STRATEGIES FOR ENHANCING WRITING SKILLS IN ONLINE LANGUAGE SETTINGS: FOCUS ON ADAPTATION, SUPPORT, AND ASSESSMENT

Perizat Yelubayeva[1]

[1]Department for Turkic Studies and Language Theory, Al-Farabi Kazakh National University, Kazakhstan

perizat.yelubayeva@gmail.com[1]

*CorrespondingAuthor:perizat.yelubayeva@gmail.com

Abstract— The proliferation of online education has created both challenges and opportunities for improving language learners' writing skills. This study explores pedagogical strategies for adapting, supporting, and assessing writing instruction in online environments for fourth-year undergraduate pre-service English language teachers at the Kazakh National University. Utilizing a qualitative research design, the study analyzes survey data from language instructors to understand their experiences with pedagogical strategies aimed at enhancing their students' writing abilities. The findings indicate that breaking content into manageable modules, applying experimental knowledge-building techniques, and using multimedia tools can effectively support writing instruction. The study also emphasizes scaffolding techniques such as adaptive learning systems, collaborative annotation, and the Zone of Proximal Development, which promote learners' independence and engagement. For assessment, the research indicates that rubric-based evaluations, digital portfolios, and gamified tasks help improve clarity and motivation. The conclusions include recommendations for professional development, upgrading technological infrastructure, and deploying culturally relevant teaching materials to enhance online writing pedagogy in Kazakh higher education. These insights offer a framework for language educators and institutions to refine digital writing instruction, address local challenges, and meet international standards.

Keywords— Kazakhstan higher education, language education, online learning, pre-service teachers, teaching strategies, writing skills**.**

I. INTRODUCTION

The rapid global shift to online education (OE), accelerated by the COVID-19 pandemic, has significantly reshaped pedagogical practices, particularly in higher education. In the realm of online language education (OLE), extensive research has explored enhancing speaking and listening skills through various digital platforms [1-2]. However, writing skills, which require iterative feedback and structured scaffolding, remain a comparatively underexplored area within the academic literature [2-3]. While existing studies confirm the efficiency of scaffolding techniques and formative assessments in online learning (OL) environments [4-5], and the positive outcomes like integrating synchronous and asynchronous tools to facilitate interactive and reflective learning experiences [6-7], their adaptation to specific regional context, such as Kazakhstan, presents unique challenges due to varying levels of digital literacy and technological access [8].

There is a significant gap in the research on how educators in Kazakhstani higher education adapt, scaffold, and assess writing skills in online formats. Furthermore, the academic discourse has not thoroughly examined the pedagogical implications of Kazakhstan's distinct linguistic and cultural context for writing instruction [10-11].

This study addresses this gap by exploring effective strategies for teaching writing skills in online language courses at Kazakh National University. This study's primary research question is twofold:

- How can writing instruction be effectively adapted, scaffolded, and assessed in online language courses within Kazakh higher education?

- What is the relationship between pre-service teachers' engagement and positive learning outcomes in this context?

To tackle these research questions, the study first identifies the challenges that language learners (LL) face during online writing (OW) instruction. It then provides recommendations to improve writing pedagogy. We hypothesize that implementing strategies for scaffolded writing tasks, adaptive instruction, and timely formative assessments can significantly boost LL's engagement and improve learning outcomes in OLE within Kazakh higher education.

It is important to note that this paper does not explore the engineering or technical aspects of Language Teaching and Learning (LTL) courseware. Instead, it focuses on pedagogical strategies for adapting, supporting, and assessing the LL's writing skills. The study's specific focus is on active learner engagement and academic success in an English for Media Literacy elective course.

II. LITERATURE REVIEW

The transition to OE has necessitated a re-examination of conventional LTL strategies, particularly those aimed at improving writing skills in higher education. In Kazakhstan, this transition is relevant given the Digital Kazakhstan State Program for 2018-2023. This national initiative mandates the modernization of the education system through the integration of global best practices, innovative pedagogical concepts, and advanced information technologies to enhance teaching effectiveness [11]. A core objective of this program is to cultivate critical and creative thinking skills through effective educational technologies in OL environments.

The program's priorities align closely with the ongoing challenges in online language education. While writing is a foundational skill in language learning platforms such as Moodle and Canvas, which are widely adopted in Kazakhstani universities, online writing instruction often defaults to methods that merely replicate traditional face-to-face practices. This approach frequently fails to leverage the unique opportunities of digital learning environments and meet the specific needs of online learners [9]. This disparity underscores a critical need for new pedagogical approaches that are specifically tailored to enhance online writing instruction through practical teaching materials adaptations, scaffolding techniques, and refined assessment methods [10]. Addressing these gaps is crucial for boosting student engagement and aligning OLE with the broader objectives of the Digital Kazakhstan program.

