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**AI-PWTs and Teachers' Writing Instruction
within Algerian Secondary Education Level:
Benefits and Shortcomings
The case of Secondary School Teachers of
English in Saida, Algeria**

DIDOUH Lalia , HAMADI Nabil Aziz

Department of English, Sidi-Bel Abbes University, Algeria,

lalia.didouh@univ-sba.dz

Department of English, Sidi-Bel Abbes University,

Algeria, nabil.hamadi@univ-sba.dz

Abstract:

Artificial Intelligence (AI) has proved its myriad benefits influencing many fields. In the field of education, AI has truly impacted beyond doubt both the teaching and learning experiences. Using AI is nowadays a new trend and teachers need to be familiar with in order to improve classroom practices. Accordingly, the present paper aims to explore the benefits of using AI-Powered Writing Tools (AI-PWTs) to help teachers polish, refine and improve writing instruction. It also sheds light on the shortcomings of the over-reliance on these tools. To achieve this objective, the study involved 34 secondary school teachers of English from 12 different secondary schools in Saida. An online questionnaire was used to explore teachers' opinions about the use of AI-PWTs to improve writing task instruction. The results revealed that the participants were aware of the advantages AI could offer beside their positive attitude

towards using AI-PWTs. In addition, they expressed their readiness to integrate it in order to accomplish the writing task successfully. However, many of them recognized that their skills in using AI-PWTs were unsatisfactory. Thus, the obtained results motivated us to suggest some pedagogical implications on how to effectively make use of AI-driven tools to improve writing instruction.

Keywords: Artificial Intelligence (AI), AI-Powered Writing Tools (AI-PWTs), writing, writing instruction.

DIDOUH Lalia, e-mail: lalia.didouh@univ-sba.dz

1. Introduction

When a new technology crops up, there is always both hype and skepticism concerning its integration into society and the economy (Tuomi, 2018); one of these technologies is AI, which has infiltrated nearly all sectors and domains, with education being no exception. The field of education, in particular, has been deeply impacted and reshaped marking a new era of innovation and transformation (Bit et al, 2024). As a result, various innovative applications and tools have been developed to validate their usefulness for teachers and learners alike.

As for English Language Teaching (ELT), whether as a foreign (EFL) or second language (ESL), the primary aim is to enable learners to achieve proficiency in four basic language skills namely: listening, speaking, reading and writing (Grabe & Stoller, 2002). Therefore, teaching the writing skill to learners is as important as the teaching of the remaining language skills. In fact, being regarded as, “*a cornerstone stone for effective communication*”, it is a crucial skill both for school and vocational success (YenGa, 2024). Henceforth, Researchers

have meticulously tried to design educational programs to help learners develop and enhance their writing skills (Tang et al, 2023).

At this point, AI enables personalized learning by tailoring educational contents to address the specific needs of each learner. In fact, it offers significant advantages as its integration into education could provide valuable insights into both the learning process, and the assessment practices (Hennekeuser et al, 2024). Furthermore, AI-PWTs such as: Grammarly, ChatGpt, QuillBot, Google Assistance alongside many other AI-driven tools have been amalgamated into language instruction. Accordingly, they have shown beyond doubt their efficiency in providing customized learning content and instant feedback to learners. (Luckin et al, 2016).

In this sense, understanding secondary school EFL teachers' views about the integration of AI-PWTs into classroom practices is of a paramount importance to improve writing task instruction and make the teaching experience innovative and enjoyable. On that account, this research seeks to address the following questions:

Q1: To what extent do EFL teachers at secondary school level believe AI-PWTs improve writing instruction?

Q2: What are the benefits and shortcomings of the integration of AI-PWTs into writing task instruction?

Thus, it is time to consider the benefits of AI as it can bring far-reaching changes in education by catering to the varied needs of individual learners (Holmes et al, 2019). For this reason, the aim of this study is to investigate the benefits and shortcomings of integrating AI-PWTs to support EFL teachers in secondary school in enhancing writing instruction.

