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Ministry of Higher Education and Scientific Research
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**Investigating the Effects of Artificial Intelligence on Learner's
Productive Skills.**

case study: Second year Students of English at Chadli Bendjedid University,
El-Tarf.

Dissertation submitted to the Faculty of Lettres and Languages, Department of English, in
Partial Fulfilment of the Requirements for the Degree of Master in Didactics.

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Academic Year: 2023/2024

Acknowledgements

“In the name of God, the Most Gracious, the Most Merciful”

Praise and thanks be to God who guided our steps towards knowledge and gave us the strength and patience to finish our work and our dissertation as they should.

First, we extend our sincere respect and thanks to our supervisor Mrs. Nasri Fatima the lady who was a tireless support and gave us the courage to finish what we started in our thesis with all patience and pleasure, in view of her comments and suggestions, so words are few to thank her, as we had the honor to have her as a supervisor and professor.

Secondly, we would like to thank the members of the jury Dr. Ladaci Naima and Dr. Belhadj Nouria for reading and studying our thesis.

Their comments and reactions are greatly appreciated and we are greatly honored to have you as students accompanying us.

Dedication

In the name of Allah,

First, I thank God for the guidance, strength, power of mind, protection and giving me healthy life.

I dedicate this work to

My beloved parents, “Samira” and “Riad” I thank them for their support and encourage to me in conducting this piece of study.

Moreover, I dedicate this work to

My lovely sisters “Racha” and “Ines” for believing in me and always giving me inspiration to carry on and never giving-up.

Also, I dedicate this work to my relatives

To my sweet cousin “Rayene” I want to tell her thank you for everything that you gave to, you have a big contribution in this piece of research, to my aunt “Tata Wassila” for her hands of gold that they made my graduation dress. And my two other cousins “Tina” and “Imen” for their calls and giving me the force to finish this work.

Thank you All

Melissa Darine Ourgli

Dedication

“In the name of ALLAH, the most gracious, the most merciful”

I dedicate my dissertation to:

My patient mother “Nassima” for her help, support, and prayers. I can never forget anything

you

did for me.

To my lovely father “Nacer” you will still be the source of my power, and the one who is

always motivating and encouraging me to achieve all my dreams.

My dear husband Sabri, who is always standing with me whenever I made a step in

my life, and for helping and supporting me all the time.

My three sisters (Ines, Farah, Loujain). My dear grandmother Fella, who was always

by my side, all my lovely family for the beautiful moments that we spent all together.

Amira Ghoulane Labidi

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LIST OF ABBREVIATION AND ACRONYMS

- **AI:** Artificial Intelligence
- **EFL:** English as Foreign Language
- **% :** Parentage

ABSTRACT

The present dissertation, investigates the effects of artificial intelligence (AI) on learners' productive skills, specifically focusing on writing and speaking abilities. Using a mixed-methods approach, at Chadli Ben Djedid University El-Tarf during the academic year 2023/2024. It investigates the 2nd year student's attitude towards the use of AI, and how they are affected by it. This study carried out a writing analysis and a Questionnaire for the students, to confirm the hypotheses. The primary aim is to evaluate the effectiveness of AI tools in enhancing learners' productive skills and to understand user's perceptions and experiences. The study reported that EFL learners are positively affected by AI in their learning process, and they make improvements in the level of writing and speaking skills. This study concludes that AI tools can significantly enhance productive skills in language learning when used appropriately, also recommendations are provided in this research for the students to take into consideration the importance of balancing AI with traditional teaching methods, and not relying only on the AI platforms.

Key word: *AI, effects of AI, productive skills (speaking and writing).*

Chapter One

Introductory chapter to the Research Problem

Introduction

The evolution of Artificial Intelligence (AI) has revolutionized various domains. According to Luckin, R., et al (2016), that includes education as well. AI technologies, such as machine learning, natural language processing, and intelligent tutoring systems, are increasingly being integrated into educational environments. These innovations promise to enhance teaching methodologies, personalize learning experiences, and improve educational outcomes. One critical area where AI's impact is becoming increasingly significant is in the development of learners' productive skills, which include writing, speaking, and other forms of active communication.

Statement of the Problem

Despite the increasing integration of AI tools in educational settings, there is always a problem which is how these technologies impact learners' productive skills (speaking and writing). Many students face challenges in different areas, such as grammatical errors, lack of coherence, limited vocabulary, and difficulties in organizing thoughts and to get rid of these obstacles they rely on the use of Artificial Intelligence. So, what are the effects of AI?

Aims of the Study

This study aims to investigate how AI influences and improves learner's capacity to develop the productive skills. The study also aims to understand how AI technology influences learner's productive skills and how it can be used to enhance their overall language proficiency.

Research Questions

This research attempts to answer the following questions:

1-What are the problems that learners face during speaking and writing?

2-Do learners use AI's applications to overcome their productive skills problems?

3-What are the effects of AI tools on the learner's productive skills?

Hypotheses

In order to answer the raised questions, the following suggestions were hypothesised:

- 1- Learners face a lot of problems when they speak and write due to different aspects.
- 2- Yes, learners use AI applications to overcome problems in their productive skills.
- 3- AI tools improve learners' productive skills by having a positive effect on both skills speaking and writing.

Research methodology

Research design

A mixed method (qualitative and quantitative) is used to find answers to the study raised issues. To test our hypothesis. We chose this method because it suits the nature of our research. We explored the effects of AI on learner's productive skills. So we designed a questionnaire and a writing analysis, which is sample of paragraph for the students. We selected randomly forty (40) students from second year of English for the questionnaire and other ten (10) students were selected for the paragraph writing. The information gathered was tallied and displayed in graphs to provide the reader with additional clarity.

Population and sample

The target population of the study is the students of the English Department at Chadli Ben Djedid University of EL-Tarf. The selected sample is 40 second year students studying

written expression module. The participants of the study were randomly selected during the academic year 2023/2024.

Data Gathering Tool

The selected forty (40) second-year EFL learners were asked to answer the student's questionnaire, which is designed to investigate their problems, attitudes and the different AI applications they use. Participants were instructed to check the appropriate boxes on the questionnaire and provide additional information as needed. Only 10 participants were given a topic to discuss. Five of them are allowed to use AI applications, while the other five students use their own style when writing the paragraph.

The structure of the dissertation

The dissertation is composed of five chapters, the first chapter is an introductory chapter to the whole research which advocates to the research problem, research questions and hypothesis, the aims of the study, and the methodology used. The second chapter reviewed the literature related to is the main parts of the topic which are the Artificial intelligence and the productive skills (writing and speaking).

The third chapter, remains to the methodology used throughout the research, it contains the method, approach, research design and the tools used for collecting data (practical part). However, the fourth chapter show the analysis of the data and results. Finally, the fifth chapter is the interpretation of the results or what is called by the discussion part.

Chapter two

Literature Review

Artificial Intelligence and the Productive Skills Writing / Speaking

Introduction

This chapter consists of two sections, in which the first section is devoted to discuss different notions related to Artificial intelligence as definition, types, its role in educations, also about the benefits and disadvantages that may occur.

However, the second section is designed to present a whole overview about the productive skills (writing and speaking) taking the most important notes.

Section 1

Overview about Artificial Intelligence

Artificial Intelligence according to Garg, (2021) AI is a field within computer science focused on developing systems or machines with the ability to undertake tasks usually associated with human intelligence. These tasks encompass learning, reasoning, problem-solving, perception, language comprehension, and decision-making. And its objective is to mimic or imitate the cognitive abilities of human minds, although they may achieve this to varying degrees or levels of proficiency.

The evolution of Artificial Intelligence

According to Negnevitsky, (2011) in his book ‘Artificial Intelligence: A Guide to Intelligent Systems’, AI has passed through historical developments

1943: Warren McCulloch and Walter Pitts developed the first mathematical model of a neural network, laying the foundation for modern neural networks.

1950: Alan Turing proposed the famous Turing Test to measure a machine's intelligence, which has become a benchmark for assessing artificial intelligence.

1956: The term "artificial intelligence" was coined at the Dartmouth Conference, where researchers discussed the potential of creating machines that could simulate human intelligence.

1950s and 1960s: Early AI research focused on symbolic or rule-based systems, aiming to create programs capable of logical reasoning.

1970s and 1980s: The "AI Winter" period saw a slowdown in AI research due to high expectations not being met, limited computing power, and challenges in solving complex problems. Funding for AI research decreased during this time.

1990s: The renaissance of AI began with IBM's Deep Blue defeating world chess champion Garry Kasparov in 1997, showcasing the potential of AI in strategic decision-making. Machine learning, particularly neural networks and statistical techniques, experienced a resurgence in the late 1990s, leading to advancements in natural language processing and computer vision.

Early 2000s: Rapid growth in computational power and the availability of vast amounts of data fueled further progress in AI research. Breakthroughs in deep learning, a subfield of machine learning involving neural networks with many layers, led to significant improvements in tasks such as: image recognition, speech recognition, and natural language understanding.

Throughout history, AI has gone through periods of hype and disappointment, but on the whole, it has made great steps forward. Research continues to push the limits of what AI can do, posing fundamental questions about human-machine ethics, societal norms, education, and much more.

Types of Artificial Intelligence

Artificial Intelligence can be divided into two important types and this tackled by Martinez, (2019). According to its abilities:

- **Narrow AI:** This type is called also Weak AI applies artificial intelligence technologies to create specialized systems capable of emulating, or maybe exceeding human intelligence for specific tasks or objectives. Example google assistant, Siri, Alexa) and **recommendation systems** example: Netflix, Spotify, amazon...etc. And **autonomous vehicles** that use tasks such as object detection, path planning, and real-time decision-making. Like TESLA brand. Also, **Language Translation** Language translation systems, such as Google Translate, utilize specialized AI methods to convert text or speech from one language to another.
- **General AI:** also known as Strong AI or Artificial General Intelligence (AGI).it refers to the theoretical part of artificial intelligence and it has the ability to understand, learn, and apply knowledge across a wide range of tasks and domains, similar to human intelligence.

Significance and relevance of Artificial Intelligence in learning

Akila, et al (2022) Said that AI has become increasingly significant and relevant in the field of learning. It has the potential to revolutionize education and affect the way of learning, teaching, and interacting with knowledge. From personalized learning experiences to adaptive assessments from personalized learning experiences to adaptive assessments, AI technologies are rebuilding education systems in the whole world. And this led to let of causes:

a-Individualized instruction

In the book of "A Guide for Engaging Students with Technology" by (Peggy Grant and Dale Basye 2014). AI technologies play a crucial role in facilitating personalized learning by examining data concerning students' performance, behaviour, and interactions with educational materials. This analysis enables AI systems to adjust instruction, offer customized feedback, and suggest resources that suit each student's individual learning profile. The objective of individualized instruction is to enhance student engagement, motivation, and achievement by tailoring the learning experience to their specific learning styles, interests, and abilities.

In the realm of education, AI can assess various data points, such as a student's performance in assessments, their areas of interest, and their preferred learning approaches. Utilizing this data, AI algorithms can devise personalized learning pathways for each learner, adjusting the content, speed, and instructional techniques to optimize their educational journey. For instance, AI may suggest specific learning materials, like articles, videos, or interactive exercises, based on a student's interests and past performance. Additionally, it can furnish immediate feedback and adaptive evaluations to assist students in monitoring their progress and pinpointing areas needing improvement.

Furthermore, AI-driven virtual mentors can simulate individualized interactions with learners, furnishing tailored guidance and assistance. These virtual mentors can modify their teaching methodologies based on the student's reactions and administer targeted interventions when necessary. In essence, personalized learning in AI works to refine the learning process by tailoring it to the unique requirements and preferences of each learner. It represents a promising domain with immense potential to transform education and empower learners to reach their targeted potential.

b-Utility and Accessibility

Utility and accessibility are important concepts in the domain of AI and learning. In which according to "Accessibility Handbook: Making 508 Compliant Websites by Katie Cunningham (2012). **Utility** refers to the usefulness and effectiveness of AI technologies in supporting learning outcomes. AI can provide personalized recommendations, adaptive assessments, and virtual tutoring, all aimed at enhancing the learning experience and helping learners achieve their goals. This term denotes the usefulness, practicality, and value that AI technologies and solutions bring to the field of education. It encompasses the ability of AI-driven tools, algorithms, and platforms to effectively address educational challenges, improve learning outcomes, and enhance the teaching and learning process. Utility in AI and learning involves developing and deploying AI-powered applications that fulfil specific educational objectives, such as personalized learning, adaptive assessment, data-driven decision-making, and automated administrative tasks. It focuses on maximizing the benefits and positive impacts of AI on educational practices and outcomes.

On the other hand, **accessibility** focuses on ensuring that AI-powered learning tools and platforms are available and usable by all learners, regardless of their abilities or circumstances. This includes considerations for learners with disabilities, different language backgrounds, or limited access to technology. By making AI tools accessible, we can ensure that everyone has equal opportunities to benefit from personalized learning experiences. It refers to the degree to which AI-driven educational resources, technologies, and learning experiences are available, usable, and inclusive for all learners, regardless of their backgrounds, abilities, or circumstances. It encompasses both physical accessibility (e.g., availability of assistive technologies, adaptive interfaces) and digital accessibility (e.g., compatibility with diverse devices, compliance with accessibility standards) to ensure that learners can access and engage with educational content and resources effectively.

Accessibility in AI and learning emphasizes the importance of removing barriers to learning, promoting inclusivity, and fostering equitable access to education through the use of AI technologies.

In summary, utility and accessibility in AI and learning go hand in hand. AI technologies should not only be effective in supporting learning but also be accessible to a diverse range of learners, promoting inclusivity and equal access to educational opportunities.

c-AI-guided Educational Platforms

As it is cited Kozma, (1987). Identified that A smart learning system uses AI to guide and help users in online education. It studies user info like learning likes, strong and weak points, and progress, to give personalized tips, content, and support. The system uses AI skills such as machine learning and data study to better the learning process. It can alter lesson content and trouble level as users learn. It can also offer smart tutoring, giving feedback and help as users learn.

Overall, AI-guided educational platforms aim to enhance learning outcomes by delivering personalized and adaptive learning experiences, supporting learners in arriving to their objectives more effectively and efficiently.

d-Automation Administrative Operations

It is the use of technology, in the view of "Automated Technology for Verification and Analysis: 19th International Symposium, ATVA 2021" edited by Claessen and Jonsson (2021). especially automation and digital systems, to streamline and optimize administrative tasks and processes within educational institutions or learning environments. Here is how this notion pertains to the field of education:

d.1-Assessment and evaluation Automated platforms can assess tasks, tests, and assessments, reducing the time and effort required by educators. Teachers can give students immediate feedback and concentrate on the most important aspects of their job.

d.2-Data Management Large quantities of data related to student enrolment, attendance, performance, and demographics can be collected, arranged, and analysed using automation tools. Administrative tasks such as generating reports, tracking progress and identifying trends are simplified.

d.3-Scheduling and Resource Allocation Automated systems can help with scheduling classes, allocating resources such as classrooms and equipment, and managing timetables for students and faculty members. This ensures the effective utilization of resources and minimizes scheduling conflicts.

d.4-Communication and Notifications Computer programs can send reminders, announcements, and updates to students, parents, and staff using email, text messages, or notifications through learning management systems. This improves communication and lets stakeholders know about important events and deadlines.

d.5-Student Support Services Automated systems can answer questions, give advice on academic programs, or offer resources for academic and personal development.

