

A Study of Social Interaction as a Mediating Force in the Composing Process

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ABSTRACT

Writers do not work in solitude when they go through the composing process. Studies have shown that writers go through a cognitive activity while they write. Academic writing is an act of communication between several parties. Firstly, the writer communicates with the writers of the text used as their content. Next, the writer communicates with the reader (audience) who would be reading the completed text. Social interaction can also act as a catalyst that mediates between the writer and the reader. This current study aims to explore the extension of the cognitive writing theory to be mediated by social interaction. This study is done to (i) extend the model of cognitive process in writing and (ii) extend the model with a mediation of social interaction. 177 participants were chosen for this study. The instrument used was a survey on writing strategies converted to comply with the chosen constructs in the model. Data collected is analysed using SmartPLS. Data analysis is done at two levels: the measurement and structural model. The first stage is the measurement model, which measures the outer model. The second stage is the structural model, which measures the inner model. The analyzed data is used to answer the research questions and also to confirm the model chosen. Findings revealed partial mediation of Social Interaction on the Composing Process. Specifically, only the Translation stage show small effect of mediation. The results of this study bear pedagogical implications for the teaching of the composing process and the need to include social interaction as a form of audience significance.

Keywords: writers, composing, model, mediation, social interaction,

INTRODUCTION.

Writing is no longer seen as a solitary activity between the writer and the text. In fact, the writer is busy thinking about what to write and how to write. In the cognitive writing process by Flower and Hayes (1981), writing is seen as a non-linear, recursive thinking process. These processes include planning, translating, and reviewing. These processes are influenced by the task environment. Task environment refers to the factors that influence the writing process that are beyond the writer, and they include the writer’s motivation as well as the audience of the written text.

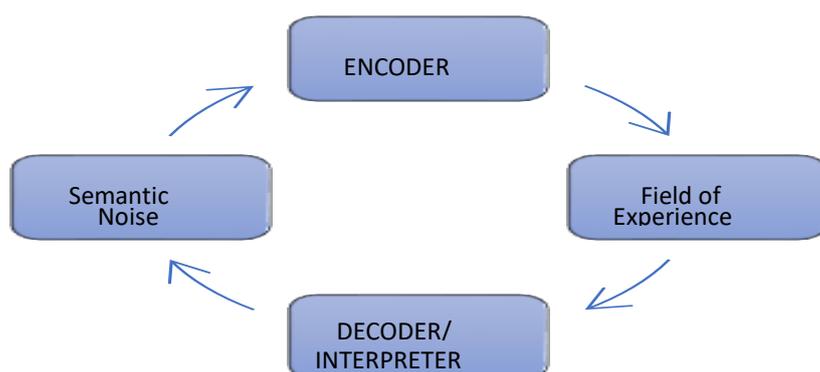


Figure 1- An Interpretation of the Communication Model by Osgood-Schramm (1954)

Figure 1 depicts the Communication Model by Osgood-Schramm (1954). The model is presented as a circular communication model. This model recognizes that communication is two-way. It is also seen as a reciprocal process between the sender and the receiver. In the context of writing, the writer is considered as communication between the sender (writer) and the receiver (the reader). With reference to Osgood-Schramm's (1954) model of communication, the encoder (writer) sends a message. In the case of writing, the message is in written form. For the interpreter to make sense of the message, he/she needs to have a shared understanding or "field of experience". However, there can be some misunderstandings due to the different meanings carried by the encoder and the decoder. This misunderstanding is known as semantic noise. The circular mode shows how the decoder can then refer back to the decoder to makes senses of the message.

Since writing is a form of communication, it is best done if there is some form of interaction between the writer and the audience. Social interaction can also act as a catalyst that mediates between the writer and the reader. This study is therefore done to explore the extension of the cognitive writing theory to be mediated by social interaction. Below are the research objectives, questions, and hypotheses involved in this current study. The research questions (refer to Figure 1 below) will be answered using SmartPLS analysis using both measurement and structural models.

RO1-To determine the relationship between the composing process and the stages in the writing process (planning, translating, and reviewing)

RQ1- Is there a significant relationship between the composing process and the stages in the writing process (planning, translating, and reviewing)?

H_{01A,01B,01C} -There is no significant relationship between the composing process and the stages in the writing process (planning, translating, and reviewing)

RO2: To determine the relationship between social interaction and the stages in the writing process (planning, translating, and reviewing)

RQ2: Is there a significant relationship between social interaction and the stages in the writing process (planning, translating, and reviewing)?

H_{0,2A,2B,2C}: There is no significant relationship between social interaction and the stages in the writing process (planning, translating, and reviewing).

