Original Research

(De)Motivating factors of e-mentoring integration in English academic writing classrooms

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It remains unquestionable that learning a language such as English through online mode may have transformative impacts on students' motivational process. Grounded from the rationale, this study explored EFL students' (de)motivating factors in integrating e-mentoring methods during academic writing projects. Thirteen selected university students with different demographic variables (i.e., grade, gender, university, age, language proficiency) attended multiple interviews, focus group discussions, and classroom observation as data collection methods. The data were analysed through the integration of IDEEAS framework, consisting of Inclusion, Design, Engagement, Evaluation, Assessment, and Support phases and a descriptive statistical analysis. The findings are twofold. First, e-mentoring motivated EFL students to engage with academic paper writing as it effectively reduced cultural and linguistic barriers (i.e., through online tutorials, games, or discussion), promoted always-on communication (i.e., through synchronous and asynchronous modes), and relied on process rather than product (i.e., through dialogic syllabus). Nevertheless, e-mentoring remained demotivating for the students as it concerned with verbalised communication, threatened face-to-face interaction, and caused them to rely on online culture. This study implies that university stakeholders, mentors, or supervisors have to integrate e-mentoring into English learning curriculum and facilitate online learning procedures systematically. In short, motivating and demotivating factors in e-mentoring process remain critical as academic paper writing cannot be successfully engaged with online meeting. The e-mentor has to implement particular strategies by intensively utilising online apps to increase effective communication and overcome drawbacks during the academic writing project.

1. INTRODUCTION

Teacher support positively impacts students' academic success, including writing an English paper for academic publication. Academic writing (henceforth AW) comprises complex content and structure that may hinder university-level English-as-a-foreign language (henceforth EFL) students from encouraging their writing motivation (Alzubi & Nazim, 2024; Phyo et al., 2024; Mohammed & Al-Jaberi, 2021). The external barrier of AW refers to stricter guidelines offered by every academic journal for those who intend to have their papers proceed. Internal and external writing barriers must be managed through intensive, ubiquitous communication between university EFL teachers and students. Classroom meetings cannot be the only option to discuss AW development, which

consists of preparing, outlining, drafting, researching, revising, and reporting stages. In this case, synchronous or asynchronous communication through an electronic mentoring (henceforth e-mentoring) method is an appropriate decision for an AW teacher-supervisors to facilitate students' barriers before, during, and after writing an academic paper (Kumar et al., 2023).

E-mentoring emerges as a transformative method for facilitating a writing project that requires procedural writing accomplishment and how a teacher-mentor approaches student-mentees with communicative online interactions ubiquitously. Many EFL students prefer a variety of online communication due to its access and confidentiality level (Han et al., 2024; Lacombe et al., 2024; Osiyanova et al., 2024). E-mentoring integration leads to AW motivation among students even though they may be challenged with online learning barriers. Both motivation and demotivation in an e-mentoring method theoretically conceptualise direct academic balance when writing an academic paper, as students have different tendencies to interact with their teacher-mentor during a writing project.

This study began from an optimistic assumption, stating that e-mentoring contains more than a mere online discussion; instead, it reveals the way EFL teachers deliver information and the attitude EFL students engage to undertake such transactional dialogue online. Although such a topic has been recently promoted through several studies, such as youth e-mentoring (Kaufman et al., 2024; Wright et al., 2024; Gafni-Lachter et al., 2021), mutual e-mentoring (Wang et al., 2023; Hardt et al., 2022), e-mentoring preparation and design (Kaçar & Baltacı, 2023; Cicchinelli & Pammer-Schindler, 2021), and e-mentoring intervention (Kumar et al., 2023; Mullen, 2023; Arnold et al., 2022), a specific focus on psychological insights regarding e-mentoring in English AW remains unidentified. This rationale was configured as a counterpart to fill the gap that has not been previously scrutinised.

This study aimed to uncover motivating and demotivating rationales that lead university EFL students to utilise e-mentoring during an academic paper writing project. The AW project was focused on some specific competences developed based on language proficiency, including grammar accuracy, vocabulary, and the skills to deal with sources, such as summarising, synthesising, and paraphrasing ideas. It also concerned with genre conventions which direct EFL students to follow a paper structure, including IMRaD (Introduction, Method, Results, and Discussion) and citation or referencing. As for cognitive command, the EFL students were encouraged to transform descriptive into analytical thinking, which required them to have high level of metacognitive awareness or abstract reasoning.

Meanwhile, the significance of this study is twofold. First, it implies that a pedagogical process needs to be enhanced through various teaching and learning methods, including offline and online modes. Second, it sheds light on how linguistic competence transformed teachers' and students' communication strategies, such as open communication, fast corrective feedback, or active listening. On the other side, this study is different from earlier

concerns. It employed EFL students to begin to experience writing a journal paper. The students were not experienced in learning English through any e-mentoring application. They studied English in a rural university, indicating they share a unique learning culture and attitude towards technology in AW classrooms.

This study comprised two research questions:

RQ1: How does e-mentoring integration motivate EFL students to write an academic paper?

RQ2: Does the e-mentoring method remain demotivating for such a writing project?

2. THEORETICAL BACKGROUND
2.1. IDEEAS framework

IDEEAS, which stands for *Inclusion, Design, Engagement, Evaluation, Assessment*, and *Support*, is used as a theoretical framework in this study. IDEEAS is a newly developed framework that facilitates comprehensive engagement in online teaching and learning, ranging from preparation to feedback. The main goal of this framework is to promote effective online pedagogical practices for teachers when delivering a course and for students experiencing transformative learning outcomes (Martin & Ritzhaupt, 2023). In addition, it provides both theoretical and practical guidelines for online teachers to establish teaching and learning inclusion in online settings. There is an interrelation among the six factors of the IDEEAS framework, stating that each instructional process influences the sustainability of another pedagogical stage and vice versa. Teachers' strategies during an online course lead to students' learning outcomes and attitudes.

Conceptually, as for the first factor, *inclusion* guarantees that each online student shares similar feelings of togetherness, acceptability, and enjoyment. This factor encourages teachers to recognise heterogeneity, fairness, and involvement by determining either beliefs or perceptions about students' online attitudes and performance. The final goal of *inclusion* refers to equity development for all students during dynamic online classes (Martin et al., 2019). *Design* is the second factor that leads teachers to initialise online instructional activities and materials as an alignment for learning outcomes. Teachers organise a series of instruction sequences by including various resources or learning materials. Different teaching approaches require different material designs. Teachers must know what their students need and what they already know. Online teaching and learning *engagement* allow teachers to communicate with students to facilitate community building interactively (Martin & Ritzhaupt, 2023).

Unlike offline mode, online instructions are conducted to facilitate students with interactive responses, ubiquitous grading systems, and fast feedback. Teachers manage their classrooms by facilitating student-teacher and student-student discussions and monitoring their learning progress, attitude, and community building online. Instructional achievement can be consecutively determined through *evaluation* (Martin & Ritzhaupt, 2023;

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Gaytan & McEwen, 2007). In general, *evaluation* stresses implementing various approaches and strategies to identify which knowledge has been improved and which has not. This factor enables teachers to fully acknowledge students' online performance and their feedback towards what has been given. Moreover, *assessment* measures students' achievement through both summative and formative assessments. Eventually, some prominent feedback is offered to support further learning continuity (Martin et al., 2019; Gaytan & McEwen, 2007).

