

WRITING STRATEGIES OF L2 LEARNERS IN AN ONLINE LEARNING MODALITY DURING THE PANDEMIC PERIOD : A SYSTEMATIC REVIEW OF LITERATURE

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ABSTRACT

Writing strategies are important in the development of writing pedagogy and learning. Consequently, it is crucial to develop writing in the new modality of education. The current systematic review investigated the writing strategies employed in teaching writing in an online distance learning and the perceptions of students regarding these writing strategies. Thirteen studies were analysed for the employment of and students' views about writing strategies. The results of the study revealed four areas that were further categorized into Practice, Action, Tool, and Help (PATH) strategies, while the perceptions were grouped into two areas - the right path and the lost track. Also, the results revealed that strategies were thought to be essential, effective, enhancing, and pleasurable. The findings imply that by providing the PATH Strategies to learners, students will be able to maintain the interest in learning and will greatly help in the development of the writing pedagogy and acquisition.

KEYWORDS

Writing Strategies, Online Learning Modality, Systematic Review, L2 learners

1. INTRODUCTION

In spite of the pandemic's devastation, this worldwide calamity has presented an amazing chance for learning. The process of adaptability and resiliency in educational systems, as well as among policymakers, teachers, students, and families is yet to be known. The Covid-19 pandemic, according to [40], had an unprecedented impact on higher education. Political leaders and academic officials alike were initially bewildered as to what proper or realistic activities to take. Following lengthy discussions and debates, it was decided that teaching-learning be transferred to e-learning or online education so that lives are spared while trying to find simultaneously ways to compensate for the loss of one academic semester.

The most essential demand, aside from academics, educational programs, and student evaluation, is to retain students' inspiration, commitment, or even students' attachment to school, especially when schools are obliged to close down temporarily for some time, which calls for a great scope of flexible and authentic tasks. The influence of the pandemic on distant education has highlighted how important self-directed learning for learners is. With school closures come students becoming independent in their study, specifically for those whose parents are less available to support them.

Although it cannot be denied that the five macro skills are on the verge of getting compromised especially on the part of the learners, writing is said to be the most affected skills among the five. The theorist, [53] believes that EFL learners perceive writing to be the most difficult skill to acquire out of the five macro skills in learning English since writing entails more sophisticated and complex work that includes more components than other skills such as analysis, technique, creativity and presentation. The pedagogy of this among educators and the learning of it on the part of the learners remain to be one of the most significant challenges of the teaching-learning process. In result, teachers are left nothing else to do except to be creative and original in their writing instruction in order for their students to grasp the necessary competencies.

Teaching writing with a range of methodologies and writing practices has received much attention in scholarly discussions. In fact, over the last two decades, there has been a large amount of recent research that has looked into hybrid online learning and the many writing strategies that teachers and students can employ to increase language competency (e.g. the studies conducted by the following researchers [16]; [58]; [71]; [63]; [22]; [60]; [89]; [10]; [18]; [38]; [78]; [82]; [45]; [55]; [11]; [25]; [46]; [101]; [29]; [39]; [91]; [12]; [28]; [47]; [92]; [106]; [9]; [13]; [27]; [50]; [84]; [61]; [66]; [48, 49]; [94]; [104]; [65]; [73]; [86]; [37]; [43]; [8]; [57]; [72]; [87]; [68]; and [105]).

The emerging trends in writing methods that L2 teachers utilize in writing pedagogy, as well as how learners feel about these strategies, need to be scientifically investigated. At some point, writing strategies have not really been given enough attention and relevance or are disregarded if not overlooked regardless of great number of studies on them. Students at all levels must not only be excellent writers, but also great at recognizing the importance of outstanding writing skills [30].

2. METHOD

This study made use of the systematic literature review (SLR) method. For [64], a systematic literature review, which can also be termed as a systematic review, is a strategy for finding, assessing, and understanding all related studies for a certain research question, topic, or phenomenon. Individual studies that contribute to a systematic review are considered primary studies, whereas systematic reviews are considered secondary studies.

This method is supported in a study of [80] by distinguishing a stand-alone review of literature (systematic literature review) from the other two forms of literature reviews for theoretical underpinnings for primary research and graduate student theses. In result, such stand-alone literature review in its best form becomes a widely recognized piece of work that researchers would determine or consider as a first clear sketch of the literature when starting an investigation. These stand-alone reviews are supposed to summarize existing information, identify the gaps in current research, and serve as a platform for positioning research projects.

