

**Evaluating Student Perceptions of Online English Literacy Programs on Writing Skills  
for Higher Education in Kabul, Afghanistan**

**Razia Sultani**

**Student ID: 222117**

**Master of Arts in Education**

**Asian University for Women**

**Thesis supervisor: Dr. Glenn DeVoogd**

**December 5 ,2024**

## **Acknowledgment**

I want to express my deepest gratitude to my mother (Madar Jan). Your unconditional love, unwavering support, and endless sacrifices have been the foundation of my journey in pursuing a Master's in Education. Your motivation pushed me to stay strong and without your belief, support, and love, it would have been impossible.

I want to extend my heartfelt thanks my thesis supervisor professor Glenn deVoogd for all you have done to motivate and support me, as well as for inspiring me to think critically. I still remember our early discussions and how passionately you guided me. Your feedback, along with the time and effort you invested to help me complete this research, despite your commitments at California State University has meant so much to me. I truly appreciate having such a dedicated and supportive supervisor and being grateful for having the chance to learn from you.

A special thanks to my brother (Mohammad Azim) for his unwavering support and belief in me despite the miles between us, you have always been by my side. I am grateful to have such a thoughtful and wise brother. I cherished every moment we shared and appreciated your patience in listening to my long, and sometimes aimless, stories. Your encouragement and kindness have kept me focused on my studies.

## **Abstract**

This study investigates students' perceptions of writing instruction in online English literacy programs in higher education on Kabul, Afghanistan. Due to rapid technology advancement and increase demand for online literacy and the vital role of writing in higher education, it is important to evaluate the effectiveness of these programs. A mixed research method was applied to gather, analyze, interpret survey, individual interviews, and focus group interview data from 70 students in Kabul, Afghanistan. The majority of the participants are satisfied and found these programs effective for advancing their writing. The study found out that internet connectivity, complex content, and lack of motivation are the major problems that influence their learning process. Although students encounter several challenges, they are still interested to join and take the opportunity to enhance their writing. The study results show that these programs can be improved by conducting more interactive sessions, regular feedback, recording live sessions, and assigning more writing practices.

**Keywords:** Online Literacy, Higher Education, Effectiveness, Satisfaction, Writing Skill, English, Student, Perception, Afghanistan.

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# **Chapter 1**

## **Introduction**

## **Introduction**

Online literacy became popular since 2019 due to the pandemic in Afghanistan, particularly in Kabul, which is the capital city. At that time, I was doing my bachelor program and at first our university closed for 3 months, then the university launched their online teaching. Our teachers were recording lessons and sharing with us through a telegram group. Then we were supposed to watch them and then complete the assignments and quizzes based on the instruction. Online learning was a new approach, many universities were practicing to adapt with the COVID situation. Students did not like online learning and preferred to have in-person classes, but they had to adapt themselves with the new situation. With technological advancements, online literacy has gained popularity, utilizing platforms like Zoom, Google Meet, Canvas, and Google Classroom, driving significant changes in virtual learning. Both instructors and students have adapted to these tools to enhance the learning process. These digital platforms have transformed the world into a small, interconnected community, enabling easy interaction and communication. A clear example of this is seen in the many young Afghan girls who, despite being unable to attend physical classes, are continuing their education online. Currently, due to political changes, online education is an alternative way especially for girls who live inside Afghanistan to continue their education. I still remember the first time I logged into an online classroom; I was both excited and uncertain. It was a small virtual English program, and my screen was filled with the faces of students from different corners of Afghanistan, each eager to learn. I was their volunteer teacher, navigating a new mode of education where I had to rely not on physical presence but on my voice, visuals, and a steady internet connection to inspire and guide them. Over time, I became captivated by the potential of online learning, and the flexibility, accessibility, and creative possibilities of teaching virtually amazed me. Later, as a learner in numerous online courses myself, I experienced this from the other side: the joy of



engaging with content in ways that were interactive and effective. These experiences, both as an online educator and a student, have profoundly shaped my perspective on literacy. Teaching high school students through virtual sessions and running English programs online gave me firsthand insight into the transformative power of digital tools. Since education was banned for women in Afghanistan, many young girls and boys, both inside and outside the country, began volunteering as online teachers to support girls. I was fortunate to have the opportunity to contribute to this initiative as a result, students have the opportunity to connect with various groups of people and access high quality of education. The purpose of this research is to examine student perceptions of online English literacy programs on writing skills for higher education in Kabul, Afghanistan.

## **Problem Statement**

Currently, online literacy plays a significant role in Afghanistan higher education especially for female students who are experiencing educational restriction. At the same time, recent technological advances have provided variety of options for educators and learners. In spite of, the fact that e-learning plays a crucial role of e-learning education in Afghanistan, there is a lack of comprehensive evaluation of the effectiveness of online English literacy programs in enhancing writing skills among higher education students in Kabul. This study seeks to fill that gap by investigating students' perceptions, experiences and common challenges of online learning, and to propose strategies to improve these programs.

## **Significance of the Study**

The research will discuss effectiveness of online English programs especially student perception for writing skill. Since online programs have become the only alternative for in person classes for half the population in Afghanistan, it is important to highlight the challenges,

opportunities, suggest new policy to address the current issues, and figure out ways to enhance these programs. The main purpose for this study is to evaluate the effectiveness of online English programs to help educational institutions, policy makers, and the government create more convenient, engaging virtual learning environment for everyone.

## **Research Objectives**

- Highlight the challenges of online education, particularly in writing skills, in Kabul, Afghanistan.
- Identify factors for improvement of online literacy programs for higher education in Kabul, Afghanistan
- Analyze existing laws for online education and propose new regulations to enhance the virtual learning environment.
- Evaluate students' perceptions and experiences of online writing classes.
- Evaluate student's satisfaction from current online English programs
- Document successful stories of students who have benefited from online literacy programs

## **Research questions**

1. What strategies can be implemented to enhance writing skills in online English literacy programs for higher education students in Kabul, Afghanistan?
2. What are the perceptions of higher education students regarding the effectiveness of online English writing course?

## **Scope of the study**

Online programs are broad area, so this study focus on evaluating student perceptions of online English literacy programs on writing skills for higher education in Kabul, Afghanistan. The questionnaires, interviews, and focus group interviews are data collection for this study. The questionnaire was distributed through Google form with online institution in Kabul Afghanistan to share with their students. Interviews and focus group interviews also conducted online for the data collection purpose.

# **Chapter 2**

## **Literature Review**

## **Higher Education in Afghanistan**

Afghanistan's higher education was improving during the 1960s and 70s (Giustozzi, 2010, as cited in Roof, 2014). During 1960s and 70s was a pleasant era for higher education in Afghanistan and it was developing day by day however, the educational landscape changed after the Soviet invasion in 1979 to demonstrate this more clearly, teachers were killed, schools were burned, and many educated people left the country for a better place to live. That resulted to increase in illiteracy rate within Afghanistan. Women and girls were deprived of literacy for several years during the Soviet intervention and the Taliban regime (Roof, 2014). After the Taliban regime left Afghanistan in 2001 that was a new era of education, and the number of children, both girls and boys attending school started to increase (Roof, 2014). Although there were many challenges such as a lack of trained teachers, resources, and professional institutions, by 2014 higher education was still improving and getting better day by day as well as women's participation was also increasing.

The literacy rate in Afghanistan remains low for several reasons, including violent conflicts and political unrest that have negatively impacted education for several years (Ahmadi, 2022). Unstable political issues are one of the main factors that have badly affected Afghanistan's education, causing many ups and downs. As a result, Afghanistan's education system still lacks quality, resources, and gender equality (Ahmadi, 2022). Fortunately, after 2001, the Ministry of Higher Education of Afghanistan implemented many strategies to increase female student enrollment (Hayward & Karim, 2019). These programs were effective and supported education and increased job opportunities. Family and community pressures are another reason why Afghan women and girls struggle to access higher education (Hayward & Karim, 2019). Many families want to marry off their young daughters, and after marriage, girls may lose interest in education, or their husbands may not allow them to pursue it. Some families believe that education is an extra burden for their daughters and fear that their husbands may not permit

them to work, so they conclude that girls do not need to study. Currently, education in Afghanistan is facing significant challenges, as educational institutions have closed their doors to women and girls. Additionally, many educated individuals, both girls and boys, have left Afghanistan due to recent political changes. As a result, there is an urgent need for improvement. Afghanistan's unstable political situation caused that many young, educated girls and boys have left the country to find a safer place where they can continue their education and work in peace as a result, we have lost many talented young educators and skilled workers.

## **Online education**

Several issues were identified, such as a lack of technological skills, feelings of isolation, and challenges related to course design and delivery in a study that was conducted to evaluate students' and teachers' perceptions on online education (Hamad, 2011). Another common challenge of web-based learning is no access to the internet in rural areas, high-cost internet in Afghanistan, technical issues, medical problems, electricity problems, inability to provide laptops and smartphones, and lack of motivation for learning (Sarwari et al., 2022). In the far provinces of Afghanistan, people do not have access to the internet; in several areas, there is no signal. Additionally, internet packages are too expensive for students to afford to participate in online classes. Some students may have eye problems that prevent them from learning through online classes. Moreover, another major problem is the lack of electricity in Afghanistan, which still remains unsolved. Furthermore, online learning is not appreciated among most Afghan students, as many of them at Kandahar University were dissatisfied with online programs compared to in-person classes (Himat et al., 2021). They attributed this dissatisfaction to a lack of internet access and a preference for face-to-face conversations with teachers and classmates. Many students are not satisfied with online education, but they showed enthusiasm toward e-learning if institutions minimize challenges (Sarwari et al., 2022). Many students have internet issues and are unable to provide laptops and smartphones; therefore,

universities must consider these issues and find a solution. While students were happy to have the opportunity to study an online program during the COVID-19 pandemic, they generally preferred in-person classes (Denkci Akkaş, 2023).

On the other hand, e-learning through online applications such as Telegram provided many opportunities for Herat University students, such as quicker feedback, the app working with low internet speed, the ability to save files, and the ability to see peer papers. It is not limited by time, unlike face-to-face classes. E-learning also offers advantages such as accessibility, flexibility, and the removal of location constraints for education (Hamad, 2011).

