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THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS

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Annotatsiya: Ushbu maqolada sun'iy intellekt (AI) texnologiyalarining ingliz tili chet tili sifatida o'rganiladigan (EFL) ta'lim jarayonida, xususan, yozish ko'nikmalarini rivojlantirishdagi o'rni tahlil qilinadi. Tadqiqot AI asosidagi vositalarning talabalar yozma ishlarini takomillashtirish, grammatik xatolarni aniqlash, lug'at boyligini oshirish hamda matn tuzilishini yaxshilashdagi imkoniyatlarini o'rganadi. Shuningdek, talabalar tomonidan yozilgan matnlarni sun'iy intellekt tomonidan yaratilgan matnlar bilan taqqoslash usuli orqali o'quvchilarning xatolarini aniqlash va yozish sifatini oshirish samaradorligi ko'rib chiqiladi. Maqolada AI texnologiyalarining mustaqil ta'lim, tanqidiy fikrlash va ijodiy yondashuvni rivojlantirishdagi ahamiyati ham yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellekt to'g'ri pedagogik yondashuv bilan qo'llanilganda, u EFL talabalarining yozish ko'nikmalarini sezilarli darajada yaxshilashi mumkin.

Kalit so'zlar: Sun'iy intellekt, EFL, yozish ko'nikmalari, generativ AI, ChatGPT, matn tahlili, ta'lim texnologiyalari, mustaqil o'rganish, tanqidiy fikrlash, yozma nutq.

Abstract: This article analyzes the role of Artificial Intelligence (AI) technologies in improving writing skills in English as a Foreign Language (EFL) learning context. The study explores the potential of AI-based tools in enhancing students' writing performance by providing instant feedback, identifying grammatical errors, improving vocabulary usage, and strengthening text organization. In particular, it examines the effectiveness of a comparative approach in which students' written texts are analyzed alongside AI-generated versions to help learners identify their weaknesses and improve writing quality. The article also highlights the role of AI in promoting learner autonomy, critical thinking, and creative engagement in the writing process. The findings suggest that when properly integrated into pedagogy, AI technologies can significantly enhance EFL learners' writing competence and overall language development.

Keywords: Artificial Intelligence, EFL, writing skills, generative AI, ChatGPT, text analysis, educational technology, learner autonomy, critical thinking, written communication.

Introduction

In the era of rapid technological advancement, Artificial Intelligence (AI) has become an integral part of modern education, particularly in language learning and teaching. Its integration into English as a Foreign Language (EFL) classrooms has opened new opportunities for improving learners' language competencies. Among the four core language skills, writing is often considered one of the most complex and

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challenging areas for EFL students, as it requires mastery of grammar, vocabulary, coherence, and logical organization of ideas. Many learners struggle to produce well-structured and accurate written texts, even after years of instruction.

To address these challenges, AI-based writing tools have emerged as effective educational support systems. These tools are capable of generating model texts, providing instant feedback, correcting grammatical errors, and suggesting improvements in vocabulary and sentence structure. One particularly effective approach is comparing students' original writing with AI-generated versions. This comparative method allows learners to clearly observe differences in language use, identify their own weaknesses, and understand how their writing can be improved in terms of clarity, accuracy, and coherence.

Furthermore, such an approach promotes learner autonomy and critical thinking. Instead of passively receiving corrections from teachers, students actively engage in analyzing both versions of the text, which enhances their awareness of writing conventions. It also motivates learners to revise their work more effectively and develop long-term writing strategies. As a result, AI does not replace the teacher but rather serves as a complementary tool that supports and enriches the learning process.

This study focuses on investigating the role of AI in improving EFL students' writing skills through comparative analysis between student-produced texts and AI-generated versions. It aims to evaluate how this method influences writing accuracy, complexity, and overall quality. The research also seeks to highlight the pedagogical implications of AI integration in language education and provide recommendations for effective classroom practice. The findings are expected to contribute to ongoing discussions about the use of AI in enhancing foreign language learning outcomes.

Since the release of ChatGPT 3.5, discussions about the impact of generative AI on human creativity have intensified. Some sources [1] argue that generative AI cannot achieve human-like creativity due to its lack of connection to reality and emotions. Other studies emphasize its ability to create novelty through recombining knowledge [2]. In everyday creativity, generative chatbots have even reached human-level performance.

At the same time, concerns have emerged about overdependence on generative AI and the potential loss of human creative abilities. However, some authors highlight its potential to support less creative individuals in idea generation. Research by Shin, Kim, Van Opheusden, and Griffiths [3] shows that generative AI can improve human decision-making and stimulate innovation.

While generative AI tools can support the creative process, the final creative outcome is largely shaped by the individual and their environment [2]. AI tools can also support creative personality development by assisting in:

- information research
- combining ideas
- structured brainstorming
- developing and refining solutions
- evaluating and finalizing ideas

A reflective use of generative AI can significantly enrich human creativity by making workflows more efficient, enhancing innovation, and automating routine tasks.

