

# LESSON PLAN

This lesson plan is designed to gradually develop students' skills in writing scientific articles through the QuiryThink syntax. In the Question stage, students are encouraged to understand the purposes and benefits of scholarly publication, recognize the challenges in academic writing, and formulate critical questions about the process, quality, obstacles, and structure of scientific articles. Activities such as brainstorming, group discussion, and question formulation foster students' critical thinking and prepare them for the next stage.

The Interview stage continues the process by engaging students in fieldwork, where they interview lecturers, researchers, or practitioners to gain authentic insights into the practices of scientific article writing. This stage enhances students' academic communication skills while deepening their understanding of writing steps, quality standards, and challenges commonly faced by authors. The collected data is then organized, analyzed, and presented in class discussions as shared knowledge.

In the Recognize stage, students analyze the structure of high-quality scientific articles from reputable journals. Using journal guidelines, the IMRAD structure, and Swales' CARS model of rhetorical moves, students learn to identify the conventions of academic writing at an international level. This analytical process helps students critically evaluate article structures, compare them with interview findings, and draw principles that guide the drafting of their own articles.

The following stages, Yield, Transform, and Hone, focus on the actual writing process. Students begin drafting article sections such as the Introduction, Research Questions, Method, Findings, and Discussion. They search for scholarly sources, organize ideas through mind maps, and collaborate using digital tools. Peer review sessions allow them to transform their drafts based on constructive feedback, while honing activities encourage revision and refinement to meet academic standards. Through these cycles, students gain both writing practice and revision experience.

Finally, the Improve, Nurture, and Keep stages emphasize refining and finalizing the article for publication. Students conduct self-evaluations using journal reviewer rubrics, apply digital tools such as Turnitin and Grammarly for language and originality checks, and revise their drafts accordingly. In the nurture and keep stage, students engage in final polishing, reflect on their learning journey, and prepare for manuscript submission by following journal procedures. These

final steps integrate writing, critical thinking, collaboration, and digital literacy, while promoting sustainable scholarly writing practices among students.

To operationalize the QuiryThink syntax in Academic Writing instruction, the lesson plans are organized into sequential stages that guide students step by step in developing a scientific article suitable for journal publication. Each stage of QuiryThink (Question, Interview, Recognize, Yield, Transform, Hone, Improve, Nurture, and Keep) is represented in specific classroom meetings, ensuring a coherent progression from generating initial ideas to preparing the final manuscript for submission.

In the following sections, the lesson plans for each meeting will be described in detail according to the corresponding QuiryThink stage. These plans highlight the learning objectives, instructional materials, and activities designed to foster inquiry-driven exploration, critical analysis, collaborative drafting, digital multimodal composing, and reflective refinement.

## Lesson Plan – Meeting 1 (Question Stage)

**Course** : Academic Writing

**Topic** : Why Is Academic Writing Important for Students in Higher Education?

**Meeting** : 1

**Duration** : 2 × 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Explain the purposes and benefits of writing scholarly articles in the field of English language education.
2. Understand the stages of the QuiryThink learning model
3. Formulate initial questions to be used in the Interview stage.

### B. Instructional Material

1. PowerPoint slides
2. Accessing Tools: journal finder journal finder tools (e.g., Elsevier Journal Finder, Springer Journal Suggester, Taylor & Francis Journal Suggester, Scopus sources).
3. QuiryThink Website

#### A. Learning Activities

| Stage and Time                        | Lecturer's Activities                                                                                                                                      | Students' Activities                                                                                                                                       |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre-Activity<br/>(10 minutes)</b>  | <ol style="list-style-type: none"><li>1. Providing a general overview of the Academic Writing course</li><li>2. Presenting the course objectives</li></ol> | <ol style="list-style-type: none"><li>1. Listening and taking notes during the explanation.</li><li>2. Asking questions if something is unclear.</li></ol> |
| <b>Main Activity<br/>(70 minutes)</b> |                                                                                                                                                            |                                                                                                                                                            |
| Brainstorming<br>(Critical Thinking)  | Stimulating discussion with trigger questions.                                                                                                             | Expressing initial opinions, experiences, or perceptions.                                                                                                  |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual Exploration       | Provide students several journal finder tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use journal finder tools (such as Elsevier Journal Finder or Taylor & Francis Journal Suggester) to identify journals relevant to your area of interest.                                                       |
| Sharing and Group Discussion | <ol style="list-style-type: none"> <li>1. Divide students into small groups (3–4 members).</li> <li>2. Provide guidance on question format: open-ended, exploratory, focused on academic article writing.</li> <li>3. Examples of question categories: <ol style="list-style-type: none"> <li>a. <b>Process:</b> What are the steps in writing a scientific article?</li> <li>b. <b>Quality:</b> What are the characteristics of a good scientific article?</li> <li>c. <b>Challenges:</b> What obstacles do writers often face in article writing?</li> <li>d. <b>Resources:</b> What support or tools do students need?</li> <li>e. <b>Structure &amp; Content:</b> What are the main components of a research article?</li> </ol> </li> <li>4. Provide worksheets for recording questions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Discuss in groups to create 5–7 open-ended questions.</li> <li>2. Record all questions in a collaborative document (Google Docs or the learning website).</li> </ol> |

