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Impact of Differentiated Instruction on the Writing Process of ESL Learners

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ABSTRACT*: Teaching writing through a process approach is considered as an effective approach, because it not only focuses on the writing steps, but it also focuses on the diversity learners bring in the classrooms. According to Tileston (2004), a good teacher recognises the academic diversity, values it and adopts the approach of differentiated instructions. This study reports an implementation process, where 39 undergraduate learners, studying a Compulsory English at University of Karachi, Pakistan, were taught writing processes following differentiated instruction strategies over the period of four weeks. The data were collected using three instruments: students' work samples, students' controlled anonymous feedback on exit slips, and a teacher-researcher diary. The findings of the study disclosed that the implementation of differentiated instruction is challenging as it requires time, careful planning and continuous reflection. The results also revealed that linking the process approach to writing and differentiated instruction approach together made learning more evident. Therefore, it is suggested that the writing teachers should move from traditional approaches to the contemporary approaches. This research may serve as a source of motivation and provide a model for the writing teachers who are reluctant to adopt new approaches.*

Keywords: Writing processes, learners' diversity, zone of proximal development, ability – level grouping, differentiated instructions

Introduction

In English language learning, writing is considered as the most difficult skill to learn especially for second language learners (Hedge, 2003; Khan, 2011) and many teachers find the teaching of writing skills more challenging and burdensome, especially in Pakistani context (Siddiqui, 2007). Also, teachers, in Pakistan, still follow Grammar Translation Method to teach writing (Mashori, 2009; Warsi, 2004), where the first draft is the final draft (Hassan, 2000), which Elbow (1981) calls a dangerous method or one-step writing process. Nonetheless, writing is not learnt through a finished or polished draft instead it is learnt "from the instructive failures of early drafts" (Murray, 1985, p. 8), which is known as the process approach to writing. The process model of writing suggested by Murray (1985) includes three steps: collect, plan and develop where writers gather the data and arrange it properly so that a draft

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can be created which is then revised and edited (Elbow, 1981). Furthermore, the process approach to writing not only focuses on the writing steps, but it also focuses on the learners' diversity. Murray (1985) says that teachers need to learn to respond to learners' diversity since learners sitting in the same classroom actually have diverse backgrounds in terms of their language, culture, schooling, parenting, capabilities, skills and even sometimes ethnicity too.

According to Liu & Nelson (2018), the only characteristic which is consistent in L2 education is diversity. This diversity results into mixed-ability learners in the same classroom, where every learner has a different zone of proximal development, which, according to Vygotsky (1978), is defined as the gap between one's actual development level and potential development level. The solution for this problem of diversity is diversity (Murray, 1985). Tomlinson (1995) named this solution as differentiated instruction. According to Tomlinson & Kalbfleisch (1998), sometimes students need more repetitions, more guidance, more time and more monitoring. Hence, to explicitly address this diversity among second language learning writers, they need to be grouped together based on their ability levels where a teacher can cater them in a single classroom by providing differentiated instruction (Shea, 2015). This differentiation does not mean individualization; instead it is about understanding the needs of all learners as different learners have differing needs (Tomlinson, 2001). Both, the process approach and differentiated instruction approach, are based on same principle. However, when process approach was introduced the concept of differentiated instruction did not exist. Therefore, the current study has tried to link both through implementing differentiated instruction strategies to teach writing processes to ESL learners at university level and see the impact of it on learners' writing skills. It answers the following research questions:

1. How can differentiated instruction strategies be implemented to teach writing processes to ESL learners?
2. What impact does it have on ESL learners' writing processes?

Literature Review

Previously, a number of studies have been carried out in the field of teaching, particularly related to writing, which have favoured the teaching of writing skills through a process approach (Kiuhara, Graham & Hawken, 2009: Listyani, 2018; Mashori, 2007). Further, a number of studies, focusing on reading skills, have also shown the effectiveness of differentiated instruction on students' learning (Aliakbari

& Haghighi, 2014; Chien, 2012; Valiandes, 2015). Thus, this section reviews some of the research studies favouring process approach to writing and differentiated instruction approach.

Bukhari (2016) conducted a quasi-experimental research focusing on enhancing Saudi intermediate level EFL learners' writing ability through mind mapping. In this study, the controlled group was taught writing skills using the traditional approach while the treatment group was taught mind mapping and they practised it as a pre-writing process. The data collected through a pre-test, questionnaire and post-test revealed the effectiveness of mind mapping technique as it improved the quality of the learners' writing in terms of content, structure and length. This research, without explicitly stating, favours the process approach to writing as, according to Murray (1985), collection is one of the stages involved in the process of writing. Also, Listyani's (2018) qualitative study following 'the one-group pretest-posttest design' explored the efficacy of process writing approach to teach academic writing to the ESL learners of an Indonesian university. The data were collected using pre & post-study tests, video recording, and reflective journals that were maintained by the students. The findings of her study displayed the effectiveness of process approach to writing to teach academic writing as it improved their writing competence.