RO3: To determine whether the relationship between Social Interaction and the Composing Process

RQ3: Are there significant effects of the social interaction and the Composing Process

H₀₃: There are no significant effects of the social interaction and the Composing Process

RO4: To determine whether there are mediating effects of Social Interaction between the stages in the Writing Process (planning, translating, and reviewing) and the Composing Process

RQ4: Are there mediating effects of Social Interaction between the stages in the Writing Process (planning, translating, and reviewing) and the Composing Process?

R_{04A,04B,04C} There are no mediating effects of Social Interaction between the stages in the Writing Process (planning, translating, and reviewing) and the Composing Process

LITERATURE REVIEW

The literature section demonstrates the knowledge that explains the phenomenon in the study. It also functions to contextualize this research and provides the foundation of the body of knowledge that supports this research.

Theoretical Framework

This section explains the phenomenon that is being investigated in the study. It provides context and justification for the investigation by anchoring existing theories or knowledge to ground the validation of the phenomenon under investigation. Hence, this section is justified by two main theories, such as (i) cognitive process theory and (ii) social constructivism.

Cognitive Writing Process Theory

This theory anchors the composing process in the study. According to Flower and Hayes (1981), the writer goes through different stages during the composing process, and the processes are (i) planning stage, (ii) translating stage, and (iii) reviewing stage (Figure 2). The stages are influenced by the writer’s long-term memory to enable the writer to decide on the content of the written text. The three stages are also influenced by the task environment, which refers to the writer’s rhetorical problems and the text produced.

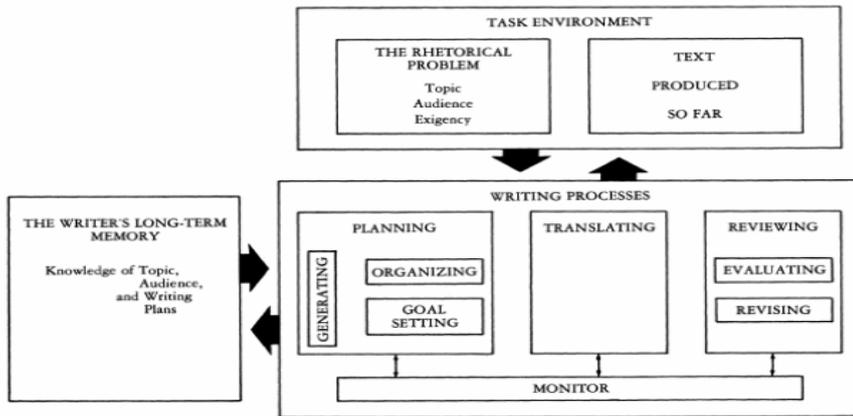


Figure 1. Structure of the writing model. (For an explanation of how to read a process model, please see Footnote 11, pages 386-387.)

Figure 1- Cognitive Writing Process Theory (Source: Flower and Hayes, 1981)

Social Constructivism

This theory supports the function of the mediation of social interaction in this study. The proponent of this theory is Vygotsky (1978), who states that the process of learning and knowledge discovery is facilitated through social interactions. In the context of writing, the writer makes improvements to the written text due to the demands of the audience. The audience provides the social interaction needed in the writing task. The aspect of interaction is supported by the communication model by Osgood-Schramm (1954), who posits that between the encoder (the writer) and the decoder (the audience) is the field of experience that both share to facilitate understanding.

Past Studies on Social Interactions in Writing

Writing is indeed a form of communication. The type of communications goes beyond the writer transferring his/her oral thoughts into written thoughts. The writer is actively engaged throughout the writing process. Communication is seen in two dimensions.

The first dimension of communication is between the writer and the written text. The writer’s main aim is to get his/her message across. The writer is often influenced the environment they are in. Studies suggest that the writing is sometimes influenced by society’s expectations. Writing is also a form of communication where writers interact through their written texts. For instance, the study by Jin (2025) investigates how social media influences EFL learners’ writing abilities. This experimental study looked at the comparison between writing tasks that integrated social media aspects and conventional writing practices. 61 participants were chosen for this study. Findings revealed that the group with social media interventions had less writing anxiety and performed better than their conventional writing counterparts.

The second dimension is audience expectation. Writing is also a form of communication between the reader and the written text. The writer writes with the reader (audience) in mind. Alejandro (2025) states that in academic writing courses, students were taught to communicate their ideas clearly to be understood by the audience. In addition to that, Bankier (2022) found that when writing, students were trained to engage with their readers. Kaufthold (2025) investigates how academic writing is used to tackle issues in interaction. The participants of the study are six postgraduate students. Interaction is situated in writing groups. Data is

collected from video recordings of group meetings. Findings revealed how students used negotiation skills to interact about academic writing knowledge.

