INVESTIGATION OF THE EFFECT OF ONLINE COURSE MATERIAL ON EFL STUDENTS' WRITING ABILITY

INVESTIGAÇÃO DO EFEITO DO MATERIAL DO CURSO ON-LINE NA CAPACIDADE DE REDAÇÃO DOS ALUNOS DE INGLÊS COMO LÍNGUA ESTRANGEIRA

INVESTIGACIÓN DEL EFECTO DEL MATERIAL DEL CURSO EN LÍNEA SOBRE LA CAPACIDAD DE ESCRITURA DE LOS ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA

Fakhereh SAFATIAN[1]

ABSTRACT: The paper aimed to investigate the effect of using online course material on EFL students' writing ability has conducted. The focus of the study is mainly to discover the writing attitudes and learning problems among students. The study employs a methodological triangulation whereby both qualitative and quantitative methods will be used. The study incorporated three stages. First, the foundation survey and the pretest were regulated to all the samples. Next, in the four-week treatment stage, understudies were obliged to do the two errands in class. The main research tools used in the study are the Students' Survey Questionnaires and the interview questions. 20 English school majors in a rookie composing class took an interest in the study. The significant discoveries show that understudies made noteworthy change in equivalent word use in the controlled tests and still kept up that learning two months after they finished the web learning units. It was concluded from the correlation of the pretest and posttest papers that the students increased their general composition quality and execution in the utilization of synonymous descriptive words. The students had the capacity impel a few examples for the target expressions of 25 equivalent words with different degrees of achievement. By and large, the exactness rate of incitement was more than 50%.

KEYWORDS: Online course material. EFL students. Writing ability.

RESUMO: *O artigo teve como objetivo investigar o efeito do uso do material do curso on-line na capacidade de escrita dos alunos de Inglês como Língua Estrangeira (ILE). O foco do estudo é principalmente descobrir como são as atitudes de escrita e os problemas de aprendizagem entre os alunos. O estudo emprega uma triangulação metodológica em que métodos qualitativos e quantitativos serão utilizados. O estudo incorporou três etapas. Primeiro, a pesquisa da fundação e o pré-teste foram regulados para todas as amostras. Em seguida, na fase de tratamento de quatro semanas, os graduandos eram obrigados a realizar as duas tarefas na sala de aula. As principais ferramentas de pesquisa usadas no estudo são os questionários da pesquisa de alunos e as perguntas da entrevista. 20 graduandos de escolas de inglês de uma turma de composição de estreantes se interessaram pelo estudo. As descobertas significativas mostram que os graduandos fizeram uma mudança notável no uso equivalente de palavras nos testes controlados e ainda mantiveram esse aprendizado dois meses após o*

[1] Kharazmi University, Tehran – Iran. English Language Teaching (TEFL). Master's degree in Applied Linguistics by Kharazmi University. ORCID: https://orcid.org/0000-0003-3717-3901. E-mail: safatian@aftermail.ir

término das unidades de aprendizado na web. Concluiu-se a partir da correlação dos trabalhos de pré-teste e pós-teste que os alunos aumentaram sua qualidade geral de composição e execução na utilização de palavras sinônimas descritivas. Os alunos tiveram a capacidade de impulsionar alguns exemplos para as expressões-alvo de 25 palavras equivalentes com diferentes graus de desempenho. De um modo geral, a taxa de exatidão do estímulo era superior a 50%.

PALAVRAS-CHAVE*: Material do curso on-line. Estudantes de IFL. Capacidade de escrever.*

RESUMEN*: El artículo tenía como objetivo investigar el efecto del uso de material de curso en línea sobre la capacidad de escritura de los estudiantes de inglés como lengua extranjera. El enfoque del estudio es principalmente el descubrimiento de actitudes de escritura y problemas de aprendizaje entre los estudiantes. El estudio emplea una triangulación metodológica en la que se utilizarán métodos cualitativos y cuantitativos. El estudio incorporó tres etapas. En primer lugar, se regularon la investigación básica y las pruebas preliminares para todas las muestras. Luego, en la fase de tratamiento de cuatro semanas, se requirieron estudiantes para realizar ambas tareas en el aula. Las principales herramientas de investigación utilizadas en el estudio son los cuestionarios de encuestas a los estudiantes y las preguntas de las entrevistas. 20 estudiantes de escuelas de inglés en una clase de recién llegados estaban interesados en el estudio. Los hallazgos significativos muestran que los subestudios hicieron un cambio notable en el uso equivalente de palabras en las pruebas controladas y aún así mantuvieron ese aprendizaje dos meses después del final de las unidades de aprendizaje en la web. De la correlación de los trabajos pre-test y post-test se concluyó que los estudiantes aumentaron su calidad general de composición y ejecución en el uso de palabras descriptivas sinónimos. Los estudiantes pudieron impulsar algunos ejemplos para apuntar a expresiones equivalentes de 25 palabras con diversos grados de rendimiento. En general, la tasa de precisión del estímulo fue superior al 50%.*