In addition to this, Graham & Sandmel (2011) did a meta-analysis of 29 research studies to examine the improvements that process approach to writing bring in students' writing in terms of quality. The data were gathered from experimental and quasi-experimental studies. The analysis revealed that the process approach to writing partly improved writing quality of the learners studying in general education classes, but for the struggling writers, it did not work. Reviewing it thoroughly would give an eye to see those struggling writers as different writers, whose learning styles vary and their actual development level is different from others, which was not addressed in any of these studies. It shows that the process approach was not implemented effectively as according to Murray (1985), diversity is an important element that the process approach to writing addresses. Therefore, to address this diversity, they may need differentiated instruction, which was not the focus of any of the studies analysed in meta-analysis. It can be seen as an absence of effectiveness on teachers' part as Dixon, Yssel, McConnell & Hardin (2014) found out that teacher's

efficacy is an important factor in implementing the differentiated instruction approach.

Furthermore, Chien (2012) provided a model for implementing differentiated instruction approach in an EFL classroom. Though this study focused on teaching reading skills to the elementary level learners, it provides an understanding of the implementation of differentiated instruction and its effectiveness in English language classrooms. Then, Shea (2015) gave several reasons for using differentiated writing instruction which would address the needs of diverse writers but it lacks empirical support. Besides, Graham, Harris, Chorzempa & MacArthur's (2003) research disclosed that despite being sensitive to the individual needs of struggling writers, only some of the teachers alter their instructions for weaker writers. However, this study does not show any effectiveness of those instructional adaptations and those teachers were elementary level teachers. The literature shows that differentiated instruction approach has not been used to teach writing skills.

In Pakistani context, Mashori (2009), in his research investigating the current practices of English language writing teachers, reported that many teachers are still unaware of the process-based method and they follow grammar-translation method or product-based method to teach writing skills at tertiary level. Due to this reason, there are less studies on teaching of writing in Pakistan (Hassan, 2000) and it had been a neglected area for a long time (Khurram, 2005). Hassan's (2000) study provided some valuable insights into the ways writing is taught in Pakistan, the problems associated with the teaching of writing, different approaches to writing and it also suggested ways of teaching writing skills to advanced learners. However, his research lacked empirical data since he had only relied on his teaching experience and secondary data though he, himself, talked about giving weightage to practice rather than theory. Similarly, Anwar & Ahmed's (2016) research was also based on the review of literature focusing on the difficulties learners face in writing which had been discussed by some international writers. Since these writers, in Pakistan, are more focused on theoretical data, there are less instances of first-hand data.

One of the very few studies on teaching of writing was carried out by Mashori (2007). He followed a quasi-experimental design to teach writing to the undergraduates, where the controlled group was taught writing through traditional approach whereas the process based method was used to teach writing to the experimental group. The purpose of his study was to find out learners' perception

and performance level of both the groups, for which the data were collected through writing tests, students' work samples, questionnaires and a checklist for classroom observation. His study revealed that the writing performance of the experimental group improved significantly, which favours process approach to writing. Thorough review of this study shows the ineffectiveness of traditional approach to writing. Nevertheless, in the process approach to writing along with the teaching of writing processes, teachers also address the diversity ESL learners bring into the language classrooms, which is not addressed and reported in this study due to which there were a few students whose writing performance declined in the posttest. Reviewing the paper critically, I would rather categorize those learners as diverse learners who needed instructions according to their ability levels.

While differentiated instruction is considered to be an effective mean of addressing learners of diverse abilities, it lacks empirical support (Subban, 2006) and much of the studies following differentiated instruction approach focus on language skills other than writing (Forster, Kawohl, Souvignier, 2018 ;Valiandes, 2015). Also, they are conducted in the primary and secondary educational setting and less attention has been given to it in higher educational context (Santangelo & Tomlinson, 2009). Overall, literature defines how to implement process approach to writing (Murray, 1985) and differentiated instruction (Chien, 2012; Shea, 2015). It also confirms the effectiveness of both but the thorough review of literatures shows lack of research reporting the implementation of differentiated instruction and its efficacy to teach writing as a process in higher educational context especially in Pakistan. Although both the approaches are apparently based on the same premise, this link has not been drawn explicitly by any of the earlier research studies. Thus, this research study is an attempt to create a link between both the strategies and make some contribution in the field of research on ELT.

Research Methodology

This qualitative study is an action research, which is about bringing improvements in practice and collecting the information systematically at the same time (Burns, 2010). For this study, 39 students of first year, BA Honors., studying a compulsory English course at the Department of Criminology, University of Karachi, Pakistan, were taught writing processes following differentiated instruction approach. Out of which, male students were 25 whereas female students were 14 in number, but the number of regular students was 26. The informed consent was

taken from the chairperson and students of the department prior to their participation in the study, which allowed me, as a teacher-researcher, to take three 50-minutes slots every week for four weeks. Nonetheless, after three classes, students started staying longer and per day fifty-minute slot turned into a hundred-minute slot.

For this study, initially, the learners' current writing ability level in terms of content and organization was identified through two pretests. In the first one, they were asked to write a brief autobiography, where they had to introduce themselves. This activity was adopted from Murray (1985). Secondly, a topic was selected with the mutual discussion with them and then they were asked to write one page long descriptive paragraph on it. Subsequently, they were divided into ability level groups focusing on two aspects of writing: content and organization. Initially, all the students were taught writing processes and they practised it where in groups they were given differentiated instruction, which varied in terms of content, process and product.