Conceptual Framework and Proposed Model of the Study

With reference to Figure 3, this study aims to predict a model for the cognitive process of writing with a mediation of social interaction. The model depicts the extension of Flower and Hayes’s (1981) model of the composing process. The model states that during the composing process, the writer goes through three main stages: planning, translation, and reviewing.

Additionally, Nystrand (1989) presented in his social-interactive model that in written communication, the writer’s role is to negotiate meaning with the audience (reader). The theory states that in the process of communicating through writing, the writers are said to make “moves. These “moves” facilitate understanding between the writer and the reader. Nystrand (1989) identified the moves as relevant to (i) initiate, and (ii) sustain written discourse through the use of (iii) text elaboration.

Since past studies have shown that writing is a form of interaction (between the writer and the reader), and Bandura’s (2012) social cognitive theory states that learning happens in a social context, this study explores the extension of the composing process through the mediation of social interaction.

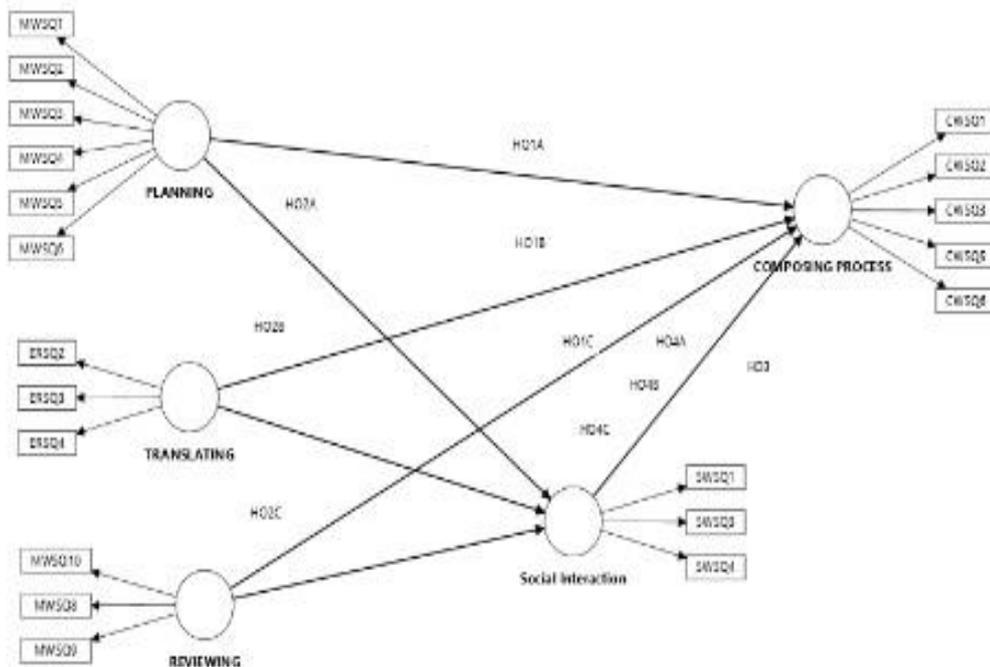


Figure 2 - The Conceptual Framework –
Composing Process Mediated by Social Interaction

METHODOLOGY

Research Design

This study employs a quantitative mode. The research goal is to explore an extension of an existing theory- the composing process. The model (Figure 2) chosen for this study is a combination of reflective-formative models. The model formed for this study is a combination of the Reflective Formative Model. To begin with, Table 3 shows three individual reflective models: Planning, Translating and Reviewing. Table 4 shows two individual reflective models. Reflective models are models with indicators caused by a latent construct, and the items chosen are interchangeable (Fornell and Bookstein ,1982).