E-learning has both advantages, such as giving access to education from far distances with professional experts around the world; conversely, students and teachers experienced a lack of internet access to participate in their classes (Denkci Akkaş, 2023). Internet issues are one of the main challenges to accessing e-learning because many areas in Afghanistan do not have internet access, and electricity problems also contribute to the challenges of accessing online programs. Although e-learning is showing improvements, there are still significant problems related to technology adoption, teacher training, and experience with online software (Hamad, 2011). Additionally, online course content needs to be updated regularly, as many courses are designed in a traditional way but are taught online. Students who were enrolled in online classes often took more courses than they could handle (Hamad, 2011) because of their involvement in part-time jobs or additional extracurricular activities. As a result, they may become overloaded with their studies. Therefore, teachers and administrators must consider students' struggles and avoid putting a lot of pressure on them (Sarwari et al., 2022).

Barriers to effectively communicate and interaction among students and teachers are another factor that affects the learning process. It was also reported that online learning was less effective for writing and speaking skills. For instance, limited opportunities for real-time conversation make it difficult for students to practice speaking naturally, as online classes often prioritize muted microphones and time constraints. Technical barriers, such as poor internet connections further hinder effective communication. Additionally, the lack of non-verbal cues, such as facial expressions and body language, reduces the richness of interactions, making it harder for learners to gauge feedback and improve their confidence. (Denkci Akkaş, 2023).

Online institutions are requested to pay more attention to writing and speaking skills. On the other hand, students who had proper access to the internet had more positive experiences with online English learning programs compared to those who had low internet connection (Orfan, 2020). The effectiveness of online programs consists of well-designed content, supportive and well-prepared instructors, good communication and interaction between teachers and students, and the growth of technology (Sun & Chen, 2016). A well-supported instructor, clear content, technological advancement, and communication between teachers and students are key factors that lead to the effectiveness of online literacy. Many e-learning teachers do not know how to use online software, so they need training and workshops. Students often expect their teachers to assist with technical problems and feel dissatisfied when teachers are unavailable or lack the necessary skills to provide support (Nambiar, 2020). Online literacy can be more effective if educational centers provide training for instructors. Overall, e-learning is improving and resulting in positive outcomes for students, including enhanced linguistic skills.



## **Writing in Higher Education**

The best writing in higher education is that can express complex ideas clearly and interestingly (Sword, 2009). Good writers are those who can engage readers and write in understandable language that can convey real life. Academic writing in higher education uses a lot of professional jargon, which is sometimes hard to understand by non-professional readers. Also, some scholars suggest professional writing, includes storytelling (Sword, 2009). Moreover, reflective writing is one of essential strategies of learning in higher education (McCarthy, 2011). Undergraduates and graduates must understand the importance of reflective writing, and higher education institutes need to prepare students more effectively for reflective writing and learning, not just for passing professional exams but also for their long-term career development. This reflective writing will help students engage in the learning process and practice effectively. Peer feedback and teacher feedback have a positive impact on students' writing skills (Huisman et al., 2019). Students who receive feedback from peers in the class or online from their peers or teacher, compared with those who did not receive feedback, on their writing improved. Moreover, a combination of quantitative and qualitative feedback has resulted in being more effective in improving students' skills; therefore, receiving feedback is an essential part of the learning process in higher education.

Technological advancement and immigration bring the need for a new approach to writing that can support diverse cultures and languages in European countries (Kruse, 2013). Now people are connected worldwide. Many students are learning online and teachers are teaching diverse students require new teaching methods that are different from the traditional way of teaching. To ensure a new comprehensive teaching method for writing, all educators must take part, including all professors who require students write in their classes develop a more effective

approach to writing in this technological age and for these students of diverse cultures and languages.

Plagiarism is another important issue that students and teachers should avoid in writing academic work, and it is hard for teachers to detect it due to a lack software used to identify plagiarism. Many students in Bangladesh, Nepal, Pakistan, and Sri Lanka, where the English language is commonly used in their educational system, are not aware of what plagiarism is and how to avoid it (McCulloch & Indrarathne, 2023). Educational institutions are required to pay more attention regarding plagiarism, make clear policies, and provide supporting tools for teachers to detect plagiarism. Moreover, educational centers suggest teachers to use text-matching tools to check for plagiarism. They also emphasize the importance of providing training for teachers and students on how to use educational tools to avoid plagiarism and maintain academic honesty.

Performance assessment is a significant factor for improving students' writing skills. Performance assessment also has a positive psychological impact on student motivation and interest (Suastra & Menggo, 2020). Performance assessments are effective ways to support students' motivation and interest in learning and give them the opportunity to learn during the performance assessment. Students are boosting their critical thinking, problem solving, and creativity through practical strategies like performance assessments, using literature such as short stories, novels, poems, and plays in lessons is also a great way to improve students' writing skills (Abdalrahman, 2021). In addition, when students learn to analyze and borrow techniques from literary texts they quite often learn to communicate better and they also have the opportunity for creativity and open-ended dialogues.

On the other hand, many students in higher education struggle as they are learning through writing and reading in higher education (Pirttimaa et al., 2015). Students in higher education require more support to learn about writing strategies and ways to cope with their struggles while doing their writing tasks. Struggling with reading and writing in higher education can lead to mental health issues like depression, feeling isolated from others, low self-confidence, and increased stress (Pirttimaa et al., 2015). Having trouble with reading and writing in higher education can affect mental health, leading to issues like depression, loneliness, low self-esteem, and stress (Pirttimaa et al., 2015). These students often take longer to finish homework and other tasks compared to their classmates. This can cause social isolation at risk of failure. Universities might not fully understand these challenges, and teachers may overlook the difficulties these students face. That is why teachers need more training to recognize and address these issues, and students need personalized support to help them succeed.

## **Improving Writing in Higher Education**

Writing professionals in higher education have long suggested students use personal thoughts, emotions, experiences, and feelings to improve students' writing skills (Pfeiffer & Walt, 2016). Personal writing gives students the opportunity to include their experiences and knowledge outside the class in the form of academic writing and to express themselves through their writings. Understanding the importance of expressive writing is crucial in improving students' writing skills; as a result, it is recommended educators implement this effective strategy to enhance students' writing abilities. Recognizing and learning how to use writing structure is an essential part of learning writing skills at higher levels. Also, it's important that many students use cognitive, metacognitive, and social strategies to improve their writing skills (Junianti et al., 2020). The process in which students start their writing, organize their ideas, and put all the data together to draft their writing is essential. Additionally, planning, monitoring, and

evaluating the writing play a significant role in students' writing. Moreover, seeking feedback from peers, instructors, and classmates would be beneficial to have organized writing.

Teamwork is another example of collaborative work with classmates in which students work together and divide their tasks, giving them a chance to learn from each other. Recognizing students' challenges would be helpful to develop essential strategies for enhancing students' writing skills, and it was found that several students struggle with grammar and vocabulary during their writing process (Junianti et al., 2020). To develop practical strategies for enhancing students' writing, teachers must identify student challenges including all of students who have difficulty with grammar and lack vocabulary, which affects the overall quality and organization of their writing. Furthermore, peer review plays a vital role in improving writing at the higher education level, as it helps students focus on support, organization, and writing conventions (Crossman & Kite, 2012). Engaging students in peer reviews would, 1) keep them on the same topic, 2) ensure that all parts are related and easy for readers to understand, 3) force students to give good evidence and reasons to support the topics, 4) ensure ideas are clear and organized, and 5) help students avoid grammar, punctuation, spelling, and format errors. As a result, teachers are instructed to teach students how to effectively give feedback and understand the importance of direct peer review in their writing process. In addition, writing centers play an essential role in developing students' writing skills; those students who have visited writing centers regularly showed a significant impact of writing performance (Salazar, 2021). Therefore, educational institutions are suggested to support students by having a writing center and supportive staff to assist students who struggle with their writing.

# **Chapter 3**

## **Methodology**

The study used mixed research qualitative and quantitative to get an in-depth understanding of student perceptions of online English literacy programs on writing skills for higher education in Kabul, Afghanistan. This study documents further online education challenges, opportunities and strategies for improvement.

This chapter contains the following sections: research approach, research participants, sampling procedure, role of researcher, ethical issues, data collection method, research tools, data collection process and limitation of the study.

## **Research approach**

I have used both qualitative and quantitative approach to evaluate students' perception of online English literacy programs on writing skills for higher education in Kabul, Afghanistan. I have chosen this method because of vital role of online education in Afghanistan additionally to address the challenges and ensure it is accessible for everyone. Quantitative data will answer the questions such as what percentage of students prefer online classes and what number of students prefer in person classes. I also use quantitative methods to determine the number of students who are satisfied with remote learning approach (Barnham, 2015). I used qualitative method to find out the motivation why they prefer to study online and deeper understanding of students' perception about digital learning approach qualitative approach were used. To determine students' unique perceptions, experience, and thoughts, two methods of a qualitative research method were used(Kanchai, 2021). I conducted semi-structured interviews with selected students to get a deeper understanding of their digital literacy experiences. During these interviews, students shared their challenges, successes, and thoughts in a more personal and detailed way. Additionally, I organized focus group discussions with small groups of students to encourage conversations about their shared experiences and perceptions. This approach helped bring out a variety of perspectives and provided a better understanding of

common themes related to digital literacy. To document experience and perception of students for digital literacy especially for writing skills. In addition, focused group and interview were used to evaluate student perception regarding online literacy in Kabul, Afghanistan. Focus group interviews, semi structured interviews, survey were used to collect data, and focus group is one the best method to collect a lot of information for a short period of time as there are divers people with different background, thoughts, ideas (Rabiee, 2004). Participants can generate more insightful thoughts\_in focus groups than one on one interviews. On the other hand, individual interviews are strategies where researchers are able to collect detailed belief, attitude, thoughts of participants (Lambert & Loiselle, 2008). These individual interviews are opportunity where participants can express their own real thoughts and share their personal experiences related to online classes and course additionally what are challenges, they faced and opportunities they gained through virtual learning environment. Surveys are another way that give the opportunity for researcher to collect information easily, using an appropriate sample and variety of questions are suggested to ensure a valid data set (Newcomer & Triplett, 2015). I used one of the convenient types of survey which online and designed diverse questions based on the target population and research goals.

