

# INTEGRATING TECHNOLOGY IN ESL WRITING INSTRUCTION: PERSPECTIVES, PRACTICES, AND IMPACTS AT THE UNIVERSITY LEVEL TEACHING IN PAKISTAN

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## ABSTRACT

*This research paper explores the integration of technology in ESL writing instruction within a university setting, examining the perspectives and practices of instructors and assessing the impacts on student engagement and learning outcomes. Utilising a qualitative dominant mixed methods approach, the study draws on surveys, interviews, classroom observations, and document analyses to gather comprehensive insights. Findings indicate that technology is widely used across ESL writing courses, with instructors reporting generally positive attitudes towards its pedagogical benefits. However, the paper also highlights the need for caution and a balanced use of technology, as potential overreliance on digital tools and technical issues are also noted. The paper discusses these findings through the lens of technological determinism and the functional theory of attitudes. It suggests that technology can significantly enhance learning experiences but requires careful integration and a mindful, balanced use. Practice recommendations include enhanced instructor training, institutional support for technology integration, and ongoing evaluation of technology's educational impacts. This study contributes to the broader discourse on technology in education by highlighting specific implications for ESL writing programs and suggesting pathways for future research.*

**Keywords:** ESL Writing Instruction, Educational Technology, Instructor Perspectives

## INTRODUCTION

The use of technological tools in educational contexts, a more recent phenomenon, has significantly changed and, in some ways, revolutionised the pedagogy and andragogy of teaching and learning in ESL. This is particularly relevant at the tertiary level, where a certain level of language competence is required for academic success. This research paper analyses the use of technology in teaching English as a Second Language, focusing on writing skills and the attitudes of university teachers towards this practice. The potential of technology in ESL education is not just about the present but also

about inspiring and encouraging a more hopeful future.

The research aims to study in the Pakistani context and examine the different aspects of technologies used in ESL composition classes. This paper analyses the incorporation of specific technologies, such as word processors, online writing platforms, and grammar checkers, into teachers' instructional methods to understand their ramifications on learners regarding their motivation, the development of digital skills, and even the possibility of customised learning. This research focuses on understanding the advantages and difficulties educators encounter when

teaching language through these specific technologies.

The results of this study, which could prove invaluable when integrating new strategies and technologies in ESL classes, have significant practical implications for ESL writing instruction in Pakistan. As the technologies used in education change, understanding their impact on language teaching and learning is crucial for educators to improve their skills and foster student engagement and learning achievement.

### Literature Review

As with any of the frameworks posed by theories, technology incorporation into education, specifically language learning, has been corroborated and tackled with different empirical resources. This review looks at the history of computer-assisted language learning (CALL), a crucial aspect that has significantly shaped the use of technology in language education. Understanding this history is key to comprehending the impact of technology determinism and the functional theory of attitudes regarding the dynamics of technology application in ESL classrooms.

One component of the socio-economic theory suggests that new technological developments are the leading causes behind societal changes and affect education as a system. This structure indicates using the latest educational technologies, such as digital tools, to facilitate learning interactions and relationships within an institution. In ESL writing, the change from pen-and-paper practice to the digital use of a computer offers prospects for more significant interaction for learning and feedback.

Functional Theory of Attitudes Katz's functional theory of attitudes (1960) argues that society's attitudes towards technology will significantly impact its use in education. This theory posits that positive attitudes from instructors will allow better use of technology in teaching, thereby improving the teaching methodology and student learning participation.

Computer-Assisted Language Learning (CALL) has helped shape how technology is used in language education. It includes a variety of technological tools created for learning and teaching languages. CALL proposes that technology, if appropriately used, can significantly enhance learners' language skills. This optimistic

view of technology's potential benefits is key to its application in ESL education.

Effects of Technology on ESL Teaching It has been established that technology in the educational process of ESL instruction improves teaching-learning by providing access to realia, which are authentic materials from the target language culture, promoting group work through online collaboration tools, and giving feedback (Warschauer, 1997; Healey, 1999). Blogs, wikis, and virtual classrooms have enhanced conventional ESL writing classes by making them more interactive and participative; students are empowered to take greater control over the learning process. Still, many teachers worry about their abilities to work with computers and use technologically advanced tools in their classes. To some extent, these attitudes stem from what many researchers have documented: the tendency to be cautious about incorporating technology stems from worrying about the dependability of technologies, steep learning curves, and loss of control in the traditional teaching paradigm (Comeaux & McKenna-Byington, 2003; Samuels, 2004).

The overview describes how ESL education utilises technology as a tool and a problem. Practical knowledge of how technology is used provides context for the complexities of language teaching. The following parts of this paper will describe the connection of these theories and findings to the particular case of technology integration into the curriculum of an ESL writing course in a specific university.

