it is clear that I am talking to you and trying to know what should I do in this experiment. I am reading the prompt trying to find out what you, It is obvious for my readers that what is written is a description of my old house.

Let me tell you more. I did not find any problems that might have stopped my writing. I am trying to be clear. In the English writing that I wrote for you last week, I was little unclear, but now, it is clear to me that I am writing about my previous house, and you will read my essay. Therefore, because you know my culture and you know the things that I will talk about in the essay it will be essay for me to choose the words that will tell the readers about my topic without difficulties or differences.

In the first paragraph I tried to tell the readers about the house from inside. How many rooms do we have in this house, the kitchen, the sitting room, guest room, and so on and so forth? Then I tried to tell my readers which room is the largest, and which room we use the most. This is to make the idea of the house description more acceptable to the readers. It is my habit to tell the readers about the most significant thing in my topic. For example, in this essay I told the readers the best thing about my house, which is the sitting room and the guest room.

You know, it is important in my opinion to tell people about a recent thing that happened, and I chose to say something about my furniture. I chose to tell them that I had replaced my furniture for the purpose of being a good host when my guests come to my house. I find this is significant, therefore, I should tell them that.

You know, I will cross out these two words and I will stop for a moment to find out what are the best replacements.

Why did you cross out these words?

Well, it is important for me to make myself clear to my readers and no confusion will happen, so when I found these words might lead them to another meaning I decided to change them for another word which may not cause confusion.

It was not hard for me to write, because it is my native language. I felt that this language is easy to speak and easy to write. I do not feel that I need to stop to be sure that I am writing well. I never stop to check my spelling or my sentence structure. I feel I am a good writer, when I compare my English and Arabic writing. It is a way of gaining pleasure when I write.

Do you think that your Arabic writing may affect the way you will write in English?

No, I am not sure that I understand what do you need, although your question is clear, but I still unable to tell what you need exactly.

I mean when you write in English, do you feel that your Arabic writing knowledge may affect your English writing?

I am confident that the effect is not that too much, but still I may use my Arabic knowledge when I write in English.

I think what we learned about English in Saudi Arabia is nothing compared to the Arabic writing knowledge, also the way we practiced Arabic writing is much much greater than the way we trained ourselves in English.

I felt I learned Arabic more than usual, and I learned English less than usual. This to tell you that we need to learn English writing and we need to master English grammar and English reading, we need to be professionals in English as well as Arabic.

How do you write in Arabic? Do you have a certain way or certain methods, let me know?

It is not a method actually. It is a matter of practice. If you practice writing, then you will become a writer, but if you learn how to write, but you are unable to write or do not have the time to write then you are not a writer. The writer is the person who writes everyday, and almost every moment; he is the person who employs all of what he has and all he has learned to be used and practiced during writing, and that is should be on daily basis.

(2) Arabic Essay (A2)

This is my second Arabic essay. I am writing about a person who participated in building my knowledge. I felt as if he were providing me with his own knowledge, and made me a copy of him. In this essay I felt as if I am writing from my heart, not from my brain. I feel as if this person is available to me when I write, his face, his hand movements, and his facial expression. I am able to tell you anything about this teacher.

I start by praising Allah, the one who gave us the opportunity to live and be able to write. When I read the question of this essay, it came to my mind that the only one that I can write about with feeling and courage is this teacher. First I started by giving my readers two types of teachers, one type which I hate and the other one which I love. In the second type, I started talking about my beloved teacher. This translation leads me to start specifying my writing about the person who is the topic of my writing today.

How did you decided that you will go through these stages?

It is easy, before I started I said in my mind there are two types of teachers: bad and good and what is a bad teacher and what is a good teacher. Once I finished this I asked myself a question, what is your next stage and I said it is my teacher, then I decided about my beloved teacher.

Then I explained who the teacher is and why I feel that he is the good teacher and why this person is good teacher. I provided you with many examples why I felt that he is good teacher and what are the best ways to be a good teacher.

Then I moved on to tell my readers if he is a good teacher and what profit did I get out of that. I told them that because of that I loved his class and I became the best student in his class, I still love him and I still remember him

Back to your essay, you are now writing the last page which is page two. What is in your mind right now?

I am trying to sum up as I tried to tell the reader why I felt that this teacher is an important person in my life.

I arranged my topic to talk about the second type to make it an easy, to make it, a take off station when I talk about my beloved teacher. Then I made my judgment why he is a good teacher. I tried my best to supply examples and supports to prove it.

I learned Arabic writing in Saudi Arabia, and we wrote on almost every topic. In religion courses we were asked to write some essays about some certain topics. For example, you know they sometimes tell us to explain a certain issue in writing, which is actually essay writing.

But how do you write?

I write by understanding what do I need to write for. In other words, what is the purpose of my writing. Is the information that I want to tell my readers about available? Do I have all the documents that I need to examine before my writing. Once everything is clear, then I need to start my writing by presenting facts and truths with evidence and proof. Then I give my readers a clue that I am trying to close out.

It is also important to note that I am a student and I still need to learn about writing and reading and all language skills.. I love learning and I feel that I have no job except to learn. Actually, I am trying my best to work hard and acquire the latest theories about my field before I go back to my country. I am eager to start. It is not easy to do that without learning and learning. I will work hard and I will show those who trusted me that I am capable of doing so.

I feel that learning in America is the best place for many reasons: one of which is the availability of information and sources. Learning in America will give me a broader sense of knowledge because many well known scholars are in the field of Sociology in the United States of America.

I like to go back to my writing. I think it is important to note that if I am not good in English this does not mean that I am the same thing in Arabic. Because the differences are not in the ability, but the differences are in the practice. I have been writing for twenty years, but English was in the classrooms only. I am reading Arabic almost everyday, that is because I read the holy Quran and the Arabic newspapers, and everything around me is Arabic therefore I am fluent in Arabic, but, you know

because English in the classrooms, does not become strong because I do not practice it enough.

Do they teach you English using English instructions or Arabic?

What do you mean by instruction?

I mean the teacher who teaches you, what language does he speak in the classroom?

Humm, yah, that is good point. They always use Arabic to explain English. That is funny. I am sure most of them do not know how to speak English correctly.

Let's go back to our topic.

Yes, I am trying in this moment to finish my writing. I want to finish, because I felt as if I have completed the whole topic.

Thank you

Thank you.

(3) Arabic Essay (A1-R)

Well, it is good experience to write one thing two times. I feel like I am giving my writing a new dimension. I could not find much to say, but I could say that I feel that my Arabic writing has got some new features from English.

What do you mean?

I think learning English in America has its own effect on my Arabic writings.

In terms of what?

I think the techniques that we learned in the writing class that I took this semester have added something to my writing knowledge.

Such as what?

Umm, in terms of writing organization. I mean the way we talk about the facts and opinions. What should I start with, a fact or opinion, and how to make your readers believe that what are you saying is acceptable. It is an art to know these techniques and use them in your writing.

Okay, Ahmed, tell me how do you find your writing and how you approach it, I mean look toward the TV and try to tell me exactly what is going on.

Okay, uhmm, I feel, like you know, it is the matter of following ideas that I made last time and try to enhance them. I read the whole essay and found out that I can write better than that.

Excellent.

I read it and spotted all the weakness in it, then I decided to write following the same lines that I made in the writing, with some changes in the style and the examples that I used. I wrote three pages, while I wrote one page last time.

I found out that this writing needs some explanation as to why this room is important and why I changed my carpet, and why I feel that house is my dearest place. All these questions must be answered before I submit my essay.

But how do you find out these weaknesses? Do you learn something that leads you to finding out these things?

Really I do not know but if I were asked to write this topic now I may add something else I did not mention it before.

Okay, Ahmed, let's go back to your essay.

Yes, I am writing following the previous writing. I read each paragraph and then I made and decided what should I change and why it is important to change it. I asked myself the following question "Is it clear to the readers what I am saying?"

Do you ask yourself the same question always, before you learned English in the USA?

Well, no I was not asking myself this question, but I find it is good way to approach writing. My teacher taught me to ask "So what" when I read or write anything. I like to follow that always.

Okay, now you are reading your essay, why you are doing that?

I am reading to find out the information that I provided in this essay is connected to other part or is there is something in between that needs to be followed up. If I found that some information is missing, I, I feel it in and if I find that everything is connected to each other then I continue writing.

Nice, it seems that you learned something in your classroom, can you tell me exactly what do you learned?

Well, I feel that I learned lots of things and at the same time I feel as if I have learning nothing. I still need to learn English especially writing. I need to write fluently but I need to stop opening and checking my dictionary. I usually opened it more then twenty times when I wrote, and I think this is a problem. My teacher told me do not consult a dictionary while writing as this is a way of making your writing weak. The best way, she told me, is to write whatever you need and when you finish go and check your dictionary as much as necessary.

Do you follow her advice?

What do you mean?

I mean do you listen to what she said?

Yes, but sometimes it is difficult to do that. Sometimes I found myself needing to know the meaning of certain word immediately and this desire makes me stop writing and go look the word up in a dictionary, but when I come back to my writing I find it difficult to remember what I was trying to write about.

But was it really difficult?

Yes, I feel as if this strategy is not valid. I need to learn that no dictionary should be used while writing is in process. But once I finish writing I will go and check in the dictionary.

I did not find any difficulty in my Arabic writing as I feel I am writing normally and there is nothing that may stop my writing.

Okay, do you need to say anything else?

No.

Okay Ahmed, thank you very much

thank you too and I hope you will succeed in your study.

Thanks.

(4) English Essay (E1)

Look, let me say some thing. I want, you know, I am trying to find out what is the best way to approach this topic. I am thinking what should I write and how. Now I am writing. If I think it will not go smoothly, because I will stop right now. The second line that I wrote was not easy. I crossed out the words, the sentence, I will cross it out, I am going to cross it out sometimes. I felt as if I were not doing the right way. I did not like these words and you will see that I will cross them out, it is will happen soon.

Why did you stop?

I stopped here, and I crossed out the word because I found that I had started in the wrong way. I was feeling that this was not a good start. It is important to note that when your students do not find the good start they will fail in their writing. Once you start correctly, then what else comes will be successful. I think that is right.

Why are not you writing? Are you thinking about something that you need to add in your paper?

No, I am thinking about the title of this essay. I am not sure if it will be good if I leave it without a title, and what is the best title for this topic. I want to explain to my readers that I am a ... but do you think that it is easy for me to write.

Why do you start saying that "Place my school is ..."?

-You know if I need to give a clear picture about my school then I should start by saying where it is located.

See now, I will cross out the whole title. I found out that the spelling of this word was not correct, which makes me uncomfortable, and I feel as I am not able to write.

Oh, do you take care of your spelling?

I hope, I, I, I am trying to do so, but you know .. I feel like it is not easy, but and, but and, I am really serious that I hope to get rid of this problem [spelling problem] It is confusing to know a meaning and not have the word or you know what you need to say but you can not write the word. I feel like it is not easy to write a word if you do not know what its meaning is. I spent all this time trying to find a

word which fits the appropriate meaning of the ideas that I want to express. It is sad to tell you that I never learned spelling or what are the best ways to master English spelling; the only thing that they stressed in our schools is the handwriting techniques and what is the best way to write cursive.

Okay, Ahmed, tell me how do you usually write?

How do I write? I hold the pen and start writing. I think it is obvious that my writing is similar to your writing, but there is a little difference in that you know how to write very well and I know little. I think you know that when you hand over the question. I first read it carefully, then decide which is the best way to enter into the topic and what I have to do, then I start writing. It is an easy matter.

But what about planning?

It is important, I mean I need to , you know I felt it is important to be learned and used. Do I need to explain more?

I feel like, you know, I am not yet, you know, but, Yes it is something that you need to learn while you are writing. If you write about your childhood, for example you can not be aware of everything, but when you talk about one thing, this thing may remind you of the things that are related to it.

No, no, I understand what do you mean. But I think it is important for any writer to put forth something to write about for himself or herself. You do the same thing?

Well, I started writing putting in my mind few ideas that I may be able to explore, but when I found that such ideas are not expandable and may be changed I changed them. It is not easy for me to adhere to an idea or continue writing about it clearly with many words which may help making making each idea clearer. It is a matter of vocabulary. If I have a good number of vocabulary I will express myself clearly and strongly.

But what about putting a line or a way of guidance that you will follow when you need to write, do you understand me?

Yes, yes, I do I think it is matter of practice. Making a plan before writing is, no doubt, a good way for learners. I believe that planning is the best way to produce a well organized essay with little or no weakness.

Umm, I think you took much time to think about your topic. Do you know you took more than two minutes thinking about the title?

I will show you, I will leave this paper and I will change it. I think this is not the right way to write, and if I am a good writer then I do not need to spend all that time thinking over a topic or a title.

I think it is possible that because we do not learn much English in our country we are very weak in English. Actually it is obvious for anyone who learned writing in Saudi Arabia, that in Saudi Arabia I feel that the education system writing is not given much attention. I am positive most Saudi students who learn English in Saudi Arabia will face the same problems and they will not be able to start their Academic programs without help in English. Students learn the basic elements of writing and after that they are not exposed to writing. In my university I learned new writing techniques which did not help me much, but once I started learning English here in the USA I felt the difference.

Now, Ahmed, you said in this essay that there is a separate room for the manager, what do you mean by manager?

Manager means the person who directs and supervises things, which is manager or principal.

Do you have the information that you need to present to your readers?

Yes, of course, I do, but the problem is, as I told you before, that the number of words that I knew are relatively small, and some of them are not easy to spell in the right way.

Moreover, Ahmed, do you think about your reader? In other words, do you think that the people who will read your paper will understand what are you saying?

Yes, I was thinking about who will read this essay. That is why I said in my essay that this city is the origin of Islam, because everybody knows such things, and thus I consider this topic is known to my readers and nobody will find difficulties in

reading or understanding it. I think that readers are an important element in writing, because if the readers do not understand the meaning of the essay they will say that this writer is a stupid person, because nobody will understand he saying in his writing.

Do you think that changing your plan while you are writing is necessary or not?

Yes, it is something that you need to learn while you are writing. If you write about your childhood, for example you can not be aware of everything, but when you talk about one thing, this thing may remind you of other things that are related to it.

Okay Ahmed, what does this mean? Now you have completed your paragraph about the subjects and the topics that the school covers in an academic year, but why did you shift to another topic without giving your readers any hint that you will shift?

You mean the second time? I think, you know it is the same thing that I am still talking about the same school. When I completed my explanation about the topics, I talked about the time, which is also related to the school in one way or another.

Now let me go back to my essay. I am trying to find suitable words and expressions that will add to my writing. I tried my best to give the readers all information that they need to understand the importance of this topic. I tried to be clear why this topic is important for me. I tried my best to tell the readers that I understand that they are reading my essay, so I take care of them and I hope they will understand my topic. I tried to use many examples and supports which will help my readers understand my topic very easily. What I have learned is that supporting is the way to give your writing credibility and that can be done by giving examples and reasons for what you are trying to say. Without such support writing may be weak.

