



THE EFFECTIVE USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES FOR IMPROVING ENGLISH WRITING SKILLS AND ENHANCING LEARNERS' ACADEMIC WRITING COMPETENCE

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ABSTRACT

The rapid development of Artificial Intelligence (AI) has introduced new opportunities for improving English language learning, particularly in the development of writing skills and academic writing competence. AI-powered technologies provide learners with personalized feedback, grammatical and lexical analysis, vocabulary enhancement, text organization, and opportunities for continuous writing practice. The effective integration of AI tools into English language education can support learners in identifying and correcting linguistic errors, improving coherence and cohesion, expanding academic vocabulary, and developing greater awareness of academic writing conventions.

Keywords: *Artificial Intelligence, English writing skills, academic writing, writing proficiency, AI-powered technologies, automated feedback, generative AI, language learning, learner autonomy, academic competence.*

INTRODUCTION

Artificial Intelligence (AI) has become one of the most significant technological developments influencing contemporary education. The rapid emergence of generative artificial intelligence (GenAI), particularly since the public release of ChatGPT in November 2022, has created new possibilities for language learning, writing instruction, assessment, and academic communication. Unlike traditional digital learning technologies, generative AI systems can interact with learners through natural language, generate texts, explain linguistic concepts,



provide examples, suggest revisions, and respond to individual requests. Consequently, AI-assisted writing has become an increasingly important area of research in English as a Foreign Language (EFL) and English as a Second Language (ESL) education.

The educational significance of generative AI was formally recognised at the international policy level in 2023. On 7 September 2023, UNESCO published its *Guidance for Generative AI in Education and Research*, describing the need for a human-centred approach to the use of generative AI in education. The document emphasises that AI should support teachers and learners rather than replace human intellectual activity, and it highlights issues such as data privacy, equity, ethical use, human agency, and the validation of AI-generated information. [1]

MAIN PART

The importance of this issue has increased further in 2026. The OECD *Digital Education Outlook 2026*, published on 19 January 2026, reports that generative AI can support learning when it is used with clear pedagogical objectives. At the same time, the OECD distinguishes between simply obtaining a better final product and achieving genuine learning. According to the report, students may produce higher-quality outputs with general-purpose GenAI while not necessarily developing the underlying knowledge and skills required to perform independently. Therefore, effective AI integration requires deliberate instructional design rather than unrestricted outsourcing of academic tasks to AI. [2]

In the context of English writing, AI technologies can be particularly useful because writing is a complex productive skill involving grammar, vocabulary, sentence structure, coherence, cohesion, organisation, argumentation, register, and awareness of the intended audience. EFL learners frequently experience difficulties in several of these areas simultaneously. AI-assisted writing systems can provide immediate feedback and examples that allow learners to identify problems during



the writing process rather than only after a teacher has evaluated the completed assignment.

One of the most practical applications of AI is grammar and sentence-level feedback. For example, a learner may write the sentence: “Nowadays many students prefers online education because it provide more opportunities for learning.” An AI writing assistant can identify subject–verb agreement errors and suggest: “Nowadays, many students prefer online education because it provides more opportunities for learning.” More importantly, an effective pedagogical approach should require the learner to ask why “prefer” and “provides” are appropriate rather than simply copying the corrected sentence. In this way, AI becomes a source of formative feedback rather than an automatic replacement for the learner's writing process.

A second important application is vocabulary development. EFL learners often rely on a limited range of frequently used words. AI can be instructed to identify repetitive vocabulary and provide alternatives according to a particular academic context. For instance, if a student repeatedly uses the word “important,” an AI system can suggest alternatives such as “significant,” “essential,” “considerable,” or “fundamental.” However, the learner should then determine whether the proposed word is semantically and stylistically appropriate. The sentence “The results are important for educational policy” could, for example, become “The results are significant for educational policy.” By comparing alternatives, learners develop lexical awareness rather than merely replacing words mechanically.

AI can also contribute to the development of academic vocabulary and register. Academic writing requires a different linguistic style from informal conversation. A learner might initially write, “A lot of students think that social media is bad for education.” AI-assisted revision can demonstrate a more academic formulation such as, “Many students argue that excessive social media use may have



negative implications for educational outcomes.” The educational value lies not only in the revised sentence but also in analysing the changes in vocabulary, grammatical structure, degree of formality, and hedging.

A third major area is coherence and cohesion. Academic texts must present ideas in a logical sequence. AI can be used to examine whether paragraphs contain clear topic sentences, supporting arguments, examples, explanations, and concluding statements. For example, a learner may produce three paragraphs about online education without establishing a logical connection between them. The learner can ask an AI system to identify weaknesses in the organisation without asking it to rewrite the entire essay. The student can then reorganise the paragraphs independently and compare the revised structure with the original version.

The importance of revision is supported by empirical research. In a 2024 mixed-methods intervention study published in *Smart Learning Environments*, Santosh Mahapatra investigated the impact of ChatGPT as a formative feedback tool among undergraduate ESL students. The study reported a significant positive impact on students’ academic writing skills and concluded that, with appropriate student training, ChatGPT could function as a useful feedback tool in large writing classes. [3]

Another study published in *Education and Information Technologies* on 14 June 2024 examined how EFL students learned to write with ChatGPT. The study involved 21 Hong Kong secondary-school students who participated in a workshop that introduced ChatGPT, prompt-engineering skills, and a 500-word English writing task. The researchers found that students were generally satisfied with the learning process, but they also reported high cognitive load, particularly during prompt engineering. This finding demonstrates that effective AI use requires instructional scaffolding rather than simply giving students access to an AI system. [4]



The role of AI feedback has also been investigated among university-level EFL learners. A 2024 study published in *Cogent Education* involved 110 university students and examined the impact of ChatGPT feedback on writing development.

The study reported improvements in several writing dimensions, including conciseness, grammar, inclusion of key information, and passive-voice use. The researchers used pre-tests, post-tests, questionnaires, and focus-group interviews, providing evidence from both quantitative and qualitative sources. [5]

CONCLUSION

In conclusion, Artificial Intelligence technologies offer significant possibilities for improving English writing skills and enhancing academic writing competence when they are integrated into a carefully designed pedagogical framework. AI can support brainstorming, vocabulary development, grammar learning, organisation, coherence, paraphrasing, academic register, revision, and formative feedback. Empirical studies published in 2024 and subsequent research indicate positive effects in several EFL and ESL contexts, while also identifying challenges related to cognitive load, academic integrity, over-reliance, factual reliability, and independent learning.

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