Voices from EFL Thai learners towards English writing

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Abstract

English language writing is seen as one of the most difficult skills for undergraduate students. When composing a piece of writing, students usually face various problems ranging from grammatical aspects to expressing ideas and opinions. To answer the research questions, this study employed a mixed method of both qualitative and quantitative approaches to identify the students' perceptions towards Business Article Writing Course, as well as to pinpoint their challenges when working on the written assignments. The intensive data were collected from 20 fourth year students majoring in Business English via the use of questionnaire and a semi-structured interview. The findings give teachers, course designers, and educational organizations an insight into students' problems in learning English language writing. It also highlights the need to integrate different genres of writing to enhance students' writing skills so that they can use such techniques to overcome any struggles when composing a piece of writing.

Keywords: Academic Writing, EFL, Writing Strategies, Peer Feedback

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1. Introduction

English language writing has been seen as one of the most difficult skills among the four language skills. This is not the case for only EFL students but native speakers of English also find it challenging to produce a good and well-structured piece of writing. A number of studies have been conducted to explore the students' academic writing problems (Boonyarattansoontorn, 2017; Ismail, Hussin & Darus, 2012), academic writing strategies and the students' perceptions towards academic English writing (Ismail, 2011; Rahmatunisa, 2014; Sun, 2004). Ismail (2011) poses that there is a need for the students to be exposed to a variety of writing genres. The Business Article Writing course exposes the students not only to the formal style of writing but also to the 'semi-formal' and the informal styles like that of writing entertaining news stories and feature articles rather than just academic essays. The current study intends to identify how writing in various genres may help improve the students' writing skills and to investigate their creativity which previous studies did not address.

2. Background

Business Article Writing is an elective writing course for fourth year students majoring in Business English at an international university in Thailand. Three main objectives of this course are for the students to learn the theoretical and practical aspects of various media articles, to emphasize on accurate expression and efficient communication of viewpoints, and to have evaluative group discussions to counterbalance the writing activities in the course. The course addresses journalistic style of writing, such as writing news stories and magazine articles. The students are first introduced to the language features used in advertisements. The purpose is to encourage the use of powerful adjectives, the extensive use of vocabulary, and figurative language. This is to prepare them for catchy news headlines and magazine headlines writing. In addition, the students are taught to write 'lead paragraphs' by working on two to three exercises before eventually writing their own lead paragraphs. After working on the leads, the lecturer assigns the students a number of news articles to analyze in terms of the structure and language features. In the final process, the students write their own articles, which are divided into three stages: planning stage, writing stage, and proof reading and editing before the submission of the final draft. In the proof-reading stage, students either proofread their own work or take turns to proof read each other's articles. For the second half of the semester, the students focus on writing reviews, such as restaurant reviews, song reviews, and product reviews. As for the term projects, the students work in groups to produce a class newspaper and a magazine. The structure of the classroom newspaper and magazine consists of various sections as seen in newspapers, such as the news stories, feature section, scoops, and opinions.

3. EFL learning context

English is viewed as a tool for communication worldwide. English as a Foreign Language, or EFL, is referred to learning and using English as an additional language in non-English speaking countries in the Expanding Circle. English as a Second Language (ESL) is a term used to refer to the study of the English language used by non-native speakers taking place in an English-speaking country, such as the USA, the United Kingdom, and Australia; or a country where English is used as an official language like the Philippines and India. EFL students learn English for academic purposes, such as to get a degree or to pass tests and exams whereas ESL students learn English for communicative needs. EFL teaching and learning environment focuses mainly on grammar, sentence structure, vocabulary, and lexis. Hence, the exposure to listening and reading in the target language, such as listening to BBC news, reading authentic materials like English magazines and short stories tend to be rare. Essay writing is also not emphasized in the EFL learning context, especially creative writing. Though grammar

is emphasized in the teaching and learning, when writing an essay, EFL students still face problems particularly in the subject verb agreement, noun uses, and other grammatical errors (Ferris, 1999; Schneider & McCoy, 1998; Watcharapunyawong & Usaha, 2013).

