

Improving Academic Writing for English Learners: Innovative Approaches in Higher Education

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ARTICLE INFO		ABSTRACT
Article History:		<i>This study examines the academic writing problems of university-level English language learners and examines the effectiveness of new pedagogical methods for solving these problems. A quantitative survey design was adopted, using a structured questionnaire that was given to 376 students of different academic disciplines. The instrument, which showed high reliability (Cronbach's Alpha > 0.87 for all constructs), collected data in relation to perceptions of difficulties associated with writing, the use of innovative approaches, their perceived efficacy, and attitudes to future implementation. Our research has shown that learners experienced significant and persistent challenges in grammar, cohesion and coherence, vocabulary and self-efficacy. However, this data also reflects a high rate of adoption and a very positive perception of the technology-based tools, especially AI-based applications such as Grammarly and ChatGPT, that were found to have a significant positive impact on grammatical accuracy, academic performance, and writing confidence. Collaborative learning strategies were also considered an excellent way to learn. The findings lead to a compelling call from these students for a paradigm shift in writing instruction, wherein the innovative strategies presented here must be formally incorporated into university curricula in order to supersede the antiquated traditional forms of instruction. This research concludes with recommendations based on the evidence for teachers and institutions on how to leverage technology and collaboration pedagogy for a more supportive and effective academic writing environment.</i>
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Introduction

Communication is a very important skill, and it is especially the ability to write qualitatively in English, where the non-native speaker has his / her own difficulties. The ability to write effectively is necessary according to (Hylan, 2024) in his research to achieve academic success and superior career outcomes. However, many English learners at the university level struggle with grammar, coherence, vocabulary, and overall writing structure (Ferris, 2023). Education methods of the past are a baseline but do not provide a full solution to these challenges thus the education field and research community started exploring new forms of approaches that use AI-based methods and collaborative writing and digital storytelling (Kessler, 2020).

The integration of technology in the teaching of writing has enabled students to go about academic writing work in radically different ways. Where Grammarly and ChatGPT are integrated into learning environments, students are able to receive instant feedback regarding grammar and sentence structure based on the requirements (Dodigovic & Jeaco, 2021). The students are also able to apply their peer review and group projects that enhance teamwork and develop their critical thinking skills and writing competency (Storch, 2021). Studies indicate that learning writing in a more interactive manner with the help of multimedia tools and gamification is effective at making the process more attractive primarily among millennial students (Mulyono & Saskia, 2021). These teaching techniques have varied effect on learners since their reactions are determined by their proficiency and motivational indices and school support (Mihaylova et al, 2022).

In higher education, English learners have to grapple with significant obstacles in academic writing since their achievement relies on their ability to be clear and build coherent arguments with high-quality analytical skills (Belyaeva, 2022). Advanced grammar principles create problems in students that leads to readability issues (Kang & Han, 2021). Their limited vocabulary exacerbates the fact that the students are unable to convey complex arguments in an effective manner (Chiew & Ismail, 2021). The logical organization of an essay and the acquisition of coherence are challenging to several students (Hinkel, 2022). Lack of confidence among students does not allow them to succeed in writing since they do not want to do it wrong (Woodrow, 2022). The conventional instructional approaches of writing that consider mechanical rehearsal and teacher-directed feedback fail to offer adequate assistance to the current learning challenges (Zhang & Hyland, 2021). Recently, innovative strategies have been created that connect technology to group-based learning to enable English learners to solve their learning challenges.

Various teaching techniques in education were developed to enable the English learners acquire better academic writing skills. Research proves that the writing process starting with draft writing and continuing with revision and feedback improves writing skills and coherent structures (Ferris & Hedgcock, 2023). The learners practicing corpus-based learning using digital databases benefit because they learn the language through the analysis of authentic language use resulting in improved academic vocabulary and phraseology according to (Flowerdew, 2021). By increasing the peer feedback sessions and collaborative writing platforms, students enhance their confidence and their interest in learning as peers provide useful social interactions and offer each other different perspectives (Li & Zhang, 2023). The strategies implemented help develop the language, as well as critical thinking skills that improve the ability of students to meet academic writing demands (Afzal et al., 2025).

