Bölüm 7

# Looking Ahead: AI-Supported Writing in the Language Classroom

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**Abstract**

In an era where artificial intelligence (AI) is reshaping education, its role in second language (L2) or Foreign Language (FL) writing instruction is becoming important. This chapter explores how AI-supported tools, particularly ChatGPT, are influencing writing practices in EFL classrooms. This chapter builds on the main writing instruction method: product, process, and genre approaches and explores both the benefits and challenges of using AI in writing. It also looks at how technology connects with key areas like feedback, creativity, independent learning, and digital skills. While traditional teacher feedback remains essential, AI tools offer real-time support that can enhance student engagement, self-expression, and revision skills. The chapter also addresses practical implications for classroom use and ethical considerations. Ultimately, it argues that when AI tools are used carefully, they can complement rather than replace the human feedback in language education.

## 1.Introduction

Writing is a fundamental skill in Foreign Language Learning (FLL), because it helps learners to express themselves and transfer knowledge. With the rapid development of Artificial Intelligence (AI), its presence in education particularly in the field of Foreign Language Teaching has become increasingly unavoidable. A survey of 2,462 teachers from Advanced Placement (AP) and the National Writing Project (NWP) highlights that digital technologies are profoundly shaping students' writing practices and are widely adopted as effective tools for teaching writing in middle and high schools (Purcell et al., 2013). These findings support the view that digital

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tools can enhance students' writing performance. However, researchers also point out that certain challenges, such as students' overreliance on technology may limit the development of their independent writing abilities.

Similar to these technological shifts, the 21st century has brought forth a set of essential skills that learners must acquire ranging from literacy and communication to collaboration, metacognitive strategies, critical thinking, and digital fluency. Afrilyasanti and Basthomi (2011) emphasize that mastering these skills is essential for students to succeed and grow in today's world. Among these skills, creative thinking emerges as a particularly vital competence.

Creative writing became part of formal education in the late 1800s and early 1900s (Kroll, 2003). It helps students use their ideas, experiences, sounds, and visuals in creative ways. Through storytelling and imaginative language, they can express their thoughts and feelings more easily (Demir, 2013). Although creative writing is often seen as a talent that some people naturally possess. Smith (2020) emphasizes that it can actually be nurtured and improved through structured, strategic methods. In our increasing digital world, the way we write is also changing. With the rise of digital tools, new forms of writing like digital literacy, electronic texts, web-based composition, and multimodal formats have become more common. As Baki (2019) points out, today's writers need to blend creativity with technological skills. This makes it more important than ever to integrate digital tools into creative writing instruction.As technology continues to reshape how we approach writing instruction, one of the most exciting developments is the use of AI tools like ChatGPT. Developed by OpenAI, ChatGPT has the ability to offer instant, personalized feedback that can guide students as they write, revise, and improve their texts. Unlike traditional teacher feedback, which can be limited by time and workload, ChatGPT is always accessible providing students with real-time suggestions, corrections, and even encouragement. This kind of support can be especially valuable in foreign language classrooms, where learners often need help with both language accuracy and expressing their ideas creatively. By using ChatGPT, teachers can help students become more independent, confident writers, while also making the writing process more engaging and interactive. This chapter aims to explore the effectiveness of AI-assisted writing tools by first examining the theoretical background of writing instruction.

### 1.1.Theoretical Background

Wrting is often considered skill in the EFL context. Many language learners struggle to produce comprehensible sentences and develop paragraphs (Yan, 2005). While many students only focus on passing exams, it is essential for them to know how to write proper essays and give written response to the questions. According to some researchers writing has been given little attention throughout the ELT literature (Gilbert &Graham, 2010; Wyse, 2003). This is the major problem of the writing problems in EFL context.In the existing literature, there are three main approaches which can be adopted in language classes to enhance writing. These are process, product and genre approaches (Hyland, 2003).

