



The importance of identification of second language learning strategies in relation to the macro-skill of writing, and the impact of sociocultural background and demographic variables.

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Abstract

This study investigates the Language Learning Strategies, which are used by an Arabic learner of English as a second language through a writing task. It discusses the main theories that inform language learning strategies, the impact of these theories, the learner characteristics and their influence on learning. It shows that the learner choice of the strategies is related to different effective variables and social factors. The results of this study showed that the participant used the metacognitive strategy type nine times, the social affective seven times and the cognitive strategies six times. In addition, this study explained the limitation of data and how the conclusions might not been accurate. In general, the study proved that gender, motivation, first language, ethnicity, and proficiency had significant differences on the use of the strategies. Based on these findings, the implication for further teaching with regard to this learner was defined. The strategies can be taught through well-designed learning strategy instructions. In addition, training should be given in using cognitive strategies by embedding them into regular classroom activities. The writing learning strategies should be so embedded to become second nature in order to enable the learner to perform them without much conscious thought. Finally, this study showed how important for the language teacher to know about his learner learning style, motivation, interests, etc.

Keywords: sociocultural background, demographic variables, metacognitive strategy, ethnicity, cognitive mental strategy, self-monitoring

أهمية تحديد استراتيجيات تعلم اللغة الثانية وعلاقتها بمهارة الكتابة الكلية، وتأثير الخلفية الاجتماعية والثقافية والمتغيرات الديموغرافية.

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خلاصة

تبحث هذه الدراسة في استراتيجيات تعلم اللغة، التي يستخدمها متعلم اللغة العربية للغة الإنجليزية كلغة ثانية من خلال مهمة الكتابة. ويناقش النظريات الرئيسية التي تحدد استراتيجيات تعلم اللغة، وتأثير هذه النظريات، وخصائص المتعلم وتأثيرها على التعلم. ويبين أن اختيار المتعلم للاستراتيجيات يرتبط بمتغيرات فعالة وعوامل اجتماعية مختلفة. وأظهرت نتائج هذه الدراسة أن المشارك استخدم نوع الإستراتيجية ما وراء المعرفية تسع مرات، والوجداني الاجتماعي سبع مرات، والاستراتيجيات المعرفية ست مرات. بالإضافة إلى



ذلك، أوضحت هذه الدراسة محدودية البيانات وكيف أن الاستنتاجات قد لا تكون دقيقة. بشكل عام، أثبتت الدراسة أن الجنس، والدافع، واللغة الأولى، والعرق، والكفاءة كانت لها اختلافات كبيرة في استخدام الاستراتيجيات. وبناء على هذه النتائج، تم تحديد الآثار المترتبة على مواصلة التدريس فيما يتعلق بهذا المتعلم. يمكن تدريس الاستراتيجيات من خلال تعليمات استراتيجية التعلم المصممة جيداً. بالإضافة إلى ذلك، ينبغي توفير التدريب على استخدام الاستراتيجيات المعرفية من خلال دمجها في الأنشطة الصفية العادية. يجب أن تكون استراتيجيات تعلم الكتابة جزءاً لا يتجزأ من أن تصبح طبيعة ثانية لتمكين المتعلم من تنفيذها دون الكثير من التفكير الواعي. أخيراً، أظهرت هذه الدراسة مدى أهمية معرفة معلم اللغة بأسلوب تعلم المتعلم ودوافعه واهتماماته وما إلى ذلك.

الكلمات المفتاحية: الخلفية الاجتماعية والثقافية، المتغيرات الديموغرافية، استراتيجية ما وراء المعرفية، العرق، الاستراتيجية العقلية المعرفية، المراقبة الذاتية

Introduction

This essay will explain and discuss the importance of using second language learning strategies related to a writing task. In addition, it will clarify the impact of the learner's characteristics and the learner's cultural background on the choice of language learning strategies. Furthermore, it will identify the implications for teaching the target language (ESL/EFL).

This will be evidenced through conducting a case study on an Arabic learner of English as a second language. The case study will include an investigation of his use of language learning strategies in learning a writing macro skill. It starts with giving him a task to write about particular topic including three questions related to this topic (appendix 2). The learner will be given an explanation about why he is doing that and how to do it. He will know what participation is involved in this study. In addition, the researcher informs the learner that his participation is voluntary and he can cancel it at any time.

The study will start by interviewing the learner after finishing the task immediately. The interview will be recorded on an audio-tape and subsequently transcribed. It will include questions about the task and these questions will be subdivided into three parts (see appendix 3). The First contains the questions that related to the planning and preparation stage. The second has the questions that pertained to the writing stage, and the final part includes the questions that refer to the completion/ reflection stage. Moreover, all the interview content will be typed as a transcript with putting lines numbers to use them during referring to the strategies (see appendix 3).