PALABRAS CLAVE*: Material del curso en línea. Estudiantes de inglés como lengua extranjera. Capacidad para escribir.*

Introduction

Parts of writing have gotten a specific consideration, as examiners have endeavored to comprehend the points of view hidden in the structures of understudies. Composing obliges making, which suggests the capacity either to tell or retell bits of data as stories or depiction, or to change data into new messages, as in informative or contentious composition. Thusly, it is best seen as a continuum of exercises that range from the more mechanical or formal parts of recording on the one end to the more mind-boggling demonstrations of forming on the flip side.

An expansive number of elucidating investigations of dialect learning methodologies uncover huge contrasts in the middle of more and less fruitful learners. They ask the likelihood of instructing learners to utilize the learning systems that add to the accomplishments of their more effective associates. Advocates of dialect learning system guideline point to the

significant assortment of exploration in first dialect settings backing the express educating of learning techniques for scholastic accomplishment in other substance zones. As technique guideline has been demonstrated to enhance execution on first dialect errands, for example, vocabulary learning, perusing cognizance, and composing, it is likely that it could be similarly useful for second or remote dialect learners in diverse undertakings. The specialists accept that there are numerous explanations behind understudies' shortcoming in composing abilities, the most critical of which is the procedure of educating. Also, showing supports, for example, PCs and the Internet are vital and might emphatically impact understudies' written work. It appears that there is a need to receive new strategies for instructing written work that may help understudies get to be better authors.

In EFL classes, students may have knowledge about grammar and vocabulary but face problems in writing (MUSTAQUE, 2014).

The online written work instructional system may inspire understudies and help them appreciate learning composition abilities and dispose of disappointment they feel in their English composing progress. Also, the discoveries of this study may help instructors, educational program planners and arrangement producers to incorporate such composition instructional projects in the Jordanian English educational module. Therefore, they are required to create preparing projects both for instructors and understudies.

The influential effect of online learning in the field of ESL/EFL writing is underscored by Rybushkina and Krasnova (2015). They focused that the conventional face-to-face learning environment does not necessarily suit all students since each individual student has various learning abilities and does not necessarily share same methods of learning with other students. So, Internet-based pedagogy and online learning environments have been found to help students and teachers to overcome different issues in the learning and teaching of writing skills such as time constraints, inadequate facilities to support writing and lack of motivation (KRASNOVA; ANANJEV, 2015; CAHYONO; MUTIARANINGRUM, 2016).

Review of literature

Miftah and Zaini (2018) report the results of investigation on the utilization of Edmodo as an online tool in EFL writing class to increase the students' ability in producing an argumentative essay. The data obtained were categorized into qualitative and quantitative data. The collected data were then analyzed for the conclusion drawn. The results show that the

utilization of Edmodo in EFL writing class could significantly increase the students' ability in producing an argumentative essay in the Cycle 2.

In another study, Liu (2013) had used hybrid method to elaborate and assess the blended learning environment in one English Writing Course in terms of the course design, material development, student involvement, teacher reflection, and student evaluation. Findings of this paper revealed that blended learning had assistant increase in social interaction among the students, aided them to be more motivated and autonomous learners, elaborated their communication anxiety and increased their academic writing ability in English. In a more recent study, Tananuraksakul (2014) had qualitatively explored the undergraduate students' experiences in using Facebook groups as blended learning activity in a writing class. Findings showed that Facebook has confirmed to be useful as a blended learning instrument for the students to learn.

Yousif *et al*. (2013) find out whether there were significant differences between EFL students taught using WebQuest writing instruction, and those taught using traditional instruction. The participants, 14 Saudi male students, were randomly assigned into experimental and control groups. Findings indicate that the writing performance of students who were taught using WebQuest (the experimental group) was better than students who were taught using traditional methods (the control group) in terms of length, vocabulary and grammar.