Additionally, a review of the literature offers benefits in different cases. It does not only allow researchers to read through the findings of comparable or related studies but also help them to learn about the ideas of people who are interested in a specific study issue through key research discoveries and hypotheses. Also, literature reviews help scholars to identify gaps in which more research is needed [36]. As a result, such method is used in this endeavor.

The first step in meeting the objectives of this study was to search several databases for every study pertaining to strategies in pedagogical writing as employed by educators towards L2 learners. The search was anchored on both inclusion and exclusion criteria that were defined prior to the procedure for locating, obtaining, and acquiring relevant research needed to solve the

problem as educators utilize as aid to the teaching and learning of pedagogical writing among L2 learners. Also, part of the criteria focused on the studies where students' perceptions of the strategies as employed by educators in pedagogical writing were clearly stated. Several of the qualifying criteria were crucial to gathering a full and justifiable gathering of data for the study, even if they were subject to revision as the systematic review developed as seen in the early phases of the process [76].

2.1. Study Criterion

The criterion for including and rejecting studies serve as an analytical framework of the problem [2], and a clear demonstration of the standards and guidelines which will be used to choose which papers for inclusion in the review would be. The inclusion criteria were used indiscriminately at first to guarantee that relevant studies would be included, and thus no study was eliminated without careful consideration. If a present study met several of the exclusion criteria, it was omitted first.

The inclusion criteria, which were neither too wide nor too strict, relied on a critical assessment process to find studies with excellent methodological quality [96] as quoted by [76]. According to [69], if the criteria for inclusion are too broad, low-quality research could be incorporated, lowering trust in the final conclusion. If the criteria are too strict, however, the conclusions will be based on limited studies and may not be applicable to other scenarios. As a result, while obtaining data from databases, the researcher specified the exact inclusion and exclusion criteria.

Utilizing available databases by using the following keywords: writing strategies employed by educators / perceptions of students on writing strategies / writing strategies in an online distance learning, some 202 researches met the following criteria for inclusion and exclusion:

Table 1. Criteria for inclusion and exclusion

Parameters	Inclusion Criteria	Exclusion Criteria
Type of research	Primary research published in peer reviewed journals or scientific papers	Book reviews, opinion pieces, literary reviews, policy documents
Results of the study	Research articles or scientific papers that dealt with writing strategies employed by teachers and perceptions of students towards writing strategies in an online distance learning.	Research articles or scientific papers that did not deal with writing strategies employed by teachers and perceptions of students towards writing strategies in an online distance learning.
Language	Research articles or scientific papers using English as a medium of writing.	Research articles or scientific papers that did not make use of English as a medium of writing or in any other languages.
Data Base	Google Scholar, and other databases accessible to the researcher.	Databases that are not accessible to the researcher.
Time frame	Research articles or scientific papers on writing strategies employed by teachers and perceptions of students towards writing strategies in an online distance learning published from 2019 to present (2022)	Research articles or scientific papers on writing strategies employed by teachers and perceptions of students towards writing strategies not published during the pandemic period.

Articles that are published at valid publications or those that have completed a peer review procedure are the primary considerations in the selection of articles for inclusion in the criterion. According to [59], publications are necessary milestones in the discourse with other scientists regarding the approach and significance of research projects.

Following confirmation that the research articles fit the selected criteria, the quality of the research was assessed further in order to choose the final publications for inclusion in the identified review. The criteria for appraising a scientific paper were considered at this point. The papers must follow the generally accepted structure of a scientific publication, which includes the following sections: introduction, methods, results/findings, and discussions [93].

Since the focus of the study is on the different writing strategies employed by educators and teachers in the context of second language learning in their classes as well as the perceptions of respondents in the implementation of these writing strategies, the selected studies after careful deliberation and evaluation are made sure to have these areas as center of the results and discussions of the chosen studies.

In addition to the process of selecting the studies, both forward and backward searching were employed to make sure that studies have commonality in the results taken. Forward citation searching requires using a citation index to discover studies that cite a source study, but backward citation searching entails evaluating the references referenced in the original study; thereby the term "checking reference lists" [56]; [20] as cited by [17]. Citation searching is used to locate studies that are overlooked by text-based queries in bibliographical records' title, abstract, or limited vocabulary sections, according to [26].

