ASEAN Journal of Education

Journal homepage: https://so01.tci-thaijo.org/index.php/AJE

Utilizing Mobile Writing Mentor Text Approach for the Writing Skills Development of Upper Secondary English Program Students

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Article info

Article history:
Received: 10 July 2024
Revised: 27 December 2024
Accepted: 6 January 2025

Keywords:
Mobile writing, Mentor text approach, Mobile-Assisted Language Learning (MALL)

Abstract

Secondary school students encounter difficulties in improving their writing skills. Studies showed that in Thailand, where smartphone usage is widespread and typing has become the dominant mode of communication, mobile technology presents a promising tool for writing development. This study explores the potential of mobile technology to improve the writing skills of Thai upper secondary students. The Mobile Writing Mentor Text Approach (MWMTA), a Mobile-Assisted Language Learning (MALL) method, was employed to enhance students' writing abilities. This study utilized a quasi-experimental design to implement the Mobile Writing Mentor Text Approach (MWMTA) over a course of three weeks. Students engaged in the writing process through mobile devices, from analyzing mentor texts and organizing ideas to drafting essays. Post-lesson surveys and short interviews were conducted to assess student attitudes. Results of the pre- and post-test analysis of the students' writing scores indicated an overall improvement in their writing skills, with specific gains in content and organization. Furthermore, students consistently expressed a positive attitude towards mobile devices for their writing tasks. The findings suggest that mobile writing holds promise for enhancing writing skills in English language classrooms in Thailand and warrant further investigation.

Introduction

Writing is a particularly challenging aspect of English language learning. The extensive hours spent drafting, mind mapping, brainstorming, and peer-reviewing often pose not as a challenge to learners and an opportunity for growth, but rather as a threat or burden for academic suffering. The writing skills in Thailand's English classes have shown limited progress. In November 2023, Thailand ranked "very low" on the 2023 English Proficiency Index (Boyle, 2023), highlighting a significant challenge in the country's English language education. Low English proficiency reflects limited development across core language skills, especially in writing, which demands complex abilities beyond basic vocabulary and grammar. The pace of growth needed in writing classes is significantly challenging especially for the secondary school students (Dutta, 2021). Traditional classroom practices alone are insufficient to improve English writing skills effectively, given the increasing demands on students' time and the need for more engaging, accessible tools. In response, mobile technology has emerged as a valuable tool for enhancing

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language skills. Integrating mobile phones into English classes can provide Thai students with interactive and flexible opportunities to practice, helping them overcome writing challenges.

The emergence of typing on mobile devices has made writing much easier in terms of physical effort. A single tap on a keyboard produces a letter whereas handwriting requires multiple hand strokes just to form one. The features of mobile phones provide opportunity to address writing challenges such as first language interference in writing, negative transfer, grammatical and lexical inaccuracies, coherence issues, and second language spelling errors. As the most accessible communication tools, mobile devices, play a critical role in overcoming these challenges. Educators and researchers are exploring various strategies to enhance English writing. For instance, Robles (2016) utilized MALL with podcasts for genre-based writing, Mauricio and Genuino (2020) focused on collaborative tasks, and Shebab (2020) employed mobile-based writing with Microsoft Word.

These challenges in writing extends beyond just grammar to encompass specific communicative skills that need to be nurtured more in Thailand's academic writing classrooms. Mobile technology plays a major role in writing development, having become the practical method of communication for learners.

Objectives

1. Investigate the efficacy of the Mobile Writing Mentor Text Approach (MWMTA) in enhancing specific writing skills among students.

2. Identify students' attitude towards mobile writing as a mode for completing academic writing tasks.

Literature review

Mobile Writing

With the advancement of technology, mobile devices have become indispensable, especially in education. Over the past decade, smartphones have gained widespread use, enhancing communication and language learning through practical tasks such as messaging, emailing, and social media interactions (Thedpitak & Somphong, 2021). Although the term "mobile writing" is not widely used in studies, research often references "using mobile phones for writing" (Criollo-C, Guerrero-Arias, Jaramillo-Alcázar, & Luján-Mora, 2021; Gharehblagh & Nasri, 2020; Nair, Siddique, & Wider, 2020). In this context, "mobile writing" refers to creating or editing written content on devices like smartphones or tablets, ranging from short messages to extended essays. As an aspect of MALL mobile writing supports language learning and addresses specific classroom challenges. However, there can still be issues due to its limited features and the learners' preferences.

The use of smartphones in English writing classes is becoming increasingly popular, particularly in collaborative settings, due to their enhanced flexibility and accessibility (Krull & Duart, 2017; Mauricio & Genuino, 2020). Mobile Assisted Language Learning (MALL), which builds on computer-assisted learning, integrates mobile devices to support various language skills, including vocabulary building, collaborative and independent learning, self-editing, and writing processes (Shebab, 2020). Additionally, MALL benefits listening and reading comprehension, punctuation, and international test preparation, highlighting the value of mobile devices in language learning (Chen, Carger, & Smith, 2017; Mauricio & Genuino, 2020).

