

**The impact of using life-wide learning on developing lower
intermediate EFL learners' writing fluency.**

Prepared by

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The impact of using life-wide learning on developing lower intermediate EFL learners' writing fluency.

The current study aims to investigate the impact of using life-wide learning on developing writing fluency for preparatory-stage students. This study employed an experimental method with a one-group pre/post design. The learners were 30 students from the first preparatory stage at Al Rafie Official Language School during the 2023/2024 academic year. The instruments used in the study are a pre- and post-writing fluency test, as well as a rubric. The learners took a pre/posttest and the results were statistically analyzed using a t-test, with the effect size calculated. The results showed that there was a statistically significant difference at the level of 0.05 between the mean scores of the participants on writing fluency pre and posttest administrations in the writing fluency as a whole and each writing fluency component in favor of the post-test scores. The findings of the study revealed that life-wide learning was effective for lower intermediate EFL students' writing fluency. Based on those findings, the study presented several recommendations and suggestions for further research. As a result, the proposed program demonstrated that it had a very strong effect on developing EFL writing fluency for lower intermediate learners.

Keywords: life-wide learning, EFL writing fluency, preparatory stage students.

أثر استخدام مدخل التعلم باتساع الحياة في تنمية الطلاقة الكتابية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى ما قبل المتوسط

المستخلص

تهدف الدراسة الحالية إلى دراسة أثر استخدام التعلم باتساع الحياة على تنمية الطلاقة الكتابية لدى طلاب المرحلة الإعدادية. وقد استخدمت هذه الدراسة المنهج التجريبي بتصميم المجموعة الواحدة بقياس قبلي وبعدي. تكونت عينة الدراسة من ٣٠ طالبًا من الصف الأول الإعدادي بمدرسة الرفاعي الرسمية للغات خلال العام الدراسي ٢٠٢٣/٢٠٢٤. وتمثلت أدوات الدراسة في اختبار قبلي وبعدي للطلاقة الكتابية، بالإضافة إلى أداة التقييم (الروبوك). وقد خضع المتعلمون لاختبار قبلي وبعدي، وتم تحليل النتائج إحصائيًا باستخدام اختبار (T)، كما تم حساب حجم الأثر. وأظهرت النتائج وجود فرق دال إحصائيًا عند مستوى (٠,٠٥) بين متوسطات درجات المشاركين في التطبيق القبلي والبعدي لاختبار الطلاقة الكتابية، سواء في المجموع الكلي أو في كل مكون من مكونات الطلاقة الكتابية، وذلك لصالح التطبيق البعدي. وقد كشفت نتائج الدراسة عن فاعلية التعلم باتساع الحياة في تنمية الطلاقة الكتابية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في المستوى ما قبل المتوسط. وبناءً على هذه النتائج، قدمت الدراسة عددًا من التوصيات والمقترحات لدراسات لاحقة. وكننتيجة لذلك، أظهر البرنامج المقترح فاعلية قوية جدًا في تنمية الطلاقة الكتابية باللغة الإنجليزية لدى المتعلمين في المستوى ما قبل المتوسط.

الكلمات المفتاحية: التعلم باتساع الحياة، الطلاقة الكتابية في اللغة الإنجليزية كلغة أجنبية، طلاب المرحلة الإعدادية.

Introduction

EFL fluency is extremely important in today's globalized world. English has emerged as the primary language for international communication, business, and academic collaboration. Graddol (2017) points out that mastering EFL fluency creates opportunities, including the ability to connect with people from different cultures, access to a vast array of knowledge and resources, and actively participate in global dialogues.

Jenkins (2020) clarifies that fluency in EFL enhances employability because it is a prerequisite for numerous job positions and international career opportunities. Fluency is closely related to effective communication. Lennon (2016) sees that fluency is not only the knowledge of vocabulary and grammar but also the ability to use the language effortlessly, accurately, and appropriately in diverse communicative situations. Fluency refers to the individual's capability to express thoughts and ideas clearly and to engage in meaningful interaction with others.

