THE IMPACT OF INNOVATIVE STRATEGIES ON IMPROVING WRITING SKILLS OF ENGLISH LEARNERS AT UNIVERSITY LEVEL

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Abstract

This study examined how creative strategies such as artificial intelligence (AI) tools, collaborative writing, and digital storytelling activities impacted the enhancement of academic writing skills of English learners at the university level. The research sought to understand the writing problems that were most common, evaluate the implementation and effectiveness of the measures, and monitor the students' reception to the measures being implemented. A quantitative approach using surveys was used with a sample of 346 students from different fields of study. Structured questionnaires which had been tested in a pilot study (Cronbach's Alpha = 0.792) were used to gather data and were then processed in SPSS (Version 28). Descriptive statistics and cross tabulation were used to analyse the data and find the patterns pertaining to difficulties in writing, use of tools, and outcomes. The most critical findings were the remaining issues: grammar was a problem for 62.5%, coherence for 55.2%, and vocabulary for 49.4% of the students. In spite of this, self-reported use of innovative strategies was still high such as: AI tools usage (69.7%) and peer collaboration (65.4%) as well as engaging interactive methods (82.6%). Additionally, there was strong support for institutional adoption, with 87% of participants in favour; however, there was less support for advanced digital storytelling techniques (39.3% engagement).

The ethical considerations such as anonymity and voluntary participation were followed. Testing in the pilot phase reduced bias and no personal information was stored. This study addresses the gap in the integration of technology and collaborative teaching processes in the teaching of academic writing. It provides empirical data on the effectiveness of modern approaches while also revealing gaps in adoption across levels of proficiency and disciplines. The results make it possible for curriculum developers and decision makers to take tangible steps toward solving the discrepancies between offer and demand in the context of use.

Keywords:

Innovative Strategies, Academic writing, AI writing tools, Collaborative learning, English language learners

Introduction

The ability to write effectively in English is a critical skill for university students, particularly for non-native speakers who face unique challenges in academic writing. Academic achievement combined with advanced career outcomes requires proficient writing skills according (Hylan, 2024) in his study. However, many English learners at the university level struggle with grammar, coherence, vocabulary, and overall writing structure (Ferris, 2023). Teaching approaches from the past serve as a foundation yet they do not offer complete solutions to these difficulties so the education field and research community began studying new methods involving AI-based tools and collaborative writing and digital storytelling (Kessler, 2020).

Students today use technology to approach academic writing tasks through fundamentally new methods because of technological integration in their writing instruction. Learning environments that integrate Grammarly and ChatGPT enable students to get immediate feedback about grammar and sentence structure according (Dodigovic & Jeaco, 2021). Students develop their critical thinking abilities and writing competency by using peer review and group projects, which promote teamwork (Storch, 2021). Research shows that teaching writing more interactively through multimedia resources along with gamification succeeds in making it more appealing mainly for millennial students (Mulyono & Saskia, 2021). These pedagogical methods produce diverse outcomes for students because their response depends on their level of language proficiency and motivational factors and institutional backings (Mihaylova et al., 2022).

Higher education requires English learners to overcome substantial academic writing challenges because their success depends on maintaining clarity and developing coherent arguments with strong analytical skills according (Belyaeva, 2022). Students face problems with advanced grammatical principles which results in readability problems (Kang & Han, 2021). The students' inability to express complicated arguments with effectiveness is worsened by their limited vocabulary according (Chiew &Ismail, 2021). The process of logical essay organization and achieving coherency poses challenges to many students (Hinkel, 2022). Confidence deficits between students prevent them from achieving effective writing because they fear doing it incorrectly (Woodrow, 2022). The standard teaching methods for writing which focus on mechanical repetition and instructor-driven feedback do not provide sufficient help with the present learning obstacles (Zhang & Hyland, 2021). Innovative approaches that link technology to group-based learning have recently been developed to help English learners address their learning obstacles.

Different educational teaching methods were created to help English learners develop stronger academic writing abilities. Studies confirm that the writing process that starts with drafting followed by revision and feedback enhances writing proficiency along with coherent structures (Ferris & Hedgcock, 2023). Students who engage in corpus-based learning through digital databases gain benefits from analysing authentic language use, which leads to better academic vocabulary and phraseology according (Flowerdew, 2021). Through peer feedback sessions and collaborative writing platforms, students advance both their confidence and their commitment to learning because peers share valuable social interactions and give each other various viewpoints (Li & Zhang, 2023). The implemented strategies facilitate both language progression and critical thinking skills, which enhance students' capacity to fulfil academic writing standards (Ullah & Usman, 2023).

Grammarly and ChatGPT are AI-enabled tools offering instant corrective feedback and allowing students to adjust their writing as they go along. These tools are also helpful in improving grammar and syntax, helping ease the burden on the learner. These tools have changed the way students write essays. Li posits that automation-assisted writing increases precision and promotes self-revision (Li, 2017).

