Improving EFL Writing Skills via Reading of Authentic Materials: An Online Course

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Abstract

The aim of this study was to investigate the effect of exposing learners to authentic online reading materials on their written outputs (writing summaries and reflective essays). The quantitative method specifically the one-shot pretest-posttest experimental design was adopted. An online course was designed focusing on improving learners writing through reading authentic materials. Through the guidance of the teacher, learners discovered the conventions of paragraph writing from their critical reading of authentic materials and then applied these conventions in their own writings. A writing test with an analytic rubric was designed to measure students' writing performance. Results of the study about writing summaries and writing reflective essays show a significant improvement in students' performance after their critical reading of authentic materials. The study recommends the use of authentic online courses for enhancing EFL writing performance.

Keywords: EFL; Writing; Authentic materials; Online

Introduction

Reading and writing are interconnected skills that cannot be taught separately in EFL settings (Alqouran & Smadi, 2016). Most textbooks offer artificial texts designed to gradually teach grammar, which lacks real life language found in authentic texts (Gómez Rodríguez, 2016). Alina and Lavinia (2018) have found that using newspapers as authentic reading materials was more efficient than traditional methods in improving students' language skills, including writing. In an experiment conducted to test the effectiveness of embedded grammar instruction within authentic reading and writing context, findings revealed that being exposed to authentic reading materials gave students the opportunity to read meaningful input and thus produce meaningful written output (Panahi, 2020).

Thus, the rationale behind designing an online course built on authentic reading materials to improve written output is that it is more effective. Authentic reading materials also promotes discovery learning and exploration, which improves recall of grammatical forms and new vocabulary (Clark, 2018) which, in turn, are aspects of language learning that are fundamental in producing any written output (Numan Khazaal, 2019). In addition, authentic materials provide a teaching atmosphere that is friendly and easily available (Alina & Lavinia, 2018). There have been many studies that integrate sources of authentic language with language teaching. For example, corpus linguistics and language teaching are combined to make a new type

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of learning by the name of data-driven learning (Karaaslan, 2016).

Previous studies on Saudi EFL learners showed poor writing performance in standardized exams (Alghizzi & El Deen, 2020). This could be due to traditional methods of teaching; therefore, a change is required. Due to the world wide COVID-19 and subsequent lockdowns back in 2020, education was forced to completely rely on technology for online teaching (Tuaycharoen, 2021). However, the effectiveness of total dependence on online teaching still faces skepticism (Al-Nofaie, 2020). Therefore, the purpose of this study was to examine the relationship between students EFL writing skills and reading authentic online materials, selected as part of an online course.

Theoretical framework

The recent notion of innovation in the field of education involves the use of constructivism (Eskandari & Soleimani, 2016). According to Eskandari and Soleimani (2016), constructivism is a school of thought that stresses the importance of learners' role in the construction of meaning based on linguistic input that they are exposed to. Additionally, the theory attributed the ability to create new linguistic systems to social interactions (Eskandari & Soleimani, 2016). According to Clark (2018), Vygotsky highlighted the role of social interactions on learning under the umbrella of constructivism suggesting that social interactions are more beneficial in the presence of a "more knowledgeable other" (Clark, 2018). This can be with reference to anyone who has greater understanding of the content of focus, be it a coach, instructor, peer, or even a computer (Clark, 2018).

Constructivism promotes student- centered learning, while the teacher takes up the role of a guide, providing context and opportunities of conversation and collaboration to create understanding (Qiu, 2019). Similarly, Bruner's Discovery Learning proposes that information should not be directly presented to learners, but instead constructed through their investigation individually or in groups (Clark, 2018). According to Eskandari and Soleimani (2016), discovery learning is described as an activity that allows students to use their intuition in making guesses to solve puzzling situations. According to Clark (2018), discovery learning is believed to be effective in increasing learners' recall, motivation, engagement, creativity, and autonomy. Students' investigation of authentic reading materials and getting the conventions of writing from them is based on the notions of constructivism and discovery learning.