2.2. What is an e-mentoring method?

The first part of this literature review describes operational definitions of e-mentoring. The term e-mentoring (i.e., electronic or digital mentoring) is defined as a supportive and systematic interaction through which a mentor gives intensive guidance, feedback, or consultation to those who need some assistance using particular digital tools, including social media, email, video conference, or learning management systems (Kumar et al., 2023; Gafni-Lachter et al., 2021). Operationally, e-mentoring consists of three subparts. First, relational interaction refers to the interaction between a mentor and mentee that extensively develops enthusiasm, transformative formation of their identities. Second, goal orientation emphasises on the interaction that encourages personal, academic, and professional skills. Third, technology-mediated communication concerns the relationship that is built through online mode (e.g., asynchronously) which is flexible in terms of place and time (Kaufman et al., 2024; Alhadlaq et al., 2019). In academic paper writing context, e-mentoring is operationalised as directed online interaction and foundation that not only concern on writing competence but also promotes students' self-regulated learning, motivation, and courage.

E-mentoring is an advanced teaching and learning approach that uses digital technologies and online platforms to interconnect teachers (i.e., mentors) and students (i.e., mentees). The method leads the mentor and mentee to communicate extensively via a virtual mode that prevents time, distance, and geographical barriers compared to conventional methods (Kaçar & Baltacı, 2023; Arnold et al., 2022; Gafni-Lachter et al., 2021). The main benefits of e-mentoring are flexibility and accessibility. Online students from distant locations can participate in every meeting without engaging in physical proximity. At the same time, teachers can reach students conveniently with both synchronous and asynchronous materials and tasks. E-

mentoring comprises particular procedures, leading teachers to set goals, conduct a discussion and task, review assignment results, and offer feedback (Kumar et al., 2023). In this case, a framework, development tracking, and schedule are needed to ensure each meeting completes its final goal.

A teacher-mentor personalises learning by utilising diverse tools and applications to facilitate student-mentee's needs, such as sharing academic papers, that develop online learning experiences (Gafni-Lachter et al., 2021). Typically, e-mentoring employs online communication tools, such as *Zoom*, emails, messaging apps, or other platforms, digitally accessed and operated by both mentor and mentee. It is noticed that a mentor selects an app based on the needs of the course, mentee, and technical barriers (e.g., internet connectivity or financial barriers). For example, a mentor may share a simple task via *WhatsApp* as it does not have to be instructed in detail. However, a complex writing task requires visual explanation (i.e., *Google Meet*) to prevent misinterpretation.

In implementing e-mentoring, a mentor determines a specific app or platform, leading to effective online interaction and progress tracking. Mentors and mentees should be comprehensively knowledgeable about communicating through online apps, which differs from traditional face-to-face meetings for many concepts and practices (Kaufman et al., 2024). The mentor needs to specify course goals, approaches for materials delivery, and assessment methods to overcome the negative impacts of the absence of physical activities. On the other side, e-mentoring remains critical for some reasons. The method lacks a personal connection between mentor-mentee and mentee-mentee, which may impact emotional prompts or affinity. Student-mentees may be entirely dependent on technology when learning other courses (Wright et al., 2024; Kaçar & Baltacı, 2023). In addition, a lack of communicative understanding cannot be avoided, as digital technologies have limitations in expressing both linguistic and paralinguistic meanings.

E-mentoring implies that students may be influenced with long-term online experience which can be both positive and negative in terms of its impact. The term online culture in e-mentoring is becoming well-known as there is an increasing number of students who depend on online learning. Online culture can be characterised as a socio-digital theory recognised in terms of technological interaction, communicative interaction, and collective distinction (Lomellini et al., 2022). Ecologically, online culture is mentioned as an interconnected environment in which individuals interact via digital platforms, codes, and modes of communication (Kaufman et al., 2024; Gafni-Lachter et al., 2021; Alhadlaq et al., 2019). Unlike traditional culture, which is managed through direct face-to-face meeting and localised rules, online culture emerges under virtual environment through which universal connectivity, advanced technology, and multimodal interaction remain central. Its positive impacts not only refer to either linguistic or symbolic system, but also platform development or online adventure that encourage individuals to be indulged, represented, and gathered in particular

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communities (Underman et al., 2022). Moreover, e-mentoring also features a type of communication that relies on wordless message. Paralinguistic communication, as the term implies, is defined as a non-verbal sign which leads to messages digitalised to formulate emotional, informational, or intentional quality between e-mentor and students (Bishop, 2021; Uştuk & Aydin, 2016). Unlike conventional face-to-face communication featuring body language or voice tone, paralinguistic factors in e-mentoring are manifested through texts (i.e., capital letter, punctuation, or ellipses), visual cues (i.e., gifs, emojis), structured options (i.e., spacing, italics, bold), or time-related aspects (i.e., response time, lengths of messages, or response speed).

Meanwhile, it is important to compare e-mentoring with other types of instructions. E-mentoring appears to be different from online tutoring or teaching regarding its focus, scope, and relation. Online tutoring focuses on task accomplishment and provides students with guidance to deal with specific learning obstacles or assignments. It is undertaken within a shorter period without any continuous or long-term objectives (Gafni-Lachter et al., 2021). Online teaching is characterised as a curriculum-driven, as it allows a teacher to instruct students with contents, a series of lessons, and multiple tasks. This type of teaching is usually in line with academic learning objectives or outcomes (Arnold et al., 2022). On the other side, e-mentoring is referred to as developmental and relationship-centred processes that emphasise on both delivering contents and guiding students with learning development, encouragement, self-confidence, and self-assurance under a particular teaching subject (Arnold et al., 2022; Alhadlaq et al., 2019). E-mentoring is undertaken for a long period during which an e-mentor control students' learning process and achievement comprehensively (Kaufman et al., 2024; Alemdag & Erdem, 2017).

2.3. Motivation and demotivation in English AW

Motivation is defined as either internal or external process of mind that encourages, direct, or guide goal-directed attitudes (Ryan & Deci, 2000). In EFL learning, motivation refers to as students' struggle and passion to study a foreign language such as English, empowered by cognitive, affective, and social needs

(Dörnyei & Ushioda, 2011). On the contrary, demotivation comprises the lack of motivation and it reduces individual's encouragement to do something. In EFL context, demotivation involves factors that intrinsically and extrinsically influence students' behaviour, struggle, and interest (Sakai & Kikuchi, 2009).

Motivation and demotivation in writing an English academic text are perceived as continuous psychological passions which may impact on students' attitude to be indulged with and persist in AW tasks. Motivation comprises the intrinsic and extrinsic factors that offer and initiate writing attitudes, while demotivation includes the lack of such factors due to negative learning experiences (Dörnyei, 2001). It is noticed that motivation and demotivation in writing an academic text constitutes two interrelated sequence that specifically affect students' involvement, determination, and achievement. While demotivation refers to the reduction of enthusiasm due to a variety of cognitive, emotional, or contextual issues (Ji & Zhang, 2025), motivation comprises both external and internal engagement that develop students to acknowledge and transform academic projects (Wang & Zhang, 2025). In the view of Self-Determination Theory (henceforth SDT), motivation becomes more important as students require independence, correlation, and skills are completed (Ryan & Deci, 2020). For instance, those who choose to write a particular theme, find it difficult to develop ideas, and obtain comments from instructors or peers usually come up with internal motivation, allowing them to encourage determination during paper writing tasks. Oppositely, demotivation appears as students fail to fulfil their needs – such as when students' tasks are strictly limiting with involvement, instructor's feedback can be negative without any support or undermining determination (Ji & Zhang, 2025; Dörnyei, 2001). In other words, instructor-student interaction is negligible (reducing achievement). Such phenomenon may lead to demotivation (Karaca & Inan, 2020), where students only find a lack of objective in retaining with writing comprehensively.

