

# Multimedia Resources and Pedagogical Approaches in Teaching Writing Skills: A Survey of ELT Practitioners of Gujarat, India

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## Abstract

The paper assesses the availability and integration of multimedia resources and pedagogical strategies in ELT for ESL learners to teach writing skills effectively across Gujarat, India. The data was collected through a questionnaire (administered to 25 higher education institutes across Gujarat) administered to ELT practitioners (N=53) across Gujarat, India, to understand the adoption of technology in higher education institutions and the pedagogies employed by the practitioners in this context. The questionnaire has two sections: firstly, understanding the availability of multimedia technology in higher education institutions while examining the effectiveness of the available resources, and secondly, it explores the diverse pedagogical approaches teachers employ (product-oriented or process-oriented) to cater to the specific needs of ESL learners. Findings suggested that most institutions across Gujarat have adequate infrastructure for adapting multimedia approaches to teaching English. This positive outcome offers ELT practitioners opportunities to incorporate multimedia-supported teaching approaches to teach writing skills to learners, potentially leading to improved language learning outcomes.

**Keywords:** Technology integration; classroom pedagogy; process-oriented and product-oriented approaches

## INTRODUCTION

Language is a medium of expressing one's ideas and thoughts in the best possible manner to facilitate communication and disseminate meaningful information. Multiple language learning theories, cognitive stages, and methodological devices have been propounded and established by experimentation and observations over the decades by linguists worldwide, such as the well-known behaviourist and cognitive theories of language learning and language acquisition. Until this date, linguists have not been able to come to terms with establishing any one theory or technique as a critical methodology in learning and acquiring a language, which could solely be applied to learning a language. It has remained a debatable issue until this date. However, some linguists could sturdily approve of the significance of constant motivation, pedagogy and exposure in language learning. In addition,

ELT classrooms for ESL learners should become places where they can express themselves as self-motivated learners with effective teaching pedagogy. Using suitable technology in the classroom will enhance effectiveness and help them maintain their interest in the course.

Teaching the English language to ESL learners often becomes challenging for ELT language practitioners. It is crucial to remember that teaching English is no longer about grammar and vocabulary building or learning to frame sentences using the traditional grammar-translation or chalk-and-talk method. Preparing an accurately written, meaningful document is a skill. Not everyone can do that. Sometimes, learners are good orators. However, a compelling written document's lack of expression often hampers their progress and impacts their confidence. Nonetheless, the learners do not realise the significance of

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writing skills until they are asked to use their theoretical knowledge practically, mainly professionally. Classroom pedagogy is critical in making the classroom environment positive, inclusive and learner-centred with the help of active usage of multimedia technology. Despite living in the digital era today, many universities and colleges still do not have digitally upgraded infrastructure to facilitate the technology-based teaching and learning process for ESL learners in ELT classes. ELT classes may become monotonous and mechanical if language practitioners do not upgrade their skills and pedagogy with the changing times. However, many roadblocks, such as institutional limitations or lack of individual interest in upgrading themselves, prevent language practitioners from updating their pedagogy and approach to teaching ELT to ESL tertiary-level learners. These limitations vary from institutional to personal, based on the institution's geographical location, the practitioner's age and the lack of personal interest in individual practitioners. However, in any way, the classroom teaching and learning process is impacted owing to these constraints.

Nevertheless, using various multimedia tools available online for free, with simple and direct access, can advance ELT classrooms' language teaching and learning process. The extensive usage of multimedia aids as regular teaching and learning practice can bring positive and encouraging changes in the learners. However, as Levak and Son (2017) argue, the multimedia facilities and their usage in the classroom depend solely upon their availability in the language classroom. It becomes a pivotal point to examine and understand the easy availability and accessibility of multimedia tools in higher educational institutes across academia. Therefore, a survey was administered to analyse two significant aspects of teaching writing skills to ESL learners at the tertiary level using multimedia technologies. Researchers selected the Surat area because it was a region where the researchers were teaching at a university. The research gap was identified, and the need arose from researchers' first-hand experience in the Surat, Gujarat region. Hence,

the questionnaire was prepared, and the sampling was identified. Firstly, the questionnaire was intended to determine the availability of fundamental necessary multimedia infrastructure in tertiary level higher education institutions across Gujarat state, and secondly, to identify ESL practitioners' approaches to teaching writing skills to ESL learners in the ELT classroom. It examined various methods and techniques language teachers have employed in classroom teaching, particularly ESL classes. Both surveys aimed to investigate and understand multimedia facilities provided to English language practitioners at the tertiary level and how they enhance the impact of classroom pedagogy with the help of multimedia technology for tertiary-level ESL learners in the ELT classroom in the institutes of higher education across Surat, Gujarat, India.

