

Using a Community of Inquiry Framework to Improve Descriptive Writing in ESL University Students in Pakistan

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Abstract

In Pakistan, English is taught as a second language, although being a mandatory subject in the primary classes, the students lack writing skills. However, English language learners struggle with the basic English language and lack the ability to write descriptively. Indeed, the ESL university students have a deficiency in descriptive writing, and the university results also show a decline in ESL students' descriptive writing. Therefore, it is important to focus on the writing of ESL university students in Pakistan to improve their descriptive writing. To comprehend how the tools, help in the means of learning descriptive writing in the English language, the investigation was made on the CoI framework. It states that learning happens through the correlation and junction of three linked existences: teaching, social, and cognitive. However, matching these with the CoI framework may be one method for helping students understand ways to enhance descriptive writing. Likewise, this study focused on the ESL undergraduate university students and provided insights on the three presences of the Community of Inquiry (CoI) framework, and the study describes the influencing presences related to the descriptive writing of ESL university students. Subsequently, the quantitative data was gathered through convenience sampling from the 30 undergraduates, eight-semester final year ESL students at Punjab Public University of Pakistan. Thus, the perceptions of the ESL students towards CoI were measured by the survey questionnaire, and the findings of the CoI framework of the three (teaching, social & cognitive) presences showed the highest means of cognitive presence (4.42) among all the three presences of CoI, whereas the teaching presence (4.05) and social presence (4.02). Therefore, the study identifies the effective impacts of ESL students on descriptive writing by using the CoI framework in the context of Pakistan. In conclusion, the research suggested a comprehensive understanding of the concept of CoI through the utilisation of three presences of CoI framework in descriptive writing.

Keywords: *Community of Inquiry, ESL university students, Pakistan, Punjab University, Descriptive Writing*

Introduction

The Pakistani education system places English as a second language, and the country is ranked 63rd out of 112 countries, which indicates a relatively "low proficiency" in English (British Council, 2022). However, Pakistan is a developing nation and moving forward towards educational patterns and models for their young generation to progress and develop in the field of education (Masood & Qadomi, 2020). Hence, the education system yields the guidelines through the curriculum, merely the implementation of the guidelines is negligible. The major reason is the load of completion of the syllabus on teachers under the specific deadlines in schools and colleges (Ilyas & Putri, 2016; Alvi et al., 2021). Hence, the statistical analysis of Pakistani citizens' exhibits that 11% of the population can speak and understand the English language (ASER,

2020). According to Fareed et al. (2022), the problem of learning the English language is unresolved; hence, the recorded results of the ESL students from the years 2017, (51%) 2018, (53.22%) and 2019 (48.25%) failed in the subject English.

In Pakistan, a considerable gap exists between the number of passed students and the number of students registered in universities, and this gap indicates the lack of quality education in public universities. Moreover, one of the major problems faced by Pakistani ESL university students in learning English is the lack of their active participation in the learning process (Ahmed et al., 2018; Abate et al., 2019). On top of that the ESL university students are not able to understand basic English and are far away from the writing skills and other listening, speaking and reading skills (Panhwar, 2020). English has an important place in the Pakistani education system, where it begins at the primary level and continues to the postgraduate level (Haidar & Fang, 2019; Dempsey & Zhang, 2019; Khan et al., 2020).

The English language in Pakistan

Pakistan, a multilingual and multi-ethnic nation, is the home of assorted dialects, with 65 different dialects (Rahman, 2005), and Urdu is the main medium of communication in Pakistan. Conversely, English as an authority language contributes predominantly to the organization, legal executive, military, training and media, and social and financial domains in Pakistan (Coleman & Capstick, 2012; Shamim, 2011). The government of Pakistan aims to achieve 100% education in the nation by 2030 (Pakistan Ministry of Education, 2018). Notwithstanding, it could barely reach 62% (Pakistan Economic Survey, 2018). Subsequently, teachers and lecturers delivered their lectures in Urdu, which is one of the causes of the low proficiency of ESL students in learning the English language (Coleman & Goldenberg, 2010; Zeeshan, 2013; Manan, 2018).

