Analysis of EFL Learners' Writing Challenges in the Digital Era

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Abstract. The Writing Intensive Course emphasizes fundamental English writing elements, providing a prime chance for students to improve written communication. Educators face challenges in enhancing expressiveness, but the large millennial class size, familiar with digital technology, presents a potential advantage. Millennials, as digital natives, show enthusiasm for digital-context learning, offering an opportunity for effective instruction in writing. The primary objective of this research is to find out the problems or challenges students undergo while learning to write English in the digital era. This quantitative research examined 174 EFL students to give particular responses that work with brief reviews of their challenges in English writing. Unable to express (10.9%), improve skills (9.8%), and develop ideas (5.2%) in writing stand strong as the biggest three difficulties in English writing. The diverse challenges, collected from participant samples, reveal consistent issues for both active and nonactive students. The study emphasizes the value of digital-assisted courses, offering hope for enhanced English writing and communication skills among SL/FL learners in a more accessible and effective manner. In brief, this study highlights internal factors as the primary challenges in writing class, with students struggling with self-expression, doubts about improvement, and generating ideas. Various challenges, including optimizing roles and feedback, underscore the importance of addressing obstacles for enhanced writing proficiency in digital-assisted courses.

Keywords: English writing challenges, EFL learners, digital era

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Introduction

Writing is one of the four basic skills in language. These four basic skills are mastered sequentially by humans, with writing being in last place and often considered difficult. Obstacles in writing are not caused by difficulty understanding characters, but rather by the ability to construct and communicate ideas through writing. Written language has complex rules, so writing is considered difficult, especially for students who put English as a second/foreign language (L2/FL). Learning to write for L2/FL students is not just composing and revising, learning to write needs to include all knowledge about writing. (Hyland, 2019) classifies the knowledge about writing that ESL (English as a Second Language)/EFL (English as a Foreign Language) students need to have into five; they are process, system, content, genre, and context knowledge. In academic world, writing accuracy is a marker of writing quality, which requires mastering the rules of writing before producing work. However, the complexity of writing rules often makes people forget that written language is a means of expression and communication. Creative ideas can be hampered by complicated rules. However, writing rules should not be ignored in favor of creative ideas because both are important. The solution is to make writing a measurable routine to master the rules of writing through regular practice.

Writing Intensive Course is the first course in English Language Education that teaches basic writing rules such as parts of speech, parts of sentences, punctuation, capitalization, and sentence building. Teaching students to be expressive writers is a challenge, especially in large classes. Students attend because the courses are mandatory, not because of personal motivation, so intensive writing training is difficult for large numbers of students. Apart from that, lecturers have an opportunity because millennial generation students are familiar with digital technology. However, the challenge is to change their view of digital content in the form of entertainment into a source of learning and thinking about what can be learned from this entertainment. This research aims to find the problems consisting of what obstacles students experience in English writing. As well as the outcome target for this research is expected to provide scientific contributions, especially for the satisfaction, implementation, and development of teaching and learning theories at the tertiary level, especially in the digital era.

(Ivanova, 2020) her paper discussed various challenges faced by MA students when it comes to comprehending academic research articles in English and condensing their key ideas. An examination of the students' summaries highlights issues related to distinguishing crucial information from less important details, comprehending empirical data, and grasping the author's concepts and their implications. The students encountered obstacles in citing sources, rephrasing, rearticulating, and condensing text within their summaries. The insights gained from this study could prove valuable in enhancing instructional methods aimed at addressing these identified issues.

A similar condition was faced by (Aldabbus et al., 2022), there were 36 students of English at Education Faculty who had been already assessed, and the analysis of the data showed that both graduate and undergraduate students encounter certain difficulties in their academic writing endeavors. These challenges include struggles with selecting suitable academic vocabulary, crafting effective thesis statements, structuring their ideas logically, and composing

cohesive paragraphs. These obstacles appear to stem from limited access to resources, followed by a low proficiency in the English language and a scarcity of opportunities for writing practice. The hope is that the insights gleaned from this research can offer valuable guidance to English language instructors and curriculum designers in addressing the writing hurdles that English learners may face.

