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EFL Teachers' Perspectives on How AI Writing Tools Affect the Structure and Substance  
of Students' Writing

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*ABSTRACT*

*The main objective of this research was to investigate the variety of Artificial Intelligence (AI) writing tools that are accessible and evaluate how teachers of English as a Foreign Language (EFL) perceive their impact on students' writing, specifically with regard to content and organization. The research was built within a case study framework, employing a qualitative method. Data describing the variety of AI writing tools and their effect on students' writing quality were gathered through semi-structured interviews. In order to shed light on the range of AI writing tools utilized in their classrooms, the study collected data from four EFL teachers throughout three different universities in Indonesia. Quillbot, WordTune, Jenni, ChatGPT, Paperpal, Copy.ai, and Essay Writer were among these apps. Furthermore, all of these educators concurred that the AI writing tools had a good impact on the caliber of writing produced by their students, especially with regard to topic and organization. The study's conclusions suggest that using AI writing tools can help improve the caliber of writing produced by EFL students. The limitations of this study were also addressed, along with suggestions for further research.*

**Keywords:** impact of AI writing tools; writing skill; content and organization

## I. INTRODUCTION

The usage of writing tools driven by artificial intelligence (AI) in English as a foreign language (EFL) classroom is growing quickly. Grammar checkers, writing tools, and computer programs that can produce written works like essays without human assistance are some examples of these tools. They save students' and teachers' time and effort since they are simple to use and efficient (T. S. Chang et al., 2021; Gayed et al., 2022; Jeanjaroonsri, 2023; Zhao, 2022). AI writing tools have also been utilized, especially for EFL students with poor English competence. With the aid of these resources, students can get prompt feedback and help, accelerating the process of strengthening their writing abilities.

Writing analysis and commentary on various aspects of the text, including syntax, vocabulary, grammar, content, and structure, are the general goals of AI writing tools ((Aziz, Hoesny, et al., 2022) Hosseini et al., 2023; Strobl et al., 2019; Thorp, 2023). Machine-learning algorithms that compare the produced text to a large library of correctly and incorrectly written examples produce this kind of feedback. Stated differently, EFL students have the ability to receive immediate, customized feedback on their writing, which can help them recognize

and fix errors more quickly (Aziz, Setyosari, et al., 2022). Students who receive this real-time feedback can also benefit from guidance on how to improve their writing skills and help them understand the basic ideas of good writing (Akgun & Greenhow, 2022; Nazari et al., 2021; Rudolph et al., 2023).

Research on how AI writing tools impact students' writing abilities has been increasing recently, and this research is essential to the TEFL field. While some studies (Kurniati & Fithriani, 2022; Wang, 2022; Zhao, 2022) indicate that using AI-powered writing tools can help students write better, others (Y. Liu et al., 2022; Lund & Wang, 2023; Qadir, 2022) have expressed concerns about the tools' potential negative effects. However, the material that is offered only addresses how AI writing tools can help with syntax and grammar. Although this is unquestionably an important component, it does not cover everything that goes into making writing effective. Both a piece of writing's content and structure are important elements that have a big impact on the reader's comprehension and involvement (I. Lee & Yuan, 2021). Each written work's content is its central idea. The writer intends for it to communicate the concepts, ideas, and advice. That's the writing's "what" or its content (Aziz, Setyosari, et al., 2022). Good content resonates with the audience and

achieves its goals, which may include informing, entertaining, persuading, or stimulating thought (Molina et al., 2021). It is also original, meaningful, relevant, and instructive. On the other hand, organization refers to the writing's "how" or structure. It has to do with how the information is presented, joining concepts in a way that makes sense and leads the reader through the work. How an argument is presented, how well the reader understands the topic, or how captivating a story is can all be greatly impacted by the organization. A writing that is well-organized guarantees a coherent flow of ideas, which increases readability and impact (Awada et al., 2020). Consequently, the importance of content and order in writing is overlooked when grammar and syntax are the only things being focused on. Effective communication depends not just on using the appropriate words but also on what those words communicate and how they are put together. Therefore, from the standpoint of EFL educators, it is imperative to investigate what kinds of AI writing tools exist and how they handle these other important writing components.

In the Indonesian setting, the same scenario applies. As far as we are aware, very little study has been conducted in Indonesia and published in journals that looks at how AI writing tools affect the structure and

content of writing from the viewpoint of teachers or students. The current writers are aware of the groundbreaking studies conducted by Miranty and Widiati (2021) and Fahmi and Cahyono (2021), which explore in some depth how Indonesian EFL students use Automated Writing Evaluation (AWE) as one of their AI writing tools. Students' opinions on the benefits and drawbacks of AWE (i.e., Grammarly) were investigated by Miranty and Widiati (2021), while Fahmi and Cahyono (2021) sought to learn whether students' opinions of the use of AWE varied depending on their level of competence. Based on consistent study across multiple trials, their findings indicate that using AWE can have a good impact on students. In spite of these important discoveries, further investigation into the effects of AI writing tools is required. It's true that earlier research has revealed details about how these tools affect students' writing. How AI writing tools impact student writing quality, specifically in terms of content and organization, is currently unknown. Therefore, in order to close the current information gap and provide a more thorough understanding of the usefulness of AI writing tools in EFL classes, this study has been carefully prepared. This study's main goal is to examine the range of AI writing tools available and assess how they affect

students' writing, with an emphasis on structure and content in particular, from the perspective of EFL teachers. In order to do this, we put up the following important research queries: (1) What types of AI writing tools are used by EFL teachers to improve students' writing quality, particularly in terms of content and organization? (2) How do EFL teachers perceive the impact of AI writing tools on the content and organization aspects of students' writing?

