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Exploring Academic Writing Readiness in English as a Foreign Language: Progress in Measurement Instrument Design

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ABSTRACT

Exploring academic writing readiness is fundamental for EFL learners, underscoring the importance of refined measurement methods in global research. This study aims to assess the academic writing readiness of EFL learners and highlight the progress in the specifically designed measurement instrument. The study employed Confirmatory Factor Analysis (CFA) on 107 undergraduates in English studies to validate an academic instrument. Participants were selected for diverse experiences and underwent the survey in their usual classroom. CFA assessed factorial, convergent, and discriminant validity. Cronbach's alpha measured consistency, and data was analyzed using AMOS software. Adjustments were made when model discrepancies arose. The findings indicate that (1) the English Academic Writing Readiness scale dimensions encompass vocabulary, grammar, structure, formatting, and time management. (2) The structural equation model highlights five dimensions with respective factor loadings between 0.50 and 0.89. (3) The theoretical model aligns with observed data, supported by RMSEA, AGFI, TLI, and CFI. (4) The instrument reliably assesses five English Academic Writing Readiness dimensions. The findings imply refined pedagogical strategies for English academic writing instruction.

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1. Introduction

Academic writing proficiency is critical for English as a Foreign Language (EFL) learners. It is a gateway to effective communication, knowledge dissemination, and participation in academic and professional communities. Evaluating and enhancing EFL learners' readiness for academic writing constitutes a vital area of research and pedagogical development. This

comprehensive introduction aims to systematically present the background, prior literature, research gap, and the novelty of our research in a clear and structured manner while incorporating double in-text citations throughout.

EFL learners' readiness for academic writing is a multifaceted concept influenced by numerous factors, including language proficiency, self-efficacy, motivation, and teaching methodologies (Karbakhsh & Safa, 2020; Alsied, 2019; Khanshan & Yousefi, 2020). These factors collectively shape an individual's ability to excel in academic writing tasks. However, the landscape of EFL writing instruction has been significantly transformed by technological advancements (Cabangcala et al., 2021; Badi et al., 2020). Digital tools, virtual writing tutors, mobile applications, and online assessment systems have introduced new dimensions to assessing and improving EFL writing proficiency (Aydemir et al., 2021; Kassem, 2018).

A substantial body of literature has explored various facets of EFL writing readiness. For instance, research has delved into the significant impact of self-efficacy on EFL learners' writing performance (Aghayani & Janfeshan, 2020). Other studies have investigated the effectiveness of innovative teaching approaches like the flipped classroom in enhancing EFL writing achievement (Altas & Mede, 2021). The relationship between self-directed learning and EFL learners' writing performance has also been explored (Aghayani & Janfeshan, 2020).

The COVID-19 crisis has fast-tracked the embrace of online platforms and distance learning in EFL contexts (Bachiri & Sahli, 2020). Consequently, investigations into the challenges and opportunities of remote writing instruction have gained prominence (Derakhshan, 2021). Moreover, the acceptance of technology and information and communication technology (ICT) literacy among EFL teachers have emerged as pivotal factors in delivering effective online writing instruction (Li, 2022; Wu, 2019).

Despite abundant research in this field, a notable research gap still needs to be addressed. While existing studies have examined individual factors influencing EFL writing readiness, a comprehensive and integrated approach that considers the interplay of these factors still needs to be developed (Chang & Lan, 2021). Furthermore, there is a pressing need to develop a standardized measurement instrument to holistically evaluate EFL writing readiness (Ngui et al., 2019). Such an instrument would be invaluable for educators, researchers, and policymakers in effectively assessing and enhancing EFL writing proficiency.

Our proposed study endeavours to bridge this gap by pioneering the development of an innovative measurement instrument for assessing EFL writing readiness. This instrument will encompass various factors, including individual characteristics, instructional methods, and technological support. By synthesizing insights from previous studies while addressing their limitations, our research aims to provide a holistic and up-to-date assessment of EFL writing readiness (Rianto, 2020; Derakhshan, 2021). Moreover, our research incorporates emerging technologies and teaching methodologies, especially in response to the challenges posed by the COVID-19 pandemic, rendering it both innovative and timely (Mahdum et al., 2019). In light of the specified objectives, the following research questions have been posed:

1. What are the primary dimensions and indicators used in the English Academic Writing Readiness scale?
2. How do the factor loadings in the model differentiate the influence of the dimensions?
3. How does the model compare to observed data based on chi-square, RMSEA, AGFI, TLI, and CFI?

