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Developing writing and critical thinking with artificial intelligence in Business English

The research aims to understand how AI support affects high-order cognitive skills in EFL students, particularly in the context of improving writing and critical thinking skills in the context of English for business communication. The study employed a dual-survey approach and the analysis of written assignments completed without AI assistance at both the beginning and end of the course. The results indicated that students perceived a notable increase in their writing skills due to AI usage as well as students' abilities to critically assess AI-generated content, reinforcing the importance of analytical skills in the learning process.

Key words: AI in education, high-order cognitive skills, writing skills development, English for business communication, EFL, critical thinking, writing microskills, writing proficiency

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Развитие навыков письма и критического мышления с помощью искусственного интеллекта в деловом английском языке

Цель данного исследования – изучить, как поддержка искусственного интеллекта влияет на когнитивные умения высокого порядка у студентов, изучающих английский как иностранный (EFL), в частности в контексте развития умений письма и критического мышления в курсе делового английского. В работе использовался метод двойного опроса, а также анализ письменных работ, выполненных студентами без использования ИИ в начале и в конце курса. Результаты показали значительный рост письменно-речевых умений благодаря использованию ИИ. Кроме того, улучшилась способность студентов критически оценивать контент, созданный нейросетями, что подтверждает важность аналитических навыков в процессе обучения.

Ключевые слова: ИИ в образовании, когнитивные умения высокого порядка, развитие письменно-речевых умений, деловой английский язык, английский как иностранный, критическое мышление, микроумения письма, владение письмом на иностранном языке

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1. Introduction

Both written and spoken communication are the backbone of international business and trade. Many higher educational institutions in Russia undertake the endeavour to prepare future business people and entrepreneurs for the challenges of establishing rapport with partners [Getchell, 2022; Lukichev, Chekmarev, 2023; Liu, 2024]. Instructors attempt to equip their students with skills and develop qualities necessary to succeed in the business domain. Becoming an effective communicator transcends such high language proficiency metrics as a wide range of accurate grammatical structures or a varied lexical resource which enhances communication between the parties involved. It should also presuppose the in-depth understanding of the style, tone, and mood of interaction, both spoken and written. That was the primary aim of the course developed for the School of Foreign Languages of the Higher School of Economics in 2020 to be introduced amidst the pandemic and therefore transferred to an online format.

Like many other educators and their brainchild courses, the course on business communication rose to every new challenge imposed either by health scares or geopolitical conditions until a new tech advancement crept up on us: generative AI. Until then, the course followed a flipped classroom approach, where students prepare the lesson materials before the lesson and bring the fruit of their individual effort to the collaborative table. At the same time, the implementation of a project-based approach guaranteed the continuous engagement of students in the group work both in class and outside, with the vast majority of writing tasks in the course being assigned for homework. Thus, students had ample time to consider the content and work on the technicalities of writing without any time constraints before uploading their final paper to the university LMS.

When the course was running for the third year, the scheme failed due to the worldwide introduction of the new technology. Uncharacteristically excessive flawlessness and creeping sameness manifested in the papers submitted, which was a wake-up call for the instructors [Kamalov et al., 2023; Abunaseer, 2023]. Certainly, students were in the vanguard of the technological revolution, grasping AI to mitigate their challenges with writing. Despite the fact that all HSE students are warned against plagiarising, the tool appeared too appealing and innocuous. That call for action prompted further changes to the course. It was decided that all writing practices should take a detour to the classroom.

The only dilemma was whether generative AI should have been banned from the class or allowed to tag along with the laptops and internet access [Grassini, 2023], as the effect that it might have on the development

of students' writing skills was still obscure. A further conundrum concerned the development of higher-order thinking skills (creativity, critical thinking, etc.). In our experience, students tend to take sources of information for granted, overlooking their credibility.

With the consent of the academic director of studies, the new classroom research was up and running within a few months with a clear idea of how to use it as a scaffolding tool for writing. Thus, the purpose of the research was to analyse that working with AI helps to develop writing skills in high-level (C1–C2) BA students while preparing for business meetings and negotiations and writing business documents [Getchell, 2022; Liu, 2024]. It is our hope that this research might help to unveil the multifaceted impact of AI on writing skills.