I also want to tell you that one problem that I think all of us as Saudis face is that we are trying to express ourselves in another language. I learned that if you need to express yourself in English you have to do two things: first think as an Englishman, and second express yourself as an Englishman. I mean it is two duties in one task. You need to express yourself and you need to think as an Englishman, I think this is a difficult task. Training is, in my humble opinion, the only solution. You know, it is

not easy for a person to write in another language with inadequate vocabulary. Before I came to the USA I thought that I had enough vocabulary to let me survive in this community, but unfortunately, I was mistaken. I was not able to talk with people in the airport or in customs department. I could not buy milk for my kids in the first day without my friends' help. It is not easy to be fluent in English, but it is easy to pretend to be a fluent. You know English is not like Arabic, therefore I think it is important for us as second language learners to master and understand all the grammatical roles before anything else

Okay, Ahmed, what about your final part in the essay. Do you try to make a sort of finish or indication that you are trying to put an end to you essay?

You mean explaining to the readers that I am trying to say the last words. I think that is a necessary part in writing. It is recommended that each writer should finish with a sort of conclusion. If you end your topic with appropriate words will make it easier for the reader to understand that you are finishing. I think it is that if I finish with words which explain to my readers what was my own purpose in the writing of this paper. And it will make it clearer that I will write nothing more after these words, which will tells them what was in my mind.

Okay, I like that, what else.

That set.

Let us understand your writing ways. How many drafts do you usually give to your teachers or when you want to write a piece of writing how many copies do you write?

You mean in English?

Yes, I mean English.

It is a tough question.

Try your best to answer it?

Okay, I will give it a try, and I will be honest with you. I know that you need to reach a way or so to make writing easy for us, but I think it is important to note that we never write in English.

I was a student in Um AlQura University, but the amount I writing here in the USA is much greater than the amount of English that I wrote in Saudi Arabia. I think it is because the subjects that we were studying were in Arabic not in English as a language, and the teacher in the English course trained us to write short paragraphs

It is clear now that writing in Arabic or in English is a way of communication. It is not easy to write one page or two pages if you do not have the knowledge and the information about the topic you are trying to explain to your readers who are willing to know the truth from your writing. I understand that writing is not easy in one copy.

You mean you do write more than one copy?

Well, I am sure that it is important for me to express my ideas whether in one copy or more. But we should put into our minds that it is not easy for students to write more than one copy, because students need time to think about the right answer, organize ideas and seek samples and supports. It is more difficult to write more than one copy for students who write in a different language than theirs. I have difficulties finding appropriate vocabulary and tenses, which make it difficult for me to find time to copy my writing into different draft.

Okay Ahmed, do you know that English articles are different than Arabic. Do you feel that articles are difficult for us?

Of course, they are the most difficult part in English. If I master article usage with tense usage, English will be easy enough to learn and master. You know we were exposed to a lot of things and it is not easy to learn and remember everything we have learned. I think subject-verb agreement is a new thing for me, but I am not positive.

What about English grammar, Ahmed?

You know our grammar is not like English, there are , as I told you before, there are differences and similarities, and you know we need to know all these differences and similarities. If it is not easy then we need to learn it as much as we can, so that is what I am trying to do now. I am studying English reading, and English writing and grammar in my school and in my house in order to understand this

language. You will not believe that my children are learning English much better than I am and can talk even without the teacher.

(5) English Essay (E2)

Before I start talking about this writing at this moment, I would like to say that I feel that I am changed. I am different than before. I can write English with little hesitation. I can talk with other people and understand what they say.

You mean many writings and you were practicing writing almost everyday?

Actually it is obvious for anyone who learned writing in Saudi Arabia, that in that education system writing is not given much attention. Students learn the basic elements of writing and after that they are not exposed to writing. In my university I learned new writing techniques which did not help me much. But once I started learning English here in the USA I felt the difference. This does not mean that we did not write, we practiced writing, but with no guidance at all. I feel that what we are doing nowadays is like giving a measurement to use when we write. Do you have a topic sentences? Do you have a clear thesis? Do you notice that you are writing to American? and so on and so forth. It was not writing three or four or six pages, but how you approached your writing.

Okay, Ahmed, since we are talking about audience, how is this matter important to you? On other words, do you think this is an important issue and do you need to consider it every time that you write?

It is clear to me that each writing has its own readers. I am writing for you in this essay, and I was writing for my teacher in the university, but if I write an article in a newspaper, then I am writing to different people. It is clear that readers are important. Believe me, I think most of the writers do not take care of their audiences. They write to themselves, so nobody will understand what do they write. If I wrote a piece of writing, I would make sure that my readers are clear about my topic, if I am writing to American readers about Saudi women I have to watch my words, but if I am writing about 'love' then I have no problem.

Back to your essay, you are now writing the last page which is page two. What is in your mind right now?

It is important for me to understand the usage of punctuation. If I am able to do so then I will have no difficult time, but as you know it is a problem. It is a fact that I need time to know that I should put a comma here and a semicolon there

More over, it is important to know the difference between finishing up or telling the reader that I am finish.

What do you mean?

You mean you give a conclusion, do you know what a conclusion is?

Yes, it is a way of finalizing your writing. You finish with words which explain to the readers what your purpose was in writing this paper.

But in this essay you did not provide us with a conclusion, you said that the prophet was born in Macca and he started his call from this place, but you did not sum up or give us a clue that you are concluding

Yes, but the final words always tells the readers about the feelings of the writer, and I felt that the important element in my writing was the prophet Mohammed.

Okay, Ahmed, let us go to another part of your writing, which is grammar, did you experience any difficulty?

Grammar or any other part of the English language, we need to learn it and practice it as much as we can. It is not our language and we can not master it in 24 hours. You know English is not like Arabic, therefore I think it is important for us as second language learners to master and understand all the grammatical roles before anything else. I believe that practice is the only the only way of mastering second language. If I were an English teacher, I would ask every student to read and write as much as he can as each needs to practice writing and reading and speaking when ever possible. I do not want them to memorize rules and ways of reading or writing. I do not need them to say if X equals Y then Y equals X. I do not need them to do that. I need them to speak, write and read naturally.

But I do not know Ahmed if you are able to rewrite your essay or do you think it is complete in one draft?

It is not necessary to write more than one draft. because the way I write is like actually writing three or four drafts.

How does this happen?

Well, I am sure that it is important for me to express my ideas whether in one or more copies. But we should put into our minds that it is not easy for students to write more than one copy, because students need time to think about the right answer, organize ideas and seek samples and supports. It is more difficult to write more than one copy for students who write in a different language than English. I have difficulties finding appropriate vocabulary and tenses, which make it difficult for me to find time to copy my writing in different papers

But Amed, Do you think that planning is important for you?

Making a plan before writing is no doubt a good way for learners. I believe that planning is the best way to produce a well organized essay with little or no weakness.

Okay Ahmed, how is your English writing now? Do you feel that it is easy or it is not yet clear to you?

I am sure that English writing is easier than what I thought. I was thinking learning English writing would take a year or so, but with a teacher like mine I felt that it is not that difficult. It is easy for those who have the willingness to study and learn to acquire English as soon as they put their hands in the road.

Nice to hear this.

Thank you

Do you want to say anything else?

Well, no I said what I think enough.

Okay Ahmed, Do you think that we have covered everything or do you need to add anything?

No, thanks

(6) English Essay (E1-R)

What is the most important thing that you need to tell us before you start talking about your essay?

I am really not sure if what I learned in Saudi Arabia was English or something else. But It is my feeling that I was far away from English. The way they teach us in Saudi Arabia is not the way we learn here in the USA.

Of course, that is because the main concern here is English while it is not English only in Saudi Arabia. You study many other topics besides English.

Yes, you are right.

Okay, Ahmed, let us go back to your writing.

Well it makes me feel like I am able to write better than this essay that I submitted three months ago. I am confident that I can write better than that.

The way that I wrote my first essay made me feel that I needed to improve my writing, and I hope your study will add something that will help all students and teachers as well learn more and more about writing and how to make writing easier for learners. However, I believe it is not an easy task. You need to work hard and change many things in the systems and in the policies as well. I feel like that you may end up with saying that the way English is taught in Saudi Arabia is not adequate and needs updating. But it is not easy task. I ask Allah to help you and all those who care about their people and help develop them.

Thank you Ahmed and I hope I will help all those who need to learn and succeed in their academic life. Ahmed is it possible to talk about the way you written your essay? Tell me everything and try your best to go deeper when you explain anything related to your essay.

Of course, I will try my best to let you know everything. It is important to do that and it is important to allow you to understand everything related to the writing that I have submitted today. But I will do my best, and I hope you will find what is related to your study, In terms of writing, I started reading my essay, you know, it

took me a while to find out what were the weakness of this essay before I wrote it. I was not sure that I was the one who produce this writing. If this is my previous writing, then I can assure you that I learned a lot of knowledge. I learned many things which will be seen in my new paper. I am sure you will find many differences and I am sure they will help you making good judgment in your study.

As I told you I read the whole essay and found out that I was not sure about many things when I wrote the first essay.

You mean your English essay?

Of course I am talking about the English writing ability right now. I will try my best to talk about this essay before anything else.

First of all I did not put a title on this essay, simply because it was not a part of the question, but I think it is necessary in any writing. I left that out but I am not sure why I did not put one, but I did not put it, on , butif you will allow me to put a title I will do it now and I may suggest that "A journey in my elementary school." would be good. Do you like that title?

Ahmed, it is not important to choose a title now, but it is important to tell me why you did or did not choose one or why you choose one.

Okay, I will explain that when I talk about this essay. Back to the essay. I did not put a title, because I do not know, or actually I was amazed by the level of writing that I used before I started my English program. I think that is the reason.

I started as you see here in the video tape by reading the whole essay, and I tried to make the kind of lines that I would need to follow when I would write a second time. I made sure that I understood all the main ideas that I was writing about in the first essay, then I started organizing myself in order to rewrite on the same topic.

How did you do that?

Actually, it did not take much to find the main ideas. I tried my best to figure out the most important ideas that I needed to talk about then I started writing about the same ideas that I wrote about the first time. I started with an introduction, which is the main part of the essay, I started by telling all the readers that I will write about my

elementary school. I said I would write about my elementary school time which happened long time ago when I was very young, about six years old. After that I found it important to tell the readers about the location of this school. I mentioned my city, and the quarter of the city that the school is located in and then the street. The reason for mentioning all these places is to be more precise and more accurate than before. I learned in the writing class that writers always have to be accurate when they make any descriptions. I should not say for example “I was a man,” without mentioning who is this man if he is important to the essay I am writing, or I should not say that the weather is cold without mentioning the season. You know, Umm, I can, you know, I am talking about, is it winter or summer or what. Then the important thing is to be precise when you make any description. I learned also to present facts before opinions, and that is what I tried to do in this essay.

You know, it is important, you know, I tried even to be more precise when I mentioned the name of my school. I did that to give the readers one choice, because more than one school is in that street.

Okay.

Then I went on talking about the school from the inside

Before you go to the other paragraph, let me know why you crossed out the word in the first line of the second paragraph. Yes, it is a matter of tense, I was planning to say “was,” but I remember it is a fact and this fact should be in present. The name of the school is a fact if I say the name was so and so, then I am trying to tell the readers that the name of this school right now is different than before and that is not true.

Then I went on to tell the readers about the school from the inside. I tried my best to give them a good picture about the number of rooms and the differences among the rooms. I tried to tell the readers who is on the first floor and who is in the second. I did much to make the readers aware of many things related to the school

In this paragraph you mentioned the name of the prophet Mohammed peace be upon him without a capital letter. Is that the way you write names?

You mean I have to start with a capital letter when I write names?

I am asking you if you do that usually?

I am sure that I made a mistake here but why, I do not know?

Let us go back to your writing.

I am not sure if there are any problems that you feel need to be solved regarding the way you handle spelling. Is it difficult for you to write with no spelling mistakes. Is it possible that you tell us about the difficulties that you face when you write with English words, or do you think that you do not have any problems with English words.

Of course I do, even my teacher does. She told me once, “Oh Ahmed, you know it is not easy for anyone, even we, as Americans, we face spelling difficulties.” If she faces these kinds of difficulties, then do you think I may succeed in learning English without any spelling difficulties. I doubt it. I think that learning English with no spelling difficulties is impossible. All my friends and those who study in our class, have many difficulties in English spelling.

If you need to try to solve the spelling problem in our country, you better check and try to find out why it is not given much attention. It is sad to tell you that I never learned spelling or what are the best ways to master English spelling; the only thing that they stressed in our schools is handwriting techniques and what is the best way to write cursive. “This letter is written like this, and that word consists of these letters, period.” These kinds of things that we learned in our schools. You better focus on these matters in that place.

Okay, Ahmed, let us go back to our tape.

Yes, I think I am writing the second, no the third paragraph. It is the same paragraph that I have written for the first essay, but I am adding few things that I did not remember that time. I felt this information is important for the readers to know therefore I included it in this essay.

Okay, do you think that you have an adequate vocabulary that may help you write in English.

You know, it is not easy for a person to write in another language with inadequate vocabulary. Before I came to the USA I thought that I had enough

vocabulary to let me survive in this community, but unfortunately, I was mistaken. The best thing is to write with much vocabulary. If I learn English with a very limited vocabulary, then I am limiting myself to limited expressions and writing.

How did you finish your essay?

I finished it, let's see, I think it is sort of an excuse. I tried to tell the readers there are many things that I would like to say, but my memory did not help me much. Therefore, that is what I found. This type of finishing up is what I believe is the way of telling your readers that you are not happy, and this is incomplete essay, and that is because you are a human being and a human being is always incomplete.

Okay, Ahmed, let us understand how did you wrote, or in other words, how did you go from step to step when you write. Or say whatever you think will help you in telling me about your essay.

I am not sure if I will be able to tell you that.

Let's try it.

I will try to explain it.

Go head Ahmed.

Okay, I read everything related to the essay, such as the question and assignment, etc. Then I tried to tell myself, what should I say about this topic. Then I start gathering my ideas about the topic that I was asked to write about and and after that I wrote the essay, and then finished my writing.

How do you write?

I write as usual, starting with the topic and its importance to the readers and to me and give the facts that are related to it plus tell my opinion, and finally tell the readers that I am trying to finish the essay.

Do you check your writing before you submit it?

To be frank, I do not do that, and that is because I read my writing many times before I finish and try to make the first draft correct.

Appendix N-2

Ahmed Interviews

(1) Arabic Essay Interview (A1)

1. Describe how you write in Arabic?

Writing in Arabic is something that I love more than anything else. I think the way I write in Arabic is important for all students to follow. I start by deciding who the readers are and what the topic is before I think of anything else. In this essay for example, I found out that I will write my essay here in America and I will write about my old house which is in Saudi Arabia, but I will write the first essay in Arabic and the readers will be Arabs including Saudis of course, but the writing will be different than usual writing because of the location and the readers.

Usually when I write I start by thinking why should I write this piece. In other words what is the purpose of my writing. If I feel that I have a clear purpose then I will go for it, otherwise I will not write unless I have a clear cut purpose. Once I establish this purpose I will think about what should I write. Then during my writing I think what are the most suitable ideas that may add to the main idea that I am trying to explore in this essay. If I find this work unthreatening then I will finish my essay in the time allowed and then I submit it to my instructor.

2. Do you think that Arabic writing teaching is adequate? If not what is the best way to teach writing in your opinion?

To be frank I am not able to tell you what is the situation in Saudi Arabia. I studied writing in my elementary, secondary, and high schools. During my college I did not have a specific course that targeted Arabic writing.

But to answer your question, in elementary school, I feel, and that is my opinion, that teaching writing is not adequate, because the way they approach writing is not that good. They teach writing composition one time each week and sometimes this course is the last one in the day. If the schedule that day consisted of seven classes, the seventh is always composition.