By making things easier to do, schools can work faster, spend less money, and make learning better for both students and teachers. It lets educators focus more on teaching and mentoring while making sure that administrative tasks are done well.

e-Data-Driven Insights

Learning Analytics: From Research to Practice" edited by Larusson and White (2014). Said that Artificial intelligence analytics allow educators to gain valuable insights into student learning patterns, progress, and challenges. Artificial intelligence systems can identify trends, predict student performance, and inform instructional decision-making by analysing large

datasets. This can lead to more targeted interventions and improvements in teaching effectiveness.

f-Longlife Learning Opportunities

Artificial intelligence-powered learning platforms extend beyond traditional educational settings and provide accessible and flexible learning opportunities for individuals of all ages and backgrounds. Chen & Liu (2022) claimed that learners can pursue continuous skill enhancement and continuous learning through online courses, virtual tutors, or mobile applications powered by artificial intelligence.

Artificial Intelligence in education system

AI in instruction has a big potential to revolutionize learning forms Luckin and Holmes (2016). Said that, it can personalize learning encounters, adjust to person understudy needs, and give prompt input, which can enormously upgrade understudy engagement and understanding. Furthermore, (AI) can help instructors in regulatory tasks, liberating up more time for them to centre on instructing and mentoring understudies. In any case, it's basic to approach (AI) execution in instruction mindfully, guaranteeing that it complements human instructing instead of supplanting it completely. There are too imperative ideas with respect to information protection, value, and inclusivity that must be tended to guarantee that (AI) benefits all understudies similarly. Generally, (AI) has the potential to altogether move forward the quality and availability of instruction around the world.

Artificial Intelligence's role in education

According to (Neha,2020, p. 1041-1046) artificial intelligence has a crucial role in the domain of education and this contains several importance:

1. AI can automate primary sports in education, like grading. While AI won't ever be prepared to honestly update human grading. It's presently capacity for teachers to regulate grading for almost each form of multiple opportunity and fill-in-the-clean trying out and automated grading of pupil writing won't be a lot behind.
2. Students should get extra assist from AI tutors. These applications will train college students fundamentals, but thus far aren't perfect for serving to college students study high-order questioning and innovative questioning, one aspect that real-international lecturer's rectangular degree nonetheless had to facilitate. nevertheless, that shouldn't rule out the probability of AI tutors having the cap potential to try and those objects in the future.
3. AI-pushed applications can deliver college students and educator's beneficial feedback. AI cannot completely facilitate teachers and college students to craft guides which can be bespoke to their wants, but it is able to deliver feedback to every regarding the achievement of the path as an entire. These sorts of AI systems enable college students to urge the assist they have and for professors to seek out regions anyplace they'll enhance instruction.
4. It should exceed the function of instructors. There will continually be an activity for instructors in education, however what that function is and what it entails can also additionally expands due to new generation in the kind of clever computing systems. AI can take over tasks like grading, can help college students enhance learning, and ought to also be an alternative to real-international tutoring.
5. Data powered with the aid of using AI can discover how faculties find, train, and assist college students. Smart facts gathering, powered with the aid of using clever laptop systems, is already making adjustments to how colleges interact with prospective and current college students. From recruiting to helping college students pick out the foremost powerful guides,

clever laptop systems are helping make each a neighbourhood of the school revel in extra intently tailor-made to pupil needs and goals.

Balancing technology and human interaction in education

According to Cochis et al (2021) In the modern era, technology plays a crucial role in education, but it's very important to maintain and create a balance with human interaction for effective learning outcomes.

a- The Importance of Human Interaction in Learning

Human interaction plays a crucial role in learning because it allows for social engagement, collaboration, and the exchange of ideas. According to (Lier,2007, p. 46-65.) the interaction happens with others, they can ask questions, receive feedback, and gain different perspectives, which enhances the understanding and critical thinking skills. It also helps create a supportive and inclusive learning environment where learners can learn from each other's experiences and build meaningful connections. So, interacting with others is not only important for academic growth (in classroom) but also for personal and social development.

Ethical consideration of the use of AI in education

Floridi & Cowls (2019) See that the use of (AI) in education raises important ethical questions. Ensuring the design and implementation of (AI) systems in a manner that maintains privacy, data security, and justice is imperative. It is crucial to protect student's data and make sure it is used responsibly. Furthermore, it is obligatory that (AI) systems' decision-making and suggestion processes be transparent to educators and students, so they can comprehend the reasoning behind the results. In order to stop any unfair or discriminatory actions, it's also critical to address any biases in (AI) systems.

From virtual assistants to smart tutors of Artificial Intelligence in education

In this title VanLehn (2011) assumed that Virtual assistants in education can assist students with their learning by providing instant feedback, answering questions, and offering personalized recommendations. They can also help teachers by automating administrative tasks and providing data-driven insights to improve instruction. Smart tutors, on the other hand, use AI algorithms to adapt to each student's unique learning style. They can provide targeted instruction, identify areas of improvement, and offer personalized practice exercises. This individualized approach can enhance student engagement and improve learning outcomes. In addition to that they get their answers and researches in specific time (just few seconds).

Overall, AI in education has the potential to enhance the learning experience, make education more accessible, and support both students and teachers in achieving their goals.

One of the advantages of smart tutors is their ability to provide immediate feedback and support to students, mimicking the experience of having a one-on-one tutor. This can help students stay engaged and motivated and feel somehow comfortable, as well as identify and address areas where they may be struggling.

Integrating AI in the classroom: opportunities and challenges

Pedro et al (2019) has already interfered in the issue of the opportunities and issues that can face the users of AI and has separated them into two sections:

a- Opportunities

the opportunity side, AI can provide personalized learning experiences, and offer real-time feedback to students. It can also help teachers analyze data to make informed decisions. As it is cited in (Reinitz, 2022, p. 1-54) “AI technologies are increasingly a viable way for

institutions to save money and improve efficiency and workflows. The potential is growing for AI to address more complex and higher-stakes tasks.” It includes:

Personalized Learning: AI-powered virtual tutors and intelligent tutoring systems can provide personalized instruction, feedback, and content designed to individual student needs, helping them learn more effectively and depending on their style.

Efficiency and Productivity: AI can automate administrative tasks for teachers or in other words this issue is like a guide that helps them, such as grading, generating assessment questions, and creating lesson plans, freeing up time for more meaningful interactions with students.

Inclusivity and Accessibility: AI tools can help create more inclusive and accessible learning environments by providing instant feedback, translation services, and accommodations for students with their different needs.

b- Challenges

Educational institutions probably will discover that there are a lot of problems to be overcome when they students start to apply AI in their daily life or even in classrooms. Such as:

Bias and Transparency: AI systems could show biases or make Ambiguous decisions, which could undermine trust and fairness in the teaching process.

Integration and Implementation: effectively integrating artificial intelligence into the classroom requires lot of things significant investment, teacher training, and addressing technical and academic challenges.

Ethical Considerations: Data privacy, algorithmic decision-making, and the potential displacement of human teachers are ones of the ethical concerns provided by the use of artificial intelligence in education.

Resistance to Change: Some teachers and institutions may be hesitant to adopt AI technologies, citing concerns about job stability and safety or the perceived complexity of implementation.

Overcoming challenges: integrating in the classroom

Overcoming challenges in integrating AI in the classroom requires a collaborative effort between teachers, students, and technology according to (Lomas, C., Melero, J., & Moreno, A,2019). Here are some solutions:

- a- Professional Development:** it's all about offering training and professional development opportunities for teachers to make it familiar with AI tools and how to integrate them effectively in the classroom.
- b- Equity and Access:** AI technology for all students, regardless to their socioeconomic background, is important. Addressing affordability, internet connectivity, and all students have the chance to access successfully.
- c- Data Privacy and Security:** here everything is related to security, and they are implemented to protect student information and make sure that AI tools used in the classroom and stick to strict privacy standards.
- d- Ethical Considerations:** in this case making discussions around the ethical effects of AI in education, including issues such as: bias, transparency, and accountability.
- e- Collaboration and Research:** Encourage collaboration between teachers, researchers, and technology to improve AI tools and their integration in the classroom. Research is

being conducted to evaluate the impact of artificial intelligence on student learning outcomes.

By respecting all these challenges proactively, we can maximize the potential of AI in education while ensuring a safe and inclusive learning environment for all students.

The benefits of artificial intelligence in the educational system

The benefits of artificial intelligence in education are tackled by (Owoc, Sawicka, Weichbroth, 2019, p. 37-58) which said that it offers many advantages. Artificial intelligence generates interactive learning materials like simulations and virtual labs, which makes subjects more engaging. Also, critical thinking skills can be evaluated beyond traditional testing with adaptive assessments. Artificial intelligence-driven tools can promote communication and teamwork in collaborative learning environments. A dynamic educational landscape is created by these applications, enhancing the learning experience, preparing students for a tech-driven future, and contributing to a broader, more engaging, and more efficient educational sector. A holistic and innovative educational experience is formed by the diverse applications of artificial intelligence.

Disadvantages of Artificial intelligence in education system

While AI has many benefits in education, there are a few disadvantages too. And according to what Khanzode & Sarode (2020) talked about them in their article. Artificial intelligence faces some disadvantages:

a. Lack of Human Interaction Need of Human Interaction AI can give personalized learning encounters, but it may need the warmth and sympathy of human instructors. For a few understudies, especially for more youthful ones, human interaction is significant for compelling learning.

b. Bias and Fairness AI algorithm's calculations can accidentally sustain predispositions display within the information they are prepared on, driving to out of line results, especially for marginalized bunches. In instructive settings, this seem result in unequal opportunities and discrimination.

c. Dependency and Reliability Here learners will be too much depended to this program and in the same time they will lose their confidence towards their answers. Additionally, AI systems are not infallible and can experience technical failures, leading to disruptions in learning.

d. Privacy Concerns AI as a whole system it works by instruction regularly includes collecting and analyzing huge sums of understudy information. This raises concerns almost security and information security, particularly on the off chance that the information isn't enough secured or in case it is utilized for purposes other than moving forward instructive results.

e. Equity Issues Access to AI-enabled educational tools and resources may not be equal because it contains billions of sources. And across all socio-economic backgrounds or geographical regions. This could widen existing educational disparities rather than narrowing them.

f. Job Displacement as AI technology advances, there is concern that it may lead to the displacement of human teachers and other educational professionals. Whereas AI can increase instructing assignments, it cannot completely supplant the different abilities and encounters that human teachers bring to the classroom.

j. Ethical Dilemmas AI systems may face ethical dilemmas in educational settings, such as determining what data should be collected, how it should work, and who should have access to it. Addressing these ethical challenges requires careful consideration and transparent decisions.

h. Overemphasis on Standardized Testing AI-driven adaptive learning systems may prioritize teaching to standardized tests rather than fostering creativity, critical thinking, and holistic development in students. This narrow focus on test scores could affect badly the effectiveness of education.

i. Loss of Creativity and Innovation While AI can assist in streamlining certain educational tasks, there is a risk that it may stifle creativity and innovation in both teaching and learning processes by promoting standardized approaches and solutions. And this cause that students will stop use their own brains they will just rely on what AI can give as answer.

g. Cost and Accessibility Implementing AI technologies in education can be costly, and not all educational institutions may have the resources to adopt them and access to AI programs. This could exacerbate existing disparities in educational access and quality.

Artificial Intelligence tools and applications

According to (Fitria, 2021, p. 134-147). There are multiple of AI tools and applications that are revolutionizing the field of education, and also, they have different functions and types. It works depending on the request and the need of the learners:

a-AI-Powered Writing and Editing Tools

- **Grammarly** is an AI-powered writing assistant that helps students improve their writing by providing real-time feedback on grammar, spelling, punctuation, and style and avoid common mistakes.

- **Notion** is a collaborative platform that uses AI to help students organize their notes, assignments, and projects.

b-AI Tutoring and Learning Platforms

- **Syntea** is an AI-powered tutoring platform that provides personalized learning experiences for students. Developed by (IU) International University of Applied Sciences.

- **Tutor.ai** is an AI-powered tutoring service that connects students with expert tutors for one-on-one sessions, in order to improve their levels.

- **ChatGPT** platform is an interactive environment powered by OpenAI's language model, it allows users to engage in conversations, ask questions, and receive responses generated by the AI model.

c-AI-Assisted Classroom Management

- **Gradescope** is an AI-powered grading platform that helps teachers grade assignments and exams more efficiently and rapidly.

- **Otter.ai** is an AI-powered transcription tool that can record and transcribe classroom discussions, making it easier for students to review and study the material. And in any time, they can listen to those records.

d-AI-Generated Content and Visuals

- **DALL-E** is an artificial intelligence model that can generate, edit, and reformulate images based on textual descriptions, allowing students and teachers to create visuals for their projects and presentations.

In other words, AI-powered tools or applications they are various in which they are uncountable and AI system is spread in all applications that learners use in their daily life. These AI tools and applications have the potential to enhance student engagement, improve learning outcomes, and make education more accessible and efficient. However, it is crucial to strike a balance between AI and human interaction, as teachers play a vital role in guiding and mentoring students, fostering critical thinking skills, and providing emotional support.

The future of Artificial Intelligence in education

The future of Artificial Intelligence (AI) in education is incredibly getting involved. AI has the potential to transform the way we learn and teach, making education more personalized, accessible, and efficient. And due to Kurshan (2016) confirmed that it can provide customized learning experiences, offer real-time feedback, and assist in learning tasks. From virtual tutors to adaptive learning platforms, also AI can enhance educational outcomes and empower both students and educators. With the evolution of nowadays in AI technology, we can look forward to a future where education is more engaging, inclusive, and effective in all fields of education.

Planning for long-standing Time

Some suggestions

Educational institutions

1-Create a comprehensive AI technique to distinguish potential disadvantages and benefits.

2-Build up moral rules and plan for execution plans.

3-Contribute in training and assets to guarantee teachers have the abilities to utilize AI devices viably within the classroom with certain limits and in ethical use.

4-Make collaborations and knowledge-sharing between diverse divisions and with other teach.

5-Share best hones, lessons learned, and assets related to AI integration.

Policymakers

1-Create successful rules for the ethical utilize of AI in instruction.

2-Build up controls to secure the rights and security of understudies, guarantee straightforwardness, and anticipate predisposition.

3-Contribute in investigate and evaluation of AI innovations particularly centered on instruction.

4-Recognize potential dangers to create mindful arrangements.

5-Make educated arrangement choices to back the mindful and economic integration of AI in instruction.

6-Empower public-private associations to bridge the hole between instructive educate and innovation companies whereas advancing advancement.

Teachers

1-Utilize AI apparatuses dependably to better educating and move forward understudy learning results.

2-Personalize learning encounters by recognizing person needs, adjusting substance and pace, and giving real-time feedback.

3-Make more locks in and viable learning situations with an approach that focuses on human.

4-Cultivate computerized education abilities to help learners get it how AI works, its potential applications and restrictions.

5-Examine ethical considerations related to AI within the classroom and empower basic considering and responsible decision-making.

To sum-up, the integration of Artificial Intelligence (AI) in education holds big promise for revolutionizing the learning experience. However, to recognize its full potential responsibly and ethically, collaboration and thoughtful planning are important across educational institutions, policymakers, and teachers.

Section two productive skills

1-Writing skills

Definition of writing skills

There are three definitions of writing according to experts. According to Iftanti, (2016). writing skills through writing journal articles. “Writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn”. Besides that, Iftanti stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself.

From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people.

Writing skills refer to the abilities and techniques used to effectively convey ideas, thoughts, and information through written language. This includes the use of proper grammar, punctuation, vocabulary, and organization to communicate clearly and cohesively in various forms of written communication. Good writing skills are essential for academic, professional, and personal communication. In addition, writing skills are the mastery of language, grammar, structure, and clarity needed to effectively communicate ideas and information through written text. It encompasses the ability to convey thoughts clearly and cohesively in a variety of written formats, such as essays, reports, emails, and letters. Strong writing skills are essential for success in both academic and professional settings.