Grammarly and ChatGPT are AI-powered applications that provide on-the-fly corrective feedback and give students the option to edit their writing progressively. The tools are also useful in enhancing grammar and syntax to make the learner less burdened (Arshad et al., 2024). The Grammarly and ChatGPT tools reshaped the manner in which learners compose essays. According

to Li, writing with the assistance of automation makes it more accurate and encourages writers to revise themselves (Li, 2017).

Collaborative peer learning helps students learn efficiently since they can give suggestions on how to improve. The research assumed that learners experience less anxiety when they are collaborating in writing (Abahussain, 2020). Collaborative writing does not only result in enhancements in engagement, but also critical thinking among learners. Engagement and motivational practices such as story-telling and games-based writing exercises are useful. Such strategies enable the learners to face the difficulty that is inherent in the process of making writing practice more interesting and less intimidating (Alawaji, 2020).

Their usefulness varies in context to context as well as the level of skills. Further studies on how learners value and use these tools are part of the research that we want to undertake (YALA, 2022). Using an example, initial evidence shows that there is a disconnection between the existence of some tools and the actual practice in the teaching field. In the study, 68 percent of students of a university in the Middle East said they used Grammarly, but never as a part of the coursework.

On one hand, the potential is in the innovative approaches, but how to maintain and introduce them to various educational contexts remains an issue (Li, 2021). This study tries to fill in the above gap by paying attention to the perceptions of the student and the real impact of teaching around these approaches.

The results of the research reflect the way innovative approaches could significantly help a university student who studies English as a foreign language. Using AI-assisted tools, collaborative learning models, and online writing, it is possible to afford writing instruction in ways that address the requirements of different learners. These techniques enhance not only speech and rhetoric structure, but also relieve the tension related to writing and enhance the degree of participation. The more the universities proceed on the tracks of the new technologies and the internationalization of courses, the more adequately will be addressed the implementation of these strategies with an aim to assist the students in mastering the required writing skills, which will be required of them in their future academic and employment qualifications. More attention will be required in the future in creating more comprehensive institutional strategies that can probably be in place longer to enhance writing skills, and in creating attention to these skills to make them accessible to everybody. Teaching students to write in the cognitive flexible framework at the end of the day is highly important in the context of English learners as they desire to communicate in the real world that is interconnected more than ever.

Problem Statement

Learners of the university level in English as a second language frequently struggle with competency shortfalls in the basic writing components of grammar, coherence, vocabulary, and writing self-efficacy. Their plight is brought about by the rote teaching practices that barely prepare students to the numerous challenges that both school and work environments demand. Though the deployment of AI tools or collaborative learning methods is a move in the right direction, reliability in terms of learners population remains unclear and utilization of such methods remains rigid. The study will attempt to clarify the most influential gaps in this context in respect of writing skills, provide an insight into the barriers to the adoption of such practices, and attempt to identify realistic interventions that engage technological developments and practical pedagogical interventions that address the requirement of developing writing skills among English as a Second Language learners.

Objectives of the study

Followings are the objectives:

- To identify the most common academic writing difficulties experienced by university English language learners.
- To investigate the extent to which students utilize innovative approaches (such as AI tools and collaborative writing) to enhance their writing proficiency.
- To assess learners' perceptions regarding the effectiveness of these innovative approaches in overcoming writing challenges.
- To explore students' willingness to adopt, and institutions' preparedness to implement, such strategies in formal writing instruction.
- To propose evidence-based recommendations for incorporating innovative writing practices into university curricula to improve learning outcomes.

Significance of the study

The study is especially applicable to enhancing the academic writing instruction with the help of evaluating new solutions to the old issues of English learners. The results will assist teachers to incorporate technology and team work in writing lessons as universities redefine their target to global skills. The study will seal the current gap between the theoretical possibilities and the actual application of AI assistants and other digital tools environments. It can also equip curriculum designers interested in revising writing courses in the face of equal opportunity with the contemporary non-restrictive communication curriculum. This study can benefit both students and institutions in that it offers effective learner-centered strategies that not only can assist struggling writers, but also promote institutions to develop policies that strategically focus on multilingual complex academic excellence in higher education.