In the same manner, ESL student language should be adequate to express the purpose of offering his viewpoints, thoughts, and sentiments through words (Yasmin & Sohail, 2018). Hence, writing is one of the critical fields concerning language capacity to express the thoughts of the writer. The ESL undergraduates battle with acquiring their thoughts in a passage structure when they are approached to compose a random theme in descriptive form. Due to their lack of exposure to the English language in their schools, the ESL learners' hardships and struggle begins when they enter colleges, and hardships continue in their four-year degree programs which is a serious issue. This issue of ESL undergraduates is significant given the difficulties they face later in their careers (Shahid et al., 2022).

Moreover, writing skill is an element of expressing one's emotions and ideas in a write-up that indicates the writers' creativity (Wali & Madani 2020). Abbasi et al. (2022) argue that an enormous number of Pakistani students have no capability in the English language, which ends up being a particular obstacle to their university academic completion. Fareed et al. (2016) uncovered that absence of order over sentence

structure, poor vocabulary, syntax, writing anxiety, an excess of reliance on L1, and absence of thoughts were the issues looked at by the undergraduate ESL students in their composition. However, the majority of the students' lack of writing descriptive, and they are unable to come up with a written essay in the ESL classroom with creative ideas in their write-up. They further stated that writing should be taught to improve creativity in the descriptive write up for better writing performance among ESL students (Izomovich & Fazliddinova, 2022; Rizwan et al., 2021). Likewise, the Pakistani education system has also taken many initiatives to improve all four skills among ESL university students. For instance, English is mandatory in the bachelor's and master's degree programmes (Dar & Khan, 2015; Shararuddin et al., 2021).

Problem Statement

The capacity to write in English is generally needed at the educational level and in society as well. ESL undergraduates' university students are required to learn descriptive writing as it is more beneficial and useful for them in all aspects of their careers (Hassan et al., 2020; Akhtar et al., 2020). Although the English language is taught in the primary classes, language learners still struggle with basic writing in the English language and lack appropriate writing skills (Ramos et al., 2019; Ali et al., 2020). Generally, difficulties faced by ESL students are in generating relevant ideas, organising and linking the ideas and writing mechanics (Saleem et al., 2022). Thus, the students being weak in English, especially in their writing skills, commit multiple errors as they have been inadequately exposed to learning English as a second language. Despite the fact that English is taught in Pakistan from primary to high levels, ESL students commit errors and mistakes in the areas of grammar, spelling, structure and pronunciation. Hence, English language learners have weak writing skills at the undergraduate and postgraduate levels (Aziz et al., 2018; Al-Saedi & Jabber, 2020;). The past wealth of empirical studies (Ahmed et al., 2017; Bilal et al., 2013; Dar & Khan, 2015; Farooq et al., 2012; Khan, 2021; Yasin et al., 2014; Nawab, 2012) identify the ESL/EFL student's problems, yet further research is required in English language descriptive writing in Pakistan. Thus, the phenomenon of this study is using the CoI framework to improve the descriptive writing of ESL university students in Pakistan.

Overview of Community of Inquiry (CoI)

The Community of Inquiry (CoI) is a theoretical structure for the ideal plan of internet learning conditions to help basic reasoning, among undergraduates and teachers (Garrison, et al., 1999). The literature explicitly advocates that inside web-based environments, communication between students is of significance to their achievements (Arbaugh et al., 2008; Richardson & Lowenthal, 2017). The CoI framework, which features three principal components teaching, social and cognitive, is utilised to create a significant educational experience (Garrison et al., 2000). The CoI system expects that powerful web-based learning, especially higher

order learning, is subject to the improvement of a community (Swan et al., 2008). The research scholars have proposed augmentations to its original framework since publication in 2000. The terms dimensions, components, elements, influences, and presence. This study has focused on three unique presences as characterised by (Girrason, 2000). In addition to the CoI framework, allude to Kozan and Caskurlu (2018) and Peacock and Cowan (2016). The three existences of the CoI framework as discussed in this study are multi-layered (Cooper & Scriven, 2017; Garrison, 2018; Olpak, 2022).

