

**DEVELOPING A PROTOTYPE MODULE OF DIGITAL LEARNING
RESOURCES FOR BUILDING ARGUMENT IN AN ACADEMIC
WRITING COURSE**

An Undergraduate Thesis

Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree in English Language Education



By

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**DEVELOPING A PROTOTYPE MODULE OF DIGITAL LEARNING
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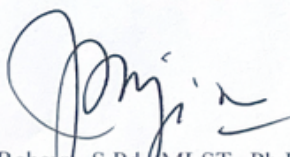
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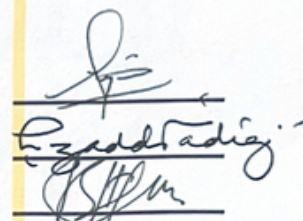
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STATEMENT OF WORK'S ORIGINALITY

I honestly confirm that this thesis was originally written by me.
This thesis does not contain any work from others except those
cited in quotation and references, as a scientific paper should.

Yogyakarta, 22 May 2026



Auracinta Dewakanya

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MOTTO

“If Allah finds goodness in your hearts, He will give you better than what has been taken from you.” **(Q.S. Al-Anfal/8:70)**

DEDICATION

I dedicate this thesis to :

1. Allah SWT, the Most Gracious and the Most Merciful, for His blessings, guidance, and strength throughout the process of completing this thesis. By His mercy and permission, this work has been successfully accomplished.
2. My one and only beloved Papski, for every form of support that words could never fully describe. Thank you for the endless love, care, and constant presence in every step of my journey. Your unwavering belief in me has always been my greatest strength through every challenge and achievement in life.
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Lastly, I fully realize that this thesis is not without limitations. Therefore, I sincerely welcome constructive criticism, comments, and suggestions for the improvement of this thesis. I hope this thesis may offer useful insights and contribute positively to the field of English Language Education Program, particularly in the development of academic writing through digital learning resources.

Yogyakarta, 22 May 2026

Auracinta Dewakanya

TABLE OF CONTENTS

APPROVAL SHEET.....	2
RATIFICATION SHEET.....	3
STATEMENT OF WORK'S ORIGINALITY.....	4
MOTTO.....	5
DEDICATION.....	6
ACKNOWLEDGEMENT.....	8
TABLE OF CONTENTS.....	10
LIST OF TABLES.....	11
LIST OF FIGURES.....	13
LIST OF APPENDICES.....	14
ABSTRACT.....	15
CHAPTER 1 INTRODUCTION.....	16
1.1 Background of the Study.....	16
1.2 Identification of the Problem.....	19
1.3 Limitation of the Problem.....	20
1.4 Formulation of the Problem.....	20
1.5 Objectives of the Study.....	21
1.6 Significance of the Study.....	21
CHAPTER 2 LITERATURE REVIEW.....	23
2.1. Academic Writing as Genre-Based Process and Discourse Competence.....	23
2.2. Digital Materials Design for Writing Instruction.....	25
2.3. Review on Relevant Studies.....	28
2.4. Theoretical Framework.....	33
CHAPTER 3 RESEARCH DESIGN.....	38
3.1. Research Design.....	38
3.2. Data Collecting Preparation.....	39
3.3. Data Collecting Techniques.....	41
3.4 Data Analysis.....	43
CHAPTER 4 FINDINGS AND DISCUSSIONS.....	49
4.1 Teaching Documents Analysis.....	49
4.1.1 Observation of Teaching Documents Used in Academic Writing	

Instruction.....	49
4.1.2 Pedagogical Implications of Digital Materials for Academic Writing Development.....	55
4.2 Lecturers' Perspective on Teaching Documents Observation.....	60
4.2.1 Observation Findings Through Lecturers' Perspectives on Teaching Documents.....	60
4.2.2 Interpreting Lecturers' Perceptions of Digital Learning Resources.	67
4.3 Development of The Prototype Module for Academic Writing Instruction	69
CHAPTER 5 CONCLUSION AND SUGGESTION.....	85
5.1 Conclusion.....	85
5.2 Suggestions.....	86
REFERENCES.....	88
APPENDICES.....	91

LIST OF TABLES

Table 2.1 Findings on Relevant Studies.....	28
Table 3.1 Adapted 14-Point Checklist for Good Thematic Analysis (Braun & Clarke, 2006) for Questionnaire Data Analysis.....	45
Table 4.1 Descriptive Analysis of Digital Materials Supporting Academic Writing.	50
Table 4.2 Descriptive Coding Analysis of Pedagogical Design.....	53
Table 4.3 Integrated Findings on Digital Resource Use for Academic Writing Development.....	57
Table 4.4 Integrated Findings on Pedagogical Design and Scaffolding of Digital Academic Writing Materials.....	59
Table 4.5 Descriptive Analysis of Lecturers' Perceptions on Digital Academic Writing Resources.....	61
Table 4.6 Integrated Findings on Lecturers' Perceptions and Recommendations for Digital Academic Writing Resources.....	68
Table 4.7 Proposed Lesson Plan for Meeting 15-16 of the Prototype Module.....	79

LIST OF FIGURES

Figure 2.1 Theoretical Framework of the Study.....	35
Figure 4.2 Preview Brainstorming on Mentimeter.....	72
Figure 4.3 Argument Planning Template on Google Documents.....	72
Figure 4.4 Sample of Drafting Argument on Padlet.....	74
Figure 4.5 Peer-Review Checklist Template.....	75
Figure 4.6 Sample Peer Feedback on Padlet.....	76
Figure 4.7 Sample of Peer-Review Checklist on Padlet.....	76
Figure 4.8 Revision of Draft Argument Paragraph Template.....	77
Figure 4.9 Lecturer's Revision Notes Template.....	78
Figure 4.10 Sample of Student's Reflection on Slido.....	78

LIST OF APPENDICES

Appendix A.....	91
Appendix B.....	92

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ABSTRACT

This study investigates how digital learning resources can be utilized to develop students' argument-building skills in an Academic Writing course within an EFL higher education context. The study addresses the research gap in previous studies that mainly focus on the effectiveness or popularity of digital tools rather than examining how digital academic writing materials are pedagogically designed to support academic writing development. The objectives of this study are to investigate the utilization of digital learning resources in developing students' building argument skills in an Academic Writing course and to develop a proposed module prototype for an Academic Writing lesson based on the research findings and discussion. This study employed a qualitative research design using qualitative teaching document observation and open-ended questionnaires. The data consisted of digital learning resources, such as modules, LMS content, websites, digital handouts, and AI-supported resources, as well as lecturers' questionnaire responses. The data were analyzed through coding, categorization, thematic analysis, and integrated interpretation. The findings show that lecturers utilize various digital learning resources to support the development of building argument skills through activities such as brainstorming, summarizing, paraphrasing, drafting arguments, incorporating evidence, citation, and revision. The materials generally provide systematic organization, scaffolding, models, and guided tasks that support both macro-level and micro-level writing competence. However, feedback opportunities, peer-review integration, and ethical guidance for AI use remain limited. Lecturers perceived digital resources as beneficial for improving engagement, accessibility, and writing support, although challenges such as student distraction, technical issues, and overreliance on AI tools were also identified. Based on the integrated findings, this study proposes a digital academic writing module prototype that emphasizes structured stages, scaffolding, feedback opportunities, and pedagogical alignment to support the systematic development of students' building argument skills in academic writing.

Keywords: digital learning resources, academic writing, EFL, instructional design, scaffolding, digital materials.

CHAPTER 1 INTRODUCTION

1.1 Background of the Study

Academic writing is a substance competence in higher education level to facilitate students in demonstrating understanding, communicating ideas, and participating in knowledge production over a well-structured text and evidence text. Students in English academic context are required to be able to produce various genres such as essays, reports, reviews, and research-based papers. It insists on clarity, accuracy, and discipline on specific conventions (Bezus et al., 2021). However, university students often find academic writing challenging because of the demands of academic language and rhetorical organization.

Bezus et al. (2021) stated that academic writing is illustrated by formality, objectivity, complexity, precision, and accuracy, which are key features that students must intentionally learn and practice. These features require continuous practice and explicit instruction, especially for students in EFL contexts. In EFL contexts, these challenges can be more complex because students are simultaneously developing language proficiency and academic discourse competence.

Due to the rapid expansion of distance learning and digital learning, academic writing instruction is increasingly supported by digital learning resources. Digital learning tools can support stages of the academic writing process (pre-writing, drafting, revising) and provide training through interactive tasks, feedback, and

guided practice (Bezus et al., 2021). Many platforms and tools are also reported to enhance engagement and performance in writing activities when integrated appropriately (Izati & Hizriani, 2024). Therefore, the effectiveness of digital resources depends not only on availability but also on how the materials support academic writing development systematically. However, the key issue is not simply the use of the digital tools but how digital academic writing materials are designed and structured. While several studies focus on effectiveness or usage of tools/platforms, fewer studies examine the design quality of digital academic writing materials, such as whether the resources support macro-level academic writing competence (argument structure, rhetorical moves, genre conventions), not merely micro-level accuracy (grammar/spelling).

Many digital writing tools mainly support micro-level writing skills rather than deeper academic discourse development. Whilst it showed less support provided for macro-level academic writing quality that consists of rhetorical moves and argumentative structure (Calderon & da Cunha, 2023). Furthermore, Bezus et al. (2021) argued that complex academic writing genres are often addressed primarily over an informative material, or even passive exercises although most online academic writing resources do exist. Thus, it may be insufficient to develop deeper academic writing competence itself without conscientious instructional adaptation. Entirely, previous findings propose a gap between what digital resources frequently offer and what academic writing development requires, which signifies digital support. Whilst a higher level of academic discourse skills demands more systematic instructional design, feedback, and scaffolding.

Therefore, this study claims that examining how digital academic writing materials are designed (not merely what tools are used) is necessary to understand whether digital learning resources truly support macro-level academic writing development. Bezus et al. (2021) point out, the synthesizing or re-factoring of available digital resources for use in the real classroom is one that we must learn to do with appropriate processes. In the context of English as a foreign language (EFL) education in Indonesia, instructors may have difficulties in selecting appropriate technologies, students' active engagement within digital learning environments, nudging technical restrictions such as unreliable internet connection and preventing misbehavior or distraction while studying digitally occur (Izati & Hizriani, 2024). Such conditions confirm the importance of researching digital learning resources from the point of view of materials design/necessity in relation to whether or not these resources meet learners' instructional needs, offer enough scaffolding and feedback, help develop academic writing on a systematic basis. Thus, examining the pedagogical design of digital academic writing materials becomes essential in understanding how digital resources support meaningful academic writing development.

Therefore, this study is directed to investigate digital learning resources used for academic writing and to address a research gap linked to the limited research analyzing how digital academic writing materials should be designed. The study will employ teaching document observation of materials and lecturers' perceptions through open-ended questionnaires, so the results will explain both

what the materials look like (design/features) and how lecturers evaluate their usefulness, challenges, and alignment with academic writing instruction.

