The Implementation of Writing through Technology-Mediated English Course to Enhance Thai University Students Writing Skills

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Abstract
Integrating technology into classroom has been proven to be effective, through the existing literature, by providing a better understanding of the language content and features with more authentic language experience. Along with the classroom writing, online-writing was also incorporated into the course to explore the efficacy of either one of these writing sessions through the participants' performance. The participants, 50 pre-intermediate Thai university students, were divided into a number of small groups during the class period, in which they were asked to work together to both brainstorm and provide mutual feedbacks for their peers. However, writing through online platform at their convenience was an individual performance. The accuracy, lexical complexity, and adverbs only with –ly ending, of their writing samples were considered as the main data in current study. The results, analyzed through a quantitative experimental design, proven to be fairly significant for the lexical complexity whereas their improvement in accuracy was significant, meanwhile during the online writing episodes, the participants experienced less stress with greater focus. Due to lack of pressure, they could apply the writing skills they learnt in the class which led to a significant improvement is accuracy. The students' perception about the classroom and online writing episodes as well as their effect of the participants' self-assessment were also investigated.

Keywords: Feedback, Interactive Writing, Educational Technology, Online Writing

1.   Introduction

The English language has been transformed into a vital course in academic establishments around the globe as well as Thailand. In contexts like Thailand, it is taught as a foreign language (FL), and students at any level, from primary to postgraduate, are required to utilize English effectively. That is, to use English to teach English, as it is quite prevalent that some local English teachers use translation or even Thai language to teach English, strangely enough even in speaking classes. In foreign language context, such as Thai students learning English, it is increasingly hard to figure out how to write in English since the distinctions in terms of total new alphabetic symbols, linguistic features, language proficiency, and other social elements (Lems, Miller, & Soro, 2009). A discussion over what might be an ideal strategy/approach of encouraging writing skills and improving the ability will often yield some dubious thoughts. A recent study found that "composing for delivery," happens when students embark on writing where the authors allow their writing be read by real audiences. This takes into consideration an authentic view of the audience and purposes and links the entire writing procedure to the last step so as to train the students for real-life writing, which stretches even after and beyond the classroom (Chan, Bax, & Weir, 2018). Evaluation of the writing procedure may concentrate on the end product itself with the process as a means to the end, or it

might incorporate an assessment of the nature of the entire process or a contemplation by the students during the time spend creating the final product (Suwanarak, 2018). Additionally, innovative technology is extending at a flourishing rate and will simply continue on developing. Technology provides enhanced opportunities for composing, revising, peer editing, and publication of writing since these gadgets can help us in this era and afterward the association of text, can provide input to help effective revision and editing, and can make a network of arranged authors.

Due to the advent of technology-driven language courses, that is incorporating the computer and technology in the educational settings, and more specifically, the inclusion of technology and peer (friends/classmate) feedback into the writing courses, it has formed into a creative strategy for using educational tools both for teaching and learning. The current study, integrated the technology at first and peer feedback to English writing classes to enhance the participants' proficiency and writing skills in a course where writing is peripheral.

2.   Research Objectives
Considering the variables of the study, addressed earlier, the present study focused on the following two main objectives:

1) To investigate the effectiveness of the interactive classroom writing and online writing undertaken by non-English major Thai EFL university students.
2)   To evaluate the students' perception toward both interactive classroom writing and online writing experience.
3)   To find if there is any relationship between the students' writing ability, online writing experience and their self-assessment.

3.   Research Questions
Following the research objectives, the current study tried to answer the following research questions:

1) Which one of the online writing and sit-in writing classes is more effective?
2) What is the students' perception toward the online and interactive classroom writing?
3) Is there any relationship between the students' writing ability, online experience and their self-assessment?

4.   Literature Review
In order for writing as a communicative conduct, to be successful which also meets the existing standards, quite a number of complicated process need to be passed through that require controls of various languages, featured during the process. Language proficiency with all its subcomponents, including vocabulary, cohesion and coherence, having possessed a critical thinking and reasoning skills, as well as logical and interesting thoughts would serve the novice writers quite well. Among the existing language skills, which students can acquire without any necessity for formal education with being exposed to the language in the environment, writing is a unique skill. That is, to master the writing skill, even in the L1, individuals must undergo formal education and spend a considerable amount of time to learn the skill. As the role of education in the development of the writing skill is well-discussed in the literature extensively, the factors

and points that enhance the quality of writing classrooms need to be addressed accordingly. Writing features, teachers' approach ion the classroom, students' strategies in writing, their proficiency, and their perception, are among the few elemental points to name.