Collaborative peer learning enables students to effectively learn from each other as they provide suggestions for improvement. (Abahussain, 2020) research posits that learners suffer from anxiety less often while engaging in collaborative writing. Collaborative writing not only leads to better engagement but also improves learners' critical thinking skills. Motivational and engagement-driven practices like story-telling and games-based writing activities are helpful. These approaches allow learners to tackle the challenges that come with making writing practice more engaging and less daunting (Alawaji, 2020).

Their effectiveness differs from context to context and relates to different skill levels. Our research extends (YALA, 2022) call for more detailed analyses regarding how learners appreciate and engage these tools. As an example, preliminary data indicates a gap between the availability of certain tools and their actual use in teaching. In this case, 68% of students from a Middle Eastern university reported using Grammarly, yet none of them used it as part of the curricular activities.

While innovative approaches have the potential, the questions of sustaining and adapting them to different educational environments are still largely unsolved (Li, 2021). By focusing on student's perceptions and the tangible effects of teaching around these methods, this study attempts to address the problem and gap above.

The outcomes of the study demonstrate how innovative strategies can profoundly assist a university student learning English as a foreign language. By utilizing AI-based instruments, cooperative learning

structures, and digital forms of composing, writing instruction can be tailored to meet the needs of various students. These methods improve not only speech and rhetorical structure, but also lessen the tension associated with writing while increasing the level of participation (Usman et al., 2024). The further the universities advance along the lines of the new technologies and the globalization of studies, the more effective attention will be paid to fulfilling these strategies in order to help the students master necessary writing skills needed for their future academic and job qualifications. In the future, more focus will be needed on developing broader institutional strategies that are likely to work for a longer period of time to improve writing skills, as well as draw attention to these skills to ensure everyone can attain them. At the end of the day, teaching students to write within the cognitive flexible framework is extremely important in the context of English learners because they seek to communicate in real world that is inter-connected more than ever.

Problem Statement

Advanced English learners in the university level often grapple with competency gaps in fundamental writing areas such as grammar, coherence, vocabulary, and writing self-efficacy. Their struggles stem from rote teaching methods that do little to equip students for the many challenges that both academic and professional settings require. Although the implementation of AI tools or cooperative learning techniques is a step in the right direction, reliability across learner populations is still ambiguous, and adoption of these methods is still lacking rigidity. This research aims to elucidate the most impactful gaps concerning writing skills, clarify impediments to the adoption of these methods, and seek plausible measures that merge technological advances with tangible pedagogical strategies focused on improving the writing skills of learners of English as a Second Language.

Objectives of the study

Followings are the objectives:

1. To determine the most frequent writing challenges faced by university-level English learners in academic contexts.
2. To analyse the extent to which students employ innovative strategies (e.g., AI tools, collaborative writing) to improve their writing skills.
3. To evaluates learners' perceptions of the effectiveness of these innovative strategies in tackling their writing difficulties.
4. To examine students' receptiveness to adopt and institutional readiness to implement these strategies in formal writing instruction.
5. To provide evidence-based recommendations for integrating innovative writing strategies into university curricula to enhance learning outcomes.

Significance of the study

This study is particularly useful in improving the academic writing instruction by assessing new approaches to longstanding problems of English learners. The findings will help educators integrate technology and collaboration into writing instruction as universities shift their focus to global competencies. The research helps to close the existing gap between the theoretical possibilities and the practical use of AI assistants and other digital tools\\environments. It also provides curriculum designers who want to update writing courses in the context of equal opportunity with the modern, non-restrictive communication curriculum. By providing effective learner-cantered strategies, this study not only helps students who struggle with writing, but also guides institutions in shaping policies that intentionally centre on multilingual complex academic excellence in higher education.

Literature Review

Writing is an essential skill for achievement in post-secondary education, and for English as a second language learners, it can be quite difficult. The myriad of problems such as grammar accuracy, vocabulary limitation, coherence problems, and barriers caused due to lack of confidence hinder their writing skill tremendously (Karim, & Nassaji, 2020). In an effort to solve these problems, researchers have studied different teaching techniques like process writing, corpus assisted teaching, and group writing (Davoodifard, 2022). This review summarizes the literature on the problems faced by English learners in constructing academic texts and analyses several teaching strategies designed to enhance learners' performance.

Challenges in Academic Writing
Grammar and Sentence Structure Difficulties

An issue that consistently creates problems for students working in English is the use of advanced grammar in academic writing. A significant number of students have problems with accuracy in syntax, which results in a loss of coherence and readability (Davoodifard, 2022). Studies show that the lack of consistency in the use of tenses, subject-verb agreement, and clauses is among the most frequent problems English learners face (YALA, 2022). In addition, the gap of knowledge related to formal registers and formal style of writing is too great, which creates even more problems for learners in terms of striving to participate in discourse at the academic level (Li, 2021).

Vocabulary Limitations

The lack of variety in vocabulary profoundly impedes English learners from articulating subtle arguments and participating in advanced academic conversations. According (Ferris, 2023) non-native writers tend to depend on a small bank of vocabulary, which results in them repeating the same words over and over again with little diversification of vocabulary. The process of acquiring academic words is time consuming, and rote learning does not guarantee that the words will be put to use when needed (Kessler, 2020). Therefore, learners are required to receive direct teaching of academic vocabulary accompanied with chances to use the new words meaningfully (Storch, 2021).