2. Theoretical background

Artificial intelligence has been performing a utilitarian function and has become a staple tool in the system of higher education over recent years [Luo, Yang, 2022; Garifova, Khusainova, 2024; Alvarado, Andrade, 2025]. The implications stirred controversy among educators and researchers alike. There are certainly multiple benefits for the instructors as a tool in their teaching arsenal to lessen the burden of routine lesson planning and personalised task development [Pokrivčáková, 2019; Crompton, Burke, 2023; Kamalov et al., 2023; Lukomskaya, Zolin, 2025]; still, it was condemned as a means of learning, alleging that the learning outcomes practically bottom out.

Educators experimenting with AI before generative models hailed that AI proved to be an effective tool in developing learners' autonomy, increasing accuracy, and fostering cognitive engagement when used as a feedback tool (e.g., Grammarly, QuillBot) [Sotomayor Cantos et al., 2023; Grassini, 2023; Sysoyev et al., 2024], alongside confirming a higher level of intrinsic motivation with regard to completing writing tasks [Pokrivčáková, 2019; Crompton, Burke, 2023]. With this view, AI was “a holistic language learning tool” that helped students realise the areas that might require their attention, i.e., vocabulary and grammar [Schmidt, Strasser, 2022; Kolegova, Levina, 2024]. At the same time, it showed the limitations of such an approach. As students recognised that text should not be limited to the lexical and grammatical range but should be a coherent whole, meeting the expectations of a potential target reader in terms of the style, mood, and tone of their writing would become central to the development of their writing skills. That might have required students to use a genre-based Automated Writing Evaluation (AWE) system to improve their writing skills [Son et al., 2025].

Having surmounted the task, students still had a realisation of their superiority over the machine, as prior to the manipulations with the AWE system, they had to produce the text on their own and continue editing it after receiving the feedback [Schmidt, Strasser, 2022].

Once GenAI has been introduced, students have become more engaged in their learning by setting goals and developing techniques to help them achieve learning objectives [Pokrivčáková, 2019; Crompton, Burke, 2023]. Apart from the obvious benefit of the immediate feedback from chatGPT on their writing, students attest to having a more light-hearted attitude towards receiving comments from AI, as they see it as more depersonalised and thus objective in delivering its judgement [Lys, 2024]. So, it might be suggested that students experience a reduction in their affective filter and, thus, are more willing to use it for further improvement of their draft [Krashen, 1991]. Instant feedback also presupposes that learners might approach the task wherever they are and whenever they desire, improving the learner's autonomy [Pogorelova, Savchenko, 2024; Son et al., 2025].

Another factor conducive to learning is offering students meaningful and authentic tasks, reflecting situations that might arise in an academic or workplace environment. Task-based language learning is the approach that essentially accommodates learners with conditions to develop their communicative skills and comply with the requirements of the CEFR [Schmidt, Strasser, 2022]; moreover, it is the approach that reveals the limitations of generative AI to learners. For instance, in the experiment [Lys, 2024], while working on a task-based project, students were discontented with the way AI generated rather banal and pedestrian ideas for their creative writing task when they expected it to explode with ingenious ideas. Also, the system might fall short of understanding the target reader and the other constituent elements (e.g., domain, tone, intent) [Schmidt, Strasser, 2022]. Still, the technology might lack certain high-order cognitive or social skills, and the guidance of a teacher might be required [Cambridge, 2023].

However, the recent developments in neural networks nudge those involved in the educational process to an understanding that we are on the cusp of a transformation, with AI being not only a facilitating teaching and learning tool but also an apparatus that impacts cognition and metacognition and instils new values in the learners [Luo, Yang, 2022].

While at the initial stages of processing AI's feedback, learners seem to take the information for granted; with more experience and further editing, they seem to be developing a more critical outlook with regard to the output or feedback that generative models produce [Son et al., 2025]. Notably, educators might anticipate a robust ability to interpret cognitive feedback in students with a higher level of self-efficacy. Therefore, students'

educational focus should shift to creativity, critical thinking, and decision-making [Zhai, Ma, 2021].