Crucial to social activities and communication, is the concept of interaction. According to Long (1983), interaction is using language as a mediating tool among learners, a tool/skill that can shape the social communication where students learn by actively enjoying the mutual interaction in a social context. He went on and furthermore defined interaction as, Circular in structure, cooperating mannerly with a constructive nature, which is an interaction of ideas by any human being who come together to communicate of any nature at any location which can be out of the classroom that in turn adds to the complexity of this interaction. One of the ways of learning to write is through interactive writing activities (Price, 2018). Research into the role of interaction in L2 learning started in the early 1980s. A discussion on what is an optimal course for writing typically yield many contrasting thoughts. Interaction, is among those mutual activities that requires at least, the contribution of two people which causes shared impact. Ellis (1999, p. 1) characterizes an association as "the social behavior that occurs when one person communicates with another". As indicated by Long's (1996) Interactionist Theory, interaction is an intelligent and socially mediated method for optimal language learning. According to Morita (2004) educational activities that enhance the meaningful interaction among learners have a facilitating role in developing their language proficiency. The end result of any meaningful negotiation in the learning environment is viewed accordingly or result of students' interactional interactions where misunderstandings and negotiation over communication breakdowns exist and are dealt with, through those interaction episodes by which learners can receive feedback and are provided with chances to modify their own language samples.

Moreover, subsequent remarks from teachers or students will similarly constitutes an occasion for every single student in the classroom to comment on their friends' writing drafts and all these comments, or so-called feedbacks, will improve both the quality of the writings and equip the students with some new sets of skills or even it can update students' knowledge at some level. Feedbacks, provided by classmates or peers through an interactive process over different drafts, has become a prevalent element of process-oriented writing classrooms (Lee, 2017). This activity by nature, encourages more interaction at which point the negotiation and form-meaning mapping has attracted a vast amount of considerations in both EFL and SLA writing context (Hyland, & Hyland, 2019). There are various researches in the field that have supported the advantages of feedbacks, provided by both teacher and peers, assuring that receiving feedbacks will enhance the individual students' writing skill which in turn will lead to a higher level of confidence (Hirose, 2012). As meaningful negotiation and construction, peer feedback provides for writing, online learning communities, where the students free from any pressure and in their convenient time through a process of mutual commenting on their online writing, also entail meaningful interaction among learners. In order to enhance and refresh students' writing skills, writing instructors need to locate the reasonable, viable methodologies or exercises. As indicated by Hyland and Hyland (2019), feedback is seen as a basic component to assist writers with improving subsequent drafts.

Due to the advance in the technology and its application in the educational setting, responses have shifted from a traditional side note on the paper draft to a computer-based networking computer in which the teachers and students are able to exchange their own thoughts and comment on each other's work through online platforms. L2 writing is not also separate from this concept and having been affected by technology, some scholars believe that advances in technology and social networks has the potential to encourage the students to learn and practice more creatively in writing classroom both independently and through collaboration (Warschauer & Kern, 2000). Recently, SNSs (e.g., Facebook) expands their ubiquity in English language learning setting. The utilization of technology as an apparatus for language learning was completely upheld by the vast majority of instructive educational settings.

Melor (2007) pointed out that social communication advances have extraordinary advantages for long lasting instruction conditions which is in exact life with the objectives of both the study and the course syllabus. Educational activities can typically happen in the class where teachers and students will participate and interact face to face, however at the present time all the steps crucial to the active process of writing, including drafting, commenting, discussion and assessment, can take place online. Based on a study done by Kabilan, Ahmad, and Abidin (2010), the application of Facebook affects learner motivation and strengthens students' social networking practices. Teachers can then positively impact the writing instruction they offer their students to assist them with developing skills for written communication in their future endeavors. Besides, written feedback will be continuous and present at this stage as well. That is, as students receive teachers and their peers' feedback in the class during different episodes or group work or teacher-students, these feedbacks will be available once they post their writing samples on the social webpages and again both teacher and peers' feedback will follow their writing and individuals in a stress free situation and on their own pace with ponder on the comments (feedbacks) and redraft their writing samples. Above all, the interactive nature of the entire writing process will create a productive emerging communicative social skill.