1.2 Identification of the Problem

Based on the previous background, several problems were identified:

1. The design features of digital learning resources used for academic writing instruction are not clearly identified and systematically described. On the contrary, while focusing on accuracy support at microlevel (grammar, spelling and word issues), most of the digital resources lack inbuilt macro-level academic writing support (argument structure and rhetorical moves) although it is indispensable for academic writing quality (Calderon & da Cunha, 2023).
2. Lecturers may face practical constraints and classroom-management issues in digital academic writing instruction, such as unstable connectivity and student distraction/misuse (Izati & Hizriani, 2024).
3. There is limited research that derives concrete design improvements for digital academic writing resources based on systematic content analysis of existing digital materials and lecturers' perceptions of their usefulness and challenges. Although research on digital writing often discusses tool usage or effectiveness, fewer studies focus on materials design and adaptation in real instructional contexts, even though such adaptation is needed to support academic writing development more systematically (Bezus et al., 2021). This condition indicates the need for studies that focus specifically on instructional design quality in digital academic writing resources.

1.3 Limitation of the Problem

This study is limited to digital learning resources (materials) used for developing academic writing in the selected higher-education EFL context, such as modules, LMS content, websites/pages, digital handouts, and other course resources used by lecturers. This study uses teaching document observation to explore the design of these materials with an emphasis on how they are designed in relation to objective, organization, learning tasks, scaffolding and opportunities for feedback from other students and academic writing features such as structure, use of evidence, paraphrasing and referencing. This focus is due to the aim of the study being to understand tool design rather than merely identifying popularity. It also investigates lecturers' views via open-ended questionnaires such as how they choose, use and evaluate digital resources and what their perceived advantages, drawbacks, and fitness are with the goals of academic writing. This limitation helps the study maintain focus on pedagogical material design rather than technological popularity or platform comparison.

1.4 Formulation of the Problem

Based on the scope above, the research questions are formulated as follows:

1. How can digital learning resources be utilized to develop building argument skills in an academic writing course?
2. What would a proposed module prototype for an academic writing lesson look like based on the research findings and discussion?

1.5 Objectives of the Study

In line with the research questions, the objectives of this study are:

1. To explore the use of digital learning resources in an academic writing course and examine the role in enhancing students' ability to construct clear, logical, and well-supported arguments.
2. To propose a module prototype for academic writing that systematically supports both macro-level academic writing development and micro-level language accuracy.

1.6 Significance of the Study

This study is expected to contribute both theoretically and practically. Theoretically, it contributes to the discussion of digital learning resources in academic writing instruction by addressing the gap in digital academic writing materials design, responding to calls for clearer adaptation methodologies and stronger macro-level writing support in digital resources (Bezus et al., 2021). Practically, the findings may help lecturers select and adapt digital resources more strategically, especially when they face challenges in technology choice and implementation (Izati & Hizriani, 2024). For students, better-designed digital materials may provide clearer guidance and scaffolding across academic writing stages and academic language features (Bezus et al., 2021). In course and materials design, the findings may serve as guidance for developing digital academic writing materials that support both macro-level and micro-level writing competence systematically (Calderon & Da Cunha, 2023). Moreover, the study aims to propose a module prototype for academic writing instruction that can be

used as a model for improving digital resources and supporting both macro-level academic writing development and micro-level language accuracy systematically. Lastly, future researchers could rely on the findings in this study to develop further research into digital academic writing material evaluation, design frameworks, and other stakeholders' perspectives.

CHAPTER 2 LITERATURE REVIEW

2.1. Academic Writing as Genre-Based Process and Discourse Competence

This study takes an English for Academic Purposes (EAP) stance to academic writing as a social practice determined by disciplinary norms, genre conventions and rhetorical aims. From this perspective, not only are academic texts rated in terms of linguistic “correctness”, but also of how well they serve the purposes of academia and to what extent academics are able to argue, report, evaluate evidence, and localise claims within a discourse (Hyland, 2004; Hyland, 2019). The theory of Academic Writing as Genre-Based Process and Discourse Competence is selected as the grand theory because the focus of the present study is not merely whether digital tools work, but whether the digital learning resources used in academic writing instruction support academic writing as a meaningful, goal-driven, and staged activity (supporting both macro-level writing quality and micro-level accuracy).

In the EAP genre-based process view, academic writing involves two closely related dimensions. First, academic writing is genre-bound and socially situated because academic genres fulfill specific social purposes and then require writers to conform to expectations of organization, formality, objectivity and explicitness when disseminating knowledge (Hyland, 2004). In the context of digital academic writing resources, this means that materials should scaffold students to do more than write correct sentences in order to help them see how academic text is organized and why certain rhetorical stances are considered appropriate for an

academic audience. This is consistent with the assumption that academic genres perform social functions and with how academic writing is frequently represented as formal, objective, complex, precise, and accurate in resources created for teaching writing in academic contexts as revealed by (Bezus et al., 2021).

Second, academic writing emerges and evolves through stages of planning, drafting, revising, editing and finalizing; students need help to articulate ideas into organized arguments and coherent texts (Hyland 2019). According to this perspective it is likely that strong learning tools have structured supports across stages (pre-writing prompts, models, guided outlining, drafting support, revision checklists, peer/teacher feedback opportunities and reflective review). Thus, in the case of digital learning resources as well, the question is not so much whether the resources include dedicated writing exercises but rather whether there is systematic scaffolding for academic writing development across stages. Therefore, digital learning resources should support writing development as a continuous and staged learning process.

From the standpoint of academic writing as a genre-based process, the present study operationalizes academic writing development as including macro-level competence (text organization, rhetorical structure, coherence, and academic argumentation) and micro-level competence (grammar, spelling, vocabulary, sentence-level accuracy, and citation mechanics). This is important because many digital writings supported in real practice tend to emphasize micro-level accuracy more strongly than macro-level development, even though macro-level support is

essential for academic writing quality (Calderon & Da Cunha, 2023). Consequently, digital resources used for academic writing instruction should ideally integrate both levels of support and provide tasks that require students to practice meaningful academic writing, not only complete passive or decontextualized exercises.

Finally, The theory of Academic Writing as Genre-Based Process and Discourse Competence provides a direct rationale for the present study's research gap. Even though many online academic writing resources are available, complex academic writing genres are often supported mainly through informative materials or passive tasks, which may not be sufficient for deeper academic writing development unless lecturers adapt them carefully into instructional contexts (Bezus et al., 2021). This gap strengthens the importance of evaluating digital resources beyond technical functionality alone. The study examines the design features of the digital resources used in an EFL higher education context and connects the findings with lecturers' perceptions of usefulness, constraints, and instructional alignment.

2.2. Digital Materials Design for Writing Instruction

The theory of Digital Materials Design for Writing Instruction positions digital learning resources as materials that can be systematically designed, selected, adapted, and evaluated based on learning goals. In this study, The theory of Digital Materials Design for Writing Instruction supports the theory of Academic Writing as Genre-Based Process and Discourse Competence. While the theory of

Academic Writing as Genre-Based Process and Discourse Competence explains the expected academic writing competence, including genre-based process and discourse competence. The theory of Digital Materials Design for Writing Instruction explains how digital learning resources should be organized to support that competence. This includes clear objectives, organization, scaffolding, interaction, and feedback.

A key concept in the design of digital materials is that technology resources should not just provide content but also structure learning experiences. Instructional design models (e.g., ADDIE cycles of analysis, develop, design, implement and evaluate) stress that materials should be developed based on learners' needs, objectives, and evaluation results. This logic is reflected in digital-material development studies that use structured stages to develop digital learning materials (analysis, design, development, implementation, evaluation) for language learning materials (including writing related materials). The implication is that evaluation of digital academic writing resources should check alignment between goals, tasks, scaffolding, and assessment opportunities, rather than focusing only on whether a platform is popular.

Another concept in the theory of Digital Materials Design for Writing Instruction is that digital resources are often multimodal and interactive. Digital materials can combine text, visuals, hyperlinks, templates, and interactive features to support learning processes. In academic writing contexts, digital resources may provide models, step-by-step guidance, editable templates, peer review features, and

feedback tools to guide students through writing stages. This supports the present study's decision to conduct teaching document observation focusing on design features such as objectives, organization, learning tasks, scaffolding, and feedback opportunities in the materials.

The theory of Digital Materials Design for Writing Instruction also clarifies the design issue of micro-level versus macro-level support. Digital writing assistance often provides automated correction or linguistic feedback (micro-level), while macro-level support (argument structure, rhetorical organization, and coherence) is less frequently available or less systematically integrated (Calderon & Da Cunha, 2023). Therefore, materials evaluation needs criteria that capture both types of support: whether the resource helps students with local accuracy and whether it guides students to develop academic discourse-level quality. In practice, this supports the present study's third research question, which aims to identify design improvements based on the analysis of existing materials and lecturers' perceptions. This distinction becomes important because academic writing quality depends not only on linguistic accuracy but also on discourse organization and rhetorical effectiveness.

To sum up, The theory of Digital Materials Design for Writing Instruction strengthens this study by offering a practical lens for evaluating digital academic writing resources as materials on how objectives are stated, how content and tasks are organized, what scaffolding is provided, what feedback and revision

opportunities exist, and how macro-level academic writing development is supported.

2.3. Review on Relevant Studies

The relevant studies in this part are divided into four categories based on the similarities among its findings. This organization is used to synthesize patterns across the literature and to clarify how previous research supports the focus of the present study on designing features of digital learning resources for academic writing, lecturers' perceptions, and design improvements. **Table 2.1** explains the further details that consist of categories, relevant studies, and key findings.

Table 2.1 Findings on Relevant Studies		
Categories	Relevant Studies	Key Findings
Resource types (micro-dominant support)	1. Digital Resources for Learning and Teaching Academic Writing in English (Bezus et al., 2021)	Digital resources vary by function (informative vs training) and commonly
	2. Developing autonomy in English writing skills: a study on EFL learners' selection criteria of open access and online self-correction tools (Calderon & Da Cunha., 2023)	provide stronger accuracy / support at the micro level, broader writing development still needs stronger design /adaptation and evidence.

Categories	Relevant Studies	Key Findings
Designed digital materials	1. Developing Teaching Materials of Academic Writing Using Mobile Learning (Zulaeha et al., 2023)	When digital resources are designed as instructional materials (app / website / modules), they can support writing stages through structured content and scaffolding.
	2. Designing a Website to Support Students' Writing Process (Aberg et al., 2016)	
	3. Materials Development of Reading and Writing by Using Digital Media for Students of Tenth Grade (Sandhi et al., 2025)	
Tools/platforms benefits but depend on integration	1. The Use of Digital Learning Media in EFL Classroom for Writing Skills (Nur et al., 2025)	Digital tools / platforms are widely reported to help write (access, feedback, engagement), but effectiveness depends on purposeful pedagogical integration and responsible use.
	2. Effectiveness of Digital Platforms in Improving Students' Writing Skills in Higher Education: Literature	

Categories	Relevant Studies	Key Findings
	Review (Nurfidah et al., 2024)	
	3. Enhancing Academic Writing through Digital Tools (Ramadhan et al., 2024)	
	4. Academic Writing in the Digital Age (Ramadhan et al., 2024)	
Lecturers' perspectives on practical constraints	1. Academic Writing Empowerment (Izati et al., 2024)	Lecturers use diverse digital resources, but implementation constraints and classroom realities shape how useful resources are in practice.