There are two main reasons why responding to these research questions is so urgent. Firstly, teachers wishing to incorporate such technology into their lessons may get inspiration from an awareness of the kinds of AI writing tools teachers use and how they integrate them into their lessons. In the end, this realization may help make AI applications for EFL instruction more widespread and successful. Second, it's critical to find out how teachers feel about AI writing tools. Teachers' positive perceptions of these technologies' benefits may result in their wider adoption, improving EFL instruction overall. However, it becomes critical to recognize and address teachers' concerns if they are uneasy or suspicious about these technologies. This knowledge would make it possible to adjust AI-related tools or instructional techniques

so that the technology's potential is recognized and utilized to its fullest in language learning environments. The goal of this study is to provide answers to these issues in order to facilitate the better incorporation of AI in EFL classrooms.

## II. LITERATURE REVIEW

### A. Teaching Writing in The Artificial Intelligence Era

The rapid progress of digital tools and their impact on writing instruction in the current era of technological proliferation cannot be separated. The research by Haleem et al. (2022) eloquently discusses how this shift is caused by the growing integration of digital tools in the educational space, which effectively turns pen-and-paper methods into significantly more innovative and dynamic learning experiences. According to Garlinska et al. (2023), cloud-based writing tools, online workshops, and virtual classrooms are just a few examples of the innovations that are transforming the field of writing teaching. These systems provide features like plagiarism checking, collaborative editing, and real-time feedback. According to Nykyporets's (2023) research, these elements not only improve students' writing skills but also encourage critical thinking and autonomous reasoning in them.

Additionally, Bhutoria's (2022)

research demonstrates how AI-driven platforms and applications provide students with individualized learning opportunities by detecting their writing talents and weaknesses. This enables teachers to modify their lesson plans in accordance with the particular requirements and preferences of each student, producing learning results that are more successful (Dogan et al., 2023). Similarly, Cahyono et al.'s (2023) investigation of the practical strategy for teaching writing that is mediated by mobile technology reveals an additional level of tech-enabled pedagogical innovation. By publishing their work in open forums, students feel more confident and develop their writing skills. Additionally, these platforms encourage peer review and feedback systems, which develop a feeling of community and cooperative learning (Umamah & Cahyono, 2022). As acknowledged by the literature, there are several difficulties with digitizing writing training. Teachers need to address concerns about digital equity, privacy, and potential distractions, as stated by Duncan and Joyner (2022). As we continue to navigate the teaching of writing in this era of artificial intelligence, these concerns highlight the need for an ongoing conversation and proactive methods in developing pedagogical policies and practices.

## **B. The Impact of AI Writing Tools on Students Writing Quality**

Research on the effects of AI writing tools on students' writing skills is expanding. Some research shows promising results, but others point to possible drawbacks. Positively, it has been discovered that students' writing abilities are greatly enhanced by AI writing tools like Grammarly, QuillBot, Wordtune, and Jenni. These resources use sophisticated algorithms to detect typical mistakes in syntax, grammar, and punctuation and offer advice on how to make writing clearer and more elegant. Additionally, they provide special skills like language improvement and paraphrasing for maximum impact. According to a Tambunan et al. (2022) study, pupils' grammar and punctuation improved when they used Grammarly. The artificial intelligence (AI) of Grammarly scans the user's writing and offers suggestions for improving grammar, spelling, punctuation, clarity, engagement, and delivery in real time. This effectively transforms the act of writing into an educational experience.

Another AI application, QuillBot, focuses on paraphrasing, assisting students in avoiding plagiarism while preserving the original meaning of their work. Kurniati and Fithriani (2021) discovered that QuillBot helped students improve their paraphrasing

abilities, a crucial academic writing skill. This contrasts with WordTune, which concentrates on enhancing the text's tone and style. According to Lam and Moorhouse's (2022) study, WordTune positively impacted students' self-evaluation and learning by assisting them in identifying their writing deficiencies. The stylistic components of writing are explored by this program, which goes beyond basic grammatical correction. In order to help users create emails, reports, articles, and other documents more quickly, Jenni is another AI-based writing helper that offers predictive text suggestions. User input indicates a favorable effect on writing productivity and originality, even though no particular research was mentioned in this respect. The OpenAI-created GPT-3 is a major development in language model technology. It has been discovered that GPT-3, which can produce cohesive and contextually relevant sentences, encourages students' critical and creative thinking (Mhlanga, 2023). Students can use it as a great tool to try out various writing philosophies and styles. These studies demonstrate the potential of AI tools to improve students' writing skills.

Writing jobs can be made much more efficient and of higher quality when using AI writing tools, according to several studies,

both in terms of content and organization. AI-based tools, like as GPT-3 and its successor GPT-4, have been used to help writers create compositions that resemble those of humans by suggesting the next word or paragraph in a manuscript (Y. Liu et al., 2023). Machine learning algorithms help with this process by making text sequence predictions based on the large volume of training data.