## **REVIEW OF LITERATURE**

The Indian government has encouraged English language learning since 1947 through various educational policy changes. ICT (Information and Communication Technology) has been endorsed to advance and encourage progression in the education system. National Policy on Education (NEP, 1986) emphasised the incorporation of computers and skilled and well-trained teachers in imparting higher education, particularly to the learners in technical institutes. The key recommendations from NCFTE's (2009) National Curriculum Framework for Teacher Education asserts that the institutes that provide professional training to aspiring teachers will have to have a skilled and well-trained group of faculty members in the usage of the latest and advanced technology that is used in educational institutes across the nation. UNESCO 2009 policy highlighted the idea of higher education institutes adopting the Virtual Learning Environment. The recommendation has also been made to create a blended and hybrid curriculum (offline classroom teaching with occasional incorporation of online tools and aids) following a computer-based learning technique. 2009, the recommendation of the National Knowledge Commission (NKC) suggests that education should also be offered

via online distance mode, particularly considering those learners who had to leave their education midway for some or other reasons and wish to continue their studies through online distance mode. The Federation of Indian Chamber of Commerce and Industry (FICCI, 2009) has emphasised preparing and promoting digital content and translating the study content into local languages to facilitate the learning process at all levels for everyone. Indian National Policy of 2011 on ICT in School Education offered recommendations for integrating ICT into traditional classroom teaching-learning processes. It envisages that incorporating different teaching-learning approaches and using freely available online tools and applications, including timely upgraded content of teaching-learning resources, will facilitate the idea of imparting quality and updated knowledge to Indian learners. UNESCO has recommended a framework to improve the quality of skilled teachers, known as the ICT Competency Framework for Teachers, 2011. The policy puts critical emphasis on offering appropriate and periodic training to the teachers of ICT that will facilitate the idea of bringing revolution to the education system. National Education Policy 2020 has especially emphasised the active incorporation of technology in teaching and learning. The impact of technology today, concerning the Digital India Campaign launched by the government of India, has been bringing a rapid and needed revolutionary transformation across the disciplines, including education. It reads,

Given the explosive pace of technological development allied with the sheer creativity of tech-savvy teachers ... it is certain that technology will impact education in multiple ways ... New technologies involving artificial intelligence, machine learning, blockchains, smart boards, handheld computing devices, adaptive computer testing, for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn ... on the technological as well

as educational fronts. (Ministry of Education, Government of India, 2020, P.56)

The world has seen a rapid advancement in the nature and approach of teaching and learning a language in the past few decades. Today, learners need demonstrated expertise in strong linguistic (LSRW) skills to advance their professional careers. Hence, it has become the need of the hour that educational institutes help them polish their skills by enabling them to use ICT with the help of trained language practitioners in the classroom depending upon the requirement of the work as Coll (2004) maintains that owing to the availability of a variety of educational resources with educational institutions,

Activities ... carried out by teacher and students thanks to the possibilities of communication and information exchange, access and processing as those offered by ICTs, that we are to find the key to understanding and valuing the scope of their impact on ... education, including their potential impact on improved learning outcomes. (2004, p.05)

The linguists, academicians and researchers have unanimously and universally accepted the significance of multimedia technology in teaching and learning the English language for ESL and EFL learners. Chapelle (2001) states that "in the 21<sup>st</sup> century, everyday language is inextricably linked to technology, and it has important implications in SLA". The active integration of multimedia technology in teaching and learning language has the potential to bring positive and impactful enhancement to the dull, long and arduous solitary linguistic pursuit. In addition, multimedia technology can augment learners' interest while allowing them to learn at their convenience without traditional constraints of time, space and situation. Many research endeavours have been carried out worldwide in the past two decades, encouraging language teachers and curriculum designers to incorporate multimedia technologies in the regular syllabus designed for ESL and EFL learners. Moreover, technology makes the

teaching-learning process easy, accessible, flexible, motivating and learner-oriented (Abrams, 2002; Al-Jarf, 2004; 2003; Meskill & Anthony, 2005; Schwienhorst, 2004; Warschauer, 1995, 2000; Warschauer & Shield, 2003; Yang, 2001). As the critical remark made by Conole (2013) goes, “Teachers and designers should indulge in interventions and learning activities that make efficient use of technology”.