4. To what extent does the instrument measure English academic writing readiness across dimensions using factor loadings, Cronbach's Alpha, AVE, and CR?

2. Literature Review

2.1 Academic Writing Readiness Instruments: An Insight

In today's era of globalization and rapid technological advancement, readiness in academic writing has become crucial for students and researchers alike. Lee et al. (2016) underscored the importance of evaluating preparedness for scholarly writing among higher education students. Meanwhile, Ratnawati et al. (2018) delved into the academic writing needs of EFL Indonesian students, suggesting specific necessities rooted in cultural and linguistic backgrounds. The onset of The COVID-19 outbreak has amplified the necessity for distance and online learning approaches, as Bachiri & Sahli (2020) highlighted, emphasizing the post-COVID-19 remote learning necessities in Morocco.

In the EFL context, technology plays an instrumental role. Chang & and Lan (2021) demonstrated the effectiveness of blending MOOCs with data-driven learning activities to enhance university EFL students' readiness in mastering academic content in English. Concurrently, Sari & Putri (2022) explored the online learning tools employed by EFL teachers during amidst the COVID-19 outbreak, shedding light on adaptability and shifts in teaching methodologies.

Furthermore, student-centred teaching approaches, such as autonomous learning and the flipped classroom, have also gained traction. Aghayani & Janfeshan (2020) investigated the effects of autonomous learning on the writing performance of EFL students, while Aydemir ALTAS & Mede (2021) studied the impact of the flipped classroom approach on writing achievements and self-regulated learning of prospective English language teachers. Overall, academic writing readiness and adaptability to new and innovative teaching methods, especially in the EFL context, emerge as rapidly evolving research areas pertinent to the current educational challenges.

2.2 Features of Modern Academic Writing Readiness Instruments

Modern academic writing readiness instruments are pivotal for evaluating the preparedness of individuals to engage in academic writing, especially in EFL (English as a Foreign Language) contexts. The rapid digital transformation has influenced the development and utility of such instruments in educational spaces, necessitating innovative assessment tools tailored to contemporary needs (Bagdasarian et al., 2020; Dinneen, 2021). These instruments are rooted in methodologies that assess linguistic competency and the digital savviness required in today's educational landscape (Viberg et al., 2020; Kamahina et al., 2019).

Methodologies integrated into these contemporary tools have witnessed a shift from traditional paper-based assessments to technologically advanced solutions. The emphasis now is on evaluating an individual's ability to harness digital platforms for research, drafting, editing, and even collaboration in academic writing processes (Akhmedov & Yu, 2022; Iqbal et al., 2020). This is in tandem with the global shift towards digitalization in education and the need for students and educators alike to leverage technology for academic pursuits (Sriwichai, 2020).

The components of these instruments have evolved to be more holistic, considering not just the writing capability but also the readiness to engage with health technology, online

platforms, and digital resources. This is clear from the multifaceted preparedness and empowerment metric instruments that measure a person's preparedness for health tech (Kayser et al., 2019; Chung et al., 2020). Similarly, the focus on online class preparedness tools highlights the significance of engagement and active participation for effective learning outcomes in a virtual setting (Francescucci et al., 2021; Callo & Yazon, 2020).

In conclusion, the features of modern academic writing readiness instruments underscore the importance of an integrated approach, combining linguistic skills with digital proficiency. Such tools are indispensable in contemporary EFL education, ensuring students are proficient in the language and equipped to navigate the digital realm of academic research and writing (Canagarajah, 2022; Olimov, 2022).

2.3 Prospective Advancements in Academic Writing Readiness Instruments

There has been a heightened interest in refining the tools and methodologies for evaluating English as a Foreign Language (EFL) writing readiness in the dynamic academic writing and teaching field. The topic under discussion, "Prospective Advancements in Academic Writing Readiness Instruments," focuses on the anticipated enhancements and innovations to improve the design and functionality of these instruments (Viberg et al., 2020; Makhmudova & Melievna, 2020).