In Adloo and Aghajani (2018) study were involved a total of 70 university ESP learners. Telegram, as the treatment in this study was compared to a conventional method; face-to-face in the cooperative writing activities. From the findings, it was found that participants in Telegram Cooperative writing groups displayed slightly higher scores compared to face-to-face Cooperative writing groups. However, the differences between Telegram and face-to-face Cooperative writing groups were not significant in the post-test writing scores. The results also indicated that the students had positive attitudes toward using telegram Cooperative learning.

Ahmadi (2018) focuses on the role of using new technologies in learning English as a second/foreign language. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. The literature review indicated that the effective use of new technologies improves learners' language learning skills. The other study was done by Alsaleem (2014) on using WhatsApp applications in English dialogue journals to improve learners' writing, vocabulary, word choice, and speaking ability. Based on the results of this study, it was concluded that WhatsApp showed improvement in learners' writing skills, speaking skill, vocabulary, and word choice.

Lin and Yang (2011) performed a study to investigate whether Wiki technology would improve learners' writing skills. Learners were invited to join a Wiki page where they would write passages and then read and answer the passages of their fellow classmates. Learners indicated that the immediate feedback they received was a benefit of using this kind of technology. Another finding was that students learned vocabulary, spelling, and sentence structure by reading the work of their classmates.

Research methodology

The study had a pre-test/post-test control group design. Preceding the direction of concept mapping system, both control and trial gatherings will be controlled pre-tests in composing. To investigate the adequacy of idea mapping system, both gatherings took an interest in post-tests composing assignments toward the end of the instructional period. Just the trial gathering got the treatment. The treatment for the exploratory gathering would be guideline and practice in idea mapping procedure. Understudies in the trial gathering were furnished with gifts that included meaning of idea mapping, diverse uses and illustrations of idea maps. Understudies would rehearse the utilization of idea mapping in composing expositions. They were obliged to draw idea maps they could call their own or to finish the inadequate maps. They working on composing informative articles, utilizing idea mapping technique. The subjects for the articles sequenced from simple and natural points to troublesome and new themes. Commonality/newness and straightforwardness/trouble of the subjects were judged by three college educators who were showing composition courses for a long time. The control gathering composed articles about the same themes without the utilization of concept mapping technique.

The focus of the study is mainly to discover the writing attitudes and learning problems among students the study employs a methodological triangulation whereby both qualitative and quantitative methods will be used. The main research instruments used in the study are the Students' survey questionnaires and the interview questions.

The examination strategies of the study incorporated three stages. First and foremost, the foundation survey and the pre-test were regulated to all the members. What's more, they were requested to compose with pen and paper an article on the point, in around 30 minutes of class. For introduction, they were additionally trained on the most proficient method to utilize the web learning units in an exhibition given by the specialist. Next, in the four-week treatment stage, understudies were obliged to do the two errands in class for 20 minutes and complete the rest after class every week.

Tools

As specified above, promising learners to study collocation examples of semantically comparative words ought to be successful for the educating of equivalent words. Thusly, a collocation support (JIAN *et al.,* 2004) was fused into the online materials. This online support, named TANGO, is a compressed adaptation of a Chinese – English bilingual concordancer with its yield presentation concentrating on assembles for the inquiry word a client sorts in (WU *et al.,* 2003). TANGO[2] is an electronic referencing instrument that can recover modifier – thing (A), verb – thing (VN), verb – relational word – thing (VPN) collocations from the Sinorama Chinese-English parallel corpus, English Voice of America corpus, and British National Corpus. Sinorama is a 40-million-word exhaustive and bilingual electronic printed database about truths of Taiwan; it was initially a gathering of articles from an authority month to month magazine distributed in print more than three decades, 1975 – 2002[3]. At the point when a client sorts in a word, TANGO can show pertinent references from the bilingual corpus Sinorama or the monolingual corpus of VOA or BNC. The data displayed will incorporate (a) bunched references as per their assembles, (b) event counts, (c) highlighted words and gathers, and (d) sorted references recorded by recurrence of the collocation. Accordingly, a client presents an inquiry for the descriptive word ""basic"" from the Sinorama corpus, conceivable. One recognizing point of interest of the bilingual collocation support from Sinorama is that the highlighted gathers are demonstrated with deciphered equivalents in connection. With Chinese partners accessible, clients can see and inspect effortlessly applicable occurrences that they require. Subsequently, the collocation concordancer could be valuable to EFL learners by permitting them to impel guidelines or examples without anyone else are input.