Moreover, the way they teach us composition in Saudi Arabia is not like the way they teach writing in this country. In my country they teach us without emphasizing the techniques that tell the students how to write, but instead they tell us how to write about certain things such as describing Spring, or describing a day in the desert etc. I felt that what they emphasized in my country is the way we finish and complete a certain issue, while here in this country they teach students how to write using the tools of writing.

3. Do you encounter difficulty in Arabic writing?

No, I have no difficulty, but this does not mean that I am good writer in Arabic. I feel like I am learning Arabic writing by practice, but not as a result of learning in school or in specific settings. I write Arabic because I write all my homework in Arabic.

When I was studying in my elementary school I was writing almost everyday. In religion classes, history, science, and other subjects. I was practicing writing always and almost every minute, so I think it is a way of overcoming any difficulty in writing in Arabic. If I write English as much as I wrote Arabic, then my English writing will be more perfect than most of the learners.

4. What is the most difficult part in Arabic writing you think that you need to improve?

Well, as I told you we do not learn Arabic writing in classes as they do here in the United States, and I learned Arabic writing by practice and this make the chance of difficulty improbable. But it is worth mentioning that the way I start the topic is the most difficult part of writing. I feel as if I need to practice how to enter into a certain topic and then I can write very well with fewer problems and less trouble. In my opinion, writing is a way of communication and each communication depends on the two ends of the communication scale. If I communicate with you you will understand many things, because we share the same language, culture, and background, so communication between you and me will be very easy, but if I communicate with somebody who does not know anything about my culture, it will

be difficult to communicate with him and this is one thing that I need to learn to enhance my writing.

5. What is the best way, in your opinion, to resolve Arabic writing difficulties?

That is good question. I like to talk about the things that will enhance my country and develop the ways that we teach our students and learners to make them more capable in helping in the development of the country. I noticed that teaching Arabic writing in my country is not adequate and needs a lot of treatment and enhancement.

First we need to teach teachers to adopt the best and most recent ways of teaching and how to deal with students in the classrooms. This will enable the teachers to understand their students and to know what are the best ways to approach them. Once we do that teachers will be able to pinpoint the weaknesses of the students and what they should do in order to enhance their classroom environment.

Second I think we should not leave Arabic composition as the last class in the daily schedule as the students will be tired and they want to go home to eat, and take a rest. But if we change the time and put it in the middle of the day then we are giving them a chance to learn and understand the best ways of writing. Writing is a way of communication and students need to communicate through writing in all classes. In religion classes students need to write clearly and nicely. Students need to learn how to convince others by writing. So we need to tell the teachers to choose a good time for the teaching of writing if they are, you know, if they are allowed to make the decision.

Third, teachers should teach their students how to use writing as a tool to write and not to single out a topic and teach them how to deal with this topic without telling them that this topic can be approached using such and such techniques.

What do you mean by such and such?

I mean the way we have to organize our writing and the way we, you know,

develop our ideas during writing is the best way to teach students how to write.

6. Writing in Arabic is not similar to English. Do you agree or disagree with this statement? Explain

In what ways they are similar or not similar?

I mean do you write like you do in English or do you approach, you know, English topic differently than you do topic in Arabic?

Well, I think that each language has its own specialty. I like to write in Arabic using poems and sayings better than in English. In Arabic we use many quotations from the holy Quran, and in English I never use anything from the holy Quran. I feel that when I write in English I should take care and watch my language because I am writing to different people. We do not share anything in common as our culture is different, our life is different and even our beliefs are different. Then to answer your question there is no similarity between Arabic and English in terms of writing.

7. Do you consider yourself a good Arabic writer? If yes, why?

Well, I think I can not evaluate myself, because I feel like I am saying that I am the best or I am the worst person. But I feel that in Arabic I can express myself clearly and easily as I can tell others what is in my mind and I can argue on a certain topic or certain issue. I am able to discuss any matter if I have interest in it and I can tell people what my position is on such a matter. All this can tell you if I am a good writer or not.

But what about your feeling towards writing ability? Do you feel that your writing is good in Arabic?

Yes, it is good in Arabic because I do not encounter any difficulties in Arabic writings. However, I am right now learning English writing and I am sure what I will learn in English will help me to improve my Arabic writing. Also this will tell you that I do feel that I am not bad in Arabic writing as my writing in Arabic is acceptable in terms of quality.

This leads me to raise an important issue in writing which is the respect of

the readers. If I am a good writer I should care of my readers and present to them all the truth I know and treat them as if they are better than the writer himself. If I do so then I am good writer.

8. Do you think that planning before writing is important? Why or why not?

Of course, I think that planning is part of the writing itself. I like planning and respect people who plan before they write. I want to practice this activity, but it is matter of practice. I never do plan for my writing, but I hope that I can do it in the future.

The reason why I do not plan is that I was not encouraged to do so in my school. Every time we write we do not look for the things that will make the writing seems nice and well-organized, instead we used to talk about the topic and about the features that will help us to master that topic alone, but do not we learn this to write on other topics, unfortunately no.

9. Do you think that revising is an important part in writing process?

Sure. Why not? I am confident that without revision students will produce bad writings. I remember that when we completed our finals, teachers always asked us to revise and they gave us time to read our essays before we go outside the classrooms. It is a matter of practice, and if we learn that revising is an important part of writing then we have to practice it and apply it when we are writing.

Writing without revision is always incomplete, and I do revise. For example, in this essay I revise many times. I do that when I complete the first part and I do it when I complete the second part and so on. This will make my writing stronger than before and will make it more powerful.

10. How many drafts in Arabic languages do you usually write before you submit your final paper?

First I have to tell you that the importance of drafting is not a priority for me. I feel like if I write in a good manner and I meet all the requirement of writing then I am doing fine, whether in two drafts or three, or even one draft. Then the

main point is not how many drafts, but how is the writing, and what does it look like.

It is not the same. If I have the time and I feel that I need to write more than one draft I will do so, but if I feel that this writing is complete and no change in the draft is necessary then there is no need to rewrite it again and again. But if I feel that my writing is not good in the first draft, then I will find out why it is not good and then try to fix it in the second draft. But if time does not allow me to do so then I should not do another draft but rather I may fix my first draft and present it as is.

I feel that these things were not emphasized in our schools and nobody teaches us explicitly the importance of drafting or revising. I do not recall such things when I was in school. But I remember that the most emphasis was in the way the topic should be treated and the ideas should be presented in clear way.

11. Do you identify your audience before you write in Arabic?

Yes, I do. In my writing I always put the readers in front of my eyes. Actually I respect them and I do my best to tell them all the truth as it is the best way to treat your readers. Thus I am confident that all the readers in this case will be happy when they read my essay as it is a good way to tell your audience the truth of the things about which you trying to tell them.

Audience is the third part of the writing process. I am sure if this part is not treated well then the whole writing process will be unclear. It is a fact that readers are not in one level, and some of them will read what is between the lines, and others will read the grammar and style of the writers and the rest will read the main ideas.

So to treat your readers well you need to write for the three types of readers and I do write for all of them if I am writing a general article, but If I am writing an essay to a class I write to the teacher as the main reader and then to the students because they share the same goal.

(2)Arabic Essay (A2)

1. What do you like the best about writing?

I am not sure if I could answer this question because I like all parts of writing and I do not have a preference to any part of writing, but I can tell you that I dislike one part of writing which is the beginning. In writing I have difficulty finding the way to start. I think this the most difficult part of writing to begin with.

Writing is one way of telling people about what is in your mind. I like to write and I hope that people, I mean readers, will enjoy my writings. When I write I feel like I am preaching. I feel like telling readers about what I love and what is the best way for them to do the same thing. Writing to me is not coloring, it is something different. I like to tell people about my own life and there is no way to tell them that except through writing. When I write I feel like I am delivering an important message, and people may benefit from it.

But I feel different when I write in English. That is because I am faced many difficulties which may make my writing similar to a boy in an elementary school, that is in terms of vocabulary and expressions. I think I need more time to learn English writing and then I can tell what writing in English means to me. I also hate to find myself stopping the writing process because a word or an expression is not available to me to tell people what is in my mind. I like to write about many things but one thing makes me feel like I am unable to write and that is vocabulary.

When I write, I like to tell people about my own opinion then tell them about my beliefs and why I am writing to them about this topic. I feel that it is my duty to tell people about what I feel and how I feel.

2. Do you think that your Arabic writing has changed after studying writing in America?

Um, not really, but I feel I have learned many things that will help my writing in Arabic or in English to be better than previously. But the main point is that the way I approach writing is different than the way I approached it before. I mean

that I learned that if I need to address a topic I have to prepare myself before I write. My teachers in the ELC told me that writing is not like speaking, the difference is that you are using your voice, face, and hands to tell people your message, but writing is different, therefore, I have to tell people everything that is related to the topic. I was not doing that before, but now I am trying my best to follow this theory, which is that a writer has only one way to tell people about what is in his mind and that is writing. However, a speaker has many things to tell readers about his idea, such as voice, face, and hands.

One more thing that I want to tell you is that you will see the result of your speech immediately, while your writing may take ages to be noticed, which may help the writer to be more careful when he writes

I feel like I have learned many things which may help me make my Arabic writing looks presentable and readable, and that is what I will adopt in future. It is important to tell you that I have made some changes but it is not enough to claim that my writing has changed. It is true that I need to learn more and more about writing and that is what I will do in these days. I have planned to continue learning about writing and its techniques and once I found myself mastering writing, then I will write from many bases.

3. What is the biggest difference between how writing is taught in your native country and how you have studied writing in America?

This is good question. I believe there is a difference, and we are agree that on, which will lead me to talk with you freely. I know you are a teacher, but you like me to criticize you and tell you how I feel towards you and those who teach English in my country. I feel like we were unable to learn English as required because of the teachers, and the materials that are used in teaching.

Teachers in my country are not native, which will make them unaware of many English facts especially in speaking and writing. This is what I think, because the one who taught me English in college was not native speaker. If you compare my English to one who graduated from King Fahd University of Dhahran, you will see

that we are different although we share many common things because of the way the university approaches the teaching of English. In Dhahran there are many English labs, and there are many English sources, such as student libraries and tapes and so on and so forth. Teachers who teach in Dhahran are native speakers of English, Americans or British.

Moreover, the way many students in Saudi Arabia approach English is not helpful. For example, I think nobody reads English outside the classroom, and nobody likes to read books and magazine that talk about English countries.

Moreover, the way they teach English here in the USA is different than the way people teach it in my country. I do not know why. But it might be because that people in my country do not have access to English teaching research or because English teachers take care of teaching English as it is their native language. I agree and admit that English is taught better in this country and much better than the way English is approached in my country, but it is your duty to enhance it and make it similar to the way English is taught in this country. I think if you apply all the techniques and methods of teaching that teachers used to teach English then you will be able to teach English similar to the way teachers teach it here.

4. Do you think that writing for specific audiences will enhance writing?

Well, it is obvious that every person when he write he or she is assuming that somebody will read his writing and this is true for me. I write by all those who may get access to my writing putting in front of my eyes, and I think of what they will say when they finish reading my writing. I always put myself in the shoes of the readers and ask many questions that readers may raise when they read my own writing. I always remember myself when I read others' writings. I used to say this writer means so and so and that writer is aggressive. I sometimes think of the writer as if he tries to say something to me but it is not clear, which means that he is writing to different readers. I am not among them, therefore, he should not write like this or I should not read this writing, but what I should do if this article is in a daily

newspaper, and I am one of the readers. This writer does not have the ability to measure all his readers, therefore, he failed to satisfy me as required.

I think it is important to put in your mind your readers when you write to specific readers and when it is for general readers, such as in a newspaper article or story. You should tell yourself who the readers are and what will satisfy them and how you should approach your topic accordingly. If you do this then you are able to maintain your readers but if you do not then you are telling your readers that you do not care about them and you are not able to write as required.

I hope that my teachers in Saudi Arabia will consider teaching their students to write for specific readers because this will help the students to focus on the topic as that it will be understood by the readers, and if there is an idea which the writer feels that his readers will not understand without explanation then he will put this idea in a different context will make it seem more understandable.

I also encourage myself to make every single idea clear enough to my readers, especially if I am writing to non-Arabic readers and writing about a topic which is not familiar to them. In this case any topic which is not related to my readers I will have to put a specific introduction which will introduce my readers to the topic.

Moreover, I feel strongly that if I explain an idea or a topic to my readers I feel that I respect them a lot. This means that if I give an introduction to a specific topic without telling my readers about the background of this topic then I am telling them that their understanding is not important.

Okay it is nice to hear that.

5. Do you think that adopting English writing techniques will enhance Arabic writing? Explain.

Well, to begin with, it is important to emphasize the fact that each student has his own learning ability. I like to learn if there is something that motivates me, and other students, for example, like to learn if there is some relationship to their desires and what is being taught. It is actually the learner's choice to learn about the environment around him or her. For me it is different. My family pushed me toward learning, and I felt that it is my duty to become similar to other family members and if

I do not do that I will be down-graded by the others. It is like being pushed by them all the time.

I think the only thing that I need to emphasize is the importance of learning. I learned many things from the English Language Center, especially writing techniques. One fact that I have learned is being clear in your writing, and to do that you have to plan your writing, revise it and put it into the final shape. You know if you write a piece of writing and you want to make sure it is clear for your readers, you must check your writing. In my schools I did not learn how to make revision when I learned Arabic writing, because nobody taught us writing techniques. Usually I check my Arabic writing from time to time during my writing, but I did not allow time for editing. Here in the USA, I learned that to produce a strong piece of writing, you need to allow time for revision. I believe that writing techniques are important.

That is one thing, and another thing is that students when they come to the USA their learning habits often become similar to Americans. In other words I mean that they adopt the learning style that Americans use to do such as library searches, long time studying, and self-dependency. I like that and I hope that I will be able to adopt this style because I love it and I think it is better than my previous way of studying. I feel like I am trying to change my study habits and become Americanized in terms of learning.

(3) English Essay (E1)

1. How long have you been studying English?

You mean in the regular school and throughout my academic studies? I am a regular student, and I have nothing special to tell you. I went through the regular Saudi schedule.. I learned English as any student in the country. It is important to tell you that the English that I learned or anyone in Saudi Arabia is not enough to read or write in an acceptable way. I am a student who finished his elementary school with no English at all. I went through secondary school which is called middle school here. I like the American name more than secondary, because middle school tells you that there was a school before this school and there will be a school after this school. I am confident that this name would do better in our culture, because it tells you that those students are in the middle stage of their lives. They will be responsible very soon or as they call it here, independent.

In secondary school, however, I started learning English, in the first year we learned the alphabet, and how to write letters, and how to pronounce them. Then later we learned how to make words out of letters such as “man,” “door,” and other words such as “cat.” It took us one semester to go over these things. In the second semester, we started learning words and the teacher tried to force us to memorize the words without telling us if they are nouns or verbs or adjectives. We learned and memorized most of them, but unfortunately we “lost” most of them because we did not practice using them and putting them in context. And I think that was the most serious problem of teaching English in Saudi Arabia as that is not putting theory in practice.

Later in the second year of secondary school we started learning the English structure, how we make sentences, and how to form questions. Then we went on doing the same thing with some emphasize on the memorization of some words such as “sunny,” and “weather.” I remember during the first year we covered many materials which I think were important for us as beginners, but unfortunately during

the semester break we didn't practice them, so we totally forgot them, and that was the worst thing.