Furthermore, the researcher lists all the strategies that the learner may use in templates that contain strategy type, definition of the strategy, what the learner does and when he uses this strategy (see appendices 1(a-c)). Besides that, reviewing the language learning strategy literature in relation to writing macro skill will be mentioned. The literature review includes important information about the learner, his sociocultural background and demographic variables. In addition, a justification



for why it is important to identify second language learner's choice and use of LLS will be explained. Furthermore, the method of data collection and how the data was analyzed will be clarified. The findings from this data analysis will be summarized and presented by charts. Finally, the essay will have a discussion about the findings and it will be substantiated with evidences from the analysis.

Literature Review

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Language learning strategies help language teachers to gain valuable signs about how their students assess the situation, plan, select right skills and remember new input presented in the language classroom (Oxford, 1990). According to Fedderholdt (1997), the language learner capable of using a broad variety of LLS appropriately can improve his language learning in a better way. In addition, the great benefit of learning strategies is in the development of the learner's ability to become independent or self-regulated learner (Chamot & O'Mally, 1994).

The focus on teachers and the methods of teaching SL was the only way that was investigated to improve the language teaching and learning. The need for investigating the learner and his/her characteristics become very crucial. Therefore, the LLS studies have shifted the emphasis from methods of teaching SL to learner characteristics and their effects on learning provided a new interest in how people learn by cognitive mental processes (Wenden, 1998). Furthermore, "teachers and researchers came to realize that no single research findings and no single method of language teaching would usher in an era of universal success in teaching a second language" (Brown, 2000, p123). Moreover, for all SL teachers who aim to develop their students' communicative competence, an understanding of LLS is crucial. Oxford (1990) states that LLS are especially important because they are active tools for self-directed involvement, which is helpful for developing communicative competence.

The background and the culture of the learner affect his choice in relation to the strategies and how he use them. For example, (Oxford, 1996) provides evidence that learners from Eastern countries are more hesitant to use clarification strategies than western learners. Oxford gave another example when explained that learners in some cultures may feel embarrassed during the interview in the target language and prefer a questionnaire or independent diary.

There are important pedagogical implications for such findings. For example, the identification of a relationship between favorite strategy and cultural background may develop the teaching strategies for training the learner to use some strategies in particular cultural contexts (Chamot & Kupper, 1989).



With regard to the writing task, translation of L2 text into the L1 is a common phenomenon, it is viewed as an incorrect strategy that should be avoided if possible (Cohen, 1998). The participant did not adopt the strategy that a lot of Arab learners use during the writing tasks. They write in Arabic and then translate into English. As he was at intermediate level and the task was writing, this issue affected his production.

Studies proved that for a percentage of intermediate non-native writers, trying to think directly in the L1 while writing may actually result in a lowered standard of writing than that which can be produced by writing first in the native language and then translation (Cohen, 1998, p177).

There are two suggested approaches to a written composition task, the first limits learners to the L2 they know, the other allows learners to create new sentences and paragraphs (Macaro, 2001). The learner should be encouraged to use a combination of these strategies.

The teacher role is very crucial when implementing the strategies for learning. Language learning will be uncomplicated if the teacher draw learners' attention to the range of strategies that they can consciously select during language learning (Cohen, 1998). The teacher may provide strategies-based instruction to learners as a part of the target language curriculum.

There are many studies that were conducted on Arab learners. One of them was by Shmais (2000), the results showed that the learners used LLS with high to medium frequency; and the highest rank (79.6%) was Metacognitive strategies. In addition, this study showed that gender and proficiency had no significant differences on the use of strategies among Arab learners of English language.

Method

Learner

The learner is 51-year-old male and his first language is Arabic. He finished his high school in Iraq. He is studying English as a second language at the TAFE, for survival purposes. His level is intermediate and works at a factory part time.

Method of data collection

▪ Task

The learner was asked to write a small essay about his Australian citizenship celebration which is happened recently. This task contains three questions (see appendix 2), that were suggested by the researcher and were related to this topic. The Participant has to answer them in any order he wishes and might add anything if wants to.

