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THE IMPACT OF AI-ASSISTED FEEDBACK ON EFL STUDENTS' WRITING SKILLS

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Annotation This article examines the impact of AI-assisted feedback on EFL students' writing skills through an analysis of existing scholarly literature. The study explores how artificial intelligence technologies such as OpenAI ChatGPT, Grammarly, and automated writing evaluation systems influence writing development in English as a Foreign Language classrooms. The reviewed literature indicates that AI-assisted feedback offers several advantages, including immediate correction, improved grammatical accuracy, increased learner autonomy, and higher student motivation. AI-powered tools also provide personalized support and greater opportunities for revision during the writing process. However, the analysis also highlights important limitations related to accuracy, overdependence on technology, lack of contextual understanding, and ethical concerns such as plagiarism and academic dishonesty. The article concludes that AI-assisted feedback can effectively support EFL writing instruction when integrated critically and responsibly alongside teacher guidance and pedagogical support.

Keywords: AI-assisted feedback, EFL writing, artificial intelligence, ChatGPT, writing skills, automated feedback, educational technology

Annotatsiya Ushbu maqola mavjud ilmiy adabiyotlar tahlili asosida AI-assisted feedbackning EFL talabalarining yozuv ko‘nikmalariga ta‘sirini o‘rganadi. Tadqiqot OpenAI ChatGPT, Grammarly va avtomatlashtirilgan yozuvni baholash tizimlari kabi sun‘iy intellekt texnologiyalarining ingliz tilini xorijiy til sifatida o‘qitish jarayonidagi rolini tahlil qiladi. Tahlil natijalari AI-assisted feedback tezkor tuzatish, grammatik aniqlikni oshirish, o‘quvchi mustaqilligini rivojlantirish hamda motivatsiyani kuchaytirish kabi afzalliklarga ega ekanligini ko‘rsatadi. Shu bilan birga, aniqlik muammolari, texnologiyaga ortiqcha bog‘liqlik, kontekstni to‘liq tushunmaslik va akademik halollik bilan bog‘liq etik muammolar ham mavjudligi ta‘kidlanadi. Maqola AI texnologiyalaridan o‘qituvchi nazorati va pedagogik yondashuv bilan birgalikda mas‘uliyatli foydalanish samarali natija berishini xulosa qiladi.

Kalit so‘zlar: AI-assisted feedback, EFL writing, sun‘iy intellekt, ChatGPT, yozuv ko‘nikmalari, avtomatlashtirilgan feedback, ta‘lim texnologiyalari

Аннотация Данная статья рассматривает влияние AI-assisted feedback на навыки письма студентов EFL на основе анализа существующей научной литературы. Исследование изучает роль технологий искусственного интеллекта, таких как OpenAI ChatGPT, Grammarly и систем автоматической оценки письменных работ, в обучении английскому языку как иностранному. Анализ литературы показывает, что AI-assisted feedback обладает рядом преимуществ, включая мгновенную коррекцию, повышение грамматической точности, развитие самостоятельности учащихся и увеличение мотивации. Кроме того, инструменты на основе ИИ обеспечивают персонализированную поддержку и дополнительные возможности для редактирования текстов. Однако исследование также выявляет проблемы, связанные с точностью, чрезмерной зависимостью от технологий, недостаточным пониманием контекста и этическими вопросами, такими как плагиат и академическая честность. Делается вывод о том, что эффективное использование AI-assisted feedback возможно при ответственном и критическом применении технологий вместе с педагогической поддержкой преподавателя.

Ключевые слова: AI-assisted feedback, EFL writing, искусственный интеллект, ChatGPT, навыки письма, автоматизированная обратная связь, образовательные технологии

Introduction

Writing is considered one of the most challenging skills for learners in English as a Foreign Language (EFL) contexts. Unlike speaking or listening, writing requires students to organize ideas, apply grammatical rules accurately, use appropriate vocabulary, and maintain coherence throughout a text. Many EFL learners experience difficulties in developing effective writing skills due to limited language proficiency, lack of practice, and insufficient feedback during the writing process (Hyland, 2003). As a result, feedback has become an essential component of writing instruction because it helps students identify errors, improve language accuracy, and develop their overall writing performance.