The sample was drawn from two participants from each group, one male and one female. The data were collected using three instruments. Firstly, the students' writing work samples were analysed that included mind maps, outlines and descriptive paragraphs. These work samples were assessed on daily basis so that the instructions could be tailored for each group considering their ability levels. Secondly, anonymous feedback was taken from the participants on exit slips. This feedback was kept focused by giving them a purposively chosen question that, first, shaped this study, later, it was analysed to draw findings. Thirdly, a reflective diary was maintained to keep a record of the problems faced and the evidence of the learners' growth. In order to maintain the anonymity of the participants in all research findings, the students' names were removed from their work samples and they were assigned codes using their initials.

Data Analysis

This section deals with the results of the data collected through the learners' written work, feedback slips and a teacher-researcher diary. These results are drawn considering the earlier presented research question.

Prior to the study, to identify the learners' writing levels in terms of content and organization, they were given two writing tasks: autobiography writing and

descriptive paragraph writing on the topic advantages of technology. The results of the pretests showed that most of the learners did not mention important details in both the writing tasks rather they added unnecessary things; some of the students also had issues in organizing and presenting the content and they wrote several short paragraphs. The students also accepted their inability to write and provided following responses in the exit slips:

'I can't write because of lack of ideas'
'it's difficult as I don't have content'

After which, I made them realise that the absence of writing processes is the main reason of their writing difficulty. At this point, the process approach to writing was introduced to them. Afterwards, focusing on the collection stage, they were taught how to brainstorm or make a mind map. A handout was given to them, which carried a frame for brainstorming; it was used to scaffold them. Then, they brainstormed through filling in that frame. It helped them learn how to collect the information prior to writing. Later, they wrote autobiographies again. At this stage, they were not provided any differentiated instruction because there were a few students who did not like writing. As one of the students previously wrote in the feedback slip, *'feeling not very good nor bad* ***mout aati he' likhne me~'*** *[thought of writing causes me deep anxiety]*. Therefore, this activity was used again as a warm-up because, mostly, students feel comfortable writing about themselves. When they wrote autobiographies just after following the first process of writing, it had more content and their mind maps improved the quality of their autobiographies. This was the first time where I felt that brainstorming can improve the content of writing.

On the third day, they were asked to brainstorm on the same topic used for pretest, advantages of technology. While they were working on it, I found out that there were a few students who were struggling with this. I realised that this was where they needed differentiated instruction. Hence, I quickly made 3 groups, where in the first group there were 6 students who were absent the earlier day, in the second group were 5 students who, despite attending the last class, were unable to brainstorm and the third group had the remaining students who knew how to do it. Then, I changed my pace and kind of instruction for the first two groups according to their ability levels. I understood that sometimes there could be a handful of students who would need differentiated instruction and teaching them as a whole may not benefit those students. These instructions in the form of grouping helped

them improve their mind maps. At this point, I realised that this collection step would later help them improve the quality of their work in terms of content as they gathered all the ideas prior to paragraph writing.

Moreover, when the students moved to the second step of a writing process, planning, they insisted to learn and make the outline of a descriptive essay. After negotiating with them, we worked on the outline of body paragraphs because it had to be aligned with the course plan. For this, they were again divided into groups on the basis of their first attempt to make an outline and these groups were different from the earlier ones. I, as a teacher, realised that the earlier grouping was done on the basis of their ability level in terms of making a mind map, where they gathered content. Nevertheless, when the focus shifted from mind map to outline, I found out that those ability level groups turned into mixed ability groups. This process was a bit tiring but I learnt that in order to facilitate learners, a teacher has to be active. Later, they were provided explicit instructions, which vary in terms of level for each group and they made outlines following those instructions. Differentiating instruction was quite challenging at this stage as there were five groups and each of them wanted me to be with them. Thus, Tomlinson's (2001) idea of wavy instruction was followed where first general instruction was given to them as a whole group and later they pursued learning in small groups, where the instructions were provided according to their ability levels. At this point, a 50 minutes class stretched to almost 100 minutes and because of this extension, they benefitted a lot and learned to make thorough outlines. Subsequently, they always had extended classes, which later made me realise that differentiated instruction cannot be implemented effectively in a fifty-minute class.

In the third stage, when they wrote paragraphs on different advantages of technology, initially instructions were given to them as a whole group. Later, they were divided into five groups on the basis of their ability levels, which were identified through pretest and later written autobiographies and this grouping was later followed in all the classes. At this point, a format of a descriptive paragraph was shared which was different for each group. This was done purposively as their levels were different, therefore, each group was provided one level up input. Since mechanics was not the focus of my study, they were told that their grammatical mistakes will not be marked. It facilitated them and they wrote without worrying, which improved their writing fluency. Murray (1972) also mentions that teachers

need to provide opportunities to their learners to write and mechanics is the last thing they should be concerned about.

