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# **Master Dissertation**

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**Exploring the Attitudes of EFL Students Toward Using AI Tools to  
Enhance Their Writing Skills: The Case of Third Year English  
Language students at Biskra University**

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## **Declaration**

I, **Meredef Hend**, I hereby declare that this work in this dissertation titled “Exploring the EFL learners' Attitudes towards using AI Tools to enhance their Writing skills” is my original work, conducted under the supervision of **Pr. Saihi Hanane**. Also, the information extracted from the literature is provided in the list of references. This study was conducted and completed for the academic year 2024/2025, at Mohammed Khider University of Biskra, Algeria

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## Dedication

اللهم لك الحمد دائماً وأبداً

I would like to thank myself for accepting the challenges and not backing down at any cost,  
and for continuing to make efforts until the last drop.

The Prophet (peace be upon him) said: He who does not thank the people is not thankful to

Allah. قال صلى الله عليه وسلم (من لم يشكر الناس لم يشكر الله).

This study is dedicated to the dearest people in my life

To my two dear beautiful mothers, who have been wonderful supporters, and always sacrifice  
for providing me with the best of everything.

To my beloved sisters and nieces

Thank you for your endless encouragement along the academic journey.

To my dear friends

Sirine, Fatma Zahra , and Yousra, thank you for being my friends in this journey, and thank  
you for the lovely moments and days you made me feel loved and supported.

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Thank you for being a source of valuable insights, support, and guidance.

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And last, I want to thank people who loved and encouraged me to give my best each time, and  
be there for me when I asked them to and when I did not.

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## **Abstract**

This study investigates English as a Foreign Language (EFL) students' attitudes toward using Artificial Intelligence (AI)-assisted writing tools to develop their academic writing skills. In an era where technology is increasingly integrated into education, understanding learners' perspectives on AI tools (such as ChatGPT, Grammarly, and QuillBot...) is vital. The study aims to explore both the benefits and challenges students experience when using these technologies and how they perceive the balance between AI and traditional instructional methods. A Mixed-method approach was employed, combining a questionnaire distributed to 39 EFL students and interviews with five university teachers from the English Department at Mohamed Khider University of Biskra. The findings revealed largely positive perceptions of AI tools, especially regarding grammar correction, vocabulary enhancement. However, concerns emerged about overreliance, plagiarism, and reducing critical thinking. Teachers also acknowledged the usefulness of AI but emphasized the need for ethical use and guided integration. This research provides valuable insights for teachers and institutions seeking to incorporate AI into EFL writing instruction responsibly and pedagogically. It contributes to the current debate about the role of technology in language education and highlights the importance of the strategies that support autonomous learning and maintaining academic integrity.

**Keywords:** Artificial Intelligence (AI), AI-writing tools, EFL students' attitudes, Academic writing skills.

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## **General Introduction**

### **Background of the study**

Technology has seen a rapid advancement in the world over the last few years. This technology has changed people's interactions with many things and become an integral component of various domains, particularly in higher education. One of the technologies is Artificial intelligence-based programs that refer to system-controlled robots. Among AI-based programs are ChatGPT, Quillbot, Perplexity AI, and Grammarly are the most commonly used by English as a foreign language (EFL) students. The widespread adoption of Artificial Intelligence (AI) powered applications has drawn the attention of both educators and learners to explore different ways of developing their teaching and learning experiences. Moreover, AI was initially conceived in the mid-20th century with advancements in mathematics and logic. The term "Artificial Intelligence" was used by the visionaries at a workshop organized by John McCarthy in 1956. The goal was to investigate ways in which machines could function like humans.

In the realm of EFL classrooms, Writing is considered one of the most cognitively demanding language skills that learners continue struggling to master; it not only requires grammatical accuracy but also critical thinking, continuous practice, and constructive feedback to build syntactic accuracy, coherence, and effective language. Therefore, students tend to use AI writing programs to improve their writing. Students are required to produce a well-organized and well-written piece of work, which makes them look for different sources to help them enhance their writing through AI-assisted writing tools. Many literature studies revealed that AI writing applications affect students' writing skills by providing them with recommendations, rephrasing, paraphrasing, instant feedback, data analysis, and visualization. Another AI programs help students prevent plagiarism and preserve the original meaning of their work. The primary focus of this research is to explore the Attitudes of third-year EFL learners towards using AI to enhance their writing skills. Additionally, the study aims to gather valuable insights that can help language teachers design more effective teaching strategies. Through understanding third-year EFL learners' views, this research seeks to investigate whether the inclusion of AI-assisted writing tools such as Grammarly and ChatGPT, and others, helps in third-year EFL students' writing skills growth.

### **Statement of the Problem**

Mastering Writing proficiency presents an obstacle for third-year EFL learners at Mohamed Khider University; the primary goal of those students is to produce a written text with minimal grammatical errors. Also, Learners often encounter challenges when writing their research, articles, difficulties in organizing and expressing ideas. With the advancements of Artificial Intelligence (AI) tools, they have become more widely used in EFL classrooms. Tools such as ChatGPT, Grammarly, QuillBot, and other tools provide real-time feedback, offering immediate support, correcting errors, and enhancing overall writing quality, which can help students become more confident, autonomous, and effective writers. Traditional writing instructions heavily relied on teachers' feedback, which, although helpful it may not always meet individual learners' needs or be available at all times. AI-powered writing tools have become more effective than ever for many third-year EFL students. This study investigates the Attitudes of EFL classes at Mohamed Khider University towards the role of AI in enhancing their writing abilities.

### **Research Questions**

Q1. What are third-year EFL students' attitudes towards using AI tools to enhance their writing skills?

Q2. How do they perceive the possibility of alternating traditional instructional materials with AI tools?

### **Aims of the Study**

The present study aims to explore the attitudes of third-year EFL students at Mohamed Kheider University of Biskra toward the use of artificial intelligence (AI) tools (such as ChatGPT, QuillBot, and Aithor...) in enhancing their academic writing skills. It seeks to discover how students benefit and challenge the AI integration into the learning process. By examining students' perceptions, the study intends to reveal how AI tools influence their writing development, autonomy, and engagement with the writing process. Gaining insights into these attitudes provides educators with valuable insights on how to effectively integrate AI to support third-year EFL learners to be independent and skillful writers.

## **Methodology**

The research seeks to explore the role of AI on third-year EFL students' writing proficiency, including organization, vocabulary usage, grammar accuracy, and coherence, by employing a mixed-method approach, combining quantitative and qualitative data collection methods to provide a comprehensive understanding of the use of AI in EFL writing classes. This research uses two data collection methods, namely a questionnaire directed to the third-year students of the English department at Mohammad Khider University, Biskra, and an interview with the teachers from the same department to obtain more insights about their attitudes towards the use of AI. The statistical findings obtained from this research will contribute to a better understanding of Attitudes towards using AI on third-year EFL students' writing skills.

## **Population Sampling**

The study involves twenty (20) Third-year English as a foreign language students at Mohamed Khider University, Biskra, and five EFL teachers from the same department. This selection was purposeful, as third-year EFL students are now aware of the use of AI in their language learning journey and the way they use it.

## **Significance of the study**

This study explores how third-year EFL students perceive AI role in developing their academic writing skills. Understanding students' attitudes helps educators make better strategies in integrating AI tools (Grammarly, Quill Bot, Chat GPT) into the teaching process effectively. This research highlights what students face when using AI for writing. It brings attention to how AI tools may support writing accuracy, vocabulary enrichment. Overall, this research aims to help EFL learners become more confident, independent, and good writers.

## **Structure of the Study**

This research is divided into two chapters: theoretical and practical. The theoretical chapter is divided into two sections, each of which focuses on a literature study of one variable. The first section establishes a theoretical foundation for Artificial Intelligence (AI) in education. This section covers AI's definition, types, importance in the EFL classrooms, and effects. The second section of the theoretical chapter explores the theoretical studies of writing skills,

definition, components, types, and the stages of the writing process. The research concludes with Chapter Two, which is the practical part of the study where the findings of the students' questionnaire and teachers' interview on using AI to enhance EFL learners' writing skills are interpreted and analyzed. The findings will lead the researcher to reach a general conclusion about the potential role of AI on third-year EFL learners' writing abilities.

## **Limitations**

The researcher faced several limitations in this study that may have hindered its proper completion and influenced the depth of the findings. The first significant challenge was the limited engagement of the target population. Although many responded to the online form of the questionnaire, and at the university, a large number of students showed minimal interest in offering detailed information, which limited the scope of qualitative data from their side. Additionally, not all EFL students were available or willing to participate in this study, which limited the generalization of the findings to the entire EFL student population.

The researcher gathered valuable input from the teachers' side, but not all the interviewees provided in-depth insights. Some responses lacked details or critical engagement, and a few teachers admitted to having limited or no direct experience using AI tools in their teaching practice. Also, not all the teachers had time to be interviewed or be part of this study, so they could not share their thoughts. This limited their ability to evaluate how AI tools helped students develop their writing abilities or to talk about their personal experience with AI tools.

Despite these limitations, the data collected offered meaningful insights into students' and teachers' views on how AI tools supported students in enhancing their writing skills.

## **Chapter One: Literature Review**

### **Introduction**

This chapter aims to provide language learners, teachers, and researchers with insights into how technology enhances academic writing skills and learning experiences. The first part of the chapter provides a theoretical overview of Artificial Intelligence (AI). It starts with related definitions of AI and presents its types, AI in academia, the use of AI in EFL classes, the attitudes towards it, and the relation between AI and academic writing skills. Also, the second part of the chapter highlights writing skills, definitions, process stages, components, types, and their importance; it also attempts to investigate EFL students' challenges in academic writing. Finally, it ends with guiding principles for assessing students' writing.

### **I.1. Artificial Intelligence**

#### **I.1.1. Definition of AI**

There is no universally agreed-upon definition of Artificial Intelligence; each researcher defines it differently. Some define AI as the intelligence produced by machines rather than humans. Others divide the term AI into two parts, the first part “Artificial” (A), which means something not real, but not entirely false; it also refers to something created by humans rather than naturally occurring. The word “Intelligence” refers to the ability to reason, learn, and adapt to new situations. Mr. John McCarthy was the first person to use the term Artificial Intelligence in a workshop in 1955. The term was officially used in a research proposal he wrote for the 1956 Dartmouth Conference, and he defines AI as individuals developing machines to behave in ways that would appear more intelligent if humans so behaving. Tucci (2021), Artificial Intelligence is the ability of machines, especially computer systems, to mimic human cognitive processes.