The first category covers studies that describe types of digital academic writing resources and the tendency of digital support to be micro-level dominant. Bezus et al. (2021) categorize online academic writing resources into different functional types, such as informative resources and training resources, indicating that digital resources vary from information delivery to practice-oriented learning support. In addition, research on open-access self-correction tools suggests that such tools are commonly perceived as useful and accessible for writing support, although the support frequently emphasizes local accuracy and still requires stronger evidence

for broader academic writing development outcomes (Calderon & Da Cunha, 2023). Taken together, it suggests that the availability of digital resources does not automatically ensure comprehensive academic writing development. Thus, what matters is whether resources are designed and adapted to support learning targets (Bezus et al., 2021).

The second category consists of studies that treat digital resources as instructional materials that are intentionally designed and developed. Studies focusing on mobile learning materials, website design, and digitally developed writing materials indicate that digital resources can support writing development when they provide structured content, sequenced learning tasks, and scaffolding that guides learners through writing processes (Calderon & Da Cunha, 2023; Aberg et al., 2016; Sandhi et al., 2025). This category is relevant to the present study because it highlights the importance of systematic materials design, which aligns with the present study's teaching document observation focus on objectives, organization, learning tasks, scaffolding, and feedback opportunities.

The third category includes studies that emphasize tool/platform use and general effectiveness, while simultaneously suggesting that outcomes depend on how technology is integrated pedagogically. Reviews on digital learning media and digital platforms in writing instruction generally report benefits such as improved access, engagement, and feedback opportunities. However, they also imply that these benefits require purposeful instructional integration rather than tool use alone (Nur et al., 2025; Nurfidah et al., 2024). Furthermore, studies discussing

academic writing in digital contexts argue that digital tools can support writing improvement. Yet it can effectively depend on balanced guidance and responsible integration to prevent overreliance and to maintain learning quality (Ramadhan et al., 2024; Ariska et al., 2024). This category supports the rationale of the present study that evaluating digital learning resources should move beyond platform labels to examine design features and learning support embedded in the materials. Therefore, pedagogical integration remains a key factor in determining the effectiveness of digital learning resources.

The fourth category highlights lecturers' perspectives and implementation constraints. Research on integrating digital literacy into academic writing instruction shows that lecturers may use diverse digital resources, yet their implementation is shaped by practical challenges and contextual constraints (Izati & Hizriani, 2024). This category directly supports the present study's decision to conduct open-ended questionnaire because lecturers' perceptions are necessary to explain how digital resources are selected, implemented, and evaluated in real instructional settings, and how these realities influence what design improvements are needed (Izati & Hizriani, 2024). These findings highlight the importance of understanding lecturers' experiences when evaluating digital academic writing resources.

Overall, those categories show that digital resources are widely reported as useful for writing support, but many studies focus on effectiveness or tool usage rather than analyzing materials design features systematically and linking them to

lecturers' perceptions. Therefore, the present study addresses this gap by combining teaching document observation of digital academic writing materials with lecturer questionnaires to generate evidence-based design improvement recommendations (Bezus et al., 2021; Izati & Hizriani, 2024).

2.4. Theoretical Framework

This study integrates the theory of Academic Writing as Genre-Based Process and Discourse Competence and the theory of Digital Materials Design for Writing Instruction. The theory of Academic Writing as Genre-Based Process and Discourse Competence provides the definition of academic writing competence including genre awareness, rhetorical organization, academic language use, and staged writing development. The theory of Digital Materials Design for Writing Instruction provides the lens to evaluate whether digital learning resources are designed to support that competence through objectives, organization, scaffolding, tasks, and feedback opportunities.

The integration of these two theories supports the main focus of this study, namely examining whether digital learning resources used in Academic Writing instruction are pedagogically designed to support both macro-level academic writing competence and micro-level accuracy. The framework emphasizes that effective digital academic writing materials should not only provide information or isolated exercises, yet it should systematically guide students through stages of academic writing development including planning, drafting, revising, and feedback.

Based on the integration, the study proposes that digital learning resources for academic writing should be evaluated through:

- a. Alignment with academic writing goals (macro-level and micro-level).
- b. Process-oriented scaffolding across writing stages.
- c. Opportunities for feedback and revision that support meaningful writing development. Lecturers' perceptions provide contextual insight into how resources are selected, implemented, and evaluated, including constraints that shape design choices. The synthesis of teaching document observation and lecturers' perceptions then informs design improvement recommendations.
- d. Pedagogical alignment between material design, instructional objectives, and classroom implementation.

Lecturers' perceptions provide contextual insight into how resources are selected, implemented, and evaluated. It includes constraints that shape design choices. The synthesis of teaching document observation and lecturers' perceptions then informs design improvement recommendations.

Therefore, this framework positions digital learning resources as instructional materials that must be examined not only based on the types of tools or platforms used, but also based on how the materials are structured, scaffolded, and aligned with academic writing pedagogy in real EFL instructional contexts. The integrated findings from teaching document observation and lecturers' perceptions are

expected to produce a proposed module prototype that supports systematic academic writing development through objectives, learning tasks, scaffolding, interaction, and feedback mechanisms.

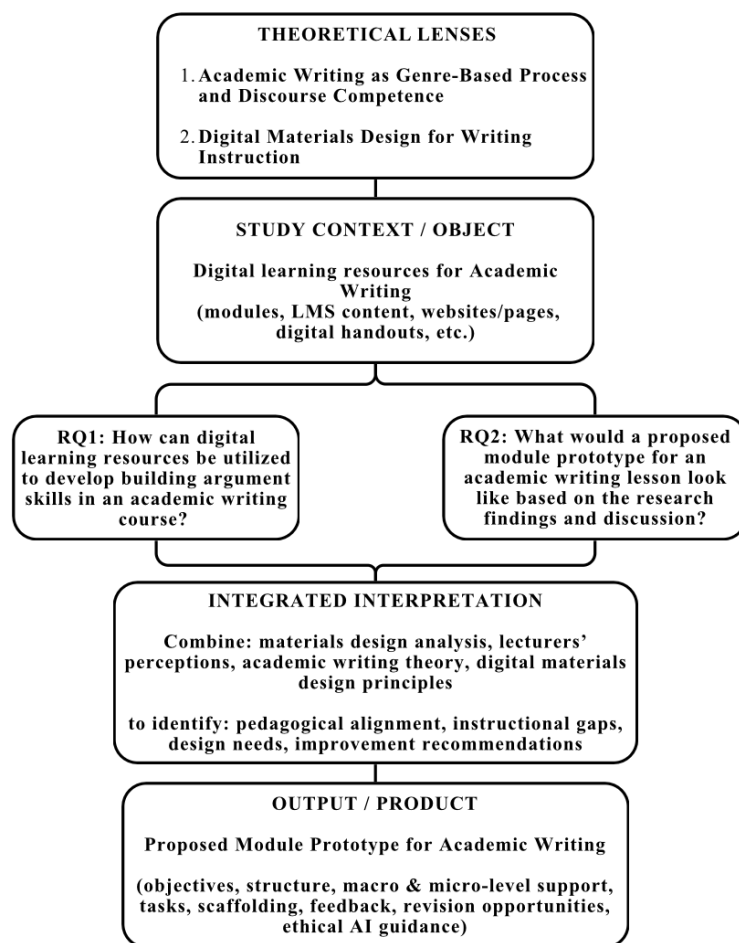


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 presents the conceptual framework of this study. The framework integrates two theoretical lenses, namely Academic Writing as Genre-Based Process and Discourse Competence and Digital Materials Design for Writing Instruction. The theory of Academic Writing as Genre-Based Process and Discourse Competence explains that academic writing development involves both

macro-level competence and micro-level competence. The theory of Digital Materials Design for Writing Instruction emphasizes that digital learning resources should be systematically designed through clear objectives, structured tasks, scaffolding, interaction, and feedback opportunities to support meaningful academic writing development.

Guided by these theoretical lenses, the study focuses on digital learning resources used in Academic Writing, it includes modules, LMS content, website/pages, digital handouts, and AI-supported resources. The framework first identifies the types of digital learning resources used to develop students' academic writing. Moreover, the study examines how the digital academic writing materials are designed through qualitative teaching document observation, focusing on objectives, structure, learning tasks, scaffolding, feedback opportunities, and support for both macro-level and micro-level academic writing development. In parallel, open-ended questionnaires are used to explore lecturers' perceptions regarding the usefulness, challenges, pedagogical alignment, and instructional implementation of the digital resources.

The findings from both teaching document observation and lecturers' perceptions are then integrated to explain pedagogical alignment, identify instructional gaps, and determine design needs for more effective digital academic writing resources. Based on this integrated interpretation, the study produces an output in the form of a proposed module prototype for Academic Writing that includes structured objectives, learning tasks, scaffolding, feedback opportunities, and revision

support. The proposed prototype also organizes academic writing into systematic stages, lecturer and peer feedback, revision, and reflection activities supported by digital platforms to strengthen both macro-level academic and micro-level language accuracy through structured scaffolding and feedback integration.

CHAPTER 3 RESEARCH DESIGN

3.1. Research Design

This study applies to a qualitative research design using two qualitative data sources between teaching document observation (materials) and open-ended questionnaires distributed to lecturers who teach Academic Writing. The teaching document observation is used to examine how digital academic writing resources are designed and what learning supports are embedded in the materials. Teaching document observation is a systematic technique for analyzing texts and communication artifacts by making replicable and valid inferences from the data to their contexts (Krippendorff, 2013). Meanwhile, the use of open-ended questionnaires is relevant because it allows lecturers to provide detailed responses based on their experiences, perceptions, and reflections in teaching Academic Writing. This method also offers flexibility and convenience, as respondents can answer the questions at their own pace without requiring synchronous interaction. Therefore, open-ended questionnaires support the collection of rich qualitative data while accommodating the participants' availability and teaching schedules.

In this study, the texts refer to digital learning resources used in Academic Writing instruction, such as modules, LMS content, websites/pages, digital handouts, and other course resources. The data from the open-ended questionnaires is used to explore lecturers' perceptions regarding how they select, implement, and evaluate digital resources, including perceived benefits, constraints, and suggestions for improvement. Open-ended questionnaires are suitable for this study because they

allow participants to express their views, experiences, and reflections in their own words. This method also provides flexibility for lecturers to answer the questions at a convenient time without requiring direct or synchronous interaction with the researcher.

By combining teaching document observation and open-ended questionnaires, this study strengthens the interpretation of findings through triangulation, where the design features identified in the materials can be linked with lecturers' instructional perspectives and experiences. This design supports the study's research questions because it connects what is present in the digital materials, namely the design features, with how lecturers perceive and experience the use of those materials in Academic Writing instruction.

3.2. Data Collecting Preparation

Before collecting the data, the researcher prepared items related to participants, types of data, data sources, and research ethics. The participants in this study consisted of two lecturers who taught Academic Writing at a university in Indonesia. The lecturers are selected because they have direct experience selecting and using digital learning resources to support students' academic writing development.

The data in this study consist of two types. The first type is digital learning resources/materials used for developing academic writing, including modules, LMS pages, websites/pages, digital handouts, and other digital course resources

used by lecturers. The second type is questionnaire data collected from lecturers who teach Academic Writing.