According to Viberg et al. (2020), there is a growing emphasis on validating tools that measure preparedness to incorporate digital technology in teaching. This direction suggests that EFL writing readiness instruments significantly benefit from integrating technology to evaluate students' writing skills more effectively (Viberg et al., 2020; Makhmudova & Melievna, 2020). Makhmudova and Melievna (2020) underline the importance of using IT tools in teaching, emphasizing its potential to enhance learning experiences. In the context of EFL writing, integrating IT tools can provide students with a more interactive platform to hone their skills (Makhmudova & Melievna, 2020; Van Oijstaeijen et al., 2020). Peytcheva-Forsyth et al. (2019) highlighted the importance of maintaining academic integrity in the educational sector. Any advancements in EFL writing readiness instruments should also ensure that students' work is authentic, plagiarism-free, and reflects their genuine capabilities (Peytcheva-Forsyth et al., 2019). Applying this to EFL writing, future instruments could offer a more customized evaluation, considering EFL learners' diverse backgrounds and learning trajectories (Langlois et al., 2020). Van Oijstaeijen et al. (2020) note that a comprehensive review from multiple perspectives can offer more enriched insights. In EFL writing readiness, instruments should focus on grammar or vocabulary and encompass other critical areas like coherence, argumentative strength, and cultural context (Van Oijstaeijen et al., 2020; Yunus et al., 2019).

Yunus et al. (2019) discuss the potential use of social media to improve students' writing skills. Future instruments might consider leveraging social media platforms as both a tool for learning and an area of evaluation, given its pervasive influence in today's digital age (Yunus et al., 2019). Langlois et al. (2020) emphasize the benefits of cross-disciplinary collaboration. In designing EFL writing readiness instruments, insights from technology, psychology, and cultural studies could provide a more rounded assessment tool (Langlois et al., 2020; Peytcheva-Forsyth et al., 2019).

In conclusion, the landscape of evaluating EFL writing readiness is poised for transformative changes. Drawing from various scholarly sources, it is evident that the integration of

technology, maintaining academic integrity, adopting personalized learning approaches, ensuring a comprehensive assessment, leveraging the role of social media, and promoting interprofessional collaboration are pivotal in shaping future advancements in academic writing readiness instruments (Viberg et al., 2020; Makhmudova & Melievna, 2020).

3. Research Methodology

3.1 Participants

The study encompassed 107 undergraduates enrolled in courses related to English Language Training and Literary Studies. To achieve a balanced and varied group, participants were meticulously chosen. The age bracket for these students fell between 18 and 25 years, with a mean age of 22.5 (M=22.5; SD=0.80), reflecting the customary age demographic of college attendees. Furthermore, the students hailed from various academic years, showcasing various academic histories and exposure in their chosen fields. When examining the gender makeup, the cohort included 30 males and 77 females, ensuring a representative gender mix and allowing for any potential gender-specific evaluations of design thinking capabilities within the research parameters. Such a rigorous method in choosing participants was geared toward bolstering the research's overall integrity and depth.

3.2 Procedure

The research began with a comprehensive introduction highlighting the primary goals and objectives. This was succeeded by a detailed exposition of the main content, accompanied by explicit instructions guiding participants on how to furnish their responses accurately. It was explicitly communicated to the students that their input was invaluable to the study's outcomes, but their participation was entirely discretionary. For participants who were minors, the research team ensured that informed consent was meticulously obtained from their guardians. Depending on the circumstances, this was done through signed consent forms or direct verbal communication. Unrelated to the regular teaching staff, an external researcher was brought in to maintain the study's integrity and avoid bias. This researcher administered the survey during standard class hours, ensuring that students felt at ease and in a familiar setting, thus promoting authentic and candid responses.

3.3 Factorial Validity

Utilizing Confirmatory Factor Analysis (CFA), substantive validity is gauged by examining the degree to which a tool correctly captures the designated construct. This process simultaneously verifies the theorized factor composition rooted in preceding studies and academic writings. In this context, CFA is a pivotal mechanism to affirm these postulated structural configurations. Contrasting with Exploratory Factor Analysis, which delves into uncharted territories without prior assumptions, CFA relies heavily on established suppositions regarding factor groupings. The process commences by defining underlying variables and pairing them with their tangible indicators. Subsequent analysis is performed to ascertain parameter values. The congruence of the model is judged using statistical benchmarks, including Chi-Square, RMSEA, and CFI. Should discrepancies arise, the model undergoes modifications to better mirror the accumulated data. Ultimately, the results derived from CFA shed light on the factorial integrity of the tool in question.

