Exploring Arab ESL Students' Perceptions on Integrating Social Networking Websites into English Writing Classrooms

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Abstract
This study explores Arab ESL students' perceptions toward integrating web 2.0 tools into today's English writing classroom through survey, interviews, and a classroom observation. It focuses on these research questions; to what extent the Arab English as a second language students have access to social networking websites? What are their perceptions toward integrating social networking websites into today's English writing classroom? Do they think that using social networking websites improves students' writing skills? The study was carried out in an English language institute in Western Kentucky to find out how using blogs and social networking websites develop Arab ESL learners' writing skill. The intended population for this study was a random sample of Arab ESL students in Murray State University English Program in the United States. This study provides answers to some questioning areas of integrating these technologies into English writing traditional classes. Data were collected by surveys, interviews, and an observation designed by the researcher and analyzed by using percentage. The study results indicate that most Arab ESL students agree that integrating social networking websites into today's English writing classroom would improve their writing skills. So, it is recommended to use social networking websites by educators for educational purposes.
Keywords: ESL, social networking, students, writing classrooms

Introduction

   Web 2.0 tools have become essential educational tools in today's classrooms because it supports asynchronous and synchronous communication and E-learning. Also, it supplies multimedia features and easy to handle. Nowadays' generations of students are totally different than the old generations of students. They become more familiar and addicted to computers and they use web 2.0 applications in daily basis. Therefore, we, as language teachers, should consider using these technologies tools for educational purposes in and out of our classrooms.

   Today, the most common used web 2.0 tools are blogs and social networking tools. Blogs are valuable communication channels and provide a variety of authentic writing experiences for English as a second language students and teachers. Also, social networking websites (e.g. Facebook, blogs etc.) are considered as good sources for gaining language competency by communicating with native speakers of the target language in English instantly. Furthermore, blogs and social networking websites motivate Arab ESL students to write in English in order to communicate with their American and international friends which gradually develops their writing skills.

   In this paper, the researcher presents the research results that he carried out in an English language institute in Western Kentucky to find out how using blogs and social networking websites develop Arab ESL learners' writing skill. The intended population for this study is a random sample of Arab ESL students in Murray State University English Program in the United States. This study provides answers to some questioning areas of integrating these technologies into English writing traditional classes. For this research, the researcher carried out a survey, observed a classroom, and interviewed four Arab ESL students. So, the research results give us English as a second language teachers and researchers answers about how using these technologies will be helpful and to what extent is acceptable from Arab English learners' perspectives.

   This study is significant because it explores Arab ESL students' perceptions toward integrating web 2.0 tools into today's English writing classroom through a survey, interviews, and a classroom observation. This study focuses on the following research questions:
- To what extent the Arab ESL students have access to social networking websites?
- What are the Arab ESL students' perceptions toward integrating social networking websites into today's English writing classroom?
- Do they think that using social networking websites improves their writing skills?

This research results and findings indicate that most Arab ESL students agree that integrating web 2.0 tools into today's English writing classroom would improve their writing skills.

   This study has an exploratory survey, interviews, and a filed observation. The participants of the survey were 41 Arab ESL students at the English program in Murray State University. The researcher interviewed 4 Arab ESL students at the same program and observed a writing class. The participants were 18-32 years old and for gender, 36 male students, and five were female. Data were collected via online surveys, interviews and a filed observation prepared by the researcher in order to explore Arab ESL students' perceptions toward integrating web 2.0 tools into today's English writing classroom. The results were analyzed in relation to the goal of

the study, presented in graphs, and explained accordingly. Survey data were analyzed using Google Doc and the survey results were interpreted using percentages. The researcher analyzed interviews and observation data manually.

Literature Review

Over the past five years, social networking sites have become one of the most used web 2.0 tools. Nowadays, they are popular all over the world and are used by hundreds of millions of users. Social networking sites such as blogs, Facebook, and Twitter applications are accessible and personal spaces for online conversations and sharing of content based typically on the maintenance and sharing of 'profiles' where individual users can represent themselves to other people (Selwyn, 2009). Using technology for educational purposes has a long history, dating back to the use of sign writing to capture and transmit knowledge. In the recent past, the use of computer applications in the classrooms can be traced to the 1930s when instructors used audiovisual tools to deliver content in the classroom (Roblyer, 2002).