## **Research Participants**

The participants for this study are both girls and boys who are pursuing their higher education online including 3 % high school and university students. 60 % of the respondents are undergraduate students, 30% are at the graduate level students, 5 % are postgraduate students and 2 % are involved with other online studies.

## **Sampling Strategy**

I used a simple random sampling method for this study and randomly selected the institutions that provides educational services for Kabul, Afghanistan located inside or outside of

Afghanistan to distribute the questionnaire. Simple random sampling is one of the most common used strategy with quantitative and survey (Acharya et al., 2022). In this study each educational institution in Kabul has equal opportunity to be selected and each student has the chance to participate. Additionally, for interview and focus group discussion I used purposive sampling method as it was challenging to collect relevant information based on research objective and volunteer to participate in one on one or focus group discussion which is widely used data collection method with qualitative study (Rai & Thapa, n.d.). therefore, I selected individual from diverse background to collect information through in-depth interview and focused group discussion.

### **Role of Researcher:**

I was able to conduct interviews, focused group discussion and distribute my questionnaire during September and November 2024. During interview and focused group discussion I tried to create a friendly environment where everyone feels welcome and comfortable to share their ideas and thoughts. Additionally, I decided to use mixed data collection method that both quantitative and qualitative together will give a comprehensive understanding of the topic (Creswell & Garrett, 2008). Combining statistics with personal experiences provides a more comprehensive understanding of the topic for educators and researchers therefore, a mixed method approach was selected to study online literacy in Kabul, Afghanistan. My background and experience were similar with research participants I tried to be attentive of my personal biases and respected their thoughts.



## **Ethical Issues**

I have attached the consent form at the first page of survey questionnaire and explained in detail about the research, ethical issues, and confidentiality as well as prior to the interview and Focused group I shared the consent form with the participants and they were aware that the meeting is recorded additionally they accessed to my contact information if they had any further questions before or after the interview, they could ask me. Moreover, they had the right to withdraw at any stage of the research without providing any reason.

## **Limitations of the Study**

There were some limitations impacted the study but I tried to avoid any negative result to this study. First of all, there was limited literature reviews for this study particularly related to writing skills especially in this time where there is a limitation of accessing for in person classes for women and girls who are half of the Afghanistan population and these online programs are they only choice and option to continue their education. Secondly, I faced several barriers during data collection, while I designed my survey questionnaire in completely anonyms and I reached many online educational institutes to help me with my data collection but I was hard to convince them and some them refused to share the questionnaire and avoid collaborations. Additionally, the interview and focused group participants did not feel comfortable and hard to reach out to volunteers and to start the interview again I explained all the detail of informed consent during the interview and focused group I acted as a facilitator of the research.

# **Chapter 4**

## **Analysis and Results**

This chapter explores the study's findings, offering a comprehensive analysis of students' perceptions in Kabul, Afghanistan, regarding the effectiveness of online English literacy programs in improving writing skills. By combining quantitative data with qualitative perspectives, the chapter highlights essential elements, including the challenges students face, their satisfaction with current programs, and the influence of online education on their writing development. Additionally, the chapter evaluates the strengths and limitations of these programs, emphasizing their quality, benefits, and the influence of institutional policies on shaping students' online learning experiences.

The analysis begins by focusing on the quantitative results, offering a clear and systematic breakdown of student engagement, program satisfaction, and effectiveness in achieving educational objectives. Key metrics, including the frequency and quality of feedback provided on writing assignments, the time students dedicate weekly to online coursework, and their overall perceptions of program quality, are explored to identify significant trends and patterns in the data. For instance, satisfaction here reflects how well students feel the program meets their expectations, whether in terms of resources, teaching quality, or accessibility. Similarly, effectiveness measures how successfully the programs support students in improving their writing skills. These findings are supported by tables and figures to ensure clarity and to illustrate key trends in the data.

The discussion then transitions to the qualitative findings, which are drawn from interviews and focus group discussions. These narratives provide an in-depth look at students' experiences, particularly the barriers they face in online learning environments. Common challenges include unstable internet connections, high internet costs, feelings of isolation in virtual learning settings, and the lack of essential tools necessary for effective participation. These factors shed light on the structural and systemic issues that hinder student progress. Terms like learning outcomes are used to describe the extent to which students meet their educational goals, while

feedback emphasizes the crucial role of timely and constructive responses in developing writing skills. Despite the difficulties, the qualitative insights underline the strengths of online programs, notably their adaptability and ease of access. These programs enable students to learn at a pace that suits them and from locations of their choosing. However, participants also identified areas requiring significant improvement. Suggestions include fostering better communication between students and instructors, making online classes more interactive, and introducing resources such as writing workshops and writing centers to support skill development.

The chapter concludes by integrating the quantitative and qualitative findings to offer a comprehensive view of the strengths and limitations of online English literacy programs. By combining data-driven analysis with personal accounts, it paints a nuanced picture of the current state of online education for writing skills in Kabul. Furthermore, the chapter provides actionable recommendations to address the identified gaps and improve the overall effectiveness of these programs. These insights aim to contribute to the ongoing development of online literacy education, ensuring that it better meets the needs of higher education students in Kabul.

Developing writing skills through online English literacy programs is a challenging endeavor for students, with a variety of obstacles hindering their progress. These challenges stem from both practical and emotional factors, which can severely impact their ability to succeed. Many students face substantial barriers to consistent participation in online English literacy programs due to unreliable internet access and the high costs associated with maintaining a stable connection. This financial strain is often accompanied by emotional challenges, such as the sense of isolation and diminished motivation that arises from interacting in virtual classrooms that lack personal engagement. The absence of meaningful interaction in these online

environments can make it difficult for students to stay motivated and feel connected. On top of these issues, the limited availability of necessary tools and resources adds another layer of difficulty, further hindering their ability to effectively improve their writing skills. Understanding these challenges is crucial, as it enables a deeper insight into how both logistical and emotional factors combine to affect student outcomes in online education. The analysis that follows will examine key data points on how frequently students face internet disruptions, the extent to which financial burdens limit their participation, and how the emotional aspect of isolation impacts their motivation. By exploring these findings, the study aims to shed light on the broader systemic issues within online writing programs and provide actionable recommendations to address these gaps. As we delve into the specifics, attention will be drawn to the significant number of students experiencing frequent connectivity issues, with some struggling to afford reliable internet services. The data will also explore how these logistical challenges intersect with emotional factors, such as the psychological impact of isolation in an online learning environment. These insights are vital for understanding the current limitations of online programs and for developing more inclusive and supportive learning environments for future students.

<b>Frequency Distribution of Online English Program Challenges</b>			
<b>Challenges</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>	<b>Cumulative Relative Frequency</b>
Complex Content	4	8.00%	8.00%
Poor internet connection	22	44.00%	52.00%
Lack of Focus	1	2.00%	54.00%
Excessive assignments	2	4.00%	58.00%
Lack of resources	1	2.00%	60.00%
Online Distractions	1	2.00%	62.00%
Pre-study Assignments	1	2.00%	64.00%
Lack of electricity	1	2.00%	66.00%
Lack of time	4	8.00%	74.00%
Lack of Motivation	7	14.00%	88.00%
Lack of communication	1	2.00%	90.00%
Lack of interaction	3	6.00%	96.00%
Expensive internet	2	4.00%	100.00%

Table 1. Frequency Distribution of Online English Literacy Program Challenges

The data highlights several significant obstacles that students encounter while developing writing skills through online English literacy programs, with some challenges being notably more prevalent. Foremost among these is internet connectivity, which affects 44% of students. Poor internet access disrupts their ability to attend lessons, complete assignments, and engage with course materials, critical components for building writing proficiency. Frequent connectivity issues often result in missed sessions, reduced interaction with instructors and peers, and growing frustration, all of which hinder consistent progress.

Equally important is the challenge of low motivation, reported by 14% of students. Motivation drives sustained practice and participation, essential for improving writing skills. When absent, students may struggle to complete assignments, engage in discussions, or allocate sufficient time to hone their writing abilities. This lack of drive fosters disengagement, further disconnecting students from their learning goals.

Additionally, complex course content presents a hurdle for 8% of respondents. When students find material overly challenging, they may struggle to grasp essential concepts, undermining their ability to apply these skills to writing tasks. Similarly, time constraints (8%) further exacerbate the issue, as students often lack adequate time to practice, revise, and refine their writing.

Other noteworthy challenges include excessive assignments (4%), which overwhelm students and detract from focusing on quality writing, and limited interaction (6%), which curtails valuable opportunities for feedback and collaboration. Less frequently mentioned barriers, such as online distractions, lack of resources, and power outages (2% each), compound these difficulties, leaving students with fewer avenues to enhance their skills.

The quality of online English writing programs can be assessed by examining two key areas: how satisfied students are with these courses and how effectively the programs help improve

their writing skills. Student satisfaction reveals their overall experience with the program, including its design, content, and delivery, while effectiveness measures the extent to which these courses contribute to meaningful improvements in their writing abilities. Both aspects are crucial for understanding the success of such programs and identifying areas that may require enhancement.

This discussion focuses on evaluating the level of student satisfaction with their institution's online English writing programs and assessing how well these programs support skill development. Satisfaction reflects whether students feel engaged, supported, and encouraged by the learning environment, which can indicate the program's ability to meet their expectations. On the other hand, effectiveness highlights whether students are achieving noticeable growth in their writing skills, showing how well the programs translate educational efforts into practical outcomes.

Key insights from the data shed light on these areas. For satisfaction, attention should be given to how positively students view their learning experience and whether they feel the programs meet their needs. For effectiveness, the focus lies on whether students perceive measurable improvements in their writing, demonstrating the impact of the program's resources and teaching methods. These findings are essential for refining online writing programs to better serve students and align with their goals.



