Classroom Evaluation: Learners' Perspectives on The Teaching Approach in A Second Language Writing Course

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ABSTRACT

Second language writing instructors remain to experience a great deal of difficulty to find the most effective approach for assisting students to the improvement of second language (L2) writing. Teachers might claim that they have provided their students with everything they require and that they have utilized the most effective method for the teaching tasks. By doing an explanatory mixed-method on students' personal learning experiences, the study suggests that the teachers in the L2 writing subject are to adopt the process-genre approach, by incorporating real-context materials. The teacher also could improve students' understanding of the varieties and functions of text by exposing them to authentic texts. In addition to that, using the process-genre approach, learners might have a more relevant and sensible writing instructions. Therefore, the implementation of a reflection study to evaluate an L2 writing course has yielded valuable information for language instructors, particularly writing instructors, informing them of the most appropriate method to use in the second language classroom.

INTRODUCTION

For decades, studies on second language writing (L2 writing) have been extensively addressed from a disciplinary to an interdisciplinary field of inquiry in second language studies and applied linguistics. The growing field of L2 writing still expands theoretically and pedagogically among L2 writing scholars. Researchers have already contributed their speculative thoughts into a range of research analyses ranging from practical, methodological, and theoretical points of view to using multimedia in teaching L2 writing and giving feedbacks (Ferris and Hedgcock, 2005; Godwin-Jones, 2018; Grabe and Kaplan, 2014; Huddleson, 1988; Hyland, 2003, 2019; Liu and Yu, 2022; Silva and Wang, 2020; Polio, 2017). Nevertheless, producing L2 composition is still regards as a task that requires highly complex thinking skills, especially when it comes to teaching write in second language for academic purposes. Investigations are still needed to improve how a L2 academic writing course can be delivered effectively.

Teachers of second language (L2) writing may find it most challenging to determine the optimal approach for guiding students toward improved L2 writing. In a study with an Indonesian context, Hapsari and Sukavatee (2018) demonstrated that writing is a complex language skill and process in which learner need critical thinking skills to brainstorm, produce and revise texts. They added that writing skill does not appear naturally, but it is the result of an elaborated process. Unsurprisingly, choosing the most effective method to teach L2 writing to students is one of the challenges teachers face. Teachers might believe that they have provided their students with everything they require and that they have utilized the most effective method for teaching tasks. Nonetheless, students' discontent with the teaching and learning process may persist (Rahman,

2020). An assessment of students' requirements and expectations regarding the strategy in an L2 writing class could strengthen the path to the L2 writing instruction's intended outcome. According to Brown (1995), language program assessment includes details for the progress of learning. This study, which is based on learners' reflection, aims to evaluate a second language academic writing course at an English language department at an Indonesian University. This course was particularly chosen because the author had an intimate knowledge of it as one of the students who attended the course. However, for the sake of objectivity, the author would place herself only as an observer. The evaluation focuses on the approach implemented by the teacher through the students attending the class. The problem occurred from the discontent that the course objective was not completely attained. According to the standard competency mentioned in the course outline (see appendix for comprehensive course outline), students were expected to be able to compose a well-written and comprehensible research paper. In this situation, the disparity between the objective and the outcome prompted the current study to investigate one of the language teaching components in the academic writing course, to analyse the decision made by the instructor, and to examine whether it is to support students' learning goal. This research also purposes to provide information, from the perspective of the learners, on how a second language writing course design could be improved.

LITERATURE REVIEW

To evaluate the L2 academic writing course, four main L2 writing techniques will be described: product approach, process approach, the process-genre approach, and the hybrid approach. According to Hyland (2019), focus on product approach or as he would mention as "focus on language structure approach" (p.3) considers good writing as the coherent arrangements of the word, phrases, clauses, and sentences that are grammatically correct. This approach emphasizes the comprehension of linguistic characteristics when composing. Thus, the writing of students is evaluated by analysing their usage of grammatical elements, and the text's quality is determined by grammatical accuracy. Hyland describes a four-step process for language structure-based writing teaching, which includes familiarization, restricted writing, guided writing, and free writing. At the familiarization stage, pupils typically learn particular linguistic elements and terminology through reading. Subsequently, during the controlled writing session, teachers develop a table to classify the linguistic components, such as tenses, pronouns, complete sentences, etc., that students can use as a grammar exercise. In the guided writing session, students begin to replicate the model writing provided by the teachers, and then they are instructed to create a free writing utilizing the pattern they have formed. These stages of writing instruction are consistent with Silva's (1990) description of the emphasis on product approach, which relates to the combination of behaviourist theory and structural linguistics.