3.4 Convergent Validity

Through Confirmatory Factor Analysis (CFA), the alignment and coherence of a construct's convergent validity are meticulously assessed. This analytic method bolsters the trustworthiness of the gathered data by rigorously scrutinizing whether specific indicators truly represent their intended constructs. An indicator's factor loading is deemed proficient once it matches or surpasses a notable benchmark 0.7. Two integral measures, Average Variance Extracted (AVE) and Composite Reliability (CR), further deepen the analytical process. When AVE exceeds a value of 0.5, and CR climbs above 0.7, it accentuates the model's structural solidity and internal harmony, respectively. Meeting these criteria reinforces the assurance that the model resonates with its foundational concepts.

3.5 Discriminant Validity

Using Confirmatory Factor Analysis (CFA) as a foundation, discriminant validity becomes crucial in ensuring that closely related constructs maintain their distinct theoretical underpinnings. The Fornell-Larcker criterion emerges as a primary benchmark in this evaluation, stating that the square root of a construct's Average Variance Extracted (AVE) should surpass its chief correlation with any other constructs involved in the study. In addition, a methodical contrast of models—one with constructs being correlated freely and another with designated constraints—serves as an additional measure for validity. Meeting these discriminant validity standards shows that each construct remains distinct, aligning uniquely with its designated theoretical framework.

3.6 Internal Consistency

Cronbach's alpha (α) stands as an instrumental metric in research, gauging the internal consistency within scales or surveys. By delving into this measure, researchers can gauge the synergy between items within an instrument and assess how effectively they work to encapsulate a targeted construct. An alpha value exceeding 0.7 is generally an indicator of commendable reliability. Conversely, values approaching one might suggest redundancy among the survey items. In the broader landscape of academic research, Cronbach's alpha remains indispensable, providing researchers with a robust tool to validate the reliability and uniformity of their assessment tools.

3.7 Data Analysis

Undertaking a Confirmatory Factor Analysis (CFA) using the AMOS software, the initial step involves crafting a detailed model delineating primary constructs and their corresponding observable indicators. Once data is imported into the software, an analytical sequence commences to investigate the relationships between these indicators and their parent constructs, as reflected in factor loadings. Key indices like CFI, TLI, and RMSEA shed light on how well the proposed model resonates with the gathered empirical evidence. The subsequent review phase is exhaustive, highlighting Composite Reliability and AVE for gauging reliability while honing in on aspects of convergent and discriminant validity for assessing model validity. When discrepancies emerge, the model requires rigorous recalibration, followed by another round of analysis to ensure impeccable coherence.

4. Findings

4.1. The English Academic Writing Readiness Scale

The English Academic Writing Readiness scale is conceived to assess students' capabilities and preparedness in crafting academic texts that adhere to international benchmarks. The first dimension, Vocabulary Skills, evaluates vocabulary mastery and apt usage within academic contexts. Subsequently, Grammar Skills gauge the accurate application of sentence structures and grammatical norms. Writing Structure assesses the students' proficiency in logically and coherently assembling arguments and ideas. Following this, Academic Formatting inspects the command over typical writing formats in academic documents, such as citations and references. Lastly, Time Management gauges the extent to which students can efficiently allocate their time during the writing process. Taking into account all these dimensions, the scale provides a comprehensive insight into students' readiness to produce high-quality English academic documents.

Table 1: Framework for English Academic Writing Readiness

No	Dimension	Indicators
1	Vocabulary Skills	• My knowledge of English grammar when writing academically.
		• Further guidance on English grammar for academic writing.
	Grammar Skills	• Finding the right words to express my thoughts in English.
		• Knowledge of translating from my native language to English when writing academically.
	Writing Structure	• Constructing sentences and paragraphs in English.
		• Understanding coherence and consistency in my English writing.
		• Knowledge on how to begin and conclude academic writing in English.
	Academic Formatting	• Understanding the academic writing format in English.
		• Ability to cite sources in the correct format in English.
		• Proficiency in writing a bibliography in English.
	Time Management	• It takes more time compared to my native language.
		• Allocating time for academic writing in English.
		• The time needed to plan and revise my academic writing in English.