The other data analysis findings by (Jenabagha et al., 2021) indicate that writing difficulties have multiple origins, encompassing linguistic, personal, epistemological, and ecological factors. These findings suggest a model where epistemological, linguistic, and ecological factors have direct influences on writing problems, while personal factors exert an indirect influence. Identifying epistemological and ecological factors as noteworthy contributors to writing issues may prompt educators to re-evaluate their perspectives on these less-explored aspects. Several problems faced by multiple learners all around the world are mentioned in those three articles above, either from internal or external factors that caused a series of serious obstacles in the writing English class lately. On the other hand, similar studies were also conducted in the last 10 years back then. By resulting fewer complex evidence of ESL/EFL students' difficulties in English writing to understand the fundamental problems in the class, a lot of researchers provided interesting data and conclusions as follows.

(Ahmed et al., 2021) Considering the findings of the study, it can be concluded that the primary challenges faced by ESL (English as a Second Language) students predominantly revolve around issues concerning grammar, vocabulary, and syntax. Problems related to spelling, verb forms, and spoken expressions come next in terms of importance and warrant attention and improvement as well. Additionally, it has been noted that some learners struggle with effectively translating data into written form, despite having an English-medium educational background. This difficulty arises due to a lack of practice in utilizing their English language skills in everyday, non-academic contexts. However, honing one's written abilities can be achieved through consistent practice, motivation through innovative approaches, and active participation and presentation of the English language.

This case was also analyzed by (Fareed et al., 2016), who found out that Pakistani undergraduate ESL learners face significant issues in their writing. These challenges primarily stem from inadequate linguistic proficiency, which encompasses difficulties with grammar, syntax, and vocabulary. Other contributing factors include writing anxiety, a shortage of creative ideas, overreliance on their native language (L1), and weaknesses in structuring their written work. These difficulties are influenced by various factors, including the lack of trained educators, ineffective teaching methods, an examination system that needs reform, limited opportunities for reading and writing practice, large class sizes, low motivation, and a shortage of creative ideas. The study also highlights potential solutions, such as promoting increased reading, deliberate and incidental vocabulary instruction, regular writing practice, well-trained teachers, improvements in the examination system, and the organization of writing competitions.

Explicitly Rahmatunisa (2014) mentioned EFL (English as a Foreign Language) learners encountered difficulties that fell into three main categories:

linguistic problems, cognitive problems, and psychological problems. Predominantly, students struggled with linguistic issues related to grammar structure (23.2%), word formatting (30.2%), word classes (16.3%), word usage errors (9.3%), and the appropriate use of articles (21%). Secondly, cognitive challenges revolved around organizing paragraphs, difficulties in maintaining word classes, confusion regarding the generic structure, constructing conclusions, and correctly using punctuation. Lastly, psychological obstacles, such as procrastination, egotism, negative moods, and difficulty initiating writing, were also observed among Indonesian EFL learners. The analysis of this data points toward potential solutions that could prove beneficial for EFL teachers in their writing classes.

In this era, students are highly accustomed to the emerging methods of learning English, closely associated with the use of digital platforms and the ever-growing technology. Technology has become an integral part of our daily lives, influencing everything from our morning routines to the end of our day. It would be unwise to disregard this reality and expect our students and ourselves to remain disconnected from these advancements, especially when young individuals around the world are embracing these technological tools in their lives. Given this context, it is essential to emphasize the significance and challenges of learning English writing in the digital age with the assistance of technology, as discussed in the following articles authored by various researchers.

The millennial generation's familiarity with technology is proven by research conducted by (Vie, 2015). The study shows an increasing interest in social media in writing classes: not only as a technological tool, but also as content for analysis, and can be used as a place to write. The results of this study indicate that social media is important as a pedagogical element and can overcome the potential benefits and barriers to its use in classroom contexts. (Al Mukhallafi, (2022) concluded in his research on Writing Skills and Academic Self-Efficacy for Undergraduate Students that based on English language teaching strategies, designing teaching methods that integrate information technology has proven to have a big influence on the development of creative writing skills as well as increasing the academic dimensions and self-efficacy of undergraduate students.