This study made use of these theoretical principles of constructivism and discovery learning to examine whether a new linguistic system that can not only facilitate social interactions but also promote student-centered learning can be developed.

Literature review

- *Authentic materials in teaching writing*

Teachers who adopt a constructivist approach in teaching often rely on authentic real world scenarios (Clark, 2018). Authentic language is understood to occur in natural communication by native speakers or in contexts where standard English is expected (Gómez Rodríguez, 2016). Authentic materials, according to Gómez Rodríguez (2016), presents real language that is put in real use to realize a social purpose. Forms of authentic language can be either oral or written. The former can be found in oral media., films and news broadcasts while the latter can be seen, for instance, in print magazines and periodicals (Gómez Rodríguez, 2016). Gómez Rodríguez (2016) stresses that it is important to know that such materials are not originally meant for language learners but for general consumption. When authentic materials are used to improve writing skills, they promote exploration of the language and involve real world tasks making it more interesting and engaging (Nguyen, Hwang, Pham, & Pham, 2022). Due to this effect, students get to produce purposeful output that has value in itself, instead of writing for grades (Nguyen et al., 2022). Moreover, authentic learning fits with the principles of the constructivist approach, where class proceedings are more student centered (Nguyen et al., 2022).

Authentic materials can also occur in corpora (Karaaslan, 2016). According to Karaaslan (2016), a corpus is a computerized collection of natural texts of language, systematically representing various subcategories such as text types, varieties etc. In 1991, corpus linguistics was combined with language teaching to create a new type of learning by the name of data-driven learning (Karaaslan, 2016). In this type of learning, learners are encouraged to explore and interpret the data. One of the merits of this learning is that grammar in context becomes no longer abstract to students (Karaaslan, 2016).

Another resource of authentic materials is Twitter which is a micro blogging platform that contains renewable amounts of authentic language (Herdağdelen, 2013). Herdağdelen (2013) states that this platform has been used as a corpus in linguistic studies, such as studies of language change. This authentic aspect of the App renders it very appealing as a source material (Herdağdelen, 2013). One of the advantages of using authentic materials in EFL learning contexts is the improvement of grammar and vocabulary teaching. Grammar rules and new vocabulary items are better retained through authentic contexts, especially if the students find it motivating (Alina & Lavinia, 2018). According to Alina and Lavinia (2018), authentic materials can provide a friendly environment where students are more focused on the content and the message and are less aware of the language learning situation. Further, it is inexpensive and easily available for a teacher to employ authentic materials in order to harbor such atmosphere (Alina & Lavinia,

2018). The enhancement in grammar and vocabulary acquisition helps a lot in improving EFL writing skills.

- *The relationship between reading and writing skills*

In any language system, reading and writing possess an important relationship (Alghizzi & El Deen, 2020). Some studies show that students who read are able to write using structures they were previously exposed to (Alghizzi & El Deen, 2020). Reading and writing should not be separated in teaching, as studies show that this obstructs writing development (Alqouran & Smadi, 2016). Research shows that there are considerable benefits of integrating reading and writing (Alqouran & Smadi, 2016).

There is a shift from teacher-centered pedagogy to learner-centered pedagogy, which call for an alternative assessment methods of writing (Farahian, Avarzamani, & Rajabi, 2021). Portfolio assessment, for instance, has gained favoritism among educators. The portfolio is defined as selective collection of learner's work and reflective self-assessment that is used to document his progress and achievement over a period with regard to certain criteria (Farahian et al., 2021). Portfolios are assumed to have substantial benefit to the improvement of different skills especially writing (Farahian et al., 2021). According to Elumalai (2019), studies indicate that providing corrective feedback can improve students writing. Errors that learners make signal their proficiency level, showing the gaps in their knowledge of the target language (Elumalai, 2019). These errors can easily be traced through students' portfolios and thus suitable corrective feedback can be provided.