### 1.1 Product-Based Approach

This approach focuses on the correct usage of the linguistic knowledge such as correct use of vocabulary and syntax (Carlson et all, 2009 ; Pincas 1982)

The writing stages of the product based approach are described on Table 1 below:

| Stages | Description | Purpose |
|---|---|---|
| Familiarization | Students read and analyze a sample text. Focus is on structure, language, and purpose. | To become familiar with the features of the writing genre. |
| Controlled Writing | Students do language-based tasks using sentence patterns or grammar from the model. | To practice accuracy in using language structures. |
| Guided Writing | Students write short texts using prompts, outlines, or support from the teacher. | To apply learned language with support. |
| Free Writing | Students write independently on a similar topic or task. | To create an original piece using the learned features. |

***Richard Badger and Goodith White (2000)***

According to Gabrielatos (2002) product based approach involves providing a sample essay to the students and encouraging them to write a similar essay. This is mostly a traditional writing approach through which the teachers mainly focus on the final product rather than the process.

### 1.2 Process-Based Approach

This approach was produced against product based approach because it highlights the writing process rather than the final product. According to Nunan (1991), the process approach to writing places strong emphasis on the various stages that a writer goes through while developing a text. These stages typically include brainstorming ideas, organizing thoughts, drafting, receiving feedback, revising, and editing. This approach moves away from the idea that writing should be perfect on the first try. Instead, it encourages learners to view writing as a developmental process, where improvement happens through continuous practice and revision. Each draft is seen not as a failure, but as a necessary step toward clearer and more effective communication.

In the same vein, Stanley (1993) argue that writing is a creative act that requires both time and encouragement. They stress that for learners to write effectively, they need an environment where feedback is supportive and time is allocated generously. This allows students to engage meaningfully with their own work and learn how to make improvements through reflection and discussion. Unlike product-based approaches that focus heavily on accuracy and the final result, the process approach values the learner's journey and fosters a sense of ownership and growth. In EFL classrooms, this approach can be especially helpful, as it builds students' confidence and gives them the tools to express themselves in a foreign language more freely and authentically.

The process writing approach offers several potential benefits for learners, as highlighted by Graham and Harris (1997). One of the key advantages is that it encourages students to engage actively in the writing process by planning, drafting, and revising their work, which promotes deeper involvement and reflection. Additionally, writing instruction becomes more meaningful through the use of mini-lessons, teacher-student conferences, and spontaneous teaching moments, all of which help improve the overall quality of students' writing. According to Graham and Sandmel (2011), this approach also boosts motivation by emphasizing collaboration, individual responsibility, and a supportive learning atmosphere. The personal attention learners receive during the process contributes to a more positive and engaging writing experience.

### 1.3 Genre Based Approach

It is the third main approach of writing. Hyland (2007) describes genre as a socially recognized and structured way of using language to communicate

effectively in different contexts. Similarly, Martin (2009) defines genre as a step-by-step, goal-directed process that people use to achieve a specific purpose through language. This definition highlights three key features: First, genres are *staged* they typically unfold over several phases, rather than being completed in a single step. Second, they are *goal-oriented* each part of the process is meant to help accomplish a particular task or purpose, and when this process is interrupted, it often feels incomplete or unsatisfying. Finally, genres are *social* we usually engage in them with others, whether through conversations, formal writing, or collaborative tasks. In this sense, genres help shape not just what we say, but how we interact and connect with others through language.

While traditional approaches to teaching writing still hold great value, new tools like ChatGPT are creating exciting opportunities to enhance and support students particularly during the more structured stages of writing, such as guided and controlled practice.

## 2. Technology-enhanced writing instruction in the literature

In today's digital world, technology plays a vital role in many areas of life (Raja & Nagasubramani, 2018). Being able to use it effectively is now seen as key of doing well in school (Holm, 2024). This is especially true in language learning, where technology can make the learning process more effective and engaging (Bhat, 2023).