3. RESULTS

This section presents the analysis of the data gathered through the inclusion and exclusion criteria. Furthermore, such presentation and analysis are done in connection with the two research questions.

3.1. Study Selection

Of the 202 studies, only 13 made the cut for the inclusion as these studies focused on the strategies employed by L2 language teachers in their writing classes during this period of the pandemic. The same studies also tackled perceptions of students about the identified and implemented strategies as employed by their teachers in teaching writing.

Table 2. Characteristics of studies used in the SRL

Research Number	Research and Author	Year Publication	Type of Research
1	Mazgutova, D. and Hanks, J. L2 Learners' Perceptions of Their Writing Strategies on an Intensive EAP Course.	2021	Mixed Method (Parallel)
2	Anggraini, R., Rozimela, Y., and Anwar, D. The Effects of Collaborative Writing on EFL Learners' Writing Skills and Their Perception of the Strategy.	2020	Mixed Method
3	Trinh, L. M. and Nguyen, H. B. EFL Students' Perceptions of Collaborative Writing in a Private University, Vietnam.	2021	Mixed Method
4	Zheng, Y., Yu, S., and Lee, I. Implementing Collaborative Writing in Chinese EFL Classrooms: Voices From Tertiary Teachers.	2021	Qualitative Exploratory
5	Pham, V. P. H. The Effects of Collaborative Writing on Students' Writing Fluency: An Efficient Framework for Collaborative Writing.	2021	Quasi-Experimental
6	Zhang, Y. The Effect of Metaphorical Competence on Students' Writing Skills.	2019	Quasi-Experimental
7	Lin, M.P.C. and Chang, D. Enhancing Post-secondary Writers' Writing Skills with a Chatbot: A Mixed-Method Classroom Study.	2020	Mixed Method
8	Meletiadou, E. and Tsagari, D. Exploring EFL Teachers' Perceptions of the Use of Peer Assessment in External Exam-Dominated Writing Classes.	2022	Mixed Method
9	Nurdin, N. N. and Halim, N. Students' Perception on Learning Materials and Learning Strategies of Writing Class.	2021	Case Study (Qualitative)
10	Ismiati, I. and Pebriantika, E. Designing strategies for university students' writing skill.	2020	(Interview) Qualitative
11	Arochman, T. and Yosintha, R. Effect of using web-blog on writing instruction for English language learners.	2020	Quasi-Experimental
12	Sarifah, N. T. and Apsari, Y. The use of picture and picture technique in improving student writing skill.	2020	Quantitative
13	Anggraini, S.W.P. and Lume, L. The effectiveness Of using chronological paragraph strategy toward students' writing skill.	2021	Pre- Experimental Method (Inter-group Comparison)

Table 2 presents the characteristics of the studies taken after the rigorous inclusion and exclusion criteria. As it can be seen from the table, there are three main components that make up the characteristics of the studies as reflected in the inclusion criteria. These components include the title and author of the study, year of publication, and the type of research.

As for the year of publication, it is observed that the studies were published in a four-year period between 2019 and the present year of 2022. Of the years applied, articles published in the year 2021 corresponded six studies, while five of these articles were published in the year 2020. The year 2022 and 2019 both recorded one study published in each year. As [44] in the study of [99] posited, systematic reviews must be up to date due to the dynamic nature of obtaining and presenting research evidence in order for multiple stakeholders, such as researchers, funding organizations, and data-monitoring committees, to use accurate evidence to inform decision making. When analyzing evidence related to their topic of interest, researchers need to be able to find thorough and up-to-date SRs [34]. Also, it is important to note that the studies that passed the inclusion criteria made up of seven qualitative studies, five mixed method studies, and one quantitative study.

3.2. Research Question One

What are the strategies employed by L2 language educators in the classroom in an online distance learning?

The evidence from the 13 researches that addressed question 1 can be divided into four categories: Practice Strategies, Action Strategies, Tool Strategies, and Help Strategies or simply coined as PATH Strategies. These strategies help out in the analysis of the strategies observed by the researcher based on the findings.