The use of web-based apps, hybrid, and native apps for writing in the EFL (English as a Foreign Language) classroom has been found effective in enhancing students' writing skills, increasing motivation, and broadening access to learning. Studies by Criollo-C et al., (2021); Gharehblagh and Nasri (2020); Nair et al. (2020) show that mobile writing boosts engagement and learner motivation, promoting collaboration and creating a supportive learning environment (Jassim & Dzakiria, 2019) through writing assistance apps like Google Docs, Telegram, wikis, MS Word, social media, and more. Additionally, research suggests mobile writing reduces grammatical and common writing errors, as demonstrated by Gharehblagh and Nasri (2020) and Jassim and Dzakiria (2019), especially when compared to traditional handwriting. Mobile devices also facilitate peer feedback and allow writing anytime and anywhere, encouraging consistent practice (Sung, Chang, & Liu, 2016). The multimedia features of mobile devices further enhance creativity, allowing learners to integrate images, audio, and video into writing projects.

However, mobile writing has its drawbacks. Saleem and Bakhsh (2017) observed that non-standard language used in texting may negatively affect writing skills. Fowler and Noyes (2015) noted students' preference for face-to-face interactions in meaningful communication and highlighted risks of addiction and distraction with mobile use. Hashim, Yunus, Embi, and Ozir (2017) pointed to ergonomic issues, such as

error-prone input due to screen size, discomfort, and the limitations of touch screens, which can slow down writing. Excessive reliance on mobile devices for writing has also raised concerns about declining handwriting skills and overdependence on autocorrect, potentially impacting the development of spelling and grammar skills (Le, 2021). Despite its advantages, MALL faces usability constraints due to device costs, small screens, storage limitations, and connectivity issues (Hashim et al., 2017).

Mentor Text Writing Approach

The mentor text approach uses exemplary published texts to teach students specific writing skills, language conventions (Shubitz, 2016), and content objectives. These texts—essays, articles, or even letters and scripts—serve as models of well-crafted writing, helping students analyze word choice, structure, and style to guide their own work. In EFL classrooms, mentor texts demonstrate writing styles, persuasive techniques, and language features, showing students how authors convey ideas and craft narratives (Kittle, Gallaghar, & Newkirk, 2024). Research highlights the effectiveness mentor texts in teaching specific techniques such as vivid verbs and effective transitions (Cappelli, 2017). Additionally, they aid language acquisition through real examples of grammar, vocabulary, and literary devices, which is especially beneficial for English language learners (Gonzales, 2021; Shubitz, 2016). Beyond writing, mentor texts support content-specific skills in science, history, and math, fostering critical literacy and engaging with complex ideas (Pytash & Morgan, 2014).

Teachers play a crucial role in selecting relevant mentor texts that align with learning goals and in modeling strategies from these texts to enhance students' understanding.

Teachers guide the learners through:

a) Critical analysis: Students contextualize mentor texts within writing tasks and provide feedback to encourage creative adaptation and personal expression (Koutrakos, 2022).

b) Inquiry-based strategies: Teachers ensure mentor texts improve writing skills by posing queries on content organization and genre-specific skills (Herusatoto, 2018; Junia, 2020).

c) Collaborative learning: Learners are encouraged to collaborate by sharing how they understand the model essay and how they will apply their contextualized ideas. Studies indicate that using mentor texts in the classroom increases student motivation and engagement with writing tasks, as they can work with one another.

Writing Components in Thai EFL Setting

To achieve academic success, it is crucial to understand that writing is one of the fundamental language skills that learners must acquire. Specific studies supporting the criteria development for writing skills in the Thai EFL Context highlight the components used to evaluate writing performance levels (Pijarn, 2020):

1. Content: This includes knowledge of the topic, substantial ideas, the development of a thesis statement, and relevance to the assigned topic.

2. Organization: This involves fluency of expression, clarity of ideas, supporting evidence, succinctness, logical sequencing, and cohesion.

3. Vocabulary: This covers vocabulary range, effective use of words and expressions, word form mastery, and appropriate register.

4. Language use: This encompasses grammatical accuracy and sentence construction.

5. Mechanics: This includes mastery of conventions such as punctuation, spelling, indentation, and other related aspects.

Moreover, these five aspects (content, vocabulary, organization, language use, and mechanics) are also utilized by Nopmanotham (2016) in reference to the investigated aspects of writing by Nik, Hamzah, and Rafidee (2010); Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981). Alavi (2021) also utilized the same components as the standards for writing proficiency skills among Thai university students. Notably, Alavi's study highlights the use of technology-mediated English course to enhance these writing skill components.