The theoretical foundations of online learning are well-established. Anderson [12] characterizes OL as a systematic form of education conducted via the Internet, emphasizing interaction flexibility and accessibility. Anderson's Community of Inquiry (CoI) framework, which highlights the importance of cognitive, social, and teaching presence, is particularly relevant for remote language learning [12]. The studies also distinguish between synchronous and asynchronous learning models. In language teaching and learning, these modes facilitate real-time discussions and collaborative tasks (e.g., live classes) and reflective activities (e.g., essay writing and peer reviews), respectively [7]. White [13] further notes that OLE is particularly effective for LTL because it provides access to authentic materials, promotes learner autonomy, and supports intercultural interactions. The use of technology-mediated multimodal media resources broadens learners' exposure to a broader range of linguistic and non-linguistic inputs and outputs. Chapelle and Voss [2] define OLE as the use of "technology-mediated environments to foster language learners' linguistic and communicative competence", emphasizing the role of Mobile-Assisted Language learning (MALL) systems in delivering learning experiences.

Despite these opportunities, a gap remains in applying these principles to diverse contexts. For instance, Yelubayeva et al. [9] emphasize the need to address disparities in digital access and language diversity in Kazakhstan's OLE landscape, suggesting that customized strategies

are necessary to achieve equitable outcomes. Building on this, we argue that effective OLE requires deliberate pedagogical design. As Hampel and Sticker [1] note, educators must develop new competencies to teach remotely, which in turn enriches their practice and benefits both them and students. Therefore, thoughtful instruction and systematic planning for adaptive teaching methods are essential for optimising OLE quality and effectiveness [14].

While the literature offers a strong theoretical foundation, conventional approaches to online writing instruction often face significant limitations. A primary challenge is the "one-size-fits-all" approach, which fails to cater to individual learner needs. Research by Lip et al. advocates that a critical limitation is the absence of prompt, interactive feedback. They state that writing instructions in online settings often relies on asynchronous communication, which prolongs the feedback loop and can diminish its effectiveness [15]. Additionally, researchers underscore the importance of immediate feedback for developing revision skills, a practice that is often limited in an online context.

Besides this, the majority of online platforms prioritize individual tasks over collaborative activities, despite evidence that peer reviews and group discussions significantly enhance critical thinking and idea generation [7, 14, 16]. This issue is further compounded by a technology-centred approach with clear instructional objectives; technology integration may lead to shallow engagement rather than deep learning.

Considering these limitations, a re-evaluation of OW instructional strategies is essential. This study proposes a comprehensive, pedagogy-driven framework for online writing instruction that not only aligns with the best practices but also addresses the unique challenges and opportunities within the Kazakhstani context, particularly for pre-service English language teachers.

III. **METHODS**

Strategies for Adapting, Scaffolding, and Assessing Writing Skills Online

Digital education has revolutionized global teaching and learning methodologies, with OE becoming a key aspect of contemporary pedagogy. In Kazakhstan, the COVID-19 pandemic exposed shortcomings in digital readiness and teaching strategies, especially in practical fields such as writing [9]. While conventional teaching methods dominate much of Kazakhstan's OE system, there is an increasing demand for innovative, technology-based approaches to improve the quality and accessibility of knowledge and practice [11].

The transition to OE has required significant changes in teaching methods, especially for OW skills, where engagement, support, and assessment play crucial roles. The literature review emphasizes revising conventional methods to consider the technological, cognitive, and cultural factors that affect language instruction and learning [17-19]. In the context of the present study, the primary strategies that need to be redefined and tailored to digital capabilities to address learners' diverse needs in online environments include adapting instructional content, scaffolding skill development, and evaluating writing performance.

TABLE I

STRATEGIES FOR ADAPTING, SCAFFOLDING, AND ASSESSING WRITING SKILLS ONLINE

Adapting Writing Instructions to Online Settings		
Modularizing Content	*Experience-based Knowledge Construction*	*Leveraging Multimedia Tools*
⬇		
Scaffolding Writing Skills		
Adaptive Learning	*Zone of Proximal*	*Collaborative*

System	Development	Annotation
	⬇	
Assessing Writing Performance		
Rubric-Based Assessment	Digital Portfolio	Gamified Assessment

3.1 Adapting Writing Instruction to Online Settings

In broad terms, adapting instruction for online environments encompasses various educational strategies that educators utilize to improve academic quality and LL outcomes. These strategies involve revising and enhancing learning materials to enrich the teaching experience, engaging LL in a multifaceted learning process, and developing their ability to apply acquired knowledge in real-world situations. Instruction adaptation encompasses various methods that enable LL to learn effectively and flexibly, showcasing their understanding. Scholars assert that adapting instructions maximizes the relevance of materials to the context by modifying certain internal features of textbooks to align better with specific conditions [16, 18]. McDonough and his contributors contend that adaptation is successful when it stems from an awareness of the potential design characteristics of the syllabus and teaching materials [19]. Through a literature review, we can define adaptation as modifying learning instructions to align with students' interests, enhancing their motivation to learn.