Table 3. The P.A.T.H. strategies

Practice Strategies (independent writing practices)	Action Strategies (collaboration and feedbacking)	Tool Strategies (mediated writing techniques)	Help Strategies (support / guide)
reading extensively topic comprehending habits and enriching of vocabulary revising in a more focused manner relative writing practice using student writing as samples to inform them their own assignments combining diary and guided writing strategy chronological paragraph strategy Additional credit hours for writing course classes	collaborative writing especially in writing motivation collaborative writing in classroom contexts peer-feedbacking appreciating tutor feedback on their writing peer assessment students centered strategy	metaphorical theory Web Blog Chatbot picture and picture technique	Teacher Centered Strategy Graded writing course classes

Table 3 shows the thematic analysis and coding of the strategies employed by language teachers in teaching writing in an online distance learning. As transpired in the table, it can be observed that there are several activities or writing practices taught by teachers to students to help them in their writing.

3.2.1. Practice Strategies

The practice strategies refer to the independent writing practices that are absorbed by students from the pedagogy of the teacher in an online distance learning. These strategies are the ones employed by teachers and serve as foundation or start-up to the writing experiences of students. Of the 13 studies, there are five (5) of those that tackle writing practices. Studies 1, 2, 6, 10, and 13 indicated significant writing practices under the practice strategies. The result enumerates the strategies including reading extensively, topic comprehending, habits and enriching of vocabulary, revising in a more focused manner, relative writing practice, using sample output of student writing to inform their own assignments, combining diary and guided writing strategy, chronological paragraph strategy, and additional credit hours for writing course classes.

3.2.2. Action Strategies

The action strategies are the strategies that are employed by teachers to deepen or elevate the writing skills of students. From the analysis, seven (7) out of the 13 researches mentioned the concept of collaboration and feedbacking. These strategies are evident in Studies 1, 2, 3, 4, 5, 8, and 10, all of which highlighted the importance and great impact of collaboration among learners in their writing as well as the positive outcomes of peer assessment and feedback. To be more specific, such strategies involve collaborative writing especially in writing motivation and in classroom contexts, peer-feedbacking, appreciating tutor feedback on their writing, peer assessment, and students-centred strategy.

3.2.3. Tool Strategies

The result of the thematic analysis and coding resulted to four (4) of the 13 studies that bring light to the creation of the tool strategies which also describe the mediated writing techniques. From the analysis conducted, these strategies are all apparent in Studies 6, 7, 11, and 12. Among these strategies that came out from the analysis are the following: metaphorical theory, web blog, chatbot, and picture and picture technique.

3.2.4. Help Strategies

Among the 13 studies, only two (2) of these focus on teacher-assisted activities – Studies 9 and 10. The help strategies summarize the support or guide that teachers provide to students so that their writing is well guided and outputs are assured to have better outcomes. As reflected, these two include teacher-centred strategy and the graded writing course classes, both of which are employed by teachers to assist students' writing.

3.3. Research Question Two

How are the writing strategies viewed by L2 learners?

As with the problem 2, there is a considerable evidence that shows the different perceptions of students towards the writing strategies as employed by teachers in teaching writing. These perceptions were further categorized into two separate themes: the Right Path (TRP) and the Lost Track (TLT).

Table 4. Student perceptions on the writing strategies

The Right Path (TRP)	The Lost Track (TLT)
<p><i>Collaborative writing is essential.</i> (Studies 2, 3, 9, 10) Positive perception on collaborative writing High level conceptual understanding on collaborative writing Collaborative writing as an interactive process Collaborative writing as being useful in idea, vocabulary, and grammar building Gaining more knowledge with students centered strategy</p>	<p>(Studies 5, 10) Pleased with CW but ideas were conflicted The two credit hours are too short to do various activities Difficulty following the different lecturing strategies</p>
<p><i>Guided Writing Practices and habits are effective.</i> (Studies 1, 9, 11) Increase various writing strategies Potential effectiveness Positive effect on written expression and achievement WRC impacts essay writing Positive effect on the building of their writing habits Getting guidance for the writing Improving students' paragraph writing ability with chronological order</p> <p><i>Mediation enhances writing.</i> (Studies 7, 11, 12, 13) Chatbot helped identify issues, enhance their skills in TS evaluation Effectiveness of materials delivered Improving writing with picture and picture technique Effects of web blog on students' writing online and offline</p> <p><i>There is pleasure in writing.</i> (Studies 6, 9) Enjoyable Motivating Completion of assignment</p>	