The ability to write efficiently and fluently in English is becoming increasingly important in today's modern society. According to Byram (2021), writing fluency is regarded as an important skill in education and business for a variety of reasons. It is important in both personal and professional life. As a result, it has become one of the most important requirements in both English for General Purposes (EGP) and English for Academic Purposes (EAP) syllabi. Rouhani, et al. (2016) point out that writing is a common process of communicating and explaining information. Being a fluent writer requires the ability to write quickly without remarkable pauses or hesitation so it could be an essential factor for success throughout one's life.

Atasoy and Temizkan (2016) define writing fluency as the ability to write in a well-organized manner that does not affect the reader's perception

of the writer's intended meaning. It is a way of expressing opinions, ideas, and thoughts automatically in written forms. Typical writing fluency activities are communicative activities where English is used as a medium of communication rather than an end in itself. Fluency-based activities need to be introduced in the language classes and learner involvement should be increased. McDonough and Mackey (2016) point out that teachers should use real-life (authentic) materials, promote learning by doing, emphasize meaning and communication, involve learners, and extend language use beyond the class.

Life-wide learning refers to the fact that learning takes place in various environments and situations. The concept of 'life-wideness' in learning and education, as mentioned by Lee and Kim(2023) is based on experiential education. It is an educational philosophy based on the idea that learning occurs through experience and requires hands-on activities that directly relate to the learner's life. In experiential education, learning occurs through actually doing something and then reflecting on and learning from the process. It combines active learning with concrete experience and reflection.

According to Motallebzadeh et al (2018), life-wide learning is characterized by authenticity which comes from the activities done in the classroom and reflects real-life activities done outside the school. These real-life activities improve writing fluency. Mutonono (2016) asserts that authentic materials bridge the gap between classroom language use and real-life language use by bringing familiar linguistic situations and materials right into the classroom.

According to Jackson (2018), life-wide activities offer opportunities for learners to apply language skills in practical situations. These activities often involve engaging in tasks or projects that require effective

communication in English. Whether it's collaborating on group projects, solving problems, or completing real-life tasks, learners are motivated to use English to achieve specific goals, thereby sharpening their language skills in a meaningful context. Weller (2019) adds that with the advent of digital tools and platforms, life-wide learning activities can use technology to facilitate language learning. This could involve using language learning apps, participating in online forums or communities, or engaging in virtual reality simulations that simulate real-life language contexts.

In summary, life-wide learning activities offer a holistic approach to EFL writing fluency development by providing authentic, contextualized, and immersive language experiences that go beyond the confines of traditional classroom instruction.

Review of Literature

EFL fluency

Fluent EFL speakers can understand and respond to spoken and written English with ease, without struggling to find words or structure their sentences. They possess a wide range of vocabulary and idiomatic expressions, allowing them to convey their thoughts and ideas effectively. According to Derwing (2017), fluency is one of the significant perspectives in language use. It is identified with the ability to manage numerous languages` lexical and grammatical tools and having the option to promptly choose the languages when it is proper and proficient to utilize them.

Widdowson (2015) clarifies that to master using the language meaningfully, learners need to move beyond the level of language usage to the level of mastering the language meaningfully. Fluency has regularly been investigated throughout the structure of CAF; complexity, accuracy, and fluency. Srivastava (2014) emphasizes that Fluency is the ability to produce written and spoken sentences with ease, and efficiency, without

pauses or a breakdown of communication. Fluency determines the future success of English language students as fluency is a level of communicative proficiency.

Importance of fluency in EFL

We live in an era of the internet, multimedia, satellites, and specialty TV channels, which has accelerated the growth of international communication and turned the world into a small village. As a result, Rettig-Miki, and Sholdt (2014) see that the English language has gained importance and the demand for English proficiency has increased because English is widely used in non-English countries as the language of business and science. Fluency is a key element for effective comprehension.