Moreover, studies investigating the effects of these instruments on various facets of writing are currently underway. For example, a study discovered that while producing written content in English, AI writing tools like "AI KAKU," a well-known English language learning tool created in Japan, may be able to lower cognitive barriers for students learning English as a foreign language (Gayed et al., 2022). This is accomplished by giving instantaneous translation and grammatical advice, which lessens the intimidating nature of writing. Accelerating the literature review process, which deals with massive volumes of partially organized (meta)data, is another significant use of AI in writing (Wagner et al., 2022). This is especially helpful for subjects like the social sciences and healthcare, where researchers frequently have to comb through massive amounts of literature in order to do their research. In

conclusion, there is no doubt that the development and use of AI writing tools has made a huge advancement in the field of writing and literature. These developments have a great deal of promise to both expedite the writing process and enhance the effectiveness and caliber of written output.

Even with these benefits, some research has shown possible disadvantages. For example, pupils who rely too much on AI writing tools for error correction may unintentionally encourage over-reliance. This is because they may not fully comprehend the faults they make. Their innate ability to learn and build self-editing skills may be hampered by this dependency. A critical viewpoint on this issue was offered by Iskender (2023), who made the case that if students grow unduly reliant on AI writing tools, their capacity for critical thought may be compromised. They voiced worry that students could value fast repairs from AI programs more highly than carefully considering their errors and learning from them. This would effectively undermine the process of learning, development, and progress in writing.

The effect of AI writing tools on creativity has been questioned in addition to worries about over-reliance. There are concerns among educators that children could utilize these technologies not only for

language improvement but also for idea generation, which could limit their ability to think creatively and independently (Johinke et al., 2023). Additionally, Farrakhnia et al. (2023) noted that although AI tools can enhance specific writing abilities, they might not be as successful in tackling higher-order writing components like argument structure and coherence. Currently, AI technologies are unable to perform these tasks because they demand a thorough comprehension of the subject, logical reasoning, and the ability to connect concepts. AI tools may potentially be unreliable in terms of tone and context.

These tools might not be able to properly capture the complexities and nuances of human language and emotion, which could result in recommendations that are inappropriate or inaccurate in a particular situation (Haleem et al., 2022). Lastly, concerns about digital equity have come up.

There may be differences in learning results since not every student has equal access to this technology. According to Mozumder et al.'s study from 2023, kids who lack access to sophisticated digital devices or high-speed internet may not be able to use these AI technologies, which could lead to a wider accomplishment gap in school. Thus, even though using AI in writing education has many potential advantages, teachers

must be aware of these disadvantages and take proactive measures to address them in their lesson plans.

### III. RESEARCH METHOD

#### A. Research Design

To address the research questions, a qualitative approach was employed, specifically utilizing a case study methodology. The case study methodology, which typically involves conducting interviews and/or observations, enables the researcher to uncover important factors that emerge from the open-ended process (Yin, 2009). Through this methodology, we were able to explore in-depth the types of AI writing tools used by EFL teachers, as well as their perceptions about the impact of these tools on students' writing quality, particularly in terms of content and organization.

#### B. Research Participants

The purpose of this study was to learn more about EFL teachers' perspectives on AI writing tools and how they impact students' writing quality, especially with regard to topic and organization. Three distinct institutions were used to hire four writing instructors; two of the universities were private and one was public. Their ability to teach complex courses like essay

writing and argumentative essay writing, accessibility, desire to participate, and practical experience using AI writing tools in the classroom were the main criteria used in the selection process.

**Table 1. Demographic information of participants**

Respondent	Age (years)	Gender	Teaching Experience (years)	Qualification	Experience in Using AIWT* (years)
T1	37	Male	8	Master	≥1
T2	42	Female	15	Ph.D.	2
T3	39	Male	10	Master	2
T4	37	Male	8	Master	≥1

Note: \*AI writing tools.

These advanced courses frequently call for a more thorough comprehension of discourse structure and a higher degree of grammatical knowledge. Every teacher who was hired had at least three years of experience instructing EFL students and at least one year of experience utilizing AI writing tools in the classroom. These artificial intelligence systems functioned as additional instructional resources, supporting the tasks of grammar checking, paraphrasing, identifying plagiarism, content generation, and providing recommendations to improve the coherence and clarity of students' writing. As a result, the teachers' experiences were guaranteed to go beyond simple theoretical understanding and to encompass real-world teaching scenarios involving the practical implementation of AI tools.

Larger, more traditional classrooms

and smaller, more individualized learning environments were among the sizes of the teacher's classes. The study was able to take into account a variety of elements that could affect the effectiveness of AI technologies because of the deliberate range in instructional contexts. A few examples of these variables would include the size of the class, the resources that the school offers, the makeup of the student body, and the unique teaching methods of each instructor. An extensive grasp of the experiences and viewpoints of EFL teachers utilizing AI writing tools was made possible by the participants' wide range of backgrounds.

Participants were designated as T1, T2, T3, and T4 to maintain confidentiality. The recruitment process began with contacting prospective participants via email, outlining the study's purpose, their roles, data collection methods, and their rights, including the ability to withdraw from the study at any point without any repercussions. This ensured adherence to ethical research guide lines. They were also provided with an informed consent form to read, comprehend, and sign if they agreed to participate. Through this careful recruitment process, the study maintained the highest ethical standards while ensuring the inclusion of relevant experiences and perspectives.