3.1.1   Modularizing Content to Online Settings

Adapting writing instruction for online contexts involves altering teaching strategies and activities to cater to learners' needs within digital classrooms [20]. Enhancing writing skills in LL can be notably improved by Modularizing Content to online settings, which helps create a flexible, efficient, and consistent learning experience. This process entails breaking down complex instructional materials into smaller, focused units, each targeting a specific skill or concept. Each module is crafted to be self-contained, featuring clear goals and assessments that promote gradual learning [21]. This adjustment method is grounded in Sweller's Cognitive Load Theory, which posits that a well-organized learning process lessens unnecessary cognitive load and enhances the intrinsic relevance of tasks [24]. Thus, modularization supports structured content delivery, reducing cognitive overload by enabling learners to concentrate on one writing component at a time, fostering learner independence in online settings.

3.1.2   Experience-Based Knowledge Construction for Adapting Online Writing Instruction

Experience-Based Knowledge Construction emphasizes learners as active participants who generate and interpret knowledge through tasks tied to their personal experiences, perceptions, and contextual insight. It engages learners in learning activities based on their experiences and interactions within particular contexts [23-24]. This approach is grounded in the constructivist framework promoted by Vygotsky. According to the Constructivist Learning Theory, learners shape their understanding of the world based on their experiences, which can stem from past interactions with a subject or phenomenon [25]. This suggests that learning experiences can vary widely among individuals. Constructivists prioritize knowledge creation over mere transmission, allowing LL to cultivate the necessary skills to navigate their academic journeys. The literature review and personal practice state that knowledge construction happens when individuals participate in learning activities within relevant environments. This process depends on active engagement and understanding the learning context, influenced by their experiences, perceptions, and learning choices. Thus, this method of adapting the writing instructions to online settings allows LL to actively build their

knowledge and interpret their realities based on what they have learned, meaning they must develop skills to adapt to an ever-evolving learning landscape.

3.1.3 Leveraging Multimedia Tools for Engagement

Another method for enhancing writing instruction in online settings involves using Multimedia Tools to develop engaging, interactive, and meaningful learning experiences tailored to diverse LL needs. These tools combine text, visuals, and audio elements, offering dynamic resources that address various learning styles and help clarify complex writing concepts. Mayer's Cognitive Theory of Multimedia Learning underpins this strategy, highlighting that learning improves when information is delivered through visual and auditory channels instead of a single mode. Mayer asserts that effective multimedia instruction utilizes these channels to mitigate cognitive overload while promoting active engagement as learners organize, process, and integrate information into structured formats [26].

This theory holds excellent significance for OW instruction, as concepts like essay structure and grammar rules can be challenging to understand through text alone. Multimedia tools, including animated tutorials, interactive infographics, and audio-enhanced slides, offer clear explanations that enhance understanding. For instance, a video that illustrates paragraph organization visually presents the flow of ideas while adding auditory elements to reinforce the textual content. Additionally, multimedia activities are well-suited for OL settings, allowing learners to access resources at their own pace. Mayer's Multimedia Learning Theory supports this approach, showing that it engages LLs and improves their capability to process and remember complex information, making it a crucial strategy for contemporary OW instruction [26]. It provides a detailed framework for incorporating multimedia tools into writing instruction. By integrating visual and auditory aspects, these tools captivate learners, boost comprehension, and facilitate the active processing of intricate writing skills. This strategy is particularly effective in online environments, where dynamic and accessible resources are vital for sustaining LL motivation and enhancing educational outcomes.

Modifying writing instruction for online platforms demands a comprehensive strategy that combines theoretical understanding with practical techniques. Breaking content into modules simplifies learning, alleviates cognitive burden, and promotes learner independence. Additionally, constructing knowledge through real-life experiences enables LL to actively participate in writing assignments that reflect their contexts. Utilizing multimedia resources increases engagement, understanding, and memory retention by incorporating visual and auditory components. Collectively, these approaches cater to LLs' varied needs, equipping them with the necessary skills to proficiently navigate the ever-changing landscape of OE.

3.2 Scaffolding Writing Skills

Scaffolding writing skills is crucial in OE, aiming to deliver structured and flexible support as LLs enhance their new skills or knowledge, enabling them to accomplish tasks they cannot complete independently. Rooted in theories like Vygotsky's Zone of Proximal Development (ZPD) [25], scaffolding, as a teaching approach, prioritizes personalized assistance that helps LLs transition from reliance to independence in their education. This section examines three scaffolding techniques: adaptive learning systems, the ZPD, and collaborative annotation in the context of online writing instruction.

3.2.1 Adaptive Learning Systems

A valuable scaffolding approach in OW instruction involves adaptive learning systems, which create personalized learning pathways by tailoring content and feedback to each learner's needs. According to Bloom, adaptive learning systems are technology-based platforms that adjust educational content and teaching strategies using real-time learner

performance data [27]. Meanwhile, personalized learning is an instructional method that aligns the learning experience with individual goals, preferences, and abilities [28].