Conceptual framework

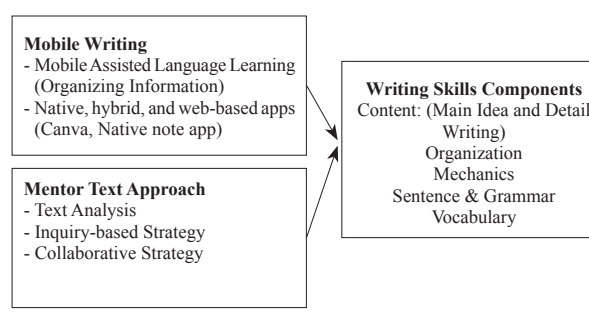

Figure 1 Conceptual framework

Research methodology

Population and sample

The population selected for this study comprises upper secondary level students in the English Program at Wat Khemapirataram School in Nonthaburi, Thailand. The sampling method is purposive, focusing specifically on students learning writing at the B1 level of the Common European Framework of Reference for Languages (CEFR). Upper secondary students were chosen as they meet this criterion, with writing being an integral part of their curriculum.

The participants consist of 21 out of 36 upper secondary students enrolled in the English Program at Wat Khemapirataram School. These students are 10th graders and 11th graders, transitioning from paragraph to essay-level writing mastery. They have demonstrated writing proficiency suitable for a starting B1 level English. The English Program at Wat Khemapirataram School primarily serves students from middle-class to upper-class families due to its higher tuition fees. Additionally, these students can be characterized as digital natives, proficient in utilizing technology for learning purposes, including common native applications (e.g., messaging, camera, notes) and learning assistance applications (e.g., video editing, social media, photo editing).

This purposive sampling approach ensures the selection of participants who align with the specific research focus, allowing for a targeted exploration of writing development at the B1 CEFR level within this context.

Research instrument

a. This study developed a T-PACK model (Mishra & Koehler, 2008) for the instructional design of using MWMTA in writing classes. The model includes three intersecting aspects: Content, Technology, and Pedagogy. Based on these aspects, the course consist of several components: 1) content, focusing on writing skills development such as understanding the parts of an essay and the essay writing process; 2) technology, utilizing web-based and native apps for the writing process; 3) pedagogy, incorporating the mentor text approach for guiding the writing process; 4) technology-content, relying solely on mobile phones for the writing process; 5) technology-pedagogy, using mobile-assisted language learning to support the writing process, including organizing information and typing essays; and 6) pedagogy-content, which involves writing essays. This integrated approach aims to enhance the effectiveness of writing instruction.

b. The pre-test and post-test were utilized to gather data for analysis. In both tests, students were given an essay-writing task on the same topic: "The Best Age to Start a Family". The focus was on writing a clear introduction, body, and conclusion of an essay. The guidelines for essay writing were based on the writing skills required in the learning content of the T-Pack Model.

c. An essay rubric is used for writing output evaluation. It is a 24-point rubric with descriptive proficiency levels. ranging from lowest to highest: emerging, progressing, advancing, and mastering. Each writing component was adapted from Nopmanotham (2016) and Alavi (2021). The rubric consists of six criteria: 1) main idea writing, 2) detail writing, 3) organization, 4) sentences and grammar, 5) vocabulary, and 6) mechanics. It should be noted that components 1 and 2 are the "Writing Content" skill. Each component contributes 4 points to the overall essay score. The rubric is modified for students transitioning from paragraph writing to essay-level writing.

d. This study utilized a three-week learning course with two learning sessions each week, each session lasting one hour. This course serves as an intervention between the pre-test and post-test periods, with each week focused on a different part of an essay. The course used the sample essay parts from the school-prescribed academic writing textbook "Great Writing 2" by Keith Folse, pages 172 – 190. Moreover, in this course the MWMTA is implemented using the Canva App and the students' Native Writing app (i.e., Notes) with the inquiry-based digital mind map for planning and analysis editable through the Canva App. A graphic organizer for planning the essay was used each week with different analysis prompts which are focused on how the model essay was written and how the students will write theirs. All materials in this learning course were only accessible using the smartphone.

e. A straightforward questionnaire was used every week to track the attitudes of the students towards using mobile phones for drafting their essays. At the end of every learning session, a Likert scale survey was given to the students with the following prompts: 1) I expected it would be interesting to use (expectations). 2) I think it would be enjoyable (enjoyment). 3) I believe it could improve my writing (improvement). 4) It helps me think better when doing something like an important writing task (confidence). 5) It has more value to me in my life

outside school (real-life use), and 6) I can do the tasks faster in this writing mode (practicality).

f. A short-answer written interview was conducted after the writing course to follow up and delve deeper into the learners' attitude responses. The interview inquired about the students' reflections on each item in the attitude survey questionnaire using the simple "Why" prompt as a follow-up query.

Collection of data

Over the course of five weeks, including the pre-test and post-test day, with an interval of a three-week learning course for the 21 students, the data for this study were collected as follows:

a. Quantitative Data: Students' scores for the pre-test and post-test were collected from mobile writing tasks assigned by the researcher. The written outputs of the participants were submitted through the LINE group, and the data collected include the writing component scores.

b. Weekly Attitude Test: Quantitative data were collected from weekly attitude tests administered via Google Forms.

c. Student Interviews: Qualitative data were gathered through short student interviews conducted via Google Forms.

