

Exploring the Impact of Digital Tools on Creative Writing in Language Education: Teachers and Students Perspectives

استكشاف أثر الأدوات الرقمية على الكتابة الإبداعية في تعليم اللغات: وجهات نظر الأساتذة والطلبة

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Received: 24/01/2026

Accepted: 04/06/2026

Published: 12/06/2026

Abstract: This study investigates the impact of digital tools on creative writing among EFL students at the University of Jijel. To address the gap regarding the balance between technological assistance and students' independent writing abilities, a mixed-methods approach is used via questionnaires. It has been found that digital tools enhance writing accuracy and creativity but also present challenges such as digital distraction, limited access to technology, and overreliance on AI-generated corrections. The study concludes that combining human creativity with digital support can enrich creative writing while preserving core literacy skills.

Keywords: Digital tools; creative writing; accuracy; digital distraction; Literacy Skills

ملخص: تتناول هذه الدراسة أثر الأدوات الرقمية على الكتابة الإبداعية لدى طلبة اللغة الانجليزية بجامعة جيجل. ولمعالجة الفجوة المتعلقة بتحقيق التوازن بين المساعدة التكنولوجية وقدرات الطلبة على الكتابة المستقلة، اعتمدت الدراسة منهجية بحثية مختلطة باستخدام الاستبيانات. وأظهرت النتائج أن هذه الأدوات تساهم في تحسين الدقة اللغوية والإبداع لكنها تثير تحديات مثل التششت الرقمي والاعتماد المفرط على تصحيحات الذكاء الاصطناعي. وتؤكد الدراسة أهمية الاستخدام المتوازن للتكنولوجيا بما يدعم الإبداع ويحافظ على المهارات الأساسية للقراءة والكتابة.

الكلمات المفتاحية: الأدوات الرقمية؛ الكتابة الإبداعية؛ الدقة اللغوية التششت الرقمي؛ مهارات القراءة والكتابة

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1. Introduction

Creativity is a vital component of the skills needed to fully engage in 21st century society. It is also viewed as the “*ability to generate novel, appropriate and valuable ideas that can lead to producing original and valuable products or learning outcomes*”. (Selfa-Sastre, Madiroleo, & Belmonte, 2022, p. 126) In writing, creativity is often neglected due to the pressure on teachers to deliver prescribed content that is assessed through tests. (Mata & Gavrilut, 2025)

In contemporary educational contexts, technology increasingly supports creative development by functioning as a cognitive aid. Several studies posit that interactive technology stimulates thinking as students can “*make their ideas visible, externalize their thoughts and represent ideas using multimedia and multimodal facilities*” (Selfa-Sastre, Madiroleo, & Belmonte, 2022, p. 133). The integration of digital tools in language education has introduced new opportunities and challenges for both educators and learners. In creative writing, these technologies (ranging from AI-powered writing assistants to collaborative platforms) enable dynamic, engaging, and student-centered learning experiences.

Despite the widespread adoption of digital tools in many educational contexts, an amalgam of concerns is raised about their potential drawbacks. This study addresses the gap by examining how digital technologies affect creative writing in language education and by identifying the challenges and opportunities associated with their use. The need to understand this relationship arises from the growing reliance on digital technologies in educational settings and the imperative to foster creativity in language instruction. Therefore, this study seeks to answer the following questions:

RQ1. What are EFL students’ and teachers’ attitudes towards the use of digital tools in creative writing?

RQ2. What challenges do students and educators face when using digital tools for creative writing?

RQ3. How can teachers balance the use of digital tools with traditional writing methods to promote holistic language development?

The study aims to:

- Investigate EFL teachers' and students' perceptions towards the use of digital tools in creative writing
- Identify the challenges associated with using digital tools in creative writing, including potential distractions and over-reliance on technology, and
- Propose strategies for educators to balance the use of digital and traditional methods in creative writing, ensuring comprehensive language development.

This research contributes to the field by (a) providing empirical evidence from an under-researched North African EFL context, (b) foregrounding both teachers' and students' perspectives to enable methodological triangulation, and (c) critically examining the tension between technological affordances and the preservation of creative, human-centered writing practices. The findings are expected to inform pedagogical decision-making, curriculum design, and teacher training related to digital and creative literacy.