For the teaching document observation dataset, the analyst has to decide which digital resources are used by students for the online intensive Academic Writing course and creates a corpus from them. Krippendorff (2013) highlights that the analysis of teaching document observation relies on careful consideration of the analysis units and specific definitions used to ensure systematic interpretation. Thus, the researcher creates a record for each resource (including title, format, platform and instructional use) prior to coding (Krippendorff, 2013).

For the preparation of questionnaire data collection, the researcher creates an open-ended questionnaire that is aligned with the research questions and maintains consistency across different participants. The questionnaire is developed by specifying the purpose of the study, creating tentative questions that correspond to the objectives, and ensuring that the questions are clear and relevant to participants' teaching experiences. The use of open-ended questionnaires is relevant because it allows lecturers to provide detailed responses more flexibly and conveniently without requiring synchronous interaction. The researcher also prepares informed consent and explains the purpose of the study to ensure ethical participation.

3.3. Data Collecting Techniques

This study uses two data collection techniques, such as document/material collection for teaching document observation and open-ended questionnaires for lecturers' perceptions. In qualitative research, the main instrument is the researcher, who collects the data, conducts the analysis, and interprets meaning based on patterns in the data. Supporting instruments include a teaching document observation checklist or coding sheet, and an open-ended questionnaire.

For the teaching document observation, the researcher collects digital learning resources used in Academic Writing instruction and organizes them into a manageable corpus. Each material is treated as a unit of analysis. The coding sheet is used to record design features such as learning objectives, organization and sequencing, learning tasks, scaffolding, feedback opportunities, and academic writing components supported by the materials. This procedure is consistent with qualitative teaching document observation as a systematic method for describing and interpreting communication content through explicit unitizing and coding procedures (Krippendorff, 2013).

For the questionnaire data, the researcher identified and organized digital resources used in the Academic Writing course. The questionnaire focuses on lecturers' criteria for selecting digital learning resources, how they implement the resources in teaching, perceived usefulness and challenges (technical constraints, student engagement, distraction or misuse), and suggestions for improving the design of digital academic writing resources. Open-ended questionnaires are used

because they enable respondents to express their views and experiences in their own words while giving them flexibility to answer at a convenient time.

Following the systematic instrument development procedures proposed by Kallio et al. (2016), the questionnaire items were developed to ensure alignment with the study's research questions and conceptual framework. First, the researcher mapped the questionnaire domains directly from RQ1 (usefulness, challenges, and pedagogical alignment) and from the study's focus on materials design (objectives, structure, tasks, and instructional support). Second, the researcher referred to pertinent literature on the creation of open-ended questionnaire when structuring open-ended questions from general to specific, with the aim to enhance clarity, neutrality and correspondence to the desired constructs (Kallio et al., 2016). Third, the researcher wrote the questions in English and revised phrasing for participant comprehension within the local teaching context. The final questionnaire item is shown in **Appendix B**.

An instrument pretesting process was conducted before the main data collection to assess the clarity, feasibility, and viability of the research procedures and instruments. The purpose of the instrument pretesting process was to assess whether the questionnaire items were understandable and able to elicit appropriate responses, and whether the design elements in the digital materials could be consistently captured by the teaching document observation coding sheet. The pretesting process was conducted with a limited scope, such as one lecturer response and one to two sample materials. Based on the pretesting results, the

researcher refined the questionnaire items, such as simplifying language, modifying question order, and improving clarity, and enhanced categories on the coding sheet to make it more consistent with the analytical focus of the study. This pretesting process preceded data collection to confirm the viability of research tools and processes prior to the main study (Kallio, Pietilä, Johnson & Kangasniemi 2016; Krippendorff 2013). The instrument pretesting process also helped improve the consistency between the coding categories and the study objectives.

3.4 Data Analysis

In qualitative research, data analysis is conducted iteratively during and after data collection. In this study, the analysis is carried out through interconnected stages, including organizing the data, coding, categorizing, synthesizing, and interpreting the findings. The analysis integrates two qualitative data sources such as digital learning resources for Academic Writing and open-ended questionnaires from lecturers.

First, the researcher organizes the collected data into two datasets: the digital materials dataset and the questionnaire dataset. The digital materials are treated as units of analysis and documented using a coding sheet, while the questionnaire responses are prepared by organizing participants' written answers based on the questionnaire items. This step ensures that both data sources are systematically arranged before coding and interpretation begin.

Second, the researcher codes the data according to the analytic approach used for each dataset. For the digital materials, the study applies qualitative teaching document observation to identify and describe design features embedded in the resources, such as clarity of objectives, organization and sequencing, learning tasks, scaffolding strategies, feedback opportunities, and support for academic writing components. The coding follows explicit procedures so that interpretations remain grounded in observable features of the materials. This procedure is consistent with qualitative content analysis as a systematic method for describing and interpreting communication content (Krippendorff, 2013).

For the questionnaire data, the researcher applies thematic analysis to identify patterns in lecturers' perceptions of digital learning resources. The open-ended questionnaire explores lecturers' criteria for selecting resources, how they implement them in teaching, their perceived usefulness, constraints (e.g., technical limitations, student engagement, distraction or misuse), and suggestions for improving the design of digital academic writing resources. Thematic analysis is used because it enables the researcher to systematically code and interpret recurring meanings across participants' responses (Braun & Clarke, 2006).

After initial coding, the researcher groups related codes into broader categories. For the digital materials, categories may include objectives and alignment, task progression, writing-process support, macro-level academic writing support, micro-level language support, and feedback design. For the questionnaire data, categories may include selection rationale, classroom implementation, perceived

benefits, perceived constraints, and suggested improvements. These categories are then reviewed to ensure analytic coherence and relevance to the research questions.

To ensure the rigor and quality of the thematic analysis applied to the questionnaire data, this study adapts Braun and Clarke's (2006) 14-point checklist for good thematic analysis as a framework for analytic quality, as presented in **Table 3.1**. The checklist is used to support systematic coding, coherent theme development, and consistency between analytic claims and supporting extracts. It is applied specifically to the questionnaire dataset and does not replace the coding procedure itself. Rather, it functions as a quality assurance framework for the thematic analysis process.

Table 3.1 Adapted 14-Point Checklist for Good Thematic Analysis (Braun & Clarke, 2006) for Questionnaire Data Analysis

Process	No.	Adapted Criteria (for this study)
Coding	1	Each questionnaire transcript is given equal attention during coding (not only the most vivid or “interesting” responses).
	2	Themes are generated through a systematic and comprehensive coding process, not from a few anecdotal excerpts only.
	3	All relevant extracts related to each theme are collated and organized.
	4	Candidate themes are reviewed against one another and checked back to the original questionnaire data set.

Process	No.	Adapted Criteria (for this study)
	5	Themes are internally coherent, consistent, and clearly distinguishable from each other.
Analysis	6	The analysis goes beyond paraphrasing participants' responses and includes interpretation of meanings related to lecturers' perceptions of digital learning resources in Academic Writing instruction.
	7	Analytic claims are supported by relevant questionnaire extracts, and the extracts meaningfully illustrate the claims.
	8	The thematic analysis presents a clear, logical, and well-organized account of lecturers' perceptions, including usefulness, challenges, and pedagogical alignment.
	9	A good balance is maintained between analytic explanation and illustrative excerpts from the questionnaire responses.
Overall	10	Sufficient time is allocated to conduct all phases of thematic analysis carefully (coding, reviewing, defining, and reporting themes).
Written Report	11	The assumptions and the specific use of thematic analysis in this study (for questionnaire data only) are clearly explained.
	12	There is consistency between what the researcher claims to do (thematic analysis of questionnaire data) and what is actually presented in the findings.

Process	No.	Adapted Criteria (for this study)
	13	The language and concepts used in reporting themes are consistent with the qualitative approach and the study's research focus on digital learning resources for academic writing.
	14	The researcher is positioned as an active analyst who constructs themes through interpretation; themes do not simply "emerge" automatically from the data.

Subsequently, the researcher synthesizes the findings by integrating the results of the teaching document observation of digital materials with the thematic analysis of questionnaire data. This integrative interpretation serves to address the research questions by elucidating how the identified design features of digital learning resources correspond with lecturers' experiences and perceptions, as well as by informing potential design improvements for more effective digital academic writing resources.

To ensure methodological rigor and clarity, Braun and Clarke's checklist is applied specifically to the thematic analysis of questionnaire data, whereas the analysis of digital materials adheres to the coding procedures and analytic principles of qualitative content analysis (Krippendorff, 2013). This distinction ensures that each dataset is examined using criteria that are appropriate to its nature and analytical purpose.

Several strategies were implemented to strengthen the trustworthiness of the analysis. Credibility was ensured by systematically coding all questionnaire transcripts, using multiple readings of the data, and supporting analytic claims with direct participant extracts (Braun & Clarke, 2006). Dependability was reinforced through cross-checking codes and themes across different transcripts, while confirmability was enhanced by maintaining detailed documentation of transcripts, coding sheets, and field notes, creating an audit trail for verification (Krippendorff, 2013). Peer debriefing and iterative review of candidate themes further contributed to the reliability of the findings. These procedures collectively ensure that the results accurately reflect on lecturers' perceptions of the digital academic writing resources and can be trusted by the readers.

CHAPTER 4 FINDINGS AND DISCUSSIONS

4.1 Teaching Documents Analysis

4.1.1 Observation of Teaching Documents Used in Academic Writing Instruction

These findings indicate that lecturers utilize a diverse array of resources, including LMS content, modules, websites, and interactive platforms to support students' academic writing development. These materials support distinct stages of the academic writing process, encompassing pre-writing, drafting, revising, and referencing. While some resources emphasize micro-level support, such as grammar exercises, paraphrasing practice, and vocabulary enhancement, others provide macro-level support through guidance on argument structure, coherence, and rhetorical organization. While at the same time it provides macro-level support such as guidance on argument structure, text coherence, and rhetorical organization. Lecturers indicate that selected resources are primarily based on alignment with course objectives, credibility, accessibility, and students' proficiency levels. They preferred materials that provide clear guidance, illustrative examples, and interactive features that enable both teacher-facilitated and students' independent learning activities. **Table 4.1** illustrates some of these findings that summarize content materials, type of support provided, and a brief description of the activities.

Table 4.1 Descriptive Analysis of Digital Materials Supporting Academic Writing

Content Materials	Type of Support	Description	Descriptive Findings
Summarizing Academic Essay	Macro & Micro	Provides step by step guidance on summarizing texts and exercises for both content organization and grammatical accuracy.	Supports students in organizing summary content and improving sentence accuracy.
Paraphrasing Academic Articles	Macro & Micro	Includes models and examples and guided exercises that support vocabulary and paraphrasing.	Help students practice paraphrasing through examples, vocabulary support, and guided exercises.
Describing Graphs	Macro & Micro	Offers sentence structures and vocabulary to assist students but provides limited macro-level integration or feedback.	Focuses on sentence level support through vocabulary and useful expressions for describing graphs.
AI in Academic Writing	Macro & Micro	Presents practical examples of AI tools while objectives are	Introduces AI use in writing, but clearer objectives and ethical

Content Materials	Type of Support	Description	Descriptive Findings
		often implied and ethical guidance is limited.	guidance are still needed.