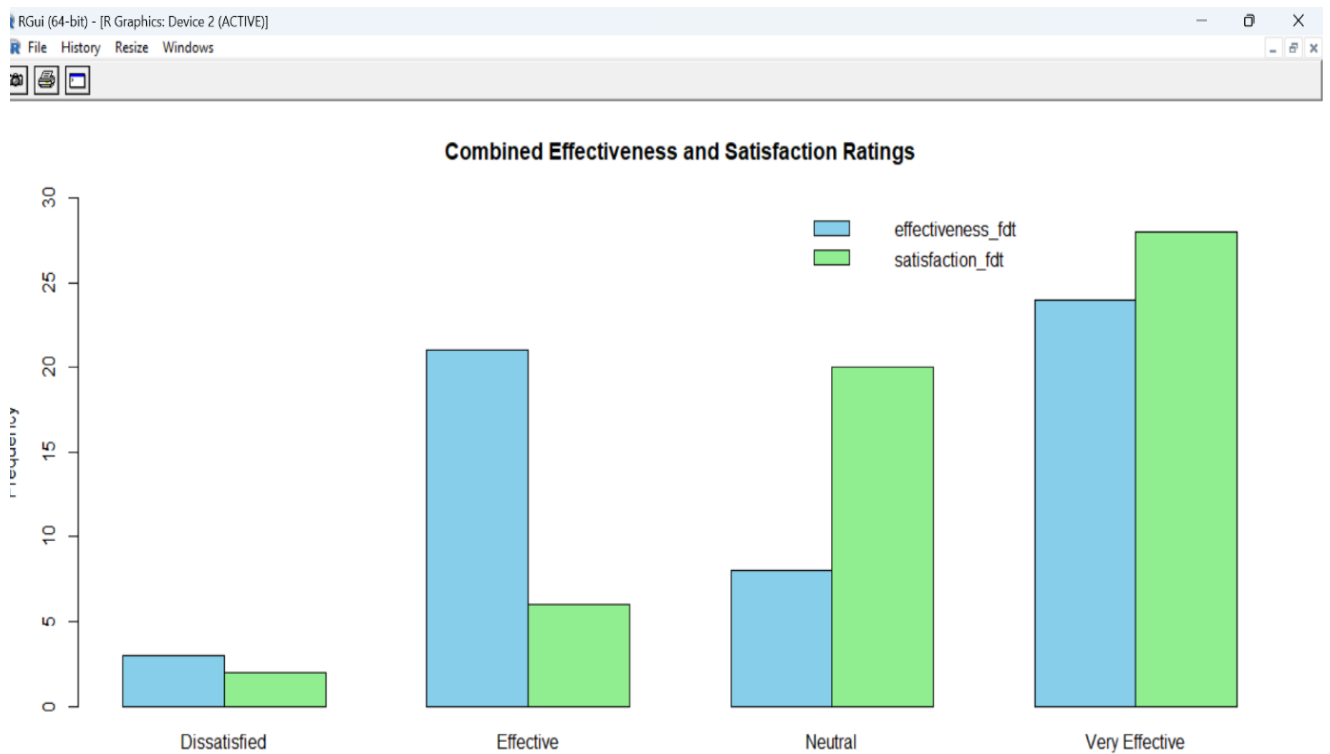


Figure 1. Students' Satisfaction and Online English Writing Programs Effectiveness

Based on the bar plot, a small number of students reported being neutral or dissatisfied with the online English writing programs, highlighting potential areas for improvement and other factors that may influence student satisfaction. On the other hand, the majority of students found these programs to be effective, meaning they believed the programs helped improve their English writing skills. Students also expressed their satisfaction, referring to their overall contentment with the program's quality and outcomes. Additionally, there is a weak positive relationship between the program's perceived effectiveness and students' satisfaction levels. This suggests that as students recognize the programs as beneficial for their learning, their satisfaction tends to increase

The evaluating quality of online literacy programs is essential in shaping students' ability to enhance their writing skills. Evaluating these programs offers valuable insight into how well

they address students’ needs and where they fall short. This understanding is key to designing improvements that better support learners in achieving their writing goals. It is important to consider factors such as the teaching strategies employed, the relevance of the materials provided, opportunity to practice, feedback and support students receive their learning program, student engagement during class or after class with instructors and classmates, and the level of guidance offered to students. These elements significantly influence student engagement and their ability to translate lessons into tangible improvements in writing. Examining these aspects helps determine whether the programs equip students with the necessary tools and confidence to tackle challenges effectively.

<b>Frequency Distribution Online Literacy Quality</b>		
<b>Rating</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
Excellent	39	78%
Good	10	20%
Average	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table 2. Frequency Distribution of Online English Literacy Program Quality

The majority of respondents, 78%, rated the program as excellent that suggests a strong positive perception of the online literacy programs, indicating that most participants find them highly

effective in helping them improve their writing skills. Additionally, 20% of the participants rated the program as good that indicates a moderate level of satisfaction while these respondents may not find the program perfect, they still view it as supportive for writing improvement. Only 2% of the respondents rated the program as average highlights that there are very few individuals who have concerns about the quality of current online literacy programs in improving their writing skills.

Online English literacy programs provide a range of benefits that have transformed the way students develop their writing skills. These programs are particularly valuable because they cater to various learning needs while offering convenience and accessibility. Recognizing the advantages they bring allows us to understand their role in supporting learners and fostering growth. A major advantage is the accessibility these programs offer. By eliminating geographical barriers, they make it possible for students from remote areas access to quality local education to connect with valuable resources and expert instruction. Another benefit is flexibility that allows students to choose their own study time. Personalized learning options also stand out as a significant benefit. Enabling students to focus on specific areas such as grammar, sentence structure, or essay writing. Engagement through technology is another noteworthy feature. These programs often use multimedia elements such as videos, interactive modules, and gamified exercises to keep students motivated. This dynamic approach caters to various learning styles, ensuring that the material remains interesting and easier to absorb. Collaboration is also encouraged through online platforms. Virtual discussions, peer feedback, and group activities foster a sense of community among students, allowing them to exchange ideas and develop their communication skills alongside their writing abilities. This collaborative environment enriches the overall learning process. Lastly, immediate feedback is a vital aspect of online programs. Students benefit from timely and constructive input on their

assignments, helping them identify mistakes and improve quickly. This consistent support boosts their confidence and ensures steady progress in their writing journey.

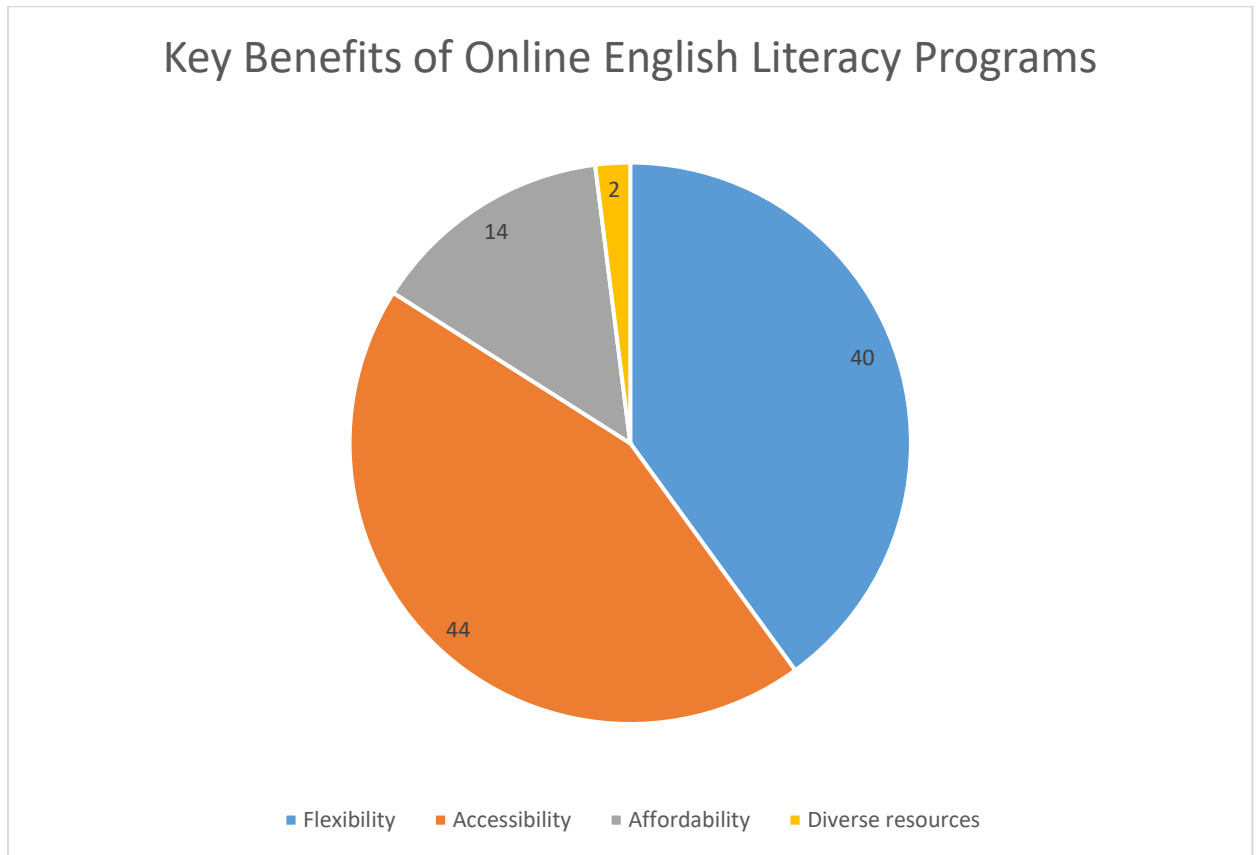


Figure 2. Key Benefits of Online English Literacy Programs

The study identified accessibility as the most frequently mentioned benefit 44% indicates participants emphasized that online English literacy programs allow them to study from anywhere, eliminating the need for commuting, or overcome physical boundaries. Students can participant from remote areas to high quality of education that is unavailable to them in their own village. Moreover, learners are able to access to variety of resources in anytime from anywhere that allows students to spend more time on difficult concepts and move quickly

through easier material. This high focus on accessibility indicates that many users perceive online programs as an opportunity to overcome traditional barriers to education, such as distance, time constraints, and lack of local resources. Additionally, flexibility followed with 40% of responses, indicating that many learners appreciate being able to set their own schedules. Many learners, especially adult learners need the ability to learn at their own pace and at times that suit them to balance work, family, and study. With 14%, affordability is mentioned significantly less often than flexibility and accessibility, but it is still a notable consideration for many learners because online programs often eliminate the need for transportation, housing, or physical textbooks, which can be a substantial burden in traditional education systems.