Some researchers still express certain reservations with regard to the implementation of AI tools in higher education, asserting that those tools do not prove to have a major impact on students' higher thinking or critical thinking skills and yet perform a mere scaffolding role [Lukichyov, Chekmarev, 2023]. Educators are forced to block access to ChatGPT on the premises of educational institutions due to the excessive usage of the technology that prevents, in their view, the development of critical thinking skills. The majority of instructors seem to be in agreement that generative AI will inhibit creativity and critical thinking skills, alongside a doubt that students might be willing to undertake the responsibility for faulty information [Cardon et al., 2023; Grassini, 2023; Lukichev, Chekmarev, 2023]. Indeed, the output generated by generative models that seem legible may well be flawed, as it is accumulated from all sorts of sources regardless of their credibility [Miao, Holmes, 2023; Stognieva, 2024]. Students, nonetheless, labour under the illusion that generative AI is endowed with consciousness and, thus, might distinguish between biased and objective information [Fitzpatrick et al., 2023].

While many practitioners concur that equipping students with AI tools alone is a poor crutch, educators should also consider providing the skills to manage those tools to one's benefit. Teaching students to evaluate the credibility and validity of the output should become the salient point of the process [Grassini, 2023; Lee, 2024; Pogorelova, Savchenko, 2024]. In fact, generative AI relieves the writing block and minor nuisances, like structural and grammar mistakes, all the while being conducive to higher-order learning, engagement, and mindset growth, which in turn help to stay abreast of ever-developing technology [Cardon et al., 2023; Kamalov et al., 2023].

Thus, educators are encouraged to set new goals and ask a range of pertinent questions (e.g., how can AI tools promote better thinking and argumentation? How does learning take place in ways we haven't experienced before? To promote the implementation of the tools in the teaching process in order to boost higher-order thinking skills with the learners. Moreover, teaching should cater to affective and cognitive needs as well as develop the metacognitive skills of the learners [Schmidt, Strasser, 2022; Rodomanchenko, Vertlib, 2024]. Some researchers encourage teachers to transcend the considerations of the current implications of neural networks on learning or professional outcomes; instead, they argue that higher cognitive skills will be the key indicator of creativity and effective collaboration in the future [Alavi, 2024;

Luo, Yang, 2022]. Therefore, teaching written and spoken communication and AI involvement in the process should be dictated by future expectations and not limited to the ad hoc demands of the market [Zhang, Akhrenova, 2025]. Some visionaries already make quite audacious projections about the future of generative AI, completing complex open-ended tasks with only minor human interventions [Suleyman, 2023].

As it is validly stated, academic writing might be a demanding task, encompassing a whole gamut of skills to be showcased [Lee, 2024]. According to CEFR, there is a scale showing the development of writing skills from synthesising and evaluating to better reasoning towards employing a relevant style and logical structure in a complex text to the benefit of the reader [CEFR, 2020]. Many researchers argue that AI has a profound impact on language improvement and, as a consequence, on the development of the speaking and writing communicative skills of foreign language learners, as it provides immediate feedback and personalised learning instruction [Rusmiyanto, 2023]. Instructors encourage foreign students to use the chatbot for editing to upgrade their written expression [Rodomanchenko, Sorokina, 2024] in the hope of increasing their language proficiency. There is, however, a lack of empirical data to support the claim that this correlation exists, and many researchers rely on subjective feedback from the learners using AI, attesting to their language development (ranging from moderate to significant) [Alkhawaldeh, 2023].

In line with the previous studies, our research was based on the premise of the following hypotheses:

H1: Working with AI helps students to develop their writing skills.

H2: Students' priorities in developing writing skills shift from grammar and vocabulary to organisation and coherence.

H3: Working with AI helps students to develop a more conscious awareness of the tone and style of writing and, therefore, targets the reader's expectations.

3. Materials and Methods

3.1. Participants

The study evaluated the influence of AI on the development of students' higher-order cognitive skills in a practical English language course, specifically within the elective "English in Business Communication" offered by the National Research University "Higher School of Economics" (HSE hereinafter) in the academic year 2023/2024. The study involved undergraduates in their final year. Out of 79 enrolled 4th-year bachelor

students, 41 participated in the study, comprising 26 and 15 students in two distinct groups. The entry level of their language proficiency overall was at a consistent B2 or lower C1 level; some of the students already exhibited a more enhanced advanced level (C1). At the same time, the course had been designed with the view of developing their proficiency further and helping them achieve levels C1–C2.