|                            |                                                                                                                                                                                                                                                                                                           |                                                                                                                |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Drafting and Refining      | <ol style="list-style-type: none"> <li>1. Ask a group representative to present their list of questions.</li> <li>2. Assist in refining the wording of questions to ensure clarity and usability in the Interview stage.</li> </ol>                                                                       | Present the discussion results, provide feedback on other groups' questions, and refine the list of questions. |
| Post Activity (10 minutes) | <ol style="list-style-type: none"> <li>1. The lecturer summarizes the categories of questions that have been created.</li> <li>2. Explain the interview assignment procedure (e.g., minimum 5 questions, audio/video recording, note-taking).</li> <li>3. Provide technical support if needed.</li> </ol> | Collect the final list of questions as material for the next session's assignment.                             |

#### **D. Assessment**

1. Formative assessment : participation in discussion, group brainstorming
2. Summative assessment : draft questions to be used in the Interview stage.

#### **E. Follow-up/ Homework:**

Students upload the questions on QuiryThink website before next session.

## **Lesson Plan – Meeting 2 (Interview Stage)**

**Course : Academic Writing**

**Topic : Investigating Practices and Conventions in Scientific Article Writing**

**Meeting : 2**

**Duration : 2 × 50 minutes**

### **A. Learning Objectives**

After completing this course session, students are expected to be able to:

1. Identify the process of writing scientific articles in English Language Education.
2. Explain the characteristics of a high-quality scientific article according to academic standards.
3. Identify the writing requirements based on journal guidelines from reputable journals.
4. Explore the challenges faced by article writers and the solutions they implement.
5. Inventory the resources needed in the process of writing a scientific article.
6. Describe the main structure and content of scientific articles in English Language Education based on interviews and author guidelines.

### **B. Instructional Materials and Media**

1. PPT Slides
2. author guidelines from reputable journals;
3. sample articles from high-quality, peer-reviewed journals
4. QuiryThink Website

### **C. Learning Activities**

| <b>Stage and Time</b> | <b>Lecturer's Activities</b>              | <b>Students' Activities</b>                      |
|-----------------------|-------------------------------------------|--------------------------------------------------|
| <b>Pre activity</b>   | 1. Review students' interview experiences | 1. Share brief reflections on interview results. |

|                        |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ol style="list-style-type: none"> <li>2. Ask guiding questions: “<i>What was the most interesting finding from your interview?</i>”.</li> <li>3. Explain today’s objective: analyzing interview data.</li> <li>4. Remind students about analysis categories (Process, Quality, Challenges, Resources, Structure &amp; Content).</li> </ol> | <ol style="list-style-type: none"> <li>2. Respond to guiding questions and highlight notable insights from interviews.</li> <li>3. Recall and connect interview findings with categories provided.</li> </ol>                   |
| <b>Main Activity</b>   |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                 |
| Brainstorming          | <ol style="list-style-type: none"> <li>1. Facilitate the sharing session by inviting each group to present their interview findings.</li> <li>2. Guide students to focus on the analysis categories (Process, Quality, Challenges, Resources, Structure &amp; Content).</li> </ol>                                                          | Share and discuss their analyses.                                                                                                                                                                                               |
| Individual Exploration | <ol style="list-style-type: none"> <li>1. Guide students to reflect critically on their interview findings and compare them with other groups.</li> <li>2. Prompt students with guiding questions to explore patterns, challenges, and key concepts.</li> </ol>                                                                             | <ol style="list-style-type: none"> <li>1. Reflect critically on their interview findings and compare them with other groups.</li> <li>2. Respond guiding questions to explore patterns, challenges, and key concepts</li> </ol> |
| Sharing and Discussion | <ol style="list-style-type: none"> <li>1. Provide relevant journal guidelines and high-quality sample articles.</li> </ol>                                                                                                                                                                                                                  | <ol style="list-style-type: none"> <li>1. Review your interview findings and compare them with journal guidelines and sample articles.</li> </ol>                                                                               |

|                       |                                                                                                                                                                |                                                                                                                                           |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|                       | 2. Asking students to compare points from interview results with the journal guidelines to identify initial similarities and differences.                      |                                                                                                                                           |
| Drafting and refining | ask students in a group to identify characteristics of a high-quality article based on both your findings and the provided materials (in form of mind mapping) | Identify characteristics of a high-quality article based on both your findings and the provided materials. (in form of mind mapping)      |
| <b>Post Activity</b>  | Summarize the learning session.                                                                                                                                | Students write a short reflection on what they learned from the mind map, the sources they explored, and any challenges they encountered. |

#### **D. Assessment**

1. Formative Assessment : participation in simulation
2. Summative Assessment : Summary of interview findings

#### **E. Follow-up/ Homework:**

Choose one mind map created by another group and compare it with your own. Identify at least three similarities, three differences, and two new insights you gained from the comparison. Summarize your findings in a short written report (about 300–400 words) and be ready to share them in class discussion.