Table 3- Lower-Order Reflective Models for

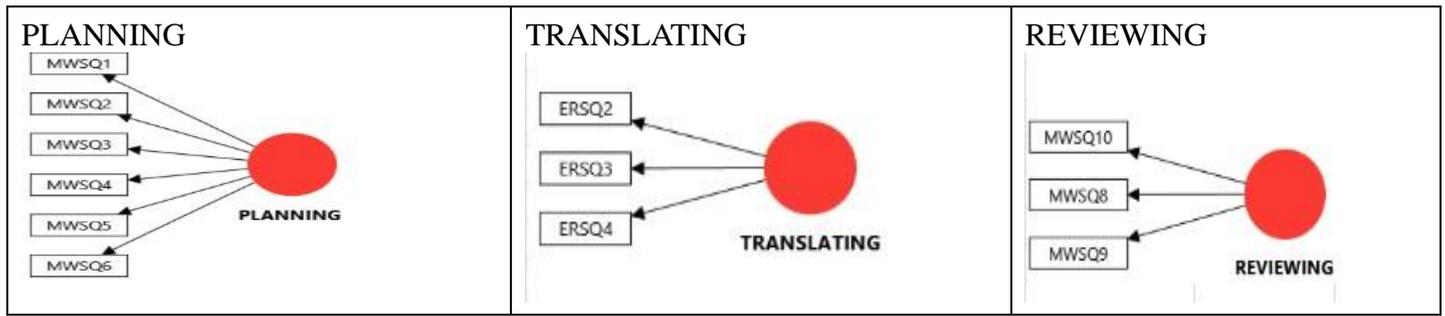
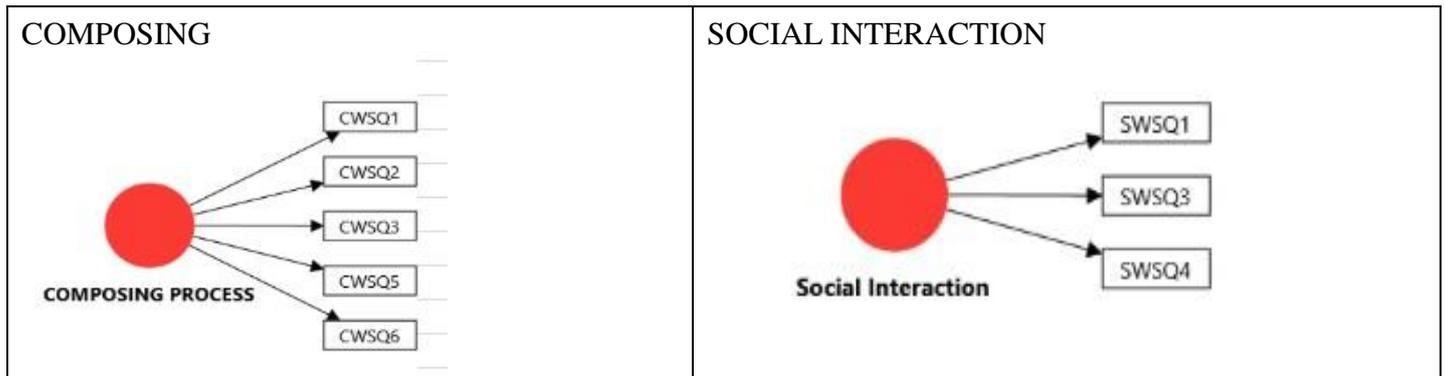


Table 4: Lower-order Reflective Models of Composing and Social Interaction



The model formed for this study is that of a higher-order construct (HOC) (Reflective-Formative). With reference to Figure 2, Planning, Translating, and Reviewing is joined with the Composing Process using a Formative model. Formative models are indicators to form the construct chosen; the composing process and social interaction, and the items are not interchangeable. In this study, the constructs composing process, planning, translating, and reviewing are predicted to mediate the construct social interaction.

Population and Sample

The demographic analysis is presented in percentages. According to Ziegenfuss (2021), researchers report demographic data in percentages to establish sample representatives and allow for generalizability to a larger population. Presenting in percentages also provides an overview of participants’ characteristics and offers a clear and understandable picture of the sample makeup Table 1-Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	53%
		Female	47%
2	Basic English	Yes	99%
		No	1%
3	Level of Writing Proficiency	Low	11%
		Intermediate	86%
		High	3%

The demographic profile of the participants is shown in Table 1, and it is noted that there were slightly more male (53%) than females (47%). A striking 99% of participants described at least a moderate knowledge of English, reflecting strong language underpinnings. As for the ability to write, the students considered themselves for the most part, as having an intermediate level of this skill (86%), with few deeming it high (3%), and low (11%). This implies that most contributors believe themselves to have a solid grasp of basic writing, but recognize the possibility for continued advancement towards intermediate proficiency.

Instrument

Table 2 presents the distribution of items included in the questionnaire. The instrument used a 5point Likert scale, with a scale of 1 for never. Scale 2 represents rarely. Scale 3 represents sometimes, while scale 4 represents often, and scale 5 represents always.