### C. Research Instrument

The researcher employed interviews as a means of gathering the required information for this investigation. With the use of this instrument, we were able to compile comprehensive, qualitative data about the use of AI writing tools by EFL teachers as well as their opinions regarding the effects of these tools on students' writing quality, particularly with regard to content and organization. We looked to a number of pertinent literary works to create appropriate interview questions. The following publications were helpful sources: Zhao (2022), M. Lee et al. (2022), Dale and Viethen (2021), and Nazari et al. (2021). We concentrated on the subjects and motifs that matched our study goals by conducting a thorough analysis of these sources.

This extensive analysis of the literature was helpful to us in developing our interview process. Among the particular questions it asked were, "What AI writing tools have you used in your classroom?" and "How, specifically in terms of content and organization, have these tools affected your students' writing?" With the use of this interview guide, we were able to look into the theoretical underpinnings as well as the real-world uses of AI writing tools for EFL instruction.

### C. Data Collection Technique

We conducted interviews with each participant after creating an interview procedure that focused on the kinds of AI writing tools that EFL teachers use and their opinions about how these tools affect the content and organization of students' writing. These were arranged based on their availability and comfort. We gave the participants a briefing on the goals of the study, the interview procedure, and our strict data protection policies before we began each interview. We made sure they understood their rights, including the ability to leave the study at any moment, before moving forward and obtained their informed permission.

Researcher started the interview by asking broad questions about their experiences using AI writing tools and teaching EFL, which created a casual atmosphere that encouraged candid conversations. We gradually added more detailed questions that followed our interview format, investigating deeper into the specific AI writing tools they had used and how they had affected the students' work, especially with regard to content and structure enhancements.

The researcher highlighted to the participants that there were no right or wrong responses and encouraged them to be

as open and honest as possible in order to minimize potential social-desirability bias inherent in self-reported data. This was carried out in order to guarantee the validity and dependability of the responses received. With the consent of the participants, every interview was videotaped in order to accurately capture their answers, which is essential for accurate transcription and further data analysis. Taking notes during the interviews was also used to record instant impressions, underline important points, and capture subtle nuances.

Following the completion of each interview, the researcher thanked the participants for their time and gave them a chance to ask any questions they had regarding the study or to make any further remarks. We meticulously transcribed the recorded dialogues after the interviews, turning spoken thoughts into textual data. Since our following analysis is based on the transcription of the data, accuracy during this stage is crucial. All of the information gathered—including notes, transcriptions, and interview tapes—was safely kept, protecting participant confidentiality and facilitating effective data management for the phases of data analysis and study reporting that followed. Following these guidelines guaranteed a thorough, moral, and efficient data collection process for our study

on the application and influence of AI writing tools in EFL instruction.

#### **D. Data Analysis Technique**

The researcher used a topic case study in order to examine the qualitative information. The objective of this thematic analysis, as stated by Braun and Clarke (2006), was to find relationships and patterns among the themes that were taken from the qualitative data in order to answer our research questions. The analysis was split up into five separate steps. The interview transcript was carefully read several times by the researcher in order to become familiar with its content. Creating preliminary codes that categorized similar words and phrases in accordance with our research criteria was the second step. We then classified each code after carefully examining each one. We also compared the outcomes in this stage in order to look for any trends or linkages. Lastly, we used these aggregated codes to create a set of categories. Four teachers (T1, T2, T3, and T4) included artificial intelligence (AI) tools into their teaching methods, as shown by a noteworthy trend in the dataset provided in Table 2. Hinting at the basic trend of integrating technology into education, these teachers had expressed a shared interest in using a combination of AI technologies to improve

their pupils' writing skills.

### **IV. Findings**

#### **A. Types of AI writing tools use by the EFL teachers**

Based on the information gathered during our research's interview phase, it became clear that the four EFL teachers in question used a variety of AI writing tools in their instruction. These resources were selected and put to use in accordance with the particular requirements of their educational settings and goals because of their unique qualities and functionalities. We have arranged this material in an understandable and informative manner to give a thorough yet concise summary of various AI authoring tools.

Table 2 provides an extensive inventory of the range of AI writing tools that these EFL teachers have embraced. Providing a thorough overview of the current state of AI use in EFL instruction, this chart skillfully displays the names of the AI tools in use and their particular uses.

**Table 2. Types of AI writing tools were used by the EFL teachers**

Initial of Teachers	Types of AI writing tools Used	Purpose of use
T1	Jenni AI	Assists students in brainstorming and organizing thoughts prior to writing.
	Quillbot and WordTune	Used to teach paraphrasing skills and improve sentence flow.
	ChatGPT	Simulates conversations with students, thereby enhancing their conversational writing skills.
T2	Quillbot	Facilitates teaching of paraphrasing and the avoidance of plagiarism.
	Wordtune	Aids students in improving sentence structure and in expressing their ideas more clearly.
	Copy.ai	Generates creative writing samples used as examples of various writing styles.
	Paperpal	Performs grammar checks and provides real-time corrections.
T3	Essay Writer	Guides students in structuring their essays logically and suggests areas for improvement.
	QuillBot	Used for practice in paraphrasing.
	Wordtune	Improves sentence quality and clarity.
	ChatGPT and Jenni	Facilitates brainstorming and aids students in organizing their thoughts effectively.
T4	WordTune	Refines sentence structure and enhances coherence.
	Jenni	Assists students in brainstorming for topic ideas.
	QuillBot	Teaches students to paraphrase their sentences.
	Copy.ai and Essay Writer	Helps students craft compelling pieces of writing in various styles and formats.