## Lesson Plan – Meeting 3 (Recognize Stage)

**Topic** : Analyzing the Structure of Scientific Articles

**Meeting** : 3

**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Understand the basic concepts and functions of rhetorical and structural moves in scientific articles (Swales, 1990; Paltridge & Starfield, 2019).
2. Recognize examples of rhetorical and structural moves in all sections of scientific articles (abstract, introduction, methodology, results, discussion, conclusion).
3. Identify and classify rhetorical and structural moves in published articles to extract general writing principles.
4. Draft a structured research outline including title, background, problem statement, objectives, methodology, and expected outcomes based on insights from published articles.

### B. Instructional Materials and Media

1. Handout: Rhetorical moves and Swales' CARS model (1990, revised 2004).
2. Wordwall
3. QuiryThink Website

### C. Learning Activities

| Stage and Time | Lecturer's Activities                                                                                                                                                                                                        | Students' Activities                                                                                                |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Pre activity   | <ol style="list-style-type: none"><li>1. Highlight important points that emerge from students' reports and connect them to the overall topic of publishable scientific articles.</li><li>2. Provide short feedback</li></ol> | Review their individual written report prepared from the previous task.                                             |
| Main Activity  |                                                                                                                                                                                                                              |                                                                                                                     |
| Brainstorming  | <ol style="list-style-type: none"><li>1. Facilitate brainstorming by prompting students with guiding questions (e.g., <i>"What usually appears in the</i></li></ol>                                                          | <ol style="list-style-type: none"><li>1. Fill in the worksheet individually by listing possible elements,</li></ol> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p><i>Abstract?</i>”, “<i>What is the purpose of the Methods section?</i>”).</p> <ol style="list-style-type: none"> <li>2. Encourage students to recall their prior knowledge from reading journal articles.</li> <li>3. Monitor students’ work, provide clarification when needed, and highlight important points that emerge during the activity.</li> </ol>                                                                                                                                                             | <p>purposes, and examples for each section</p> <ol style="list-style-type: none"> <li>2. Share their ideas openly during the brainstorming session.</li> </ol>                                                                                                                                                                  |
| Individual Exploration | <ol style="list-style-type: none"> <li>1. Present an overview of Swales’ move analysis approach and explain that each section of a scientific article can be analyzed in terms of “moves” and “steps.”</li> <li>2. Introduce the rhetorical move structures for (Abstract, Introduction, Methods, Results, Discussion and Conclusion)</li> <li>3. Provide short sample extracts from journal articles to illustrate how moves are realized in real texts</li> <li>4. Give instructions for the individual task.</li> </ol> | <ol style="list-style-type: none"> <li>1. Read the provided summary of Swales’ rhetorical moves for each section.</li> <li>2. Analyze 1–2 short sample texts to identify the moves.</li> <li>3. Complete Worksheet 3.2</li> <li>4. Identifying Rhetorical Moves</li> <li>5. Write a short reflection (3–4 sentences)</li> </ol> |
| Sharing and Discussion | Facilitate students in creating a table to analyze rhetorical moves from the article.                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Complete the analysis table based on group findings.</li> <li>2. Identify rhetorical moves.</li> </ol>                                                                                                                                                                                |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Drafting and Refining | <ol style="list-style-type: none"> <li>1. introduce the purpose of the worksheet, emphasizing that students are drafting an initial research outline connected to a potential target journal.</li> <li>2. Organize peer-review pairs or small groups and explain the purpose of giving constructive comments.</li> <li>3. Provide guiding questions for peer feedback (e.g., <i>“Is the title clear and specific?”</i>, <i>“Are the research questions aligned with the objectives?”</i>, <i>“Does the target journal match the scope of the study?”</i>).</li> </ol> | <ol style="list-style-type: none"> <li>1. Complete the worksheet by drafting their own research outline</li> <li>2. Read a peer’s outline carefully and provide at least 3 comments</li> <li>3. Receive feedback from peers and reflect on which suggestions they will apply to improve their draft.</li> <li>4. Revise their draft research outline</li> </ol> |
| Post Activity         | <ol style="list-style-type: none"> <li>1. Summarize key points from today’s lesson.</li> <li>2. Provide collective feedback on students’ research outlines and highlight common strengths and areas for improvement.</li> <li>3. Give final instructions for the assignment submission</li> </ol>                                                                                                                                                                                                                                                                     | <ol style="list-style-type: none"> <li>1. Reflect on what they have learned in today’s session</li> <li>2. Listen to lecturer’s feedback</li> <li>3. Prepare and commit to revising their research outline</li> </ol>                                                                                                                                           |

