
RESEARCH ARTICLE

Blogging about Sustainable Development in the EFL College Classroom

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ABSTRACT

Sustainable Development Goals (SDG) are not integrated in any EFL courses that students take at the College of Language Sciences. Therefore, this study proposes a model for integrating topics related to SDGs using a class blog. Each week, a specific and tangible topic related to an SDG from a local or global perspective (no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation, and infrastructure, reduced inequality, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice, and strong institutions) is posted by the instructor. Blogging about SDG topics goes through three stages: a pre-task, task and post-task phase. The students may search for videos, photos or articles related to the assigned SDG and write a blog post that describes the photo, summarizes the video or article content. Participation goals that require the students to suggest solutions to a problem are integrated. The students write their reactions to the goal, post comments, and feedback on their classmates' blog posts. They work on their blog posts individually, in pairs, and in small group; synchronously or asynchronously; on a smart phone, tablet, iPad or laptop. In the blogging activity, the instructor serves as a facilitator while the students are blogging. The study gives recommendations for integrating SDG in EFL writing, speaking and reading courses.

KEYWORDS

Sustainable Development Goals; blogs; blogging activities; EFL writing practice; EFL students; global issues; participation goals; collaboration, interaction, writing instruction

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1. Introduction

Sustainable Development Goals (SDG)¹ were established by the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The aim was to produce a set of global goals that meet the urgent political, economic and environmental challenges that the world is facing. The SDGs² are a call for action by all countries in the world whether they are rich, poor, or middle-income, to promote prosperity while protecting Planet Earth. The SDGs³, also known as the *Global Goals*, were adopted by the United Nations in 2015 as a universal call to take action to protect the planet, end poverty, and ensure that by 2030, all people all over the world enjoy peace and prosperity. The SDGs include 17 Global Goals: (i) No Poverty, (ii) Zero Hunger, (iii) Good Health and Well-being, (iv) Quality Education, (v) Gender Equality, (vi) Clean Water and Sanitation, (vii) Affordable and Clean Energy, (viii) Decent Work and Economic Growth, (ix) Industry, Innovation and Infrastructure, (x) Reduced Inequality, (xi) Sustainable Cities

¹ [https://www.undp.org/sdg-accelerator/background-goals#:~:text=The%20Sustainable%20Development%20Goals%20\(SDGs,economic%20challenges%20facing%20our%20world.](https://www.undp.org/sdg-accelerator/background-goals#:~:text=The%20Sustainable%20Development%20Goals%20(SDGs,economic%20challenges%20facing%20our%20world.)

² <https://www.un.org/sustainabledevelopment/>

³ <https://www.undp.org/sustainable-development-goals>

and Communities, (xii) Responsible Consumption and Production, (xiii) Climate Action, (xiv) Life Below Water, (xv) Life On Land, (xvi) Peace, Justice, and Strong Institutions, (xvii) Partnerships for the Goals (See Image 1).

Image 1: The UN Sustainable Development Goals⁴



Due to the importance of SDGs, a plethora of studies focused on the integration of SDGs in education in general, and higher education, physical education, environmental education, entrepreneurship education, foreign language instruction and others. SDGs integrate various subjects like economics, social studies, and science, and promote a holistic approach to education. Teaching SDGs to students has many advantages. The students will gain a broader understanding of global challenges such as inequality, poverty, climate change, and environmental degradation. Learning about SDGs will help the students develop essential life skills, including collaboration, communication and leadership. Incorporating SDGs into education will enrich students' learning experiences and equip them with the tools that they needed for addressing present-day challenges and create a sustainable future. The students will learn practical ways to live sustainably, which they can apply in their daily lives and communities, leading to long-term positive impacts. Addressing complex issues encourages students to think critically, analyze situations, and develop problem-solving skills. Feeling empowered, students will make a difference. They will understand that even their small actions will contribute to a better world. Learning about SDGs will shape and prepare responsible, informed, and proactive individuals and will foster a sense of global citizenship in them. Students are better prepared for their future careers that increasingly value sustainability and corporate social responsibility. Moreover, the integration of SDGs in students' education will help raise students' awareness of global issues and global culture as they live in a global community and an inter-connected world (Al-Jarf, 2022a; Al-Jarf, 2022b; Al-Jarf, 2022c; Al-Jarf, 2020a; Al-Jarf, 2007a; Al-Jarf, 2003).