Literature Review

Writing is a critical ability to succeed in post-secondary education, and among English as a second language students, it may be rather challenging. Their writing competence is crippled by the plethora of issues, including grammatical errors, vocabulary restrictions, issues with coherence, and obstacles introduced by the lack of confidence (Karim, & Nassaji, 2020). Researchers have examined various instructional strategies in case of finding solutions to these issues, such as process writing, corpus assisted teaching, and group writing (Davoodifard, 2022). This review is a summary of existing literature on the problems of English learners in constructing academic texts and analysis of several teaching strategies that aim to improve the performance of learners.

Challenges in Academic Writing

Grammar and Structural Barriers in Writing

The one thing that always gives students who write in English trouble is in using higher grammar in academic writing. Many students have issues with accuracy in syntax that leads to the loss of coherence and readability (Davoodifard, 2022). Researchers indicate that the inconsistency of tenses, subject-verb agreement, and clauses usage is one of the most common issues of English learners (YALA, 2022). Additionally, the knowledge gap concerning formal registers and formal style of writing is excessive, which also poses even more issues to learners in the context of the attempt to engage in the discourse at the academic level (Li, 2021).

Vocabulary Constraints

The absence of vocabulary diversification has a devastating effect on the English learners in their attempts to express delicate arguments, as well as engage in intellectual discussions. As it is stated (Ferris, 2023), non-native writers are more inclined to rely on a limited inventory of vocabulary, thus, they are likely to use the same words repeatedly without trying to use a variety of vocabulary. Acquisition of academic words is time consuming and rote learning does not ensure the words will be applied when required (Kessler, 2020). Thus, the students must be directly taught academic vocabulary with opportunities to practice the new words in a meaningful manner (Storch, 2021).

Organizational and Coherence Barriers

The second weakness is that English learners cannot properly structure their essays and their writing does not follow any logical structure. It has been found that a large percentage of learners find it extremely challenging to convey ideas in a coherent manner, which results in their writing being half-baked or poorly arranged (Ferris & Hedgcock, 2023). Writing clear paragraphs and being able to use cohesive devices effectively is crucial in academics, and most learners lack the necessary skill training to do it (Flowerdew, 2021). It appears that there is research support that basing coherence teaching on outlining and discourse marker use will improve the text coherence of students (Li & Zhang, 2023).

Writing-Related Stress and Confidence Barriers

Academic work is influenced by emotional determinants such as concern about writing or the fear of mistakes. According (Woodrow, 2022), the majority of English learners exhibit drastic measures of apprehension, which suppresses the creation of unambiguous and productive texts. This pressure is typically caused by the lack of trust in the language abilities of the particular person and the great anticipation of the negative attitude of the teacher (Reagan & Mackey, 2023). This issue led to responses by teachers in the matter of designing supportive and protective measures that assist the learners in perceiving writing as a process rather than a performance that occurs once (Hyland & Hyland, 2019).

Teaching Approaches to Strengthen Writing Skills

Writing as a Multi-Stage Process

Process writing is concerned with writing, editing and feedback to improve the writing ability. According to (Ferris & Hedgcock, 2014) engaging the students in various stages of writing will make the students refine their ideas and correct their mistakes in the language. According to other researches, teaching that focuses on the processes of the matter leads to higher levels of accuracy in grammatical structures and writing. Moreover, providing students with the feedback provided by peers and a teacher will contribute to ensuring that they will edit their work more and become more critical of writing processes.

Corpus-Based Approach to Language and Writing

According to (Flowerdew and Petrić, 2015), corpus-based learning has become a powerful approach to enhancing the academic writing. Students can now learn more about the utility of phraseology and language stylistic conventions with the constantly growing supply of digital databases. Corpus instruments, according to (Reppen, 2022) enable learners to broaden their vocabulary and write more accurately because they can use various contexts of using particular words and phrases. According to (Poole, 2022), lexical diversity and syntactic accuracy are positively achieved through the application of corpus-based methods of writing instruction.

Collaborative Learning in Academic Writing

It has been demonstrated that collaborative writing tasks and peer review have an improved influence on the language and the thinking skills associated with academic writing. According to (Abahussain, 2020), writing activities where students do pair work demonstrate a greater level of text cohesion and complexity than their counterparts in writing activities where students do not work in pairs. Peer feedback is well-crafted to mirror the students in their work and to add divergent perspectives, which, overall, can assist students (Li, 2017). The inclusion of peer review sessions in the teaching skills writing is likely to create a sense of community and reduce the fear of writing, which subsequently increases the self-esteem of the student (Alawaji, 2020).