#### B. Assessment :

1. Formative Assessment : group discussion
2. Summative Assessment : Individual written summary of rhetorical Move Analysis

#### C. Follow up:

Revise your research outline by applying feedback from peers and lecturer. Highlight changes and write a short reflection (150–200 words) on how the feedback improved your draft.

## Lesson Plan – Meeting 4 (*Yield, Transform and Hone Stage*)

**Topic** : Writing the Introduction and Formulating Research Questions  
**Week** : 4  
**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. **Understand** the concepts and functions of Swales' rhetorical Moves (establishing a territory, establishing a niche, and occupying the niche) in scientific article introductions.
2. **Apply** Swales' Moves to draft introduction paragraphs, integrating relevant theories and previous studies to support their arguments.
3. **Evaluate and revise** their own drafts and peer drafts by providing constructive feedback to ensure alignment with academic writing conventions.

### B. Instructional Material and Media

1. Samples of research titles, problems, and objectives from published articles
2. Worksheet (drafting title, problem, objectives)
3. QuiryThink website (for references and assignment submission).
4. Media tools: Google Docs, Miro/Canva (for mind mapping), projector.

### C. Learning Activities

| Stage and Time       | Lecturer's Activities                                                                                                                                                       | Students' Activities                                                                                                                                        |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre Activity</b>  | <ol style="list-style-type: none"><li>1. Explain research boundaries: focus area, topic scope</li><li>2. Provide guidance on accessing reputable journal articles</li></ol> | <ol style="list-style-type: none"><li>1. Listen to the lecturer's explanation.</li><li>2. Take notes on how to access reputable journal articles.</li></ol> |
| <b>Main Activity</b> |                                                                                                                                                                             |                                                                                                                                                             |
| Brainstorming        | <ol style="list-style-type: none"><li>1. Facilitate brainstorming by providing guiding questions</li></ol>                                                                  | <ol style="list-style-type: none"><li>1. Identify possible paragraph topics that</li></ol>                                                                  |

|                        |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                          |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>based on Swales' Move structure (Move 1–3).</p> <ol style="list-style-type: none"> <li>2. Encourage students to connect their revised outlines to potential introduction paragraphs.</li> </ol>                                                                                          | <p>correspond to Swales' Moves (establishing a territory, establishing a niche, and occupying the niche).</p> <ol style="list-style-type: none"> <li>2. Contribute examples of how each Move can be applied in their own writing project.</li> </ol>                                                                     |
| Individual Exploration | <ol style="list-style-type: none"> <li>1. Provide instruction on how to expand the brainstorming outline into paragraph drafts.</li> <li>2. Introduce supporting theories and relevant previous studies to strengthen students' writing.</li> </ol>                                         | <ol style="list-style-type: none"> <li>1. Develop an individual draft of introduction paragraphs from their brainstorming results.</li> <li>2. Apply Swales' Moves to structure the text systematically.</li> <li>3. Support claims with relevant theories and previous research, ensuring accurate citation.</li> </ol> |
| Sharing and Discussion | <ol style="list-style-type: none"> <li>1. Facilitate peer review sessions and guide students in focusing their feedback on the structural moves.</li> <li>2. Provide additional comments to ensure students' revisions align with academic conventions and journal requirements.</li> </ol> | <ol style="list-style-type: none"> <li>1. Share their introduction drafts with peers.</li> <li>2. -Provide constructive and specific comments based on Swales' moves.</li> <li>3. -Revise their drafts by integrating peer and lecturer feedback.</li> </ol>                                                             |

|                       |                                                                                                                                                             |                                                                                                                                        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Drafting and Refining | Facilitate peer-sharing sessions where students exchange mind maps and draft Introductions to give and receive constructive feedback.                       | Give and receive feedback from peers regarding the outline and draft.                                                                  |
| <b>Post Activity</b>  | Summarize the learning outcomes, provide general feedback, and assign students to revise the Introduction and research questions to be submitted next week. | Reflect on the process of drafting the Introduction and research questions, note improvement suggestions, and upload the revised work. |

#### **D. Assessment**

1. Formative: peer review notes, lecturer observation of drafts during class.
2. Summative: submission of a draft Introduction section (minimum: background, gap, title, problem, objectives) to the online discussion forum.