Organization and Coherence

The other issue is that English learners have trouble logically organizing their essays and having a clear flow in their writing. Research indicates that a significant number of learners have great difficulty presenting their ideas in a logically ordered fashion, leading to their writing being partially complete or poorly structured (Ferris & Hedgcock, 2023). Being able to write coherent paragraphs and skilfully employ cohesive devices is vital in academics, but many learners do not have the requisite skill training to master this (Flowerdew, 2021). There seems to be research evidence that grounding coherence instruction on outlining and the use of discourse markers will enhance student text coherence (Li & Zhang, 2023).

Confidence and Writing Anxiety

Emotional determinants like worry about writing or the possibility of errors affect academic work. According (Woodrow, 2022), most English learners demonstrate severe metrics of apprehension, which inhibits their ability to generate clear and useful texts. This stress is usually the result of insufficient belief in the individual's language capabilities and high expectation of disapproval from the teacher (Reagan & Mackey, 2023). The problem caused action from teachers concerning creating nurturing and protective strategies, which help the learners to regard writing as a process other than a performance done once (Hyland & Hyland, 2019).

Pedagogical Approaches to Improve Academic Writing
Process Writing

The concept of process writing focuses on drafting, revising, and responding to feedback for better writing skills. (Ferris & Hedgcock, 2014) state that involving learners in different phases of writing enables refining of their ideas and rectification of language errors. Other studies indicate that instruction, which focuses on the processes, involved results to greater accuracy in grammatical constructions and better writing skills. In addition, giving students feedback from both their peers and teacher helps them to edit their work more and to be more critical about the processes of writing.

Corpus-Based Learning

(Flowerdew & Petrić, 2015) note that corpus-based learning has emerged as an effective technique for improving academic writing skills. With the ever-increasing availability of digital databases, students are now able to understand the use of phraseology and language stylistic conventions better. As noted by (Reppen, 2022) corpus instruments allow learners to expand their vocabulary and write with more accuracy as they have access to different contexts where specific words and phrases are used. It is claimed by (Poole, 2022) that the application of corpus-based approaches to writing instruction results in better lexical diversity and syntactic precision.

Collaborative Writing and Peer Feedback

It has been shown that collaborative writing exercises and peer review improve the language and the

thinking skills related to academic writing. (Abahussain, 2020) states that students who do pair work in writing activities exhibit a higher degree of text cohesion and complexity than students who work alone. Well-designed peer feedback helps students to reflect on their work and use different viewpoints, which, on the whole, helps students (Li, 2017). Integrating peer review sessions into the writing teaching skills tends to build community and lessen the fear of writing, which in turn, boosts student's self-esteem (Alawaji, 2020).

Conclusion of the Literature Review

Factors influencing the problems of academic writing among English learners are broad, including grammatical problems, vocabulary deficiencies, organizational problems, and even psychological aspects. Most conventional methods of teaching writing do not seem effective in meeting these challenges; however, studies show that process writing, corpus-based instruction, and collaborative writing procedures can improve learners' writing skills to a great extent. Innovative teaching techniques combining modern technology with student-cantered methods to aid English learners in academic writing need to be progressively harnessed in future studies.

Research Methodology

The study adopted a quantitative research design to systematically examine the impact of innovative strategies on enhancing the writing skills of university-level English learners. Statistics, which are measurable and complete in nature, can be analysed deeply using a wide range of patterns and relations. This is facilitated through a vast pool of participants from whom data can be collected using specific methods and techniques.

The total number of participants was 346, and along with including representatives from numerous fields, this sample was inclusive of postgraduate and undergraduate students from Business and Management (23.1%), Computer Science and IT (20.2%), Engineering and Technology (17.3%), Health and Medicine (14.5%), Social Sciences and Humanities (13.0%), and Natural Sciences (11.8%). The demographic stratification was done on the basis of age distribution where the youngest range of 18-27, which was the majority at 78.1%, was compared to older students. This category of students (28 and above) was lesser at 22%. The English proficiency was segregated into the largest groups of the intermediate and advanced learners at 43.4% and 39.3% respectfully with the smaller beginner cohort placed at 17.3%. A further segregation placed students based on their frequency of academic writing that concluded most students undertook writing tasks daily or weekly (26.0% and 40.5%).

The primary instrument of the research was a structured questionnaire that comprised four main parts. The first part captured demographic data, which included age, program of study, level of English language proficiency, and frequency of writing. The second part measured perceived writing difficulties through five Likert-scale items that included elements of grammar, coherence, vocabulary, and self-confidence. The third part measured innovative strategies that included AI-based tools such as Grammarly and Chat GPT as well as peer and digital storytelling collaborations, also offered on a five-point scale. The fourth part assessed participants' perceptions regarding the effectiveness of the strategies and their willingness to accept institutional implementation within the context. The final part to identify and perceived Future Implementation of Innovative Strategies.