- *Two types of writing (summary and reflective writings)*

Writing is an essential part of students' academic studies because writing assignments is a common practice in learning situations (Numan Khazaal, 2019). It is fundamental for learners to be aware of grammar, vocabulary, and the different types of writing such as, summary writing (Numan Khazaal, 2019). Summary writing is a commonly used follow up activity to reading, though it is not a simple task to perform (Puhner & Fojkar, 2018). In summary writing, students would extract key ideas from each paragraph they have read and paraphrase them into a few cohesive sentences (Numan Khazaal, 2019). This helps in improving their memory of the main takeaways of a given text. This type of writing is not only essential for academic purposes but in professional settings as well (Numan Khazaal, 2019).

Writing has many purposes, it can be informative, entertaining, persuasive, and reflective (Numan Khazaal, 2019). In educational research, different types of written products have been used to identify learners' weaknesses (Aulia & Bram, 2020). Reflective writing is one of these types. Reflective writing refers to writing one's impression about a read text. Aulia and Bram (2020) report that this reflective practice contributes to developing cognitive skills, creativity, and integration of personal experiences with acquired knowledge.

- *The current state of online EFL teaching in Saudi Arabia*

Due to the world wide spread of COVID-19, many countries all over the world took measures to prevent the virus from spreading (Tuaycharoen, 2021). Tuaycharoen (2021) states that all facilities including schools and universities were on lockdown and educational processes were to depend entirely on online platforms. This has never happened before; online learning in universities and schools has always been considered complimentary (Tuaycharoen, 2021). Al-Nofaie (2020) reports that Saudi teachers and students were forced to shift to online learning in a state of quarantine issued in March of 2020. Saudi Arabia was no stranger to the use of technology in education; so it was quick to adopt the latest and greatest advancements to enhance learner experience (Bala Swamy & Imdadul Haque, 2020). However, there were doubts concerning the effectiveness of complete reliance on technology in teaching (Al-Nofaie, 2020).

EFL teachers and students can take advantage of the numerous computer facilities made available by the Ministry of Education (Bala Swamy & Imdadul Haque, 2020) especially considering the fact that traditional methods, among other reasons, failed to achieve the desired educational outcomes (Bala Swamy & Imdadul Haque, 2020). According to Bala Swamy and Imdadul Haque (2020), EFL students find it challenging to write even a paragraph, which reflects poorly on their performance. Bala Swamy and Imdadul Haque (2020), state that being able to build a good paragraph depends on awareness of essential elements of language writing. Elements such as topic sentence, supporting sentences, concluding sentence, linking words, grammar, punctuations, and overall cohesion (Bala Swamy & Imdadul Haque, 2020). Saudi EFL learners' scores in standardized exams show poor writing performance, which could be due to traditional methods, which use weak writing tasks or provide inadequate feedback (Alghizzi & El Deen, 2020).

Online EFL teaching, therefore, has been commonly used in Saudi Arabia as an accessory to what is taught in class. The use of authentic online reading materials in improving writing skills is a new area of interest. There is a scarcity of research on the area of online courses that completely rely on online authentic exposure to the language for improving writing performance of EFL learners.

Research questions

1. What is the effect of writing tasks reliant on exposure to authentic online reading materials on learners'

summary writing?
2.   What is the effect of writing tasks reliant on exposure to authentic online reading materials on learners' reflective writing?

Methodology

- *Participants*

Participants were originally 32 EFL learners who applied for the online course, but only 22 of them ended up answering the posttest. The norms in Saudi Arabia is that only female teachers can teach female students. Since the teacher of the course was a female, all participants were females. They were aged between 21-22 years. Their proficiency level was deemed to be intermediate based on the writing sample obtained from the application form.