2. REVIEW OF RELATED LITERATURE

2.1. AI and AI-PWTs Integration in Education

Many conferences and debates were organized to discuss the benefits of integrating AI into education. One of these events, titled *leveraging AI to enhance education and learning* (UNESCO, 2019), is directly related to how teachers can incorporate AI into their instructional practices. In fact, the conference discussions resulted in five take-aways. Among these, the importance of effective policies and strategies for integrating AI into education so as to maximize its advantages and minimize potential risks. Meanwhile, within the final report, AI was considered as a tool which “*empowers teachers rather than replacing them*” (UNESCO, 2019). Hence, the primary role of AI is to assist teachers in the process of teaching by making it easier, more efficient and impactful.

The influence of AI on education is *transformative and multifaceted* (Zhang and Aslan, 2021; Vieriu and Petrea, 2025). Consequently, as its use in education is growing rapidly, teachers need to develop a good understanding of how to use it, in both teaching and learning English, so as to facilitate learning for learners whose first language is not English (Crompton et al, 2024). A concrete example could be AI-PWTs which are used in many fields including education, proving their enormous prospective to facilitate human activities by promoting both personal and professional life (Dugošija, 2024). In the context of education, such tools can also help learners study independently and efficiently at their own convenience.

2.2. AI and Teacher Writing Instruction

Teacher writing instruction in EFL classrooms is regarded as one of the most important step-by-step explanations on how to succeed in writing tasks (Davis, 2013). That is why, setting clear and precise instruction is highly significant since it facilitates the writing process and enables learners to improve their writing outcome. AI has the potential to not only mitigate

teachers' mechanical workload for more meaningful instruction, but also to allow '*intelligent tutoring*' (UNESCO, 2019, p.10).

AI could reshape classrooms practices or make them obsolete. In addition to that, it could enhance teaching efficiency and compel learners to conform to technological requirements (Tuomi, 2018). Another remarkable advantage within classroom instruction is the possibility of delegating and sharing responsibility with learners by trusting them to perform tasks which used to be reserved to their teachers (Ribiero, 2020).

Among the teacher's roles in teaching the writing skill is to progressively transfer responsibility from the teacher to the learners in order to become autonomous writers (ibid, p10). In return, learners should learn how to write effectively making use of clear, thoughtful and efficient writing instructions so as to develop essential abilities and competences and thus attain their learning goals.

2.3. Benefits of AI-PWTs to Teacher Writing Instruction

Teaching and learning to write can be challenging both to teachers and students. In fact, AI-PWTs came to solve this issue by granting valuable advantages. On the one hand, those tools provide: instant feedback, enhance grammar and syntax, improve vocabulary and style, and increase writing confidence (Aljuaid, 2024). On the other hand, they enable educators to provide more personalized, efficient, and engaging writing instruction (Cuban, 2024)

In general, AI helps students develop both critical thinking and writing skills more effectively by preparing for the demands of the modern world while AI-PWTs enhance both learners' engagement and performance through instant feedback (Luckin et al., 2016; Zawacki-Richter et al., 2019). Moreover,

AI-PWTs have the potential to provide and develop efficient writing instruction for teachers (Edmet et al 2024).

Numerous AI- drivens tools proved to be helpful to teachers in creating educational contents by generating varied and personalized educational content such as: Wordwall, Quillionze and LeraningApps (Boeru, 2024). Therefore, Teachers need to plan for effective writing instruction to scaffold learning and make sure all students experience success and enjoyment in writing (Davis, 2013).

3. Methodology

The researcher worked to explore the benefits as well as the shortcomings of using AI-PWTs in enhancing teachers' experiences in terms of teaching writing and developing effective writing instructions.

3. 1. The Study

3. 1. 1. Participants

The sample consisted of 34 secondary school teachers of English from 12 different secondary schools in Saida during the academic year 2024/ 2025. A purposive sampling method was employed to make sure the selected participants had direct experience in using AI- PWTs to develop writing instruction.

3.1.2. Tools and Procedure of the Study

Regarding the tools of the study, an online questionnaire was developed and administered to the selected teachers. It was designed using Google Forms' template and was electronically distributed to the teachers. The questionnaire is composed of three sections:

- Section One: included a general background of the teachers; namely gender, teacher category, academic qualifications, years of teaching experience
- Section Two: consisted of six questions targeting responses about the use of AI-PWTs

- Section Three: consisted of statements on the benefits and shortcomings of the use of AI-PWTs

Besides, the data were collected over five weeks using Google forms. Then, the obtained results were analyzed and exported from Google sheets.

