

PROCEEDINGS OF THE APPLIED LINGUISTICS AND LANGUAGE TEACHING CONFERENCE 2018

*"Teaching and Learning in a
Globalized World"*



Edited by:
Wafa Zogbor,
Suhair Al Alami &
Thomaï Alexiou



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This volume contains a selection of eighteen articles that originated as papers presented at the **Applied Linguistics and Language Teaching International Conference and Exhibition (ALLT 2018)**, which was held at Zayed University, Dubai, United Arab Emirates, in March 2018. The articles selected for inclusion showcase high quality contributions that document theory, research, and pedagogy within the field of Applied Linguistics and language teaching in the Arab Gulf and beyond. The articles are grouped into the following five broad sections:

- Teaching of Writing Skills
- Professional Development
- Young Learners
- Teaching, Learning, and Pedagogy
- Language Teaching and Attitude

The articles included in this volume represent the diverse background, experiences, and research interests of the ALLT presenters. The contributions are a mix of theoretical, empirical and pedagogical practices with a strong emphasis on English language use and function along with language teaching. This makes the ***Proceedings of the Applied Linguistics and Language Teaching (ALLT 2018) Conference*** an invaluable resource, addressing important aspects of contemporary research topics and lesson plans on language teaching.

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Note from the Editors

Wafa Zoghor, Suhair Al Alami, & Thomai Alexiou

This volume contains a selection of eighteen articles that originated as papers presented at the first Applied Linguistics and Language Teaching (ALLT) Conference, was held in March 2018 at Zayed University, Dubai, United Arab Emirates. The articles selected for inclusion showcase contributions that document theory, research, and pedagogy within the field of Applied Linguistics and language teaching in the Arab Gulf and beyond. The editors wish to thank Julie Riddlebarger for her professional copy-editing of these proceedings.

The volume is divided into five sections: Teaching of Writing Skills; Professional Development; Young Learners; Teaching, Learning, and Pedagogy; and Language Teaching and Attitude.

The first section of this volume showcases articles that focus on the Teaching of Writing Skills. Teachers and academics have recently begun to question the notion of academic writing. As a consequence, traditional approaches to teaching academic writing are also being reevaluated. In his article, **Peter Davidson** critically analyzes traditional concepts of academic writing in order to determine if they are still valid today. The final part of his article looks at the implications that this research has upon the teaching and learning of academic writing.

Vance Stevens's chapter reports on a study of writing classes the author taught in the year 2017 at an aviation college in an Arab context where student writings, teacher feedback, and student response to that feedback were preserved in Google Docs. The study documents results when students drafted essays on paper, but revised them from feedback spoken into Google Docs by the teacher with language corrected, so that the focus of revisions was not on form but on substantive issues, such as organization and detail. It is shown how this technique had positive effects on some students' output and attitude toward writing.

In the final chapter in Section One, **Yahya Ashour Alkhoudary**'s study aims to investigate the effectiveness of using flipped classroom on EFL students' writing skill. Fifty students were divided into two groups of 25 each (experimental and control). The participants in the treatment group were taught writing using blended learning. Pre- and post-tests were administered, a questionnaire was distributed, and interviews were conducted. The findings of the study reveal that the experimental group students worked independently and excelled in writing performance. The researcher concludes that flipped classrooms can be a promising tool in teaching writing.

The second section focuses on **Teacher Professional Development**. In Chapter 4, **Ali Shehadeh** suggests five ways that have the potential to improve educators' leadership in publishing research, providing leadership in the form of 1) holding

workshops and seminars; 2) mentoring novice researchers and research students; 3) editors' and reviewers' guidance; 4) co-authoring and co-presenting with novice researchers and research students; and 5) creating research groups. These five ways are intended to enable novice researchers and research students to contribute to the body of knowledge in their respective disciplines.

Chapter 5 emphasizes that education is transforming more rapidly than ever, and so must professional development (PD), which is an essential component to fostering informed and effective integration of technology in the classroom. In this chapter, **Pamela Johnson, Aliya Anderson, and Tiffany Cammidge** present in their persuasive paper an array of alternative avenues for PD that have the potential to meet the perpetually evolving needs of institutions, faculty, and students.

In Chapter 6, **Rabail Qayyum** looks at continuous professional development (CPD) opportunities offered to teachers vis-à-vis improving teaching-learning practices. Qayyum provides an account of an inquiry into the CPD opportunities provided to in-service teachers at a private school in Karachi, Pakistan. The data collection tools involved semi-structured interviews with selected teachers. The findings of the inquiry indicate that the participating school was heavily reliant on the training model of CPD. The chapter proceeds to identify some deficiencies in the current model and proposes ways in which the deficiencies may be handled.

Section Three is focused on **Young Learners**, and it introduces a study by **Alexandra Marquis** who investigated morphological awareness in 43 typically developing Emirati Arabic children. Perfect tense productions of Arabic verbs were elicited for bi-consonantal (e.g., *ṭāḥ* طاح “fall”) and tri-consonantal (e.g., *kataba* .write”) template root forms, agreeing with feminine or masculine subjects“ *كتب* .Analyses reveal a significant effect of template root form and a marginal effect of subject agreement, for non-default, less frequent, and more complex morphological verb processes, indicating that by six years of age, Emirati Arabic children begin to master difficult linguistic processes involved in Arabic verb conjugation. The current data in this chapter add insight to the research on Arabic language acquisition.

Chapter 8 is based on the idea that learning through tasks has been known for its effectiveness in providing learners with the ability to apply and practically benefit from knowledge in their future academic endeavors. A more challenging task of teachers is to integrate the task-based approach into education, keeping in mind the diversity in student types. In this chapter, **Nadine Jaafarawi** focuses on the effect of a task-based approach in raising children's cultural awareness. It aims at proving that this variable gives children the opportunity to experiment and use a foreign language more naturally, thus raising and reciprocating their cultural awareness of the targeted language. The research method used is a mixed method where qualitative and quantitative analysis are conducted involving 275 pupils in KG3 classrooms in an Islamic Educational Institution.