However, critics of the focus on product approach argue that this method cannot be used with advanced L2 learners because formal patterns could only generate short texts. Andrews et al. (2006), for example, contends that the capacity to use grammatical aspects such as complicated sentences, pronouns, and tenses, etc., does not determine a learner's proficiency in writing effectively. Additionally, Truscott (1996; 1999; 2007), in his extensive works, has strongly asserted that teachers spend a significant amount of time providing feedback on grammar changes, when they and their students may be engaged in more constructive activities. This frustration has led to the development of an L2 writing approach that places greater emphasis on writing as a process.

Grabe and Kaplan (2014) stated that process approach emphasizes on the activity that encourages learners' creativity and "authorial voice". Students learn writing by doing numerous drafting and reviewing

on the content rather than focus on linguistic knowledge. This approach also includes input from professors and peers, either through a conference or a one-on-one review. This is consistent with Flower (1994) and Silva and Matsuda (2012), who regard writing as a planning-writing-reviewing cycle. In the process approach, there is no specific teaching of writing since it is considered that writing is learned rather than taught. The instructors still provide grammatical feedback, but only on the final draft. Badger and White (2000), however, criticize the process method, arguing that because it does not provide learners with linguistic resources, it cannot modify the type and function of the text.

In order to meet the demand of learners to study writing based on text function, a genre-based method could be utilized in L2 writing instruction. This approach views writing as the construction of a work that is goal-oriented and uses pertinent language and structure as a means of communication with the readers. The perspective on genre approach has been significantly influenced by Halliday's (1994) theory of systemic functional linguistics. He contends that texts with the same objective will have essentially the similar structure, and thus are of the same genre. In a later work, Halliday and Matthiessen (2014) added that a certain capability in grammatical structure might contribute to understand and analysing some sort of texts. The major aspect of the genre approach is that teachers concentrate on discussing texts with similar structure and function. For instance, in academic writing, teachers can utilize actual texts such as abstracts, literature reviews, journal or research articles to explicate the texts' structure, function, and language use. Furthermore, according to John Swales, this strategy can assign the need for learners to produce texts with meaningful and contextual writing components without neglecting language use in the text (Flowerdew, 2015).

Nevertheless, Badger and White (2000) argued that a mix of the process approach and the genre approach can result in more effective writing instruction than a single technique. This is aligned with Racelis and Matsuda's (2013) findings regarding the advantages of this hybrid approach. They conclude that using authentic texts in conjunction with several revisions will improve the quality of writing. All in all, to merge one approach to another is suggested to create a more effective L2 writing instruction and to choose one approach after another requires an evaluation of the learners' needs. It is particularly of importance to recognize students' voices in designing the writing course. Therefore, the present study would like evaluating the strategy of an L2 writing course at an Indonesian institution and recommending a more suitable approach for the writing class.

METHODS

This research was conducted to evaluate an L2 writing course at an Indonesian University. Following Creswell and Plano Clark (2018), the current study was based on an explanatory-mixed method where it began by administering questionnaire to 30 students enrolled in the L2 writing course that was being assessed. The survey questions, adapted from Chou (1998), were designed to evaluate and provide a need analysis of an academic writing program. The instruments were previously intended to be used among graduate students. Since the participants in this research were undergraduate students, several questions were moderated for the purpose of comprehension. The participants who answered to the survey questions via the online Google form will be reviewed in detail in the evaluation section. After the result of the survey had been collected and analysed, 5 students were chosen to be interviewed in a focus group discussion, so that a more comprehensive information regarding the class activity could be obtained. The interview participants were selected by considering how definite their answers were on the questionnaire i.e. those who wrote very difficult or not difficult at all. Apparently, there were several students who gave the specified answers. In that case, 5 people who were willing to participate were randomly chosen for group discussion which last for approximately 1

hour and 50 minutes. The topic and questions revolving the interview discussion were based on the questionnaire and aims to apprehend the exact students' views and attitude towards the course.