The results of a study of learning instruments in the LMS (Learning Management Systems) platform written by (Mostafa & Alghamdi, 2022) recommend application to enrich essay writing skills as a manifestation of writing creativity at all levels of education in general, and especially at the undergraduate level. Several previous studies related to learning to write for FL students, one of which was conducted by (Rofiqoh et al., 2022) which examines aspects of writing knowledge and writing quality of EFL students. In the study, it was found that there is a requirement for FL/L2 writers to have writing knowledge. Further research was conducted by (Yulianawati et al., 2022) who tested the effectiveness of two writing techniques, Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) in improving skills written by undergraduate students. The findings of the study revealed that the writing performance of students in classes using the RLP technique was significantly better than in classes using the DJW technique.

The study has differences compared with the following two. First, (Rofiqoh et al., 2022) revealed that knowledge about writing must be taught explicitly, while this research tries to develop routine writing activities by applying writing

knowledge implicitly. Second, (Yulianawati et al., 2022) who tested the effectiveness of the Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) techniques; revealed that the RLP technique was more effective, while this research tried to bridge the two techniques. This research was carried out based on a research roadmap that had been formulated. The research roadmap formulated is also adjusted to the vision and mission, as well as the 7 strategic plans developed by Tidar University. The results of the case study by (Rinda et al., 2018) investigated the point of view of students who took a writing class using technology, namely a writing course that mostly used Instagram. The results of data analysis show that students' perspectives indicate: their belief that feedback from friends on Instagram helps improve grammar, create ideas, and improve spelling.

(Alanazi, 2020) investigated the effect of implementing independent writing strategies on students' writing results, while analyzing the differences between students with high and low levels of writing achievement in implementing independent writing strategies. (Sadauskas et al., 2013) in his previous research provided suggestions for designing technology that integrates social media elements into writing activities at school, because it is considered attractive to teenagers. This includes multi-platform access to personal devices, pre-writing guidance, and structured feedback from classmates. The aim is to improve students' writing skills. Another research from (Sadauskas et al., 2015) also utilized the Sparkfolio social media platform and found that many potential topics could be accessed through the data on their social media platform. We explored the design of Sparkfolio, a prewriting tool that aims to help students successfully craft meaningful writing topics from their content on social media. The research results show that the use of social media can improve the quality of writing because Sparkfolio users experienced a significant increase in results compared to the control group.

This research is expected to be the base study of the upcoming examination to develop writing learning techniques by implementing Self-Regulated Learning (SRL) and intensive writing exercises without burdening students with writing concepts that are too formative. This is based on several theories related to the development of the ODOP (One Day One Post) manual to facilitate Project Based Learning in the Writing Intensive Course, which is the Project Based Learning itself that is important in the teaching and learning process to improve students' academic abilities (Wijayanti, 2017). (Kizilcec et al., 2017) their previous research that implements SRL skills stated that learners who can self-regulate can be identified through their ability to initiate processes involving cognitive and metacognitive, emotions, encouragement, and action to achieve their learning goals. According to (Aghayani & Hajmohammadi, 2019), analyzed using the statistical formula of t-test calculations, the result shows that Project-based Learning is significant in improving and promoting students' writing abilities, especially in a collaborative environment. This is supported by other previous findings, (Harisma et al., 2019) researched to find out that students' writing skills improved through project-based learning using visual media in recount texts for students, the results of which showed that project-based learning had a significant influence in improving students' writing skills. (Lan et al., 2011) highlight that the use of writing strategies guided by various media has significant differences

compared to pen-and-paper strategies regarding motivation, enjoyment, and anxiety when writing.

The study on "Analysis of EFL Learners' Writing Challenges in the Digital Era" distinguishes itself from other studies by focusing on the challenges faced by English as a Foreign Language (EFL) learners in the context of a Writing Intensive Course that incorporates technology. While previous research highlights common difficulties such as grammar, vocabulary, syntax, and academic writing, this study specifically addresses obstacles encountered in a digitalized learning environment. The research acknowledges the familiarity of millennial students with technology and aims to bridge traditional and innovative writing techniques, considering the impact of social media, information technology integration, and learning management systems on writing skills. Moreover, it differentiates itself by proposing the implementation of Self-Regulated Learning (SRL) and intensive writing exercises, emphasizing a practical and routine approach to mastering writing rules implicitly. The study aims to contribute to the development of effective teaching methods in the digital age, aligning with the evolving needs and preferences of contemporary learners.