Section Four focuses on **Teaching, Learning, and Pedagogy**. In Chapter 9, **Ahmed Sahlane** asserts that training students to argue effectively, using critical higher-order

thinking skills, can enhance their overall literacy acquisition competence. In arguing to learn, students are engaged in cooperative negotiation of meaning. Students can prepare for a “critical discussion” by reading/viewing source materials, and then engage in a reasoned dialogue (Socratic circles). Finally, there should be a writing phase, wherein students’ individual work is posted on their wikispaces. This dialogic approach presupposes the use of authentic materials and tasks to nurture the learners’ critical argumentation skills.

In Chapter 10, **Kevin M. Hodgson** presents an overview of psycholinguistic variables that can either positively or negatively affect learners’ performance and enjoyment in subsequent language classrooms. The paper focuses on individual learning styles, language ego and risk taking, motivation and attitudes towards the target language (TL), and empathy. Although often considered as common sense, these variables are not always consciously considered when designing lessons and materials or when interacting with learners. Consequently, the aim of this chapter is to raise awareness of these issues, so that instructors can help their learners to get the “knack” they need.

Extant research reveals that there is a direct correlation between the use of constructivist pedagogy and the learning approach that learners adopt for the study of a particular discipline. In Chapter 11, **Mangala Jawaheer** extends the existing literature by focusing on the use of constructivist approaches at both andragogic and pedagogic levels for literature teaching in EFL/ESL contexts and its relation to deep approaches to learning. The chapter focuses on trainee teachers’ perceptions of using constructivist pedagogy to teach literature at secondary level, based on their own experience of being recipients of constructivist approaches during their literature teaching methodology module.

Chapter 12 introduces the argumentative issue of the role of the first language in learning the second language. A standing tradition in the field of EFL has emphasized that for effective learning to occur, classroom practices should solely be conducted in L1. Whilst this view has been prevalent for a long time, a better understanding of the role of the mother tongue has motivated teachers to re-consider some practices. **Mario R. Moya** introduces in this chapter a short-scale study that focuses on mature beginner learners of EFL in compulsory education to negotiate basic communication (“Englishing”). Moya shows that L1 can become an effective tool, enabling learners to transfer expertise between languages whilst also helping them to develop learning autonomy through shared cognition.

In Chapter 13, **Roberto Rabbini** seeks to share cutting edge research from the fields of quantum physics and the Law of Attraction, which has the potential to empower people to achieve their goals, linguistic or otherwise. The concept of “the Four Steps to Learning” from Unconscious Incompetence through to Unconscious Competence is also described. Rabbini believes that these steps are a key element in the process of absorbing any new information or data, and are foundational for both students and teachers alike. Another concept this chapter also discusses is the “Teachability Index,” which enables learners to evaluate their level of motivation.

In the last chapter in this section, Chapter 14, **Yuko Yoshinari**, using an eye-tracking device, explores how L2 learners of the Japanese language differentiated correct and incorrect sentences. The tracking device can detect learners' eye movements and gaze points. The study focused on transitive and intransitive constructions and compared fixation duration on key-point areas, such as verbs and particles in a sentence, and correct and incorrect answers. Yoshinari draws some conclusions about the influence of retention of grammatical knowledge on learner's errors.

The last section in this volume focuses on **Language Teaching and Attitude**. In Chapter 15, **Amany Al-Sabbagh** introduces the motivation of Emirati police cadets for learning English, focusing on their attitude towards the English language and recognition of its scope and function in the region and worldwide.

In Chapter 16, **Eirini Kiose, Thomai Alexiou, and Konstantina Iliopoulou** introduce the results of their study that examined Greek teachers' beliefs with regard to certain attitudes, knowledge, and skills comprising the profile of an intercultural competent teacher. The researchers explain whether gender, age, level of education, additional intercultural training, teaching experience, and intercultural teaching experience impact on their beliefs. The results revealed that the majority of the participants expressed their agreement and even a tendency to strongly agree with the aforementioned attitudes, knowledge, and skills. Also, gender, age, level of education as well as additional training seemed to have an effect on the teachers' level of agreement. However, previous general as well as intercultural teaching experience appeared to make no impact on the beliefs expressed by the aforementioned teachers.

On the influence of attitude and cultural background on students' performance in educational setting, **Laure Roumi Salem** in Chapter 17 argues that students' apparent disengagement within university contexts in Lebanon should raise questions concerning the culture portrayed in their EFL textbooks. An overview of the cultural components of English language textbooks produced in the USA and UK addresses the fear of local stakeholders of domination by the culture of English-speaking countries and looks at ways of engaging students in the learning process. This chapter examines points of congruence between the local, the target, and the global cultures and suggests a non-essentialist intercultural approach to English language teaching and learning.

In the last chapter of this volume, Chapter 18, **Farah Chaudary and Mario R. Moya** argue that attitudes towards errors are changing as a result of new insights into the value of errors as opportunities to develop learners' language awareness to further their learning, and for teachers to design more effective remedial work. The main outcome of Moya's and Chaudary's chapter is centered on the value of errors as opportunities for both learners and instructors, and on the salient role of feedback.

Chapter 2

Teaching Writing to Students with Tablets Using Voice to Overcome Keyboard Shortcomings

Vance Stevens

Learning2gether, Malaysia

Abstract

This paper describes a technique where the teacher uses voice to help students revise handwritten essays on their iPads thus overcoming shortcomings in the digital keyboards inherent to most tablet computers and other mobile devices. The technique uses Google Docs for voice input. The students begin their essays on paper and create a blank online Google document and share it with the teacher. The teacher then uses the voice capability native to his or her tablet device to read what the students have written into their shared online documents prior to having them revise those documents on their tablets. This paper discusses problems encountered and solutions discovered and shows examples of student-teacher interaction during the revision process using this technique.

Introduction

This article describes how I have refined a technique I have been exploring for the past seven years wherein I have been getting students to compose in Google Docs or similar online word processing software, such as Office 365, and then having them revise using the collaboration tools inherent to those platforms. This has involved initiating their writing process online. Feedback was provided on the documents that were shared by the students. Eventually, it was possible to provide feedback to the students by bringing their work up on the classroom projector where the student would see it on his or her computer, and I could provide feedback on the document by speaking comments into my iPad, which the students would synchronously see as comments in their document on their iPads (Stevens, 2015).