4.2 The Factor Loadings in the Model of the English Academic Writing Readiness Scale

The "Construct Scale of English Academic Writing Readiness" model offers a detailed framework to understand and gauge an individual's proficiency in academic writing in English. This model highlights essential statistical metrics such as df, Chi-square, Probability, Cmin/df, RMSEA, GFI, AGFI, TLI, and CFI. Each of these metrics is crucial in assessing and interpreting the readiness scale. For a detailed visualization, please refer to the following image.

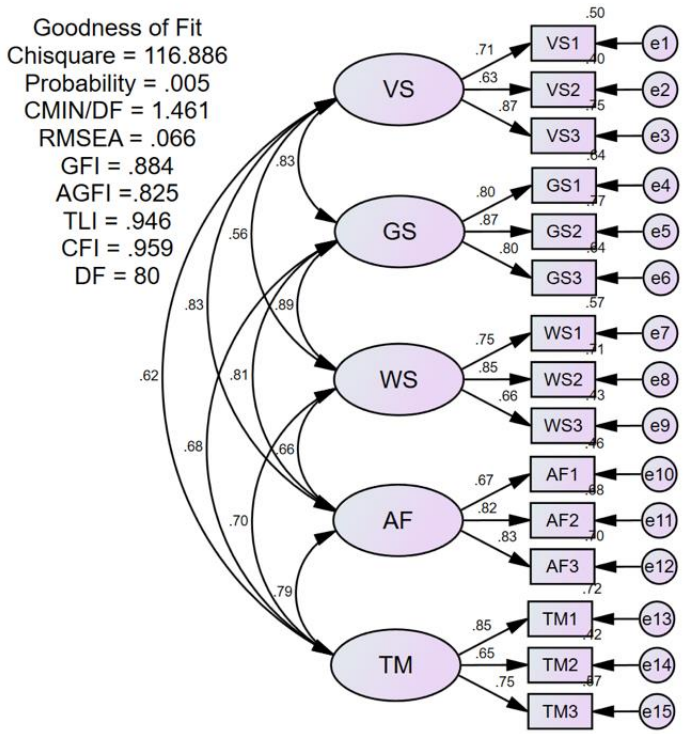

Figure 1: Construct of the academic writing readiness

The provided image showcases a meticulously designed structural equation model representing the English Academic Writing Readiness Scale. Central to the model is five principal dimensions: VS (Visual Skills), GS (Grammatical Skills), WS (Writing Skills), AF (Auditory Feedback), and TM (Time Management). Each dimension is further decomposed into three indicators, as denoted by their subsequent numerals (e.g., VS1, VS2, VS3). Factor loadings, represented by the directed arrows stemming from the dimensions to the indicators, offer quantitative insights, with values ranging from around 0.50 to 0.89. These loadings indicate each indicator's relative strength and significance within its dimension. Additionally, the model highlights essential goodness-of-fit metrics such as Chi-square, RMSEA, GFI, and CFI, providing a comprehensive understanding of the model's statistical robustness and fit to the data.

4.3 The Model Comparison to Observed Data Based on Chi-Square, RMSEA, AGFI, TLI, and CFI

Table 2 critically evaluates a theoretical model's alignment with observed data. The ensuing analysis elucidates its reliability and relevance in the context of academic writing preparedness.

Table 2: Goodness of academic writing readiness

Research Model	df	Chi-square	Probability	Cmin/df	RMSEA	GFI	AGFI	TLI	CFI
	80	116.886	.006	1.461	.066	.884	.825	.946	.956

The presented table illustrates the fit indices for a theoretical model in the study. This model has a degree of freedom standing at 80 with a chi-square value of 116.886. Given a probability

of 0.006, it indicates a discrepancy between the model and the observed data. However, the fit seems reasonably good, with a Cmin/df value of 1.461 and an RMSEA of 0.066. Furthermore, the GFI, registering at 0.884 and AGFI at 0.825, suggest a commendable fit to the data. On the other hand, both TLI and CFI, having scores of 0.946 and 0.956, respectively, indicate an excellent fit. Despite some signs of misfit from the chi-square, other fit indices convey that the model aligns relatively well with the data.

4.4 Assessing English Academic Writing Readiness through Factor Loadings

Assessing English academic writing readiness through factor loading is essential. The following table showcases the reliability and validity of the instrument crafted for this specific evaluation. The table evaluates the reliability and validity of an instrument designed for this purpose. It focuses on five specific dimensions: VS, GS, WS, AF, and TM, offering a comprehensive insight into the multifaceted challenges of English academic writing.