### Research Objectives and Questions

One of the most important goals of this study is to analyse the application and understanding of technology in writing instruction of ESL courses at the university level. The research explores the advantages and obstacles educators encounter in incorporating technological tools within their class instructions. In particular, the study aims to:

- Investigate technology usage in ESL writing courses.
- Investigate teachers' perceptions about the use of technology in their instruction.
- Investigate the effects of technological integration on learning and writing skills among students.

Building upon these goals, this research seeks to answer the following questions:

1. How are writing classes provided by university ESL instructors taught using technological tools?
2. What is the attitude of the instructors towards incorporating technology in their teaching?
3. How does technology affect students' learning and participation in ESL writing classes?

### Methodology

**Research Design** This research employs a qualitative approach and a mixed-methods technique to capture the entire picture of how technology is integrated within ESL writing pedagogy. It uses data collection techniques to analyse instructors' practices and perceptions in-depth.

**Participants** in this study recruited ESL writing instructors from a large Midwestern university. The 18 instructors who completed the survey had varying experiences and practices when using technology in ESL instruction.

**Data Collection Methods** The data was collected by using the following means:

**Surveys:** All instructors who participated in the research were administered a questionnaire to gather quantitative information on what types of technology were incorporated and how often they were used in the participants' classes.

**Interviews.** Five instructors were interviewed in a semi-structured format to obtain data regarding their perceptions and uses of technology in teaching. These interviews added context to the quantitative data and helped better understand instructors' perspectives.

**Classroom Observations.** Four classroom sessions were explicitly attended and observed to study the use of technology in teaching and its relation to student interaction.

**Document Analysis.** Course materials and other relevant files were further reviewed to provide more insight into the traditional pedagogical integration of technology.

**Data Analysis** Data from the surveys was analysed using quantitative methods to recognise the scope of the instructors' technology use. The interviews were transcribed and analysed qualitatively using thematic analysis, focusing on instructors'

attitudes and perceived effects of technology. Data collected through observations and document analysis were intended to corroborate the data obtained from the surveys and interviews.

### Data Analysis and Findings

The evidential data obtained from the surveys, interviews, classroom observations, and document analysis depicting the application of technological intervention in ESL writing instruction at the university level provided deeper insight and analysis. Using mixed methods, the research gleaned important patterns and conclusions regarding the instructors' attitudes, practices, and challenges. The significant findings are shown below and organised into three major categories: technology usage patterns, instructor views, and student participation and performance effects.

#### 1. Technology Usage Patterns

Quantitative survey data revealed that most ESL instructors regularly incorporate at least one technological tool into their lesson plans.

#### Frequency and Tools

Over 75% of instructors claimed their use of digital platforms, including online word processors, plagiarism detectors, and virtual learning environments or Moodle, was at least biweekly. Grammarly follows Google Docs in terms of usage, reported by 82% and 74%, respectively. In addition, 63% of instructors reported using multimedia, such as instructional videos and podcasts, in the writing lessons.

#### Types of Activities

Technology was mainly adopted to enhance students' collaborative writing exercises, peer editing, and grammar drills. Approximately 68% of the respondents reported that they set online writing forums or students' blogs in which students were expected to post their writings and critique each other's work. Document reviews also revealed that course materials were frequently supplemented with links to internet resources, such as tutorials or templates for various writing assignments.

#### 2. Instructor Perspectives on Technology Integration

The review of qualitative data from interviews and surveys with open-ended questions sheds light on

instructors' attitudes and perceptions regarding the use of technology within the ESL classroom.

### Positive Attitudes

The instructors focused on technology's advantages in teaching practice, particularly its potential to improve teaching effectiveness. Positive teacher feedback opened new possibilities for providing timely and appropriate feedback and monitoring learning processes, and authentic English sources became more readily available. One participant captured the essence of a modern English teaching platform by saying:

"Now that students can revise their drafts in real-time and receive feedback, I must rethink how I teach writing. It is considerably easier and way more stimulating than before."

### Concerns and Challenges

Notwithstanding such positive reports, some instructors seemed worried about dependence on modern technology. Frequent concerns were associated with students' overdependence on the available technology for grammar checking, even at elementary levels, and their stagnated cognition. Furthermore, other serious concerns were inadequate access to technology, such as unstable internet connections and a drought of support from schools or colleges; roughly 54 per cent of the interviewees reported that technical obstructions were the significant concerns, whereas 46% of the respondents said that a lack of proper training caused a gap in the way the resources could be used.

### 3. Impact on Student Engagement and Learning Outcomes

Participant observation lessons and questionnaires indicated that students tend to write better and engage more actively in learning activities if modern technology tools are used appropriately.