Having students compose in Google Docs has worked well when the students have had devices such as laptops with keyboards, but less well when the students have tablet computers. I have been overcoming the lack of keyboards inherent to most tablet computers and other mobile devices by using voice to help students compose and revise essays on their iPads.

Because some Arab students have difficulties getting voice recognition to work for them in English, they were requested to begin their essays on paper, create a blank online document, and share it with the teacher. The teacher then uses voice on his or her tablet device to read in correct English what the students have submitted on paper into their shared online documents, which the students can then revise on their tablets. This paper discusses problems encountered and solutions discovered and shows examples of student-teacher interaction during the revision process using this technique.

Problems needing to be addressed in the Arab language teaching context

The students in this study were Arab students between the ages of 18 and 21. Similar to EFL students in other contexts, it was noticed that many of them avoid writing beyond the minimum required for completion of classroom tasks, or even avoid doing those tasks. When they write during class, they are not inclined to follow through afterwards. Revision and writing process are sometimes not part of their expectations, and some often see little value in taking the time to correct errors. Not all of the students recognize the importance of improving their abilities to write in English in their anticipated career trajectories.

Writing instruction in the course of this study is assessment driven. Since the students produce limited amounts of writing, have in fact produced limited amounts of writing in their early education and come to college often with insufficient levels of skills, and are so resistant to making the effort to write much of substance, teachers instinctively use class time for writing preparation in test-directed activities. These can be formulaic and boring to the students. There might be exceptions, but it seems that no matter what the purpose of the essay (e.g., argumentative) many students learn only to begin paragraphs with ordinal numbers (e.g., firstly and secondly), without much regard to internalizing a wider range of cohesive devices. Their motivation to write is mostly extrinsic; few of the students appear to have experienced much joy in writing, at least in English. Their resistance to the process and the limited time available to prepare them across all aspects of their largely assessment-driven curriculum leads most teachers and students in this setting to focus on tasks designed to quickly train students to successfully write set pieces that will fit the parameters of a prescribed marking rubric rather than to explore writing for its own sake and for the benefit it would bring to all aspects of the curriculum, including improvement in critical thinking skills, if more time could be devoted to it.

Even the modality of writing is contentious. Since the essays are usually written out longhand during most tests given to students in the context of this study (though that is changing), some teachers feel that preparation for tests should also be done longhand in the same modality. I have long felt the contrary, that the format should not matter as much as the process the students will need to employ while writing their essays in whatever format, but my attempts to get students to write on PCs and

iPads have met with limited success in the first instance due to the students' lack of keyboard proficiency, and with iPads, due to the outright lack of keyboard.

Writing on iPad might be frustrating for the course instructor as well, although instructors at my institution can usually avoid the problem by using a device with a keyboard. But if an iPad or a tablet device is the only option for writing, that device's voice-recognition features can also be used.

This is the feature that was utilized when developing the technique described here, where I hit on having the students compose in longhand. Then I would read back what they had written (correctly, in good English) into Google Docs on my iPad, and then give them the resulting texts in both hard and soft copy, with my comments, for them to revise, in Google Docs if they would use it, or in longhand if that is what they preferred.

The problem of providing teacher feedback to writing

Teachers have long grappled with the problem of conveying feedback on student writing in a meaningful way. There is a plethora of literature on the effectiveness of various kinds of written markup on student papers. Hyland and Hyland (2006) present an excellent overview of the issues surrounding a variety of teacher feedback techniques. They raise questions relating to feedback such as, "Does it make a difference to students' writing? ... What is the best way of delivering feedback? ... Can technology play a greater part in delivering feedback?" (p. 83).

They cite literature to suggest it is not effective, though there are the obvious confounding variables "of varied populations, treatments and research designs" (Hyland & Hyland, 2006, p. 84). This is certainly true in my experience. There did not seem to be many effective ways of providing feedback over my decades-long career teaching writing to students who were in varying stages of maturity and who were often even highly motivated to respond to it. But the present report regards the Arab Gulf context where, similar to other contexts, teachers are likely to find a larger than hoped for number of students with limited skills sets and minimal desire to improve them, possibly due in part to the fact that once these students have reached the tertiary stages of education, the tasks so far outstrip their ability to cope with them. Thus a common reaction of the students to the given feedback on their writing is to ignore it, as Hyland and Hyland (2006) point out:

Studies suggest that students may ignore or misuse teacher commentary when revising drafts. Sometimes they misunderstand it...or they understand the problems pointed out but are unable to come up with a suitable revision...and sometimes this causes them to simply delete the offending text to avoid the issues raised. (p. 87)

In the past 10 years of using Google Docs extensively with students, a very large amount of student work was shared with their instructor who provided them with markup on their work which they were expected to follow up on. This work by students has never been systematically analyzed, but it would show minimal improvement in students' abilities to address their errors by revisiting the files where the comments were provided by their instructor.

As Hyland and Hyland (2006) put it, feedback "will only be effective if it engages with the writer" (p. 86). This is where I undertook to refine my techniques in an effort to engage more effectively with students that one is likely to encounter at some point when teaching at the lower proficiency levels.

Recent applications of technology to improving feedback in writing

This article seeks to add to the growing list of suggestions on how technology can be brought to bear on the problem of engaging unmotivated learners in the revision phases of the writing process. One milestone in making large numbers of teachers aware of how free and easy-to-use Web 2.0 technology could help bring about improvements to feedback given to students was Stannard's (2008) ground-breaking work on providing feedback on writing through screencasting. Stannard used the free tool Jing (Techsmith) to screencast himself recording audio feedback on their work, but soon replaced this with the more versatile Camtasia (also produced by Techsmith, but not free).