3. 1. 3. Results and Discussion

3. 1. 3. 1. Section One: General Background

As stated previously, this section provides a general overview of the teachers' profile, including gender, category, qualification, and years of teaching experience. Table 1 summarizes the findings of this section.

Table 1: Teachers' Profile

Variable	Category	Number	Percentage
Gender	Male	06	17.6 %
	Female	28	82.4 %
Category	Substitute	01	02.9 %
	Temporary/contractual	04	11.7 %
	Trainee	04	11.7 %
	Principal	18	52.9 %
	Trainer	07	20.5 %
Qualification	Bachelor’s Degree	04	11.8 %
	Master’s Degree	24	70.6 %
	Doctorate	03	08.8 %
	ENS Graduate	03	08.8 %
Years of Teaching Experience	1- 5 years	15	44.1 %
	6- 10 years	05	14.7 %
	11- 15 years	08	23.5 %
	16- 20 years	03	08.8 %
	Beyond 20 years	03	08.8 %

As displayed in the above table, teachers' distribution according to their gender, reveals a higher predominance of female teachers (82.4%) compared to male teachers (17.6%).

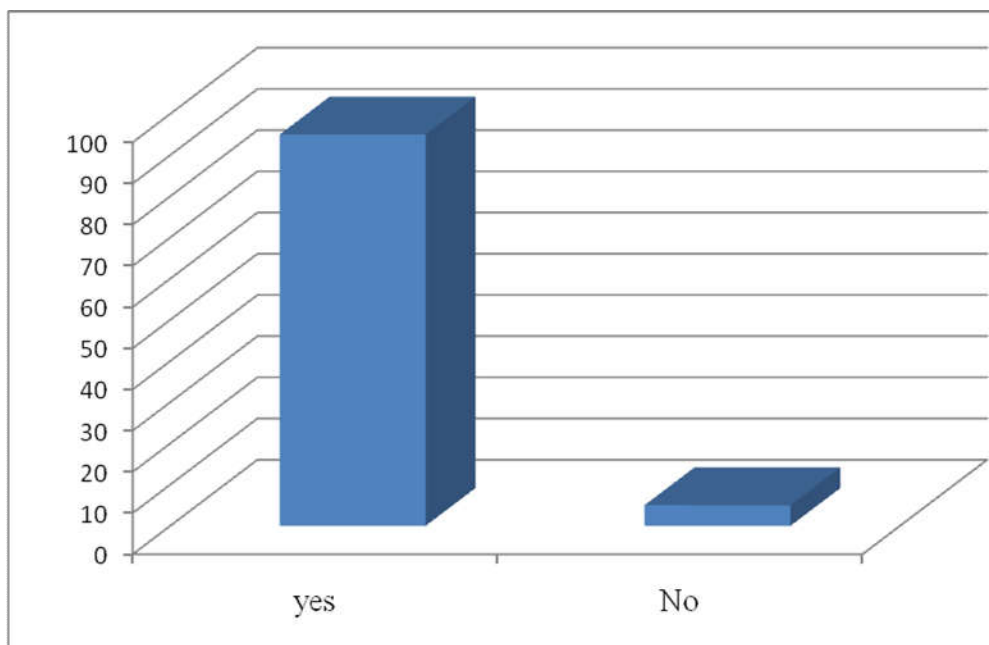
Next, as for the distribution of category, the largest percentage of the population consists of Principal Teachers (52.9%), followed by Trainers (20.5 %) while Trainees and Temporary/contractual teachers share equal representation (11.7% each). Finally, Substitute teacher with (02.9%).

In addition to that, the data show that the largest percentage of the sample belongs to Master's Degree (70.6%) indicating a well qualified cohort of teachers, followed by Bachelor's Degree (11.8%) and finally, Doctorate and ENS Graduate teachers who are equally represented with (08.8% each). Moreover, it shows that the largest percentage of secondary school teachers who have less than 5 years of experience is (44.1%), followed by those with 11-15 years of experience (23.5%). Then, those with 6-10 years of experience with (14.7 %) while those with 15-20 years of experience and beyond 20 years (08.8% each).