#### **E. Follow-up:**

1. Students upload their draft Introduction section to the QuiryThink Website discussion forum.
2. Each student is required to give at least one constructive comment on a peer's draft (peer feedback).

## **Lesson Plan – Meeting 5 (*Yield, Transform and Hone Stage*)**

**Topic** : Writing the Method Section

**Week** : 5

**Duration** : 2 x 50 minutes

### **A. Learning Objectives**

After completing this session, students are expected to be able to:

1. Write the Method section of a research article in accordance with the research objectives.
2. Design research instruments (questionnaires & interview guides) based on the established research objectives.
3. Integrate the use of digital tools for creating, editing, and organizing research instruments.

### **B. Instructional Materials and Media**

1. Method structure in reputable journal articles.
2. Examples of questionnaires and interview guides.
3. Guidelines for using Google Forms, Microsoft Word/Google Docs, and shared folders (Google Drive/OneDrive).
4. QuiryThink Website

### **C. Learning Activities**

| <b>Stage and Time</b> | <b>Lecturer's Activities</b>                                                                                                                                    | <b>Students' Activities</b>                                                                                         |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Pre Activity</b>   | Shows a sample Method section from a reputable journal article (direct access via journal website) to illustrate format, language style, and required elements. | Identify key components (research design, participants, instruments, procedure) from the sample.                    |
| <b>Main activity</b>  |                                                                                                                                                                 |                                                                                                                     |
| Brainstorming         | 1. Provide students with sample questionnaire and interview guide as references.                                                                                | 1. Study the provided instruments carefully, noting the structure, wording, and alignment with research objectives. |

|                        |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <ol style="list-style-type: none"> <li>2. Explain the purpose of the activity: to understand how instruments are designed and linked to research objectives.</li> <li>3. Encourage students to adapt or develop questions/items to fit their own research context.</li> </ol>                                                                                        | <ol style="list-style-type: none"> <li>2. Identify the purpose of their own research and clarify what information they want to collect.</li> <li>3. Develop at least 5–7 interview questions based on the provided interview guide.</li> <li>4. Develop 8–10 questionnaire items using the provided questionnaire as a reference</li> </ol>                                                                                                                 |
| Individual Exploration | <ol style="list-style-type: none"> <li>1. Ask students to write method draft</li> <li>2. Guide students in understanding Swales’ structural moves and how to apply them in writing.</li> </ol>                                                                                                                                                                       | Start writing the Method draft, ensuring instruments align with research objectives.                                                                                                                                                                                                                                                                                                                                                                        |
| Sharing and Discussion | <ol style="list-style-type: none"> <li>1. Organize students into pairs or small groups for peer review.</li> <li>2. Provide guidelines for constructive feedback</li> <li>3. Monitor discussions, provide clarification, and highlight exemplary practices.</li> <li>3. Facilitate a brief class discussion to summarize common issues and good examples.</li> </ol> | <ol style="list-style-type: none"> <li>1. Exchange your draft Method section with a peer.</li> <li>2. Carefully read your peer’s draft and provide at least 3 comments on: clarity, coherence, and alignment with research objectives.</li> <li>3. Review comments received on your own draft and reflect on which suggestions to apply.</li> <li>4. Engage in class discussion to share observations and insights from the peer review process.</li> </ol> |
| Drafting and Refining  | <ol style="list-style-type: none"> <li>1. Provide guidance on how to incorporate peer and</li> </ol>                                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Review all feedback received from peers and the lecturer carefully.</li> </ol>                                                                                                                                                                                                                                                                                                                                    |



|               |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>lecturer feedback into the Method section.</p> <ol style="list-style-type: none"> <li>2. Emphasize adherence to Swales' structural moves.</li> <li>3. Remind students to finalize their research instruments (questionnaire and interview guide) to ensure alignment with their Method section.</li> <li>4. Provide instructions for uploading the revised draft to the designated platform</li> </ol> | <ol style="list-style-type: none"> <li>2. Revise your Method section draft to improve clarity, coherence, alignment with research objectives, and adherence to APA 7th style.</li> <li>3. Ensure that your research instruments are complete and aligned with your Method section.</li> <li>4. Reflect on the application of Swales' structural moves in your final draft.</li> <li>5. Upload your revised Method section</li> </ol> |
| Post Activity | <ol style="list-style-type: none"> <li>1. Facilitates a reflection session: discusses challenges encountered in writing the Method section and designing instruments.</li> <li>2. Assigns students to finalize their Method draft and research instruments for submission on the LMS.</li> </ol>                                                                                                          | <ol style="list-style-type: none"> <li>1. Write down 3 things they have understood about writing the Method section and 1 aspect that is still unclear.</li> <li>2. Complete the Method draft along with the questionnaire and interview guide for submission in the next meeting.</li> </ol>                                                                                                                                        |

**D. Assessment:** Students draft their *Method section*.

**E. Follow-up:**

1. Students upload their *Method draft* to the course discussion forum.
2. Each student must provide peer feedback on two peers' drafts

## Lesson Plan – Meeting 6 (*Yield, Transform and Hone Stage*)

**Topic** : Writing the Findings and Discussion Section

**Week** : 6

**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Organize research results based on the data obtained.
2. Present research data in tables, charts, or digital visualizations.
3. Describe research findings systematically.
4. Write the discussion section by linking research findings to relevant theories and previous studies.