The descriptive findings show that each digital learning resource provides different forms of support for students' academic writing development. In the Summarizing Academic Essay material, the lecturer's sample includes activities such as identifying main ideas and supporting details, practicing summarizing, comparing summarizing and paraphrasing, applying paraphrasing techniques, and using cohesive devices. This material supports students at the macro level by guiding them to organize ideas and understand the structure of a summary, while also supporting micro-level skills through paraphrasing, vocabulary use, and cohesive devices. In the Paraphrasing Academic Articles material, the sample includes models, examples, technique explanations, and sample sentence transformations that help students understand how to restate ideas in academic writing. These activities support students in developing both conceptual understanding and practical paraphrasing skills. In the Describing Graphs material, the lecturer provides activities such as matching verbs with graph trends, converting verbs into noun forms, completing sentences using adjectives and adverbs, identifying tenses in a sample text, and practicing line graph descriptions. This material supports students' academic writing through vocabulary lists, sentence patterns, a model paragraph, and guided practice tasks, although explicit feedback opportunities are still limited. Meanwhile, the AI in Academic Writing

material introduces students to tools such as ChatPDF, Research Rabbit, Consensus, and Elicit, as well as examples of AI-generated and human-written texts. This material supports academic writing by helping students explore AI tools for research and writing development, but clearer learning objectives and ethical guidance on AI use are still needed. These findings indicate that digital resources support academic writing development through varying combinations of macro-level and micro-level instructional support.

Having identified the digital learning resources employed in academic writing instruction, the analysis was further directed toward examining the pedagogical organization of these materials. Specifically, the analysis explored how the resources were sequenced and integrated into learning activities to facilitate students' academic writing development.

The results of teaching document observation showed the majority of materials are organized systematically, with logical sequencing that developed from simple to more complex writing tasks. Whereas several materials from both lecturers presented explicit learning objectives (e.g. summarizing academic essays and paraphrasing academic articles), their other materials implied objectives without explicitly stating them (e.g. describing graphs and AI in academic writing). Learning tasks commonly involved analyzing model texts, paraphrasing, summarizing, describing graphs, and completing writing drafts. Scaffolding tools (e.g. step by step guides, templates, checklists, and models) were present in most of the resources. Nonetheless, opportunities for feedback were generally limited,

with only a few materials incorporating structured teacher review or peer review. Macro-level support such as exercises on argumentation, text organization, and coherence was presented. Yet, often under-scaffolded compared to micro-level support for grammar, vocabulary, and referencing. **Table 4.2** illustrates some examples from coding of pedagogical design that consist of representative materials, task structure, scaffolding tools, feedback opportunities, and source references.

Table 4.2 Descriptive Coding Analysis of Pedagogical Design

Representative Materials	Task Structure	Scaffolding Tools	Feedback Opportunities	Descriptive Findings
Building Arguments	Task progress from brainstorming to drafting.	Uses templates and sentence starters to guide students.	Feedback is mostly limited to teacher comments.	Supports students in building claims, evidence, reasons, counterarguments, and rebuttals, but needs clearer feedback stages.
Citation & Referencing	Provides visual APA examples and practical exercises.	Step by step guidance helps students practice.	Lacks structured peer review.	Supports students in understanding APA style and reference management, although more interactive citation exercises are needed.

Representative Materials	Task Structure	Scaffolding Tools	Feedback Opportunities	Descriptive Findings
				Helps students
	Exercises			describe bar and pie
	progress	Includes	Does not	charts using
Describing Charts	from	models and	include explicit	academic language,
	simple to	vocabulary	feedback.	but feedback or
	complex.	lists.		self-check activities
				are still limited.

The descriptive findings show that the pedagogical design of the materials generally follows a guided learning pattern. In Building Arguments, the material provides argument structures such as claim, reason, evidence, counterargument, and rebuttal, supported by sentence starters and templates. This helps students organize ideas and develop stronger academic arguments, although the material would be improved by adding peer or teacher feedback stages. In Citation & Referencing, the material gives practical APA examples, Mendeley guidance, and step-by-step screenshots, which support students in formatting references and managing citations. This material is stronger in feedback because teacher review is included. Meanwhile, Describing Charts provides models, vocabulary, and grammar support for describing bar and pie charts. The tasks move from language practice to writing short descriptions, but the material still lacks explicit feedback or self-assessment activities. Overall, the materials demonstrate guided learning patterns, although feedback integration remains limited.

These findings suggest that digital learning resources function not merely as repositories of content, but as pedagogical tools that shape how students develop academic writing skills. Consequently, examining the materials alone is insufficient without considering the instructional implications embedded in their design. Therefore, the following section discusses how the observed characteristics of the materials contribute to academic writing development and what pedagogical considerations emerge from these findings.

4.1.2 Pedagogical Implications of Digital Materials for Academic Writing Development

The findings indicate that digital materials play a crucial role in supporting students' academic writing development. Materials (e.g. Summarizing Academic Essay) provides structured exercises guiding students to synthesize and summarize information while at the same time helping them in organizing their arguments effectively that focus on reinforcing grammar and vocabulary. Furthermore, other materials (e.g. Paraphrasing Academic Articles) offer guided practice and models to practice that strengthen sentence level accuracy and paraphrasing skills that allow students to independently apply conventions. These observations demonstrate that digital materials support meaningful learning and provide scaffolding for developing academic writing competence.

This finding addresses the research gap identified in this study, namely the need to examine not only what digital resources are used, yet, how the materials are

designed to support academic writing development. Previous studies have shown that many digital writing resources tend to focus more strongly on micro-level support (e.g. grammar, spelling, and vocabulary), while macro-level support (e.g. argument structure, synthesis, and rhetorical organization) is often less developed. The present study confirms this concern, but also shows that some materials already attempt to integrate both macro-level and micro-level support. For example, summarizing and paraphrasing materials do not only train students' sentence accuracy, it guides them in organizing ideas, identifying key information, and reformulating academic content. Therefore, the findings are partly consistent with Bezus et al. (2021) and Calderon and da Cunha (2023), which reported that digital writing resources often emphasize micro-level support more strongly than macro-level academic writing development. However, the present study extends these findings by showing that some instructional materials attempt to integrate both dimensions in an EFL academic writing context.

Yet, the analysis revealed that the mechanisms of feedback were often limited. Lecturers observed that students benefit more on receiving structured feedback on both mechanics and content of their work. Moreover, without guided teacher or peer review, students might complete the tasks without fully internalizing argumentation strategies, coherence, or synthesis principles. The effectiveness of these materials would enhance by incorporating peer review, teacher feedback, and self assessment checklists. Further, it also helps students consolidate their writing skills more effectively. **Table 4.3** presents the integrated findings related to digital resource use and contribution to academic writing development.

Table 4.3 Integrated Findings on Digital Resource Use for Academic Writing Development

Material	Strengths	Observed Gaps	Recommendations
Summarizing Academic Essay	Structured Steps, Support organization and accuracy	Feedback is missing	Include teacher feedback, peer feedback, and add interactive exercises
Paraphrasing Academic Articles	Models or examples, Guided practice	Limited of independent practice	Include self assessment checklists and peer review opportunities

This point strengthens the relevance of the research gap by showing the main issue is not merely the availability of digital materials, but the completeness of their instructional design. In relation to the genre-based process view of academic writing, students need support across stages of writing, including planning, drafting, revising, and receiving feedback. The limited feedback opportunities found in the materials indicate that the resources are not yet fully aligned with process-oriented writing theory. Thus, the findings support the argument that digital academic writing resources should include clearer revision and feedback mechanism so that students can develop deeper academic writing competence rather than completing isolated exercises itself.

The limitations identified in the existing materials highlight the need for a more comprehensive instructional design that supports students throughout the writing process. In response to these findings, the proposed prototype was developed to provide clearer sequencing, scaffolding, and opportunities for revision and feedback. Accordingly, the discussion proceeds to examine the pedagogical features embedded in the prototype materials and their potential contribution to supporting academic writing development.

The design of the prototype materials reflects careful sequencing and scaffolding intended to support students' learning. For example, the Building Arguments material progresses from brainstorming to drafting through the use of sentence starters and templates, while the Citation and Referencing material provides visual APA examples accompanied by step-by-step guidance. Similarly, the Describing Charts material presents exercises that gradually increase in complexity, allowing students to practice systematically and develop confidence. These design features demonstrate alignment with genre-based and process-oriented writing theories by promoting incremental learning and providing clear guidance for students in accomplishing complex writing tasks.

This findings is consistent with the theoretical framework of this study, which views academic writing as a staged and genre-based process. The materials show that students are guided through gradual learning steps, for instance understanding concepts, analyzing examples, practicing language forms, and producing written output. This finding is consistent with Bezus et al. (2021), which emphasized the

importance of guided practice and systematic instructional adaptation in supporting academic writing development. The findings also support previous studies reviewed in Chapter 2, which highlighted the role of task sequencing and pedagogical scaffolding in digital writing instruction.

In spite of these strengths, gaps in pedagogical design were evident. Feedback is limited in most materials, and some emphasize micro-level skills without sufficient scaffolding for macro-level skills such as argumentation and coherence. Maintaining a balance between micro and macro level exercises, alongside structured feedback and interactive activities, would enhance student engagement and independent application of skills. **Table 4.4** presents the integrated findings related to pedagogical design and scaffolding of the digital materials.

Table 4.4 Integrated Findings on Pedagogical Design and Scaffolding of Digital Academic Writing Materials

Material	Structure / Sequencing	Scaffolding Tools	Recommendations
Building Arguments	Stepwise from brainstorming to drafting	Templates, Sentence starters	Include structured feedback, Ensure balance between micro and macro skills
Citation and Referencing	Visual APA examples, Progressive exercises	Step by step guidance	Include peer and teacher review, add interactive exercises

However, the findings show partial inconsistency with the ideal principles of digital materials design. Theory on digital materials design emphasizes that resources should not only deliver content, yet, it structures learning through objectives, tasks, scaffolding, interaction, and feedback. Although most materials in this study provide clear organization and useful scaffolding, some materials still have implied rather than explicit objectives, and feedback opportunities are not consistently provided. This means that the materials are useful, besides they do not yet fully meet the ideal design principles suggested in the literature. Therefore, the findings contribute to the research gap by identifying specific areas for improvement, particularly the need for explicit objectives, stronger feedback mechanisms, and better integration between macro-level academic writing support and micro-level language support.

4.2 Lecturers' Perspective on Teaching Documents Observation

4.2.1 Observation Findings Through Lecturers' Perspectives on Teaching Documents

This section reports the findings derived from lecturers' perspectives regarding the use of digital learning resources in academic writing instruction. Both lecturers perceived the materials as valuable in structured writing tasks, and providing illustrative examples for learning. However, they highlighted several challenges namely limited feedback mechanisms, technical issues (e.g. unstable internet connectivity), student distractions, and overreliance on AI tools. Lecturers suggested multiple areas for improvement, for instance the need for explicitly stated learning objectives, the inclusion of structured teacher and peer feedback,

the incorporation of interactive or independent exercises, and the provision of ethical guidelines for AI assisted writing.