After consolidating the findings from the aforementioned studies, researchers think that conducting numerous English writing activities in the classroom, aided by technology, such as Instagram for learning purposes, holds significant value. However, it is equally important for them to highlight the potential challenges or difficulties that may arise during the learning process. The data collected from undergraduate students in the English Education Study Program at Universitas Tidar in this study will overtly reveal the obstacles they encountered in the Writing Intensive Course, which incorporated technology as an instructional tool.

Method
Research Design

In this research, a quantitative approach was employed to investigate the challenges in academic writing and the factors that impede the development of writing skills among undergraduate students enrolled in the English Education Study Program at Universitas Tidar. After a thorough review of relevant literature in the field of teaching English as a foreign or second language, specifically focusing on writing.

Population and Sample

174 Undergraduate English as a Foreign Language (EFL) learners who registered Writing Intensive Course.

Research Setting

This study was conducted by the team teaching of Writing Intensive Course at the English Education Study Program of Universitas Tidar which is located at Jalan Kapten Suparman No 39 Magelang 56116 Central Java, Indonesia.

Research Instrument

It was determined that employing a questionnaire would be the most appropriate approach for gathering the required data. The questionnaire comprised

three primary statements or inquiries and included students' brief evaluations. The primary questionnaire statements were as follows: (S1) The tasks assigned by the lecturer assist in learning how to develop ideas for writing, (S2) The tasks assigned by the lecturer aid in learning how to convey thoughts through writing, (S3) The tasks assigned by the lecturer enhance writing skills. As for the instructions for the short reviews, they were as follows: "Share your difficulties and perceptions or evaluations from your experience in the course!" These two components were utilized to address the research question: What are the primary challenges faced by undergraduate English as a Foreign Language (EFL) learners when writing in English?

Data Collection

The collection of data is from the questionnaire divided into two steps: (1) three primary statements assessing academic writing challenges using a Likert Scale through Google Form, and (2) short written reviews by students to evaluate their overall experience and difficulties in the course, especially in the acquisition of their English writing skills by using multiple media, such as WhatsApp chat, paper-based writing, Etc. sent directly to the lecturer.

Data Analysis

To gauge the samples' response level in the questionnaire for each item and establish the appropriate range of categories for comparing average responses, we rely on the following equation (Aldabbus et al., 2022):

$$\frac{the\ highest\ point\ of\ response\ -\ the\ lowest\ point\ of\ response}{the\ number\ of\ levels}$$

$$\frac{5-1}{5} = 0.8$$

The categories are as follows:

Table 1. A weighted average of the 5-point Likert Scale

Point of Measurement	Agreement level	Level
From 1 to 1.80	Strongly disagree	Very low
> 1.80 to 2.60	Disagree	Low
> 2.60 to 3.40	Neither Agree nor Disagree	Medium
> 3.40 to 4.20	Agree	High
> 4.20 to 5.00	Strongly agree	Very high

Whilst to interpret the percentage of data compiled from the students as evaluation of the course, the researchers utilized the following measurement.

Table 2. Measurement table for evaluation

Percentage (%)	Interpretation
0-20	Very bad
21-40	Bad
41-60	Poor

61-80	Good
81-100	Very good

The study aims to pinpoint the challenges encountered by participants in their English writing class. To accomplish this objective, we extracted the weighted average of the 5-point Likert Scale and the measurement table for evaluation from the samples' responses into ranks of the effectiveness of possible challenges in English writing.