4. EFL in Thailand

EFL teaching and learning in Thailand has long been introduced and has been part of the curriculum since 1891. It has gradually evolved from grammar-translation methodology to eventually adopting the communicative approach in 2002. It is still emphasized in the current National Educational Act, leading to more focus on project-based learning which encourages the students to be responsible in learning with less help from the teacher (Darasawang, 2007). However, Thai education does not encourage inquisitive learning so the students tend to be passive and are reticent to question a teacher or a senior (Kongerd, 2013). Saengboon (2002) also confirmed that communicative language teaching seems to fail in equipping English language learning in the Thai EFL context mainly because of the culture. Saengboon (2002) further explained that though the Thai educational system has been trying to incorporate CLT and other teaching methodologies, drill-based activities and rote learning is still common in the system. As a result, students continue to struggle in learning English and the teachers still need to find a way to detach the students from the cultural norm.

5. Perceptions of EFL students towards writing

A number of studies have found that students learning in the EFL context have difficulty in writing English. Out of the four language skills, writing is said to be one of the most difficult skills for English language learners to master, especially for the ones who learn English either as a second language or as a foreign language. Writing is seen as a process of expressing ideas and putting them on paper in a grammatical and well-structured sentence. Many studies have focused on the perceptions towards essay writing in English and the difficulties that students encountered. In Indonesia, Rahmatunisa (2014) found that Indonesian students dislike writing because of several factors, namely cognitive, linguistics, text structure, and organization problems. In addition, idea generation and organization also proved to be one of the barriers for the students in terms of using appropriate sentence structure and word choice, hence it was hard for the EFL/ESL students to communicate their ideas (Al Murshidi, G 2014; Seensangworn & Chaya, 2017). Sun (2004) said writing is a process of discovery as the writers try to find their ways while they are struggling to think, compose and put their ideas together. Moreover, Ismail (2011) employed a mixed method of both quantitative and qualitative approaches to investigate 64 students' perceptions towards academic writing course and general writing and found that the students viewed mastering in ESL English writing as being important for their academic studies and future careers. One interesting point that emerged from the data was the students' misconception about their ability. A number of students expressed that they were satisfied with their current writing skills when in fact they should pay more attention to this particular skill. This point needs to be investigated further to understand more about the students' actual writing ability and identify the problems that they encountered while writing in English. One other aspect which plays an important role in the development of the students' writing skills is how the students perceive the teacher's feedback and whether they find it beneficial.

It has been found that teacher's feedback may have a great influence on students' writing skills (Ferris & Hedgcock, 2014, p. 237). Zhan (2016) conducted a research on 62 Chinese undergraduate students who were taking a writing course. Feedback was given through text analysis, and questionnaires were used to explore the students' perceptions of the usefulness of the feedback. An interview was also conducted by having the students look at their final drafts with the teacher's feedback and the participants described their reactions. The drafts worked as visual prompts during the interview. It was

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found that over half of the students said the feedback was mainly on grammar and not much on the content. Generally, the students were able to use the teacher's feedback to improve their writing. The study concluded that it is important to know how students perceive the teacher's feedback and their expectations so that better feedback can be given and students can further improve their writing skills. Similarly, Seker and Dincer (2014) studied the process of teacher's feedback and how the students view such feedback. The study's objectives were to discover the types of feedback the students prefer and how they evaluate those feedback in terms of their language improvement. A total of 468engineering and science students with A1, A2, and B1 English proficiency levels participated in the study. It was found that most of the feedback focused on grammar and organizations. The feedback on vocabulary usage and punctuations and capitalization were relatively less. In terms of the students' preferences, the feedback they got matched their expectations, that is, the students preferred to receive feedback for both content and form along with organizational aspects of writing.

6. Students' writing strategies

In the interviews, over half of the students reported to receive feedback mainly on grammar, and not much on content

In the interviews, over half of the students reported to receive feedback mainly on grammar, and not much on the content. Writing essays, especially for L2 students, is a complex process, so in order to produce a good essay or a piece of writing, writers need to focus on various strategies to generate their ideas. Boonyarattansoonthorn (2017) investigated 157 Thai undergraduate students' English language writing difficulties and their use of writing strategies. As predicted, the students had difficulties with the writing activities. In terms of the writing strategies, the study found that the students used the cognitive strategy the most, particularly the use of dictionaries. Moreover, the research found no relationship between writing ability and writing strategy usage. Boonyarattanasoontorn (2017) asserted that it was probably because the students were rarely introduced to the writing strategies. In addition, Sadi and Othman (2012) investigated the cognitive process of writing of Iranian EFL undergraduate English learners and their essay writing strategies. The participants were six Iranian students who were divided into two groups: strong and poor writers. In the study, 21 strategies were identified and the strategies that both groups employed were the use of L1 and rehearsing, goal-setting, direction reading, and formulating position. However, the strategies that the good writers applied were repetition, re-reading, brainstorming, and revision while the poor writers employed editing, self-talk, self-questioning, task interpretation, and abandoning ideas. It was concluded that the use of L1 proves to be useful in helping writers generate ideas while writing. Interestingly, Xiao (2012) investigated the students' writing strategies through the sociocultural perspective, highlighting dialectic relationship between cognition and sociocultural context. The participants were six students who were ranked in the top 15 percentile out of 180 students. It was found that the participants employed four types of artifacts to assist with their writing: English literary works, the Internet, the English language, and the Chinese language. Xiao (2012) poses that the mediated actions are helpful in improving the students' writing ability, but they might not be aware of it. Hence, attention towards these mediated resources needs to be emphasized and be brought to light.