Traditionally, feedback in EFL writing classrooms has been provided by teachers through written comments, error correction, and revision suggestions. Researchers have emphasized that effective feedback plays a significant role in improving students' writing quality and encouraging learner autonomy (Ferris, 2006). However, providing detailed feedback on students' written work is often time-consuming and demanding for teachers, especially in classrooms with large numbers of learners. In many cases, delayed feedback may reduce its effectiveness because students are unable to immediately apply corrections and suggestions to their writing process.

Recent developments in artificial intelligence (AI) have introduced new possibilities for language learning and writing instruction. AI-powered tools such as OpenAI ChatGPT,

Grammarly, and automated writing evaluation systems are increasingly being used to provide immediate feedback on grammar, vocabulary, sentence structure, and organization. These technologies are capable of analyzing written texts and generating corrective suggestions within seconds, allowing students to revise and improve their work more efficiently. According to Holmes, Bialik, and Fadel (2019), AI technologies have the potential to transform educational practices by supporting personalized learning and increasing access to instructional assistance.

The growing use of AI-assisted feedback in EFL education has attracted considerable attention from researchers and educators. Several studies suggest that AI-generated feedback can improve learners' grammatical accuracy, writing fluency, and motivation by providing immediate and continuous support during the writing process (Kohnke, Moorhouse, & Zou, 2023). In addition, AI tools may encourage students to become more independent writers because learners can revise their texts without waiting for teacher correction. This process can promote self-editing skills and learner autonomy, which are important elements in language acquisition.

Despite these advantages, scholars have also raised concerns regarding the limitations of AI-assisted feedback. One major issue is the accuracy and reliability of AI-generated corrections. AI systems may occasionally provide misleading suggestions, incorrect explanations, or unnatural language usage, particularly in complex writing contexts (Kasneci et al., 2023). Furthermore, some researchers argue that excessive dependence on AI technologies may reduce students' critical thinking abilities and weaken the role of teachers in the writing process. Ethical concerns such as plagiarism, academic dishonesty, and overreliance on automated systems have also become important topics in discussions about AI integration in education.

Although the use of AI-assisted feedback has expanded rapidly, there is still a need for deeper theoretical analysis of its influence on EFL students' writing development. Existing research often focuses on the technical effectiveness of AI tools, while fewer studies critically examine both the educational benefits and pedagogical limitations of AI-assisted feedback in writing instruction. Therefore, this article aims to analyze the impact of AI-assisted feedback on EFL students' writing skills through the examination of existing scholarly literature. The article discusses the role of AI in writing instruction, the advantages and challenges of AI-generated feedback, and its implications for EFL teaching and learning.

Literary review

The integration of artificial intelligence (AI) into education has significantly influenced the teaching and learning of foreign languages in recent years. AI technologies are designed to simulate human intelligence and perform tasks such as language processing, text generation, error detection, and automated feedback. In the field of English as a Foreign Language (EFL), AI-powered tools are increasingly used to support writing instruction and language

development. Technologies such as OpenAI ChatGPT, Grammarly, and automated writing evaluation systems provide learners with immediate feedback on grammatical accuracy, vocabulary usage, coherence, and sentence structure. These developments have introduced new possibilities for improving writing instruction and facilitating more individualized learning experiences.

AI-assisted feedback refers to the use of artificial intelligence technologies to analyze learners' written texts and provide corrective suggestions or evaluative comments. Unlike traditional teacher feedback, AI-generated feedback is typically immediate and continuous, allowing students to revise their writing in real time. According to Warschauer and Grimes (2008), automated writing evaluation systems can help learners improve language accuracy by providing repeated opportunities for practice and revision. Immediate feedback is considered especially valuable in EFL contexts because students often require constant guidance while developing writing skills.