Improving online education for writing skills requires thoughtful regulations and policies designed to address existing gaps and elevate the learning experience. One priority is establishing clear guidelines for curriculum development. Online writing programs should adhere to standards that align with learning objectives, ensuring that writing activities are meaningful and relevant. These standards can help maintain consistency across programs, enabling students to achieve measurable progress. Equally important is addressing access barriers. Limited internet and device access hinder students' participation in online learning, but affordable tools and resources can improve accessibility. Teacher preparedness is another critical area. Educators should receive specialized training in online instruction and writing pedagogy to ensure they can effectively guide students in a virtual environment. Professional development initiatives could enhance instructors' ability to offer constructive feedback and foster student engagement. Incorporating interactive and personalized tools should also be a focus. Policies encouraging the use of adaptive learning technologies, collaborative platforms, and real-time feedback systems can make writing courses more dynamic and tailored to individual needs. These tools empower students by offering immediate support and focusing

on their unique challenges. Finally, implementing regular program evaluations can drive continuous improvement.

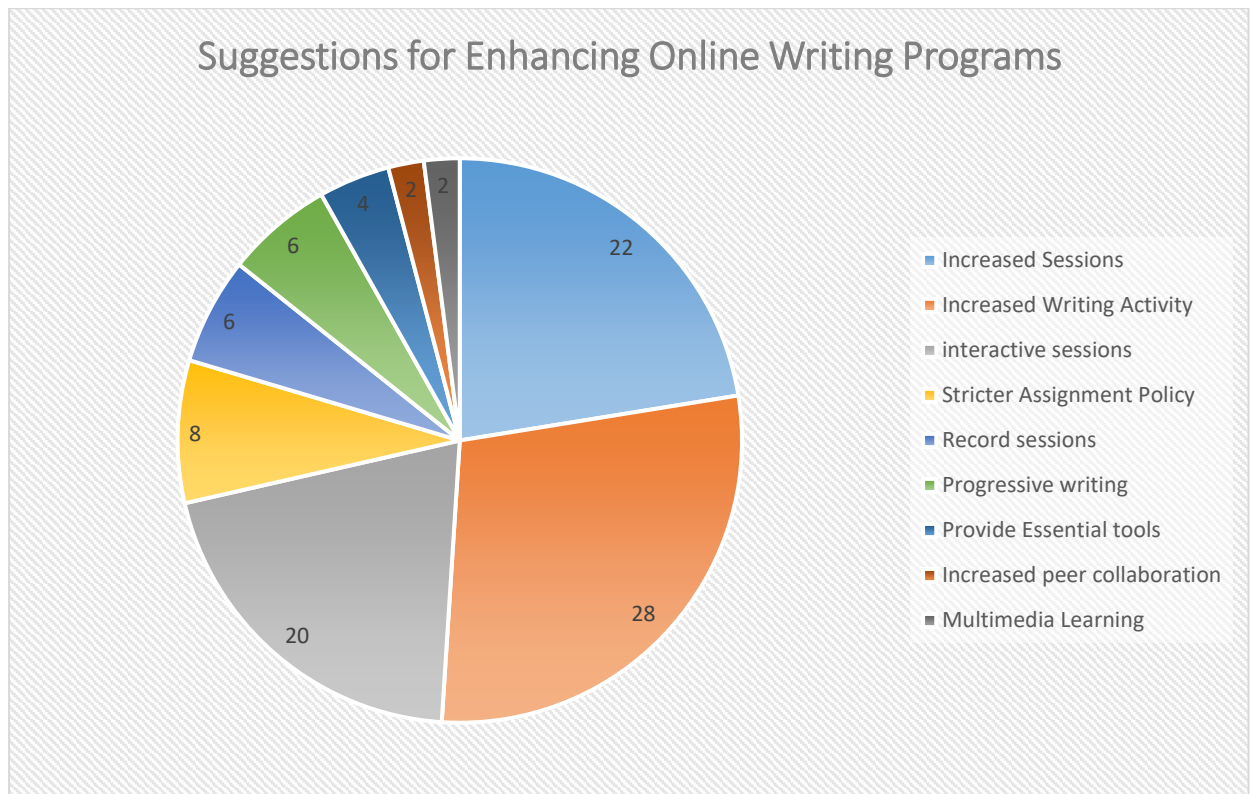


Figure 3. Suggestions for Enhancing Online Writing Programs

Students feel that the current frequency of sessions may not be sufficient to cover the material comprehensively. Increasing more sessions enables them have more time to engage with complex writing topics, receive individualized feedback, and participate in discussions that would help solidify their understanding of writing skills. Interaction and communication with teachers and classmates are beneficial in improving writing skills. Additionally, increased more writing activity with 28 % indicates students can practice different writing styles, improve their fluency, better understand the nuances of grammar and structure, and emphasize the need for

more writing activities. Moreover, 20 % of respondent suggested interactive session can create a more engaging learning environment and help students feel more involved in the learning process compared to passive learning content. It also suggests that students see the value of learning from their peers and instructors in real-time, where misunderstandings can be quickly clarified, and insights can be shared openly. Stricker assignment policy is another factor affecting students learning process. Stricker assignment ensure that students stay on track and complete assignments in a timely manner, which can be particularly important in an online learning environment where self-discipline is key. It may also foster a sense of responsibility and create a more professional atmosphere, where students treat their writing tasks with the seriousness they would in a real-world context. Some participants may find it challenging to attend live sessions due other commitments. Having recorded sessions available would allow them to review the material at their own pace and revisit difficult concepts as needed. It may also reflect a recognition of the challenges of online learning, where technical issues or time zone differences can impact real-time participation. Furthermore, progressive writing can be beneficial as it ensures that students have a solid foundation before tackling advanced writing concepts. It allows them to develop their skills in a logical sequence, which can boost confidence and competence. Providing essential tools could enhance the learning experience by giving students access to aids that can help them work more independently. It indicates that while the content of the sessions is important, the availability of supplementary tools and resources is also crucial for student success in an online program. Increased peer collaboration and multimedia learning approach is useful in enhancing learners writing skills.

Participation in online English literacy programs includes a range of activities like joining live sessions, working on assignments, and practicing writing skills. Examining how much time students spend on these tasks each week is essential for assessing both the efficiency and inclusivity of these programs. Time commitment reflects the level of effort students can invest

and helps educators identify patterns and challenges in participation. The data sheds light on how students allocate their time across these learning activities, offering insights into their workload and engagement levels. This information is significant because it highlights differences in commitment among students, which can be influenced by factors like availability, motivation, or external responsibilities. For instance, the analysis reveals noteworthy variations in weekly hours spent on these programs. Some students dedicate substantial time to their online literacy development, showing strong engagement, while others struggle to balance their schedules, possibly due to competing priorities or limited resources. Highlighting these trends not only helps educators understand student behavior but also provides valuable information for designing more flexible and supportive learning environments.



Figure 4. Time Spent on Online Remote Writing Classes



Q 1 = 10.8

Q 2= 11

Q3= 12

Maximum = 13

On average students spent around of 10.8 hours per week in their classes. The median value of 11.0 hours indicates that a typical student devotes around 11 hours per week to their studies. For example, attend classes, do assignment additionally, mode of 10 hours suggests that this is the most common time commitment, with many students reporting this as their weekly average. Overall, the data reveals that the majority of students spend between 10 and 12 hours per week on their writing classes, indicating a consistent and focused approach to their learning. This range reflects a balanced workload that is typical for most participants, which may facilitate effective learning and engagement in the course material. The correlation between time spent and satisfaction level is 0.59 that indicates a positive correlation means that as students who spend more time in the online writing classes are likely to report higher satisfaction with the writing program. Those students who invest more hours into their coursework may become more familiar with the material, feel more engaged, and develop a stronger connection to the content. The p value is 0.00000653 which is smaller than 0.5 therefore, we can conclude there is a relationship between time spent on class activities and level of satisfaction. Furthermore, increased engagement with classmates, instructors, and course materials is likely to enhance student satisfaction, contributing to the overall effectiveness of the classes in developing their writing skills.

Constructive feedback plays a crucial role in helping students enhance their writing abilities in online programs. It provides valuable guidance on areas for improvement while also building confidence by acknowledging their strengths. Regular and meaningful feedback ensures students remain engaged and motivated, offering clear direction for their learning journey. This section explores how often students receive feedback on their writing assignments in online classes, highlighting its significance. By examining these practices, we can better understand the strengths and gaps in current approaches to supporting students' development. While some students benefit from consistent feedback after each assignment, others infrequent responses, which can create uncertainty and slow progress. Investigating these patterns reveals the importance of timely, constructive feedback and highlights the need for more reliable methods to help students refine their writing skills effectively. The data reveals some critical insights about the regularity of feedback provided to students. For example, some students report receiving feedback consistently after each assignment, while others experience less frequent feedback or none at all. This variation in feedback frequency can influence students' confidence and their ability to refine their writing skills effectively

<b>Frequency Distribution of Feedback on Online Writing Programs</b>			
<b>Numerical Score</b>	<b>Category</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
4	Always	25	50 %
3	Often	13	26 %
2	Sometimes	4	8 %
1	Rarely	7	14 %
0	Never	1	2 %

Table 3. Frequency Distribution of Feedback on Online Writing Programs

Most students receive frequent feedback on their online writing assignments, with 76% of responses falling into the always and often categories. This trend underscores the importance of feedback as a central part of the online learning experience and suggests that instructors are making a concerted effort to provide it regularly. However, the smaller frequencies in the sometimes and Rarely categories 22% and never 2% indicate that some students may not be receiving the consistent feedback necessary for optimal engagement and learning. Addressing these cases could further enhance student satisfaction and educational outcomes, as all students benefit from structured, timely feedback to reinforce learning and improvement. The correlation coefficient between feedback frequency and satisfaction level was found to be approximately 0.89. This result is close to 1, indicating a strong positive linear relationship, indicating that feedback frequency and satisfaction generally increase together.