In light of current research arena, not many studies have been conducted on Thai students' perceptions towards writing in English in an EFL context, especially in the genre of business articles, such as that of writing news stories, features, and reviews as most previous studies focused on general English writing. The current study focuses on identifying the students' perceptions towards Business

Article Writing course and identifying their problems and challenges when working on the written assignments, such as writing magazine articles and reviews. The current study employed quantitative and qualitative data collection by using questionnaires and interviews. This is similar to that of Ismail (2011) and Sun (2004) whose studies investigated students' perceptions towards specific writing courses which are article writing and academic writing courses. The current study is similar to that of Sun (2004) in terms of the EFL context in which Sun (2004) conducted the study with a group of Chinese students where English is used as a foreign language. The findings of the study could provide insights to the language lecturers, especially those who are teaching writing courses, to introduce different genres of writing to enhance the students' writing skills, as well as to promote their creativity. Authentic style of writing, such as news stories and reviews, may pose a big challenge for EFL students but it would open opportunities for the them to express themselves better and allow them to explore and research through mediated resources which are believed to improve writing skills (Xiao, 2012). In what follows are the two research questions of the current study:

Research questions:

1. What are Thai students' perceptions towards Business Article Writing (BAW)?
2. What problems do Thai students face when writing in English?

7. Methodology

The study adopts the quantitative and qualitative data collection methods by using a questionnaire and a semi-structured interview. The questionnaire is divided into three sections, the demographic data, an eighteen-item five-point Likert Scale questions, and two open-ended questions in the third section. The interview was conducted to supplement the results from the questionnaire. Four students were chosen based on their GPA/performance in class ranging from high to low performance for the interview. The quantitative and qualitative data were used for the purpose of triangulation and to get a holistic picture. The questionnaire was structured based on the research questions and was adapted from the study of Ismail (2011) who investigated the student's perceptions towards ESL writing. Ismail's questionnaire used Cronbach Alpha Formula and the reliability of the questionnaire was found to be 0.92. Open-ended questions were also included to give the students a chance to express their opinions freely regarding what they liked and disliked about writing in English.

For content validity, three experts in the TESOL and ESP fields were asked to verify the items of the questionnaire based on the IOC basis. Items that are lower than 0.70 are revised and adapted. The Likert Scale ranges from one to five where 1 is "Strongly Disagree" and 5 is "Strongly Agree". The statement in each item either expresses positive or negative attitude towards the object of interest (Dorynei, 2003). It is claimed that "The content validity of a measurement instrument for a theoretical construct reflects the degree to which the measurement instrument spans the domain of the construct's theoretical definition" (Rungtusanatham, 1998, p. 11). As measuring the content validity of research instruments are of paramount importance and necessity, the index of Item Objective Congruence (IOC) was then applied to assess the content validity of the questionnaire survey as well as the interview questions. According to Rovinelli and Hambleton (1997), the value of the index of Item Objective Congruence (IOC) can be calculated by using the following equation:

$$IOC = \Sigma R/N$$

IOC means the congruence between the items and the objectives or content, whereas ΣR represents the sum of scores checked by at least three specialists in the field and N is equal to the number of specialists. The range of the scores for each item is -1 to +1. A score of -1 indicates that the test is not congruent with the objectives or content. A score of 0 signifies that the degree of measurement is

unclear. Lastly, the score of +1 indicates that the test is congruent with the objectives or content. If the obtained IOC value is higher than 0.7, the test or the particular item is considered reliable. The current research procedure is also similar to that of Sriwichai and Inpin (2018), in which semi-structured interviews were employed to elicit specific information and the participants' opinions. Following Creswell (2003), the interpretation of the quantitative data obtained from the five-point Likert scale questions can be supported by the qualitative data obtained via the semi-structured interview to compare and contrast the students' perceptions about writing. Thus, students' comments and views from the interviews were incorporated in the discussion of the results obtained from the questionnaire for each research question where appropriate.

