

AMERICAN UNIVERSITY OF ARMENIA

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Towards Blogging: Teaching Adult ESL/EFL Learners Writing Techniques and Approaches
in Social Media

A design project submitted in
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By

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TABLE OF CONTENTS

| | |
|---|----|
| Abstract | iv |
| Chapter One: Introduction..... | 1 |
| Chapter Two: Literature Review..... | 3 |
| 2.1 Blogging..... | 3 |
| 2.2 Blogging in the EFL/ESL Classroom..... | 4 |
| 2.3 The Use of Blogging in Teaching Writing Skills..... | 4 |
| 2.4 Learning Informal English..... | 5 |
| 2.5 Using Blogging to Learn Informal English..... | 6 |
| 2.6 Benefits of Blogging for EFL/ESL Students..... | 7 |
| Chapter Three: Proposed Plan and Deliverables..... | 9 |
| 3.1 Project Description..... | 9 |
| 3.2 Needs and Environment Analysis..... | 9 |
| 3.3 Goals and Objectives..... | 10 |
| 3.4 Timeline of Major Steps for the Project..... | 16 |
| 3.5 Learning Plan..... | 16 |
| Chapter Four: Reflections and Recommendations..... | 17 |
| 4.1 Reflections..... | 17 |
| 4.2 Recommendations | 19 |
| References..... | 20 |
| Appendix A..... | 23 |
| Appendix B..... | 29 |
| Appendix C..... | 77 |

Abstract

The purpose of the project was to design a course aimed at teaching students to write in an informal style, be able to summarize succinctly and write blogs from scratch. This course is designed for EFL/ESL learners. The deliverables of the course include complete lesson plans and course materials. Besides the course materials, the capstone consists of recommendations and reflections on the overall piloting experience. The five-week course was piloted at a language and training centre in Yerevan. It was designed specifically for adult learners at the intermediate level of English language proficiency.

The results of the post-piloting survey (Appendix A) show that the young adults found the course useful, engaging and exciting.. The participants liked the opportunity to be self-paced since all the materials were accessible on the internet. Doing all the tasks in the classroom, the consensus the participants and the teacher came to, was another thing the participants liked and appreciated. There was nothing they would like to change in the course. They found the materials adequate to their needs. They will recommend the course to others.

Keywords: EFL classroom, ESL classroom, blogging, blog writing, writing skills, blog writing techniques

CHAPTER ONE: INTRODUCTION

Knowing a foreign language in its classic understanding requires good listening, reading, writing, and speaking skills. Four of them are equally difficult for language learners. So, educators are constantly searching for new methods to make the learning process less complex.

Times are changing, and so are the ways and methods of teaching and learning. Due to the rapid development of technology and its integration into everyday life, teachers and educators try to find ways to use it in the language learning process (Ghavifekr & Rosdy, 2015, p. 175). Thus, writing has also been affected and has been going through some changes.

Nowadays, blogging among adolescents and young adults is increasing. It has gone beyond being only a way to express thoughts and pose questions to the target community. It became a profitable activity for many young people. So, it is sensible to integrate blogging as a part of writing courses in educational institutions. Looking through most writing courses, we will see that students learn how to write different essays and use mainly formal academic language.

By integrating blog writing in the writing course would teach students to express their ideas informally in a short, limited text. To express ideas informally yet respectfully in a short piece of writing can be challenging. Students will learn to express their opinions freely, confidently, and briefly during this course.

This course is designed to teach adolescents informal, everyday English. The course is based on teaching blog-writing for the following reasons:

1. The structure of a blog is different from a formal essay. A blog is limited in characters, facilitating the students' ability to express their ideas succinctly.

2. Blogs use informal language. Learning a language does not mean only being exposed to formal speech. If the students are expected to know the foreign language, they should be able to communicate informally, either.
3. Blogs entered our daily life with the evolution of technology. Nowadays, a blog is a part of every profession and every professional. Most famous teachers, doctors, and lawyers have their blogs. Young professionals increase their income by blogging; some young people choose to blog as a self-sufficient profession. So, if blogging is so widespread, it is highly recommended to have a course in the curriculums of humanitarian departments of universities. And as we know, English is the official language of the Internet; thus, the course should be conducted in English.

CHAPTER TWO: LITERATURE REVIEW

"Either write something worth reading or do something worth writing" (Benjamin Franklin, 1738:3).

The literature review section will attempt to review literature related to teaching informal English writing course through blogging in EFL/ESL classrooms. It will begin with a brief historical overview. Then it will discuss the integration of blogging in EFL/ESL classrooms. Finally, the importance of learning conversational English and blog-writing in EFL/ESL study areas.

2.1 Blogs

Blogs immerse in various spheres of social life; they address multiple topics, from educational and political issues to family and children's daily lives (McChullagh, 2008). Thus, blogging in the educational sphere was an anticipated integration. Blogging in the classroom is a promising approach to teaching a second language in a specific area of writing (Lin, Li, Hung, & Huang, 2014).

Gurak and Antonijevic (2008), in their article noted that blogs are online journals. They are both technology and a kind of computer communication. The term "weblog" was first used in the late 90s, which later became known as "web blog", then "we-blog", and finally "blog". Blogs became famous after one of them was created. In 1994, college understudy Justin Lobby of Swarthmore College started Links.net. It was his web dairy farm, and it helped him blog better. Just as time passed in 2004, Modern York Times magazine featured Justin Lobby as "the founder of solo blogging" (Mukhametkali, 2020).

So, the early 2000s was the era of blogging. In their article Murray, Hourigan, & Jeanneau (2007) claim blogging is a post-process approach that permits you to rationalize and reflect on your "expressions of the self." It can help young adults to become more sociable in their community.

2.2 Blogging in the EFL/ESL Classroom

Previous studies have emphasized that the use of blogging in the higher education and research sectors has been increasing since 2000. Many educators integrated this technology into classroom instruction and language learning (Campbell, 2003; Johnson, 2004; Lankshear & Knobel, 2003; Richardson, 2004).