Furthermore, the summary of the thematic analysis findings were presented in **Table 4.5**. It illustrates the category, theme or subtheme, and supporting quotes taken from lecturers' questionnaires. The visual representation of lecturers' perspectives and prepares the foundation for the subsequent integration with teaching document observation results were provided inside this table.

Table 4.5 Descriptive Analysis of Lecturers' Perceptions on Digital Academic Writing Resources

Theme	Subtheme	Supporting Quote (Paraphrased)	Descriptive Findings
Teaching Experience	Complexity of Academic Writing instruction: integrating reading & writing	“This course is integrated into academic reading; students need to synthesize information appropriately.” (DR)	Academic writing instruction requires integrating reading comprehension and synthesis. Students must connect ideas across multiple sources to produce coherent writing.

Theme	Subtheme	Supporting Quote (Paraphrased)	Descriptive Findings
	Synthesizing information from multiple academic sources	“Students need sufficient background knowledge to synthesize information from multiple articles.” (DR)	Effective writing relies on combining knowledge from diverse texts. Background knowledge and analytical skills are crucial for accurate synthesis.
Digital Resources Used	Multimodal & Interactive Tools: LMS, Google Docs, AI tools, digital articles, e-books, PPT	“Used primarily to upload materials before class and for classwork.” (R) “Google Docs facilitates peer feedback and teacher comments.” (R)	Digital tools enhance teaching by distributing materials, supporting peer/teacher feedback, and providing accessible reading materials. Google document enables real-time commenting and collaborative editing, promoting active student engagement.

Theme	Subtheme	Supporting Quote (Paraphrased)	Descriptive Findings
		“AI tools help generate ideas or conduct research.” (R)	AI is perceived as a supportive tool for brainstorming and initial research, but lecturers emphasize guided use.
Criteria for Selecting Resources	Alignment, credibility, accessibility, active engagement	“Resources are selected specifically to align with the learning goals of each meeting.” (DR)	Lecturers select digital resources based on alignment with lesson objectives, credibility of sources, and the ability to engage students actively. Resources also need to be accessible for independent learning.
Integration in Teaching	Structured & staged use: before/during/after class, feedback	“Students receive selected materials prior to the meeting.” (DR & R)	Digital resources are integrated in a staged approach. Pre-class materials prepare students, in-class activities engage them,

Theme	Subtheme	Supporting Quote (Paraphrased)	Descriptive Findings
			and post-class exercises facilitate feedback and reflection.
Benefits for Students	Supports Academic Writing Development: models/examples, scaffolding, feedback, macro-level skills	“By analyzing good or fair writing samples, students learn patterns to apply in their own writing.” (DR)	Resources provide scaffolding, examples, and feedback, helping students improve structure, idea development, and argumentation in writing.
Challenges / Limitations	Barriers in Digital Learning: distraction, comprehension, feedback clarity	“Students may be tempted to browse social media or rely excessively on AI tools.” (DR & R)	Digital learning challenges include distraction, overreliance on AI, and comprehension difficulties. Feedback must be clear and actionable for students to benefit fully.

Theme	Subtheme	Supporting Quote (Paraphrased)	Descriptive Findings
Alignment with Learning Goals	Stage-wise support: planning, drafting, revising; micro & macro-level balance; instructor guidance	“Students are guided through brainstorming, drafting with model texts, and revising via peer/teacher feedback.” (R)	Digital resources complement, but do not replace, structured guidance. Stage-wise support ensures balance between micro-level mechanics and macro-level organization.
Suggestions for Improvement	Enhancing Resources: accessibility, exercises, peer feedback, rubrics, model texts	“Materials should be more accessible, even if subscription-based, with affordable fees.” (DR)	Lecturers recommend improving accessibility, adding exercises aligned with proficiency, using structured feedback tools, rubrics, model texts, and peer activities to enhance learning outcomes.

The descriptive analysis of lecturers’ perceptions shows that digital academic writing resources play an important role in supporting students’ writing development, especially because Academic Writing requires the integration of reading, synthesis, and writing skills. Lecturers perceived that students need to

understand and synthesize information from multiple academic sources before producing coherent academic texts. In practice, lecturers used various digital resources, such as LMS materials, Google Docs, AI tools, digital articles, e-books, and PowerPoint slides, to distribute materials, support class activities, and facilitate feedback. These resources were selected based on several criteria, including alignment with learning objectives, source credibility, accessibility, and their ability to encourage active student engagement. The lecturers also explained that digital resources were commonly integrated in a structured way, beginning with pre-class materials, followed by in-class activities, and continued with post-class exercises or feedback. The findings further indicate that digital resources support students by providing models, examples, scaffolding, and opportunities for feedback, which help them improve both macro-level writing skills, such as organization and argument development, and micro-level skills, such as language accuracy and referencing. However, lecturers also identified several challenges, including students' distraction when using digital platforms, difficulty understanding materials independently, unclear feedback, and possible overreliance on AI tools. Although digital resources are useful, lecturers emphasized that they should be accompanied by clear guidance, structured stages of writing, and teacher support. Therefore, the lecturers suggested improving digital academic writing resources by making them more accessible, adding exercises suitable for students' proficiency levels, providing clearer rubrics and model texts, and including more structured peer or teacher feedback activities. These findings suggest that digital resources are most effective when combined with structured instructional guidance and continuous feedback support.

4.2.2 Interpreting Lecturers' Perceptions of Digital Learning Resources

Lecturers' perspectives highlight practical considerations in the use of digital materials. They emphasized that materials must align with learning objectives, be accessible, and match with students' proficiency levels. Platforms like google documents facilitate collaborative drafting and informal feedback on the writing process, yet formal feedback remains limited. Furthermore, lecturers reported that materials help students understand academic genres, scaffold the writing process, and support both micro and macro level writing skills.

These perceptions are in line with Izati and Hizriani (2024) and Bezus et al. (2021), which emphasized that digital learning resources become effective when they are integrated purposefully into instructional practices rather than used merely as technological tools. The lecturers' views support the theoretical assumption that digital resources need to be selected and adapted based on instructional goals, students' needs, and classroom realities. This finding also fulfills the research gap by connecting material design features with lecturers' actual instructional experiences. While teaching document observation shows what is available in the materials, lecturers' perceptions explain how those resources are used, evaluated, and adjusted in practice. Therefore, the findings show that digital materials should be attached with the pedagogical decisions made by lecturers.

Challenges noted by lecturers were technical limitations, students’ distractions, and overreliance on the use of AI tools without the right guidance. There are several recommendations from lecturers to overcome these challenges, such as adding explicit learning objectives, interactive exercises, structured peer or teacher feedback, ethical guidance for AI use, emphasising the importance of purposefulness, and theory informed implementation. Integrating these insights with material analysis ensures that digital resources are well designed and effectively support students engagement and skills development. **Table 4.6** presents the integrated findings from lecturers’ perceptions and associated recommendations.

Table 4.6 Integrated Findings on Lecturers’ Perceptions and Recommendations for Digital Academic Writing Resources

Material	Strengths	Lecturer Feedback / Gap	Recommendations
AI in Academic Writing	Practical examples	Objectives often implied, ethics not addressed	Add explicit objectives, include ethical guidance
Describing Graphs	Progressive exercises	Limited feedback	Include peer-review and interactive exercises

This finding is consistent with Izati and Hizriani (2024), which reported challenges related to technical limitations, student engagement, and the management of digital learning environments. In particular, the issue of AI use shows a current challenge in academic writing instruction, where digital tools can

support brainstorming, research, and revision. Besides, it leads to overreliance if students are not guided properly. This finding adds to the research gap by showing that design improvement should focus on adding more digital tools and making the materials more pedagogically responsible. Thus, digital academic writing resources should include ethical guidance, clear learning objectives, structured exercises, and feedback opportunities to ensure that technology supports students' academic writing development rather than replacing their critical thinking and writing process.

4.3 Development of The Prototype Module for Academic Writing Instruction

Based on the integrated findings from the teaching document observation and lecturers' perceptions, a prototype module for academic writing entitled "Digital Support for Academic Writing" was developed. The prototype module was developed to improve the previous Academic Writing course (Meeting 15 and 16) by integrating structured digital learning resources, collaborative learning activities, scaffolding tools, and systematic feedback processes into the academic writing instruction. The prototype module was designed to address the gaps identified in the findings, particularly the limited feedback opportunities, insufficient scaffolding for macro-level writing development, and the need for more interactive and process-oriented digital academic writing activities. The developed prototype adopts a process-oriented approach to academic writing by organizing the learning activities into 7 interconnected stages.

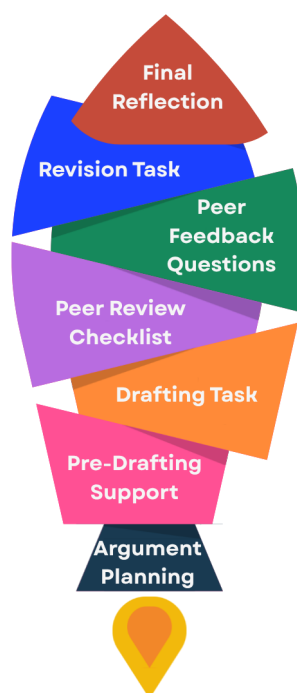


Figure 4.1 Stages of Learning Process

(Adapted and modified from Hyland (2019))

Figure 4.1 illustrates the 7 stages of the learning process such as argument planning, pre-drafting, drafting task, peer review checklist, peer feedback questions, revision task, and final reflection. These stages were adapted and modified from Hyland's (2019) view of academic writing as a staged and process-oriented activity involving planning, drafting, revising, editing, and finalizing academic texts. In the developed prototype, the stages were further developed through the integration of digital collaborative platforms, scaffolding tools, peer-feedback activities, revision tasks, and reflection activities to support students systematically throughout the academic writing process in an EFL higher education context. The prototype integrates both macro-level academic writing competence and micro-level language support systematically throughout the

lesson stages. The prototype also emphasizes collaborative and reflective learning through the use of various digital platforms and scaffolding tools.

The first stage is Argument Planning, which uses Mentimeter, Google Documents, and the Argument Planning Template to help students organize their initial ideas before writing. Mentimeter was incorporated to facilitate interactive participation and brainstorming activities during the beginning phase of the lesson, while google documents was utilized to support accessible and flexible writing activities. In this stage, students identify claims, evidence, explanations, counterarguments, and rebuttals systematically before entering the drafting stage. This stage was designed to provide clearer macro-level writing guidance and structured idea organization before students begin drafting their argumentative paragraphs. **Figure 4.2** presents the preview of brainstorming activity using Mentimeter, while **Figure 4.3** illustrates the Argument Planning Template used to organise students' academic arguments systematically.