Once they submitted the paragraphs, first, their ability-level grouping was cross-checked, second, their write-ups were assessed and a few suggestions for improvement were written on them. On the basis of which, the next day they revised their body paragraphs. According to Tomlinson (2005), continuous assessment is a base, which shapes effective differentiation. Hence, on the basis of the assessment, each group was given tiered instructions and they revised the earlier written paragraphs. This whole process of teaching writing processes took six days. After which, I realised that planning is directly linked to improving the organization of a paragraph as outlines are made following a particular sequence. I also understood that the implementation of differentiated instruction approach is useful and it has improved students' writing processes as was evident from students' work samples. At this point, they were again asked for their anonymous feedback on exit slips where a particular question related to the differentiated instruction was asked as I wanted to know the students' point of views. Below are some of their responses:

'it is easy when you come and explain. We improve a lot and understand all'

'your instruction were quite helpful but sometimes it takes time for you to come to us'

Their responses made me realise the major gap of this implementation process, which was neglected earlier when I saw the learners' improvement. Through their feedback, it became explicit and I realized that it is difficult for a single teacher to address all the groups at the same time. Subsequently, I adapted my teaching style.

Afterwards, they practiced the whole writing process twice. According to Bachman (1991), the choice of topics can affect students' performance, therefore, both the times, the students were asked to select the topics of their choice. In the earlier week, the topics were related to education, media and cellphone whereas in the later week, the chosen topics were: terrorism, reading, sports and politics. Contrary to the week one, this time the learners did not need any differentiated instruction at the collection step, which showed that most of them were at the same level of this writing stage. However, in the planning stage, group 1 and 2 were taught how to make a detailed outline as earlier the instructions were different for them. In addition, when they followed the writing processes for the second time, all the students were taught the use of connectors as it provides cohesion and improves the

organization further. The format of a paragraph was also revised as initially I did not explicitly focus on concluding the paragraph. It was only taught to the students of fourth and fifth group because according to Waldron & McLeskey (2001), in differentiated instruction, within a single lesson, different levels of expectations are set by the teacher. Hence, at this stage, when they were writing descriptive paragraphs, they needed differentiated instructions. I followed the descending order and moved from group 5 to group 1 and found it more effective. I realised that the students of group 4 have reached to the level where group 4 and 5 can be grouped together

Moreover, this time the students of fifth group worked as my assistants and they had been briefed already before the class. Therefore, after submitting their work, they helped the learners of group 2 and 3 while I focused on group 1 and 4. This strategy was used, firstly, to take help from them as it is difficult for a single teacher to implement differentiated instruction approach effectually; secondly, to prevent them from making any noise or disturbing others. At this stage, most of the students wrote good paragraphs in the first attempt as the collection step of process approach to writing helped the learners gather content and the planning step improved the organization of the written paragraphs. It is through this, I realised that I did not need to focus on teaching these two aspects of writing separately because they are embedded in the process approach. Also, the students not only understood the writing processes and acknowledged the importance of writing through a process approach but also realised the importance of differentiated instruction approach. Following are some of their responses:

'Through this process I personally feel a big change. Step by step my brain works and make a complete idea and find all points. Mind mapping and outline really helps me to organize my stuff'

'Differentiated instructions are more helpful because every student has its own caliber and ability to catch instructions so students can take instructions according to their mental level'

Nonetheless, there were a few students who did not benefit from this study as they were irregular. I tried to guide them separately, which sometimes resulted in grouping within grouping but they had a very carefree attitude. In fact, the extrinsic motivation, in terms of marks, did not work for them. Reflecting on the whole process made me realise that at times things were completely out of my hand where I could not even use above average students as my teaching assistants. At these points, they were given general instructions, which addressed the needs of most of the

students and they immediately started working. Later, the instructions were tailored for each group. Thus, where on one hand the process approach improved the quality of their paragraphs, on the other hand, differentiated instruction helped them improve the whole writing process as there was a noticeable difference in their earlier and later written work (See Appendices).

Findings

The findings of the study disclosed that since the students followed the process and wrote step by step, it improved the content and organization of the written paragraphs. This finding corroborates the literature that shows two important aspects of writing, i.e. content and organization, can be improved following the pre-writing process (Bukhari, 2016). The findings also revealed that at times the implementation of both the approaches together seemed impractical as there was a considerable number of students. This finding is in line with Murray's (1985) words, "after twenty the effectiveness falls off with each five students that are added" (p. 127). However, at the same time, the results showed the efficacy of process approach to writing, which validates the earlier research studies (Listyani, 2018; Mashori, 2007). In addition, the results also displayed that the implementation of differentiated instruction approach to teach writing as a process provided an opportunity to the learners to continue to write, improve and learn. This finding proves Tomlinson's (2001) theory where she mentions that differentiated instruction approach maximizes students' capacity. This finding is also in line with the literature, which indicates that differentiated instructions increase chances for learners' growth (Aliakbari & Haghighi, 2014; Chien, 2012).