Among the four teachers, QuillBot and Wordtune were the two most frequently utilized tools. QuillBot, which is renowned for its skill in paraphrasing, played a significant role in educating students on how to communicate the same idea in several ways, hence assisting in the prevention of plagiarism. On the other side, Wordtune was used to enhance sentence structure and clarity, which makes it a vital teaching tool for English and a means of improving students' written expression.

Three of the four teachers (T1, T3, and T4) used Jenni AI and ChatGPT, which provided a second area of similarity. Renowned for its topic modeling skills, Jenni AI helped students plan and organize their ideas before writing, promoting organized writing and critical thinking. A key component of learning English in a globalized and digitally linked society is

conversational writing, which is something that Chat-GPT helped students with by simulating discussions. Although these instructors' teaching approaches shared the previously listed tools, they also included specialized tools that were particular to their classes to diversify their approaches. For example, T2 made use of Paperpal and Copy.ai. Copy.ai produced creative writing samples that served as models for various writing styles, encouraging students' creativity in the process. Paperpal was used because it was good at checking grammar and offering instantaneous corrections an essential skill for learning English. T3 made use of Essay Writer, a tool that looked especially appropriate for an academic writing-focused school, to help students organize their essays logically and provide them suggestions for enhancements. Additionally, T4 introduced Essay Writer and Copy.ai, using these resources to teach students how to create engaging writing in a variety of forms and styles.

A number of preliminary findings emerge from examining the participant demographic data provided in Table 1 and contrasting it with the teachers' use of AI tools. It seems that T2 and T3, the teachers with more years of AIWT experience, use a wider range of AI tools. Notably, T2, the oldest, most qualified (Ph.D.), and most

experienced teacher, makes use of special tools like Copy.ai and Paperpal. T3, who has similar experience with AIWT, also makes use of Essay Writer, a special tool.

This pattern implies that teachers who have used AIWT for a longer period of time and with more expertise may show more confidence when investigating other AI tools for different educational goals. It is important to note that T2, the sole female teacher in the sample, employs a distinct collection of tools that may be more related to her expertise and credentials than to her gender, even though it is difficult to draw any firm conclusions about gender-based disparities in the utilization of AI tools from this dataset. It's also important to remember that the usage of AI technologies may vary depending on the experience and credentials of the teacher. T2, who has the most teaching experience, plays with different tools, indicating that more seasoned educators might be more daring. Likewise, the Ph.D.-holding instructor T2 employs specialized AI tools, suggesting that educational attainment may have some bearing on the selection of AI tools. Nevertheless, these discoveries should be viewed as preliminary trends rather than final conclusions due to the tiny sample.

## **B. Teachers perspective toward the impact**

### **of AI writing tools**

In this section, the researcher examined the results of our interviews with teachers about how AI writing tools affect students' writing quality, with a particular emphasis on content and organization. Two main sub-themes emerged from the researcher's examination of the content aspect: vocabulary and language use, as well as idea production.

Regarding the effect of AI writing tools on students' creativity and idea generation, the replies from four teachers (T1, T2, T3, & T4) revealed a broad variety of perspectives among them. T1 underscored the potential advantages of artificial intelligence (AI) writing tools, stressing their capacity to foster creativity and expand ideas. He said that when pupils were having writer's block, these tools may provide different viewpoints or approaches, which would assist them get past creative blockages. The instructor's response is as follows:

*AI writing tools that offer ideas and build upon them have proved very helpful in increasing pupils' inventiveness. These resources can help students overcome obstacles to their creativity by offering other viewpoints or views when they run into trouble or experience writer's bloc (T1)*

T2, on the other hand, gave a more conflicted assessment of AI writing tools. She did, however, concur with T1 that these resources might serve as a springboard for

students who were struggling with idea generation.

She did, however, also express concern that the concepts generated by these technologies would come across as impersonal or general. She believed that although AI technologies can be useful in some circumstances, they might not always encourage in-depth or critical thought on a subject. The instructor answers in the way that follows:

*Based on my observations, the impact of AI writing tools on students' idea generation skills has been uneven. On the one hand, if a student has trouble coming up with ideas, they can offer a place to start. Nevertheless, the tool's suggestions sometimes lack originality or are overly generic. As a result, even if they may be beneficial in certain situations, they may not always inspire pupils to reflect carefully or critically on a subject. (T2)*

T3 offered an alternative viewpoint to the ones presented above, arguing that AI writing tools may make it more difficult for students to come up with fresh ideas. He made the argument that pupils would grow unduly dependent on the tool's recommendations, which would inhibit their capacity for original or creative thought. He maintained that since these were important abilities that could be developed over time, it might be advantageous in the long term to struggle with problem-solving and idea generation. The instructor responded as

follows:

*I have seen that pupils' capacity to come up with creative ideas is occasionally hampered by AI writing tools. This could be as a result of their growing dependence on the tool's recommendations and their decreased willingness to challenge conventional thinking. It may sometimes be advantageous for pupils to struggle with problem-solving and idea generating because these are important abilities that may be developed with practice. (T3)*

Lastly, T4 highlighted the benefits of AI writing tools, including their ability to help pupils refine their ideas. He saw that these resources may provide words or sentences that improved on a basic concept, giving students multiple options for more effective thought expression. Furthermore, he said that AI writing tools could show how a concept may be developed and backed up with arguments or proof, which he thought was particularly helpful for academic writing. Here is the teacher's response:

*AI writing tools have demonstrated a beneficial effect on pupils' capacity for in-depth intellectual processes. These resources frequently include additional words or sentences that build on a basic concept, giving pupils a variety of options to better communicate their ideas. These resources can also demonstrate the development and argumentation of ideas, which is very helpful when writing academically. (T4)*

In conclusion, these answers highlighted both possible advantages and disadvantages and revealed a range of opinions regarding the impact of AI writing

tools on students' creativity and idea generation. Some educators cautioned about over-reliance and the possibility of restricting critical thinking and individual originality, while others saw these tools as helpful tools for developing ideas and getting beyond creative obstacles. The main takeaway from the speech was the importance of using AI technologies in a way that balances supporting individual thought with creative aid.