3.2. Assessments and Measures

To test the hypothesis, an initial assessment involved a motivation letter written in class, followed by a final assessment consisting of a complaint letter, also completed in class. A standard set of criteria was developed to simplify the assessment of all types of written responses throughout the course. Even though students completed different tasks at the beginning and the end of the course, which they were tested against, the primary focus of the research was on their general linguistic range and salient organisation features, not the content per se.

Additionally, an anonymous student survey was administered twice: once immediately after the course (hereinafter Survey 1 with 19 participants) and again three months later (hereinafter Survey 2 with 26 participants). This dual-survey approach allowed for an evaluation of shifts in student attitudes towards the course and the tools provided, as well as a reflection period for assessing the application of new skills outside the classroom.

To enhance the validity of the data and corroborate students' self-assessments regarding their course experiences and perceived progress, a thorough analysis was conducted on written assignments completed without the aid of AI at both the beginning and end of the course. This included an initial draft of a cover letter, handwritten in class prior to any revisions made with GenAI, and a final complaint letter that was entirely composed without AI assistance. The aim was to objectively evaluate changes in students' writing skills in general and the development of high-order cognitive skills, in particular, critical thinking skills.

3.3. CEFR (correspondence with CEFR descriptors)

The research ran on the premise that since the minimum initial level of first-year BA students for the HSE programme is B2, the fourth-year students are expected to master English to levels C1–C2. According to the Common European Framework of References (CEFR, 2020: descriptors 316, 317, 318, 350–355), in communicative language activities

related to written production, speakers of English of C1–C2 levels should be able to write clear, smoothly flowing (C2) or well-structured (C1) complex texts. The texts should effectively and appropriately (C2) use the conventions of different genres, which include articles, essays, reports, proposals, literary works (C2), and even a dissertation on a complex academic or professional topic within the field of the author's interest. The logical structure of the texts should help readers identify significant points (C2); thus, the author of the text should start it with a suitable introduction, then, moving on to the main part, underline relevant salient points and, if necessary, expand and support them with subsidiary points, reasons, and pertinent examples. The text should be rounded off with an appropriate conclusion. The author should present multiple perspectives on professional topics, clearly distinguishing their ideas and opinions from those found in other sources (C2) while tailoring the tone, style, and register to the reader, text type, and topic at hand.

CEFR descriptors were aligned with the programme of the course and were incorporated into the analysing criteria in the following way (Table 1).

Table 1

CEFR C1–C2 linguistic descriptors

Texts	clear, smoothly flowing (C2) / well-structured (C1), complex
	written in an appropriate and effective style (C2)
Logical structure	includes a suitable introduction
	underlines relevant salient issues
	has subsidiary points, reasons, and relevant examples to expand and support the main issue
	rounds off with an appropriate conclusion
Communicative achievement and style	follows the structure and conventions of a given genre
	the tone, style and register are chosen with the reader's text type, and theme in mind
	sets out multiple perspectives on professional topics (C2)
	there's a clear distinction between one's ideas and opinions and those in the sources (C2)

As for the linguistic competence of C1–C2 students, the criteria used in the research also relied on the CEFR descriptors (Table 2).

Table 2

CEFR C1–C2 linguistic descriptors

General linguistic range	very wide (C2) / broad range of language
	formulates thoughts precisely (C2)
	gives emphasis (C2)
	differentiates (C2)
	eliminates ambiguity (C2)
	no signs of having to restrict what they want to say (C2)
	a broad range of complex grammatical structures used with considerable
	grammar used appropriately and with considerable flexibility
Vocabulary range	awareness of connotative levels of meaning
	a very (C2) broad lexical repertoire
	exploits synonyms of even less commonly encountered words
Grammatical accuracy	consistent (C2) / high degree of grammatical control of complex language (C2)
	errors are rare
Vocabulary control	consistently (C2) correct and appropriate use of vocabulary
	minor slips, no significant vocabulary errors
Orthographic control	writing is orthographically free of error (C2)
	layout, paragraphing and punctuation are consistent and helpful.
	spelling is accurate, apart from occasional slips of the pen.