These adaptive systems are based on the principles of self-regulated learning and data-informed decision-making [29]. Additionally, they incorporate Vygotsky's scaffolding concept, offering timely support that connects learners' current skills with their potential [25]. Thus, adaptive learning systems excel in OW instruction because they (a) detect and rectify individual skill gaps instantaneously; (b) deliver immediate, customized feedback that promotes learner independence; and (c) are capable of scaling across varied learning environments, making them ideal for large online classes.

An adaptive system like Knewton (https://dev.knewton.com) can evaluate LLs' advancement in grammar tasks and adjust subsequent exercises to address weaknesses, ensuring they receive proper scaffolding.

3.2.2 Zone of Proximal Development (ZPD)

An important method in OW instruction involves utilizing Vygotsky's ZPD, which emphasizes offering guided support to LLs as they work toward mastering writing skills independently. The ZPD refers to the range of tasks a learner can accomplish with assistance but not alone, highlighting the significance of scaffolded support in acquiring new skills [25].

The ZPD underpins scaffolding theory, stressing the value of collaborative interaction and guided learning in promoting cognitive development. Furthermore, Bruner's concept of 'scaffolding' enhances this theory by advocating for instructional support that adjusts to meet learners' needs [29]. The ZPD serves as a comprehensive foundation for scaffolding since (a) it stresses personalized support, enabling students to master skills they cannot achieve independently; (b) it coincides with the constructivist methodology, encouraging active engagement in learning; and (c) its flexibility is particularly beneficial in online settings, where students gain from peer and educators' guidance [24, 29]. Within OW instruction, educators can offer guided feedback on draft essays through discussion boards, gradually motivating LL to make revisions independently as their confidence increases.

3.2.3 Collaborative Annotation

Collaborative annotation is an advanced scaffolding strategy that enhances OW instruction by allowing learners to engage with texts critically and collectively build knowledge through digital platforms. This involves LL working together to critique, analyze, and comment on texts using digital tools like Hypothesis (https://web.hypothes.is). Grounded in social constructivism [25] and social learning theory that promotes observational learning [30], collaborative annotation emphasizes the significance of interaction and collaboration in the learning process. The combination of these theories underscores the value of shared experiences and interaction in education. Novak and his contributors indicate that collaborative annotation promotes critical thinking and peer learning [31]. This approach is practical as (a) it encourages learners to engage deeply with texts, enhancing comprehension; (b) it facilitates peer-to-peer learning, which enriches collective knowledge construction [29]; and (c) it fosters a sense of community in online settings, thereby reducing students' isolation [30].

In an OW instruction, language educators might assign LL to collaboratively annotate a model essay using Hypothesis, concentrating on identifying rhetorical strategies, analyzing coherence, and offering constructive feedback.

Thus, developing writing skills in OE necessitates a blend of adaptive, guided, and collaborative strategies that address LL's varied needs. Adaptive learning systems offer personalized assistance by continually adjusting content and feedback. The ZPD highlights the significance of guided support, helping LL move towards independent mastery.

Collaborative annotation encourages critical engagement and peer learning, fostering a supportive and interactive educational atmosphere. Collectively, these approaches emphasize the need for customized, dynamic scaffolding to help LL effectively manage writing challenges in online environments.

3.3 Assessing Writing Performance

Language assessment involves a systematic approach to gathering, analyzing, and interpreting data to gauge student learning, pinpoint strengths and weaknesses, and inform teaching strategies [32]. Assessing writing skills in online contexts requires innovative, precise, and student-focused methods to monitor progress and deliver constructive feedback. By integrating rubric-based evaluations, digital portfolios, and gamified assessment techniques, educators can tailor assessment practices to meet online learners' varied needs. These approaches promote equity, enhance LL engagement, and stimulate reflective learning, establishing a strong foundation for evaluating writing skills in digital environments.

3.3.1   Rubric-Based Assessments

Rubric-based assessments offer a clear and consistent framework for assessing writing abilities, helping learners grasp expectations and receive comprehensive feedback regarding their performance. Rubrics serve as scoring tools that outline specific criteria for evaluation, typically including various performance levels for each criterion [33].

Rubrics are consistent with constructivist assessment principles, stressing transparency [36] and active learner participation in evaluations [5]. Li and colleagues emphasize that rubrics aid self-regulated learning, allowing students to track their progress and recognize areas needing improvement [34]. Furthermore, Chapelle and Voss's feedback loop theory highlights how clear assessment criteria promote iterative learning [2].

Thus, rubrics play a vital role in online writing instruction due to their ability to (a) clarify expectations, which minimizes evaluation ambiguity; (b) foster self-assessment, enabling learners to take charge of their development; and (c) ensure scalable and consistent evaluation, essential for online courses with varied student demographics. Similar to traditional settings, a rubric for assessing an argumentative essay online may include criteria like thesis clarity, evidence integration, organization, and language use, each accompanied by distinctly defined performance levels.