The importance of the English language urges people of different ages to have the ability to use English properly, particularly students who need it for academic purposes. Jones (2020) points out that a good level of competency in the English language depends on the student's ability to use it fluently. The level of student's ability in the English language depends on their performance. The degree to which students can use a language naturally and effortlessly determines how much they can comprehend and be understood.

Writing fluency

According to Atasoy and Temizkan (2016), writing is the technique a student unconsciously uses to create written content, and the construction of this written content incorporates both content construction (interpreting thoughts into words, sentences, passages, etc.) and reflection (interpreting words, sentences, and advanced levels of discussions). Thus, fluent writing includes the ease with which a student both produces and interprets the text. The student also can carry out activities or tasks in an automatic, quick, and accurate manner.

Gayed et al. (2022) mention that WF has long been one of the most difficult writing abilities for students with low and average proficiency. Students must be able to write smoothly as ideas flow through their minds. Even though low and average-proficiency students are advised to write freely without caring about spelling and grammar, they nevertheless struggle to express themselves due to a lack of vocabulary knowledge, writing practice, and reading. McKinley (2013) adds that Writing involves more than just turning ideas into written symbols. It necessitates the acquisition and integration of further abilities including planning, problem-solving, and decision-making.

Writing fluency activities

To promote writing fluency (WF), Manuel (2023) offered the following activities:

Free Writing: The teacher gives the students three minutes to describe a picture using as many words, phrases, or sentences as they can. Students can observe an improvement over time if this exercise is repeated every two weeks.

Daily Question: The teacher prepares a bag with slips of paper with questions printed on them. Every day, a student chooses a question, reads it aloud, and students in pairs think about it for 30 seconds before sharing their views orally and writing a solution.

Story starter: The teacher can give students a sentence or a few words to begin a story. The story must then be continued in their own words. This activity enables students to think imaginatively while also improving their narrative writing skills.

Sax (2020) adds that writing fluency WF development activities need to be message-focused; an error focus works against fluency. In a writing

course, feedback on correctness can occur in a different part of the writing program and can depend on the types of writing learners are doing.

Writing fluency is closely related to effective communication. As stated by Carter (2022), students should improve their ability to convey complex ideas, opinions, and information clearly and persuasively to become fluent writers, which is a valuable skill in different aspects of life. Strong writing skills, fostered through such activities, prepare students for success in academia and various professions. Moreover, writing is a platform for personal expression and self-reflection, promoting self-awareness and emotional intelligence.

Life-wide learning (LWL).

Richards and Renandya (2020) state that LWL refers to learning that occurs in several diverse environments and scenarios and is not limited to the formal educational system. LWL encompasses both formal and informal learning. It aims at enabling students to learn efficiently from authentic environments or experiences different from those of the classroom. Lightbown and Spada (2021) define LWL as an approach to learning that incorporates real-life situations and authentic settings. The idea is to address many types of learning that are not covered in a traditional classroom. Such experiential learning allows students to reach learning objectives that are more difficult to achieve through classroom learning alone. For example, developing problem-solving abilities in everyday life necessitates interaction with various individuals, places, and situations.

Life-wide learning in EFL

Seifeddin (2021) points out that Life-wide learning concerning EFL refers to the learning that takes place in various environments and situations, including formal and informal learning. It emphasizes the holistic nature of language learning, where different contexts of an

individual's life are integrated and not separated. Life-wide learning recognizes that learning can occur in different places such as schools, homes, communities, workplaces, and public spaces. It requires teachers to make good use of resources and settings available at their schools and in the communities to create suitable learning contexts (combinations of time, place, and people)

According to Aoki (2020), Life-wide learning in EFL can involve utilizing authentic learning support materials, such as YouTube videos, that are associated with students' hobbies and interests. Life-wide learning aims to improve the personal, cognitive, and social development of students, preparing them for the challenges of an ever-changing world.

Key components of LWL

Authenticity

Smith (2018) points out that authenticity involves exposing learners to real-life language contexts beyond the classroom, utilizing materials like newspaper articles, podcasts, or videos that authentically depict language usage in different situations. Engaging with these authentic materials equips learners with the skills to navigate language use in real-world scenarios. Jones (2019) adds that authentic materials contribute cultural authenticity to the learning process. Language and culture are intricately linked, and exposure to authentic cultural content aids learners in understanding not only the language but also the cultural differences that shape communication. This cultural awareness is crucial for effective and contextually appropriate communication.