RESULTS AND DISCUSSION

The Course Overviews

In this section, an overview of the L2 writing course and how the teacher taught L2 writing are presented. This study will evaluate a credit-based course for third-year students in the English language Education department of an Indonesian university. There are 32 meetings throughout the semester. The student must have completed three prerequisite writing courses prior to enrolling in this course (see appendix I for a detailed description of the syllabus). For this topic, students must have at least an upper-intermediate level of English proficiency. This is a rigorous course in academic writing that encourages students to plan, draft, revise, and develop ideas, among other abilities necessary for creating a readable research report. The objective of this course is to equip students with academic writing skills prior to completing their final project or thesis and to prepare them for future engagements inside or beyond the academic community.

Survey Result on The Academic L2 Writing Course

The two tables below illustrate the answers of 30 students responding to the questions regarding this academic writing class. The first one presents the survey result in the exact score of the Likert-scale, while the second provides the findings in percentage.

The table. 1 the result of the survey

Requirements	Very Difficult	Difficult	Somewhat Difficult	Not Difficult at all
Choosing an appropriate tittle	16	7	5	2
Effective introductory paragraph	16	6	5	3
Using topic sentences in paragraph	13	8	5	4
Logical conclusion	13	10	2	5
Appropriate use of academic vocabulary express ideas	17	5	4	4
Knowledge of avoiding plagiarism	9	9	5	7
Have a research design for thesis or final project	15	8	4	3

Tabel 2. Shown the result of the class survey in percentage

Requirements	Very Difficult	Difficult	Somewhat Difficult	Not Difficult at all
Choosing an appropriate tittle	55%	23%	16%	6%
Effective introductory paragraph	55%	20%	16%	9%
Using topic sentences in paragraph	45%	26%	16%	13%
Logical conclusion	45%	33%	6%	16%
Appropriate use of academic vocabulary express ideas	58%	16%	13%	13%
Knowledge of avoiding plagiarism	30%	30%	17%	23%
Have a research design for thesis or final project	51%	26%	13%	10%

The overall finding of this survey shows that more than a half number of the respondents still consider that the requirements for academic writing are not an easy task. Over three-fourth of the respondents are still not sure if they are capable in producing a good piece of academic writing during this course. This can be observed from each statement in the survey questions, for example 75% said they found it difficult and even very difficult to write an effective introductory paragraph. Moreover, 74% of the students admitted that they still found it complicated to assign suitable academic vocabulary when expressing ideas in a composition. The finding might suggest the ineffectiveness of the teaching approach of the academic writing class.

Students' Reflection on The Academic L2 Writing Course

Following Ha, O'Reilly, and Zhang, (2019), the study considers that evaluating a classroom through learners' perspectives has proven to be beneficial as it presents insights for effective strategies and implementation of the classroom approach. On that ground, this section provides students overviews and perceptions towards the course being evaluated. It is also the extension of the survey result, where selected students were asked to explain comprehensively regarding the class activities, teacher plans and decisions in the class. The name of the participants will remain anonymous and will be coded as participants (P1) to (P5).

> *(P1) the class usually starts with the teacher gives us materials.. ehhmm..or we copy the materials and distribute it to all the student in the class. Sometimes the teacher bring and share the materials. But sometimes he just show us material from the screen, or the slides. And then he give us explanation about the topic that we discuss in that meeting. It's almost always like that. The teacher usually talk a lot in the class. About how to write this, this and that. And then after that, we are asked to write something according to..uhmm.. what the teacher has say, explain to us. The teacher divide us in group and we think or brainstorm about the topic together.*

> *(P2) when the teacher ask us to write, well.. in some meetings, he asked us to think about one topic, or theme. It can be anything. Something we like.. or a topic that we are interesting to us. and then after that we write about that topic, that is our exercise in the class. We have to write something that like, we choose the topic for the writing. in the meeting before that, the teacher only tell us about the structure of the writing, like introduction, body paragraph, and conclusion paragraph. And then we have to write to follow the structure. And in the final exam, the teacher asked us to write about 2000 words for the topic. And then we send it to hm. And then we get the score.*