AI is even designed to akin human intelligence by making certain machines perform simple or complex tasks that seem to be human performance. This happens through certain strategies to give results that look natural and intelligent. AI involves automated systems that can adapt effectively to new situations, manage complex tasks, and give human-like performance and intelligent decision-making abilities.

### **I.1.2. Types of AI**

According to researchers' experiences, they classified AI into four main types according to its capabilities and its likeness to the human mind. Naveen Joshi (2024) added different AI classifications. He classified AI into seven types, and they are: Reactive Machines, Limited Memory, Theory of Mind, Self-aware, Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), Artificial Superintelligence (ASI). According to Bernard Marr (2021), he presented the four main classifications of AI types, based on their capability to imitate human performance:

#### **I.1.2.1. Reactive AI**

Reactive AI is a basic form of AI. It only reacts to what it receives as input, from predictable outputs. It does not memories things or use any past experiences to inform its decisions; some examples of Reactive AI include chess-playing computers and email spam filters. A chess-playing computer is a reactive machine that defeated world champion Garry Kasparov in 1997. According to researchers, reactive AI works directly by responding based on current inputs and what it receives from the environment.

#### **I.1.2.2. Limited Memory**

Limited Memory is a type of artificial intelligence that has become widely recognized nowadays due to its capacity to use memory to improve its performance. It is similar to how the human brain works. Additionally, it adapts according to the real-time inputs. The integration of limited-memory AI has of autonomous vehicles. Every machine learning model requires limited memory to be created because it improves the response time. This type of AI is regularly improved and used in self-driving cars and smart home devices.

#### **I.1.2.3 Theory of Mind AI**

Theory of mind AI is an advanced level of artificial intelligence. The researchers are continuously working on its development. In this type of intelligence, the robots understand human emotions and beliefs, which helps in the quick adaptation to humans' emotions. This type of AI could be applied to customer service bots to respond to users' needs. Additionally, Theory of Mind AI machines assist individuals with daily tasks.



#### **I.1.2.4 Self-Aware AI**

Self-Aware AI is considered the highest level of artificial intelligence, where machines not only understand human emotions and mental states but also can process their own. Which means that these machines have human-like consciousness. However, today's algorithms are not advanced enough to support this level of AI. The concerns raised that artificial intelligence could easily surpass human intelligence are if future developments work on it.

#### **I.1.3. Artificial Intelligence in an Academic Context**

Today, Artificial Intelligence has extended to almost every setting, and the utility of AI has played a key role in reshaping the educational context as well. AI tools nowadays are used in education to improve learners' academic writing skills, research work, and to make both teachers and learners spend less time on task solving and conducting research. AI technologies help in solving what students face as challenges and offer them personalized instructions to suit their needs. In higher education, Artificial intelligence enhances student record systems, predicts academic challenges, and provides personalized learning strategies through its technologies.

AI helps individuals in various ways, such as adding, accessing, and providing. Also, AI chatbots provide personalized teaching to increase students' learning in both inside and outside the classrooms, and to help them take less time and effort in solving their tasks by providing the appropriate solutions to most of them.

Moreover, AI can help students by providing them with the answers they seek about their research writing or planning, even in their daily lives or everyday tasks. In research, AI assists researchers with data analysis and visualization, and helps in developing their texts. Artificial intelligence is in continuous development, and it can make a huge impact in academia. AI's limitations and ethical concerns must be carefully considered to be effectively applied. Artificial intelligence in education provides more flexible and personalized learning opportunities, helping teachers create more advanced learning environments that help students acquire the knowledge and skills they need for the job-market demands (Luckin et al., 2016).

Eventually, we should bring to the fore the fact that integrating AI in education doesn't necessarily mean replacing the traditional system of teacher-learner communications. It is about

helping them to improve and match the advanced world flow, this will help them to keep up with the students' growing needs and adapt to the educational field advancements.

#### **I.1.4 The Utility of Artificial Intelligence in EFL Classes**

The researchers have some hesitation about using AI technologies in EFL classes. However, many research studies have suggested that artificial intelligence can have a positive effect on language teaching and learning (Gao, 2021; Pikhart, 2021; Klimova et al., 2022, as cited in Rabehi & Hadfi, 2024, p. 43). Also, there are different studies investigated the question of how AI language learning tools affect English language learners' language production, such as Xu (2022), who found that AI-assisted language learning tools have a positive effect on learners' achievements. Also, Hsu (2023, as cited in Rabehi & Hadfi, 2024) examines the impact of AI learning tools on the vocabulary knowledge of English as a Foreign Language (EFL) learners. It found that when learners use AI tools, they experience certain improvement in their vocabulary skills. Also, using AI tools has a significant impact on students' motivation for language learning improvement. In addition, AI tools have a positive influence on enhancing students' confidence and self-esteem. Additionally, AI can support students to improve their speaking ability of a foreign language inside the classroom, even without any direct interactions with native speakers.

#### **I.1.5 Perceptions about the Use of Artificial Intelligence**

Integrating AI into EFL classes has provided lots of opportunities for EFL students to enhance their language learning experiences and provide them with personalized teaching to meet their needs. AI tools developers created these tools to be a supporter for both teachers and learners in different language skills. The developers use specific algorithms and other AI technologies to create an adaptive, personalized learning experience.

To enhance the traditional teaching system, a large number of educators started using AI in EFL classrooms to benefit from the resources and the data it provides. Seemingly, with the use of AI, they can take advantage of the intelligent recommendations, language assessment tools, and help them in creating suitable learning experiences for EFL students.

AI tools have shown a positive impact on EFL Learners' motivation, and this is what is shown in their language production. For instance, platforms like ChatGPT, Perplexity AI, Aithor, Grammarly, Deep-seek, and other AI tools help learners to improve their self-regulated

learning with the offered instant feedback that directly impacts students to be autonomous learners.

### **I.1.6 Writing Skills concerning Artificial Intelligence**

The innovative technological developments provided a different opportunity that helped in upgrading the writing teaching process. These developed AI tools and techniques were the main reason that helped in changing the Traditional classroom teaching methods and provide a more interactive environment. Garlinska et al. (2023) emphasize the way how virtual classrooms, online sessions, and cloud-based writing tools are working on changing the way writing is being taught. All of these platforms assist in giving individuals instant feedback, editing, and plagiarism detectors to make them more engaged in the writing process.

Different research studies showed that due to the technological advancements, educators became able to create their teaching strategies to meet the learners' needs, which can lead to result with effective learning outcomes. These numerous research studies proved that the AI writing tools enhance students' writing ability and show positive outcomes. AI writing tools such as Chat GPT, Grammarly, Perplexity, Quill Bot, and others have led to noticeable improvements in students' writing skills. Through the provided different services, such as paraphrasing or refining texts, to upgrade the written work. In using these AI writing tools, users need to be aware of ethical considerations and use these tools and applications carefully with ethical considering their limitations and using them only in editing and improving writing.

### **I.1.7 Advantages and Disadvantages of Artificial Intelligence**

The benefits of AI are many, which play a role in enhancing individuals' productivity in different areas and industries. Also, AI has some disadvantages that individuals can face in their usage. Here are some of the major advantages and disadvantages of AI (Khanzode & Sarode, 2020):

#### **I.1.7.1 The Advantages of AI**

- **Faster Writing**

AI can process tasks of different forms much faster than humans. For instance, AI can analyze large, complex tasks in seconds, compared to humans who can take hours or even days to accomplish the same tasks. This speed is needed in many fields, like business, where AI can rapidly analyze and make predictions.

- **Manage the Complex Work**

AI deals with lots of complex tasks that are hard for normal humans. For example, gives a fast and highly accurate analysis of medical images and gives mostly correct diagnostics.

- **Handling Different Tasks at Once**

AI can perform several operations simultaneously without any drop in its performance. The virtual AI-powered assistants can even send emails and provide services to a large number of clients at the same time.

- **Minimizing Errors**

Artificial intelligence reduces errors and ensures consistency in performing tasks and functioning in any process. This can be mainly very important in sectors such as healthcare, where AI is used to help reduce errors by the correct data analysis and proposing treatments and solutions.

### **I.1.7.2 Disadvantages of AI**

- Sometimes it can be misleading and result in negative outcomes in various fields.
  - Sometimes programs can misinterpret the commands.
  - People see that it can even affect Human jobs.
  - The Creativity of the AI results and process depends upon the programmer of the used AI application.
  - Sometimes it gives results that lack the human touch.
  - It increases the laziness of this Younger generation.
  - Most of the advanced AI tools can cost a lot of time and money.

## **I.2. Writing skills**

### **I. 2.1 Definition of writing skills**

Writing skills are one of the four language skills, and it is known as the most challenging and complex language skill. It is proven to be different from other skills, such as reading and speaking. Byrne (1988, p. 01 as cited in Fellah, 2023) stated that the writing process is all about arranging symbols to establish certain rules to form words. Furthermore, these ordered words create coherent sentences, this the needed results to help in developing a meaningful text.

Writing in literature is a potent tool and an active process that needs the writer's efforts in organizing and expressing ideas in a written manner.

Other insights from White (1986 as cited in Rabehi & Hadfi, 2024) states that "writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn" (p.10), which clearly states that writing as a process does not only mean putting or ordering words on papers, it is about sharing one's ideas, expressing feelings, delivering a message and spreading knowledge. Following this path, different scholars perceive writing as when the individuals transform all the spoken words into written form; for them, this transformation demands writers to have some patience and critical thinking skills to produce a well-structured written work.

### **I. 2.2. Writing Skills Importance**

Writing is the art of communication, it allows individuals to express and show their ideas and emotions clearly. Also, writing enables them to spread messages through messages, essays, or social media. Chopin (2014 as cited in Rabehi & Hadfi, 2024) agrees with this point, he stated that writing has a fundamental role in different contexts. It is a means of communication that maintains bonds between people and helps them to better understand each other on a deeper level. Additionally, Mr. Hyland (2003) said, "Writing is one of the main ways that we create a coherent social reality through engaging with others." he highlights the idea of how writing is used as a key means of communication to convey the individuals' ideas, beliefs, and build a social connection. Also, writing fosters students' intellectual skills and is used as a form of assessment in schools and universities to discover students' ability in writing essays, research papers and articles, or reports. Eventually, achieving academic success is related to mastering writing skills. McArthur et al. (2008) stated that "writing provides an important means to personal self-expression" (p.1). Which means that writing empowers individuals to explore and express their productivity and creativity by themselves and strengthen their way of sharing thoughts, beliefs, and personal point of view with others. Researchers viewed that there are tremendous reasons that make writing as important as it is, such as:

1. Writing helps students to focus on the words in their written task, which fosters their improvement in dealing with any problems that arise during their writing process.