Data analysis

The study analyzed the following data through the following measures:

a. This study analyzed the data using the following measures. Firstly, a Wilcoxon signed rank test was conducted to analyze the pre-test and post-test results. This statistical analysis checks for significant differences between two sets of related data, which, in this case, are the test results from the same group of students. This approach was chosen because, after conducting a test of normality, it was determined that the data were non-normally distributed, making the Wilcoxon test the most suitable option.

b. The data of responses for the weekly attitude test were analyzed using descriptive analysis. The basic descriptive statistics for each Likert item was mainly the median. Additionally, the mean was also calculated to illustrate changes in responses, particularly in cases where the median for each week remained the same.

c. To analyze the qualitative data from the interviews, the researcher employed a thematic analysis approach. This involved reading the transcripts multiple times and assigning themes to segments of text that represented specific concepts or ideas. The researcher then organized these themes into categories, creating a framework for understanding the main ideas that emerged from the interviews.

Results

The researcher obtained the data through mobile pre-tests and post-tests of 21 upper secondary students from Wat Khemapirataram School who were using the mobile writing mentor text approach for their writing tasks. The students, in the 10th grade and 11th grade were taking the introductory academic writing course. The data were analyzed by using SPSS (Statistical Package for the Social Sciences) to get inferential statistics.

Table 1 Wilcoxon Signed-Rank Test Results

Measure 1 (Pre-Test)	Measure 2 (Post-Test)	z	p	Interpretation
Overall Writing	Overall Writing	-3.92	< .001	Pretest scores are less than Post test scores
Main Idea	Main Idea	-2.521	0.003	Pretest scores are less than Post test scores
Detail writing	Detail writing	-3.18	< .001	Pretest scores are less than Post test scores
Organization	Organization	-4.015	< .001	Pretest scores are less than Post test scores
Sentences and grammar	Sentences and grammar	0	NA	No reported significant differences
Vocabulary	Vocabulary	-1.826	0.036	Pretest scores are less than Post test scores
Conventions	Conventions	-3.516	< .001	Pretest scores are less than Post test scores

The table above shows the results of Wilcoxon Signed-Rank Tests, comparing pre-test and post-test scores across seven measures of writing.

For Overall Writing, Main Idea, Detail writing, Organization, Vocabulary, and Conventions, the z-scores are negative, and the p-values are less than .05. This indicates that the post-test scores were significantly higher than the pre-test scores for these measures. This result indicated the following interpretation:

1. The pre-test scores were significantly lower than the post-test scores, indicating the effectiveness of the mobile writing approach on overall writing performance.

2. In terms of Main Idea writing, the z-score and p-value indicate a statistically significant improvement in students' ability to express the main idea. This suggests that the intervention helped students clarify and convey the central focus of their writing.

3. There was a significant increase in the students' ability to add relevant details to their writing. The low p-value confirms that the post-test scores were substantially higher than the pre-test scores for this component.

4. The negative z-score and highly significant p-value suggest notable improvements in how students organized their writing. The intervention appears to have helped students develop better structure and flow within their written work.

5. The vocabulary component showed a statistically significant improvement, with a p-value below .05. This indicates that students expanded their vocabulary range or used vocabulary more effectively after the intervention.

6. The conventions score, which includes aspects like punctuation, spelling, and indentation, also showed significant improvement. The intervention helped students adhere more closely to standard writing conventions.

Moreover, in the Sentences and Grammar component, the z-score is 0 and the p-value is not applicable (NA), indicating no significant difference between the pre-test and post-test scores. This suggests that while the MWMTA impacted other areas of writing, it did not significantly improve sentence construction and grammatical accuracy. Run-on sentences were the most common mistake, typically deducting 2–3 points in this writing component.

Table 2 Summary of responses of student's attitude survey on mobile writing throughout three-week intervention period.

Attitude	Week 1		Week 2		Week 3	
	Mean	Median	Mean	Median	Mean	Median
1. Interest in Mobile Writing	3.5	4.0	4.0	4.0	4.1	4.0
2. Attitude in Writing Improvement	3.8	4.0	4.0	4.0	4.2	4.0
3. Confidence in Mobile Writing	3.7	4.0	4.0	4.0	4.2	4.0
4. Enjoyment with Mobile Writing	3.2	3.0	3.7	4.0	4.1	4.0
5. Real-life Use	4.1	4.0	4.1	4.0	4.5	5.0
6. Efficiency	4.0	4.0	4.1	4.0	4.3	4.0

Table 2 presents a summary of students' attitudes towards mobile writing over the three-week intervention period. Attitudes were measured across six dimensions: interest in mobile writing, attitude towards writing improvement, confidence in mobile writing, enjoyment of mobile writing, real-life use of mobile writing, and efficiency of mobile writing. Each dimension was assessed using a Likert scale ranging from one to five, with 3 representing a neutral stance, and higher values indicating a more positive attitude.