Cequena (2013) conducted a study to determine the effects of blogging on first-year college students' writing performance based on the results received from pretest and post-test mean scores, interviews and reflections, found out that essay writing through blogging improved her students' writing abilities. Nepomuceno (2011) noticed that blogging in an ESL class could be an effective alternative to the improvement of writing skills and letter development. In their research, Mabuan (2018) highlights that the students found blogging as a platform to help them improve their English writing skills, express their thoughts and ideas freely, and facilitate online interaction with peers.

Blogging gives chances to evolve students' English language skills in various ways in the EFL context. It enhances the students' critical thinking skills too. According to Sattar (2015) the students get engaged in the learning process by interacting with their peers on a blog that develops their critical thinking.

2.3 The Use of Blogging in Teaching Writing Skills

University students may benefit from writing a blog by becoming more determined and motivated to write (Brannon-Hamilton, 2010). The study results presented by Sun (2010), who was investigating the effects of extensive writing by comparing the writing performance in the first three and the last three blog entries written by the participants, show that blogs can be considered as an effective task-based environment that prompts everyday and purposeful language use and enhances writing proficiency in the target language. Also, blogging is suitable for collaborative writing and group work (Dyrud et al., 2005).

McCullagh (2008) reports that self-expression is vital for bloggers who use blogging as a medium for self-reflection. Blogs engage learners who feel the necessity to "speak out" in a written form among their peers or other community (Ahluwalia, Gupta, & Aggarwal, 2011). Thus, undoubtedly, blogging as a part of the writing course of any educational institution would only be beneficial for enhancing students' writing skills; for today's youth, only academic English is not enough.

Blogging can also be a good tool for monitoring progress. An individual web journal connected to a course can allow students to see their progress. Also, if a blog post is linked to the lesson theme and posted to the Internet, students' writings would not be limited to their classmates. And the replies the students get from strangers can also be counted as a type of assessment (Godwin-Jones, 2003).

Talking about the advantages of integrating blogging into a writing course Jones (2007) reports that blogging facilitates students' critical thinking skills and affects students' writing quality. It provides examples of feedback and entries for the students to read, model, and learn; facilitates meaningful learning; gives students a purpose for writing; and motivates students' writing and interaction by publishing for an authentic audience (Losada et al., 2017).

2.4 Learning Informal English

Informal learning lets learners efficiently acquire English learning experience. They can choose their learning content to improve their English level specifically. English informal learning can be considered a bit of English learning mode and can trigger the learning interest of English learners. In contrast to formal education, informal learning can boost students' knowledge of English. Here, a more effective form of language learning is emphasized (Xiaoyan & Wenqian, 2019).

Lima, Candido, and Senefonte (2020), in the article "Informal English through sitcoms", state the importance of informal education. They mention conversational English is a part of everyday speech, students should know how to use it appropriately. One of the parts of language learning is to be exposed to different varieties of it in the classroom so that the language learners can use it and connect in a different context of communication.

Xiaoyan and Wenqian (2019), in a study on informal learning based on English Learning App, concluded that English language learners also learn English from other sources like friends, media, newspapers, and hearing conversations in public or any informal settings. The simple way of learning a second language doesn't have any specific goals, objectives, norms, rules or structure. The benefits of informal language learning are a stress-free environment and focusing on the student experiencing the language in its context, but that doesn't mean it happens only outside the classroom. Informal learning can happen even inside the school.

2.5 Using Blogging to Learn Informal English

Nowadays, blogging has become a profession that helps many young people to make a living. So, blogging is the best representative of the conversational written speech in a text restricted by characters. Most of the time, it requires informal language (Godwin-Jones, 2006). Thus, as it is directly connected with writing skills and informal writing, blogging is worth to be integrated into the curriculum of writing courses. Using informal English and writing a short text in conversational English is more appealing to students (Yunus et al., 2012). So, practising blog-writing would make it easier and more appealing for students to express ideas. Huang (2007) states that blogging is progressively used in education since the Internet is easily accessible for teachers and students. Armstrong and Retterer (2008) support the idea by saying that blogging engages students in the subject matter by being easy to use and informal, conversational style. The findings of the research conducted in a Malaysian

university suggest that many students consider using Social networking services, i.e. learning informal English, as helpful in improving writing, communication, vocabulary, and reading. However, students found social networking services for informal learning of English the least beneficial for grammar, listening, and speaking skills.

In their paper "Generation of Formal and Informal Sentences," Sheikha and Inkpen (2008) summarize the main characteristics of informal style:

- using personal pronouns and the active voice
- using simple words and sentences
- using contractions
- using many abbreviations
- using the words that express rapport and familiarity ("brother", "buddy", "man", and "pal")
- using vague expressions

2.6 Benefits of Blogging for EFL/ESL Students

Several authors have compared people who write blogs with those who do not. Baker and Moore (2008) show that blogging affects social integration, reliable alliance, and friendship satisfaction. So, blogging has a beneficial effect on the learners' mental health. Blogging can also be a good tool for monitoring progress. An individual web journal connected to a course can allow students to see their progress. Also, if a blog post is linked to the lesson theme and posted to the Internet, students' writings would not be limited to their classmates. And the replies the students get from strangers can also be counted as a type of assessment (Godwin-Jones, 2003).

All the benefits of blogging mentioned above are well expressed by Sun and Chang (2012), who state that blogging can help students support and encourage each other while understanding writing through blogs; the collective anxieties, positioning, and duties that amateur writers may experience were critically re-examining through the collaborative

dialogues. Rhetorical strategies, improving grammar and essay structure, written work revision, feedback, and peer reviews can be positively affected if blogs promote writing skills (Aydin, 2014).