Quite a number of studies have looked into different aspects of EFL writing skills by focusing on writing difficulties in academic context, mechanics of writing, the effectiveness of written feedbacks, presence of peer feedback, etc. On the other hand, with technology and electronic gadgets becoming so immensely intertwined with our education system as well as our lives, less attention has been paid to the inclusion of technology, specifically, in writing courses. That is, teaching the writing skills can extensively be stretched beyond the classrooms by giving the students some assignments to perform later through online platforms. Moreover, since technology has removed the physical and context limitations, the student-student-teacher interaction can exist/continue beyond classrooms which can/may encourage more active learning. Therefore, the development of the participants' writing skills requires information concerning both the potential for exposure to a given model and its potential impact/effectiveness on the students' writing proficiency.

For the study to be contextualized, some of the most recent related studies, mainly in Thai context, are discussed. Khemanuwong, et al. (2020) in their survey-based study investigated the challenges in writing of English research papers faced by 157 Thai Nonnative-English-speaking (NNES) postgraduate students of King Mongkut's Institute

of Technology Ladkrabang. The results revealed that the students had a moderate level of difficulty in writing academic paper. The findings indicated that 43% of the participants who were required to write research in English had encountered many difficulties in writing process. Additionally, they faced some other challenges in language use such as sentence structure, tenses, and vocabulary. The results highlighted that more emphasis should be placed on course that promote/enhance academic writing skills.

Kokthaisong (2020), in his study focused on the problems and needs of English language proficiency of eighteen International Relations Officer at Rajabhat University of Thailand. The results showed that problems in the English language use of the participants in writing is the most problematic while reading is the least problematic Other problems in using English to communicate are listening, speaking and reading, respectively. Dokchandra (2019), investigated the collocational competence of undergraduate students of English at a university in northeastern Thailand. The 153 participants from English field, took part in a collocational competence test with fill-in-the-blank questions with optional alternatives responses. By the end of the test administration, the participants of the study were asked to answer a 5-item Likert-based questionnaire investigating their perceptions of the difficulty of collocations in each test item. The results revealed that in general, the participants had a 'moderate level' of collocational competence. They also perceived collocations as slightly difficult with the idiomatic collocations reported as being the most difficult category.

Nguyen (2018), in a study investigated the adopting of the combined peer-teacher feedback model, developed by Nguyen (2017, 2018), and employing a survey and a focus group semi-structured interview. The results of the study showed that this feedback model helped reduce Thai university students' writing errors and how they responded to each error for the improvement of their writing accuracy. In another study, Nguyen (2019) focused on the effectiveness of written feedback, in educational contexts. According to her study, although the results of the study revealed that Thai students have serious problems in English writing, there are a smaller number of studies that have tried to find out solution to this issue by providing the students with various types of feedbacks. Nguyen in her study found that active responding of the students to the teacher's feedback, tends to assert the crucial roles of teachers' knowledge of students' learning experiences, English proficiency levels, feedback preferences and classroom settings on the success of written corrective feedback.

Vie (2015) conducted a countrywide survey in the United States that focused on writing instructors who used social media in their classes. The findings of this study show a growing interest in using social media in the writing classroom as a technological tool, content for analysis, a writing space, and more. These findings point to the importance of social media as an educational tool and discuss the potential benefits and drawbacks of using it in the classroom. In their study, Ezza, Alhuqail and Elhussain, (2019) tried to enhance the struggling students' writing competence through the technology-based intervention. highlighted the role of technology-based instruction in enhancing the competence of struggling student writers at Majmaâ University (MU) in Saudi Arabia. In their study, a total of 26 participants enrolled in a short essay course offered by the Community College and the College of Education optionally participated in the study. While the experimental group received both traditional and online instruction, using the MU Learning Management System, the control group received traditional instruction

only. The experimental group outperformed the control group in the post-intervention test. The results from their study showed that instructional technology could significantly enhance learners composing skills.

In a study done by Sasaki (2004) it is reported that there were a few factors that were indicators of accomplishment in L2 writing: the proficiency in the target language or the language being learnt, first language writing skill/level, and the necessary strategies require in the target language. Moreover, they have identified factors distinguishing poor writer from a proficient one. That is, great writers create longer sentences with higher rates of fluency while paying attention to the overall process of writing, which is an indicator of higher writing skill, a result which later is supported by another similar study done by (Crossley & Kyle, 2018).