Findings and Discussion
Findings

The analyzed data was obtained from a questionnaire distributed to 174 students who had taken the Writing Intensive Course in the fall semester of 2022. From the questionnaire results, findings from the three main key questions/statements are presented in the following diagrams:

Tugas-tugas yang diberikan membantu Anda berlatih mengembangkan ide untuk menulis.
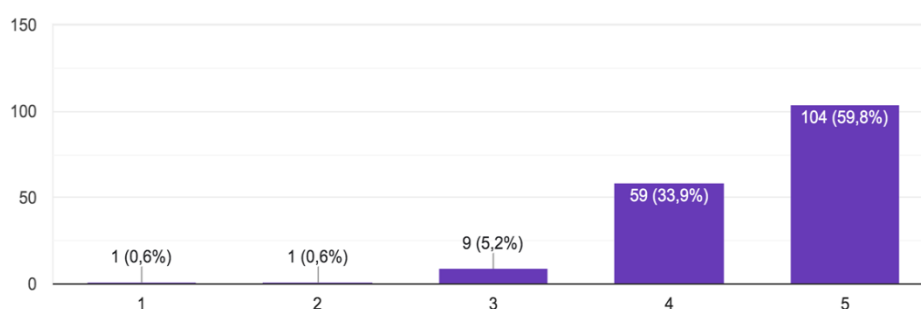174 jawaban

Figure 1. Response of Statement 1 (S1)

The first key statement analyzed is related to the contribution of assignments to the ability to develop ideas. Based on the diagram, there are still some students who feel inadequately trained after completing the given tasks.

Tugas-tugas yang diberikan melatih Anda untuk berekspresi lewat tulisan.
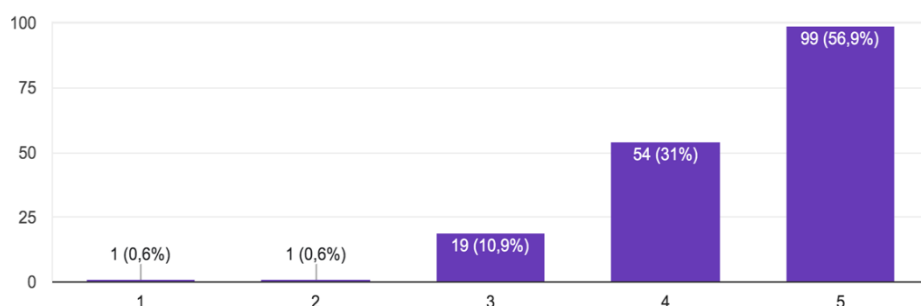174 jawaban

Figure 2. Response of Statement 2 (S2)

The next statement pertains to the contribution of assignments to students' ability to express themselves through writing. In this section, there are still some students who feel less expressive after completing the assignments. These students may be the same ones who responded as feeling insufficiently trained or untrained in the previous question/statement. In this section, we also observe that some students feel trained but, at the same time, believe that the improvement in their skills is not significant.

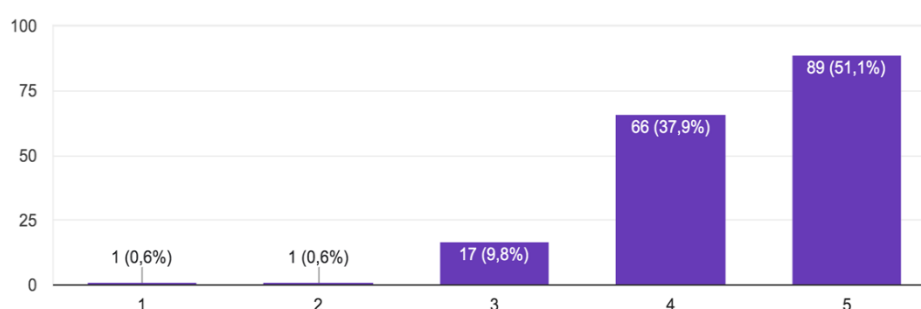Tugas-tugas yang diberikan meningkatkan keterampilan menulis Anda.
174 jawaban

Figure 3. Response of Statement 3 (S3)

In this third key statement, there is also a similarity in the number of students who responded with "no" and "insufficient." Additionally, some students responded with "sufficient," although their numbers were not greater than in the previous key questions.

From the above diagrams, there is a consistent pattern in the number of students who answered with "no" and "insufficient." It can be assumed that these students are the same individuals. Therefore, there is a possibility that the factors causing these students to be "untrained" or "insufficiently trained" are internal factors, possibly indicating that these students lack an interest in writing.
The table provided below displays the rank of the effectiveness of possible challenges faced by English writing EFL students.