Nowadays' generations of students are completely different from old generations. They become more familiar and addicted to computers and they use web 2.0 applications in daily basis. Young people ages 8 to 18 spend almost six and a half hours a day with media, but because they often use multiple media simultaneously, they are actually exposed to the equivalent of more than 8.5 hours of media daily; about an hour of this time is spent using a computer (Roberts, Foehr, & Rideout, 2005).

Wickersham and Chambers (2006) state that learning is best facilitated in contexts that include hands-on, experiential opportunities and high levels of student participation, interaction with peers, and student-teacher communication. In that Internet-based communication technologies allow students to create and share their writing, as opposed to merely consuming texts selected by the instructor, these tools are inherently well-suited to support these kinds of constructivist, peer-focused experiences.

Although using social networking sites for educational purposes has promising benefits, there are some requirements have to be met before integrating them into today's classrooms.

> After considering this wide examination of L2 blogging, it is clear that this process presents a number of factors which teachers should consider, ideally from the very outset. Evidently, integrating this type of task into the language classroom is not a straightforward issue and thus requires a great deal of groundwork beforehand in order to validate its inclusion in any type of academic course. For our purposes, successful integration was defined as establishing a realistic timeframe for students to assess and exploit the tool as part of their activities as evaluators of technology for language learning purposes. Additionally, we wanted to emphasize in this course that using technology appropriately requires a certain degree of reflective and interpretative skills which students may not necessarily use in their daily consumption of Web 2.0 media. (Hourigan & Murray, 2010, p. 221)

The usefulness of using social networking sites has been presented in many cases. Sun (2010) claims that even though students in the present study tended to use simpler syntactic structure in their latter blog entries, the students' overall writing performance seemed to improve significantly, especially in terms of mechanics and organization. The results of the present study indicate that blogs could constitute an effective task-based environment that prompts authentic, purposeful language use, and enhances writing proficiency in foreign languages. Furthermore, as Richardson (2006) notes that blogging cultivate cognitive strategies and encourages students to focus on their own entries. Blog-based writing can lead students to make a greater, more strategic effort to improve the quality of their learning outcome.

In addition to that, using social networking sites provides a good opportunity to students to establish contact with other people, who are able to share their experiences, observations, and reflections on the target country with family, friends, and classmates back home (Ducate & Lomicka, 2005).

Solomon and Schrum (2007) believe that young students may be better than teachers in using the Web 2.0 tools, but teachers can guide them to use these tools in appropriate ways for educational purposes. Web 2.0 tools may help students with more sources to gain knowledge from. As long as teachers inspect those sources for accuracy and appropriateness, students may get a numerous number of reliable resources. They suggest a good number of valuable ways in using these tools in today's classrooms. Also, they provide some good concrete examples of English as Second Language teachers. For example, Jon Orech's students used wikis for writing projects. Another example, Ted Glazier's students used Flickr photo sharing tool in digital storytelling projects. Another one, April Chamberlain created a blog for her students to communicate with soldiers in Iraq. Also, the book provides examples of using Web 2.0 tools to teach many subjects including English as Second Language (Solomon & Schrum, 2007).

There are many advantages of using blogs in classrooms. For example, students can create their own blogs to record their reflections. Also, blogs can help them to communicate with other students, their parents, and other readers. Moreover, they can use blogs to demonstrate their learning processes. Also, blogs can be used as resource centers in which teachers can use them as teaching and learning aids. Furthermore, blogs allows students to archive their works and to share them with other people. In conclusion, the authors find that blogs' features provide educators with further opportunities to improve their students (Shiang-Kwei & Hui-Yin, 2008).

Social networking sites are at low cost, easy to install, simple, inexpensive, in open sources, and they offer these basic services: a way to communicate, a mechanism to share documents, and some means to discover other members of the community. Also, these tools are useful for people who do not work in the same place, so online collaboration tools can help teams collectively author, edit, and review materials in a group work space, help to move documents through the system in a fast and safe way (Fichter, 2005).