However, when we we stated our third year, we began to learn other types of English, and realizing we were not able to produce good sentences I mean in terms of writing. It took us many times to learn how to produce sentence, even though these sentences were full of grammatical mistakes.

When I went to high school and there I started learning some grammatical rules which explained how to speak good English and to make acceptable sentences. I did okay in this part, but when the composition part started I found myself unable to do anything as I was seeing things differently. It took me ages to find out that the problem was not the language itself, but it was my readiness to learn English.

During the three years of the high school time, I learned about English rules such as direct/indirect speeches, Yes/No questions, and other important parts of the English language. I learned that English is not like Arabic in terms of vocabulary and sentence order, but unfortunately nobody emphasized this fact. We learn that English is a matter of understanding and not a matter of memorizing words and rules, but again there was not much emphasis on this rules. I was able to understand this theoretically, but practically nobody taught us these things.

In the college we studied English in the first year. It was one course with around 40 students in the class and the teacher reviewed what we covered during the high school and nothing else. It was one-way lecturing and no form of interaction task place between the teacher and students. We were learning English as if we are learning from a radio or television, because the teacher did not allow us to interact with him as he was trying to cover all the materials that he had for us.

2. How many English courses did you take at your home university?

I told you in the previous question that we were taking only one course and that course as I told you covered all the materials that we took during high school. I tried my best to understand all English that was covered, but it was our first year in the college we needed to learn and understand many items beside English, especially the courses that related immediately to the area of social work. I was busy learning

and trying to understand all these things and English was secondary to me. All that semester was full of courses and to be open with you, English was not important to me at that time. It was enough to get 40% of the mark to pass the course and that was more than enough. We were working hard to get high marks in other courses and we left the English course behind.

Moreover, the teachers in the English department did not allow professors to teach English instead they send either a teacher assistant (TA) or regular teachers, which make the course not important for us, but if they choose to send professors to teach English to us the case will be different and we may get different opinions about English.

3. Do you read English at home?

Not that much. During my studies after the first year in college I did not read or write anything in English. All my reading and writing were in Arabic after the college and after the first year of college. It is important to tell you that English was not given much emphasis at my university and that is why we are unable to master English as required.

4. Do you read books, magazines, or newspapers

I told you that it was not my habit to read any English materials during my life. I felt that English was not that important and would not help my academic courses so I had no reason to waste time or make more reading effort. Also I was busy with my courses which would help me understand and go over all the social work I needed to understand.

5. What is the best way, in your opinion, to resolve English writing difficulties?

It is not easy for me to suggest what you are trying to research in this study, because it is known that any solution if it is not based on empirical facts is under question. However, I feel that we need to find out the nature of these difficulties before we discuss them, and then we have to see what is related to these difficulties before suggesting any type of solution.

In my opinion, the problems that most Saudi encounter when they tried to

write in English related to the amount of English they have had when they learned it as a core course in middle and secondary school. I suggest teachers should be trained how to teach English either, as they did with you, sending them abroad to study and enhance their teaching abilities, or design a teaching enhancement program and make this program a requirement for promotions. Thus no teacher will get a promotion if he does not pass this enhancement program.

By doing this, we will have our teachers always up to date in terms of teaching and in terms of language knowledge. I am confident that this method will change the way teacher looks at teaching, and their teaching ability will be different and that will take no more than one or two years.

Second, we have to check the materials that students cover during the English time. If they have anything that is not related to their understanding and ability it should be eliminated and replaced it with what fits their abilities and needs. That means it is necessary to go over the curricula from time to time to ensure what is being taught is really needed.

In terms of resolving writing difficulties we need to enhance language learning, so English language teaching in Saudi Arabia, is developed properly, It is better for the teachers to understand the differences between the two languages and then teach their students accordingly. For example, I am not yet aware of the differences between Arabia and English articles. I am confused when to use “a” or “the.” I believe in teaching students such differences.

6. What is the most difficult part in English writing you think that you need to improve?

Well, I think I answered this question indirectly, but let us face it, when we are in Saudi Arabia we do not have much emphasis on writing, because this skill was not taught alone. We teach English to students in Saudi Arabia during forty-five minute periods where we are required to learn writing, speaking, listening, reading, and communication. If students need to learn “perfect” English then teachers need to

speak, listen, read and write perfect English in only forty-five minute before they can teach others how.

I think difficulties come from the way we learn English in Saudi Arabia. I am sure if this way changed then the difficulties would be less and the learning ability would be higher than it is now. I am sure that if emphasis is given to all skills, anyone would face any problems in future. I think it is impossible to do all these skills and make them really mean something if we do not allow time for writing, and other skills.

To answer your question you should know that we are unable to write clearly because nobody taught us how to use support or examples in our writing. We don't end our essays with a summary which tells the readers about our main points. Unfortunately, we need to improve our Arabic writing besides our English writing, thus we need to improve our curriculum, and ways of teaching. We need to be native like in our writing and understand the main basic roles of writing before anything else.

If we need Saudi students to be excellent in all English skills then we have to change the way English is approached in Saudi Arabia. I am sure this will help a lot and students will change their attitudes towards English. They will learn to love it and practice it because they will have a purpose for their learning.

If we try to improve the way English is being approached then we are telling students that changes can be made and students change immediately. Most will follow the ways that teachers will direct them and also they have no choice. I believe that teachers have to realize the problem first, then they have to apply the change to their way of teaching, and then students will follow.

7. What does planning mean to you? What kinds of planning you do before write?

Planning, you mean how to approach the answer of the question or the topic that assigned for me .. I think anything in this life needs planning, but in writing .. yet it is important, but, to be honest, I did not get used to it. We need, as students, to learn the best ways to approach writing. I love writing but I feel that I am not yet writing in a good manner.

I have to tell you that I have no doubt that planning is one essential part of writing and that good students have to do planning before they even start writing. I believe that planning is the guideline of any writer if he wants and needs to be a good and well-organized writer. But the problem is, as I told you earlier, that students in Saudi Arabia, and I am one of them, do not practice these techniques, because there is no emphasis in writing at all, and this will not encourage students to learn anything related to writing and the best way to pass English courses is to get 40% of the grade and that can be obtained easily.

I do plan sometimes and I love to plan, but it is not my habit. I feel that planning is important, and that is because it allows the writer to focus his writing and to know the different of stages of it. The writer can know when he or she is going to change his idea and start talking about an other idea because of the plan that he or she has been made for himself.

8. What does revising mean to you? What kinds of revising you do before write?

Revision, I think revision is the way you check your essay and see if it is complete and nothing needs to be added or dropped. It is making sure that what you produce is strong enough so that people will read and enjoy it. I think it is a way of judging the writing and giving it a type of approval before allowing anybody to read it or give an opinion regarding its quality.

When I write I do revise. I revise when I finish one idea and before I go to the following idea I check my previous writing, and correct what needs to be corrected and added and changed. I think this is not good way, because I have heard my friends say it is recommended to be after you have finished writing, and have put the pen down. Then you should go and read the whole essay and change what you feel needs to be changed I love this idea, but it is hard for me to do such things. I am confident that this is good way of approaching any editing types, but for those who face the same difficulty I experience can not do that. Most of us have insufficient or

enough time to finish the essay writing to begin with, so if this is the case then we will not be able to do revision after the essay is completed.

9. How many drafts in the English language do you usually write before you submit your final paper?

To be honest, I do not submit more than one draft. That is because I do not have the time to write more than one draft. I think that because of the way we treated writing is not good. I personally faced many problems because the way I write is not the way which help writing more than one draft. It is my habit to spend a long time thinking how I could start the writing and it took me ages to find a good way to start which wasted most of my time. I am really in need of understanding the best ways to write and the manage my time during writing.

It is important to tell you that when I submit my writing I do not feel that there is something I can do after the writing is finished. I am sure that writing itself has nothing to do with the number of drafts and if I am able to write one draft with no grammatical mistakes then why should I do submit another.

Many people say that when you write more than one time you will enhance your writing more and more. I believe this is true, but what I am concerned with is the way we treat writing. I believe that writing in one draft is the best if it is revised, but if you feel that during the revision that you need to write another draft why not? But If you feel that after you revise your paper and found that your paper is okay and there no major changes, then I am sure that one draft will do.

10. Do you identify your audience before you write in English?

Writing as you know is three parts: the writer, the topic and the audience. If I am the writer and write with no experience then my writing will be inadequate, and it is the same case if I am writing with a clear-cut purpose. Let say what will others say if we do not take care of the writer first and train him or her to be good writer, I am sure they will say this writer does not have a sense of audience, or does not care about his audience.

The other thing is the topic. If I write in a newspaper in a city like Riyadh, and talk about the compound of Cherrywood Apartments, then I am singling out a specific location for people who do not know where this place is, thus they will say that this person does not have a sense of audience or he does not care about his audience.

So what I said in one and two is true because the three things are related to each other and it is important when we treat any topic we should do that looking at the three aspects (writer, topic and audience).

Then it is clear that what I should say as an answer to your question that: Yes. Yes, it is important for me to identify my readers and to know to whom I am writing. If you do not write to specific readers, then you are writing for blind people or those who cannot read. I feel that readers are one angle in a triangle, and if you neglect them you would neglect an important part of your triangle.

11. Do you consider yourself a good English speaker? If yes, why?

You should say if no, why? It is important for those who research in the field of second language learning to identify why second language learners and those who would like to learn another language why it is difficult for them to learn another language? Is it because their mind ability? Is it because of their age? Is it because other things? They have to tell us about these difficulties and provide us with the right solution. I have learned that learning is difficult if you are more than thirty years old and when you get older the chance to learn is less. I would like to know if this is true or not.

I am not good speaker of English and I think I tried to answer this question when I answered the other question. I do not have the ability to speak and write like English speakers, and if you asked me why I would say that is because I was not exposed to English as required, and I am still in need of learning and understanding of the English language. It is not yet the time for me to say that I am a competent of English. It is not the time to start expressing myself using English.

12. Do you consider the amount of English that you learned in your home university is enough to begin academic courses here at an American universities?

To answer your question you should know that we are unable to write clearly because nobody taught us how to use support or examples in our writing. We don't end our essays with a summary which tells the readers about our main points. Unfortunately, we need to improve our Arabic writing besides our English writing. Also We need to improve our curriculum, and ways of teaching.

Among many things I feel I need to learn the differences between English and Arabic writing techniques. .. The amount of English that I learned in my county was not enough to begin graduate studies. We do not know the differences between the subject-verb relationship in Arabic and English. Are they the same? or does English subject-verb relationship have specific rules. As you know an Arabic verb does not need to agree with the subject in number, and it is grammatical to say in Arabic (he go or they go), therefore, I am not sure if the same thing can be used in English.

(4) English Essay (E2)

1. Do you consider learning English in America different than learning it in Saudi Arabia? Why or Why not?

Let me start by emphasizing the fact that it is clear to anyone in the world, either literate or illiterate, that learning a language in its place is 100% more logical than anything else. I will provide you with an example. If you go to a hospital and tell people that you need to use the hospital to celebrate your marriage or to hold your marriage party in the hospital, people will say “are you crazy!” Or if you go to a class and tell the teacher that it is time for your lunch and you start eating and asking somebody to pass the salt and another person to bring you some cold water and the professor is holding his hands and looking towards you. I think he will say “This is a crazy person.” It is exactly the same if I say that learning English in Saudi Arabia or in any other non-English countries. The reason why this is not acceptable is that learning English is like learning about another life. You should know who are the speakers of this new language, and what do they live and what are their costumes, and who do they eat and etc.

I do not reject learning English in Saudi Arabia, but I think it is better to learn English in an English-speaking country. It is better, because no other language would be used in the classroom and students will learn the language in the house and in the street as well as in the classroom.

I am sure that learning English in America, for example, is not like learning it in another foreign country.

It is recommended that students are to be encouraged to study in the USA or UK and not in the country where they are not speaking this language. If we do that then we are giving the students an opportunity to view the language and to learn it from its main source.

2. What is the biggest difference between how English writing is taught in your native country and how you have studied writing in America?

There are many things that I learned here in the United States. To begin with, I learned how I can write in a way that will please my readers and myself. I learned that it is my own decision to write well or badly. I can write well if I follow the rules and directions of writing.

It is important to tell you that I did not feel that I was able to write until I came to the United States of America. I found myself able to write in a way that could tell the readers who am I and I was able to find myself.

One important fact that I learned here in America is that do not put your writing on the paper and give it to your teacher without rereading it one or two times. I used to read my papers during my writing, and many times I found minor errors and I used to correct them, but when my teacher returned my paper, I found that he caught many minor errors that I should not have made. I realized that it is because I did not edit my paper before I handed it to my teacher.

Another important difference is the teachers who teach English. In the United States of America, American (native speakers) are the teachers of English, and in Saudi Arabia Arabs, such as Egyptians, Sudanese, Saudis, etc. Those who teach English in both locations are certified teachers, but the difference is that in America teachers are teaching their own language and those who are in Saudi Arabia are teaching a second language.

It is not easy to say that those teachers are the best or those teachers are better than other teachers, but in general I like the America teachers because they are confident about the language they are teaching.

3. Do you learn new writing techniques?

Yes, I do. I was able to start mentioning facts before opinions and I was able to tell the readers that I am able to write. I was able to find out that the readers are not looking for the value of the things that I am trying to present in the essay, but one way to please is to write with no grammatical mistakes. I am able to understand that writing is not the writer only, but the writer is one part of three components. In the writing process I have learned that I should use an introduction which will tell my

readers that I am writing about “X” and that “X” is the topic of my writing. I was able to understand that writing is a way of pleasure, and it is sharing your mind with others.

One thing that I felt that, you know, umm, but I think I learned here is the way I guess words from context. This is not related to writing but it is a way of knowing what to use when I write English. For example, I heard people saying “Give me a break.” But I did not know what that it meant until I lived with it and experienced the meaning myself. Thus I was able to understand that when you write about something you should be clear enough so that your readers will understand what is you are saying.

4. What are the most important strategy did you learn in approaching writing?

There are many things that I think I learned many things, you know, from my studying in the English Language Center. One thing is that is important to know before you write is to be aware of your writing and what you will do before you approach it. My writing before I came to America was not that good, but I learned that I should write a list of ideas which I will use in writing about the topic, such as organizing my ideas or prewriting. I think I am ready to use prewriting (planning) in my future writing.

5. Please explain in details the methods your teachers used to teach you to write?

It is hard for me to tell you everything that we have learned and covered during the whole semester. I was not sure that somebody would ask me this question, but, I think it is important that teachers tell the classes that writing is not something that one can master by memorizing rules and techniques, but it is a way of practice and living with writing. To write, the teacher told us, is to put the idea in a clear way so that your readers will understand what you are writing about in this or that matter.

I think the teacher class was trying to tell us that writing is a way of organization. She was able to tell all the class the to write you have to practice and to be perfect in your writing you need to be perfect in your practice.

Writing is a matter of allowing readers to understand the idea about which you are trying to argue. She told us that when you write put yourself in the shoes of the readers, and once you do that you are half way into the writing process.

Also she was telling us that the role of the writer is to present the idea or the opinion the writer is trying to present in a way which will the reader to understand. Once he or she has done that he or she is a good writer.

Appendix Q

Subject Suliman Stimulus Recall & Interview

Appendix Q-1

Suliman Stimulus Recalls

(1) English Essay (E1)

I am preparing myself to answer your question at this moment. It does not take me long time to understand the question. I found that I am able to provide you with all necessary information that will help answering the whole question. I am trying my best to be specific as I can. I read the question and figured out that I need to talk about three different things which are my academic schools in the beginning and my secondary school and the elementary school as a third part.