4. Results**4.1. Students' self-assessment**

To evaluate the influence of AI on the enhancement of high-order cognitive skills through written communication and participation in business meetings and negotiations, both surveys incorporated self-reflection items employing a Likert scale. Each item reflected one of the descriptors of written production at levels C1/C2, began with the prompt, "Using AI to complete tasks helped me..." and addressed the following aspects:

- Familiarisation with language clichés commonly used in business correspondence, including an increase in the variability of language design (e.g., use of synonyms and phrases).
- Improvement in text design skills, including the ability to recognise and incorporate new grammatical constructions in writing.
- Development of skills to analyse a text for its logical structure as well as its stylistic and linguistic features.
- Enhancement of one's ability to critically evaluate a text, particularly regarding the appropriateness of ideas and solutions suggested by AI.
- Clarity on key considerations when composing business correspondence.

The self-reflection items were crafted so that selecting “Completely agree” or “Agree” indicated a positive correlation between the use of genAI and the development of certain skills from the students’ perspective. Conversely, responses of “Strongly disagree” or “Disagree” suggested a lack of relationship between AI usage and the improvement of those skills. The survey results indicate that students generally believe that generative intelligence technologies have positively influenced the development of the aforementioned skills. However, notable changes were observed in responses between Survey 1 and Survey 2. Immediately following the course, students expressed more favourable opinions: 54% of respondents selected “Fully agree” to indicate the positive impact of AI, while only 2% rejected this notion.

As time progressed, the overall sentiment remained largely stable; however, there was an increase in the number of students selecting “Agree” (39% in Survey 2) and “Disagree” (15% compared to 6% in Survey 1). Additionally, the proportion of students who found it difficult to respond decreased significantly, dropping from 21 to 4%.

Notably, students demonstrated a strong awareness of the importance of critically analysing AI-generated texts, with 79% of respondents acknowledging this need in Survey 1 and 77% in Survey 2. This awareness translated into an enhanced ability to critically assess their own writing and synthesise information in line with business communication standards. Consequently, students reported an increased capacity to evaluate the overall effectiveness of a text, with 63% in Survey 1 and 73% in Survey 2 expressing this ability. However, they still encountered challenges in using specific elements that influence the quality of business correspondence. For instance, while 62% of participants in Survey 2 could assess the use of various grammatical constructions in AI-generated texts, only 38% felt confident applying this skill in their own writing. Overall, students have become more discerning regarding texts produced by AI, learning to recognise the stereotypical phrases and structures employed by AI, which has contributed to a reduction in instances of plagiarism.

Both surveys contained a section where students could express their views on the use of AI in the course and share the changes they made while working on their written tasks with the assistance of AI. According to it, they made several significant changes to enhance the quality of their work. In terms of lexical resource, they added active vocabulary and removed any terms that were inappropriate for the intended style. Additionally, they eliminated expressions generated by AI that were unsuitable for official documents, such as emotive language, and replaced them with more appropriate alternatives.

Regarding grammatical range, students claimed to remove parallel and repetitive grammatical constructions and instead to change certain structures to those they typically use in their writing.

To improve style, they made slight adjustments to “revitalise” the text, ensuring it reflected a more human touch and did not appear as if it had been solely written by AI. This included modifying general statements provided by the AI to better align with their own voice.

Finally, in terms of content and logical structure, students personalised the information for specific tasks by incorporating additional contextual data. They reduced the number of lengthy lists, making the text more concise and specific, and condensed information that seemed overly verbose, resulting in a clearer and more focused piece of writing.

4.2. Analysis of written assignments

The analysis focused on the first and final written responses of 23 out of 26 students who participated in Survey 2; the remaining students' works were excluded due to the unavailability of their initial cover letter drafts, which resulted from group rotations during the first month. The first work on the course was later edited by the students with the help of generative AI, but for the validity of the data, only the original paper prior to its editing was taken into consideration in this research. The final task of the course was completed without any use of artificial intelligence to probe the writing samples for improvements in skills.