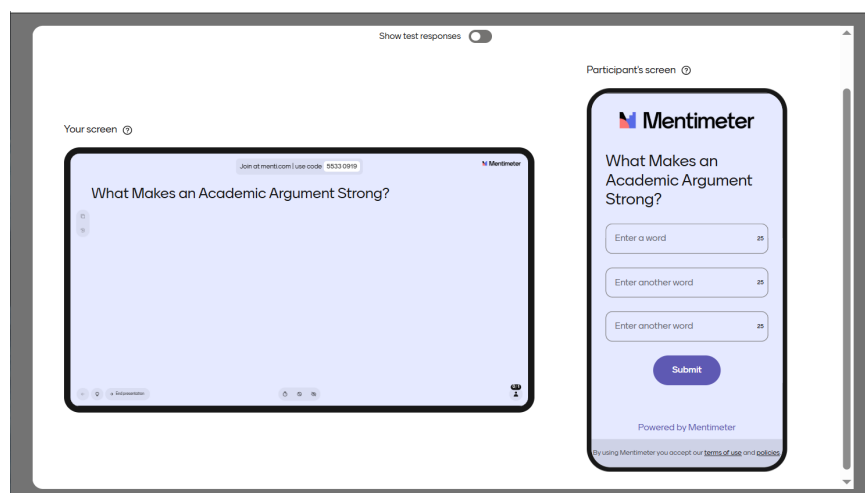


Figure 4.2 Preview Brainstorming on Mentimeter

Topic	What issue or topic will you discuss?	
Position / Claim	What is your main argument or opinion about the topic?	
Reason	Why do you support this claim?	
Evidence	What source, fact, research finding, or example supports your reason?	
Explanation	How does the evidence support your claim?	
Counterargument	What is the opposite view or possible objection to your claim?	
Rebuttal	How do you respond to the counterargument?	
Concluding Idea	What final point will you emphasize?	

Figure 4.3 Argument Planning Template on Google Documents

The second stage is Pre-drafting Support, which focuses on providing scaffolding and guided instruction before students write complete argument paragraphs. In this stage, lecturers use PowerPoint slides, digital handouts, model texts, and guided discussions to explain academic argument structures, evidence integration,

counterarguments, and rebuttals. Digital handouts were incorporated as accessible references and examples that students could revisit independently outside the classroom. This stage was designed to strengthen students' understanding of academic argument structure and provide guided scaffolding support during the drafting process. The activities conducted during this stage are also supported by the Argument Planning Template presented in **Figure 4.3**.

The third stage is the Drafting Task conducted through Google Documents and Padlet. Students transform their argument plans into complete academic argumentative paragraphs using guided templates and sentence starters. Google Documents was utilized to facilitate flexible drafting, editing, and lecturer monitoring, while Padlet was incorporated to support collaborative sharing of students' writing products. Through this activity, students practice organizing claims, evidence, explanations, counterarguments, and rebuttals coherently while applying appropriate academic language. This stage was designed to connect planning and drafting activities systematically through guided writing support and collaborative digital platforms. **Figure 4.4** presents the sample of drafting activities conducted through platform Padlet during the paragraph development stage.

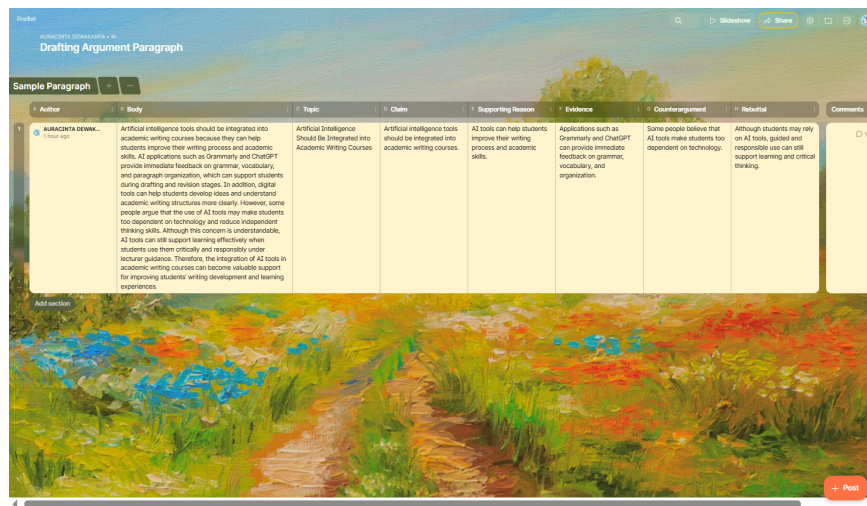


Figure 4.4 Sample of Drafting Argument on Padlet

The fourth stage is the Peer-Review Checklist activity using Padlet and Google Docs. Students evaluate their classmates' drafts using a structured checklist focusing on claim clarity, evidence relevance, organization, rebuttal effectiveness, and academic language use. The checklist was designed to guide students in providing more focused and constructive feedback during the review process. This stage was designed to integrate systematic peer-review activities and encourage students to evaluate academic writing critically through collaborative interaction. **Figure 4.5** presents the Peer-Review Checklist Template used to guide students during the review process.

Criteria	Yes	Needs Improvement	Comments
Clear claim	☐	☐	
Relevant evidence	☐	☐	
Logical explanation	☐	☐	

Counterargument included	☐	☐	
Effective rebuttal	☐	☐	
Coherent organization	☐	☐	
Appropriate academic language	☐	☐	

Figure 4.5 Peer-Review Checklist Template

The fifth stage is Peer Feedback Questions conducted through Padlet discussion activities. Students provide comments, suggestions, and responses related to their classmates' arguments, organization, and evidence integration. Padlet was incorporated to facilitate visible peer interaction and collaborative online discussion within the writing process. Through this activity, students become more aware of both the strengths and weaknesses of academic arguments while developing reflective learning and collaborative engagement. This stage was designed to provide additional opportunities for interaction and feedback during the writing process. **Figure 4.6** presents the sample of peer Feedback on argument planning activity, while **Figure 4.7** presents the sample of students' peer-review comments conducted on platform Padlet.

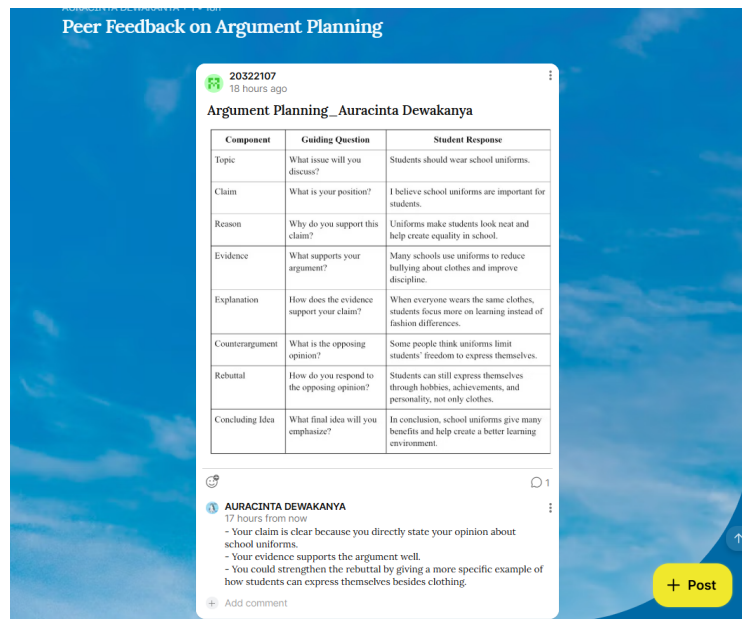


Figure 4.6 Sample Peer Feedback on Padlet

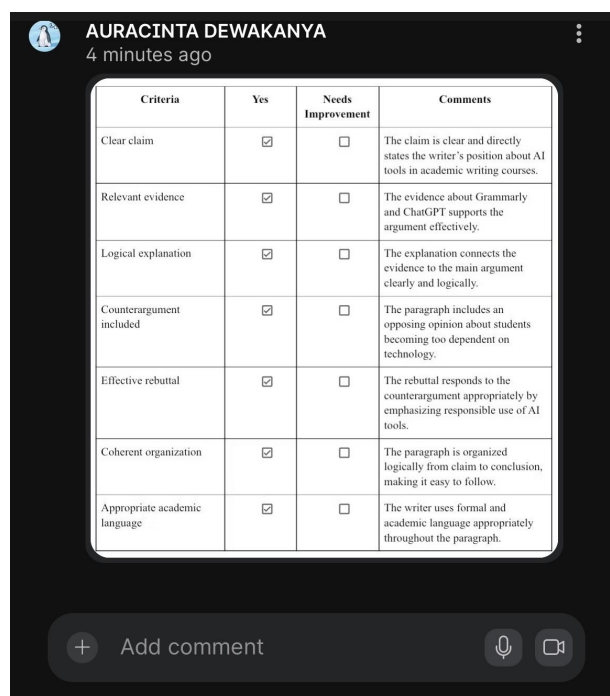


Figure 4.7 Sample of Peer-Review Checklist on Padlet

The sixth stage is the Revision Task using Google Docs and lecturer revision notes. Students revise their argumentative paragraphs based on peer and lecturer feedback focusing on organization, coherence, evidence integration, grammar accuracy, rebuttal effectiveness, and academic language use. Lecturer revision

notes function as scaffolding support that helps students identify strengths and weaknesses in their writing more systematically. This stage allows students to revise their writing continuously through drafting, reviewing, and revising activities supported by peer and lecturer feedback. **Figure 4.8** presents the revision template used for students' revised argument paragraphs, while **Figure 4.9** presents the lecturer's revision noted template used to provide feedback during the revision process.

The Argument Paragraph (final) :

Figure 4.8 Revision of Draft Argument Paragraph Template

Part of Writing	Lecturer's Revision Notes
Claim	
Evidence	
Explanation	
Counterargument	
Rebuttal	

Organization	
Academic Language	
Grammar and Mechanics	
Overall Comment	

Figure 4.9 Lecturer's Revision Notes Template

The final stage is Final Reflection conducted through Slido and reflection forms. Students reflect on their writing development process, the feedback they received, and the revisions they made throughout the lesson. Slido was incorporated to facilitate interactive reflection activities and encourages students to evaluate their own progress and remaining challenges in academic writing. This stage was designed to incorporate reflective learning into the writing process and encourage students to become more aware of their academic writing development. **Figure 4.10** presents the sample of students' reflection activities conducted through Slido during the closing stage of the lesson.



Figure 4.10 Sample of Student's Reflection on Slido

In addition to the prototype components presented in above, a lesson plan was developed to support the implementation of the prototype module. **Table 4.7** provides a systematic organization of learning objectives, learning activities, digital platforms, instructional procedures, and assessment components to ensure that the seven stages can be implemented coherently within academic writing instruction. Together with the accompanying learning materials and activity templates, the lesson plan serves as a practical guide for facilitating process-oriented and digitally supported academic writing activities.