The table provides the mean and median scores for each attitude dimension at three different time points: Week 1, Week 2, and Week 3.

a. For all six dimensions, both the mean and median scores generally increased from Week 1 to Week 3, suggesting a trend towards more positive attitudes over time.

b. The most substantial increase was observed in the dimension of "Real-life use", where the high initial score and upward trend demonstrate that students quickly recognized the practical applications of mobile writing beyond the classroom, likely viewing it as a skill applicable to real-world scenarios. By Week 3, the majority of students gave the maximum score of 5.0, indicating strong consensus on the real-life relevance and usefulness of mobile writing.

c. The dimension of "Enjoyment with mobile writing" also showed a notable increase, with the mean rising from 3.2 to 4.1 and the median rising from 3.0 to 4.0.

d. Other dimensions demonstrated smaller but consistent increases in both mean and median scores across the three weeks. For instance, Efficiency saw a positive trend. Students' perception of mobile writing as an efficient method for completing writing tasks improved over time. The slight increase suggests that they found mobile writing to be an effective tool for managing their work as they gained more experience. The steady median value of 4.0 also indicates a generally positive outlook on the efficiency of mobile writing from the start of the intervention.

Table 3 summarizes students' reasons for their attitudes towards mobile writing across six dimensions: interest, perceived writing improvement, confidence, enjoyment, real-life use, and efficiency.

Interest: Positive attitudes stem from the convenience, accessibility, and functional benefits of mobile writing. Negative attitudes arise from physical constraints and preference for traditional methods. Neutral students prioritize alternative features or comfort.

Perceived Writing Improvement: Positive attitudes are linked to convenience, technology

Table 3 Attitude Stance & Reasons of Students towards Mobile Writing

Attitude	Stance	Reasons
1. Interest in Mobile Writing	Positive Negative Neutral	Convenience and Accessibility, Preference over Paper, Functional Benefits Physical Constraints, Preference for Traditional Methods Alternative Features Preferred, Comfort and Space Efficiency
2. Attitude in Writing Improvement	Positive Negative Neutral	Convenience and Efficiency, Technology-Assisted Writing, Practice and Skill Development, Information Access and Idea Generation, Writing Environment Flexibility, Preference for Traditional Methods Similarity to Paper, Future Relevance
3. Confidence in Mobile Writing	Positive Negative Neutral	Efficiency and Speed, Convenience and Accessibility, Information Access and Research, Writing Enhancements and Features, Mental Activation Preference for Traditional Methods Goal-Oriented Thinking, Information Gathering in Real Life, Familiarity with Portable Devices, Legibility, or readability of text
4. Enjoyment with Mobile Writing	Positive Negative Neutral	Convenience and Ease, Flexibility and Freedom, Creativity and Imagination, Efficiency and Comfort Dislike of Writing, Screen Size Limitations of Mobile Phones No Specific Reason
5. Real-life Use of Mobile Writing	Positive Negative Neutral	Convenience and Accessibility, Multi-Purpose Functionality, Academic and Personal Use, Communication and Social Connection Learning from Experts Preferred N/A
6. Efficiency of Mobile Writing	Positive Negative Neutral	Technology-Assisted Features, Ease of Use, Familiarity and Habit N/A Situational Preference, Equal Importance to Other Tools

assistance, practice, skill development, information access, and flexibility. Negative attitudes are due to a preference for traditional methods.

Confidence: Confident students cite efficiency, speed, convenience, information access, writing enhancements, and mental activation. Negative attitudes are rooted in a preference for traditional methods. Neutral students view mobile writing as similar to paper, future-relevant, or goal-oriented, or they value information gathering and familiarity with devices.

Enjoyment: Enjoyment is attributed to convenience, ease, flexibility, freedom, creativity, and comfort. Negative attitudes arise from disliking writing or screen size limitations.

Real-life Use: Students use mobile writing for convenience, versatility, academic and personal tasks, communication, and social connection. A negative reason is a preference for learning from experts.

Efficiency: Positive attitudes are linked to technology-assisted features, ease of use, familiarity, and habit. Neutral students express situational preferences or consider mobile writing equally important to other tools.

Discussion

Writing Score Improvement

The results in Table 1, derived from Wilcoxon Signed-Rank Tests, reveal significant improvements in various aspects of student writing following the implementation of the MWMTA.

Significant Improvements

1. Overall Writing: Students demonstrated a substantial and statistically significant improvement in their overall writing skills. This suggests that the mobile writing mentor text approach was effective in enhancing the holistic quality of their essays.

2. Main Idea: The significant improvement in conveying the main idea indicates that students were better able to articulate their central arguments or themes after the intervention. While the students can now write a clear thesis statement, the delivery of their main ideas has become somewhat monotonous, with many students adopting a similar structure to the mentor texts. Though stating the main idea is crucial for effective communication in writing, there are signs of over-imitation of the model essays presented to the student. This may be acceptable for beginner writers, but teachers must provide critical feedback for upper levels of writing. To reduce over-imitation, provide students with a variety of mentor texts that feature different structures and approaches to conveying a main idea. By analyzing multiple examples, students can learn to develop their unique voice while still following effective organizational principles. Teachers can guide students in identifying different methods for stating a thesis or main idea, such as varying sentence structures, tones, and formats.

