

## INTEGRATING AI-POWERED TOOLS FOR DEVELOPING WRITING SKILLS IN EFL CLASSES

**A.Ashurov**

*Students of DIEP institute, Faculty of  
Philology, Department of Foreign  
Languages and Literature, 4th course*

### **Annotation**

This article explores the role of AI-powered tools in developing writing skills in EFL classes. It explains how tools such as ChatGPT and Grammarly can support learners in brainstorming, drafting, revising, and correcting their written work. The article also discusses the primary benefits and potential challenges of utilizing AI in writing instruction. The study concludes that AI tools are most effective when they are used under teacher guidance and for clear educational purposes.

### **Introduction**

Writing in English as a foreign language is a demanding skill because students are expected to produce grammatically correct, meaningful, and well-organized texts while still struggling with limited exposure to the target language outside the classroom. Many learners know what they want to say, but they struggle to turn their ideas into accurate and cohesive written sentences, often leading to hesitation, low motivation, and a reliance on memorized patterns. In traditional EFL classrooms, teachers usually support writing through explanation, model texts, correction symbols, peer review, and repeated drafting, but this process is time-consuming, and not every learner receives quick or individualized help.

The development of AI-powered tools has changed this situation because students can now receive suggestions on grammar, vocabulary, sentence structure, transitions, and text organization almost instantly. This new possibility is especially important in EFL contexts where learners often need frequent feedback and extra practice beyond the classroom. At the same time, the growing use of AI in education has raised serious questions about academic honesty, originality, and the real value of learner-produced writing, since some students may start relying on machine-generated text instead of building their own skills. Recent international guidance stresses that AI in education should remain human-centered, ethically guided, and connected to real learning rather than simple task completion. For that reason, the present article focuses on how AI-powered tools can be integrated into EFL writing classes not only as technological novelties but as pedagogical resources that can either support or weaken learning depending on the way they are used.

## Methods

This article uses a qualitative review-based approach and draws on recent educational guidance and analytical literature about artificial intelligence in language teaching and writing instruction. The choice of this method is appropriate because the field is developing rapidly, and many teachers need a clear synthesis of ideas, advantages, limitations, and classroom implications rather than a narrow description of one experiment.

The discussion is based on a close reading of international guidance documents and educational reports that examine the educational use of generative AI, especially in language learning and classroom assessment. In reviewing these materials, attention was given to recurring themes such as feedback, learner autonomy, error correction, revision practices, teacher roles, and ethical risks. The article also considers how AI tools fit into the usual stages of writing instruction, including brainstorming, outlining, drafting, revising, and editing<sup>1</sup>. Instead of collecting original classroom data, the article organizes and interprets existing evidence to build a coherent explanation of how AI-powered tools can influence writing development in EFL settings. This kind of synthesis is useful because schools and universities are currently facing similar questions about whether AI improves learning, whether it reduces effort, and how teachers can manage its use responsibly.

British Council's systematic review on AI and English language teaching, UNESCO's guidance on generative AI in education, and OECD's recent work on effective educational uses of generative AI all point to the need for careful, goal-driven integration rather than uncontrolled adoption<sup>2</sup>.

## Results

The review of current educational thinking shows that AI-powered tools can make several positive contributions to the development of writing skills in EFL classes when they are used with a clear instructional purpose. First, these tools help learners improve language accuracy because they can quickly identify grammar mistakes, punctuation problems, spelling issues, and awkward constructions that students may not notice on their own. Second, they support idea generation by helping students produce topic-related vocabulary, possible paragraph structures, sample arguments, and sentence starters, which can reduce writer's block and make the beginning of a writing task less stressful.

Third, AI tools can encourage revision because students are able to compare their original text with suggested changes and then make decisions about how to improve clarity, coherence, and lexical choice. This process is valuable because many EFL

<sup>1</sup> Teng, M. F., "ChatGPT is the companion, not enemies": EFL learners' collaboration with ChatGPT in writing, *Computers and Education: Artificial Intelligence*, 2024.

<sup>2</sup> British Council, *Artificial Intelligence and English Language Teaching*, British Council, 2023.

learners traditionally view writing as a one-step task, while AI-assisted environments can push them toward seeing writing as a process of drafting and redrafting. Another important result is that learners often become more confident when they receive immediate support, especially in contexts where they are afraid of making mistakes or being negatively judged for inaccurate writing.