2. This process is applied to reinforce what learners have previously learned as concepts, and allow students to keep track of their growth and reflect on their learning journey progress.
3. The main role of the writing process is to help in a larger activity, like practicing language, role-playing, or speaking tasks, and focusing on other skills.
4. Writing helps students to prepare themselves and organize their thoughts for future activities or tasks.

Writing is an essential skill that enables individuals to communicate their thoughts, develop their critical thinking to produce meaningful communications.

### **I.2.3. Writing Process Components**

Writing has many components that are crucial in creating effective written work. According to Starkey (2004), to write an effective piece of writing, a writer must pay attention to five key components that create an understandable and logical work: clarity, organization, word choice, coherence, and mechanics.

#### **I.2.3.1. Clarity**

It is to make sure that the work involves clear and simple words and eliminates any ambiguous and complex language. Clarity makes it easier for readers to understand the message and the work's content, and the writer's intentions through presenting logical ideas. Clarity ensures impactful communication and easy comprehension. Mastering clarity in writing enhances the reliability of writing.

#### **I.2.3.2 Organization**

Organization is primarily ordering the written content to ensure the production of coherent and cohesive paragraphs. Also, it is about choosing the appropriate structure to provide readers with the logical connection of ideas to create a smooth transformation between the work's different parts.

#### **I.2.3.3 Word Choice**

It is when writers use specific words to communicate with the readers. Word choice involves choosing appropriate and strong words for the target audience. It can significantly

shape readers' views and perceptions, and control emotions to convey clear and persuasive messages.

#### **I.2.3.4 Coherence**

This component appears when the writer uses specific words in their appropriate position in the text. This is what Poudel (2018) confirmed when he stated that “The contextual appearance of the utterances in the text. More specifically, the contextual fitness in the text contributes to understanding the meaning or message” (p.1). Which means when the words suit their position in the text, to create a text that flows logically and is easy to follow. In writing or speaking, Coherence means the well-connected and clearly expressed ideas, to make the message easy to understand.

#### **I.2.3.5 Mechanism**

In writing, setting mechanics refers to the structured language, which is how words are written and arranged on the page. According to the research studies the mechanics of writing involve a set of fundamental rules and conventions that ensure clarity and coherence in written work. Also, there are certain mechanical components which are:

##### **I.2.3.5.1 Grammar**

Grammar, according to scholars, is the study of language rules that guide students on what they should and should not say to communicate a language of the educated class. Grammar ensures sentences' clearness; it can help first, second, and foreign language learners develop their linguistic competence. He claimed that Grammar helps individuals to write or to speak clearly with confidence in real settings, which prompts their communicative competence.

##### **I.2.3.5.2 Punctuation**

It is setting several symbols and signs in one's writing to separate ideas and structure the sentences correctly to achieve a clear meaning. Punctuation enhances the clarity in the written work, making the readers understand the text's parts and differentiating between the primary parts from the only supporting parts.

##### **I.2.3.5.3 Capitalization**

According to the literature, capitalization is placing the letters in their uppercase at the beginning of sentences, proper nouns, months, and weekdays, and in any other important words.

It helps in distinguishing names, titles, and shows the beginning of a new thought, and enables the readers to identify important words.

### **I.2.4 Stages of Writing**

Writing, like any other process it requires certain steps the writer should follow to produce an effective and well-structured, readable written work.

#### **I.2.4.1 Prewriting (Brainstorming)**

Pre-writing or brainstorming is the initial stage of the writing process. Research studies suggest that good writers take significant time for making pre-writing activities, such as outlining, discussing ideas, and investigating some background information (Murray, 1980). This stage allows learners to clarify their thoughts, find the main vocabulary, and plan to build a logical flow in their writing. Studies indicate that pre-writing activities, such as mind mapping and graphics, help to enhance students' ability to coherently structure ideas (Seow, 2002). This study proved that writers who dedicate time before starting to write find it easier to draw their ideas logically. Moreover, brainstorming activities are a means of improvement for the writers' ideas, and some scholars stated that these activities reduce writing anxiety. Educators can help students overcome the obstacles in writing as finding difficulty getting started, by engaging them in pre-writing exercises.

#### **I.2.4.2 Drafting**

In this stage, the actual process of creating the text starts, based on the pre-writing plan. The focus at this stage is on developing and bettering ideas rather than mastering correct grammar. Flower and Hayes (1981) describe writing as a process where students often review previous steps to refine them. This stage for EFL learners is a bit challenging because they must balance developing content with achieving language accuracy. A study suggests that students who are encouraged to write freely in their first draft, without much focus on committing mistakes or making errors, can produce a fluent and creative piece of work (Raimes, 1985). Writing many drafts empowers students to have much focus on how to express their ideas before reviewing their work and language in the final stages. Furthermore, technology, such as writing platforms, positively enhances students' draft writing by allowing for easy revision and peer feedback (Warschauer, 2010). Also, at this stage, several drafts may be produced to get an effective final version or create a draft that can also be refined later on.



### **I.2.4.3 Revising**

Revision stage is reviewing what was written in the initial draft to improve coherence and clarity. Revision requires fundamental changes of content and not only simple editing. According to researchers, the expert writers spend more time on revision their work, unlike beginner writers, who often view writing as a straight process where they start and finish without any changes or perfection (Sommers, 1980). The revision can be challenging for students with limited language proficiency. For Ferris (2004), peer feedback helps students to exchange drafts and receive supportive feedback.

### **I.2.4.4 Editing**

The editing stage is about refining the text and correcting grammatical and lexical errors. It focuses on both content and structure, it also ensures linguistic accuracy. Research about the second language writing has shown that reading aloud, using checklists, and many other self-editing techniques can result in significant, accurate work (Chandler, 2003). However, due to the limited grammatical knowledge, many EFL learners struggle with editing their work, which makes teacher and peer feedback essential.

Some research studies suggest that the direct teacher correction, where the teacher explicitly points out the students' errors, better the learners' grammatical accuracy (Bitchener & Knoch, 2010). Others' views that when students correct themselves promotes deeper understanding and better grammatical rules memorization (Ferris & Roberts, 2001).

### **I.2.4.5 Publishing**

This final stage of writing is publishing, which refers to publishing a complete work to the readers. This step means a stage of evaluating essays, research, reports, blogs, or any other written work. The stage of publishing promotes students' motivation when they finally see their writing with meaningful content (Graves, 1983).

Digital platforms can have an effective role in providing a wider audience beyond schools or universities, and enable students to experience publishing (Godwin-Jones, 2008). When learners are motivated to publish their work know they will invest their time and efforts in producing correct and clear writing.

To build writing skills, the writer should follow the writing steps in order, starting from the pre-writing stage and ending with the publishing stage. Each stage has a critical role in

improving students' ability and motivation to produce coherent and cohesive texts. This process, with the technological support and teachers' feedback, can upgrade the writing outcomes.

### **I.2.5 Types of Writing**

#### **I.2.5.1 Academic Writing**

Academic writing (AW) is the formal style of writing used in universities, colleges, and institutions to present research findings and analyses in a clear and structured way. AW is a form of writing used in higher education, aiming at clearly presenting the information to the targeted academic audience (Irvin, 2010).

Aw involves the correct use of mechanics to help readers clearly understand and interpret the writer's intention.

#### **I.2.5.2 Narrative Writing**

Narrative writing is another type of writing and is a form that presents events or experiences, it often describes the work's details to engage readers. This is a common type of writing that can be found in several forms, such as novels, short stories, and autobiographies.

Descriptive Language and dialogue are the main elements of Narrative writing to create vivid imagery and engage the readers with the writer's work. Educators can enhance EFL learners' narrative writing skills by encouraging group discussions, drafting their own narratives to improve students' English proficiency.

#### **I.2.5.3 Argumentative Writing**

Argumentative writing is a crucial genre in EFL education; it enhances language proficiency and develops students' academic vocabulary to achieve structured sentences and create persuasive arguments through presenting supportive evidence. Scholars view that Argumentative writing strengthens the EFL learners' persuasive communication skills and helps them gain confidence in their abilities.

### **I.2.6 Factors Affecting Writing Skills Improvement**

In a foreign language, to fully acquire and develop writing skills, there are tremendous factors that influence this process. In several research studies is commonly accepted that writing involves a wide range of linguistic, psychological, and environmental factors that are predictors

of writing quality and development. Besides these factors, writing also requires effort and continuous practice to achieve writing proficiency.

Generally, there are a greater number of second Language (L2) studies about writing quality because more L2 researchers are linguists.

#### **I.2.6.1 Linguistic Factors**

Learner's linguistic proficiency of the target language is known to be one of the most faced challenges in developing writing skills in a foreign language, as it is acknowledged in L2 studies. Also, Writing requires mastery of grammar, vocabulary, syntax, and cohesion, which can be obstacles for most learners.

##### **1) Grammar and Syntax**

Grammatical competence is a crucial component of writing ability. The writing process requires generating textual meaning at different levels, and many EFL students struggle with the text-building elements as sentence structure, correct verb tense usage, and word order, which may lead to unclear texts. Errors in syntax and grammar often result in readers misunderstanding, making it difficult for them to get the writer's intention. Studies have shown that explicit grammar correction and giving feedback help improve writing grammatical accuracy (Ferris, 2011). These errors make the work less credible and give the impression that the writer lacks language proficiency. Without corrective feedback on the grammatical and syntactical errors, writers can doubt their abilities, which will reduce the motivation to write.

##### **2) Vocabulary**

Limited vocabulary knowledge can significantly hinder writing proficiency. According to Nation (2001), writing quality is connected directly to the vocabulary size, as a strong lexical range enables learners to communicate ideas effectively. EFL students often rely only on basic vocabulary or use inappropriate words caused by the lexical transfer from their first language (L1). Teaching students word collocations, academic phrases, and specific vocabulary can motivate them to produce more coherent writing (Schmitt, 2010). EFL students learning common collocations enable them to know which words typically go together in English. Teaching learners the academic phrases and specific vocabulary can help students express their ideas formally and enhance their writing clarity.

### **3) Cohesion**

Writing is about organizing ideas coherently and logically, and not only creating correct sentences. Cohesion refers to the use of linking words, pronouns, and logical connectors to create a flow between sentences and paragraphs (Halliday & Hasan, 1976). It is about making sure that sentences are logically connected, so it helps the reader to easily follow the writer's ideas from one point to the other.