In the practice units intended for equivalent words, there were altogether five learning units, one for each of the five abused words recognized, grew in the online environment CANDLE[4]. Every unit contained a presentation page, a rundown of synonymous words with connections to cases in TANGO, and two errands for instigation and practice. To start the prompting undertaking, learners read the illustration sentences of every target equivalent word and made notes, on a notebook on the web, of examples they instigated from the sentences. A synopsis page of the examples an understudy actuated on how the equivalent words can be properly utilized was then filled as a part of. After the instigation assignment, three sorts of

---

[2] For TANGO, seek under the NLP instruments. Disponível em: http://candle.cs.nthu.edu.tw. Acesso em: 15 mar. 2020.

[3] Now accessible online. Disponível em: http://www.sinorama.com.tw/en. Acesso em: 15 mar. 2020.

[4] Utilization flame/light to login, pick equivalent words under WriteBetter of the "Composition" segment. Disponível em: http://candle.cs.nthu.edu.tw. Acesso em: 15 mar. 2020.

activities were given to fortify the learning of synonymous descriptive words: substitution, crevice filling and interpretation (see Appendix A for an outline). In the substitution activity, sentences with an abused descriptive word were displayed for understudies to supplant the modifiers with more particular words. Hole filling activities obliged learners to fill in adequate option target words. At long last, learners' data for sentence-level Chinese – English interpretation things was checked by the project to check whether target modifier words showed up in the answers. The framework gave input on whether learners utilized the right word and exhibited a satisfactory relating English sentence for fortification. An online tracker system kept records of all understudy reactions to the activities in the practice assignment, notwithstanding the notes they took in the scratch pad and outline pages of examples affected in the first task.

Test

Prior to the understudies in the test gathering got any guideline, all the understudies in the two gatherings will receive some information about the given subjects. The designated time for every point was forty-five minutes. The papers will be gathered and each understudy's score was measured considering the normal score for the two raters.

A week after the direction time of the procedure of idea mapping all the understudies in two gatherings again would compose papers about the given subjects. The papers will be gathered and each understudy's score will be measured in view of the normal score for the two raters.

Procedure

The five units were finished inside four weeks, one unit in each of the initial three weeks and two in the fourth week. Last, in the posttest stage, understudies took the prompt posttest and rounded out the assessment poll. The scientist caught up the assessment survey by meeting understudies for general remarks about the units or for further elucidation of their reactions to the assessment poll. Understudies took the postponed posttest eight weeks after the quick posttest. They likewise composed a second creation. In both piece composing assignments, understudies were writing in class without access to TANGO or other reference apparatuses.

Results and discussion

Learners' Performance and Retention as Measured in Controlled Tests first, how learners performed in the three controlled tests was explored. Because of the little example size of the subjects (N¼19), the measurement nonparametric strategy, the Wilcoxon Signed Rank Sum (KELLER; WARRACK, 2002), was utilized to break down the test outcomes. Examinations were made to check whether there were huge contrasts between (1) aggregate scores of the pretest and the posttest and (2) aggregate scores of the posttest and the postponed posttest. The aggregate scores of the posttest (everything worth 3 focuses, 90 altogether for every test) was fundamentally higher than the pretest and no noteworthy contrast was found in the correlation of the posttest and the deferred posttest. Consequently, the positive results demonstrate that understudies' information of equivalent words had expanded altogether in the controlled tests. Furthermore, understudies by and large did not indicate much relapse in the postponed posttest, as demonstrated by the examination with those of the posttest scores. The response to research address one, hence, is that the online units did improve understudies' learning of synonymous words and the impacts can last over a time of eight weeks, when learners were measured by test things.