Specifically, SDGs are important for foreign language students. A review of the foreign language teaching and learning literature has revealed a plethora of studies that investigated the integration of SDGs in foreign language teaching learning. Some conducted a literature systematic literature review of the integration of sustainable development goals into foreign language teaching and learning contexts with the use of technology (Tilemachou, Nicolaou & Parmaxi, 2025), and a systematic review of SDGs in EFL students' learning (Putri, Santosa, Artini & Nitiasih, 2024; Septyarini Putri Astawa, Santosa, Artini, & Nitiasih, 2024). Other studies focused on a variety of aspects as connecting students' interest and motivation in English to the SDGs (Adams & Nakano, 2024);

⁴ <https://theoruby.com/united-nations-sdg/>

incorporating SDGs into English foreign language classrooms (Davronovna, 2024); SDGs in English as a foreign language (EFL) (Alcantud-Díaz, & Lloret-Catalá, 2023); education towards sustainable development (SD) in foreign language teaching and learning (Jatautaitė & Zuzevičiūtė, 2023); application of SD principles in foreign language education (Makarova, 2020); learning about SDGs through English language teaching (Bekteshi & Xhaferi, 2020); a journey towards education for SD in the foreign language curriculum (Gabaudan, 2022); integrating SDGs into teaching EFL (Cherednichenko, 2024); embedding SDGs into critical English language teaching and learning (Mambu, 2023); empowering language learners as global citizens via SDGs (Özçelik, 2024); a case study of incorporating SDGs in English teaching (Kwee, 2021); towards 21st century citizenship through SDGs in foreign language education (Ülker, Gemalmaz & Yüksek, 2022); the impact of English language proficiency on achieving SD (Jawad, 2024); empowering students to achieve the SDGs in English language teaching (Yu, Guo, & Fu 2024).

Another group of studies integrated SDGs in some countries such as integrating global competence into Malaysian English as a second language lesson for quality education (fourth United Nations SDGs) (Yacob, Yunus & Hashim, 2022); SDGs in the English language high school curriculum in Turkey (Arslan & Curle, 2021); institutionalising English as a foreign language teachers for global sustainability in Turkey (Arslan & Curle, 2024); foreign language education for SD in China: a case study of German language education (Ge, Wang & Li, 2023); mother tongue and foreign language education for SD in Croatian primary education (Cvikić & Dobravac, 2020); a framework for integrating education for SD in the EFL classroom in Japan based on a language teaching community (Jodoin & Singer, 2019).

A third group of studies proposed strategies for teaching SDGs in EFL such as SUSTAINable development as an interdisciplinary approach to teaching a foreign language for professional purposes in higher education institutions (Korolchuk, 2024); how blended learning in ESL courses can incorporate cultural heritage and sense of SDGs (Kwee & Dos Santos, 2022); a content-based instruction for college-level SD curricula in foreign language learning: (De la Fuente, 2022); an integrated approach to SD in foreign language teaching (Pirozhkova, 2020); artificial intelligence for English language learning and teaching: advancing SDGs (Al-Smadi, Ab Rashid, Saad, Zrekat, Kamal & Uktamovich, 2024); improving students' awareness of SDGs through teaching literary text (Manurung, Saputra, Oktaviani, Nurmalina, Herman, Van Thao & Batubara, 2024); working with literary texts and the SDGs in the EFL classroom (Schwanke, 2022); an analysis of the image-text interplay found in EFL textbooks in Japanese higher education as an example of mainstreaming education for SD in EFL (Jodoin & Singer, 2020).

Furthermore, the literature review showed no studies that explored the integration of SDGs in teaching EFL, in general, and English language skills, in particular, to EFL college students at Saudi universities. For instance, Sustainable Development Goals (SDGs) are not integrated in any EFL courses that students take at the College of Language Science, King Saud University, Riyadh, Saudi Arabia. Therefore, this study aims to propose a model for integrating SDGs in EFL writing courses whether as an in-class or a supplementary out of class activity. Specifically, the model will show the following: (1) how a blog can be selected and used for practicing writing about SDGs; (ii) stages of teaching SDGs with a blog; (iii) examples of specific topics and tasks related to each of the 17 SDGs; (iv) which technologies and audiovisual aids can be integrated in the blog; (v) how blogging activities can be conducted; (vi) feedback, error correction, interaction, engagement; (vii) the instructors' role; and (viii) some recommendations for effective blogging activities.

The proposed model will provide guidelines that will help novice and experienced teachers who have never integrated SDGs in EFL writing instruction with elementary, intermediate or advanced-level EFL college students majoring in English, linguistics or translation.