Table 3. Possible challenges of English writing

	Possible Challenges	%	Rank of Effectiveness
S1.1	I totally cannot develop ideas to write	0.6	
S1.2	I have not got ability to develop ideas to write	0.6	
S1.3	I am not sure able to develop ideas to write	5.2	Third
S2.1	I'm completely unable to express myself through writing	0.6	
S2.2	I'm not able to express myself through writing yet	0.6	
S2.3	I'm not sure I can express through writing	10.9	First

S3.1	I really cannot improve my writing skills	0.6	
S3.2	I have not been able to improve my writing skills yet	0.6	
S3.3	I am not sure if I can improve my writing skills	9.8	Second

It is clear from Figure 1-3 that; internal factors of the participants may mainly take place. Supported by Table 3 mentions the ranks of the effectiveness of possible challenges undergone by students in the writing class. Starting from (S2.3) statement, "I'm not sure I can express through writing" depicts the hardest obstacle. Followed by (S3.3) "I am not sure if I can improve my writing skills" which deals with the second hardest problem. The third effective difficulty mentioned by the pupils is (S1.3) "I am not sure able to develop ideas to write" which shows one of the three main challenges in English writing.

In addition to the questionnaire, data was also collected from brief descriptions provided by students regarding their overall course experience. However, since the descriptions requested were about the entire course, the researchers focused only on the responses related to the assignments' problems. Out of a total of 174 students, 16 students' statements were related to assignments. The data analysis of statements from students pertaining to assignments can be seen in the following table.

Table 4. Analysis of students' short reviews (brief descriptions)

Respondent	Reviews	Analysis
1	… but the cooperation of class members is one that still lacks….	This statement, while related to assignments, primarily highlights the role of students in the classroom.
2	… ditambah keaktifan diskusi di dalam kelasnya.	This statement is also related to assignments in which the respondents hope for follow-up actions based on the assignment results in the classroom.
3	… jangan lupa untuk mengecek tugas daily assignment kami ….	This statement indicates the need for feedback from the lecturer regarding the assignments.
4	… walaupun lama-lama malas dan membosankan, ….	This is because they are working on the same instructions every day.
5	… penilaian dalam menulis.	This statement indicates that students also need their work to be evaluated so that they can identify their mistakes.
6	… membutuhkan banyak waktu untuk beradaptasi dengan metode	This statement shows the need for guidelines or

	pembelajaran yang cepat dan hanya lewat ppt saja tanpa ada buku acuan.	instructions in every activity, both in classroom learning and assignments.
7	*... para dosen sekalian bisa memberikan tugas sesekali dalam beberapa pertemuan untuk mengasah skill dalam menulis dan berbahasa inggris.*	This statement indicates the importance of assignments for honing skills.
8	*... Saya cukup tertantang dengan penugasan untuk mengunggah tulisan di mediasosial, walau kadang agak membebankan.*	What makes online posting feel burdensome is not their level of difficulty, but rather the intensity of the assignments that require students to be disciplined and consistent.
9	*... Dimana saya juga dilatih untuk menulis secara konsisten dan mempubliskannya di akun media sosial saya pribadi.*	This statement highlights the positive aspects of online posting assignments.
10	*... tetapi yang agak saya tidak sukai adalah penugasan untuk post foto di Instagram setiap hari.*	This dislike is likely due to the intensity of the assignments, which demand discipline and consistency. It can also be influenced by the personality of students who may not enjoy being active on social media.
11	*... tetapi hanya satu yang menurut saya kurang, yaitu tugas hariannya. Memang tugasnya tidak berat, tetapi karena harus upload tiap hari membuat saya kadang lupa soalnya ada tugas mata kuliah lain.*	This statement depicts online posting assignments as less challenging, often resulting in them not being prioritized by students.
12	*... tugas untuk upload foto di ig setiap hari dengan minimal caption 3 kalimat. Tugas itu menurut saya sangat efektif untuk melatih skill menulis dan tidak terasa berat, cuma perlu konsisten dalam upload foto setiap hari. Pesan saya dalam kelas ini kedepannya bisa lebih menarik lagi metode cara pengajarannya dan tugasnya lebih berinovasi lagi.*	This statement reinforces the need for online posting assignments to train students' writing skills.
13	*... agak membuat saya pusing karena sangat menguji kemampuan menulis saya dan mengharuskan untuk memosting di IG setiap hari. Tapi saya senang karena dapat memahami sentences lebih baik.*	This statement indicates the influence of online posting assignments in building students' understanding of the material.