Conclusion of the Literature Insights

The determinants of the issues of academic writing among English learners are wide and some factors influencing the issues include grammatical issues, vocabulary issues, organizational issues, and even psychological issues. These challenges do not appear to be addressed effectively through most traditional teaching writing approaches but research has demonstrated that process writing, corpus-based instruction and collaborative writing processes can enhance the writing competence of learners to remarkable levels. New methods of teaching involving the use of a novel technology and student centered teaching as a means of helping English learners to write academic papers should gradually be tapped in future research.

Methodology

Research Design and Instrument

In this study, the quantitative research design was applied, and the survey approach was used to gather information regarding academic writing issues and strategic choices of the English language learners at the university level. A structured questionnaire was the main tool that collected information on four major constructs, including (1) difficulties with academic writing, (2) application of new writing strategies, (3) perceived advantages of new writing strategies, and (4) future intentions to use them. All of the scaled items in the questionnaire were measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), with demographic sections at the end.

Participants and Sampling

A total of 376 students of different universities were recruited to take part in the study. The sample was composed of a wide variety of academic fields, with the highest numbers in Business and Management (22.6 percent), Computer Science and IT (20.7 percent), and Engineering and Technology (17.8 percent). The sample was largely made up of young people with 78.7% of the respondents falling within 18 to 27 years. Regarding English proficiency, most respondents self-reported as intermediate (43.9) or advanced (39.6) users, and an important majority (66.3) said that they did academic writing in English at least once a week.

Data Collection and Reliability

Before the actual research was carried out, a pilot test was carried out using 20 students in 3 different universities to determine the reliability and validity of the survey tool. The results of this pilot study were evaluated in SPSS (Version 29). The Alpha of each construct was computed to determine the internal consistency, with the scores being very high: Challenges in Academic Writing (= 0.873), Use of Innovative Approaches (= 0.882), Perceived Benefits (= 0.876) and Future Adoption (= 0.871). All values were far much higher than the accepted value of 0.6, which validates the instrument to be used in data collection.

Data Analysis

The data collected was analyzed using descriptive statistics to summarize the demographic profile of the respondents, and also to identify trends and patterns in their responses. Frequency distribution and percentages for each item of the Likert scale were analyzed and presented giving a clear picture of the prevalence of difficulties with writing, the rate of adoption of innovative strategies and the perceived effectiveness of these strategies on the part of the participants.

Ethical Considerations

This research paper conformed to the usual ethical research requirements. All the participants gave informed consent and were informed about their right to withdraw. The survey was fully anonymous, and no personally identifiable information was gathered in order to keep the subjects anonymous. The relevant institutional ethics review board gave approval to the study design.

Reliability of the Instrument

The data collection tool was initially tested on 20 students of three different Universities under the supervision of experts. The official survey study excluded all participants that participated in the initial test cycle. The analysis of the pilot study was completed with the help of SPSS (Version 29). The overall reliability estimate based on the pilot study also shows that the obtained and required skills possess reasonable estimate of internal consistency. The table 1 supports the Alpha values of 0.873, 0.882, 0.876 and 0.871 of Cronbach. The lowest acceptable threshold of reliability Cronbach Alpha measures is 0.6 according to (Sadia, 2020). The scores obtained in the instrument assessment confirmed the fact that the instruments are applicable to real data collection procedures.

Table 1: Reliability Statistics

Variables	Items	Cronbach's Alpha
Challenges in Academic Writing	05	0.873
Use of Innovative Writing Approaches	05	0.882
Perceived Benefits of Innovative Strategies	05	0.876
Future Adoption of Innovative Approaches	05	0.871

Data Analysis

Data analysis is the procedure of checking, cleaning, and modelling information to find valuable information and trends. The aim is to make inferences, assist a decision-making process, and find actionable information in raw data.