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However, critical thinking and problem-solving skills remain essential to avoid overreliance on AI.

Generative AI can also create tailored learning materials adapted to learners' needs and interests. Romeike [4] highlights applications of ChatGPT such as:

- rewriting texts
- improving style and grammar
- identifying synonyms and metaphors
- translating texts

Working with AI enhances language competence by helping learners understand and internalize linguistic structures. Since humans naturally learn through stories, presenting vocabulary in a narrative or metaphorical way is particularly effective—an area where ChatGPT excels.

ChatGPT can provide creative prompts, such as:

- generating random word lists
- suggesting sentence starters

It can also function as an interactive partner in dialogues, storytelling, and creative exercises. Compared to earlier tools like InferKit or EssayBot, ChatGPT 3.5 stands out for its multilingual capabilities, making it suitable for nearly all foreign language classrooms.

In addition to supporting metalinguistic and productive language development, AI tools such as ChatGPT enable learners to create specific study plans for topics such as passive voice formation or the use of prepositions [4]. Learners can also develop vocabulary flashcards, explain linguistic aspects such as new words, grammatical structures, or pragmatics, and check their knowledge by asking questions and receiving feedback [4].

In this context, flipped classroom approaches can play an important role. Through independent interaction with generative AI tools before class, learners expand their linguistic knowledge, which then enables more effective and practice-oriented application during classroom instruction.

In addition to generating exercises and learning materials, personalized learning plans, explanations, suggestions, and feedback, generative AI tools can also be used to design writing tasks. These tasks can become dynamic instruments that enrich classroom flow and activate learners. They may range from introductory activities and spontaneous writing prompts to recap assignments. This diversity enhances not only language competence but also media literacy and AI literacy.

AI-generated texts are typically grammatically correct and coherent [5], making them useful for improving text quality. Tools such as Blog Idea Generator, Sassbook, InferKit, and since 2022 ChatGPT 3.5 also support collaborative writing in different social formats—individual, pair, or group work.

AI-based tools like ChatGPT can provide writing ideas and prompts, which can increase motivation and facilitate entry into writing tasks. A key advantage of AI text generators is their ability to offer a wide range of ideas and prompts for self-study or project work.

Learners can also critically discuss AI-generated ideas at a meta level, particularly regarding logical coherence or grammatical accuracy. This can be done both individually and collaboratively.

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Another scenario is using AI-generated texts as scaffolds for learners' own writing [5]. Learners may revise and expand AI-generated texts to produce their own versions. Alternatively, they can compare their own texts with those produced by AI or have them edited by AI tools.

In linguistic practice, AI-generated sentences tend to be grammatically uniform and avoid rare vocabulary, resulting in standardized text quality [6]. These characteristics are used in AI text detection algorithms.

Therefore, learners are encouraged to produce linguistically diverse texts that are more likely to be classified as human-written by AI detectors, thereby maintaining a broad linguistic repertoire. Alternatively, they can take the opposite approach: writing their own texts and having them edited by AI, or comparing their texts with AI-generated ones.

Another application is AI-supported project work. Here, the focus is not only on the writing task itself but on the entire working and writing process, in which AI tools can play a supportive.

Projects may include various tasks ranging from creative writing, research activities, and the production of different text types, to the creation of creative outputs such as flyers, posters, poems, or the development of specific linguistic pragmatics for future conversational use. In all these cases, generative AI can serve as a useful supportive tool [7].

Another possible use of AI tools in foreign language teaching is writing portfolios, which can also be integrated into project work. Writing portfolios are collections of learners' written work, learning goals, and reflections, which can be created either in analog (paper) or digital form [2]

The purpose of such portfolios is to document the writing process, present final products, and enable reflection on personal writing behavior. This is an essential condition for the continuous development and refinement of individual writing skills, as learners need to develop awareness of both their current competencies and potential areas for improvement.

In foreign language instruction, reflecting on one's writing process with the help of AI tools may lead to questions such as: How do I express myself in the foreign language? To what extent do digital tools assist me in writing? Who is responsible for a text produced by a digital tool [5].

The core principle of human–AI co-creation is to combine respective strengths, linking human leadership, teamwork, creativity, and social skills with the machine's speed, adaptability, and quantitative capacity.

The diagram shown in Figure 1 illustrates how generative AI tools can optimize creative processes such as language acquisition and learning in general through various pathways.