2. Literature Review

2.1. Creative Writing

Creative writing is broadly understood as the capacity to reconstruct prior knowledge, concepts, and experiences by establishing new connections through the power of imagination. (Demir, 2013) It entails transcending conventional boundaries, engaging in the processes of conceptualization, composition, and creation, and expressing experiences in innovative and varied forms. This practice involves developing original ideas and formulating novel solutions. To reach the potential of 21st -century skills, teachers are required to engage the intellect (the "head"), emotional resonance (the "heart"), and technical ability through practice (the "hand"). (Islam, Haji Mat Said, Umarlebbe, Sobhani, & Afrin, 2022),

Some scholars refer to this ability as "creative writing competence", defined as a comprehensive set of knowledge, abilities, and behaviors that enable individuals to apply adaptable writing skills across diverse tasks and genres. This competence includes organizing content into coherent texts, crafting both fictional and non-fictional narratives, and critically engaging with multiple literary forms (Mata & Gavrilut, 2025). It emphasizes the transformation of abstract ideas into

compelling, well-structured written pieces that effectively communicate creativity. In another view, "*Creative Writing is a performance-based discipline in which students' study and practice the art of imaginative writing*" (Brayfield, 2009 a, p. 202)

Creative writing, thus, is the skill of articulating imaginative thought into clear and engaging textual expression. Activities such as essay writing exemplify this practice, drawing on originality, spontaneity, and imagination. At its core, creative writing is the articulation of thoughts, emotions, and ideas in a unique and captivating manner, including the reinterpretation of existing content into accessible and aesthetically engaging written forms. Furthermore, creative writing is intimately linked with the study of literature, serving as a vehicle through which literary distinctiveness is conveyed across various genres. Literary texts often emerge from the abstraction of information and context into alternate realities, shaped through visual, emotional, and imaginative experiences. Beyond facilitating learning, creative writing provides learners with alternative modes of expression, encouraging personal and intellectual development.

Despite its growing prominence, creative writing continues to negotiate its position as an academic discipline, situated at the intersection of pedagogical approaches and the traditional workshop model. Pedagogically grounded theories and frameworks emphasize the dynamic interplay between the author, the text, and the reader, with a particular focus on the construction of meaning and the writing process. The workshop model builds upon these foundations by encouraging interdisciplinary collaboration, notably with fields such as the performative arts and digital media. (Sălcudean & Stănescu, 2014)

Recent studies underscore the effectiveness of digital tools in enhancing creative writing instruction. Hafner and Miller (2019) unveiled that digital storytelling platforms improved students' motivation and narrative coherence. Godwin-Jones (2020) explored how mobile and online writing environments supported autonomy and innovation in L2 writing. Tools such as Google Docs and Padlet allow real-time peer review and collaborative drafting, contributing to writing fluency and idea development. AI writing assistants, while still emerging in the classroom, show promise for supporting grammar correction and idea generation. Despite these benefits, scholars caution against over-reliance on digital tools, which can hinder deep learning and reduce opportunities for manual skill

practice. (Hockly, 2018) This review highlights the dual role of technology as both an enabler and a challenge in creative writing pedagogy.

2.2. The Landscape of Writing Support Tools

The development of writing support tools (WSTs) has mirrored broader advances in human-computer interaction and artificial intelligence. Initial investigations examined how digital interfaces influence the mechanics and cognitive processes of composition. (Zhao, Li, Lee, & Clark, 2025) More recent systematic reviews have cataloged a growing ecosystem of tools, from ideation aids and visual mapping platforms to intelligent co-authoring systems, each addressing distinct phases of the creative writing process.

Nonetheless, a notable disjunction persists between the objectives of tool designers and the practical needs of creative writers. Zhao et al. (2025) posit that while academic tools tend to focus narrowly on specific aspects such as text generation or revision, commercial applications often strive for end-to-end workflow integration. This emphasis on efficiency may be stifling creativity as it overlooks critical needs such as : pre-writing ideation, multimodal expression, and accommodation of diverse creative methodologies. Their triangulated data, synthesized from academic literature, user surveys, and online writing communities, underscore persistent gaps in tool functionality, especially in areas such as organization, multimodal integration, and process adaptability.

2.3. Digital Tools in Education

The integration of digital technologies into educational settings has been the focus of extensive scholarly inquiry. A substantial body of research has investigated how digital tools enhance learning across a broad spectrum of disciplines, including language education. Warschauer (2006) emphasizes that technology affords learners access to diverse resources, fostering deeper cognitive engagement and promoting interactive learning environments. In a similar vein, Beetham and Sharpe (2013) contend that digital technologies support active learning paradigms by enabling collaboration, creativity, and instantaneous feedback—elements that are central to contemporary pedagogical models.