3.3.2   Digital Portfolios

Digital portfolios provide a thorough and thoughtful method for evaluating writing skills, enabling students to highlight their progress, accomplishments, and development throughout their learning journey. They consist of carefully selected digital collections of learners' work that illustrate their progress, achievements, and insights [35].

Digital portfolios are based on constructivist [25-26]and reflective learning theories [30], which stress the importance of self-reflection and experiential learning for skill development. Puttaraju claims that portfolios facilitate authentic assessment, providing a comprehensive perspective on learner growth [35]. Laksana et al. emphasize their significance in enhancing metacognitive awareness, which is crucial for writing proficiency [21].

The literature analysis shows that digital portfolios are excellent for online writing instruction as they (a) highlight long-term progress, prioritizing process over the final product; (b) promote reflective practices, motivating learners to assess their growth; and (c) offer a flexible platform for feedback and peer review in virtual environments[38]. In these settings, students can gather their drafts, revisions, and final essays into a digital portfolio, along with reflective statements about their writing experiences.

3.3.3 Gamified Assessment

The gamified assessment incorporates game-like features into the evaluation process, turning writing tasks into motivating and interactive experiences that promote active participation and skill enhancement. It utilizes game-design elements within non-game settings, including points, badges, and leaderboards [2-3], leveraging intrinsic and extrinsic motivators to maintain learner engagement and effort [5-6, 29].

The gamified assessment is based on self-determination theory [34], highlighting autonomy, competence, and relatedness as key elements in cultivating intrinsic motivation. Xiaotong et al. point out that gamification significantly boosts engagement and persistence [36], while Csikszentmihalyi's idea of "flow" emphasizes the motivational advantages of challenging but attainable tasks [37].

An online platform may award badges to students for completing writing challenges like revising a thesis statement or mastering grammar rules, which fosters a sense of achievement.

Assessing writing skills in online education necessitates transparent, engaging, and reflective methods to monitor learners' progress. Rubric-based assessments offer clarity and consistency, helping learners understand expectations and assess their performance. Digital portfolios provide a comprehensive view by tracking learners' growth and promoting reflective practices. Gamified assessment boosts engagement and motivation, creating an interactive and enjoyable evaluation process. These strategies ensure that online writing assessment remains comprehensive, learner-centered, and aligned with current educational objectives. Table II outlines Practical Classroom Applications of Strategies for Adapting, Scaffolding, and Assessing Writing Skills Online, allowing educators to implement these methods effectively to improve writing instruction.

TABLE III
PRACTICAL CLASSROOM APPLICATIONS OF STRATEGIES FOR ADAPTING, SCAFFOLDING, AND ASSESSING WRITING SKILLS ONLINE

Strategies	Instructions	Classroom Applications
Adapting Writing Instruction to Online Settings		
Modularizing Content	Divide writing skills into modules (e.g., brainstorming, drafting, revising). Assign one weekly module with clear learning objectives and assessments, ensuring students master one component before progressing. Use platforms like Moodle for structured module delivery.	Utilize platforms like Moodle, Google Classroom, Edmodo, or Univer to deliver structured modules, allowing students to progress independently.
Experience-Based Knowledge Construction	Design assignments relating to students' experiences or cultural contexts (e.g., reflective essays on personal challenges or descriptive essays about local traditions). Facilitate group discussions to share diverse perspectives and enrich learning.	Utilize Padlet or Jamboard for collaborative sharing of reflective essays and cultural narratives, enabling students to connect with their peers' experiences.
Leveraging Multimedia Tools for Engagement	Use multimedia tools to create video tutorials on essay writing or interactive infographics on grammar rules. Incorporate quizzes or discussion boards to check comprehension and	Use Canva to create engaging infographics, Kahoot for gamified quizzes, or Edpuzzle to embed interactive questions