To summarize the issues being investigated by the aforementioned studies, a synopsis tends to help maintain the flow of the study. Issues like challenges of Thai university students in writing research papers (Khemanuwong, et al., 2020), problems and needs of English language proficiency of International Relations Officer at Rajabhat University (Kokthaisong. 2020), collocational competence of undergraduate students (Dokchandra, 2019) are among the most recent ones. Some other studies investigated existing issues such as peer-teacher feedback model (Nguyen, 2018), effectiveness of written feedback, in educational contexts (Nguyen, 2019). All these study share a common ground that there is still room for more investigation and innovation, although minor, in enhancing the writing courses. Similar studies across the world have taken a similar perspective, as they have also focused their studies on writing skill, for example writing instructors using social media in their classes (Vie, 2015), enhancing the struggling students' writing competence through technology (Ezza, Alhuqail, & Elhussain, 2019), and factors indicating accomplishment in L2 writing by (Sasaki, 2004).

5. Research Methodology

Having passed the university administered placement test for general English courses, there were a total of 141 students attending the General English Course, level 136 (GE 136), equivalent to pre-intermediate level. These students were then further divided into 7 classes with each class having the minimum of 16 to the maximum of 30 students. The researcher, through Random Cluster Sampling technique (Creswell, 2017), randomly selected 2 sections; section 3 with 30 students and section 6 with 21 students, totaling 51 participants. These 51 participants were both male and female Thai EFL sophomore students, 19 to 23 years of age, and at nearly the same level of language proficiency (pre-intermediate), as stated earlier, confirmed by the university placement test. All the students attended the class on a regular basis of twice a week and each time 2 hours for 15 weeks.

This General English course 136 is entitled as *learning English through media* and as the name implies and syllabus outlines the course, the greater part of the course is dedicated to the oral skills and the writing skill is overlooked throughout the course. The researcher tried to include the writing skill by encouraging the mutual interaction. For the first 2 weeks, the teacher explained the course outlines and what the participants were expected to do during the writing periods both during the class and while doing their writing assignment online at their own convenient time. To have a valid and reliable set

of obtained data, students who missed the experiment or generally speaking their class more than 3 sessions, their data were excluded from the study in the analysis phase.

The material being used in this course is the one gathered by the GE 136 (general English 136) committee over the years and with the beginning of every semester, some of the materials are being updated. Thus the researcher tried to follow the main topics of the material while using his own specific instruments for the study. The first set of instruments, to practice writing tasks systematically, are adapted from *Effective Academic Writing 1 book* as a standard source for writing tasks. Meanwhile the second task was the students' course material which mostly based on oral skills. Here at the early levels students were required to provide a written version for the same oral task. This familiarized the students with the basics of writing and yet practicing a mutual and interactive feedbacks on their writing samples.

The study used a quantitative design. To fulfill the purpose of the study and answer the research objectives and research questions, two sets of quantitative data were collected; a) data from pre-test and post-test and b0 data from a survey questionnaire. Prior to the onset of the treatment, participants of the study were given a pre-test. The test was a writing assignment that students had to do it in the class within the given time frame (90 minutes). The topics were chosen from the topics in the course material. They were expected to write about 150 words about the given topics. Similarly, a post-test was administered at the end of the treatment to evaluate the effectiveness of the treatment on the improvement of the participants' writing proficiency (accuracy and complexity). To evaluate the students' perception about the two writing episodes (classroom and online writing experience), a 5-point Likert scale questionnaire comprising of 3 sections were distributed among the students in the final week of the study. The first part of the questionnaire asked the participants about their perception of the classroom writing experience through self-assessment. The second part of the questionnaire asked the students' experience of using general writing skills throughout their writing episodes.

5.1 Reliability and validity of the questionnaire

The current research used the measurement model analysis to test the reliability and validity as well as some other types of measurement to support the questionnaire. To test the reliability of the constructs, the study used Cronbach's Alpha and composite reliability (CR). All the CRs were higher than the recommended value of 0.70 (Hair, et. al, 2019). Cronbach's Alpha of each construct exceeded the 0.70 threshold. Convergent validity was acceptable because the Average Variance Extracted (AVE) was over 0.50. The results for reliability and validity along with the factor loadings for the items are presented in table 1. Discriminant validity was assessed by fornell-lacker criterion; the table shows the square root of AVE for the construct was greater than the inter-construct correlation (Table 2). Discriminant validity was also assessed by heterotrait-monotail ratio of correlation (Hair, et al., 2019), with values below the threshold of 0.90. Hence, discriminant validity is established (Table 3).

Table 1. Loadings, Reliability, and Validity

	Cronbach's Alpha	Composite Reliability	(AVE)
General Writing Skill	0.868	0.887	0.657
Online writing	0.880	0.886	0.638
Self-Assessment	0.953	0.957	0.515

<div align="center">Table 2. Fornell-lacker Criterion</div>

	General Writing Skill	Online writing	Self-Assessment
General Writing Skill	0.507		
Online writing	0.735	0.518	
Self-Assessment	0.628	0.546	0.689

Note: values in italic represent Square-root of AVE.