Each teacher had highlighted a different facet of vocabulary and language use while emphasizing both advantages and potential drawbacks. For example, T1 has shown the beneficial impact of AI writing tools on expanding pupils' vocabularies. He proposed that these tools would help students express themselves more clearly and captivantly by suggesting synonyms or more complex terms that they may not have thought of. This would increase their lexical repertoire. He thought this produced increasingly sophisticated and well-written writing over time.

*AI writing tools have, in my observation, had a very favorable effect on students' vocabulary usage. These resources frequently offer synonyms or more complex terms that students may not have considered using on their own. Students' lexical repertoire grows as a result, and they are able to communicate their ideas in a more complex and interesting way. Their writing gets more sophisticated and refined with time.* (T1)

On the other hand, T2 had issued a warning. She had voiced concerns about the potential for overly complex language to occasionally emerge from AI writing tools. Although she accepted that these tools could provide students a more sophisticated vocabulary, she expressed concern that students might use these words without fully grasping their meanings or context, which could result in writing that is awkward or too formal. She stressed that while increasing vocabulary had its advantages, accuracy and clarity should always come first. The following is the interview transcript:

*Although these resources can give kids access to a more advanced vocabulary, it's possible that they will use these words without completely grasping their meanings or context. Sentences that seem awkward or unduly formal may result from this.* (T2)

T3 offered a more impartial perspective, recognizing the value of AI writing tools as a learning tool for increasing vocabulary. He did, however, issue a warning about relying too much on these resources. He voiced worries that pupils might not try to remember and apply the new terminology on their own. He also cautioned that in the long run, this might hinder children' vocabulary growth. He emphasized the significance of maintaining equilibrium and the need to use these tools as a supplement rather than a

crutch. The following is an excerpt from the interview:

*AI writing tools can provide a helpful learning resource for students to learn and use new vocabulary. However, there is a risk of students becoming overly reliant on these tools and not making the effort to remember and independently use the new words they encounter. (T3)*

T4 concluded by taking the discussion in a slightly different way by emphasizing how AI writing tools might help students write less repetitively. He maintained that by replacing commonly used words or phrases with more diversified vocabulary suggestions, these tools might improve students' writing and encourage them to use new language in their assignments.

*When a student often uses a specific term or phrase, the tool might offer several suggestions to broaden the vocabulary used. This not only helps kids write better overall, but it also motivates them to use new words in their writing. (T4)*

In addition, we identified two significant sub-themes regarding organization: "Use of Transition Words and Phrases" and "Coherence and Logical Flow." The impact of AI writing tools on students' capacity to create coherent and logical arguments or narratives is examined in "Coherence and Logical Flow." In the meantime, "Use of Transition Words and Phrases" focuses on whether or not these resources help students connect ideas in a

smoother way by providing them with transitional language features.

The four teachers' replies painted a complete picture of the advantages of AI writing tools for improving students' writing abilities. Every educator shared their perspectives on a different aspect of these resources and how they affect the writing process. First of all, T1 emphasized the general benefits of AI writing tools, stressing their contribution to the development of a coherent, unambiguous cognitive process. T1 observed that by offering improved wording suggestions, eliminating repetitions, and boosting coherence, these tools helped to increase students' confidence in their writing skills. The reaction from the teacher is shown below:

*The tools improve coherence, eliminate repetitions, and offer improved wording suggestions to help create a coherent, clear flow of ideas. Because they are aware that the technology is available to assist them, students typically write with greater assurance. (T1)*

Second, T2 provided a fair analysis, taking into account both the advantages and possible drawbacks of these instruments. T2 emphasized how AI may help with idea organization, argument structure, and logical gap detection. However, T2 also expressed worries about a potential over-reliance on these resources, which might have unintentionally caused students to

neglect the improvement of their own critical thinking and problem-solving abilities, which are essential for producing quality writing. The following is how the segments of their interview are presented:

*These tools are excellent for assisting students with thought organization, argument structure, and logical fallacies. Nevertheless, if students rely too much on them, they risk neglecting the development of critical thinking and problem-solving abilities, which are crucial for producing well-written essays. (T2)*

Following up on these discoveries, T3 concentrated on the immediate feedback that AI authoring tools offered. T3 states that these techniques were very helpful in organizing ideas, pointing out logical contradictions, and promoting effective communication. Over time, students' writing skills improved greatly as a result of being able to quickly rectify and learn from mistakes, which reinforced their comprehension of appropriate writing techniques. The reply is shown as follows:

*AI writing tools are a great help for organizing arguments, spotting logical errors, and promoting effective communication. Because they offer immediate feedback, students may make corrections and grow from their errors in real time, strengthening their comprehension of appropriate writing techniques. (T3)*