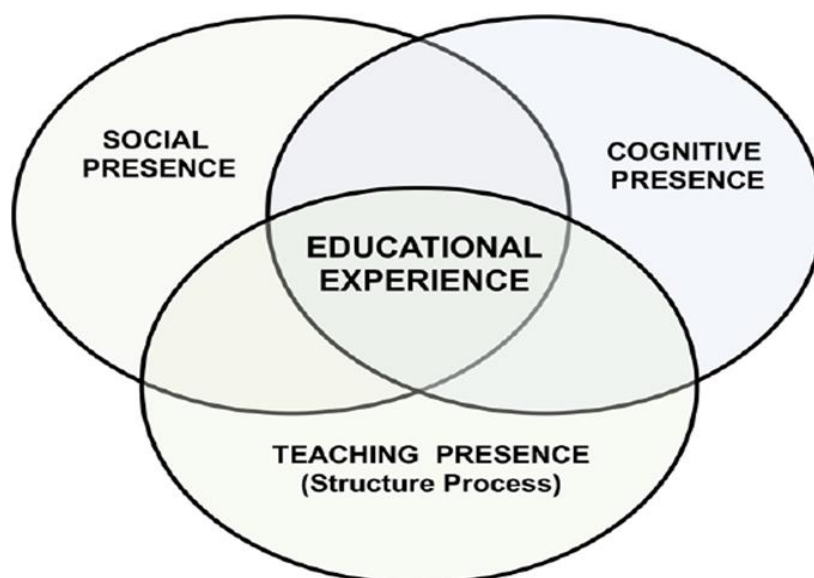


Fig. 1: COI Framework
 (adapted from Garrison et al., 2000).

The layout was to propose three covering existing teaching, social, and cognitive presences that were profoundly reliant (Garrison, 2000). The coronavirus pandemic has required a quick shift to online learning, making the CoI framework progressively important for making significant and successful internet growth opportunities. In any case, the effect of CoI existences (i.e., teaching, social, and cognitive presence) on students learning results (Garrison & Arbaugh, 2007; Shea et al., 2014; Kreijns et al., 2014; Kazanidis et al., 2018).

Table 1: Community of inquiry elements, categories, and indicators
 (adapted from Garrison & Arbaugh, 2007).

Elements	Categories	Indicators (example only)
Social Presence	Open Communication	Risk-free expression

	Group Cohesion	Encourage collaboration
	Affective Expression	Emoticons
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design & Organization	Setting curriculum & methods
	Facilitating Discourse	Sharing personal meaning
	Direct Instruction	Focusing discussion

The design of the CoI framework has been affirmed through factor examinations led by Garrison et al., (2004), and Arbaugh et al., (2008). Although this new experimental research surely upholds the CoI as a miserly and intelligible hypothesis of web-based learning, the work should be upheld by investigation. Whereas the past investigations and comprehension of every presence have progressed at various rates (Arbaugh et al., 2008; Garrison et al., 2010; Damm, 2016; Fiock, 2020).

CoI Existence: The Three Presences of CoI

Teaching Presence

Garrison depicts teaching presence as the graph, support, and path of cognitive and social cycles to help learning (Garrison & Arbaugh, 2007; Garrison, 2000). Teaching presence integrates with educational planning and association for instance, in setting educational programmes, planning techniques. It incorporates facilitating discourse: by setting the course environment, recognising or supporting students. Lastly, direct guidance: summarising the conversation and introducing content/questions (Anderson et al., 2001).

Moreover, teaching presence alludes to the plan, endeavour, and heading of cognitive and social processes for acknowledging significant academic learning and it starts with educational programme and curriculum course arranging and planning, and it will carry on all through the conveyance of the content of the course to advance dynamic learning using suitable strategies and evaluations. and it also plans and organises, supports discussion, and provides continuous guidance that impacts the student experience. Whereas association and configuration are connected with course readiness and conspire, absorbing appraisal, works out, tests, and tasks, alongside the administrative attributes of education. Working with discussion, the subsequent classification, attempts to hold student interest, inspiration, and support in a functioning learning climate. It assumes the command of associating material with events wherein students collaborate and min-

gle. Direct guidance is one more part of teaching presence. As indicated by Anderson et al. (2001), direct guidance happens when the teacher gives insightful and scholarly initiative.