Even though English writing is a crucial skill, many EFL learners find it hard to develop strong writing abilities. One of the main reasons is the gap between their native language and English, which can lead to confusion (Mohammed, 2021). Learners also often struggle with grammar (Ankawi, 2023; Bulqiyah et al., 2021) and finding the right words to express their ideas which makes their writing unclear. (Ceylan, 2019). On top of that, organizing ideas and building a logical flow is another common challenge (Toba et al., 2019). Writing a good essay isn't just about knowing the language, it's also about presenting ideas clearly and connecting them smoothly (Bulqiyah et al., 2021). When students cannot do that, their writing becomes confusing and hard to follow. By understanding what makes writing difficult for EFL learners, teachers can support them with strategies that directly address these difficulties.

In recent years, education has increasingly embraced media literacy. However, despite this growing focus, there is still limited research on the kinds of writing students produce through media-based activities (Williams, 2003). Multimedia tools give teachers creative ways to combine technology

with their lessons (Rao, 2009). By using these tools, students can take more control of their learning, make choices, and produce written work that reflects their own understanding (Ferreti & Okolo, 1996). This approach supports meaningful interaction between students and teachers, making learning more engaging and effective (Rao, 2009). It also helps keep students working at a level just beyond what they can do on their own what Vygotsky (1962) calls the Zone of Proximal Development where they can grow with the right support.

Over the past decade, integrating technology into teaching has become much easier than the past . This is largely because of the wider availability of internet access and technological improvements such as greater computer storage (Wong & Salahuddin, 2015) and faster processing speeds (Khatter & Aggarwal, 2014). National standards and education policies (National Commission, 2003; National Governors Association, 2010) have also helped drive this shift toward using technology in writing instruction. Thanks to these changes, educators now have more chances to try out and assess tech-based approaches to teaching writing (Lenhart et al., 2001). As digital tools have become a regular part of the classroom, researchers have shown growing interest in studying how they affect student learning (Rowley & Meyer, 2003; Englert et al., 2007).

Rao (2009) explains that many education experts believe in integrating multimedia projects into lessons can help students become more creative, better problem-solvers, and deepen their understanding of subject matter. Harris (2002) also observes that using primary sources in writing tasks led to noticeable improvements in student work. Since primary sources haven't always been easy to access, technology now opens new doors to unlimited learning opportunities (Harris, 2002). Instead of depending solely on textbooks, students and teachers can enhance and expand learning using digital tools. Through online resources, students can now explore content and materials that traditional books might not offer.

With tools like blogs, digital book discussions, video creation, shared writing spaces, interactive feedback, wikis, websites, and multimedia projects, teachers have more ways to help students develop both analytical and creative writing skills (Fasulo, Girardet, & Pontecorvo, 1998). As Nicolini (2007) puts it, using technology in writing classrooms gives students more freedom and responsibility in the writing process, allowing teachers to step back and let students take charge of their own composition work.

### 2.1Artificial Intelligence in Education

AI-powered chatbots are designed to simulate human conversation through text or voice, offering information in a more interactive and conversational way. While chatbots may seem like a modern invention, their roots actually go back to the 1960s. One of the first examples was **Eliza,** developed in 1966 by Joseph Weizenbaum at MIT. Eliza mimicked a human therapist by turning users' statements into reflective questions. A few years later, in 1972, psychiatrist Kenneth Colby created **Parry** at Stanford University this chatbot was designed to replicate the behavior of a paranoid schizophrenic patient, offering valuable insight into early AI and natural language processing. Moving into the 1990s, Richard Wallace developed **Alice** (Artificial Linguistic Internet Computer Entity), which made notable progress in natural language interaction and even won the Loebner Prize Turing Test in the early 2000s. In 2001, **SmarterChild,** created by ActiveBuddy, brought chatbot technology to mainstream users through messaging platforms like AOL and MSN Messenger. These early innovations laid the foundation for today's advanced AI chatbots used in education and beyond.

