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Uncovering the ESL Undergraduates' Needs for a Web-based Writing Module

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Abstract
Needs analysis is a crucial first step in Design and Development Research (DDR) before designing effective and efficient instructional methods that address specific goals and objectives. This study aimed to identify the needs of ESL undergraduates in enhancing their English writing skills by employing Dudley-Evans and St John's (1998) model of needs analysis. The study investigated four key areas: Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Situation Analysis (LSA), and Means Situation Analysis (MSA). A questionnaire survey was administered to 66 undergraduates enrolled in Semester 2 and above at a public university in Malaysia. Findings revealed that respondents perceived substantial academic value in writing skills, acknowledged challenges in mastering these skills, identified valuable content and strategies for improvement, and expressed a positive attitude toward utilizing a web-based writing module. This indicates a strong willingness to adopt technology for enhancing writing skills. The study provides valuable insights for ESL practitioners in designing, developing, and delivering effective, practical, and contextually relevant writing instruction. However, this study focuses on students from one public university only; future research could include a larger and more diverse sample to identify the needs of ESL undergraduates across multiple public universities.
Keywords: English writing skills, ESL undergraduates, higher education, needs analysis, web-based writing module, writing resource

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Introduction

English language proficiency is essential for undergraduates to remain competitive in the job market. Among the four skills, writing is regarded as a complex cognitive task that requires mastery of various aspects such as sentence structure, format, content, vocabulary, and spelling (Abdelmohsen et al., 2020). It is an essential skill because it demands a deeper understanding of grammar and writing conventions compared to other receptive skills (Ellis, 2006). During the writing process, learners should be able to organize ideas and information into coherent and cohesive pieces of writing (Nunan, 2003). In higher education, writing skills are vital for evaluating students' performance (Fitriani et al., 2019). Educators depend on students' assignments to evaluate their understanding and knowledge of the courses they take at the university. A well-written piece often results in a good score on examinations.

Disorders of written expression encompass a range of difficulties that hinder an individual's ability to produce coherent and accurate content. These problems may include issues with spelling, punctuation, sentence structure, organization, and handwriting (O'Rourke et al., 2018). Learners with reading difficulties tend to read more slowly, make more mistakes in written words, such as spelling errors, and display lower engagement with the text. Additionally, ESL learners face challenges in mastering English writing skills due to emotional factors, such as the attitudes of both learners and teachers during the writing learning and teaching process. Bulqiyah et al. (2021) found that majority of the students agreed that "they were not intrinsically motivated to engage in writing class due to their interest and lack of confidence of writing" (p.69) As a result, learners may struggle to complete writing tasks and feel overwhelmed whenever they are required need to finish writing tasks given by their instructors.

Support and guidance beyond the classroom are what students need most. Additionally, an effective teaching model must be developed to improve students' writing skills (Linuwih & Winardi, 2020). In a related study by Cahyono et al. (2019), researchers found that combining a process approach to learning writing with video-based mobile tools proved effective in enhancing students' writing skills. This indicates that Generation-Z students learn best by using multimodal sources to excel in English writing. Many researchers have also explored the impact of social media on writing skills among ESL and EFL learners (Aghajani & Adloo, 2018; Al Fadda Hind, 2020; Muftah, 2023; Yunus & Salehi, 2012). Hence, creating a web-based writing module is crucial for effectively improving undergraduates' writing abilities.

Therefore, this study serves as preliminary research before designing and developing a supplementary web-based writing module for undergraduates. It aims to identify the needs of undergraduates in improving their English writing skills through a web-based module. Specifically, this study aims to investigate the needs of ESL undergraduates in enhancing their writing skills, serving as the initial phase prior to the development of a module. The data collected from the needs analysis will provide a solid foundation for designing the web-based writing module. This study marks the first step in a larger developmental research project; therefore, the subsequent design and development of the instructional product to address the identified learning challenges fall outside the scope of this article.

Literature Review

Needs Analysis

Needs analysis is essential in DDR as it forms the foundation of the entire research and helps ensure the relevance and validity of a study. It aids researchers in designing and developing

instructional tools more systematically by identifying gaps and needs in conducting research (Farah Amirah & Nur Ehsan, 2023). Furthermore, researchers can identify learners' current knowledge, perceptions, learning styles, and interests through the results of needs analysis (Mohd Syazwan et al., 2020). Therefore, analyzing needs is crucial in determining the learner's needs, desires, and prerequisites (Axmedovna et al., 2019).