### B. Learning Materials and Media

1. Examples of Findings sections from reputable journals.
2. Templates for tables and charts.

### C. Learning Activities

| Stage and Time      | Lecturer's Activities                                                                                                                                                                                                                                                                                                                                                                                                          | Students' Activities                                                                                                                                                                                                     |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre Activity</b> | <ol style="list-style-type: none"><li>1. Play a short video (3–5 minutes) showing examples of clear and engaging research findings presentation.</li><li>2. Display screenshots from reputable journal articles illustrating well-structured Findings and Discussion sections.</li><li>3. Pose trigger questions:<br/>“What is the difference between findings and discussion?”<br/>“Why should data be visualized?”</li></ol> | <ol style="list-style-type: none"><li>1. Watch the video and observe article excerpts.</li><li>2. Respond to the lecturer's questions</li><li>3. Share examples of data visualizations they have seen or used.</li></ol> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>“How can research findings be linked to theory?”</p> <p>4. Explain that in this session, students will draft their Findings and Discussion based on simulation or mini-research data.</p>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                         |
| <b>Main Activity</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |
| Brainstorming          | <ol style="list-style-type: none"> <li>1. Provide students with a high-quality journal article that uses questionnaire and interview instruments.</li> <li>2. Explain Swales’ structural moves and how they apply to Findings and Discussion sections.</li> <li>3. Guide students to fill the Analysis Table, focusing on identifying examples of each move and analyzing transition phrases and cohesion.</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify examples corresponding to Swales’ moves.</li> <li>2. Analyze how quantitative (questionnaire) and qualitative (interview) data are presented.</li> <li>3. Fill in the Analysis Table</li> </ol>                                                                      |
| Individual Exploration | Provide guidance on drafting Findings and Discussion sections, emphasizing clear presentation of quantitative and qualitative data.                                                                                                                                                                                                                                                                                   | <ol style="list-style-type: none"> <li>1. Students open and review collected data</li> <li>2. Students create data visualization</li> <li>3. Draft the Findings section, presenting quantitative and qualitative results clearly.</li> <li>4. Draft the Discussion section, interpreting results, linking to</li> </ol> |

|                        |                                                                                                                                                                                                                                             |                                                                                                                                                                                            |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                                                                                                                                                                                             | <p>theory/previous studies, and noting implications or limitations.</p> <p>5. Apply Swales' moves and use appropriate transition phrases to improve cohesion.</p>                          |
| Sharing and discussion | <ol style="list-style-type: none"> <li>1. Facilitates a session for students to share drafts and provide feedback to peers.</li> <li>2. Gives comments on the clarity and appropriateness of the findings and discussion section</li> </ol> | <ol style="list-style-type: none"> <li>1. Students exchange drafts with peers to give and receive constructive feedback.</li> <li>2. Revise the findings and discussion section</li> </ol> |
| <b>Post activity</b>   | Provides general feedback on strengths and weaknesses of student drafts.                                                                                                                                                                    | Upload the <i>Findings and Discussion</i> draft to the platform                                                                                                                            |

**A. Assessment:**

Students draft their *Findings and Discussion section* focusing on interpretation of findings, comparison with literature, and implications.

**B. Follow-up:**

1. Students upload their *Findings and Discussion section draft* to the course discussion forum.
2. Each student must provide peer feedback on two peers' drafts, focusing on clarity of argument, connection to literature, and logical flow.

## Lesson Plan – Meeting 7 (*Yield, Transform and Hone Stage*)

**Topic** : Writing the Conclusion, Abstract, and References  
**Week** : 7  
**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Write a conclusion that summarizes research findings and presents implications or recommendations.
2. Compose a clear and concise Abstract following the journal structure (background, objectives, methods, findings, conclusion).
3. Create a References list formatted correctly (APA Style) based on the sources used.