But do you think this is the question?

What do you mean?

I mean, you know, I am not sure if your answer is what the question trying to obtain. Instead you provide me with more than what is being asked.

Well I read the question and I answered it. I found out that it tells me to write about my university, secondary and elementary school, therefore, I told you about all these schools.

No, no, it does not tell you to tell us about these three schools. It says that tell us about "a" school and the question was about one of the three, either college or secondary or if you would like to tell us about your elementary school.

I see, then this is the question. I was in a hurry and I did not realize that.

Okay it does not matter, but next time read the question before you start answering it.

Okay, I admit that I was mistaken.

Okay Suliman let us go back to our essay. Tell me what are you doing right now.

I am trying to talk about my university. It was still in my mind, because I just came from there, and I chose to start with the college because it is the mentioned first in the question. I told the readers that I will talk about the university and I told them that this university is Um Al Qura. I told them that it is Um Al Qura because there are

nine universities in the country, so it is important to specify this location and tell people that this is what I mean. If I do not mention its name then I am trying to let the readers guess what the university is, and some of them may not have any clue about Saudi universities. Moreover, it is important for me to tell the readers that this university which is in Saudi Arabia is located in Macca and specifically in Al Aziza area. To be more specific it is located on Al Sitteen Street. This is the location and the name of this university.

However, I told the readers that this university is where, I started learning in this university since 1986 while I was studying social work. I told the reader that this is my specialization to put into their minds that I am a student in this university and I was specializing in this area to know which type of studies I was doing in this university. To save time I tried to conclude in this paragraph by telling to the readers that I was graduated in this college the year of 1990. Not only that but I obtained GPA of 3.3 out of 4.

Okay Suliman when you cross out a word in the first paragraph do you know why you do so?

Yes, I was planning to say that "I attended the school in 1986," but I was not sure that is the right expression. I feel this is a problem that other Saudis and I may encounter, because we think in Arabic and try to twist the expression to look like English. I did that also in the second paragraph. I tried to tell the readers about the name of this school, but I say "realized such not important," and then I chose to do an other sentence. The third cross out here is spelling mistake. I was trying to write give, but I wrote it gave, and so I crossed it out when I realized the mistake.

I feel that like, but, you know, I have an opinion that writing is something special. Writing is a way of telling people about something, but it is good for the writer to make sure that his writing is well connected and with out mistakes. I believe that it is good for the writer to pause from time to time and read his writing, and then correct it.

In the third paragraph I feel like I was trying to give the readers new information as I started talking about my elementary school. I started by saying

“third,” then I realized that it is not grammatical, then I wrote “the,” then I say that it is not grammatical to say third, but I decided to make it the third. I followed the same order of the previous paragraphs as I gave the readers information about the location of this school and when I attended this school and when I completed it. I added other information about is the type of school. Because in Saudi Arabia we have two types, Governmental and commercial.

The school that I was studying at is governmental because it is designed by the government and funded by the government, and all teachers are employed by the government. While the other type is run by a private owners and are according to their own philosophy, but they have to meet certain government requirements.

I feel like I had finished my information before, you know, that, I mean. I went on to talk about an other topic which is the English language and I told the readers that Elementary school is the stage of studying where I started learning English as any Saudi student does.

Do you mean you learn your English in elementary school?

Did I say that?

Yes, you did.

I am really sorry. I thought I was talking about my middle school. This is because I am not giving this writing much attention or I am afraid to be rated less than usual.

Well, Suliman you know this will not be given to anybody else, and nobody will use it for any other purposes. And I promise to destroy all these materials after I complete this study, so there is no point in being afraid or to feel insecure.

Okay, I meant that during the middle school we started learning English.

In addition to that I was writing about the things that I obtain beside studying. I said I have met many friends from different parts of the area, that is because we are not allowed to go outside our house and play with other kids, so meeting friends in school was nice. Those friends are not classmates, but they are from different classes.

Finally I was trying to tell readers that was what I was talking about and then I provide them with my summary which tells them about the whole thing.

Okay, Suliman, one thing that I felt that you need to tell me about is the relationship between your paragraphs. Do you pay attention to connecting your paragraphs when you write?

Well I think that when I write I write things that are related to each other. In my writing I give a historical background about my study in the Saudi schools, and I feel I follow the order of the question.

Okay, Suliman, I feel that one problem that many Saudis encounter is the tense problem. I mean that when they write they do not follow the English tense rules. Do you think that tense is one of the difficult problems that Saudi students face in particular and Arab students in general?

I am positive if we are talking with our friends we would master English. My brother works with the Saudi airline and they used to talk in English, write in English and communicates using English. He is English in everything even his thinking. He breathes in English therefore, he never faces any writing difficulty when he communicate in English. So, if we have the same opportunity, nothing would be difficult.

Believe it or not if the students had the chance to practice English in the other environments then they will master the English language in general and not only in tense or verbs agreements. I am positive that most of them would be more than you expect.

Okay, Suliman I feel that you have to learn subject-verb agreement because as your essay indicated that there are many times that you did you know you did not match the verb with its subject.

I recall that this was one area of grammar, but in writing, I am not sure. I am not sure did you say subject and verb should agree in number and , I am not sure. They taught me that, but I am not able to use this knowledge here.

Okay Suliman I feel that you do not use many supports in your essay. Do you believe that supports are important in writing?

I am sure that is true. Supports are important in terms of reaching a common ground between the readers and the writer. If the writer does not prove that what he is

saying is true then there is no way to force them to complete your readings. Frankly nobody will believe you if you do not provide them with supports. Nobody will complete your essay and you may not be allowed to write again if you are a newspaper writer.

(2) English Essay (E2)

Yes Suliman this is you and I am sure you will like this situation. Let us review what you did in this hour.

Oh course I will like it. I am happy that I am one of your subjects, I feel like I am providing you with an important data.

Yes, I appreciate it.

I am writing know the first page of this essay. I feel as if I am thinking which the best way to approach this topic

Okay, how do you plan you writing? Do you set a specific planning lines that you will use in the writing process?

I believe that putting a guideline for the write is an important. I did not put a guideline for myself, but I did plan in my mind. I feel that it is important to have a planning guide. Planning is like a shopping list, it gives you direction where to go in your thoughts. I learned in America how to write using guidelines and points before I do my actual writing.

Studying at the ELC made me feel the difference. I studied new English and I learned a lot of things. Do not you think that we spent long time doing nothing. I was thinking that I will not understand what will go around me, but it was not true. I learned a lot of things and I adopted many writing techniques that will add to my writing. I am positive that what I learned here is important and I am sure it will enhance my writing. I am sure what I have learned in ELC classes will help me write well in English and Arabic, it is important for us [Saudis to adopt this knowledge when we write in Arabic I recall that I was asked to produce good sentences which are clear and grammatically acceptable. In my country, teachers were not that excellent in teaching. The emphasis was not on the grammatical parts, but was in how you paraphrase a sentence or summarize a paragraph. They taught us some grammatical rules, but there was not much emphasis. But the situation is different here in the USA. I felt as if I am thinking, writing, and working with an English brain

Why you stop writing from time to time? I noticed that you need to wait for sometimes to think or to do something else and then you complete your writing. Is it possible to tell me why?

I stop writing to make it clear for my readers to understand what I am saying. Making sure that what has been written is grammatically correct and spelled in the right way is important for making writing clear. See if I write without knowing what was at the beginning then I may repeat things or can not connect my writing in away that the readers will feel as if this is one piece of writing.

However, I started writing about one place that I love, and I would like every one to come and visit. That is the beloved Macca. I am happy to express my deepest respect and love and put it in a paper. I started by saying that I was asked to write about one place in my country and I chose Macca to be that place. Why I chose this place I said to the readers because it is the holy city and it it also the center of all the whole world.

Then I went to write my next chapter by addressing the location of this city which is Saudi Arabia and more specifically the Western area. I mentioned that this city contained the oldest house in the world that house which was built by prophet Abraham Peace be upon Him.

Okay, Suliman why you cross out that word?

I was trying to capitalize the word city, but I found out that this word is not capitalized. Only the name of the city needs to be capitalized and that is new thing that I learned in the ELC.

Okay, Suliman how do you contained writing your essay? What are you doing in this moment?

I was trying to use supports to tell my readers that this House which was built thousand of years ago, is the reasons why many people come from different parts of the world to visit and pray in front of it.

Do you use supports in your writing?

Yes, I do. I find out that writing without support is nothing. It is not documented if there is no support.

Okay, what did you do after?

I went to the third chapter. I tried to introduce my readers to the times that people come to Macca to see and visit this House. I said that they come two times once in the Holy Month, Ramadan, and the other one is at the end of the year which is Hajj time.

Why do you cross this out word?

Well, I tried to enhance the style. I was trying to say that when they come to repeat to make Hajj, but I found it better to say that :perform Hajj.” I felt that perform is more stronger than prepare.

Next I talked about the city from inside. I said it is the oldest city in the world. I gave the readers an idea about its climate, and what does its weather look like. I tried to convince the readers that this city is worth visiting and it is a great chance for anyone who is capable to visit Macca. I provided the readers with an example of the things that they may visit when they come to Macca.

Why you do that?

It is a way of support.

What do you mean by a way of support?

When I claim that Macca is worth visiting I have to convince my readers why it is worth visiting.

Okay, I get it.

I told Muslim readers that this place is the place of the prophet Mohammed peace be up on Him. I want them to be more alert when they read this essay. And for those who are not Muslims I mentioned something that may make them interested when they read this essay. In the following paragraph I told them about the university of Um Al Qura, and most of the Islamic scholar were graduated from this university.

I found it important to tell the readers about the main points of this essay, therefore, I made a separate chapter to tell the readers about the main points of this

essay. I started by saying that in sum I have talked about my beloved university, and I am glad to do that.

Okay, Suliman it seemed that once you finish writing you submit your paper. You do not review it and you do not rewrite it again. Do not you feel that this thing is not good in terms of writing?

I do not agree with you I think it is not important for me to submit more than one copy, unless there is a reason for that. I am trying to tell you that if my writing seemed very organized and easy to read then there is no reason to rewrite it.

Okay Suliman I feel that there are some words which you do not use in the right place, do you think that is because you do not understand the meaning of them or does it mean anything else?

You think I can understand all the used words in few weeks, It it is my assumption that learning is not by memorization, but by practice. Once I am writing in Arabic, I feel as if I am talking. I am fluent in my Arabic, so there is no need to rewrite it, but it is necessary to rewrite my English essays.

(3) English Essay (E1-R)

I think it is a clever way to ask me to rewrite the topic of the previous essay. I found out that it was full of mistakes.

Okay, Suliman, I need you to explain what are the nature of these mistakes. But do you think that the essay, which you just completed better than the one that you wrote at the beginning of this study?

Well, I think, you know, it is clear, I mean, you know, that is obvious. Of course this essay is better than the one that I have completed three months ago. What do you think, in fact, you know, I was amazed when I realized how far I was from English. I started thinking that my previous level of English was bad and I was not able to tell the readers about what was in my mind. It was a way of saying

Okay, Suliman, tell me about your English writing how was it and how did you find your writing today?

It is good question. I was unable to express myself as required, but now I feel that I am clear in terms of writing. First, I was unable to put a plan for my writing, but now I am able to do so. You know, I was writing without any guidelines, which made my writing look unclear, unfocused, and many times far away from my points, but once I realized that writing was not putting ink on paper, but a way of expressing oneself and talking to people. I think that writing without planning is not adequate.

What do you mean? Is it possible to clear what did you say?

It is important for the writers to realized if they are developed or not. On other words, it is important to check each writers knowledge what did he gain and what did he lose.

Writing without planning, or organization is not reliable. I feel that making a plan for myself before I start writing will make my writing more organized. Before I came to America I used to begin my writing without thinking about how I will write, but I would stop in the middle of my writing and I did not know how I complete it.

Sometimes I finished writing without completing all its components, of course, because I do not have enough ideas about it. My feeling is that following a sort of plan will make writing more organized.

Okay, then you feel that you have changed once you completed your ESL training?

Of course, I was able to develop and change. I am really unable to tell the readers about my own feeling before I started learning English at the ELC, but once I studied and learned many things, I found myself changing gradually, that is because I learned many things that I was not aware of before and this helped me to focus my writing and make it more easy to understand.

One thing that made me mad is the question that I answered at the beginning of this study. In that time I did not understand the question as required, and I wrote about three different things and this led me to be unfocused, but at this time I chose to talk about my university which made my essay more focus and more organized.

You know if I did not learn and did not change I would not be able to focus my writing. I feel like I am developing and using more support and I feel that my paragraphs have more relationship that before. I feel like I am producing new things that I could not do at the beginning of this study.

Okay, Suliman do you think that this knowledge that you gained in the United States of America can be provided in your country?

I learned many things in my country, but things like editing, planning, and drafting are not addressed there. I admitted that I learned a lot of things in this place and I have gained a great knowledge about the English writing, and this is because I was following many things that people will not have in the university in Saudi Arabia. But the main point is that there are many things which are not available in my country such as computers, language lab, and other important devices.

I learned the best things of writing techniques. Learning became more nice and I feel like I am doing great job. One thing that I learn is that as a writer I have to share my writing with the readers. When I write I do it from my own point of view as a writer, but when I read my own writing I place myself in the readers' position,

where I can say yes or no to what is presented. However, I realize that editing is an essential part of writing.

Okay, I like that I feel that you are happy and you feel that you achieved something and you are broad of this achievement.

Exactly, I feel like I add many things to my life. I feel like I am not Suliman the one who came from Saudi Arabia. The reason is that I have changed. I learned many things that are valuable and important.

But what about spelling?

It will come in future, and as I told you practice is the main point. I admitted that spelling is not easy for us as nonnatives. I believe that even native speakers are unable to master the spelling of their language, because there are many sounds which do not match with the letter that you write. For example “knife,” I used to write it without ‘K’ letter, because I do not hear it. I will tell you the truth that I and all those who come from my region will continue learning the spelling of English even after they completed their Ph. D. studies.

Do you think that writing in Saudi Arabia is treated as it is treated here in the USA?

Writing in my country is not as important as in the USA. I used to learn writing once a week, and sometimes the last hour in our schedule, so when we started this class most of us are tired and unwilling to hear from the teacher. Ironically, this period many time was used by other teachers in my school. For example, if the physics teacher could not finish his syllabus, he would borrow writing period to be used as a physics class. More important is that teachers who used to teach it are not professionals. They are from different fields such as Islamic curriculum or social studies and so on. I think the most obvious fact is that the concept of teaching writing in my country is not taken seriously.

Is it possible to tell me how you feel about your writing in general?

I am not yet mastering writing, there are many areas that I need to develop especially spelling and tense. I feel that I need to understand many words' usage before I can say that I have mastered my English writing.

I think it is your job to enhance the way writing is taught in Saudi Arabia and my job to develop my writing here in the USA. If I understand this rule and you understand your rule, then we can change many strategies in our country soon.

(4) Arabic Essay (A1)

Well, at the beginning I tried my best to read the question and make sure that I understood it fully, then I tried my best to put a guide lines that will help me organize my essay. Then I started writing a description of my house. Of course, I started describing my house. I said how many floors are there and I give the readers an idea about what type of house is this house. I explained to them that this is a Saudi house and this house is located in Macca AlMukarama, and the house is in the area of Asufra. I added that this house consists of three floors. I started talking about the floors and I am a Saudi person.