The findings of the study also revealed that the continuous assessment plays a significant role in implementing differentiated instruction approach. This finding is in line with the literature too which indicates that on-going assessment is an important characteristic of differentiated class (Tomlinson, 1995). Furthermore, the results showed that the extended time of each class helped me to implement the differentiated instruction approach to teach writing processes. Besides this, the findings also displayed that the implementation of differentiated instruction is challenging, time-taking and requires careful planning. These findings of the study support the literature, which shows that differentiation of instruction requires a significant time and its success relies on careful design (Chien, 2012; Valiandes, 2015). Willard-Holt (1994) also states, "change takes time and success is better

measured in small dosages". The results also echoed the literature, which discloses that teacher's efficiency is a key factor in implementing the differentiated instruction approach (Dixon, Yssel, McConnell & Hardin, 2014). Hence, the findings of this research support the literature and provide further evidence that both the process approach, where learners write step by step, and the differentiated instruction approach, where at each step, they receive instructions according to their ability levels, improve the quality of learners' writing in terms of content, structure and length.

Conclusion

Over all, the implementation of differentiated instruction approach was neither easy nor difficult but I found it as an effective way to teach writing processes to the mixed-ability ESL learners at University level by dividing them into ability groups as Levy (2008) states that grouping according to the learners' ability is a suitable action a teacher can take to provide differentiated instruction. In addition, the learners in each group had limited proficiency in the same area which was almost at the same level due to which they were grouped together but at the same time this grouping has helped them learn from their peers. They taught each other what they were good at, which improved a few other areas in which they were weak, like tenses and subject verb agreement. Thus, this diversity within the same group has benefitted these learners too. Also, there was a significant difference between their earlier and later work samples. This link between both the approaches not only benefitted the students to learn writing but also motivated them to work harder as the diversity of each student was addressed.

Nevertheless, there were a few limitations in my study. Since I was the only teacher, who had to be with all the groups, initially, this strategy appeared to be less effective and I was unable to handle things as I was on the learning stage. Later on, I adapted my teaching methodology. Besides, initially the process of grouping and regrouping was time taking but as soon as their levels were identified, they always followed their grouping scheme. In spite of these shortcomings, I found it more effective and would recommend other writing teachers to link both the approaches since second language learners are not proficient writers, therefore, they need to follow certain steps of writing, where at each step they would need explicit instructions according to their ability levels.

Moreover, if this research is replicated, learners should be provided an adequate amount of time to continue to write, practise and improve. Secondly, in order to implement differentiated instruction approach effectively, time duration of each class needs to be considered. In the end, the successful implementation of this study may benefit the other teachers teaching writing skills to the ESL learners having diverse needs and abilities. It also suggests that teachers should adjust their teaching styles to address the diversity of their learners. Hence, this research can serve as a model for the writing teachers who are reluctant to adopt new approaches.

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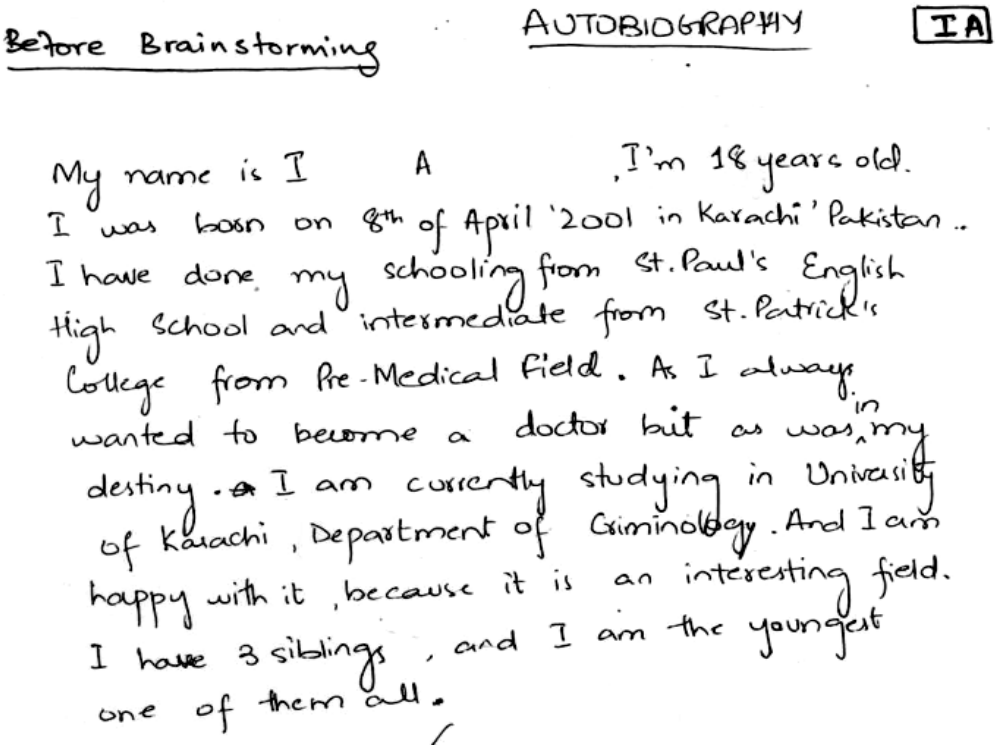
Appendices