Figure 1 - Mean scores for the five sets of synonyms across three time points
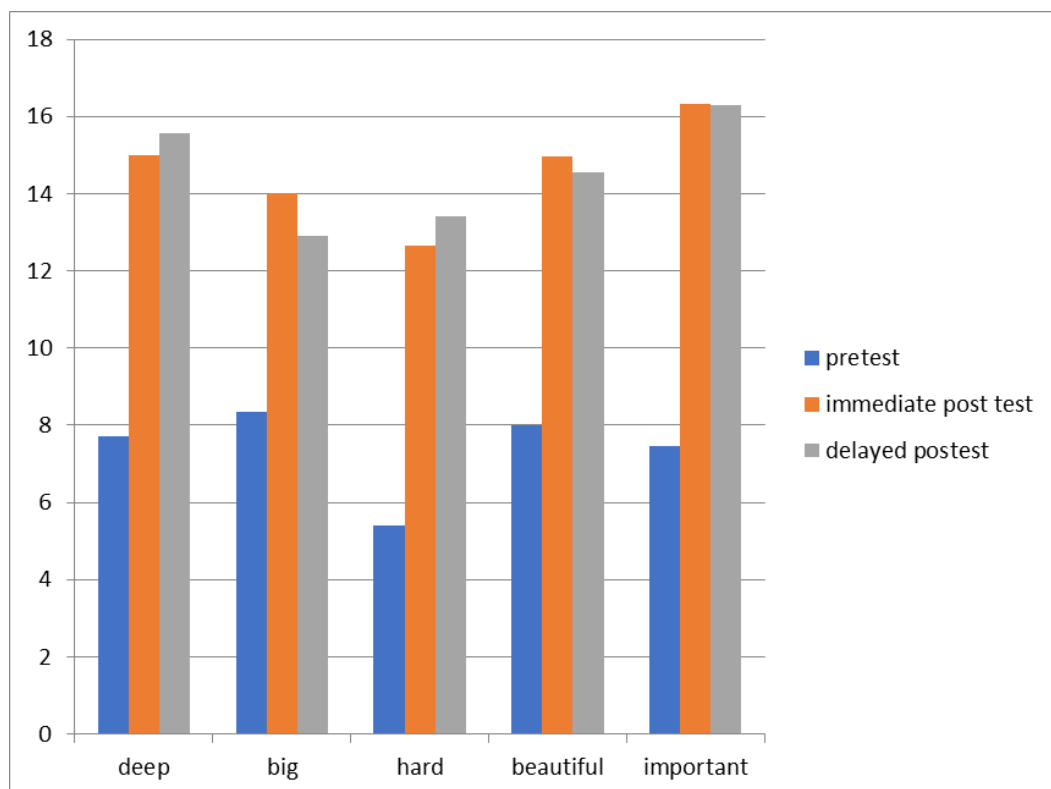
Source: elaborated by the author

Table 1 - Arrangement of modifiers

	pretest	immediate post test	delayed post test
deep	7.7	15	15.55
big	8.35	14.02	12.92
hard	5.4	12.65	13.4
beautiful	8	14.95	14.55
important	7.45	16.33	16.29

Source: elaborated by the author

Since the test was made from inquiries similarly dispersed to the five arrangements of descriptive words, further investigation was directed to inspect how well understudies performed as to every arrangement of modifiers and which synonymous descriptive words were more viably adapted by the members with the online configuration. The above figure demonstrates the mean scores for the five arrangements of equivalent words at the time purposes of the pretest, the prompt posttest, and the deferred posttest. The outcomes uncover that the mean score of hard was the most minimal in the pretest. In the prompt posttest, vital had the most astounding mean while the mean score of hard was still the least. Yet understudies acquired the most minimal scores for huge in the deferred posttest. Consequently, it is surmised that understudies had the capacity take in more about the equivalent words of vital yet not as much for the equivalent words of hard after the web learning. Contrasted with equivalent words for the other four modifiers, the learning unit for the equivalent words of huge appears to have been less viable for understudies.

Table 2 - Numbers of appropriate induction

Overused adjectives	Alternative words	Number	Sub/total
Unit 1 important	Critical		56/95
	Crucial	14	
	Influential	13	
	Serious	10	
	Significant	9	
	Vital	10	
Unit 2 beautiful	Charming	11	64/95
	Good-looking	13	
	Handsome	12	

	Lovely	17	
	Pretty	11	
Unit 3 hard	Challenging	7	43/95
	Problematic	10	
	Rough	6	
	Tricky	10	
	Tough	10	
Unit 4 big	Enormous	11	56/95
	Huge	12	
	Large	9	
	Great	14	
	Vast	10	
Unit 5 deep	Bottomless	8	53/95
	Heavy	12	
	Intense	11	
	Profound	13	
	Strong	9	

Source: elaborated by the author

The change in examples of the mean scores for the five-word gatherings warrants further research as the distinction may be credited to either thing trouble or the affiliation quality of the modifier – thing collocations introduced.

The discoveries of change demonstrated by the controlled tests reverberation brings about studies by Lee and Liou (2003) and Yeh (2003), demonstrating that beneficial outcomes of concordancing on vocabulary learning were found. Like the investigations of Sun and Wang (2003) and Chan and Liou (2005) in which web concordancing practice had been turned out to be viable in the learning of collocations, the consequences of the present study likewise demonstrate that learners' information of modifier – thing collocation is upgraded as exhibited by higher test scores.