Why you give the readers all these information?

I wrote this essay in Arabic assuming that my readers are Arabs or at least understand Arabic and knew what does Mecca means to them, moreover, I assumed that those readers knew what kind of city Mecca is, and what the weather is like. People who will read this essay believe that Mecca is a holy city. I felt like it is important to specified these information for those readers as I am trying to be truthfully and I am not trying to tell them that I say something which is not understandable to all of you.

Now I am writing about the first floor. The house is consists of three floors and each floor consists of four rooms, two of these rooms are for, you know, for the dining rooms and sitting rooms. Moreover, there is a kitchen and two bathrooms.

I feel as if you have all these information and you did not stop thinking or even checking your writing, does this mean anything to you?

Because I was imagining the house while I am writing.

Your finger was moving does that mean anything to you?

There was a piece of information in my head and I was trying to verbalize it related to the first floor, then I succeeded which made me happy to do that . Because I was doing all the effort to imagine the house and the differences between the floors and so on. I was doing my best to be accurate. It is my own habit to be accurate when I write.

Why did you cross out this word?

It is a grammatical mistake, Yah, I think so, it is a grammatical mistake, that is the reason, but, you know I have to .. , I But, I should write a word, but I found it did not fit with the grammar of the sentence, therefore I dropped it. I was trying to tell the readers about this house and the different parts of it. I started telling them about the rooms on the first floor. I told the readers about what is inside the rooms, and for what we use these rooms. For example, we use this room for what and that room for what. I did that to allow the one who reads these three pages to understand what my house look like.

Reader, what do you mean by reader?

Anybody.

Anybody, Arabic speaker or Other speaker?

It does not matter if he is an Arab or not, providing that he is able to read Arabic. If he is able to read Arabic and understand the various Arabic grammar roles then this will help him to understand what does my house looks like.

Now I am writing about the last room in the first floor.

Um, Suliman you told the readers that there are many things on this floor and you have a large cupboard that you use to keep things in. Later you start another sentence talking about the air-conditioning. The first word in this sentence is "Of course." Why did you use this word?

Well Macca is known as one of the places that the degree of its weather is more than 45 degree. Therefore we have to use an air-conditioning. And our house is very close to the holy Mosque and the government tell us if you need to rent this house you have to provide the renters with air-conditioning.

I meant why you said "Of course"?

I mean it is a sort of emphasizing the fact that we have to have an air-conditioning in our house. The weather is hot and it is a fact that air-conditioning is an important device that we need to use if we need to be in a good mood. I mean that those who knew Macca and its weather, then they of course will assume that there is an air-conditioning in most of the houses and my house is one of them.

There is a cross here what does it mean?

This is a grammatical mistake. I added a vowel to this word and I should not do that, but because I was imagining my house I was not giving the spelling much attention.

I notice that you ended your paragraph without putting a period. Does that mean anything to you?

No, it was a mistake, but usually I use periods when I write.

Well, I am still writing the first page. I stopped here because I finished talking about the first floor, and then I moved to the second floor, but before I started the description of the second floor, I stopped to gather my ideas and the things that I am trying to write in this paragraph. I have a lot of things that I need to write but it is the matter of which comes before which.

Suliman, I see there are many stars in this essay what does that mean?

I need to draw the attention of the readers that these things are related to each other. Each star is a room description.

Now Suliman you are starting writing your second page.

Yes, I do I am writing the second page, because I feel like I want to tell the readers about the second floor. I started my description talking about the first room I call it the first room because it is the first room in the first floor. If you go up stairs it is the first room that you see. I described it as I did with the other rooms and I finished it and I went to the second and told the readers that this is the women setting room, and in this room I said there was a Suva set and a television and the other important staff.

I see you trying to read something in the first page what was it, and why did you do so?

Well, I was trying to follow the same description order, so I need to know what did I do with the rooms on the first floor before I talked about the second floor.

I notice that you wrote about your house location at the beginning and later on you went describing you house location another time does that mean anything to you?

Well, I am not sure if there is any significance when I say that, but it is a type of information that comes to my mind when I was remembering the house description. It is important to put each information with what is similar to it, and I was not sure that this is related to the information at the beginning of the paper.

Writing to me is not like anything else. I usually write in one way. First I have to prepare myself in terms of information. If what I need to write about is a question, then I have to read the question and then make sure everything which is related to it is available, then I have to start reading and also it is recommended to read and read and read the topic before I finish it. Then make my essay complete by supplying the readers with a summary about the whole article.

Okay now you are trying to finish your essay is there is any form of finishing that you try to follow when you write. Do you have a conclusion?

Conclusion, you mean the last part of my writing? .. I know that it is recommended for writers to end their writing with a summary where they make it easy for impatient readers to know what does the writer want to say in this piece of writing.

It is needed to tell the readers that you are closing and the main points of the topic that you are trying to cover in this essay are almost done and you are saying that you have covered everything in the essay.

Thank you my friend Suliman and I hope I can help you in the future. Thank you very much.

(5) Arabic Essay (A2)

You know it is an important fact that we should not leave our writing without giving it more attention and we have to try to understand what we have done if it is acceptable or not.

Yes, you are right, but do you feel that your writing has been affected by what you do learn in the American school. On other words, does your English knowledge that you learned and gained in the ELC have any effect on your Arabic writing?

I know what you mean. Really I can not tell but let me go over this essay and I will explain what may answer your question. At the beginning, I feel like I am reading the question as you see in the video right know. I mean the time that I used to spend reading the prompt is not like now. I feel like I am reading the prompt many times and thinking what should I say and how I do say it.

I started by doing all this thinking.

You mean the mantel process?

Yes, you may call it mantel process, but I feel this mantel process is deeper than before. I feel like I am doing something great. You know when I read this prompt, I decided to talk about one teacher, but I think that is not enough, then I decided to talk about many teachers that is to make the amount of information more and much than if I do it with one teacher. I decided to do that in three stages, and each stage I will talk about two different teachers. One is a good teacher who succeeded in forcing us to respect him either because his way of treatment or his way of presenting his topic.

Once I decided to do that I started to tell my readers that I will divide my essay into six paragraphs and, each school or each stage will be in two paragraphs. The reason is that will make the readers understand the differences between the two teachers. I do that to make it easy for them you know to get my point.

The first paragraph was an introduction about the topic. I started by talking about a general thing which is the education system in my country where we start at

age six and this life, I mean the life in school leads the students to make relationships with teachers and students. Some of them you love and others you hate.

This particular thing leads me to tell my readers that the purpose of my writing is to tell them that I have many teachers whom I love and I have many teachers that I hate. This approach makes it easy for me to talk about my teachers in this way.

But Suliman do you think that you were not able to do these things before you come to the USA?

Yes, I was not able to do these things as clearly and easily as now. I may have had the sense of comparison, but it was not clear then as now.

I am not saying that you do not have the ability to compare things, but the way you organized your essay is something that you may have been able to do before you came to the USA, don't you?

No, not as clearly as now. Oh my friend, I was not able to reach a conclusion, and I was writing about something from the West and I follow it with something from the East. I was not really organized in my writing. It was like I was holding everything but nothing was clear. My learning here opens many gates for me that will help me write in a clear way.

Okay, I say your hand is covering your front, does that mean anything to you?

I have a pain when I talk about that teacher who treated us like animals. He always thinking that we were a bunch of stupid people and he had to teach us. I think that this the reason why I was feeling sad.

Okay, tell me what are you doing now?

It is my third paragraph and I am talking about math teacher. He treated us like animals and always wanted us to be silent. Nobody dared to speak or say anything. We do not participate in the class, but we listen to him and we do not answer any question unless he asks us to do so. We hated his class and that is the reason I do not like anything related to math.

When I finished this paragraph I moved on to the fourth one. In this paragraph I talked about my life in middle school. I started with the good teacher who treated us nicely and therefore we loved him and his topic. He was a teacher of English. He

taught us the meanings of words and how we should pronounce them. I remember when he was trying to show us the difference between the letter “p” and the letter “b” and how it is easy to notice that difference.

Later on I tried my best to explain to the readers that the next teacher was the worst teacher of my life but I was not able to express myself in this chapter, because I hated that person and I felt like I was sick just because I remembered his name.

Then I went on to the third stage where I did the same thing, but I did not mention any bad teachers, simply because there were none. I was happy to announce that and I was glad to tell my readers that in this stage there was no bad teacher.

But you did not end your writing with a conclusion?

You know, Umm, You know, I mean that, I have, I mentioned in the beginning that this essay was about the good and bad teachers and I mentioned that. Don't I?

But it is important to end your essay with a conclusion indicating such to your readers that you would close this essay.

Do you think so? I feel like I need to do that in my writing, but if it is an English essay, I will conclude my essay, but I do not know why I do not have a conclusion.

Well, let me know if there was any problem with choosing words or any difficulties when you try to spell words?

Not at all. I am writing without any difficulty in choosing words or finding the right spelling. It is my language and I have learned the rules of this language.

How do you rate yourself as a writer?

I think that in Arabic I will be able to write with out any difficulty. I can explain whatever comes to my mind and. I am able to write many pages and pages on any topic because it is my language.

But do you think that English will be the same?

No, it is not the same. In English I have to think many times before I write a word. I feel like I am not yet able to tell the readers that I am able to talk with them in

English. I have the sources and I have the required knowledge which will help me focusing my writing, but the problem is vocabulary, and choice of words.

Is Arabic easier than English in terms of vocabulary and tenses?

Yes, Arabic, at least in my opinion, is less difficult than English in terms of vocabulary and spelling. Also, I think many letters do not correspond to the sounds that we produce. For example we do not pronounce the letter 'w' in word like write or the letter 'k' in word like knife and so on .

But do you have any idea how teachers could teach these differences?

Yes, of course. It is not that difficult. First we need to know how many differences there are, and then how many similarities, and from that we can do our best to put all the effort on the differences so this will make students more familiar with these sounds and finally teach them with some confident that they will learn these, you know, these sounds.

(6) Arabic Essay (A1-R)

As you can see I am trying to figure out what I said in this essay.

You read it for what?

I am trying to recall what the main ideas were.

To do what?

Actually, it is important for me to decide if this essay is okay or not. If yes, then I have to do some minor changes, and if not, I have to rewrite it and produce another essay.

What are the features of the good essay in your opinion?

I think if a person writes a well-organized essay with clear ideas, good supports and nice examples, then this is the good essay, but if he or she wrote unclear ideas, without support which will tell the readers that this fact or that opinion is true, and if he or she does not allow the readers to believe what he or she wrote then this is a bad essay.

What about yours? Especially the one you wrote before the beginning of your ESL training, is it good, in your opinion, or is it bad?

See, when I wrote this article I was trying to use all the knowledge that I learned and obtained when I was studying in Um Al Qura university of Saudi Arabia. I put all writing features that I learned in this article. But now I am reading this article using two types of knowledge the one that I used when I wrote this article fifteen weeks or seventeen weeks ago and at the same time using the knowledge I learned here in the USA which is for sure different than the knowledge that I used when I was first writing this article. The result based on the new knowledge that I gained and learned here in the USA is obvious, that this writing does not meet the requirement of the writing. The reasons are that, writing has to be done under certain procedures and this producer is different than what I learned in Saudi Arabia. And this procedure should be met during writing otherwise the writing is not good. Another reason is that my previous writing was not considered good because the facts that I presented were

without many examples and supports and most of the time I did not care about my readers.

Great, it seems that you learned a good deal of knowledge and this is a good indication that the new experience was useful. But let us review your previous organization and compare it to your essay that you have produced today.

You mean I have to tell you about what are the weaknesses and positive points in the essay?

No, just go over your previous essay and tell me what does its organization look like?

I am not clear what should I do in this.

Okay let us go over your tape and tell me what you did?

Okay, I am reading the previous essay. I was really unaware that this was not like what I could produce now. I thought that essay (the one I wrote at the beginning of the study) was not that bad, but it could have been better. If I were asked to write about the same topic today I am positive I could produce better. I read the whole essay and wrote down the main ideas of the essay. I found myself writing about my house. I described it from the inside and the outside. I talked about the neighbors, and about the markets beside our house. I added many things which were unrelated to the topic that I was talking about. I talked about what is in the roof and this was not needed. I feel that I could write better than that if I were asked to write it now.

And that is what you did, didn't you?

Yes, I rewrote it with some changes in the details, but I kept the main ideas and added some supports which made my essay more reasonable.

Okay can you tell me about these changes?

Yes, I will.

Do I have limited time or is it open?

It is not open-ended, but take your time.

I read the whole essay as you see in the video-tape, and wrote down the main ideas of the essay. I found that the main ideas consisted of four main points. One about the location of the house, the second about the description of the house from

inside, and the third a description of the house from outside. The fourth was a kind of a conclusion, but I do not like it.

Why you don't like it?

I felt that it is a kind of a repetition of what I have said, and there is no reason that I need to repeat what I have said.

What is the good conclusion in your opinion?

I think it is a way of reminding the readers of the purposes of the essay. In other words, I have to tell them why I have written this, and that is the meaning of a conclusion.

I see, I like that.

Then when I figure out, you know, when I figure out, I mean, the main points I decided to rewrite the essay again and I.

But why you did decide to rewrite it again?

I feel that there are some details that I do not need to mention because they are not related to the topic that I am trying to present in this essay. So I decided to rewrite it again and remove all these extra sentences.

Okay the video-tape shows that you are unhappy Is that because you are thinking of your essay or of something else?

I like to say that this writing was done when I just arrived here in this place. The knowledge of the teaching of writing that I gained in Saudi Arabia as I told you many times is not that excellent. Thus we do not learn how we can use supports and how we can use examples. It was difficult for us to master writing, without this knowledge.

Okay, do you think that you are able to write better than before?

Yes I am able to produce better than before, and this essay compared to the essay that I wrote at the beginning of this study is the better example.

Okay, you start writing now, don't you?

Yes this this the first paragraph. Here I tried to tell my readers that I will write on this topic to give you an idea about my house from inside and outside, and I will try to shed some light on the social aspect of the Saudi family because that will

explain why we have a separate sitting room for women and why we should not mix with women.

Excellent, I like that, but don't you think this is not related?

No I am writing in Arabic and my readers are Arabs or at least those who can read Arabic, whether Arab or non-Arab, so when I talk about some Islamic regulations, I should be clear why this happened and what is the result.

Nice, I did think of that, but it seems that your area of interest is coloring your writing, did you think?

Well, it is necessary to tell the readers why you have two sitting rooms in one house.

Okay, let us continue.

I am trying to finish this part right now and then I will go from one room to another.

You examined the previous article. Does that mean anything to you?

I want to be consistent and what I have said in the previous article should be present in this article unless it is extra information.

Excellent.

Let me finish, I feel that this article is a clear idea about the writing knowledge that I learned here in the USA. I learned a lot and the result of this learning is that I produce better than I did previously. At this moment I was trying to find out the best way to tell my readers about the house from outside. I described the color, the shape of the building and the appearance of it. I mentioned it is in a secure place which tells the readers what kind of people we are and so on.

But do you think that the way of organization in this article is better than that of the previous one?

What do you mean by organization?

I mean the way you present your article to the readers, do you organize your ideas in separate paragraphs and each idea followed by a support and or example, and so on?