3. 1. 3. 2. Section Two: The Use of AI-Powered Writing Tools

In this section, the primary aim was to gather more opinions about the importance AI in EFL, in general, and AI-PWTs in developing writing instruction, in particular. The researcher used three rating scale questions, two open-ended questions and one close ended question. It should be noted that the rating scale questions were analyzes in one graphic display (see table 3).

Bar-Graph 1: Teachers' beliefs about the importance of AI in ELT



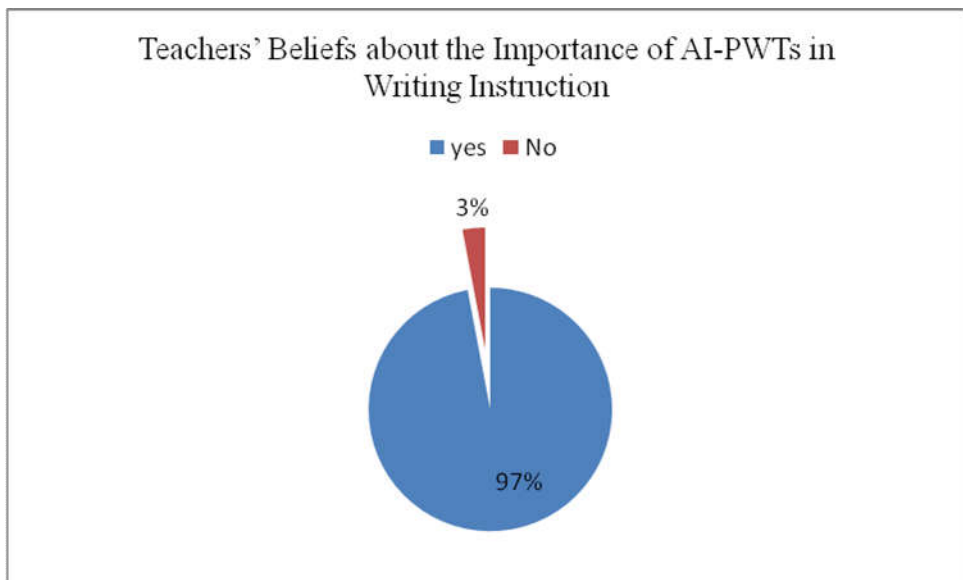
Through this open-ended question, the researcher aimed to uncover respondents' opinions about the importance of AI in ELT. Their answers were illustrated in the above bar-graph. It should be noted that only 24 out of 34 teachers gave their responses to this question. From the obtained results, the majority of teachers with (95.83%) claimed they were clearly in favor of the use of AI in teaching English. However, most of the obtained answers with (43.47%) were short while (34.78%) were lacking explanation and elaboration as well, and (21.74%) responses were completely either unclear or vague. The below table provides examples of each category of answers.

Table 2: Illustrative Examples of Teachers' Opinions

Category of answer	Example
Short	<i>“Yes, of course.”</i> <i>“Yes, I do.”</i>
Lacking explanation	<i>“Yes, I am a strong supporter of AI in general.”</i> <i>“It offers practice outside school.”</i> <i>“Yes, it is widely used.”</i>
Unclear	<i>“Yes, I do because it is easier and faster.”</i> <i>“I am a strong believer as it's the most effective way to teach writing.”</i> <i>“Because it facilitates some works for teachers.”</i> <i>“Yes I do, since AI have become itself part of our daily life.”</i>

For those who were against using AI to teach English, (4.15%) claimed that Using AI is like plagiarizing.

Pie-chart 1: Teachers’ Beliefs about the Importance of AI-PWTs in Writing Instruction



It is very clear from the overhead graphic display that the vast majority of respondents believe AI-PWTs could enhance their writing instruction. In other words, (97 %) of the participants strongly agreed that AI-PWTs could significantly help them make their writing instruction effective while the remaining (3 %) oppose this claim. As a follow up question, teachers were asked to express their opinions about the use of AI-PWTs to enhance writing instruction. However, out of the 34 teachers who took part in the study, only 23 participants gave further opinions about the use of AI-PWTs in enhancing writing instruction. From the obtained results, it is very clear that teachers who supported the idea outnumbered those who were against with (78.26%). (20.50%) expressed positive opinions and acknowledged these tools as being helpful in terms of ***sustaining teachers in writing instruction***, such as:

"I strongly believe these tools enhance my writing instruction by providing easy to use and adaptable activities, texts and

illustrative, and a wide range of examples that I use to teach writing to different groups.”