Table 4 summarizes the different perceptions of L2 learners on the strategies as taught by teachers in teaching writing in an online distance learning modality. Of the 13 studies involved, nine of those reiterated favourable perceptions, while only two of the studies maintained negative perceptions. The other two studies did not present or contain perceptions but are still included in the selection as these two cover considerable contributions on variety of writing strategies. Also based on the table above, TLT contains four areas that further thematize the right path perceptions stating that collaborative writing is essential, guided writing practices and habits are effective, mediation enhances writing, and there is pleasure in writing. The lost track perceptions, on the other hand, records unfavourable perceptions saying that although the strategies may be

useful, respondents thought that their ideas were conflicted, learning hours were too short for various activities, and different lecturing strategies are hard to follow.

3.3.1. The Right Path and The Lost Track

Based on the analysis of the perceptions, the TRP mainly highlighted favourable agreement of the learners as regards the use of the PATH strategies. The learners from the different studies thought that the strategies were beneficial. For example, in Studies 1, 9 and 11, the respondents thought that the use of a number of writing strategies, practices and habits are an indication of the potential effectiveness on the attainment of successful writing outcomes and courses. Similarly, Studies 2, 3, 9, and 10 emphasized the effectiveness of collaborative writing and the student-centred strategy to teaching writing. Studies 7, 11, 12 and 13 were indicative of the importance of using mediated writing strategies as these reflected positive impacts as well. Only Study 6 mentioned about the application of creative writing strategies that were proven to be effective on written expressions and writing achievement in English.

The thematic analysis also reveals that only two among the 13 studies presented negative perceptions about the PATH Strategies as employed by L2 educators in their writing classes. These perceptions are further categorized as TLT, which corresponds to the negative views of the respondents. Study 5 indicated that with the presence of the strategies, they sometimes had to be caught under dispute or tend to have conflict of ideas. Meanwhile, Study 11, although it presented favourable perceptions through the right path perceptions, also recorded a negative perception highlighting the this is lack of time for activities to do in writing courses. Meanwhile, Studies 4 and 8 failed to present neither positive nor negative perceptions but still included in the study as these two presented considerable contributions on the writing pedagogy in terms of writing strategies.

4. DISCUSSION

4.1. Strategies Employed by L2 Language Educators in Teaching Writing

The need for foundation or start-up to the writing experiences of students is what constitutes practice strategies. A study conducted by [10]; [45]; and [61] emphasized that writing improves with deliberate effort over time, while some types of writing take many years to master. Teachers can help ESL / EFL students before they start writing by activating existing knowledge. ESL students can incorporate new material into current knowledge structures by allowing them to think about what they already know before the activity begins [105]. Learning to write entails learning and developing letter formation, encoding, sentence and paragraph structure, and also recognizing the steps of writing that result in a refined output that may or may not be related to literature or content knowledge, according to [65], as cited by [104]. [47]; [84]; and [8] mentioned that writing to learn could improve both topic learning and overall student accomplishment, as well as increasing students' meta cognition and led to a universal agreement that to improve learning, teachers should be able to use a planned blend of factors of effective practice. They went on to say that thinking and writing about a topic involves more processing than just reading. Effective practice is complicated, and it necessitates numerous instructor decisions regarding how to carry it out [38]. In this regard, the National Research Council of 2005 later recommended that past knowledge is supposed to be used, while facts and concepts should be taught, and meta cognition is ought to be mastered.

The study of [104] on writing for comprehension revealed that the students can develop their skills at summing up, thinking in depth from differing viewpoints, amplifying and establishing

multiple thoughts, and creating interest through meaningful interpersonal relationships by utilizing writing strategies like About/Point, Cubing, Four Square Graphic Organizer, and Read, Respond, Revisit, Discuss. Teachers, administrators, and other instructional personnel should be aware that there are a variety of ways to teaching word recognition, some of which represent a more extensive approach to writing than others [101]. To start generating ideas and organizing material for papers, drafting text, and revising and editing text [63]; [47]; [13]; [48, 49]; [50], prewriting tasks, solid planning, and writing skills should all be emphasized in writing training.