Table 2- Distribution for Item in Instrument

SECTION	VARIABLE	WRITING STRATEGY	NO OF ITEMS
B	COMPOSING PROCESS	Cognitive	5
C	PLANNING	Metacognitive	6
D	REVIWING	Metacognitive	3
E	TRANSLATING	Effort Regulation	3
F	Social Interaction	Social	4
		TOTAL	21

The instrument used for this study is adopted from the writing strategies by Raoofi, et al. (2017). In compliance with Flower and Hayes’s (1981) cognitive writing process, the composing process is measured by cognitive writing strategies. Next, the planning, translating, and reviewing stages are measured by metacognitive and effort regulation writing strategies. Finally, the mediating variable is measured by social writing strategies.

Data Collection and Data Analysis

Data is collected via a Google Form. The data is then analyzed using SmartPLS 4 through two main stages. As suggested by Hair et.al. 2017), data analysis is done at two levels: the measurement and structural model. The first stage is the measurement model, which measures the outer model. The second stage is the structural model, which measures the inner model. The analyzed data is used to answer the research questions and also to confirm the model chosen.

FINDINGS

The findings of this study are presented in two stages. The first stage presents the measurement model, and the third stage reveals the structural model as well as answers research questions.

Measurement Model

In SmartPLS, the measurement model assesses the reliability and validity of the constructs. This is done by examining the relationships between them and their observable behavior. The measurement model measures the outer model. Figure 3 below shows the measurement model for this study. Further detailed explanation of this model is elaborated in the tables below.

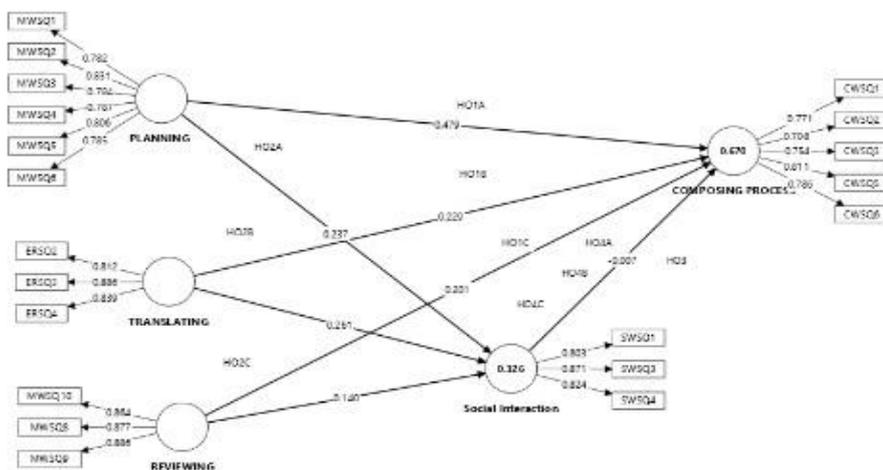


Figure 3- Measurement Model for Composing Process Mediated by Social Interaction

Reliability

According to Ringle & Sarstedt (2016), reliability is assessed by checking indicator reliability and internal consistency reliability. Internal consistency is done using Composite reliability (ρ_c) and Cronbach's Alpha. The cut-off value for Cronbach's Alpha is 0.70 to 0.90. The cut-off values for composite reliability (ρ_c) are 0.70-0.90. For indicator reliability, the factor loadings cut-off values are >0.70 and squared loadings ≥ 0.50 . Finally, the cut-off values for Average Variance Extracted (AVE) ≥ 0.50 .

Table 4 -Results for Reliability- Composing Process

CONSTRUCT/ ITEM	FACTOR LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY (ρ_c)	AVERAGE VARIANCE EXTRACTED (AVE)
Composing Process		0.825	0.877	0.588
CWSQ1	0.77			
CWSQ2	0.71			
CWSQ3	0.754			
CWSQ5	0.811			
CWSQ6	0.786			
Planning		0.884	0.912	0.634
MWSQ1	0.783			
MWSQ2	0.831			
MWSQ3	0.781			
MWSQ4	0.786			
MWSQ5	0.808			
MWSQ6	0.786			
Translating		0.801	0.883	0.716
ERSQ2	0.81			
ERSQ3	0.886			
ERSQ4	0.842			
Reviewing		0.848	0.908	0.767
MWSQ10	0.861			
MWSQ8	0.88			
MWSQ9	0.886			
Social Interaction		0.779	0.872	0.694
SWSQ1	0.794			
SWSQ3	0.865			
SWSQ4	0.839			

Table 4 presents the reliability results for the composing process, Planning, Translating, Reviewing and Social Interaction. Firstly, for Composing process, the factor loading of all items was found to be between 0.71 and 0.811. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach’s Alpha for connectedness is 0.825, the composite reliability is 0.877, and the AVE is 0.588.