2. Definition of Terms

2.1 What is a blog

A blog, short for web log or weblog, is a website that consists of entries (posts) similar to those in an online discussion forum. They are created using specific software. They typically include posts and comments, and might include files, doc, ppt, xls, Pdf files, Links, photos and video clips. In education, blogs (edublogs) can be used as a teaching and learning tool. They can be written on a mobile device as a smartphone, tablet, iPad, or laptop.

2.2 Types of Blogs

- *Personal blogs*: It is an ongoing online diary or commentary written by an individual.
- *Collaborative blogs or group blogs*: in these blogs, more than one author written, and published posts. They revolve around a single uniting theme, such as technology, politics, or advocacy.
- *Microblogging*: posting small (short) pieces of digital content such as text, links, pictures, short videos, or any other media on the Internet.
- *Corporate and organizational blogs*: focus on business, not-for-profit organization or government purposes. Blogs used internally. Such blogs are only available to employees via an Intranet are called corporate blogs.

- *Aggregated blogs*: these aggregate selected feeds on a specific topic, product or service and provide combined view for its readers.
- *Reverse blog*: composed by its users such as several contributing authors on a topic. It can also be open for anyone to write.
- Most blogs are primarily textual. Some focus on audio (podcasts), photographs (photoblogs), videos (video blogs or "vlogs"), music (MP3 blogs), and art (art blogs).
- *By media type*: A blog can include links (linklog), photos (photoblog), videos (vlog), shorter posts and mixed media (tumblelogs) or a portfolio of sketches (sketchblog).
- *By genre*: a blog can focus on a particular subject such as health, travel (travelogs), journalism, politics, psychology, sociology, education, photography, book, beauty, fashion, lifestyle, party, wedding, gardening blogs, house, project, niche, classical music, quizzing, legal (blawgs), or dreamlogs and how-to/Tutorial blogs.
- *By device*: A blog written by a mobile device like a mobile phone or PDA (moblog).

3. The Proposed Model

3.1 Creating a Class Writing Blog

A blogging website can be selected from the following: *Blackboard LMS, Sharepoint, or King Saud University faculty websites* (fac.ksu.edu.sa). Instructors can also choose a free blog to use from www.freespot.com such as *Ghost, Blogger, Medium, Tumblr, Joomla, Yola, Wix; https://edublogs.org, WordPress.com, https://education.weebly.com*. A good blog design should be chosen. Students may use a mobile blog. An instructor can create a class blog and use as a supplement to in-class EFL writing instruction. It can be used for extensive writing activities by EFL college students.

3.2 Selecting Writing Topics Related to the SDGs

Topics related to the *SDGs* can be selected. They should be familiar, specific (focusing on one element), current, tangible, and relevant to the students' lives and daily experiences. Broad topics can be divided into specific ones. The *SDG* topics selected should focus on one aspect rather than all aspects of an *SDG* or all *SDGs* at once. *SDG* concepts should be simplified and should focus on concrete examples that the students can understand and relate to. A chosen topic can be personalized by having the students write about their views, daily experiences, surroundings and reactions. The topic chosen should be related to what the students watch on TV, or on YouTube and what they read on social media to help the students generate ideas. Thus, they will only have to focus on paragraph structure, organizing ideas, sentence structure, vocabulary selection, punctuation and spelling. Their paragraph may include *a definition; what happened, where, when, why, how; and results of* (Al-Jarf, 2022a; Al-Jarf, 2022c; Al-Jarf, 2020a; Al-Jarf, 2007a; Al-Jarf, 2003). Examples of specific *SDGs* topics are given in Table 1 below.

Table 1: Sample Topics Related to SDGs

| Broad SDGs ⁵ | Specific Topics Related to SDGs |
|-------------------------------|--|
| 1) No poverty | <ul style="list-style-type: none"> • Helping disadvantages students. • How to encourage donations (donating clothes, food, or money) and how donations can make a difference in the lives of those in need). • If you have donated or if you <i>could</i> donate, what would they donate and why? • Role of charity organizations • Describe someone in your community who helps fight poverty and supports people in need. • How to send donations to Gaza people |
| 2) Zero hunger | <ul style="list-style-type: none"> • How to end hunger in Gaza • How to end hunger in the community • How to improve nutrition • How to reduce food waste |
| 3) Good health and well-being | <ul style="list-style-type: none"> • Access to medical care. • Providing medical care to Gaza in the war time • Health education for the public. • Women and children's health • Campaigns related to cancer, diabetes, children's vaccination and so on. • Good nutrition |