Alvira (2016) conducted a study of his students in Colombia using Stannard's (2008) method. In his literature search, he noted that a part of his rationale for exploring screencasting as a feedback technique is that other researchers have demonstrated the following:

[T]hat teacher comments on feedback on content are usually vague, contradictory and sometimes provide no guidance to the student ... The outcome of this situation is that students often become frustrated and discouraged and consequently ignore the comments, a situation which reduces the possibility of students improving their writing skills. (Alvira, 2016, p. 82)

Dobrou (2017) addressed the potential of technology in helping teachers provide feedback, reporting that:

with digital feedback [on writing], they get to listen to detailed comments by their teacher at their own pace and they will have to take the time to do so while looking at their piece of writing in more detail. They can later be asked to rewrite it. (para. 23)

Alvira (2016) cited a doctoral dissertation by Hartshorn (2008) who found that ideally, feedback on writing should be manageable, timely, meaningful, and constant. Manageable means that the teacher has to be able to cope with the onerous load of marking student papers. Timely means that feedback needs to reach the student as soon as possible after each draft. Meaningful means the student has to be able to understand it, and constant means that the feedback keeps coming as students continue writing.

The technique described here addresses all of these considerations. The instructor in the context of this study might usually teach two or three writing classes a day, each with 15 to 22 students, and the students are expected to produce writing and process it quickly and effectively and receive simple feedback the next day from their course instructor so that they can undertake their revisions and receive more again from their instructor.

In this last iteration of working through this technique, it was found that the students achieved better results if they begin writing using pen and paper. Often they preferred to write by hand, so allowing them to do that was a course of least resistance. Though revision would normally require even more handwriting, their conception of the task was to write it out once and forget about it. Improving writing through revision was not something they had previously had much practice with.

Going through students' writing in Google Docs, it was found that addressing errors at this stage was not the best use of time. Rather than bogging the students down in working out where their errors were and how to correct them, the intention was to have them revise from something that they had produced but had been rendered into excellent English. While the students worked, interaction between students and the course instructor took place to help them with questions as they arose, rather than confounding them with corrections before they had had time to formulate their questions. The comments given to students addressed a few matters of form, but were usually directed at bigger issues, such as structuring paragraphs logically, and how to develop the paper by providing examples, conclusions, or whatever else was needed to get the composition to follow a successful exam model.

What my students need to know about the writing process

It was found that the students in this study had little prior knowledge of the process of writing, so I informed them about it in a handout. Each statement in the handout was designed to address some critical misconception of the writing process commonly observed in my classes. The wording of the handout appears in the text under the graphic in Figure 1.

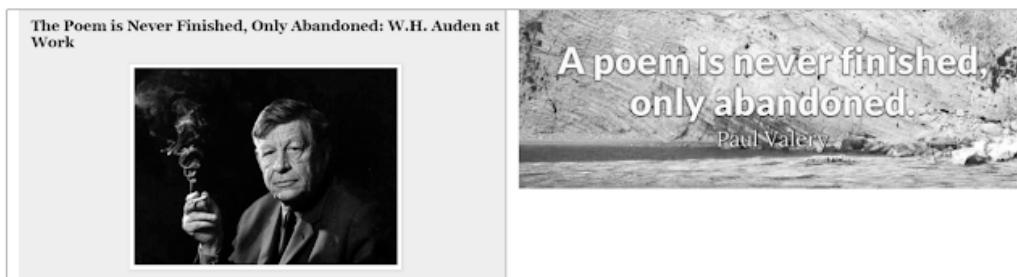


Figure 1. Graphic introducing a brief description of the writing process.

In this class, we work using the same WRITING PROCESS that you should apply when you sit your final writing assessment in this course. All good writers revise!

- *In the past, before we had computers, we had to write or type out multiple drafts, or versions, of what we wanted to write.*
- *NOW, with computers, we can write out what's on our minds in a FIRST DRAFT, but then we think more deeply and change what we wrote in second, third, etc. drafts*

Here is the process

- *First draft, get some ideas down on paper or into a word processor*
- *Second draft / third draft, go back and*
 - *Add detail*
 - *Reorganize for better coherence*
 - *Find better words*
 - *Add transition words for better cohesion*
 - *Check spelling*

Think about your writing as a process you can continually improve by

- *Writing out and submitting a quick 100 word first draft.*
- *Revising your draft considering teacher feedback, and thinking about how you can improve it through*
 - *Adding detail, improving introductions and conclusions*
 - *Better organization, rewording, choosing better connecting words and phrases*

It's important that you work from and build on your first draft. Work from your teacher's feedback. Do NOT start over.

Some disadvantages of using tablet devices to begin the writing process

The main disadvantage to using tablets at the early stages of writing is the lack of keyboard. The school in this context has transitioned from giving students PCs to giving them iPads, and for this age group, there have been problems with focus and distraction, which detracts from time spent on writing. It was also noticed that composition on iPads is awkward for students. Voice input might help, but my students were not able to use it themselves, so I came up with the technique described here to help them start writing on paper and have them carry out the revision process on their iPads.

Another disadvantage of students' composing on Internet-connected devices in general is that they will often pursue one of two counterproductive strategies. One is the possibility to copy swathes of text from the Internet or compose a text in Arabic and run that through a translator.

Often a simple Google search might expose incidents where some material from the Internet might have been copied. For example, Student #1 submitted a passage written on paper that was copied from a text he had opened on his iPad (see Appendix A).

Voice tools in Google Docs enable the instructor to quickly render handwritten text into machine-readable format that can then be pasted into Google. Since I read all my students' work into Google Docs in order to give them feedback, it was also possible to quickly check which part was not their own writing or copied from the Internet. While reading Student #1's work into the iPad, it was transcribed as:

I like to play football but there is an effect of anxiety of badminton players and its relation to the level of accomplishment. This study aimed to investigate the level of anxiety of the badminton players and its relationship to the level of accomplishment. Also the effect of the professional player in developing the level.

