HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

ENHANCING EFL PARAPHRASING SKILLS THROUGH ARTIFICIAL INTELLIGENCE

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doi::https://doi.org/10.5281/zenodo.23169704

Abstract. Artificial Intelligence (AI) is considered to be a vital innovation in English language education by providing learners with personalized and interactive learning opportunities. Among the various applications of artificial intelligence (AI) in language education, its role in supporting the development of paraphrasing skills has gained increasing attention. Regarding English as a Foreign Language (EFL) learners, paraphrasing becomes a vital academic writing skill that involves conveying the same message through different lexical choices and syntactic structures while retaining the original meaning. However, many EFL learners find this process challenging due to limited vocabulary, grammatical challenges, and insufficient writing experience. AI-powered writing tools offer immediate feedback, vocabulary alternatives, grammar support, and sentence reformulation, allowing students to practice paraphrasing more effectively. This literature review indicates recent studies on the use of AI in improving EFL students' paraphrasing skills. The findings recommend that AI enhances writing accuracy, learner autonomy, and confidence while supporting the development of academic writing. Nevertheless, responsible AI use and teacher guidance stay essential to ensure academic integrity and meaningful learning outcomes.

Keywords: Artificial Intelligence, EFL learners, paraphrasing skills, academic writing, language learning.

Introduction. Academic writing plays a important role in higher education, as it requires students to express their ideas in a clear, precise, and ethical manner. Among its essential skills, paraphrasing is especially vital because it gives an opportunity to learners to restate information using their own language while preserving the intended meaning of the original source. Strong paraphrasing skills reflect a thorough understanding of source materials, improve the overall quality of academic writing, and reduce the risk of plagiarism. However, many English as a Foreign Language (EFL) learners find paraphrasing challenging due to limited lexical knowledge, insufficient grammatical competence, and a tendency to rely heavily on the wording of the original text.Recent advances in Artificial Intelligence have transformed language learning by introducing intelligent writing support tools. These technologies provide learners with real-time feedback, recommend appropriate vocabulary, improve sentence structure, and suggest alternative ways of expressing ideas. As a result, AI has become a valuable resource for students seeking to improve their academic writing skills, particularly paraphrasing. Although AI offers many educational benefits, it should be viewed as a supportive learning tool rather than a substitute for independent thinking. Students need to evaluate AI-generated suggestions critically, understand the meaning of source texts, and produce their own original work. Teachers also play a vital role in promoting responsible AI use and developing learners' academic integrity.
This study reviews current literature on the application of Artificial Intelligence in developing EFL

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students' paraphrasing skills. It aims to identify the major educational benefits, potential limitations, and pedagogical implications of integrating AI into English language teaching.

Methodology. A qualitative literature review was conducted to explore the contribution of Artificial Intelligence (AI) to the improvement of paraphrasing skills among English as a Foreign Language (EFL) learners. The analysis was based on peer-reviewed studies published between 2023 and 2025, focusing on the application of AI in language learning, academic writing, and English language instruction.The collected literature was analyzed using a thematic approach to identify common findings related to the advantages, difficulties, and educational implications of AI-supported paraphrasing.

Discussion. The reviewed literature shows that AIcan effectively improve EFL students' paraphrasing skills. AI-powered writing tools provide immediate feedback, recommend alternative vocabulary, and suggest different sentence structures while preserving the original meaning of a text. These features help learners produce more accurate and natural paraphrases. The findings also indicate that AI promotes learner autonomy. Learners can practice independently, revise their work several times, and obtain personalized support throughout the writing process. This continuous practice contributes to greater confidence and better academic writing performance. Despite these advantages, AI should be integrated carefully into language instruction. Excessive dependence on AI may limit students' creativity, critical thinking, and independent writing abilities. Therefore, teachers should encourage learners to evaluate AI-generated suggestions, compare them with the original text, and produce their own paraphrases. Ethical AI use should also be emphasized to maintain academic honesty and reduce plagiarism. Overall, the literature suggests that AI is most beneficial when combined with teacher guidance and active student participation. Such an approach supports both language development and responsible use of educational technology.

Conclusion. AI has offered new opportunities for enhancing EFL students' paraphrasing skills. By personalized feedback, vocabulary enrichment, and writing support, AI aids students improve the quality of their academic writing. However, AI should complement rather than replace students' own learning efforts. Effective implementation demands teacher supervision, critical evaluation of AI-generated content, and adherence to academic integrity principles. Future researches should focus the long-term impact of AI-assisted paraphrasing and compare various AI tools in diverse EFL learning contexts.

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