For reliability purposes, the questionnaire was pilot tested with 35 students who did not participate in the main study. Writing challenges had a Cronbach's Alpha of 0.889, use of innovative strategies 0.872, perceived effectiveness 0.867, and future implementation 0.792. These tests proved the mapping claim of reliability for the full-scale research of the instrument.

The data was collected by means of an online survey that was shared on three participating universities. Subjects were given a thorough description of the aims of the investigation alongside their rights and the consent that had to be provided before they could continue. It took about 15–20 minutes to complete the survey, and participants were not asked to provide identifiable information, ensuring anonymity.

Statistical analysis was done with the aid of SPSS software (version 28). Frequencies and percentages were employed to analyse demographic information trends as well as Likert-scale responses. Cross-tabulations analysed the potential associations among various variables, such as the level of English proficiency and the use of particular writing instruments. Reliability tests also added to the credibility of the survey.

Ethical norms were observed in conducting the study. The do not ask; do not tell policy was utilized

in order to not capture any personally identifiable information, as that would compromise anonymity. The voluntary nature of participation and the ability to withdraw from the study at any point also provided anonymity to participants. The pilot stage assisted in polishing the questionnaire through diminishing the degree of vagueness and bias.

Such a method offered an organized and repeatable approach for measuring new writing techniques, revealing the most striking aspects of the virtually impossible problems in teaching writing in the academics. The results add to the debate on the need for the integration of technology and collaborative teaching methods in university courses to improve the quality of writing among learners of English.

Reliability of the Instrument

A preliminary test of the data collection tool was conducted at three different Universities with thirty-five of their students under expert supervision. All participants who were part of the first test cycle were excluded from the formal survey study. The pilot study results were analysed using SPSS (Version 28). The total reliability estimate derived from the pilot study results indicates that both obtained and needed skills have reasonable internal consistency values. The table 1 substantiates Cronbach's Alpha values ranging from 0.889, 0.872, 0.867, and 0.792. According to (Ullah et al., 2024; Butt et al., 2024) the lowest acceptable limit of reliability Cronbach's Alpha measures is 0.6 (Kaniz et al., 2025; Butt & Yazdani, 2023). The results from the instrument evaluation proved the instruments could be used in actual data collection processes (Butt, 2023).
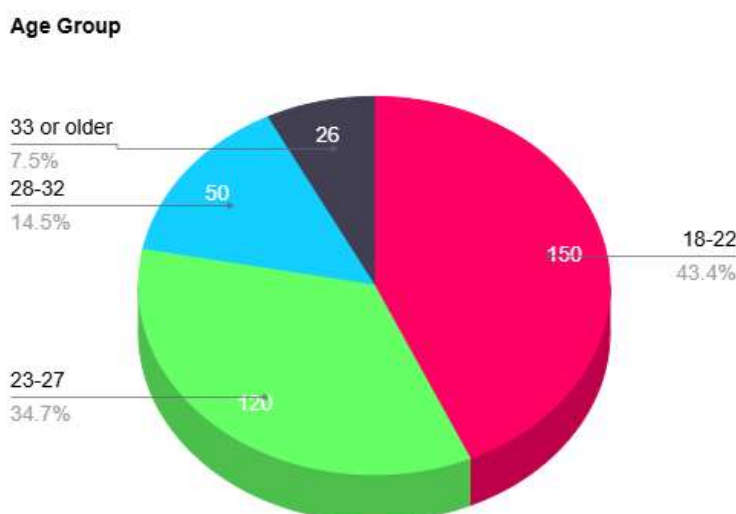
Table 1:
Reliability Statistics

Variables	Items	Cronbach's Alpha
Writing Challenges Faced by English Learners	05	0.889
Use of Innovative Strategies in Writing	05	0.872
Perceived Effectiveness of Innovative Strategies	05	0.867
Future Implementation of Innovative Strategies	05	0.792

Results
Demographic Information
Figure 1
Age Group of Respondents

According to Figure 1, most participants (78.1%) are aged between 18 to 27. This category is comprised of two groups: ages 18-22 (43.4%) and 23-27 (34.7%). Older students (28-32 and 33+) make up a smaller proportion of the sample (22%) which means that this survey captures mostly the views of younger university students. It could be that more advanced innovative writing strategies are implemented in lower levels of education because younger people are probably more oriented towards the use of educational
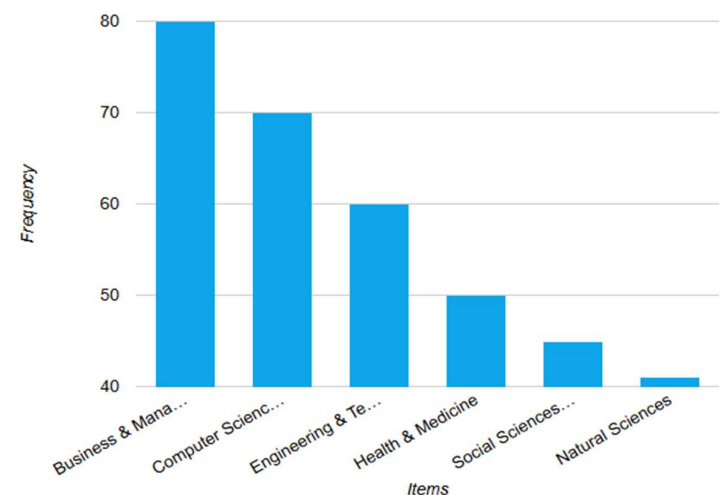
technologies. Such low figures for older students can suggest lack of interest or engagement in these more modernized teaching strategies in writing. Future studies could attempt to discover whether there are such differences in the use or preferences of new techniques of writing of a given age.