8. Participants

The participants were 20 third year and fourth year students whose English proficiencies are said to be in the intermediate to advanced level. All of the students have passed the four foundation English courses required by the university. The students' educational backgrounds include those who have been educated at bilingual schools in Thailand and three students have been abroad in an English-speaking country for at least one year as exchange students. All of the students' mother tongue is Thai and English are their foreign language. The participants were homogeneous in terms of age and their mother tongue. Their age ranges from 22 to 24 with more than half of them have never studied in an English-speaking country. In terms of the writing styles, 76% of the students had exposure to academic writing, such as essay and research writing, followed by persuasive writing at 52% and story writing at 48% respectively. As for the amount of exposure the students had in writing journalistic articles, 16% of the students have had experience in writing news article and only 8% experienced writing magazine articles.

9. Classroom procedure

The students in the Business Article Writing course were assigned to write various genres of articles. There were 10 writing tasks that the students had to do each semester. Prior to having the students work on each task, the lecturer lectured and guided the students on the features and styles of each type of article. For instance, the lecturer began the class by having the students learn phrases and words used in advertisements so that they would use some of those phrases to write 'catchy' headlines. They were then asked to practice writing magazine and news headlines. Next, the students were taught to write lead paragraphs for news and magazine articles. They would then write their own lead paragraph based on the topics given in class. After the students have mastered writing the 'lead paragraph', they would be taught about the styles and the details to include in the body of the articles. This was done by introducing some examples from the online news and magazine articles. This teaching procedure is used in all the writing tasks throughout the semester, including the reviews which is the focus of the second half of the semester. In most cases, students had the liberty to choose their own topic of interests based on the general 'theme' provided by the lecturer. For each task, the students were required to write two drafts, where the first draft was for them to submit to the lecturer for general feedback. Before the submission of the second draft, the students had to ask two classmates to provide feedback with the use of Google Docs. This practice was done twice due to time constraints.

10. Findings and discussions

Table 1: Items related to students' perceptions towards the course

	Percentage
I enjoy the writing activities of Business Article Writing course.	45
The course helps me improve my writing ability.	80
The course gives me the opportunity to be creative.	70
The course is challenging for me.	55
The course gives me the opportunities to write in different styles and genres.	70
The course is useful for my future jobs/careers.	55
The course blocks my creativity in writing.	25
The course allows me to practice writing in various styles.	65

The result from Table 1 shows that 45% of the students enjoy taking the course and 80% believe that Business Article writing course would help them improve their writing ability. The result also indicates that 70% of the students think that the course provided the opportunities for them to write in various styles of writing and also to be creative. Furthermore, 55% of the students believe that the course is useful but at the same time, they also feel that it is challenging. Slightly more than 50% of the students feel that the course would be useful for their future career. Overall, the results reveal that the students have positive feelings toward the course and that it would help them improve their writing skills.

Table 2: Items related to students' perceptions towards the writing tasks

	Percentage
I have had enough practice in the various writing styles and genres.	50
I enjoy the process of proof reading and editing.	45
I do not feel comfortable during a writing activity.	30
I feel I cannot write well because of my grammar and sentence structure.	30
I do not like writing in English.	30
Learning to write in English is a very important skill for my study at the university.	80

The tabulated data in Table 2 reveals that 50% of the students admitted that they did not have enough experience in writing in various genres and styles. However, during the semester, students were given regular feedback from the lecturer and also their peers via Google Docs. The result was

that 45% of the students enjoyed the process of proof reading and editing one's own work and their peers'. In addition, 30% of the students felt they cannot write well because of their grammar knowledge and did not feel comfortable during a writing activity, but interestingly, the percentage was not significant. The factor that the students value the most at 80% was they strongly felt writing serves as an important skill in their studies at the university.

Hence, to answer the first research question, "What are Thai students' perceptions towards Business Article Writing (BAW)?", it has been found that overall, the students had positive attitudes towards the course. Also, similar to other studies (Ismail, 2011; Padgate, 2008; Sağlamel & Kayaoğlu, 2015) one significant point that the result revealed was the students believed that writing is an important skill in their study and future career.