Building on these early developments, recent research has started to focus more on how AI-powered chatbots especially virtual teaching assistants (VTAs) can support student learning. For example, Essel et al. (2022) studied a university in Ghana where a chatbot was used to assist with teaching. Interestingly, students who interacted with the chatbot ended up performing better than those who were taught only by a human instructor, suggesting that such tools can have a real impact on academic success. In a wider review, Crompton and Song (2021) explored the many ways AI is being used in higher education from personalized learning and intelligent tutoring to supporting collaboration and even automating assessment. In general, these studies offer valuable insight into how AI and natural language processing are increasingly becoming part of the educational landscape.

### 2.3 ChatGPT and L2 Writing

Feedback is a key part of learning to write in a second language and has attracted a lot of attention in language teaching research (Z. Li et al., 2014). It's widely seen as a powerful tool for learning because it helps writers better understand their readers and see what makes their writing meaningful or effective (Hyland, 2016). By showing students what good writing looks like and offering clear guidance on how to improve, feedback plays an important role in helping them become better writers (Graham et al., 2015).

In second or foreign language writing classrooms, teacher feedback is the most commonly used form of support (Hyland & Hyland, 2019). It's generally seen as a helpful and meaningful way to guide students in improving their writing (Hyland & Hyland, 2019), and it often boosts their involvement and interest in writing activities (e.g., Cheng et al., 2023; Tian & Zhou, 2020). Many students find their teachers' feedback both encouraging and useful, often preferring it over other kinds of feedback (Fong & Schallert, 2023; Graham et al., 2015). Still, giving detailed feedback can be demanding for teachers especially when they have large classes and limited time (Lee, 2017). They may feel overwhelmed by the number of student mistakes and the pressure to provide meaningful comments that truly help students grow (Goldstein, 2006; Lee, 2017).

As technology has developed, computer-generated feedback usually delivered through automated writing evaluation (AWE) systems has become more common in second language (L2) writing (Ranalli & Hegelheimer, 2022; Shi & Aryadoust, 2024). These systems rely on natural language processing (NLP) tools to analyze different aspects of writing, such as grammar, sentence structure, meaning, and style. They also use statistical models or machine learning to provide scores and offer feedback to students (Wilson & Roscoe, 2020).

Currently, both educators and students are incorporating ChatGPT into educational settings (Hatmanto & Sari, 2023; Prananta et al., 2023; Sok & Heng, 2024). For instructors, ChatGPT presents an innovative and efficient approach to teaching, particularly by reducing workload through the automated generation of lesson plans, syllabi, quizzes, classroom activities, assignments, and assessments (Sok & Heng, 2024; Tajik & Tajik, 2023). For learners, ChatGPT facilitates the development of deep learning, critical thinking, and writing skills (Tajik & Tajik, 2023, p. 4). Moreover, it functions as an interactive and responsive learning companion, providing instant support and guidance. In contrast to traditional search engines, ChatGPT offers more concise and targeted responses, thus saving users time and effort.

The potential of ChatGPT in supporting second language (L2) writing is increasingly being recognized. It can produce grammatically correct essays, generate topic ideas, create outlines (Barrot, 2023), assist learners in brainstorming (Lingard, 2023), adjust text complexity according to proficiency levels (Bonner et al., 2023), and support scaffolded writing practices (Kohnke et al., 2023). Additionally, ChatGPT can enhance students' engagement and motivation in L2 writing tasks (Baskara, 2023).

### 2.4 Practical Implications for Classroom Use

Using AI tools like ChatGPT in writing classes can offer teachers and students several helpful benefits. For example, teachers can use the tool to create writing prompts, provide model texts, or offer quick, personalized feedback making lessons more engaging and saving time. It can also support students who may feel shy or unsure during traditional writing activities by guiding them through brainstorming or revising their work in a more interactive way.