A significant amount of research demonstrates that computer-assisted language learning has positively enhanced teaching and learning results, and this has been endorsed by expansive research studies on similar grounds (Dale, 2008; Kangas, 2010; Tachhi, 2004). A critical remark made by Nerantzi and Gossman (2015) claims that the environment for learners not only fosters collaborative learning but also has the potential to augment learner’s performance and engagement (n. pag), which is significantly endorsed by other researchers (Tour, 2015; Lakkala & Llomaki, 2015). The claim made by Ayres (2002) has further acknowledged this view, reporting the positive impact of CALL on the enhancement of the attitudes of learners (pp. 241-249). Motteram (2000) has also endorsed this idea in his “Communicating with Computers” (pp. 73). Sari Adriana took up a large-scale study analysing teaching writing skills, one of the most challenging skills for senior high school learners to acquire. In order to teach writing skills to the learners, the teacher should entail many skillsets that not only catch the learners’ attention but also are well-reviewed and analysed by experts. The instructor can, however, analyse the needs of the learners beforehand to prepare effective and result-driven tasks. The researcher employed a similar approach for the study and managed to prepare a module for analysing learners’ perceptions in creating digital storytelling in the writing class of senior high school learners (n. pag).

Reid (1993) opines that the process approach to teaching writing skills can encourage and motivate the target learners while bringing an individual, more sensitive awareness to help augment their writing skills. Pritchard and Honeycutt (2007) further add that the active

usage and incorporation of the process approach to teaching writing skills to learners can also enable them to employ and develop their cognitive and psychological skills in the subsequent tasks on writing. To simplify, it can be said that the process approach to developing the learners’ writing skills can create a positive attitude towards learning writing skills. In addition, it can also encourage them to write a better draft at the end while making them go through a productive, helpful learning process.

Therefore, it can be assumed that the process approach for teaching writing skills to ESL learners offers sufficient room for integrating multimedia technology at all stages of the process. Based on a review of a sizable body of literature, another optimistic assumption has also been made that if many different multimedia tools are integrated at all the stages of the proposed study, there are more chances of receiving effective outcomes. Pedagogy incorporating the process approach for teaching writing can be developed by incorporating various interesting multimedia tools at every stage.

## **RESEARCH QUESTIONS**

1. Can the lack of a technology-based pedagogy for teaching writing skills in English to ESL learners impact the classroom environment?
2. Can the lack of multimedia facilities in higher education institutions impact the efficiency and process of teaching writing skills in English to ESL learners?

## **METHODOLOGY**

The method of enquiry used is a questionnaire prepared using the Hutchinson and Waters (1987) model. It was divided into two sections to understand the availability of multimedia resources in higher education institutions and the classroom pedagogy used by ELT practitioners. One section included yes and no type questions, whereas the other section was prepared using a three-point Likert scale. It was administered to ELT practitioners, particularly ESL practitioners teaching English in higher educational institutes such as colleges and universities in Gujarat, India. The collected data was analysed using descriptive statistical

methods like frequency and percentages. This approach was found suitable considering the academic focus of the study.

### ANALYSIS AND DISCUSSION

The questionnaire was prepared and administered to the ELT practitioners, particularly ESL practitioners teaching English in higher educational institutes such as colleges and universities in and across Surat, Gujarat. Language practitioners from about 25 institutions responded to the questionnaires. About 68% of the respondents were female, and 32% were male. Their teaching experience ranged from four years to a maximum of 26 years. The qualifications of the respondents ranged from M.A., M.Phil., to Ph.D.

The questionnaire, however, was pre-tested with well-experienced and expert English Language Faculty members to understand the required time to fill in the questionnaire and verify and validate the correctness and simplicity of the questions. Based on the reviews received from the reviewers, some minor corrections were made in the final questionnaire. Therefore, based on the responses, reviews, and constructive comments received, the questions were kept short and snappy in the questionnaire to ensure maximum critical responses from the participants. The questionnaire was shared with the targeted respondents, here, faculty members who have been ELT practitioners in higher educational institutions, using Google Forms. The data was collected using Google Forms, too.