I wrote this article considering it is the second or third time, because I am building upon another article, so the first article is the first draft of this one, and then I am doing another job to enhance the previous job. I feel like I am doing something good and better than before. I felt that the idea that I present in this article is more reliable than the one I which presented in the previous one. You can tell or isn't this your job?

Yes, I like that. I felt that your essay today is better than that one you wrote some time ago.

But what about spelling problems, do you think that you faced any?

No, I am writing in Arabic which is, as you know, is my language and there is no difficulty in this area. I felt like I am using the right words, and do not avoid using any word because it is difficult or I do not know what does it mean.

Okay, what about the other writing difficulties, do you think that your writing was enhanced in terms of writing difficulties?

Yes I am able to present my opinion with examples and supports and this was not my way of writing before.

You mean in Arabic writing?

Yes, I was not used to doing that on large scale, but now it is one of the fundamental ways of presenting facts or opinions to the readers. I learned also to place my ideas in order, so that I begin with the important ones then go to the less important and so on. Moreover, I learned to put what can be called a conclusion which tells the readers about why I have written this article or essay. These things I feel are important for any body who wants to write in a way that reflect his ideas to the readers, and this is the best way to reach Arab minds.

Okay, great, I am pleased to hear that you are learning and getting more enhancement.

Thank you.

Appendix Q-2

Suliman Interview

(1) English Essay (E1)**1. How long have you been studying English?**

I think that most Saudis have had the same experience with English unless they are specialized in English or have studied extra curriculum. The typical Saudi student will start his English language studies by the beginning of middle school. I spent three years studying English language at this type of school.

Next I went to high school where also I spent three years, learning and studying English, most of it grammar and speaking activities. We were trained to say some specific words and expressions and when we mastered them we graduated.

Then we went to college and in the college I studied English for one course which was required and without it I could graduate. But to be honest, we were studying English to pass the course at all levels.

2. How many English courses did you take at your home university?

I mentioned that to you in the first question that we were required to take one course which is an introduction to English in general. There was some emphasis in reading, listening and speaking and some things about writing but not that much.

I admitted that our learning of English is not adequate, and you know, I have said that to you before, also we need to improve the way English is taught to us. I need to say most students are aware of the importance of this language because it is the language of this life. People are speaking English all over the world, and if a person does not speak English he is actually, what I can say, I think he is behind.

3. Do you read English at home?

What do you mean by reading?

I mean do you read any materials that are written in English?

I read what is related to my studies. During my college time I read English as required by the English teacher, but once I left college I did not reading anything in English because I did not have time to read for pleasure. I was too busy studying all my classes and I read what was related to the college.

4. Do you read books, magazines, or newspapers

Well, I think I addressed this matter in the previous question didn't I? I have said that it was not part of my daily schedule to read anything what was not related to my classes. I was too busy to read anything, but my course work. I didn't read newspapers or magazines. However, I would like to that these days.

5. What is the best way, in your opinion, to resolve English writing difficulties?

Language difficulties, is a big term. I think I can make it to mean the difficulties that I met when I write in English. I think the answer should start by saying do I have writing difficulties. If yes, then what are these difficulties, and once we find out these difficulties and what is the nature of these difficulties then we are, and at that time only, able to discuss the ways of resolving them.

I admitted that my country's education system did not provide us with strong tools to be good writers. I remember in composition classes we spent so much time learning how to write about the desert, or describe our street, schools, and houses, or talk about our friends and relatives. We did not have guidelines of how we should observe a time line or use many grammatical techniques when we wrote.

The best way in my opinion is to say yes there are many writing problems that stopped us from reaching the level of excellency. I admitted that there are problems related to spellings, grammar, tenses, commas and question marks, and other important writing rules.

One way to solve these problems is to list all these difficulties and put them on sheets of paper, each problem beside the similar one. For example, grammar problems will be in one side, spelling in the other side and so on. Then we should discuss each problem in isolation. I mean let us take spelling problems alone. In this case spelling is our target and here will give solutions to spelling only. Let us ask what causes spelling problems? I think the answer is, because it is not our language and we do not have the rules that tell us when to write or not to write this letter. In this case we are telling the learners that the solution is to learn the rules and to overcome the things that are not mentioned in the rules and so on.

I have another suggestion. One way to overcome all language difficulties, I mean listening, speaking, reading, and writing abilities, is to develop learning English writing, I am sure it is important for policy makers and English teachers to teach students the usage of English tense, verbs, and articles. Above all, they should master English spelling. All these can be achieved through a set of programs which will help overcome all troubles and difficulties.

6. What is the most difficult part in English writing on which you think you need to improve?

Oh, I am still in the first step of learning English and I think that I need to learn everything. I am a learner who needs to master everything. You know I think spelling is one of the areas that I need to master before anything else. I think this is the most important because if I do not know the spelling of a word like “fundamental” then I will not use it in my writing. Also there are words which are similar in one letter and you hear this letter differently and then you may misspell it and that changes the meaning a little.

However, I think there are many things I need to learn and thus improve. There are many parts that I need to learn and improve in English before I become a good writer. For example, learning vocabulary and its different meanings and usage, mastering English tenses and verbs, and understanding what is suitable to English speakers, are not part of my language. You know I have to understand how I can make my writing appear to be in good shape.

7. What does planning mean to you? What kinds of planning you do before write?

I understand that life is a way of planning. In Islam, for example, we are encouraged to make a plan about most everything. For instance, if you need to go to Macca you need a plan. If you want to marry you need a plan. Also in writing you need a plan. If you write without a plan then you are not writing, because you should know what was before this and what will come after it, and that is impossible if you do not have a map or a plan or a guide line. I like to make a plan, but it is a matter of

organization. I never write with a complete plan, but I feel it is important. Nobody taught us how to make plan for writing in Saudi Arabia, but I feel it is important.

The worst thing is that we did not hear about writing plans in our college and we did not get used to adopting it. I have always felt that planning is part of my life and without it I am doing nothing. A plan is important but this seemed unimportant in the minds of those who taught us English in my country.

It is necessary for me to tell you that I learned English in an introductory course which was not meant to teach writing techniques, but I think it is necessary to teach these techniques, but it was not necessary for the teacher to teach this techniques. However, in Saudi Arabia the teacher's main concern was how to teach the language skills which are the curriculum that he was asked to teach.

8. What does revising mean to you? What kinds of revising you do before write?

Revision is a way of checking if your writing is correct or not. I like this way, but I am a human being and I may forget to put a period, or a comma. Moreover, it tells you how your writing is. I am a learner and in this stage of the life I need to make sure my writing is okay, and the only way to do that is through revision.

But do you revise?

Yes, I do when I write, I sometimes stop writing and check my writing. If I found that there is something that needs to be changed I do it immediately and if I feel that there is something which is not correct, I correct it. It is a matter of checking and making sure that the writing is correct.

But it is important to understand that if I do not revise it does not mean that I am not a good writer. I believe that there are good writers who do not revise. For example, a friend of mine, has a blind father, who always asks friend to write a letter or an article the father used to dictate. Thus the son writes what he hears and this happens many times but there is no revision.

I do not mean that revision is not important, but, what I mean is that, it is not a necessary for everyone.

9. How many drafts in English languages do you usually write before you submit your final paper?

You know, I told you that, I mean I could do it. It is important for you as a researcher to understand that we are not specialists in the English language. I am a person who needs to learn English and I am at the beginning of my journey. I used to write very little English and most of the time just one draft. I tried my best to understand the meaning of the things that I am trying to write about and through that I can make my writing as good as I can. But I do not write more than one draft.

Do you mean that you are satisfied with your writing?

Well, I think you know my writing level. It is not that good, but I think this the best that I can do. I feel I can write in a way that people will understand the main point of my writing, so whether is it important to have another draft I am not sure.

But to be honest with you I am happy that I am in the United States of America, because this chance will not happen always. I came here believing that I will learn English and will be an expert in this language. I need to read everything related to my area, and that is not easy without English, therefore, I decided to come here to study and complete my degree. It is important because most of the publications that the field have been written by English authors and to be up to date in your field you have to read these publications and to read them, you need actually to read English. I am here to do so, and I think you are one tool of enhancing this matter, and you will make it easy for those who can not come to this place to learn this language in their home area.

10. Do you identify your audience before you write in English?

I am happy you asked me this question, because I remember that the most important thing in writing is the message and if the message is not specified, nobody will understand its meaning. I am sure that most of the problems that people have is due to the difference between the readers and the authors of the books. I am sure if the writers care about their readers then there will be no problems, but you may find some body writing about a problem in China, and explaining to the readers that this person has respect for his God and his God is the powerful in the area, while he did

not realized that the readers are from Saudi Arabia and they believe that there is no God but Allah. They will believe that that writer is talking about their God, Allah (SWT). Such a writer is not observing the importance of the audience in his writing and that is wrong.

I am sure that readers are the most important factor in writing process, and they have to be observed if writing is meant to be read.

I agree with you but what about your writing?

I do observe writing audience when I write. I think the best way to respect readers is to assume that they are present when you write. If you need to respect your readers then ask yourself, as a writer, do they understand what I say? Do they know what does this concept mean? Is this part of their beliefs? Once you do so then your terminology and your expression and examples will be understood and you will be quite sure that your message has reached all the readers.

11. Do you consider yourself a good English speaker? If yes, why?

Before I answer this question, I would like to say that the meaning of speaker is not the one who knows the language and its use. The speaker of the language is the one who knows how to deal with the language before anything else. I mean, you know, that the speaker of the language is the one who knows what do the others mean when they speak the language.

My native language which is Arabic, of course, is easy for me, and you can say that I am a good speaker of this particular language, because I know what are the best ways to use it, and when and how. I feel like this is the only language that I am speaking right now, and I am not be able to speak English as I do with Arabic.

More over, I am a student, and the way I approach English indicates that I am a student. In terms of student ability, I am an English speaker. If it is in the general term of English speaker, I am not yet developed in this matter. I feel like I need to understand the matter of learning and speaking.

12. Do you consider the amount of English that you learned in your home university is enough to begin academic courses here at an American universities?

No, and one thousand times no. I think the English that I learned in my

country was just a door to enter the main place of English language. I have not yet completed my language studies which indicate that I am not yet able to speak and write English as required.

Learning English is not completed in Saudi Arabia, otherwise they would not have allowed me to come to the United States of America to learn. If the amount of English that I learned in my country is enough then there is no reason for come to the United States of America. I am sure this answer is the answer of every person who has learned English in my country.

I mean that the English that we learned in my country was not enough to start the academic work here in the USA. I feel that the English that we were learning is not that strong to let us start to read and write on the academic level. I feel as if it is part of a scale and we have to meet all the points on that scale and what we took in Saudi Arabia was the first point on that scale.

Believe me language we learned Saudi Arabia could be covered in one semester and the amount of English that we learned in the college is a type of repetition of the materials that we covered when we were in pre-college schools.

(2) Arabic Essay (A1)

1. Describe how you write in Arabic?

Writing is a way of telling people about one's innerfeelings, therefore, writing to me is putting my own feelings and ideas in front of my readers to convince them, suggest, argue, or sometimes telling them about myself.

Writing, according to my understanding, is not just telling people what is in your mind, it is actually a way of communicating with others. It is a two-way communication.

I used to write in a way that is similar to any Arabic-speaking students who learned Arabic language in my country. I start by finding out what should I write. I start learning and preparing myself to write about the topic. Then I put my writing in stages. Each stage is an equivalent to an idea After that I start writing, and during my writing I add new things to my writing or drop something that I planned to write. After that I submit my writing to the final station whether it is a teacher or a publisher.

This is the way I present writing. It is as I said like any Saudi students, I do not have anything specific. I believe that writing is a method of expressing self, and at the same time it is a way of telling people about what they like. In my opinion the best way to reach people agreement is to be truthful. Through this the writer whether in Arabic or English or any other language, is able to reach people heats and agreement.

2. Do you think that Arabic writing teaching is adequate? If not what is the best way to teach writing in your opinion?

As I told you teaching Arabic composition has not received a great deal of attention from the education policy makers. I told you that the schools teach writing once a week and they start teaching composition in the fourth grade. Before that they concentrate on teaching them the alphabet and the basic sentences structure, but composition teaching started when they reached grade four. During the fourth and

fifth grades there is not much attention is given to methods way of organizing and presenting students writing. I think this is not a good method of teaching writing. I have heard here in the USA universities provide Ph. Ds. to teach composition.

Of course, even theories of composition and also departments of composition are available all over the U. S.

See, I feel as if I am not sure what I am talking about, but it appears that in Saudi Arabia the methods are not useful ways of teaching writing. Also in the middle and high school no emphasis is placed on the ways of organizing and presenting the writing piece whether it is an article or essay or a home work assignment.

3. Do you encounter difficulty in Arabic writing?

If you mean the difficulties that occur because of the grammar and vocabulary, then my answer is no, I do not encounter any. That is obvious, because it is my native language and I practice writing almost everyday. But in the matter of organization, I think yes, some difficulties exist. I can produce a good essay in short time and it will look like good essay, and nobody can see any problem, but if the one who examines my writing is an expert, then he or she may find some problems related to organization.

But other types of problems I do not see them in my writing. Actually, I think most of us who graduated from college in Saudi Arabia have no problems related to vocabulary or ways of writing, and most of the problems of the Arabic writing are in the area of spelling and the area of organization.

4. What is the most difficult part in Arabic writing you think that you need to improve?

I told you that the matter of organization is the most difficult part, because we do not learn how we are supposed to organize our essays in writing. Once we master this difficulty I think then writing will be nothing. Writing is not presenting ideas, but it is how you present them, and what is the best way to present them.

In college the writing was actually everyday. I remember that when we were studying history the teacher asked all the students to write about a topic and

present the topic within twenty days. I wrote about twenty pages on that topic. I wrote about the importance of studying history, and I got 100%. So I do not see that I faced any writing problems. The difficulty, as I told you, you know, is in the organization.

5. What is the best way, in your opinion, to resolve Arabic writing difficulties?

Arabic writing needs more attention in school. We have many topics and many subjects that students have to cover during their study time such as history geography, religion, and other science subjects. All these need writing and need types of research. Therefore, students need to be fluent in Arabic writing to be able to do all these, so, I think it is necessary to put more stress on the teaching of writing.

It is fact that we are still behind in terms of teaching writing, and I admit that my country's education system did not provide us with strong tools to be good writers. I remember in composition classes we spent so much time learning how to write about the desert, or describe our street, schools, and houses, or talk about our friends and relatives. However, we do not have guide lines of how we should observe a time line or use many grammatical techniques when we write.

6. Writing in Arabic is not similar to English. Do you agree or disagree with this statement? Explain

I agree that these two languages are not similar, and therefore the way we approach writing in both languages is different. I think that the way I approach writing in Arabic is determined by the culture norms that my society has adopted. If I write for Saudi readers, I should observe all these norms and writing according to these norms. But when I write to English-speaking readers the case is different, as I should observe some cultural beliefs and norms that the readers admire and respect, and I can not attack these norms or beliefs. But when I write for Saudis, I should put certain things in my mind when I write, and I should not violate any social norms or boundaries. Therefore, it is important for the writers to address these differences when they write in the two cultures.

Moreover, it is important to notice that the readers in both cultures have different tastes. In many parts of the world, for example, some people do not like to hear or listen about crimes which are not part of their culture. Then also it is important to notice these differences between the cultures.