This chapter also include data that have been collected through interviews and focused group discussion from female and male university students. The results of this research are related to purpose of the study. by analyzing data, I classified in to three main topics:

- Online Writing Education Challenges
- Perceptions of Online Education Quality and Satisfaction
- Improvement Areas for Online Literacy Programs

## **Challenges of Online Writing Programs**

### **Internet connectivity issues**

As online literacy advances day by day, many students are increasingly involved in online courses however, there are major challenges they face during these classes. One participant, Zahra, in a Zoom interview on October 15, 2024, mentioned that internet connectivity issues

affect her ability to participate in online writing classes. Internet connectivity and complex content are significant challenges during classes. Sometimes, they are unable to see the screen or hear the instructor's voice and classmates, which often results in missing important parts of the lesson, (Focus group notes, October 18, 2024). Reza another participant in a Zoom interview on October 15, 2024 added that he was excited at first, thinking it would be fun to attend school from home. But soon, he started having problems with his internet connection. As he lived in a rural area where the internet signal was often weak and during her online classes, he would sometimes lose connections for minutes at a time as a result he missed key points in his lessons and struggled to keep up with assignments. Furthermore, another student in a Zoom interview on October 16, 2024 Mursal, from a rural in Kabul, had always dreamed of improving her English that one day she become a writing teacher. When she enrolled in an online English writing class which was her favorite part as loved writing. She was filled with hope but that hope was tested daily. Her area had unreliable electricity, and the internet connection was even worse. One day, Mursal was excited to present her essay in class. She had spent hours perfecting it, rehearsing every word. Just as her turn came, her screen froze, and the Zoom session disconnected. She frequently tried to reconnect, but by the time she succeeded, the session was over. Her hard work remains unnoticed but she never gives up attending the classes and learning English.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"In our areas, we do not even have 3G, let alone stable internet."

"Electricity outages make it impossible to stay connected for long."

"Data packages are expensive; I cannot afford to stay online for hours."

"My online classes freeze because the internet is so slow."

"I missed my exam because the internet shut down in my area."

"Downloading a lecture takes hours, so I often stay up late to finish it."

"Many women in my area cannot access online education due to poor connectivity."

"When the signal is weak, I move around the house until I find a better spot."

"I learned to use offline apps because the internet is not always reliable."

"The internet infrastructure here needs urgent improvement."

"I hope affordable internet becomes a priority for development in Afghanistan."

"Every time there is no signal, I feel like I am falling behind my classmates."

"My teacher thinks I am not paying attention, but I keep getting disconnected."

"The class recordings take so long to download that I often miss deadlines."

"I lose marks because I cannot submit assignments on time due to weak internet."

"I feel embarrassed asking teachers to repeat things when my connection fails."

"The online exam system is tough for us because even loading the page takes forever."

"Sometimes, the class ends before my internet even connects properly."

"I feel anxious every time there is an important class because I am unsure if my internet will work."

"My classmates discuss topics I missed because the video call kept freezing."

"It is heartbreaking to study hard but lose out because of technical problems."

"The cost of buying enough data for one week of online classes is more than my family can afford."

"I cannot use my camera during online classes because it slows down the connection too much."

"We were told to join a group project online, but I could not contribute due to poor internet."

"I feel disconnected from my teachers and friends because of these constant internet

## **Motivation**

Online education requires strong motivation and self-discipline, as some students feel isolated due to the lack of face-to-face interaction with instructors and classmates additionally, some find it hard to focus on their studies due to online distractions, and they struggle to manage their studies from home alongside their schedules (Focus group notes, October 18, 2024). Mariam, one of participant in a Zoom interview on October 15, 2024, mentioned that she was excited about learning strategies writing and loved to write but struggled with distractions during online classes. It was so easy to get lost in other things, like checking his phone or interrupted with family and friends.

## **Key Takeaways from Interviews and Focus Group Discussions:**

"It is hard to focus when no one checks if you are paying attention."

"I miss group activities and discussions we used to have in class."

"Constant internet problems make me want to give up."

"I lose interest because I cannot understand the lecture due to bad audio or video quality."

"Studying from home is impossible with all the noise and interruptions."

"I get distracted by my phone or social media during online classes."

"Sitting in front of a screen for hours makes me tired and unmotivated."

"I feel isolated because I cannot talk to my friends during class."

"There is no feedback, so I do not know if I am improving."

"I cannot afford enough data for all the classes, so I just skip them."

"I do not have a proper laptop, and studying on a small phone is exhausting."

"It feels like I am not learning anything new."

"The pandemic and online classes have made me feel depressed and unmotivated."

"I feel anxious because I cannot ask questions as easily as in a physical class."

## **Isolation**

Taiba in a Zoom interview on October 16, 2024, mentioned that she had always been a social learner. She thrived in classrooms, where debates and group work made studying enjoyable. When the education ban forced her writing course online, Taiba initially welcomed the flexibility, but as weeks turned into months, Taiba found herself alone and forgotten. The silence of her small house, once peaceful, now felt suffocating. Without the energy of classmates around her, she struggled to stay focused. One morning, Taiba sat staring at his blank screen, unable to start her next assignment. She missed laughing with friends after class or asking the teacher questions face-to-face.

## **Key Takeaways from Interviews and Focus Group Discussions:**

"It is hard to focus when no one checks if you are paying attention."

"I miss group activities and discussions we used to have in class."

"Constant internet problems make me want to give up."

"I lose interest because I cannot understand the lecture due to bad audio or video quality."

"Studying from home is impossible with all the noise and interruptions."

"There is no feedback, so I do not know if I am improving."

"I cannot afford enough data for all the classes, so I just skip them."

"I do not have a proper laptop, and studying on a small phone is exhausting."

"I feel anxious because I cannot ask questions as easily as in a physical class."

## **Internet cost**

It is hard to afford internet expenses in Afghanistan due to high cost of internet packages to better illustrate this, one of the participants Sharif mentioned in a Zoom interview on October 15, 2024 he is unable to attend in online classes properly because it requires a good internet connection with high speed which is not possible with low internet bundles. Most families cannot afford the data packages needed for their children. Amena mentioned in a (Focus group discussion, October 18, 2024). that is, she is worried about falling behind as she missed many classes because it is hard for her to afford the internet expenses.

## **Key Takeaways from Interviews and Focus Group Discussions:**

"I skip some classes because I cannot afford enough data for all of them."

"My family cannot pay for unlimited internet, so I only join important sessions."

"I run out of data halfway through the week, and I cannot participate anymore."

"The cost of internet is too high, and it is making me fall behind in my studies."

"My internet package gets used up quickly during live classes, and I cannot recharge again."

"If I watch videos for one class, I do not have enough data left for the next."

"I feel so stressed because my internet costs are more than my family can afford."

"Some days, I do not join at all because I know I cannot afford the internet for the week."

"I had to stop attending online classes because the costs became too much to handle."

## **Access to Essential online education Tools**

To participate in online classes, there are essential tools that enable students to engage actively and learn effectively to illustrate this, one of the participants, Fatima, mentioned in a Zoom interview on October 15, 2024, that she does not have her own computer, making it challenging



to submit and complete her assignments on her phone. As this is very time consuming to type in a mobile phone compared to computer or tablets.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"My old phone crashes during online classes because it cannot handle the apps."

"I do not own a laptop, and studying on a tiny phone screen is exhausting."

"I cannot afford a Wi-Fi connection, so I rely on expensive and unreliable mobile data."

"Sometimes, I climb to the roof to get better network coverage for my lessons."

"I do not know how to use many of the apps required for online classes."

"I get confused about how to upload assignments"

"I have missed deadlines because I did not know how to access the online portal."

"No one taught me how to use Zoom or Google Classroom, so I am always behind."

"I waste so much time figuring out technology instead of focusing on the lessons."

"I feel embarrassed asking for help with technology because everyone else seems to understand."

"I cannot afford to fix my broken phone, so I have not been able to attend classes."

"The apps we use are in English, and I do not fully understand how to navigate them."

# **Perceptions of Online Education Quality and Satisfaction**

## **Learning Outcomes**

The majority of students find online writing classes effective because they noticed a difference in their writing after taking these classes. One participant, Ahmad, mentioned in a Zoom interview on October 15, 2024, that writing in English was challenging since it is his second language, but he feels more confident writing in English after engaging with online classes. Additionally, he mentioned that he found the material useful in developing his writing skills. Furthermore, participating in online classes was a turning point in my writing journey. At first, I struggled with the idea of learning through a screen, I missed the face to face interaction of traditional classrooms. (Focus group discussion, October 18, 2024) However, as the weeks went by, I realized the unique advantages online learning offered, especially for honing my writing skills. One memorable moment was when we worked on creative writing. The teacher assigned a weekly journal where we shared our thoughts online. Sharing my ideas, experience felt intimidating in the beginning but as time went on, I became more at ease expressing myself. Upon the completion I realized that my sentences were clearer, more effective, and my vocabulary had grown considerably

## **Key Takeaways from Interviews and Focus Group Discussions:**

"The flexibility of online platforms allows me to draft and edit my essays without feeling rushed."

"Having access to writing guides and video tutorials has improved my structure and style."

"I enjoy using discussion boards to share and get feedback on my writing, it feels collaborative."

"Interactive activities like sentence building exercises are fun and really help with grammar."

"I appreciate how quickly teachers can give feedback on my work through Google Classroom."

"Seeing my classmates' writing online inspires me to improve my own."

"The comments and corrections on my drafts help me understand my mistakes better and revise."

"Writing in an online setting has made me more independent and creative in expressing my thoughts."

"The online format encourages me to focus on my writing without classroom distractions."

"It is great to connect with students worldwide and read their perspectives on different topics."

"The variety of writing styles I encounter online helps me experiment and improve my own."

"I feel proud when my writing gets positive feedback from both teachers and classmates on discussion forum."

"Online platforms have shown me new ways to organize my ideas and improve clarity."

"I enjoy the writing challenges; each one pushes me to think critically and express myself better."

