

RESEARCH ARTICLE

Technologies in teaching English writing to university students

Yuldoshboyeva Dilnura Rasul qizi¹

Supervisor: Mirzoidova Nigora Avaz qizi²

¹O'zbekiston davlat jahon tillari universiteti, 3-kurs talabasi

²O'zDJTU Ingliz tilini o'qitish metodikasi va ta'lim texnologiyalari kafedrası Assistent

ARTICLE INFO

Received

21 October 2026

Published

21 October 2026

ISSN

applied for

Keywords: academic writing, educational technology, automated writing evaluation, collaborative writing, ChatGPT, feedback, the process–genre approach



Read online
unipublish.org

Abstract. The skill of writing is one that many university students studying English find most difficult, and teachers usually don't have enough time to provide each student with detailed comments. There are now a large number of digital tools available which claim to help, ranging from shared Google Docs to automated grammar checkers and AI chatbots. In this article, which is based on literature, I examine how these technologies can be used to teach writing to university students at a level of B1 to B2 in Uzbekistan. Seven peer-reviewed sources were compared using a literature matrix, and the analysis is guided by three simple questions: who we are teaching, what we are teaching and how we are teaching it. The key conclusion is that technology is most effective when it supports each of the stages of the writing process, rather than when it does the writing for the student. On this basis, I propose a five-stage cycle that combines online tools with feedback from both peers and teachers.

How to cite: Yuldoshboyeva, D. (2026). Technologies in teaching English writing to university students. *UniPublish Journal of Science*, 1(1), 1-5. <https://unipublish.org/articles/technologies-in-teaching-english-writing-to-university-students>

1. Introduction

1.1. Some background about the problem

When students who study English are asked which skill causes them the most difficulty, most of them will reply immediately: writing. And there is certainly a reason for this. For in a single essay one has to generate good ideas, arrange them in a logical sequence, choose the correct words and at the same time keep one's grammar under control.

A typical writing lesson doesn't always prove useful. The teacher assigns a topic, the students write it at home, and a week later the papers are returned with red ink all over them. Most of the students look at the grade, perhaps take a quick look at the comments, and then repeat the same mistakes in their next essay. The real issue is time. Feedback is one of the most important aspects of learning to write [4], but a teacher who has three or four classes of 25 students cannot possibly go through every draft.

That's where technology becomes useful. Today, students are able to collaborate on Google Docs, use Grammarly to check their grammar, consult a corpus to see how words are actually used, or ask ChatGPT to explain a topic. However, each of these tools has a drawback, and AI in particular has caused many

teachers to become concerned about honesty and the question of whether students still learn to think for themselves [6].

In Uzbekistan nearly all students have a smartphone and use the internet every day, but there is a great difference between knowing how to open an app and knowing how to use it for learning. A great many of the students use translators or chatbots by themselves without any guidance, and teachers are usually uncertain about which tools are worth bringing into the classroom.

1.2. Research question and learner group

This part looks at the main question for the research and the group of learners involved. The study asks how new digital tools can help students understand math concepts better. It focuses on ninth-grade students in a public school.

By applying the who-what-how approach that has been outlined in this course, the article poses a single main question: Which digital tools are capable of helping B1 to B2 level university students learn to write in English, and in what way can teachers combine these tools sensibly? The group of learners I have in mind are first- and second-year students studying English philology whose writing ability is at a B1 to B2 level.

2. Literature Review

2.1 Methods of teaching writing

Presently, writing teachers regard writing as a process rather than merely as a final product. The students carry out planning, produce a draft, receive feedback, make revisions and then carry out editing. The genre approach contributes something distinct in that it demonstrates learners what a particular kind of text, for instance an argumentative essay, typically looks like and what language it employs. Badger and White [1] claimed that there is no need to decide between the two methods. In their process-genre approach, learners begin by studying a model text before carrying out the various stages of writing themselves. I find this concept useful since it provides technology with a clear role; different tools can support each of the stages. Hyland and Hyland [4] also stress that feedback is most effective when it is given on drafts and only if the students make use of it.

2.2 Automated feedback and AI tools

Systems for automatically assessing writing can examine a text in a matter of seconds and provide comments regarding grammar, spelling, and word choice. Warschauer and Grimes [7], when they investigated the way these programs were used in schools, discovered that both teachers and students enjoyed them.