Davis and McGrail (2009) conducted a study about how the use of blogs and podcasts as a classroom activity can help students to develop proof-revising and proofreading skills. As a result, their communication skills and literacy as well as their writing skills will improve. The study was conducted on a class of fifth-grade students who publish stories on their individual

blogs. Then, teachers provide feedback of students' writing by posting podcasts on each student's blog. After observing a lot of audience and teachers' feedbacks through podcasts, Davis and McGrail conclude that students' writing skills are enhanced and improved by blogging.

In sum, although using blogs has a short successful history in education, it has been considered as a promising tool for teaching and learning. Blogs have been used for a variety of educational purposes. For example, they have been used as means of generating elements of electronic portfolios, and as a way of supporting peer support and peer learning. Their usages have been evaluated promisingly across a variety of educational settings, including postsecondary education, higher education in general and in more informal learning settings. Several criticisms have been pointed at blogging as a learning tool, but in comparison to the benefits that are mentioned these could be considered significantly lower in importance (Wheeler & Lambert-Heggs, 2009). Blogs are highly valuable communication tools that provide a variety of authentic writing experiences for ESL/EFL students and teachers (Mullen and Wedwick, 2008).

Methodology
Setting:
This study was conducted at the English as a second language program in Murray State University in Murray, Kentucky, United States.
Participants:
The participants are 41 students, 37 for the survey and 4 interviewees. The participants are Arab ESL students who are studying at the English as a second language program in Murray State University in Murray, Kentucky, United States. Their ages range from 18 to 32. There are 5 females among the participants. Their English proficiency varies from beginner to advanced levels.

Data collection procedures:
1. Interview
For the interview, the researcher designed questions to get answers to some questioning areas in the research topic. He was searching for answers to the major question, which was about the Arab ESL students' attitudes towards integrating social networking websites into their English writing classroom to develop their writing skill. Therefore, the researcher interviewed four Arab adult male students in the English as a second language program in Murray State University. They have been in the United States for more than six month. Two of them were at the advanced level in the ESL program and the others were at the intermediate level. The interviews were conducted in English and some Arabic translation when needed. Each interview lasted for 30 – 35 minutes. The interviews were conducted in English and transcribed by the researcher. (See appendix A for the classroom observational log).

2. **Survey**
The researcher designed an online survey for this study that has 23 questions. The population are Arab ESL students who are studying in the English program in Murray State University. They were randomly selected. The researcher sent the link of the online survey to almost all the Arab students who are studying in the English program. Thirty-seven of them

responded to the survey online. Through this survey, participants answered questions about their experiences with using these technologies and how they are helpful for their writing skills development. In this survey, the researcher used close-ended, Likert scales, and open-ended question as well as some demographic questions. (Check this link for the online survey: https://spreadsheets.google.com/viewform?hl=en&formkey=dEl5cGlCSlduWGxZMzNXUUx5X 3Yyb1E6MA#gid=0).

3. Observation

For observation, the researcher has observed the teacher's use of web 2.0 tools in an ESL writing class which is one of the MSU ESL classes. The class was a level 3 writing class. There were sixteen students in the class that the researcher observed. This ESL program is required for international students, who are planning to enroll in Murray State University but they have not met the sufficient TOEFL score or they want to learn English for other purposes. This class is considered to be a lower-intermediate level class. (See appendix B for the classroom observational log).

A brief plan of data analysis:

The results were analyzed in relation to the goal of the study, presented in graphs, and explained accordingly. Survey data was analyzed by using Google Doc and the survey results were interpreted by using percentages. Interviews and observation were analyzed manually by the researcher.

Data Analysis and Discussion
- **The 1st research question:** *To what extent the Arab ESL students have access to social networking websites?*

Figure 1 shows that 89% of participants like surfing the internet and 11% are neutral. So, surfing the internet is a favorable activity for the majority of them.