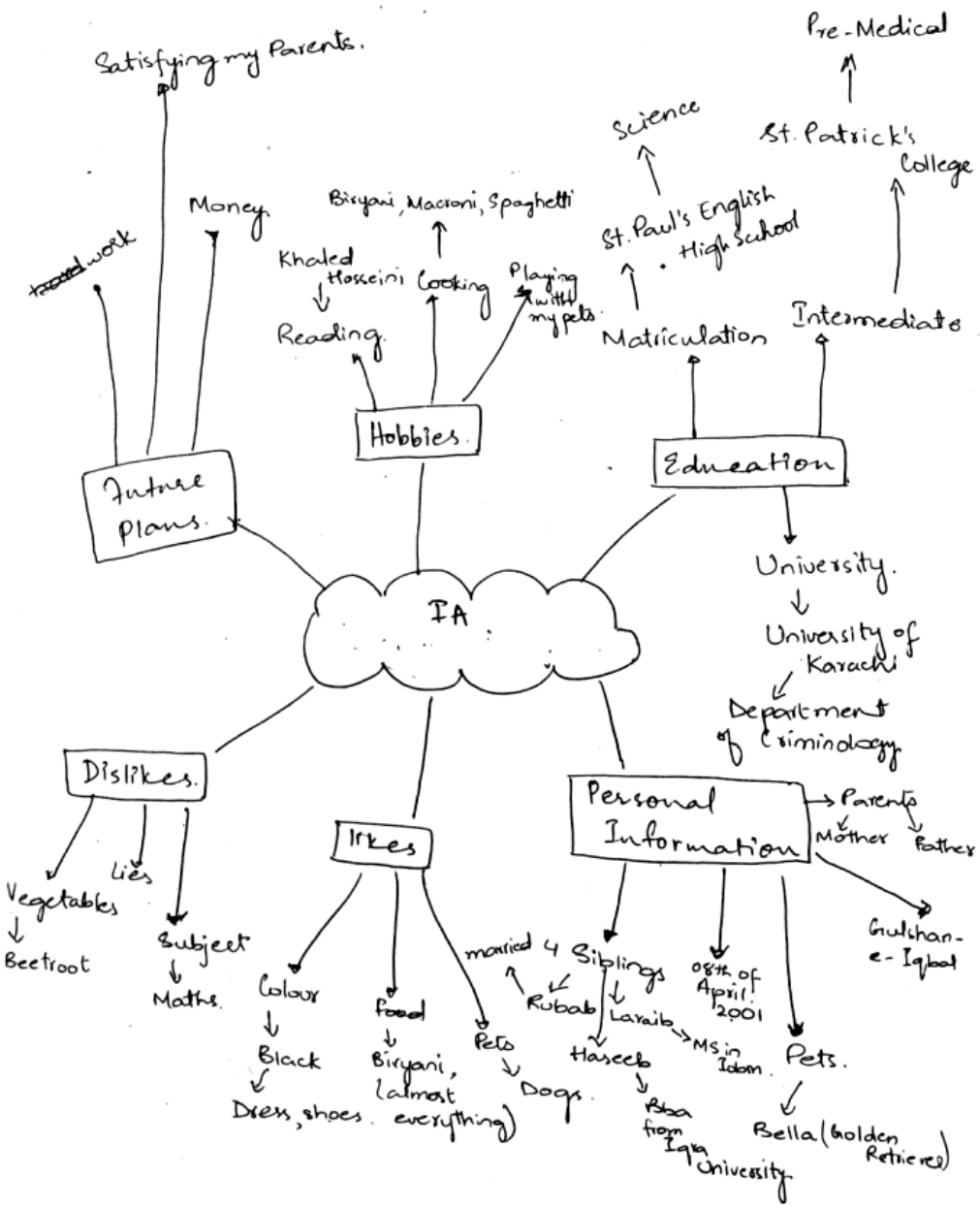


Before Brainstorming

AUTOBIOGRAPHY

IA

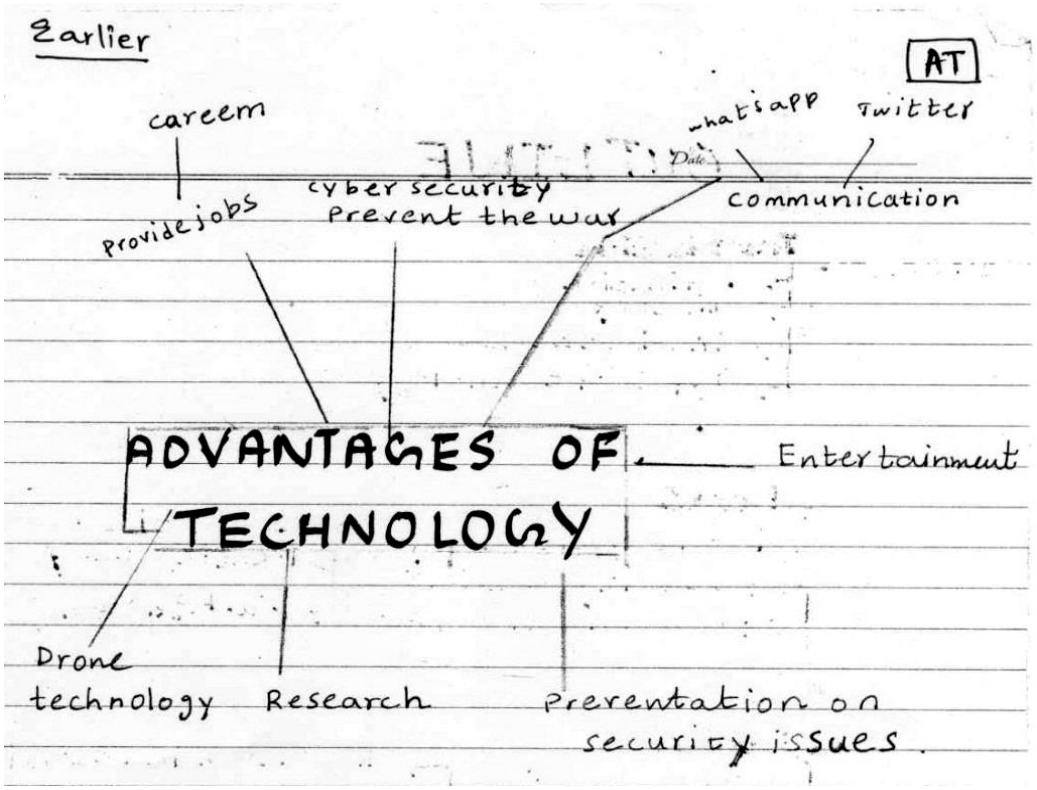
My name is I A , I'm 18 years old.
I was born on 8th of April '2001 in Karachi' Pakistan..
I have done my schooling from St. Paul's English High School and intermediate from St. Patrick's College from Pre-Medical field. As I always wanted to become a doctor but as was in my destiny. I am currently studying in Univasity of Karachi, Department of Criminology. And I am happy with it, because it is an interesting field.
I have 3 siblings, and I am the youngest one of them all.