<div align="center">Table 3. Heterotrait-monotail Ratio</div>

	General Writing Skill	Online writing	Self-Assessment
General Writing Skill			
Online writing	0.781		
Self-Assessment	0.628	0.544	

After presenting the reliability and validity results, the following section discusses the participants' perceptions. Each section, of the three sections, of the questionnaire are discussed separately.

To analyze the data, Paired-sample t-tests analysis through SPSS was utilized to analyze the data from pre and post-test episode for research question one. The focus of the study was on two features of writing; accuracy and lexical complexity (adverbs ending in –ly). In order to key in the data from the participants' writing drafts, first the aforementioned features, accuracy and complexity, are calculated through the following formulas and the final results were fed into SPSS for the analysis. To find out the results of the written accuracy, **Error-free T-units** was used. By T-unit, it is meant that all the main clauses plus subordinate clauses embedded in them were counted as T-units. Error-free T-units: only those T-units that contained no grammatical, syntactic, lexical, or spelling errors were counted as error-free T-units. To measure accuracy, the number of error free T-units is divided by the total number of t-units (Rahimpour, 2008). To find out the complexity, from among the different existing complexity items, **lexical density** was used in this study. To measure the complexity, the number of lexical, or 'open class', words in a text (full verbs, nouns, adjectives and adverbs ending in –ly) was divided by total words multiplied by 100 (Rahimpour, 2008). A questionnaire was also administered to find out the students' perception toward the online/classroom writing episodes and the effect of these two on their self-assessment. **Structural Equation Modeling (SEM)** used for the measurement model and structural model analysis.

6.   Results
6.1 Descriptive statistics on pre-test, post-test of accuracy
Table 4 presents descriptive statistics of pre-test and post-test used in the study. It also shows the means in both tests. The means for both tests are as follows: pretest 0.66, post-test 0.72. Studying the statistics in Table 4, it can be said that the participants performed better in the posttest. After the treatment, the participants progressed by 0.6 marks by mean, whereas the same participants achieved a mean score of 0.66 in their pretest. The participants achieved higher written accuracy when compared to their pretest results. The standard deviations of the two tests are as follows: standard deviations were recorded 0.25 in the pretest, and 0.23 in the. So in answering the first research question,
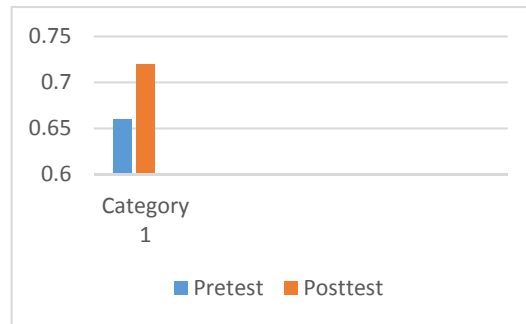
as figure 1 illustrates, both classroom and online writing sessions were equally effective in improving the participants' writing accuracy.

Table 4. Descriptive Statistics on Tests by roup

|	Mean	N	Std. Deviation	Std. Error Mean
Accuracy pretest	.6691	45	.25317	.03774
Accuracy posttest	.7258	45	.23966	.03573

Figure 1. Accuracy Means for Pretest and Posttest

6.2 Descriptive statistics on pre-test, post-test of Complexity

Table 5 presents descriptive statistics of pre-test and post-test used in the study. Figure 2 also shows the means in both tests. The means for both tests are as follows: pretest 50.14, post-test 51.29. It can be noted that the participants performed better in the posttest. After the treatment, the participants progressed by 1.15 marks by mean, whereas the same participants achieved a mean score of 50.14 in their pretest. The participants achieved slightly higher complexity when compared to their pretest results. To answer the first research question, both writing session, online and classroom, were proven to be effective. However, this efficacy, statistically speaking, is considered to be fairly significant.