(10.67%) supported the idea and added that AI-PWTs enable **teacher to be creative**, like:

“I utilize AI-PWTs to improve instruction, formulation, and to get creative ideas on diversified topic.”

While another (10.67%) reckoned that AI-PWTs enrich both **vocabulary and language** claiming,

“Well, using these tools help in learning new vocabulary that I will use in writing.”, another respondents added, *“They simply enhance my instruction to teach writing by providing new vocabulary, which I can decide to be simple or “complex”, it is like a servant that obeys your orders. ”*

Moreover, (26.12%) highlighted the fact that AI-PWTs ensure **flexibility, efficacy as well as time saving**. A respondent declared, *“AI tools in general can process information rapidly , as you can gather and sort relevant information quickly , you can even check accurate and comprehensive data.”*

Besides, (10.30%) claimed AI-PWTs are very useful to provide instant **feedback and correction**, for instance:

“Yes, I think AI-PWTs can help with teaching writing. They give fast feedback on grammar, spelling, and how sentences are written. This helps students fix their mistakes and learn better depending on their level. ”

“The use of AI-PWTs helps learners to explore different writing styles, also help students to identify and correct errors in real-time.”

Moving to the opinions against the idea, (21.74%) respondents clearly supported the use of AI-PWTs, but opposed the over-reliance on them. A respondent said, *“ A lot of dependence of AI in general might hamper teachers and students critical thinking.”* Another teacher supported and

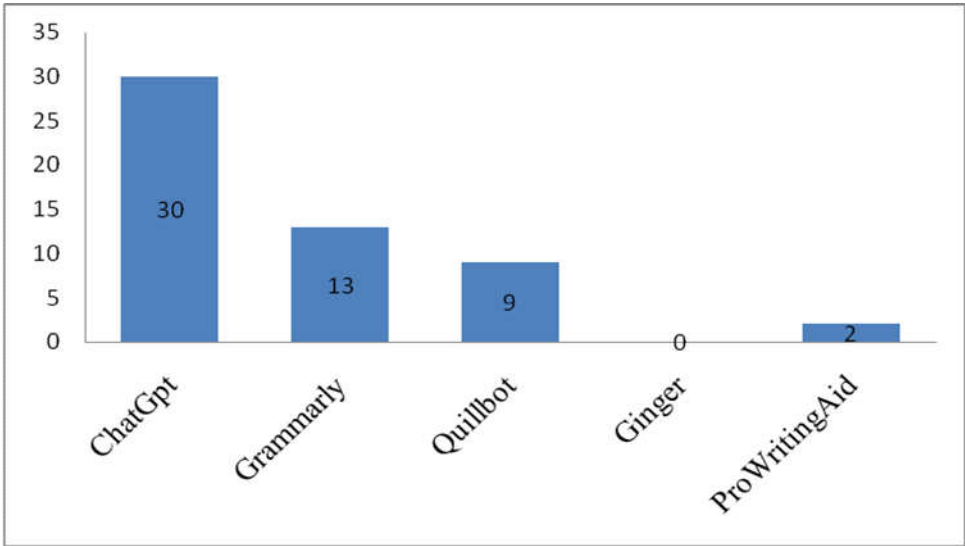
added, “Over reliance might lead to losing human touch especially when it comes to revising and editing.”

Table 3: Attitude, Level and Frequency of using AI-PWTs

Variable	Category	Number	Percentage
Attitude	Very Positive	16	41.7 %
	Somewhat Positive	14	41.2 %
	Neutral	04	11.8 %
	Somewhat Negative	00	00 %
	Very Negative	00	00 %
Level	Basic	06	17.6 %
	Intermediate	11	32.4 %
	Good	13	38.2 %
	Advanced	04	11.8 %
	Proficient	00	00 %
Frenquency of Use	Never	03	8.8 %
	Sometimes	25	73.5 %
	All the Time	06	17.6 %

The results in the above table clearly show positive attitudes regarding the use AI-PWTs to enhance writing instruction. A combined (82.9%) of teachers expressed either a very positive (41.7%) or somewhat positive (41.2%) attitude, while (11.8%) remained neutral and none reported negative attitudes. Concerning the level, most teachers considered themselves as being either good (38.2%) or intermediate (32.4%) while fewer identifying as basic (17.6%) or advanced (11.8%), and none claiming proficiency. Regarding the frequency of use, the majority (73.5%) reported using the tools sometimes, while (17.6%) use it all the time and (8.8%) never utilize them.