Table 3: Reliability and validity through Factor Loadings

Variables	Dimension	Items	Loadings	Cronbach's Alpha	AVE	CR
Readiness for Academic Writing in English	VS	VS1	0.707	0.769	0.551	0.784
		VS2	0.633			
		VS3	0.868			
	GS	GS1	0.797	0.862	0.681	0.865
		GS2	0.875			
		GS3	0.797			
	WS	WS1	0.755	0.789	0.573	0.799
		WS2	0.845			
		WS3	0.659			
	AF	AF1	0.675	0.816	0.610	0.823
		AF2	0.824			
		AF3	0.834			
	TM	TM1	0.85	0.797	0.572	0.798
		TM2	0.652			
		TM3	0.753			

The table presents data on the reliability and validity of an instrument designed to gauge challenges in English academic writing. Five dimensions are scrutinized: VS, GS, WS, AF, and TM. The "VS" dimension demonstrates loadings ranging from 0.633 to 0.868, with a Cronbach's Alpha of 0.769, indicating commendable reliability. Its AVE stands at 0.551 and the CR at 0.784, pointing to satisfactory validity. The "GS" dimension reveals robust loadings between 0.797 and 0.875. Boasting a Cronbach's Alpha of 0.862 and a CR of 0.865, this dimension underscores superior reliability. Its AVE of 0.681 further signifies strong validity. The "WS" dimension showcases loadings from 0.659 to 0.845. Its reliability, represented by a Cronbach's Alpha of 0.789 and a CR of 0.799, is sound, as is its validity with an AVE of 0.573. The "AF" dimension portrays loadings spanning from 0.675 to 0.834. Its reliability is robust, with a Cronbach's Alpha of 0.816 and a CR of 0.823. Its AVE of 0.610 reflects adequate validity. Lastly, the "TM" dimension exhibits loadings between 0.652 and 0.850. The reliability, as illustrated by a Cronbach's Alpha of 0.797 and a CR of 0.798, is robust, while its AVE of 0.572

indicates satisfactory validity. Overall, this table underscores that the employed instrument is reliable and valid in evaluating English academic writing challenges across multiple facets.

5. Discussion

The findings provide a detailed overview of the fit indices associated with the theoretical model underpinning the 'English Academic Writing Readiness' scale. As depicted in the table, these fit indices offer a comprehensive perspective. It's noteworthy that the chi-square value of the model, despite suggesting potential discrepancies between the theorized model and the observed data, mandates careful interpretation. Given its sensitivity to variations in sample size, significant results might emerge even with nominal deviations. As such, the chi-square value should not be the singular determinant of model fit. For a holistic understanding of the model's alignment, it is paramount to consider a spectrum of fit indices.

Subsequent to this analysis, it is evident that the domain of English academic writing has undergone extensive scrutiny, leading to the development of the 'English Academic Writing Readiness' scale (Lee et al., 2016; Porter & Polikoff, 2012). This tool is adeptly designed to gauge students' preparedness in producing superior academic documents and systematically demarcates dimensions such as vocabulary, grammar, structure, formatting, and time management. The structural equation model highlights these dimensions with respective factor loadings between 0.50 and 0.89. The theoretical model aligns with observed data, supported by RMSEA, AGFI, TLI, and CFI, and the instrument reliably assesses these dimensions of English Academic Writing Readiness. Studies by Aghayani & Janfeshan (2020) and Alsied (2019) have probed into facets of English linguistic proficiency and academic composition, with this scale standing out as an integrative evaluative framework. Pangket et al. (2023) emphasized the importance of research writing readiness, especially in the Philippine context, complementing the significance of such scales. Sriwichai (2020) also discussed the necessity of assessing students' readiness in a blended learning environment. Examining its facets juxtaposed with prevailing literature enables discernment of profound implications, correlations, or potential divergences with antecedent research.

The research aligns with the insights of Lee et al. (2016) & Porter & Polikoff (2012b), who underscore the importance of assessing academic readiness. Aghayani & Janfeshan's (2020) study delves into the impact of self-directed learning on EFL learners' writing proficiency. (Alsied's (2019) work, on the other hand, highlights the role of mobile phones in language acquisition, emphasizing the necessity for evaluative instruments. However, while the scale focuses on academic writing readiness, studies like that of Sriwichai (2020c), which delves into blended learning environments, suggest that readiness extends beyond just writing and encompasses a broader spectrum of learning attributes. Pangket et al. (2023) emphasis on research writing readiness in the Philippines suggests potential regional variations in readiness, which may not be captured fully by a universal scale.