Major/ Program of Study
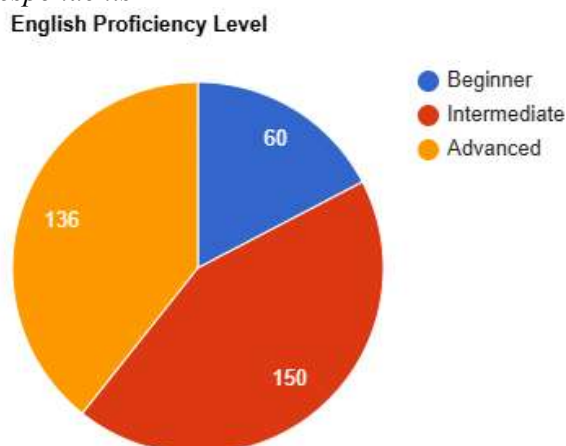
Figure 2

Major Program of Respondents

As per figure 2, it is observed that there is a broad coverage from different fields as shown by Business and Management at 23.1 percent and Computer Science and IT at 20.2 percent, followed by Engineering and Technology at 17.3 percent, Health and Medicine at 14.5 percent, Social Here, Social Science and Humanities account for 13.0 percent while, Natural Science account for 11.8 percent. This distribution indicates that the survey attempts to gather insights from numerous academic areas, but indicates a predominant focus in STEM and business fields. The higher representation by Business, IT, and Engineering students (60.6 percent) suggests that these fields have a higher exposure or dependence on technology-based writing tools because of the requirements of technical writing or a higher level of digital literacy. On the other hand, the lower representation of students from the Humanities and Natural Sciences, who normally do a lot of academic writing, may influence the effectiveness of these innovative approaches to teaching if the disciplinary writing conventions differ. Such analysis could be taken further to find out whether the preferences for specific learning tools differ with certain discipline dominant writing needs.

English Proficiency Level

Figure No. 3

*English Proficiency Level of Respondents*

Data indicates according figure 3, most English proficiency respondents lie within the Intermediate (43.4%) and advanced (39.3%) categories, which combined account for 82.7% of the sample, while Beginners account for 17.3%. This shows that learners in the survey are likely greater than average ESL users, meaning that they are more engaged in academic writings and might have approaches to help them improve further. The low percentage of Beginners may suggest that they are either less active in university writing or do not have access to novel solutions. The strong representation of Intermediate and Advanced learners point to their possible dependence or willingness to employ technologically enabled approaches (e.g. AI tools, peer assistance) to improve their writing. The relatively lower responses from Beginners, however, raise the concern whether innovative approaches are effective or accessible equally to all, thus, requiring further investigation to identify less proficient students' needs.