The text was Googled, and it was found that some of its parts were copied from a study on anxiety in badminton players. The student was asked to try again and the second time he produced the work shown in Appendix B. Reading the student's new handwritten work into Google Docs produced the following machine readable text:

Football is one of the most famous sports in the world and I like to play the football. Countries and organizations attach great importance to the formation of teams for each country to compete in the world and to represent the country in international and annual competitions, whether annual, monthly, weekly, or otherwise. This is a very enjoyable sport, as well as a source of income in countries with large teams with high skills that win the world level and gain a

strong competitive edge in this field. And I like [my country] teams because they are strong teams and I love them, and I like sports because it helps my life.

This was not found on Google, but it had come from a student who up to now had produced no original writing in my class. By now, the students had realized that work copied from websites would be exposed in Google, so they had begun to find other sources of text that could not be found in Google. Software like Turnitin might have worked to expose texts copied from other resources, but this software was not available at the college in this context. Having at hand a machine-readable transcription of what they had written enabled me to make cloze passages from their work and revert the challenge on *them* by seeing whether they can fill in any of the missing words. So, Student #1 was given this exercise:

Your mark on the paper you wrote for me in class yesterday can be your score on the words that you can replace in this paragraph, which you handed in as your own writing. If you did not copy this from somewhere, then you will know the words that you used in writing this.

Countries and organizations _____ great importance to the _____ of teams for each country to _____ in the world and to _____ the country in international and _____ competitions, whether annual, monthly, weekly, or otherwise. This is a very enjoyable sport, as well _____ a source of _____ in countries with _____ teams with high skills that win the world _____ and gain a strong competitive _____ in this field.

The student made no attempt to guess the missing words from what he had claimed was his own writing. He did however produce a third version in his own words (shown in Appendix K).

Using teacher voice to help students engage in a writing process

To summarize, in order to have the students produce first drafts of their writing more quickly than they can do it on an iPad, and to enable the teacher to give them prompt and improved feedback on their writing, as well as to counter and discourage counterproductive strategies, the process is as follows:

1. students start writing on paper in class;
2. they create and share a blank Google Doc with the instructor;

3. the instructor takes their papers and speaks what they wrote into their shared Google Docs; this corrects their spelling, grammar, and punctuation and gives them something to go on in revising their work in a follow-up class; and
4. the instructor prints out hard copies of their work and makes some corrections and suggestions there, but in particular addresses more global issues that the student might work on.

This makes further revision more efficient than with other methods, since what they have written already is rendered into correct English. The students can open the soft copy on their iPads, and they can use their limited time for revision to strengthen arguments or complete the work they started.

As an example of what the technique looks like in practice, see Appendix C, where Student #2 responds to the writing prompt by composing the following in class, on paper:

In all my life. The extreme sport which I have in the earth and most popular is soccer. When you go to the goal you will to attack to anyone to come in front of you. But if the ball to other said you will hunt to get it.

The student did not appear to address the task very seriously. He wrote only 50 words in the 30 minutes assigned to the project, half the number of words the teacher was expecting from the weakest students in the class. Yet this student is not weak in ideas. He makes interesting analogies with attacking and hunting regarding the pursuit of balls controlled by opponents while passionately engaged in the “extreme sport” of soccer.

Teachers are often at a loss as to how to respond to student writing in an effective way. All possible manner of markups have been proposed. One thing that does not appear to work well is decorating the paper in red squiggles and expecting the student to respond thoughtfully to each squiggle.

In Student #2's case, the teacher takes five minutes to read the student's work in correct English into Google Docs, prints it out, and marks it up with suggestions for revision, as seen in Appendix D.

In this technique, just the teacher's act of reading the student's work into Google Docs is perhaps effective feedback for the student, who may appreciate that the teacher has obviously taken time to read and think about the student's work. Students may or may not notice the spelling and grammatical changes, but they are arguably as likely to not notice them even if they are highlighted in red. Feedback here is focused on what the student should do next. This is designed to keep the student writing, and the time it takes to make suggestions on a printout of a paper that has

been “corrected” though voice rendition into text is a fraction of the time it takes to address such errors one by one before providing that even more valuable holistic feedback. As can be seen in Appendix E, the student responded to some of this feedback by adding more substance to two of the paragraphs (129 more words, to be exact), bringing his work much nearer to standard, and addressing the task with more thoughtfulness than before.

In practice some students might ignore the feedback the teacher has provided and might change the topic or start over using one of the counterproductive strategies mentioned earlier, in which case they waste their time and that of the teacher. But those who carry forward with the process can usually improve their work more effectively than if they were revising by hand. For those who follow the process the results have exceeded other methods I have tried in the past.

Another productive technique is to have students pre-plan how they will address a topic using an “essay planner.” Appendix F shows how Student #3 responded to the technique by providing reasons and examples for an advantages/disadvantages essay. It can be seen in Appendices G and H how the student converted these points into a 2-page essay handwritten on paper using a reasonably coherent structure.

The teacher reads what the student wrote longhand into Google Docs, correcting the student’s English, and notes from Google’s word count that the work is well crafted but at only 168 words, somewhat short of the 200-word target. Along with the soft copy the student can access on his iPad, the teacher returns the draft and the Google Doc hard copy to the student, offering more suggestions orally while doing this (see Appendix I).

In this case, the student did not respond to the suggestion (shown in red in Appendix I) that he rephrase the introduction to avoid “lifting” words from the prompt that would not figure into his final word count on the upcoming exam, but he does add additional information to two paragraphs, highlighted in yellow, that significantly improve the paper, as shown in Appendix J.

These small revisions might seem trivial to teachers of students of strong writers who faithfully engage with a writing program, but small victories are significant with students whose English is not very strong, and whose writer’s block is rooted in deeply negative attitudes toward something in which they feel they will never do well. This brings us back to the case of Student #1, whose first attempts at writing were copied from Internet resources. Student #1 on the third try produced his first original work, as shown in Appendix K. Reading this into Google Docs, I was finally able to give him some meaningful feedback. As can be seen in Appendix L, the student was advised to make the introduction say what the essay would be about, to add details to the middle section, and summarize the main points in his conclusion.

When the student seemed to be struggling with this, he was given an essay planner handout and was asked to complete it to help him organize his ideas into an acceptable essay. Appendix M shows that he was able to supply the missing components on the form, which helped him narrow his essay topic down to fitness and cooperation as primary aspects of success for a football team.