Next for planning, the actor loading of all items was found to be between 0.781 and 0.831. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach’s Alpha for connectedness is 0.884, the composite reliability is 0.912, and the AVE is 0.634.

With respect to translating, the factor loading of all items was found to be between 0.81 and 0.886. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach’s Alpha for connectedness is 0.801, the composite reliability is 0.883, and the AVE is 0.716.

For reviewing, the factor loading of all items was found to be between 0.861 and 0.88. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach’s Alpha for connectedness is 0.848, the composite reliability is 0.908, and the AVE is 0.767.

Lastly, in social interaction, the factor loading of all items was found to be between 0.794 and 0.865. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach’s Alpha for connectedness is 0.779, the composite reliability is 0.872, and the AVE is 0.694.

Validity

According to Ramayah et.al. (2018), for validity, the Discriminant validity (HTMT) needs to be <0.85 or <0.90.

Table 5- Discriminant Validity (HTMT)

	COMPOSING PROCESS	Planning	Reviewing	Social Interaction
Planning	0.914			
Reviewing	0.835	0.864		
Social Interaction	0.564	0.629	0.588	
Translating	0.835	0.831	0.748	0.644

Table 5 presents the discriminant validity of the model. The HTMT for Reviewing and the Composing Process is 0.835 and is therefore valid. The HTMT for Social Interaction and Composing Process is 0.564. The Translating and Composing Process has an HTMT value of 0.835. The HTMT values for Reviewing and Planning, Social Interaction and Planning, and Translating and Planning are 0.864, 0.629, and 0.831, respectively. The HTMT values for Social Interaction and Reviewing, Translating and Reviewing, and Translating and Social Interaction are 0.588, 0.747, and 0.644, respectively. The planning and composing process has an HTMT value of 0.914 (HTMT > 0.90), which may indicate a lack of discriminant validity. According to Valdez-Juarez (2021), the HTMT needs to be less than 1, which confirms the validity of the model.

Structural Model

In SmartPLS, the structural model visualizes the hypothesized causal relationships between constructs. The structural model is thus formed after the researcher has established the reliability and validity of the measurement model. For the analysis of the structural model, the researcher runs bootstrapping and examines the collinearity, path coefficients of determination, effect size, PLS predict, and IPMA. In addition to that, the analysis in the structural model allows the researcher to answer research questions 1-4 and hypotheses 1-4).

Collinearity

According to Ringle & Sarstedt (2016), the cut-off value for collinearity inner model VIF is ≤ 5.0 .

Table 6- Collinearity

	Original sample (O)
Planning -> COMPOSING PROCESS	2.972
Planning -> Social Interaction	2.889
REVIEWING -> COMPOSING PROCESS	2.439
REVIEWING -> Social Interaction	2.409
Social Interaction -> COMPOSING PROCESS	1.484
Translating -> COMPOSING PROCESS	2.136
Translating -> Social Interaction	2.035

Table 6 above presents the collinearity results for this study. According to Ringle et al. (2024), the inner model VIF must be less than or equal to 5.0. All interactions met the threshold for Collinearity.

Coefficients of determination (R^2)

According to Ramayah et.al. (2018) For coefficients of determination (R^2) 0.2 to 0;7, depending on the field of study. Social Sciences & Economics follows the range above.

Table 7- R^2

	Original sample (O)
COMPOSING PROCESS	0.663
Social Interaction	0.314

Table 7 shows the results for coefficients of determination (R^2). Results in Table 10 show that the R^2 for this model met the threshold. Findings indicate that the R^2 for the Composing process is 66% and the social interaction is 31%.

P-Value

Table 8- Interpretation for p-value

Thresholds	Interpretation	Decision
$p \leq 0.05$	Often considered statistically significant	Reject H_0
$p \leq 0.01$	Indicates very strong evidence against H_0	Reject H_0
$p > 0.05$	Weak or no evidence against H_0	Fail to reject H_0

According to Goodman (1999), a threshold of p-value is the cut-off for determining statistical significance, most commonly set at 0.05. Below is the table that interprets the threshold.

Table 8 shows the interpretation for p=value. According to Goodman (1999), if the p-value is $p \leq 0.05$, the data is often considered statistically significant, and the null hypothesis is rejected. If it is $p \leq 0.01$, then it indicates very strong evidence to reject the null hypothesis (H_0). However, a $p > 0.05$ is considered weak an there is no evidence to reject the null hypothesis.