Based on P1 and P2's explanation, the instructor utilized three primary activities in the academic writing lesson. First, the teacher distributed the day's information by either displaying it on Power Point slides or requesting that pupils copy the handouts. Then, he provided a concise explanation of the content to the class, which was followed by drills or exercises. In one meeting, the topic was the definition of paragraph, topic sentence, and paragraph arrangement, comprising the introduction, body, and conclusion. The instructor provided the students with topic-related information as well as an example text that included the paragraph elements being addressed in class. Students were then instructed to consider a topic sentence that would serve as the introduction of a writing activity. Students were occasionally separated into groups of four and invited to engage in group brainstorming on a specific topic.

In another discussion, subjects such as paraphrase and academic citation were discussed. The instructor began class by distributing the course materials. He addressed such topics as what is paraphrasing, how to paraphrase, and how to cite an academic journal. For practice, the teacher would provide us with a sample short text and ask us to paraphrase it. The activities primarily consisted of drills and writing assignments.

Students were required to compose a 2,000-word essay on the general topic as part of the final examination. Apparently, the teacher did not provide any comments. Consequently, students may never know how they were evaluated.

> *(P3) well, to be honest, I think it is still very hard for me to write something. Even though the lecture has explain the steps when we write. But when we do it, or when we try to write, I still get lost and still don't know where or how to start. It is very difficult. So sometimes, I still look first at other people writing (...smiling and giggling..). maybe because I don't know much vocabulary in English, or what words I have to use to describe something. And also, sometimes I am confused with the tenses, grammar, and so on. The teacher never discuss that part of the writing. maybe because it's writing subject not grammar subject.*

> *(P4) Yes.. I also think like that, because when we write something, I need to understand the grammar. So the writing can look good and academic like that. We have grammar course, but we still cannot understand it when we use it in writing academic like this. Even though we practice sometimes in the class, but I think it is not enough. I hope the teacher can give us some comments about what vocabulary to use here, or what tenses suitable for our writing, and the grammar also.*

The excerpts above present the participants' responses regarding the effectiveness of the academic writing course and factors that cause them difficult to compose an academic text. It is informed that students still find it complicated to produce a piece of writing due to the lack of comprehension on the linguistic structure as well as the use of appropriate academic vocabulary. Simply drilling and practicing apparently does not prove to be effective to improve their writing skills. The participants admits that without enough language input such as grammar skills and vocabulary, they might experience hardships on producing a piece of writing.

In contrast to Andrews et al. (2006), who asserted that knowing about linguistic structure such as tenses, complex sentences, and other grammatical features would not signify learners' competence in writing, the participants affirm the otherwise. For them, language input would not only help them form correct sentences, but also give them confidence when processing ideas and translate them into a text. The fact that the students in this course still require explicit knowledge of grammar and vocabulary signals that the teacher should implement a different approach which also address the structure of the composition.

In the following excerpt, the participant was questioned regarding the process of writing evaluation by their teacher. The information found was that the teacher had never responded to the writing submission or in any way provided feedback for the students. It is obvious that the students desire to discuss about their work and receive comments from their teacher, but it did not happen presumably due to large class and time limitation. However, feedback in teaching writing, especially when the teacher focus on the process, is crucial to learning. Providing feedbacks has been proven to effective in promoting students' involvement in collaborative manner (Zhang, 2022; Alshuraidah & Storch, 2019) in which how the students respond to teachers' or peers' comments and apply them in the writing. Furthermore, these exchanges between teachers and students in the process might increase the quality of writing production and language skill achievement (Brooks, et al., 2021).

> *(P5) well... we never speak about our writing with the lecturer. During the class or after we send the writing. there no feedback after we send the assignment, may be because there no time in the class, I don't know. But I think it is very important, the feedback from the lecturer. So we can know*

our writing, what wrong, and something like that. So, yes, I think feedback is important for this class. I really want to know about the lecturer comment for my writing.

