

Artificial Intelligence in ELT: A Writing-centered Approach to Language Development

Surayyo Amonova

Central Asian University in Tashkent

surayyo-juraeva@mail.ru

Abstract. *The current paper investigates the transformative role of artificial intelligence (AI) in English Language Teaching (ELT), specifically in the enhancement of learners' writing skills. Since the COVID-19 pandemic there has been a large shift towards remote learning, which has accelerated the integration of AI-driven tools into educational contexts. In this study, we aim to explore how intelligent tools such as chatbots, and generative AI models assist learners in reducing language anxiety, boosting grammar and vocabulary, and building confidence. Drawing on recent empirical studies and practical examples, we highlight the pedagogical benefits of adopting AI tools in ELT, and emphasize its capacity to encourage autonomy, increase learners' motivation, and improve their performance.*

Key words: *Artificial Intelligence (AI), English Language Teaching (ELT), AI-powered chatbots, generative AI tools.*

INTRODUCTION

The integration of artificial intelligence (AI) into various sectors has changed numerous fields in education, particularly English language teaching (ELT). It should be highlighted that AI-driven tools have become indispensable in enhancing language proficiency, particularly speaking and writing skills. This transformation was significantly accelerated by the COVID-19 pandemic, which pushed educational systems worldwide toward online and remote learning environments. It is, therefore, reasonable to consider that in the context of English language learning, AI offers substantial benefits, especially in addressing common challenges faced by learners, such as the lack of frequent real-time feedback and the need for personalized learning experiences. Moreover, AI is making significant advances in supporting writing development, a skill often regarded as challenging and, thus, neglected by English learners. Through progressive applications, AI can assist with vocabulary enhancement, grammatical accuracy, and idea generation, offering learners real-time feedback and structured exercises to improve their writing skills as well as reflect on their errors and mistakes.

WRITING

“Professor, maybe not writing today?” – a common request frequently made by language learners. For many students, writing appears dreadful, nevertheless, it is crucial to acknowledge that writing represents a fundamental aspect of daily life and should be equally developed along with other language skills. In our daily lives, we engage in an extensive exchange of messages through various messaging applications and social media platforms, often overlooking the fact that typing a message constitutes a form of writing as well. Writing is considered as the most difficult skill to enhance, whilst acquiring a new language [1].

There are numerous factors contributing to learners' negative attitudes toward the writing process, one of the significant of which can be insufficient knowledge [2]. The cognitive task of organizing ideas can be particularly challenging for many individuals, primarily due to inability to select appropriate vocabulary for sentence construction. Consequently, composing written texts becomes a time-consuming process. Another reason can be low self-confidence followed by constant fear of making errors and receiving negative feedback from a language instructor. By turn, seeing students' demotivation may induce language instructors to neglect the development of writing skills. Yet, it should be highlighted that an accurately composed piece of writing is more likely to effectively persuade and engage the reader compared to the one addressing the same topic, but full of grammatical errors or suffers from inappropriate word selection and poor construction [3].

Although proficiency in writing is of paramount importance for college students acquiring English as a second or Foreign language (ESL/EFL), mastering writing skills presents certain challenges for non-native learners, which can diminish their enthusiasm for writing courses. Therefore, we believe, one of the effective solutions to boost students' writing proficiency, favourably influencing their motivation level is using artificially intelligent tools. According to Radford et.al [4], employing language models or machine learning systems trained on extensive datasets from millions of websites may assist EFL learners in addressing their writing challenges. These models demonstrate proficiency and accuracy in a variety of linguistic tasks and are capable of generating coherent, lengthy texts that imitate human writing [5]. Numerous empirical studies have indicated that digital writing tools enhanced by artificial intelligence (AI) can significantly aid students in refining their writing skills across various dimensions [6], [7], [8], [9], [10], [11]. In the following paragraph, we will delineate the advantages of AI in enhancing writing proficiency.

Vocabulary Enhancement

AI is revolutionizing methodologies the implementation of which is assisting in boosting writing skills by selecting appropriate words. There are numerous sophisticated writing tools and applications that propose superior lexical choices and phrases. For instance, when presented with the statement "the dancer moved beautifully", an AI-driven application Grammarly (Grammarly.com) suggests the word "gracefully" instead of "beautifully". This iterative feedback fosters an environment conducive to learning new vocabulary and mastering the appropriate usage.

Moreover, AI serves as a valuable resource for identifying synonyms. When a user writes a piece by utilizing the same word several times, an AI program, e.g. ChatGPT (chatgpt.com), Quillbot (quillbot.com), could suggest alternatives which suit the context and help to avoid repetitions. For example, the word "fast" can be replaced with "swiftly" or "quickly". The incorporation of diverse vocabulary into one's writing not only enriches the text but also promotes stylistic variety.