2.4. Digital Tools and Creative Writing

The advent of the digital era has equipped writers with an extensive array of resources that enhance efficiency and facilitate the creative process. These tools extend beyond mere technical support, fostering both productivity and imaginative engagement. In contrast, many conventional learning systems remain rigid and antiquated, displaying limited capacity to incorporate pedagogical strategies aligned with digital innovation and principles of brain-based learning. (Merazi, 2025)

Within the domain of creative writing, digital tools have a significant influence on student' creativity, motivation, and engagement. McKnight et al. (2016) observe that digital platforms facilitate experimentation with various writing formats, styles, and genres, thereby expanding students' expressive capacities. The inherently collaborative nature of many digital writing tools also cultivates peer-to-peer interaction, which can enhance writing quality through idea exchange and constructive critique (Hewett, 2015)

However, despite these pedagogical benefits, certain scholars caution against potential drawbacks. Yancey (2009) warns of the risk that excessive dependence on digital tools may impede the development of foundational writing skills, such as manual drafting and editing. Furthermore, Carr (2010) notes that the omnipresence of digital distractions can compromise students' ability to maintain focus during the writing process, thus undermining sustained creative effort. Moreover, Tim Ferris (2016), in his book *"Tools of Titans"*, posits that *"Tools are essential in speeding up production, but the mind remains the most important instrument"* (Bezbaruah, 2025, p. 246) . This suggests that although technology offers substantial support, writers should preserve their voice. To this end, any information and communication tool—including AI-assisted technologies—should be viewed as a means rather than an end, and its adoption must not overlook the associated challenges, limitations, and ethical considerations. (Boukhelkhal, 2025)

2.5. Evaluating Creative Writing: Human and Automated Approaches

The assessment of creative writing, particularly when it involves AI-generated content, presents distinct methodological complexities. The inherently subjective nature of creative expression and the absence of definitive benchmarks complicate automated evaluation. Addressing this issue, Fein, McPherson, Simig, and Ji

(2025)introduced *LitBench*, a benchmark dataset containing human-labeled comparative evaluations of creative narratives. Their results reveal that while certain large language models demonstrate alignment with human preferences, the most accurate assessments are produced by reward models fine-tuned on human judgments. Notably, even the most advanced zero-shot models achieved only 73% concordance with human evaluators, with reward-tuned models showing greater consistency.

Further insights are offered by Gómez-Rodríguez and Williams (2023), who conducted a comparative analysis of creative output from human writers and leading commercial language models. Their findings indicate that while LLMs can rival or slightly exceed human performance in terms of technical writing features such as coherence and fluency, human authors continue to excel in areas like originality, humor, and nuanced expression. Additionally, open-source models lag behind their commercial counterparts, underscoring the importance of scale, training data, and architectural sophistication in generating high-quality creative texts.

Table 1.Comparison of Human and Automated Approaches to Creative Writing Evaluation

Criteria	Human Evaluation	Automated Evaluation
Subjectivity	High – interpretation varies across raters	Low – strives for consistency through algorithms
Creativity Assessment	Strong ability to assess originality, nuance, and emotional depth	Limited – struggles with abstract qualities like humor or subtlety
Coherence & Structure	High – evaluates narrative logic, pacing, and structure intuitively	Moderate to High – LLMs handle structure well, but may lack intention
Scalability	Limited – time-consuming and labor-intensive	High – scalable to large datasets with minimal human input
Agreement with Human Judgments	Gold standard – used as a benchmark	Variable – top models achieve ~73% alignment (Fein et al., 2025)
Feedback Quality	Rich, qualitative, and personalized	Formulaic or generic without fine-tuned reward models

Table 1 highlights the main differences between human and automated approaches to evaluating creative writing across six criteria. In terms of *subjectivity*, human evaluation is described as highly subjective, as interpretations vary among raters, whereas automated evaluation seeks low subjectivity by relying on algorithmic consistency. Regarding creativity *assessment*, human evaluators demonstrate a strong ability to judge originality, nuance, and emotional depth, while automated systems show limited capacity in assessing abstract creative qualities such as humor or subtle meaning.

With respect to *coherence and structure*, human evaluation is rated high due to intuitive judgment of narrative logic and pacing, whereas automated evaluation ranges from moderate to high, reflecting LLMs' competence in handling structural features despite possible limitations in capturing authorial intention. In terms of *scalability*, human evaluation is limited because it is time-consuming and labor-intensive, while automated evaluation is highly scalable and suitable for large datasets.

The table further indicates that *agreement with human judgments* positions human evaluation as the gold standard, while automated evaluation shows variable alignment, with leading models reaching approximately 73% agreement. Finally, in relation to *feedback quality*, human evaluation provides rich, qualitative, and personalized feedback, whereas automated feedback tends to be more formulaic or generic unless advanced fine-tuning is applied.

