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BRIDGING THE GAP: IMPROVING WRITING PROFICIENCY AMONG STUDENTS THROUGH TECH-BASED SOLUTIONS

The aim of this research is to investigate the efficacy of the tech-based application called Read&Write in improving writing proficiency among elementary-level university students. With a sample of 60 students divided into four groups of 15, this study employs a quantitative research methodology to assess the impact of the application on students' writing skills. The main objective is to bridge the existing gap in writing proficiency through the integration of technology into the learning process. Data were collected through pre- and post-intervention assessments, focusing on various aspects of writing, including grammatical accuracy, lexical resource, coherence and cohesion and task achievement. The findings are anticipated to provide valuable insights into the potential of technology in fostering effective writing skills among university students, highlighting the importance of adopting innovative solutions in education. This research seeks not only to contribute to the academic literature but also to provide practical recommendations for educators aiming to improve writing proficiency in their classrooms through the implementation of technological tools.

Keywords: English language, teaching, skills, writing, technology, students.

Introduction

In today's rapidly evolving educational landscape, the integration of technology in the classroom is becoming increasingly important. With the rise of digital tools and resources, educators are presented with innovative solutions to enhance teaching and learning experiences. One such area of focus is writing

proficiency, a critical skill that underpins academic success and effective communication. Despite its significance, many university students, particularly those at the elementary level, encounter considerable challenges in developing their writing abilities. This research focuses to address these challenges by investigating the potential of tech-based solutions, specifically the Read&Write application, to improve writing proficiency among elementary-level university students. This study contributes to the expanding literature on technology-enhanced writing instruction through exploration of this innovative approach, thereby providing valuable insights for educators seeking effective strategies to bridge the writing proficiency gap.

Writing proficiency encompasses various skills, including grammar, coherence, organization, and creativity. The ability to write effectively is not only crucial for academic achievement but also for professional success in an increasingly competitive job market. However, many students enter higher education lacking the necessary writing skills, which can hinder their academic performance and limit their opportunities for advancement. This gap in writing proficiency is particularly pronounced among students from diverse linguistic backgrounds, as they often struggle with language barriers and the conventions of academic writing. Consequently, there is a pressing need to identify effective instructional strategies that can support these students in developing their writing skills.

Technology presents a promising approach for tackling the challenges associated with writing instruction. Digital tools can enhance student engagement, motivation, and learning outcomes. For instance, technology can provide immediate feedback, facilitate collaboration, and offer personalized learning experiences, all of which are critical for developing writing proficiency. The application Read&Write serves as a powerful tool in this context, providing a suite of features designed to support writing and literacy development. These features include text-to-speech, speech-to-text, word prediction, and access to vocabulary support, all aimed at helping students navigate the complexities of academic writing.

Understanding the context of this research better, it is essential to examine the challenges faced by university students in developing their writing skills. A significant barrier for many students is the lack of individualized feedback and support from instructors, which can hinder their progress and confidence in writing. Additionally, many students may struggle with self-regulation and motivation, particularly when faced with the demands of higher education. The use of technology, such as Read&Write, has the potential to address these challenges by providing students with the resources they need to practice and improve their writing skills independently.

The rationale for this research is grounded in the need to identify effective instructional strategies that leverage technology to support writing development among elementary-level university students. The effectiveness of Read&Write in improving writing proficiency through a quantitative research methodology is intended to be assessed by this study, focusing on its application. This approach will allow for the collection of empirical data that can inform educators and policymakers about the potential of technology to enhance writing instruction.

In conducting this research, several key questions will guide the investigation. First, what is the current level of writing proficiency among elementary-level university students? Second, how does the use of the Read&Write application impact students' writing skills over a designated intervention period? Finally, what specific features of Read&Write contribute most significantly to improvements in writing proficiency? Valuable insights into the effectiveness of tech-based solutions in writing instruction are aimed to be provided through the research addressing these questions.

The significance of this research extends beyond the immediate context of writing instruction. As higher education institutions increasingly embrace technology as a means to enhance learning, understanding the impact of specific applications on student outcomes is essential. Moreover, the findings of this study may have implications for the design and implementation of writing curricula that incorporate technology, ultimately supporting the development of proficient writers equipped to meet the demands of the 21st century.