Effective writing

Effective writing as the author (Rao, 2017, p. 75-86.) “Poorly written content is easy to spot. It’s frustrating or confusing to read, dreary, incomplete, or full of errors. What is effective writing? Well-written content is smooth and flows naturally, absorbing the reader without noticing the artful skill that went into it.” So, effective writing skills refer to the ability to communicate ideas clearly, concisely, and persuasively in a way that engages and resonates with the reader. This includes using proper grammar and punctuation, organizing thoughts in a logical manner, and tailoring the tone and style of writing to the intended audience. Effective writing also involves the use of evidence, examples, and reasoning to support arguments and convey information accurately and convincingly. Ultimately, effective writing skills are essential for conveying messages effectively, influencing others, and achieving desired outcomes. Effective writing is characterized by clarity, conciseness, focus, strong structure, engagement, grammar and punctuation accuracy, and audience awareness.

These elements work together to create content that is easy to understand, to the point, on topic, well-organized, captivating, grammatically correct, and tailored to the needs of the intended audience. By integrating these components into your writing, you can effectively convey your message and achieve your communication objectives.

a- organization

Organization as tackled by Reid (2009) said that “To me, organization is the arrangement of the larger units of meaning in a paper. That’s one of the things that’s going to be very different from one course to the next. What are the expected patterns of organization? A lab report is very different from a scientific report, is very different from a poem, is very different from a report in the newspaper. All of these have their own patterns of organization, all of which are acceptable in specific disciplines.” Organizations refer to groups of people

who work together towards a common goal or purpose. In the context of writing skills, organizations can also refer to the structure and coherence of a written piece of work. This includes how ideas are sequenced, how paragraphs are organized, and how transitions are used to connect different parts of the text. Good organization in writing helps to ensure that the content is clear, easy to follow, and effectively communicates the intended message to the reader. Organization is more than just keeping things tidy. It involves the strategic arrangement of ideas, tasks, and resources to achieve a specific goal. It requires planning, coordination, and delegation to ensure efficiency. Being organized means creating structure out of chaos, breaking tasks down into manageable steps, establishing priorities, and ensuring clear communication. Organization allows for increased productivity, reduced errors, and better time management. It provides a sense of control and direction in uncertain situations, allowing for flexibility while maintaining focus. In a busy world, staying organized is a valuable skill that can help individuals and groups overcome challenges and reach their objectives.

b- Clarity

Waterson says in *Homicidal Psycho Jungle Cat*, (1994). “The purpose of writing is to inflate weak ideas, obscure pure reasoning, and inhibit clarity. With a little practice, writing can be an intimidating and impenetrable fog!” Clarity in writing refers to the ability to communicate ideas clearly and concisely to the reader. It involves using language that is easily understandable and free from unnecessary complexity. This can be achieved by avoiding technical jargon, using simple and direct language, and structuring sentences in a logical manner. One important aspect of clarity is ensuring that the main ideas are clearly articulated and supported by relevant details and examples. This helps to guide the reader through the text and aids in comprehension. Additionally, organizing information in a logical

manner, such as using headings, subheadings, and bullet points, can help to enhance clarity and make it easier for the reader to follow the flow of the text.

Clarity in writing refers to writing's ability to convey:

*Coherent, intelligible meaning. Readers can understand the writing and what the author is trying to say, to a reasonable degree

* Sharpness of image or idea. If you think of a diamond, clarity allows light to refract better. It makes a stone more dazzling and its shape clearer – the same goes for clarity's polishing effect on writing.

c- Coherence

According to Moxley (2013) said that Coherence refers to a style of writing where ideas, themes, and language connect logically, consistently, and clearly to guide the reader's understanding. By mastering coherence, alongside flow, inclusiveness, simplicity, and unity, you'll be well-equipped to craft professional or academic pieces that engage and inform effectively. Acquire the skills to instill coherence in your work and discern it in the writings of others. Coherence in writing is the fundamental quality of logical connectivity and consistency present within a piece of written work. This crucial element ensures that the text flows smoothly, facilitating readability and comprehension for the reader. Achieving coherence involves implementing various techniques, including the use of transitional words and phrases to establish linkages between ideas, maintaining a uniform tone and style throughout the writing, organizing information in a logically structured manner, and presenting sentences and paragraphs in a clear and cohesive arrangement. When writing coherently, each sentence should seamlessly build upon the preceding one, contributing to the overall flow of the text.

Additionally, each paragraph should be intricately tied back to the central thesis or main point of the composition, ensuring a cohesive and purposeful narrative. This approach helps create a sense of unity throughout the writing, making it easier for the reader to follow the progression of ideas and understand the intended message.

Ultimately, coherence plays a pivotal role in enhancing writing skills by facilitating the development of well-structured and meaningful pieces of writing. By effectively incorporating coherence into their work, writers can create engaging and informative compositions that effectively convey ideas and information to their audience.

d- Word choice

The author Smith (2003) says that “All strong writers have something in common: they understand the value of word choice in writing. Strong word choice uses vocabulary and language to maximum effect, creating clear moods and images and making your stories and poems more powerful and vivid. The meaning of “word choice” may seem self-explanatory, but to truly transform your style and writing, we need to dissect the elements of choosing the right word.”

Word choice means picking the right words to express a specific meaning or feeling in writing. It’s about choosing words that fit the situation, audience, and goal of the writing, and making sure they convey the intended message clearly. The words used in writing can make a big difference in how well it’s understood and how it’s perceived. Using clear and impactful language can make the writing interesting and memorable, while unclear or vague words can cause confusion. Aside from the literal meanings of words, word choice also involves understanding the feelings and associations they bring, as well as the subtle differences they can convey. By picking words that match the intended meaning and mood of the writing, a writer can make their work more effective and convincing.

e- Mechanics

By Salem (2013) includes that “In composition, writing mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations. Getting your main points together can be a challenge, and one solution is to put together a draft of main ideas before writing. Some writing textbooks also include issues related to usage and organization under the broad heading of mechanics. Here are the basics of writing mechanics for students and writers.”

The mechanics of Writing refers to the fundamental rules and conventions that govern the way written language is produced and structured. This includes grammar, punctuation, spelling, capitalization, and formatting. Attention to these mechanics helps ensure clarity, consistency, and accuracy in written communication. Writing mechanics encompass the fundamental elements of writing, including grammar, punctuation, spelling, and sentence structure.

Adhering to these rules and conventions of written language is essential for achieving clarity and effectiveness in communication. Strong writing mechanics enhance readability, coherence, and professionalism in a written work.

writing and others language skills

According to (Celik, 2019, p.206-214) tackled that in his journal Writing skills refer to the ability to communicate thoughts and ideas effectively through written words. This includes organizing thoughts logically, using correct grammar and punctuation, and selecting appropriate vocabulary. Language skills refer to the ability to understand, interpret, and communicate using a specific language. This includes listening, speaking, reading, and writing in that language. Good language skills involve proper pronunciation, grammar, vocabulary, and comprehension.

a- writing and reading

Writing and reading are closely connected language skills according to Graham & Hebert (2010) that complement each other and are essential for effective communication. Writing involves creating texts by organizing thoughts, ideas, and information in a written form. It requires using vocabulary, grammar, and structure to convey meaning and communicate effectively. Writing helps individuals articulate their thoughts, express their creativity, and share information with others. Reading, on the other hand, involves understanding written texts by interpreting words, sentences, and paragraphs. It requires comprehension, analysis, and critical thinking skills to extract meaning from the written material. Reading helps individuals expand their vocabulary, improve their language proficiency, and gain knowledge on various subjects. To become proficient in writing and reading, individuals should practice regularly, read a variety of materials to enhance their vocabulary and understanding of language conventions, and write consistently to develop their writing skills. By honing these language skills, individuals can effectively communicate their ideas, engage with diverse perspectives, and enrich their personal and professional development.

Organizing Thoughts According to the Hayes and Flower (2016) model of the writing process, organizing thoughts is a key part of the planning stage. During this stage, writers engage in several cognitive processes to generate and structure their ideas:

brainstorming Writers explore potential directions for their writing by listing ideas, creating mind maps, or engaging in freewriting. This step helps them generate and connect ideas.

Planning and outlining Once writers have a sense of their main ideas, they often create plans and outlines to structure the content, determine the order of ideas, and organize the overall flow of the piece. This may involve creating outlines or plan for your work.

Selecting and organizing information the writer strategically selects relevant information from their long-term memory based on the topic requirements, and organizes and integrates this information into the desired content and structure of the written work.

The Hayes and Flower model aims that writing as a recursive process, where writers move back and forth between the stages of planning, translating ideas into text, reviewing, and evaluating. During the translating stage, writers focus on developing and reinforcing themes and ideas through the written language. The reviewing and evaluating stages involve assessing the coherence and effectiveness of the themes and ideas conveyed in the writing.

b- Reading

Reading is one of the language skills (listening, reading, writing, and speaking) which is important to be learned a mastered by every individual. By reading, one can interact with feelings and thoughts, obtain information and improve the science knowledge. According to (Tarigan, Simanullang, & Tambunan, 2022, p 133-138) « reading is a process which is used by a reader in order to get the purpose of the write through the written word. Tarigan, argues that reading is process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out.

Based on the definition above the writer gets conclusion that reading can be defined as the process of interpreting written texts to extract meaning, understand ideas, and gather information. It involves comprehension, analysis, and critical thinking to make sense of the material presented. Reading plays a crucial role in expanding vocabulary, improving language proficiency, and gaining knowledge across various subjects.

Expanding Vocabulary

As the authors (Stanovich, Nathan, & Vala-Rossi, 1986, pp. 267-283). Said that “Individual differences in vocabulary development may affect academic or social opportunities. It has been proposed that individual differences in word reading could affect the rate of vocabulary growth, mediated by the amount of reading experience, a process referred to as a Matthew effect.” Reading exposes individuals to a wide range of words and phrases, helping them expand their vocabulary and enhance their language skills. By encountering new words in context, readers can improve their understanding of language conventions and usage.

Improving Comprehension

Neumann, Leu, McDonough, & Crawford, (2020) assumed that “Reading comprehension is the ability to understand, analyze, synthesize, and use what you have read. When you use best practices for improving reading comprehension, it is easier to understand what you have read.” Reading enhances comprehension skills by requiring individuals to engage with diverse texts and understand complex ideas. It improves critical thinking abilities, analytical skills, and the ability to draw connections between different concepts.

Gaining Knowledge

Willingham, (2021) said that “Knowledge does much more than just help students hone their thinking skills: It actually makes learning easier. Knowledge is not only cumulative, it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more.”

According to saying above, reading is a valuable source of knowledge across various subjects, from literature and history to science and current affairs. By reading widely,

individuals can expand their understanding of the world, learn new perspectives, and stay informed about developments in different fields.

In conclusion, writing and reading are interconnected language skills that are essential for effective communication, personal development, and professional growth. By practicing writing regularly, reading a variety of materials, and honing these skills, individuals can enhance their ability to communicate ideas, engage with diverse perspectives, and enrich their overall linguistic proficiency.

C- Writing and speaking

According to Biber, (2023), Writing and speaking are two equally important language skills that support effective communication. They complement each other in various ways and are essential for expressing thoughts, ideas, and information.

Types of common difficulties in writing

Alisha, Safitri, Santoso, & Siliwangi, (2019) affirmed that “In this study has explored the student difficulties in writing EFL. The result of this study indicate that students lack of vocabulary mastery and grammar become the most difficult problem during the writing process. The findings indicate (77.84%) of respondents got difficulties in writing because of their lack of vocabulary. They face problem during generating ideas, the weakness of vocabulary mastery made them felt confused to share their ideas. They also felt hesitate in choosing the word and they need to look up their dictionaries when they are writing in English.” Common difficulties in writing, such as spelling, grammar, vocabulary, punctuation, and handwriting, can impact the clarity, accuracy, and overall effectiveness of written communication. Spelling errors can result in words being misspelled or incorrectly written, while grammar issues can lead to improper sentence structure and verb tense errors. Limited vocabulary may limit the writer’s ability to express themselves precisely and

accurately. Problems with punctuation can create confusion or ambiguity in the meaning of a message. Illegible or difficult-to-read handwriting can make it challenging for others to decipher the writer's intended words and messages. Addressing and improving these areas of difficulty can enhance writing skills and ensure that written communication is clear, coherent, and easily understood.

Here are definitions for each of the common difficulties you mentioned:

Spelling

Spelling refers to the correct arrangement of letters to form words. Some individuals may struggle with remembering how to spell certain words correctly, leading to errors in written communication.

Grammar

According to Grammar involves the rules and structure of a language, including how words and sentences are formed and combined. Difficulties with grammar can result in improper sentence construction, verb tense errors, and other issues that affect the clarity and effectiveness of written communication.

Vocabulary

Vocabulary refers to the words that a person knows and uses in their language. Some individuals may have a limited vocabulary, which can make it challenging for them to express themselves effectively and accurately in writing.

Punctuation

Punctuation includes symbols such as commas, periods, question marks, and exclamation points that are used in writing to clarify meaning, indicate pauses, and emphasize

certain elements. Difficulties with punctuation can result in confusion or ambiguity in written communication.

Handwriting

Handwriting is the act of writing by hand, and it involves the formation of letters and words on paper. Some individuals may struggle with handwriting due to poor motor skills or coordination, leading to illegible or difficult-to-read handwriting.

Reasons of writing difficulties

According to Budjalemba, & Listyani, (2020) Writing difficulties can be attributed to a variety of factors such as low reading proficiency, lack of motivation, inadequate time for writing, and inadequate practice.

The rise of artificial intelligence (AI) is also impacting writing skills as individuals may rely more on technology for writing tasks instead of developing their own writing abilities. Overall, writing difficulties can be characterized as challenges that stem from a lack of key foundational skills, resources, and opportunities for writing development.

Lack of reading

Reading is a skill that everyone has and cannot be separated from other skills such as writing, speaking, and listening. These skills must be learned by English learners. Reading helps improve other language skills and develop understanding or discover new vocabulary in the text. Generally, the skill of reading is developing in societies with literary taste, because it can be led to develop comprehension vocabulary.

Lack of reading can have adverse effects on cognitive abilities, educational success, and social interactions. Those who do not read often may struggle with literacy skills, vocabulary development, and comprehension. Additionally, limited reading can lead to lower

academic performance, reduced critical thinking skills, and challenges in problem-solving. Without regular reading, individuals may miss out on exposure to new ideas and perspectives, affecting their communication skills and engagement with others.

In conclusion, reading is a crucial skill that influences academic achievement, cognitive growth, and social connections. Encouraging a habit of reading from a young age is essential to support individuals in their overall development.

Lack of motivation

Lack of motivation refers to a state in which an individual lacks the desire, energy, or drive to pursue or achieve goals, engage in activities, or make an effort towards personal or professional growth. This can manifest as a lack of interest, enthusiasm, or commitment towards tasks or responsibilities, resulting in decreased productivity, performance, and overall well-being. It can be temporary or chronic, and may be influenced by various factors such as personal beliefs, external stressors, mental health issues, or lack of clear goals and purpose.

Inadequate Time

Inadequate time refers to a lack of sufficient time to complete tasks, meet deadlines, or engage in activities, leading to rushed work, missed opportunities, and stress. Factors contributing to inadequate time include poor time management, procrastination, and unrealistic expectations. Addressing inadequate time involves prioritizing tasks, setting realistic goals, and utilizing time management techniques to optimize available time. we can be inferred from the sayings of some writers.

Lack of practice

Lack of practice refers to a situation where someone has not regularly engaged in or participated in a particular activity or skill, resulting in a diminished level of proficiency or

expertise. Lack of practice indicate to the condition or situation in which an individual or group does not regularly engage in or perform a specific activity, skill, or behavior. This can result in decreased proficiency, skill, or knowledge in the particular area due to not having enough opportunities to develop or maintain those abilities. The absence of practice can hinder one's performance, confidence, and overall competency in a given task or discipline.