One of the most important characteristics of AI-assisted feedback is its ability to provide personalized learning support. AI systems can adapt feedback according to students' proficiency levels and writing needs. For example, beginner learners may receive simple grammar corrections, while advanced students may obtain suggestions related to coherence, organization, and academic style. This flexibility supports differentiated instruction and allows learners to focus on specific areas of weakness. Holmes, Bialik, and Fadel (2019) argue that AI technologies have the potential to create more learner-centered educational environments by offering individualized support and adaptive learning opportunities.

Researchers have also emphasized the relationship between feedback and writing development. Feedback plays a crucial role in helping learners recognize errors, improve language accuracy, and develop writing competence over time. Ferris (2006) states that corrective feedback encourages learners to revise their written texts and become more aware of linguistic forms. Similarly, Hyland and Hyland (2006) note that effective feedback not only improves writing performance but also promotes learner autonomy and motivation. In this regard, AI-assisted feedback may serve as an additional support mechanism that complements teacher instruction and encourages independent learning.

Another theoretical aspect related to AI-assisted feedback is learner autonomy. Autonomous learning refers to students' ability to take responsibility for their own learning process through self-monitoring, self-correction, and independent practice. AI tools can support learner autonomy by allowing students to revise and edit their writing without immediate teacher intervention. According to Benson (2011), technologies that encourage self-directed learning can strengthen students' confidence and active participation in language learning. AI-assisted feedback systems provide learners with opportunities to experiment with language, identify mistakes, and revise texts repeatedly, which may contribute to greater independence in

writing activities.

Despite these benefits, scholars also highlight several limitations of AI-assisted feedback in EFL education. One concern is that AI systems may prioritize grammatical accuracy while overlooking deeper aspects of writing such as creativity, critical thinking, and contextual meaning. Bitchener and Ferris (2012) argue that effective writing instruction requires meaningful interaction between teachers and students, including explanations, encouragement, and personalized guidance that automated systems cannot fully provide. In addition, AI-generated feedback may sometimes produce inaccurate or culturally inappropriate suggestions, particularly when analyzing complex or creative writing tasks.

Ethical concerns have also become an important issue in discussions about AI-assisted writing instruction. Researchers warn that excessive dependence on AI technologies may reduce students' critical engagement with the writing process and encourage passive learning habits (Kasneci et al., 2023). Furthermore, the increasing use of AI-generated suggestions has raised questions about plagiarism, originality, and academic integrity in educational settings. As a result, many scholars emphasize that AI technologies should function as supportive tools rather than replacements for teachers in EFL writing classrooms.

Overall, the theoretical literature suggests that AI-assisted feedback has considerable potential to improve EFL students' writing skills by providing immediate, personalized, and accessible support. However, the successful integration of AI technologies into writing instruction depends on critical and balanced use, where teachers continue to guide, evaluate, and support students throughout the learning process.

Feedback is widely recognized as one of the most essential components of writing instruction in English as a Foreign Language (EFL) education. Through feedback, learners become aware of their linguistic weaknesses, improve language accuracy, and develop more effective writing strategies. Writing is not only a process of producing texts but also a process of revision and continuous improvement. Therefore, feedback plays a central role in helping students refine their ideas, correct errors, and strengthen overall writing quality (Hyland, 2003).

Researchers have long emphasized the importance of corrective feedback in second language writing classrooms. Corrective feedback refers to responses provided to learners regarding errors in grammar, vocabulary, organization, or content. According to Ferris (2006), effective feedback enables students to notice language problems and revise their writing more successfully. Similarly, Bitchener and Ferris (2012) argue that feedback contributes significantly to the development of grammatical accuracy and language awareness in EFL learners. When students receive constructive comments on their written work, they are more likely to understand their mistakes and avoid repeating them in future writing tasks.