Learners' changes of word use in writing

Notwithstanding change showed by test scores, we additionally researched whether the online materials outlined would influence learners' composition. To break down the two understudy expositions finished prior and then afterward the web taking in, the ESL Composition Profile (JACOBS *et al.,* 1981) with expository scales for the five parts in an article (content, association, vocabulary, dialect utilization, and technician with an aggregate score of 100) was received for rating the general quality. Two raters (graduate understudies in a MA-

TEFL system) were included in evaluating the articles and the scores were arrived at the midpoint of with high between rater dependability (r¼0.96). It was discovered that, aside from the two scores for dialect utilization and mechanics, scores for the various parts, including that for the vocabulary class, and the aggregate scores demonstrated noteworthy contrasts between execution on the pretest and posttest articles (all p's in the assigned classifications were littler than 0.05, see Table 3). This may recommend that, consolidated with the instructing in the written work class, the online materials influenced both general composition quality and individual parts of substance, association, and vocabulary of papers composed.

The vocabulary part of ESL Composition Profile secured the scope of words, word/saying decision and utilization, and word structure dominance in composing. As this study concentrated on descriptive words, a further step was taken to inspect all the more nearly how understudies really utilized the target modifiers as a part of composing. We initially ascertained both the aggregate number of words and the watched modifiers (the five abused descriptive words, essential, excellent, hard, profound, and enormous, and their particular equivalent words, 30 target words) in the two clumps of papers, individually. The principal bunch had a sum of 3336 words with 17 general modifiers, while the second cluster had 4578 words altogether with 30 general and 21 particular descriptive words. Our next step was to standardize the length of papers, that is, aggregate words were partitioned by 100 to acquire the unit number for every structure.

Since not all understudies utilized the watched modifiers as a part of both articles, we could just incorporate 10 understudies, out of the aggregate 19, who utilized the target things in both their first and the second papers for our exchange. It appeared that a few learners picked to abstain from utilizing specific words or structures as a part of their free written work. Another reason may be that the point compelled understudies' utilization of specific words, for example, the nonoccurrence of the descriptive words of hard and profound.

There were four patterns of understudies' pledge utilization of particular or general modifiers in the two clusters of papers composed at distinctive time focuses. In the first pattern "no change", understudies S1 S14 still utilized just general and abused things with no appearing attention to utilizing particular choices in their expositions, in the wake of gaining from the online materials. They may either require of an opportunity time to learn or the online materials were not compelling for these understudies. In the second pattern, understudies S9, S16 and S18 did not enhance in utilizing general words but rather had attempted to apply particular modifiers in their written work. With more utilization of modifiers, more mix-ups were found in the posttest articles. We may call this a ""rebuilding"" gathering whose interlanguage

dictionary may have been pushed up yet have not yet come to the local speaker's standard (BIALYSTOK; SHARWOOD-SMITH, 1985). Amid the rebuilding procedure, more missteps surface keeping in mind the end goal to re-bundle what is learned into semantic structures of a larger amount. S6 and S8, in the third class, had decreased the quantity of abused things, given the thought of word utilization frequencies and changes in article length. They kept away from the utilization of general words in composing, however picked not to go for broke in utilizing particular words which they may not have procured yet. At long last, there were understudies who kept away from general descriptive words as well as figured out how to utilize words with a higher level of specificity, as S12, S15 and S17. This gathering may prove the most evident learning impacts of our online materials. For the most part talking, the exception of the "no change" aggregate in class 1, understudies made change in lessening their utilization of general words and/or utilizing more particular choices quantitatively. That is, notwithstanding higher scores in controlled tests, all the members composed papers of better quality in the wake of gaining from the online materials. Since more target words surfaced in the posttest articles in our examinations, we could say that the members were pushing up their lingual authority use, however at peculiar courses towards change. We can propose that, contrasted and their word of honor use on the controlled tests, in a free written work circumstance understudies gave careful consideration to how words, especially modifiers, ought to be utilized suitably. When they were occupied with a written work errand, they needed to pay consideration on numerous different angles, for example, producing thoughts in a brief while and sorting out the thoughts rationally, notwithstanding word utilization.

In aggregate, understudies' expanded information of equivalent words and their suitable utilization of target words was shown in their free generation. The correlation of the two expositions uncovered that the wonder of abuse was diminished. It was additionally observed that the online equivalent word learning had brought learners' mindfulness up in staying away from abused things when they endeavored to utilize not just the target words adapted through the online units additionally other particular modifiers not introduced in the units.