Another indication of a success of practice strategies in writing as employed by teachers in teaching writing lies in situations where students are given more time to write. The authors [46] indicated that students tend to develop their comprehension when asked to write about what they are reading and if given adequate time. The study [58] revealed that students struggled to use suitable language, syntax, and mechanics in their writing. However, combining journal and guided tactics as well as utilizing the diary writing method [78] may help learners to overcome their writing issues and difficulties. Collaborative writing, according to [72] and [25], is "an iterative and social process including a team focused on a common goal that tries to negotiate, coordinate, and communicate during the construction of a common work." It also emphasized the importance of effective group awareness, engagement, and coordination in achieving successful collaborative writing outputs, which can be aided by collaborative writing software, chat software, face-to-face meetings, and group processes. This technique allows ELLs to not only gather more material for the writing task, but it also allows them to practice their language abilities through peer-led conversations.

Many studies have demonstrated that when peer feedback or peer review [106] is done effectively, it can help writing teachers provide more feedback to their students' work and give students to train using a variety of skills that are vital in the language development and the ability to write. Researchers such as [22], [60], [18], [55], and [43] stated that student-centred strategy like peer feedbacking provides a platform or an opportunity for learners to be more independent, particularly in decision making, which helps a learner to be more responsible and are more likely to be engaged in their learning and make them absorb more knowledge more readily. Meanwhile, tools like metaphorical theory, web blog, chatbot, and picture and picture technique or any writing technology applications can take many forms, ranging from those that enable transcribing (e.g., spelling and grammar checkers, word prediction to avoid incorrect spelling) to those that guide in the writing process ([101]). A study by [89], [94], and [73] investigated the documented properties and potential applications of chatbots in an educational setting. The findings suggest that chatbots in education have a wide range of applications and features. It is suggested that teachers help students use the available tools and modes for the 21st-century writing tasks through systematic and purpose-driven instruction. For [11], [27] and [66], teachers should be able use a variety of technologies to demonstrate what it means to compose narrative texts, how young learners can go about doing such an activity, and promote new forms of formative assessment. Students are then advised to use any cognitive tool to discover their own writing processes and improve their language competence. Teachers must be aware of how students use native writing tools such as handheld devices, speech-to-text software, digital authoring tools, and new authoring channels such as social media websites, blogging, and texting during writing pedagogy or when introducing tools and applications to avoid reinforcing digital divide that some believe exists between home and school [37] as cited by [101]. With all these kinds of support, it is no denying that students will develop their writing capabilities.

Providing scaffolding in the writing process of the students is a necessary part of pedagogy. Students who received scaffolding principles outperformed those who did not, according to [9], and this had a substantial impact on ESL students' academic writing. This scaffolding approach can also be used in a new context, with students supporting one other and the teacher playing a

minimal role or become enthusiastic about writing and modeling the writing skills, tactics, and processes they want their students to follow [39] as cited by [25], [86], and [87] as cited by [101]. Consequently, students are completing collaborative writing tasks that allow for paired or group cooperation. Furthermore, graded or assessment writing is also an important factor. Students' writing accomplishments benefit from teachers' attempts to evaluate students' writing growth through constant sampling and assessment of writing outputs. Nevertheless, teachers must remember that without consistent scoring methodologies and efforts to independently check their scoring judgments (e.g., by engaging other raters), the data provided by their efforts will be of little use [101].

4.2. Perceptions of Students on the Employed PATH Strategies

With the evidence that shows the different perceptions of students towards the writing strategies as employed by teachers in teaching writing, both positive and negative views are recorded and noted. Other writing dimensions such as motivation, self-efficacy, self-regulation, and achievement can be influenced by students' perceptions of writing strategies [109]; [33]; [108]; [74]. With the right path to writing, the strategies as employed by L2 educators in their writing instructions are perceived to have positive impact. One of the positive perceptions observed focuses on the incorporation of collaborative writing and peer assessment viewed as an interactive process. Collaborative writing as part of the practice strategies is really essential. Studies 2, 3, 9, and 10 recorded the general perception of learners towards the use of collaborative writing and student-centred strategy. The study of [98] discovered that writing collaboratively activities caused learners to elevate their learning engagement, individual written [14] and allows students to produce writing ideas and provide criticism [103]. This clearly suggests that collaborative writing is indeed a successful strategy among other strategies. In contrast, according to the study of [107], collaboration in writing had no impact on students' writing proficiency in terms of increased word count. This was in line with a study by [15], which claimed that cooperatively authored essays were not as fluent in terms of word count as those written alone. Nonetheless, the research of [85] discovered that collaborative writing tasks improved students' writing fluency.