Bar-graph 2: AI-PWTs used to support Teachers' Writing Instruction



The above results clearly demonstrate AI-PWTs teachers utilize to develop writing instruction. As can be seen in the graphic display, the vast majority use ChatGpt with (30), followed by Grammarly with (13) then Quillbot with (09), ProWritingAid (02) and non for Ginger. It should be noted that respondents could choose more than one option. Table 4 summarizes their answers.

Table 4: Type of AI-PWTs generally used by Teachers

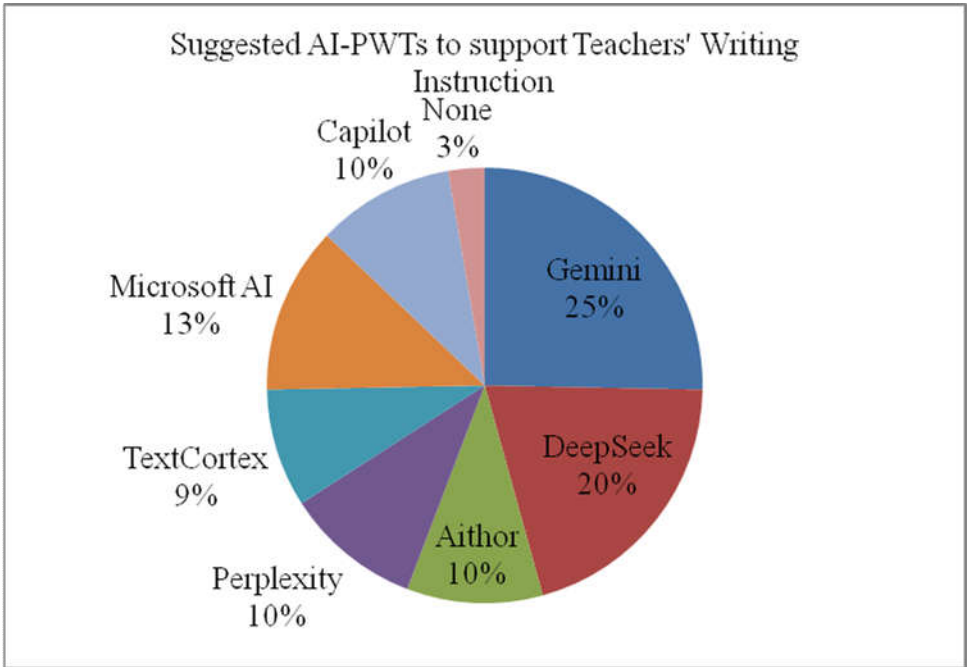
AI-PWTs	Nbr of Teachers
ChatGpt	17
ChatGpt+Grammarly+Quillbot	05
ChatGpt+Grammarly+ProWritingAid	01
ChatGpt+Grammarly	05
ChatGpt/Quillbot	02
Grammarly+Quillbot	01
Grammarly	01
Quillbot	01
ProWritingAid	01

Total	34
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From the above results, it is clear that most of the teachers added one or two options to ChatGpt while only one teacher chose Grammarly and Quillbot together. By contrast, three teachers selected only one tool as follows; (01) for Grammarly, (01) for Quillbot, and another (01) for ProWritingAid. Thus, the results may be modified as follows: (17) teachers selected ChatGpt alone whereas (13) teachers choose more than one option added to ChatGpt. Five teachers chose ChatGpt with Grammarly and Quillbot while five teachers chose ChatGpt with Grammarly and only one teacher chose ChatGpt with grammarly and ProWritingAid. Finally, two teachers chose ChatGpt with Quillbot.

As a follow up question, teachers were asked to mention other AI driven tools they utilize to support instruction. The below pie chart summarizes their answers.