The integration of technology in writing instruction presents a unique opportunity to address the challenges faced by elementary-level university students in developing their writing skills. The application Read&Write offers a promising solution to bridge the gap in writing proficiency, providing students with the tools they need to succeed in their academic endeavors. This study aims to contribute to the expanding literature on technology-enhanced writing instruction by investigating the effectiveness of the Read&Write application using a quantitative research methodology. Additionally, it seeks to inform best practices for educators and policymakers. The following sections will outline the research methodology, data collection procedures, and analysis techniques employed in this study, leading to a comprehensive understanding of the impact of Read&Write on writing proficiency among elementary-level university students.

Literature review

The role of technology in education has gained substantial attention in recent years, particularly in enhancing student learning outcomes. Various studies have examined how technology can support the writing process, specifically in developing writing proficiency among university students. For instance, Aissulu

Kaldarova and her co-authors explore the intersection of teaching and technology, particularly in the context of preparing future information technology specialists. They argue that integrating technology into language instruction not only enhances four main language skills but also prepares students for real-world applications in their careers [1].

This literature review part of the article examines the challenges encountered by students in writing, assesses the effectiveness of technology-based interventions, and analyzes the specific features of applications such as Read&Write that facilitate the enhancement of writing skills.

Challenges in Writing Proficiency

Writing proficiency is an essential skill in higher education, yet many university students struggle with it. Research indicates that students often face difficulties related to grammar, coherence, and organization in their writing. This lack of proficiency can be attributed to several factors, including insufficient prior writing instruction, inadequate feedback from instructors, and a lack of understanding of academic writing conventions [2]. Students from diverse linguistic backgrounds may also face additional challenges, including language barriers and a lack of familiarity with academic discourse, which can intensify their writing difficulties.

The demand for effective writing skills has intensified in the digital age, as communication increasingly occurs in written form. According to a study by Slama writing proficiency is directly linked to academic success and professional opportunities, making it crucial for educators to implement effective strategies that address students' writing challenges [3]. Students frequently express feelings of being overwhelmed by the expectations related to academic writing. Moreover, this can result in decreased motivation and self-efficacy regarding their writing abilities [4]. This sentiment highlights the necessity for supportive interventions that can bolster students' confidence and skills in writing.

The Role of Technology in Writing Instruction

Technology has emerged as a transformative tool in education, with the potential to enhance writing instruction and improve student outcomes. Numerous studies have shown that incorporating technology into educational practices can positively impact both teaching and learning processes. Similarly, Kurmanbek et al. discuss how blockchain technology enhances transparency and efficiency in the music industry, illustrating that technological advancements can transform various sectors, including education. This suggests that just as blockchain can improve operations in music, other educational technologies can optimize teaching methodologies and learning experiences, highlighting the broader significance of technology as a transformative force across multiple fields [5].

Various research studies focus on the integration of technology in teaching to enhance the four primary language skills. These papers highlight how technological tools can improve language learning outcomes by fostering engagement, providing immediate feedback, and supporting personalized learning approaches. This is exemplified in writing education, where digital tools provide immediate feedback, facilitating real-time assessment and allowing students to recognize areas for improvement. One of the primary advantages of using technology in writing education is its ability to provide immediate feedback to students. Digital tools can facilitate real-time assessment, allowing students to identify areas for improvement and adjust their writing accordingly [6]. This immediacy of feedback is particularly beneficial for developing self-regulation and metacognitive skills in writing [7].

Technology can promote collaboration among students, which is crucial for developing writing skills. Digital platforms enable peer review and collaborative writing experiences, allowing students to learn from one another and gain diverse perspectives on their writing. Research by McCarthy et al. found that collaborative writing activities facilitated by technology led to improved writing outcomes and increased student engagement [8]. These findings underscore the potential of technology to foster a collaborative learning environment that supports writing development.

Specific Features of Tech-Based Applications

Among the various tech-based solutions available for enhancing writing proficiency, applications like Read&Write offer a range of features designed to support students in their writing endeavors. Read&Write provides tools such as text-to-speech, speech-to-text, word prediction, and vocabulary support, which cater to diverse learning needs and preferences. These features can be particularly advantageous for students with learning disabilities or language barriers, as they provide alternative methods for engaging with writing tasks.