Table 9-Path Coefficient for the current study

	T statistics (O/STDEV)	P values	Null Hypothesis OUTCOME
COMPOSING PROCESS			
Planning -> COMPOSING PROCESS	6.058	0	H _{01A} Reject
Translating -> COMPOSING PROCESS	3.223	0.001	H _{01B} Reject
REVIEWING -> COMPOSING PROCESS	2.509	0.012	H _{01C} Reject
Social Interaction -> COMPOSING PROCESS	0.119	0.906	H ₀₃ Accept
SOCIAL INETRACTION			
Planning -> Social Interaction	1.762	0.078	H _{02A} Accept
Translating -> Social Interaction	2.584	0.01	H _{012B} Reject
REVIEWING -> Social Interaction	1.393	0.164	H _{0CA} Accept

Table 9 presents data to answer research questions and hypotheses. The discussion is divided into (a) Interactions with the Composing Process, and (b) Social Interaction.

For the composing process ($H_{01A, 1B,1C}$), there are significant relationships between Planning, Translating, Reviewing, and the Composing Process. Null hypotheses are rejected for H_{01A} , H_{01} , and H_{01C} . However, the null hypothesis is accepted for H_{03} , which means there is no significant relationship between Social Interaction and the Composing Process ($p=0.906$, $t=0.119$).

For social interaction, there is no significant relationship between Planning and Social Interaction ($p=0.078$, $t=1.162$, and also Reviewing and Social Interaction ($p=0.164$, $t=1.393$). Null Hypotheses are accepted for Planning and reviewing with Social Interaction. Null hypothesis rejected for Translation and Social Interaction ($p=0.01$, $t=2.584$).

4.2.4 Effect Size (f^2)

According to Ramayah et.al. (2018), the cutoff values for effect sizes (f^2) are 0.02 (small), 0.15 (medium), and 0.35 (large). This section presents data to answer research questions and hypotheses.

RQ3: Are there significant effects of the composing process and the stages in the writing process?

R₀₃: There are no significant effects of the composing process and the stages in the writing process

According to Ringle et al. (2024), for effect size, values from 0.02 to 0.15 are considered small. Values between 0.15 to 0.35 are considered medium, while values 0.35 and above are considered large.

Table 10- Effect Size

	Original sample (O)	Interpretation
Translating -> Social Interaction	0.05	small

With reference to Table 10 above, the results indicate that there is a small effect size for **Translating -> Social Interaction**.

PLS Predict (Q²)

In PLS-SEM, it is stated that $Q^2 \geq 0$ (Ringle et.al., 2024). Table 18 below reveals the PLS Predict (Q²) for the dependent variable. The analysis reveals the Q² for all items in the dependent variable -connectedness.

Table 11- PLS Predict (Q²)

	Q ² predict	Predictive relevance
COMPOSING PROCESS	0.655	large predictive relevance
Social Interaction	0.291	Medium predictive relevance

Table 11 above shows the results for Q² Predict in the study. According to Cohen (1988), Q² Predict is used to interpret the magnitude of the predictive relevance. For $Q^2 > 0$ indicates the model has predictive relevance. Secondly, **0.02** indicates **small** predictive relevance. Next, **0.15** indicates **medium** predictive relevance. Finally, **.35** indicates **large** predictive relevance.

Results for table 11 that all variables indicate predictive relevance. Specifically, composing has large predictive relevance while social interaction has medium predictive relevance.

IPMA

IPMA or Importance-Performance Matrix Analysis. According to Ringle & Sarstedt (2016), IPMA is used to evaluate the performance and importance of the chosen constructs or indicators within a model. In the context of this study, individual IPMA analysis was done on each construct and reported in Table 15.

to jointly (Hauf, 2024) for PLS-SEM IPMA (Importance-Performance Map Analysis), there isn't a single "good score," but rather **constructs with high importance (total effects) but low performance scores (rescaled 0-100)** are key areas for improvement, indicating high potential for managerial action, while high importance/high performance is good, and low importance/low performance means less priority. Performance scores range 0-100, with higher values showing better attainment, and the variables are interpreted *relative* to their importance.

Table 12- Latent Variables Average Performance (Performance)

	LV performance
COMPOSING PROCESS	59.023
Planning	59.767

REVIEWING	61.747
Social Interaction	67.488
Translating	72.047

Table 12 shows the total effects for Importance, and Table 15 shows the Performance of all variables. All variables in the model show high performance from 59.023 to 72.047.