Strongly Agree	**22**	59%
Agree	**11**	30%
Neutral	**4**	11%
Disagree	**0**	0%
Strongly Disagree	**0**	0%
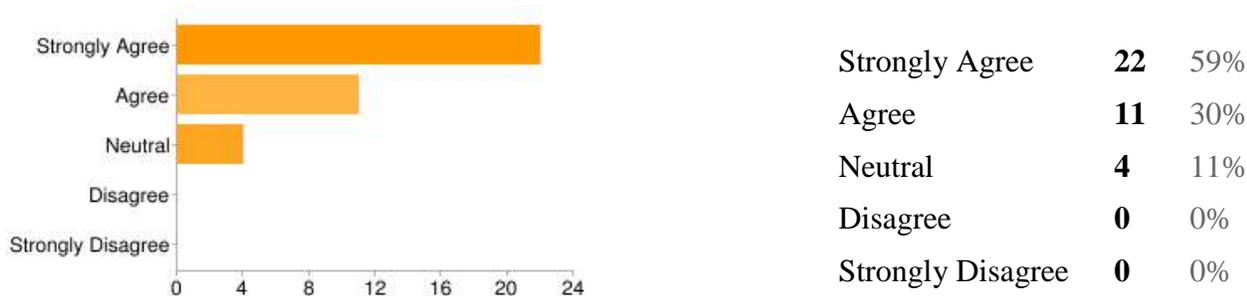
*Figure 1*. **I like surfing the internet.**

Furthermore, as shows in figure 2, the participants are asked how often they post or comment on others' posts on Facebook? and 35% of them answered that they use Facebook daily, 43% use it weekly, and 14% use it monthly. Whereas 8% of the participants answered by saying that they have never used Facebook. These results show that Facebook has been used by about 92% of the participants. So, that makes this social networking website a good choice to be used by educators for educational purposes due to the students' familiarity with this application.
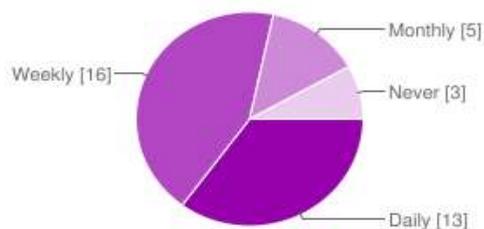
Daily	**13**	35%
Weekly	**16**	43%
Monthly	**5**	14%
Never	**3**	8%

Figure 2. **How often do you post or comment on others' posts on Facebook?**
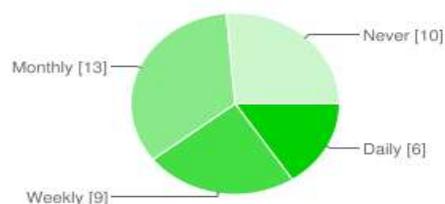
In addition, as shows in figure 3, the participants were asked if they have many American friends on Facebook. Sixty-nine percent of them answered that they have many American friends on Facebook and 25% were neutral. Whereas 9% answered that they do not have many American friends. Hence, that would provide opportunities of communication with English native speakers. Facebook provides an online chatting and discussions features which Arab ESL students can use to express themselves in English and post their class work to discuss and revise them with their classmates and American friends.
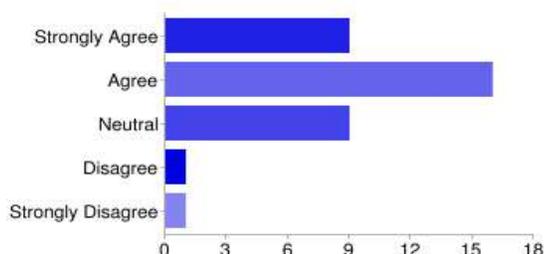
Strongly Agree	**9**	25%
Agree	**16**	44%
Neutral	**9**	25%
Disagree	**1**	3%
Strongly Disagree	**1**	3%

Figure 3. **I have many American friends on Facebook.**

Moreover, as shows in figure 4, the participants were asked this question "how often do you use blog or comment on others' blogs? Sixteen percent of them answered that they use blogs daily, 24% use it weekly, and 35% use it monthly. Whereas 27% of the participants answered by saying that they have never used blogs. These results show that blogs are used by about 73% of the participants. So, using blogs would be a possible choice by educators for educational purposes.