I read the prose from Student #1's essay planner into Google Docs to show him what his essay would look like based on his ideas placed after the cohesive devices. The student was then given the result shown in Appendix N.

As can be seen, the student was making progress. It is uncertain what kind of help he was getting from classmates, but as pointed out earlier, success is counted in the fact that the technique employed allowed the student to persist in his writing and follow a process which he might be starting to internalize. It is believed he also benefited from a modicum of success he may not have thought possible, perceiving himself as a "level one student" who had entered the class with no real hope of improving his English.

Conclusion

There are many challenges that are encountered in teaching writing skills to students in the context of this study; for example, writing class sizes of 15 to 20 students were too large to allow opportunities for engaging students in frequent writing activities and proper classroom management. Teachers in such contexts need a technique that will enable them to address the initial efforts of all students quickly and draw them out the way that Student #2 was encouraged to make meaningful revisions in his paper, and that student #1 was able to produce possibly his most ambitious and cohesive essay ever. Having students start the writing process on paper usually starts them writing, and putting that into Google Docs gives them something to take to the next level without their having to re-write from scratch.

It was found that the technique described in this article is one effective way of dealing with several classes which collectively produce a large number of short essays in a day. The instructor could usually address the work of a class of up to 20 students in about an hour, and return them with some feedback next class, which can help students move into the next phase of the writing process. The technique seemed to work well with some of the students and seems appropriate to addressing the challenges of teaching writing to poorly motivated students in the academic context reported in this paper.

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Appendices

Appendix A

Example of Student #1 copying first draft from an iPad in his lap.

FND 3016 – Week 3 - Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.
Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →

Describe an EXTREME SPORT that you have done or would like to do.

1. Tell what the sport is about.
2. What equipment do you need?
3. What do you do when you play this sport?
4. Why is it dangerous?
5. How can you prevent accident or injury when doing it?
6. Why do you enjoy it, or why do you do it?

Write at least 100 words.

I like to play football but here is an effect of Anxiety of Badminton Players and its Relations to the level of Accomplishment. This study aimed to investigate the level of Anxiety at the badminton Players and its Relationship to the level of accomplishment. Also the effect of the Professional Player in determining the level.

#	Quiz 1	Quiz 2
1	accurate	abroad
2	alarm	accept
3	alive	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	bone	approve (of)
9	certain	ashamed
10	common	avoid
11	communicate	basic
12	crime	behave
13	destroy	bury
14	disappear	celebrate
15	earth	celebration
16	emergency	challenge
17	enormous	continent
18	environment	customs
19	familiar	design
20	female	differently
21	frightening	discover
22	guard	divorce
23	hunt	divorced
24	invention	elderly
25	involve	experience
26	killing	flag
27	laboratory, lab	method
28	mainly	neighbourhood
29	painful	object
30	perform	occasion
31	pollution	period
32	professional	prevent
33	protect	proud
34	remain	relative
35	sight	require
36	tent	respect
37	tiny	similar
38	trend	skill
39	warning	take part (in)
40	weigh	traditional

Appendix B

Example of Student #1 copying a handwritten draft by another student.

FND 3016 – Week 3 - Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.
Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →

Describe an EXTREME SPORT that you have done or would like to do.

1. Tell what the sport is about.
2. What equipment do you need?
3. What do you do when you play this sport?
4. Why is it dangerous?
5. How can you prevent accident or injury when doing it?
6. Why do you enjoy it, or why do you do it?

Write at least 100 words.

#	Quiz 1	Quiz 2
1	accurate	abroad
2	alarm	accept
3	alive	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	bone	approve [of]
9	certain	ashamed
10	common	avoid
11	communicate	basic
12	crime	behave
13	destroy	bury
14	disappear	celebrate
15	earth	celebration
16	emergency	challenge
17	enormous	continent
18	environment	customs
19	familiar	design
20	female	differently
21	frightening	discover
22	guard	divorce
23	hunt	divorced
24	invention	elderly
25	involve	experience
26	killing	flag
27	laboratory, lab	method
28	mainly	neighbourhood
29	painful	object
30	perform	occasion
31	pollution	period
32	professional	prevent
33	protect	proud
34	remain	relative
35	sight	require
36	tent	respect
37	tiny	similar
38	trend	skill
39	warning	take part [in]
40	weigh	traditional

foot ball is one of the most famous sports in the world and I like to play the foot ball. Countries and organizations attach great importance to the formation of teams for each country to compete in the world and to represent the country in international and annual competitions and competitions, whether annual monthly, weekly or otherwise. This is a very enjoyable sport, as well as a source of income in countries with large teams with high skills that win the world level and gain a strong competitive edge in this field. and I like the teams because the strong teams and I love it.

Appendix C

A 50-word first draft produced by student #2.

STUDENT 2

ID _____ Name: _____ Section: _____ Date 24/4/2014

FND 3016 – Week 3 - Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.

Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →
Describe an EXTREME SPORT that you have done or would like to do.
 Tell what the sport is about. What equipment do you need? What do you
do when you play this sport? Why is it dangerous? How can you prevent
accident or injury when doing it? Why do you enjoy it, or why do you do it?

Write at least 100 words.

In all my life. The extreme sport which I love in the earth and the most popular is soccer. When you go to the goal you will to attack to anyone to come in front of you. But if the ball to other said you will hunt to get it.

#	Quiz 1	Quiz 2
1	accurate	abroad
2	alarm	accept
3	alive	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	bone	approve (of)
9	certain	ashamed
10	common	avoid
11	communicate	basic
12	crime	behave
13	destroy	bury
14	disappear	celebrate
15	earth	celebration
16	emergency	challenge
17	enormous	continent
18	environment	customs
19	familiar	design
20	female	differently
21	frightening	discover
22	guard	divorce
23	hunt	divorced
24	invention	elderly
25	involve	experience
26	killing	flag
27	laboratory, lab	method
28	mainly	neighbourhood
29	painful	object
30	perform	occasion
31	pollution	period
32	professional	prevent
33	protect	proud
34	remain	relative
35	sight	require
36	tent	respect
37	tiny	similar
38	trend	skill
39	warning	take part (in)
40	weigh	traditional

Appendix D

Teacher feedback on 50-word first draft produced by student #2 encouraging revision.

