

# Creating a Newsletter Together

## General Information:

As more and more professions increasingly move to information online, students in formation need to learn how to produce and publish online materials pertinent to their profession. The global aim of this task sequence is to guide ESP students (English as a Specific Purpose) through the creation of an online newsletter.



## Objectives:

This task sequence aims to help students **understand different genres of writing (particularly journalism) and to improve writing skills in the target language**. The sequence also aims to help language students learn to learn (**promoting learner autonomy**) by emphasizing the metalinguistic skill of noticing language features and reflecting on them. The sequence is made up of collaborative writing tasks involving shared online writing of newspaper sections, followed by peer editing of each section. **The process includes collaborative drafting and refining of articles, images and editorial pieces, followed by collaborative final revision and formatting.** The collaboration leads to the final output of an online newsletter.

### Target Group:

foreign language learners, level B2

### Topic:

writing

### Estimated Duration:

5 – 10 sessions

### Languages & Competences:

any Language Configurations: Lingua Franca

### Target Competences:

language competence; Online communication skills; Media literacy; Writing skills

## Tasks:

### Collaborative Brainstorming

This task organization can be used as a preliminary organizational task for whenever collaborative groups need to brainstorm together and then narrow down their decisions. It is exemplified here as part of a task sequence between Nursing students and Teaching students who were writing an online newsletter together. Students work in their intercultural groups and brainstorm for ideas to feed their writing.

### Collaborative writing

Students work together to create texts for newsletter. They can use Mdmagz to get a magazine layout

**Suggested tools:** google docs, [Meetingwords](#) or [Framapad](#) (for collaborative writing) [Mdmagz](#) (for creating an online magazine), [Arguman](#) (for collaborative brainstorming).  
[Pexels](#) or [Pixabay](#) for free graphics.

## Pedagogy & Instructions:

This task sequence aims to help students understand different genres of writing (particularly journalism) and to improve writing skills in the target language. The sequence also aims to help language students learn to learn (promoting learner autonomy) by emphasizing the metalinguistic skill of noticing language features and reflecting on them. The sequence is made up of collaborative writing tasks involving shared online writing of newspaper sections, followed by peer editing of each section. The process includes collaborative drafting and refining of articles, images and editorial pieces, followed by collaborative final revision and formatting. The collaboration leads to the final output of an online newsletter. This task is made up of three phases:

**Phase 1** Students are required to get to know each other (not included in the task descriptions there are several such tasks in the task database)

**Phase 2:** Collaborative Brainstorming (You can see detailed instructions on this phase above).

**Phase 3:** Collaborative Writing Together (You can see detailed instructions on this phase below).

### Criteria for Completion:

This is left up to the discrimination of the participants of the collaboration. Suggestions for evaluating the third phase can be found in the more detailed outline of that phase

### Acknowledgements:

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This task sequence was piloted as a collaborative project between students of Nursing (Malmö University, Sweden) and Teaching English as a Foreign Language students (Universitat Autònoma de Barcelona) in 2005.

It has been retrieved from [UniCollaboration Task Databank](#)