However, the same tools can create major weaknesses if they are used carelessly, because students may copy polished text without understanding it, accept incorrect or unnatural suggestions, or gradually lose confidence in their own ability to generate language independently. Recent OECD analysis warns that stronger output quality with general-purpose GenAI does not automatically mean stronger learning, especially if students cannot perform well once AI support is removed, and UNESCO similarly stresses the need to protect human agency, inclusion, and responsible educational use<sup>3</sup>.

### Discussion

The main issue is not whether AI should exist in EFL writing classrooms, but how teachers can shape its role so that it strengthens learning instead of replacing it. If students use AI only to generate full essays, then the technology may damage the learning process because writing development depends on struggle, experimentation, correction, and reflection, not only on producing a finished text. On the other hand, if AI is used as a guided assistant during pre-writing, drafting, and revision, then it can become a meaningful scaffold that helps learners notice errors, test ideas, expand vocabulary, and improve organization. In practical terms, a teacher can ask students to brainstorm with AI, but then require them to write their own paragraphs, explain why they accepted or rejected certain suggestions, and reflect on what they learned from the feedback. Such activities preserve the student's responsibility and make AI part of an active learning process rather than a shortcut.

The discussion also shows that teacher mediation remains essential because AI may generate generic content, culturally weak examples, or misleading language that needs human checking and contextual explanation. British Council's work on AI and ELT emphasizes the continuing importance of pedagogy and teacher judgment, while OECD argues that effective uses of generative AI depend on clear teaching principles rather than enthusiasm alone<sup>4</sup>. Another important point is digital and ethical literacy, since students must learn not only how to use prompts, but also how to evaluate AI responses, verify information, avoid plagiarism, and understand the limits of machine-generated language. When these conditions are met, AI-powered tools can enrich EFL writing instruction by making feedback more available, increasing learner engagement,

<sup>3</sup> UNESCO, Guidance for Generative AI in Education and Research, UNESCO, 2023.

<sup>4</sup> OECD, OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education, OECD Publishing, 2026.

and supporting autonomy, but without these conditions, they can weaken originality and create false impressions of progress.

### Conclusion

The integration of AI-powered tools into EFL writing classes offers real potential, but that potential becomes educationally useful only when it is connected to strong pedagogy, learner responsibility, and teacher guidance. Writing development in a foreign language requires more than correct grammar, because learners must also develop organization, coherence, personal voice, critical thinking, and the confidence to express ideas independently. AI tools can support these goals by helping students brainstorm, revise, edit, and notice patterns in their own mistakes, and this can make writing practice more interactive and less discouraging for many learners. At the same time, teachers should not treat AI as a complete solution, since unrestricted use may reduce effort, blur authorship, and make students dependent on generated language instead of their own developing ability. The most productive approach is to integrate AI as a classroom assistant that supports learning stages while keeping the teacher at the center of task design, evaluation, and ethical guidance. Educational reports from UNESCO, the British Council, and the OECD all point in this same direction by emphasizing human-centered use, thoughtful governance, and alignment with real educational aims. Therefore, AI-powered tools should be viewed not as substitutes for writing instruction but as carefully managed resources that can expand opportunities for practice, revision, and feedback in EFL classrooms. If they are used critically and responsibly, they can help learners become more accurate, more reflective, and more confident writers in English.

### References

1. Argyle, M. (1988). *Bodily communication*. Routledge.
2. British Council. (2023). *Artificial intelligence and English language teaching*. British Council.
3. Edmett, A., & Hutchinson, T. (2023). *Artificial intelligence and English language teaching: Preparing for the future*. British Council.
4. Gudykunst, W. B., & Kim, Y. Y. (2003). *Communicating with strangers: An approach to intercultural communication*. McGraw-Hill.
5. Karagoz, I. (2025). AI-generated feedback in English writing instruction for language learners: A systematic review. *The Reading Matrix*, 25(1), 51–70.
6. Marzuki, A. G., et al. (2023). The impact of AI writing tools on the content and organization of students' writing. *Cogent Education*, 10(1).
7. Mekheimer, M. (2025). Generative AI-assisted feedback and EFL writing: A study on proficiency, revision frequency, and writing quality. *Smart Learning Environments*.