Text-to-Speech and Speech-to-Text

Text-to-speech technology has been shown to enhance reading comprehension and writing fluency. Areas that require improvement, such as awkward phrasing or grammatical errors, can be identified by students by listening to their written work [9]. Studies have demonstrated that text-to-speech tools can lead to significant improvements in students' writing quality, as they encourage critical self-assessment and reflection [10]. Similarly, speech-to-text technology allows students to dictate their ideas verbally, which can reduce the cognitive load associated with writing and facilitate the expression of thoughts. This feature is particularly beneficial for students who struggle with the physical act of writing or those who experience anxiety related to written expression.

Word Prediction and Vocabulary Support

Word prediction tools also play a crucial role in enhancing writing proficiency. These tools can assist students in generating ideas and expanding their vocabulary, which is essential for effective writing. Suggestions for word choices can be provided by these tools to help students move beyond basic language and engage more deeply with their writing.

Vocabulary support features, such as built-in dictionaries and thesauri, further enhance the writing process by helping students develop a richer vocabulary. Access to these resources enables students to explore synonyms, antonyms, and definitions, empowering them to make more informed choices in their writing. This enrichment of vocabulary can contribute to higher-quality writing, as students become more adept at expressing their ideas effectively.

Evidence of Effectiveness

Numerous studies have evaluated the effectiveness of tech-based interventions in improving writing proficiency. For instance, research by Han, Y et al. assessed the impact of a digital writing program on college students' writing skills [11]. The study revealed that students who participated in the program demonstrated significant improvements in their overall writing quality, particularly in areas related to organization and coherence.

Another noteworthy study by Bağcı, H., & Pekşen, M. F. investigated the effects of a mobile writing application on students' writing performance [12]. The findings indicated that students using the application showed marked improvements in their writing skills compared to a control group. The study emphasized the importance of providing students with access to technology that can support their writing development in a meaningful way.

The Need for Further Research

Despite the growing body of literature supporting the use of technology in writing instruction, there remains a need for further research that focuses specifically on applications like Read&Write. While previous studies have examined the effectiveness of various digital tools, there is a lack of empirical evidence regarding the impact of Read&Write on writing proficiency among university students. This gap in the literature presents an opportunity for researchers to explore the specific features of the application and how they contribute to improved writing outcomes.

Future research should consider the diverse needs of students when implementing tech-based solutions. Understanding the varying levels of proficiency, learning styles, and individual challenges faced by students is essential for maximizing the effectiveness of technology in writing instruction.

More inclusive and effective learning environments can be created by educators by tailoring interventions to address these factors.

The integration of technology in writing instruction has the potential to address the challenges faced by university students in developing their writing proficiency. As evidenced by the literature, tech-based interventions can provide immediate feedback, promote collaboration, and enhance writing outcomes. Applications like Read&Write offer a range of features that cater to diverse learning needs, supporting students in overcoming barriers to effective writing. However, further research is needed to evaluate the specific impact of Read&Write on writing proficiency among elementary-level university students. Informed decisions about the use of technology in writing instruction can be made by educators, ultimately enhancing student learning experiences and outcomes, by filling this gap in literature.

Materials and methods

This research employs a quantitative research design to assess the effectiveness of the Read&Write application in improving writing proficiency among elementary-level university students (Figure 1). The study will involve a sample of 60 students from the International Information Technology University (IITU), who will be divided into four groups of 15 students each. This grouping allows for the comparison of writing outcomes between students using the application and those receiving traditional instruction.

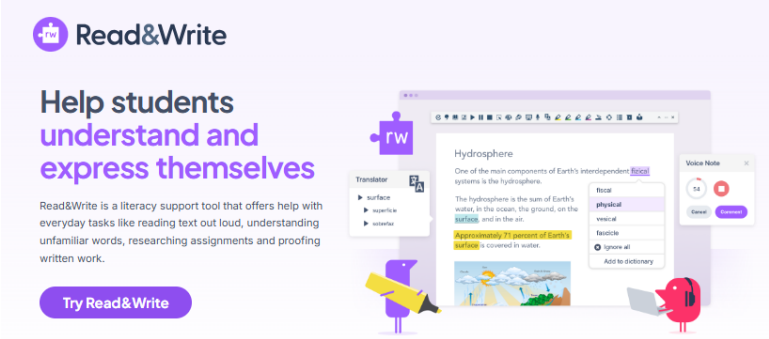

Figure 1 – Read&Write application

The participants will be recruited based on their enrollment in General English course, ensuring a homogenous sample in terms of their academic background. Prior to the intervention, students will complete a pre-test designed to evaluate

their writing proficiency. This test will include tasks assessing grammar accuracy, coherence, cohesion, and task achievement.