Demographic Information

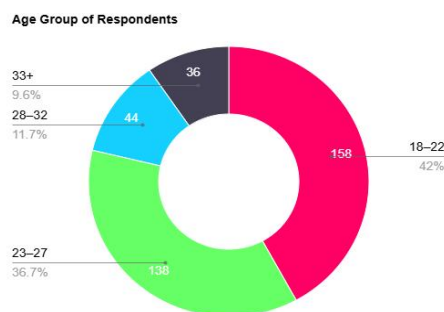


Figure 1: Age Group of the Respondents

The age samples of the 376 respondents demonstrate that there was a very young sample group with a significant proportion of the population being in the younger adult age group. The two most significant groups are 18-22 years (42.0) and 23-27 years (36.7), a total of 78.7% of respondents are 27 or older. By contrast, the respondent groups 28-32 and 33+ represent much smaller proportions of the sample 11.7 and 9.6 ideally, as presented in **Figure 1**. This distribution displays the fact that the data and any further outcomes is mostly reflective of the attitudes and traits of younger adults, specifically those in their late teens and early twenties, which is a key aspect to consider when putting the results and findings of the research into context.

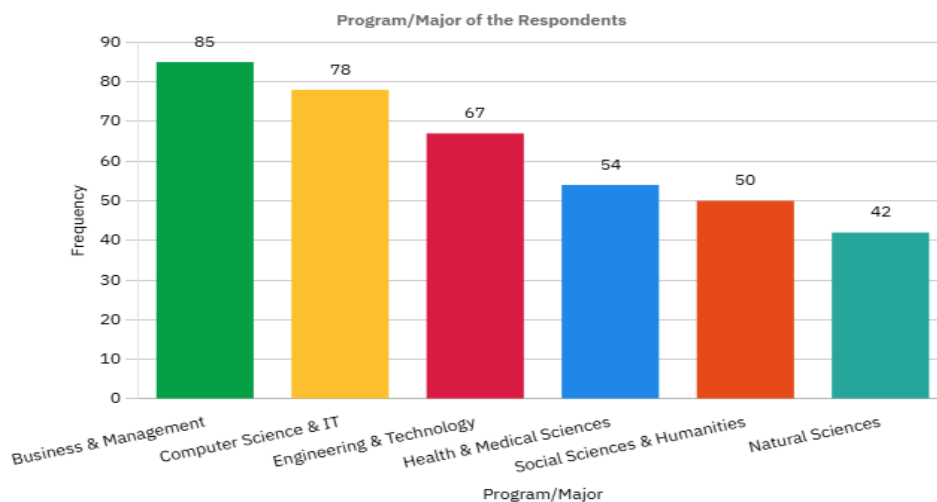


Figure 2: Program/Major of the Respondents

The distribution of academic programs of the respondents represented in **Figure 2** shows a diversified but strategically oriented sample. Business & Management is the biggest cohort with 22.6 of all respondents and Computer Science and IT closely after it with 20.7, and then Engineering and Technology with 17.8. Those three areas alone comprise more than sixty percent (61.1) of the sample, which means that it is well-represented in business, technology, and STEM-related disciplines. The rest of the respondents fall under Health and Medical Sciences (14.4%), Social Sciences and Humanities, and Natural Sciences (11.2). This writing infers that the results of the survey are especially representative of the opinions held in professional and technical domains, which is an important fact to consider when interpreting the results and their relevance.

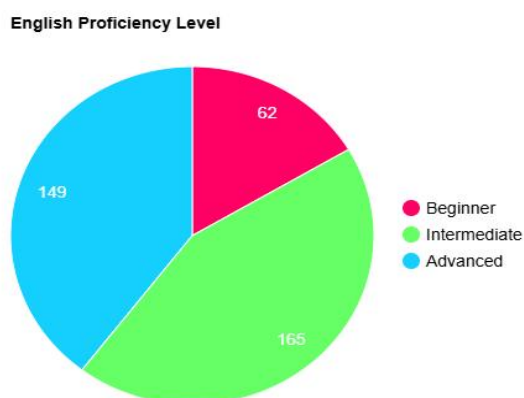


Figure 3: English Proficiency Level of the Respondents

As shown in **Figure 3**, the English proficiency of the respondents is also skewed mostly at the intermediate and advanced levels. Nearly three-quarters (83.5) of the sample self-report a functional command of the language, of which 43.9% are at the intermediate level and 39.6% are at the advanced level. On the other hand, the proportion of beginners is lower at 16.5. This distribution shows that the general level of English understanding among respondents was high, which is an important factor to estimate the credibility of answers to any survey questionnaire given in English and to interpret subtle feedback.