Social Presence

Social presence is an assumption that makes sense of the capacity of individuals to introduce themselves as 'genuine individuals' through a correspondence medium. Most investigations on social presence center around how students introduce themselves as well as how they are seen as 'genuine' individuals on the web (Lowenthal & Lowenthal, 2010). Garrison, (2000) decided on three classifications of social presence markers. These classifications are: (1) close-to -home (emotional) articulation, where students share individual articulations and values; (2) open correspondence, where students foster parts of shared mindfulness and acknowledgment; and (3) group amalgamation, where students construct and support a feeling of gathering responsibility (Garrison, 2000). Swan, (2019) found that social presence emphatically influences teacher and student course completion. During the review, a connection between social presence and perceived learning was distinguished; students who learned high social presence learned more than those who saw low social presence (Akyol et al., 2009).

Cognitive Presence

Cognitive presence, the capacity to develop and affirm significance through supported reflection is exhibited in the Practical Inquiry Model (PIM) made by Garrison, (2000). The PIM incorporates four stages: (1) a triggering event, where an issue is distinguished for additional inquiry; (2) investigation, where an individual investigates the issue; (3) Integration where students derive significance from thoughts framed in the investigation stage; and (4) goal, where students can apply the new abilities and information gained from the past stages into real world applications (Garrison, 2000). Reflection is a vital part of the CoI framework and makes a difference for students to expand their cognitive presence, as Redmond (2014) states, reflecting learning content and results connected with knowledge acquisition, where students distinguish their expanded information and abilities in the subject area.

Research Question

What are the perceptions of ESL university students towards the community of inquiry in descriptive writing?

Research Objectives

To investigate the perceptions of ESL university students towards the community of inquiry in descriptive writing.

Research Methodology

The quantitative approach was chosen for the investigation of the perceptions of COI of ESL university students in writing skills in Pakistan. The quantitative approach was based upon the data gathered from the survey; hence, it is limited in making generalisations and broad conclusions. This study used a quantitative design. Moreover, quantitative research is concerned with issues of how much, how well, or to whom a specific phenomenon applies (Wallen & Fraenkel, 2013). The quantitative research and student survey distribution were carried out at one renowned university in Pakistan. The undergraduates from an English programme were the population of the study, using in-tact groups and convenience sampling. Convenience sampling (also known as haphazard sampling or accidental sampling) is a type of non-probability or non-random sampling where members of the target population meet certain practical criteria, such as accessibility. Therefore, a sample of 30 undergraduate students was chosen for this survey.

Table 2: Respondent Demographic Profile

Variables		Frequency	Percentage
Gender	Male	30	50%
	Female	30	50%
	Total	60	100%
Faculty	ESL University Students	60	100%
	Total	60	100%
Age	18-19	10	17%
	20-21	24	40%
	22-23	26	43%
	Total	60	100%

The questionnaire was distributed to 60 ESL students from the University of Punjab. The ESL students belong to three different age groups (Table 2). Group one had 18 to 19 people in it, group two had 20 to 21 people in it, and group three had 22 to 23 people in it.

Research Instruments

A questionnaire was prepared and divided into three sections (social, teaching & cognitive) to collect the data for this study. The questionnaire was self-administered and consisted of 17 closed-ended questions. The CoI questionnaire items were rephrased according to the study, and the items also consisted of the student writing skills. The questionnaire was adapted from Arbaugh et al. (2008), Garrison et al. (1999), and other past studies by Swan et al. (2008), Carlon et al. (2012), Yu & Richardson (2015), and Damm (2016). The quantitative data gathered from the survey was also being analysed using SPSS software. The reliability of the questionnaire in this study was established by testing the internal consistency of the measuring instruments with the highest mean of cognitive presence (4.42) while, teaching presence (4.05) and social presence (4.02). Cronbach's alpha is widely used and recommended for social science research (Gliem & Gliem, 2003; Hult et al. 2013; Sekaran & Bougie, 2016). The primary questionnaire for the study was taken from the Arbaugh et al. (2008) CoI questionnaire with reliability. Cronbach's alpha yielded internal consistency equal to 0.94 for teaching presence, 0.91 for social presence, and 0.95 for cognitive presence. According to Olpak et al. (2016), all three elements in this study had high reliability. Cronbach's α of teaching, social, and cognitive presence was (.954), (.913), and (.956), respectively. Olpak and Cakmak (2018) found all three presences had high reliabilities teaching presence (.965), social presences (.953), and cognitive presence (.972).