The intervention will consist of a 15-week program, during which students in the experimental groups will utilize the Read&Write application to complete writing assignments. Features such as text-to-speech, word prediction, and vocabulary support will be utilized to assist students in the writing process.

At the end of the intervention, participants will take a post-test identical to the pre-test to measure improvements in their writing proficiency. The data collected from both pre-test and post-test will be analyzed to determine the effectiveness of the Read&Write application in enhancing writing skills among the students.

Results and discussion

This study involved four groups of Elementary-level English language learners from the International Information Technology University (IITU), all of whom were enrolled in the first semester of the 2023–2024 academic year. The students were divided into experimental and control groups, with GE Elementary 1 and 2 serving as the experimental groups (n = 30), and GE Elementary 3 and 4 as the control groups (n = 30). Over the course of fifteen weeks, all participants followed the General English (GE) training curriculum. While the control groups were taught using traditional methods, the experimental groups incorporated the Read&Write application as part of their learning process. This structured approach allowed for a comparative analysis of how technology-based instruction influenced writing proficiency versus conventional teaching methods. The pre- and post-test results from the four groups (two experimental and two control) show that students in the experimental groups, who utilized the Read&Write app, experienced greater improvements in writing skills than those in the control groups, who relied on traditional methods for practicing writing skills (Table 1).

Table 1 – Results of pre and post-tests of writing skills of 1st year Elementary level students

Groups	**Pre-test results 100 %**	**Post-test results 100 %**
GE Elementary #1	76,7	86,6
GE Elementary #2	73,6	83,2
GE Elementary #3	74,6	76,6
GE Elementary #4	75,2	80,6
Note: Compiled by the authors		

For the experimental group GE Elementary #1, the average score increased from 76.7 % in the pre-test to 86.6 % in the post-test, reflecting a notable improvement of 9.9 %. Similarly, GE Elementary #2 saw a rise from 73.6 % to 83.2 %, marking a 9.6 % improvement. These results highlight the effectiveness of the Read&Write application in enhancing writing proficiency.

In contrast, the control groups, which followed traditional teaching methods for writing, displayed more modest improvements. The writing proficiency of GE Elementary #3 increased from 74.6 % to 76.6 %, a marginal rise of 2%, while GE Elementary #4 improved from 75.2 % to 80.6 %, an increase of 5.4%. Although there was some progress in writing skills among the control groups, it was notably less substantial compared to the experimental groups.

The findings from the study suggest that the integration of the Read&Write application had a significant positive impact on the writing proficiency of students in the experimental groups. The substantial improvement observed in the experimental groups, with increases of approximately 9–10%, indicates the efficacy of tech-based interventions in addressing deficiencies in writing skills, particularly in areas like grammar accuracy, coherence, cohesion, and task achievement. In contrast, the control groups, which did not use the Read&Write application, exhibited relatively smaller gains in writing proficiency. This disparity in outcomes underscores the value of incorporating technological tools into language learning, as traditional teaching methods alone may not be as effective in closing the gap in writing skills.

These results align with the broader literature that emphasizes the benefits of technology-assisted language learning. The findings also suggest that the Read&Write application could be a practical solution for educators seeking to enhance writing proficiency in their classrooms.

Conclusion

This research intends to assess the efficacy of the technology-based application, Read&Write, in improving writing proficiency among university students at the elementary level. Empirical evidence on the impact of tech-based solutions on writing skills is sought to be provided by this research, which employs a quantitative research design with a sample of 60 students divided into four groups. The significance of enhancing writing proficiency in higher education cannot be overstated, as it plays a crucial role in academic success and future professional opportunities. Common writing challenges faced by students are aimed to be addressed by the Read&Write application through the incorporation of tools such as text-to-speech, word prediction, and vocabulary support, fostering a more supportive learning environment.

Limitations

Despite the promising potential of the research, several limitations must be acknowledged. First, the study's sample size is relatively small, which may limit the generalizability of the findings to a broader population. Additionally, the study is confined to a single institution, the International Information Technology University (IITU), which may introduce context-specific variables that affect the results. Furthermore, the reliance on self-reported measures for writing proficiency may introduce bias, as students might overestimate their abilities. Lastly, external factors, such as students' motivation levels and prior writing experience, may influence the outcomes and are not accounted for in the current study.