Traditionally, teacher feedback has been the primary source of guidance in writing instruction. Teachers usually provide written comments, error corrections, explanations, and

suggestions for improvement. Many scholars consider teacher feedback highly valuable because it combines linguistic correction with pedagogical support and emotional encouragement. Hyland and Hyland (2006) explain that teacher feedback can motivate learners, promote confidence, and create interaction between teachers and students during the writing process. In addition, teachers can adapt their comments according to learners' proficiency levels and individual learning needs.

However, traditional teacher feedback also presents several challenges. Providing detailed feedback on student writing requires considerable time and effort, especially in classrooms with large numbers of learners. In some cases, students receive feedback too late to effectively apply corrections during the revision process. Furthermore, teachers may experience workload-related difficulties that limit the quantity and quality of feedback they can provide. These limitations have encouraged researchers and educators to explore alternative forms of feedback, including peer feedback and technology-assisted feedback.

Peer feedback is another important approach in writing instruction. Through peer review activities, students evaluate each other's written work and provide comments or suggestions for revision. Researchers suggest that peer feedback promotes collaboration, critical thinking, and learner autonomy (Liu & Hansen, 2002). By analyzing their peers' writing, students may also become more aware of their own language use and writing strategies. Nevertheless, peer feedback can sometimes be less effective if students lack sufficient linguistic competence or confidence to provide accurate corrections.

In recent years, technology-assisted feedback has become increasingly common in EFL writing classrooms. Automated writing evaluation systems and AI-powered tools now provide learners with immediate corrective suggestions related to grammar, spelling, punctuation, vocabulary, and organization. These systems allow students to revise their work independently and receive feedback without waiting for teacher correction. According to Warschauer and Ware (2006), technology-assisted feedback can support writing development by increasing opportunities for practice and revision.

The emergence of AI-assisted feedback represents a further development in technology-supported writing instruction. AI tools such as OpenAI ChatGPT and Grammarly are capable of generating detailed explanations, alternative sentence structures, and stylistic recommendations in addition to simple error correction. Such technologies may help learners improve writing fluency, coherence, and lexical variety. Kohnke, Moorhouse, and Zou (2023) argue that AI-assisted feedback has the potential to increase learner engagement and provide more personalized support in language learning environments.

Despite these advantages, scholars also caution against overreliance on automated feedback systems. Some researchers argue that AI-generated feedback may focus excessively on surface-level corrections while neglecting deeper aspects of writing such as creativity,

argumentation, and critical analysis. In addition, automated systems may not fully understand contextual meaning or learners’ communicative intentions. For this reason, many experts emphasize that technology-assisted feedback should complement rather than replace teacher feedback in EFL writing instruction (Bitchener & Ferris, 2012).

The literature demonstrates that feedback plays a fundamental role in developing EFL students’ writing skills. Whether provided by teachers, peers, or AI technologies, effective feedback supports revision, promotes language awareness, and encourages learner development. The increasing integration of AI-assisted feedback into writing instruction reflects ongoing efforts to improve the accessibility, immediacy, and effectiveness of feedback practices in modern language education.

The increasing use of artificial intelligence (AI) in language education has created new opportunities for improving writing instruction in English as a Foreign Language (EFL) classrooms. AI-assisted feedback systems provide learners with immediate corrections, suggestions, and explanations that support the development of writing skills. Researchers have identified several advantages of AI-generated feedback, including faster response time, improvement of language accuracy, increased learner autonomy, and greater student motivation. These benefits have contributed to the growing popularity of AI-powered writing tools in educational settings.

One of the most significant advantages of AI-assisted feedback is immediacy. Unlike traditional teacher feedback, which may require several days before students receive comments on their writing, AI technologies can provide corrective suggestions instantly. Immediate feedback allows learners to identify and correct errors during the writing process rather than after completing the assignment. According to Shintani and Ellis (2013), timely feedback is particularly effective because learners are more likely to notice and remember corrections when they receive them immediately. AI-powered tools enable students to revise grammatical mistakes, sentence structure, and vocabulary choices in real time, making the writing process more interactive and efficient.