#### **I.2.6.2 Psychological Factors**

Writing is a complex activity that is greatly influenced by a range of psychological factors. These factors can facilitate the writing process positively or hinder the development of writing skills and performance negatively. In the context of language learning, mainly among English as a foreign language (EFL) students, understanding these psychological elements is essential for effective learning and skill acquisition. The most prominent of these psychological factors are motivation, anxiety, and self-efficacy.

##### **1) Anxiety**

Anxiety is a psychological state of feeling tension, and it is a common issue among EFL learners. It often results from fear of making mistakes, of being negatively corrected, or lacking confidence in their writing abilities (Cheng, 2004). Some students consider the direct teacher or peer corrective feedback as an attack or as a competition among them, and this leads them to be anxious, which will hinder their writing skills. Research studies proved that students with high anxiety are the students who tend to produce the most basic and simple written works because they overemphasize avoiding errors and mistakes. Students who are encouraged and have a positive and supportive environment are students who produce different texts at their level, and they do not fear being corrected. It is noticed that the use of writing instructions can help to reduce anxiety.

##### **2) Motivation**

Motivation functions as a psychological key factor, particularly in the development of writing skills (Dörnyei, 2005). Also, motivation is the driving force behind an action, and students with high motivation view writing as a valuable skill, and they are more likely to engage in different writing practices and revision. Conversely, students with low motivation may perceive writing as an exhausting and unnecessary task, which leads them to make a

limited effort in producing any text. Teachers can enhance students' motivation by providing them with meaningful writing tasks, corrective feedback, and supporting students to explore interests topics and express themselves. Moreover, motivation can help students engage in many writing tasks. Research studies have shown that motivation has major types, such as:

- **Intrinsic motivation**

It is the internal motivation. It occurs when individuals do something out of pleasure, curiosity, or as a challenge. In the EFL context, learners engage in the learning process for intellectual satisfaction without thinking or waiting for any rewards. Researchers suggest that intrinsic motivation enhances students' creativity and self-reliance in learning tasks.

- **Extrinsic Motivation**

Unlike intrinsic motivation, this type of motivation results from external factors like receiving rewards or avoiding punishment. Students can be extrinsically motivated when they want to pass an exam, get a job, scholarships, or any other outside factors.

- **Instrumental Motivation**

In L2 research studies, instrumental motivation refers to the perceived practical benefits of language proficiency and understanding that language proficiency is a benefit for many language learners. This type includes external goals, such as gaining the language proficiency to obtain a better job or higher salary, or to do one's best in school to become a teacher.

- **Integrative Motivation**

Integrative motivation refers to the learners' desire to learn the target language and integrate into the culture of its community. This type of motivation aims at establishing interpersonal relationships and gaining communicative skills. Social researchers only consider motivation with two types: Extrinsic and Intrinsic.

### **3) Self-efficacy**

Self-efficacy is the individual's belief in their capacity to complete any writing tasks successfully (Bandura, 1997). Researchers indicated that students with higher self-efficacy are the students who take risks with language. Providing EFL students with feedback and teaching them how to set their goals can help boost students' confidence in their writing abilities.

### **I.2.6.3 Environmental Factors**

The environment of the learners, including the social and educational, cultural, and technological contexts, has a significant impact on writing skill development. In EFL settings, factors such as Teachers' instruction, interactions, peer feedback, and exposure to the Target language all shape students' writing proficiency development.

#### **1) Teaching Instructions**

The efforts and actions the teachers use in the plan of teaching, and teaching writing are important for students' development. Scholars found that the Traditional teaching methods, which emphasize grammar accuracy over fluency, failed to provide students with the necessary improvements in writing. Research proved that Teacher feedback, encouragement, and interactions have a direct impact on students' ability to write and revise their work.

#### **2) Peer Feedback**

Peer Feedback is another crucial component in writing development. It is a process where students evaluate the work of their peers and provide feedback to share information. In some literature studies, results have shown that most of the students believe that peers' feedback is often easier to understand and more helpful than teachers' feedback. On the other hand, other students have negative attitudes towards being corrected by their peers or in correcting their peers because they may feel uncomfortable critiquing their peers' work.

#### **3) Exposure to the Target language**

Exposure to the target language (TL) has a vital role in foreign language acquisition, including the development of writing skills. In the EFL context, there is a limited exposure to the English language that can significantly affect learners' writing competence. Encouraging students to engage with authentic English texts, listen to lectures, or engage in conversations can enhance their writing development.

### **I.2.7 Strategies for Enhancing EFL Writing Skills**

Developing writing skills in EFL requires a different strategies that integrate linguistic, cognitive, and metacognitive strategies. Given the challenges that students face, various instructional methods and self-regulated learning techniques can significantly improve their writing proficiency. Research suggests that writing development is most successful

### **1) Explicit Instructions**

This is one of the most effective strategies for improving writing skills, which involves directly teaching students about writing instructions, grammar. Studies show that students are more likely to benefit from direct and clear guidance on their texts and essays' writing and organization.

### **2) Genre-based Awareness**

Genre-based instruction focuses on teaching students the linguistic rules of different types of writing, such as essays, reports, narratives, or argumentative texts. This strategy helps students to have insights on how to structure their written work according to purpose and audience (Hyland, 2007). Research indicates that when learners are explicitly taught the linguistic features of specific writing genres, it results a greater development in controlling their writing.

### **3) Vocabulary Building**

For EFL learners, reading widely English texts exposes learners to diverse writing styles, which can influence their writing positively. Vocabulary knowledge and lexical choice can improve students' ability to communicate effectively in writing. Both teachers' and peers' Corrective feedbacks play a crucial role in improving learners' grammatical accuracy (Ferris, 2011).

### **4) Cohesion and Coherence**

Coherence refers to the logical flow of ideas, while cohesion refers to sentences and paragraphs. Teaching students the correct use of cohesive devices such as transition words, pronouns, conjunctions, and adverbs, ensuring that writing flows logically and ideas are connected to help students understand the correct use of these tools.

### **5) Process-Based Writing Instruction**

Process-based approach addresses writing as a repeated activity. Research has shown that students' results a stronger writing skills when they follow a process-oriented approach, rather than treating writing as a one-time task (Flower & Hayes, 1981). This approach encourages students to go through multiple stages, understand writing as a skill that can be developed over time, and raises metacognitive awareness.

## **6) Peer Collaboration**

Peers' Collaborations play a vital role in enhancing writing skills, due to the peer interaction that provides learners with opportunities for learning through social engagement (Vygotsky, 1978).

## **7) Peer Feedback**

Peer feedback, also known as peer review, allows students to analyze each other's work critically to help learners learn from their peers' writing styles (Hyland & Hyland, 2006).

Studies showed that peer feedback improves writing quality and learner autonomy.

## **8) Writing Activities**

Writing exercises, such as group essays and storytelling, help students develop their ideas and be part of different writing strategies, and engage in a supportive, cheerful environment.

### **I.2.8 Using AI in writing**

Integrating AI in the teaching writing process can significantly enhance EFL learners' writing skills. According to different literature studies, technology is an important part in improving writing skills through online platforms and multimedia tools that support writing. Educators can encourage students to use AI for grammar and spelling correction, translation, rephrasing, paraphrasing, and explaining complex topics. Additionally, AI-powered tools enhance students' creativity, productivity, and develop their academic writing skills, promoting self-efficacy in learning, enabling students to monitor their progress and build confidence in their writing abilities. The integration of AI, applications like Grammarly, Perplexity AI, Chat GPT, and others, fosters independent learning and prepares students to be self-dependent to achieve academic and professional success. Digital tools support students' writing fluency, feedback, and revision processes. The Technological Advancements have created new opportunities to improve EFL learners' writing skills and strong academic writing foundations.

Various studies have shown that despite the benefits of AI, it can also present challenges. The integration of technology in the curriculum needs full attention to the importance of selecting the appropriate writing activities that are embedded with technology. (Al-Shehab, 2020 as cited in Zulfa et al., 2023) AI-assisted writing activities can raise students' motivation



by making writing more interactive, also fostering their autonomy by enabling them to independently use these tools for feedback, editing, and idea organization. Thus, using AI and technology in English academic writing needs to consider many things, such as accuracy,

Authenticity, Academic Integrity, and Ethical Usage. There are certain instructions to integrate technology into Writing:

#### **a. Online Writing Platforms**

Online platforms are designed to facilitate and support students in drafting, revising, and receiving feedback. It enables learners to have authentic writing practices. Online writing platforms such as Google Classroom help in the interactions between teacher and learner and facilitate the submission. Google Docs is used for drafting and teacher feedback. Turnitin helps in maintaining academic integrity.

#### **b. Blogging**

This strategy is about encouraging students to write blogs, online journals, or stories to make their writing more engaging and authentic. Studies show that individuals feel more motivated and produce higher quality writing when they write for real audiences (Sun & Chang, 2012).

#### **c. AI Writing Assistants**

The utility of AI for writing skills development, such as asking for AI feedback and content enhancement, has shown positive results in helping students refine their writing and improve their vocabulary Knowledge. However, learners should not heavily rely on AI corrections without critical reflection.

### **Conclusion**

This chapter leads to the necessary theoretical foundation for the study by outlining key concepts related to both AI advancements and the development of writing skills, while also examining the relationship that exists between them. Additionally, it provides a comprehensive overview of how AI technologies are affecting the educational contexts, with a particular focus on their role in enhancing EFL learners' academic writing abilities. This chapter demonstrated the literature studies on the usage of AI tools as a common learning method in the writing process in this era, and it shows that AI tools' effectiveness depends on how they are

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implemented and used. By applying the appropriate strategies, teachers can help students develop greater confidence and competence in their writing abilities. Combining a supportive learning environment, AI tools, giving feedback, and realistic meaningful writing tasks will help language learners to radically enhance their writing skills and gain confidence in their academic communication.

## **Chapter Two: Results and Discussion**

### **Introduction**

The current study aims to explore the Attitudes of the EFL classes towards the utility of AI to enhance their writing abilities at the University of Mohammed Khider Biskra. The main aim of this study is exploratory, and this chapter presents the practical part of the research, which covers the research design, Population and sample, and the Data Gathering Tools. The researcher used a questionnaire administered to EFL students and a teacher's interview. The chapter presents the data collected and analyzed and offers insightful information about the possible advantages of integrating AI technology into language learning and teaching.

### **II.1. Research Design**

The methodological choice of this study is a mixed-methods approach, the researcher combined quantitative and qualitative research designs. This allowed for a deep understanding of the topic by collecting data through a structured questionnaire and gaining deeper insights through semi-structured interviews. The quantitative data offered a clear view of the common perceptions and behaviors among the participants, allowing the researcher to identify students' engagement with AI tools in their writing practices. The qualitative data added depth to the study by offering the educators' insights.