Conclusions

The current study explored whether online units could expand EFL learners' mindfulness and use of synonymous modifiers. Nineteen school English majors in a rookie composing class took an interest in the study. The significant discoveries show that understudies made noteworthy change in equivalent word use in the controlled tests and still kept up that

learning two months after they finished the web learning units. It was additionally found, from the correlation of the pretest and posttest papers, that the members enhanced their general composition quality and execution in the utilization of synonymous descriptive words. The members had the capacity impel a few examples for the target expressions of 30 equivalent words with different degrees of achievement. By and large, the exactness rate of incitement was more than 50%. Understudies' input demonstrated that they did advantage from concordance adapting however it was to a degree troublesome and tedious to find the distinctions among synonymous words.

In light of the discoveries, some pedagogical ramifications can be drawn for EFL educators and scientists. In the first place, the collocation concordancer, TANGO, could be utilized for encouraging vocabulary learning since it offers suitable collocations and gives option words to composing. In instructing, educators could exhibit semantically related words and concordance lines from TANGO so understudies could advantage from looking into the equivalent words in connection. Instructors could likewise pinpoint the contrasts between words if instigation ends up being excessively troublesome for most understudies. For learners' rule toward oneself, TANGO could serve as a counseling instrument for them to hunt through conceivable gathers down a legitimate option modifier for utilization. Further, understudies can be urged to check particular gathers that run with a certain synonymous modifiers, which they as of now have as a main priority for utilization, in order to fill their need in talking or composing. By so doing, fitting modifiers with gathers could be found for the proper connection in talking or composing.

Second, educators ought to consider outlining different sorts of in-class exercises to upgrade vocabulary adapting, especially for the words testing and harsh, when the online materials are not sufficiently compelling. The learning units in this study don't appear to be so compelling for taking in the equivalent words of hard and huge; that is, the prompting assignment and the practice gave in our online materials appears to be lacking for understudies to get the words. Along these lines, instructors could give examples or indications of word utilization for hard and enormous, or request that understudies make their own sentences out of the words for further practice and examine them in class for illumination.

At long last, understudies need intensive preparing in instigation aptitudes before they start to study corpus information. A few members protested that inductive learning was testing however they didn't comprehend what they ought to put down for recognizing the unobtrusive contrasts on the rundown page. As customary showing systems in Taiwan accentuate deductive instructing, understudies do not have the experience of finding examples or principles from real

dialect information. Subsequently, more direction ought to be offered by educators if concordance is to be consolidated into the EFL educational program.

For future examination, more members could be welcomed so that the outcome can be summed up to other populaces of English learners with distinctive foundations. Likewise, concerning the measure of the learner corpus gathered for investigations, all the more composition ought to be gathered later on so as to evoke extra information on understudies' descriptive word use in free generation. At this written work, more understudy expositions were being gathered in this EFL nation; given watchful blunder labeling, valuable data can be yielded from an extensive learner corpus for what's to come. Besides, a longitudinal study could be directed to watch understudies' statement use over a more extended span, since understudies may require additional time before they could gain semantically comparative words and apply them in genuine composition. All things considered, better vocabulary estimation is expected to gage understudies' beneficial utilization of equivalent words in composing.

Suggestion and Future Implication

The current study researched whether online units could expand EFL learners' mindfulness and utilization of synonymous modifiers. Nineteen school English majors in a rookie composing class took part in the study. The significant discoveries demonstrate that understudies made critical change in equivalent word use in the controlled tests and still kept up that information two months after they finished the online learning units. It was additionally found, from the correlation of the pretest and posttest papers, that the members enhanced their general composition quality and execution in the utilization of synonymous modifiers. The members had the capacity to prompt a few examples for the target expressions of 30 equivalent words with different degrees of achievement. Overall, the precision rate of prompting was more than 50%. Understudies' input demonstrated that they did have an advantage from concordance adapting, however, it was to a degree troublesome and time consuming to find the distinctions among synonymous words.

In light of the discoveries, some pedagogical ramifications can be drawn for EFL instructors and specialists. First and foremost, the collocation concordance, TANGO, could be utilized for encouraging vocabulary learning since it offers suitable collocations and gives option words to composing. In educating, instructors could introduce semantically related words and concordance lines from TANGO so understudies could advantage from looking into the equivalent words in setting. Instructors could likewise pinpoint the contrasts between words

if impelling ends up being excessively troublesome for most understudies. For learners' bearing toward oneself, TANGO could serve as a counseling device for them to scan through conceivable arranges for a legitimate option of descriptive word for utilization. Further, understudies can be urged to check particular assembles that run with a certain synonymous descriptive words, which they, as of now, have as a top priority for utilization, in order to fill their need in talking or composing. By so doing, suitable modifiers with gathers could be found for the proper setting in talking or composing.