⁵ <https://www.globalgoals.org/goals/1-no-poverty/>

| | |
|---|--|
| | <ul style="list-style-type: none"> • Role of medicare programs |
| 4) Quality education | <ul style="list-style-type: none"> • Inclusive and equitable quality education and • Promoting lifelong learning opportunities for all • Eradicating illiteracy • The role of technology in enhancing educational access and quality • Access to the internet and technology for all • Children with special needs • Children's illiteracy |
| 5) Gender equality | <ul style="list-style-type: none"> • How to achieve gender equality and empower all women and girls • Equal pay • Equal access to education • Equal job opportunities • Everyone deserves ... • Challenging gender stereotypes • Standing up for someone • Age-appropriateness |
| 6) Clean water and sanitation | <ul style="list-style-type: none"> • Availability and sustainable management of water and sanitation for all. • Methods to conserve water at home • Describe all the ways you use water at home • Describe specific things you do at home to save water. Why do you do it? • If I could invent a water-saving device, it would be |
| 7) Affordable and clean energy | <ul style="list-style-type: none"> • Ensuring access to affordable, reliable, modern and clean energy for all. • Clean energy or water purification technologies. • Describe how your family uses electricity, gas, or other energy sources at how • Describe a new invention that uses clean energy • Simple ways to reduce energy consumption at home • Clean energy sources • Why clean water is essential for health and well-being • Local water sources and water treatment processes • How lack of clean water would affect life • The need for clean water in Gaza and how to provide it |
| 8) Decent work and economic growth, | <ul style="list-style-type: none"> • Creating new job opportunity for college graduates. • Filling job vacancies with Saudi workers • Job opportunities for people in your area of specialization. • Change in jobs because of AI • Things your community could improve for economic development • New skills needed for the job market |
| 9) Industry, innovation, and infrastructure | <ul style="list-style-type: none"> • The role of public transportation in reducing pollution • How using buses, trains, and other forms of public transportation can help reduce air pollution • The New Riyadh Metro System • Historical inventions like the wheel, the printing press, or the internet and their impact on society • Building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation |
| 10) Reduced inequality | <ul style="list-style-type: none"> • Equal opportunities for all citizens in education and work • Policies to reduce income inequality and promote social inclusion • Basic rights you believe everyone should have (food, shelter, education, respect, etc.). • What rules would you make to ensure fairness at ... |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Describing some differences among cultures • Why is it important to respect everyone |
| 11) Sustainable cities and communities | <ul style="list-style-type: none"> • How to make cities inclusive, safe, resilient, and sustainable • simple ways to save energy, like turning off lights and using energy-efficient appliances • Explain how a recycling program at school can help reduce waste • Creating a community garden & planting trees • Reducing plastic use with environment-friendly alternatives • The Kingdom’s Vision 2030 & humanizing cities |
| 12) Responsible consumption and production | <ul style="list-style-type: none"> • Reducing food waste at home • Choosing reusable items as bags, bottles, and containers instead of disposable ones • The importance of recycling • Upcycling old items, such as turning old clothes into new fashion pieces or making crafts from used materials • Buying local products such as supporting local farmers and reducing the carbon footprint • How sharing and borrowing items (books, tools, and clothes) can help reduce consumption and waste |
| 13) Climate action | <ul style="list-style-type: none"> • Planting trees and gardens • Growing your own vegetables • How carpooling with friends or family members can reduce the number of cars on the road and lower emissions • How using smart thermostats can help save energy and reduce electricity bills • Benefits of walking or biking to school instead of using cars |
| 14) Life below water | <ul style="list-style-type: none"> • Conserving and sustainably use the oceans, seas, and marine resources • Water pollution • Stopping waste in oceans and seas • The importance of clean beaches • Protecting ocean habitats • A visit to an aquarium |
| 15) Life on land | <ul style="list-style-type: none"> • Combating desertification • Stopping and reverse land degradation • Stopping biodiversity loss • Protecting animals and local wildlife • Recycling to protect land • Reducing waste • Walking in nature |
| 16) Peace, Justice, and Strong Institutions | <ul style="list-style-type: none"> • Community service activity you participated in and how it helped others • Resolve conflicts peacefully, whether at home, school, or with friends • Describe acts of kindness you've seen or experienced in your community • Describe a community institution and what services it provides • Describe a place where you feel peaceful and explain why • Describe how you handle disagreements with friends or family • Describe a situation where you felt things were unfair and explain why |
| 17) Partnerships for the Goals | <ul style="list-style-type: none"> • Shared responsibilities at home and how family members work together to keep the house running smoothly • Describe a time you shared something with someone • Describe a situation where you helped someone or taught something to someone • Describe something you have learned about another country or culture • Foods from around the world • Products we use every day, where they come from and how we rely on global trade |