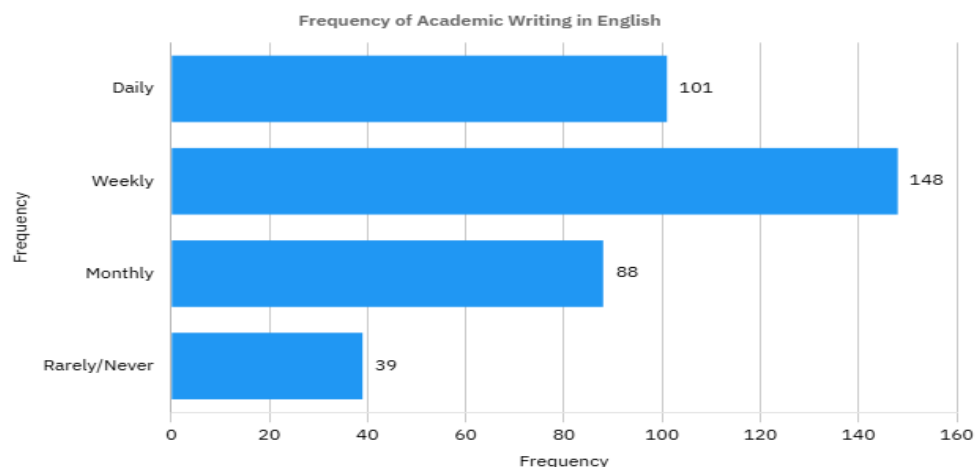


Figure 4: Frequency of Academic Writing in English

A high level of frequent engagement with the language is evident in the frequency of academic writing in English among the respondents as shown in Figure 4. Very high proportions of the respondents (66.3) indicate that they write on academic subjects at least once per week, and that 39.4% of them write once per week, and 26.9% write once per day. Another 23.4 percent are involved in this exercise on a monthly basis. Only a very small minority (10.4) do not do it at all or very rarely. This trend shows that the surveyed population, on one hand, not only speaks but uses English actively on an academic level, which is a strong indication that this population, on the other hand, is highly familiar with the conventions and requirements of formal writing in English, which is fully practical. This is a common practice that is critical in justifying the quality and thoughtfulness of their answers to open-ended or complex questions in a survey.

Table 2: Writing Challenges (*Likert Scale: 1 = Strongly Disagree → 5 = Strongly Agree*)

Statement	1	2	3	4	5
Difficulty expressing ideas	20 (5.3%)	50 (13.3%)	85 (22.6%)	128 (34.0%)	93 (24.7%)
Grammar & sentence issues	18 (4.8%)	46 (12.2%)	74 (19.7%)	136 (36.2%)	102 (27.1%)
Organizing ideas & coherence	27 (7.2%)	58 (15.4%)	80 (21.3%)	117 (31.1%)	94 (25.0%)
Vocabulary expansion	33 (8.8%)	61 (16.2%)	88 (23.4%)	109 (29.0%)	85 (22.6%)
Confidence in writing (<i>Reverse-coded</i>)	46 (12.2%)	86 (22.9%)	92 (24.5%)	102 (27.1%)	50 (13.3%)

Table 2 outlines the perceived difficulties in academic writing by respondents and presents a population that self-identifies a high level of difficulty. The results show that most of the respondents concur or strongly agree that they have difficulties in core writing competencies. The largest problems occur with Grammar & sentence structure (63.3% equal-strongly agree) and Difficulty expressing ideas (58.7% equal-strongly agree). Organizing ideas/coherence (56.1) and Vocabulary expansion (51.6) also received the support of more than half of the cohort.

An interesting and opposing point is the statement on Confidence in writing. This reverse coded item has polarized distribution. Although 40.4 percent of the respondents say they are confident (not agreeing or agreeing strongly with the statement that they are unconfident), almost the same number (40.4 percent) say that they lack confidence (not agreeing or agreeing strongly). This indicates that writing confidence is a major and contentious issue in the sample and may become a significant barrier to writing regardless of technical aptitude. In general, the results indicate a group of highly engaged writing students who feel that they need more technical and affective writing support.

