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Enhancing English Writing Competence through Artificial Intelligence-Supported Tools: A Study among University of Jeddah Students

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Abstract

This research investigates how AI-powered essay writing tools enhance the writing skills of undergraduate students in English at the University of Jeddah. In line with this, enhancing grammatical precision, vocabulary variety, textual cohesion, and structure is believed to be attainable through the directed application of AI tools like ChatGPT and Grammarly in EFL lesson implementations. The research aimed to examine if students' use of AI affects their enhancement of skills in written communication and the development of self-editing awareness in an academic writing environment.

Method:

A quantitative survey approach was conducted with 150 first-year students from three different colleges. This tool assessed the self-reported progress in students' writing skills, the frequency of AI tool utilization, the perceived efficiency of this use, and the difficulties faced during the AI-assisted learning experience. Descriptive and inferential statistics are utilized to highlight trends related to gender, specialization, and previous experience with AI technology.

Findings:

The findings indicated that students who frequently utilized AI writing tools exhibited notable enhancements in grammatical precision, vocabulary diversity, and general writing self-assurance. The majority of participants considered AI to be a valuable source of feedback; nonetheless, a few cautioned against excessive reliance on it.

Results:

This study contributes to the current conversation on AI-enhanced language education by providing evidence from the Saudi EFL environment, highlighting effective methods for incorporating AI tools into writing instruction and facilitating national educational innovation objectives aligned with Saudi



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