### B. Instructional Materials and Websites

1. Examples of Conclusion, Abstract, and References from reputable journals.
2. Templates for Abstract and References.
3. Guides for using Zotero, Mendeley, or Google Docs for reference management.
4. QuiryThink websites

### C. Learning Activities

| Stage and Time | Lecturer's Activities                                                                                                                                                                                                                             | Students' Activities                                                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pre activity   | <ol style="list-style-type: none"><li>1. Show a short video illustrating good vs. poor Abstract and Conclusion, highlighting textual elements and visuals (diagrams, highlights, bullet points).</li><li>2. Pose stimulating questions:</li></ol> | <ol style="list-style-type: none"><li>1. Watch the video and take notes on interesting multimodal examples.</li><li>2. Provide brief responses on Padlet or Mentimeter.</li></ol> |

| Main Activity          |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brainstorming          | <ol style="list-style-type: none"> <li>1. Provide authentic examples of abstracts, conclusions, and references from reputable journals.</li> <li>2. Guide students on how to use Swales' CARS model for abstracts and Swales' framework for conclusions.</li> <li>3. Explain and demonstrate the use of citation management tools (Mendeley, Zotero).</li> </ol> | <ol style="list-style-type: none"> <li>1. Analyze given abstracts, conclusions, and references for moves, patterns, and citation accuracy.</li> <li>2. Complete Worksheet 7.1 (Abstract Analysis) and Worksheet 7.2 (Conclusion Analysis).</li> <li>3. Explore and organize references with the guidance of reference management tools.</li> </ol> |
| Individual Exploration | <ol style="list-style-type: none"> <li>1. Remind students of structural and linguistic features identified in the brainstorming stage.</li> <li>2. Offer technical support in using citation software.</li> <li>3. Ask students to write their own abstract, conclusion and references</li> </ol>                                                                | <ol style="list-style-type: none"> <li>1. Begin drafting their own conclusion, abstract, and references for their article.</li> <li>2. Apply Swales' CARS model and conclusion framework to their writing.</li> <li>3. Organize references accurately using Mendeley/Zotero.</li> </ol>                                                            |
| Sharing and Discussion | <ol style="list-style-type: none"> <li>1. Facilitate small-group or class discussions where students share drafts.</li> <li>2. Highlight strengths and weaknesses in student work.</li> </ol>                                                                                                                                                                    | Students exchange drafts of Conclusion, Abstract, and References.                                                                                                                                                                                                                                                                                  |
| Drafting and Refining  | <ol style="list-style-type: none"> <li>1. Provide corrective feedback on structure, clarity, citation</li> </ol>                                                                                                                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Provide and receive feedback from peers on the drafts.</li> </ol>                                                                                                                                                                                                                                        |

|                      |                                                                                                                   |                                                                                                                                                                                                    |
|----------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <p>accuracy, and academic style.</p> <p>2. Clarify common errors (e.g., missing Moves, improper referencing).</p> | <p>2. Revise drafts based on peer discussion and lecturer input.</p>                                                                                                                               |
| <b>Post activity</b> | <p>Provide general feedback, highlighting the integration of multimodal elements in presenting information</p>    | <p>1. Upload drafts of Conclusion, Abstract, and References to the Platform.</p> <p>2. Quick peer review: students comment on a classmate's draft, focusing on both visual and textual quality</p> |

#### **D. Assessment:**

Students draft their Conclusion, Abstract, and References *section* focusing on interpretation of findings, comparison with literature, and implications.

#### **E. Follow-up:**

As a follow-up activity, students will engage in an interactive Wordwall quiz that covers the IMRAD structure (Introduction, Methods, Results, and Discussion) as well as the Abstract, Conclusion, and References.

## Lesson Plan – Meeting 8 (*Improve*)

**Topic** : Evaluating and Refining the Article

**Week** : 8

**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Evaluate the quality of their article using a journal reviewer rubric.
2. Apply lecturer feedback effectively to improve their manuscript.
3. Utilize digital tools such as Turnitin, Grammarly, or Language Tool for language revision and plagiarism checking.
4. Produce a draft article approaching the standards of reputable journal publication.

### B. Instructional Materials and Media

1. Journal reviewer assessment rubric.
2. Digital tools: Turnitin, Grammarly, Language Tool.
3. QuiryThink Website

### C. Learning Activities

| Stage and Time | Lecturer's Activities                                                                                                                                                                                                                                                                                                                                                                                     | Students' Activities  |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Pre activity   | <p>Pose guiding questions:</p> <ol style="list-style-type: none"><li>1. What was the main topic or research question of your article?</li><li>2. How did you structure your abstract, introduction, and conclusion?</li><li>3. What challenges did you face while organizing your references?</li><li>4. Which part of your article do you feel is the strongest? Which part needs improvement?</li></ol> | Respond the questions |