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Connecting with people online (safely) • Cooperation among countries and why is it important to work together as a world? |
|--|--|

1.3 Selecting Audiovisual Aids

Pictures, short Youtube videos, TED Talks, mind maps, animations, linguistic landscapes, Mobile audiobooks and podcasts can be integrated in the blog to stimulate ideas while students are working together, helping each other. The following are examples:

- [*Take Action for the Sustainable Development Goals - United Nations Sustainable Development*](#)
- <https://www.ted.com/search?q=sustainable+development>
- <https://sdgs.un.org/goals>

3.4 Instructional Phases with Blogs

EFL writing instruction using blogs goes through three phases: A Pre-task, Task and a Post-task phase. In the *Pre-task Phase*, the instructor introduces the students to the class blog, describes the tools of the blog and explains how each is used. She informs the students what they will be doing with the blog, the rules of using the blog, and how the blogging activity about SDGs will be performed (synchronously or asynchronously; in-class or out of class; individually, in pairs or small groups). They can blog from a laptop, iPad, tablet, or smart phone. Every week or so, she assigns a specific topic related to any of the SDGs, from a local or global perspective can be assigned and brainstormed at home or in class. The students can search the internet or any other source for articles, photos, statistics, or videos related to the SDG topic to be blogged. They may conduct some interviews and write a short paragraph that summarizes the content of the video, article, or interview, describes the photo or makes comments on the statistics. They should be encouraged to give personal examples to make the SDG topic more engaging. They should give the source of their information. The instructor gives clear, direct, and specific instructions for writing and posting paragraphs in the blog such as giving the paragraph a title, starting a new blog for each new topic, comments, posting queries and reactions about the blog topic, writing a topic sentence, some details, paying attention to word choice, grammatical structures, especially tenses, cohesion and coherence.

In the *Task Phase* (while blogging), the students brainstorm and discuss the topic individually, in pairs or in small groups to generate ideas and vocabulary by asking "*what, who, whom, when, where, why, how,*" on the SD topic. Vocabulary items, grammatical structures, or functions related to the SD topic under study, that the students need to use to express themselves can be given and explained briefly. After brainstorming, student beginners can be provided with sentence starters to help them get started. (e.g., "*When I worked with my group...*", "*I helped someone by...*", "*It's important to share because...*"). Intermediate and advanced students may start writing a topic sentence for their blog post. Then they make a list of points or details related to the topic sentence. The students keep their blog posts short and to the point. They should not write too little or too much about a topic. They should make content simple and easy to manage. They write their reaction to the SDG topic, post solutions, comments, and give feedback on their classmates' blog posts. A time limit should always be set for writing and posting the topic in the blog. Students are encouraged to write about the assigned SDG topic for communication and to give information without having to worry about grammatical and spelling mistakes. At this stage, the focus should be on ideas, making them clear, specific, relevant, connected and well-organized. The students can write their posts and revise them at home and post them in the blog later. They write as often as possible. Other students in the blog community can respond to their classmates' questions, and give comment and feedback on the posts and errors (Al-Jarf, 2020c).

In the *Post-task Phase*, the students correct the finished posts or paragraphs posted in the blog. Focus should be on ideas and information, i.e., the topic sentence and supporting details, and that ideas are relevant, concrete, specific, clear, and detailed. They make sure the post is cohesive and coherent. Few types of grammatical errors may be selected and corrected by classmates each time a topic is assigned for the blog as it is impossible for the students to conceptualize and correct all types of grammatical, spelling, and punctuation errors. The instructor makes comments on few common weaknesses and gives positive feedback on areas of improvement. If a writing task is difficult, additional examples of the same type are given and practiced. For the next class or next week's task, she assigns a new topic related to SDG and gives instructions to help the students brainstorm prior to posting in the blog (Al-Jarf, 2021a).