3. Methodology

This study adopted a mixed-methods research design, integrating both quantitative and qualitative approaches to explore the perceptions of EFL teachers and students regarding the use of digital tools in creative writing instruction. The design provided a comprehensive examination of participants' attitudes, instructional practices, and perceived challenges through the integration of descriptive statistical analysis and thematic interpretation.

Data were collected from a total of 60 participants from the Department of English at the University of Jijel, comprising 10 teachers and 50 undergraduate EFL students. Participants were selected using convenience sampling based on

accessibility, availability, and representation of diverse perspectives from the university community. Although the teacher sample is relatively small, it reflects the population of instructors involved in writing instruction within the department.

The instrument for data collection was an online questionnaire distributed via Google Classroom and Gmail. The questionnaire covered both closed-ended (Likert scale and multiple-choice) and open-ended items. The questionnaire aimed to elicit quantitative and qualitative data. The instrument was organized into several sections addressing:

- Teaching experience and current practices (for teachers),
- Attitudes towards digital tools in creative writing,
- Perceived benefits and challenges of integration, and
- Suggestions for effective pedagogical strategies in balancing traditional and digital methods.

The student version examined their experiences with digital tools, engagement levels, and the influence of digital platforms on creativity and writing skill development.

Prior to distribution, participants were informed about the study's objectives, assured of anonymity and confidentiality, and asked to provide informed consent before participation. The data collection period lasted for approximately two weeks. Internal consistency was assessed using Cronbach's alpha, yielding acceptable reliability coefficients ($\alpha = .82$ for the student questionnaire and $\alpha = .79$ for the teacher questionnaire). Content validity was enhanced through expert review by two colleagues specializing in applied linguistics and Teaching English as a Foreign Language.

The analysis followed a ***two-pronged approach***:

- ***Quantitative data*** were analyzed using ***descriptive statistics*** (frequencies and percentages) to summarize responses and identify general trends in attitudes and practices.
- ***Qualitative data***: open-ended questions were analyzed using ***thematic analysis***, following Braun and Clarke's (2006) thematic analysis framework. Data were first coded and then grouped into emerging themes

to capture recurring patterns and deeper insights into participant experiences and beliefs.

This methodological approach enhanced the interpretation of findings. Moreover, the study adhered to ethical research practices, assuring participants' voluntary participation, anonymity, and the confidential treatment of data. Participants were informed that their responses would be used exclusively for academic purposes, and no identifiable information would be shared or published.

4. Discussion of the Findings

4.1. Students 'Questionnaire

1. Students' Experience in Creative Writing

Results indicate that *70% of students* reported having received no formal training in digital tools for writing, although most reported using such tools regularly. While *84%* of respondents perceived digital tools as helpful for improving clarity and linguistic accuracy, only *40%* associated them with increased creative confidence. Digital distraction (*40%*) and limited digital literacy (*30%*) emerged as the most frequently reported challenges.

2. Teaching Methods Employed

Responses revealed that teachers employ a variety of instructional methods, including writing prompts, peer reviews, workshops, individual and group tasks, and literary text analysis. These methods align with constructivist and experiential learning approaches, which emphasize collaboration and active student involvement. Notably, one student mentioned being encouraged to avoid translation and artificial intelligence, reflecting a pedagogical emphasis on fostering authentic language production and independent thinking.