Additionally, AI tools can assist in elucidating definitions and providing contextual usage examples. When encountering unfamiliar words in different reading passages, AI resources, e.g. Thesaurus (thesaurus.com) can offer definitions and demonstrate practical applications within sentences. Below, we would like to demonstrate some of the helpful features of this platform for the word "happy".



Figure 1. The definition and synonyms for the word "happy"

adjective (2)

as in **in high spirits; delighted**

as in **favored by fortune**

Example Sentences

Related Words

More About

Synonym of the Day

Quiz

Example Sentences

I'm happy I'm not a freshman right now because I think that my dorm experience is something I never would have wanted to give up.

From [Fortune](#)

In fact, I was the kid who, if I got called up in front of the class, was not happy to publicly speak.

From [Ozy](#)

It's a way to keep the ice-cream makers happy while saving the rainforest, and it can be scaled up now.

From [Nautilus](#)

Zoom happy hours and small dinner parties are the pandemic's new social scenes and cocktails should be part of this home experience.

From [Fortune](#)

Rodríguez, who now lives in Arizona, in a message she sent to the Blade said she was very happy when Moreno called her and told her she had won her case.

From [Washington Blade](#)

Figure 2. Examples within sentences

Grammatical Accuracy

As one of the effective methods to enhance one's writing performance, AI may assist to boost grammatical proficiency in various ways. Many students encounter difficulties in their writing endeavors due to uncertainty regarding the proper application of grammatical rules. AI facilitates this process by delivering immediate feedback on their compositions.

When learners compose essays or reports, they may utilize AI-driven tools with grammar-checking features. These applications meticulously analyze the text and identify errors related to spelling, punctuation, and syntactic structure. This kind of immediate corrective feedback enables students to learn from their errors in real-time.

Furthermore, AI can elucidate the rationale behind suggested modifications. Rather than merely rectifying mistakes, certain tools offer explanations, tips, and grammatical guidelines. Consequently, not only do students correct their existing texts but also gain insights in future writing tasks. Some of the platforms, e.g. ChatGPT, Slick Write ([slickwrite.com](#)) can provide thorough explanation in a student's mother tongue if commanded to do so.

Can you explain my mistakes in the following sentence? She like eat banana.



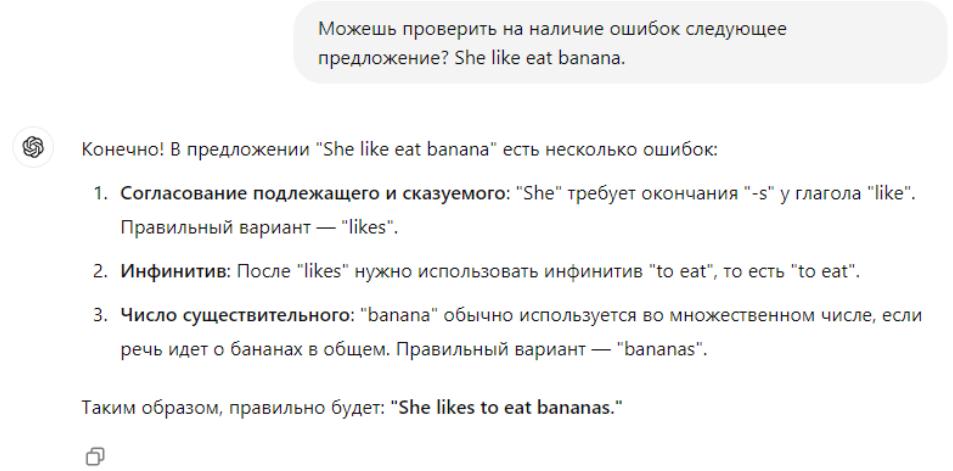
Sure! Here are the mistakes in your sentence:

1. **Subject-Verb Agreement:** The subject "She" should be followed by the correct form of the verb "like." It should be "likes" instead of "like."
2. **Infinitive Form:** The verb "eat" should be in the infinitive form. To express that she enjoys the action, you need to use "to eat."

So, the corrected sentence is: "She likes to eat bananas." Also, "banana" should be pluralized to "bananas" if you're talking about eating them in general.



Figure 3. ChatGPT explains grammatical errors.



Можешь проверить на наличие ошибок следующее предложение? She like eat banana.

Конечно! В предложении "She like eat banana" есть несколько ошибок:

- Согласование подлежащего и сказуемого: "She" требует окончания "-s" у глагола "like".
Правильный вариант — "likes".
- Инфинитив: После "likes" нужно использовать инфинитив "to eat", то есть "to eat".
- Число существительного: "banana" обычно используется во множественном числе, если речь идет о бананах в общем. Правильный вариант — "bananas".

Таким образом, правильно будет: "She likes to eat bananas."



Figure 4. ChatGPT explains the same sentence in Russian.