Influence of Artificial Intelligence on target writing

As it is cited in (Adams, & Chuah, 2022, pp 169-184). The influence of artificial intelligence on target writing is immense, as AI technology has the ability to collect, analyze, and interpret vast amounts of data to identify and understand specific target audiences with precision. By leveraging AI algorithms and machine learning capabilities, target writing can be tailored and optimized to meet the needs and preferences of these audiences, resulting in more effective communication strategies and higher engagement levels. Additionally, AI tools can provide valuable insights and recommendations to improve the quality and impact of target writing, ultimately driving better results and outcomes for businesses and organizations.

2-Speaking skills

Definition of Speaking skills

Speaking skill refers to the ability to communicate effectively and fluently through spoken language. It involves thoughts, ideas, and emotions in a manner that can be easily understood by others. Effective speaking encompasses various elements such as pronunciation, intonation, clarity, coherence, and appropriate use of language in different contexts. According to (Pearson, 2020, pp. 420-447) said that "Speaking skill is the ability to express oneself fluently, coherently, and effectively in verbal communication, using appropriate language and register for a variety of purposes and situations.

Elements of effective oral communication

The elements of effective oral communication, as outlined by Shamat, (2019).

a-Verbal Elements

Choice of Words and Language: Selecting appropriate terminology and phrasing that the audience can understand and relate to the same topic.

Tone and Clarity: Conveying emotions and attitudes through tone which is very important as a tool of verbal communication, while ensuring the message is understood as intended.

b- Nonverbal Elements

Body Language Gestures, facial expressions, and posture that complement verbal messages and convey additional meaning. Through these gestures the speaker can prove if he confident or not.

Eye Contact Establishing trust and engagement with the audience through eye contact, in which the eyes will be always be fixed to the audience to show the confidence.

c- Listening Skills

Active Listening Understanding and responding appropriately to verbal and nonverbal (vocal cues) feedback from listeners to engage interactive dialogue.

Feedback Interpretation Interpreting and responding to feedback effectively may better the level of the learner's communicative skill.

d- Contextual Elements

Cultural and Social Context Being aware of cultural nuances that influence message reception, and play a crucial role to discover how students will choose the exact words.

Setting and Environment Understanding how the physical setting impacts communication effectiveness like Audience Composition: the demographics, such as age, gender, educational background, and cultural diversity of the audience.

All of these components which include listening abilities, emotional intelligence, contextual knowledge, and verbal and nonverbal aspects work together to produce a successful communication experience. For efficient communication in a variety of social and settings, they are necessary.

the importance of speaking skill

(Rao, 2019, p. 6-18.) claimed that Speaking skills are crucial for effective communication and relationship building in both personal and professional contexts. These skills enable individuals to articulate thoughts clearly, build trust and understanding in relationships, advance in their careers, succeed academically, excel in public speaking engagements, boost self-confidence, and influence others persuasively. Developing and honing speaking skills can have a positive impact on various aspects of life, enhancing one's ability to connect with others and succeed in different spheres.

Methods and approaches for language learning and speaking skill

This part discusses the importance of language learning for communication and cultural understanding. (Kürüm, 2016, pp 264-273). highlights immersion as an effective method for improving speaking skills by engaging with the language in various forms. Practice, vocabulary building, grammar understanding, and pronunciation practice are also essential components for developing proficiency in speaking. Joining language classes, role-playing activities, and setting specific learning goals are recommended for maintaining motivation and progress. Overall, dedication, effort, and the use of effective methods and approaches are crucial for achieving fluency in a target language.

a- Grammar Translation

Chang, (2011) Depending on his work Grammar translation is a method of language teaching that focuses on grammar rules and translation of texts between the target language

and the native language of the learner. This method is centered on memorization of grammar rules and vocabulary, and translation exercises to help students learn the language. It is often criticized for its lack of focus on speaking and listening skills, and its limited use in real-life communication.

b- Direct Method

Sitorus, & Silitonga, (2018) state in direct method language is a primarily speech. Classroom instructions Classroom instructions and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language.

Based on studies the direct method, also known as the natural method, is a language teaching method that focuses on teaching language skills through direct exposure to and practice with the target language. This method emphasizes communication and uses interactive activities, dialogues, and real-life situations to help students learn to speak and understand the language naturally. It tends to minimize the use of translation and grammar rules, instead focusing on language using context.

c- Situational and Audio-lingual Method

Castagnaro, (2006). Said that the situational method is a language teaching approach that focuses on teaching language through a series of everyday situations or contexts that students are likely to encounter. The method emphasizes the practical use of language in real-life situations and aims to provide students with the necessary language skills to navigate these situations effectively. Therefore, the audio-lingual method is a language teaching approach that heavily relies on listening and speaking practice. This method emphasizes the use of repetition, drills, and memorization to help students learn new vocabulary and grammatical structures. The use of audio materials, such as recordings or dialogues, is a key

component of this method to help students improve their listening skills and develop accurate pronunciation.

d- Communicative Approach

The Communicative Approach, also known as communicative language teaching (CLT), Jabeen, (2014) stated that emphasizes interaction and problem solving as both the means and the ultimate goal of learning English - or any language. As such, it tends to emphasize activities such as role play, pair work and group work. It switched traditional language teaching's emphasis on grammar, and the teacher- centered classroom, to that of the active use of authentic language in learning and acquisition.

Overall, the communicative approach aims to help learners become competent and confident communicators in the target language.

Factors that influence speaking skills

According Basa, Asrida, & Fadli, (2018) they identified that the field of speaking has several factors that may effect on learner's proficiency. And it is categorized into two groups:

a. Internal Factors

Psychological factors this aspect is composed of multiple factors such as: anxiety, shyness, lack of confidence, fear of making mistakes, and fear of criticism.

- **Learner's language competence** here is belonging to the ability to express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Motivation is the most important part in speaking field, learners' self-assessment about their verbal skill, which can be negative, leading to feelings of being incapable speakers.

Confidence this factor it can be related to the previous one, because through motivation the learner will acquire confidence. Learners' confidence in their ability to speak, which can affect their desire to participate in speaking activities.

b. External Factors

Teacher the role of the teacher is very crucial in creating a conducive learning environment, providing opportunities for speaking practice, and offering feedback and support avoiding negative comments.

Daily practice it is obligatory to be a good speaker practice is the first key, regular practice and exposure to the language, which can improve speaking skills.

Listening ability the ability to listen and comprehend the language, is essential to be a fluent speaker. It is most important activity

Feedback receiving constructive feedback or even when making errors during speaking activities, which can help learners improve their speaking skills.

Social background the environment plays an important role in learners' daily life, which can influence their access to language learning resources and opportunities.

Curriculum the quality and relevance of language instruction, which can affect learners' speaking skills because it should be well designed and verified.

In other words, the speaking skill is a whole field that is important in all languages in the world, speaking development is influenced by a combination of internal factors such as psychological aspects, language competence, motivation, and confidence, as well as external factors like the role of the teacher, practice opportunities, feedback, and social background. Performance conditions, affective factors, and the learning environment also play significant roles in shaping speaking proficiency. Understanding and addressing these diverse factors can

help learners enhance their speaking skills effectively. By focusing on improving motivation, confidence, practice opportunities, feedback mechanisms, and creating a supportive learning environment, learners can make significant strides in their ability to communicate effectively in the target language.

Overcoming Common Challenges in speaking skill

According to the authors Rezeki, & Ibrahim, (2022) in which they identified that speaking skill is facing some difficulties or what is called by challenges that may any learner faces. Thus, he categorized some skills are important to acquire them in order to overcome all the obstacles:

Preparation to ensure an effective speech, it's crucial to practice beforehand. This preparation helps you memorize your content and become comfortable with your delivery. Knowing your audience is equally important; tailor your message to address their specific interests and concerns to maintain engagement. Additionally, having a clear and concise message ensures that your audience understands your main points without confusion. By combining these strategies, you can deliver a speech that is both engaging and impactful.

Body Language When delivering a speech, maintaining good posture by standing tall with your head held high exudes confidence and helps with vocal projection. Use natural gestures to emphasize points, but when not gesturing, keep your hands relaxed at your sides. Making direct eye contact with your audience fosters a connection and helps keep them engaged. Overall, strive for a confident yet relaxed posture to appear approachable and self-assured. These elements of body language can significantly enhance the effectiveness of your speech.

Vocal Delivery For effective vocal delivery, ensure you speak loudly enough to be heard, directing your voice to the back of the room. Varying your pitch, rate, and volume will add interest and emphasis to your speech, keeping the audience engaged. Instead of using filler

words like "um," pause after key points to allow your message to resonate and give yourself a moment to collect your thoughts. These techniques help maintain audience attention and convey your message clearly and dynamically.

Visual Aids Using simple, uncluttered visual aids like slides or props can effectively supplement your message without overwhelming the audience. Ensure your visuals are clear and directly support the key points of your speech. Avoid relying too heavily on notes or reading directly from your slides, as this can disengage your audience. Instead, use visual aids as a complement to your spoken words, allowing you to maintain eye contact and connect more effectively with your listeners.

Presence To enhance your presence during a speech, be yourself and connect with the audience in a natural way. If you make a mistake, recover gracefully, as the audience likely won't notice. Relax and enjoy the experience of sharing your message. The most important aspects are thorough preparation, focusing on audience connection, and practicing to build confidence. With basic knowledge and experience, anyone can become a better public speaker.

In short, Kirsty Wolf's article on the challenges of developing speaking skills emphasizes the importance of preparation, body language, vocal delivery, visual aids, and presence. Practicing beforehand and tailoring the message to the audience ensures clarity and engagement. Maintaining good posture and making eye contact enhances confidence and connection. Effective vocal delivery involves varying pitch, rate, and volume, while simple visual aids support the message without distraction.

Integration of Artificial Intelligence in speaking skills abilities

Rusmiyanto et al (2023) claimed that integrating artificial intelligence (AI) into speaking skill development has become increasingly common in various fields, including

language learning, public speaking, and communication training. Here are some ways AI is used in enhancing speaking abilities:

Language Learning Apps AI-powered language learning platforms like Duolingo, Babbel, and Rosetta Stone utilize speech recognition technology to improve learners' pronunciation and provide constructive feedback.

Virtual Language Tutors AI-powered virtual language tutors, such as chatbots and virtual assistants, offer learners opportunities for conversation practice. These systems use natural language processing (NLP) to understand and respond to users' speech, providing a simulated immersive language learning experience.

Public Speaking Coaching AI tools like VirtualSpeech and Orai analyze users' speech patterns, including tone, pace, and word choice, to offer feedback and plan for improving public speaking skills. These platforms often employ sentiment analysis and voice recognition algorithms to assess speaking performance objectively.

Accent Reduction AI-driven speech recognition technology can help individuals reduce their accents by providing targeted pronunciation feedback. Apps like ELSA Speak (English Language Speech Assistant) use AI algorithms to identify users' pronunciation errors and offer exercises to improve clarity and accent.

Voice User Interfaces (VUIs) AI-powered voice assistants such as Siri, Google Assistant, and Amazon Alexa enable users to practice speaking and communication skills through voice interactions. These VUIs can engage users in dialogue, answer questions, and perform tasks, providing opportunities for practicing conversational skills in a low-pressure environment.

To sum-up, the integration of AI enhances speaking abilities by providing personalized feedback, immersive practice experiences, and objective assessment, ultimately empowering individuals to communicate effectively and confidently.

Conclusion

The purpose of this chapter was to dig into the key concepts of this study, it shows the most important titles that are related to the impact of AI on the productive skills.

Chapter three

Research Design and Methodology

Introduction

This chapter presents the nature of the method that is used throughout the work, it starts with the research design. After that, it discusses the choice of the methodology, in addition to the population and the approach that is adopted. Also, it tackles the data collection instruments.

Method

In this study, a mixed method is adopted in an attempt to shed light on the effects of AI use in enhancing learner's productive skills (writing and speaking). Due to limited resources and the sensitivity of the issues being discussed, the study is primarily qualitative in nature, which includes quantitative analysis of data gained from questionnaire. Furthermore, a short writing analysis which consists of writing two paragraphs one paragraph was written by using AI and another one was written without it. Therefore, the study data collection tools are a questionnaire that was distributed to 40 second year students of English Department, alongside with the writing analysis (paragraph writing). The reason beyond this method is the nature of the topic which requires a descriptive investigation.

Participants

The study targeted forty (40) second-year EFL students at Chadli Ben Djedid University of El-Tarf in Algeria, during the academic year 2023/2024. Second year students were selected because they have enough experience (for about two years) to answer the questions appropriately, the sample was randomly chosen from the total number of the students in English Department, they have been using several types of a new modern technology, especially AI and give appropriate answers depending on their experiences. The majority of the participants in this study are using or are relying on modern technology to

study and improve their skills. The reason behind such a choice was the impact of Artificial Intelligence (AI) on student's productive skills.

Data Collection Tools

In order to gather the data needed to answer the research questions and to verify to hypotheses presented in the theoretical part of the research paper We used questionnaire and a writing analysis, write a Ten (10) paragraphs using artificial intelligence AI as a research instruments for learners due to the fact it does no longer take long time, and it was designed to be simple and easy to be understood by any one. The questionnaire was addressed to forty students which contain of nineteen (19) questions, (eleven of them are focused of AI in general, four of them about writing skills, and the four others about speaking skills). The questions are very clear and they did not find any difficulties when they answer, our questions give to them the chance to express their ideas and how AI tools have impacted their writing and speaking skills, such as the type of AI tool used, the specific writing or speaking task being addressed, and the observed impact on the student's performance.

Research Procedures

This research targeted second year EFL students at chadli Ben Djedid University of El-Tarf, during the academic year 2023/2024. First, the study begun by distributing the questionnaire to forty (40) second year students of the English Department. Those participants selected randomly from two groups and they were asked to answer by choosing the boxes and provide justifications whenever necessary for extra information concerning the topic being discussed (effects of AI on the learner's productive skills). The students were allowed to think carefully and then rank the choices. The process took two weeks was devoted to writing analysis. Ten (10) students were asked to write a short paragraph on the same topic. The ten

(10) students were divided into two (02) groups of five (05) students in each. The short paragraph topic was “How do you describe the effects of AI on the Productive skills?”

Description of Student’s Questionnaires

Questionnaire is one of the most important tool in gathering the data. Thus, the information is gathered directly from the respondents who are active participants in this case. The good response depends on the trust the students feel for the research, the topic, and the manner in which the questions are worded and ordered. In this questionnaire we worked with second year English students. It consisted of nineteen (19) various questions divided into three sections.

The questionnaire consists of some close ended questions such as yes/no, “WH” questions and multiple choices, in addition to open ended question to express their personal opinions, preferences or just to justify their answer.

Section One

General Information about the Artificial Intelligence. It consists of eleven (11) questions related to the topic, and including the preferences of the students toward using the AI platforms.

Section two

This section deals with the Writing Skill, the purpose of this part is to investigate the importance of the use of AI in writing tasks and how learners can evaluate their levels and the impact on the quality of writing. And this section consists of four (04) questions including choices and only one question that needs their justification.

Section Three

Speaking Skills is the main issue in this section which consists of another four (04) questions and one (01) open-ended question. This section is similar to writing one, it deals with the general impact of AI on the speaking ability of the students. And how they can use it.

A high attention is given to the participant's responses which will help in obtaining constructive feedback, and meet the study objectives.

Description of the Writing Analysis

This method aims to investigate the effects of AI on learner's productive skill (writing and speaking) The sample consists of ten (10) participants, divided equally into two (02) groups of five students the first five (05) participants should write a short paragraph entitled "How do you describe the effects of AI on the productive skills" using their own style, however the other five (05) group write the paragraph using the AI platforms.