Daily	**6**	16%
Weekly	**9**	24%
Monthly	**13**	35%
Never	**10**	27%

Figure 4. **How often do you use blog or comment on others' blogs?**

Also, as shows in Figure 5, the participants were asked this question "how often do you tweet? Eleven percent of them answered that they use Twitter daily, 8% use it weekly, and 14% use it monthly. Whereas 68% of the participants answered by saying that they have never used Twitter. According to these results, using this social networking website by educators for educational purposes is impractical due to the students' unfamiliarity with this application.

Daily	**4**	11%
Weekly	**3**	8%
Monthly	**5**	14%
Never	**25**	68%

Figure 5. **How often do you tweet?**

After reading the results we can easily see the first two social networking websites, Facebook and blogs, are highly-accessible to Arab ESL students. As a result, they are good choice for educators to be integrated into their English writing classroom because they are the most used social networking websites among the Arab ESL students.

- **The 2nd research question:** *What are the Arab ESL students' perceptions toward integrating social networking websites into today's English writing classroom?*

  As shows in figure 6, the participants were asked if they think that using Blogs, Facebook, or Twitter as parts of the writing class requirements would make the class more useful and interesting. For more explanation, the researcher gave them this example to make the question clear, e.g. your teacher asks you to use Blog or Facebook to post your essays and writing homework and let your classmates comment on your writing and you do the same. Eighty-one percent of them answered that they agree that using social networking websites as parts of the writing class requirements would make the class more useful and interesting, whereas 19% of the participants disagree with that. These results show that the majority of the surveyed students believe that using social networking websites as parts of the writing class requirements would make the class more useful and interesting. As a result, the majority of the participants have positive attitudes towards integrating social networking websites into their English writing classroom.

Strongly agree	**12**	32%
Agree	**18**	49%
Disagree	**5**	14%
Strongly disagree	**2**	3%

Figure 6. **I think that using Blogs, Facebook, or Twitter as parts of the writing class requirements would make the class more useful and interesting.**

During the interviews, the interviewees were asked what they think if their writing teacher would apply writing on blogs or Facebook as part of the class requirements and ask their

classmates to comment on their writing and if that would make the writing class more effective and interesting. One of them said:

> *I think this will be a good idea. It will make the writing class more active and interesting. I will be happy to write. Also, it will make the class friendly. I can help my classmates and they can help me and the teacher can check our writings and comments for mistakes. It is an amazing idea.*

And another interviewee said that: "*I'm with using them in writing classes because they motivate students to write since technology is the language of the world nowadays and students usually use these technology tools in daily basis outside classrooms.*" The third one agreed with them and said that: "*I truly encourage using new technology such as Blogs, Facebook, and Twitter in developing ESL students English writing skills. I think it's fun and more interesting.*" Their answers claim the possible validity of integrating these technologies into traditional classroom in order to motivate ESL students to participate effectively in a healthier classroom environment. Whereas the fourth interviewee stood against that and said: *"from my experience writing more essays with the teacher correction is the best way to improve English language."* From the answer we can see that although today's students are more opened to technologies, we still have some prefer traditional ways of learning. As a result, the majority of the interviewees have positive attitudes towards integrating social networking websites into their English writing classroom.

In addition to that, in the classroom observation, the researcher found out that the teacher did not integrate the web 2.0 tools into the class. The class that the researcher has observed was so traditional. So, some students felt bored. Therefore, the researcher thinks that using web 2.0 tools in today's classroom, especially the ESL/EFL classrooms would be more useful and interesting for the students. For example, the teacher could ask the students to go to the language lab. Then, the teacher may ask them to login to their blogs or Facebook pages. After that, the teacher could ask them to write their paragraphs and post them on their blogs or Facebook pages. Next, the teacher could ask the students to check each other posts and comment on their blogs or Facebook pages would make the writing class more effective and interesting.