Findings

The perceptions of ESL university students toward the CoI

To comprehend how the tools, help in the means of learning descriptive writing in the English language, the investigation was made on the CoI framework (Garrison, 2000). It states that learning happens through the correlation and junction of three linked existences: teaching, social, and cognitive. However, matching these with the CoI framework may be one method for helping students understand ways to enhance descriptive writing. Therefore, the research question attempts to exhibit the perceptions of ESL university students towards CoI in descriptive essay writing. The first section of the results was presented using descriptive analysis, which includes the values in mean and standard deviation. Thus, the perceptions were rated through the 5-point Likert scale type of responses given by the ESL students on the CoI framework through the survey

questionnaire. Table 3 presents the findings gathered for the element of teaching presence in the CoI framework.

Table 3: Summary of Teaching Presence Mean and Standard Deviation

No	Items	Mean	SD
1.	The instructor encouraged course participants to explore writing structure.	4.10	.476
2.	The instructor provided feedback that helped me to understand my strengths and weaknesses in writing.	4.08	.461
3.	The instructor's actions reinforced the development of a sense of community among course participants in writing activities.	4.06	.482
4.	The instructor provided clear instructions on how to participate in writing activities.	4.05	.487
5.	The instructor was helpful in identifying areas of agreement and disagreement on writing structure which helped me to learn.	3.96	.449

The item states that the respondents' instructor encouraged them to explore writing structure, with the highest mean value of (4.10 and standard deviation of .476). This shows that the respondents perceive that their instructors' encouragement during the course also explores their writing structure, which is in line with Baran and AlZoubi (2020) and Lin and Gao (2020). The respondents also agreed that the instructor provided feedback that helped them understand their strengths and weaknesses in writing (M= 4.08, SD=.461) which confirmed that ESL students perceived the instructors' feedback to be vital to their students' learning. Caskurlu et al. (2021) and Lim (2018) too, concurred that teaching presence can significantly predict student satisfaction with learning. The statement that the instructor's actions reinforced the development of a sense of community among course participants in writing activities had a mean of 4.06 and a standard deviation of .482). The next item declaring that the instructor provided clear instructions on how to participate in writing activities indicated the fourth highest (M= 4.05, SD = .487). This shows that the instructor delivers explicit instructions to their students to participate in the writing activities to help them learn descriptive writing. The finding also indicates that teaching presence assists students through course facilities interpreted as practical instruction in the learning process (Solimani et al., 2019; Aldheleai et al., 2021; Yang & Mohd, 2020; Lim & Richardson, 2021). The respondents also expressed that the instructor was helpful in identifying areas of agreement and disagreement on writing structure, which helped them

learn ($M= 3.96$, $SD=.449$). This shows that the respondents believe their teacher's agreement and disapproval will aid them in learning the appropriate writing structure. Teaching presence can provide a clearer course structure to achieve higher efficiency and better learning outcomes (Aldheleai et al., 2020; Swan, 2019; Vaughan et al., 2020). The next element in the CoI framework is Social Presence. Table 4 below illustrates the mean and standard deviation of the variable.

Table 4: Summary of Cognitive Presence Mean and Standard Deviation

No.	Items	Mean	SD
1.	Online discussions help me to develop a sense of collaboration	4.08	.461
2.	Online or web-based communication is an excellent medium for social interaction	4.01	.390
3.	I felt that my point of view was acknowledged by other course participants	3.96	.366

Table 4 shows the mean and standard deviation of the social presence. The highest-rated item in Social Presence was ‘Online discussions help me to develop a sense of collaboration’ ($M=4.08$, $SD=.461$). This indicates that the respondents perceive that online discussion supports and assists the students in developing their sense of collaboration. A significant correlation between social presence perception and satisfaction with online discussion was found in several studies (e.g., Bissessar et al., 2020; Solimani et al., 2019; Yacob et al., 2021). The respondents rated the statement that ‘online or web-based communication is an excellent medium for social interaction’ with the second highest mean ($M=4.01$, $SD=.390$). Baran and AlZoubi (2020) and Lin and Gao (2020) and Tamim (2020) to share similar opinions with the respondents that web-based platforms provide an impactful tool for interaction. The third highest rating was that the students felt that their point of view was acknowledged by other peers ($M=3.96$, $SD=.366$). Peers’ views and opinions were valued by the students (Shearer et al., 2020; Tamim, 2020). The next element in the COI framework is the Cognitive Presence. Table 5 presents the mean and standard deviation of the variable.