Data will be collected through the analysis and feedback of the paragraph that we will take them from their papers and compare between their own style and the AI style.

Conclusion

In this chapter we dealt with the adopted method for conducting this study, that includes student's questionnaire and writing analysis at English Department. Providing clear and detailed description of the participants. The results that are found will discussed in the next chapter .

Chapter Four

Results

Analysis of data

Introduction

This chapter is devoted to show the results of the methodology, which investigates the effect of AI on learner's productive skills, it deals with data analysis obtained from the questionnaire and the writing analysis.

Students Results

Student's Questionnaire Analysis

This questionnaire is a printed form, and distributed hand to hand to second year EFL learners of Chadli Ben Djedid University at EL-Tarf. forty Questionnaires was a good number to take a sample for our investigation.

Section One: General information about Artificial intelligence

Question01: which AI-tools or applications you use?

Table 01. *AI's applications most used between students*

Option	Number	Percentage
chat GPT	24	60%
My AI	12	30%
Hello talk	4	10%
Total	40	100%

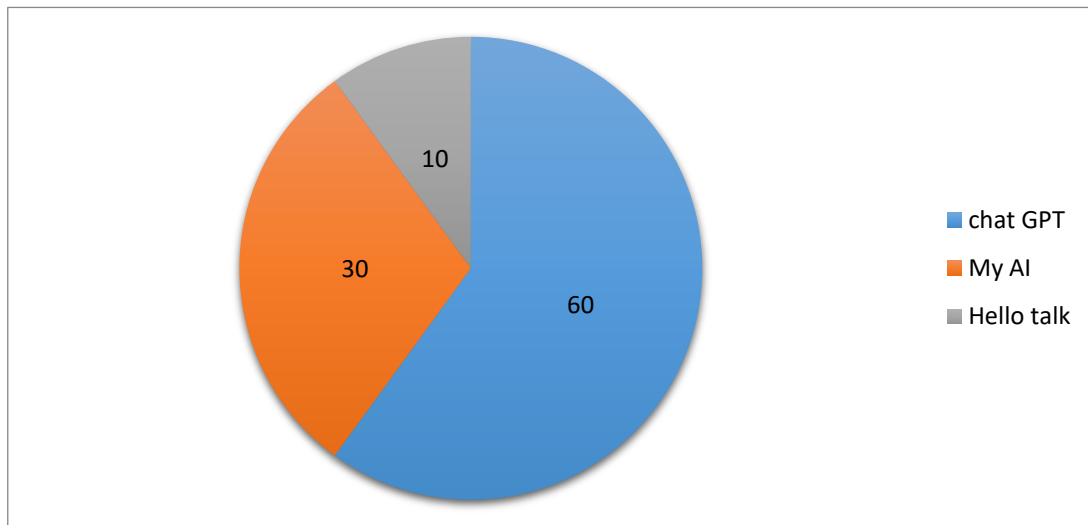


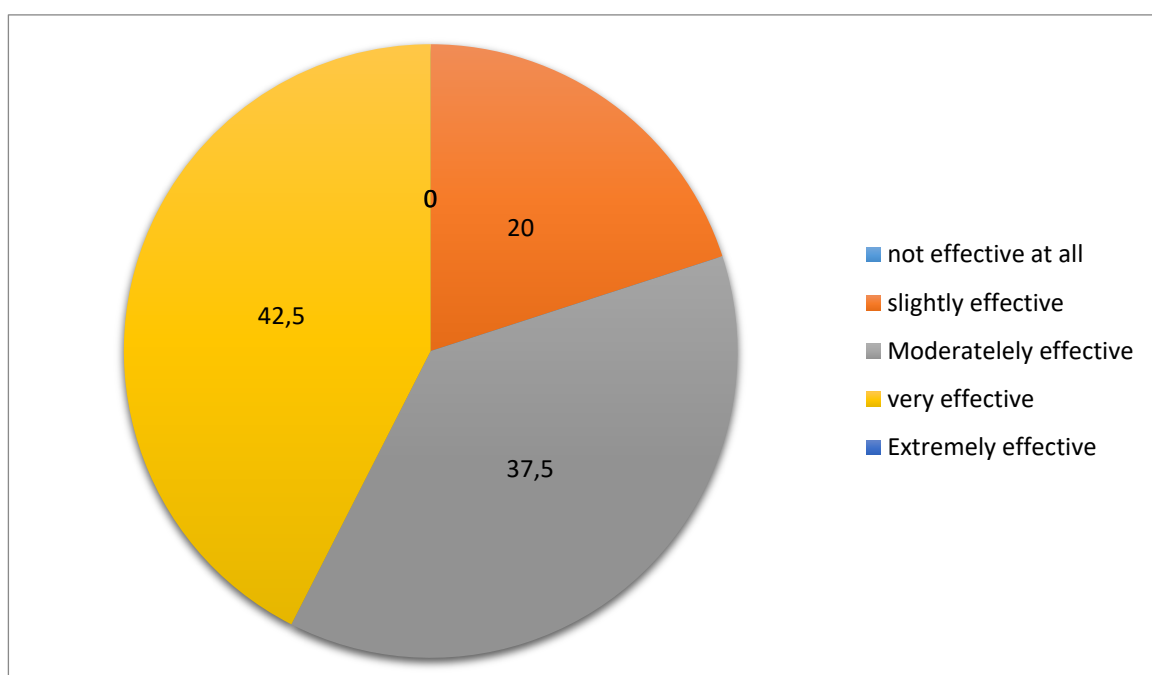
Figure 01. AI's applications most used between students

The aim of this question is to take a general idea about which AI applications did students use.

From the table above, we can see clearly that the majority of students 60% which means that they used Chat GPT more than My AI application which 30% of students responded by choosing it. However only 10% said that they used Hello talk platform.

Question02: How effective do you find AI tools in improving your speaking skills?

Table02. The effectiveness of AI tools on improving speaking skills



Option	Number	Percentage
not effective at all	00	0%
slightly effective	8	20%
Moderatelely effective	15	37,5%
very effective	17	42,5%
Extremely effective	00	0%
Total	40	100%

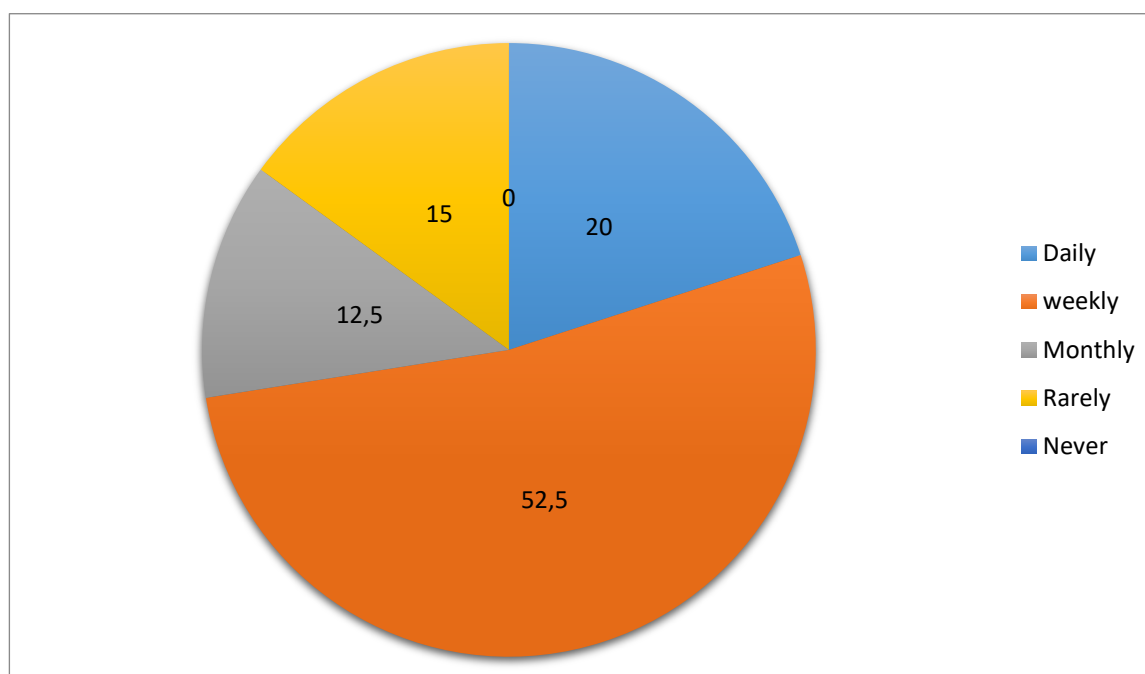
Figure02. The effectiveness of AI tools on improving speaking skills

The aim of this question is to show the effectiveness of AI tools in improving speaking skills. The results show that 20% of students declared that AI tools are slightly effective on improving the speaking skills, but 37.5% said that AI is moderately effective, the rest which are the big part of 42.5% said that are very effective.

Question03. How often do you use tools for writing practice?

Table03. Frequency of tool usage for writing practice

Option	Number	Percentage
Daily	8	20%
weekly	21	52,5%
Monthly	5	12,5%
Rarely	6	15%



Never	0	0%
Total	40	100%

Figure03. Frequency of tool usage for writing practice

The present question seeks information about the how much time that students use tools for writing context.

The results showed that 20% affirmed that they use AI tools daily, however the majority of students 52.5% responded that they use it weekly, and others form 12.5% said that they use it monthly, but 15% declared that rarely when use it for their writing practices.

Question04. which aspect of speaking do you believe AI tools can help you with the most?

Table04. The most beneficial aspect of speaking improved by AI tools

Option	Number	Percentage
pronunciation	5	12,5%
Vocabulary	20	50%
Fluency	2	5%
Grammar	13	32,5%
Total	40	100%

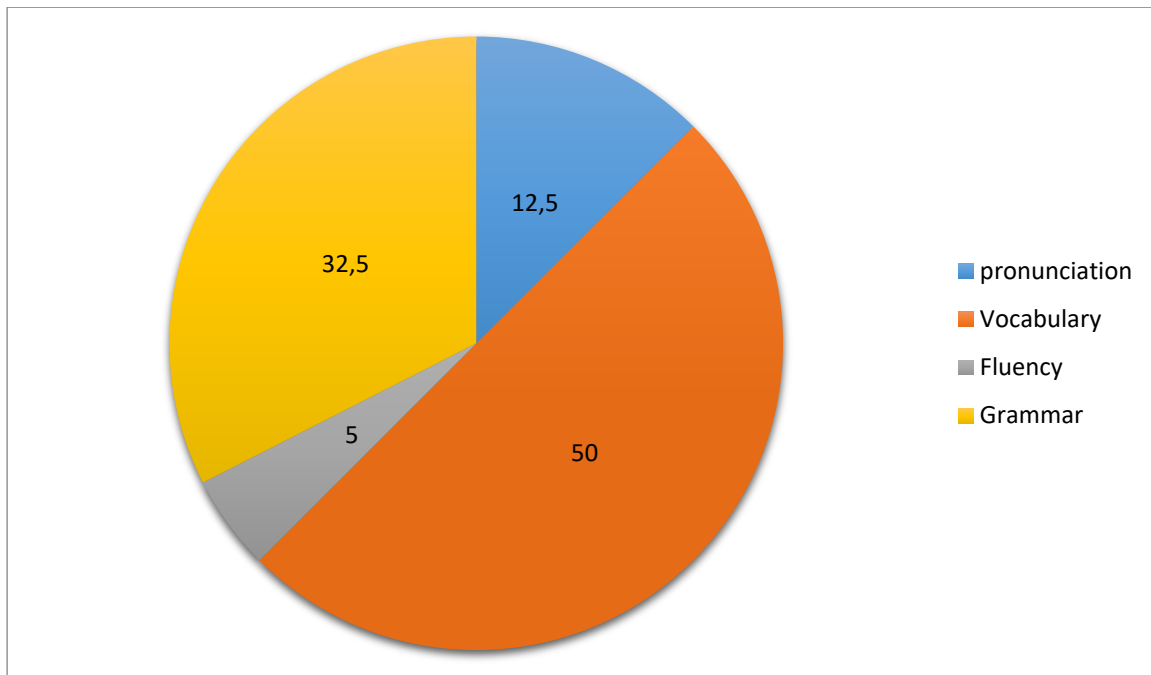


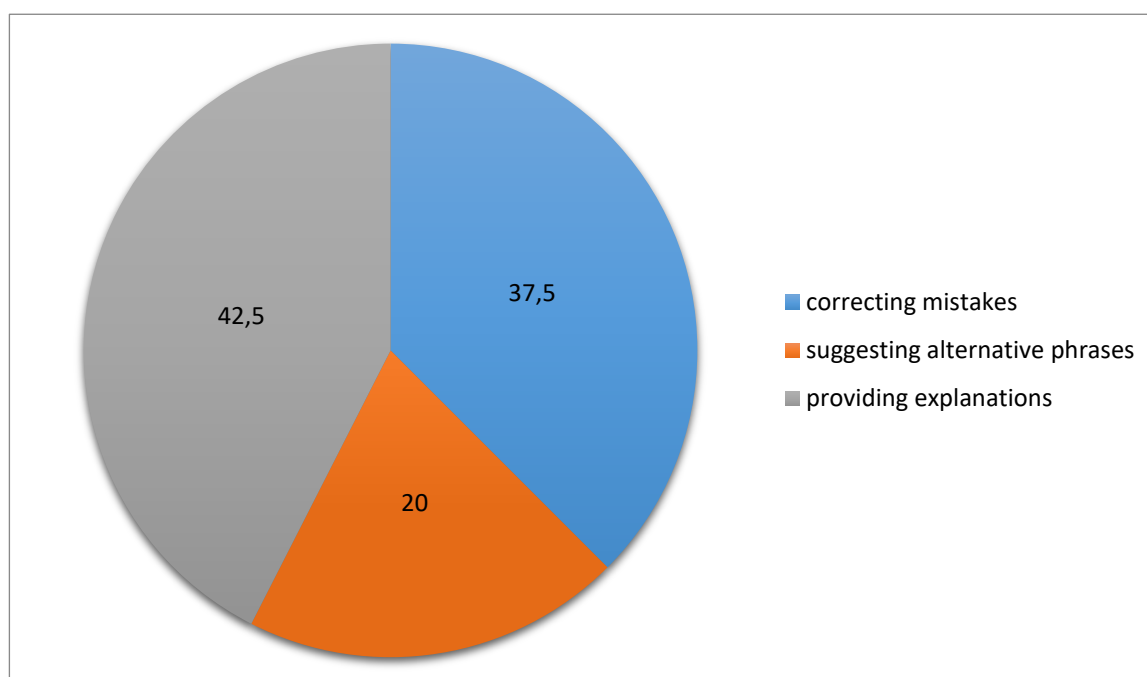
Figure04. The most beneficial aspect of speaking improved by AI tools

This question investigates to understand the frequency and extent of a person's reliance on tools to enhance their writing skills.

We can notice from the table and graph above that the highest percentage of students 50% claim that vocabulary is their most beneficial aspect while using AI tools in speaking. Others 5% show that they use it only for fluency, some of them 12.5% say that pronunciation is their target aspect. The least percentage 32.5% of students show that they use AI for grammar issues.

Question05: what kind of feedback do you prefer when using AI tools?**Table05. Preferred feedback type when using AI tools**

Option	Number	Percentage
correcting mistakes	15	37,5%
suggesting alternative phrases	8	20%
providing explanations	17	42,5%
Total	40	100%

**Figure05. Preferred feedback type when using AI tools**

This aims to investigate the type of feedback they find most useful or effective when interacting with AI-based tools.

It can be seen from the table above that 42.5% of students chose the feedback of providing explanations, while 37.5% of them see that correcting mistakes is more beneficial for them. In addition, 20% of them chose suggesting alternative phrases as a feedback when using AI tools.