Table 5 Descriptive Statistics on Tests by Group

	Mean	N	Std. Deviation	Std. Error Mean
Complexity pretest	50.4107	45	9.51569	1.41852
Complexity posttest	51.2978	45	9.24980	1.37888

Figure 2. Complexity Means for Pretest and Posttest
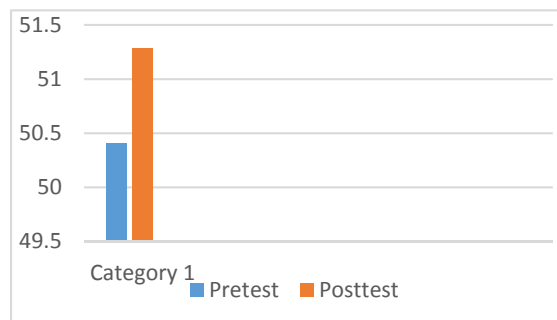
6.3 Examining differences in accuracy and complexity tests performances

Table 6 indicates that paired samples t-test examined the significant level of the accuracy scores over the three-month treatment (pretest–posttest scores) among the participants. The results reveal the significant progress achieved by the students reflected by the statistically significant difference from pretest to posttest (p = 0.03*, < 0.05). This study proves that a group of students majoring in fields other than English, after receiving a focused treatment during the GE 136 course, performed significantly better compared to their pretest results prior to the beginning of the treatment in the first week of the semester. That is, their accuracy rate in writing, compared to their pretest result significantly improved by 0.03 as shown in table 7.

Table 6. Accuracy Paired Samples T-Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Accuracy pretest – Accuracy posttest	-.05667	.12098	.01803	-.09301	-.02032	-3.142	44	.03

Note. Sig. (2-tailed): * = p < 0.05, ** = p < 0.01

Table 7 demonstrates the complexity rate in pretest and posttest through paired samples t-test. According to the analysis, students showed slight improvement in their written complexity which proves that the treatment was effective. However, the difference level is near the threshold of 0.05 and can be interpreted as weakly significant by 0.04.

Table 7. Complexity Paired Samples T-Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Complexity pretest – Complexity posttest	-.88711	1.94563	.29004	-1.47164	-.30258	-3.059	44	.04

Note. Sig. (2-tailed): * = p < 0.05, ** = p < 0.01

6.4 Survey questionnaire results

The second research question is the students' perception toward online and classroom writings and how it affects their self-assessment? Questionnaires were keyed into excel and analyzed through PLS-SEM software (trial version) to explore participants' perceptions under three main construct; participants' use of general writing strategies in classroom writing, participants' perception toward the online writing process and finally, participants' self-assessment regarding the first two writing.

6.4.1 Construct 1: Participants' use of general writing strategies

The participants' perception of writing strategies was analyzed using PLS-SEM. The analysis was performed to assess the regression weight between Online Writing (OW), General Writing skills (GW), and Self-assessment (SA). The statistically significant relationship between the participants' higher application of writing strategies

and the post-test scores is illustrated in figure 3. That is to say, the treatment contributed to the success in gaining the writing strategies to a certain degree. The results (figure 3) revealed that the total effect of GW on OW was significant (0.73). Additionally, during the classroom practice and different writing phases students both learnt and sharpened these strategies and later applied them into their posttest writing phase both in class and online. Answering the second research question, the participants benefited the classroom writing process to excel during their individual online writing sessions.

Figure 3. Participants' Use of General Writing Strategies
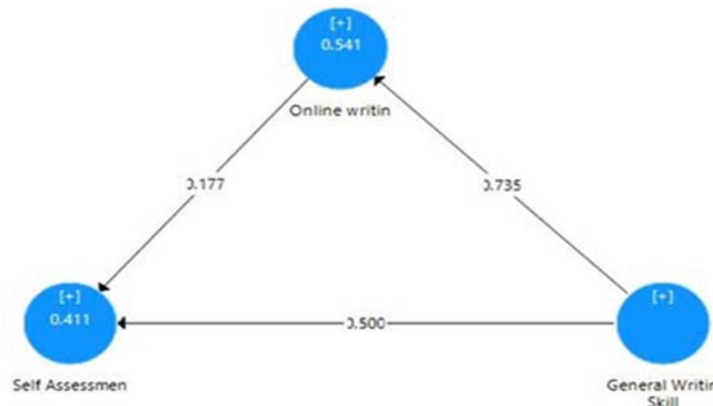
6.4.2 Construct 2: Participants' general writing (GW) strategies and self-assessment (SA)

The path analysis through bootstrapping was performed to assess the regression weight between General Writing skills (GW) and Self-assessment (SA). The results revealed that the participants found the treatment useful, as the comparison of the results from both pre-test and post-test showed significant improvement. Moreover, their self-evaluation with the t-statistics value greater than 1.96 shows that, firstly, their improvement derived from the treatment, secondly, the establishment of the proper context for expressing their ideas about the given topics was beneficial, and lastly, the promise of improved writing quality in their later practices was statistically proven to be significant (explained in earlier section, Construct 1). Figure 4 illustrates the participants' self-assessment in two phases, classroom and online writing. As reported, regarding the effect of GW on classroom writing, the t-statistics value was 2.41 and the same value for the effect of GW on online writing is highly significant by 8.37. The participants found the treatment boosted their learning process due to more interactive opportunities provided for the individual participants in the class. The participants realized that their improved performance in writing was a result of the successful communication because of the interactive nature of the treatment. The interactive process in the group, raised the participants' awareness of the use of certain writing features, grammatical issues, and even punctuation in writing. In addition to the raised awareness, they bore the responsibility to present their parts to their peers (i.e., providing useful feedback in a friendly and supportive atmosphere among the group members under the teacher supervision).