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Project Description

The course is created for ESL/EFL students to be able to study, work, travel and move to any country they want. Being a lingua franca, English can open many doors to the young people of Armenia. Most educational institutions teach students academic English. After graduation, students are expected not to have problems with all four English skills; the only area not adequately investigated and utilized in language courses is informal writing. Looking through most writing courses, we will see that students learn how to write different essays and use mainly formal academic language. The novelty of blog integration would be to teach students to express their ideas informally in a short, limited text. It is elementary to express ideas in an essay. To express ideas informally yet respectfully in a short piece of writing is challenging, though. Students will learn to express their opinions freely, confidently, and briefly during this course.

I taught a group of intermediate level adults students at language and training centre. By the time of piloting, the group had already had six months of general English courses taught by me using the "New English File" textbook; their level of English was sufficient for starting the targeted course. Comparing a course of formal general English and a course of everyday English through blogging, we had much more fun with the last one.

3.2 Needs and Environment Analysis

I conducted a needs analysis using two questionnaires (Appendix A and B). The one is multiple-choice, and the second is open-ended. Both were conducted before the start of the course. These tools revealed most of the learners' needs and scopes of interest. The questionnaires were in English. The questions were clear and understandable for reliable and comprehensible responses.

Based on the results of the tools mentioned above, the following findings were revealed:

- The learners enjoy writing.
- The learners mostly use English in a written form.
- The learners use English also out of their work and studies.
- They were eager to learn through digital materials and authentic sources.
- They were eager to enhance their writing skills through blogging.
- They were happy to leave comments on their peers' work.
- They would like not to have homework assignments.
- They were eager to enhance their writing skills through blogging.

3.3 Goals and Objectives

If you do not set goals, you will be disappointed with the outcomes. Setting course goals and objectives is crucial for designing a course. Having clear aims and being willing to have specific outcomes helps us create a sensibly prioritized pace and steps of the course. According to Fuchs and Deno (1982), written and justifiable goals and objectives and procedures for evaluating goal attainment are potentially vital factors to success and learners' growth. Objectives often substitute aims and goals because the first two are not clear enough and are too far from the initial point. But we can consider objectives as small steps toward the big goal that should be achieved; in this case, the goal would be more evident and not seem vague anymore.

So, the 'Towards Blogging: Teaching Adult ESL/EFL Learners Writing Techniques and Approaches in Social Media' course has three prime goals.

The first goal is to teach the difference between academic and internet language (grammar, vocabulary). It includes illustrating the peculiarities of grammar and sentence

structure used in blog writing, using target vocabulary specific to blog writing, and producing creative and accurate writing at the level of short paragraphs and complete texts.

The second goal is to teach the laconic language of a blog. It includes justifying the importance of writing laconically, demonstrating the skill of expressing thoughts politely, though directly, and criticizing and defending any point of view on different topics.

The third goal is to raise students' understanding of the blog structure. It includes illustrating the use of the specific structure of blog texts, acknowledging different text types, and creating blogs that have broad coverage.

The table below summarizes the goals, outcomes, and the assessment plan for this project.

| GOALS | OUTCOMES | ASSESSMENT | | | |
|--|---|------------------------------------|-----------------|---------------|----------------|
| | | Calendar of Daily Activities | Blog Writing | Participation | Peer Review |
| GOAL 1: Teaching the difference of academic and internet language (grammar, vocabulary). | 1.1 Illustrate the peculiarities of grammar and sentence structure used in blog-writing. | X | X | X | X |
| | 1.2 Use target vocabulary specific in blog writing. | X | X | X | X |
| | 1.3 Summarise text, story, long piece of writing. | X | X | X | X |
| | 2.1. Debate critically yet politely. | X | X | X | X |

| | | | | | |
|--|--|---|---|---|---|
| GOAL 2: Teaching etiquette of arguing of a blog. | 2.2. Demonstrate the skill of expressing thoughts politely, though directly. | X | X | X | X |
| | 2.3. Criticize and analyse a point of view on various topics. | X | X | X | X |
| GOAL 3: Raise Ss' critical thinking. | 3.1. Analyse something from different angles. | X | X | X | X |
| | 3.2. Consider different points of view. | X | X | X | X |
| | 3.4. Create blogs that have broad coverage, considering different mindsets. | X | X | X | X |

Table 3.1. Course goals, outcomes and assessment plan

| | Reading | Listening | Vocabulary | Writing | Writing/ commenting |
|---|--|---|----------------------------|--|--|
| Unit 1: Investigate: Successful And Unsuccessful Written Blogs | The examples of successful and unsuccessful blogs. Taken from: https://contentpros.io | A successful mom blogger: good vs bad blog examples: https://www.y outube.com | blog vs vlog vs podcast | Considering the tips from reading and listening, find a successful blog and write a post about it. | Comment on your peer posts, share your opinion on why the blog in their post is good/bad. |

| | | | | | |
|---|---|---|---|---|---|
| Unit 2: Nail it: The Basis Of Blog Structure | Structure a blog: Step by step instruction. Taken from: https://syedbalkhi.com | Organization of the blog: https://www.youtube.com/watch?v=HJO3zu2MgzM | | Write a post about the importance of structuring. | Agree/disagree in the comments with your peers' ideas. |
| Unit 3: Dig deep: The Grammar Of Blogs | Informal English needed! Taken from: https://www.abcnz.net.au/education/ | Grammar of formal and informal English: https://www.youtube.com/ | | Post two versions of the same letter (formal and informal) | In comments, detect the informal versions of your peers' letters and explain your choice. |
| Unit 4: Comma, Or No Comma, That Is The Question | "Punctuation for Online Writing" Taken from: https://www.knownhost.com/ | Commas are important: https://www.youtube.com/watch?v=wdjR6o0DzeQ | | Considering the tips from reading and listening, punctuate the given text. | |
| Unit 5: Bloggish?! The Language Of Blogs English as a LINGUA | English is the best! Taken from: https://www.stephilaraine.com/2021/07/ | Why English became global: https://www.youtube.com/watch?v=- | https://bloggingguide.com/bloggin-g-terminology/ | In the form of a blog, write your opinion on why English has become a Lingua Franca. | Leave comments under your peers' posts. |