3. Attitudes toward Digital Tools

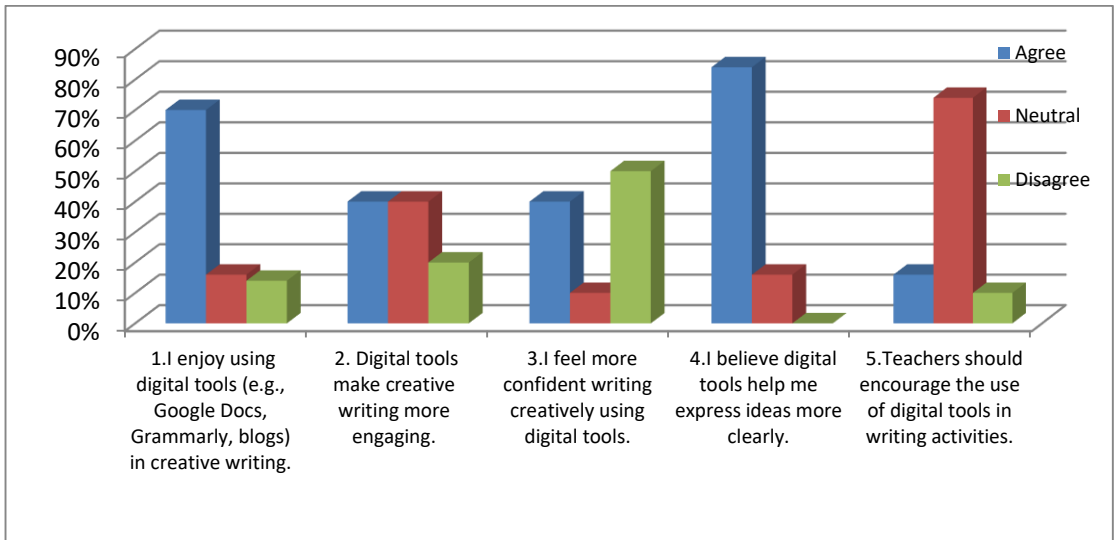


Fig.1. Respondents' Attitudes towards the Use of Digital Tools

Source: Researcher's Field Work

This finding is strongly supported by previous research, which shows that the absence of formal training often leads to superficial or inconsistent use of digital tools in writing instruction. Dooly and O'Dowd (2018) argue that when learners and teachers rely on self-directed exploration of technology, digital tools are more likely to be used for technical correction rather than for deeper cognitive or creative purposes. Similarly, Kessler and Hubbard (2017) emphasize that without structured pedagogical guidance; students may recognize the usefulness of digital tools but fail to exploit their full potential for meaningful learning outcomes.

The discrepancy observed in this study between students' enjoyment of digital tools (70%) and their limited creative confidence (40%) echoes findings by Godwin-Jones (2022), who notes that most digital and AI-based writing tools are designed primarily to enhance accuracy and efficiency, not creativity. As a result, students tend to associate these tools with correction and editing rather than with idea generation or imaginative expression. This explains why a high percentage of participants perceived digital tools as helpful for clarifying expression (84%) while far fewer felt that these tools strengthened their creative voice.

Moreover, Sampson, Pinner, and Wakabayashi (2021) report that although digital tools can increase learner engagement, they may also constrain authentic expression if students become overly dependent on automated suggestions. This supports the present finding that

students appreciate the functional benefits of digital tools but remain uncertain about their creative value. In a similar vein, Warschauer and Liaw (2020) argue that digital tools require careful pedagogical framing; otherwise, learners may view them as optional or even disruptive rather than as integral to the writing process.

The divided opinions on whether teachers should encourage the use of digital tools are also consistent with earlier studies. Stockwell (2022) found that students' acceptance of educational technology is closely linked to the extent to which teachers model and scaffold its use. When such guidance is absent, learners often feel unsure about how much reliance on digital tools is appropriate. Hockly (2018) likewise emphasizes that digital literacy involves not only technical skills but also confidence and critical awareness, which must be explicitly taught.

4. Challenges in Using Digital Tools

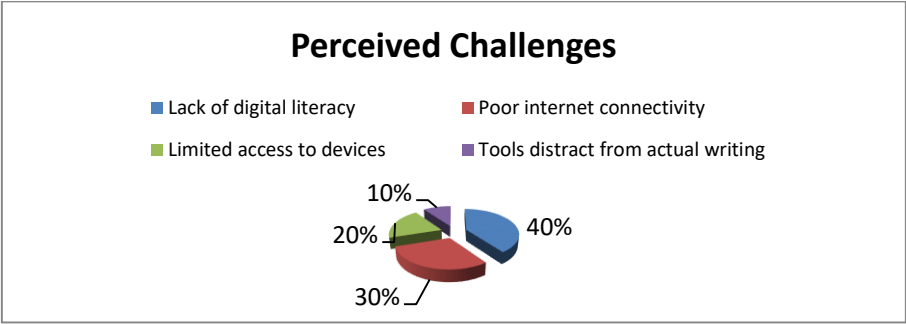


Fig.2. Challenges Students Meet in Using Digital Tools

The most commonly reported challenge was that digital tools can be distracting, cited by 40% of students. Other issues included a lack of digital literacy (30%), poor internet connectivity (20%), and limited access to devices (10%). These findings highlight technical and cognitive barriers that hinder the effective integration of digital technologies in writing instruction.

From the teachers' perspective (as reported by students), challenges include *a lack of training, limited resources, digital distraction, and the potential for over-reliance on AI*, which may reduce students' originality and independence. Additionally, the inconsistency between AI-generated formats and academic writing standards was noted as a pedagogical concern.

5. Preference for Writing Method

When asked about their preferred method for creative writing, the majority favored *traditional pen-and-paper* writing, while the remaining preferred a *combination of traditional and digital methods*. None of the students preferred exclusively digital tools, underscoring a strong attachment to conventional writing methods. This preference could be attributed to the tactile and cognitive engagement fostered by handwriting, which some students believe enhances focus and retention.