Live interaction

According to Smith (2017), live interactions provide learners with authentic opportunities to use English in real-life situations and engage immediately in language acquisition. Conversing in real-time with teachers,

peers, and native speakers offers a dynamic linguistic environment that mirrors authentic language use. Jones (2019) points out that the dynamic nature of live interaction fosters effective communication, a cornerstone for EFL fluency. Real-time conversations, discussions, and collaborative activities enhance language proficiency by allowing learners to practice spontaneous and contextually relevant language use.

Brown (2020) asserts that live interactions require quick thinking and the use of communication strategies, such as paraphrasing, circumlocution, and negotiation for meaning. These strategies contribute to fluency by enabling learners to express themselves effectively even when faced with language gaps. Kim (2022) asserts that immediate feedback during live interactions allows learners to receive correction and guidance on their language use. This is consistent with the idea of feedback as a crucial component of language learning. Learners can address errors promptly, leading to more accurate language production over time.

LWL Strategies

Life-wide learning in EFL education refers to the concept of learning that occurs outside the boundaries of the traditional classroom, in informal learning environments. It aims to enhance the personal, cognitive, and social development of students, preparing them for the challenges of the complex world. Some of the life-wide learning strategies are

VR Field Trips

This novel approach to language learning combines technology with real-world settings, allowing students to explore different environments and interact with realistic language in context. VR field trips, as a type of life-wide learning, go beyond typical classroom bounds, allowing students to improve their cultural awareness and language competence dynamically and interactively (Hamilton et al., 2021). Virtual Reality (VR) field trips are

computer-generated experiences that simulate the real world, allowing users to explore and interact with these settings as if they were physically present. In the context of English as a Foreign Language (EFL) learning, VR field trips can significantly enhance fluency by engaging learners both cognitively and socially.

Role-playing

According to Richards and Rodgers (2014), role-playing provides students with an excellent language experience, allowing them to actively engage in meaningful conversations. This hands-on activity facilitates the understanding of vocabulary and grammar structures, leading to improved language acquisition and production. Willis (2021) points out that engaging in role-playing scenarios prompts students to think critically and make decisions in real time. This cognitive demand stimulates problem-solving skills, contributing to a deeper understanding of language use in context

Storytelling

Storytelling exposes learners to authentic language use in meaningful contexts. Gashti (2021) points out that learners gain language comprehension abilities necessary for comprehending and interpreting spoken and written texts when they encounter a wide range of vocabulary, grammar structures, and discourse patterns. Hwang et al., (2016) add that by experiencing complex characters, plotlines, and themes, students develop critical thinking skills, recognize patterns, and reach reasoned conclusions, all of which are necessary for language comprehension and production.

Johnson and Kendrick (2017) assert that storytelling allows students to express themselves verbally, communicate their thoughts, and interact meaningfully with their peers. Through storytelling activities, students

improve their speaking, listening, and turn-taking skills, enhancing their communication competence and confidence in English.

Flipped classroom

Arslan (2020) highlights the necessity for new educational strategies in response to the information age. This strategy utilizes technology to promote active learning. In this strategy, students complete homework and review materials before class, allowing for increased in-class time dedicated to discussions, projects, and meaningful interactions (Gasmi & Thomas, 2017). The flipped classroom strategy fosters active engagement, critical thinking, and the development of problem-solving skills. It encourages learners to independently explore language concepts, analyze linguistic structures, and construct their understanding of English grammar and vocabulary. Tohei (2018) adds that in-class activities further stimulate cognitive engagement through collaborative projects, peer discussions, and inquiry-based learning tasks, encouraging learners to communicate effectively, think critically, and apply language knowledge in new situations.