Finally, T4 emphasized the use of AI technologies as teachers for customized writing. This instructor highlighted how well they could offer advice on grammar,

improve vocabulary use, and make sure that arguments made sense. According to T4, the AI writing tools have significantly improved students' writing abilities, especially when it comes to producing logically cohesive and well-written essays. Below is the transcript of the interview:

*Students' writing skills have improved greatly as a result of AI writing tools, particularly when it comes to producing logically cohesive and fluid prose. These technologies have worked well as individualized writing coaches by offering suggestions for grammar, improving word usage, and guaranteeing logical flow of arguments. (T4)*

About how AI writing tools affect students' use of transition words and phrases in their writing, all four teachers' statements are in agreement. The introduction of AI techniques has led to a notable enhancement in writing quality, as they all emphasize. T1 had discussed the benefits of AI writing tools for students' writing, highlighting how the usage of transitional words and phrases had improved. By drawing comparisons to a "interactive tutorial," they emphasized the tools' instructional value and helped students comprehend the purpose and use of transitional elements in text. This implied that T1 had viewed AI resources as useful add-on teaching aids. Below is a sample of the transcript from the interview:

*"Yes, since we added AI writing tools to our curriculum, I have definitely seen a significant*

*improvement in the way kids employ transition words and phrases. Their writing flow and organization have improved as a result of the AI tool's assistance in helping them comprehend how to apply these transitional features in a document. They seem to be receiving continual interactive lesson guidance on improving their writing skills". (T1)*

After then, T2 acknowledged that using AI authoring tools might improve the utilization of transitional parts. They noted increases in the coherence and flow of the sentences. But in contrast to T1, T2 presented a more balanced viewpoint by bringing up possible issues with the over-reliance on these instruments. They cautioned that an excessive dependence could hinder pupils' originality and inventiveness in their writing. This implied that even though T2 acknowledged the advantages of the instruments, they also understood the necessity of their balanced use. Below is a transcript of the interview:

*"Yes, definitely, after using AI writing tools, pupils' use of transition words and phrases has improved noticeably. Their sentences appear to flow more naturally and have stronger linkages between concepts, which may indicate that they have a greater grasp of writing cohesiveness. However, it's also important to remember that, on the other hand, some students can grow unduly reliant on these resources, which could stifle their individual inventiveness and distinctive writing styles. As with any technologies, moderation in use and continuing supervision are essential. (T2)*

The immediate effect that AI writing tools could have had on student writing was

then highlighted by T3. They discussed how the tools provided students with reminders in real time to help them add transitional components while their ideas were still fresh, which helped to increase clarity and organization. T3 appeared to be primarily concerned in how AI writing tools could encourage timely and engaged learning. Below is the transcript of the interview:

*Since the introduction of AI writing tools, students' ability to coherently connect their ideas using transition words and phrases has improved noticeably. Students are guaranteed to assimilate these essential components while the concepts are still fresh in their brains since the AI models provide reminders in real-time. In this way, their essays become much more coherent and well-organized. (T3)*

Lastly, T4 included a before-and-after comparison that suggested the inclusion of AI tools had a major positive impact on students' writing. He discussed how the tools could help with better writing coherence and organization as well as smoother transitions between topics. According to this, T4 thought that the AI technologies will help to improve overall writing quality and mitigate frequent writing problems. The reaction from the teacher is shown below:

*"There is no doubt that AI writing tools have improved things. Students would frequently misuse or omit transition words before using them, which resulted in writing that was disconnected. But with the help of the AI tools, the students have started to*

*grasp how these transitions offer an easy method to get from one thought to the next, and they have started to use them more efficiently. There's no denying that this tool has helped pupils write with greater coherence and order. (T4)*

In summary, while each comment concentrated on a somewhat different advantage, all of them were generally positive regarding the influence of AI writing tools on students' writing. T2 had, however, included a word of caution regarding the possibility of relying too much on the tools and the significance of striking a balance when using them.

## V. Discussion

The purpose of this study was to investigate how EFL (English as a Foreign Language) teachers view the various kinds of AI writing tools and their impact on the quality of student writing, particularly in terms of content and structure. The new study's preliminary results highlighted the wide range of Artificial Intelligence (AI) writing tools that EFL teachers use, including Quilbot, Jenni, Chat-GPT, WordTune, Copy.ai, Paperpal, and Essay Writer. The majority of the EFL teachers were interested in using a variety of AI technologies to help students become better writers suggests that there is a fundamental trend toward integrating technology into education. This is consistent with the findings of C. Liu et al. (2021), who highlighted the use of various AI technologies to improve the process of teaching and learning. In

their research, they found that a mix of AI technologies can promote a more thorough learning environment, particularly for improving EFL students' writing abilities. In the same way, Ouyang et al.'s (2022) study on AI's effects in education supports our findings. They discovered that this had a favorable effect on students' overall academic performance, including their writing skills, and that there is an increasing trend among teachers to employ a combination of AI technologies to enhance the learning experience.

The significance of AI writing tools for the structure and substance of writing in second languages was the subject of our research's second discovery. AI writing tools have demonstrated encouraging potential in the field of content, which is defined as the generation of ideas and their expression. According to Wong and Mak (2019), students' linguistic and cultural backgrounds frequently influence the content of L2 writing in particular. AI writing tools can help students articulate their ideas and improve the richness of their content by offering suggestions for improvement and serving as prompts (Y. Liu et al., 2023). Furthermore, Gayed et al.'s study from 2022 discovered that AI writing tools can help students break through creative obstacles by promoting idea growth. This is consistent with our findings, which showed that teachers (T1, T3, and T4) thought these tools were helpful for fostering the development of ideas. However, problems were also mentioned, such as the possibility that an over dependence on these

tools would impair one's capacity for critical thought and originality, as T2 and Huang and Tan (2023) have highlighted. They contended that an over-reliance on AI technology may impede one's capability for independent judgments about the caliber of writing as well as one's aptitude for critical and creative thought.