Expectancy-Value Theory (henceforth EVT) offers a new analytical insight by leading on students' beliefs regarding their possibility of success (expectancy) and the viewed noteworthiness or significance of the assignment (value) (Lyu & Salam, 2025). Motivation is empowered as students are certain that they have particular ability to achieve a qualified scholarly paper in English and when they believe that the assignment as pertinent to their academic, professional, and individual needs. Nevertheless, when students are not certain about their skills due to a lack of English proficiency or previous negative experiences, expectancy declines. In the meantime, when they view AW as irrelevant or disconnected from tangible experiences, assignment value decreases. EVT also correlates with the idea of cost, including struggle, time, or burnout included in accomplishing an assignment (Lyu & Salam, 2025). High perceived cost – such as anxiety of plagiarism negative impacts, trouble with academic requirements, or burnout from deadlines – may affect to demotivation (Karaca & Inan, 2020), even though the expectancy and value are relatively imposing (Ji & Zhang, 2025).

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If analysed together, SDT and EVT provide a supplementary description of both motivation and demotivation in AW. SDT focuses the achievement or barrier of initial psychological importance, proving how learning environment can both lead to continued involvement or disintegrate needs (Ryan & Deci, 2020). EVT, in turn, emphasises on the role of students' cognitive assessment – expectancy, values, and cost – in showing their interest to achieve struggle in AW. Students can be internally motivated by a fascinating study topic (SDT: autonomy) but can also be demotivated as they are certain about the reduction of such writing competence (EVT: low expectancy) (Lyu & Salam, 2025). Similarly, the students can be more competent in writing an academic text (SDT: skills) but suffers from motivation then they believe on the absence of prospective advantage from the writing tasks (EVT: low value). The integration of both theories enable mentors to carefully prepare and focus on multiple factors of demotivation while concurrently empowering contexts that supporting and develop motivation (Ji & Zhang, 2025; Karaca & Inan, 2020). It can also develop the design of AW course in online learning that not only increases students' motivation to write a text but also reduces the factors that lead them away from the writing tasks.

3. METHODS

3.1. Participants

The participants of this study consisted of thirteen university students majoring in English Education. They were selected by applying a purposive sampling method. The number of participants was based on the following consideration. First, the researcher conducted a pre-observation by enlisting either public or private universities which started to integrate e-mentoring during students' paper writing project. Fifteen private and five public universities were identified to have lower experiences (i.e., less than two years) in utilising the mentoring method. Second, EFL students and mentors in the universities were asked to about the implementation of e-mentoring method at a glance. Third, thirteen out of twenty informed consent forms offered via email and *WhatsApp* were signed and resubmitted via *Google Form*. It indicates that seven students did not agree

with the research plan or goal. The thirteen participants represented other EFL students from both private and public universities with either motivation and demotivation issues during an AW project. Fourth, their participation selection was based on the following criteria, including: (1) being a university student majoring in English in the final semester of each grade; (2) being registered in a course that leads students to paper writing projects; (3) writing a paper to be submitted to a reputable international journal; and (4) experiencing using technology (e.g., mobile tools) as learning media.

The participants of the study comprised 38.5% doctoral, 30.8% master, and 30.8 undergraduate EFL students (Table 1) who were writing for academic publication. It is noted that although the participants were heterogenous in academic level, they also shared diverse language background. Each participant followed an IELTS writing test as a standard to determine that their language ability was of different level. Most of the students' scores were in band 4 (53.9%), but 30.8% received band 3 and only 15.4% can achieve band 5, indicating that some of them had a good language ability, while some others had lower ability.

Meanwhile, the participants were mostly from private institution (76.9%), but those who studied English in public universities only reached 23.1%. The rationale for including these groups was that public and private universities through which the study was conducted received different experiences in terms of technology integration. Many public universities which receive yearly funds from the government have been implementing e-mentoring method to treat EFL students who write a paper for both national and international publication for years. Including more students from public universities may not result in rich data due to their higher satisfaction level in utilising e-mentoring process. However, not many private universities entirely integrate such technology for learning due to the lack of facility and funds. In fact, several universities have begun to apply the method for some years. The researcher found it interesting to investigate the use of e-mentoring in AW projects since EFL students' limited experiences implied a tangible fact about the existence of both writing motivation and demotivation.

Several limitations were identified regarding the participant selection, including heterogenous EFL students' level (i.e., doctoral, master, and undergraduate), higher number of students from private universities, and smaller number of participants (i.e., thirteen EFL students). Fortunately, such limitations can be anticipated by focusing on subgroup analysis and enhancing proper rationales behind each selection. It can be a considerable suggestion for future related studies to decrease the limitations through a more transformative study plan or objective.

3.2. Data collection

The data collection for this study lasted for three months, consisting of interviews in the first half month, focus group discussions (henceforth FGD) in the second half month, and a member-checking stage in the third month.

Table 1

Demographic information of the participants

	DEMOGRAPHIC VARIABLES	TOTAL	PERCENTAGE
Level	Doctoral	5	38.5%
	Master	4	30.8%
	Undergraduate	4	30.8%
Gender	Male	9	69.2%
	Female	4	30.8%
University	Public	3	23.1%
	Private	10	76.9%
Age	20-25	6	46.2%
	26-31	4	30.8%
	32-37	2	15.4%
	Above 38	1	7.7%
Language proficiency (i.e., IELTS Writing Test Score)	Band 5	2	15.4%
	Band 4	4	30.8%
	Band 3	7	53.9%

Classroom observation was conducted throughout several meetings during the e-mentoring process. The following description reveals each method.

Multiple individual interviews. Participant received and signed a consent form stating their readiness and voluntary participation during the interviews. Each session of the interviews lasted for about 60-90 minutes. The participants were entitled to determine an interview schedule or location, and they were also allowed to change the fixed schedule. The researcher informed the use of a recorder during the interviews. The participants were allowed to take a sudden break or be suspended from the interviews at their discretion. They were also informed that their recorded activity was transcribed to be used as data findings by the end of the interviews.

Focus group discussion. FGD lasted for 120 to 150 minutes, indicating that FGD involved all participants in expressing their thoughts about e-mentoring collectively. The researcher only prepared a session for FGD to consider participants' free time or the best chance to attend the forum. Each participant read and signed consent before attending whole FGD sessions. FGD began with greetings or phatic discussions that led to interrelationships among participants. On that account, the FGD was accomplished without any worse data results drawbacks. The researcher invited the participants to attend the member-checking stage if some discussion or interview transcripts required further clarification. The recorded discussion was transcribed to be combined with previous interview results.

Classroom observation. This method was intended to find out what has or has not been undertaken by either e-mentor or EFL students during e-mentoring meeting or session. The observation was conducted online and it involved several meetings that directly referred to as student-mentor activities when discussing the development of academic text. The researcher compiled observation checklists based on an analysis towards various theories. The researcher also attended a meeting through which the checklist was used. Moreover, both EFL students and mentor were introduced with the observation checklist to ensure that its content was in line their e-mentoring process.

3.3. Data analysis

The data analysis was integrated with IDEEAS (Inclusion, Design, Engagement, Evaluation, Assessment, and Support) framework. The framework corresponds with EFL students' e-mentoring experiences comprehensively and has direct implication towards learning through online mode. The framework emerged as a theoretical basis for linking data and interpretation. Each data was described and critically provided with some interpretation which allowed the researcher to apply each element of the framework respectively. The absence of framework integration may lead to a lack of comprehensive and critical arguments for the data analysed.