▪Data Collection



The data were collected through the interview that took place at the learner's place, as he wished. Before this, the researcher explained everything related to the learner's participation including the information sheet and the consent form. In addition, the researcher informed the learner that his participation is voluntary, poses no foreseeable risks, and he can cancel it at anytime. After he signed the consent form, the learner was given information about what he has to pay attention to before, during, and after writing. He was informed that he may get help at anytime by the researcher or someone else when needed. In addition, he might cancel the whole interview at any stage if needed. The Participant was told that he can use any materials like dictionaries, encyclopedia, or textbooks.

The participant asked for 10 minutes to think about the task before he started writing. He was given half an hour to finish this task but took about 45 minutes. The learning strategies that he used were observed before, during and after his writing. The interview started when he finished everything related to this task. It took about eighty minutes; it was recorded and subsequently transcribed (see appendix 3).

▪Data Analysis

The transcript of the interview was read several times thoroughly for determining and understanding the learning strategies that were used by the participant. These strategies were identified in a template table that contained several columns (see appendices 1(a-c)). In these columns, the strategies were classified according to their types, their definition, when they took place, when the learner dealt with them and what the learner did at this time. In addition, there were columns to define when these strategies were used in relation to the task time, before, during, or after the task. Moreover, there is a column to mention the numbers of the pages and the lines in the transcript to show where the strategies were used.

After the template was filled in, the information in this template was condensed and presented in this essay; in addition, the information was analyzed one by one. The classification that was used in this template was based on Chamot's taxonomy that includes 26 strategies. These strategies are under the following types, cognitive, metacognitive and Social affective. According to Ellis(1994), this is the best classification system because it is based on the distinction in cognitive psychology between metacognitive and Cognitive strategies together with a third category for social affective strategies (O'Malley et al, 1985a).

Findings

The metacognitive strategy was the most frequently type used by the participant (see appendix 1(a-d)). These strategies were used 9 times. In addition, he used the cognitive strategies 6 times and the social affective strategies 7 times. The next chart shows the percentage of all the strategies used by the learner.

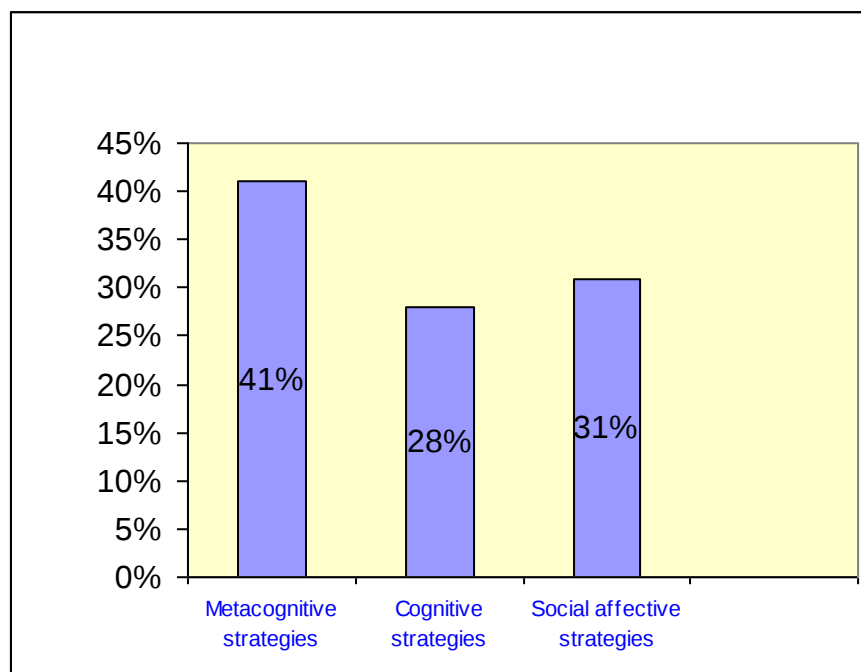


Chart 1: Percentage of using LLS.

The self-monitoring was the strategy most used within the metacognitive strategy type as the participant used it three times. He used the self-evaluation and the self-management strategies twice. On the other hand, he used the directive attention and the selective attention strategies once each. The next chart illustrates the use of metacognitive strategies as a percentage.