#### **II.1.1. Population and Sample**

The study consisted of the third-year EFL students at Mohamed Khider University of Biskra and a group of university teachers from the English department. For the student sample, a total of twenty (20) students voluntarily participated in the questionnaire. The teachers' sample consisted of five (5) university educators, selected based on their availability and willingness to participate in the interview.

#### **II.1.2 Data Gathering Tools**

The study employed two primary data-gathering tools. First, a semi-structured questionnaire was administered to EFL students to explore their attitudes toward the use of AI tools in academic writing. This questionnaire included questions that allowed for understanding students' usage of AI tools, perceived advantages and drawbacks, and their preferences regarding feedback sources. Second, a structured interviews were conducted with EFL teachers to gain deeper insight into their views on integrating AI tools into writing instruction. The

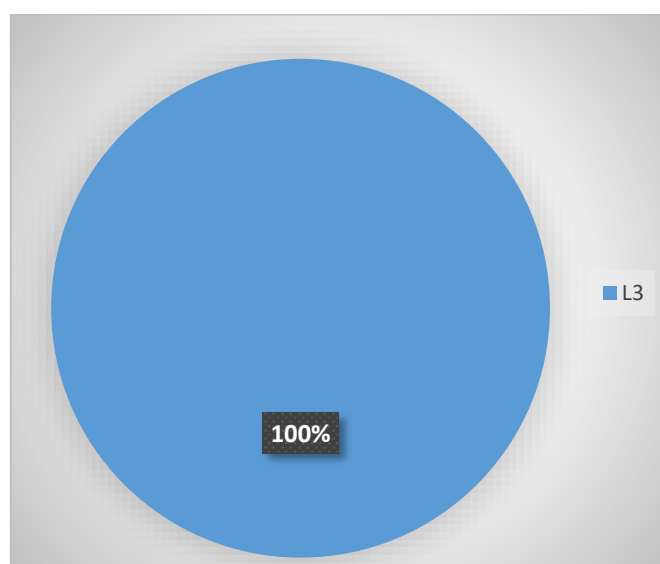
interview provided the teachers' perspectives regarding the use of AI tools in the EFL classrooms.

### II.1.3 The Questionnaire Results

This semi-structured questionnaire was administered to twenty third-year EFL students aiming to explore their experiences and attitudes towards using AI-assisted tools in their academic writing process in EFL contexts. The questionnaire has two versions, the first is on paper and handed to the students directly at the University, and another online version is designed and edited using Google Forms; the link was published on group chats and personal emails.

**Question 1:** I asked participants directly about their academic level because the level distribution of the sample is crucial

**Table 1:** Students' Academic Level



**Table 1:** Most of the respondents were at the undergraduate level (L3), 100%. This distribution suggests a wide range of academic maturity, which shows that they have a clearer sense of AI tools use in their academic writing and the assistant they can get from these tools.

**Question 2:** Have you ever used AI-assisted tools in your academic writing?

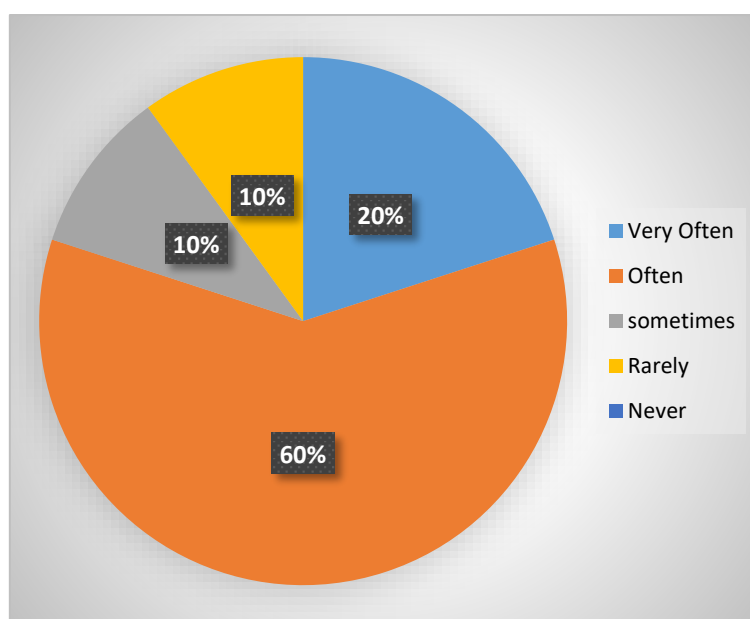
**Table 2:** EFL Students' Use of Artificial Intelligence in their Academic Writing

Participants	Percentages	Option
18	90%	Yes
2	10%	No

**Table 2:** The majority of the participants with 90%, reported that they have used AI tools in academic writing. Only 10% had never used AI tools. This high rate of usage indicates that AI technology is a vital part of academic life for EFL learners, and based on this table, AI writing tools have become a commonly used tool among EFL students.

**Question 3:** If yes, how often do you use AI writing tools?

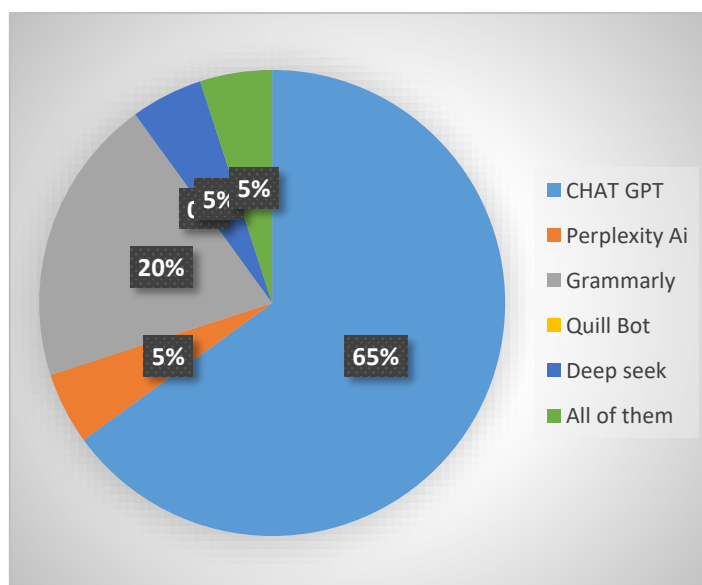
**Figure 3:** Frequency of AI Usage among EFL Students



**Figure 3:** Based on their responses, EFL students use AI tools regularly, Very Often (20%), or Often (60%). This shows their engagement in AI tools, the usefulness, and effectiveness of these tools.

**Question 4:** Specify which AI-assisted writing tool you use the most?

**Figure 4:** AI Writing Tool EFL Students Frequently Use



**Figure 4:** Chat GPT is the most popular tool among EFL students, with 65%. This is due to its easy access, idea generation, paraphrasing, grammar correction, and other services that this AI tool can provide. Then comes Grammarly (20%) and the different tools (5%).

**Question 5:** How do you feel about using AI tools for your academic writing improvement?

**Table 5:** Students' Attitudes towards the Use of AI

Participants	Percentages	Option
8	40%	Very Positive
7	35%	Somewhat Positive
3	15%	Neutral
1	5%	Somewhat Negative
1	5%	Negative

**Table 5:** As it is shown in the table, most students hold Positive attitudes towards using AI tools with total 90%. The neutrality shows the future use of AI as supportive tools in their academic writing, negative Attitudes are few compared to the positive ones, 10% in total.

**Question 6:** Do AI tools help improve your writing skills?

**Table 6:** Students' Perceptions of AI Tools' Impact on Writing Skill Improvement

Participants	Percentages	Option
6	30%	Strongly Agree
10	50%	Agree
2	10%	Neutral
2	10%	Disagree
0	0%	Strongly disagree

**Table 6:** The majority (90%) agree that AI tools help to improve their writing skills, mainly among learners who use them regularly. The proportion of neutral responses indicates that the impact of these tools varies based on how they are used in writing practices. While only 10% of students disagree, and this proves the idea of AI tools effectiveness is related to the way it is used.

**Question 7:** In which aspect of writing do AI tools help improve the most?

**Table 7:** Writing Aspects that AI Tools Most Improve

Participants	Percentages	Option
3	15%	Grammar and spelling
1	5%	Sentence structure
2	10%	Academic writing skills
14	70%	Vocabulary

**Table 7:** EFL learners view improving their vocabulary with 70% as the primary area of improvement. While they also continue to focus on the other language aspects Academic style (10%), Sentence structure (5%) and Grammar and spelling with 15%. This shows that AI

tools are known among learners for their effectiveness in vocabulary enrichment, choices.

**Question 8:** What do you find more useful?

**Table 8:** Students' Preferences Between Traditional and AI Writing Feedback

Participants	Percentages	Option
3	15%	Traditional teacher writing feedback
5	25%	AI writing feedback
12	60%	Both

**Table 8:** According to the table, over half of the EFL students prefer blended feedback (60%). Also, they prefer AI feedback, with 25% for being fast, while teachers' feedback is praised with 15% for being personal.

**Explain why?**

- I see that both traditional teacher writing feedback and AI writing feedback are useful because they complement each other and make writing easier.
- AI write feedback provides instant, detailed corrections and suggestions, allowing me to improve my writing efficiency. It is reliable and helps with grammar, coherence, and structure while being available at any time, unlike traditional teacher feedback, which may take longer and be limited in scope.
- Teachers can provide context-specific, tailored feedback based on their understanding of the student's abilities, goals, and progress.
- Both of them are useful, the teacher's feedback is more specific because he knows his students well and what they have from lack. AI writing feedback can be useful, but machines can not replace the human mind.
- AI writing feedback is more useful, as it is accessible most of the time, unlike teachers, who can be unavailable or busy most of the time.



**Question 9:** Do you think AI tools may replace the traditional instructions?

**Table 9:** Students' Opinions on AI Replacing Traditional Writing Instruction

Participants	Percentages	Option
8	40%	Yes
12	60%	No

**Table 9:** Students have almost even opinions (40%) Yes and (60%) No, the slight difference shows the rejection of full replacement. The EFL students' comments reflect their opinions that AI content lacks emotional intelligence, which teachers can offer.