Question06. Have you noticed any differences in your writing skills when using AI tools compared to traditional methods?

Table06. Noticed differences in writing skills when using AI tools versus traditional methods

Option	Number	Percentage
Yes	28	70%
No	3	7.5%
Not sure	9	22.5%
Total	40	100%

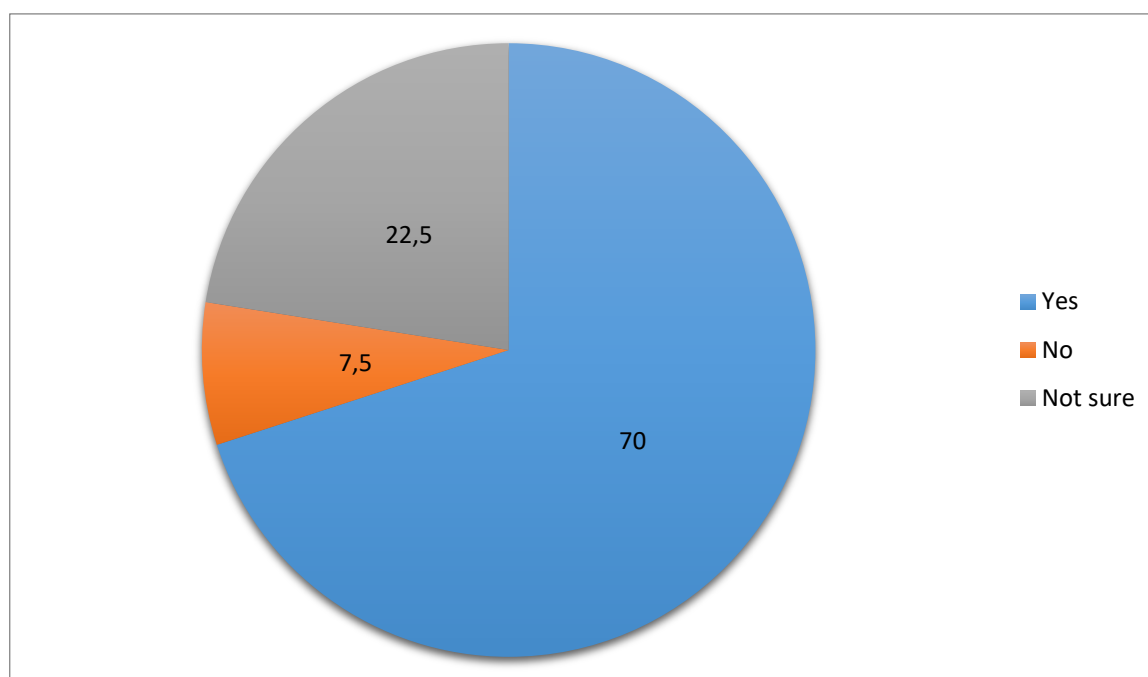


Figure06. Noticed differences in writing skills when using AI tools versus traditional methods.

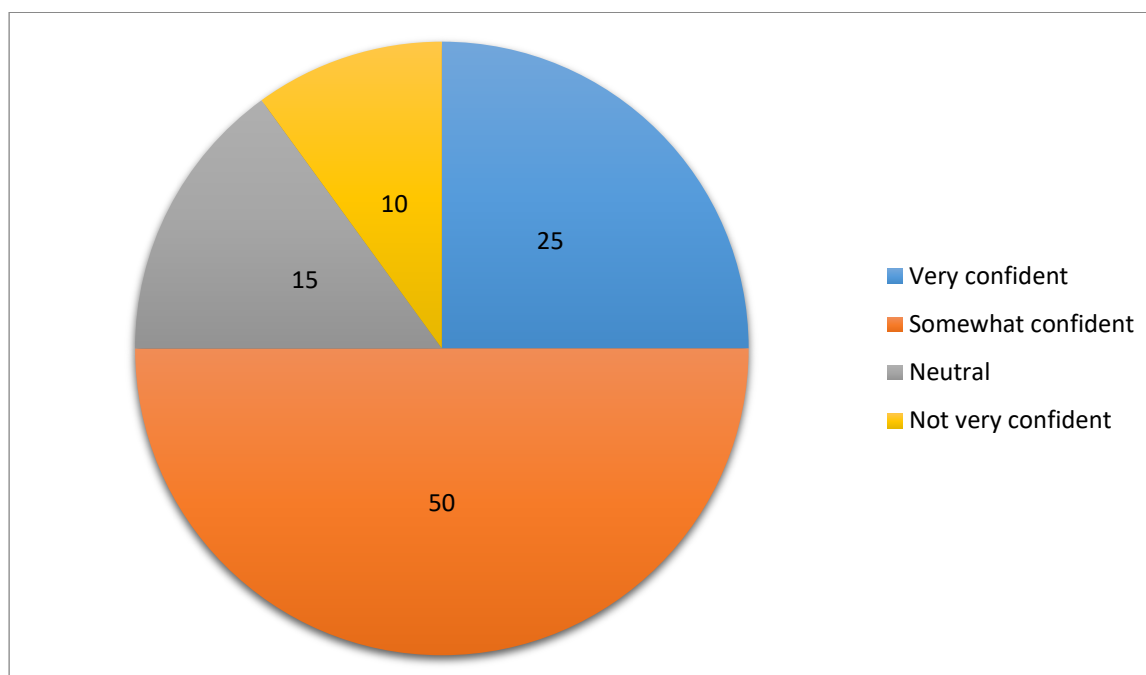
Question six aims to understand the impact of AI tools on the user's writing abilities in comparison to more conventional approaches.

According to the graph below the majority of the students which are 70% affirm by answering yes, but, 22.5% said that they are not sure. However, 7.5% responded by no.

Question07. How confident do you feel in expressing yourself in the target language after using AI tools?

Table07. Confidence in expressing oneself in the target language after using AI tools.

Option	Number	Percentage
Very confident	10	25%
Somewhat confident	20	50%
Neutral	6	15%
Not very confident	4	10%
Total	40	100%

**Figure07. Confidence in expressing oneself in the target language after using AI tools.**

The purpose behind this question is to check the effectiveness of AI while speaking.

According to the graph 25% of respondents feel very confident in expressing themselves in the target language after using AI tools, showing that AI tools boost confidence levels in language expression. 50% feel somewhat confident, 15% feel neutral, and 10% feel not very confident.

Question08. What are your thoughts on the ethical considerations of AI in language learning?

The aim behind this question is to investigate student's opinion towards the reflection on the ethical implications of integrating AI technology into language learning practices.

The majority of the students answered that AI provide them all their needs, reduces time consuming while doing a researches, and also respect privacy.

Question09. Do you think AI tools can accurately assess your speaking and writing skills?

Table09. Assessment accuracy of speaking and writing skills by AI tools.

Option	Number	Percentage
Yes	17	42.5%
No	3	7.5%
It depends	20	50%
Total	40	100%

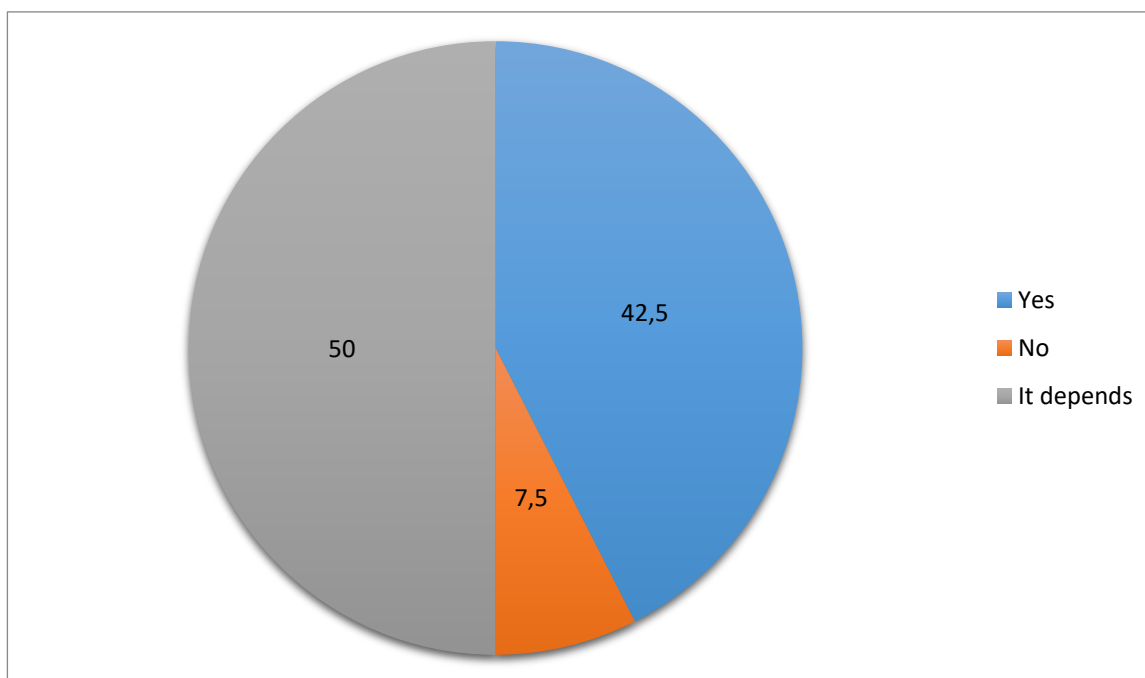


Figure09. Assessment accuracy of speaking and writing skills by AI tools.

This question explains the effects of AI on writing and speaking.

Opinions are divided on whether AI tools can accurately assess speaking and writing skills. 42.5% believe they can, 7.5% believe they cannot, and 50% believe it depends on the specific AI tool being used.

Question10. Do you think AI will replace traditional language learning methods in the future?

Table10. Potential replacement of traditional language learning methods by AI in the future.

Option	Number	Percentage
Yes	20	50%
No	20	50%
Total	40	100%

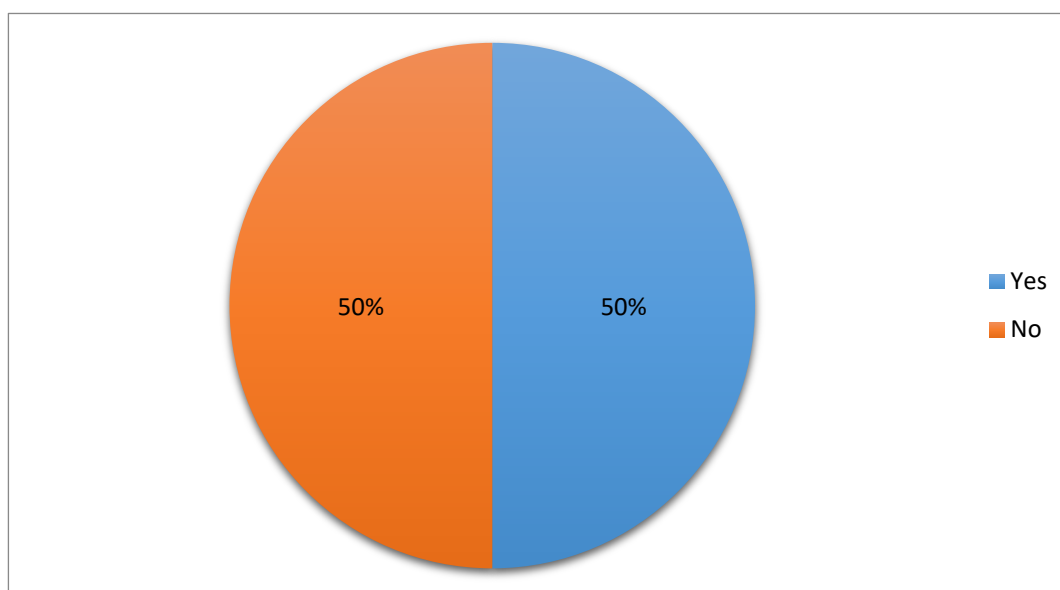


Figure10. Potential replacement of traditional language learning methods by AI in the future.

The question10 takes note about AI if it replaces traditional learning in the coming years.

In this graph the students were divided into two equal halves, 50% of respondents believe AI will replace traditional language learning methods in the future, while the other 50% do not, showing a split in opinions on the role of AI in language learning.

Question11. Have you noticed any changes in your language productivity since using AI tools?

Table11. Changes in language productivity since using AI tools.

Option	Number	Percentage
Yes	35	87%
No	5	12.5%
Total	40	100%

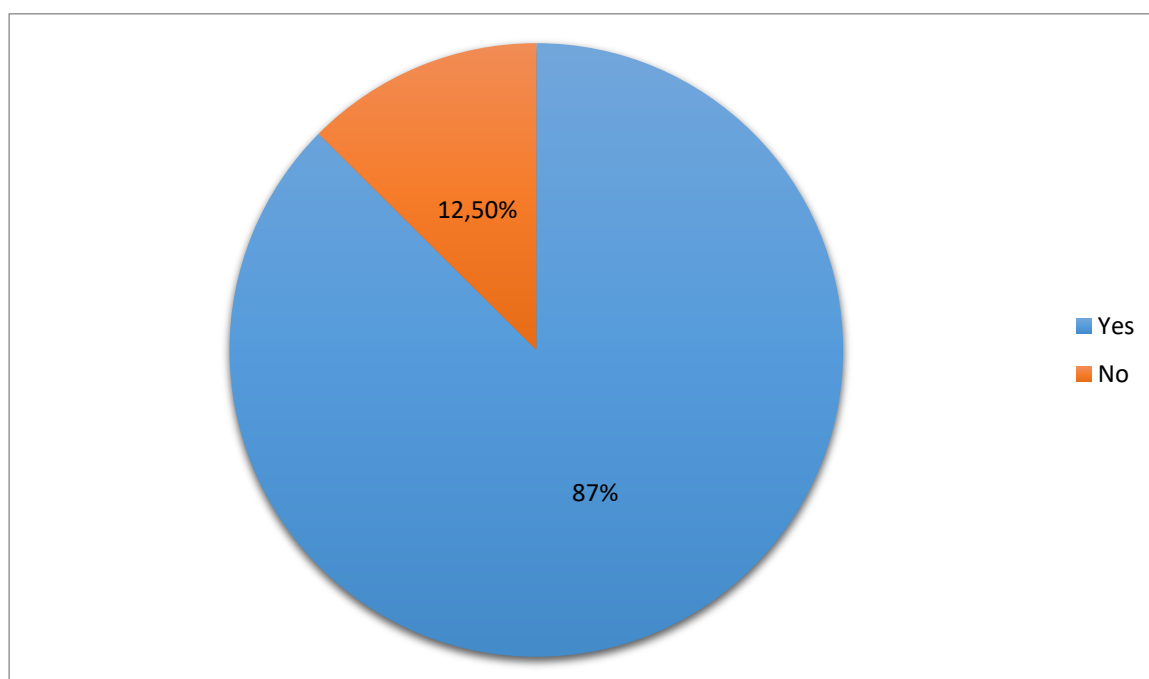


Figure11. Changes in language productivity since using AI tools.

This question checks the changes happens after using AI style.

87% of students have noticed an increase in their language productivity since using AI tools, indicating that AI tools have been beneficial for helping users communicate and engage in language-related tasks. 12.5% reported no change.

Part two: Effects of AI in Writing skills.

Question12. How do you think AI has impacted the quality of writing in general?

Table12. The impact of AI on the quality of writing in general.