In addition to facilitating grammatical accuracy, AI can support students in honing their writing skills through a variety of exercises. Numerous AI programs, e.g. ProWriting Aid (prowriting.com) present writing prompts and challenges that motivate students to engage in more extensive writing practices. Upon completion of these activities, students receive constructive feedback on both their grammatical precision and stylistic choices. This iterative practice fosters an increase in confidence regarding their writing capabilities. A study by Dizon and Gayed [12] revealed that Japanese university students exhibited greater textual diversity and reduced grammatical errors when utilizing Grammarly, an application designed to assist with writing during the document creation process.

Writing Prompts and Ideas

AI is a powerful tool for individuals seeking to boost their writing capacities by providing with fresh ideas and constructive suggestions. It empowers writers – regardless of their English level – to explore their creativity and refine their skills with relative ease. AI applications are capable of generating topics aligned with users' interests or the themes they wish to investigate [13]. For example, if a learner intends to compose a narrative centred on "love", AI can propose different perspectives, such as "love between parents and children" or "love to animals" and the like. These prompts can "ignite" creative thinking and facilitate further development of ideas.

Likewise, AI can enhance the quality of writing by providing suggestions for more effective vocabulary or phrasing [14]. When a learner struggles to put his/her thoughts into words with clarity, AI platforms may offer synonyms or alternative constructions that are more suitable.

CONCLUSION

The integration of AI into English language education represents a paradigm shift in how learners acquire speaking and writing skills. The empirical findings suggest that AI tools not only provide personalized, immediate feedback but also foster a more engaging and criticism-free learning environment that reduces anxiety and boosts learner confidence. In speaking, AI applications address linguistic, affective, and social challenges by offering tailored pronunciation practice, grammar support, and real-world conversation simulations. In writing, AI aids in vocabulary selection, grammatical accuracy, and idea generation, empowering students to improve their written expression. Based on our research, we may conclude that the potential for AI to improve both speaking and writing proficiency is immense, offering scalable solutions to language learners worldwide. As AI technologies continue to advance, in our opinion, their impact on ELT will likely increase, providing even more personalized and effective learning experiences for students across diverse linguistic backgrounds.

REFERENCES

1. Amonova, S., (2022). Necessary Activities and Tasks for Improving Writing Skills. *Different Approaches to Learning Foreign Languages: Problems and Solutions*; 67-70.

2. Dhanya, M., & Alamelu, C. (2019). Factors influencing the acquisition of writing skills. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 259-263.
3. Amonova, S., Juraeva, G., & Khidoyatov, M. (2023, December). Harnessing the Potential of Artificial Intelligence in Language Learning: is AI Threat or Opportunity?. In *Proceedings of the 7th International Conference on Future Networks and Distributed Systems* (pp. 292-297).
4. Radford, A., Wu, J., Child, R., Luan, D., Amodei, D., & Sutskever, I. (2019). Language models are unsupervised multitask learners.
5. Brown, T. B., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., Neelakantan, A., Shyam, P., Sastry, G., Askell, A., Agarwal, S., Herbert-Voss, A., Krueger, G., Henighan, T., Child, R., Ramesh, A., Ziegler, D. M., Wu, J., Winter, C., ... Amodei, D. (2020). Language models are fewshot learners. arXiv. <https://doi.org/10.48550/arXiv.2005.14165>
6. Nobles, S., & Paganucci, L. (2015). Do digital writing tools deliver? Student perceptions of writing quality using digital tools and online writing environments. *Computers and Composition*, 38, 16–31. <https://doi.org/10.1016/j.compcom.2015.09.001>
7. Dickson, B. (2017). How artificial intelligence is shaping the future of education. PC Magazine. Retrieved from <https://www.pc当地.com/news/how-artificial-intelligence-is-shaping-the-future-of-education>
8. Karyuatty, L. (2018). Grammarly as a tool to improve students' writing quality: Free online-proofreader across the boundaries. *JSSH (Jurnal Sains Sosial dan Humaniora)*, 2(1), 83–89. <https://doi.org/10.30595/jssh.v2i1.2297>
9. Azah, D. N. (2019). The effectiveness of Grammarly checker toward student's writing quality of the fourth semester of English Department at IAIN Tulungagung [Unpublished undergraduate thesis]. IAIN Tulungagung.
10. Coenen, A., Davis, L., Ippolito, D., Reif, E., & Yuan, A. (2021). Wordcraft: A human-AI collaborative editor for story writing. arXiv. <https://doi.org/10.48550/arXiv.2107.07430>
11. Woo, D. J., Susanto, H., Yeung, C. H., Guo, K., & Fung, A. K. Y. (2023). Exploring AI-Generated text in student writing: How does AI help?. *arXiv preprint arXiv:2304.02478*.
12. Dizon, G., & Gayed, J. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *The JALT CALL Journal*, 17(2), 74–92. <https://doi.org/10.29140/jaltcall.v17n2.336>
13. Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2), 2236469.
14. Teng, M. F. (2024). "ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. *Computers and Education: Artificial Intelligence*, 7, 100270.