6. Integrating Digital and Traditional Methods

Most students advocated for a *hybrid approach*, recommending that digital tools be used for research, revision, and presentation, while traditional methods should be used for drafting and brainstorming. Several emphasized the importance of building a strong foundation through traditional practices before introducing digital elements. Some also expressed concerns that over-reliance on AI tools may hinder creativity, suggesting that digital tools should be integrated cautiously and purposefully.

7. Importance of Traditional Writing in the Digital Age

A strong consensus emerged around the enduring value of traditional writing. The majority of students emphasized its importance, citing benefits such as critical thinking, mental focus, independence, and accessibility. Some participants highlighted the risks of screen fatigue and data loss, reinforcing the reliability and physical presence of handwritten work. These responses reflect a perception that digital tools are *supplementary* rather than *substitutive*, and that traditional writing continues to play a foundational role in creative expression.

4.2. Teachers' Questionnaire

1. Limited Formal Training despite Moderate Usage

A key finding is that although 50% of teachers reported using digital tools in writing instruction, none had received formal training in this area. This reflects a significant professional development gap. According to Dooly and O'Dowd (2018), many educators integrate technology based on intuition or self-learning, which can lead to inconsistent or superficial use of digital tools. Similarly, Kessler and

Hubbard (2017) highlight that without adequate training; teachers often struggle to implement technology in a pedagogically meaningful way.

Despite this lack of training, teachers reported using tools such as Grammarly, Quillbot, ChatGPT, and other AI-powered applications. However, one teacher explicitly expressed concern over AI use in creative writing, reflecting broader fears in the literature regarding the potential erosion of originality and critical thinking when students overly rely on generative technologies (Fitzgerald & Galyon, 2023)

2. Perceptions of Digital Tools: Benefits and Reservations

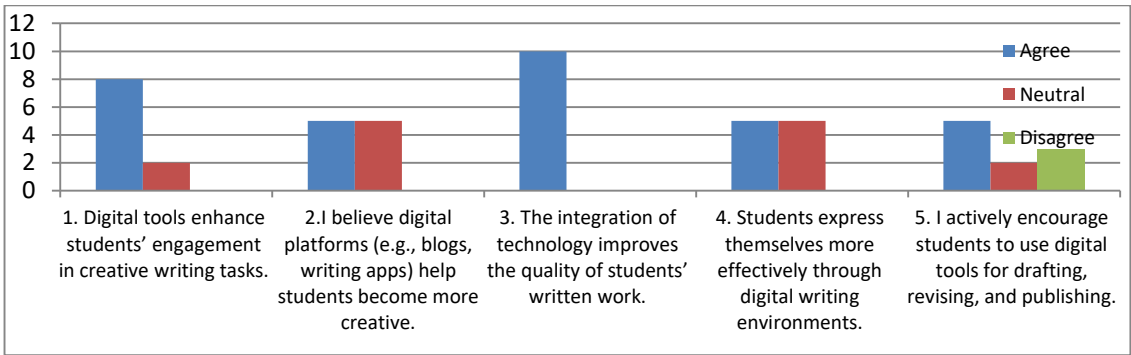


Fig.3. Teachers’ Attitudes towards the Use of Digital Tools in Creative Writing
Source: Researcher’s Field Work

The majority of participants agreed that digital tools improve the quality of students’ written work (100%) and enhance engagement (80 %). This finding aligns with studies by Yunus, Salehi, and Aminiand (2020) and García-Sánchez and Luján-García (2023), who posits that digital platforms, especially collaborative tools like blogs and Google Docs, enhance learners’ motivation, engagement, and output quality in creative writing contexts.

However, teachers were more divided on whether digital tools boost student creativity or self-expression, with 50% expressing agreement and others remaining neutral. This ambivalence is echoed in Sampson et al. (2021), who argue that while digital tools can support creative processes, they can also constrain students’ linguistic range and originality if misused.

3. Challenges in Integration

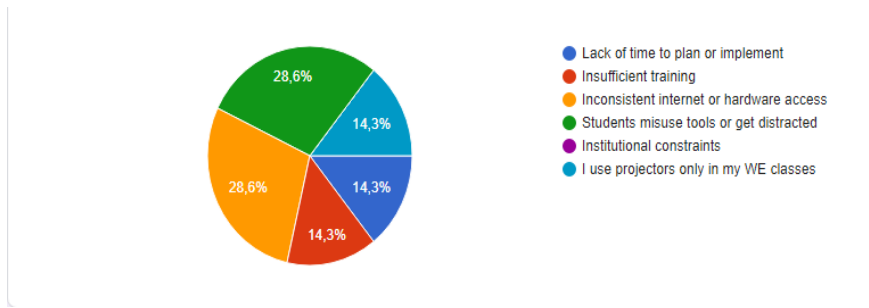


Fig.4. Challenges Faced by Teachers in Using Digital Tools

Teachers identified several barriers to the effective integration of digital tools, including:

- Inconsistent internet access and hardware limitations
- Lack of time to plan
- Student misuse or overreliance on digital tools

These challenges resonate with findings of Stockwell (2022) and Hockly (2018) , who report that technical limitations and classroom management issues often impede technology integration, particularly in under-resourced contexts. Furthermore, concerns about students' overuse of AI tools and resulting loss of critical thinking align with recent critiques of AI-assisted writing in education (Zhu, Wang, & Liu, 2024). Teachers noted that students frequently copy and paste content, rely heavily on digital corrections, and fail to engage deeply with the writing process. Such challenges highlight the need for digital ethics and literacy training

4. Preference for Traditional Writing and Blended Approaches

Most teachers preferred traditional methods, and none used a fully digital approach. A blended or contextualized integration was seen as more effective, particularly in Algerian higher education, where infrastructural and pedagogical limitations persist. This aligns with Hyland (2019) and Norton and Hathaway (2021), argue that traditional writing remains essential for fostering meta-cognitive skills and independent thinking, particularly in EFL contexts.

Participants emphasized the importance of starting with *traditional writing* to build foundational skills before incorporating digital tools for revision,

publishing, or brainstorming. These insights align with the “*technology-enhanced but not technology-driven*” model proposed by Spire, Paul, and Kerkhoff (2019), which recommends using technology to support, not replace, core literacy practices.

5. Recommendations and Pedagogical Implications

Teachers unanimously agreed that traditional writing must remain central in the digital age. They recommend:

- Structured integration plans in syllabi,
- Clear guidelines for tool use (e.g., when and how to use AI),
- And training for both teachers and students.

These recommendations are echoed by Warschauer and Liaw (2020), emphasizing the importance of critical digital literacy in ensuring that students and educators can use tools ethically, creatively, and effectively. A key insight is that digital tools should be framed not as a replacement for traditional practices, but as an enhancement mechanism.

5. Conclusion

The integration of digital tools into creative writing pedagogy presents a transformative opportunity for both educators and learners. As the landscape of writing technologies evolves, tools ranging from basic digital platforms to AI-powered writing assistants have increasingly influenced how creative writing is taught, practiced, and evaluated. Research highlights both the pedagogical benefits such as; enhanced engagement, collaboration, and ideation, and the challenges, including overreliance on automated support and concerns over narrative coherence and authorial voice. The evaluation of creative outputs remains a complex task, where human judgment continues to outperform automated systems in capturing the nuance and originality of literary work. Ultimately, while digital innovations enrich the creative writing process and democratize access to support mechanisms, their optimal use lies in thoughtful integration that preserves the imaginative, human-centered essence of writing. In the realm of this study, the findings suggest that while students recognize the advantages of digital tools in enhancing certain aspects of the writing process, such as collaboration and revision, they continue to place greater trust and value in traditional methods. The lack of formal training in digital literacy, combined with concerns about distraction and creativity loss,

underlines the need for well-structured, pedagogically sound integration of technology in creative writing instruction.

For successful implementation, educators should consider a balanced, scaffolded approach, providing students with clear guidelines, ethical considerations, and ongoing support to effectively combine digital innovation with the enduring strengths of traditional writing. The findings of this study reinforce that while EFL teachers recognize the potential value of digital tools in creative writing instruction; they also face significant barriers and express legitimate concerns about overreliance on AI. Without training, pedagogical guidance, and contextual adaptation, technology risks undermining rather than enriching student learning. A balanced, well-structured, and ethically guided approach, anchored in both traditional and digital literacy, is therefore essential for maximizing the pedagogical benefits of creative writing instruction in the digital age.

However, educators must remain vigilant about potential drawbacks and ensure that digital tools are used to enhance rather than substitute essential writing skills. Training programs and pedagogical support are necessary to help teachers implement technology effectively. Further research should explore long-term effects on student writing and the evolving role of AI in creative writing education. And should continue to explore how such tools can align more closely with the cognitive and emotional processes that define authentic creative expression.

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Appendices

Appendix I

Student Questionnaire

Dear Students,

You are kindly invited to answer this questionnaire which is a part of a research study entitled "Exploring the Impact of Digital Tools on Creative Writing in Language Education". Your responses will remain **strictly confidential** and will be used solely for academic purposes.