The Dudley-Evans and St John's (1998) needs analysis model consists of four types of analysis: target situation, present situation, learning situation, and means situation. First, the Target Situation Analysis (TSA) addresses learners' needs upon completion of the course. Dudley-Evans & St John (1998). Next, the Present Situation Analysis (PSA) gathers information about the learners, including their strengths and weaknesses, skills, and learning experiences (Dudley-Evans & St John, 1998). Then, the Learning Situation Analysis (LSA) focuses on strategies to improve learners' writing, which is important for developing a suitable online module. Finally, the Means Situation Analysis (MSA) assesses learners' readiness to utilize online materials to improve their writing skills.

Meanwhile, several studies on needs analysis in writing skills have been conducted by ESL practitioners. Sabah and Mohammed (2018) conducted a study on English language needs among teaching assistants at the University of Khartoum, Sudan. The purpose of this study was to identify why the assistants learn English and to determine the language areas, crucial skills, and academic sub-skills they need. It was found that writing and speaking are the most important skills they require. In another study by Nusrat (2016), it was found that learners require appropriate writing instructions, learning materials and resources, practical strategies, and a syllabus tailored to their needs to improve their writing skills. Taufiq et al. (2021) supported this finding in their research on the needs analysis of students in essay writing courses at the university. The results showed that various techniques and strategies motivate students to learn writing skills. Additionally, the findings indicated that learners require an essay writing course that enables them to take control and actively participate in their learning. By providing a practical and comprehensive learning platform, ESL learners can improve their writing skills and develop practical academic writing abilities.

Based on the discussion above about needs analysis, it was found that conducting a needs analysis is essential for this study. It aims to identify the needs of undergraduates before the researcher designs and develops any materials. This helps ensure the study is relevant, valid, and aligned with its purpose before proceeding to the next stage.

Challenges in Learning Writing

Challenges in writing are multifaceted, involving linguistic, cognitive, and contextual obstacles that hinder effective written communication. One major challenge faced by ESL/EFL learners is limited immersion in the target language, which restricts their linguistic understanding and writing skills (Peungcharoenkun & Waluyo, 2023). In their study, it was found that Thai tertiary-level students often struggle with writing, despite having received extensive prior education in English, highlighting a gap between formal education and practical writing skills. This issue is exacerbated by the natural differences between learners' native languages and English, resulting in difficulties with grammar, syntax, and overall coherence in writing (Peungcharoenkun & Waluyo, 2023). Additionally, the cognitive demands of writing require not only language proficiency but also critical thinking and the ability to synthesize information, adding another layer of complexity (Dousti & Amirian, 2023). Successful writing requires a strong understanding of the topic, which

can be especially challenging for learners who lack enough background knowledge or confidence in their writing abilities.

Besides linguistic and cognitive challenges, EFL learners often encounter practical issues with the writing process. Research indicates that students frequently struggle with idea development, paragraph organization, and grammatical accuracy (Pitukwong & Saraiwang, 2024). These issues can worsen because of the solitary nature of writing assignments, which often lack opportunities for collaborative learning or peer feedback (He, 2024). The absence of immediate support from peers and instructors during writing can lead to feelings of isolation and frustration, further decreasing students' motivation and engagement with writing tasks. Therefore, a web-based writing module is one of the efforts instructors make to help ESL learners improve their English writing skills.

Web-based Learning

Numerous studies have explored web-based learning across various fields (Bashori et al., 2022; Cook, 2007; Destianingsih & Satria, 2017; Farah Amirah & Nur Ehsan, 2023; Girard & Pinar, 2011; Mohammad et al., 2018; Nordin et al., 2016). Mohammad et al. (2018) examined secondary school students' perceptions of Google+ as a tool for teaching ESL writing skills. They found that the participants viewed Google+ positively for teaching writing. Furthermore, they enjoyed the lessons due to Google+'s interactive features and felt a sense of purpose, which in turn boosted their engagement in the writing tasks.

The integration of technology into writing instruction offers a solution to some of these challenges. Tools like Automated Writing Evaluation (AWE) systems and digital platforms such as Google Docs facilitate collaborative writing and provide immediate feedback, which can enhance students' writing skills (Hoang & Hoang, 2022; Yildiz & Gonen, 2024). Research indicates that these technologies can effectively reduce errors in writing mechanics and organization, leading to improved overall writing performance (Yildiz & Gonen, 2024). Moreover, the use of electronic portfolios and blogs has been linked to increased motivation and self-efficacy among EFL learners, demonstrating that technology can be a valuable part of creating a supportive writing environment (Guo & Li, 2024; Huang, 2016).