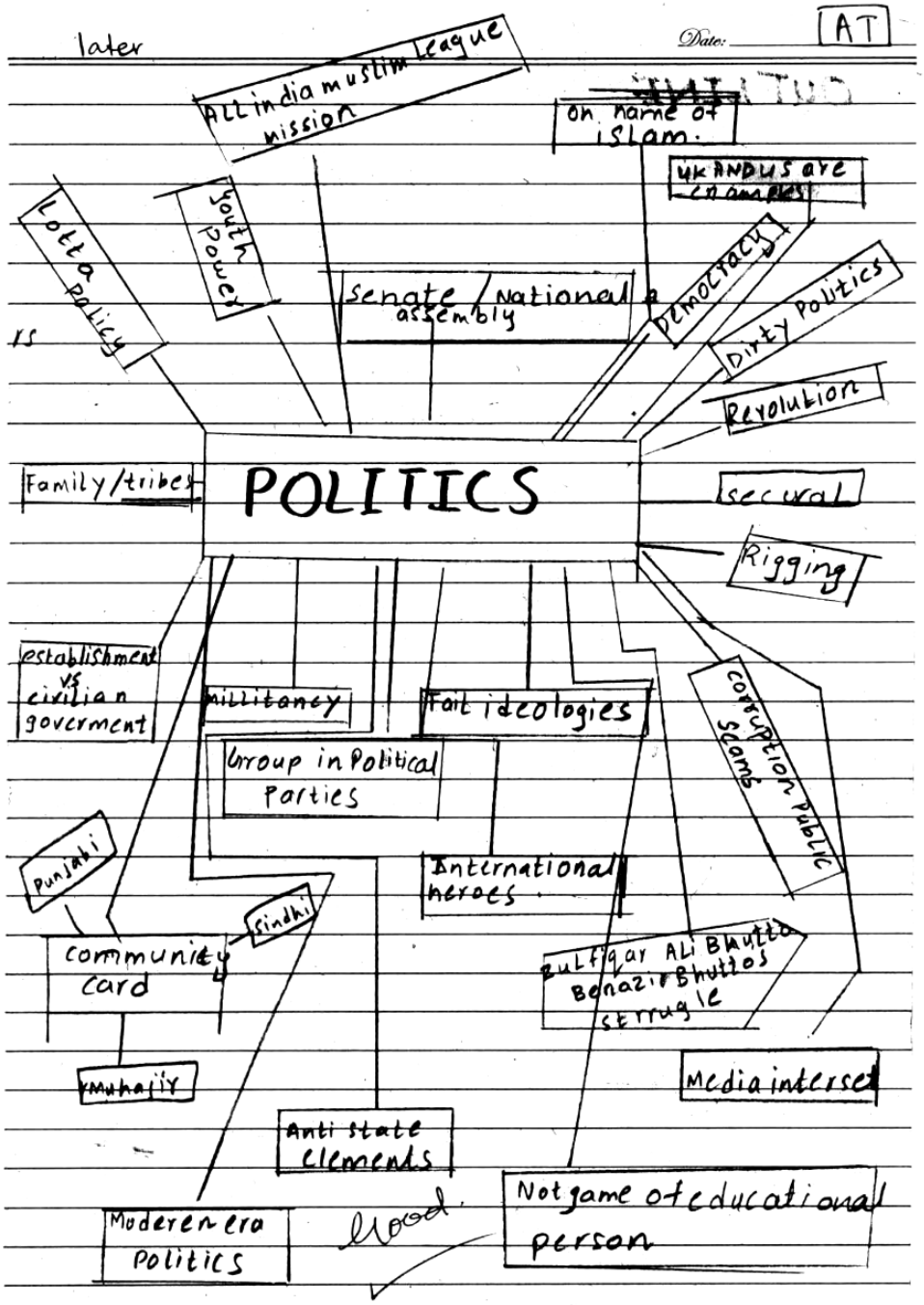

IA
Future plans.
Satisfying my Parents.
Money
work
Hobbies.
Reading.
Khaled Hosseini
Cooking
Biryani, Macroni, Spaghetti
Playing with my pets.
Education
Matriculation
Science
St. Paul's English High School
Intermediate
St. Patrick's College
Pre-Medical
University.
University of Karachi
Department of Criminology
Personal Information
Parents
Mother
Father
Gulshan-e-Iqbal
Siblings
married 4
Rubab
Laraib
MS in Islam
08th of April 2001
Haseeb
Rsba from Iqra University
Pets.
Bella (Golden Retriever)
Dislikes.
Vegetables
Beetroot
Lies
Subject
Maths
Irkes
Colour
Black
Dress, shoes
Food
Biryani, (almost everything)
Pets
Dogs

After Brainstorming

IA

My name is . . . . I was born on 8th of April '2001 in Karachi, Pakistan. I'am the youngest in my family. I have 3 siblings, 2 sisters and 1 brother. My elder sister is married and she has completed her Bba from Institute of Buisness Management. The one elder sister than my brother, Laraib is studying Media Sciences from Institute of Buisness Management and my brother Abdul Haseeb is studying BBA from Iqra University, and is even doing his online Buisness. I' have done my intermediate from St. Patrick's College in Pre-medical. And now I am studying in University of Karachi, Department of Criminology. My first favourite Hobby is to Read novels, and I love to read both english and Urdu novels. Khaled Hosseini is my favourite Author from the English novels and from Urdu novel, Mustansir Hussain Tarad, Ashfaq Ahmed are my favourite. My second favourite Hobby is to play with my pet Bella. She is of mix breed Golden Retriever and Labrador. I love Black colour, I can wear black colour everyday if it was possible. Especially on special occasions I like to wear black colour, dress, jewellery, heels. My favourite foods are almost everything except vegetables. (~~mostly~~ especially Beetroot). I hate those people who lie. They are even called as Two faced people. My future plan is to Satisfy my mom and dad, by completing my education and achieving what I want to. I even want to contribute in my brother's buisness. And InshaAllah, I' will


Earlier
AT
careem
whatsapp
Twitter
provide jobs
cyber security
Prevent the war
communication
ADVANTAGES OF
TECHNOLOGY
Entertainment
Drone
technology
Research
Prerentation on
security issues.


later
Date:
AT
All india muslim League mission
on name of islam.
UK AND US are examples
Lotta policy
Youth Power
Senate / National assembly
Democracy
Dirty Politics