The issue was that the students mostly corrected only minor errors and almost never altered their ideas or the structure of their writing. Bai and Hu [2] observed something different: students do not simply accept all of the program's suggestions; they reject some of them, and in some cases they are correct to do so, since the program itself also makes mistakes.

Creating AI chatbots represents a much greater advancement, as they are able to write an entire essay in just a few seconds. Su, Lin and Lai [6] researched the use of ChatGPT in argumentative writing classes and discovered that it can act as a helpful partner when planning an outline or refining a draft. Nevertheless, they cautions that the information it provides is not always reliable and that it becomes difficult to determine who the actual author of a text is.

2.3 Corpus tools and collaborative writing

Some researchers have examined students writing together. Storch [5] looked at a number of studies concerning collaborative writing and found that when learners write in pairs or groups they discuss their decisions about language and share the knowledge that they have. This leads to their texts being generally more accurate than those written individually.

Online documents make this type of work a great deal easier since all the participants can type, comment and see the changes at the same time.

Corpus tools provide another type of assistance. Since a corpus is a large number of actual texts, students are able to see which words tend to occur together. Boulton and Cobb [3] combined the findings

from dozens of studies into this area of data-driven learning and discovered that, in general, it has a clearly positive effect.

2.4. Research gap

Well, technology can be of assistance at nearly every stage of the writing process. The problem is that most of the studies examine just one tool at a time and the majority of them come from China, the United States or Europe. There is very little practical guidance available regarding how a teacher in Uzbekistan might combine various tools into a single writing course, particularly in view of the fact that every student can now open ChatGPT on their phone.

3. Method

3.1. The type of study and the selection of the sources

It is a study based on literature. Since I did not carry out any experiment or survey, the article includes no scores or percentages. The sources were selected from peer-reviewed journals in the field of applied linguistics, with the use of keywords including L2 writing, automated feedback, collaborative writing, corpus and ChatGPT; a source was only included if it focused directly on the teaching of writing in a second language or on technology associated with writing.

3.2. Literature matrix

The seven sources were placed in a literature matrix (Table 1), which for each of them indicates the area of focus, the main point and the way in which I use it in this article. After that I examined the material in light of the three questions relating to the course (who, what and how) and made an effort to distinguish what the research actually shows from my own suggestions.

Table 1. Literature matrix

Source	Focus	Main idea	Use in this article
Badger & White (2000) [1]	Process-genre approach	Study a model text, then go through the writing stages	Overall shape of the course (what, how)
Bai & Hu (2017) [2]	Students' response to AWE	Students accept some suggestions and reject others; tools make mistakes	Need for critical use (who, how)
Boulton & Cobb (2017) [3]	Data-driven learning	Corpus use generally has a positive effect	Word choice and collocations (what, how)
Hyland & Hyland (2006) [4]	Feedback on L2 writing	Feedback on drafts matters; students must use it	Role of feedback (how)
Storch (2011) [5]	Collaborative writing	Writing together helps learners share knowledge and write more accurately	Drafting in pairs (how)
Su, Lin & Lai (2023) [6]	ChatGPT in writing	AI helps with outlining and revising but raises reliability and authorship issues	Rules for AI use (what, how)
Warschauer & Grimes (2008) [7]	Automated writing evaluation	Students like AWE but mostly fix surface errors	Limits of AWE (how)

4. Results

Looking at the sources through the three questions gave the following picture.

4.1. Who to teach?

The learners are first- and second-year English philology students, usually between 17 and 20 years old, writing at B1-B2 level. Most speak Uzbek, and many also speak Russian, so English is at least their

second foreign language. At school they mostly wrote short letters or paragraphs, and a proper academic essay with a clear argument is new for many of them. They are comfortable with phones and social media, but that does not automatically make them good at using digital tools for study, and not everyone has a laptop at home. I treat these points as working

guesses, not facts about every student; a short questionnaire at the start of the course would show the real picture.

It is also worth remembering that students react to technology very differently. Some accept every suggestion a program makes, while others ignore feedback altogether [2]. For this reason, showing students how to use a tool matters just as much as giving them the tool.

4.2. What to teach?

Four things stand out as worth teaching. The first is the writing process itself, and especially the difference between revising (changing ideas and structure) and editing (fixing small mistakes) [1]. The second is how an argumentative essay is built: a clear thesis, topic sentences, evidence and a conclusion [1]. The third is academic language, for example linking words and natural word partners like “play a key role” or “raise awareness”, which students can check in a corpus [3]. The fourth was not on anyone’s list ten years ago: knowing how to judge automated feedback and how to use AI honestly, including being open about which parts of a text are really yours [6].