Second, educators ought to consider planning different sorts of in-class exercises to upgrade vocabulary adapting, especially for the words testing and unpleasant, when the online materials are not sufficiently powerful. The learning units in this study don't appear to be so powerful for taking in the equivalent words of hard and huge; that is, the prompting undertaking and the practice gave in our online materials appears to be deficient for understudies to secure the words. Hence, educators could give examples or clues of word utilization for hard and huge, or request that understudies make their own sentences out of the words for further practice and examine them in class for illumination.

At last, understudies need intensive preparing in actuation aptitudes before they start to study corpus information. A few members made protests that inductive learning was testing, yet they didn't recognize what they ought to put down for recognizing the inconspicuous contrasts on the rundown page. As conventional showing routines in Taiwan underline deductive educating, understudies do not have the experience of finding examples or guidelines from legitimate dialect information. Thus, more direction ought to be offered by educators if concordancing is to be joined into the EFL educational module.

The little number of members was one noteworthy restriction of the study. For future examination, more members could be welcomed so that the outcome can be summed up to different populaces of English learners with distinctive foundations. Additionally, concerning the extent of the learner corpus gathered for examinations, all the more composition ought to be gathered later on to evoke extra information on understudies' modifier use in free creation. At this written work, more understudy papers were being gathered in this EFL nation; given cautious lapse labeling, helpful data can be yielded from a substantial learner corpus for what's to come. Besides, a longitudinal study could be led to watch understudies' statement use over a more drawn out length of time, since understudies may require more time before they could secure semantically comparative words and apply them in real composing. All things considered, better vocabulary estimation is expected to gage understudies' beneficial utilization of equivalent words in composing.

REFERENCES

ADLOO M.; AGHAJANI, M. The effect of online cooperative learning on students' writing skills and attitudes through Telegram application. **International Journal of Instruction**, v. 11, n. 3, p. 78-88, 2018.

AHMADI, M. R. The role of using new technologies in learning English as a second/foreign language. **International Journal of Research in English Education**, Gilan (Irã), v. 3, n. 2, p. 54-77, 2018.

ALSALEEM, B. I. A. The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students. 21ST CENTURY ACADEMIC FORUM CONFERENCE, 2014. **Proceedings** […]. Harvard, 2014. Disponível em: http://www.readwritethink.org/lesson_images/lesson782/Rubric.pdf. Acesso em: 15 mar. 2020.

CAHYONO, B. Y.; MUTIARANINGRUM, I. Indonesian EFL teachers' familiarity with and opinion on internet-based teaching of writing. **English Language Teaching**, Canadá, v. 9, n. 1, p. 199-208, 2016.

KRASNOVA, T.; ANANJEV, A. Students' perception of learning in the online discussion environment. **Mediterranean Journal of Social Sciences**, Roma (Itália), v. 6, n. 6, S1, p. 202-207, 2015.

LIU, M. Blended learning in a University EFL writing course: Description and Evaluation. **Journal of Language Teaching and Research**, Finlândia, v. 4, n. 2, p. 301-309. 2013.

MIFTAH, M. Z. Utilization of Edmodo as an online tool in EFL writing class to increase students' writing ability. **Register Journal**, Salatiga (Indonésia), v. 11, n. 1, p. 37-58, 2018.

MUSTAQUE, S. Writing problems among the tertiary level students in Bangladesh: a study in chittagong region. **Language in India**, Índia, v. 14, n. 1, p. 327-391, 2014.

RYBUSHKINA, S.; KRASNOVA, T. Key factors to use blended learning in teaching foreign languages in Russian engineering universities. *In*: INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES, 7., 2015. **Proceedings** […]. Barcelona: EDULEARN15, 2015. p. 6886-6892.

TANANURAKSAKUL, N. Use of Facebook group as blended learning and learning management system in writing. **Teaching English with Technology**, v. 14, n. 3, p. 3-15, 2014.

YOUSIF A.; ALSHUMAIMERI, E. M. B. The effects of webquest writing instruction on the writing performance of saudi male EFL Learners. **Procedia - Social and Behavioral Sciences**, v. 83, p. 960-968, 2013.

How to reference this article:

SAFATIAN, F. Investigation of the effect of online course material on EFL students' writing ability. **Rev. EntreLínguas**, Araraquara, v. 6, n. 2, p. 323-339, jul./dez., 2020. e-ISSN: 2447-3529. DOI: https://doi.org/10.29051/el.v6i2.13398