7. Do you consider yourself a good Arabic writer? IF yes, why?

I think I am a writer that how knows how to deal with writing in a way that many readers accept and admire. I do not violate the norms of my society, write topics that they hate, or not accuse them, or try to downgrade them. Therefore, I think I am a good writer.

But what about your writing process, do you think that you are able to deal with topics and present them in a modern way?

Process, I think you mean the way I organized my topic. Let me tell you something I think is important to understand. I am a writer, and I used to write many things in Arabic. I told you that many times, and I do not have a procedure on how I can present a topic or how I can organize it. It is a matter of experience. If I have the experience, then I will doing fine. If I do not have the experience then I am not good writer. but I do, so I am a good writer.

Writing, my friend, is not like anything else. You may think yourself a good writer, but readers will be not happy to read your writing. I think that is part of the deal, if you are a good writer people will be more than happy to read your writing, but if you do not have the power to produce good piece then nobody will care to read your articles, even if you write about topics that people like. Once they will see your name on the piece they will skip the page and read something else.

8. Do you think that planning before writing is important? Why or why not?

Planning is something as I told you before many people love and admire. I like to plan and I like to follow planning. I think nobody will say anything about planning. but is it necessary, and writing will be destroyed if we do not plan. However, I think it is not necessary.

I think it is a matter of practice and a matter of habit. I know many people can not open their computer switchout manuals, and others do not look at any manuals. They knew where the parts are and how they can reach the different parts of the computer. This is exactly like planning.

If it is my native language and the topic that I am writing about is a familiar topic to me, then I think I have no need to plan, because the ideas and ways are clear to me. But if you ask me to write about the life in Lansing before I came to America, I will sit down and think about the ideas that I will use in my writing.

9. Do you think that revising is an important part in the writing process?

When you need your work to be completed and without errors, revise it. This is what many people say and I believe that is true. The reason why I believe such a saying is that it is important for the writers to reduce the number of errors, and one way to do so is through revision.

Revision is a way of sending a radar to check and find out if the writing is complete or not, and if it is not complete then what is missing. This is exactly what revision does. I used to send my radar many times during the writing time and check the whole writing and if I found any grammatical error I would correct it before I went on to the next part. And that is revision, I do revise as I told you but it is an inner revision.

Yes, I do revise, but I did not do it until after I finished writing. I stopped writing sometimes during my writing and checked my writing, and how ideas were connected to each other. And if I had any mistakes or unclear ideas I would immediately change them. I feel that I should not leave my writing without some changes.

10. How many drafts in Arabic languages do you usually write before you submit your final paper?

I think for me it is not important to write more than one copy, It is not important to write more than one copy, because if I am able to express myself in one copy then it is not necessary to write another copy

You mean by copy, a draft, correct?

Yes, that is right, it is the same meaning in Arabic, you produce your writing as the second or third time.

However, the most important thing here is that your writing is clear. If it is clear then what is the point of writing another copy, if you may have limited time? In exams, for example, I never write more than one draft. I tried, but I could not. Imagine that within two hours you are required to read a question or two and to respond to these questions, and then read them and find out the errors, and correct them, and then rewrite the whole essay again. I think this is impossible and nobody will do it.

The most important thing is to pay attention to the message that you need your readers to understand. So if you can deliver that message in one draft then do, but if you feel it is necessary for you to write more than one draft then do.... I usually use one draft, but as I told you if I need to do more than one I will do it.

11. Do you identify your audience before you write in Arabic?

Yes, I do. It is an essential part in writing. I remember I told you that writing is not complete if one of the following is missing. One thing is the writer. If the writer was able to produce his writing in a way that presents facts and supports them, and try to follow that with his opinion, then this person is a good writer. If he was able to organize his essay in a way that readers will find no difficult then he is a good writer.

The second thing is the topic. If the writer chooses a good topic and treats it in a way that does not affect anybody and puts it in a way that makes it understandable to every one, then the topic is chosen correctly.

The third thing is the audience. If the writer targets the right audience and makes

them feel that what the writer is saying is true and supports it by many facts then this writer succeeds in targeting the right audience.

Therefore, audience is an important factor in the writing as a whole. I feel that the way writers are addressing the readers is the best way to present and choose a topic. I used to care about my readers when I write. I always ask the same question that maybe an average person would ask and try to answer these questions before I submit my essay or my topic.

Then I have to say that I respect my readers and I always put them foremost when I write, which is an indication of respect and admire. They are the consumers of our product, and if we do not care about them then we are neglecting an important factor in writing. I like to say that in this moment I have only one reader, that is you, and I have to satisfy you. You asked me to write about this topic and I did, but you told me that I have the right to choose my readers, so I chose you. Do you think that you are a good choice of reader?

I do not know.

But I know really you are a good reader, because you will evaluate me.

Thank you Suliman and I hope you will learn and succeed in your life. I wish you the best of the luck.

(3) English Essay (E2)

1. Do you consider learning English writing in America different than learning it in Saudi Arabia? Why or Why not?

I have just completed my English language studies for this semester, and I still have a fresh memory about the way English is taught in the United States. In America, as you know, it is not a lecturing system. I mean that the teacher is not everything in the classroom. Students are also allowed to participate and may present some things to the other students. In fact, I felt that I am learning a lot from the classroom organization. The instructor allowed us to give grades to each other and work in groups to reach a solution for whatever we were trying to do in the classroom.

Moreover, the teacher gave us an idea what we would cover before we started the class. At the beginning of the class the teacher gave us few papers which explained to the class what we would cover and what we were supposed to do each week. I like that and I felt that was the right thing that we need to adopt and do in our classroom in Saudi Arabia. Let the students share the responsibility from day one. Let them feel that their schedule is known from day one and they will do "X" in day "Y."

To me such differences are major things and education policy makers have to concede these differences if they really need to make our education system reach the best. I do not know if there is another system that teachers adopted in the academic courses, but to me the ELC system is perfect and we ought to adopt it.

Another thing is the facilities that the ELC have are not available in our country. A computer lab is available where students can type their homework and do whatever they need with the computer. The library allows any student to get any book he or she needs and that is important for those who do research. I remember my writing teacher asked me to do research and that was the first time I entered the MSU library. I was really shocked with the computerized data bases that they have. We have some of them in our country, but we did not use them as a tool to learn writing.

2. What is the biggest difference between how English writing is taught in your native country and how you have studied writing in America?

One thing, I can indicate here is that learning English can not be 100% successful if it is not done in its native land. I know they teach English in India, and I learned English in Saudi Arabia, but the most successful programs are in America and the United Kingdom. Even if I learn English in Saudi Arabia, and I master everything related to it, I will not be competent in English unless I know how Americans speak and write the language. I heard many expressions, and I would not be able to learn them as perfectly as required unless I learn them in the United States.

Another thing that I would like to add here is why I should learn the English language. Do I need to learn it because I get grades or do I need to learn it because I need to use it. If it is the second then I need to learn it perfectly and that is one difference that I feel between the way English is taught in America and Saudi Arabia.

Moreover, the language that I learned in Saudi Arabia is meant to be part of a program and I have to concentrate on many subjects beside English, but here I feel that I am learning English and only English, which allows me to be aware of many things that help me building my language knowledge.

3. Do you learn new writing techniques?

Of course, I do. I was not able to learn many things about writing when I was in my country, because as I told you before, students are required to learn many things beside English, and there are many skills must be learned and practiced during the English course beside writing, therefore writing was minor. This indicated that the chance of learning writing is not that big and that is the reason why I count every technique that I learn here as a new technique.

My new knowledge about writing is that I should always put each idea in a separate paragraph, and I have to connect each paragraph with the other and I should

not let the readers feel that there is something missing and if I do that then I have neglected an important factor of writing.

I learned that if I present facts and opinions I have always to put the facts before the opinions and by this I am using the logical order that many readers like to follow when they read. I have to support every point that I raise, and if I raise a point without a support then I am leaving a gap that many readers will not like.

I learned that the comments and corrections that the teacher provides me with, are not always bad. If the teacher sees my work as the worst, I have to work hard to correct it and follow whatever he or she suggests. By doing so I am learning and leaving side personal and cultural feelings which may make my learning and education stop in a certain limit. I learn that I am a student here and not a teaching assistant as I used to be before I came to the United States, and that will help me to realize myself and my study too.

4. What is the most important strategy you learned in approaching writing

I learned many strategies and among them I believe that the way of presenting facts before opinions is the most important one. I learned that and I now feel I am different than before in terms of writing. I feel as if I am adopting a new technique which I will not forget and which I will use every time that I approach writing. It helps me organize my writing and my feelings. I could not imagine that I will produce writing with this type of organization. Thanks for those who assigned this scholarship to me and thanks for those who taught me and helped me realize this fact.

This strategy, however, is important because I think many students who do not know how to organize their essays. They may have the knowledge about the topic that they are approaching and have the required vocabulary, and know a great deal of grammar, but do not know how to organize their essay in a way that will catch the attention of the readers and make the point that they trying to make. They may present opinions before facts or present opinions without support which make their readers confused and unaware of many points that they trying to make.

I feel like I am learning many things and I would like to tell you about everything, if you wish. You will not believe that the amount of writing that I have learned here, may take ages to be taught in Saudi Arabia. I feel like I am lucky to be in this situation.

5. Please explain in details the methods your teacher used to teach you to write.

As I told you before, the teacher gave the class all the requirements from day one to the end of the class. She explained to us what our duties were, and what we were supposed to learn. She told us when we will write exams and when be our final paper, and would be due and so forth.

She used to teach us separate items, for example, topic sentences, paragraphs. She showed us how we should organize our essays, and what kinds of supports we need to use with facts and opinions. She encouraged us to write and express ourselves in journals and how to argue for specific points.

In addition to that she encouraged us to go to the library and search for information and data for certain topics. She was helpful in this point. Her comments on our papers were useful. Many times she drew smiley faces if I said something funny. She used to write "WaW" to indicate that she was excited with what I wrote. I was really happy to read her comments and I felt like I was doing great things . You may not believe it these things that I wrote were, you see how small are they, but they worked and it was hard. I was encouraged by her ways of commenting to write as much as I could. Therefore, I was writing and writing, and I did not feel that what she was telling us was hard thing to do, because I enjoyed doing it.

Another thing is the way we approached some assignments. Some assignment were given to groups and each group had to work as a team to reach a certain solution or certain research. This taught how to get used to group work and I felt like I was exchanging information and language knowledge with the other learners, which gave me a chance to practice my language in an environment that helped in building the

vocabulary from one side and the English usage knowledge from other side. It was a great experience and really I was happy in this class.

(4) Arabic Essay (A2)**1. What do you like the best about writing?**

Arabic is a beautiful language. I feel that when I write I talk about my inner feelings and that is because the language and its expression reaches my heart from inside and this make it clear to me that when I write I feel excited.

In terms of what I like the best of writing, is that I look at writing as a way of expression. It is a way of telling people about your opinions and sometimes your experiences. I feel like I am talking about the inner feelings of myself.

Writing to me is best and there is no thing better then the other. I viewed writing as being one building, which consisted of many floors. In the first floor you can see the purpose of writing and in the second floor you may see the method of writing that the writer employ to lay down his ideas, and the method of making the readers care about what is mentioned in your message. In the third floor, you can find that the writer start to reach his climax point when he revealed what he wants to say to the readers, if he needs them to agree with him or disagree with somebody else.

This building is the things that you can read in a book, an article or even in an essay. I like the writing as one body. And I do not feel that it is possible to single out one thing of this building and you say I like this and I do not like that. If you are a great writer, then every step in writing is yours and every part of writing is the one you like and you should not say I hate this or that in writing, and this is true if the writing that we are talking about is the native speaker's language.

2. Do you think that your Arabic writing has changed after studying writing in America?

Yes, yes, I admitted that my writing has changed to the better situation. Writing after studying in America became something else. I feel like I am able to organized writing and make it as it should be. I used to write in Saudi Arabia. I have written many articles and I have submitted many researches, but the way I feel now is different. I think that is because I learned writing in the United States of America.

It is important to notice that I am as a learner I have to use and employ any writing technique that I adopted after I acquired it in this school. I have to employ it in both my Arabic and English writing. It is know that I am learning English writing techniques in the ELC classes, but this does not mean that I should not use them in my Arabic writing. In fact, you should teach these techniques to Arabic-speaking students who learn Arabic writing. I found these techniques useful and can be adopted.

My suggestion is that teachers of Arabic writing has to learn the writing techniques that help mastering writing and which make writing seem more readable are worth adopting. If students learned these techniques such as putting facts before opinions and each fact and each opinion followed by supports such as examples then the writing will appear in good shape and readers will not find any difficulties understanding and getting the main points of the writing. This will ensure that writing with these techniques is better than writing without them.

My English writing is also affected by the new techniques that I learned when I started my English training. I felt that what I am writing now is different than what I have written before. One reason is that I was not aware of these techniques and ways of telling people about what I am trying to tell them.

In this case my Arabic writing has changed because of the new knowledge. And I am really happy by this result. I am proud of the change and I promise to continue learning and adopting new techniques.

3. What is the biggest difference between how writing is taught in your native country and how you have studied writing in America?

I think I addressed this question in the previous one, but I am trying to emphasize the fact that we as a nation do not look to writing as American looks to it. I am sure that writing is not given much attention, but if they will give it much attention many thing will changes and many things will be different.

One big difference is the time that we in Saudi Arabia allow for writing classes. It is about fifty-minute class every week, and for certain levels. The teachers in Arabic classes do not give any attention to the way we write, they emphasized

certain techniques, which serve the topic under discussion and it is unlikely to be in other type of writing.

Many things that I should emphasize here, that is the way teachers should do with their students. First, teachers should build a bridge between them and their students to communicate in face-to-face before they ask them to write anything. Moreover, they have to tell their students that writing is feelings and the way to tell people about your feelings is through writing.

One problem I think teachers in Saudi Arabia have to solve is to teach students how they can relate their paragraphs to each other. Once they learned that they will produce a well organized piece of writing.

4. Do you think that writing for specific audiences will enhance writing?

As I mentioned many times through this study, I view audience as an important component of the writing itself. If I am a good writer I have to give my readers a chance to find themselves when I write. I mean that I should not talk about something that do not have or know. I should not tell them about things that they do not like or disbelieve. I mentioned that if I need to talk about the concept of God in China, I have to tell my readers, Saudi readers, that the meaning of God in this writing is not similar of the concept of God that people in Saudi Arabia believe in. I should draw their attention to the differences before I write.

By doing that I am giving my whole respect to the readers. I really care about them and I gave them what they deserve. I think the readers in general are important because the feedback comes from their side, so we should consider their roles in reading our writing.

It is important for the writers to observe the role of audience when producing any piece of writing, that is to write about what they like and be aware of and what they dislike. However, such thing will ensure that the writer like to care about his audience and feel that they are important and the reason that he writes is to satisfy them.

5. Do you think that adopting English writing techniques will enhance Arabic writing? Explain.

Yes, I told you about this before, do not I? I mean it is important to adopt the writing techniques and strategies that learners acquired when they exposed to English. This will help them understand and make sure that they are enhancing their both Arabic and English writing.

I suggested before that teachers and those who design Arabic writing composition should adopt the writing techniques that other languages such as English and French use to teach writing. Once we learn these different writing techniques and we taught our students these techniques we are adding to the building of education that we like to enhance and maintain.

People in my country are ready to understand and learn whatever will help them and do not contradict with their culture. They will appreciate the usage of these techniques and they may ask for more and this is because we care about knowledge, and that is why I am here in the United States of America.

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