14	*Tugas nya banyak terkadang untuk menulis kalimat kami masih kesusahan. Hal baiknya memang dapat meningkatkan kemampuan menulis tpi jika yg diberikan banyak tugas dan waktu terkadang sangat cepat tenggatnya, menurut kami itu kurang efektif dalam pengerjaan.*	This statement is similar to some of the statements above, where the intensity of assignments is one of the complaints raised by students.
15	*... tidak setiap hari mahasiswa mengingat bahwa mereka harus mengupload setiap hari, apalagi masih banyak tugas lain dari dosen.*	This statement also contains a complaint related to the intensity of online posting assignments.
16	… assigning students to try to write. But there are still many students who use the Google Translate tool, …	This statement indicates a lack of supervision and control from the lecturer.

Table 4 analysis reveals a multitude of challenges identified by the participant samples. These challenges encompass optimizing the role of students, emphasizing post-class follow-up actions, recognizing the significance of lecturer feedback, providing a constructive evaluation for assignment mistakes, establishing fundamental guidelines and manuals for online posting assignments, ensuring an adequate number of assignments to refine writing skills, promoting discipline and consistency, addressing student boredom resulting from repetitive instructions, addressing variations in perceived challenge levels among active students, enhancing students' comprehension of course materials, and rectifying the lack of supervision and control in team teaching. Furthermore, the study highlights how most students find value in digital-assisted courses, fostering trust in the future of online learning systems.

Discussion

Based on the principal objective of this research, numerous data were taken from 174 EFL learners/participants of the Writing Intensive Course, the researchers came to the same perceptions. The discussion among them worked well by analyzing multiple interpretations. As (Fareed et al., 2016) said in their article, factors that contribute to the challenges encompass writing apprehension, a dearth of innovative concepts, excessive reliance on the native language (L1), and deficiencies in organizing the students' written compositions. In term of investigating the problems or challenges pupils experience while learning to write English in the digital era, the issues are shaped by a range of factors, including the absence of adequately trained educators, the ineffectiveness of teaching approaches, a need for reform in the examination system, restricted chances for reading and writing practice, classrooms with large student populations, diminished motivation, and a scarcity of creative ideas, a better future may later come true. Several issues in English writing by EFL students nowadays could be helped by emerging technology. According to (Al Mukhallafi, 2022), study on writing skills and academic self-efficacy among undergraduate students, it was found that incorporating information technology into English language teaching methods had a significant impact on fostering creative writing skills and enhancing

the academic aspects and self-efficacy of undergraduate students. A multitude of challenges identified by the participant samples and gathered by the researchers comprise similar results. These challenges encompass various issues, either from internal or external factors, for both active and nonactive students, etc. Furthermore, the study highlights how most students find value in digital-assisted courses, fostering hope in the digital platforms to help many people who put English as a second or foreign language to write and communicate in English more easily and more effectively.

Conclusion

In conclusion, this study reveals that internal factors play a predominant role in the challenges faced by participants in the writing class. Among these challenges, the most formidable obstacle is the students' uncertainty in expressing themselves through writing, followed closely by doubts about their ability to improve their writing skills. Additionally, the challenge of generating ideas for writing emerges as one of the top three difficulties in English writing. These findings emphasize the need to address these internal obstacles to enhance students' writing proficiency.

Moreover, a wide array of challenges were identified by the participants, spanning various aspects such as optimizing students' roles, emphasizing post-class follow-up actions, recognizing the importance of lecturer feedback, providing a constructive evaluation for assignment errors, establishing clear guidelines for online posting assignments, ensuring an adequate number of writing assignments to refine skills, promoting discipline and consistency, addressing student disengagement due to repetitive instructions, and varying levels of perceived challenge among active students. Additionally, the study underscores the importance of enhancing students' comprehension of course materials and rectifying issues related to supervision and control in team teaching. It's worth noting that most students find value in digital-assisted courses, which bodes well for the future of online learning systems.

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