- **The 3rd research question:** *Do they think using social networking websites improves their English writing skills?*

As shows in figure 7, the blog users among the participants were asked if reading blogs in English would develop their English writing skills or not. Eighty-one percent of them believe that reading blogs in English would develop their English writing skills, whereas 19% are neutral. These results show the majority believes that reading blogs in English could be a good source for writing proficiency that reflects the validity of using blogs by ESL educators for educational purposes.

Strongly Agree	**6**	29%
Agree	**11**	52%
Neutral	**4**	19%
Disagree	**0**	0%
Strongly Disagree	**0**	0%

Figure 7. **Reading English blogs develops my English writing skills.**

Additionally, as shows in figure 8 the participants were asked if their American friends' posts on Facebook motivate them to comment on them in English. Seventy percent of them said that their American friends' posts on Facebook motivate them to comment on them in English, whereas 8% said their American friends' posts on Facebook do not motivate them to comment on them in English. Twenty-two percent were neutral. These results show that the majority believe that their American friends' posts on Facebook motivate them to comment on them in English. Therefore, I can say that students' communication through Facebook with their American friends could be a good practice for their writing skills.

Strongly Agree	**11**	31%
Agree	**14**	39%
Neutral	**8**	22%
Disagree	**0**	0%
Strongly Disagree	**3**	8%

Figure 8. **My American friends' posts on Facebook motivate me to comment on them in English.**

In addition, as shows in figure 9, the participants were asked if they think using Facebook develops their English writing skills. Thirty-one percent of them strongly agree that using Facebook develops their English writing skills and 42% agree with that. Twenty-eight percent are neutral. Whereas none of the surveyed students disagree with that. These results show the majority believe that using Facebook develops English writing skills of the Arab ESL students. So, Facebook could be a good practice filed for ESL students' English writing and that confirm the legality of using Facebook by ESL instructors for educational purposes.

Strongly Agree	**11**	31%
Agree	**15**	42%
Neutral	**10**	28%
Disagree	**0**	0%
Strongly Disagree	**0**	0%
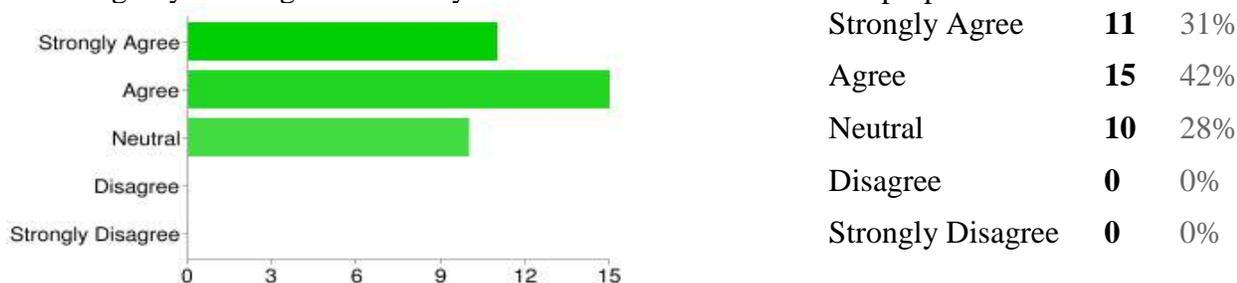
Figure 9. **Using Facebook develops my English writing skills.**

Lastly, as shows in figure 10, the Twitter users (11 students) of the participants were asked if they think using Twitter develops their English writing skills. Fifty-four percent of them agree that using Twitter develops their English writing skills. Eighteen percent are neutral. Whereas 27% of the surveyed students disagree with that. These results show the 54% of the Twitter users, 6 out of 37 participants only, believe that using Twitter develops English writing skills. So, from these results I can say that Twitter is impractical for ESL students' English writing practices due to the Arab ESL students' unfamiliarity with Twitter. This shows the limitation of using Twitter by ESL instructors for educational purposes.