| | | | | | |
|---|--|--|---|--|--|
| | | YDGxVNuxO 0 | | | |
| Unit 6: Mr Politeness: Aggression Free Commenting | Why is everyone so angry?! Taken from: https://www.scientificamerican.com | Netiquette: https://www.youtube.com/watch?v=ywNjf5hI9kI | Diplomatic Language: https://www.londonschool.com/ | Create a post on how to follow the netiquette and/or why it is important. | In comments, agree/disagree with your peers. |
| Unit 7: Mr Critical: Debating And Criticizing | "Hurrah! I am being criticised!" Taken from: https://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2012/feb/09/reasons-tips-criticism-arts | How to be a critic: https://www.youtube.com/watch?v=PMqyEUDh130 | Criticise POLITELY without being RUDE: https://www.youtube.com/watch?v=yrfWCfXsNlk | Find a post on the internet which you disagree with. Leave a critical comment. Make a screenshot, share it with your peers. Use the learnt vocabulary. | |
| Unit 8: Let's Try: Drafting Of A Blog | Drafting is important! Adapted from: https://www.calvert | Outline it! https://www.youtube.com/watch?v=ywNjf5hI9kI | | Find an interesting blog post. Write a detailed outline | Without showing the original post give your outline to a peer and ask to create a post |

| | | | | | |
|--|--|---|----------|---|---|
| | education.com/learning-motivation/the-writing-process-drafting-and-editing | tch?v=bjzMkXXSGuo | | of the given blog post. | based on the outline. See how the original post differ from your peer's one. |
| Unit 9: Axe It Out: The Shorter The Better | Shorten it! Adapted from: https://www.writerswrite.co.za/ | Compressing the writing: https://www.youtube.com/watch | | Turn the given story into a brief blog post. | Comment on your peer posts. What else can be reduced? |
| Unit 10: God of Blogging: Create It Yourself | Revision | Revision | Revision | Now, create your blog post on any theme close to your heart. Be ready to respond correctly to critical and supportive comments from your peers and an instructor. | Leave a comment to at least three of your peers' posts. Do not forget about the netiquette! |

Table 3.2. The learning plan

3.4 Timeline of Major Steps for the Project

- ✓ Draft of Chapter 2 (Literature review) – December 2020
- ✓ Proposal presentation – December 2020
- ✓ Needs analysis – January and February 2021
- ✓ Finalizing course goals, outcomes and learning plan – February 2021
- ✓ Piloting the course – February/March 2021
- ✓ Post-Interviews – March 2021
- ✓ Capstone defence – May 2021

3.5 Learning Plan

The course is designed for above intermediate level learners around different authentic materials. Considering that all of the students are adults and most of them could not allocate time for homework or extra tasks, everything can be done during the lesson; the need for homework vanished. The classes are built upon each other and are arranged in a regular sequence. Each lesson relies on the knowledge of previous lessons, so there is always a revision of the learnt material.

As it was a course of informal writing, all the materials used for the course are authentic, and there is unrestricted use of electronic resources for everyone. One focus of the course is to make an entirely student-centred learning environment. Different approaches and methods have been employed to assist learners in achieving the goals.

CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

4.1 Reflections

Reflection and outcome are interconnected. It is one of the most critical components of a successful result. So here we discuss what worked and what did not through the course. Ten intermediate-level adult learners at the language and training centre had a 20-hour course. I taught the same group six months before, so I know their proficiency level and characters. When students learnt a general idea of the course, they showed interest in participating. Anyway, a pre-piloting survey and questionnaire were conducted. The results were discussed in the previous chapter in the needs and environment analysis section.

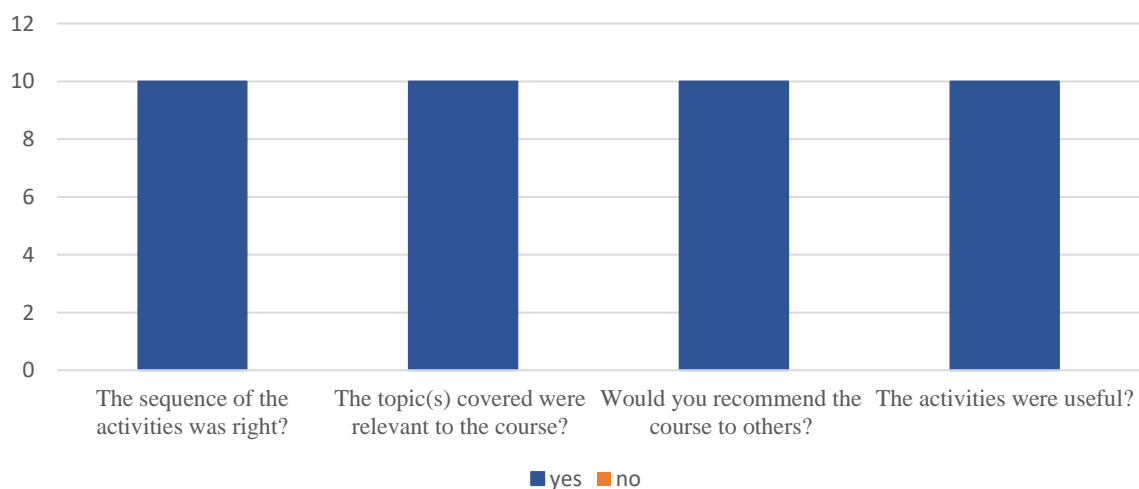
Because the course is on informal writing through blogging, all the materials were taken from the internet. It was the most challenging part to find the relevant materials. The challenging part is that before each lesson all the links mentioned in a lesson plan should be checked, confirmed to be relevant.