## **Feedback**

Feedback is like a guiding light for students. It helps them see what they are doing well and where they might need to put in more effort. (Focus group notes, October 18, 2024). Students discussed the importance of receiving feedback and how it was helpful in their writing, as it provided them with insight on where to concentrate their efforts. Additionally, Arsalan, one of the participants in a Zoom interview on October 20, 2024, mentioned that he was unaware of how many run-on sentences he wrote until he read his instructor's feedback. Now, he actively tries to avoid writing run-on sentences. Another participant from a Zoom interview on October 20, 2024 Asad was political science student, had always loved discussing big ideas. he was

passionate about issues like education, equality, and social change, but writing those ideas down? That was a different story. Asad struggled to put his thoughts into words that flowed logically, and every time he submitted an essay, he felt unsure. When he signed up for an online course called “Critical Writing for Social Sciences,” he hoped it would finally help him figure things out. The first assignment came quickly: a 1,500-word essay on a social issue of his choice. he chose to write about gender inequality in education. he had so much to say but felt overwhelmed by how to structure his points. After hours of work, he submitted her essay, knowing it was not his best. “A week later, I got instructor’s feedback. My hands trembled as I opened it, expecting harsh criticism. Instead, I read:” Asad, it is clear you care deeply about this topic, and it shows in your essay. Your passion and research are excellent starting points” That feedback changed how Asad thought about writing, and he realized that feedback was not about pointing out mistakes; it was about helping his grow.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"The feedback I received taught me to structure my essays better, and now my ideas flow more logically."

"Before, I never thought about how my audience would interpret my writing, but feedback helped me understand their perspective."

"Getting feedback on every draft showed me how small changes can make a huge difference."

"The comments on my sentence structure helped me vary my style, and now my writing feels more engaging."

"Feedback helped me see where I was being vague, and I learned to add more specific details to support my arguments."

"I used to overuse certain words, and feedback helped me expand my vocabulary and be more precise."

"The suggestions on my transitions taught me how to make my paragraphs connect better."

"My teacher's feedback encouraged me to take risks with my writing, and now I feel more creative."

"I never realized how much passive voice I was using until feedback pointed it out, it is made my writing more direct."

"I have come to see writing as a process, not just a one-time effort."

"I never thought I would enjoy writing, but feedback has made it rewarding."

"I did not know I was repeating myself until feedback pointed it out, it helped me be more concise."

"Feedback showed me that I was not organizing my ideas clearly, and now I outline before I start writing."

"I struggled with grammar, but feedback identified specific mistakes I kept making, like subject verb agreement."

"I used to avoid using complex sentences because I thought I would mess them up, but feedback gave me the confidence to try."

"I did not realize my introductions were weak until feedback encouraged me to add a stronger hook."

"My teacher's comments helped me understand why my arguments were not convincing, I was not providing enough evidence."

"I often rambled in my writing, but feedback helped me stay on topic and be more focused."

"I had no idea my punctuation was off until feedback highlighted where it was confusing my readers."

"Feedback made me aware of how much I was relying on filler words, they were watering down my writing."

"I never considered how tone affects writing, but feedback showed me where I was being too formal or casual."

"Feedback feels like a conversation with my teacher, it helped me understand my strengths and weaknesses better."

"I used to take criticism personally, but now I see feedback as a tool to improve."

"Each piece of feedback is like a stepping stone, I can see myself improving with every draft."

"Feedback pushed me out of my comfort zone and helped me explore new styles of writing."

"I realized that every writer needs feedback, even professionals, it is not a sign of failure but of growth."

"Now I see feedback as a collaboration between me and my teacher, it is about making my writing stronger, not tearing it down."

## **Foster Communication**

Online classes provide students with greater opportunities to extend their communication skills. As Salma, a participant in a Zoom interview on October 15, 2024, mentioned, online classes make communication easier due to live sessions, discussions, and the ability to record and share ideas with classmates and professors. In her experience, it is more convenient to participate and make friends in this setting. In the past, she had to meet classmates in person to communicate effectively, but now she can text her classmates, call, or email her professors whenever she has questions or concerns. She also added that her online writing class has allowed her to connect with people from different parts of the world something that would not be possible in a traditional in-person setting. These programs provide her the opportunity to access high quality education from the comfort of her home.

## **Key Takeaways from Interviews and Focus Group Discussions:**

"Every comment from my classmates felt like a conversation that helped me see my writing in a new light."

"The collaborative environment online taught me to value the opinions of others and use them to improve my work."

"The group discussions were a space where I could practice expressing my ideas clearly and confidently."

"Even though we were behind screens, I felt like I was part of a team working toward better writing."

"The peer feedback sessions gave me the courage to experiment with my writing because I knew I would get helpful advice."

"Interacting with my classmates online taught me that writing is not just personal, it is a shared experience."

"Our teacher encouraged us to respond thoughtfully to each other's work, which made our discussions feel genuine."

"I enjoyed how open our class was, everyone shared ideas, and I learned so much from their experiences."

"I never felt alone in this class, there was always someone to share ideas with."

"I felt like my writing improved every time someone commented on my draft; their perspectives were invaluable."

"Through online collaboration, I realized that writing is not just about words, it is about connecting with your audience."

"The sense of community we built in our writing forums made learning fun and motivating."

"I liked how we could share drafts and ideas anytime; it created an ongoing conversation about our progress."

"Getting to explain my work to classmates helped me understand my own writing better."

"I found it inspiring to see how other students solved writing challenges, it gave me ideas for my own work."

"Our teacher fostered open communication, and it made me feel comfortable asking for help when I needed it."

"Reading and responding to others' work taught me how to analyze writing critically."

"The feedback I got from peers felt like a conversation, and it pushed me to improve my drafts more thoughtfully."

"Knowing my classmates were reading my work made me think more about my audience and how to engage them."

"I enjoyed how the class discussions made writing feel like a collaborative effort instead of a solo task."

"Even though it was online, I felt like we were all sitting in the same room, talking about our writing."

"The freedom to ask and answer questions in our forums made writing a shared journey, not just an assignment."

"Every session felt like a chance to learn something new from my peers, I grew so much as a writer."

## **Flexibility and Accessibility**

Mohammad, in a Zoom interview on October 16, 2024 a father of two and a full-time employee, had always wanted to improve his English writing skills but could not attend in-person classes due to his busy schedule. When he discovered an online program that offered evening classes, it felt like a dream come true. Mohammad was impressed by the program's quality. The lessons were concise yet comprehensive, and the platform was easy to navigate. He especially appreciated the immediate feedback on assignments and the weekly quizzes that kept him motivated. "I feel a difference in my writing after participating evening writing classes"



## **Key Takeaways from Interviews and Focus Group Discussions:**

"Having access to course materials anytime made it easier to plan my learning around my schedule."

"The flexibility of online classes let me fit learning into my busy life without feeling overwhelmed."

"I could choose when to write and submit assignments, which helped me work when I felt most creative."

"The accessibility of online resources and tools made researching and improving my essays so much easier."

"The class schedule was so flexible that I could manage both my family duties and my studies."

"Learning online meant I could ask questions anytime without feeling pressure in a live class."

"I loved being able to attend the course from my small town, where there are no writing workshops."

"The flexibility to pause and review lessons allowed me to understand difficult concepts more thoroughly."

"I live in a rural area where access to higher education was always a challenge. Online learning opened doors I never thought were possible."

"Some courses even offer offline downloads. This is a huge advantage for me because I do not always have reliable internet access."

"The option to pause and replay lectures is incredibly beneficial. It allows me to control the pace of my learning, removing the stress of keeping up with a fixed schedule."

"Online learning has taken away the guilt of juggling family duties and academics. I can structure my day in a way that accommodates both seamlessly."

## **Improvement Areas for Online Literacy Programs**

### **Record session**

Students who are engaging in online programs their live session may encounter with each other or they are committed to other responsibilities therefore they want to have their preferred schedule for lessons additionally some of them discussed due to internet issues, they may miss some important parts of their lessons and they want to review it latter. (Focus group notes, October 18, 2024). Farhad, another participant from a Zoom interview on October 16, 2024 was thrilled when he got the chance to join an online writing course however, his excitement was dampened by his family's circumstances. He lived in a shared home with limited electricity, and internet outages were a daily challenge. During his first week in the course, he missed two classes entirely due to power cut. Feeling frustrated and left behind, he considered withdrawing from the program. Then, he discovered the course's recording archive. Every class session was recorded and uploaded within hours, complete with timestamps for key sections. Farhad downloaded the recordings to watch offline. For the first time, he could control his learning experience. He paused videos to take notes, replayed difficult explanations, and even listened to segments during breaks at his job. What stood out to Farhad was the instructor's clear and structured approach to teaching in the recordings. The instructor also encouraged students to email questions after reviewing the sessions, which Farhad took full advantage of. Watching the recordings made him realize he could learn at his own pace without the pressure of keeping up in real-time.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"The recorded sessions saved my education. Without them, I would have been left behind, but now I feel like I learned more than I ever did in traditional classrooms"

“I prefer recorded sessions because I can focus on listening and understanding during the live class instead of rushing to take notes.”

“Sometimes, I do not understand everything during class, but with recordings, I can watch it again and understand better.”

“My internet is not always reliable, and when I miss parts of the class, recordings are the only way to catch up.”

“Knowing that there is a recording makes me less stressed because I can always go back and review what I missed.”

“I use recordings as a resource for preparing for exams or when I am doing assignments later on.”

“When I watch the recordings, I can pause and research more about the topic if I do not understand something.”

“Subtitles in recordings really help me because sometimes I do not hear or understand everything during the live class.”

“Recordings fit my schedule better. I can watch them when I am most productive, especially when I am working.

“Live classes can feel overwhelming. Recordings let me go through the material slowly, one section at a time.”

“I like studying at night, and recorded sessions let me learn when I feel most focused.”

“As an Afghan girl, I cannot attend physical classes, during live session I am struggling with connectivity issues but these recordings are helping me continue my education online.”

“When we have class discussions, I re-watch the recording to remember who said what and prepare better responses.”

“If I forget to ask a question during the live class, I watch the recording and make a list of questions for the next session.”

“It is so much easier to summarize the key points when I can go back and rewatch the material.”