According to Li & Zhang, (2016) interactive discussions, group activities, and peer feedback sessions facilitate meaningful exchanges, allowing learners to share insights and develop interpersonal skills. This strategy promotes a sense of belonging and fosters mutual respect among learners, creating a positive learning environment where diverse perspectives are appreciated, and collaborative learning flourishes.

Mind Mapping

Mind mapping in English as a Foreign Language (EFL) refers to the use of visual diagrams to represent and organize language concepts, vocabulary, grammar structures, and other elements related to English language learning. Brown and Lee (2022) point out that It helps learners

visually organize and connect language components in a structured format. This approach facilitates comprehension, retention, and application of English language skills.

By creating and sharing mind maps, learners collaborate with peers, provide feedback, and co-construct knowledge, thereby enhancing their social interaction skills. According to Chen et al. (2022), mind-mapping activities promote cultural exchange and intercultural communication, fostering a deeper understanding of diverse perspectives and enhancing learners' ability to communicate effectively in multicultural contexts.

Definition of terms

Writing Fluency

Atasoy & Temizkan (2016) define writing fluency as "The act of writing the maximum number of language units in a short period while also paying attention to accuracy, the coherent and consistent organization of ideas within the text, and the usage of words and sentences in a complex manner."

In the current study, fluency refers to the ability of learners to use the English language in a written form, in real-life situations, in a manner that is easy and smooth where learners use vocabulary and grammar and can generate the appropriate meanings in different situations.

Life-wide learning

According to Garcia, Smith & Kim (2023), "Life-wide learning" refers to an educational approach that encourages learners to engage with the English language in various real-life contexts beyond the classroom. This involves integrating language learning into daily activities, cultural experiences, and authentic communication situations. In the current study, life-wide learning refers to learning that involves real-life contexts and authentic settings and is used to develop learners' language writing fluency.

Context of the problem

Despite the importance of writing fluency in the twenty-first century, it has long been a neglected area. Abdelkader (2023) asserts the fact that most learners have apparent weakness in the ability to express themselves in written form fluently. They cannot create ideas, reflect, and construct meanings. Mohamed (2023) emphasizes that EFL learners often have difficulty finding the necessary words for their writing or expressing their thoughts cohesively, leading them to abandon writing efforts.

This could be due to the mechanical way of teaching which causes this problem in addition to time limitations which do not allow teachers to give immediate and continuous feedback. The researcher conducted a written test before undertaking the current study to measure the writing fluency of random EFL lower intermediate learners.

Results showed that the learners lacked essential writing fluency. Most of the learners' sentences were not clear and repetitive. The words were rather imprecise. They had difficulty expressing their ideas smoothly. They had problems with grammar, punctuation, and spelling., and their reflections were not profound. The flow of their ideas was not up to the required standard.

Statement of the Problem:

The current study addresses a significant issue faced by EFL lower intermediate learners: a lack of writing fluency. These learners often struggle to articulate their ideas, feelings, and thoughts clearly and smoothly in writing. This deficiency in writing fluency can hinder their academic progress and overall language proficiency. Consequently, this study aims to develop and enhance EFL writing fluency through a proposed program grounded in life-wide learning activities.

Study Questions:

The current study tried to answer the following primary question:

What is the impact of using life-wide learning on developing lower intermediate EFL learners' writing fluency?

Further sub-questions include:

- What is the current level of lower intermediate EFL learners' writing fluency?
- What are the underlying principles of life-wide learning?
- What is the effect of a proposed program based on life-wide learning on developing lower intermediate EFL learners' writing fluency?

Study Hypotheses:

The following hypotheses were investigated in the study:

- There would be a statistically significant difference in the mean scores of the research group students between the pre and post administrations of the overall EFL writing fluency test in favor of the post-administration.
- There would be a statistically significant difference in the mean scores of the research group students between the pre and post-ad administrations of the EFL writing fluency test in each of the components separately in favor of the post-administration.

Participants:

30 students (boys and girls), in preparatory one at Al-Rafei official language school in Gharbia governorate. The students have been learning English for 9 years. Their ages ranged between 12 to 13 years old.