4.3. How to teach?

Putting these ideas together, I propose a five-stage cycle (Figure 1). In Stage 1, students read a model essay and plan their own ideas with a mind map. They may ask AI for questions to think about, but not for ready answers [1, 6]. In Stage 2, they write the first draft in pairs in a shared Google Doc [5]. In Stage 3, they run the draft through an AWE tool, decide which

suggestions to accept and say why, and then comment on another pair’s text [2, 7]. In Stage 4, the teacher writes a few comments, mostly about ideas and organisation rather than grammar, and students revise, using a corpus when they are unsure about a word [3, 4]. In Stage 5, they save all their drafts in an e-portfolio and write a few lines about what changed and what helped.

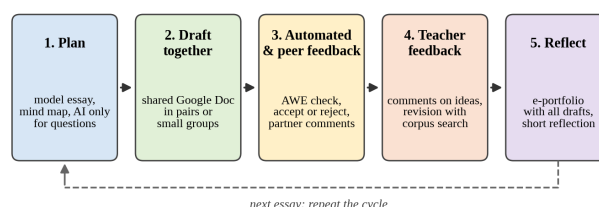


Figure 1. Proposed cycle for technology-supported writing (author’s proposal based on the sources in Table 1)

4.4. Model application

Here is how this might look in practice. Imagine a two-week cycle on the topic “Should attendance at university lectures be compulsory?”. In the first lesson, students analyse a model essay and brainstorm arguments in small groups. At home, each pair writes the introduction and the first body paragraph in Google Docs. In the next lesson, they check the draft with an AWE tool, highlight the suggestions they accepted and rejected, and swap comments with another pair. The teacher adds two or three comments on content, the pairs finish and revise the essay, and finally everything goes into the e-portfolio with a short reflection.

5. Discussion

5.1. Supported claims and author’s proposals

Some parts of this cycle rest on solid research. Feedback on drafts clearly matters [4], writing together tends to improve accuracy [5], corpus work generally helps [3], and automated feedback is known to be good at small errors but weak on content [7]. Other parts are my own ideas. The particular mix of tools, the order of the stages and the rule that students must explain which automated suggestions they accept all come from putting the studies together. None of this has been tested in an Uzbek classroom yet.

5.2. Tensions between sources

The sources do not always agree. AWE saves the teacher time and gives students instant feedback, but it can also teach them that good writing simply means correct grammar [7]. ChatGPT can explain a rule or suggest an idea, but the same tool can write the whole essay, and then the teacher no longer knows whose

work they are marking [6]. My answer is not to ban technology but to make its use visible. If students keep every draft and explain their choices, the focus moves from the finished product to the process, which is what writing research has been recommending for a long time [1, 4].

5.3. Unresolved classroom problems

Several problems are still open. Not everyone has a laptop and good internet at home, and writing a long essay on a phone is no fun. Many of the best tools cost money, and the free versions are limited. The hardest question is assessment: if AI is always one click away, how can a teacher grade a piece of writing fairly? There is no simple and reliable way to check who wrote a text. Finally, because this study collected no data, the ideas here still need to be tested, for example by comparing students’ first drafts and final essays over a whole semester.

6. Conclusion

Shared documents, automated checkers, corpus tools and AI chatbots can each help with a different part of writing, but none of them is enough on its own. The five-stage cycle proposed here links these tools with peer feedback, teacher feedback and reflection, so

that technology supports students' thinking instead of replacing it. For teachers in Uzbekistan, I believe the question is no longer whether students will use technology to write. They already do. The real question is whether we will teach them to use it well.

References

1. Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153–160.
2. Bai, L., & Hu, G. (2017). In the face of fallible AWE feedback: How do students respond? *Educational Psychology*, 37(1), 67–81.
3. Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. *Language Learning*, 67(2), 348–393.
4. Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101.
5. Storch, N. (2011). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. *Annual Review of Applied Linguistics*, 31, 275–288.
6. Su, Y., Lin, Y., & Lai, C. (2023). Collaborating with ChatGPT in argumentative writing classrooms. *Assessing Writing*, 57, 100752.
7. Warschauer, M., & Grimes, D. (2008). Automated writing assessment in the classroom. *Pedagogies: An International Journal*, 3(1), 22–36.