- *Measures and covariates*

i.   *The writing test*

The writing test had two forms- one for the pretest and the other for the posttest. Both forms started with a reading passage of the same length but on different topics. Test takers were prompted to write on what they had just read, in the form of summary and reflective paragraphs of 150 words each. The questions framed for them were:

- *Write a summary paragraph of the main ideas in the article.*
- *Write a reflective paragraph on your thoughts on the article.*

An analytic rubric (Appendix: 2) was designed to score participants' writings. The rubric covered students' performance in three aspects: organization, appropriate language, and mechanics. Points were given according to how well students performed in each sub skill as identified in its indicators. To ensure the validity of the test and the rubric, a group of specialists in the field confirm their construct validity. To ensure the reliability of the rubric, the interrater reliability was calculated and it was 0.934, which is a very high reliability rate. In addition to the test results used as findings, the researchers wrote an observation report about each session of the course to provide descriptive qualitative data that can aid the quantitative data collected. Besides, a progress report of the individual cases of students' writings in the pretest and posttest was also prepared.

- *Research design*

This study employed a quantitative method, specifically a one-shot pretest-posttest experimental design. The course design (Appendix: 1) followed a constructivist approach in learning, together with discovery learning principles. Through the guidance of the teacher, learners discovered the conventions of paragraph writing from their critical reading of authentic materials then they applied these conventions in their own writings. The course lasted for four weeks during the month of March 2021, with 2-hour session 2 times a week. Twenty-one articles were used as reading materials. A word document, containing post session writing tasks was sent out following each session.

Materials are electronically published articles on various sites meant for entertainment and general knowledge. Three articles that belonged to a particular theme were planned for each session. Using Google Meet, the teacher and participants gathered in a virtual platform for the session. The articles were opened on a shared screen for reading and discussion. Articles were used as source materials in each session from different websites. Ten articles were from Sail magazine, providing articles written by non-natives, the other eleven articles were from a variety of magazines and blogs by native speakers. No articles were written for language learning purposes; they were published for native speaker consumption.

Course start date was on the 1st of March, 2021, and ended with a post-test on the 31st of March. The experiment was preceded by a pilot session conducted with participants to gauge suitable time management. Participants filled an application form announced on a designated Twitter page. This page was also used to show introductory videos for each session. Applicants were asked to fill in their information and to type a paragraph in response to a prompt. The written samples obtained from the initial application form were not only used to identify proximate language level, but to analyze common errors to include in the rubric design.

A day before the first session, the selected groups were asked to read an article sent to them via WhatsApp and then use a Google form link to answer the pretest's summary and reflective tasks. Session activities were divided into three phases: pre-session, in-session, and post-session. Pre-session activities included viewing an introductory video to spark interest, and then having access to the three articles for skimming. The in-session activities included students taking turns in reading and translating the main ideas of each paragraph of each article. These main ideas were gathered in a shared Google document for later use. During the reading hour, discussions were ensued about the content of the articles as well as some

linguistic aspects of the text. The second hour made use of the afore-mentioned shared document in a writing task focusing on a specific sub skill. Students received access to the document and were enabled to type and edit the content. Post-session activities included writing a summary paragraph of any of the articles; and writing a reflective paragraph on the whole theme. Feedback was given orally in session and individually through WhatsApp messaging.

For its authentic language, Twitter was also used by students in the post-session activities. Students were instructed to use the platform to look up three contexts for three new words followed by writing a note of their observations. Communication was via a WhatsApp group, in which session links were shared and written feedback was given. Google meet was another platform that was employed to conduct sessions; sharing the screen feature was enabled to facilitate a shared visual experience of the articles in their authentic settings. Google doc was the designated shared space for writing practice as a makeshift black board. Moreover, Google forms were used for the pretests and posttests, in which the respondents wrote up an answer to the summary and reflective tasks.

- *Statistical Analysis*

Data of students' writings was submitted via either Google forms, or email, which were scored using the rubric and was analyzed through T-test for paired samples using SSPS.

Results

Using SPSS, paired sample t-test was used to compare the mean scores of the pre and posttests concerning participants' summary writing table (1) and reflective writing table (2).