Another important advantage is the improvement of grammatical accuracy and vocabulary development. AI-assisted systems such as OpenAI ChatGPT and Grammarly can identify language errors and recommend alternative expressions or more appropriate vocabulary items. These tools help learners become more aware of linguistic forms and encourage repeated practice through revision. Research by Warschauer and Grimes (2008) suggests that automated writing evaluation systems can positively influence students’ grammatical performance by providing consistent corrective feedback. In addition, AI-generated suggestions may expose learners to a wider range of lexical and stylistic options, contributing to richer and more varied writing.

AI-assisted feedback also supports learner autonomy and independent learning.

Autonomous learning refers to students' ability to manage and evaluate their own learning process without constant teacher supervision. Through AI-generated feedback, students can independently review their writing, identify weaknesses, and make corrections before submitting assignments. Benson (2011) argues that technological tools promoting self-directed learning can strengthen students' confidence and responsibility in language learning. AI systems encourage learners to actively engage with revision and editing processes, which may improve their self-monitoring skills and writing awareness.

Another significant benefit of AI-assisted feedback is increased motivation and reduced writing anxiety. Many EFL learners experience fear of making mistakes or receiving negative evaluation in writing classrooms. AI technologies may create a less stressful learning environment because students can experiment with language and revise texts privately before teacher assessment. According to Hyland and Hyland (2006), supportive feedback can positively influence learners' confidence and motivation. AI tools provide continuous assistance and allow students to revise their work multiple times, which may encourage greater participation in writing activities and reduce anxiety associated with language errors.

Furthermore, AI-assisted feedback contributes to accessibility and flexibility in learning. Students can use AI-powered writing tools outside the classroom at any time and from various digital devices. This accessibility supports continuous learning beyond formal educational settings and provides additional practice opportunities for learners with different proficiency levels. AI systems can also adapt feedback according to individual learner needs, making writing instruction more personalized and learner-centered (Holmes, Bialik, & Fadel, 2019).

Despite these advantages, scholars emphasize that the effectiveness of AI-assisted feedback depends on how learners use these technologies. Students who critically analyze AI-generated suggestions and actively participate in revision processes are more likely to benefit from such tools. Therefore, many researchers argue that AI-assisted feedback should function as a supportive educational resource rather than a complete substitute for teacher guidance.

The literature suggests that AI-assisted feedback offers considerable benefits for EFL writing instruction. Immediate correction, language support, learner autonomy, increased motivation, and personalized learning opportunities make AI technologies valuable tools in modern language education. As AI continues to develop, its role in supporting writing instruction is likely to become even more significant in EFL classrooms.

Despite the growing popularity of AI-assisted feedback in EFL writing instruction, researchers have identified several limitations and challenges associated with its use. Although AI technologies provide immediate and accessible support, they cannot fully replace human teachers in the writing process. Scholars emphasize concerns related to accuracy, overdependence on technology, lack of contextual understanding, and ethical issues such as plagiarism and academic integrity. These challenges demonstrate that AI-assisted feedback

should be used critically and carefully in educational settings.

One of the most commonly discussed limitations of AI-assisted feedback is the accuracy and reliability of AI-generated corrections. While AI tools are effective in identifying grammatical and lexical errors, they may occasionally produce misleading suggestions or incorrect explanations. Complex sentence structures, creative expressions, and context-dependent language use can be particularly difficult for automated systems to interpret accurately. Kasneci et al. (2023) argue that large language models sometimes generate inaccurate or fabricated information, which may confuse learners rather than support their writing development. As a result, students who rely entirely on AI-generated feedback may unintentionally learn incorrect language forms or inappropriate expressions.

Another important concern is that AI systems often focus primarily on surface-level corrections rather than deeper aspects of writing. Automated feedback tools usually emphasize grammar, spelling, punctuation, and vocabulary accuracy, but they may struggle to evaluate critical thinking, argument quality, creativity, and communicative effectiveness. According to Bitchener and Ferris (2012), effective writing instruction requires meaningful interaction between teachers and students, including explanations, encouragement, and individualized guidance that automated systems cannot fully provide. Human teachers are capable of understanding students' intentions, emotional needs, and contextual meanings in ways that AI technologies currently cannot achieve.