**Question 10:** Do you trust the accuracy of AI writing tools' suggestions?

**Table 10:** Students' Trust in the Accuracy of AI Writing Suggestions

Participants	Percentages	Option
5	25%	Yes
2	10%	No
13	65%	Sometimes

**Table 10:** The answers of the students show that the majority of them only sometimes (65%) trust AI tools accuracy and 25% of them fully trust AI content, and 10% who do not trust AI tools' accuracy. EFL students see AI as a good source of information, but they are aware that the generated content needs to be reviewed.

**Question 11:** Do AI tools improve your motivation to write?

**Table 11:** AI Tools' Impact on Students' Motivation in Writing

Participants	Percentages	Option
8	40%	Yes
12	60%	No

**Table 11:** More than half of the students (60%) agree that AI tools do not improve their motivation in writing, which shows that they used AI tools as supportive tools in their writing. While 40% of students view that AI helps them to be motivated in their writing process.

#### Explain how?

- AI writing tools enrich our vocabulary and make task solving easier.
- AI tools help in overcoming the starting barrier, such as generating ideas and creating first drafts, improving the quality of writing, such as proofreading it linguistically and grammatically, and also making writing more enjoyable.
- AI tools do improve my motivation to write, and that's one of the biggest problems that we just copy the data and paste.
- AI writing tools suggest ideas and plans that open our imagination and make us interested in writing.
- AI tools improve my imagination and motivation to write.
- AI tools can help me improve my writing skills; I would rather use a human source.
- AI tools provide Encouragement, also give motivational prompts and reminders to keep you writing.
- Frankly speaking, AI tools make students overly reliant on technology.
- AI tools do not improve my motivation because writing is a process that requires personal inspiration and creativity.

Students have expressed various opinions on using the AI tools. Many EFL learners find them useful for grammatical correctness, vocabulary enrichment, motivating, and they even ensure coherence. While others said that AI tools do not make them motivated, and they do not rely on them, they only collect information when they need to.

**Question 13:** What is the biggest challenge you face when using AI tools for writing?

**Table 13:** Main Challenges Students Faced When Using AI Tools for Writing

Participants	Percentages	Option
14	70%	AI suggestions are not always suitable and correct
2	10%	I do not know how to use AI effectively
4	20%	I have ethical concerns (e.g., plagiarism, over-reliance, lack of authenticity)

**Table 13:** EFL learners answered about the biggest challenge they face when using AI writing tools. 70% of the students view that AI-suggested content is not always correct, and it needs many detailed questions to have the results they look for. 20% have ethical concerns about the data offered by AI, whether it might be plagiarism, being overly reliant on AI, or the originality of the work. The rest of the students, 10% their problem is not knowing how to use AI tools effectively.

#### **Students' Suggested Solutions to Overcome AI Challenges in Writing.**

- Review and rewrite the generated content with your style.
- Use AI tools as a helpful in writing and not as a replacement, by reviewing its suggestions. Verify accuracy, think critically, and maintain originality by adding a personal voice. Combining AI tools with human feedback ensures a balanced and effective writing process.
- Reading about technology awareness.
- Use AI-powered plagiarism checkers and encourage the use of AI tools as a supplementary rather than a replacement for human effort.
- To have previous knowledge about the topic we are looking for.
- AI tools-generated content should be reformulated and ensure that it is correct.

Students' responses show a responsible use of AI tools, their emphasis on the need to rewrite content in their own words, and verifying information represents their maturity. EFL students see AI tools as a support, not a replacement for human instructions. Their responses reflect their digital awareness and that they value academic integrity.

### II.1.4 Teachers' Interviews

The researcher used this interview to gain deep insights from five EFL teachers at Biskra University regarding the use of AI tools (like ChatGPT, QuillBot, and Grammarly...) in students' academic writing. This semi-structured teachers' interview helped in exploring the teachers' views and experiences on the benefits, drawbacks, and ethical use of AI tools. The responses showed the teachers' stance and provided a practical perspective on AI in the EFL context. The analysis of the interview provided the following insights:

**Question One:** How would you describe using AI (e.g., ChatGPT, QuillBot, Grammarly...) in academic writing?

Teachers were asked to give their perceptions on the commonly used platforms such as ChatGPT, QuillBot, Grammarly, and other tools to explore their impact in the academic settings.

**Teacher One:** "There is a real debate about the benefits and the drawbacks of using AI tools in academic writing. Many students rely on them to a great extent to produce their work effortlessly. AI tools are very helpful in polishing students' writing by checking grammar, sentence structure..., by teaching them how to paraphrase to avoid plagiarism, and expand on ideas, or provide concise ways to express complex concepts. All in all, they offer suggestions to refine writing and improve academic tone."

**Teacher Two:** "It has become widely used among students. Though they are very helpful, these tools have negative impacts on students' writing skills."

**Teacher Three:** "Using AI has both advantages and drawbacks. On the positive side, it enhances efficiency, improves language accuracy, and fosters creativity. However, excessive reliance on AI can hinder critical thinking and original analysis. Therefore, it is essential to consider ethical implications and set appropriate limitations when using it."

**Teacher Four:** "AI tools like ChatGPT, QuillBot, and Grammarly can be invaluable in academic writing for enhancing clarity, grammar, and style. However, they should be used judiciously to ensure originality and authenticity."

**Teacher Five:** "Artificial intelligence (AI) tools are increasingly being used to support and streamline academic writing processes. Tools like ChatGPT can help with idea generation, outlining, paraphrasing, and even explaining complex topics. QuillBot is often used to rephrase or paraphrase sentences to enhance readability

and prevent unintentional plagiarism. Grammarly helps refine grammar, spelling, and style to ensure polished, professional writing.”

All teachers acknowledged that AI tools such as ChatGPT, QuillBot, and Grammarly are commonly used in academic writing. They agreed that these tools help students with grammar correction, enhance reliability, vocabulary enrichment, and improve clarity and style. Several teachers described AI as useful for rephrasing, paraphrasing, avoiding plagiarism, and helping students express their ideas concisely. However, they also noted that students often rely on these tools to the point of doing all their work effortlessly.

**Question two:** How do you perceive their role in EFL writing instruction?

In this question, teachers were asked to describe the technologies' role in supporting language learners. To assess the AI tools' value in the pedagogical context of EFL writing instruction.

**Teacher One:** “These AI tools play a significant and supportive role in EFL writing instruction. When used thoughtfully, these tools can help EFL learners improve their writing skills, increase their confidence, and develop a deeper understanding of English grammar, vocabulary, and style. For example, Grammarly provides instant feedback on spelling and grammatical errors, helping learners understand why they're wrong and learn how to fix them. Another example is with QuillBot, which is a Paraphrasing tool that helps EFL learners build vocabulary and improve sentence formation. Moreover, these tools make learners more autonomous and self-reliant; they can cope with all levels of learners as well as with different learning styles.”

**Teacher Two:** “AI tools are unquestionably useful in assisting students to produce well-written compositions.”

**Teacher Three:** “AI tools can be valuable in EFL writing instruction when used ethically and strategically. They should complement, not replace, students' cognitive engagement with the writing process.”

**Teacher Four:** “In EFL writing instruction, AI tools can serve as powerful aids for language learners by providing instant feedback on grammar and syntax, helping students refine their writing skills more efficiently.”

**Teacher Five:** “AI should be viewed as a complementary tool in EFL writing instruction, not a substitute for teaching. When integrated with clear guidance, reflection, and

proper usage policies, AI can empower learners to write more effectively, explore language creatively, and build independence in English writing.”

The teachers described AI as a supportive element in EFL writing instruction rather than a replacement for instruction. Most of them agreed that using AI thoughtfully will improve students’ grammar, vocabulary, and writing productivity. Grammarly was mentioned as being useful for giving immediate feedback, while QuillBot is viewed as helpful for paraphrasing and teaching alternative expressions. Teachers noted that these tools can improve students’ confidence and independence.

**Question three:** In your experience, have you noticed any specific improvements or drawbacks of AI writing tools on students’ writing skills?

Teachers discussed the observed improvements and drawbacks in students’ work to evaluate the real effects of AI in writing.

**Teacher One:** “I have noticed both in terms of improvements, I remarked that students become more independent, relying less on the teacher. They learnt more vocabulary and made more correct sentences. On the other hand, many students overuse these tools and do not even try to think for themselves, as they find them very easy and quick to use. This killed their critical thinking and made them dependent on AI devices rather than being creative and autonomous.”

**Teacher Two:** “I have noticed improvements in the quality of style, vocabulary choice, and organization of ideas. However, I have noticed ethical issues such as plagiarism, lack of originality, and absence of personal contribution.”

**Teacher Three:** “Improvements: better Grammar and Accuracy, increased Confidence, expanded Vocabulary, improved Coherence and Organization. Drawbacks: reduced Critical Thinking, over-reliance on AI, and accepting suggestions without analyzing them, which weakens their independent problem-solving skills. Plagiarism concerns, some learners misuse AI to generate entire essays, raising academic integrity issues. Students may become overly reliant on AI tools, which can hinder their ability to self-edit. While AI is improving, it still misinterprets nuanced language use, leading to occasional awkward or incorrect suggestions.”

**Teacher Four:** “AI tools have improved students' grammatical accuracy and fluency, but can also lead to over-reliance, potentially stifling creativity and original thought.”

**Teacher Five:** “Improvements: enhanced Accuracy and Grammar, Organization, and Clarity in writing. Drawbacks: overreliance and hindering skill development, which can discourage deeper thinking in writing. As academic integrity concerns, students might submit AI-generated content as their own, which raises ethical concerns.”

Teachers noted several improvements in students’ writing abilities, including grammar, vocabulary, and organization of content, and enhanced clarity. They observed that AI tools helped students improve writing efficiency. However, they also noted drawbacks, including over-reliance on AI, reduced critical thinking, loss of originality, and ethical issues such as plagiarism. Some teachers observed that students often accept AI suggestions without analyzing or reviewing them.

**Question Four:** How do you see these tools influencing traditional writing instruction? Do they complement or disrupt what/who, and in what ways?

This question aimed to understand how AI writing tools either enhance or disrupt traditional methods of teaching writing.

**Teacher One:** “AI tools can both support and disrupt traditional writing instruction, depending on how they are used. They help by automating basic feedback, allowing teachers to focus on content and analysis, and they offer real-time corrections, which is especially useful in large classes. However, over-reliance on AI may reduce interaction and lead students to skip important revision steps, relying instead on quick fixes.”

**Teacher Two:** “These tools can have both functions. If they are wisely and properly used, they help students improve the quality of their traditional writing instruction.”

**Teacher Three:** “AI writing tools complement traditional instruction when used strategically, as a writing aid rather than a replacement for teacher feedback and student effort. However, they disrupt the process if students become passive users, blindly accepting AI-generated text without engaging in critical thinking.”