Option	Number	Percentage
It has significantly improved the quality.	9	22.5%
It has had a moderate impact.	20	50%
It hasn't made much of a difference.	11	27.5%
I think it has negatively affected the quality.	0	0%
Total	40	100%

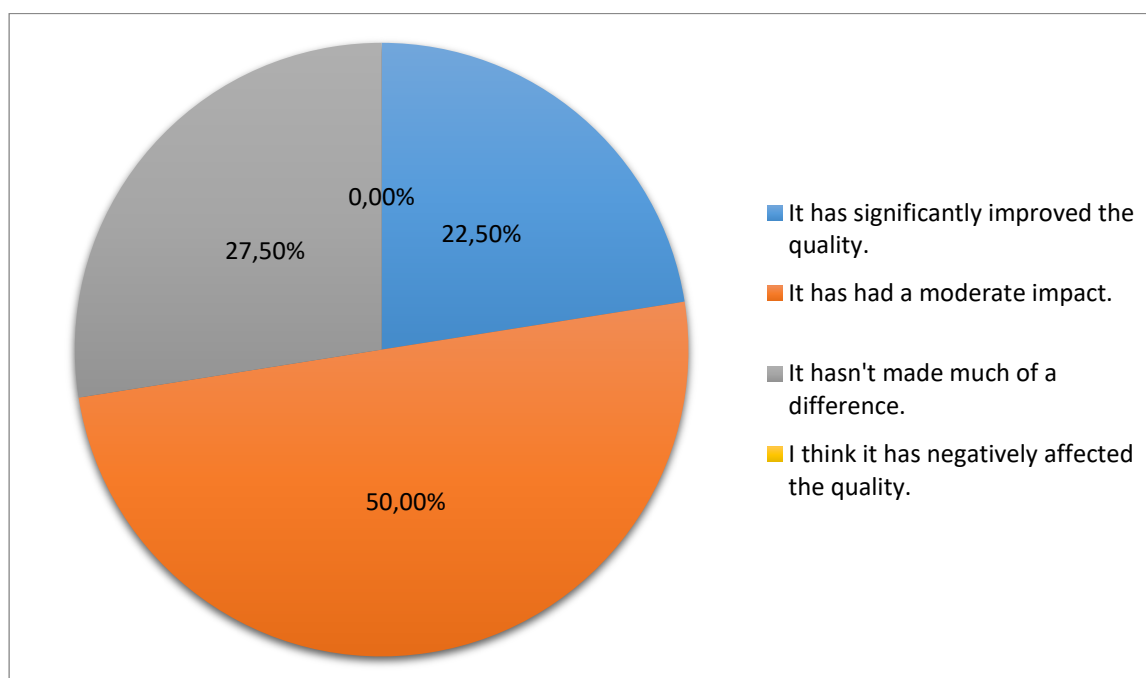


Figure12. The impact of AI on the quality of writing in general.

This question aims to show how AI platforms affect the writing skill.

Depending on the graph below. It shows that 50% said that AI has had a moderate impact on writing in general, but, 27.5% declared that it hasn't made much of a difference, and the other 22.5% of students see that it has significantly improved the quality.

Question02. Do you believe AI can enhance creativity in writing, or do you think it limits human expression?

Table13. Exploring the impact of AI on creativity in writing and human expression.

Option	Number	Percentage
AI enhances creativity.	10	25%
AI limits human expression.	4	10%
It's a combination of both.	26	65%
Total	40	100%

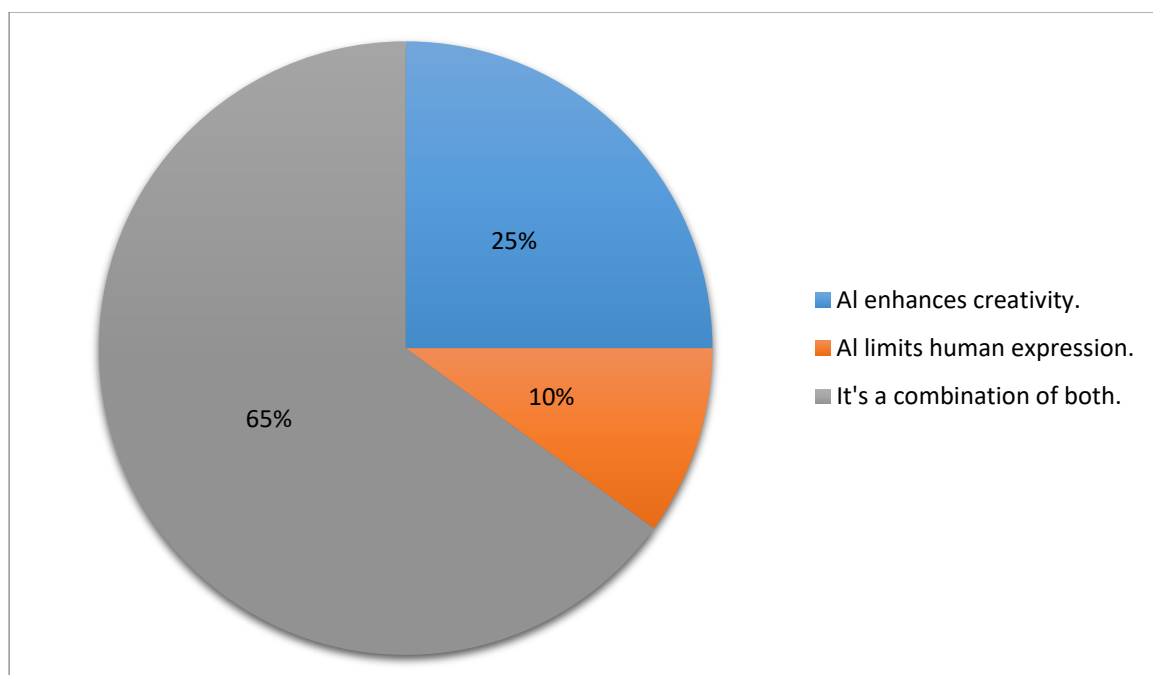


Figure13. Exploring the impact of AI on creativity in writing and human expression.

This question seeks to show the efficiency of AI.

The results displayed in the graph below show that the majority of the students making-up 65% answered by it is a combination of both, while others 25% said AI enhances creativity, but the minority 10% claimed that AI limits human expression.

Question03. Have you personally used any AI writing tools? If yes, what was your experience like?

This question aims to show the student's opinion towards their personal use of AI tools.

The majority of the students 95% answered by using the Chat GPT platform while 5% used MY AI tool, and these platforms helps them to get right tasks, improve their grammar and spelling, organize their ideas and thoughts and correct mistakes.

Question14. Do you think AI will eventually replace human writers, or do you believe there will always be a need for human creativity in writing?

Table14.*Exploring the future role of AI in writing and the enduring need for human creativity.*

Option	Number	Percentage
AI will replace human writers.	02	5%
Human creativity will always be needed	38	95%
Total	40	100%

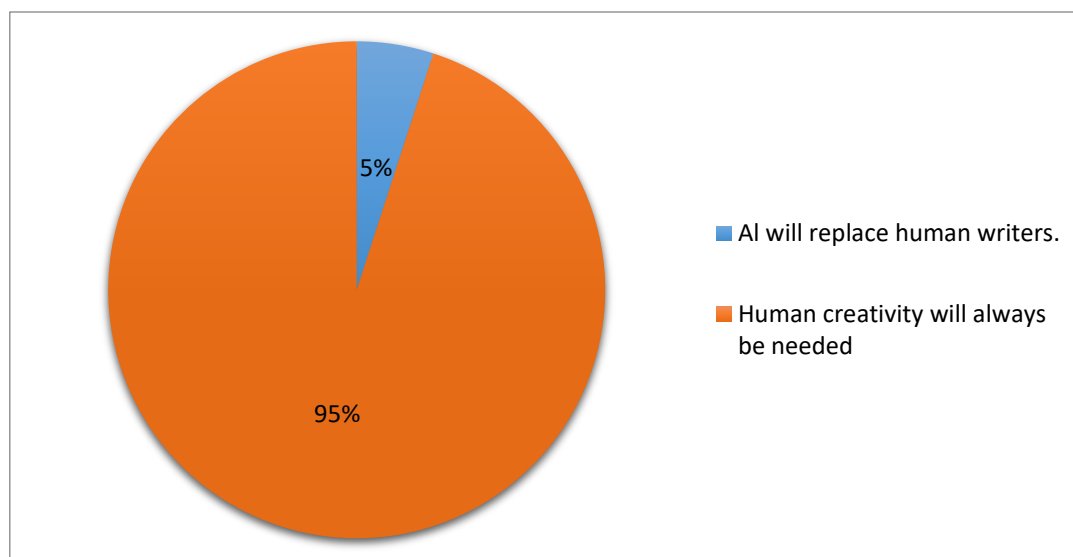


Figure14. Exploring the future role of AI in writing and the enduring need for human creativity.

This question aims to show the human importance in comparison to AI.

This graph describes that the majority of students 95% believed that human creativity will always be needed, while others 5% said that AI will replace human writers.

Part Three: Effects of AI on speaking skills.

Question15. How do you think AI has impacted the development of speaking skills in general?

Table15. The impact of AI on the advancement of speaking skills in general.

Option	Number	Percentage
It has significantly improved speaking skills.	11	27.5%
It has had a moderate impact.	17	42.5%
It hasn't made much of a difference.	12	30%
I think it has negatively affected speaking skills.	00	0%
Total	40	100%

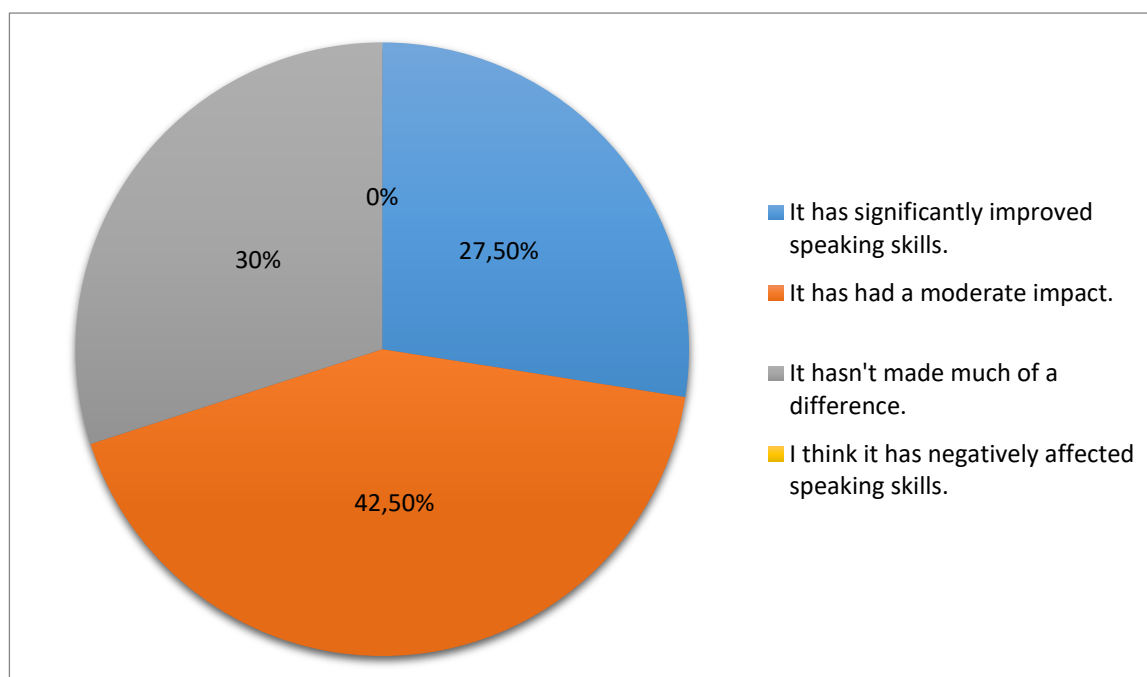


Figure15. The impact of AI on the advancement of speaking skills in general.

This question is showing the impact of AI on speaking skills.

In this graph students chose different choices. 42.5% affirmed that AI has had a moderate impact, others 30% said that it hasn't made much of a difference, while, 27.5% claimed that it has significantly improved speaking skills.

Question02. Have you personally used any AI-powered language learning apps or speech recognition tools? *If yes, what was your experience like?

This question shows the personal view of students towards their personal use of AI applications for speaking purpose.

According to this question 80% of students responded by Hello Talk tool, while other 20% chose Duolingo tool. And they gained new vocabulary and new expressions from those applications.

Question03. Do you believe AI can assist in language learning and pronunciation improvement, or do you think it hinders natural language development?

Table16. AI assistance in language learning and pronunciation vs. hindrance to natural language development.

Option	Number	Percentage
AI assists in language learning and pronunciation improvement.	19	47.5%
AI hinders natural language development.	17	42.5%
It's a combination of both.	4	10%
Total	40	100%

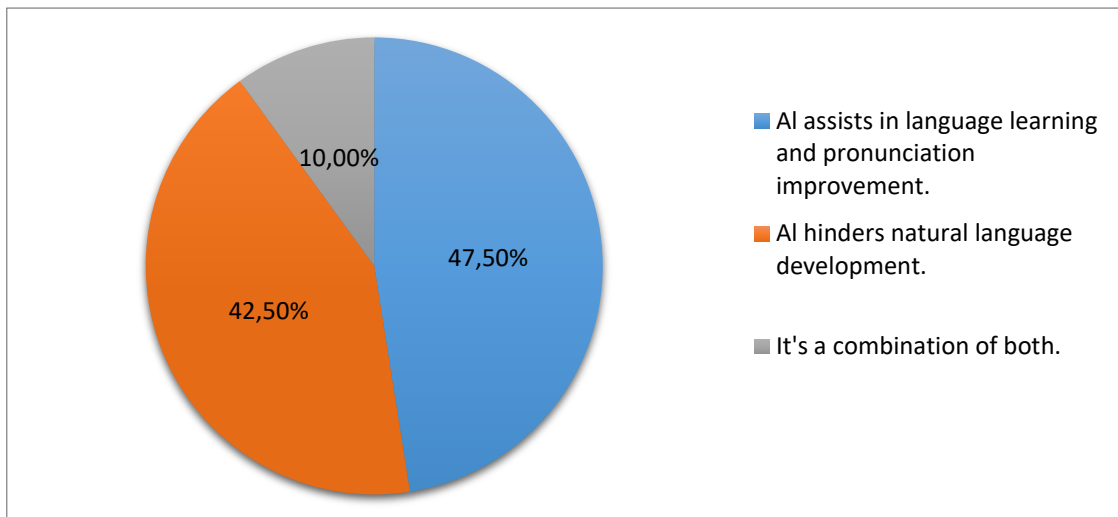


Figure16. AI assistance in language learning and pronunciation vs. hindrance to natural language development.

This question seeks for investigating the effects of AI on natural language development.

It's interesting to see that the majority of respondents believe that AI can assist in language learning and pronunciation improvement, with 47.5% agreeing with this statement. However, 42.5% feel that AI hinders natural language development. The 10% of respondents who believe it's a combination of both suggest that there may be benefits and drawbacks to using AI for language learning.

Question017. How do you think AI can be used to enhance speaking skills and communication abilities?