Table 3: Use of Innovative Strategies (*Likert Scale: 1 = Strongly Disagree → 5 = Strongly Agree*)

Statement	1	2	3	4	5
Use of AI tools	16 (4.3%)	32 (8.5%)	68 (18.1%)	153 (40.7%)	107 (28.5%)
Peer feedback helps	21 (5.6%)	40 (10.6%)	78 (20.7%)	143 (38.0%)	94 (25.0%)
Participated in digital storytelling	54 (14.4%)	72 (19.1%)	96 (25.5%)	89 (23.7%)	65 (17.3%)
Tech makes writing easier	11 (2.9%)	24 (6.4%)	50 (13.3%)	160 (42.6%)	131 (34.8%)
Seek new strategies	34 (9.0%)	61 (16.2%)	90 (23.9%)	109 (29.0%)	82 (21.8%)

Table 3 demonstrates a high agreement between the respondents concerning the adoption and perceived usefulness of innovative writing strategies, but the adoption and usefulness of technology-based tools are especially high. A large majority of the respondents (69.2% agree or strongly agree) say that they use AI tools to write, an even higher group (77.4% agree) says technology in general makes it easier to write, revealing a tech-neutral and problem-solving attitude.

Moreover, the conventional cooperative and active approaches are also highly supported. A large majority (63.0) regard peer feedback as helpful and half of the respondents (50.8) proactively seek new writing strategies. By contrast, more formal acts of digital engagement such as digital story telling show a more neutral to moderate level of engagement, with the highest number (25.5) being neutral and the number of agree/strongly agree responses amounting to 41.0. This is an indication that the cohort is very responsive toward tools and feedback, but the interaction with formalized digital pedagogical projects is less uniform. In general, the data represents a population that is very active in utilizing both technological and social resources to address the challenges in writing.

Table 4: Perceived Effectiveness of Innovative Strategies (Likert Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

Statement	1	2	3	4	5
AI tools improved grammar & accuracy	12 (3.2%)	21 (5.6%)	48 (12.8%)	172 (45.7%)	123 (32.7%)
Collaboration improved skills	17 (4.5%)	36 (9.6%)	73 (19.4%)	155 (41.2%)	95 (25.3%)
Interactive learning is engaging	6 (1.6%)	14 (3.7%)	39 (10.4%)	181 (48.1%)	136 (36.2%)
Innovative strategies boost confidence	12 (3.2%)	28 (7.4%)	61 (16.2%)	159 (42.3%)	116 (30.9%)
Tech tools improve academic performance	15 (4.0%)	26 (6.9%)	58 (15.4%)	168 (44.7%)	109 (29.0%)

Table 4 shows a very high positive attitude to the effectiveness of innovative strategies, and there is obviously an agreement that innovative strategies in different aspects of writing development are helpful. Perceived impact is the strongest in the field of interactive learning, which was rated engaging (agree/strongly agree) by an overwhelming 84.3% of the respondents, thus being the most rated strategy.

Moreover, the majority is quite certain that these approaches are leading to tangible results in the productivity and competencies. Interestingly, 78.4% of them say that AI tools have made their grammar and accuracy better, and 73.7% of them say that technology tools have directly impacted their academic performance. The data also indicates that these strategies have a bearing on the affective barriers, because 73.2% indicate that they increase confidence, which is a key outcome given the confidence issues raised in Table 1. In a similar way, 66.5% of the respondents believe that collaborative methods are very effective in enhancing skills. In short, these innovative strategies (presented in Table 2) are not actively used by the cohort, but are also viewed as extremely effective in raising technical accuracy, performance, and, most importantly, confidence and interest in the writing process.

Table 5: Future Implementation of Innovative Strategies (Likert Scale: 1 = Strongly Disagree → 5 = Strongly Agree)

Statement	1	2	3	4	5
Universities should integrate more innovative strategies	5 (1.3%)	11 (2.9%)	31 (8.2%)	167 (44.4%)	162 (43.1%)
Interested in learning more about AI tools	10 (2.7%)	18 (4.8%)	53 (14.1%)	159 (42.3%)	136 (36.2%)
Traditional methods alone are not enough	14 (3.7%)	26 (6.9%)	61 (16.2%)	154 (41.0%)	121 (32.2%)
Would attend workshops on innovative techniques	18 (4.8%)	34 (9.0%)	74 (19.7%)	145 (38.6%)	105 (27.9%)
Will continue using tech tools for writing	11 (2.9%)	21 (5.6%)	44 (11.7%)	177 (47.1%)	123 (32.7%)

Table 5 shows the overwhelming and unanimous response of the respondents that a paradigm shift must be made in the instruction of academic writing, whereby traditional approaches are abandoned and more innovative and technology-based approaches are integrated. The highest

percentage of consensus in the data is a near-unanimous majority (87.5) that universities should incorporate more innovative strategies.