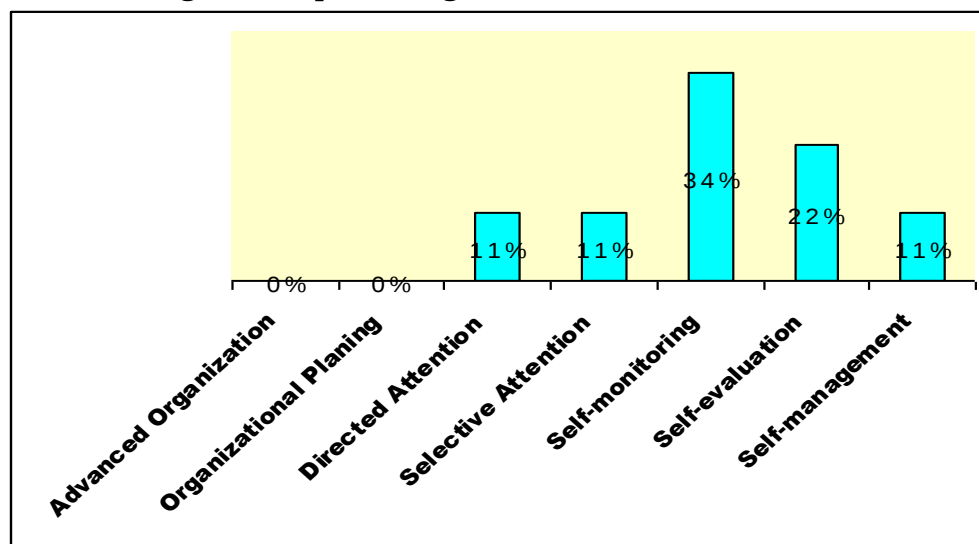


Chart 2: Percentage of using LLS in relation to Metacognitive type.

Within the social affective strategy type, the learner used the questioning for clarification three times. He also used the cooperation and the self-reinforcement strategies once each. In addition, the self-talk strategy was used twice by the



learner. The next chart explains the percentage of these strategies in relation to the social affective strategy type.

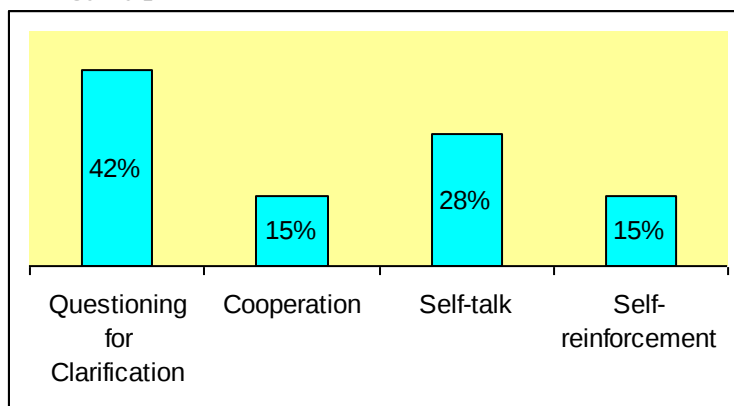


Chart 3: Percentage of using LLS in relation to Social Affective type.

Furthermore, the cognitive strategies were variable. The learner used the resourcing, translation, elaboration, and substitution strategies once each. In addition, the transfer strategies were used twice. All the cognitive strategies are presented in the next chart.

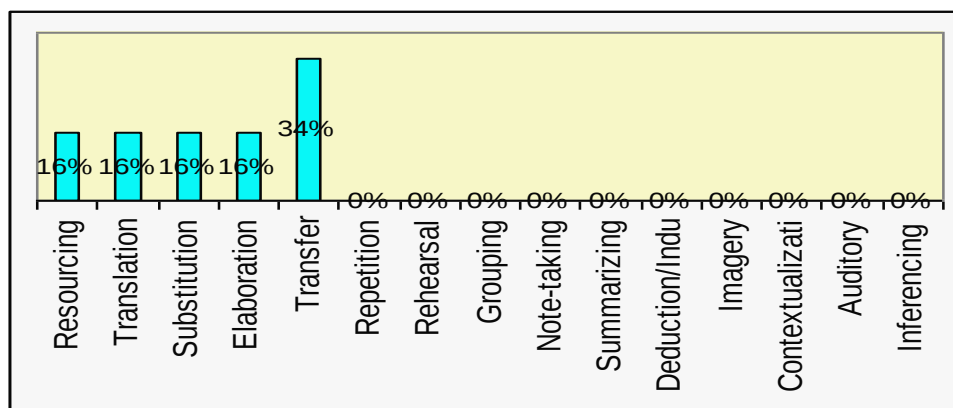


Chart 4: Percentage of using LLS in relation to Cognitive type.

Discussion

As was presented above, the findings were varied in relations to their types and their numbers. This discussion is to explain what the factors that affected the choice of the strategies are. In addition, it will identify the learner's characteristics and their effectiveness. The variables of age, task, motivation, culture, gender, proficiency level and personality, will be taken into account. Furthermore, all claims will be substantiated with evidences from the analysis. Moreover, the discussion includes the actual limitations of this study with regard to data and why the results may not be accurate.