AI writing tools have been shown to be a significant resource for organization, which includes the logical order and coherence of thoughts. The arrangement of ideas is a crucial part of L2 writing, and students frequently fail to create coherence and logical progression in their papers, according to Bowen and Thomas (2020). Here, artificial intelligence (AI) writing tools can offer students immediate feedback and ideas for restructuring sentences and paragraphs, assisting them in improving the organization of their work (T. S. Chang et al., 2021). In our study, the four participating teachers (T1, T2, T3, and T4) acknowledged the benefits of AI writing tools in improving student writing clarity and encouraging a coherent flow of ideas and arguments. These results are consistent with the study conducted by Malik et al. (2023), which proposed that AI tools can play a significant role in enhancing the structure of L2 writing. It is imperative to acknowledge the possible risks, though.

Teachers T1, T2, T3, and T4 in this study also offered a variety of viewpoints regarding how AI writing tools affect students' vocabulary development and usage. Some participants (T1, T3, & T4) acknowledged the apparent benefits,

such as expanding vocabulary and reducing repetition, but others (T2) warned against the drawbacks, like using these tools excessively and using too complicated language. The study carried out by Gayed et al. (2022) confirms this once more. They also looked into how AI writing tools affected students' vocabulary growth and usage. They discovered that these techniques have definite benefits, such as increasing vocabulary and decreasing the use of repetitive language. Moreover, Fitria's study from 2021 supports our results. They highlighted how AI tools can improve vocabulary, but they also issued a warning against becoming overly reliant on them, stressing the need to utilize these tools as supplements to comprehensive language acquisition rather than as a replacement for it.

The instructors' opinions on the effect of AI writing tools on the organizational elements of writing were the subject of the following debate. The four teachers (T1, T2, T3, and T4) all agreed that these resources are beneficial for improving students' writing clarity and encouraging a logical flow of ideas and arguments. They all agreed that the tools were good at suggesting better wording, pointing out logical contradictions, and helping to organize arguments. But T2 offered a fair-minded viewpoint, acknowledging these tools' possible downsides as well as their advantages. T2 voiced particular concern about the risk that students could become unduly dependent on these technologies, which could unintentionally stunt their ability to think critically and solve

problems. This worries me as well because Malik et al. (2023) found that students may put in less effort in critical thinking if they rely too much on AI tools.

However, a few issues with the study's limits that must be resolved. A possible drawback is the possibility of bias in the selection of participants. The usage of AI writing tools by the educators who took part in our study is both ongoing and actively promoted, which may bias the results in favor of more favorable experiences and viewpoints. Given this, it is advised that educators who have tested these tools but have chosen not to use them going forward be included in subsequent studies. This would offer a more impartial viewpoint and aid in comprehending the causes of the cessation as well as any prospective obstacles to the successful use of these resources in the classroom.

## VI. Conclusion

This study looked at different kinds of AI writing tools and how they affect students' writing quality, from the standpoint of EFL teachers, with an emphasis on content and organization. The results provided insight into the many AI writing tools used in EFL instruction as well as the methods teachers take to incorporate these tools in order to help students with their writing difficulties. The tools—Quillbot, Jenni, Chat-GPT, WordTune,

Copy.ai, Paperpal, and Essay Writer, in particular—were found to promote a thorough learning environment and improve students' general academic performance. Additionally, the study revealed that professors were in complete agreement with the benefits of AI writing tools for improving students' writing clarity and logical flow. Nonetheless, worries were raised over the potential for pupils to become unduly dependent on these resources, which would impair their capacity for critical thought and problem-solving. The study's conclusions imply that integrating AI writing tools may help improve the caliber of writing produced by EFL students.

There are a few limitations to be aware of, even if the current study offers valuable insights into the use of AI writing tools in EFL courses. First off, the study's scope is constrained because the data came from just four EFL instructors at three Indonesian universities. It's possible that different areas have differing access to resources, technology, and teacher attitudes toward AI tools; hence, this study might not accurately reflect instructors' experiences in various settings. Furthermore, the teachers who took part in our study actively encourage and employ AI writing tools, which may bias the results in favor of more favorable experiences and viewpoints. It is important to recognize

the possibility of bias in the participant selection process. Future study should incorporate teachers who have used these tools but have chosen not to continue using them in order to solve this restriction. This would give a more impartial viewpoint, aid in comprehending the causes of discontinuation, and remove any obstacles that might stand in the way of the successful use of these resources in the classroom.

Additionally, the study only examined teachers' perspectives; it did not take into account students' opinions or quantify how much their writing skills actually improved as a result of using these AI tools. Consequently, it might not give a clear picture of how AI writing tools affect students' writing standards. In addition, the study did not look into the potential drawbacks of students' excessive reliance on AI tools, which concerned some teachers, nor did it assess the long-term consequences of utilizing AI tools on students' writing abilities. Future study must take these restrictions into account in order to fully comprehend the implications and potential disadvantages of using AI writing tools in EFL classes.

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