CONCLUSION

Summary of Findings and Discussions

Table 13- Outcome of Research Hypothesis

RQ	RESEARCH HYPOTHESIS	OUTCOME
1	There is no significant relationship between the composing process and the stages in the writing process (planning, translating, and reviewing)	H_{01A} Rejected There is a significant relationship between the composing process and the stages in the writing process (planning, translating, and reviewing)
	H_{01A} Planning -> Composing Process	
	H_{01B} Translating-> Composing Process	
	H_{01C} Reviewing -> Composing Process	
2	There is no significant relationship between social interaction and the stages in the writing process (planning, translating & reviewing)	H_{02A} accepted for planning to social interaction. There is no significant difference between planning to social interaction
	H_{02A} Planning -> Social Interaction	
	H_{02B} Translating -> Social Interaction	H_{02B} Rejected for translating to social interaction There is a significant relationship between planning and social interaction
	H_{02C} REVIEWING -> Social Interaction	H_{02c} accepted for reviewing to social interaction. There is no significant difference between reviewing to social interaction
3	There are no significant effects of the composing process and the stages in the writing process	H₀₃ Accepted There is no significant relationship between the
4	R_{04A,04B,04C} There are no mediating effects of Social Interaction between the stages in the Writing Process (planning, translating, and reviewing) and the Composing Process	H₀₃ REJECTED ONLY FOR H_{04B}. There a mediating effect of Social Interaction with the Translating Stage.

Table 13 above shows the presentation of the outcome of the research questions and hypotheses. The null hypothesis is rejected for the mediation of social interaction and translation. Hence, the proposed model only predicted partial mediation of social interaction.

According to Flower and Hayes (1981), the translation stage is crucial for writers to convert their ideas into written texts. For many writers, this is the crucial stage where they get stuck, not being able to convert their oral thoughts into written thoughts (Nystrand's, 1989) . Social interaction helps to give the writers the opportunities to engage with their audience /readers throughout the writing process (Alejandro ,2025), Bankier ,2022), and Kaufthold ,2025)

Implications and Suggestions for Future Research

This study ends with interesting implications for writers and the teaching of academic writing. This study has shown that social interaction does have effects on the composing process and all stages in the writing process (planning, translating, and reviewing). This implies that writers need to be constantly aware that, especially in the context of academic writing, when they write, they write for the audience. Social interaction in writing here refers to the constant awareness of the writer to take into consideration the audience's (i) background knowledge and (ii) meaning-making factors.

Table 14 (Appendix) shows the proposed instrument for this study. It is adopted from Raoofi et.al (2017) and originally explored writing as the use of strategies by writers. This study has successfully predicted the strategies in the composing process in compliance with Flower and Hayes (1981) cognitive model of writing, converting social strategies into social interaction mediation. Next, future researchers could look into how audience awareness (social interaction) can be incorporated at more than one stage in the writing process. Future researchers could explore how social interaction mediates translation using a qualitative design.

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APPENDIX

i. Table 14- Proposed Instrument for Composing Process mediated by Social Interaction (source: Raoofi et al., 2017)

20. COMPOSING PROCESS	
21. CPQ1	22. I use memorized grammatical elements such as singular and plural forms, verb tenses, prefixes and suffixes, etc, in my writing
23. CPQ2	24. I put newly memorized vocabulary in my sentences.
25. CPQ3	26. In order to generate ideas for my writing, I usually engage myself in brainstorming.
27. CPQ4	28. I use my experiences and knowledge in my writing.
29. CPQ5	30. I try to use effective linking words to ensure clear and logical relationship between sentences or paragraphs
31. PLANNING	
32. PQ1	33. I organize my ideas prior to writing.
34. PQ2	35. I revise my writing to make sure that it includes everything I want to discuss in my writing.
36. PQ3	37. I check my spelling.
38. PQ4	39. I check my writing to make sure it is grammatically correct.
40. PQ5	41. I evaluate and re-evaluate the ideas in my essay.
42. PQ6	43. I monitor and evaluate my progress in writing.
44. TRANSLATING	
45. TQ1	46. I often work hard to do well in my writing even if I don't like English writing tasks.
47. TQ2	48. Even if the writing activities are difficult, I don't give up but try to engage in them.
49. TQ3	50. I concentrate as hard as I can when doing a writing task.
51. REVIEWING	
52. RQ1	53. I go through the planning stages in my writing.
54. RQ2	55. I go through the drafting stages in my writing.
56. RQ3	57. I go through the revising and editing stages in my writing.
58. SOCIAL INTERACTION	
59. SIQ1	60. In order to generate ideas for my writing, I usually discuss the writing topic with a friend or classmate.
61. SIQ2	62. I try to identify friends or classmates whom I can ask for help in my writing.
63. SIQ3	64. When I have trouble writing my essay, I try to do it with my classmates or friends.