Table 1: *Paired sample t-test results for the effect of authentic online course on summary writing*

		N	Mean	Std. Deviation	t	Sig. (2-tailed)
Pair 1	Posttest Summary Writing	22	39.0455	4.56151	7.153	.000
	Pretest Summary Writing	22	30.5909	6.65947		

Table (1) shows that significant differences were found between the pre and posttest with regard to summary writing. Figure (1) shows that these differences were in favor of the posttest results.
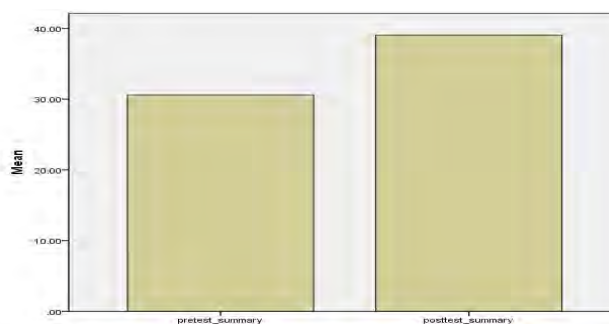

Figure 1. *Mean scores of the pretest and posttest results of summary writing*

Figure (1) shows that the posttest mean scores are higher than the pretest. This means that the use of the online course was effective in improving students' summary writing.

Table 2: *Paired sample t-test for the effect of authentic online course on reflective writing*

		N	Mean	Std. Deviation	t	Sig. (2-tailed)
Pair 1	Posttest reflective writing	22	40.3182	3.94469	7.840	.000
	Pretest reflective writing	22	27.9545	6.56453		

Table (2) shows that significant differences were found between the pre and posttests with regard to reflective writing. Figure (2) below shows that these differences were in favor of the posttest results.
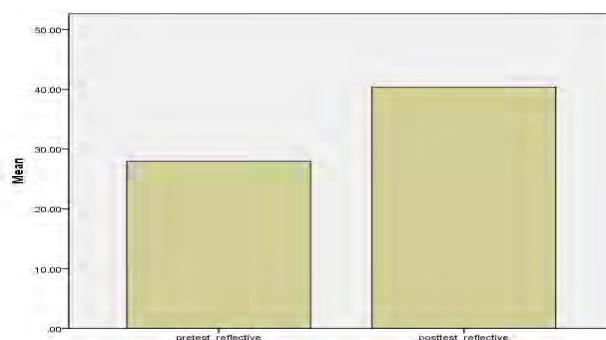
Figure 2. *Mean scores of the pretest and posttest results of reflective writing*

Figure (2) shows that the posttest mean scores are higher than the pretest. This means that the use of the online course was effective in improving students' reflective writing.

The progress report of the pre and posttest about individual participants' summary and reflective writing shows an increase in participants' performance as a result of the course (see figure 3). The scores in the rubric start from 16 being the lowest possible score till 48 being the highest possible score. The scores show a positive relationship between score increases and number of written paragraphs as illustrated by the observation report written by the researchers after each session of the course and as stated by students themselves in the posttest. That is with exception to participants who started off with a high score, who initially possessed a stronger language ability. The greater the number of paragraphs written, the greater the level of improvement shown.