Based on previous studies, it can be concluded that using web-based instructional methods in teaching writing skills not only improves ESL learners' writing performance, but it has also been proven in earlier research to help learners enhance their soft skills as well. Therefore, developing a web-based writing module is crucial for assisting undergraduates in enhancing their English writing skills through online learning.

Methodology

The Research Design

This paper examines the needs of undergraduates for a larger developmental research project. The study employed Research and Development Research (DDR) Type One (product and tool) by Richey and Klein (2007), aiming to develop a web-based writing module for ESL undergraduates. It includes three phases: 1) needs analysis, 2) design and development, and 3) implementation and evaluation. The ASSURE model was chosen as the framework for the entire three-phase study. ASSURE stands for Analyze, State objectives, Select materials, Utilize materials, Require learner response, and Evaluate. The six stages of the ASSURE model incorporate technology and media to improve students' learning (Smaldino et al., 2019).

This paper reports on the first phase of the study, which involved collecting information about undergraduates' needs to improve their writing skills. This needs analysis will be conducted using the model proposed by Dudley-Evans and St John (1998). The analysis is divided into four components: target situation, present situation, learning situation, and means situation. The data gathered from this study will serve as the foundation for the next phase in designing and developing the web-based writing module.

Research Questions

1. What are the learning needs of ESL undergraduates in enhancing their writing skills?

Participant

This study used purposive sampling with 66 undergraduates pursuing their first degree at a public university in Malaysia. The participants were chosen based on these criteria: 1) students in semester two or above, 2) those who had previously taken the Malaysian University English Test (MUET), and 3) voluntary participation. The participants were identified through an English teacher teaching an English course in the Semester 2 Session 2023/2024. These participants came from various academic semesters and faculties and had previously taken the MUET.

Research Instrument

This study utilised an online survey to gather information for needs analysis. The reason for choosing this type of survey was that it was conducted through a digital platform, which is cost-effective and allows for quick data collection. The researcher utilized Google Forms to aid in designing and distributing the survey. As a result, a set of questionnaires was distributed via Google Forms for data collection during phase one, the needs analysis. This needs analysis questionnaire employed a 4-point Likert scale (1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree). Table 1 provides an overview of the constructs in needs analysis.

Table 1. *Overview of needs analysis constructs*

Part	Constructs	Sub-construct	Items (n)
I	Target Situation Analysis	Importance of writing skills	10
II	Present Situation Analysis	Problems in mastering English writing skills	13
III	Learning Situation Analysis	Contents for the web-based writing module	4
IV		Activities for the web-based writing module	4
V	Means Situation Analysis	Learner's readiness	13
		Total	44

As shown in Table One, the constructs measured were based on the needs analysis model by Dudley-Evans and St John (1998), which includes the Target Situation Analysis (TSA), Present Situation Analysis (PSA), Learning Situation Analysis (LSA), and Means Situation Analysis (MSA). The questionnaire consisted of 44 questions and was divided into five parts, adapted from Farah Amirah and Nur Ehsan (2023), Karmila (2023), and Nurizah (2020). Part I covered the demographic background of respondents (items 1 to 7), Part II focused on the importance of writing skills (items 1 to 10), Part III addressed the problems faced by ESL undergraduates in mastering writing skills (items 1 to 10), Part IV inquired about the preferred content for the web-

based writing module (items 1 to 4), and Part V contained questions regarding learners' readiness to use a web-based module (items 1 to 13).

Validity and Reliability

An ESL teaching expert evaluated the questionnaire's face and content validity. She holds a PhD in TESL and is currently an Associate Professor at a public university in Malaysia. With nearly 30 years of experience in TESL, she reviewed the questionnaire, which was then amended and redistributed to respondents. Cronbach's Alpha (α) was used to assess the questionnaire's reliability. It was piloted with 30 undergraduates before the main study. A high Cronbach's Alpha coefficient indicates that the items are highly correlated and measure the same construct, which is essential for the validity of the research results (Nunnally & Bernstein, 1994). Table 2 presents the recommended levels of reliability based on Nunnally's guidelines.