“The examples shared by the teacher are easier to remember when I revisit the recordings.”

### **Interactive classes**

Communication and interaction with instructors and class flows influence students’ learning process, as involving with classmates, instructors and class content and they feel themselves as a part of the class that result to participate more, learn effectively, and focus on their goal. (Focus group notes, October 18, 2024).

Wahida from a Zoom interview on October 16, 2024 said that she had always been a quiet learner. She preferred to sit in the back of the classroom, listen to lectures, and take notes. Group discussions and presentations were her least favorite activities. She believed she learned better by studying alone and avoided speaking up unless it was absolutely necessary. That changed when she joined an online writing course that emphasized interactive learning. Unlike traditional classes, where the instructor did all the talking, this course required students to participate actively. Each session included breakout room discussions, live polls, and activities where students worked together to write different essays.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"I think breakout rooms are super helpful. They give us a chance to share ideas in smaller groups without feeling shy."

"I prefer when the teacher gives us real-life problems to solve. It makes the lessons more practical and interesting."

"Sometimes, just asking everyone to share one thought or example makes a big difference. It helps us stay engaged."

"I really like it when we can give feedback to each other. It is a good way to learn and see different perspectives."

"Question & Answer sessions are great because we can ask anything we are confused about. It feels more personal and supportive."

"I love when the teacher shows us videos or uses pictures to explain. It breaks the monotony and helps me understand better."

"Group projects are my favorite because we get to work together and share ideas. It is better than just writing essays all the time."

"Even a quick check-in where the teacher asks, 'How's everyone doing?' makes the class feel more comfortable"

"Interactive games during class make learning so much fun. It does not even feel like studying, but I still learn a lot!"

"I like when the teacher asks open-ended questions and lets us discuss them. It helps me see things in a new way."

"Role playing activities are amazing! They let us step into real world situations and practice skills."

"I feel more connected to the lesson when we are allowed to share our personal experiences. It makes the topics more relatable."

"Small group debates are so engaging. They push me to think critically and express my views confidently."

"I enjoy it when we get to brainstorm ideas as a class. It feels like everyone contributes and builds on each other's thoughts."

"Having regular polls during class is helpful. It keeps me focused and lets me see what others are thinking too."

"Using breakout rooms for quick discussions makes me feel more involved. It is great for teamwork!"

"I appreciate when the teacher pauses to check if we have questions. It shows they care about our understanding."

## **Improve writing participation**

Writing is an essential component of pursuing higher education. Mastering and enhancing writing techniques are not only crucial to this academic journey but also play a significant role in shaping one's career. However, many students find writing challenging. (Focus group notes, October 18, 2024). Their stories and experiences highlight this struggle, as they often seek effective ways to improve. To address these challenges, some students participated in writing workshops, where they had the opportunity to practice and refine their skills. (Focus group notes, October 18, 2024). They learned valuable techniques such as brainstorming, outlining, revising, and seeking feedback from peers and professors that these strategies proved highly beneficial, helping students gain confidence in their ability to write academically and effectively express their ideas.

## **Writing Workshop**

Nilab completed her high school in Bamyan. She loved reading novels and poetry but often struggled to express her thoughts in writing. Every time she tried to write an essay, she felt overwhelmed and doubted the quality of her ideas, from a Zoom interview on October 16, 2024. Her English teacher, however, believed in her potential. When their school partnered with a local community center to offer a creative writing workshop, he personally encouraged Nilab to join. Through the workshop, Nilab gradually gained confidence in her abilities. Her essays improved significantly, and she discovered a newfound passion for writing.

## **Key Takeaways from Interviews and Focus Group Discussions:**

"The workshop helped me find my voice as a writer."

"I learned how to organize my thoughts better, and my essays are much clearer now."

"Hearing feedback from different people made me realize the strengths in my writing."

"The workshop gave me tools to edit and refine my work with confidence."

"Writing alongside others motivated me to push myself further."

"I learned how to write with an audience in mind, which made my stories more engaging."

"Sharing my work and hearing others' perspectives gave me new ideas."

"The step-by-step approach we practiced made complex tasks seem manageable."

"Workshops made me realize that good writing is a process, not an instant result."

"The workshop sessions turned writing into something fun and collaborative."

"I now feel more confident experimenting with different styles and formats."

"I came out of the workshop with practical tips that I use in every assignment."

## **Writing Center**

Sara was excited to start her bachelor degree remotely. The flexibility of studying at her preferred time while managing her other responsibilities was exactly what she needed. However, as her coursework began, she quickly realized that academic writing was more challenging than she had anticipated. from a Zoom interview on October 16, 2024. With discussion posts, research papers, and reflective essays due weekly, Sara often found herself overwhelmed and unsure how to improve. One evening, while exploring her university's online portal, Maria discovered a virtual Writing Center. She was hesitant at first, wondering how effective online writing support could be. Despite her doubts, she decided to book a session. The next day, Sara met her tutor, James, over a video call. James greeted her warmly

and explained how the online Writing Center worked. Sara started by sharing her latest essay draft. James used screen sharing to highlight areas for improvement while encouraging Sara to think critically about her arguments. “Your ideas are strong,” he said, “but let’s work on structuring them more clearly.” Together, they reorganized her paragraphs, refined her thesis statement, and corrected grammatical errors. She found this session effective and understand where is the weak point where she can work to improve her writing.

### **Key Takeaways from Interviews and Focus Group Discussions:**

"At first, I struggled to organize my thoughts, but consistent practice with outlines and drafts made my writing much clearer."

"The weekly writing prompts in the online class were a game changer; they pushed me to think creatively and sharpen my ideas."

"Revising my essays after peer feedback taught me how to see my mistakes and fix them, making my writing stronger each time."

"The teacher's detailed comments on my assignments showed me exactly where I needed to improve, and with practice, I got better."

"Daily journal entries as homework helped me write more naturally and confidently about any topic."

"The collaborative writing projects with classmates improved my teamwork skills and taught me how to write for different audiences."

"Breaking big assignments into smaller tasks, like brainstorming and drafting, made writing feel manageable and less stress."

"Recording my thoughts in voice notes and then turning them into essays helped me connect my ideas more clearly in writing."



"Writing in online discussion forums allowed me to practice concise and persuasive communication while engaging with others' ideas."

"The teacher's encouragement to rewrite essays multiple times showed me that great writing is a process, not a one-time effort."

"Practicing with different genres, like narratives, reports, and arguments, expanded my skills and made me a more versatile writer."

"Timed writing exercises during class taught me to focus and organize my thoughts quickly, which helped in exams too."

"Seeing my progress through a portfolio of all my writing assignments motivated me to keep improving."

"Peer-review sessions taught me to spot strengths and weaknesses in both my classmates' writing and my own."

"The brainstorming activities before writing assignments made me realize how planning can save time and make my writing more coherent."

"Learning to write summaries and analyses of articles in class helped me understand how to simplify complex ideas in my writing."

"Setting personal goals for each assignment, like improving transitions or using more descriptive language, helped me focus and grow as a writer."

# **Chapter 5**

## **Discussion and Conclusion**

This chapter will discuss about analysis of the data in chapter four as well as the literature review. This research ascertained view of online literacy, higher online education opportunities in Afghanistan. Moreover, it highlights the main challenges regarding student's accessibility to higher education. finally, it will recommendation for educational leaders and government to address current barrier on online literacy programs particularly related writing programs.

## **Discussion**

The online classes are designed for students to learn and grow and for learning process students engagement is the key factor (Avcı & Ergün, 2019). In online sessions, students are encouraged to actively participate in discussions, view course materials, engage with the content, and feel part of the online learning environment. They are also prompted to think critically, share ideas, and contribute to class discussions. Literature reviews suggest that instructor feedback and peer interaction are effective learning strategies. Additionally, survey results indicate a high demand for an increase in online sessions where students can share ideas, discuss topics, and exchange their writing with peer. Providing feedback is one of the most powerful tools that influences students learning process in higher education (Wen et al., 2021). Based on the literature review for this study student who received feedback their writing has improved compared to those who did not receive similarly based on the survey students who received feedback were tend to be satisfied with these online programs. Online education today provides flexible access to learning from any location at any time, effectively eliminating traditional physical barriers to education (Lee, 2017). Many students participating in online classes find these programs both flexible and accessible, making them ideal for those with busy schedules who need adaptable options for their studies. In this study, 44 percent of students highlighted accessibility as a key benefit, while 40 percent cited the flexibility of these programs as their preferred feature. Moreover, students who found these programs beneficial appeared to be satisfied with their experience. Instructors and institutions should consider implementing stricter assignment

policies, recording sessions to share with students for flexible review, and providing additional practice both during and after class. This approach allows students to strengthen their skills while enabling instructors to identify students' strengths and weaknesses, allowing them to adjust their teaching methods accordingly.

## **Conclusion**

This study evaluated student's perception, experience, major challenges, opportunities, and areas for improvement regarding online English literacy programs particularly on writing skill for higher education in Kabul, Afghanistan. Based on the study finding the major challenges are internet connectivity, lack of motivation, complex content and lack of communication and engagement. Majority of the students find classes effective and had an excellent experience with their writing classes. These online classes provide with the opportunity to communicate with diverse group of students and instructors, access to high quality education. On the other hand, there are some areas for improvement for instructors or institutions such as recoding, more interactive classes, and provide feedback which are essential factors for improving students writing skills.

## **Recommendation**

This study highlights the importance of online English literacy programs in higher education. To address challenges and strengthen these programs, the following recommendations are proposed.

- Introduce more interactive materials like live writing workshops, breakout sessions for peer feedback, and writing challenges that encourage engagement and active participation.

- Implement regular, structured feedback sessions with specific, actionable advice on writing assignments
- Incorporate breakout rooms, live polls, and virtual discussion boards to make learning interactive and reduce student isolation
- Offer virtual counseling services and create forums for students to connect and support each other socially
- Institutions should consider financial support for students needing equipment and internet access to participate fully in online classes.
- Use quizzes, or reflections to understanding and identify areas where students may need additional support.
- Institution should consider to provide students with multiple resource options based on their learning levels, so they can choose the material that best suits their needs.

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