Following five stages in analysing qualitative data from Bingham and Witkowsky (2022), the analysis began with a basic stage that resulted in searchable and organised data, ensuring

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the application of systematic processes in the following stages. The following deductive analysis stage led the researcher to align the attributed codes to study questions or purposes. This stage was conducted by sorting interview and FGD data into several categories. Such sorted data allowed the researcher to identify first impressions, write coding lists, and begin coding. Open coding emerged to be inductively analysed, leading to identifying and understanding emerging themes. The researcher developed codes, determined the main ideas based on the study purpose, and followed proofs from transcripts. The further stage was to determine different patterns for each coding process, leading to the development of themes categorised through the earlier processes (Bingham, 2023). In this stage, the researcher disclosed statements of study results by identifying systematic data (e.g., sorted coding and emerging themes) and developing thematic summaries. The final stage referred to explanations of data by acknowledging both theory and literature coding. The explanation was carefully internalised to enhance understanding and avoid misinterpretation of the results. In this case, the researcher applied the IDEEAS framework to explain and establish the literature. Meanwhile, the result of observation checklist was analysed by determining both frequency and percentages of stated activities or strategies. Frequency (F) or percentages revealed that how often an activity, strategy, or method was fulfilled by both e-mentor and students during each e-mentoring session. Such descriptive analysis was proposed to compare both qualitative results (i.e., interview and FGD analyses) and quantitative result (i.e., observation checklist). The researcher utilised SPSS 31 during the descriptive statistical analysis.

3.4. The rigour of the study

A member-checking technique was undertaken after completing all interviews and FGD sessions to consider the trustworthiness of study results. The primary rationale for using the technique was to clarify unclear utterances or vague meanings detected in the interview transcript. This technique, which lasted 10 to 20 minutes, required participants' free time and readiness to be reinvited in third-round interviews. Although not all participants were involved, it remained challenging for the researcher to guarantee their availability and motivation for another round. Both interview time and location relied on them, proving higher flexibility and freedom.

4. RESULTS AND DISCUSSION
4.1. Motivating factors of e-mentoring integration
4.1.1. Reducing cultural and linguistic barriers

Drawbacks to engaging with rhetorical styles in writing a paper (i.e., for international publication) were increasing among students whose English remains a foreign language. For EFL students, indirect communication was of higher preference when writing paper content. It is because communication culture in the first language (henceforth L1) impacts strategies in expressing thoughts (Guo et al., 2024; Shin et al., 2019). Many EFL students suffered from this cultural barrier, which distracted the writing process. This is in line with the study of Mohammed and Al-Jaberi (2021), who believed that cultural settings impact students' writing quality and engagement. Fortunately, through e-mentoring, a mentor promoted AW development by training students to practice expressing rhetorical style online. Its effectiveness was disclosed through online tutorials, games, discussions, and feedback regarding rhetoric in an academic text. Accordingly, most EFL students agreed on the mentor's online strategies to introduce direct communication and explicit meaning required in the writing culture.

My supervisor has a better way of introducing rhetorical styles via YouTube tutorial videos, short quizzes, and online discussions with him. I have been learning writing rhetoric for three meetings and have begun to understand rhetorical processes and procedures simultaneously (P10).

At least three elements of IDEEAS framework emerged during supervisor's e-mentoring introduction, including *Inclusion*, *Design*, and *Support*. *Inclusion* and *Design*, for example, allowed him to create a proper learning environment that accommodate every EFL student with different academic or non-academic background to be involved in such an online lecture. Both elements were important as a well-designed online course leads to promising results, such as motivation improvement, cognitive development, or cultural problems (Ji & Zhang, 2025; Karaca & Inan, 2020; Dörnyei, 2001). As a positive consequence, supervisor's strategy provided valuable support for the students to encourage themselves in comprehending linguistic resources under multicultural empowerment.

Meanwhile, Table 2 reveals several strategies undertaken by the e-mentor in providing the EFL students with rhetorical styles which are important in writing an academic text. The most frequent strategy refers to e-mentor's ideas to offer the students with a variety of texts containing rhetorical models (23%). It has to be completed with clear description using interesting slides via online presentation (20%). However, the e-mentor seemed to avoid providing the students with short online videos (6%), key points of the videos (9%), and questions that reflect students' comprehension (9%).

Table 2
E-mentor's strategies in teaching rhetorical styles within academic writing

NO.	E-MENTOR'S STRATEGIES	F	%
1.	Introducing rhetorical style (narrative, descriptive, expository, argumentative) theories through shorter introductory videos.	6	17%
2.	Providing some explicit explanation with visual slides embedded in the videos for clarity.	7	20%
3.	Demonstrating academic texts focusing on rhetorical moves (i.e., thesis, claims, evidence).	8	23%
4.	Encouraging EFL students to pause the videos and take notes on key features.	5	14%
5.	Embedding reflective questions/quizzes within the videos to determine comprehension.	3	9%
6.	Providing guided practice by assigning short online tasks (i.e., identifying rhetorical style in a paragraph).	2	6%
7.	Summarising key points at the end of the videos to reinforce learning.	3	9%

AW conventions hindered EFL students from comprehensively engaging with proper paper writing. Various AW standards, such as organisation, objectivity, or details, remained unfamiliar for most students. They did not experience similar rules throughout their L1. However, Xie and Cui (2021) stated that applying to e-mentoring is a solution to promote conventions and develop competence. In this study, one of the students (P2) admitted that the mentor's idea to apply *project-based learning* (PbL) in disseminating AW conventions led to achievement for students writing. Asynchronously, the mentor tasked each student to complete a mini project regarding the writing conventions. Each student was asked to present their project online via *Zoom Meeting*. As P2 experienced:

Mini projects are paramount to developing my AW rules, but they have to be organised more appropriately when students are tasked to complete some work at their own pace. The same project was offered each week until most or even all students internalised the rules into their minds. It is not easy, but most struggle for a happy ending (P2).

One of mentor's most challenging experiences during e-mentoring instruction was that a course design should always be balanced with students' knowledge level in writing academic text. Although it is easy to determine assessment strategy, many students believed that each of them needs specific guidelines, directing them to manage self-instructed e-learning with its complexity and variety. Mentor's creativity to design a simple, but acceptable learning environment can be a tangible solution for students to adapt with scholarly writing conventions even when they do not physically meet each other. *Design* and *Assessment* are two interrelated aspects which may help an e-mentor to ensure that each student receives particular instruction under similar course design. It is because each EFL student has different academic background, linguistic competence, and e-learning experiences, stating that a mentor cannot standardise learning environment statically. Moreover, foreign language students encounter both direct and indirect barriers when writing an academic text. Their writing motivation relies heavily on how the e-mentor configures students' learning barriers and why a particular type of assessment fits their learning needs.

It is noticed that *Design* and *Assessment* encourage EFL students' motivation to succeed on their AW projects. E-mentor's methods and strategies to design online course were mostly directed by scaffolding a writing task (20%) and utilise academic videos that contain different writing samples (16.7%). E-mentor's assessment did not include any simple task, such as a vocabulary quiz (4%) or paper review that may support students' self-evaluation process (8.3%). Interestingly, corrective feedback was completed with a specific rubric that accurately measure students' writing development (13.3%) (Table 3).

Psychological culture or habit, such as discipline, hard work, collaboration, or enthusiasm, are considered influencing factors that emerge when EFL students are challenged with writing for an international journal (Wang & Wu, 2025; Alzubi & Nazim, 2024). Although every student was determined to have such a cultural aspect, its intensity and practice differed depending on students' beliefs. Luckily, P13 experienced the benefits of e-mentoring in dealing with culture or habit.

I am a disciplined student, but I was not like this before. In e-mentoring, we were asked to enter Zoom Meetings on time. A tardy entrance results in punishment which may overcome the engagement of such a negative attitude. My supervisor always motivates me and reminds me of the importance of hard work and discipline in writing a good paper (P13).

I force myself to encourage higher discipline and enthusiasm when writing a text. Today, I do not need any command to show my positive habits, such as discipline (P3).