Guided writing practices and habits seem to have favourable effects on students' writing outputs. This is reflected on the perceptions presented from Studies 1, 9 and 11 suggesting that having a guided writing along with writing habits could increase potential effectiveness on writing essays and paragraph construction. A study by [70] presented his findings on the use of guided writing strategies, claiming that in terms of writing dispositions toward motivation, enjoyment, and anxiety, rich media guided writing techniques surpassed pen-and-paper guided writing strategies. This could imply that learners' writing anxiety is influenced by their writing abilities. Therefore, a guided writing practice should be provided. A further study discovered a significant difference in writing ability between students taught using the assisted writing technique and those instructed using the standard writing strategy [52]. Besides, an earlier study by [83] discovered that employing an instructional practice in a portfolio could improve the gathering of students' work by showcasing their efforts, progress, and learning achievements. The research of [97] on the impacts of guided writing strategy and learning styles on students' writing competency could support such a conclusion, indicating that guided writing strategy has a significant effect on students' writing competency. The same study from [52] demonstrated that using the guided writing technique into teaching and learning can improve students' ability to write a descriptive paragraph. The same perceptions are reflective of the receptions stipulated in the studies for this review. In spite of running a guided writing environment, instructors should use prudence. Students were periodically distracted during the learning process by such high-density information, but the multimedia presentation could lead to increased student involvement in learning [70].

With the changing space for learning and pedagogy, mediation as to how much students can acquire partly lies also on the use of technology-mediated materials. Studies 7, 11, 12, and 13 relatively discussed the perceptions of learners with the aid of mediation in their writing. Apparently, chatbot, web blog, picture and picture techniques, and other materials delivered considerably maintained positive perceptions from students. This perhaps is the result of how such mediation can actually direct them to the right path in terms of their writing capabilities. The study of [11], for example, highlighted the results that students grabbed key themes and tactics from their teacher's technology-mediated instruction and used them to construct narrative texts during individual writing time. This clearly means that technology-mediated instruction to writing could be an enormous factor to student's development of writing skills. This study accords with a recent research of [88] stating that both usual and struggling writers who used technology-based graphic organizers; and transitional words noticeably enhanced the writing quality of the paragraph when compared to those who did not utilize the technology-based graphic organizers. Chatbot systems have been proposed, developed, and used in education [81]; [24]; [7]. This may be one of the reasons on the favourable perception with the use of chatbot system in the writing process of students. As a result, it is critical to provide the reader with a broad amount of expertise on Chatbot technology in education, including the state of the art, key tenets of educational domains where the technology has been implemented, advantages of using Chatbots in learning, and challenges that face Chatbot technology adoption in education [81]. The work of [3] reiterated that blogging should be included in writing lessons and integrated into educational curricula. This entails, however, taking pedagogical considerations into account while designing blogging-based writing materials. Meanwhile, important studies (e.g. [100]; [90]; [51]; and [5]) have revealed that the use of picture and picture strategy boosted the overall growth of writing skills among students.

The pleasure towards writing is evident in Studies 6 and 9, which highlighted the writing practices being enjoyable, motivating, and assignment-completion-worthy. The enjoyment and motivation are clearly an indication of satisfaction of the writing in the right path. This coincides with the study by [70] suggesting that with appropriate writing environments not only piqued students' curiosity, happiness, and motivation but also elevates the fun of learning. If students are not motivated, they may be disinterested in continuing their learning process. According to [41] in [77], motivation is vital in increasing students' learning outcomes. Besides, computer-aided education can facilitate learning and increase student motivation as well [67]. The research of [21] discovered that mediated writing using multimedia content had a significant impact on users' levels of understanding and enjoyment. Another study by [6] posited that reading for enjoyment enhances writing ability and understanding. Furthermore, reading for pleasure offers readers entertainment, enjoyment, and comfort, as well as a creative exercise and a way to escape, all of which have a good effect on writing performance. These perceptions are indicative of the satisfaction that the learners of Studies 6 and 9 have.