The post-piloting survey (Appendix A) showed that the course I designed was interesting for young adults, and the students were eager to have it. They also liked that they could easily do it self-paced because all the materials were available on the internet. Mostly, they loved that there was no homework and all the tasks were done in class for 2 hours. There was nothing they would like to change in the course, and the materials were adequate to their needs. Highly likely, they will recommend the course to others.

Below the results of the open-ended questions are shown:

| Question | Themes | % Students Contributing to Theme |
|--|---|---|
| What would you like to keep in this course? | <ol style="list-style-type: none"> The materials Having no homework | <ol style="list-style-type: none"> 32.2% 20% |
| What do you suggest could be done differently? | N/A | 100% |
| What did you like most in the course? | <ol style="list-style-type: none"> The materials Having no homework The instructor | <ol style="list-style-type: none"> 32.2% 20% 17% |
| What did you like least in the course? | N/A | 100% |
| Which topic(s) would you have liked additional or follow-up content for? | Design a similar course for oral speech | 53% |

The following diagrams show the results of yes or no questions:



The goals of the course were to teach students to express their ideas informally in a short, limited text, to be respectful yet critical in their posts, and to follow the netiquette. Based on the piloting, the students met the goals.

4.2 Recommendations

Teachers and educators can add this course to their writing courses. This can be a valuable component of any writing course due to the rapid development of technology and people's integration into digital life.

Practical suggestions for EFL teachers who are going to use the course are the followings:

- If we want our students to be able to communicate informally online, we should be digital natives ourselves.
- We should pay the most attention to the actual writing tasks during each lesson.
- Inviting some well-known bloggers to some particular class can be an exciting idea.
- All the materials should be adapted according to the level of the students because all the materials are authentic.
- We should always check the information on the websites before the lesson; the content can be changed unexpectedly.
- If possible, we should have printed out materials and recorded audio if the internet is slow or gone.

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Appendix A
Pre-piloting Survey

Survey

Instructor: Anna Ghabuzyan

Date: _____

Carefully read each question and then circle/tick the letter of the correct answer.

1. Do you enjoy writing (1=strongly disagree; 2=disagree; 3=neither agree nor disagree, 4=agree; 5=strongly agree)?

| | | | | |
|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|

6. Do you prefer writing more than 500 characters or less?
- a. More
 - b. Less
 - c. Other
7. Do you use a dictionary while writing a post on social media?
- a. Yes, I use an online dictionary.
 - b. Yes, I use a paper-based dictionary.
 - c. No, I do not use any kind of dictionary.
8. Have you ever noticed any kind of mistake after posting a content?

- a. Yes, many times.
 - b. Yes, 1-2 times.
 - c. No, never
 - d. Other
9. What strategies do you use after you noticed the mistake?
- a. I corrected
 - b. I edit
 - c. I do nothing
10. Do you think you need to improve your writing skills in English?
- a. Definitely
 - b. Maybe
 - c. No
11. Do you think that blogging (doing posts on social media in English) is beneficial for your writing skills?
- a. Yes
 - b. No
 - c. Have no idea
12. Do you enjoy writing posts or comments on social media?
- a. Yes

b. No

13. When was the last time you posted something on social media in English?

- a. Within a week
- b. Within a month
- c. Within a year
- d. Never

Pre-piloting Questionnaire

- Out of 10 posts written by you approximately how many will be in English?

- As to you, do you use English mostly in a written or oral form?

- Do you need English out of the studies/office?

- How much time can you spend on learning English in a working week?

- Can you allocate time for the homework in a working week/weekend?

Post-piloting survey

Instructor: Anna Ghabuzyan

Date: _____

1. What would you like to keep in this course?

2. What do you suggest could be done differently?

3. What did you like most in the course?

4. What did you like least in the course?

5. Which topic(s) would you have liked additional or follow-up content for?

6. The topic(s) covered were relevant to the course?

a. yes

b. no

c. other -----

7. The activities were useful?

a. yes

b. no

c. other -----

8. The sequence of the activities was right?

a. yes

b. no

c. other -----

9. Would you recommend the course to others?

a. yes

b. no

c. other -----

Appendix B

Lesson Plans

Lesson I

1.03.2022

Topic/Theme: Investigate: Successful and Unsuccessful Written Blogs

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Differentiate between successful and unsuccessful blogs |
| LO2 | <ul style="list-style-type: none"> Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 1, 2

Practice: “Reading activity” LO 1, 2

Practice: “Listening activity” LO 1, 2

Assessment/Practice: “Writing activities” LO 3

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:**Introduction: Warm-up**

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss to tell if they know what blog, vlog and podcast mean
- Tell them to find the definition on the internet and share with the groupmates
- Ask Ss to tell funny/interesting/informative things they have recently read on the internet
- Ask Ss why they think the post they read was funny/interesting/informative

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will get acquainted with the examples of successful and unsuccessful blogs
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 20 minutes to skim the text in their groups (Appendix 1)

- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (5 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the tips and examples given in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (5 min.)

Mode: Whole class

Steps:

- Ask Ss to express their opinion on the successful “business moms” in different spheres (Do you think it is easy to be a mother and simultaneously have a successful career?)

Ongoing listening activity → LO#1, 3, 4 (17 min.)

Mode: Individually

Steps:

- Tell the Ss they are going to watch a video about a successful mom blogger who talks about good vs bad blogs
- Tell them to follow the link (Appendix 2)
- Give them 17 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (5 min.)