Self-motivation may develop self-writing discipline if students follow e-mentoring rules as if they are in an offline classroom. Writing an academic text is viewed as a complicated learning activity due to its formal and logical rules. Those who cannot adapt with AW conventions will not be able to achieve learning goals comprehensively. Fortunately, *Support* from the

Table 3

E-Mentor's design and assessment strategies in enhancing academic writing competence

NO.	E-MENTOR'S METHODS AND STRATEGIES	F	%
1.	Using instructional videos to introduce AW models	10	16.7%
2.	Offering guided writing tasks with step-by-step scaffolding	12	20%
3.	Internalising peer-review activities through online discussion	9	15%
4.	Sharing formative feedback using rubrics (i.e., content, organisation, language)	8	13.3%
5.	Designing reflective journals for EFL students to evaluate their own progress	5	8.3%
6.	Utilising plagiarism detection tools to raise awareness of academic integrity	6	10%
7.	Undertaking mini-quizzes on academic vocabulary and cohesion devices	4	6.7%
8.	Conducting collaborative projects (e.g., co-authoring short papers)	6	10%

e-mentor plays a positive role to transform students' self-motivation before higher writing discipline emerges during an AW project. Such a support does not have to be in form of physical materials or tools, but it can also be psychological in nature, such as motivation or engagement (Wang & Zhang, 2025; Karaca & Inan, 2020; Dörnyei, 2001). The students were initially trained to follow a basic type of discipline by contextualising course schedule on time. Although it seemed difficult at first, the students have successfully motivated themselves to apply new learning culture and positive habit simultaneously. The support has to contribute to students' self-determined learning motivation (Ryan & Deci, 2020), because e-mentoring is different from that in offline meeting where mentor and students are provided with face interaction and intensive communication.

Meanwhile, e-mentoring reduced EFL students' linguistic barriers in paper writing, such as syntactical structure, word choice, and coherence. As experienced by a student (P12), e-mentoring was more effective in improving his grammatical competence rather than a face-to-face meeting. E-mentoring enabled a mentor to actively provide online materials, tasks, or discussions that may lead to students' grammatical improvement in paper content. Students were allowed to text the paper supervisor when they had questions or an issue to be discussed via live meeting or asynchronous mode.

It was lucky for me to have my grammatical content corrected after I learned how to improve my grammar in a paper from non-stop exercises and tutorials by my supervisor. I was tasked to read some grammatical guidelines and complete many questions wherever I was. The supervisor never limits the schedule to collect grammar tasks (P12).

Many EFL students were challenged with grammatical problems during AW project. The e-mentor has to design an appropriate method to comprehensively evaluate what the students already acknowledged and what has not. It is noted that online *Evaluation* needs to be accurate, allowing the e-mentor to provide both score and feedback towards students' grammatical competence in their academic text. As English grammar remains complicated for foreign language students, e-mentor's *Inclusion* that may accommodate their grammatical competence was recognised in terms of regular evaluation process. The students were motivated to complete a series of grammar test, but they also reduced writing barriers that affected on grammatical competence, including writing anxiety and learning burnout during e-mentoring session.

While conducting a live meeting, e-mentoring can be integrated with online writing apps or generative AI tools like *Grammarly*, *Quillbot*, or *Turnitin*. This strategy increased the transformative quality of e-mentoring in a writing project. A mentor directly corrected EFL students' grammar or word choice using some GenAI tools. Consequently, it led them to understand what they knew regarding some unknown parts of their papers. A mentor's explanation of such evaluation results impacted on students' cognitive development. Foung et al. (2024) emphasised that GenAI tools offer multiple innovations for students' writing improvement. Likewise, a student (P8) stated:

My paper may not contain correct grammatical sentences and proper diction. Fortunately, as the mentor provided online evaluation for paper content, I could see the results directly from Grammarly. I made many mistakes or even errors. The GenAI apps show me many corrective feedback and suggestions that I cannot attempt to reject (P8).

An *Evaluation* strategy is advantageous for EFL students who have some grammatical problems within their written text. Such an evaluation can be summative in nature, but it has also to be normative, indicating that students are not merely burdened with a final score. A proper evaluation gives more support rather than judgement. It helps students to encourage their personal enthusiasm to keep writing an academic text without any anxiety of writing failure. The continuous evaluation finally leads to AW assessment which can be accessed both synchronously and asynchronously using electronic devices, such as mobile phone.

To sum up, EFL students cannot avoid cultural and linguistic barriers once they begin writing for an international journal. Foreign language writers are mostly influenced by their L1 when writing English texts. E-mentoring potentially facilitates students' barriers by providing online tutorials, tasks, discussions, or feedback. Using mobile tools helps increase the intensity of writing discussion or task completion.

4.1.2. Promoting always-on communication

The term always-on communication is defined as either technological or pedagogical constraint where e-mentor and students interact continuously using digital platforms, such as social media or online apps. Its advantage refers to real-time interaction, communication, feedback, or knowledge transmission which can be transformed through temporary or contiguous boundary (Can et al., 2022; Alawamleh et al., 2021; Oyedemi & Kgasago, 2017). Pedagogically, its concern as a motivating factor in writing an academic text is manifested through students' learning engagement, quick e-mentor's response, and online accountability. It allows EFL students to consult writing development, discuss writing process, or receive corrective feedbacks without any time restriction of conventional classroom environment. Technologically, the communication emerges through network access, online apps, or mobile tools that constitute determined existence or communicative interaction during online setting (Reid & Ivenz, 2025; Aslan, 2021).

E-mentoring provided always-on communication between the e-mentor and EFL students. This learning approach employs various digital platforms that support both synchronous and asynchronous interaction (Lyu & Salam, 2025; Wu, 2020; Ajabshir, 2019; Oyedemi & Kgasago, 2017). With always-on communication, students, as platform users, can interact and share information without time constraints. For example, a student may submit a question to a mentor, which may be answered immediately online or later in offline. Students can therefore communicate with their mentors online based on their needs and availability. The availability of synchronous applications such as Google Meet or Zoom facilitated real-time communication. EFL students were provided with opportunities to use these applications to consult with their mentors interactively. Han et al. (2024) and Stošić and Guillén-Gámez (2024) noted that online communication tools encourage students' willingness to communicate and engage in language learning. Accordingly, live meetings enabled them to present their writing progress or discuss difficulties in paper writing with their mentor and classmates. One of the EFL students, P4, was a novice author, yet she was tasked with preparing a paper for an international journal. Similarly, although P11 was a doctoral EFL student with extensive research experience, paper writing remained demanding for them. In this respect, e-mentoring provides cyberspace communication and eliminates the need for physical meetings.

Writing a paper has become my problem since I attended a doctoral programme. I was tasked to publish two papers in both national and international journals. As I have to study at a university far from my working campus, utilising a platform has helped me communicate with a supervisor. We always discuss my drafting problems via Google Meet in the morning or night. I am lucky because my supervisor lets me consult directly on my problems anytime (P11).

I am one of the new international journal authors on this campus. When I was tasked to write a paper, I was too lazy to reach out came very day as I no longer have face-to-face meetings anymore. The good news is that my supervisor permitted me to contact him via online platforms without any fixed schedule. Although we rely on the free version of Zoom Meeting, our communicative discussion remains effective. I can freely share what I cannot or have done in my writing because it is not in the classroom (P4).

Inclusion and *Support* motivated EFL students to be indulged in writing a paper for a high-impact international journal. The students may not be courageous enough to begin writing such a paper at first, but inclusive communication determined what strategy they can apply and how it implies on writing achievement. Supervisor's inclusion strategy through technology integration has been believed to be effective in reframing students' insights about paper writing. However, it has to be accomplished with some support, including course module, internet connectivity, or meeting schedule. The students are usually trapped in a situation where their writing results cannot be developed due to a lack of supervisor's control through active communication.