	engagement.	related to writing skills in videos.
Scaffolding Writing Skills		
Adaptive Learning Systems	Integrate adaptive platforms like Knewton, which offer personalized grammar or writing tasks tailored to student progress. Monitor analytics to identify areas where students need additional support and design targeted activities accordingly.	Platforms like Edvibe or Diffit offer adaptive exercises to target specific grammar and writing challenges.
Zone of Proximal Development (ZPD)	Provide guided peer feedback on drafts, where students revise based on structured comments. Offer step-by-step instructions for essay writing, gradually reducing support as students gain confidence. Conduct small group workshops focused on common challenges.	Use Google Docs for peer-reviewed collaborative writing tasks, where educators can provide real-time feedback and support scaffolded learning.
Collaborative Annotation	Engage students in collectively annotating texts to enhance understanding and identify key rhetorical strategies, organization techniques, or grammar issues. Facilitate a follow-up discussion to compare insights and clarify misunderstandings.	Use Perusall or Hypothesis to allow students to annotate articles or sample essays collaboratively, fostering critical discussion and deep analysis of writing techniques.
Assessing Writing Skills		
Rubric-Based Assessments	Create detailed rubrics for essays or short assignments, providing students with performance expectations. Share the rubric in advance and conduct a workshop to help students understand how to meet the criteria. Offer feedback aligned with the rubric.	Share rubrics using Turnitin's GradeMark or Google Classroom Rubrics for detailed and transparent feedback on students' essays and assignments.
Digital Portfolios	Please encourage students to compile their drafts, revisions, and final essays into a digital portfolio on a suitable platform. Include reflective prompts asking students to explain their learning process and challenges. Use portfolios for formative and summative assessments.	Digital portfolios using Google Sites or Seesaw allow students to store drafts, revisions, and final submissions with reflective annotations.
Gamified Assessment	Implement gamified activities such as timed writing challenges, where students earn points or badges for completing tasks. Use platforms like Kahoot for grammar quizzes or create a leaderboard for collaborative writing	Use Quizizz or MagicSchool to design gamified challenges that reward students for mastering writing-related tasks such as sentence

	tasks.	structuring or vocabulary enhancement.

3.4 Participants and Study Design

Our research involved fourth-year undergraduate students majoring in English teaching at Al-Farabi Kazakh National University (Al-Farabi University). All participants provided informed consent to take part in an experiment aimed at developing writing skills in an online format within the English for Specific Purposes course. The experiment was organized as supplementary sessions in addition to the scheduled classroom hours and was conducted within the framework of the research. Demographic details about the participants can be found in Table III, indicating that all participants' average age was twenty-one years.

TABLE IIIII
PRACTICAL CLASSROOM APPLICATIONS OF STRATEGIES FOR ADAPTING, SCAFFOLDING, AND ASSESSING WRITING SKILLS ONLINE

Gender	Participants	Percentage
Female	22	71
Male	9	29
Total	31	100
Average age	20-21 years old	
Education Level	Bachelor degree	

To analyze the data, the researchers employed a systematic approach to data collection and analysis, incorporating rigorous statistical methods and triangulation processes to ensure the reliability and validity of the findings. Descriptive statistics summarized survey data, including participant demographics and response distributions, providing a clear overview of trends and patterns.

Ethical approval was secured before data collection, and the survey was distributed through Google Forms. Reliability analysis in SPSS produced a Cronbach's alpha of .945, indicating the instrument's strong internal consistency. This coefficient reflects how well the survey items measure the intended constructs, with values approaching 1 signifying higher reliability. SPSS was also utilized for additional statistical analyses to address the research questions and present the findings systematically. Correlation analysis showed a significant link between motivation for online writing and demotivation factors ($r = .222^{**}$, $p = .000$), revealing a weak positive relationship. As for Jackson, weak positive correlations range from 0.1 to 0.3, suggesting that their interaction is limited while motivation and demotivation factors are present. This underscores the complexity of balancing motivating and demotivating factors within online writing instruction.

The treatment was administered on Mlle.kz, where we utilized English for Media Literacy with modified writing instructions during the fall semester of the 2024-2025 academic year. Microsoft Teams plugin supported the creation of meetings/webinars, synchronization, evaluation, and backup/restoration directly from course participants. The experimental treatment was on mlle.kz to turn in-class activities into more active forms for (1) students' engagement and interactions with their peers, teachers, and administrations, (2) providing diversified learning support, (3) updating the IM, and (4) improving assessment of students' academic success. For instance, the course used interactive tools like discussion forums,

quizzes, and polls to promote peer interaction and collaborative learning. Online course communication features also helped facilitate regular and transparent interactions between students, teachers, and administrators, creating a more supportive learning environment. These improvements in course delivery played a crucial role in enhancing the engagement, learning outcomes, and overall satisfaction of the EG students with the course [10-11].

IV. RESULTS AND DISCUSSIONS

This research investigates effective methods for teaching writing skills in online language courses with Kazakh students doing their English for Media Literacy course. Its primary research question is how writing instruction can be effectively modified, supported, and evaluated in these courses to promote engagement and positive learning outcomes for pre-service teachers.

After the treatment sessions, students were asked to complete the questionnaire to investigate their satisfaction and engagement with learning writing online. The questionnaire asked students to fill out a closed-question form on a three-point Likert scale, where '1—agree,' '2—neutral,' and '3—disagree.' Three PhD-qualified lecturers with over fifteen years of experience in teaching writing reviewed the survey items. Table IV illustrates the mean scores for the study on learning writing online and provides insights into students' perceptions and experiences with online writing activities.