Mode: Whole class

Steps:

- Discuss the video with the Ss. Talk about the tips mentioned in the video

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Tell the Ss to recall all the tips from the text and the video once again
- Ask the Ss to find a successful blog post referring to the information from the text and video
- Share a google doc with the Ss to post there the posts they have found
- Ask Ss to write a small blog post about it under their posts

Writing activity II → LO# 1, 2, 3, 4 (15 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts and choose the once they like (at least three)
- Tell Ss to comment on their peers' posts

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://contentpros.io/comparative-guide-good-versus-bad-looking-blog-posts/>

Appendix 2

Watch the video, pay attention to the tips mentioned by the author

<https://www.youtube.com/watch?v=7iMPuVXByOk>

Lesson 2

4.03.2022

Topic/Theme: Investigate: Nail it: The Basis of Blog Structure

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Organize a blog post |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 1, 2

Practice: “Reading activity” LO 1, 2

Practice: “Listening activity” LO 1, 2

Assessment/Practice: “Writing activities” LO 3

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss have they written anything in English out of the classroom recently: whether it was easy or difficult and what the most challenging thing was
- Ask Ss to tell what they know about blog structure (Is it long or short? Is it similar to the structure of an essay?)

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will get acquainted with the structure of a blog post
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 20 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the tips and examples given in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (5 min.)

Mode: Whole class

Steps:

- Ask Ss to express their opinion on whether it is essential for a blog post to have a structure or since informal English is used, such formality as a fixed structure can be skipped

Ongoing listening activity → LO#1, 3, 4 (15 min.)

Mode: Individually

Steps:

- Tell the Ss they are going to watch a video about a structure of a successful blog post
- Tell them to follow the link (Appendix 2)
- Give them 15 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (5 min.)

Mode: Whole class

Steps:

- Discuss the video with the Ss. Talk about the tips mentioned in the video

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Tell the Ss to recall all the tips from the text and the video
- Share a google doc with the Ss
- Tell the Ss to write a well-structured blog post about the importance of structuring

Writing activity II → LO# 1, 2, 3, 4 (15 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to comment on their peers' posts agreeing or disagreeing with the ideas mentioned

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Follow the link, skim the text in the groups, make some notes of the main points

Appendix 1

<https://syedbalkhi.com/how-to-structure-a-perfect-blog-post-with-examples/>

Appendix 2

Watch the video, pay attention to the tips mentioned by the author

<https://www.youtube.com/watch?v=HJO3zu2MgzM>

Lesson 3

8.03.2022

Topic/Theme: Dig deep: The Grammar of Blogs

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Differentiate between formal and informal English |
| LO2 | <ul style="list-style-type: none"> Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss if they have ever met some informal speech or some unusual contraction in movies or songs, that was hard to understand
- Ask Ss what interesting abbreviations, contractions they use while sending someone a message via social media (OMG, LOL, ain't, gonna)

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will get acquainted with the written informal English and see some examples of comparison of formal and informal English
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 20 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the tips and examples given in the text

Practice: Listening activity**Pre-listening activity** → LO # 1, 3 (5 min.)**Mode:** Whole class**Steps:**

- Ask Ss to express their opinion on whether it is essential for a blog post to have a structure or since informal English is used, such formality as a fixed structure can be skipped

Ongoing listening activity → LO#1, 3, 4 (25 min.)**Mode:** Individually**Steps:**

- Tell the Ss they are going to watch a video about formal and informal language, different examples of formal and informal expressions in English
- Tell them to follow the link (Appendix 2)
- Give them 22 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (5 min.)**Mode:** Whole class**Steps:**

- Discuss the video with the Ss. Talk about the examples mentioned in the video

Production: Writing activity**Writing activity I** → LO# 1, 2, 3, 4 (25 min)**Mode:** Individually

Steps:

- Tell the Ss to recall all the tips from the text and the video
- Share a google doc with the Ss
- Tell the Ss to post there two versions of the same letter (formal and informal)

Writing activity II → LO# 1, 2, 3, 4 (15 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to detect the informal versions of your peers' letters and explain your choice.

Wrap-up: Whole class review / what has been learnt**Saying good-bye → LO# 1, 2, 3, 4 (5 min)**

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.londonschool.com/blog/10-differences-between-formal-and-informal-language/>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=2FOptwGnD8I>

Lesson 4

12.03.2022

Topic/Theme: Comma, Or No Comma, That Is the Question

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Use different punctuation patterns correctly |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss if they have ever met a line/comment/post on the internet with an ambiguous meaning because of the incorrect punctuation or no punctuation at all

Ongoing reading activity → LO# 1, 4 (15 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will get acquainted with the ten rules of punctuation for online writing
- Ask the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 13 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the tips and examples given in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (5 min.)

Mode: Whole class

Steps:

- Ask Ss to share their opinion on why or why not punctuation is important

Ongoing listening activity → LO#1, 3, 4 (7 min.)

Mode: Individually

Steps:

- Tell the Ss they are going to watch a video about nine funny punctuation mistakes
- Tell them to follow the link (Appendix 2)
- Give them 5 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (5 min.)

Mode: Whole class

Steps:

- Discuss the video with the Ss. Talk about the examples mentioned in the video, whether the Ss have ever done them

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (40 min)

Mode: Individually

Steps:

- Tell the Ss to recall all the tips from the text and the video
- Ask the Ss to search on the internet a blog post up to 280 characters and keep the links of the original posts

- Share a google doc with the Ss and ask them to share the posts there
- Tell the Ss to remove all the punctuation marks from the posts and entitle the posts with their own names
- Tell the Ss to write their names on small pieces of paper, fold and put them on the instructor's table
- Ask each S to come up and take a folded paper and look at the name (in case the S picked up his/her own name, put it back and take another paper)
- Tell the Ss to punctuate the post of a person whose paper they took

Writing activity II → LO# 1, 2, 3, 4 (20 min)

Mode: Individually

Steps:

- Ask Ss to post the originally punctuated post under the one punctuated by their peers
- Ask the Ss to create two groups of five
- Tell them to compare and discuss the original posts with the posts punctuated by them

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.londonschool.com/blog/10-differences-between-formal-and-informal-language/>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=2FOptwGnD8I>