3. Detail Writing: The enhancement in detail writing implies that students were able to provide more specific and relevant information to support their main

ideas, adding depth and substance to their writing. Students can analyze the structure of the model essays and apply it to their own writing system. In addition, the use of exemplary texts guided students in detailed writing and conventions as presented by the studies of Shubitz (2016) and were able to achieve content objectives. However, the same concern with over-imitation must be mitigated as students develop as writer.

4. Organization: In terms of writing organization, the majority of the students followed the same structure, resulting in a lack of variety in their essay outputs. While this approach helps learners with analysis, it has not encouraged the learners to formulate their own essay organization. As supported by Cappelli (2017), students can emulate transition words and target specific signposting language from the text, such as *"for example", "in contrast",* and *"on the contrary"*.

5. Vocabulary: The improvement in vocabulary indicates that students expanded their word choices and used more precise and varied language to express their ideas, similar to the outcomes in the studies by Gonzales (2021), and Shubitz (2016). It should be noted that the vocabulary used by the learners is targeted and intended to be emulated. Even though the mentor texts cover different topics, students can use some of the words from the mentor text as well as the signposting language to transition their ideas.

6. Conventions: The significant improvement in conventions (punctuation, capitalization, & spelling) demonstrates that students were better able to adhere to the standard rules of written language, making their writing more polished and professional. This suggests that utilizing mentor texts provides students with a standard form of writing in terms of the acceptable face value.

No Significant Difference

Sentences and Grammar: Although improvements were observed in other areas, there was no statistically significant difference in sentences and grammar. The most common error committed by the students was using "run-on" sentences, which hindered readers from understanding their ideas. Moreover, the outcome is not similar to the studies of Gharehblagh and Nasri (2020), and Jassim and Dzakiria (2019) since this study did not use language assistance for writing to check the inherent writing skill improvement of learners.

The lack of improvement in sentences and grammar highlights a valuable opportunity to enhance the MWMTA by incorporating targeted grammar-focused mentor texts or complementary resources. Addressing this gap would make the approach more comprehensive, enabling it to support both structural and grammatical skills simultaneously. Integrating digital grammar tools could further transform the MWMTA into a holistic framework for writing development, adaptable across diverse educational settings and responsive to the full range of student writing needs.

In addition, the significant improvements observed in students' writing scores suggest that the MWMTA could be successfully replicated in various educational settings. Given that mobile devices are widely accessible across diverse socioeconomic contexts, implementing this approach requires minimal additional resources, making it highly adaptable and scalable. Schools with limited budgets or technological infrastructure can take advantage of students' own mobile devices, reducing the need for expensive equipment and facilitating learning outside the classroom. MWMTA aligns well with current trends in mobile-assisted learning, where mobile devices are used to foster flexibility, personalized learning, and access to learning resources anytime and anywhere. This approach could be easily integrated into blended and distance learning models, enhancing engagement, and providing students with ongoing access to writing practice and feedback. Given the rise in digital literacy and familiarity with mobile devices among students, scaling MWMTA across different regions and school types would meet students' existing skills and learning preferences.

In summary, the results strongly suggest that the mobile writing mentor text approach positively impacted various aspects of student writing. By leveraging mobile technology and utilizing mentor texts as models, the intervention facilitated substantial improvements in overall writing quality, main idea development, detail inclusion, organization, vocabulary use, and adherence to conventions. These findings provide empirical support for the effectiveness of this approach in enhancing students' writing skills.

Attitude

It is observed from Table 2 that regarding the following attitude towards mobile writing there are:

Consistent High Interest in Mobile Writing

The mean and median scores for "Interest in Mobile Writing" remained consistently high throughout the three weeks (3.5–4.1), indicating a sustained positive interest in using mobile devices for writing tasks. This suggests that students were engaged and motivated to

utilize mobile writing throughout the intervention. The analysis of student responses revealed a predominantly positive attitude towards mobile writing, primarily driven by its convenience and accessibility. Students value the ability to write "everywhere, every time", as one student articulated: *"You are able to write everywhere every time you want"*. This flexibility, coupled with functional benefits such as spell checkers—highlighted by another student who stated, *"Spellchecker and other features help me write ok"*—enhances the writing process and contributes to positive perceptions. Additionally, some students explicitly prefer mobile writing over traditional methods due to its ease of use and familiarity, stating, *"I like it more than paper"*. These findings are further supported by the study of Mauricio and Genuino (2020), where students' affective responses show enthusiasm, enjoyment, and motivation in writing.