**Teacher Four:** “AI tools complement traditional instruction by automating feedback on mechanics, freeing instructors to focus on content and creativity. However, they can disrupt if not used thoughtfully, leading to dependency rather than skill development.”

**Teacher Five:** “AI tools can complement traditional writing by offering instant feedback and promoting autonomy, but they also raise concerns such as reduced interaction and overreliance. Teachers noted benefits like improved efficiency, especially in

large classes, yet emphasized the need for ethical, guided use rather than replacing traditional methods.”

**Question Five:** How do you feel about EFL students relying on AI tools in writing?

Teachers expressed their attitude on EFL students’ dependency on AI tools in their academic writing.

**Teacher One:** “I find it helpful and effective, but at the same time, I do not like students using (overusing) it.”

**Teacher Two:** “I do not mind, but there must be guidelines and regulations on how to use them.”

**Teacher Three:** “I have mixed feelings about EFL students relying on AI tools in writing—it depends on how they use them. AI tools should serve as a means of enhancement, not a substitute for effort. Teachers should guide students in using AI tools responsibly, encouraging them to engage with the writing process, analyze AI tools’ suggestions, and think critically about their work. If used wisely, AI can be a powerful asset, but if misused, it can hinder true language learning.”

**Teacher Four:** “While AI can be a helpful tool, I believe students should learn to write independently. Over-reliance on AI tools can undermine the development of critical thinking and original writing skills.”

**Teacher Five:** “Ultimately, I believe that AI tools should be used for learning, not a shortcut around it. When students are taught how to use these tools responsibly and reflectively, it can become a powerful language partner. But without guidance, it risks becoming a crutch that weakens their writing development.”

The majority of teachers have mixed feelings about students using AI tools. They described the tools’ usefulness; they also worried about their overuse. Some teachers stated that AI tools could be beneficial if they were taught how to be used responsibly and with guidelines. Others emphasized the need for teacher supervision and student awareness to ensure that AI tools are a supporter rather than a replacement for independent writing learning.

**Question Six:** Do you incorporate AI in your teaching practices?

To understand how AI tools are integrated into classroom instruction, teachers were asked about their use of such technologies.



Teachers	Option
Three	Yes
Two	No

The teachers who were interviewed, ten, reported their use of AI in their teaching and also recommended it to students. Four stated they do not use AI in the classroom, while one teacher said they use it only occasionally. This variation in responses indicates differing levels of experience with AI tools among educators.

**Question Seven:** What strategies do you suggest be implemented to ensure that AI tools are used effectively and ethically in EFL classes?

Teachers were asked to propose certain strategies for ethical and pedagogical use of AI tools in EFL contexts.

**Teacher One:** “The key to successfully integrating AI tools into writing instruction is using them in a balanced, hybrid approach. Teachers can encourage students to use AI for initial drafts and to address basic issues, but then follow up with personalized, teacher-driven feedback on deeper aspects like argumentation, analysis, and style. - Teachers can provide guidelines on when and how to use AI tools to complement rather than replace the writing process. This could involve assigning tasks where AI feedback is used to fix surface-level issues, while deeper feedback on content, organization, and style comes from the teacher inside the classroom.”

**Teacher Two:** “Some strategies balance language learning goals, student autonomy, and academic integrity. AI in EFL classes should be positioned as a learning enhancer, not a shortcut. With clear structure, reflection, and guidance, it can empower students to become more confident, independent, and ethical language users. Yet, we as teachers need training to do so.”

**Teacher Three:** “I do not have a specific strategy. I am still experiencing these tools as they are newly emerged.”

**Teacher Four:** “Raising awareness, tasking students to write different versions of the AI tool

model.”

**Teacher Five:** “To ensure AI is used effectively and ethically in EFL classes, I suggest the following strategies: Teach AI literacy, help students understand AI’s capabilities, limitations. Encourage AI as a Support Tool, guide students to use AI for grammar checks and revision rather than full-text generation. Promote Critical Thinking, have students analyze AI-generated suggestions instead of accepting them blindly. Set Ethical Guidelines, establish clear rules on appropriate AI use to prevent plagiarism and overreliance. Combine AI with Traditional Methods, Balance AI assistance with peer reviews, teacher feedback, and self-editing exercises. These strategies help integrate AI responsibly while reinforcing essential writing skills.”

Teachers suggested various strategies to guide EFL students in using AI tools. These strategies included using AI tools for drafting and surface corrections while keeping deeper writing feedback for teachers. Several teachers recommended teaching students how to evaluate AI content critically by promoting AI literacy. Others highlighted the importance of setting ethical boundaries and combining AI tools with traditional classroom practices such as peer review and personalized feedback.

**Question Eight:** How can educators ensure that AI tools serve as a support and still foster students' critical thinking and originality rather than a replacement for independent writing skills?

In this question, educators were asked how they can help students use AI tools without undermining their critical thinking skills.

**Teacher One:** “Teachers can help students understand that AI tools are aids rather than replacements for intellectual effort. Teaching students to critically evaluate AI’s suggestions and to ensure their writing maintains originality and creativity is crucial. AI technologies enable students to delve deeper into subjects by offering insights and generating ideas that can challenge their thinking and foster creativity. Teachers have to control the use of AI in class to be used only for specific stages of the writing process.”

**Teacher Two:** “They should raise students' awareness of this complex issue as students find AI Aladdin's lamp, which can do anything for them. They should be encouraged to write individually, their self-confidence should be fostered. More practice and

feedback need to take place.”

**Teacher Three:** “They are supposed to familiarize students with the appropriate strategies to use AI tools without dehumanizing writing. They also need to set boundaries/guidelines to avoid over-dependency on such tools in writing.”

**Teacher Four:** “Educators can ensure AI serves as a support tool while fostering critical thinking and originality by encouraging its use for brainstorming and revision rather than full-text generation, teaching AI literacy to help students critically evaluate suggestions, incorporating analytical tasks that compare AI-generated content with student interpretations, setting ethical guidelines to prevent overreliance, and blending AI tools with traditional methods like peer reviews and teacher feedback to strengthen independent writing skills.”

**Teacher Five:** “Educators can ensure AI tools support learning by focusing on content development, encouraging peer review, and assigning tasks that require human judgment and creativity, thus balancing AI tools' assistance with independent skill-building.”

Teachers proposed raising student awareness about the role of AI tools, encouraging them to use AI tools for brainstorming and idea development. They stressed the need for guidance, classroom boundaries, and reflective activities that prompt students to analyze AI suggestions rather than accept them uncritically. To ensure that AI tools are used as supportive tools rather than replacing students' critical thinking.

## II.2 Discussion of the results

This part of the study discusses the findings of the students' questionnaire and the teachers' interview to answer the research questions: What are EFL students' attitudes towards using AI tools to enhance their writing skills? And how do they perceive the possibility of alternating traditional instructional materials with AI tools? Because writing is one of the most difficult skills to master for EFL students. Students usually face several challenges while attempting to master this skill, such as struggling with sentence structuring or choosing vocabulary, a lack of motivation, and difficulties in organizing their thoughts. Through the analysis, several conclusions were reached.

According to the questionnaire results, EFL students at Mohammad Khider University, Biskra, reported their positive attitudes towards using and being engaged with AI tools (90%). AI tools such as Chat GPT, Grammarly, and Quill Bot and other AI tools in their academic

writing very often (60%) and often (20%), which indicates how AI has become an important part of students' writing process.

Furthermore, students reported that Chat GPT is the most frequently used tool (65%) as the main AI tool for helping them in their idea development, lexical choices, paraphrasing, and language enhancement, and it helps them to achieve grammatical accuracy in their writing. In addition, EFL students shared mixed views on how AI tools affect their motivation to write. Many said it helps them to be more confident by suggesting content, organizing ideas, and making writing easier. Some even said AI tools made writing more enjoyable and creative.

On the other hand, other students disagreed, saying AI tools do not truly motivate them to write. They felt it encourages the idea of copy and paste without thinking or making any personal effort that writing requires. Overall, this revealed that AI tools can support and guide students, but they do not replace personal productivity.

Moreover, EFL students were asked whether AI tools could replace classroom's instructions; the students were divided (40% yes; 60% no). Also, those 60% of the students viewed AI feedback and teachers' feedback as complementary, not competing, which means that together they offer a balanced support for improving their writing. Many of them valued AI tools for being fast at providing content, more detailed corrections, and for their availability, while recognizing teachers' feedback for giving personalized instructions, context-specific guidance, and giving human insight.

Additionally, according to the teachers' interview, the teachers observed noticeable progress in students' improvements in the quality of style, vocabulary choice, and sentence structure due to using AI tools (e.g., Chat GPT, Grammarly, Perplexity, and QuillBot...). Teachers noticed that EFL students nowadays appreciate the speed and the instant, detailed feedback they get from these tools, using them to get ideas, refine their work, and become more independent in their writing.

However, teachers also expressed concerns about students' overuse of AI tools, they noticed that this overreliance reduced students' critical thinking, creativity, originality, and their engagement in the writing process. In some cases, AI-generated content lacks the depth and personal voice that we find in traditional instructions.

Concerning the integration of AI tools with traditional teaching methods, through the interview, teachers highlighted that AI tools serve as a complementary element rather than a replacement for classroom instruction. They viewed AI tools as effective in handling surface-level problems like grammar correction and organization, but they cannot provide the context-

specific feedback that teachers offer. Teachers valued AI tools' potential to support large classes, but stressed the importance of teachers' instruction for developing higher-level writing problems.

Finally, the results of both students' questionnaire and teachers' interview indicated that EFL students have positive attitudes towards using AI to enhance their writing skills. They particularly appreciate the availability, but they were aware of the importance of human guidance in developing deeper writing learning. Both students and teachers viewed AI tools as a complement and not as a replacement for the teachers' feedback or instructions. Moreover, teachers and students agreed that AI tools should be integrated into the classroom through guidelines and controlled manner. Also, educators should provide clear instructions on when and how to use AI properly and preserve academic integrity.

## **Conclusion**

This practical chapter has detailed the research methodology, including the sample population, data collection instruments, and the analysis for both the students' questionnaire and the teachers' interview. The study presents an understanding of the attitudes, perceptions, and experiences related to the use of AI tools in enhancing EFL learners' writing skills.

The insights derived from the students' responses and teachers' perspectives offer valuable evidence on the pedagogical potential of integrating AI technologies into language instruction. These results suggest a readiness among Teachers and learners to embrace digital innovation as a complement to the existing language teaching methods.