|                        |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | 5. How did you ensure that your article follows proper academic conventions?                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |
| <b>Main Activity</b>   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |
| Brainstorming          | <ol style="list-style-type: none"> <li>1. Introduce the reviewer rubric and digital revision tools (Turnitin, Grammarly/LanguageTool).</li> <li>2. Present examples of articles evaluated using the reviewer rubric.</li> </ol> |                                                                                                                                                                                                                                                                                 |
| Individual Exploration | Facilitate self-evaluation using the journal reviewer rubric (20 minutes).                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Conduct self-evaluation of their articles using the reviewer rubric.</li> <li>2. Apply digital revision tools: <ul style="list-style-type: none"> <li>• Turnitin → check for originality.</li> <li>• Grammarly</li> </ul> </li> </ol> |
| Sharing and Discussion | Facilitate small-group or class discussions.                                                                                                                                                                                    | <ol style="list-style-type: none"> <li>1. Share the results of self-evaluation and digital tool checks small-group or class discussions</li> <li>2. Discuss potential improvements.</li> </ol>                                                                                  |
| Drafting and Refining  | Guide students to focus on areas needing improvement to meet journal publication standards.                                                                                                                                     | <ol style="list-style-type: none"> <li>1. Revise the article based on self-evaluation, peer discussion, and digital tool feedback.</li> <li>2. Produce a polished, complete draft.</li> </ol>                                                                                   |

|               |                                                               |                                                                                                                                                          |
|---------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                               | 3. The final draft will then be evaluated using ChatGPT                                                                                                  |
| Post Activity | Provide general feedback and tips for finalizing the article. | 1. Upload the revised article draft to the platform.<br>2. Engage in a short discussion sharing experiences using the reviewer rubric and digital tools. |

#### **D. Assessment:**

1. Students submit a revised draft of their article incorporating peer and lecturer feedback.
2. Reflection note (short paragraph) explaining which feedback was most useful and how they applied it in their revision.

#### **E. Follow-up:**

1. Revised drafts are uploaded to the forum.
2. Students comment briefly on improvements they observe in their peers' revised drafts.

## Lesson Plan – Meeting 9 (Nurture & Keep Stage)

**Topic** : Finalizing, Reflecting, and Preparing for Article Submission

**Week** : 9

**Duration** : 2 x 50 minutes

### A. Learning Objectives

After completing this session, students are expected to be able to:

1. Perform final polishing of their article based on all peer and lecturer feedback.
2. Reflect on the writing challenges encountered throughout the article development process.
3. Assess the readiness of their article for submission to a reputable journal.
4. Compile and finalize the article draft for submission.
5. Submit the article to a journal following the demonstrated procedure.

### B. Instructional Materials and Media

1. Checklist for submission readiness
2. Cumulative feedback rubric (peer + lecturer)
3. Video tutorial on how to submit an article to a journal
4. QuiryThink Websites

### C. Learning Activities

| Stage and Time       | Lecturer's Activities                                                                                                                                                                                   | Students' Activities                                                                                                                                   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre Activity</b>  | Pose guiding questions: <ul style="list-style-type: none"><li>• “What are the important aspects to check before submission?”</li><li>• “How can we ensure the draft meets journal standards?”</li></ul> | <ol style="list-style-type: none"><li>1. Watch the submission tutorial video.</li><li>2. Note key points for the final submission checklist.</li></ol> |
| <b>Main Activity</b> |                                                                                                                                                                                                         |                                                                                                                                                        |
| Brainstorming        | Provide Chat GPT result                                                                                                                                                                                 | <ol style="list-style-type: none"><li>1. Students make the final revisions based on Chat GPT Result</li></ol>                                          |

|                        |                                                                                                  |                                                                                                                                                                                                                                                                                                                                               |
|------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                                                  | <ol style="list-style-type: none"> <li>Students note important points that need to be checked before submission</li> <li>Students prepare the complete final draft</li> </ol>                                                                                                                                                                 |
| Individual Exploration | Guide students in revising the article based on Chat GPT Result                                  | Students revise the article based on Chat GPT Result                                                                                                                                                                                                                                                                                          |
| Sharing and Discussion | Play a video tutorial on submitting an article to a journal                                      | Watch the video                                                                                                                                                                                                                                                                                                                               |
| Drafting and Refining  | Guide students in submitting the manuscript                                                      | <p>Submit the article to the journal following the steps in the video tutorial:</p> <ol style="list-style-type: none"> <li>Upload the manuscript and supporting documents</li> <li>Fill in the article metadata (title, abstract, keywords, author information)</li> <li>Upload proof of submission or screenshots to the platform</li> </ol> |
| <b>Post activity</b>   | The lecturer provides general comments and congratulates the students on completing the article. | Students write their final reflections and outline follow-up plans for submission to the next journal.                                                                                                                                                                                                                                        |

#### **D. Assessment:**

Students upload their finalized draft adjusted to a selected journal template.