The questionnaire was divided into two parts. The first part had nine concise yes-or-no questions about investigating and understanding multimedia facilities provided to English language practitioners teaching and working with higher education institutes across Gujarat, India. The second part had ten questions on the Likert scale of 3 (always, sometimes, never) about investigating and understanding approaches to teaching writing skills in ELT classrooms of ESL learners across Gujarat, India. The questions included in both sections aimed to determine if adequate facilities are made available in higher academic institutions that will enable the ELT practitioner to employ the multimedia approach to teach writing skills to ESL learners at the tertiary level. Tables 1 and 2 show nine questions for Section A and ten for Section B. The data present shows percentages.

The researcher prepared the questionnaire as a tool for needs analysis. It was administered to ELT practitioners, particularly ESL practitioners teaching in colleges and universities in and around Surat, Gujarat state, India. About 53 language practitioners from 25 institutions responded to the questionnaires.

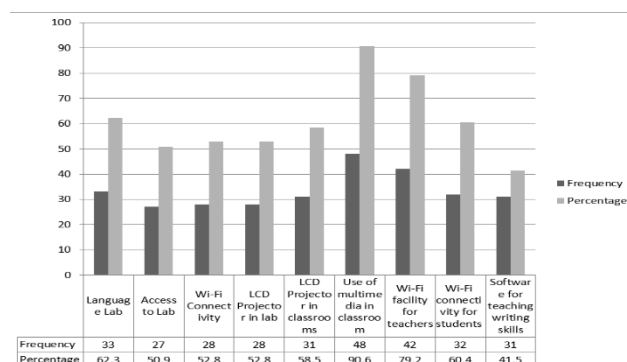
The questionnaire has two scales, namely yes and no. The collected data was analysed using the descriptive analysis method to examine it quantitatively. The frequency and percentage scales were used to analyse the data presented in Figure 1.

**Table 1:** Section A: Availability of multimedia technology

No.	Questions	Yes	No
1	Our institute has a language lab.	62.3%	37.7%
2	Every student has access to the lab.	50.9%	49.1%
3	All the computers in the language lab are connected to wi-fi.	52.8%	47.2%
4	The language lab is equipped with an LCD projector.	52.8%	47.2%
5	All the classrooms in our institute are equipped with LCD projectors.	58.5%	41.5%
6	Our institute encourages the integration of multimedia technology as a part of the teaching and learning process in the classroom.	90.6%	9.4%
7	Every teacher is given a wi-fi login ID and password.	79.2%	20.8%
8	Every student is given a wi-fi login ID and password.	60.4%	39.6%
9	The software has been used to facilitate writing skills in English.	41.5%	58.5%

**Table 2: Section B: Classroom Pedagogy**

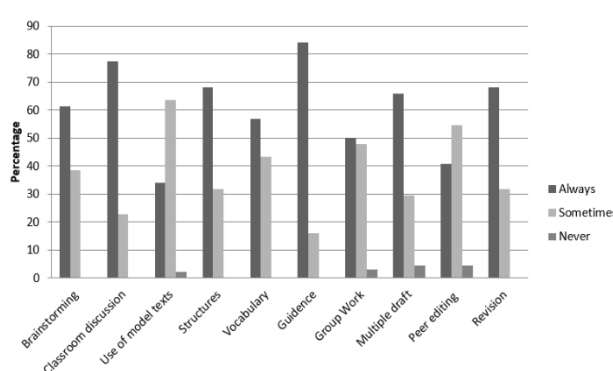
No.	Question	Always	Sometime	Never
1	I conduct brainstorming sessions while teaching writing skills.	61.4%	38.6%	-
2	I encourage classroom discussion before assigning a writing task.	77.3%	22.7%	-
3	I use various models related to the writing task in the classroom.	34.1%	63.6%	2.3%
4	I discuss sample sentence structures related to the task.	68.2%	31.8%	-
5	I provide a glossary of words related to the task.	56.8%	43.2%	-
6	I offer guidance during different stages of writing tasks.	84.1%	15.9%	-
7	I encourage group work during different phases of writing tasks.	50%	47.7%	2.3%
8	I encourage students to prepare more than one draft.	65.9%	29.5%	4.6%
9	I encourage students to peer edit the draft.	40.9%	54.5%	4.4%
10	I encourage students to revise and rewrite the task.	68.2%	31.8%	-



**Figure 1: Availability of Multimedia Technology**

The data collected through the questionnaire was categorised into three scales: always, sometimes, and never. The collected data was analysed using descriptive analysis to interpret the findings quantitatively. The frequency and percentage scales were used to analyse the data, here, responses, as presented in Figure 2.