Pie-chart 2: Suggested AI-PWTs to support Teachers' Writing Instruction



The above pie-chart shows suggested tools by teachers to develop instruction. (25.3%) teachers suggested Gemini a helpful AI tools to improve teachers' writing instruction while (20.4) suggested DeepSeek. A combined (20.20%) of teachers suggested Aithor (10.10%) and Perplexity (10.10%) whereas (08.8%) considered TextCortex as the best AI-PWT. Finally, (12.4%) suggested Microsoft AI and (10.20%) for Capilot. However, (02.7%) did not suggest any tool.

3. 1. 3. 3. Section Three: Statements about the Use of AI-PWTs

In this section, the researcher used Likert-Scale to enable respondents indicate their level of agreement with statements about the benefits and shortcomings of AI-PWTs.

Table 5: Teachers' Beliefs about the Use of AI-PWTs in Writing Instruction

Benefits of AI-PWTs in Writing Instruction		SA
1. I use AI- PWTs to enhance and improve writing instruction		08
2. Using AI- PWTs makes my teaching experience innovative and enjoyable		13
3. Since I started using AI- PWTs, I dedicated more time on the writing tasks and could adapt writing instruction which meet with my learners' needs		11
4. AI- PWTs help me in providing positive constructive feedback on students' written work		11
5. AI-PWTs help me in engaging my learners in the writing process		09
6. AI- PWTs are helpful to check and consolidate my learners progress		06
7. AI- PWTs are useful because they provide real-time feedback on grammar, vocabulary, and word choice, paragraph development, writing process		10
Shortcomings of AI-PWTs in Writing Instruction		SA
1. AI-PWTs may reduce teachers' tuition and contact with learners.(or teacher-student interaction)		03
2. Dependence on AI-PWTs can decrease critical thinking and problem solving skills		09
3. Teacher who overly rely on AI-PWTs may not be able to provide constructive feedback and guidance		05
4. Not all teachers are equipped to use AI-PWTs with learners		16
5. AI-PWTs may lead to teacher displacement rather than supporting and empowering h/her writing instruction		01

As indicated in the above table, 29 participants (08 SA + 21 A) and (13 SA + 16 A) had positive attitude towards the first and the second statements respectively about the use of AI-PWTs to enhance, improve their writing instruction and to make teaching performance innovative and enjoyable, nobody agreed with them while 05 were neutral. So, based on the results, we may argue that the vast majority of respondents make use of AI-PWTs to upgrade and optimize their teaching experience and to make instruction more effective. This positive attitude is also

reflected through the agreement of the majority with statement 03, 05 and 07 (see table above). Meanwhile, the participants believe that AI-PWTs help in providing positive constructive feedback on students' written product with 24 participants (11 SA + 13 A). However, 03 (01 SD + 02 D) expressed their disagreement and 07 were neutral. In addition to that, 27 participants (10 SA + 17 A) claimed that AI-PWTs are useful because they provide instant feedback on the fundamental elements of writing such as: grammar, vocabulary, and word choice, paragraph development, writing process.

As for the second set of statements, it describes the shortcomings of AI-PWTs in writing instruction. To start with, the responses show that 14 respondents chose a neutral position regarding the first and the fifth statements. For the first statement, opinions were equally balanced on the claim that AI-PWTs may reduce teacher/student interaction with 10 (03 SA + 07A) expressing agreement 10 (05 SD+ 05D) expressed disagreement. Similarly, 12 (01 SA + 11A) believe that AI-PWTs might lead to teacher displacement while the remaining 08 (06 SD + 02D) expressed their disagreement for the fifth one. However, an overwhelming 31 (16 SA + 15A) of respondents agreeing or strongly agreeing concerning teacher preparedness to using AI-PWTs with learners, while only 02 remained neutral, 01 strongly agreed and none disagreed. Concerning the negative impact of AI-PWTs on teachers' essential cognitive skills, 23 (16 SA + 15A) agreed that dependence on such tools can decrease both critical thinking and problem-solving skills while others' viewpoints remained both neutral with 06 respondents, and another 06 (05 SD + 05D) disagreed. Finally, 18 (05 SA + 13A) believed that overreliance on AI-PWTs could curb teachers' ability to provide constructive feedback and guidance.