Table 5: Summary of Cognitive Presence Mean and Standard Deviation

No.	Items	Mean	SD
1.	Learning activities helped me construct explanations/solutions	4.55	.501
2.	Online discussions were valuable in helping me appreciate different perspectives	4.50	.504

3.	Reflection on writing course content and discussions helped me understand fundamental concepts in the class	4.47	.503
4.	I can apply the knowledge created in the writing course to my work or other non-class-related activities	4.46	.503
5.	I can describe ways to test and apply the knowledge created in the writing course	4.43	.499
6.	Brainstorming and finding relevant information helped me resolve content-related questions	4.41	.497
7.	I felt motivated to explore content-related writing questions	4.35	.475
8.	I have developed solutions to writing course problems that can be applied in practice	4.33	.475
9.	I utilised a variety of information sources to explore problems posed in the writing course	4.31	.469

Table 5 shows the items of cognitive presence, and it has been arranged from the highest to the lowest means. The highest mean was found for the statement “Learning activities helped me construct explanations/solutions” ($M=4.55$, $SD=.501$), which indicates that the respondents perceive that the learning activities assist them in finding solutions or explanations to their problems in writing (Ghazali et al., 2020; Kilis & Yildirim, 2019; Swan, 2019). The second highest mean, ‘Online discussions were valuable in helping me appreciate different perspectives’ showed a mean of $M= 4.50$ ($SD=.504$). This shows that the respondents perceive that the online debates and discussions with peers are found to be valuable and worthwhile in assisting them with their different outlooks. Galikyan and Admiraal (2019) and Kilis and Yildirim (2019) also indicated similar findings from their research. When asked if the reflection on writing course content and discussions helped them understand fundamental concepts in the class, the students expressed their agreement with a mean value of 4.47 and a standard deviation of .503). This shows that the respondents perceive that during the course the reflection of writing content and the discussions on the topic will help make their writing comprehensive and easily understandable. This is in line with Mo and Lee (2017) and Xin (2012), who mentioned that adopting the CoI model in the writing classroom will assist students. The next item is that they could apply the knowledge created in the writing course to their work or other non-class-related activities ($M=4.46$, $SD=.503$). The respondents rated and agreed upon the knowledge learned in the writing course which was not only applicable for class activities but also could be applied to non-class related activities. Purwandari et al., (2022), and Williams and Corwith (2021) also stated that cognitive presence plays a significant role in their writing and the students can implement their writing abilities in other courses. The following respondents agreed that the CoI model helps to describe ways to test and apply the knowledge

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created in the writing course, this seemed to be the fifth highest agreed item with a mean of $M=4.43$ ($SD=.499$). Shearer et al., (2020) and Tamim (2020) explained that the CoI model in the writing class can guide the respondents to define the techniques that are applicable and tested in the writing course to enhance their knowledge of the component.

Brainstorming and finding relevant information helped them resolve content-related questions that had the second highest mean ($M=4.41$, $SD=.497$). This shows that the respondents perceive that cognitive presence assists the students in figuring out and coming up with course related questions. Akyol and Garrison, (2011); Castellanos-Reyes, (2020); Borup et al., (2022) and Oyarzun et al., (2021), share similar thoughts that cognitive presence improved the students critical thinking and enhanced their writing skills to come up with their course related questions. The respondents also felt motivated to explore content-related writing questions ($M=4.35$, $SD=.475$) This shows that the respondents feel inspired to search for content-relevant writing questions, which supports their descriptive writing. The next item states that “I have developed solutions to writing course problems that can be applied in practice” ($M= 4.33$, $SD=.475$). The respondents rated this item as very crucial, as they perceive that they have established the solution in the course of writing problems, which can be implicated in the practice of descriptive writing. The respondents have expressed their academic experience, and the majority of them agree with this item. This is in line with Galikyan and Adimraal (2019) and Kilis and Yildirim (2019). The next lowest-rated item in cognitive presence was the use of a variety of information sources to explore problems posed in the writing course, with a mean of $M=4.31$, $SD=.469$. Perhaps the students use multiple information sources to find out the issues they face in the writing course. Chen, (2022) and Koszalka et al. (2021) also indicated that the cognitive presence in COI creates a platform for students to explore other sources of information.