Comparatively, the research by Aghayani & Janfeshan (2020) emphasizes the role of self-directed learning in improving EFL learners' writing performance. This ties in seamlessly with the 'Time Management' dimension of the readiness scale, suggesting that students adept at managing their time and learning autonomously might be better prepared for academic writing (Aghayani & Janfeshan, 2020). Meanwhile, Alsied's (2019) study on the utility of mobile phones in language learning underscores the importance of technology, a factor that could impact students' familiarity with academic formatting.

Further diving into the digital realm, the contributions of Bachiri and Sahli (2020) highlight the sudden transition to distance learning during the COVID-19 pandemic. This transition has inevitably affected students' readiness for academic writing. The digital format might challenge mastering academic formatting, as tools and digital platforms can vary and sometimes conflict in their style recommendations (Bachiri & Sahli, 2020).

In evaluating the English Academic Writing Readiness scale, it is noteworthy to highlight the significance of technological competence. Cabangcala et al. (2021b) discussed learners' attitudes and technological competence. Given today's digital resources, students with higher technological competence might navigate academic formatting more effectively (Cabangcala et al., 2021). Similarly, the study by Chang and Lan (2021) on combining MOOCs with data-driven learning activities accentuates the pivotal role of technological readiness in understanding and mastering academic content in English.

However, certain factors could affect interpreting the English Academic Writing Readiness scale results. For instance, as Khanshan and Yousefi (2020) discussed, personal self-efficacy plays a vital role in instructional practices. The belief in one's abilities can considerably influence one's academic writing readiness, making it an external variable to consider.

Furthermore, the model's overall fit with the data presents intriguing insights. While there is a noticeable discrepancy between the model and observed data, other fit indices, like TLI and CFI, indicate excellent alignment. This resonates with Karbakhsh & Ahmadi Safa's (2020) findings, where various predictors, such as the inclination to interact and the employment of learning techniques, notably affected proficiency in a secondary language.

The discovery of the efficacy of the English Academic Writing Readiness scale in determining readiness for academic writing can revolutionize educational practices. It offers educators a tool to assess students' proficiency and provides students insights into their areas of strength and needed improvement. This tool is particularly beneficial in the ever-evolving educational landscape where EFL learners face unique challenges in terms of language and the digital nature of modern learning (Chang & Lan, 2021). The English Academic Writing Readiness scale presents a comprehensive assessment framework. It is essential to understand its results within a broader educational context. By integrating findings from varied research studies, educators and policymakers can devise strategies to enhance the academic writing readiness of students, ensuring their success in a globalized academic world.

6. Conclusion

The English Academic Writing Readiness scale has been developed to comprehensively measure students' readiness to produce academic texts aligned with international standards. This instrument evaluates five primary dimensions: Vocabulary Skills, Grammar Skills, Writing Structure, Academic Formatting, and Time Management. Each dimension critically analyzes specific facets of academic writing, ranging from the precision of vocabulary and grammar use to the efficiency of time allocation during the writing process.

In testing the suitability of a theoretical model for this study, there needed to be a noted discrepancy between the model's predictions and the observed data. Nevertheless, other indices painted a more favourable picture, suggesting that the model is a relatively good fit for the data. The reliability and validity of the instrument were further corroborated by examining the five individual dimensions. Each showed strong loadings, satisfactory to

robust reliability coefficients, and commendable validity metrics. Specifically, dimensions like Grammar Skills stood out for their superior reliability and strong validity.

These findings hold considerable significance for the academic field, filling a gap in quantitatively assessing English academic writing readiness. They reinforce the instrument's capability to be a valuable tool for educators and researchers. However, it is worth noting potential limitations that influence the interpretation of the results, such as the specific sample used, the methodology employed, or other inherent biases in the study. Future research could refine the model, consider diverse student populations, or explore additional dimensions that influence academic writing readiness.

Educational institutions can utilize this instrument to pinpoint students' writing strengths and weaknesses. The findings imply refined pedagogical strategies for English academic writing instruction. These insights can guide curriculum design and emphasize the importance of reliable tools in advancing students' writing proficiency.

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