

THE IMPACT OF AI-POWERED TOOLS ON EFL LEARNERS' WRITING SKILLS: A CLASSROOM- BASED STUDY

Author: **Zakirova Madina Shavkat qizi**

Affiliation: Uzbekistan State World Languages University

Conference: TESL Canada

Abstract: *This classroom-based study examines the impact of artificial intelligence-powered tools on the development of writing skills among learners of English as a Foreign Language (EFL). With the rapid integration of AI technologies into English language teaching, tools such as ChatGPT and Grammarly have become increasingly popular in academic writing instruction. The study investigates whether guided AI-assisted instruction can enhance learners' grammatical accuracy, lexical diversity, coherence, and overall writing quality. Twenty-two undergraduate EFL students participated in a six-week intervention in which AI tools were systematically incorporated into the writing process, including brainstorming, drafting, and revision stages. A pre-test and post-test research design using IELTS-style writing tasks was employed to measure students' progress. Quantitative analysis revealed noticeable improvement in students' writing performance, particularly in grammar accuracy and vocabulary use, while qualitative feedback indicated increased learner confidence and motivation. The findings suggest that AI-powered tools can serve as effective supplementary resources in EFL writing instruction when integrated ethically and under teacher guidance.*

Keywords: *Artificial Intelligence, EFL Writing, Educational Technology, AI-Assisted Learning, TESOL.*

1. Introduction

Writing is widely recognized as one of the most challenging skills for learners of English as a Foreign Language. Many EFL learners struggle with grammatical accuracy, appropriate vocabulary use, and logical organization of ideas, which negatively affects their academic writing performance. Traditional writing instruction often relies on delayed teacher feedback, which may not always address learners' immediate needs.

Recent advancements in artificial intelligence have introduced new opportunities for enhancing writing instruction. AI-powered tools provide instant feedback, language suggestions, and opportunities for independent learning. As a result, these tools have attracted increasing attention from language teachers and researchers. This study explores the role of AI-powered tools in improving EFL learners' writing skills within a university classroom context.

2. Literature Review

Previous research highlights the positive impact of technology on second language acquisition. Studies indicate that digital tools support learner autonomy, engagement, and motivation. Grammarly has been found to improve grammatical accuracy and error awareness, while AI chatbots such as ChatGPT assist learners in generating ideas and organizing texts more effectively.

Despite these benefits, concerns regarding academic integrity and over-reliance on AI tools have been raised. Scholars emphasize the importance of guided AI use, where teachers play a central role in monitoring and scaffolding students' learning. This study contributes to existing literature by providing empirical classroom-based evidence on the effectiveness of AI-assisted writing instruction.

3. Research Questions

1. Does the use of AI-powered tools improve EFL learners' writing performance?

2. Which aspects of writing show the greatest improvement after AI-assisted instruction?
3. What are learners' perceptions of using AI tools in writing activities?

4. Methodology

4.1 Participants

The participants were 22 undergraduate students majoring in English at a university in Uzbekistan. All participants had an intermediate level of English proficiency.

4.2 Research Design

The study employed a pre-test and post-test experimental research design. Students completed a writing task before and after the intervention period to measure progress.

4.3 Instruments

The instruments included IELTS-style writing tasks, AI-powered tools such as ChatGPT and Grammarly, and a learner perception questionnaire.

4.4 Procedure

At the beginning of the study, students were trained on the ethical and effective use of AI tools. Over a six-week period, AI tools were integrated into writing lessons to support brainstorming, drafting, and revision. Teacher guidance was provided throughout the process.

4.5 Data Analysis

Quantitative data were analyzed by comparing pre-test and post-test writing scores. Qualitative data from questionnaires were analyzed to examine learners' perceptions of AI-assisted writing.

5. Results and Discussion

The findings revealed a significant improvement in students' writing performance following the AI-assisted intervention. Grammar accuracy and vocabulary range demonstrated the most noticeable gains, while coherence and

organization also improved. Learners reported that AI tools helped them identify errors, expand vocabulary, and organize ideas more effectively.

These results align with previous studies that emphasize the role of AI in enhancing learner autonomy and providing immediate feedback. However, the findings also highlight the importance of teacher guidance to ensure appropriate and ethical use of AI tools.

6. Pedagogical Implications

The results of this study suggest that English language teachers can effectively integrate AI-powered tools into writing instruction to enhance learning outcomes. Teachers should provide clear guidelines and monitor students' use of AI tools to prevent misuse.

7. Conclusion

This study concludes that AI-powered tools can positively impact EFL learners' writing skills when used as supplementary instructional resources. Future research may explore long-term effects of AI-assisted writing instruction with larger participant groups.

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