For lower intermediate learners:

- a) Developing their EFL writing fluency through the administration of a proposed program based on life-wide learning activities.
- b) Developing their ability to express their thoughts in the written form fluently.

- c) Making correct punctuation, accurate spelling, and maintaining correct grammar rules.
- d) Enhancing their reflection ability
- e) Providing a thoughtful and logical reflection of topics that indicates a significant depth of self-reflection.
- f) Demonstrating unity and coherence within written sentences and a clear sequence of events.
- g) Avoid unnecessary ideas repetitions and utilize supplementary ideas.
- h) Using various coherent sentences in writing naturally and smoothly.

Study Instruments:

- (1) A pre-posttest of writing fluency.

The pre-posttest of writing fluency was prepared by the researcher to measure the students' written performance. The test consists of 5 written questions with 10 marks for each question. The total score is 50.

To confirm the internal consistency, the correlation coefficient between each component and the total score of the test was calculated after the scoring of each component was subtracted from the total score. The correlation coefficient is shown in the table below:

Table (1) The correlation coefficient of the total score and each component

| Language Writing Fluency Components | Correlation |
|-------------------------------------|---------------|
| mechanics | 0.82** |
| Word selection | 0.73** |
| smoothness | 0.81** |
| reflection | 0.76** |
| authenticity | 0.86** |

Significant at 0.01

The test's Alpha-Cronbach coefficient was estimated to be (0.89), indicating the test's accuracy and reliability as a measuring mean.

(2) FFL fluency rubric

The researcher designed a rubric for assessing the participants' EFL writing fluency in the pre-posttest. The rubric consisted of five fluency components. Each of the five components was rated according to a rating scale ranging from 1 to 3, emerging, developing, and fluent. It consisted of mechanics, word selection, smoothness, reflection, and authenticity.

The validity of the rubric was verified through the comments that the advisors had on the initial form of the rubric, and the modifications were considered. For example, in the final form of the rubric, the arrangement of the components was changed to start with mechanics instead of smoothness.

Life wide learning Program

The researcher designed a program based on life-wide learning activities to teach the group learners the stated EFL writing fluency components. The program consists of ten sessions through which five dimensions are addressed:

- 1- mechanics
- 2- word selection
- 3- smoothness
- 4- reflection.
- 5- Authenticity.

Different activities and discussions were introduced to encourage EFL learners to write English fluently.

Method

Study Design: In this research, a one-group pre/posttest design was utilized.

Participants: In February 2024, the exam was administered to a group of EFL learners (30 learners) at Al Rafie's official language school in Gharbia governorate.

Results of the Study

Testing the validity of the first hypothesis:

The first hypothesis stated that there would be a statistically significant difference in the mean scores of the research group students between the pre and post-administrations of the overall EFL writing fluency test in favor of the post-administration. To verify the validity of this hypothesis, the researcher compared the learners' means of scores before and after implementing the suggested program on the EFL writing fluency pre-posttest in terms of total scores. The t-test was performed to determine the significance of the difference between the pre-test scores.

Table 2

Significance of differences in the learners' mean scores in terms of the overall writing fluency score. N=30

| skill | measurement | N | Mean | Std. Deviation | T value | df | Sig. | Effect size |
|--|-------------|----|-------|----------------|---------|----|------|-------------|
| overall English language writing Fluency | pre | 30 | 14.13 | 1.74 | 74 | 29 | 0.01 | 0.99 |
| | post | 30 | 33.87 | 1.74 | | | | |

The table indicates that the significance level (Sig) is less than 0.01. This is the difference in pre-post scores vs total scores at the significance level of 0.01 in favor of post-test results. As a result, the zero hypothesis is rejected, and the alternative hypothesis is accepted. As a result, it is determined that there is a significant difference between the students' mean scores in the pre-post EFL writing fluency test in terms of the total score in favor of the post-test.

In addition, the results shown in the previous table reflect that the effect size is equal to (0.99). This demonstrates that the proposed program based on LWL activities has a very big effect on enhancing lower intermediate learners' EFL writing fluency in terms of total scores.

