

## THE ROLE OF ARTIFICIAL INTELLIGENCE TOOLS IN ENHANCING ACADEMIC WRITING SKILLS AMONG EFL UNIVERSITY STUDENTS

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**Abstract.** The rapid development of digital technologies has changed modern education and created new opportunities for language learning. Artificial intelligence (AI) tools such as ChatGPT, Grammarly, QuillBot, and other writing assistants are becoming popular among university students. These tools help learners improve grammar, vocabulary, organization, and academic writing skills. This article examines the role of AI tools in enhancing academic writing skills among EFL (English as a Foreign Language) university students. The study focuses on the advantages and disadvantages of AI-assisted writing in higher education. A qualitative approach was used, and data were collected through observation and analysis of students' experiences with AI writing tools. The findings show that AI tools can improve students' motivation, save time, and support academic writing development. However, overreliance on AI may reduce critical thinking and independent writing practice. The article concludes that AI tools should be used responsibly and under teacher guidance in order to support effective academic learning.

**Keywords:** artificial intelligence, academic writing, EFL students, digital education, ChatGPT, higher education

**Аннотация.** Быстрое развитие цифровых технологий изменило современное образование и создало новые возможности для изучения языков. Инструменты искусственного интеллекта, такие как ChatGPT, Grammarly и QuillBot, становятся популярными среди студентов университетов. Данная статья рассматривает роль ИИ-инструментов в развитии навыков академического письма у студентов, изучающих английский язык как иностранный. Результаты показывают, что ИИ способствует повышению мотивации, улучшению грамматики и организации текста. Однако чрезмерная зависимость от ИИ может снизить уровень самостоятельного мышления. Сделан вывод о необходимости ответственного использования ИИ под руководством преподавателей.

**Ключевые слова:** искусственный интеллект, академическое письмо, студенты EFL, цифровое образование, ChatGPT, высшее образование

**Annotatsiya.** Raqamli texnologiyalarning tez rivojlanishi zamonaviy ta'lim tizimini o'zgartirib, til o'rganish uchun yangi imkoniyatlarni yaratdi. ChatGPT, Grammarly va QuillBot kabi sun'iy intellekt vositalari universitet talabalari orasida ommalashmoqda. Ushbu maqola EFL talabalarining akademik yozuv ko'nikmalarini rivojlantirishda AI vositalarining o'rnini o'rganadi. Natijalar AI vositalari motivatsiyani oshirishi, grammatika va matn tuzilishini yaxshilashini ko'rsatdi. Shu bilan birga, AI ga haddan tashqari bog'lanish mustaqil fikrlashni kamaytirishi mumkin. Maqolada AI vositalaridan mas'uliyat bilan va o'qituvchi nazorati ostida foydalanish zarurligi ta'kidlanadi.

**Kalit so'zlar:** sun'iy intellekt, akademik yozuv, EFL talabalari, raqamli ta'lim, ChatGPT, oliy ta'lim

## **Introduction**

Digital technologies have become an important part of modern education. Universities around the world are introducing online learning platforms, interactive applications, and artificial intelligence tools into the educational process. These technologies help students access information faster and improve independent learning skills. In foreign language education, digital tools are especially useful because they support communication, writing, listening, and vocabulary development.

Academic writing is one of the most important skills for university students. It is necessary for writing essays, research papers, reports, and graduation projects. However, many EFL students experience difficulties in academic writing because of limited vocabulary, grammar mistakes, weak organization, and lack of confidence. In recent years, artificial intelligence tools such as ChatGPT, Grammarly, and QuillBot have become popular among students because they can provide quick feedback and writing assistance.

AI tools can help learners generate ideas, correct grammar mistakes, paraphrase sentences, and improve text organization. As a result, students may become more confident and motivated in writing tasks. At the same time, there are concerns about plagiarism, overdependence on technology, and the reduction of critical thinking skills. Therefore, it is important to examine both the positive and negative sides of AI-assisted writing.

The purpose of this study is to investigate the role of artificial intelligence tools in improving academic writing skills among EFL university students and to analyze the benefits and challenges of using AI in higher education.

## **Literature Review**

Artificial intelligence has become one of the most discussed topics in modern education. According to Luckin et al. (2016), AI technologies can personalize learning and provide students with immediate feedback. In language education, AI tools are used to improve grammar, vocabulary, pronunciation, and writing skills.