The negative perceptions of the learners from the studies included for this review are highlighted from only two studies – Studies 5 and 10 putting emphasis on being pleased with the strategies learned but are conflicted with ideas at most times, on having lack of time to do various writing activities, and on experiencing difficulty following the different strategies involved. The conflicted ideas as a negative perception is not new at all. Conflicts cannot be eliminated since they are inherent in humans and are an essential component of their moral and emotional development [102]. This clearly means that conflicted ideas are only indication of moral or emotional development in a student. However, it must be noted that conflict offers formative opportunities, because views of distinctions between individuals and their needs, beliefs, opinions, and varied lifestyles are essential in a democratic society [23]; however, in this context, it is the school that suffers. In other words, conflicts' constructive and instructional potential is heavily dependent on the skills of persons involved. Results of studies such as [31] and [95] show

that teachers frequently perceive disputes as lack of discipline, violence, disrespect, or any situation that threatens his authority, and both new and veteran teachers highlight teacher-student conflict as a regular occurrence in difficult classrooms. Thus, learning how to communicate or giving respect to differences and rights of others, is critical for disagreements to turn into opportunities for social and human development [102]. Another negative perception lies on the lack of time to do other writing activities.

Topic selection, outline construction, initial draft composition, and revision making to produce a final copy are a fluid process for many students [32]. For students who struggle with text composition, the writing process can be a frustrating experience that results in a final copy that falls short of requirements. Such finding also coincides with [75] suggesting that students who struggle with writing frequently suffer with story planning. From this point of view, there is no denying that a two-hour writing time is indeed inadequate to finish one output. However, according to [35], such likely insufficiency among students could be attributed to students having had little or no prior writing accomplishment. The work of [42] investigated the impact of time constraints and peer input on the Iranian EFL learners' writing capabilities. According to the findings, time constraints had no effect on writing performance. A study by [62], however, investigated the impact of different medium and extra time on the competence of English written evaluation given to sixteen intermediate-level students. Unlike previous research that claimed that more time was ineffectual, extra time played a crucial impact in participants' grammatical improvement, and they produced higher-quality products with minimal grammatical faults. The negative view of students about the lack of time remains a challenge among educators of today.

The difficulty following writing strategies could be attributed to the mental capacity of the student. Students with learning disabilities who struggle with writing are sometimes accused of procrastinating or having lack of desire to do things, and if they do not receive aid, they may become discouraged. Educators must determine where the breakdown in written language occurs and develop customized ways to assist these students. Handwriting and/or written expression difficulties can occur [54]. In addition, it is challenging for educators to help learners produce strong educational writing [1]. The underlying rationale can be associated with a number of factors, including the skill's complex nature and students' lack of subject or topic expertise, insufficient training, and bad feedback [4]. Nevertheless, an educator or a teacher being strategic is one solution. This is in corroboration with [19] as cited by [79] saying that strategic writing is a thinking approach for either generating or controlling writing (cognition) (metacognition). As a result, strategic writing serves as a link between cognitive and metacognitive processes, i.e., knowledge and reasoning. Writers learn how to find their own ideas in a systematic approach using strategic writing tactics. The ability to imagine the future and produce possibilities is required for the plan. A successful approach requires a mental discipline that involves flexible, adaptable, and imaginative thinking.

The present corpus of literature maintains that students in general have diverse perspectives on languages particularly in the writing strategies, and that attitudes towards these strategies influence learning results, and that the linguistic context is an essential element in the study of language. Among this enormous amount of various studies in the field of language learning, the current study provides proof that learners' attitudes about the identified strategies from this comprehensive review could have a big impact on writing instruction and pedagogy.

5. CONCLUSION

This study showed the different writing strategies as employed by educators or teachers in their writing pedagogy in an online distance learning as well as the perceptions of students towards the strategies identified from the 13 studies for this systematic review. As a whole, it was revealed

that the PATH (Practice, Action, Tool, and Help) strategies contained the different strategies which learners can utilize to develop their writing skills at any level possible. These strategies were further exemplified with the perceptions showing the Right Path, which paved way to thematizing the perceptions into collaborative writing being essential, guided writing practices and habits being effective, mediated writing being writing enhancer, and writing strategies being pleasurable. With the favourable views from the learners of each study, negative perceptions were also considered. Moreover, this work has provided evidence to researchers, educators, and students that the strategies identified could be a strong foundation to maintain the interest in learning and further studies that would ultimately lead to a more elevated academic achievement and level of scientific researches in terms of the teaching and learning of writing as a macro skill in the modern modality of education. It is therefore recommended for curriculum developers, educators and schools to conduct further studies on the strategies and provide students access to these strategies as well.

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