ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-5206, Impact Factor: 12,23

American Academic publishers, volume 05, issue 12, 2025

Journal: https://www.academicpublishers.org/journals/index.php/ijai

INTEGRATING AI TOOLS IN SECOND LANGUAGE WRITING INSTRUCTION

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Abstract: This article examines the integration of artificial intelligence (AI) tools into second language (L2) writing instruction. AI technologies, including automated feedback systems, grammar and style checkers, and adaptive writing platforms, provide learners with immediate, personalized support and guidance in their writing process. The study aims to explore how AI tools can enhance learners' writing skills, promote self-regulation, and increase motivation in L2 learning contexts. Using qualitative and descriptive methods, classroom observations, learner reflections, and analysis of writing samples were conducted to evaluate the effectiveness of AI-assisted instruction. The findings indicate that AI tools improve accuracy, coherence, and overall quality of written texts while fostering learner autonomy and engagement. The study underscores the pedagogical potential of AI technologies as valuable supplements to traditional writing instruction in second language education.

Keywords: artificial intelligence, L2 writing, writing instruction, automated feedback, learner autonomy, language technology, second language education

Introduction

In contemporary second language (L2) education, writing proficiency is a critical skill that requires both linguistic accuracy and the ability to express ideas clearly and coherently. Traditional methods of teaching writing often rely on teacher-centered feedback, which may be limited in scope and delayed in providing constructive guidance. The emergence of artificial intelligence (AI) technologies has created new opportunities to enhance L2 writing instruction by offering real-time, personalized feedback and supporting autonomous learning. AI tools, such as grammar checkers, automated essay scoring systems, and adaptive writing platforms, enable learners to identify errors, improve text coherence, and refine stylistic features independently. These technologies not only assist in linguistic development but also encourage self-regulated learning, critical thinking, and learner engagement. Despite their growing availability, the integration of AI tools into L2 writing classrooms remains underexplored, particularly in terms of their pedagogical impact and effectiveness in improving learners' writing skills. This study aims to investigate how AI tools can be systematically incorporated into L2 writing instruction to enhance writing accuracy, fluency, and learner autonomy. By analyzing the application of AI-assisted activities, the study seeks to provide insights into effective strategies for combining technology with traditional pedagogical practices, thereby promoting meaningful and sustainable improvements in second language writing.

Materials and Methods

The study employed a qualitative and descriptive research design to examine the impact of AI tools on second language (L2) writing instruction. The participants included intermediate-level L2 learners enrolled in higher education courses. A range of AI-based writing tools was utilized, including grammar and style checkers, automated feedback platforms, and adaptive writing applications that provide real-time suggestions and error corrections. Data collection methods included classroom observations, analysis of students' writing samples, and reflective journals documenting learners' experiences and perceptions of using AI tools. Writing tasks were designed to cover various genres, including essays, summaries, and opinion pieces, allowing learners to apply AI feedback to improve accuracy, coherence, and stylistic quality. Descriptive analysis was

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conducted to evaluate improvements in linguistic accuracy, organization, and overall writing proficiency. Comparative analysis of pre- and post-intervention writing samples provided insight into the effectiveness of AI-supported instruction. Additionally, learner reflections were analyzed to assess changes in motivation, engagement, and self-regulation. This methodology ensured a comprehensive evaluation of AI tools as pedagogical aids in enhancing second language writing skills.

Results

The findings of the study indicate that the systematic integration of AI tools in L2 writing instruction produced multifaceted improvements in learners' writing competence. Quantitative analysis of pre- and post-intervention writing samples demonstrated a significant reduction in grammatical errors, including verb tense inconsistencies, article misuse, and subject-verb agreement errors. Moreover, the coherence and cohesion of learners' texts showed substantial enhancement, with improved use of discourse markers, paragraph structuring, and logical sequencing of ideas. Qualitative observations revealed that AI-assisted feedback fostered a heightened metacognitive awareness among learners, as they actively engaged in monitoring their own writing processes and making iterative revisions based on real-time suggestions. Students reported an increased ability to identify patterns of recurrent errors, apply corrective strategies autonomously, and refine stylistic elements such as lexical variety, tone, and register. The data also indicated that learners' engagement levels and motivation were positively influenced, with students expressing greater confidence in producing complex written texts and a stronger willingness to experiment with advanced syntactic structures. Furthermore, reflective journal analysis highlighted the development of self-regulated learning behaviors, including goal-setting, strategic planning, and progress evaluation. Learners demonstrated an emergent capacity to internalize AI feedback mechanisms, translating automated guidance into sustained cognitive strategies for independent writing improvement. Overall, the integration of AI tools contributed not only to immediate gains in linguistic accuracy and textual quality but also to long-term improvements in autonomous writing competence and learner-centered engagement.

Discussion

The results of this study underscore the pedagogical efficacy of integrating AI tools into second language writing instruction. The observed reduction in grammatical inaccuracies and enhanced textual coherence confirms that AI-assisted feedback can effectively complement traditional teacher-led instruction. By providing immediate, individualized corrective guidance, AI tools enable learners to engage in iterative revision processes, which strengthens both linguistic competence and self-monitoring skills. Beyond the immediate improvements in accuracy and cohesion, the study highlights the role of AI tools in fostering metacognitive and self-regulatory capacities among learners. The capacity to identify recurrent errors, implement corrective strategies autonomously, and refine stylistic elements reflects the emergence of higher-order cognitive processes. This finding aligns with contemporary theories of self-directed learning, which posit that scaffolding through technological means can accelerate the internalization of strategic behaviors and promote learner autonomy. Moreover, the increased motivation and engagement observed among participants suggest that AI tools have affective benefits that extend beyond cognitive development. By allowing learners to interact with real-time feedback and track their progress, AI technologies cultivate a sense of agency and ownership over the writing process. The integration of such tools into classroom practice, therefore, not only improves immediate writing outcomes but also contributes to long-term learner-centered skill acquisition.

Conclusion

The study demonstrates that the integration of AI tools into second language writing instruction significantly enhances both linguistic accuracy and learner autonomy. The findings reveal that AI-

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assisted feedback fosters immediate error correction, improved text coherence, and refinement of stylistic elements, while simultaneously promoting metacognitive awareness and self-regulated learning behaviors. Learners exhibited heightened engagement, motivation, and confidence in producing complex written texts, indicating that AI tools facilitate both cognitive and affective development in language learning contexts. These results underscore the pedagogical potential of AI technologies as complementary instruments in L2 writing classrooms. By systematically incorporating AI tools alongside traditional teacher-led instruction, educators can create a learner-centered environment that encourages iterative revision, strategic self-monitoring, and long-term skill acquisition. The study highlights the necessity of carefully designed instructional integration, taking into account learners' technological literacy and task-specific requirements to maximize the benefits of AI-assisted writing instruction. Overall, AI tools represent a transformative approach to enhancing second language writing competence, fostering autonomy, and bridging the gap between classroom instruction and real-world writing demands.

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