Table 2. *Cronbach's Alpha Range and Indicator by Nunnally (1978)*

Reliability level	Cronbach's Alpha range (α)	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80 – 0.89	Reflects strong internal consistency
Acceptable	0.7 – 0.79	Indicates acceptable internal consistency
Questionable	0.60 – 0.69	Reflects questionable internal consistency
Poor	Below 0.60	Indicates poor internal consistency

Based on Table Two, the reliability testing of the questionnaire showed Cronbach's Alpha values (α) of 0.80 and above in both pilot testing (0.954, 0.948, 0.896, 0.923) and the actual research (0.950, 0.946, 0.898, 0.914). This indicates a high level of internal consistency among respondents' answers in both stages. It confirms that the measurement items are reliable, producing stable and consistent results, which enhances the credibility and robustness of the research constructs.

Data Analysis

A set of questionnaires was distributed to respondents via Google Forms. They volunteered to participate in the survey and met the specified criteria. The data collected from the survey were analyzed using the Statistical Package for Social Sciences (SPSS) version 30. Descriptive statistics, including means and standard deviations, were used to present the study's findings.

The Findings

Demographic Information

A needs analysis questionnaire was distributed among the respondents via an online survey. A Google Form link was shared with a group of undergraduates, yielding 66 responses. The majority of respondents were female (83.3%, n = 55), and males comprised only 16.7% (n = 11). Their previous MUET band scores ranged from 2.0 to 4.5, with the largest group achieving a Band Score of 4.0 (43.9%, n = 29). This was followed by Band 3.5 (25.8%, n=17) and Band 4.5 (18.2%, n=12). Bands 3.0 and 2.0 represented the smallest groups, with 7.6% (n = 5) and 4.5% (n = 3) of respondents, respectively. Overall, the data indicate that the respondents' English proficiency ranged from basic to intermediate levels, aligning with the band descriptions outlined by the Malaysian Examinations Council (2019).

Undergraduates' Writing Learning Needs

This study used an online survey for data collection. The data were analyzed with the Statistical Package for Social Sciences (SPSS) version 30. Descriptive statistics, including percentages, means, and standard deviations, were used to report the findings. All items in the following sections were interpreted based on the scale shown in Table 3.

Table 3. *Mean range and interpretation*

Mean range	Level of agreement
1.00 – 1.74	Low
1.75 – 2.49	Moderate
2.50 – 3.24	High
3.25 – 4.00	Very High

Meanwhile, Table Three displays the overall mean score and the interpretation scale for parts two through five of the questionnaire.

Table 4. *Mean score and standard deviation of TSA, PSA, LSA, and MSA*

Part	Needs analysis	Mean (M)	Standard deviation (SD)	Level
I	Target Situation Analysis (TSA)	3.68	0.449	Very High
II	Present Situation Analy23sis (PSA)	2.85	0.690	High
III	Learning Situation Analysis (LSA)	3.50	0.480	Very High
IV	Means Situation Analysis (MSA)	3.32	0.507	Very High

Table Four shows the overall mean scores of the four constructs in assessing learners' needs for a web-based writing module. As reported, three out of four constructs received 'very high' scores, while only one was rated 'high.' For the first construct, TSA, respondents considered writing skills to be critically important in their academic contexts (M = 3.68, SD = 0.449). They agreed that English writing skills are helpful for their academic tasks, such as writing essays, preparing curriculum vitae, and drafting summaries and abstracts in English. They also noted that these skills are beneficial for writing research articles in English, taking notes in class, and preparing presentation slides in the English language. Additionally, respondents agreed that English writing skills are beneficial for daily life and work, including writing business letters, informal texts such as emails and short social media messages, and sharing experiences in English.

Secondly, the 'high' level in the PSA indicates that respondents agreed they faced challenges in mastering writing skills (M = 2.85, SD = 0.690). Issues such as identifying supporting details, developing thesis statements, crafting topic sentences, creating coherent and cohesive sentences, presenting arguments, and writing body paragraphs and conclusions are among the problems respondents encountered in mastering writing structure. Additionally, respondents faced difficulties with grammar, spelling, sentence construction, and vocabulary. All of these aspects are essential for mastering writing skills and producing effective written texts. Therefore, a suitable intervention is necessary to address these issues among ESL undergraduates, thereby improving their writing abilities.

Thirdly, the 'very high' level in LSA showed that undergraduates recognize the contents and strategies that can help them improve their writing skills (M=3.50, SD=0.480). The respondents prefer content presented in slideshows, notes, feedback, and videos in the module. Conversely, they favor all four strategies listed in the second category of the third construct, such as rearranging sentences, fill-in-the-blanks, matching, and paragraph writing. In short, students

value the inclusion of a variety of learning materials and interactive activities in the web-based writing module.