Student 2

From Sunday September 24
Start writing about extreme sports

In all my life the extreme sport which I love most on earth and which is the most popular is soccer. When you approach the goal you will attack anyone who gets in your way. But if the ball goes to the other side you will hunt to get it.

50 words
50% of 100

Good beginning
the first sentence is a good start
to an introduction paragraph.
complete the introduction, telling
more about the sport.

Second paragraph – what do you do when you
play the sport? write a good first sentence for
this paragraph, then add more details.

Third paragraph

Conclusion

Appendix E

Student #2's response to teacher feedback in which he revised from 50 to 179 words.

STUDENT 2

From Sunday September 24
Start writing about extreme sports

In all my life the extreme sport which I love most on earth and which is the most popular is soccer. Soccer is a game that is important for all humans. When you approach the goal you will attack anyone who gets in your way. But if the ball goes to the other side you will hunt to get it.

First of all, Football is the world's most popular ball game in numbers of participants and spectators. There are also many people who are encouraging this game. Before you start playing this game ~~when start in a beginning~~ you should doing warm-ups, so as not to get into pain in the joints and tension in the muscles. After warm-ups we will be two teams of friends to play a friendly match. It is always amusing to see errors between the two teams or friends.

Second of all, now I will talk about the ball in general. approximately 250 million football players and over 1.3 billion people are "interested" in football; in 2010 "a combined television audience of more than 26 billion watched football's premier tournament, the quadrennial month-long world cup finals." (Britannica.com)
You should cite the quote taken from here
<https://www.britannica.com/sports/football-soccer>

179 words
You have made good progress on your revision. You wrote 72% of the requested 250 words. I have corrected all your grammar and spelling errors. *on second draft*
Next week you can improve your paper and bring it up to 250 words.

To do this do NOT DELETE what you have done so far. Revise and improve it.

To improve the paper,

1. make sure the introduction paragraph explains what you will write about
2. Add some detail to your paragraphs.
3. Write a conclusion to tell the reader what the essay was about.

Please complete your 250-word essay by the end of our first class period next week.

Appendix F

Student #3's essay planner showing points to be used in advantages/disadvantages essay.

ID _____ Name: _____ Section: _____ Date _____

Four Paragraph Essay Planner

Fill in the information below to make an outline for the essay you are planning to write

Paragraph 1 introduces the topic. Here you need to say _____

- What the topic is Advantages and Disadvantages of iPad in the class
- Why is it important? more disadvantages about iPad in the class

- What you will write about in paragraph ...
 - I will write about some good things about iPad
 - Some bad things about iPad in the class

Paragraph 2 is about advantages / or arguments FOR

- 1st advantage or reason for iPad in the class
 - Example(s) You can see help your self and can research some math things
- 2nd advantage or reason for Students can write
 - Example(s) you can write many things about them
WORD OF THE DAY

Paragraph 3 is about disadvantages / or arguments AGAINST

- 1st disadvantage or reason against _____
 - Example(s) Student will play all the time in iPad they will not do their work
- 2nd disadvantage or reason against _____
 - Example(s) student will see movies and some funny video and they will not fail

Paragraph 4 is your conclusion. Here you need to say ...

- Which position do you most agree with? _____
- Why? (explain from what you wrote in paragraphs 2 and 3 how you reached your conclusion) _____

Appendix G

Page 1 of Student #3's handwritten first draft of his advantages/disadvantages essay

ID _____ Name: _____ Section: _____ Date _____

FND 3016 – Final exam writing preparation

Many people think that iPads can help students learn more effectively, but many students use them to waste time in class. What are the advantages and disadvantages of students having iPads in class, and (in your conclusion) what should be done about the disadvantages?

Write a FIRST DRAFT of 100 words

Write at least 200 words in your REVISED essay

Many People think that iPads can help students learn more effectively, but many students use them to waste time in class, I will write some People advantages and some People disadvantages.

Firstly, some People think the iPad is good and they have some advantages Point.

You can help Your self to resarch some hard things, also students can write many Things about thim Subject and the iPad is more easy ~~to use~~ for students to use.

This is advantages point about the iPad.

Appendix H

Page 2 of Student #3's handwritten first draft of his advantages/disadvantages essay

ID _____ Name: _____ Section: _____ Date: _____

Secondly Some People have another things
about ~~the~~ iPad bad and disadvantage things
So, student will play All the time in
iPad, ~~the~~ they will play late stor or another
Games. and students will see more
or some funny videos and they will fail
in the exam. This is disadvantage things about
iPad.

Finally, The iPad have ~~a~~ good things
and bad things, but in my opinion
I'm with ~~a~~ some people wither advantage
iPad because ~~a~~ iPad have more good things
Example you can help your self and can
research some hard things after that
you will pass in the exams.

_____ words

Appendix I

Teacher-voiced rendition of Student #3's first draft of his advantages/disadvantages essay

October 9, 2017

Try to begin with different words from those given on the exam script

Many people think that iPads can help students learn more effectively, but many students use them to waste time in class. I will write what some people think are advantages and disadvantages of having iPads in class.

First, some people think that iPads are good and they have some advantageous points. For example, you can help yourself to research about hard things. Also students can write many things about their subject and iPad is easy for students to use. This is one advantage about the iPad.

However, some people have other opinions about the iPad's bad disadvantages. For example, students will play all the time on their iPad and they will play Lodestar or other games. And many students will watch movies or some funny videos and they will fail in the exam. These are some disadvantages of iPad.

Finally, the iPad has both good and bad aspects, but in my opinion I agree with people who think the iPad has more advantages, because iPad has many good features. For example you can help yourself and you can research hard things and after that you will pass your exams.