Lesson 5

11.03.2022

Topic/Theme: Bloggish?! The Language of Blogs

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Defend and argue why English is considered Lingua Franca |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss to share their opinion on why it is important to know English
- Ask Ss in what language they read the most online posts

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will read a text on why English is the best language for blog-writing
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 17 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the ideas shared in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (5 min.)**Mode:** Whole class**Steps:**

- Ask Ss if English is popular in their own country

Ongoing listening activity → LO#1, 3, 4 (10 min.)**Mode:** Individually**Steps:**

- Tell the Ss they are going to watch a video about how English became a global language
- Tell them to follow the link (Appendix 2)
- Give them 7 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (5 min.)**Mode:** Whole class**Steps:**

- Discuss the video with the Ss. Talk about the reasons brought by the presenter

Production: Writing activity**Writing activity I** → LO# 1, 2, 3, 4 (30 min)**Mode:** Individually**Steps:**

- Tell the Ss to recall all the ideas from the text and the video
- Share a link with useful vocabulary with Ss
- Tell them they need to use as many words/phrases as possible from the given vocabulary in their writing
- Share a google doc with the Ss

- Tell Ss to write in the form of a blog why English has become a Lingua Franca

Writing activity II → LO# 1, 2, 3, 4 (20 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to leave comments under their peers' posts.

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.stephilareine.com/2021/07/why-english-is-the-best-language-for-your-blog.html>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=-YDGxVNuxO0>

Lesson 6

15.03.2022

Topic/Theme: Why is everyone so angry?!

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Critique politely |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (10 minutes)

Mode: Whole class

Steps:

- Ask Ss if they have ever been insulted on the internet
- Ask Ss to share their opinion on rude behavior on the internet

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will read a text with comments below about the aggressive behavior on the internet
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 17 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss their opinion on the ideas shared in the text
- Ask Ss how the situation can be improved

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (10 min.)

Mode: Whole class

Steps:

- Ask Ss how they act if someone insults them on the internet
- Ask Ss if they have ever heard about Netiquette
- Ask them to explain/ give a definition of the word

Ongoing listening activity → LO#1, 3, 4 (13 min.)

Mode: Individually

Steps:

- Tell the Ss they are going to watch a video about Netiquette
- Tell them to follow the link (Appendix 2)
- Give them 11 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (10 min.)

Mode: Whole class

Steps:

- Discuss the video with the Ss. Talk about the examples brought by the presenter

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (25 min)

Mode: Individually

Steps:

- Tell the Ss to recall all the ideas from the text and the video

- Share a link with useful vocabulary with Ss
- Tell them they need to use as many words/phrases as possible from the given vocabulary in their writing
- Share a google doc with the Ss
- Tell Ss to create a post on how to follow the netiquette and/or why it is important.

Writing activity II → LO# 1, 2, 3, 4 (15 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to agree/disagree with their peers in comments (under at least three posts)

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.scientificamerican.com/article/why-is-everyone-on-the-internet-so-angry/>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=0Zx0e7-jZGg>

Lesson 7

18.03.2022

Topic/Theme: Mr. Critical: Debating and Criticizing

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Value criticism |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (7 minutes)

Mode: Whole class

Steps:

- Ask Ss how they feel when they are given negative feedback

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will read a text on how they can benefit from criticism
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 17 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss to discuss the tips shared in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (7 min.)

Mode: Whole class

Steps:

- Ask Ss if they have ever got a critical review, comment, or feedback
- Tell Ss to share how they responded to that critic

Ongoing listening activity → LO#1, 3, 4 (13 min.)

Mode: Individually

Steps:

- Tell the Ss they are going to watch a video about how to accept and react to a criticism
- Tell them to follow the link (Appendix 2)
- Give them 11 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (10 min.)

Mode: Whole class

Steps:

- Discuss the video with the Ss. Talk about the ideas shared by the presenter

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Tell Ss to recall all the ideas from the text and the video
- Share a link with useful vocabulary with Ss
- Tell them they need to use as many words/phrases as possible from the given vocabulary in their writing
- Ask Ss to find a blog post on the internet with which they do not agree

- Tell them to leave a critical but constructive comment under it
- Tell them to share the links of the posts they commented on
- Share a google doc with the Ss and tell them to share the link of the posts they commented on there

Writing activity II → LO# 1, 2, 3, 4 (20 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' comments
- Tell Ss to agree/disagree with their peers in the shared google doc under the links (under at least three posts)

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2012/feb/09/reasons-tips-criticism-arts>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=16CNY7LV9-A>

Lesson 8

22.03.2022

Topic/Theme: Let's Try: Drafting of A Blog

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Outline an actual blog post |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (7 minutes)

Mode: Whole class

Steps:

- Ask Ss if they are aware of brainstorming, or any other technique used before writing something

Ongoing reading activity → LO# 1, 4 (20 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will read a text on writing processes
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 17 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss to discuss the ideas shared in the text

Practice: Listening activity

Pre-listening activity → LO # 1, 3 (7 min.)**Mode:** Whole class**Steps:**

- Ask Ss to share their opinion on whether doing a draft before writing something is a waste of time or an essential part of the writing process.

Ongoing listening activity → LO#1, 3, 4 (15 min.)**Mode:** Individually**Steps:**

- Tell Ss they are going to watch a video on how to structure/outline our blog post before its actual creation
- Tell Ss to follow the link (Appendix 2)
- Give them 15 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (10 min.)**Mode:** Whole class**Steps:**

- Discuss the video with Ss. Talk about the ideas shared by the presenter

Production: Writing activity**Writing activity I** → LO# 1, 2, 3, 4 (30 min)**Mode:** Individually**Steps:**

- Tell Ss to recall all the ideas from the text and the video
- Ask Ss to find an interesting blog on the internet and read it

- Share a google doc with Ss
- Tell Ss to make an outline of the post they read and post the outline in a google doc

Writing activity II → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' outlines
- Tell Ss to pick the outline that comes after theirs and create a story based on that outline
- Ask Ss to share original stories above the outlines
- Ask Ss to discuss whose outline was the most similar to the original story and whose was the farthest from it

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.calverteducation.com/learning-motivation/the-writing-process-drafting-and-editing>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=bjzMkXXSGuo>

Lesson 9

25.03.2022

Topic/Theme: Axe It Out: The Shorter, the Better

Duration of Lesson: 120m.