Participants Munira Musaad, Sewar Salim, and Noura Suliman submitted their tasks in the form of as many as five written paragraphs during the course. They received a total of 29, 22, 27 marks on their reflective paragraphs in the pretest. Their scores increased significantly in the posttest to reach 43, 45, 41 respectively. On the other hand, participants Waad Alhameed, Alaa Naif, Galiah Alghaly submitted less than three paragraphs. They scored a total of 21, 35, 34 on their reflective paragraphs in the pretest. Their scores increase was less significant in the posttest, which reached only 29, 36, 38.
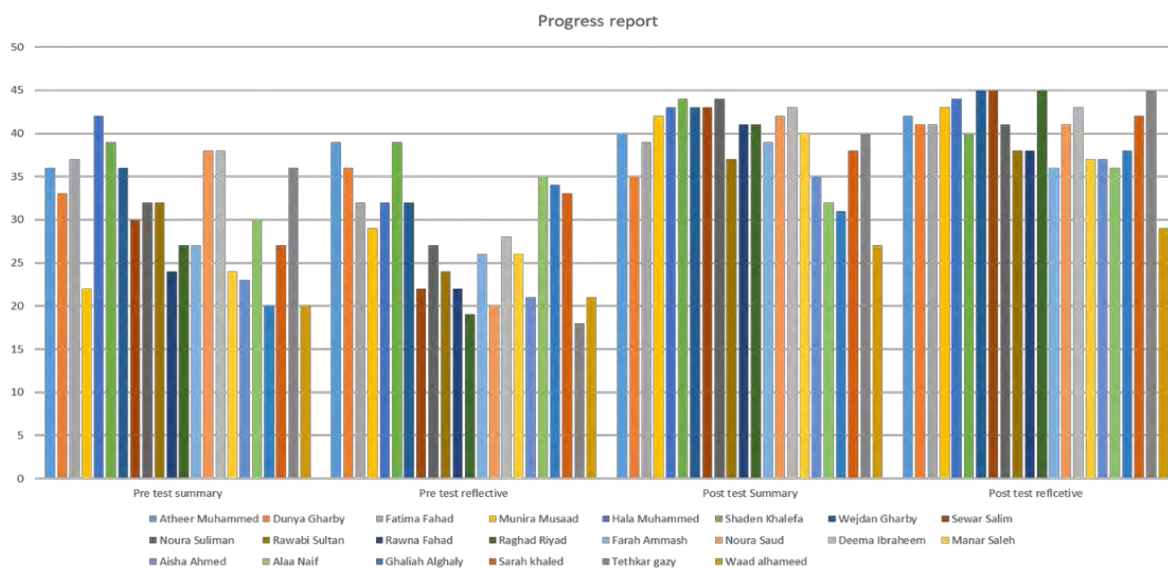

Figure (3). *Individual students' performance in summary and reflective writing in both pre and posttests.*

Discussion

The progress report of the pretests and posttests concerning summary and reflective writing showed improvement in students' performance as a result of the course. This improvement had proven to be significant looking at the t-test data in the statistical analysis. Similar results were found in the study of Alqouran and Smadi (2016) on the effect of integrating reading and writing on improving writing performance. In that study, students were divided into experimental and control groups and a significant difference between the means in favor of the experimental group was detected.

Findings of the current study highlight different factors that affect students' performance in writing.

First, a positive relationship between the number of times a student wrote a paragraph and the level of improvement achieved. This was clear in the observations report prepared by the researchers for each session of the course. Second, in sessions two, three and four, several participants expressed their inability to perform the required task as it coincided with midterms. Another factor that affected students' writings was students' motivation, as few students enjoyed the topic assigned to them. The topics of food and social media, stereotypes, and horror movies were the most instigators of off-session and in-session conversation. Students exhibited more effort to make sure to get their thoughts across in their longer reflective paragraphs on these topics. Consequently, students' participation was particularly high in these topics, even usually shy student engaged themselves through the comment section of Google Meet.

Based on researchers' observations, students showed more enthusiasm in their reflective writings than summary writings. This could be due to the fact that students showed more pride and excitement to express their own thoughts about the topics. They would send their submission and remark excitedly, without bothering what the researchers would say about their thoughts. Whereas in a summary paragraph, they were restricted to simply reports in a shortened account about what was read; there was no room for creativity.

While there was an overall improvement in students' writings both in summary and reflective types, there were some challenges that the researchers observed in the submitted writings of learners throughout the course. First, concerning the aspect of grammar, vocabulary and style, participants showed usage of new vocabulary and demonstrated an understanding of how to paraphrase key ideas but their execution was still in need of honing, and there were reoccurrences of some grammar errors. Second, as for spelling, punctuation, and capitalization, participants took advantage of the spelling checker very well. However, participants' performance was less so in punctuation. Moreover, there were still problems related to capitalization, although many show an understanding of what to capitalize. An overall review and revision of this authentic course is therefore recommended; and the duration may also be extended to see greater impact on all accounts.