TABLE IVV
STUDENTS' PERCEPTION OF LEARNING WRITING ONLINE

#	Statements	Mean in %		
		Agree	Neutral	Disagree
1.	Online writing helps me improve my overall writing skills.	51	34	16
2.	I feel comfortable expressing my ideas in an online writing environment.	59	18	23
3.	There is limited interaction with both peers and educators while learning writing online.	36	28	36
4.	Feedback provided during online writing tasks is timely and constructive.	43	9	48
5.	I experience difficulties maintaining focus during online writing sessions.	37	11	52
6.	The activities during online writing lessons are more engaging than traditional writing methods.	65	13	22
7.	Technical issues, such as internet connectivity, hinder my progress in online writing tasks.	58	15	27
8.	Online writing creates a positive and supportive environment.	45	10	35
9.	Online writing activities help me develop practical time management skills.	37	14	49
10.	Online writing has positively impacted my confidence and writing ability.	66	5	29

In response to Question 1, more than half of the participants (51%) believed that online writing improves their writing abilities, while 34% were neutral, and 16% disagreed. This demonstrates a moderately optimistic outlook on skill enhancement through online writing.

Regarding Question 2, a considerable share (59%) reported feeling comfortable sharing their ideas in an online writing setting, indicating that the digital platform supports personal expression, even though 23% disagreed.

Concerning interaction challenges (Question 3), interaction continues to be an issue, as equal percentages (36%) of respondents agreed and disagreed regarding the limited interaction with peers and educators. This divided perspective reflects diverse experiences in communication within online writing contexts.

Regarding Question 4, while 43% of participants viewed feedback as timely and constructive, 48% disagreed, revealing a considerable gap in the feedback process that warrants attention.

For Question 5, more than half (52%) faced difficulties concentrating during online writing sessions, whereas only 37% felt they could focus effectively. This points to a notable challenge linked to online learning environments.

In Question 6, a large majority (75%) found online writing activities more engaging than traditional techniques, demonstrating how digital platforms can boost student interest in writing tasks.

Responses to Question 7 highlight technical issues, with 58% of respondents mentioning internet connectivity as a significant barrier. This reveals a persistent challenge to effective online learning.

While 45% felt online writing fosters a positive and supportive environment, 35% expressed disagreement, showing varied experiences creating an encouraging atmosphere (Question 8).

Insights from Question 9 showed that a significant 49% disagreed with the statement that online writing aids in developing practical time management skills, indicating a need for improvement in organizing and assisting time-related tasks.

In Question 10, 66% concurred that online writing benefits their confidence and writing skills, highlighting the platform's potential to enhance learners' self-efficacy.

The results indicate a predominantly favourable view of online writing, especially regarding engagement and confidence enhancement. Nevertheless, obstacles such as insufficient interaction, poor feedback quality, difficulties maintaining focus, and technical complications highlight areas needing improvement. These outcomes are consistent with the instrument's strong reliability (Cronbach's alpha = .945), reinforcing trust in the findings' consistency. Tackling these challenges may significantly improve the efficacy of online writing education. Table V illustrates survey question results on demotivating factors when learning to write online, designed for a 3-point Likert scale (e.g., Agree, Neutral, Disagree).

TABLE V
DEMOTIVATING FACTORS WHEN LEARNING TO WRITE ONLINE

#	Statements	Mean in %		
		Agree	Neutral	Disagree
1.	Technical problems, such as internet disruptions, reduce my motivation to complete online writing tasks.	35	13	52
2.	Limited interaction with educators and peers negatively affects my motivation to engage in online writing	33	20	47
3.	There is limited interaction with both peers and educators while learning writing online.	36	28	36

| 4. | The lack of immediate or constructive feedback discourages me from improving my online writing. | 43 | 9 | 48 |
| 5. | Online writing tasks feel less engaging and monotonous compared to traditional classroom activities. | 51 | 34 | 16 |

The survey findings provide important insights into how students view factors that demotivate them in online writing tasks. Concerning Question 1, 35% of students acknowledged that technical difficulties, like internet interruptions, decreased their motivation to finish online writing assignments. In contrast, a larger group (52%) disagreed, suggesting that although technical issues are problematic for some, they might not be a common concern.

In response to Question 2, about one-third (33%) of participants felt that limited interaction with educators and peers hinders their motivation, while 47% disagreed. This varied feedback suggests that the lack of interaction is a concern for some students, but not all.

Responses to Question 3 regarding limited interaction with peers and educators were evenly divided: 36% agreed, 28% were neutral, and 36% disagreed. This distribution highlights individuals' diverse experiences with online communication in writing courses.

From the responses to Question 4, 43% stated that the absence of prompt or constructive feedback demotivates them in improving their online writing, whereas 48% disagreed. This suggests that feedback is an essential issue for nearly half of the respondents, which may influence their motivation and development in writing.

Ultimately, more than half (51%) of participants deemed online writing tasks less engaging and monotonous than traditional classroom activities (Question 5). This highlights a significant challenge in crafting engaging online content, as only 16% expressed disagreement with this view.