As shown in chart (1), the metacognitive strategies were the most used strategies. One of Touba (1992) studies proved that Arabic students showed a high



use of metacognitive and memory strategies (Oxford, 1996). The learner used the directed-attention strategy (lines 3-4) when deciding to attend in general to a learning task and ignored irrelevant distracters. The learner knew that his ideas should be about the topic only "the ideas should be close to the subject". This could be because of his educational background. Green and Oxford (1993 in (Oxford, 1996)) state that the proficiency-level has a large influence on strategy use. The learner used selective attention strategy when he was scanning for linguistics markers for the articles "I take every four words to see if they need articles", (line 93) . It was the only choice for him as did not understand much about them during his study of the English language. In addition, the Arabic language has no indefinite articles Versteegh (1997). As a result, his first language affected his English learning.

The self-monitoring strategy was used three times. For example, "I go back to check", (line 111) when he was checking the accuracy of his written production while it was taking place. Another example was "I checked for all the writing", (line 117), which indicates that he used this strategy during and after the task. The third example was in "I finish four sentences then I read them to have idea", (line 78). Because the task was considered a challenge for him, personality type is very important in understanding why some learning strategies may be used (Oxford, 1996). The participant was confident that he had accomplished his task accurately. He judged how well he accomplished his writing after it has been completed. Using the self-evaluation strategy happened in "I am sure it strong writing", (lines 119-120), and "the sentences very nice", (lines 121-122). He used the self-management strategy twice. For instance, "I start the work and later I see what I do", (lines 39-40), and "I need time how to arrange the writing", (lines 21-22). The participant understood some of the conditions that help him to learn and arranging for the presence of those conditions. Obviously, from the results, the learner did not use the advanced organization and organizational planning strategies. During the writing process, students engage in pre-writing, drafting and post-writing, but, because the writing process is recursive in nature, some of Arab learners do not do this order (Al-Buainain, 1998).

The social affective strategies were used by the learner seven times. The learner was reducing anxiety when he used mental techniques that made him feel competent to do his writing. He used the self-talk strategy twice in "I think is not hard subject", (line 6), and "I can feel the wrong sentence", (lines 56-57). The learner was asking for help during his writing. Chackravert and Gautum (2000) believe that learners, who are still learning the process of thinking through writing, need their teachers' help to organize their ideas. He used the questioning for clarification strategy three times. The first was in "you tell me", (lines 41-42), the second "I don't know the different", (line 86) and the third was in "explain if you



can", (lines 87-88). The learner likes to ask his friends for help always. As a result, he uses the cooperation strategy in "I ask people", (line 43). In addition, the participant used the self-reinforcement strategy when he provided personal motivation after he had finished most of the task. The example was "when I finish most work I feel relax and do rest better", (lines 109-110). Studies showed that both gender and motivation were related strongly to strategy frequencies of the Middle East students (Oxford, 1996).

The learner used the cognitive strategies six times. He used the resourcing strategy when he needed to, "I used the dictionary", (lines 70-71). In addition, he used the translation strategy when he applied Arabic grammar on English language in "I use the Arabic grammar and do it on English language", (lines 66-67). He was using the Arabic language as a base for producing the English language. Nevertheless, substitution strategy was used by the participant when was replacing an English word by another one when the intended word was not available. For example, "I put another words close to the meaning", (line 73). Elaboration strategy was used once, to relate different parts of new information to each other such as "I arrange different ideas to make one paragraph", (lines 49-52). On the other hand, he used the transfer strategy twice. The learner used his previous linguistics knowledge in "I study about them in my TAFE", (lines 37-38), and in "I try to remember my study in Iraq about English grammar", (line 64-65).

Limitations

This study may be not accurate with regarding to the results . The learner did not use as many as strategies was expected. It might be because the attitudes that learner holds towards the learning of English. These attitudes reflect the intersection of his view about his own ethnic identity and those about the English culture Ellis (1994). The other reason could be his gender, Oxford (1996), infers that females use learning strategies more than males. The participant is an intermediate-level student, according to Oxford and Burry-stock (1995), higher proficient students (as measured by the ESL level) used more strategies than lower proficient students. Although Ehrman and Oxford (1990) show that adults are cleverer than younger learners in using LLS, the learner could not benefit from this feature much.

Conclusion

This research showed that language learning strategies used by an Arabic learner of English language are affected by many factors. The cultural and educational background factors were most influential. In addition, factors like motivation, gender and the English language itself influenced when he chose some strategies. Furthermore, the learner's first language and his personality traits, also has an impact on the strategies used.