Thank you for your collaboration

Section 1: Background Information

1. How long have you been studying creative writing?
2. What methods do teachers use to teach creative writing?
3. Have you received any formal training in using digital tools for writing?
Yes ☐ No ☐
4. Have you ever used digital tools (e.g., Grammarly, Google Docs, Padlet, blogs) for creative writing tasks?
☐ Yes ☐ No

Exploring the Impact of Digital Tools on Creative Writing in Language Education: Teachers and Students Perspectives

5. How often do you use digital tools when writing in English?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

Section 2: Perceptions of Digital Tools in Creative Writing

Please indicate your agreement using a scale of 1 (Strongly Disagree) to 5

N	Statement	1	2	3	4	5
1	1. Using digital tools makes creative writing more enjoyable.					
2	2. Digital tools help me organize my thoughts better when writing creatively.					
3	3. I feel that digital tools improve the quality of my creative writing in English.					
4	4. I am motivated to write more when I use digital platforms or apps.					
5	5. Teachers should integrate more digital tools in writing lessons.					

(Strongly Agree).

Section 3: Challenges in Using Digital Tools

6. What difficulties do you face when using digital tools for writing? *(Tick all that apply)*

- ☐ Slow internet or no access
- ☐ Lack of familiarity with digital platforms
- ☐ Difficulty focusing or avoiding distractions
- ☐ Technical issues with software
- ☐ I prefer traditional (pen and paper) methods
- ☐ Other:

7. What difficulties do you think your classmates face when using digital tools for creative writing?

.....

Section 4: Balancing Digital and Traditional Writing

8. In your opinion, which is more effective for improving creative writing?
- ☐ Digital tools only
 - ☐ Traditional writing only
 - ☐ A combination of both
9. How do you think teachers can combine digital tools and traditional methods to help you develop better writing skills?
-

10. Do you believe traditional (pen-and-paper) writing is still important in today's digital learning environment? Why or why not?
-

Section 5: Feedback and Suggestions

11. How do you think teachers can best combine digital tools and traditional method to enhance creative?
-

12. What improvements would you suggest for integrating digital tools in your creative writing classes?
-

Appendix II

Teacher Questionnaire

Exploring the Impact of Digital Tools on Creative Writing in Language Education

Dear Colleagues

The purpose of this study is to explore teachers' experiences, attitudes, and challenges related to the integration of digital tools in creative writing instruction for EFL students. Your insights as a university teacher in the field of English language education are invaluable to the success of this research.

Exploring the Impact of Digital Tools on Creative Writing in Language Education: Teachers and Students Perspectives

You are kindly invited to complete a short questionnaire that will take approximately **20–30 minutes** of your time. Your responses will remain **strictly confidential** and will be used solely for academic purposes.

Thank you for your collaboration

Section 1: Background Information

1. How long have you been teaching writing?.....
2. Do you currently teach or assess creative writing in English?
☐ Yes ☐ No
3. Do you use digital tools to teach or assess writing?
☐ Yes ☐ No
4. (if yes) Which digital tools have you found most effective in enhancing students' creative writing?.....
5. Have you received any formal training in using digital tools for enhancing creative writing? ☐ Yes ☐ No

Section 2: Perceptions of Digital Tools in Creative Writing Instruction

Rate the following statements from 1 (Strongly Disagree) to 5 (Strongly Agree).

N.	Statement	1	2	3	4	5
1	1.Digital tools enhance students' engagement in creative writing tasks.					
2	2.I believe digital platforms (e.g., blogs, writing apps) help students become more creative.					
3	3.The integration of technology improves the quality of students' written work.					
4	4.Students express themselves more effectively through digital writing environments.					
5	5.I actively encourage students to use digital tools for drafting, revising, and publishing.					

Section 3: Challenges in Implementing Digital Tools

6. What challenges do you face when integrating digital tools in writing classes? *(Tick all that apply)*

- ☐ Lack of time to plan or implement
 - ☐ Insufficient training
 - ☐ Inconsistent internet or hardware access
 - ☐ Students misuse tools or get distracted
 - ☐ Institutional constraints
 - ☐ Other:.....
7. What challenges do your students face when using digital tools for writing tasks?

Section 4: Balancing Digital and Traditional Methods

8. How do you currently balance digital and traditional writing methods in class?
- ☐ Mostly digital ☐ Mostly traditional ☐ A balanced mix ☐ I don't use digital tools
9. In your opinion, what are the best practices for integrating digital tools while maintaining core writing skills?

.....

10. Do you believe that traditional writing should continue to play a role in a technology-supported classroom? Explain.

.....

Section 5: Feedback and Recommendations

11. What would you recommend to improve the integration of digital tools into creative writing instruction?