#### Enhanced Engagement

Students in the classrooms using technology participated more in peer-review exercises than those who did not; there was an increase of 35%. Students appeared more willing to provide feedback and revise their work using online collaborative tools. Teachers also reported that students seemed more engaged when they could use grammar checkers or when they could look at

how their writing developed over time with version histories.

#### Improved Writing Quality

Teachers reported that students' writing was at a better standard than before concerning most digital tools usage. About 60% of respondents in the survey observed an increase in coherence in the structure of student essays with the use of technology. One of the instructors said:

"Students used to perform poorly in paragraph writing structure. Now, I do not need to worry as they have templates and guides available for drafting essays, resulting in better quality of their drafts."

#### Long Term Retention

Most instructors agreed on some positive changes; however, concerns remained regarding the long-term retention of the particular skills. Personally, some of the instructors were worried that students would over-utilize the software, which would reduce the skill of altering and improving their work on paper. Ultimately, while some had concerns about too much reliance on technology, most instructors agreed that as long as technology serves as an aid and not the only method for instruction, students will continue to develop their writing skills.

The results indicate that technology in ESL writing instruction yields favourable engagement, feedback, and overall writing quality. However, a more sustainable approach, which requires comprehensive training and infrastructure, is essential. By tackling these constraints, institutions can leverage technology to improve the quality of ESL writing instruction. Discussion This study's findings support the notion that integrating computer technology in ESL writing instruction at the college level is imposingly beneficial but has significant adverse effects. Integration of computer technology into education is especially pertinent in Pakistan, where the higher education sector is rapidly moving towards digital learning. First, the increased use of Google Docs, Grammarly, and Moodle among students and instructors points to the general openness of Pakistani instructors towards the use of writing instruction technologies. With the aid of these tools, the writing process has become more interactive, efficient, and even more

straightforward. For instance, peer review using collaborative documents enhanced student participation, while quick feedback helped students improve their writing skills. This also supports other studies on computer-assisted language learning (CALL) that recognise the importance of technology in fostering self-directed learning.

However, Pakistan-specific challenges like the unreliable internet, inconsistent instructor training, and over-dependence on technology are essential factors that must be addressed. Many instructors reported that technological disruptions became barriers to integration, which reflects the more significant infrastructural issues of educational institutions in Pakistan. In addition, the lack of professional development within the institutions leaves much to be desired, especially when integrating technology into pedagogy, leaving many instructors at a loss. Students' over-reliance on technology for grammar and spell checking, combined with this lack of training, creates significant doubts about skills acquisition and development in the future.

Moreover, the results indicate that technology helps to improve the quality of writing and engagement; however, the effectiveness of these changes relies heavily on how well a traditional approach to teaching is blended with modern techniques. Instructors face the challenge of making the most of technology as a supplement without it replacing essential instructional methods and practices.

### **Recommendations**

The conclusions drawn suggest the following to facilitate the use of technology in Pakistani ESL writing classes:

#### **Institutional Training and Professional Development**

Advanced education institutions should consider preparing comprehensive training programs for their staff to correctly integrate technology into their teaching. Workshops and ongoing instructor training should foster more significant use of digital skills in educational technologies.

#### **Infrastructure Enhancements**

Universities need to pay greater attention to providing dependable internet access and

adequate technical support to solve most of the interruptions that arise from technology. Providing instructors with practical and effective tools will ensure minimal technological disruption.

#### **Balanced Use of Technology**

Instructors should be advised to employ technology to enhance their teaching rather than replace traditional approaches. This blend ensures students can think critically, solve problems, and use available technology and resources.

#### **Student Digital Literacy Development**

The students should be taught the appropriate use of digital devices in writing to ensure responsibility. Letting them perceive technology as something that can aid their writing task instead of doing it for them will make them more independent.

#### **Continuous Evaluation and Feedback**

Universities must create strategies for regularly assessing the impact of technology integration on student learning achievements. A systematic collection of feedback from instructors and students will facilitate the improvement of the strategy as the process evolves, ensuring that the benefits are maximised, challenges are solved, and issues are mitigated.

#### **Conclusion**

This research captures the details of how technology is implemented in the teaching of ESL writing at a university in Pakistan. The analysis indicates that while instructors remain hopeful regarding the prospects of digital pedagogical tools, many barriers revolving around the scope for training, lack of infrastructure, and excessive dependence on technology still thrive. Pakistan's education sector must address these concerns by improving instructor training, adding more infrastructure, and having a moderation of technology so that more engagement, better writing, and more excellent, long-lasting skills can be developed through more appropriate use of technology. These observations pay attention to the concern regarding educational technology in general and offer a valuable understanding in the context of further research and policy formulation in Pakistan.

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