Figure 4. Participants' Self-Assessment and General Writing (GW)
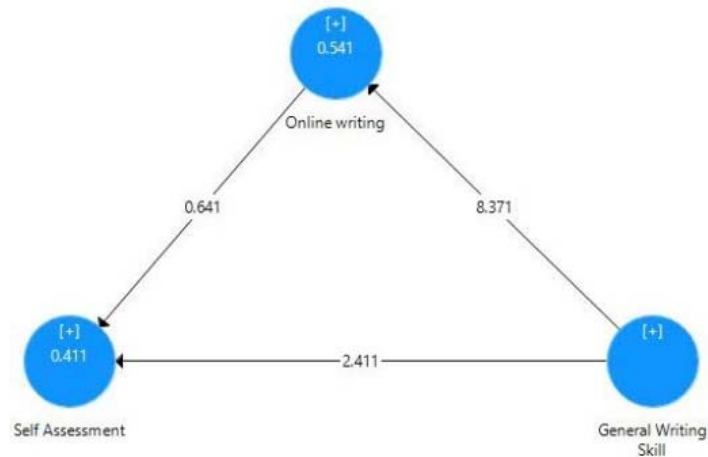
6.4.3 Construct 3: Participants' self-assessment (SA) via online writing (OW)

As illustrated in figure 5, the questionnaire analysis reveals that there is no significant relationship between the latent variable OW and the other latent variable SA as the t-statistics values in 0.64 which is far lower than the minimum of 1.69. It infers that the participants perceived that online writing, although encouraging positive interaction that contributed to the development of interpersonal skills, did not have any positive effect on boosting their GW skill. However, they were able to apply those GW skills much better during the online writing session. Figure 5, illustrates how the participants perceived that the treatment through online writing followed by self-assessment, where there is no time pressure as in face-to-face class, can foster self-learning skill outside classroom.

Figure 5. Participants' Self-assessment (SA) via Online Writing (OW)
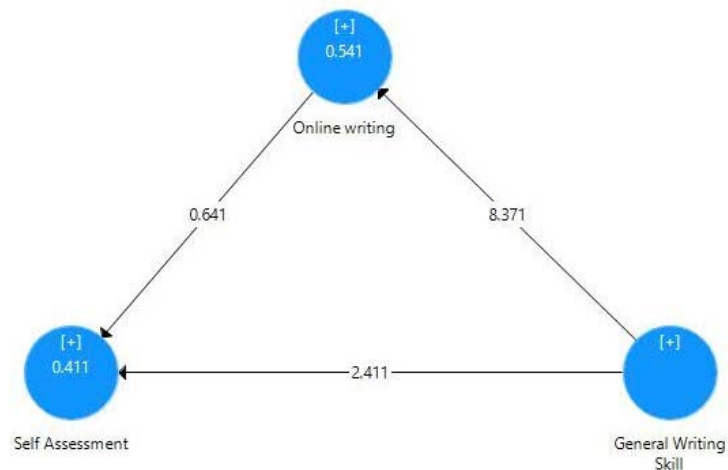
7. Discussion

The initiation of technology and promoting online writing together are supposed to be an important dimension of the educational strategies for English language writing courses in general. Given todays' situation as technology being an inseparable part of our

daily life, it is both a skill required in our modern life and an activity that is in line with what SLA/EFL theories tell us about the effectiveness of social interaction in language learning. In both cases, we are beginning to learn more about the process, outcome, and perceptions. Traditionally most writing classes focus on the result or product with a very little instruction on how to generate a piece of writing in English. However, in this study, the focus was on the process itself to equip the students with certain skills and strategies while boosting their confidence to achieve their potential.