ChatGPT is one of the most popular AI tools today. It is a language model developed by OpenAI that can generate human-like text and answer questions. Many students use ChatGPT for brainstorming ideas, summarizing information, and improving writing quality. Kasneci et al. (2023) state that ChatGPT has strong potential in higher education because it supports learning and academic productivity.

Grammarly is another widely used AI-powered writing assistant. It helps students identify grammar, spelling, punctuation, and style mistakes. According to O'Neill and Russell (2019), automated writing evaluation tools can positively influence students' writing accuracy and confidence.

Several studies show that AI tools can improve academic writing performance. For example, Almusharraf and Bailey (2023) found that students who used AI writing assistants demonstrated better organization and language accuracy in their essays. In addition, AI technologies encourage independent learning because students can receive support outside the classroom.

However, researchers also discuss the negative effects of AI in education. One major concern is academic dishonesty. Students may rely too heavily on AI-generated texts instead of developing their own writing abilities. Cotton et al. (2023) argue that universities should establish ethical guidelines for AI use in academic settings. Another issue is the possible reduction of critical thinking and creativity if students depend on AI for every writing task.

Overall, previous research suggests that AI tools can support academic writing development when used responsibly and under teacher supervision.

## **Methodology**

This study used a qualitative research approach to investigate the impact of AI tools on academic writing skills among EFL university students. The research focused on students from Uzbekistan State World Languages University who use AI technologies during academic writing tasks.

Data were collected through informal observation, analysis of students' experiences, and review of previous studies related to AI-assisted learning. The study examined how students use tools such as ChatGPT, Grammarly, and QuillBot while writing essays and academic assignments.

The collected information was analyzed descriptively. The research focused on identifying common advantages, challenges, and students' attitudes toward AI writing tools. Ethical considerations were also taken into account. The study does not include personal student information, and the analysis is based on general educational observations.

## **Results**

The findings of the study show that artificial intelligence tools have both positive and negative effects on students' academic writing skills. First, AI tools help students improve grammar and vocabulary. Many learners use Grammarly and ChatGPT to correct language mistakes and make sentences clearer. This support increases students' confidence in writing English texts. Second, AI technologies save time during the writing process. Students can quickly generate ideas, create outlines, and paraphrase information. As a result, they spend less time struggling with structure and organization. Another important result is increased motivation. Many students feel more comfortable writing when they receive immediate feedback from AI tools. This creates a more interactive and less stressful learning experience.

However, the study also identified several challenges. Some students become too dependent on AI tools and use them without critical analysis. In some cases, students copy AI-generated content directly into assignments, which may lead to plagiarism and academic dishonesty. Another problem is that AI-generated information is not always accurate. Students must check facts and references carefully because AI systems can sometimes provide incorrect or outdated information.

Overall, the results indicate that AI tools can significantly support academic writing development if they are used responsibly.

## **Discussion**

The findings of this study are similar to the results of previous research on AI in education. Many scholars agree that AI tools improve writing quality and learner motivation. The use of Grammarly, ChatGPT, and similar technologies can help EFL students overcome language difficulties and become more independent learners.

In Uzbekistan, digital education is developing rapidly, and universities are introducing modern technologies into the learning process. Therefore, AI tools can become useful assistants for both teachers and students. They may support academic writing courses, research methodology classes, and independent study activities.

At the same time, the study highlights the importance of responsible AI use. Teachers should explain ethical rules and encourage students to use AI as a support tool rather than a replacement for independent thinking. Universities should also develop policies related to AI-assisted writing and academic integrity.

AI technologies cannot completely replace human creativity, critical thinking, or teacher guidance. Instead, they should be integrated into education in balanced and pedagogically effective ways.

## Conclusion

Artificial intelligence tools are becoming an important part of modern higher education. This study examined the role of AI technologies in improving academic writing skills among EFL university students. The findings demonstrate that AI tools can improve grammar, vocabulary, organization, and motivation in writing tasks.

At the same time, challenges such as plagiarism, overdependence, and reduced critical thinking should not be ignored. For this reason, students and teachers must use AI technologies responsibly and ethically.

In conclusion, AI-assisted writing tools have strong potential to support academic writing development in EFL education when combined with proper teacher guidance and independent learning practices. Future research may investigate the long-term effects of AI technologies on students' writing performance and academic achievement.

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