Frequency of Academic Writing in English

Figure 4

Frequency of Academic Writing in English
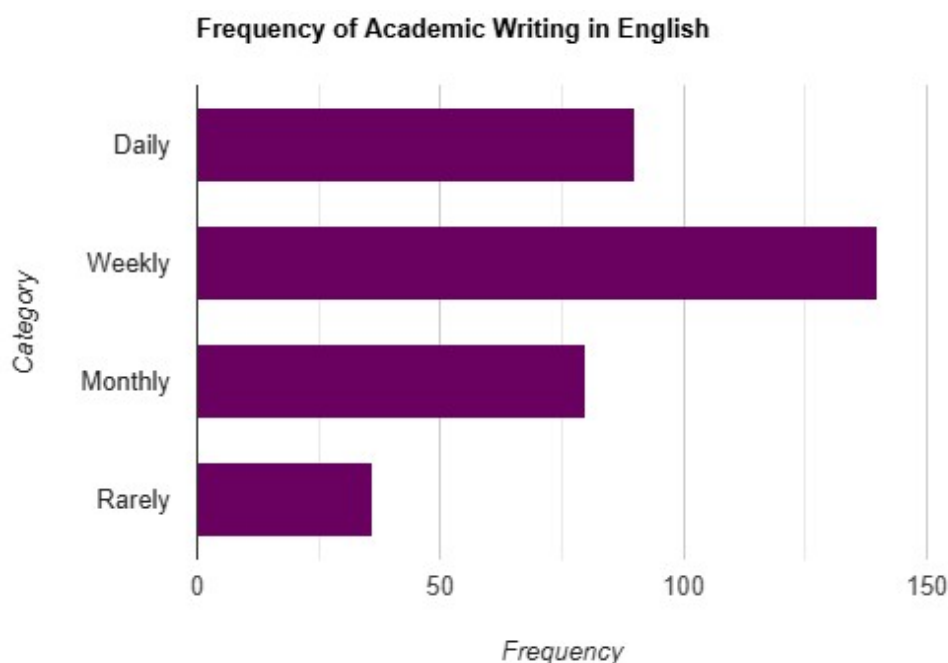
The results shows according figure 4 that 66.5% of respondents do academic writing in English weekly or daily (40.5% attended to it on a weekly basis while 26.0% attended to it daily). This suggests that most students actively use English writing as an integral component of their academic activities. On the other hand, 23.1% write on monthly basis, which shows the structured participation, some respondents (10.4%) do not write frequently probably students in less writing intensive programs. The high rates of weekly and daily writing activity is consistent with previously noted that the majority of respondents were intermediate or advanced learners (82.7%) because writing skills improve with use. The predominance of frequent writers also indicates that new approaches (e.g., AI-co-pilots, working through a student's friend) are being tried out in real life. Those who write infrequently (10.4%) may belong to certain less writing oriented disciplines or be reluctant to engage in extensive writing, indicating a lack of innovative exposure. This distribution highlights the need for monitoring: for the frequent writers, there is a need to employ sophisticated approaches while the infrequent writers require scaffold assistance to build consistency and confidence.
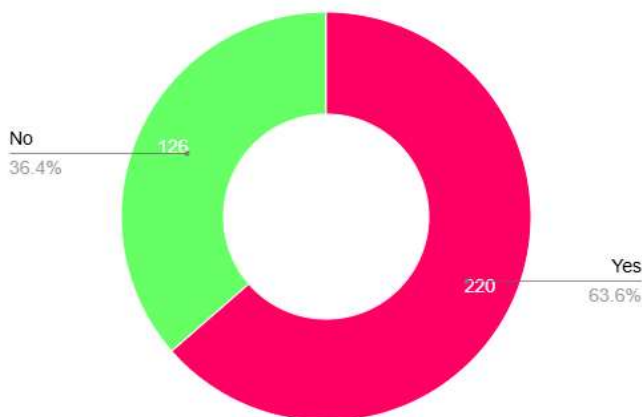
Use of Innovative Learning Strategies
Figure 5
Use of Innovative Learning Strategies

Use of Innovative Learning Strategies

According to figure 5, an overwhelming proportion of respondents, 63.6%, indicated using innovative learning strategies like AI, writing, or digital storytelling to enhance their English writing proficiency, while the rest, 36.4%, did not. The adoption rate is particularly high, which points towards technology-cantered and teamwork-cantered approaches being employed by many students owing to their ease of use and world pedagogical shift. The high affirmative response also correlates with prior results, as frequent writers and intermediate advanced English learners appear to be likely 12 Over half of the respondents claim to have used advanced techniques ChatGPT and Grammarly, which is quite common among many frequent writers (66.5%) of English on a weekly/daily basis and intermediate and advanced learners 82.7%. In contrast, the 36.4% who did not use the techniques might reflect gaps in knowledge or opportunity, or possibly relevance amongst newcomers and those in non-technical programs. Innovative outreach or training could solve gaps in awareness revolving around these approaches. This divergence also creates an opening to investigate why some students are reluctant to employ these methods and analyse their traditional preferences, lack of exposure, or cynical perception towards their effectiveness.

Table 2
Writing Challenges Faced by English Learners
(Likert Scale: 1-5 "Strongly Disagree to Strongly Agree")

Statements	1	2	3	4	5
I find it difficult to express my thoughts clearly in academic writing.	20 (5.8%)	50 (14.5%)	80 (23.1%)	120 (34.7%)	76 (22.0%)
Grammar and sentence structure are major challenges in my writing.	15 (4.3%)	45 (13.0%)	70 (20.2%)	130 (37.6%)	86 (24.9%)
I struggle with organizing my ideas and maintaining coherence.	25 (7.2%)	55 (15.9%)	75 (21.7%)	110 (31.8%)	81 (23.4%)
Expanding my vocabulary is a significant challenge in my English writing.	30 (8.7%)	60 (17.3%)	85 (24.6%)	100 (28.9%)	71 (20.5%)
I feel confident in my ability to write well-structured academic papers. (Reverse-coded)	40 (11.6%)	80 (23.1%)	90 (26.0%)	95 (27.5%)	41 (11.8%)

Data analysis indicates that learners at the university level face particularly acute challenges in academic English writing. Of the learners studied, a staggering 62.5% fail to use proper grammar and sentence structure. Over half struggled with idea organization (55.2%) and clearly expressing their thoughts (56.7%). Almost half of those studied, 49.4%, aid vocabulary expansion challenging, and concerning only 39.3% have

confidence in their writing skills. These numbers are particularly troubling considering that 82.7% of the subjects qualify as intermediate or advanced learners. It is apparent that these persistent challenges, even reported by frequent writers 66.5% write weekly or daily need to be addressed. While 63.6% respondents already try to use innovative teaching strategies, it seems those strategies need to be better directed towards the learners' pain points. The data suggests that there should be specific measures aimed at grammar and organizational skills, while also addressing the troubling confidence gap that exists regardless of proficiency level.