Recommendations

To enhance the effectiveness of the Read&Write application and writing instruction overall, the following recommendations are proposed:

1 Broader Sample Size: Future research should involve a larger and more diverse sample to increase the generalizability of the findings across different educational contexts.

2 Longitudinal Studies: Implementing longitudinal studies would provide insights into the long-term effects of using tech-based solutions like Read&Write on writing proficiency, allowing researchers to observe sustained improvements over time.

3 Mixed Methods Approach: Utilizing a mixed methods approach that combines quantitative and qualitative data can provide a more comprehensive understanding of the students' experiences with the application, offering deeper insights into how it influences their writing process.

4 Additional Training: Providing training for both students and instructors on effectively integrating the Read&Write application into writing instruction can maximize its potential benefits.

5 Further Investigation: Research should explore the specific features of the Read&Write application that contribute most significantly to improvements in writing proficiency, allowing for targeted enhancements in future iterations of the software.

The integration of technology in writing instruction can be enhanced by educators by addressing these limitations and implementing the recommendations, ultimately improving writing proficiency among university students.

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АЛШАҚТЫҚТЫ ЖОЮ: ТЕХНИКАЛЫҚ ШЕШІМДЕР АРҚЫЛЫ СТУДЕНТТЕРДІҢ ЖАЗЫЛЫМ ДАҒДЫЛАРЫН ЖЕТІЛДІРУ

Осы зерттеудің мақсаты – Elementary деңгейдегі студенттерінің жазылым дағдыларын жақсартуда Read&Write деп аталатын технологиялық қосымшаның тиімділігін зерттеу. Зерттеу барысында 60 студенттен құралған, әрқайсысында 15 адамнан тұратын төрт топ қатысады. Зерттеуде студенттердің жазылым дағдыларына қосымшаның әсерін бағалау үшін сандық зерттеу әдістемесі қолданылады. Негізгі міндет – технологияны оқу үдерісіне интеграциялау арқылы студенттердің жазылым дағдыларындағы қазіргі олқылықтарды жою. Алынған мәліметтер экспериментке дейінгі және кейінгі бағалаулар арқылы жиналып, грамматикалық дәлдік, лексикалық ресурстар, мәтіннің байланысы мен бірізділігі, тапсырманың орындалуы сияқты жазудың түрлі аспектілеріне назар аударылады. Алынған нәтижелер университет студенттері арасында тиімді жазылым дағдыларын қалыптастырудағы технологияның әлеуеті туралы құнды түсінік береді деп күтілуде, бұл білім беруде инновациялық шешімдерді қабылдаудың маңыздылығын көрсетеді. Бұл зерттеу тек академиялық әдебиетке үлес қосумен шектелмей, сондай-ақ студенттердің жазылым дағдыларын жетілдіру мақсатында технологиялық құралдарды қолдануды көздеген оқытушыларға тәжірибелік ұсыныстар беруді мақсат етеді.

Кілтті сөздер: ағылшын тілі, оқыту, дағдылар, жазу, технология, студенттер.

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УСТРАНЕНИЕ ПРОБЕЛОВ: СОВЕРШЕНСТВОВАНИЕ ПИСЬМЕННЫХ НАВЫКОВ У СТУДЕНТОВ ЧЕРЕЗ ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИЧЕСКИХ РЕШЕНИЙ

Целью данного исследования является изучение эффективности технического приложения под названием Read&Write для улучшения навыков письма у студентов уровня Elementary. В этом исследовании, в котором приняли участие 60 студентов, разделенных на четыре группы по 15 человек, использовалась методология количественного исследования для оценки влияния приложения на навыки письма студентов. Основная цель состоит в том, чтобы преодолеть существующий разрыв в навыках письма путем интеграции технологий в учебный процесс. Данные будут собираться посредством оценок до и после интервенции, с акцентом на различные аспекты письма, включая грамматическую точность, лексические ресурсы, связность и логичность текста, выполнение задания. Ожидается, что результаты исследования предоставят ценные сведения о потенциале технологий в развитии эффективных письменных навыков у студентов, подчёркивая важность внедрения инновационных решений в образовании. Данное исследование направлено не только на вклад в академическую литературу, но и на предоставление практических рекомендаций для преподавателей, стремящихся улучшить письменные навыки студентов через использование технологических инструментов в учебных аудиториях.

Ключевые слова: английский язык, преподавание, навыки, письмо, технологии, студенты.

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