Asynchronous communication allowed EFL students to interact with the mentor during the AW project (Cheng & Zhang, 2024; Hsu, 2022). Although both student and mentor did not communicate within a live meeting, they can send a message (e.g., a question or case study) to the mentor without any time restriction. However, the mentor's response time cannot be decided, but the students' convenience in submitting a message remained considerable. The EFL students used several apps, such as emails, *WhatsApp*, *Moodle*, *Google Classrooms*, *Coursera*, and other discussion boards, to communicate with their mentors ubiquitously.

WhatsApp is a simple but functional platform to communicate with a mentor. Whenever I encounter a problem or question, I ask my mentor through the platform. Then, I had to wait for his feedback, which had never been too long (P1).

My academic paper supervisor prefers using email for communication. He usually responds quickly right after I text him. Our online interaction is promising as my paper is now accomplished and ready to be submitted to a high-impact journal (P9).

Students' high motivation increases whenever a supervisor welcomes paper writing discussion through online interaction. *Inclusion* remains helpful to help reach the supervisor who not only interact with students formally, but also develop the way they interact. Developing an online course design is always important for an e-mentor, because when students and teachers communicate under fast and responsive tools, they may have begun ignoring paper writing burden.

Utilising both social media and online apps in an AW project can be helpful for EFL students. The observation result in Table 4 proves that *WhatsApp* was mostly used to provide the students with some notes regarding their writing results (18.3%). It is accomplished with the use of a rubric that determines whether or not the writing result meet the stated AW conventions (11.7%). The students preferred to receive a video or audio sent via *WhatsApp* or E-mail regarding their written feedback (16.7%). However, the e-mentor did not attempt to allow students work in group during text revision or edition using *Google Docs* (6.7%). In addition, the students did not receive any detailed corrective notes via email (8.3%).

Table 4
E-mentor's strategies in using social media/online apps for writing feedback

NO.	E-MENTOR'S METHODS AND STRATEGIES	F	%
1.	Encouraging corrective feedback through the use of WhatsApp messages/voice notes	11	18.3%
2.	Offering detailed written comments on drafts through email	5	8.3%
3.	Using Google Docs for real-time collaborative editing and comments	4	6.7%
4.	Giving sample academic texts and writing tips in WhatsApp groups	9	15%
5.	Sharing individualised rubric-based feedback through the university LMS/Google Classroom	7	11.7%
6.	Undertaking mini online conferences (via Zoom/Meet) to clarify feedback	6	10%
7.	Sharing audio/video feedback recordings sent via email or WhatsApp	10	16.7%
8.	Assigning peer feedback through WhatsApp group discussions or comment threads	8	13.3%

Advancement of mobile technologies (e.g., smartphones) led to simplicity of use and availability of feedback. Although there were many kinds of mobile learning technology, the smartphone emerged as the most popular device internalised in the teaching and learning process. Accordingly, Ebrahimi (2022) argued that mobile technology motivates EFL students due to its automatic learning assistance. The EFL students believed the smartphone is a portable, modern device that allowed them to communicate ubiquitously with a mentor. Such a mobile device has become very popular as it can be integrated with various apps (i.e., free or paid), which is ideal for supporting paper writing development. Communicating with the smart device encouraged students' motivation, reduced stress, and transformed AW methodologies among EFL students.

I admit that my smartphone has helped me to discuss with my supervisor more effectively. We have utilised many apps, such as emails, social media, and Google Meet. My paper writing has not been burdened since I can contact her for additional ideas and another point of view (P6).

The EFL students were actively involved through online *Engagement* which leads them to manage both tasks and time simultaneously. An effective e-mentor ensures that each student has full access to every e-mentoring process until they succeed on writing an academic text. Such an engagement encourages students' motivation to always share their writing problems or discuss an issue without any time or space limitation. However, it can become ineffective when e-mentor has difficulties to operate an electronic device such as a laptop or use internet as online resources.

In short, always-on communication must be enhanced in an AW project. Many EFL students are not ready for face-to-face discussions with a mentor due to a lack of understanding of the writing topics. Ubiquitous communication helps students engage with fast responses and quick feedback from the mentor or supervisor (Oyedemi & Kgasago, 2017).

4.1.3. Relying on process rather than product
In writing an academic text, a process-focused approach accentuates writing as an iterative, transformative work through which information is drafted, generated, revised, and reported. As the information is central to academic paper writing, it underlines writing as a competence that shapes students to develop ideas through practical and reflective activities (Rahimi, 2024; Guo et al., 2021). On the contrary, a product-focused approach stresses on the product of academic text, adherence to language accuracy, systematic rules, or final outcome without concerning more on EFL students' writing process (Townsend, 2025). The process-oriented approach relies on metacognitive instruction, cognitive involvement, or collaborative learning, such as repeated writing preparation or peer review, that determine AW as a strategy to encourage students' critical thinking or communication skills, while the product-oriented approach recognises AW as the final goal of a writing course, as it directs students to comprehend vocabulary, grammar, writing convention, or rhetorical styles (Tabari & Johnson, 2025; Zalazar, 2025).

Both process and product are paramount in academic paper writing. However, e-mentoring tended to rely heavily on process even though it did not ignore a final product. This study

'Advancement of mobile technologies (e.g., smartphones) led to simplicity of use and availability of feedback. Although there were many kinds of mobile learning technology, the smartphone emerged as the most popular device internalised in the teaching and learning process. Accordingly, Ebrahimi (2022) argued that mobile technology motivates EFL students due to its automatic learning assistance. The EFL students believed the smartphone is a portable, modern device that allowed them to communicate ubiquitously with a mentor. Such a mobile device has become very popular as it can be integrated with various apps (i.e., free or paid), which is ideal for supporting paper writing development. Communicating with the smart device encouraged students' motivation, reduced stress, and transformed AW methodologies among EFL students'

practically identified this phenomenon, as many EFL students experienced interesting and unique findings during paper writing. For example, P5 revealed that her mentor encouraged all students under the AW project to engage actively with mentoring procedures. During one or two live meetings, students were invited to share experiences, ideas, or suggestions regarding the e-mentoring method via *Google Meet*. The findings of Hsiao and

Chang (2023) and Wu et al. (2019) proved that online learning facilitates EFL students with a series of writing procedures. The mentor and students finalised a syllabus or e-mentoring procedure to be applied during the online activity.

My classmates and I were flattered when our mentor involved us in pre-class dialogue. I suggested that our e-mentoring activity empower GenAI tools to help us correct our writing. Other students preferred completing a paper within a fixed schedule. Honestly, what we are experiencing now has been previously committed earlier (P5).

Inclusion can be applied through a pre-class discussion, allowing each student to mention their needs, ideas, preferences, or writing barriers comprehensively. An e-mentor has to consider every suggestion or barrier as a rationale to design an AW course. It also motivates students and e-mentor to rely on open mind and group discussion. An effective inclusion helps an e-mentor to write a syllabus, prepare materials, or plan course evaluation and assessment.

Table 5 is in line with students' insights regarding e-mentor's inclusion during pre-class dialogue. The e-mentor focused on explaining AW course objectives and what the EFL students need to achieve (16.7%). It is important for each student to recall their knowledge about scholarly writing (13.3%). The pre-class discussion led the student to determine their final writing achievement in each meeting (13.3%). Interestingly, the e-mentor decided to motivate the students during and after the tasks were completed (8.3%).