Conclusion

Results of this study show that using this online course of authentic materials had contributed to the improvement of students' written output. It has also been found that it is important to choose interesting topics to read, topics that can be relevant to the students. Moreover, the time must be selected carefully, as some of the participants expressed their inability to perform the required tasks when it coincided with midterms. One limitation of this study was the short duration of the course and that is why the study recommends a longer course to see a greater impact on written performance.

Theoretically, this study enriched the field of online learning as it dealt with a topic that had not been investigated in depth earlier. The study would give a clearer insight about the skills that would improve the use of authentic reading tasks on in online settings. The study not only examined the effect of authentic materials but also the correlation between the quantity of written work and students' test results in writing. Findings suggest that students' performance was influenced by different factors. The more writing students produce the fewer errors they end up repeating. Another factor is choosing interesting topics, ones that are relevant to the students can have a positive impact. Practically, the results of this study could help EFL teachers at all stages in incorporating authentic reading tasks in writing development in blended or e-learning settings. The results could also benefit syllabus designers to incorporate authentic online reading tasks in their writing courses.

Acknowledgements

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Appendix 1. *(Course design)*

Course title	An online course for improving writing skills via reading of authentic materials.
Course period	4 weeks
Session days	2 days a week
Session duration	2 hours
Group level	Intermediate
Course outcomes	By the end of the course, learners will be able to: 1-write a well-developed summary paragraph of a given article. 2-write a well-developed reflective paragraph on a given topic.
Teaching Method	Following a constructivist approach in learning, discovery learning is used. Through the guidance of the teacher, Learners will discover the conventions of paragraph writing from their critical reading of authentic materials.

Session#	Learning outcomes	Materials	Method of teaching	Pre-session activities	In session activities	Post session activities
1	Write one summary paragraph of an article with a clear topic sentence and supporting sentences. Write one reflective paragraph on the topic of languages with a clear topic sentence and supporting sentences. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs The following published articles: Your language shapes the world around you Multilingualism: A means to a more fruitful life Interesting facts about the Japanese language	Discovery learning	Learners to: -Watch A short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: a topic sentence and supporting sentences. Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
2	Write one summary paragraph of an article with no run-on sentences or fragments. Write one reflective paragraph on the topic of advertising with no run-on sentences or fragments. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs. The following published articles: The combination of taboo advertising with humor. It's a cultural thing. 10 best marketing slogans ever	Discovery learning	Learners to: -Watch a short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: run on sentences and fragments. Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
3	Write one summary paragraph of an article with accurate paraphrasing. Write one reflective paragraph on the topic of Literature with accurate paraphrasing. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs. The following published articles: A book review on Dostoevsky's Crime and punishment A book review on Shirley Jackson's We have always lived In the castle Interview with Ariel Bissett a young reader and writer.	Discovery learning	Learners to: -Watch a short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: paraphrasing. Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
4	Write one summary paragraph of an article with accurate punctuations and capitalizations. Write one reflective paragraph on the topic of fashion with accurate punctuations and capitalization. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs. The following published articles: "The true cost" of fast fashion. Going Undercover As Fashionista In Social Media Fashion Face Masks – A Short History Before Covid-19	Discovery learning	Learners to: -Watch a short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: punctuations and capitalizations Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
5	Write one summary paragraph of an article with transitional phrases. Write one reflective paragraph on the	Google docs. The following published articles: A closer look at mental illness	Discovery learning	Learners to: -Watch a short clip related to the topic.	Learners to: -Take turns reading and translating the three articles.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the