However, the data also highlights challenges. Negative attitudes are primarily linked to the physical constraints of mobile devices, particularly the small screen size. One student noted, *"No, because my phone size is small, so it makes typing hard"*. This limitation can hinder the writing experience and may necessitate additional provisions like external keyboards or larger screens. Neutral attitudes often stem from preferences for alternative features, such as speech-to-text, as one student mentioned: *"It's ok for me but there are other functions like speech-to-text that are more convenient"*. Others acknowledge the convenience mobile writing offers without a strong preference for other methods, stating, *"It's easier and faster than writing with hand"*. Overall, these findings underscore the importance of understanding and addressing the diverse range of student attitudes and preferences to maximize the benefits of mobile writing in educational settings.

Growing Positive Attitude Towards Writing Improvement

The mean and median scores for "Attitude in Writing Improvement" showed a slight but steady increase (3.8–4.2). This suggests that students' belief in the potential of mobile writing to enhance their writing skills strengthened over time, indicating growing confidence and optimism about the approach.

The analysis of student responses to the question "Why do you believe it could improve your writing?" reveals a strong belief in the potential of mobile writing to enhance writing skills. Many students highlight the convenience and efficiency of mobile devices, allowing them to "practice everywhere", as one student succinctly puts it, and write *"anytime and anywhere"* without the constraints of traditional tools. This accessibility, coupled with technology-assisted features like autocorrect and spell checkers, fosters a more relaxed and frequent writing practice. One student elaborates on this, saying, *"It's easy to write and read and share"*, while another appreciates that *"If I have a problem when I write, the phone has a solution"*.

Furthermore, students value the ease of access to information and examples on their mobile devices, aiding idea generation and research. The flexibility of mobile writing environments also allows students to write in various settings, promoting creativity and comfort. One student notes, *"Easy to find examples on the internet with my phone"*, while another shares, *"I use my phone to write speeches. It's easier"*. While a few students express a preference for traditional methods, such as one who states, *"I like writing by hand to think better",* the overall positive attitudes suggest that leveraging mobile writing in educational settings could significantly enhance student engagement and improve writing skills by providing convenient, accessible, and technology-supported writing experiences.

Increased Confidence and Enjoyment in Mobile Writing

The intervention led to significant increases in both confidence and enjoyment in mobile writing. Scores for *Confidence in Mobile Writing* rose from 3.7 to 4.2, indicating that students grew more comfortable and assured in their ability to write effectively using mobile devices over time. When asked why mobile writing helped them think better during important tasks, many students highlighted the efficiency and speed it offered. As one student noted, *"It is faster so I can think faster"*, while another emphasized, *"It doesn't take a lot of time to write down the 500 words or more than that"*. The convenience and accessibility of mobile phones allowed students to write *"anywhere and anytime"*, fostering a relaxed and uninterrupted thinking process. One student shared, *"I can write anywhere and anytime with it so I feel comfortable thinking"*, and another valued its portability, stating, *"It's a portable tool so I can write anywhere"*.

Students also appreciated the ease of accessing information and conducting research directly on their mobile phones. One student explained, *"Writing on a mobile phone can help improve thinking during important writing tasks by enabling quick access to research materials, notes, and references"*. Another highlighted

the benefit of real-time information: *"In real life I can just ask anyone for information when I want to write. So I think I am ok if I have my phone and use it to write"*. Features like typing, word suggestions, and easy editing on mobile devices contributed to a more mindful and organized writing process. As students explained, *"It's [convenient for] typing and having word suggestions in [the] phone"* and *"I feel more mindful about what I write. [It's] Easy to type and delete"*. Some students even preferred mobile writing over handwriting due to legibility, with one commenting, *"It's easier to understand and read what I write on my phone. My handwriting is bad"*. These remarks suggest that, even if mobile phones do not directly enhance the thinking process, their features indirectly support a more efficient writing experience.

Enjoyment also saw a substantial increase, with scores rising from 3.2 in Week 1 to 4.1 in Week 3, reflecting a shift towards a more positive and engaging experience as students became more familiar with mobile writing. Students valued the flexibility and ease of mobile writing, appreciating that they could *"write anytime and anywhere"*, aligning with their desire for convenience. Some students found mobile writing to be physically easier, as one remarked, *"It's faster and [my] hand [does] not hurt",* which allowed them to spend more time focusing on their ideas. Others felt that mobile writing sparked creativity, with one student stating, *"I can imagine things when I write with [my] phone"*.

However, enjoyment was not universal. Some students reported challenges with small screen sizes, particularly for longer or more complex tasks, such as *"long writing or editing the mind map"*. This specific limitation is further supported by the study of Hashim et al. (2017), which highlights ergonomic challenges in mobile writing. These challenges include error-prone input methods due to screen size, discomfort during writing sessions, and text input challenges on touch screens that slow down writing. However, it should be noted that this writing process mentioned by the student involves adding texts to images. This suggests that mobile writing might not be suitable for all types of tasks. A few students also expressed a general lack of enthusiasm for writing itself, with comments like *"I don't really like everything about writing"* and *"I think writing is not just for me"*. Additionally, the enjoyment students experienced was mostly associated with during-writing tasks rather than pre-writing tasks, where some students noted ergonomic challenges due to smartphone use.