The Academic Writing Course Evaluation

On the evidence of the previously described L2 writing class activities and student answers, it can be inferred that the instructor of this Academic writing course uses a process approach. There are three factors that contribute to such conclusion. The instructor concentrates solely on the writing process and almost never offers grammatical criticism. In addition, he did not overtly teach the writing component, but students learn to write through repetition tasks. Moreover, it was understood that drafting, drilling, and reviewing were the core of L2 writing class activities. Students were encouraged to engage in individual or group brainstorming and to articulate their ideas in written form. The final evaluation was focused on the text's merit, not its grammatical correctness. However, there were still significant shortcomings in the teacher's execution of the process approach, such as the failure to provide feedback on the students' writing, neither for the exercises nor the final assignment. Whereas, feedback is an essential and beneficial procedure for students' rewriting and revising the written tasks.

From this point of view, the study would suggest the use of the process-genre approach to the L2 writing course and the reasons of why this should be the choice. First, in order to use a genre-based approach, the teacher may have given students relevant materials such as research articles, academic journals, literature reviews, etc. This would expose students to the genres of literature in which they will be immersed in the future. Additionally, authentic materials can be used for a variety of activities. For instance, students can analyze the text's organization to discover the introduction, body, and conclusion paragraphs. They also could analyze the language used by journal article authors when presenting an argumentative perspective. Given that the purpose of the course is to prepare students to become academic writers, the utilization of authentic sources is crucial. The instructor may have presented the students with a variety of research articles employing several citation styles, such as APA, Harvard, MLA, etc., when studying academic citation. Providing students with actual texts could significantly boost their understanding of the various text types, functions, and language usage.

Second, instructors may have broadened group activities for textual analysis. For instance, in the topic of "identifying the characteristic of logical division of thought essay," "identifying the characteristic of logical division of idea essay" (meeting 14 in the syllabus). The instructor may divide the students into groups of three or four. Then, they were instructed to discuss each point of the theme separately. Students can then conduct a mini presentation or conference in front of their peers and receive peer criticism on their classmates' analyses. This could assist students in generating more ideas for their process-based practice. Recent studies have proven that peer feedback can provide a meaningful learning experience for students. Engagement during feedback discussion among L2 learners has resulted into improvement in writing production (Huisman et al., 2019; Schillings, 2021) as well as academic performance (Double, 2020).

Regarding the final task, the instructors may have employed the process approach by allowing students time for consultation session on the essay topic. Further, s tudents may also revise and rewrite their essays before submitting the final draft. The objective of the activity is for learners to practice various drafts under the direction of the instructor. The instructor might have offered students with feedback on their exercises and, more significantly, their final project. Students might self-evaluate their writing production with the assistance of teacher input.

All in all, this study suggests the teachers in the L2 writing subject that is being evaluated to adopt the process-genre approach. Racelis and Matsuda (2013) as well as Huang and Jun Zhang (2020) propose that this
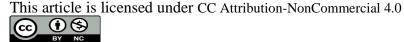
approach will help students explore the genre in their disciplines. Teachers can provide authentic materials, such as journal articles, for students to analyze the structure, pattern, and arrangement of texts. By exposing students to actual resources, teachers can also heighten their knowledge of the sorts and functions of text variety. In addition, by combining a process-genre approach, pupils might have a more relevant and logical writing education. They do not exclusively view writing as cognitive learning. In addition to repetition and rewriting, the genre method provides more deliberate learning. This is consistent with Hyland's (2007) suggestion that course objectives are formed from students' requirements "by making plain what is to be learned, offering a coherent framework for studying both language and settings".