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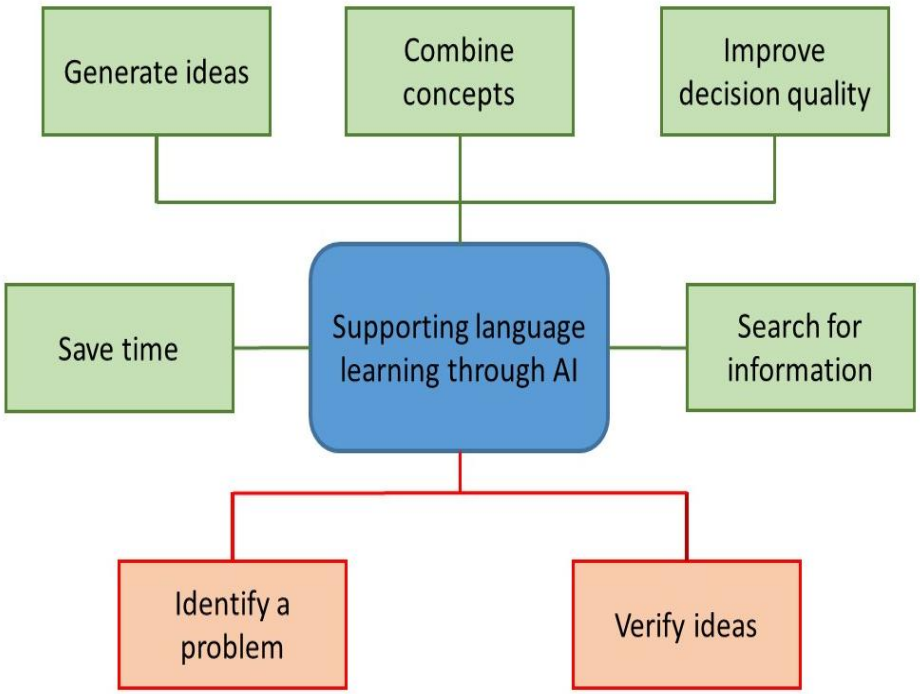


Fig. 1: Artificial intelligence (AI) as a tool for supporting language learning (own illustration)

Generative AI enables time savings through the automation of translations and corrections (saving time), and supports the search for learning materials and specific linguistic questions (information retrieval). These technologies can improve decision-making regarding effective general and language learning methods (improving decision quality) and optimize language comprehension by integrating grammar and vocabulary into practical contexts (combining concepts).

Furthermore, they are capable of recommending innovative methods for language learning and enriching every stage of the idea-generation process (idea finding). However, as discussed above, the identification of specific needs arising from challenges such as language deficits, as well as the verification of ideas, texts, statements, and methods, ultimately remains a human domain (problem identification and idea verification).

The so-called “automation bias” — the tendency to blindly trust machine outputs — can become problematic if AI models are not carefully evaluated. Therefore, a didactically sound integration of AI tools into educational contexts is essential [6].

Just as the use of calculators should not lead to a loss of understanding of mathematical principles, AI tools in foreign language teaching must not undermine the development of language competence and grammar understanding. Learners must understand the relevance and context of the tools they use.

According to Romeike [4], ensuring equitable access to AI-based learning tools is a key pedagogical responsibility. This includes licensing issues and data protection concerns.

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Additionally, there is a risk that learners may increasingly rely on AI tools to complete homework and academic tasks, potentially reducing learning effectiveness and creating disparities within learner groups.

Therefore, the use of AI in educational contexts must be carefully regulated to maintain the integrity and effectiveness of learning processes.

In conclusion, collaboration between learners and AI-based tools in foreign language teaching can lead to engaging products and effective learning processes that enhance language competence. However, this collaboration requires didactically informed guidance. At present, solid empirical evidence—especially regarding models like ChatGPT—is still limited, and further research and critical reflection are necessary.

Conclusion

In conclusion, the integration of Artificial Intelligence (AI) into English as a Foreign Language (EFL) writing instruction demonstrates significant potential for enhancing learners' writing skills. AI-based tools, particularly generative systems such as ChatGPT, provide learners with immediate feedback, model texts, and opportunities for comparative analysis, which help improve grammatical accuracy, coherence, vocabulary use, and overall text quality. The comparative approach between student-produced and AI-generated texts encourages learners to identify their weaknesses more effectively and develop greater awareness of writing conventions.

Moreover, the use of AI fosters learner autonomy, critical thinking, and reflective learning practices. Instead of relying solely on teacher correction, students actively engage in evaluating and revising their work, which strengthens long-term writing competence. AI also supports idea generation, structured brainstorming, and personalized learning, making writing tasks more accessible and motivating for EFL learners.

However, despite these advantages, the study also highlights the importance of maintaining a balanced and critically informed use of AI. Overreliance on AI tools may reduce independent thinking and creativity if not properly guided. Therefore, AI should be viewed as a complementary educational tool rather than a replacement for traditional instruction.

Overall, the findings suggest that when integrated pedagogically and responsibly, AI can significantly contribute to improving EFL students' writing performance and enriching the language learning process. Further empirical research is recommended to better understand its long-term impact and optimize its application in educational settings.

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