In order to teach this student English writing skills, he should be taught the main grammatical differences between Arabic and English languages. Also, he needs to be warned that he can not apply Arabic grammatical rules on English language in all cases. In addition, the teacher can develop the strategies that were used by the learner with some alterations. Finally, the results of this study provide information on the strategies that the Arab learners of English language use, and how they use them during the writing tasks. This can be used for further studies in relation to LLS used by an Arabic learner of English as a second language.

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Appendix 1(a)



Appendix 1(b)

Strategy Use			What the learner does	Strategy	Strategy Type	Definition	Instance	Page & Line/s
Pre	During	Post						
√			The ideas should be close to the subject	Directed Attention	Metacognitive	Attend in general to a learning task and ignore irrelevant distracters	Dealing with the topic of the task	Lines 3-4 Page 1
√			I need time how to arrange the writing paragraphs or one piece	Self-management		Understanding the condition that help one learn	Dealing with a writing task	Lines 21-22 Page 1
	√		I always start the work and then I see what I can do			Understanding the condition that help one learn and arranging	When starting the task	Lines 39-40 Page 2
	√		When I finish four sentences I read them to have idea	Self-monitoring		Checking the accuracy and appropriateness One's written production while it is taken place	When checking what he has written	Line 78 Page 3
	√		I go back and make sure every thing is alright			=	When checking a part of the writing	Lines 111-112 Page 5
		√	I check all the writing			=	When checking the whole writing	Line 117-118 Page 5



Strategy Use			What the learner does	Strategy	Strategy Type	Definition	Instance	Page & Line/s	
Pre	During	Post							
		√	I'm sure it is strong writing	Self-evaluation	Metacognitive	Judging how well one has accomplished a learning activity after it has been completed	When considering his success in the task	Lines 119-120 Page 5	
		√	The sentences very nice they come together in nice way				=	=	Lines 121-122 Page 5
	√		I take few word to see they need article or no	Selective attention			Scanning for key words, concepts or linguistic markers	when looking for articles within few words	Lines 93-94 Page 4
	√		I think is not hard subject not like computers and science	Self-talk		Social Affective	Reducing anxiety by using mental techniques that make one feel competent	when considering the topic easiness	Lines 5-6 Page 1
	√		I can feel the wrong sentences					=	When checking the sentences' accuracy



	√		You tell me	Questioning for clarification		Eliciting from the teacher additional explanation or verification	When asking about grammar	Lines 41-42 Page 2
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	Strategy Use			What the learner does	Strategy	Strategy Type	Definition	Instance	Page & line/s
	Pre	Dur ing	Pos t						
		√		Explain if you can please	Question ing for clarificat ion	Social Affective	Eliciting from the teacher additional explanatio n or verificatio n	When asking about the third part	Lines 87-88 Page 4
		√		I don't know the differen ce between them			=	When asking about the second and third question	Line 86 Page 4
		√		I ask people	Cooperat ion		Get feedback on oral or written performan ce	when asking friends to help during the task	Lines 43-44 Page 2
		√		I feel great when finish most the work and do the rest better	Self-reinforce ment		Providing personal motivation by arranging rewards for one self when finishing a task	When finishing two parts of the task	Line 109-110 Page 5
		√		I put another words close to the meaning	substitut ion	168	Using a replaceme nt target language word when the intend word is not available	when he does not know the words meaning	Lines 72-73 Page 3
		√		I use the Arabic	translatio n		Using the first	when he does not the	Lines 66-67 Page 3



Appendix 1(c)

Appendix 1(d)

Strategy Use			What the learner does	Strategy	Strategy Type	Definition	Instance	Page & Line/s
Pre	During	Post						
	√		I used the dictionary	Resourcing	cognitive	Using target language reference materials such as dictionaries	When he does not the words meaning	Lines 70-71 Page 3
	√		I try to remember my study about grammar in Iraq	Transfer		Using previous linguistics knowledge to assist production	when not sure of grammar	Lines 64-65 Page 3
	√		I study about the articles in my TAFE			Using previous linguistics knowledge to assist production	when not sure of articles	Lines 37-38 Page 2
	√		I arrange all the ideas to make one paragraph	Elaboration		Relating different parts of new information to each other	When making a new paragraph	Lines 49-52 Pages 2-3



Appendix 2

Write a reflection about your Australian citizenship celebration.

Write as much as you can. Do this task in any way you like.

The following questions might help you but you can use your own if you like:

Q1: What happened during the celebration?