11. Student's Interviews

Based on the interview with the students, it was also found that the students had positive attitudes towards the course and towards writing in English. They also loved the fact that the course gave them the opportunity to explore and to write about topics of their choice and interests which gave them the flexibility to express their feelings and opinions. However, there were times that they found it challenging. Below is a Table showing the key aspects gathered from the semi-structured interview:

Table 3: Key Aspects from Semi-structured Interview

Students	Key Features
Student A	Task flexibility; creativity
Student B	Creativity; new knowledge acquired
Student C	Task flexibility; creativity
Student D	Creativity; new experiences gained

Below are excerpts from the semi-structured interview:

Student A:
I like the course, I think it's diverse and flexible, allow me to think and be creative [sic]. I can write about different content like sports, you know from my own interests. But at first, the flexibility was confusing because in other subjects, the teacher told me what to do, like there is a 'frame'. This course, no frame and I am not used to it so it was quite confusing for me [sic]. First task was difficult but later, I like the flexibility [sic]. The style of writing too, like help us put 'art of convincing of telling stories', I can be more creative, the teacher focuses on that too [sic]. Sometimes it is difficult but I enjoyed it, especially writing newspaper articles [sic]. Also, it made me aware that for newspaper articles, I had to interview people, it's like doing research. I think my writing improved.

Student B:
It's an interesting course, I had fun to write, especially the reviews. I get to learn more like write articles for magazine and newspapers, I get to write different format. Different ways of writing. The creativity part is very challenging for me because I don't think I am creative. Also, the proof reading, I never use Google Docs. to edit for friends too, so I learn new technology [sic]. For reviews, I need to be more critical and I can express my personal feelings. When I write product review, I need to put myself as customer, I need to convince use convincing language so I feel I improved my writing skills [sic]. So, in this course the writing exercises, I cannot rely on the internet, it has to be my own feelings [sic].

Now, I can write good reviews and I learn persuasive skill. Teacher also helps to guide me regularly [sic].

Student C:
At first, I thought the course would be hard. I don't have any ideas at all, I have no experience in writing this style and I am not creative at all, especially teacher allows us to be flexible [sic]. I was concerned about grammar too and I need to be more creative. Peer editing is also fun and easy but need to work hard but I liked it because we can help check friend's grammar and my friends can help me too, so feedback from friends help a lot [sic]. When we are stuck in writing, we can ask and share ideas and ask each other's opinions so use of Google Docs is good.

Student D:
The course allows students to know different style and format to write newspaper and magazine articles. The course is creative writing so I need to write creative sentences. Forces me to be imaginative and creative, it's a new experience, it's a new thing for me. The skill to use technology too in editing and proof reading, I learn a new way to edit work. But I feel that at first, it was a bit confusing. But I think I can improve my vocabulary because teacher said to use powerful words and share my feelings [sic]. Feedback and editing were useful both from teacher and friends. Sometimes, we don't realize our mistakes but friends and teacher did and sometimes they help us with different choice of words. I like the use of technology, Google Docs. too.

It can be seen that all the students mentioned about having to be creative in which one student said the course forced her to be creative. Another point is that the writing tasks required them to share opinions and their feelings which the students were not so familiar with. Concerning the fact that they had to write 'in the journalistic style of writing', the results revealed that the new experience was quite challenging for them. In addition, the peer feedback in terms of proof reading turned out to be the process that the students found to be useful and thought that the editing process helped them to improve their writing skill.

Writing has been considered as the most difficult skills to master among the four language skills (Al-Mubarak, 2017; Klimova, 2014; Padgate, 2008) but it cannot be denied that it is an integral part of the English learning process. This is especially true in the EFL context in which the students' native language is not English (Ibnian, 2017). The findings of the current study are consistent with that of Setyowati and Sukmawan (2016) in that students liked and enjoyed the writing activities and the tasks provided them with the opportunities to express their opinions. However, they found it quite challenging when having to communicate their opinions and ideas. This is in accordance with Lee and Tajino (2008) and Seensangworn and Chaya's (2017) studies. Lee and Tajino (2008) claimed that one of the most difficult challenges in writing was to express ideas clearly and logically. In addition, participants in Seensangworn and Chaya's (2017) study revealed one of the main problems the students faced was the difficulty in developing and expressing ideas.