Table 4.7 Proposed Lesson Plan for Meeting 15-16 of the Prototype Module

Components	Details
Lesson Topic	Building Argument
Time Allocation	2 Meetings (100 x 2 = 200 minutes)
Target Users	Undergraduate EFL students in an Academic Writing Course
Learning Objectives	Students are able to : 1) Identify the structure and components of academic argumentative writing. 2) Develop organized arguments using claims, evidence, counterarguments, and rebuttals through the Argument Planning Template. 3) Provide constructive peer feedback through collaborative digital platforms. 4) Write an academic argumentative paragraph using coherent organization and academic language. 5) Revise academic writing based on peer and lecturer feedback. 6) Reflect on their academic writing development process through revision and reflection activities.
Learning Sources	● Mentimeter ● Padlet ● Slido ● Google Docs ● Google Classroom

			● PowerPoint Slides ● Argument Planning Template ● Peer Review Checklist ● Reflection Form ● Draft Argument Paragraph Template	
Digital Handout			1. Purdue OWL – Argumentative Essays 2. Purdue OWL – Logic in Argumentative Writing 3. UCC – How to Build an Academic Argument 4. Purdue OWL – Organizing Your Argument 5. UNC Writing Center – Argument 6. Harvard Writing Center – Counterargument 7. UNC Writing Center – Evidence 8. University of Nevada – Counterarguments	
Learning Sequence				
Learning Activity	Duration	Lecturer Activities	Student Activities	Digital Learning Resources
1st Meeting (Meeting 15)				
Pre-Activity (Building Knowledge)	15'	1. Introduce lesson objectives. 2. Explain the importance of academic argumentation in academic writing. 3. Open brainstorming activity through Mentimeter.	1. Join Mentimeter activity. 2. Answer brainstorming question: “What makes an academic argument strong?” 3. Share initial ideas and prior knowledge.	Mentimeter , PowerPoint Slides
Modeling and Guided Practice	20'	1. Explain the structure of academic arguments: - Claim - Reason - Evidence - Explanation - Counterargu	1. Analyze sample arguments. 2. Identify argument components. 3. Participate in guided discussion.	PowerPoint Slides

		- ment - Rebuttal - Show examples from digital handouts. - Compare strong and weak arguments.		
Argument Planning Activity	25'	- Introduce the Argument Planning Template. - Demonstrate how to complete the template step-by-step. - Provide an example topic.	- Select an argumentative topic. - Complete the Argument Planning Template individually.	Argument Planning Template, Google Docs
Collaborative Sharing and Peer Feedback	20'	- Ask students to upload their templates to Padlet. - Guide peer feedback activity. - Monitor students' interactions.	- Upload argument planning templates to Padlet. - Read peers' work. - Give comments related to: claim clarity, evidence relevance, counterargument quality, organization.	Padlet
Reflection and Discussion	15'	- Discuss common strengths and weaknesses found in students' work. - Highlight	- Participate in reflection discussion. - Share challenges during argument	PowerPoint Slides, Students' Padlet Responses

		effective arguments and common problems.	planning.	
Closing and Homework	5'	1. Explain homework instructions. 2. Ask students to revise planning templates.	1. Revise templates based on feedback. 2. Prepare for a drafting session.	Google Classroom
2nd Meeting (Meeting 16)				
Review Session	10'	1. Review previous meeting materials. 2. Discuss common problems in argument planning.	1. Revisit revised planning templates. 2. Ask questions if necessary.	PowerPoint Slides, Revised Planning Templates
Evidence and Counterargument Explaining Session	15'	1. Explain effective evidence integration. 2. Demonstrate how to develop counterarguments and rebuttals.	1. Improve paragraph drafts. 2. Add evidence and rebuttal sections.	PowerPoint Slides

Developing the Argument into a Paragraph	25'	1. The lecturer explains that the drafting activity is a continuation of the Argument Planning Activity from Meeting 15. 2. The lecturer demonstrates how ideas from the Argument Planning Template can be transformed into a coherent argumentative paragraph. 3. The lecturer reviews paragraph structure, including: • topic sentence • supporting reason • evidence • explanation • counterargument • rebuttal • concluding sentence 4. The lecturer guides students in developing organized and logical academic arguments using academic language.	1. Students revisit their revised Argument Planning Template from Meeting 15. 2. Students open Google Docs and use their argument plans as the basis for drafting. 3. Students develop their ideas into one academic argumentative paragraph individually. 4. Students organize their paragraphs using claims, evidence, counterarguments, and rebuttals. 5. Students apply academic language and coherent organization while drafting their paragraphs. 6. Students fill their answers in Padlet based on the template given.	Draft Argument Paragraph Template, Google Docs, <u>Padlet</u>
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		5. The lecturer monitors students' drafting progress and provides guidance when necessary.		
Peer Review Activity	20'	1. Explain peer-review procedures. 2. Introduce peer-review checklist.	1. Exchange drafts with peers. 2. Provide constructive comments.	Peer Review Checklist, Google Docs, Padlet
Revision Activity	20'	1. Guide students in revising drafts. 2. Provide additional feedback.	1. Revise drafts based on peer and lecturer feedback	Google Docs, Revision Notes
Reflection and Closing	10'	1. Facilitate reflection activity. 2. Summarize learning outcomes.	1. Complete reflection form. 2. Submit final revised draft.	Reflection Form, <u>Slido</u> , Google Classroom

Overall, the developed prototype integrates various digital learning resources, including Mentimeter, Google Docs, Padlet, Slido, digital handouts, planning templates, peer-review checklists, and lecturer feedback into a process-oriented academic writing lesson. The prototype incorporates interactive, collaborative, scaffolded, and reflective learning activities to support students throughout the academic writing process. Together with the accompanying lesson plan, learning materials, and activity templates, the prototype presents a structured framework for facilitating academic writing instruction through a process-oriented and digitally supported learning environment.

CHAPTER 5 CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated digital learning resources used in developing academic writing in an EFL higher education context by identifying the digital resources used in Academic Writing instruction, analyzing how the materials were designed, exploring lecturers' perceptions, and proposing a module prototype based on the findings. The findings showed that lecturers used various digital resources, such as LMS content, digital modules, websites/pages, Google Docs, AI-supported tools, and interactive platforms to support different stages of academic writing development, including brainstorming, drafting, revising, paraphrasing, summarizing, and referencing. In addition, most digital materials were systematically organized and supported by scaffolding tools, models, guided exercises, and writing-process activities that helped students develop both macro-level academic writing competence, such as organization, coherence, and argument development, and micro-level competence, such as grammar, vocabulary, and referencing. However, several materials still provided limited feedback opportunities and stronger emphasis on micro-level support compared to macro-level academic discourse development. Lecturers also perceived digital learning resources as useful for supporting accessibility, interaction, examples, and writing practice, although challenges such as unstable internet connection, student distraction, and overreliance on AI tools were still identified. Furthermore, the proposed module prototype entitled "Digital Support for Academic Writing" was developed as a practical integration of the findings by organizing academic

writing activities into systematic stages, including argument planning, Pre-drafting, Drafting task, Peer Review, Revision, and Reflection. These activities are supported by digital platforms. Overall, this study concludes that digital learning resources can support meaningful academic writing development effectively when they are supported by systematic pedagogical design, structured scaffolding, and continuous feedback opportunities in EFL higher education contexts.

5.2 Suggestions

Based on the findings and limitations of this study, lecturers are encouraged to select and adapt digital learning resources carefully based on students' needs, learning objectives, and writing proficiency levels while providing clearer scaffolding, structured feedback activities, and ethical guidance for AI use in academic writing instruction. Material developers are also recommended to design digital academic writing materials that include more interactive learning tasks, feedback opportunities, and balanced support for both macro-level and micro-level writing competence. Moreover, the proposed prototype may be implemented in Academic Writing classes as an example of integrating digital learning resources systematically into writing instruction. The prototype may also be further developed for several meetings and broader academic writing topics to provide more comprehensive writing support and learning continuity. Furthermore, future researchers are encouraged to evaluate the effectiveness of the prototype in improving students' academic writing competence, engagement, and feedback participation during classroom implementation. Future studies are also

encouraged to investigate lecturers' perspectives regarding the extent to which digital academic writing materials support macro-level writing competence, such as argument structure and rhetorical organization, as well as micro-level aspects, including grammar, vocabulary, and language accuracy, to provide a more comprehensive understanding of instructional support in academic writing. In addition, future researchers are encouraged to conduct studies in wider educational contexts, involve more participants, explore students' perspectives regarding digital academic writing resources, and investigate the effectiveness as well as the ethical integration of AI-supported tools in academic writing instruction.

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APPENDICES

Appendix A.

Teaching Document Observation Coding Sheet (Instrument)

This instrument is used to analyze the design of digital academic writing materials based on objectives, structure/organization, learning tasks, and support for academic writing development (RQ2). The coding procedure follows a systematic approach to content analysis (Krippendorff, 2013).

A. Material Identification

1. Material title/name: _____
2. Type of resource (module/LMS page/website/digital handout/other): _____
3. Platform/source (LMS/website/link/other): _____
4. Target users: _____
5. Date accessed/collected: _____

B. Design Features

1. Objectives

- 1) Are objectives explicitly stated? Yes / No
- 2) Objective focus (macro-level writing / micro-level accuracy / both): _

2. Structure/Organization

- 1) Sections clearly organized? Yes / No
- 2) Logical sequencing (from basic to complex / process stages)? Yes / No
- 3) Navigation clarity (clear / partially clear / unclear): _____

3. Learning Tasks

- 1) Task types (e.g., analyzing samples, outlining, drafting, revising, referencing tasks): _____
- 2) Task progression (guided → independent)? Yes / No
- 3) Writing production required? Yes / No

4. Support for Academic Writing Development

- 1) Macro-level support (argument, organization, evidence integration, coherence): Present / Not present
- 2) Micro-level support (grammar, vocabulary, paraphrasing, referencing): Present / Not present
- 3) Scaffolding tools (models/templates/checklists/rubrics/prompts): _____
- 4) Feedback opportunities (teacher/peer/self/automated): _____

C. Notes

- Strengths: _____

- Weaknesses/gaps: _____
- Preliminary improvement suggestions: _____

Appendix B.

Open-ended Questionnaire (Instrument)

This questionnaire explores lecturers' perceptions of digital learning resources used for developing academic writing, focusing on usefulness, challenges, and pedagogical alignment (RQ3). The questions were developed systematically and refined through an instrument pretesting process (Kallio et al., 2016).

NO	QUESTION LISTS
Section 1: Background	
1.	Can you briefly describe your experience teaching Academic Writing?
2.	What digital learning resources do you use or recommend for Academic Writing (e.g., LMS materials, modules, websites/pages, digital handouts)?
Section 2: Selection and Use	
3.	What criteria do you use to select digital learning resources for Academic Writing?
4.	How do you integrate these resources into your teaching (before/during/after class, assignments, feedback)?
Section 3: Usefulness	
5.	In your opinion, how do these resources help students develop academic writing?
6.	Which features are most helpful (e.g., objectives, models/examples, tasks, scaffolding, feedback)?
Section 4: Challenges	
7.	What challenges do you face when using digital resources (e.g., internet, time, student engagement, distraction/misuse)?
8.	What challenges do students commonly face when using these resources?

Section 5: Pedagogical Alignment	
9.	To what extent are the resources aligned with Academic Writing learning goals (e.g., structure, argument, evidence, paraphrasing, referencing)?
10.	Do the resources support the stages of writing (planning, drafting, revising)? Please explain.
Section 6: Improvement Suggestions	
11.	If you could improve the digital academic writing materials/resources, what should be improved first?
12.	What recommendations would you give for designing better digital academic writing materials?
Closing	
13.	Is there anything else you would like to add about using digital learning resources in Academic Writing instruction?