Table 5

The steps of pre-class dialogue in academic writing course

NO.	THE STEPS OF PRE-CLASS DIALOGUE	F	%
1.	Asking warm-up questions about students' prior knowledge of the writing topic	8	13.3%
2.	Clarifying learning objectives and expected outcomes of the writing session	10	16.7%
3.	Motivating students to share difficulties or challenges faced in previous tasks	7	11.7%
4.	Using short prompts or case examples to stimulate critical thinking before writing	9	15%
5.	Asking students to set personal writing goals for the session	8	13.3%
6.	Offering mini feedback review on common errors from previous assignments	7	11.7%
7.	Undertaking Q&A sessions through chat (WhatsApp/Zoom) to clarify instructions	6	10%
8.	Encouraging students with inspirational notes before the task	5	8.3%

Writing a research paper for an international publication was not simple for most EFL students. For example, many doctoral students suffer from burnout to begin or accomplish a paper by themselves (Phyo et al., 2024; Huerta et al., 2016). E-mentoring emerged to be a satisfactory solution as they needed intensive guidance or continuous training. A paper supervisor must determine both fixed and free online writing supervision

schedules. Such a strategy reduced students' anxiety about writing complexity and encouraged their motivation to write a paper systematically.

I was delighted when my supervisor offered a particular mentoring schedule, but she permitted us to contact her anytime using email. I have never been afraid of writing a draft and conducting research as long as I have a mentor to be consulted (P7).
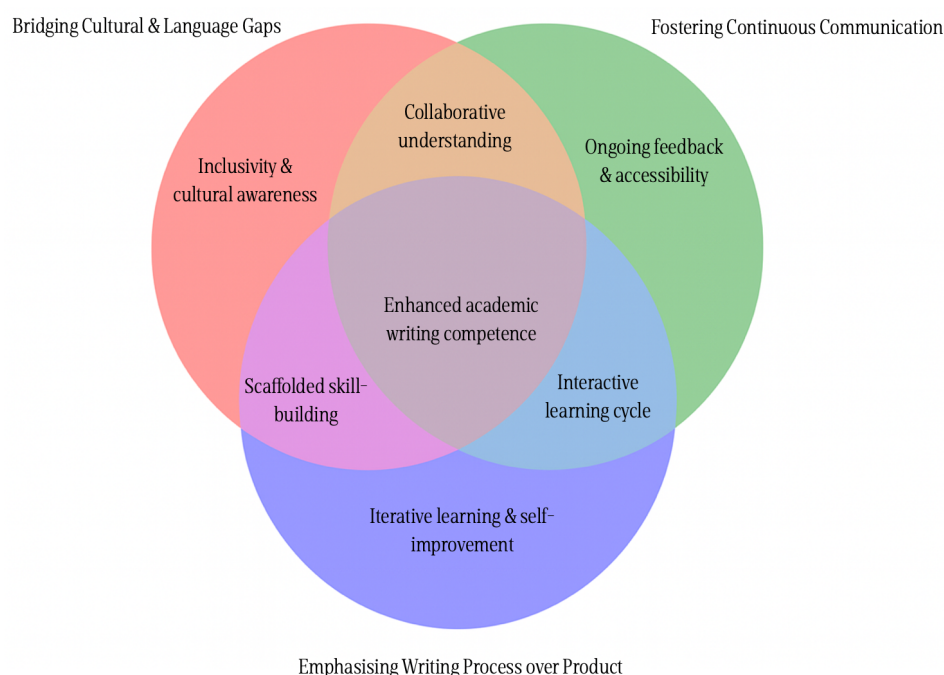
Figure 1. The motivating factors of e-mentoring integration

When students were offered flexible meeting opportunities and technology-based discussions, they became highly motivated to accomplish their planned tasks. Since academic writing requires complex skills, the e-mentor's role in providing continuous online discussion proved highly beneficial for students' success. Those facing writing difficulties were able to consult either their e-mentor or peers to find solutions to specific problems. Participation in e-mentoring was not limited to submitting a final paper to a mentor or supervisor; rather, it emphasized a comprehensive process involving the planning, drafting, and evaluation of a paper. Notably, each student received guidance before and after submission, throughout the revision stage, and during the final copyediting required by the journal.

4.2. Demotivating factors of e-mentoring integration
4.2.1. Limited on verbalisation
Although e-mentoring encouraged the emergence of effective communication between mentor and students, some drawbacks, such as lack of focus on paralinguistic communication and body language, remained problematic for a more sophisticated online interaction. Effective communication requires a combination of verbal and non-verbal indicators, enabling speakers to convey meaning (Suleyeva et al., 2021). This study showed that EFL students encountered some problems in understanding their mentor's messages both during live meetings or asynchronous mode. One of the students, P4, struggled to interpret the mentor's asynchronous description of how to write a proper literature review in a paper. Consequently, the student failed to integrate a framework into theories based on the mentor's instruction. P4 confessed:

I always believe that a mentor's intonation and body language are paramount to giving extra meaning. Mere collections of words cannot empower effective meaning. It is difficult to interpret verbal instruction as I do not know what the mentor means (P4).

While a mentor promoted knowledge through oral and visual channels, many EFL students were not able to consider any objective of such presentation. It was because online learning mode did not really offer comprehensive meaning resulted from paralinguistic element, such as body language or face mimic. In this case, a mentor needs a particular course *Design* that enables the students to fully understand what has been instructed (Kumar et al., 2023; Alemdag & Erdem, 2017). The mentor can use technology, such as online learning apps, to assess students' writing achievement and determine some feedback for their AW improvement. The *Assessment* does not have to be literally evaluative, but it should be corrective in terms of students' writing development. Utilising both synchronous and asynchronous modes may be effective to assess their written text and lead them to actively determine every e-mentoring objective.

Meanwhile, technical drawbacks, such as internet connectivity, weather problems, or crowd surroundings, increase the importance of non-verbal integration into communication (Addae et al., 2025). However, the absence of such aspects reduced students' understanding and led to misinterpretation of the given description. P9's experience regarding such technical drawbacks emerged as a good example. P9, who lives in a rural area, attended a live meeting that focused on how to write a final revision, but the internet signal was low. The impact was that some revision procedures remained unclear, leading the student to AW burnout.

'Although e-mentoring encouraged the emergence of effective communication between mentor and students, some drawbacks, such as lack of focus on paralinguistic communication and body language, remained problematic for a more sophisticated online interaction. Effective communication requires a combination of verbal and non-verbal indicators, enabling speakers to convey meaning'

I would suggest online mentoring, which allows a supervisor to not only utter words but also integrate clear body language, such as face mimics and intonation when I have internet problems (P9).

For most EFL students who did not have any full access of the internet in some rural schools, e-mentoring was believed to be much effective to learn how to write an academic text. This phenomenon is interesting since other students from urban schools found it difficult to understand what was described by a mentor. *Design* offered in e-mentoring has influenced rural students to accept technology as perfect and sophisticated media for learning AW. The rural students also considered the technology as *Engagement* tool that increases students' participation in many meetings.

In short, this drawback must be solved to help EFL students avoid misunderstandings and misinterpretations of mentors' messages or instructions. It requires stakeholders' policies and mentors' strategies to encourage the best online learning practices. Students with multicultural backgrounds can benefit from how technology visualises e-mentor's intention (Kumar et al., 2023).

4.2.2. Threats to face-to-face relationship

Affection, social and emotional learning, or empathy in face-to-face classrooms empowered teacher-student and student-student relationships. Nevertheless, e-mentoring as an online learning method distracted face-to-face relationships as offered in offline classroom meetings. Students in online classes cannot directly discuss with their classmates, and online mentors cannot directly interfere with students. Similarly, Lacombe et al. (2024) admitted that online activity (e.g., e-mentoring) leads to a lack of social boundaries. P1, for instance, only met other classmates once in two months during a paper writing project. Such an experience reduced empathy and social boundaries among the students.