168 original words

Appendix J

Final draft of Student #3's advantages/disadvantages essay, as submitted in Google Docs

October 10, 2017

*Try to begin with different words from those given on the exam script
The words in red below are not part of your word count.*

Many people think that iPads can help students learn more effectively, but many students to use them to waste time in class. I will write what some people think are advantages and disadvantages of having iPads in class.

First, some people think that iPads are good and they have some advantageous points. For example, you can help yourself to research about hard things. Also students can write many things about their subject and iPad is easy for students to use. This is one advantage about the iPad, and another advantage about the iPad is that it is better because the students can see many answers for many questions about any subject.

However, some people have other opinions about the iPad's bad disadvantages. For example, students will play all the time on their iPad and they will play Lodestar or other games. And many students will watch movies or some funny videos and they will fail in the exam. These are some disadvantages of iPad and another disadvantage about the iPad is that it is not good for eyes and if you use it all of the time your eyes will be broken and your body will become fat, which is another disadvantage about the iPad.

Finally, the iPad has both good and bad aspects, but in my opinion I agree with people who think the iPad has more advantages, because iPad has many good features. For example you can help yourself and you can research hard things and after that you will pass your exams.

233 original words

This is 100% of the required 200 words

Appendix K

Student #1's successful attempt at producing an original first draft, after 2 submissions that were copied from Internet resources.

STUDENT 1

ID _____ Name _____ Section 40 Date 28

FND 3016 – Week 3 – Start writing about an EXTREME SPORT

You should spend 30 minutes on this task.
Use as much vocabulary as you can from the Level 3 Quiz 1-2 Wordlists →

Describe an EXTREME SPORT that you have done or would like to do.

1. Tell what the sport is about.
2. What equipment do you need?
3. What do you do when you play this sport?
4. Why is it dangerous?
5. How can you prevent accident or injury when doing it?
6. Why do you enjoy it, or why do you do it?

Write at least 100 words.

#	Quiz 1	Quiz 2
1	accurate	stressed
2	alarm	accept
3	alarm	acceptable
4	attack	achieve
5	awful	advantage
6	benefit	afford
7	birth	ancient
8	born	approve (of)
9	certain	achieved
10	common	avoid
11	communicate	basic
12	crime	behave
13	discovery	body
14	disappear	celebrate
15	earth	combination
16	emergency	challenge
17	enormous	customer
18	environment	customs
19	familiar	design
20	famous	difficultly
21	frightening	discover
22	guard	blame
23	hunt	discovered
24	inventions	create
25	involve	engineer
26	living	flag
27	laboratory, lab	neighbour
28	likely	neighbourhood
29	powerful	object
30	perform	occasion
31	pollution	period
32	professional	present
33	protect	proof
34	remain	relative
35	signe	require
36	test	respect
37	tiny	cancel
38	tread	at
39	winning	take part (in)
40	weigh	traditional

My name is _____ and my favorite sport is football and I like it because ~~when~~ When I am children I play ~~with~~ with my friend and with my brothers and my favorite club is _____ and the football is the good sport because he make the accident and we make fat and we'll be sport man and will be fast and ~~when~~ when play football while another team you will win because you sport more and I like _____ club because these the good team and I want to be good player and I want play with _____ club.

Appendix L

Student #1's successful first draft spoken into Google Docs by the teacher, with feedback

STUDENT 1

September 28, you wrote an original first draft in class

My name is _____ and my favorite sport is football. I like it because when I was a child I played with my friends and with my brothers. and the

Football is a good sport because when someone makes an accident, we make fight and we will be sportsmen. And you will be fast and when you play football with another team you will win because you are a sportsman

My favorite club is _____. I like to clap for _____ because these are good teams. And I want to be a good player and I want to play with the _____. Clap!

106 words

Well done on your **first draft**.

I have corrected all your grammar and spelling errors.

Now improve your paper and bring it up to 250 words in a **SECOND DRAFT** in Word

To do this do **NOT DELETE** what you have done so far. Revise and improve it.

You have made good points about football. You have these main ideas

1. You have written about your experience playing football
2. You have a paragraph about why football is a good sport
3. You have a paragraph about clubs in

To improve the paper, you need to write 100 more words

1. make the introduction paragraph explain what you will write about
2. Add some detail to the other paragraphs.
3. In your conclusion tell the reader what the essay was about.

I have put your essay into the Word document you shared with me.

Note that it shifts right to left because your language setting is for Arabic.

Please correct this, and complete your 250-word essay in that document

Or on the paper I give you Sunday Oct 1

Appendix M

Student #1's completed essay planner to help him organize the ideas in his first draft

ID _____ Name: STUDENT 1 Section: _____ Date _____

Now put your essay on Extreme Sports into this Great Essay Template (on paper or WORD app)

My favorite extreme sport is foot ball. This is a sport where fitness
focus, and running are very important

In this essay, I will write about Two things about fitness and
the best team in team in terms of team
Success

First, I'll write about fitness if you want to play
foot ball you must ~~be~~ have a good body
and muscles and High fitness and you will
eat good food like Healthy food such as
Vegetables

Next, I'll tell you about best team in team in terms
Success. if the team wants to be successful you
should work with one hand and cooperate
with each other and you must do good exercise.

In conclusion I hope everyone loves playing sports
and practicing sports and he love fitness.

In this essay, I've explained briefly about foot ball and its benefits
and the rheumatis.

Appendix N

Student #1's essay generated from the essay planner he had completed with his own ideas

Section 10 writing from Mon Oct 2, 2017

My favorite sport is football. This is a sport where fitness, focus, and running are very important. In this essay, I will write about two things. First I'll write about fitness and then I'll write about the best team in terms of team success.

The first thing I'll write about his fitness. If you want to play football you must have a good body and strong muscles and a high degree of fitness. And you should eat good, healthy food such as vegetables.

Next, I will give you my opinion about the best team in terms of team success. If the team wants to be successful they should work with one hand and cooperate with each other, and they must do good exercise.

In conclusion, I hope everyone loves playing sports and practicing sports, especially if they love fitness. In this essay, I've explained briefly about football and its benefits and ... (something... rheumatis?? I don't understand this word).

152 words