Table 3

Use of Innovative Strategies in Writing

(Likert Scale: 1-5 "Strongly Disagree to Strongly Agree")

Statements	1	2	3	4	5
I use digital tools (e.g., Grammarly, ChatGPT) to improve my writing skills.	15 (4.3%)	30 (8.7%)	60 (17.3%)	140 (40.5%)	101 (29.2%)
Peer collaboration and feedback have helped me enhance my writing.	20 (5.8%)	40 (11.6%)	75 (21.7%)	130 (37.6%)	81 (23.4%)
I have participated in innovative writing activities (e.g., digital storytelling).	50 (14.5%)	70 (20.2%)	90 (26.0%)	80 (23.1%)	56 (16.2%)
I believe technology-based strategies make the writing process easier.	10 (2.9%)	25 (7.2%)	50 (14.5%)	150 (43.4%)	111 (32.1%)
I actively seek new writing strategies beyond traditional methods.	30 (8.7%)	60 (17.3%)	85 (24.6%)	100 (28.9%)	71 (20.5%)

The learners show a willingness to adopt innovative writing strategies, which supports their positive perception values above 60%; 61% find peer collaboration useful, whereas 69.7% make use of digital tools like Grammarly or ChatGPT, with 40.5% and 29.2% of them agreeing and strongly agreeing, respectively. Most importantly, 75.5% of participants recognize the constructive role of technology, with 43.4% and 32.1% of them agreeing and strongly agreeing, respectively. This confirms the transformative power of technology. However, participation in advanced innovative activities (e.g. digital storytelling) remains limited at 39.3% combined agreement. While this means that over half of learners are still not comfortable with these techniques, it is indicative that innovation may not have yet fully set in. While 49.4% are ready to adopt new approaches, the equally considerable neutral/disagree (-46.6%) responses reveal an obstinate portion not ready to move beyond conventional methods. This leaves basic tech tools widely adopted by users who are not as resistant, leaning towards traditional methods, meaning there is a chance for institutions to promote more sophisticated innovative practices, with the help of the powerful endorsement founded in the use of technology. The strong endorsement of technology, especially by 75.5%, particularly validates the potential use of addressing the writing issues observed earlier (grammar, organization).

Table 4

Perceived Effectiveness of Innovative Strategies

(Likert Scale: 1-5 "Strongly Disagree to Strongly Agree")

Statements	1	2	3	4	5
Using AI-based tools has improved my grammar and writing accuracy.	10 (2.9%)	20 (5.8%)	50 (14.5%)	160 (46.2%)	106 (30.6%)
Collaborative writing strategies have enhanced my writing skills.	15 (4.3%)	35 (10.1%)	70 (20.2%)	140 (40.5%)	86 (24.9%)
Interactive learning methods make learning to write more engaging.	5 (1.4%)	15 (4.3%)	40 (11.6%)	170 (49.1%)	116 (33.5%)
Innovative writing strategies help me write more confidently.	10 (2.9%)	30 (8.7%)	60 (17.3%)	150 (43.4%)	96 (27.7%)
Technology-based writing tools have improved my academic performance.	15 (4.3%)	25 (7.2%)	55 (15.9%)	155 (44.8%)	96 (27.7%)

There were highly positive views regarding the effectiveness of the innovative writing methods employed as 76.8% respondents admitted that AI tools have improved their grammar/ writing accuracy (marking 46.2% agree and 30.6% strongly agree) and 65.4% attributed skill enhancement to collaborative strategies. Interactive techniques were the most endorsed, with 82.6% of respondents considering them as more interesting (marking 49.1% agree and 33.5% strongly agree) suggesting that these techniques can help overcome motivation problems. Noteworthy, 71.1% claimed that innovative strategies increased their writing confidence, which is contradictory to the confidence gaps reported before, and is rather positive. The 72.5% who associated the use of tech tools with better performance in school provided compelling evidence for the institutions to support their adoption (44.8% agree and 27.7% strongly agree). These rates of agreement are high (all above 65%) and show learners believe these strategies are working for their main writing difficulties, which strongly justifies expanding their use while still providing support for students who are still adjusting to them (14-20% neutral responses). The results for interactive engagement were particularly strong (82.6%) suggesting these should be the focus of future strategies.