I never see my classmates for one and a half months. It makes me feel alone when writing this paper. I usually asked other smart friends to help me write this or that paper sections. Now, I have to work alone as it is difficult to gather together like in earlier semesters (P1).

Although the *Engagement* of e-mentoring allows each EFL student to write an academic text on their own pace, it remains problematic for most of them who rely on group or peer work when accomplishing a task. Writing complexity should be viewed as a motivational factor for students to work under a forum or group. Self-writing task may impact on students' unfinished text or writing development that cannot be achieved by the end of a semester. In most cases, foreign language students in Indonesia with its cultural uniqueness, not many students choose to learn alone. They tend to accomplish a task with some help from peers or others. In the meantime, an e-mentor needs to design *Inclusion* and *Assessment* process more creatively, allowing each student to not only have full access to online apps, but also to their classmates during an AW project.

Furthermore, P6 believed that writing a paper without any face-to-face contact with classmates and supervisors impacted on mental health, such as writing anxiety or burnout. Most students remained novice paper writers who need more discussion, consultation, and small talk regarding writing procedures via offline mode (Wang et al., 2024). P6 admitted that psychological burdens cannot be avoided as e-mentoring only offers online interaction.

I felt stressed when beginning to write the paper. I need a friend to talk to, but e-mentoring does not have that. Online learning cannot connect me to other classmates freely (P6).

Both *Design* and *Assessment* should be managed properly by accommodating students who cannot easily work alone during the paper writing. This problem may affect e-mentor's course objective where many students fail to write an academic text. The mentor should modify course design by asking the students to work in alone and peer or group without ignoring the quality of the writing course.

To conclude, e-mentoring should not be the only method when writing a paper. It requires additional learning situations, such as traditional classroom meetings. Teacher-supervisors should be aware of the drawbacks of overcoming continuous psychological challenges that may impact EFL students' writing success.

4.2.3. Overreliance on online culture

Online culture referred to practices, values, and attitudes that emerge from applying advanced technologies, such as the Internet. This culture derived from online users' habits or informal commitment to engage with similar behaviours when communicating online (Trinh & Dinh, 2024; Vaghjee & Vaghjee, 2022). However, this study revealed that e-mentoring yielded EFL students' overreliance on online culture due to its flexibility, ease, and comfort during online learning. Most EFL students relied heavily on digital technologies, such as *Grammarly* or *Quillbot*, to correct and improve their sentences, reducing their efforts and hard work to learn English grammar and manually paraphrase writing sources. P3, for instance, admitted:

It is very hard for me to stop using Grammarly when writing a paper for an international journal, as it automatically revises my incorrect sentences and words I was not aware of (P3).

A successful e-mentor not only helps student to get higher score, but also ensures that they do not rely on the internet resources, such as AI tools or other free published papers. Mentor's course *Design* needs to be indulged with some rules that

cannot be easily infringed by those during writing task completion. Although it may reduce students' motivation (Karaca & Inan, 2020; Dörnyei, 2001), but its effectiveness can be seen when the students are challenged with two options, including failed or successful in writing an academic text. Similarly, P8 believed that the use of *Quillbot* reduced both anxiety and stress in writing a journal paper. Native English sentences were more different from those in his L1, but a journal required a writer to submit a paper with standardised language. *Quillbot* was considered a proper app for paraphrasing every uploaded sentence. As P8 and P13 experienced, these apps encouraged them to rely on AI-driven content, which influenced both learning awareness and attempted to learn without such technology (Giray et al., 2025; Lomellini et al., 2022; Underman et al., 2022).

Quillbot indeed becomes a useful automatic paraphraser for a novice writer like me. I am worried about submitting a paper that contains manually paraphrased sentences. I cannot write any text without consulting the apps (P8).

I do not have to struggle to modify a sentence on my own. As long as advanced digital technology has Quillbot, I can always use it without limitations. Its language is always better than mine, so why not benefit from it? (P13)

Online culture can be helpful as it motivates students to use advanced technology in writing academic texts. However, it becomes harmful when they depend on tools such as AI. An e-mentor should set strict rules forbidding simple copy-and-paste use of AI output. Otherwise, EFL students may neglect their writing skills, relying on machines to complete complex tasks quickly. At the evaluation stage, the mentor may even reject a student's submission.

In summary, online culture can influence EFL writing both positively and negatively. It demands that students engage cognitively with texts, whether or not they use digital support in doing so (Lyu & Salam, 2025). Its negative effects may be mitigated through transformative learning and the development of self-reliance.
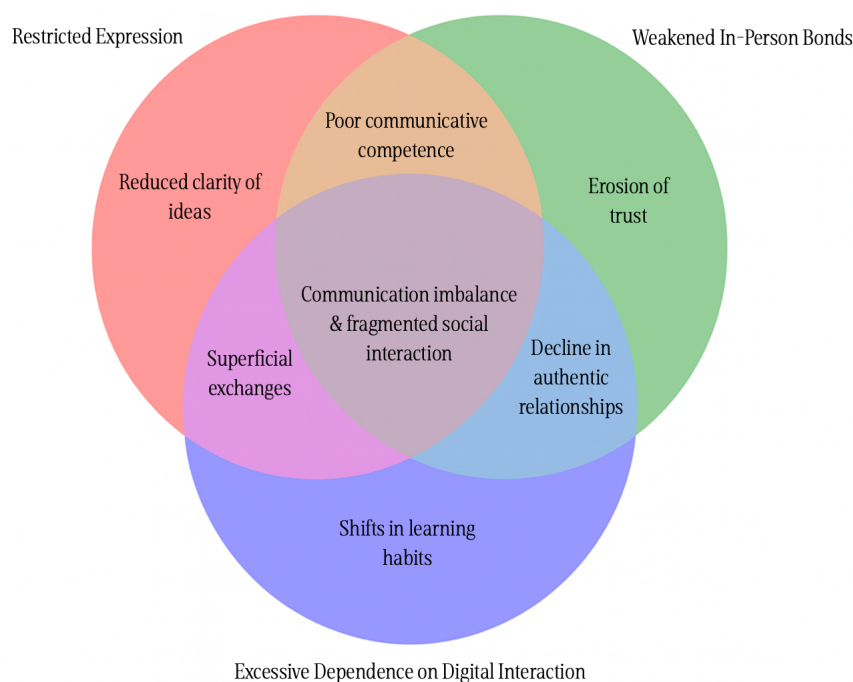

Figure 2. The demotivating factors of e-mentoring integration

5. CONCLUSION

It is critical to state that e-mentoring contributes to EFL students' motivation to write an academic text since its demotivation issues remain increasing. Motivated students rely on online cultural experiences which have not been initialised in rural academic context. Ongoing communication between e-mentor and students develops learning encouragement and prevent themselves from the pressure of academic culture, such as AW conventions. Conversely, those who deter for technology integration encounter some learning drawbacks during e-mentoring process. For instance, linguistic drawbacks, such as grammatical

competence, can be improved through oral and written communication during such online activity as it concerns on a comprehensive process rather than a mere final paper. However, although e-mentoring appears to have some drawbacks, it does not negatively lead to distractions from academic paper writing. It is because students are mostly aware that writing an academic text requires interactive supervision, which can be generally conceptualised from e-mentoring method.

The first limitation of this study refers to the number of participants selected from several universities. Future studies should involve more EFL or non-EFL students from different

levels, leading to comprehensive results. A future study may include a collaboration to reduce research burden or burnout in the field. In addition, this study recommends that university stakeholders, mentors, or supervisors pay attention to online learning procedures, determining their proper preparation, implementation, assessment, and feedback.

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