Table 1 and Figure 1 present an overview of the accessibility of multimedia technology within educational institutions. A significant 90.6% of the respondents acknowledge institutional encouragement for multimedia integration in teaching. However, a noticeable gap emerges when examining infrastructural availability: only 62.3% of the respondents confirm the presence of a language lab, and an even lower percentage, 50.9%, indicate student access to it. Furthermore, while the faculty member's access to Wi-Fi is relatively high at 79.2%, student accessibility lags behind at 60.4%. The



**Figure 2: Classroom Pedagogy**

limited use of software, about 41.5% for enhancing English writing skills, further signals a discrepancy between institutional support and effective technological adoption. These findings suggest a moderate level of multimedia integration, yet barriers or challenges remain in the case of utility and accessibility. The disparity between institutional encouragement and actual resource availability indicated that while institutions recognise the importance of technology in education, infrastructural limitations hinder its full potential. Addressing these constraints through better funding, policy-driven implementation, and training programmes could significantly enhance technology driven language learning experiences.

Table 2 and Figure 2 focus on classroom pedagogy and instructional strategies for developing writing skills. The findings reveal a

strong inclination toward structural teaching approaches, with guided instructions at 84.1%, classroom discussion at 77.3%, and sentence structure review at 68.2%, forming the core of pedagogical techniques. While these methods indicate a robust framework for foundational learning, collaborative strategies such as group work at 50% and peer editing at 40.9% remain underutilised. This suggests that while faculty members emphasise direct instructions and structured reinforcement, the benefit of student-driven learning, mainly through peer interactions and iterative drafting, is not maximised. Incorporating more collaborative learning methods, such as peer reviews, writing workshops, and process-based writing approaches, could foster a more dynamic and precisely encouraging learning environment. Encouraging student autonomy and critical engagement with peer feedback may improve writing proficiency and nurture essential skills in revision, analytical thinking, and constructive criticism. Hence, the current pedagogical strategies have strong foundational support. Enhancing interactive and student-centred approaches could lead to more holistic language skills development.

Hence, the data highlights the strengths of structured instructional approaches and institutional efforts toward technology integration and underscores critical gaps in accessibility and collaborative methodologies. Addressing these limitations through policy change, increased infrastructural investment and a balanced blend of direct and peer-driven instruction could significantly improve language education outcomes.

## **CONCLUSION**

Most institutions across Gujarat have adequate infrastructure for adapting multimedia approaches to teaching English. This positive outcome offers ELT practitioners opportunities to incorporate multimedia-supported teaching approaches to teach writing skills to learners. A research study was carried out in Turkey to examine the usefulness of the process approach while teaching writing skills to learners studying in primary education. The collected data was analysed using qualitative

and quantitative methods. The SPSS package was used for the quantitative statistical analysis of the gathered data during the study, while the descriptive analysis technique was used to examine the data qualitatively. The outcomes from the quantitative data analysis demonstrated improvement in the writing skills of the target learners of the proposed action research. The study of the qualitative data established that the progress in the learners' writing skills is a continuous process that can be observed after the persistent practice of a process approach to teaching writing skills in language classrooms. It has also been noted that the interactive teaching environment of the classroom became one of the reasons that reflected an active and apparent improvement in the learners' writing skills (Cavkaytar, S., & Yasar, S., 2010). Despite many teachers supporting brainstorming and group discussions before the writing stage, most offer guidance during the writing stage. However, not many teachers generally adopt process-oriented strategies while teaching writing skills at the tertiary level. Some teachers encourage their students to practice peer editing and revising once the draft is completed; many do not prefer to employ a collaborative learning technique. It has been reported that many teachers still use traditional approaches and strategies for teaching writing skills at the tertiary level. It could have been the scenario for various reasons, ranging from lack of needed infrastructure facilities in respective institutions, irregular training, and practical implementation of that learning in the classroom, including deficiency of needed encouragement from the authorities in higher education.

English Language Teaching and Learning and the use of technology are inseparable phenomena (Singhal, 1997). Conole (2013) stated, "Teachers and designers should engage in interventions and learning activities that make efficient use of technology." The claim made by Ayres (2002) has further acknowledged this view, reporting the positive impact of CALL on the enhancement of the attitudes of learners (pp. 241-249). Therefore, the study undertaken shall prove to be a positive reference point to

enhance the understanding of the availability of multimedia technology in the higher institutes across Gujarat and their usability in the era of the fast-paced world of technology while evaluating the attitude of the ELT practitioners teaching ESL learners.

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