Based on the semi-structured interview, the students highlighted the freedom and flexibility that they were given in choosing and picking their topics of interests. Three of the interviewees revealed they were confused and lost, not knowing what to write. However, they later realized that the flexibility allowed them to be creative and they believed that eventually they were able to express ideas more effectively. Hence, the idea of improving their creativity supported the result of the questionnaire. Similarly, the study conducted by Tütüniş and Küçükali (2014) indicated that creative

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writing training had a positive effect on students' writing skills and contributed to their proficiency development. It can be said that the flexibility and the opportunities to express ideas help promote writing skill as noted in the interview excerpt, *'But I think I can improve my vocabulary because teacher said to use powerful words and share my feelings'.* (Student D Interview)

Other findings from the interview indicated that the students perceived teacher and peer feedback valuable and contributed to the improvement of their writing ability. This is in line with that of Zhan (2016) whose study revealed that the students benefited most from the feedback about organization of their writing. Setyowati and Sukmawan (2016) also asserted that appropriate feedback can help students to be more self-confident in writing. On the contrary, Agbayahoun (2016) revealed a different result in that most of the participants were not satisfied and did not find the teacher's feedback useful enough to improve their writing.

Regarding peer feedback, the data derived from the interview showed that the students felt they benefited a lot from their peers, and that the use of Google Doc. as a tool to give feedback to their friends and vice versa was a new experience for them. The interviewees felt that peer feedback helped them see their mistakes. They viewed it as an opportunity to learn and ask for ideas from their friends. A student noted, "*Feedback and editing were useful. Sometimes, we don't realize our mistakes but friends did and sometimes they help us with different choice of words. I like the use of technology, Google Docs. too.*" This is in agreement with Kuyyogsuy's (2019) study that claimed students were able to improve their writing efficiency notably in terms of the content and choice of words, and the use of vocabulary. This is further supported by Kitchakarn's (2012) and Nguyen's (2016) studies that peer feedback or peer responses is a form of collaborative learning strategy which proves to benefit the students in their writing ability especially in the revising stage. Hence, this coincides with what the researcher has done in the class during the revision stage before the students finalize their writing tasks. However, results of Tsui and Ng (2000) regarding peer feedback contrasted with the data derived from the current study, in that the students seemed to value and mentioned more about the benefits they received from their peers and did not mention much about the teacher's feedback. Another study which contradicted with the current study was the investigation by Shirejini and Derakhshan (2020). They found that the factor that the students perceived to be most problematic in English writing was grammar in which their major concerns were punctuations and spelling. The result contradicted with the current study which revealed that among the many concerns the students had, grammar was not as significant as the concerns on developing ideas and expressing opinions.

12. Pedagogical implications and suggestions for future research

This study highlighted aspects of the teaching and learning of writing in the journalistic style. With the changing world, it is crucial for teachers who teach writing to incorporate various styles of writing to provide the students the opportunity to explore various types of language, such as the use of powerful and emotive language. In the Thai teaching and learning context, Thai students have been more exposed to academic writing but they do not have sufficient experience in creative writing or journalistic style of writing. With today's trend of online content, academic writing is no longer sufficient. It is suggested that by incorporating journalistic style of writing, it would allow novice writers to engage in interviewing and gathering sources before writing an article. Journalistic style of writing also provides freedom for the students to express themselves and can also motivate them to 'think outside the box' rather than having to follow a strict structure such as that of academic writing. Most research have also been devoted to studies on academic writing (Boonyarattansoontorn, 2017; Ismail et al, 2012,). Other studies focused specifically on investigating students how they perceive the

use of blogs to learn and improve their writing skill (Said et al 2013; Salatiga, 2017). For future research, it would be worth investigating peer feedback with the use of Google Docs. and to seek how the tool can help improve the students' writing skill.

13. Conclusion:

The results of the study revealed that the students felt positive towards the Business Article Writing course and towards English language writing. One of the most important points that emerged from the interview was that the students enjoyed and valued peer feedback especially in using the digital tool, Google Docs. as it was a new experience for them. A number of students also expressed that the course helped them to be more creative and to be able to express themselves better in writing. The study contributed to the understandings of Thai students' perceptions, their problems, and their expectations in the writing course. Nonetheless, further studies need to be conducted to investigate the students' strategies in giving peer feedback and whether the use of Google Docs. would significantly enhance the students' writing ability.

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