Researchers have also raised concerns about overdependence on AI technologies in writing instruction. Excessive reliance on automated feedback systems may reduce learners' independent thinking and problem-solving abilities. When students accept AI-generated corrections without critically evaluating them, they may become passive participants in the writing process. This dependence can weaken students' ability to analyze their own mistakes and develop long-term writing competence. According to Benson (2011), learner autonomy involves active reflection and self-regulation, not simply accepting external corrections. Therefore, overuse of AI tools may negatively affect the development of critical language awareness and independent revision skills.

Ethical concerns have become another major issue in discussions about AI-assisted writing. The increasing availability of AI-generated suggestions has raised questions regarding plagiarism, originality, and academic honesty. Some students may misuse AI tools to generate entire essays or complete writing assignments with minimal personal effort. This creates challenges for teachers in evaluating authentic student performance and maintaining academic integrity in educational institutions. Cotton, Cotton, and Shipway (2023) note that AI technologies may blur the distinction between assistance and authorship, making it difficult to determine the originality of students' written work.

In addition, issues related to data privacy and security have attracted scholarly attention.

Many AI-powered writing platforms collect user data in order to improve system performance and personalize feedback. Researchers warn that students' personal information and written texts may be stored or analyzed without sufficient transparency regarding data protection practices. Such concerns highlight the need for educational institutions to establish ethical guidelines and responsible policies for the use of AI technologies in classrooms.

Another limitation of AI-assisted feedback is unequal access to technological resources. Not all students have stable internet access, digital devices, or sufficient technological literacy to use AI tools effectively. In some educational contexts, economic and technological barriers may prevent learners from benefiting equally from AI-supported learning opportunities. This digital divide may contribute to inequalities in language learning experiences and educational outcomes.

Despite these limitations, scholars generally agree that AI-assisted feedback can still play a valuable supportive role in EFL writing instruction when used appropriately. Many researchers emphasize that AI technologies should complement rather than replace teacher feedback. Teachers remain essential for providing emotional support, contextual explanations, critical evaluation, and pedagogical guidance throughout the writing process. Therefore, successful integration of AI-assisted feedback requires a balanced approach in which technology supports human instruction without diminishing the central role of teachers in language education.

Discussion

The analysis of existing scholarly literature demonstrates that AI-assisted feedback has become an increasingly influential tool in EFL writing instruction. Researchers generally agree that artificial intelligence technologies provide important opportunities for improving students' writing skills through immediate correction, personalized support, and increased opportunities for revision. At the same time, the literature also reveals significant concerns regarding the limitations of automated feedback systems, particularly in relation to accuracy, learner dependence, and ethical issues. Therefore, the impact of AI-assisted feedback on EFL writing development should be understood as both beneficial and complex.

One of the most consistent findings in the literature is that AI-assisted feedback contributes positively to language accuracy and writing fluency. Automated systems can quickly identify grammatical errors, vocabulary misuse, and sentence structure problems, allowing students to revise their work more efficiently. Scholars such as Warschauer and Grimes (2008) emphasize that repeated corrective feedback encourages learners to notice language forms and improve their linguistic performance over time. In addition, immediate feedback appears to increase students' engagement with revision processes because learners can instantly apply corrections while writing. This suggests that AI-assisted feedback may support a more active and continuous learning experience compared to delayed traditional feedback.

Another important theme emerging from the literature is learner autonomy. AI-powered

tools enable students to independently review and edit their written work without relying entirely on teacher assistance. Benson (2011) argues that autonomous learning plays a crucial role in successful language acquisition because learners become more responsible for monitoring their own progress. AI-assisted feedback systems may strengthen self-editing skills and encourage students to experiment with language during the writing process. In this sense, AI technologies can promote a more learner-centered educational environment where students actively participate in revision and reflection.