Revolution
Family/tribes
POLITICS
secural
Rigging
establishment vs civilian goverment
millitancy
Fait ideologies
Group in Political Parties
corruption public scams
Punjabi
International heroes
Sindhi
community card
Zulfiqar Ali Bhutto Benazir Bhuttos strrugle
Muhajir
Media interset
Anti state elements
Moderen era Politics
Good.
Not game of educational person

Date: Earlier ZA

ADVANTAGES OF TECHNOLOGY

Advance technology has become a major part of our life, specially cellphone. It's like an organ of our body. There many others like computers and Aircrafts. o

The ~~benefit of~~ computer and internet is very useful and the use of it spending day by day in the world. It helps us in saving our data and saves our time as well. The apperence of computer or laptop than hand Paper work any where just not looks better but also attracts people.

The world is on our fingertips just because of this technology. It is helping us in every department of life. without these technology ~~have~~ the survival of human being would be a question mark. as we have gotten used to technologies.

The other technology that I love as well is Airplanes. This ~~co~~technology has made the travel safer and quicker. It also provides ~~thousands~~ millions of ~~white~~ ~~color~~ jobs world wide. At a time approximately 5,000 airplanes are in the air.

This luxury travel has made the human life more advance and confortable.

You were asked to write one paragraph.

RUBY

Date: Later ZA

Terrorism mostly has negative consequences. The victim countries pay for it For many decades. Firstly it spreads fear and scares the socity. For example, people get scared of going to public places and crowded areas. They do not leave their homes in nights. Secondly, only civilians die in result of terrorism like not a single terrorist dare to go after cops and army. only innocent people lose their lives. Thirdly, terrorists bribe government officials to spread terrorism easily. Most of them are from law enforcement egencies because of this they are called black sheeps in the department. Forthly, powerful cöntries who have benefits related to the victim country try to take advantage and interxvene in interior matters. Such as they try to send their forces to fight against terrorism in your country. Lastly, there could be extreme threats to national security and the victim country starts depending on other countries that take a nation in to depths. Therefore there are mostly negative consequences of terrorism.

good.

RUBY