3. LIMITATIONS:

In this study, some limitations need to be addressed. The first limitation is related to the participants of the study. Presently, the study addressed EFL teacher at secondary school level in Saida province. However, more relevant results could have been provided with participants from different provinces across Algeria. The second limitation is related to the data collection. Although the researcher used an online questionnaire to facilitate its administration and collection, participants were reluctant and hesitating to respond to the questionnaire. Besides, participants' responses were lacking elaboration especially in section two.

4. CONCLUSION:

The present study revolved around two objectives. The first one aimed to explore in deep secondary school EFL teachers' views, in Saida province, about the integration of AI in ELT, in general, and the use of AI-PWTs to teach writing and to develop effective writing instruction, in particular. Findings reveal that teachers already had a positive attitude towards both. For them, effective writing instruction is a central pattern for teachers as well as learners to accomplish the writing task successfully; and employing useful AI driven tools enables teachers provide instant and constructive feedback on essential elements of the written product such as: grammar, vocabulary and word choice, paragraph development and overall the writing process. In addition, teachers mostly agreed that AI-PWTs make their teaching experience enjoyable and innovative. Besides, the vast majority believe that AI-driven tools enhance teachers' creativity and enrich vocabulary and language. They also reckoned these tools as being flexible and efficient to save time.

For the second objective, the study aimed was to ensure staying on the track of exploring the benefits and shortcomings

AI-PWTs could bring to teachers regarding task writing instruction. In fact, teachers acknowledged AI-PWTs as being helpful to engage learners in the learning process and to check and consolidate their progress. Yet, the study revealed concerns about the potential shortcomings of AI-PWTs such as: reducing teachers' tuition over learners, hampering contact and interaction inside classroom, and decreasing both critical thinking and problem solving skills. All these may lead to teachers' displacement rather than empowering them.

To sum up, the obtained results provided us with valuable insights about the potential integration of AI- driven tools in secondary school EFL classrooms. Therefore, we recommend the followings:

1- The integration of AI-PWTs into educational programs: the Ministry of Education should encourage the integration of AI-PWTs into classroom practices for both teachers and learners to enhance learning, engage learners, personalize learning, check and consolidate learners' progress.

2- National Teacher Training Programs: EFL teachers at secondary school ought to be trained on how to utilize AI-driven tools properly so as to improve classroom instruction through national programs, conferences, seminars, workshops and study days.

3- Set clear guidelines on how to use AI-PWTs inside or outside classroom to prevent over-reliance on technology.

4- Raising learners' awareness of ethical standards when using AI to protect their privacy and alleviate potential risks.

Henceforth, within the age of AI and the variety of AI-PWTs, teachers need to cope with as nowadays learners are already accustomed to using AI driven tools and prefer easy-breezy ways to improve writing and foster learning.

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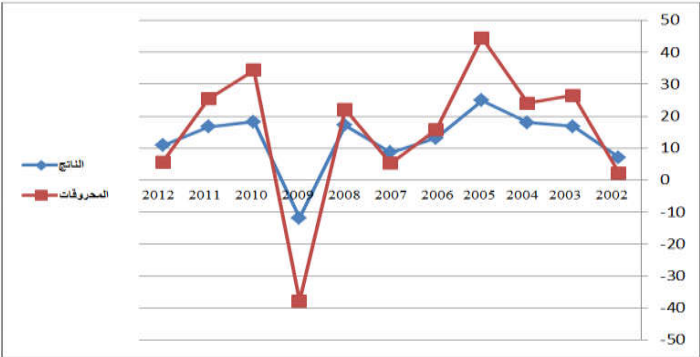
Table 1. Table title (this is an example of table 1)

Test 1	Test 2	Results 1	Results 2	Total Results
15.21	15.21	15.21	15.21	15.21
18.58	18.58	18.58	18.58	18.58
11.14	11.14	11.14	11.14	11.14

Source: author’s name, year, page
Fig.1. Figure title (this is an example of figure 1)

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Numbering all bibliographical references , and they should be in simplified font, size 11.references are reffered to by putting the reference number without brackets.

5. Bibliography List :

- (1) Author, "title of the article," magazine name, folder, number, and year.
- Books:
- (2) Author, title of the book, publisher, pages.
- Forums:
- (3) The author, "title of the article," name of the forum, place, year.