The literature also highlights the motivational benefits of AI-assisted feedback. Many EFL learners experience anxiety and lack of confidence when writing in a foreign language. Immediate and supportive AI-generated suggestions may reduce fear of making mistakes and create a less stressful environment for revision. Hyland and Hyland (2006) explain that constructive feedback can positively influence learners' confidence and willingness to participate in writing activities. AI technologies may therefore increase students' motivation by providing continuous assistance and opportunities for repeated practice.

However, despite these advantages, the literature consistently emphasizes that AI-assisted feedback has important pedagogical limitations. One major concern is that automated systems primarily focus on surface-level aspects of writing such as grammar and spelling while paying less attention to critical thinking, argumentation, creativity, and contextual meaning. Effective writing involves more than linguistic accuracy; it also requires organization of ideas, audience awareness, and communicative effectiveness. Bitchener and Ferris (2012) argue that human teachers remain essential because they can interpret learners' intentions, provide emotional encouragement, and adapt feedback according to individual learning needs.

Another major issue discussed in the literature is overdependence on AI technologies. While AI tools may support revision, excessive reliance on automated corrections could weaken students' independent analytical abilities and critical engagement with the writing process. Learners who accept AI-generated suggestions without reflection may become passive recipients of correction rather than active participants in learning. This concern indicates that students need guidance in using AI tools critically and responsibly rather than depending on them completely.

Ethical concerns also occupy a significant place in discussions about AI-assisted writing instruction. The increasing use of AI-generated content raises questions about plagiarism, originality, and academic integrity. Scholars warn that some learners may misuse AI technologies to produce assignments without developing their own writing abilities (Cotton, Cotton, & Shipway, 2023). Consequently, educational institutions may need to establish clear policies and ethical guidelines regarding acceptable uses of AI in academic writing.

Overall, the literature suggests that AI-assisted feedback has strong potential to support EFL students' writing development when integrated appropriately into educational practice. AI

technologies can provide valuable assistance in grammar correction, revision, learner autonomy, and motivation. Nevertheless, these tools should not be viewed as replacements for teachers. Instead, the most effective approach appears to be a balanced integration of AI technologies with teacher guidance, where automated systems function as supportive resources within a broader pedagogical framework. Such an approach allows educators to benefit from technological innovation while maintaining the human interaction and critical support necessary for successful writing instruction.

Conclusion

The integration of artificial intelligence into language education has significantly influenced the teaching and learning of writing skills in English as a Foreign Language (EFL) contexts. The analysis of existing scholarly literature demonstrates that AI-assisted feedback offers numerous advantages for writing instruction, including immediate correction, personalized learning support, increased learner autonomy, and improved motivation. AI-powered tools such as OpenAI ChatGPT and other automated writing systems enable students to revise their texts more efficiently and participate more actively in the writing process. These technologies have created new possibilities for supporting language development and expanding access to feedback in EFL classrooms.

At the same time, the literature also reveals important limitations and challenges related to the use of AI-assisted feedback. Researchers emphasize concerns regarding the accuracy of AI-generated corrections, overdependence on technology, limited contextual understanding, and ethical issues such as plagiarism and academic dishonesty. Although AI systems are effective in identifying surface-level language errors, they cannot fully replace the pedagogical, emotional, and contextual support provided by human teachers. Writing development involves not only grammatical accuracy but also critical thinking, creativity, organization, and meaningful communication, which require human interaction and guidance.

The reviewed studies suggest that the most effective use of AI-assisted feedback involves balanced integration with traditional teaching practices. AI technologies should function as supportive educational tools rather than substitutes for teachers. Educators continue to play a central role in guiding learners, evaluating writing quality, and helping students critically engage with feedback during the revision process. Therefore, successful implementation of AI-assisted feedback requires both technological literacy and pedagogical awareness from teachers and students.

AI-assisted feedback has considerable potential to improve EFL students' writing skills when used responsibly and critically. As AI technologies continue to develop, they are likely to become increasingly important in language education. Future research may further explore the long-term effects of AI-assisted feedback on writing development, learner autonomy, and academic integrity in diverse educational contexts.

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