Q2: What is the differences in relation to you before and after your citizenship?

Q3: What is your personal feeling after receiving your citizenship certificate?

Appendix 3

Interview on Task Completion (Writing Task)

Questions before the task

1. T) When I asked you to write about any this topic, what did you think of first?
2. L) I think about what I write I mean what ideas.
3. T) How did you decide about what ideas you are going to use and how?
4. L) The ideas should be close to the subject you give me to write.
5. T) Do you think it is easy topic to write about?
6. L) I think not hard subject not about computers or science.
7. T) Why do you think they are difficult to write about?
8. L) Because the words, hard words, and the meaning too.
9. T) What were you thinking at that time? Did you think about how you are going to do it?



- 10.L) It is just writing I know how I do it but I' am not sure about my spelling.
- 11.L) And I think about how much I will write.
- 12.L) And I think first what the start, how to start.
- 13.T) Was it easy for you because you know everything except spelling?
- 14.L) It is easy for me because I know the words.
- 15.T) What do you mean you know the words?
- 16.L) I mean I know the meaning for the words in this subject not all them.
- 17.T) How you know that you are going to know them before even you start.
- 18.L) Because the subject not science.
- 19.T) What were in your head between the moment that you knew the topic and the moment you started writing?
- 20.L) Actually I need time to think how to start. I mean how to explain what I want to write. I mean what first sentence should be.
- 21.T) and what else?
- 22.L) I need time how to arrange the writing, how to do it paragraphs or one piece of writing.
- 23.T)Did you think it will be easy or hard for you to write ?
- 24.L)No..No I know it is easy to write except some spelling and some meaning
- 25.T) So what about the meaning?
- 26.L)what do you mean about the meaning?
- 27.T)I mean the words how do you know that you are going to know all of them in English.
- 28.L) Yes that is hard too but you accept me to use my electronic dictionary.
- 29.T) Yes sure.
- 30.L) So nothing else hard for me.
- 31.T) So what about the ideas that you will use in your writing, how you know that it will be easy to bring them into your mind when writing.
- 32.L) Actually, I can't bring them quickly to my mind but when I know you give me enough time, I can bring them.
- 33.T) What about arranging them, I mean which one will be the first and which one the second and so on.
- 34.L) My way is first I bring them all to my mind and then write them together without arranging but later I arrange them in the last copy.
- 35.T) So do you decide from the beginning to do more than one draft?
- 36.L) Yes this my way and I think it is very good way to write.
- 37.T) So what about the full stops, the commas, and the other marks how do you know that you are going to do them correctly?.
- 38.L) Actually I study about them in my TAFE and sometime if hard I use them in the same way I do when I write in Arabic because I think it is not big different.



- 39.T) What about the other things related to writing like subject and verb agreement, word order, verb tense, articles, prepositions, and so on. Do you think they will be easy as well?
- 40.L) Of course they not very easy for me but I always start the work and later I see what can I do and learn from the mistakes.
- 41.T) How would you know they are mistakes?
- 42.L) You will tell me, you the teacher.
- 43.T) No I mean the other works that you do at your TAFE or somewhere else?
- 44.L) I ask the people or my teachers, always someone ready to help me in my English.

Questions During the Task

- 46.T) Tell me please how did you do your writing?
- 47.L) What do you mean how I did my writing?
- 48.T) I mean what did you do exactly during writing?
- 49.L) I started putting the first sentence and then the second sentence and so on until I completed the first idea.
- 50.T) You mean the first paragraph.
- 51.L) No the first idea and then the first sentence again the second sentence again and so on until I complete the second idea.
- 52.L) And then I arrange all the ideas to make paragraph.
- 53.T) When you were writing, was there something worrying you?
- 54.L) Actually the time because not easy to bring the good ideas in short time.
- 55.L) Also the grammar because I was writing but I was sure something wrong in my grammar.
- 56.T) How were you sure that something wrong with the grammar?
- 57.L) Because I can feel the sentence notnot strong enough.
- 58.T) So, you depend on your feeling?
- 59.L) Yes always you can feel the wrong sentence in the grammar.
- 60.T) Tell me please what did you do when you feel something wrong with grammar?
- 61.L) I change the sentence I mean change the order for the words until I feel it is better.
- 62.T) Better but not sure whether is right or wrong?
- 63.L) No I can't be sure
- 64.T) What else you did in this situation?
- 65.L) I try to remember my study when we were study in Iraq they teach us grammar too much English grammar.