Table 5

Future Implementation of Innovative Strategies
(Likert Scale: 1-5 "Strongly Disagree to Strongly Agree")

Statements	1	2	3	4	5
Universities should integrate more innovative writing strategies.	5 (1.4%)	10 (2.9%)	30 (8.7%)	160 (46.2%)	141 (40.8%)
I am interested in learning more about AI-based tools for writing.	10 (2.9%)	20 (5.8%)	50 (14.5%)	150 (43.4%)	116 (33.5%)
Traditional teaching methods alone are not enough for strong writing skills.	15 (4.3%)	25 (7.2%)	60 (17.3%)	140 (40.5%)	106 (30.6%)
I would like to participate in university-led workshops on innovative techniques.	20 (5.8%)	30 (8.7%)	70 (20.2%)	130 (37.6%)	96 (27.7%)
I will continue using technology-based tools to improve my writing.	10 (2.9%)	20 (5.8%)	40 (11.6%)	170 (49.1%)	106 (30.6%)

The data illustrates remarkably high student interest in institutional assistance of modern writing pedagogy innovative strategies, as 87% support further integration of these methods in the university (46.2% agree, 40.8% strongly agree). This strong agreement is further strengthened by the 76.9% who hold the view that traditional methods are inadequate by themselves (40.5% agree, 30.6% strongly agree) and the 79.7% who want to know more about AI tools. Students are committed to continuing improvement of tech-based writing (79.7% agreement), particularly those enthusiastic with the interactive formats - 65.3% would come to university workshops on innovative techniques. The minimal disagreement (all under 9% combined strong disagree/disagree) across all statements suggests a rough consensus around all these approaches. These finding create an indisputable case for universities to: 1) integrate proven technology tools into the curricula more seamlessly, 2) create non-discretionary training sessions for students and also faculty, 3) and fundamentally adjust the balance of traditional and innovative methods focused writing instruction to integrate provide these students expect to receive. The data suggests a particular emphasis on participating workshops and the use of AI as institutional funding gaps.

Discussion

The results of this research indicates that there is agreement among English learners at the university level on the usefulness of innovative writing strategies, especially those that use technology. An astonishing 87% of respondents endorsed further broader institutional adoption of these techniques, which supports similar results by (Chubko et al., 2020), who found that the use of digital writing aids greatly increases students' engagement and writing skills. Those results are corroborated with the high approval rating for AI-based tools' effectiveness (76.8% agreement) and is in line with (Wiboolyasarin et al., 2024) who showed that adaptive learning devices enhance grammatical accuracy and improve confidence in writing.

In spite of these perceptions, the data shows a gap in practice. Although 63.6% of participants claimed

to utilize newer techniques, there was a low level of engagement in higher order skills such as digital storytelling (39.3%). This indicates that while there is a wide adoption of basic tools (Grammarly, ChatGPT), more sophisticated techniques can only be used with additional help. These outcomes repeat the remarks of (Kim & Kim, 2022) who pointed out that the integration of technology has to be supported by an instructor's intervention so that learners can benefit from it.

The strong preference for interactive methods (82.6%) supports the constructivism claim that learning by doing helps in remembering things (Xu et al., 2022). Most remarkably, 71.1% of learners reported increased confidence from the use of innovative strategies, which helps close the self-efficacy gaps noted in earlier work (Wei et al., 2024). Nonetheless, the lingering problems of writing, especially grammar 62.5% and coherence 55.2%, show that instruments are not enough in the absence of proper pedagogical design.

One of the conclusions is that there should be changes made to the curriculum as is. Considering that 76.9% of students claim to use traditional methods that do not work, institutions must employ a mixed model of teaching, whereby old-fashioned teaching is accompanied with computer-aided skills development workshops (Kessler, 2023). In addition, this boosts the need for AI training considering 79.7% expressed interest. Further studies should look into particular changes in different fields because writing requirements differ from one specialization to another.

Conclusion and Recommendations

This study has provided an understanding of how the innovative tools can greatly improve the writing competencies of university-level English learners. The results showed that even though students struggled with major issues like grammar, coherence, and vocabulary, some technology-driven tools and collaborative methods were promising. The adoption of AI writing assistants and systems of peer review indicate a shift towards more active and prompt means of assistance. Nevertheless, the study has also pointed out certain gaps regarding the implementation of these modern approaches, which particularly affect novice learners and some disciplines, meaning that not all learners may be reached sufficiently.

The expectation market proves that the demand for institution's support of these modern innovative approaches is high and thus illustrate their importance. Furthermore, students appreciate these strategies beyond their ability to solve the technical writing problems. They appreciate the strategies as confidence builders, which is essential for success in academics. However, without thoughtful restructuring of institutions and sufficient training for learners and teachers, these tools will remain underutilized. In that respect, there clearly needs to be an equilibrium between the embracing of new technology and the enforcement of pedagogical discipline in order for it to improve actionable learning.

This research adds to the increasing documentation of technology and collaboration being utilized in writing instruction. In overcoming existing challenges, there is no doubt that universities can develop writing assistance systems that are more helpful for a larger variety of learners. Further studies should examine how and why these refined approaches would differ concerning time and particular disciplines to enhance their applicability. Moving forward is univocally straightforward as innovation can, through careful consideration and implementation, change the hurdles that come with academic writing into chances for enhancement and proficiency.

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