Another practical use is helping students better understand writing expectations. Teachers can share their writing rubric with the class and show students how to upload it into ChatGPT. This way, the tool can provide feedback based on the same criteria the teacher will use when grading. It not only makes the feedback process more transparent but also helps students take greater responsibility for improving their own writing.

In larger classes, where it can be difficult to provide detailed feedback to every student, ChatGPT can be used as a supplemental support tool. For instance, students can use it during peer-review sessions to check each other's drafts using shared rubrics. It can also be adapted to meet different proficiency levels by adjusting the prompts or level of support given. Outside the classroom, students may continue using ChatGPT for independent practice asking questions like "How can I improve this paragraph?" or "Is my argument strong enough?" which helps them build self-reflection and language awareness.

Recent studies have emphasized the value of using ChatGPT in this way, highlighting its potential to promote learner autonomy, enhance writing quality, and support differentiated instruction when guided appropriately (Liu et al., 2023; Farrokhnia et al., 2023). These examples illustrate how ChatGPT can be meaningfully integrated into writing instruction as a support tool that complements, rather than replaces, the teacher's role.

### 2.5 Ethical Considerations

While the use of AI tools like ChatGPT offers many advantages in language learning and writing instruction, it also raises important ethical concerns that educators need to consider carefully. One of the main issues is the **risk of over-reliance**. If students begin to depend too heavily on AI for producing or correcting their writing, they may miss out the opportunities to develop their own critical thinking, creativity, and language awareness (Farrokhnia et al., 2023). To avoid this, it is essential that teachers set clear

boundaries around how and when such tools should be used, treating them as supportive resources rather than substitutes for student effort.

Another concern is **academic integrity**. Since ChatGPT and similar tools can produce essays, responses, and even citations, there is a risk that students may submit AI-generated content as their own work. This challenges traditional notions of originality. Educators must guide students in understanding the difference between using AI as a writing assistant and relying on it in ways that hinder their own learning process.

Data privacy is also an important issue. AI tools like ChatGPT operate on external servers, and it is often unclear how they store or use the information entered by users. When students use these tools especially on shared devices or through school accounts teachers should make sure that personal or sensitive information is not shared. Both educators and institutions need to understand how these platforms handle data and ensure they follow privacy laws such as GDPR or local regulations (Luckin et al, 2016)

In addition, AI tools are not free from **bias or limitations**. ChatGPT's suggestions may sometimes reflect implicit cultural or linguistic biases present in the data it was trained on (Bender et al., 2021). Teachers should encourage students to critically evaluate the feedback or content generated by AI and not accept it blindly. Incorporating reflective discussions such as asking students to compare AI suggestions with their own or peer feedback can help them become more discerning users of technology.

Lastly, equity in education should be considered. Not all students may have equal access to AI tools outside the classroom, which could widen gaps in digital literacy and learning opportunities. Teachers should be aware of these disparities and provide alternative resources or support when needed.

## 3.Conclusion

As this chapter has shown, technology becomes a bigger part of our classrooms, tools like ChatGPT are starting to change the way we teach and learn writing in a second language. Throughout this chapter, we've looked at how different writing approaches; product, process, and genre help to shape writing instruction, and how AI tools can support students along the way.

One of the biggest advantages of using tools like ChatGPT is that they can offer quick, personalized feedback and help students improve their writing without having to wait for a teacher's response. This can be especially helpful in large classes, where giving everyone detailed feedback is often

difficult. ChatGPT can also encourage students to think more creatively and feel more confident about expressing their ideas in English.

Still, while AI can be a powerful support, it's not a replacement for good teaching. Teachers play a key role in guiding students, helping them understand how to use these tools effectively and ethically. When used in the right way, ChatGPT can make writing more interactive and meaningful for learners.

Looking ahead, more research is needed to better understand how AI tools impact students' writing over time, how learners feel about using them, and how teachers can include them in lessons without losing the human side of education. What's clear is that the future of writing instruction will likely include both human and machine support and finding the right balance between the two will be the key to success.

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