3.5 Instructor's Role

The instructor serves as a facilitator. She can select the SDG topics and encourage the students to choose any theme that they like about any SDG. They can also keep a diary of their daily experience with an SDG. When students work in teams, the instructor rotates and re-assigns members of each team for each writing blog assignment so that each student has a chance to work, collaborate and interact with different classmates. She moderates the responses, discussion and comments. She encourages the students to interact and make comments. She helps with writing problems, and answers questions. She gives a deadline for posting in the blog. No posts should be accepted after the deadline. Self-improvement tips and study skills and websites are posted. Links

to reading material, TED Talks or YouTube videos can be also posted. She teaches the students about copyright issues and the importance of citing the resources of their information. The instructor should always note and make positive comments on the students' work, thank them for their efforts and may give extra credit for participating in each blog topic regardless of its quality to encourage them to participate in the blog (Al-Jarf, 2021f; Al-Jarf, 2020c; Al-Jarf, 2012; Al-Jarf, 2011b).

4. Recommendations

Since blogging takes time, effort, and skill, and to make the best use of blogs by the instructor and students, the current study recommends the following:

- When selecting an SDG topic, instructors can integrate participation goals that focus on students' involvement in the SDG issues such as giving solutions to a problem (Al-Jarf, 2021c).
- Using linguistic landscapes displayed in public spaces in the students' local community about any of the SDGs such as water and energy conservation, protecting wild animals, personal hygiene, and writing a paragraph describing them and showing the effect and importance (Al-Jarf, 2021e).
- A variety of writing tasks can be integrated in the blogging activity such as tasks that focus on specific writing skills; tasks that provide free writing activities; tasks that provide extension activities; tasks that require reflective thinking; pre and post-writing assessment tasks; tasks that require students' comments; error correction tasks; remedial tasks; study skills and self-improvement tasks; electronic searching tasks and others (Al-Jarf, 2014b).
- To engage students in the blogging activity, instructors may integrate participation goals, using task-based, project-based, and problem-solving tasks, debates, inviting specialized guest speakers to talk about issues related to a specific SDG and posting a report about their work in the class blog and integrating apps such as Kahoot, Padlet ConnectYard (Al-Jarf, 2021b).
- Integrating speaking and writing and reading and writing activities about the SDG topics and collaborating in blogs with their classmates (Al-Jarf, 2013; Al-Jarf, 2010).
- Integrating mobile audiobooks only, mobile audiobooks that combine reading and writing, and /or listening and writing activities which the students can use on their own at home, then perform some activities during the online class session such as summarizing the content or reflecting on it orally or in writing (Al-Jarf, 2021d).
- To correct students' errors in the class blog, the instructor gives communicative feedback that focuses on ideas and highlights only errors that are common among the blog group. She provides feedback on the location of errors, but no corrections are given. The students engage in self-editing and peer-editing. Extra credit is given for good blogposts every time the students post a paragraph in the blog about an SDG (Al-Jarf, 2021a).
- The instructors may share blogs and SDG topics with their colleagues at their department or at other universities. In addition, students can collaborate with EFL students in some other countries, share a blog to build up a picture of the SD issue causes of SD problems that affect people's daily life. Students and instructors from different backgrounds may enter into dialogue with each other using a single blog to gain knowledge of SDGs, and to critically reflect on the Pandemic (Al-Jarf, 2020a; Al-Jarf, 2006; Al-Jarf, 2005).
- Encouraging the students to gather information to build up a picture around an SDG. The students can get up-to-date information on an SDG from multiple resources such as: World Health Organization and the World Economic Forum and others.
- Enhancing SDG blog topics with mind maps to show relationships among specific ideas in the SDG blog post (Al-Jarf, 2009).
- Using iRubrics in assessing the students' ability to write about the SDG topics (Al-Jarf, 2011a).
- Social networks especially Facebook and online courses can be used to post paragraphs written by the students about SDG topics (Al-Jarf, 2018; Al-Jarf, 2015; Al-Jarf, 2014a; Al-Jarf, 2004; A-Jarf, 2007b).

Furthermore, EFL instructors should take into consideration that use of blogs does not guarantee students' writing skill development. It all depends on how blogs are used, the kinds of tasks assigned to the students, whether the writing tasks are compatible with the students' ability level, amount of writing the students produce, instructor's guidance, support, encouragement and making blogging an enjoyable activity.

Finally, instructors teaching different EFL writing courses to students in different EFL college levels at the same department in Saudi Arabia can collaborate and share a blog to post paragraphs about the SDGs. Using blogs in speaking, reading, and translation courses and using social media such as Facebook to read and write about an assigned SDG are still open for further investigation by Saudi researchers in the future.

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