Lastly, the finding reported a 'very high' level of agreement in MSA, indicating that they were generally ready and willing to engage in a web-based writing module (M=3.32, SD=0.507). The high readiness reflects a positive attitude toward integrating technology into their writing development, as they want to improve their writing skills anytime and anywhere. As proof of their readiness, respondents admitted that they had a stable internet connection and subscribed to internet data every month on their handphones and would be able to face challenges in online learning. They also agreed to utilize a web-based learning resource to develop their writing skills, if available, as they found learning through the website to be enjoyable. Additionally, they expressed confidence in their ability to use technology for learning purposes. Furthermore, respondents felt more motivated to learn writing skills through web-based platforms than from books. They preferred to complete web-based exercises over paper-based exercises, and also preferred to use a computer to learn English writing skills rather than books. The findings revealed that the respondents had positive attitudes toward using technology, specifically web-based writing modules, to enhance their writing skills. They felt confident in navigating online resources for learning and were ready to adopt online methods for ESL writing instruction. Hence, respondents demonstrated high readiness for web-based learning, with strong technological competence, internet access, and willingness to use web-based tools.

In conclusion, respondents considered writing skills essential for their academic success and a priority in meeting academic demands. Findings for the second construct revealed that respondents faced challenges in developing writing skills, which could hinder their ability to meet academic expectations and underscore the need for targeted intervention. Additionally, respondents recognized the importance of well-structured content and effective teaching strategies in the web-based module, which included a variety of content types and strategies to cater to different learning styles. Nevertheless, respondents generally demonstrated willingness and preparedness to engage with a web-based writing module, emphasizing the importance of user-friendly platforms, accessible resources, and relevant content. The high level of readiness reflects positive attitudes toward integrating technology to improve their writing skills.

Discussions

Writing skills are crucial for academic and career advancement among ESL undergraduates. This finding aligns with those of Karnine et al. (2022) and Axmedovna et al. (2019). In a study by Karnine et al. (2022), polytechnic students regarded English writing as vital for their studies, especially when preparing lab reports and project documents. Similarly, this study found that respondents agreed that mastering English writing is essential for taking notes and preparing presentations in class. Conversely, Axmedovna et al. (2019), who studied university students majoring in law, found that respondents viewed mastering English writing as important for their career growth. Likewise, the respondents in this study agreed that mastering English writing is important, such as in writing business letters in English. Therefore, developing strong writing skills is vital for undergraduates to succeed both academically and professionally.

In mastering English writing skills, ESL learners often encounter challenges and difficulties in various areas. This study's findings revealed that ESL undergraduates struggled with writing organization, idea development, and mechanics. This aligns with research by Pitukwong & Saraiwang (2024) on Thai university students. A questionnaire was administered to collect data

on writing obstacles and preferences for assistance. The results indicated that students had difficulty organizing their ideas and understanding writing mechanics. Students expressed positive perceptions toward using digital writing tools, such as Paragraph Punch and ProWritingAid, in their writing classes. They found these tools helpful for structuring and organizing their writing, which boosted their confidence and competence in writing tasks. Therefore, the findings suggest that identifying and implementing suitable interventions are essential to address the writing challenges faced by ESL undergraduates.

Identifying appropriate content and strategies is essential in shaping the design of a web-based writing module. The findings indicated that undergraduates recognize the types of content and strategies that can help improve their writing skills. Learners can benefit from multimedia-based learning, such as infographics and videos, to support the writing process. In a study by Muayad Issa (2024), it was found that students were satisfied with using infographics because they help foster collaboration among peers during group writing tasks. Previous research (Muftah, 2023; Sajjadpour, 2021) emphasizes that effective online writing instruction should combine structured resources (e.g., slides and notes) with dynamic learning activities (e.g., sentence rearrangement, paragraph writing). These findings align with existing literature on digital language learning, confirming that ESL learners benefit from a mix of structured instructional materials, interactive activities, and feedback mechanisms. In short, students value the inclusion of a variety of learning materials and interactive activities in the web-based writing module.

ESL learners are generally eager and willing to use technology-based language learning tools. This study found that respondents had positive attitudes toward incorporating web-based learning into their writing development. They expressed confidence in their ability to utilize online resources for learning and demonstrated a strong willingness to adopt online methods to enhance their ESL writing skills. This supports the study by Mohammad et al. (2018) on students' perceptions of Google+ in teaching ESL writing skills. The students were motivated and enjoyed the lessons because of the interactivity and increased engagement during writing tasks. Similarly, Guo and Li (2024) and Huang (2016) found in their studies that using portfolios and blogs can boost motivation and self-efficacy in EFL learners, emphasizing the vital role of technology in enhancing the writing experience. Based on previous studies and the findings from this needs analysis, it can be concluded that today's young generation demonstrates a strong readiness for web-based learning, possessing the necessary technological skills, reliable internet access, and a positive attitude toward using online learning tools.