Verifying of the second hypothesis:

The second hypothesis stated that there would be a statistically significant difference in the mean scores of the research group students between the pre and post administrations of the EFL writing fluency test in each of the components separately in favor of the post-administration. On the Pre-Post Test, the researcher compared the mean scores of the learners in each EFL writing fluency component before and after the administration of the proposed program to validate this hypothesis. T-test is used to determine the significance of differences between pre-and post-administration of writing fluency tests. **Table (3)** summarizes the results in this regard:

Table 3**The significance of differences in each EFL writing fluency component**

| skill | measurement | N | Mean | Std. Deviation | T value | df | Sig. | Effect size |
|----------------|-------------|----|------|----------------|---------|----|------|-------------|
| Mechanics | pre | 30 | 2.67 | 0.71 | 36.93 | 29 | 0.00 | 0.93 |
| | post | 30 | 6.6 | 0.72 | | | | |
| Word selection | pre | 30 | 2.67 | 0.71 | 51.15 | 29 | 0.00 | 0.95 |
| | post | 30 | 6.47 | 0.63 | | | | |
| Smoothness | pre | 30 | 2.87 | 0.82 | 58.99 | 29 | 0.00 | 0.96 |
| | post | 30 | 6.87 | 0.9 | | | | |
| Reflection | pre | 30 | 3 | 0.74 | 31.15 | 29 | 0.00 | 0.91 |
| | post | 30 | 6.93 | 0.78 | | | | |
| Authenticity | pre | 30 | 2.93 | 0.78 | 25.65 | 29 | 0.00 | 0.90 |
| | post | 30 | 7 | 0.64 | | | | |

In EFL writing fluency, the level of significance for each component independently is less than (0.01). This suggests that there is a statistically significant difference in the means of scores achieved by the learners in the pre-post Test of EFL writing fluency in each component separately in favor

of the post-administration of the test. Also, the effect size of all EFL writing fluency components is high. So, the null hypothesis is rejected while the alternative hypothesis is accepted. As a result, it is determined that there is a significant difference between the learners' mean scores in the pre-post EFL writing fluency test in terms of each component in favor of the post-test.

Discussion of Results

The results of the study indicate that the suggested program significantly improves lower intermediate learners' EFL writing fluency. There is a notable difference between the learners' mean scores on the pre-test and post-test, with the post-test scores being significantly higher. Additionally, there is a statistically significant improvement in each component of writing fluency when comparing pre-test and post-test scores.

These findings align with previous research in the field. For instance, Akcan and Eva (2016) found that practical life experiences are crucial for developing the ability to use English effectively in real-world contexts. Similarly, Dörnyei (2001) asserts that learners who are motivated by activities related to their lives are more likely to achieve writing fluency.

Recommendations:

- Teachers should employ a variety of life-wide-based activities to help learners develop their EFL writing fluency. These activities should integrate real-world experiences and practical applications to make learning more engaging and effective.
- More time should be allotted for students to practice their knowledge, reflect on their learning, and apply it to various real-world situations. This practice will help solidify their skills and enhance their writing fluency.

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- EFL instructors must be trained on how to effectively incorporate life-wide learning into their teaching practices. Professional development programs should focus on the principles and implementation strategies of life-wide learning.

Suggestions for further research:

- Investigating the impact of life-wide learning on improving EFL reading fluency.
- Choosing learners from different educational levels and presenting them with the same current study.
- Investigating the effect of using life-wide learning activities on EFL learners of special needs
- Raising teachers' knowledge of the need to aid students in becoming EFL fluent through the use of different offline and online resources.

Conclusion:

The current study aimed to investigate the impact of life-wide learning on lower intermediate learners' EFL writing fluency. Several instruments were used to collect data. The study findings suggested that the suggested program was effective in developing lower intermediate learners' EFL writing fluency. Life-wide learning activities are useful in enhancing EFL writing fluency according to the results stated above.

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