Table 6: The mean and standard deviation for each element in COI

COI framework	MMean	SD
Three presence		
Cognitive Presence	4.42	.184
Teaching Presence	4.05	.243
Social Presence	4.02	.252

Table 6 shows the overall mean and standard deviation of the cognitive, teaching and social presences. Moreover, the highest overall mean out of three presences was cognitive presence ($M=4.42$, $SD=.184$). The second rating was teaching presence ($M=4.05$, $SD =.243$). The third and last presence was social presence ($M=4.02$, $SD=.252$).

Conclusion

Researchers have been looking This study concludes by illustrating the relationship between the three CoI presences and the defining activities within each presence. With the help of quantitative results, cognitive presence is considered more important compared to others, as each is shown to contribute an important element to a successful educational experience. Many researchers have found cognitive presence to be significant among all three presences (Garrison et al., 2010; Shea & Bidjerano, 2013). Thus, the CoI framework is considered useful in the study (Akyol & Garrison, 2008; Castellanos-Reyes, 2020). Therefore, in the current study, the CoI framework has shown effective responses from the CoI survey questionnaire, all the two-presence teaching and social studies have moderate effects compared to cognitive presence. The highest response was given to cognitive presence by the ESL students at Punjab University. Subsequently, the perceptions of the ESL students towards the CoI framework and the three (teaching, social & cognitive) presences were shown to be the highest (4.42), and the three presences of CoI (teaching, social and cognitive) have influenced the students. Nevertheless, most of the students have the similar perception of cognitive presence. Hence, it can be concluded that the ESL students experienced the highest impact of cognitive presence among all the three. Therefore, the study identifies the effective impacts of ESL students on descriptive writing by using the CoI framework in the context of Pakistan. In conclusion, the research suggested a comprehensive understanding of the concept of the CoI framework with the use of three presences in descriptive writing. Thus, the CoI exists to impact ESL students' English language learning results by integrating student strengthening as a fundamental student trademark. Whereas the connection between CoI existence and ESL students learning English has been acknowledged by many past scholars (Kuchah, 2018; Khan & Khan, 2016; Shahid et al., 2022). The outcome of this exploration addresses the CoI framework relationship of every single presence with one another. In addition, the result did not notably affect one presence zone over the other, but rather empathically affected students' overall learning experience. Despite the findings that mean and standard deviation are high in cognitive presence, the other two presences (teaching and social) are also substantially important in the overall learning of students in descriptive writing.

Future Recommendation

The CoI framework is recommended for future students at other universities in Pakistan and outside Pakistan because this study shows that it has an effect on the ESL students at Punjab University in Pakistan. This investigation can be further explored in other disciplines and other areas of study rather than ESL students. Hence, future scholars can take advantage of the current study findings of the CoI framework to address the issues of students learning in other zones. The outcome of this study indicates that ESL students' cognitive presence affects students' learning of the English language, which enhances their descriptive writing and other two presence teaching and social skills are interlinked with the cognitive presence.

Author Contributions

Conceptualisation, J.T, Z.A.K, F.M, and N.A.; methodology, J.T, Z.A.K, F.M, and N.A.; software, J.T, Z.A.K, F.M, and N.A.; validation, J.T, Z.A.K, F.M, and N.A.; formal analysis, J.T, Z.A.K, F.M, and N.A.; investigation, J.T, Z.A.K, F.M, and N.A.; resources, J.T, Z.A.K, F.M, and N.A.; data curation, J.T, Z.A.K, F.M, and N.A.; writing—original draft preparation, J.T, Z.A.K, F.M, and N.A.; writing—review and editing, J.T, Z.A.K, F.M, and N...; visualization, J.T, Z.A.K, F.M, and N.A.; supervision, J.T, Z.A.K, F.M, and N.A.; project administration, J.T, Z.A.K, F.M, and N.A.; funding acquisition, J.T, Z.A.K, F.M, and N.A. All authors have read and agreed to the published version of the manuscript.

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Data Availability Statement

The authors confirm that the data supporting the findings of this study are available within the article [and/or] its supplementary materials.

Conflicts of Interest

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