The findings of the study can be related/justified to/with the existing body of the literature from different perspective. At accuracy and complexity level, both classroom and online writing sessions were effective. Both of these features can be traced back to the writing process through which students engaged in an interactive communication by commenting on each other's drafts in the form of feedbacks. These findings are in line with the findings of the studies done by Suwanarak (2018) that focused on the process of writing as a mean to the end, Lee (2017) that suggested feedbacks create an interactive process over different drafts, has become a prevalent element of process-oriented writing classrooms, Hyland and Hyland (2019) who showed that feedback is seen as a basic component to assist writers with improving subsequent drafts, Khemanuwong et al. (2020) that sentence structure, tenses, and vocabulary are among the existing challenges of writing.

Other studies such as Nguyen (2018), investigating the combined peer-teacher feedback model, showed to reduce Thai university students' writing errors or in Ezza, Alhuqail and Elhussain, (2019) suggesting that struggling students' writing competence through the technology-based intervention could significantly enhance. In this study, it has been tried to equip the participants with some set of skills to discover the rules by themselves through meaningful interaction, but vary in their level of 'noticing' with the central aim of producing accurate grammar in the written critique with a significant amount of lexical complexity. Their interactions can undeniably facilitate the acquisition of language features which is indicated by the higher or equal mean in the posttest and the questionnaire results. The results from the questionnaire analysis also revealed that although the participants experienced less stress during the online writing sessions but they have applied the knowledge that they have already learnt through the interaction in the class. The classroom practice of writing, though being under some psychological challenges, such as peer pressure, time limitations, being monitored or addressed directly, is of great value to the students. They became more and more active as they did more writing tasks and discussed their products from their peers' perspective. The questionnaire also tried to check the students' perception toward both online and classroom. They approved both of them as beneficial.

The writing classrooms can benefit from online platforms as learners can simply post their writings on the designated online platforms, whereby both peers and the teachers will have access to these writings. This adds to the interactive and flexible nature of the study by eliminating the need for learning at a specific time and place, which has created more favorable atmosphere that encourages higher confidence in EFL students.

Additionally, individual participants are able to access a variety of contents in a few seconds at any time and place, which increases the flexibility of learning. The inclusion of technology into writing classes can and will benefit the less confident learners as they can freely express themselves through online platforms. This study found that writing online (through social platforms) was effective as a platform for more interactive learning both on student-student and student-teacher level as the feedbacks can be immediately delivered on the writing pieces and received by the students almost spontaneously. Finally, to refer to a hidden fact that today's learners are practically inseparable from their devices, so it would be a wise choice for the teachers to expand their classes by including these gadgets into their classrooms.

The results of the study may have implications for positive educational change at individual level and at organizational level. At the individual level, the results of this study may contribute to greater interest/motivation in students, especially to the freshmen students as they are the beginning stage of learning how to write. Students could identify their weaknesses and deficiencies in English writing both in class or through online platforms with teacher and peer being potentially and constantly available and tackle the specific English writing difficulties through feedback provision. This will help them to improve their writing skills and academic performances, and possibly their overall academic performance as any kind of assignment usually involves writing. Likewise, instructors could understand their students' writing needs more thoroughly, which could assist them to design lesson plans, syllabi, class activities and curriculums more effectively based on the students' writing samples and the occurrence of the errors throughout the writing courses.

8.   Conclusion

As the conclusion of the study, to lead the students with higher interest in writing, they need to build some levels of confidence which will be obtained through standard innovative structured tasks and activities. Should teachers allocate some time to read students' writing either paper-based or online and provide them with feedbacks, these individuals will be motivated as they know they might have some potential readers if their writings have been checked and are now free of errors. Interaction in the classroom including brainstorming and feedbacks (both from peer and teacher) are among the most efficient techniques that the participants of the study used as they are able to share their ideas. The activities of such nature or promoting more active writing experience, will encourage the students and it might affect their perception toward the writing skill as they might try to produce more written works in the future.

The integrating of social networking services SNSs in EFL writing classrooms can, firstly, encourage the interaction outside classroom as well as enhancing the quality of the interaction between the students and the teacher; Secondly, the more the EFL students use the English language, the stronger their motivation and confidence will be, and these networking services provide a platform for teacher to prepare the lesson efficiently. Since they are writing through SNSs, shy students will not be afraid to write out loud as previous studies have shown they retract themselves from active participation in the class or they might even produce inferior work in face-to-face classroom compared to their own online writing quality. Social networking services provide a better opportunity to further the education beyond the classroom and practice interaction, planning and getting

more information. Generally, it could be effective for students to learn English writing if teachers encourage students to even brainstorm online. The participants' perception of the two writing episodes also another proof that supports the combination of classroom writing practice and later to extend it to the online episode.

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