Moreover, the study contributes meaningfully to the ongoing discourse on educational technology in language learning, particularly in the context of EFL writing instruction. Ultimately, this research lays the groundwork for how AI tools can be effectively implemented to support and enhance students' academic writing skills in diverse learning environments.

### **Recommendations**

Based on the research results and both students' and teachers' perceptions, several recommendations are proposed for the educators and institutions to effectively integrate AI tools into EFL writing instruction. These recommendations aim to address the challenges EFL learners face in academic writing and to support teachers in guiding students toward ethical and productive use of AI-assisted writing tools.

- Integrate AI tools with clear guidelines to help EFL students overcome writing difficulties such as limited vocabulary, inappropriate academic writing style, sentence structure issues, and grammatical inaccuracies.
- Encourage responsible use of AI tools among EFL learners.
- Raise awareness of ethical concerns, including academic dishonesty and plagiarism, promoting maturity and self-directed improvement in writing proficiency.
- Support teachers in recognizing AI tools as pedagogical aids, and provide professional development or resources to help them guide students effectively in integrating these tools into their writing processes.
- Maintain a balance between traditional and technological instructional methods, ensuring that AI tools complement, rather than replace teachers' feedback and conventional writing practices.

These recommendations tend to facilitate the meaningful integration of AI tools in EFL writing instruction. With continuous teacher support, educational institutions can enhance the EFL learners' writing competencies. Also, these recommendations help future researchers to explore how these practices evolve, assess their long-term impact on students' critical thinking and writing autonomy, and examine how different AI tools influence learning outcomes in EFL contexts. Furthermore, future studies could benefit from a larger number of participants, deeper qualitative interviews to strengthen the findings, and get more nuanced perspectives.

## **General Conclusion**

The main aim of this research was to explore EFL students' attitudes towards using AI-assisted writing tools to develop their academic writing skills. This objective was a response to the increasing integration of artificial intelligence technologies in educational settings, particularly in writing instruction. This study provided a nuanced understanding of how such tools contribute to improving various aspects of EFL learners' writing abilities, including grammar, vocabulary, and academic writing competence. By examining students' experiences and perceptions, the research also highlighted both the benefits and the limitations of incorporating AI technologies into the writing process within EFL contexts.

This study was based on two main research questions to achieve the intended objectives. The first objective was to explore the EFL students' attitudes towards using AI tools to enhance their writing skills. The second objective is understanding how they perceive the possibility of alternating traditional instructional materials with AI tools. The study structure was designed to address these research questions.

The research study involved two chapters; the first chapter presented the theoretical background of AI as well as writing skills, and the second chapter presented the methodology and results. The second chapter focused on the research methodology, population and sampling, and data collection tools. Also, it analyzed and discussed the results.

The results demonstrated positive perceptions towards AI tools, with ChatGPT being the most widely used platform among students. Most participants acknowledged that these tools offered valuable support in terms of generating ideas, correcting grammatical errors, and areas often considered challenging in academic writing. Additionally, students appreciated the immediate feedback of AI platforms, which enhanced their motivation and confidence to write.

Furthermore, the study uncovered that students expressed notable concerns about the accuracy of AI-generated content, the risk of dependency, and the potential weakening of their critical thinking skills. Teachers also expressed AI appreciations and caution over its implications for academic integrity and autonomous learning. These concerns showed the importance of guiding students in using AI tools ethically and in a way that complements rather than replaces human pedagogical practices.

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The conducted study employed a mixed methodology to collect data, involving the distribution of a questionnaire to EFL students at Mohammed Kheider University of Biskra.

The sample population consisted of 39 EFL students from the English department at the University of Mohammed Kheider of Biskra, and an interview with five educators from the same department. The findings helped confirm the research questions. It was proved that using AI tools in EFL contexts can significantly improve learners' writing skills, and it complements the traditional writing instruction methods. However, effectively integrating AI requires thoughtful, clear ethical guidelines and ongoing teacher support.

In conclusion, this research contributes to the growing field of AI tools in education by shedding light on students' real experiences with these tools. It offers practical implications for teachers and educational institutions for effective integration AI tools into the EFL settings responsibly and pedagogically.



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## Appendices

### Appendix (A) Students' Questionnaire

**Dear Participants,** you are kindly invited to answer to the following questionnaire. I am conducting a study as part of my Master's dissertation at Mohamed Kheider University of Biskra. This questionnaire aims to explore the attitudes and experiences with AI tools in academic writing of third year EFL students at Mohamed kheider, Biskra. We assure that your responses are anonymous and will be used only for academic purposes. Consider the questions carefully and honestly, as your input is very much invaluable to their research.

For any forther information you can contact me: [hend.meredef@gmail.com](mailto:hend.meredef@gmail.com)

### General Information

1. What is your academic level? .....
2. Have you ever used AI-assisted tools in your academic writing?  
☐ Yes  
☐ No
3. If yes, how often do you use AI writing tools?  
☐ Very often  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never
4. Specify which AI-assisted writing tool you use the most?  
☐ Chat GPT  
☐ Grammarly  
☐ Perplexity AI  
☐ Aithor  
☐ Others .....

**EFL students' Attitudes towards AI writing tools**

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5. How do you feel about using AI tools for your academic writing improvement?

- ☐ Very Positive
- ☐ Somewhat Positive
- ☐ Neutral
- ☐ Somewhat Negative
- ☐ Very Negative

6. Do AI tools help improve your writing skills?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. In which aspect of writing do AI tools help improve the most? (Choose one or two)

- ☐ Grammar and spelling
- ☐ Vocabulary
- ☐ Sentence structure
- ☐ Academic writing style

**AI Tools vs. Traditional Writing Instructions**

8. What do you find more useful?

- ☐ Traditional teacher feedback
- ☐ AI feedback
- ☐ both

Justify your previous answer.....

9. Do you think that AI tools may replace the traditional instructions?

- ☐ Yes
- ☐ No

10. Do you trust the accuracy of AI writing suggestions?

- ☐ Yes

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☐ Sometimes

☐ No

11. Do AI tools improve your motivation to write?

☐ Yes

☐ No

12. How AI tools help you to improve your motivation to write?

.....

### Challenges and Ethical Concerns

13. What is the biggest challenge you face when using AI for writing?

☐ AI suggestions are not always suitable and correct

☐ I do not know how to use AI effectively

☐ I have ethical concerns (e.g., plagiarism, over-reliance, lack of authenticity ...)

14. What are the solutions you may suggest to avoid such challenges?

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### Final Note:

Thank you for your participation! If you have any additional comments, feel free to share below:

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## Appendix (B) Teachers' Interview

### Dear Teachers

You are kindly invited to answer the following interview. I am conducting a study as part of my Master's dissertation at Mohamed Khider University of Biskra. This questionnaire aims to explore the EFL classes and teachers' perspectives on the use of AI tools in EFL writing instruction. Your insights will help us understand AI's role in academic writing, its benefits, and the challenges it presents. Your responses are anonymous and will be used solely for research purposes. Your input is valuable to our research.

For any further information, you can contact me at [hend.meredef@gmail.com](mailto:hend.meredef@gmail.com)

### Questions:

1. How would you describe the AI-powered writing tools (e.g., ChatGPT, QuillBot, Grammarly) in academic writing?

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2. How do you perceive their role in EFL writing instruction?

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3. In your experience, have you noticed any specific improvements or drawbacks of AI writing tools on students' writing skills?

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4. How do you see these tools influencing traditional writing instruction? Do they complement or disrupt WHAT/WHO, and in what ways?

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Exploring the Attitudes of EFL Students  
Towards Using AI Tools to Enhance Their Writing Skills

5. How do you feel about EFL students relying on AI writing tools?

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6. Do you incorporate AI writing tools in your teaching practices?

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7. What strategies do you suggest to be implemented to ensure that AI writing tools are used effectively and ethically in EFL classes?

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8. How can educators ensure that AI tools serve as a support and still foster students' critical thinking and originality rather than a replacement for independent writing skills?

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**Thank you for your valuable insights, your participation will contribute to a deeper understanding of AI's role in EFL writing instruction at Biskra University.**

### الملخص

تهدف هذه الدراسة إلى معرفة آراء وتجارب طلبة اللغة الإنجليزية كلغة أجنبية (EFL) تجاه استخدام أدوات الكتابة المعتمدة على الذكاء الاصطناعي (AI) في تطوير مهاراتهم في الكتابة الأكاديمية. وفي ظل عصر يشهد تطوراً متزايداً للتكنولوجيا في التعليم، يُعد فهم وجهات نظر هؤلاء الطلبة حول أدوات الذكاء الاصطناعي (مثل ChatGPT و Grammarly و QuillBot...) أمراً بالغ الأهمية. حيث تسعى الدراسة إلى استكشاف كل من الفوائد والتحديات التي يواجهها الطلاب عند استخدام هذه التقنيات، بالإضافة إلى تصوراتهم حول الموازنة بين أدوات الذكاء الاصطناعي وطرق التدريس التقليدية. وقد اعتمدت الدراسة منهجاً مختلطاً، جمع بين استبيان وُزِعَ على 39 طالباً، ومقابلات مع خمسة أساتذة جامعيين من قسم اللغة الإنجليزية بجامعة محمد خيضر - بسكرة. أظهرت النتائج نتائج إيجابية إلى حد كبير حول استخدام أدوات الذكاء الاصطناعي، خاصة فيما يتعلق بتصحيح الأخطاء النحوية وتوسيع المفردات. ومع ذلك، ظهرت بعض المخاوف المتعلقة بالإفراط في الاعتماد عليها، والانتحال الأكاديمي، وتراجع مهارات التفكير النقدي. كما أقرّ الأساتذة بأهمية هذه الأدوات، لكنهم شددوا على ضرورة استخدامها بشكل أخلاقي وتحت إشراف تربوي. نتيجة لذلك فإن هذه الدراسة تقدم إقتراحات قيّمة للأساتذة والمؤسسات التعليمية الراغبة في دمج أدوات الذكاء الاصطناعي في تعليم الكتابة باللغة الإنجليزية كلغة أجنبية، بطريقة مسؤولة وتربوية. كما أنها تساهم في النقاش الحالي حول دور التكنولوجيا في تعليم اللغات، وعن أهمية اعتماد استراتيجيات لدعم التعلم الذاتي مع الحفاظ على النزاهة الأكاديمية.

**الكلمات المفتاحية:** الذكاء الاصطناعي، أدوات الكتابة المعتمدة على الذكاء الاصطناعي، مواقف طلبة اللغة الإنجليزية كلغة أجنبية، مهارات الكتابة الأكاديمية.