Target language proficiency level: Intermediate

Native language: Armenia

Learning Objectives:

By the end of the class, students will be able to (SWBAT):

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Outline an actual blog post |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access

Anticipated Problems: Slow internet connection, no electricity

Procedures:

Warm-up: “Greeting the students”

Presentation: “Introducing the topic” LO 3

Practice: “Reading activity” LO 1, 3, 4

Practice: “Listening activity” LO 1, 3, 4

Assessment/Practice: “Writing activities” LO 1, 2, 3, 4

Wrap-up: “Discussion of the learnt material, goodbye”

Procedures:

Introduction: Warm-up

“Hello, guys” (3 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Presentation: Introducing the topic

Pre-Reading Activity → LO#1, 3 (7 minutes)

Mode: Whole class

Steps:

- Ask Ss if they have any difficulties expressing their ideas in short comments or short post
- Ask Ss to share their thoughts about which is easier to write a short story or a long one

Ongoing reading activity → LO# 1, 4 (17 minutes)

Mode: Small groups

Steps:

- Tell the Ss they will read a text on how to make sentences shorter
- Tell the Ss to create groups of 3
- Tell them to follow the link (Appendix 1)
- Give them 15 minutes to skim the text in their groups (Appendix 1)
- Ask them to make notes while skimming

Post-reading activity → LO# 1, 2 (7 min.)

Mode: Whole Class

Steps:

- Ask Ss to discuss the tips shared in the text

Practice: Listening activity**Pre-listening activity** → LO # 1, 3 (7 min.)**Mode:** Whole class**Steps:**

- Ask Ss if they have a Twitter account, if so, do they have difficulties with posting a tweet because of the restricted number of characters

Ongoing listening activity → LO#1, 3, 4 (5 min.)**Mode:** Individually**Steps:**

- Tell Ss they are going to watch a video on how to shorten a piece of writing and exclude all the unnecessary elements
- Tell Ss to follow the link (Appendix 2)
- Give them 4 minutes to watch the audio and take notes (Appendix 2)

Post-listening activity → LO# (10 min.)**Mode:** Whole class**Steps:**

- Discuss the video with Ss. Talk about the examples shared by the presenter

Production: Writing activity**Writing activity I** → LO# 1, 2, 3, 4 (30 min)**Mode:** Individually**Steps:**

- Tell Ss to recall all the ideas from the text and the video
- Ask Ss to find a long story on the internet and read it

- Turn the story into a blogpost
- Share a google doc with Ss
- Tell Ss to post their blogposts there

Writing activity II → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to comment on their peers' posts and tell what else could be reduced

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (5 min)

Mode: Whole class

Steps:

- Ask the Ss to tell what main things they have learnt from the lesson
- Slightly introduce the topic of the next lesson to the Ss

Appendix (Handouts, Materials, Pictures etc.)

Appendix 1

Follow the link, skim the text in the groups, make some notes of the main points

<https://www.writerswrite.co.za/6-ways-to-shorten-your-sentences-and-improve-your-writing/>

Appendix 2

Watch the video, pay attention to the examples brought by the author, make some notes

<https://www.youtube.com/watch?v=m53HXmuAC9A>

Lesson 10**29.03.2022****Topic/Theme:** God of Blogging: Create It Yourself**Duration of Lesson:** 120m.**Target language proficiency level:** Intermediate**Native language:** Armenia**Learning Objectives:***By the end of the class, students will be able to (SWBAT):*

| | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Create a blog post |
| LO2 | <ul style="list-style-type: none"> • Apply their knowledge in the writing process |
| LO3 | <ul style="list-style-type: none"> • Express their opinion on a given topic |
| LO4 | <ul style="list-style-type: none"> • Demonstrate the ability to comprehend authentic materials |

Materials: computer, internet access**Anticipated Problems:** Slow internet connection, no electricity**Procedures:**

Warm-up: "Greeting the students"

Presentation: "Introducing the topic" LO 3

Practice: "Revision" LO 1, 3, 4

Assessment/Practice: "Writing activities" LO 1, 2, 3, 4

Wrap-up: "Discussion of the learnt material, goodbye"

Procedures:**Introduction: Warm-up**

“Hello, guys” (5 minutes)

Mode: Whole class

Steps:

- Greeting the Ss, asking how they are

Revision

Speaking Activity → LO#1, 3, 4 (30 minutes)

Mode: Whole class

Steps:

- Ask Ss to recall all the themes they have learnt throughout the course
- Tell Ss to form 2 groups of 5
- Ask Ss to go through the 9 google docs of the 9 previous lessons in their groups
- Tell them to discuss the most challenging, easy, and exciting parts

Production: Writing activity

Writing activity I → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Share a google doc with Ss
- Ask Ss to write a blog post on any theme close to their heart keeping in mind all the tips learnt throughout the course
- Tell Ss to be ready to endure constructive criticism from their peers

Writing activity II → LO# 1, 2, 3, 4 (30 min)

Mode: Individually

Steps:

- Ask Ss to look through their peers' posts
- Tell Ss to comment on at least three posts of their peers

Wrap-up: Whole class review / what has been learnt

Saying good-bye → LO# 1, 2, 3, 4 (30 min)

Mode: Whole class

Steps:

- Ask the Ss to tell the main things they have learnt from the whole course
- Have a small party with Ss ;)

Appendix C

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