CONCLUSIONS

The present study has demonstrated a reflection-based evaluation of an L2 academic writing course. The evaluation suggests that the teacher's process-based approach to L2 academic writing did not appear to be suitable for the students. The adoption of the genre approach is critical to provide students with a more relevant and contextualized writing instruction. In order to modify learning activities and the course objective, students must be exposed to the variety of academic materials they may encounter in the future. Therefore, teachers must adapt their instructional strategies to the needs of their students. Generally, the implementation of a reflection study to evaluate an L2 writing course has supplied language instructors, particularly writing teachers, with important information regarding the most appropriate strategy to implement in the second language classroom. However, additional research with a more in-depth analysis of this topic would serve to bolster these conclusions.
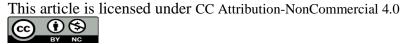
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APPENDIX

Course Syllabus

Meeting	Basic Competencies	Indicators		Topics	Learning Activities
1	2	3		4	5
1	Defining academic writing	• Be able to describe the objectives of the course; • Be able to describe the materials of the course; • Be able to describe the methods of the course; • Be able todescribe the evaluation methods and criteria of the course.		Introduction to Academic Writing	Introduction Distributing & presenting the syllabus; Describing the evaluation methods and criteria of the course Grouping students; Reminding students to copy the materials. Asking students to individually write a three-paragraph writing and compare it with a partner;
2	Making good pre-writing	• Be able to choose a a topic • Be able to narrow the topic • Be able to cluster the topic • Be able tooutline the topic • Be able to understand process writing		Pre-writing Process writing	Checking students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Group Discussion Assignment
3	Review & revision				Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
4	Writing opening paragraph(s)		• Be able to write a good paragraph • Be able to define opening paragraph; • Be able to write general ideas in opening paragraph(s); • Be able to write a	Opening paragraphs	Checking students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment

		good thesis statement.	
5	Review & revision		Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their works based on the feedback
6	Writing body paragraphs	• Write correct topic sentences in each body paragraph; • Write supporting sentences; Write conclusions for each paragraph	Body paragraphs	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
7	Review & revision		Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
8	Writing concluding paragraphs	• Identify the components of concluding paragraphs; Write concluding relevant paragraphs;	concluding paragraphs	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
9	Review & revision		Students in groups Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
10	Multiple drafting and revising	Be able to do multiple drafting and revising with minimum assistance for the lecturer	Drafting and revision	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
11	Review & revision		Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
12	Organizing ideas and making paragraph coherent	• Identify the characteristics of coherent writing; Write simple essays that characterize logical coherence .	comparison and contrast writing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
13	Review & revision		Students in groups display their group assignments Other students comment the work displayed

			Lecturer provide feedbacks Students revise their work based on the feedbacks
14	Write logical division of idea writing	• Identify the characteristics of logical division of idea essays; Write essays that characterize logical division of ideas.	logical division of idea writing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion <div align=center>Assignment</div>
15	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
16	Incorporating sources in writing	• Define what constitutes plagiarism in academic settings • Identify relevant resources; • Use a style of quoting; • Quote them accordingly.	Avoiding plagiarism	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
17	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
18	Paraphrase the quotations	• Identify the resources to be quoted; • Make quotations correctly.	Paraphrasing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
19	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
20	Summarize the quotations	• Identify the resources to be quoted; Make a summary correctly.	Summarizing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment

21	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provides feedback Students revise their work based on the feedback
22	Writing list of references using APA style or other styles consistently	• Identify the types of references (e.g. books, journals, etc.) • Write bibliographies based on the rules of the style used; Write bibliographies alphabetically.	Referencing	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
23	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
24	Use transition signals correctly	Identify transition signals in accordance with ideas in sentences Differing transition signals for additions, similarities, and differences	Transition signals	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment
25	Write reflective writing	Reflect on the points (advantages and disadvantages) to be written on previous meetings Write the points by using compare and contrast ways	Reflection	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion -Assignment
27	Making a topic researchable	• Posing research questions; • Choosing researchable topics; • Mapping out search strategies • Evaluating sources to develop a propose	Developing ideas for a research	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion Assignment

		research idea		
28	Write critical review	Identify books or articles to be review; Use hints of review Compare the values of the books or articles	Critical review	Check students' attendance Apperception and motivation Lesson presentation and analysis Question and answer Discussion -Assignment
29	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
30	Use relevant punctuations	Identify	Writing Mechanics	- Check students' attendance - Apperception and motivation - Lesson presentation and analysis - Question and answer - Discussion Assignment
31	Review & revision			Students in groups display their group assignments Other students comment the work displayed Lecturer provide feedbacks Students revise their work based on the feedbacks
32	Submitting final individual & group assignments and portfolios			