Implications of the Study

The results of this study demonstrate the significant value of technology-based language learning methods for both learners and stakeholders in the education sector. ESL learners can benefit from writing instruction through a web-based platform, as it encourages independent learning and promotes autonomy. Additionally, these findings can assist educators in planning and designing their lessons, since this approach offers a more relaxed and engaging experience than traditional classroom settings, exposing learners to a distinctive learning method. Furthermore, implementing a web-based writing module as a supplementary tool can greatly benefit universities. In line with the Education 4.0 paradigm, higher education institutions are increasingly adopting online technologies and developing relevant applications for language teaching and learning. This shift creates numerous opportunities for students, educators, and institutions. An online learning experience can also boost students' confidence and marketability after graduation. Moreover,

commercializing such a module can generate revenue for the university and elevate its national and international reputation. Therefore, integrating technology into writing instruction can benefit many parties, as online learning provides flexible access and allows learners to be independent, with complete control over their own pace of learning.

Conclusions

This study served as a needs analysis stage before designing and developing a web-based writing module for ESL undergraduates. A needs analysis is crucial for developing learning materials that align with specific English language learning objectives. In research, each needs analysis is unique, reflecting the learners' particular characteristics and individual needs. Due to the changing nature of learner needs, ongoing and periodic needs assessments are crucial for maintaining the relevance of learning materials and teaching methods. However, in higher education, ESL learners are expected to learn English not only for academic purposes but also to improve their marketability and job prospects. Therefore, future research could include a larger and more diverse sample to identify the needs of ESL undergraduates across multiple public universities. Additionally, future researchers might employ different data collection methods, such as interviews and classroom observations, to gain a deeper understanding of ESL learners' language learning needs.

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Appendix A: Needs Analysis Questionnaire

Table 5. *Needs Analysis Questionnaire*

Target Situation Analysis (TSA)

The following statements are regarding **the importance of writing skills** for you. Based on the statements given, indicate [/] your choice.

English writing skills are useful for me to…	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Make notes in the class in English				
2. Write essays in English				
3. Write informal texts like E-mail and short texts on social media				

4. Write curriculum vitae (CV) in English				
5. Write experiences in English				
6. Write summary and abstract in English				
7. Write expository essay in English				
8. Provide presentation slides in English				
9. Write a business letter in English				
10. Write research articles in English				

Present Situation Analysis (PSA)

The following statements are regarding **the problems in mastering English writing skills**. Based on the statements given, indicate [/] your choice.

I'm facing problems in terms of…	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Vocabulary				
2. Grammar				
3. Spelling				
4. Sentence construction				
5. Structure				
6. Developing a thesis statement				
7. Developing topic sentences				
8. Identifying supporting details				
9. Developing coherent and cohesive sentences				
10. Presenting arguments				
11. Writing an introduction				
12. Writing a body paragraph				
13. Writing a conclusion				

Learning Situation Analysis (LSA)

The following statements are regarding the **writing skills module's strategies**. Based on the statements given, indicate [/] your choice.

I prefer the following content for the web-based writing module…	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Notes				
2. slideshow				
3. Video recordings				
4. Feedback				
5.				
I prefer the following activities for the web-based writing module…	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**

6. Matching				
7. Fill in the blanks				
8. Rearranging sentences				
9. Paragraph writing				

Means Situation Analysis (MSA)

The following statements pertain to learners' readiness in utilizing a web-based writing skills module to enhance their writing skills. Based on the statements given, indicate [/] your choice.

Web-based learning readiness	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I prefer using a computer to learn English writing skills over a book.				
2. I am proficient in utilizing technology for learning purposes.				
3. Learning through a website is a fun experience.				
4. I am ready to learn English writing skills online.				
5. I am ready to face challenges in online learning.				
6. I have a stable internet connection.				
7. I have WIFI at home/hostel.				
8. I subscribe to Internet data every month on my handphone.				
9. I will download learning materials from a learning website to improve my writing skills.				
10. I prefer doing web-based exercises to paper-based exercises.				
11. I feel more motivated to learn writing skills via web-based platforms than from books.				
12. If a web-based learning resource is available to help me develop writing skills, I will utilize it.				
13. I want to be able to learn how to improve my writing skills at any time and anywhere.				