This requirement is accompanied by a very personal interest in this style. An overwhelming number of respondents (79.8) already plan to keep using tech tools in their writing and 78.5% show a specific interest in getting to know more about AI tools. This means that their positive experiences at present as indicated in Table 3 have cemented their usage and usage intention. In addition, there is a substantial 73.2% who feel that traditional practices are not enough, and a vivid majority (66.5%) would be glad to participate in workshops in order to advance their competencies. All these results are a clear call by this group of people to schools to officially adopt, encourage and train innovative writing techniques in curriculum.

Discussion

The results of this research shed light on an interesting and evident story: English learners at the university level are beginning to struggle with major writing issues yet they are also very accepting and gaining a lot out of new technology-based pedagogical approaches. The statistics show a cohort of mostly young, fluent English speakers, who regularly work on academic writing but continue to report challenges in fundamental skills such as grammar, logic, and the ability to grow vocabulary. This is a consistent struggle, even in active and fairly competent students, which highlights the inability of the traditional, product-centered teaching of writing and justifies the paradigm shift that this study examines.

More importantly, the findings show that there is a great positive correlation between the application of innovative methods, and the perceived growth in writing. This is especially interesting in regard to the high rates of adoption and perceived efficacy of artificial intelligence assistants such as Grammarly and ChatGPT. According to students, these tools not only increased grammatical accuracy, but also led to better academic and, more importantly, writing confidence. This is a response to one of the major affective obstacles that were found in the problem statement and Table 2, i.e., that one role of technology can be to enhance both technical skills and self-efficacy.

Moreover, the robust support of team learning and peer review validates the social aspect of writing growth. Students understand how social interaction and various points of view can help them perfect their work and they no longer rely on the old teacher-in-the-middle approach to feedback. It is a potent appeal to action that the current orthodoxy that universities need to be more innovative and that old approaches cannot be relied upon is being deafeningly called into question. It states that students are not only passive consumers of pedagogy, but also active participants who seek tools and practices that can accommodate a digital, networked academic environment. Thus, discussion hypothesizes that a hybrid strategy combining AI-aided feedback to achieve mechanical accuracy and collaborative process-focused learning to achieve coherence and argumentation is the most promising way forward in empowering the English learner in the higher education sector.

Conclusion and Recommendations

Overall, the findings of this study confirm that the lack of grammatical accuracy, poor text organization, lack of lexical range and self-efficacy are the continuing problems of academic writing among university-level English learners. However, the research also finds that there has been a paradigm shift in terms of learner engagement and that there was a high degree of adoption of new pedagogical tools. The data shows that applications of artificial intelligence and collaborative learning frameworks are not only being used with high frequency, but are perceived by learners to help overcome technical writing challenges, improve overall performance in the

academy, and-most importantly-overcome affective barriers to writing development. This proven effectiveness has created an undeniable and powerful call by the student body for these methodologies to be formally integrated into the writing curriculum, indicating an overwhelming disconnect between traditional pedagogy and the realities of today's learner.

In view of the above conclusions, we propose the following recommendations: Rather, the responsibility for embedding learning technologies and collaborative digital pedagogies into the fabric of academic writing programs rests primarily on institutions of higher education to make these evidence-based solutions part of the formal curriculum, and shift these methods from a support to the curriculum. At the same time, investment in comprehensive faculty development efforts is necessary in order to train educators in the competencies needed to design and facilitate writing assignments that will integrate AI-assisted drafting with critical peer assessment. Moreover, academic support units should provide and share focused workshops to help students develop higher order digital literacies skills so that they can use these technologies with a critical and discriminating mindset. Finally, future research should use longitudinal, mixed methods strategies to quantitatively evaluate the long-term effect on writing ability and qualitatively discuss the more complex student experiences and institutional obstacles related to implementation. The strategic appropriation of such measures is of utmost importance for developing a more responsive, effective, and empowering academic writing environment in accordance with the requirements of 21st century higher education.

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