The results indicate that although some students are troubled by technical issues and interaction limitations, engagement and feedback are the primary factors that demotivate them. Numerous students view online writing assignments as less engaging and miss the instant feedback typical of traditional classroom settings. Tackling these concerns could significantly improve the efficacy and attractiveness of online writing instruction. Table VI illustrates survey question results on how online and traditional methods compare in terms of effectiveness and appeal.

TABLE VI
COMPARISON OF UPDATED OW AND CONVENTIONAL INSTRUCTIONS

#	Statements	Mean in %		
		Agree	Neutral	Disagree
1.	Learning to write online helps me develop equally or more effective skills than those acquired through traditional classroom instruction.	55	13	32
2.	The flexibility of online writing makes it a better learning experience than traditional methods.	58	15	27
3.	Traditional writing lessons provide better immediate feedback and interaction opportunities than online writing.	45	10	35
4.	Online writing activities are more engaging compared to traditional writing methods.	49	14	37

5.	Writing tasks completed in a traditional classroom feel more structured and focused than online ones	54	12	36
6.	Traditional writing activities are more engaging and interactive compared to online writing lessons.	37	15	47

The survey results reveal insights into LLs' perceptions of the effectiveness and attractiveness of OW versus traditional writing methods. Most (55%) agreed that updated OW instructions enhance their skills equally or more effectively than conventional classroom instruction. Conversely, 32% disagreed, suggesting that while updated OW instructions benefit many, a noteworthy segment still favours traditional approaches (Question 1).

According to the insights from Question 2, online writing's flexibility was highly regarded, with 58% believing it offers a superior learning experience compared to traditional methods. This indicates that flexibility is a notable strength of online learning, although 27% still prefer traditional methods.

Findings from Question 3 reveal that almost half (45%) believe traditional writing lessons offer superior immediate feedback and interaction compared to OW, indicating a limitation perceived in online platforms. Conversely, 35% disagreed, suggesting that some students consider online feedback adequate.

Responses to Question 4 showed a varied perspective on online engagement versus traditional writing approaches. While 49% felt OW tasks were more engaging, 37% preferred traditional methods, demonstrating that many students still favour conventional practices.

Regarding Question 5, more than half (54%) of respondents felt that writing tasks in a traditional classroom are structured and focused more than those conducted online, highlighting a perceived advantage in clarity and organization of conventional methods. In contrast, 36% disagreed, acknowledging the effectiveness of online platforms.

Question 6 reveals that, when assessing the interactivity and engagement levels of traditional writing activities, only 37% believed these were more engaging than their online counterparts, while 47% disagreed. This suggests that a significant number of students find online writing to be more interactive and appealing.

Updated OW instructions offer considerable advantages, such as flexibility and comparable skill development. Nevertheless, traditional methods still outperform in terms of feedback quality, opportunities for interaction, and the delivery of a structured, focused learning environment. Although online writing is becoming more attractive to students, traditional approaches remain essential for those who value immediate interaction and transparent organization. Combining the strengths of both approaches could lead to more effective and engaging writing instruction strategies [38].

These insights reveal the complex dynamics between motivation and demotivation factors in online writing. While flexibility and skill development are motivating factors, challenges like technical issues, limited interaction, and inadequate feedback remain significant deterrents. The slight positive correlation between motivation and demotivation factors highlights the necessity of tailored strategies to confront these challenges while utilizing the strengths of online writing [39].

According to the survey findings, the following recommendations are suggested:

- Implement real-time feedback systems to meet students' need for timely, constructive responses and reduce demotivation caused by feedback delays.

- Create strategies to enhance communication between students and teachers and among peers through live writing workshops, virtual office hours, or collaborative platforms that promote engagement.

- Ensure technical support is available and provide access to reliable tools and internet connectivity to reduce interruptions and improve the learning experience.

- Design engaging, interactive writing activities that align with students' interests to counteract feelings of monotony and enhance online writing lessons.

- Provide structured schedules and tools, such as planning templates or reminders, to assist students in effectively managing their time during online writing tasks.

By adopting these recommendations, educators can foster a more supportive and motivating online writing environment, addressing the strengths and challenges identified in the survey.

V. CONCLUSIONS

The study highlights the powerful impact of strategically adapting, scaffolding, and evaluating writing skills online, particularly within Kazakh higher education. By breaking down content into modules, utilizing experience-based learning, and incorporating multimedia resources, educators can design flexible, engaging, and culturally relevant educational experiences. Scaffolding approaches, like adaptive learning systems and collaborative annotation, cater to individual learner needs while promoting independence and critical thinking. Innovative assessment methods, including rubric-based evaluations and gamified activities, enhance motivation and offer actionable feedback.

Identified challenges include limited digital literacy, unequal technology access, and the necessity for prompt feedback. Overcoming these challenges necessitates professional development initiatives and enhanced access to reliable technology and resources that reflect Kazakhstan's cultural and linguistic diversity. This research provides practical solutions and is a foundation for future investigations into online writing instruction in similar contexts. By adopting these strategies, Kazakh universities can align their teaching approaches with global standards while addressing local educational needs.

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