- 66.T)What else?
- 67.L)Sometimes I used the Arabic language grammar and do it on English Language because many things between them are same.
- 68.T)What did you write about so far?
69. L) I write many sentences and ideas about my Australian citizenship celebration
70. T) what did you use the dictionary for?.
71. L)I used for both meaning and spelling.
72. T) Did you use it always when you were not sure of your spelling and meaning.
73. L) For the spelling always but for the meaning, sometimes I tried to put another words close to the meaning.
74. T) Can you explain more please?
75. L)I mean some words have many meaning , I mean some meaning have many words, I tried to use them so I don't lose time.
76. T)I notice that you used more than one draft.
77. L) I told you this is my way to write first and then to arrange the writing. It is legal I think.
78. T)Of course, tell me please why are you reading frequently after writing some lines every time?.
78. L)Because when I write about four sentences I read them to have Idea about what I write it is strong or weak and always I find some not strong sentences so I changed them here.
- 79.T) which one of the three questions did you write about so far?
80. L)I finished the first and the second already.
81. T) Is that because they are easier than the third one?
82. L)No...no but I like to start from the first question always even It is hard, so I don't lost or confused.
- 83.T)I noticed that when you finished the second part of your writing you were hesitant to answer the third question, why was that?
- 84.L)Sorry but what you mean hesitant?
- 85.T)I mean confused about the third part.
- 86.L)Yes.. yes because I can't see the different between the second and third question.
- 87.T)Ok do you want me to explain it to?
- 88.L)Yes please if you can?
- 89.T)The second question is to explain the differences generally, but the third question is to explain just your feeling.
- 90.L)Thank you it is clear now I can do it.



- 91.T) Tell me what else you got stuck with?
- 92.L) The articles I don't know when I use them because we don't have indefinite articles in Arabic, they teach me how to use them but it is hard to do it when writing a lot.
- 93.T) So what did you do to deal with this problem?
- 94.L) Actually I take it easy. I mean I take just few words may be four or five then I make sure they need article or not and which one "the" or "a" or "an".
- 95.T) But how you make sure they are right?
- 96.L) I told you it is hard to know they right or no but I'm asking the student with me in my tafe or my friends when they visit me.
- 97.T) Who you mean by your friends? I mean Australian or your community friends who speak Arabic?
- 98.L) Anyone I ask any friends but of course it is better to ask my country friend because I can understand them better when they explain.
- 99.T) Do you think you took a long time to write just two parts?
- 100.L) Yes I think so it is long time sorry about that but I better to Spend time to make it more beautiful for you.
- 101.T) Thank you but what about the third question? will take a long time as well?
- 102.L) No..no because when I started writing the hard will be in the Beginning only but the rest will be easy because I know what I . have to do now.
- 103.T) What do you mean can you explain more please?
- 104.L) Yes I mean I can use some words I used before so I don't lose my time with dictionary, and I can use the same ideas but in different sentences.
- 105.T) But I can see that some of your paragraphs are very small but the others are big, why is that?
- 106.L) Yes because you know when my ideas finish from my head I finish the paragraph so I don't lose time.
- 107.T) What if you if you don't get enough ideas, do you leave the paragraph very small like this one (point to small paragraph)?
- 108.L) I ignore it I don't lose time in it I move to the next one I can't do anything about it.
- 109.T) As you finished most of your writing and going to do the last part how do you feel?
- 110.L) I feel great always when I finish the most of my work I do the



rest better because I feel relax and tell my self I finished already
no worries.

111.T) So what is the first step to complete the last part?.

112.L) To go back to check to make sure every thing is alright.

Questions pertaining to the completion/reflection stage

113.T) I can see that you have finished .

114.L) Yes more quick this time.

115.T) If you want to write any thing out of these three questions
will be ok.

116.L) No thank you they enough.

117.T) What the first thing did you do when you finished?

118.L) I told you I go back I check, I did it for all the writing.

119.T) Are you happy about your witing?.

120.L) Yes because I'm sure it is strong writing.

121.T) What do you mean by it is strong writing?

122.L) I mean you can see the sentences very nice and they come
together in nice way.

123.T) But why you decided to finish it? Your ideas have finished
or what?

124.L) Not about my ideas but I write enough you don't want it too
big.

125.T) Did you write all what you want to say about this topic or you
have something else but you don't want to make it bigger?.

126.L) Actually I write all what I want to say. I have many ideas but I
Write the best of them.

127.T) You finished because you have used all your best ideas.

128.L) I finished because I answered all your questions using my best
Ideas.

129.T) Usually, do you prefer your work to be assessed and get
feedback.

130.L) Yes I like it because when I know my mistakes I learn better.