Strongly Agree	**1**	9%
Agree	**5**	45%
Neutral	**2**	18%
Disagree	**2**	18%
Strongly Disagree	**1**	9%
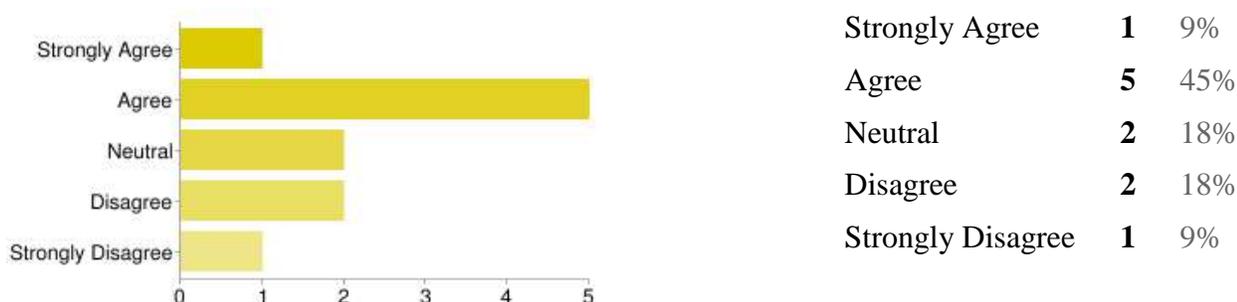
Figure 10. **Tweeting develops my English writing skills.**

Furthermore, the interviewees were asked about their experiences of using those technologies to develop their writing skill. One of them answered by saying that:

Actually, the advantages of them are more than the disadvantages. The first advantage is that it helps you to make more native speaker friends. Also, it makes you read and write in English to chat with American friends. When you chat with native speakers, you use and learn more new words. There is only one disadvantage which is that some American friends do not tell if you make a mistake. But I have some close American friends that I told them to correct me when I make a mistake and they usually do.

His answer enforces the issue of native speakership. Also, it provides stress-free or friendly communicative situations with English native speakers for ESL students outside the classrooms by chatting with friends on Facebook. He believes that the only disadvantage was that some of his American friends respond with no feedback or corrections on his writings.

The others chose to talk about the main disadvantages of using those technologies for educational purposes and especially for writing skill. One of them said that: "*I think, we really do use English to communicate in the Internet, but most the time, we are using unofficial language, which doesn't really help to improve English skills.*" The third one agreed with that and said: "*I disagree because people usually write in very informal way while writing in Face Book and the like that they make a lot of mistakes. For example, instead of writing you, they write U. So, that would ruin writing skills.*" Their answers show that they were aware of the fact that being a native speaker is not enough reason to be a valid source of language. A native speaker may commit some errors or produce vernacular language.

One of the interviewee talked about his experience and if using these technologies developed his writing skill. He said "*I can say using Facebook and second life game helped me a lot with my English writing. Now, I feel comfortable in chatting with my American friends and writing in English.*" From my point of view, I think that Facebook and Second Life provided a stress-free environment to him to practice his writing skill and that is why he liked using them.

Conclusion and Implications

This study explor Arab ESL students' perceptions towards integrating web 2.0 tools into today's English writing classroom. Through survey, interviews, and a classroom observation, the research questions of this study have been answered. The study results indicate that most Arab ESL students agree that integrating social networking websites into today's English writing classroom would improve their writing skills. The pedagogical implications of this study are:

- The study shows that social networking websites are used by the majority of the surveyed students, especially Facebook. So, that makes them the highly-accessible websites to Arab ESL students and the best one to integrate into our ESL writing classrooms due to the students' familiarity with those applications.
- The study shows that the majority of the surveyed students believe that using social networking websites as parts of the writing class requirements would make the class more useful and interesting. As a result, the majority of the participants have positive attitudes towards integrating social networking websites into their English writing classroom.
- The study shows that the majority the surveyed students believe that social networking websites help them to develop their English writing skills. It means that they are good sources for writing practices which reflects the validity of their use by ESL educators for educational purposes.

Limitations:

This study has some limitations. The limitations of this study are; 1) the research should have increased the number of the interviewees to get more deep information, 2) the research should have observed more writing classes to validate and verify the results.
Possible Further Research:
- A longitudinal experimental study on "how useful is integrating social networking websites into English writing classrooms."