Table17. AI use in enhancing speaking skills and communication abilities

Option	Number	Percentage
AI can provide real-time feedback on pronunciation and fluency.	10	25%
AI can offer personalized language learning exercises.	10	25%
AI can simulate conversations for practice.	5	12.5%
AI can assist with language translation in real-time.	0	0
All of the above.	15	37.5%
Total	40	100%

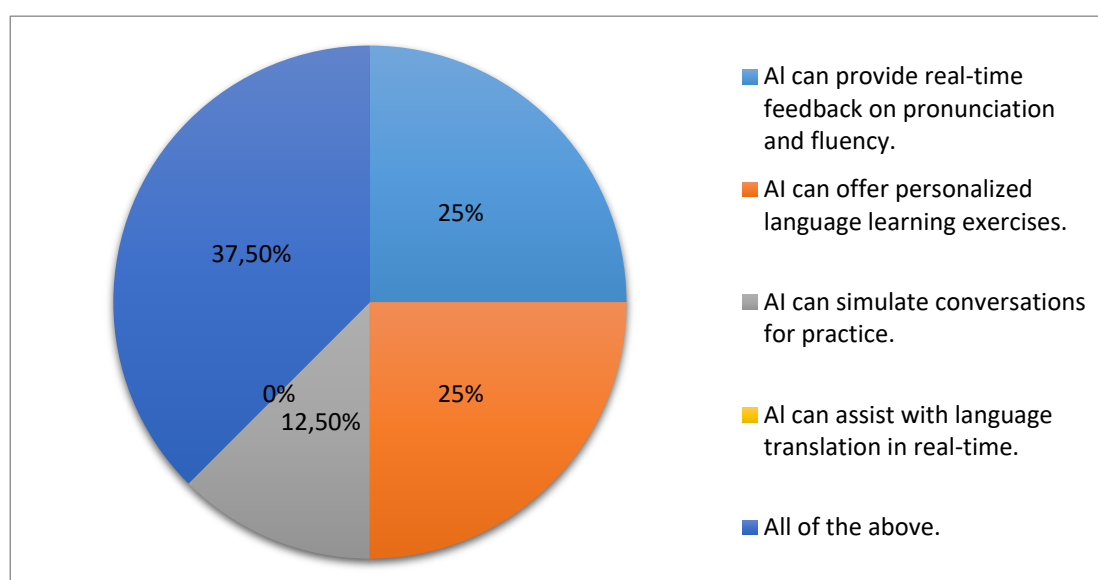


Figure17. AI use in enhancing speaking skills and communication abilities.

This question aims to show the usage of AI to improve the speaking abilities.

The breakdown of percentages shows that 25% of respondents believe that AI can provide real-time feedback on pronunciation and fluency, and another 25% say that AI can offer personalized language learning exercises. While 12.5% prefer that AI can stimulate conversations for practice. However, the majority of participants, 37.5%, are in favor of utilizing all of the above options to enhance speaking skills and communication abilities.

Conclusion

This chapter dealt with data-collection about Investigating the effects of Artificial Intelligence on learner's productive skills. These data were collected through distributing a Questionnaire for students and writing analysis for students too. Moreover, in this chapter shows the results that were obtained from student's answers.

Chapter Five

Discussion

Discussion and Recommendations

Introduction

The final chapter discusses the results of the study from the analyzed data to confirm or deny the validity of the hypotheses. This section ends with some suggestions and recommendations for future research thesis in order to investigate the effects on Artificial Intelligence on learner's productive skills.

Writing Analysis Results

This report presents the findings of a short paragraphs conducted to evaluate the effects of artificial intelligence (AI) on the writing skills of students. Ten (10) students were divided into two groups of five (05). One group used AI applications to write a paragraph about the topic of "How do you describe the effects of AI on the productive skills (Writing and Speaking)?" while the other group wrote on the same topic using their own style without any AI tools. All the written paragraphs were analyzed and corrected taking into consideration: the vocabulary used, spelling, sentence structure (grammar) and coherence.

Methodology

1. **Participants:** Ten (10) students from a second year EFL students of Chadli Ben Djedid University.
2. **Division:** Students were randomly divided into two groups of five (05).
 - **Group A:** Used AI for writing.
 - **Group B:** Wrote independently using their own style.
3. **Task:** Both groups were given 15 minutes to write short paragraph on the topic.

Depending on the results of the pictures will be as the following:

Group A (Used AI applications)

1. **Grammar and Spelling:** The paragraphs of Group A had fewer grammatical errors and better spelling accuracy.
2. **Coherence:** The AI paragraphs were more structured and coherent.
3. **Vocabulary:** There was a use of sophisticated vocabulary and even new ones, likely suggested by AI tools.

Group B (Own Style)

1. **Grammar and Spelling:** some grammatical and spelling errors were presented in the paragraphs of Group B.
2. **Coherence:** The paragraphs were less structured
3. **Vocabulary:** The vocabulary used was simpler and more clear

Discussion

The Analysis distinct differences between the two groups. Group A benefited from the structural and grammatical assistance provided by AI tools, resulting in cleaner and more polished paragraphs. However, the use of AI also led to a certain uniformity and reduced originality in some cases.

On the other hand, Group B's paragraphs, while less polished, displayed greater originality and personal expression. The presence of grammatical errors and less coherence highlighted the aspects where students might benefit from AI tools.

Summary of the Research Findings

After the analysis of three sections of the student's questionnaire and the writing analysis, we found that the answers of the students confirm our hypothesis and reveals that

students are aware of the fact that the Artificial Intelligence effect their both productive skills speaking and writing. At the first all questions asked about a general overview about AI in speaking and writing, and through these questions student's perceptions toward the AI use was clear that the majority use it in different settings.

The Second section which was devoted for the effects of AI on writing skills, and according to the questions like the impact of AI on their quality of writing, also their personal experience that was an open-ended question. Most of them think that they had a lack of, grammar and spelling and also ideas not organized.

The Third section, which is the effects of AI on speaking skills, the four questions include the students personal view and experience with the AI applications. Students use it to get new vocabulary, new ideas and experiences. In addition, they agreed that AI positively affects their speaking ability.

However, the writing analysis showed clearly that AI tools make students writing without making any mistakes specially in grammar and structuring ideas and sentences, also giving new vocabulary which is somehow sophisticated.

Discussion of the Study Findings

As expected, the study obtains its objectives from the previous student's answers, as it is mentioned in the second and third sections of the Questionnaire also, because the analysis of the paragraphs help to answer our Research Questions:

The problems that EFL learners face during speaking and writing are various aspects which are lack of vocabulary, grammar and fluency. And depending on AI tools they can cross these barriers. That is mentioned as a question in the first section of the questionnaire, also, question three (03) in the second section confirms our hypothesis.

Yes, EFL learners Use AI's applications to overcome their productive skills problems, as it is confirmed in the findings that AI tools are very effective and they find an improvement in their level of speaking and writing. Concerning this hypothesis, it is confirmed by the second (02) question of the first section and the first Question in the second section.

Also, the effects of AI tools on the learner's productive skills, it improved their quality either in writing and speaking skills, and help them to get any feedback needed. The last hypothesis is investigated in the questionnaire as the first question in the second section, in addition the another first question of the third section that belongs to speaking skills.

Limitation of the study

During our research period, we faced a number of limitations. The first limitation is the lack of references and sources, since the topic of our research is new, modern and has not been worked on before. We also faced restrictions in answering the questionnaire due to the absence of students, which coincided with the month of Ramadan, we also faced a strike, which took more than a week.

Suggestions and recommendations

When investigating the effects of Artificial Intelligence (AI) on learners' productive skills, consider the following suggestions and recommendations

For students

- Students can use modern technology as a means of assistance in various fields, especially in their research, but in same time they shouldn't depend only on it to not lose their creativity.
- Technology has the advantage of delivering information and supporting the researcher in the education process.

- Technology saved the time and effort allocated to research, and also contributed to creating a positive environment for the researcher.
- The researcher can rely on technology, but without forgetting the old traditional research method.
- Also, the student should not rely only on technology. He must research and learn on his own as he is a student and researcher.
- To improve students' skills, a variety of techniques must be used, relying on both classical technology and modern technology.

Conclusion

This last chapter, covered the whole discussion of the results obtained through the student's questionnaire and the writing analysis at Chadli ben djedid University EL-Tarf. It discussed the topic to understand the impact of AI-based tools on the writing and speaking capabilities of learners. This chapter concludes with suggestions and recommendations that would the coming students to use Artificial Intelligence in clever way without losing their creativity.

General

Conclusion

Conclusion

The present study investigates the Effects of Artificial Intelligence on Learners Productive Skills. Thus, this issue shows the increasing use of AI tools in education, that concerns how these technologies affect learners' productive skills. Students often struggle with grammatical errors, lack of coherence, limited vocabulary, and difficulties in organizing thoughts. Many rely on AI to overcome these challenges. The study seeks to understand the effects of AI on these productive skills, and how AI influences and enhances learners' productive skills.

Also, a very thoughtful literature review was chosen for this research, the titles include the topic as whole, which is divided into three parts AI / writing skills/ speaking skills. All information included in this section are related to each other.

This study used a mixed method to collect data, where a Questionnaire and a writing analysis of a short paragraph were designed for second year students at Chadli Ben Djedid University El-Tarf. Taking forty (40) students as a sample. The findings of this inquiry illustrated that The student questionnaire and the writing analysis confirmed that AI impacts both productive skills (speaking and writing). Students recognize AI's positive effects, especially in providing feedback, improving grammar, and introducing sophisticated vocabulary and suitable coherence. However, AI should complement not replace personal efforts and creativity in learning.

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Appendix

Appendix A
Student's Questionnaire

Theme: Investigating the effects of Artificial Intelligence (AI) on Learner's productive skills.

Case study: second year of the university chadli ben djedid.

When it comes to investigating the effects of artificial intelligence on learner's productive skills, it's all about exploring how AI can enhance and support language production. This includes speaking, writing, and other forms of expression. And specially in this time technology become the friend of learners. Please students take the questions seriously and answer them honestly. Thank you

Part One: General overview about Artificial Intelligence.

1. which AI-tools or applications you use?

(Options: chatgpt, paraphraser AI, my AI, HelloTalk, ...Other)

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.....

2. How effective do you find AI tools in improving your speaking skills?

a- Not effective at all

b- Slightly effective

c - Moderately effective

d -Very effective

e- Extremely effective

3. How often do you use AI tools for writing practice?

- a- Daily
- b- Weekly
- c- Monthly
- d- Rarely
- e- Never

4. Which aspect of speaking do you believe AI tools can help you with the most?

- a- Pronunciation
- b- Vocabulary
- c- Fluency
- d- Grammar

5. What kind of feedback do you prefer when using AI tools for language learning?

- a- Correcting mistakes
- b- suggesting alternative phrases
- c- Providing explanations

6. Have you noticed any differences in your writing skills when using AI tools compared to traditional methods?

- a- Yes
- b- No
- c- Not sure

7. How confident do you feel in expressing yourself in the target language after using AI

tools?

a-Very confident

b- Somewhat confident

c- Neutral

d- Not very confident

8. What are your thoughts on the ethical considerations of AI in language learning?

.....
.....

9. Do you think AI tools can accurately assess your speaking and writing skills?

a- Yes

b- No

c- It depends

10. Do you think AI will replace traditional language learning methods in the future?

a- Yes

b- No

11. Have you noticed any changes in your language productivity since using AI tools?

a- Yes

b- No

Section Two: Effects of Artificial Intelligence on Writing skills.

1. How do you think AI has impacted the quality of writing in general?

a- It has significantly improved the quality

b- It has had a moderate impact

c- It hasn't made much of a difference

d- I think it has negatively affected the quality

2. Do you believe AI can enhance creativity in writing, or do you think it limits human expression?

a- AI enhances creativity

b- AI limits human expression

c-It's a combination of both

3. Have you personally used any AI writing tools? If yes, what was your experience like?

.....
.....

4. Do you think AI will eventually replace human writers, or do you believe there will always be a need for human creativity in writing?

a- AI will replace human writers

b- Human creativity will always be needed

Section Three: Effects of Artificial Intelligence on speaking skills.

1. How do you think AI has impacted the development of speaking skills in general?

a- It has significantly improved speaking skills

b- It has had a moderate impact

c- It hasn't made much of a difference

d- I think it has negatively affected speaking skills.

2. Have you personally used any AI-powered language learning apps or speech recognition tools?

*If yes, what was your experience like?

.....
.....

3. Do you believe AI can assist in language learning and pronunciation improvement, or do you think it hinders natural language development?

a- AI assists in language learning and pronunciation improvement

b- AI hinders natural language development

c- It's a combination of both.

4. How do you think AI can be used to enhance speaking skills and communication abilities?

a- AI can provide real-time feedback on pronunciation and fluency

b- AI can offer personalized language learning exercises

c- AI can simulate conversations for practice

d- AI can assist with language translation in real-time

e- All of the above

Results

(with AI) ①

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

- Artificial intelligence has had a significant impact on productive skills like writing and speaking. In terms of writing AI tools can help in proof grammar, suggest better word choices and even generate content. For instance there are AI powered writing assistants that can provide grammar corrections, offer style suggestions and help with structuring essays or articles.

(with AI) ②

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

- AI has had a significant impact on productive skills. It has improved efficiency, accuracy and automation in various industries. For example, in manufacturing, AI-powered robots can perform tasks with precision and speed.

(with AI) ③

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

AI can enhance productivity by automating repetitive tasks, analyzing data faster and providing valuable insights. It can free up time for humans to focus on more complex and creative work. AI is like a super helpful assistant.

(with AI) ④

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

(AI can have a significant impact on productive skills) It can be

By automating routine tasks and providing data-driven insights AI empowers employees to focus on high value work that requires creativity, critical thinking and problem-solving skills.

(with AI) ⑤

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

AI enhances writing and speaking skills with instant feedback and translation. But reliance may impede creativity and authenticity. Striking a balance between leveraging AI tools and celebrating individual expression is crucial for our sustainable skill development.

Paragraphs without using Artificial intelligence tools:

(without AI) ①

Topic: How do you describe the effects of AI on the productive skills (writing and speaking)?

AI is good for helping with the grammar and spelling in writing, it gives excellent and thought. However, writing and speaking is productive skill. (AI) AI make task more easy and quick sometimes. People rely on AI too much and it can make like using every next time on confusing words. when you don't understand the whole meaning even happen. Therefore AI is a good tool. It should be used carefully for checking some task right.

Vocabulary, Grammar, mistakes
I don't see not smoothly connected.

(without AI) ②

Topic: How do you describe the effects of AI on the productive skills (writing and speaking)?

AI helps with grammar and spelling in writing. It suggests better words. Writing and speaking are productive skills. AI makes easier. AI is not always perfect. People can't rely too much on AI. Mistakes can still happen. It reads up the writing pass. When the writing is done, can copy the results. AI doesn't always understand the full meaning. People need to check their work.

Coherence Mistakes

(without AI) ③

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

Nowadays AI is the most used tool in order to get information and bring an essay about any topic without any effort or thinking, just one click and you have a huge amount and long paragraphs contain what we searched for and more. However, AI has negative effects like people don't use their brains or their thoughts, just take the answer and write it all without reading or checking, the learning skills will disappear (or) the time, one of the productive skills is writing or speaking which we don't relate on them. After the artificial intelligence shows of, this is the most negative thing people are face, they need to use it just when they really need it. to develop their skills and make up their brains to really.

Lack of Coherence

(without AI) ④

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

AI has revolutionized productivity by automating tasks and enabling faster, more accurate work. Through data analysis and predictive insights. However, relying on AI requires upskilling in areas like data analysis and critical thinking, ultimately enhancing human capabilities and enabling more accomplished results in less time, is essential if we want to input in writing and speaking in the high-level new vocabulary and learning new writing styles.

Information are not well selected

(without AI) ⑤

Topic: How do you describe the effects of AI (artificial intelligence) on the productive skills (writing and speaking)?

The effects on the production are caused due to a lot of elements. In fact, the human capacity of humans and not automate a lot of tasks which makes the production much faster and more effective. Some people now become so dependent on AI and do simple tasks but that doesn't require using AI, and that's not the real value of AI because it does larger potentials than do just doing simple tasks. Also, there are various complex tasks that require the human touch of work and research, such as a lot of times such as the most valuable element in our modern world for these tasks understood that fact by in no valuable for them, some of these tasks (summarizing, paraphrasing, analyzing data, etc.) so we should use it wisely.