These findings underscore the importance of addressing individual preferences and providing alternative options for students who may not find mobile writing suitable for certain tasks. This approach creates an inclusive and supportive writing environment.

Steady Perception of Real-Life Use and Efficiency

The scores for "Real-life Use of" and "Efficiency" remain relatively stable throughout the three weeks, hovering around 4.0–4.5. This suggests that students consistently perceive mobile writing as valuable and efficient for both academic and real-life applications.

The analysis of student responses to the question "Why do you think it has more value to you in your life outside school?" highlights the diverse ways in which mobile writing integrates into their personal and academic lives. Students emphasize the convenience and accessibility of mobile writing, valuing the ability to *"write anytime anywhere"*. This flexibility and ubiquitous feature prove beneficial for tasks like editing assignments, *"[I] can [edit] anytime and send to [my] teacher to recheck easily"*, or quickly jotting down ideas, *"[It's] Easier to type my ideas if I have good ideas. It's portable"*. Additionally, the multi-purpose functionality of mobile phones is seen as valuable, as one student mentions, *"It has everything I need in my life like internet, videos and games, and apps to do homework"*. This underscores the seamless integration of mobile writing into various aspects of students' lives as its flexibility and accessibility (Mauricio & Genuino, 2020; Robles, 2016) at present supports various learning support apps.

Moreover, the practical applications of mobile writing for both academic and personal use contribute to its perceived value. Students utilize it for tasks like writing reports–*"It's easier to write reports with my phone"*–and studying for exams–*"I write my reviewers on my phone so I will not forget it on the day of the exam"*. The ability to *"practice writing everywhere with [a] phone"* further emphasizes its role in skill development beyond the classroom. While some acknowledge that learning from experts is important outside of school–*"Not really because in outside school we could learn from the experts"*–the majority recognize the various ways in which mobile writing enhances their personal and academic pursuits. This highlights its versatility and utility in their daily lives.

On the other hand, the analysis of student responses to the question "Why do you think you can do writing tasks faster in this writing mode?" reveals a strong

preference for mobile writing due to its efficiency and ease of use. Students attribute their increased speed to technology-assisted features like autocorrect and predictive text, which streamline the writing process. As one student notes, *"Mobile keyboards often come with predictive text and autocorrect features, which can help reduce typing errors and speed up the writing process"*. Others find that the ease of typing on a mobile keyboard compared to handwriting contributes to their speed, with one student saying, *"My hands take longer to write letters, and typing is easier"*.

Furthermore, the familiarity and habit of using mobile devices for communication and other tasks play a role in the perceived speed of mobile writing. Students express being *"used to it"* and *"faster with [the] keyboard"* due to their frequent use of mobile devices. This familiarity translates to a more intuitive and efficient writing experience. While a few students express a neutral stance, indicating situational preferences or considering mobile writing equally important to other tools, the majority highlight the speed and efficiency gained from technology-assisted features, ease of use, and familiarity as key factors in their ability to complete writing tasks faster on mobile devices.

Suggestions

1. Extended research could further investigate the long-term impact of the Mobile Writing Mentor Text Approach (MWMTA) on writing skills by conducting a longitudinal study to track the sustained effects on various writing dimensions beyond the initial intervention. This would determine if the observed improvements were maintained or enhanced over time. Additionally, a comparative study could compare the long-term writing outcomes of students who received MWMTA instruction with those who received traditional writing instruction, providing insights into the relative effectiveness and durability of MWMTA compared to other approaches.

2. Another avenue for research is examining whether the skills acquired through MWMTA transfer to other writing contexts, such as different writing genres. This would assess the generalizability of the approach and its broader impact on students' writing development. Therefore, using a variety of model texts and modifying inquiry and analysis prompts can personalize and support learner creativity while mitigating the effects of over-imitation and monotonous writing. Implement a diverse set of mentor texts across different genres to determine if students apply MWMTA skills to new contexts. Adapt inquiry and analysis prompts to encourage personal expression, thus addressing over-imitation.

3. To explore the role of mobile technology in fostering positive attitudes and engagement with writing, researchers could conduct in-depth interviews or focus groups to delve into the nuances of students' enjoyment, perceived benefits, and challenges. This qualitative investigation would offer a richer understanding of the affective dimension of mobile writing and its implications for motivation and engagement. Conduct focus groups and individual interviews with students to understand their enjoyment and engagement with MWMTA. Collaborate with teachers to iteratively refine intervention designs to address usability challenges, such as screen size and ergonomic issues.

4. Employ a mixed-methods design combining quantitative surveys of student engagement and qualitative data, such as classroom observations and student reflections, to understand shifts in attitudes and behaviors.

5. Finally, use think-aloud protocols to observe students' thought processes during mobile writing. Consider employing advanced methods, such as eye-tracking to analyze focus, and neuroimaging to explore potential effects on brain activity and connectivity during mobile versus traditional writing.

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