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Appendix A
The interview questions:

1. In what level you are in the English program? What was your writing score of the last TOFEL test?
2. Do you have a blog or a social networking account?
3. A social networking account refers to a website provides a means of communication over the internet, such as Facebook, Myspace and Twitter.
4. How often do use them?
5. Why do not you use your blog every day?
6. Do you prefer writing in English or Arabic on your blog and Facebook?
7. Do you think using blog, Facebook or the second life game help you improving your English and especially your writing skills?
8. Which one do you like the most?

9.   Do you enjoy your writing class? Why?
10. Do you think that if your writing teacher would apply writing on your blog or Facebook as parts of the course requirements would make the class more effective and interesting? What if your teacher asks you to use Facebook to post your essays and reflective papers and let your classmates comment on your writing and you do the same?
11. How do you explain your experience in using Facebook and the second life game in terms of developing your writing skill?
12. As a big fan of Facebook world, can you talk about the advantages and disadvantages of using it to improve your writing skill?

Appendix B
Classroom Observation

Location: MSU ESL writing classroom (level 3)

Date: November 12, 2010

Time: 1:00 PM

Duration: 50 minutes

Purpose: Observe teacher's teaching method, students' responsiveness, teacher and students' interactions, and the use of web 2.0 tools in the classroom.

Setting	Observer's Comments
I entered the classroom 2 minutes before the starting time of the class. I sat in the back of the classroom. There were only two students in the classroom. The students became entering the classroom one after another. The teacher entered the class on time and said hi. The students were talking to each other and they were not paying attention to the teacher. There were sixteen students in that class from three different countries. They were so familiar to each other. The teacher started the class by taking attendance.	Each one of them gave me a strange look when they sat on their chairs. They seemed curious to know who I was.

Then, the teacher distributed the students' corrected midterm exam papers.	I think it is a good size of an ESL class.
After looking at their grades, most students smiled except two of them they did not seem satisfied about their grades and ask the teacher about some of their answers and how they were counted wrong.	There were talking to each other in English and
Then, the teacher asked each student to get a piece of paper and chose a job to draw a tree map and then write a paragraph about. The teacher gave an example by drawing a tree map on the board and on the top of the map wrote "a teacher" and then the teacher wrote some ideas below the word teacher such as "wake up every morning", and "goes to school", "teach students" and the like. Then, the teacher wrote some sentences such as "a teacher wakes up early every morning. At 8 in the morning, the teacher goes to school to teach his/her students "	Their native languages to translate to each other and to deliver some ideas to their classmates who spoke different languages.
Each student got a piece of paper and started drawing a tree map.	
The teacher started checking the students' papers and giving them some comments and suggestions.	
10 minutes later, the teacher asked each student to start writing a paragraph about the job the student chose.	Some students were participating by suggesting some jobs and ideas.
Some students seemed serious and they started writing about the jobs that they chose.	
Most of the students were talking to each other and they were not paying attention to the teacher or the class work.	
Some students asked the teacher many time about some sentences they wrote about the job they chose.	

One of the students went to the teacher's desk and asked about some sentences he wrote. The teacher gave him positive verbal feedback by saying "good job! Keep writing".	
Ten minutes before the end of the class, the teacher started checking the students' papers to see what they wrote so far.	I heard some words such "doctor" solider". The students were asking each other about these jobs if they were appropriate or not.
The teacher found some students who did not even try to write a word and told them they were supposed to learn English and not just to talk to their classmates in their native language and do nothing for the class.	
Two minutes before the end of the class, the teacher asked the students to stop writing and pay attention. Then, the teacher told them that they could keep their papers and complete their paragraphs at home and bring them back the next class.	
	The teacher tried hard to get them busy and engage them in the class work but no luck.
	The student got motivated when the teacher praised his writing and went back to his seat and kept writing.
	I think that the students who the teacher was taking to became embarrassed of their carelessness.
	I noticed that the teacher repeated and articulated some of announcements and instructions throughout the class to make sure that the students understood them.