Session#	Learning outcomes	Materials	Method of teaching	Pre-session activities	In session activities	Post session activities
	topic of mental illness with translational phrases. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	How Much Do We Understand About Depression? Joker Movie Leads Complaint List in New BBFC Report		-skim through the three articles.	-Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: transitional phrases Feedback given accordingly.	day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
6	Write one summary paragraph of an article with correct helping verbs. Write one reflective paragraph on the topic of Stereotypes with correct helping verbs. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs. The following published articles: Why Stereotypes Are Harmful Unskippable Disclaimers For Racism Appear On Several Old Films On Disney+ 9 Harmful Stereotypes We Never Realized Our Favorite Disney Movies Taught Us	Discovery learning	Learners to: -Watch a short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: helping verbs Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.
7	Write one summary paragraph of an article with correct spelling. Write one reflective paragraph on the topic of Food & social media with correct spelling. Use (1-2) of the grammar points that are covered. Use (3-5) new vocabulary discussed.	Google docs The following published articles: YouTuber Stephanie Soo Combines True Crime and Food for a Good Time South Korea to clamp down on binge-eating trend amid obesity fears Instagram Food Is a Sad, Sparkly Lie	Discovery learning	Learners to: -Watch a short clip related to the topic. -skim through the three articles.	Learners to: -Take turns reading and translating the three articles. -Guess meaning of new words. -Discuss article's main ideas. -Write a summary or reflective on a shared document with a focus on the session's sub skill of writing: spelling. Feedback given accordingly.	Learners to write: -A summary paragraph on any of the articles with special attention to the sub skill of the day. –A reflective paragraph on the topic with special attention to the sub skill of the day. Learners get personalized Feedback to rewrite summary and reflective pieces with a focus on the sub skill of the day. Learners to collect contexts of 3 new words via Twitter search, and write their observations.

Appendix 2: *Analytic Rubric*

Category	Sub-skills	Indicators of performance	Points 1 -2 -3
Organization	-Suitability of the paragraph to the	1: Paragraph is inadequate to task	

And development	required task	2: Paragraph addresses task but with missing or redundant information. 3: Paragraph fully responds to task requirement.	
	Topic sentence	1: Main idea not given 2: Main idea partly given 3: Main idea wholly given	
	Supporting details	1: Supporting details are not given. 2: Some supporting details are given. 3: Supporting details are sufficiently given.	
	Conclusion	1: Concluding sentence inappropriate 2: Concluding sentence lacking 3: Concluding sentence appropriate.	
	Coherence	1: A lot of irrelevant details 2: One irrelevant detail. 3: All supporting details are relevant.	
	Cohesion	1: Used no transitional words 2: Used basic transitional words 3: Used variant transitional words	
appropriate grammar, vocabulary and style	Run-on sentences	1: Too short to judge /too many errors 2: One or two run-on sentence 3: No run-on sentences	
	Fragments	1: Too short to judge / too many errors 2: One or two fragments 3: No fragments	
	Subject-verb agreement	1: Too short to judge / too many errors 2: One or two errors in subject-verb agreement in the paragraph 3: No errors in subject-verb agreement	
	Verb tense	1: Too short to judge /too many errors 2: One or two errors in verb tense in the paragraph 3: No errors in verb tense in the paragraph	
	Vocabulary	1: Too short to judge / too many errors 2: One or two wrong vocabulary choices in the paragraph 3: Used suitable vocabulary appropriately in the paragraph	
	Effect of mother tongue on style	1: Too short to judge/ too many Arabic forms 2: One or two Arabic forms are used in the paragraph 3: No Arabic forms are in the paragraph	
	Paraphrasing	1: Too short to judge/too many copied sentences 2: One or two copied sentences 3: No copied sentences	
Mechanics	Spelling	1: Too short to judge / too many errors 2: One or two misspelt words in the paragraph 3: No misspelt words in the paragraph	
	Punctuations	1: Too short to judge / too many errors 2: One or two errors in punctuation 3: Punctuation is used appropriately	
	Capitalization	1: Too short to judge / too many errors 2: One or two errors in capitalization 3: Correct capitalization	
T O T A L P O I N T S			