Two evaluation scales were employed: an analytical scale and a holistic scale. The analytical scale assessed various aspects, including text structure, logical organisation, stylistic presentation, lexical diversity, accuracy of lexical usage, and the range of grammatical constructions. The holistic scale facilitated a comparison of changes in students' written outputs, categorising them as significant improvements, minor improvements, no improvements, or noticeable regression. According to this assessment, eight students exhibited significant improvements in their writing skills, while twelve showed minor enhancements, and three did not demonstrate notable

progress in their final assignments (Fig. 1). However, those with minor improvements had entered the course with a consistent C1 level of their language skills. Thus, they still advanced to the C2 level and, probably, could not have advanced their proficiency more significantly.

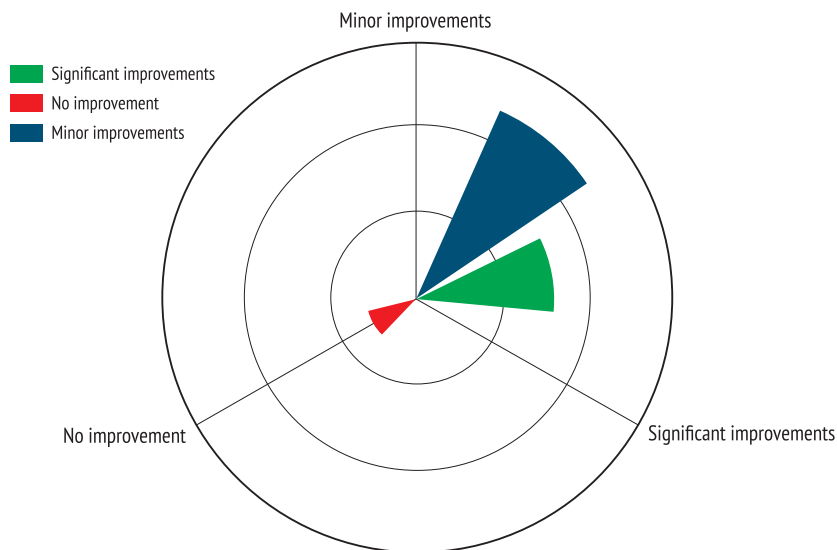


Fig. 1. General changes in writing skills

Notably, in 20 out of 23 final works, there was an observable enhancement in the logical and structural organisation of the texts, aligning more closely with the assignment requirements. This improvement significantly aided the recipient's understanding of the complaint letter within the business simulation context, thereby elevating the overall quality of written business communication. Furthermore, 16 out of 23 works adequately reflected the conventions of business correspondence. The analysis identified the use of rhetorical devices appropriate to the genre and purpose of the letters, as well as a diverse range of stylistic elements and phrases that effectively engaged the reader.

In terms of lexical diversity, students demonstrated a growing inclination towards a broader use of professional vocabulary. However, many works (22 out of 23) still lacked its precise usage, which may be attributed to the relatively short duration of the course and required further practice of the expressions in order to internalise the vocabulary. Interestingly, the assessment of the overall linguistic quality of the texts aligned with

students' perceptions expressed in surveys: despite positive developments in syntax, the analysis of final works did not reveal an expansion in the variety of grammatical constructions employed.

5. Discussion

5.1. Overall perception of AI impact on writing skills

Recently, much research has been devoted to gaining insight into the influence of AI on learning outcomes and the development of communicative skills in EFL students. This study entails the analysis of the students' survey and is supported by empirical evidence from the students' written responses. Feedback collected from students regarding the use of AI in their course highlighted both its benefits and limitations in terms of improving their writing skills. They believe that while AI can significantly aid in many aspects of the writing process, its use for editing completed texts should be limited to home use. Initially, drafting texts digitally is seen as essential, and integrating AI into education is viewed as a positive step forward. The analysis of the students' written responses in the final assignment generally supports their perception.

5.2. AI and critical thinking skills

Prior concerns regarding students' reliance entirely on AI for tasks that could hinder critical thinking skills were overall dismissed. Students demonstrated a consistent recognition of the need to critically analyse AI-generated texts. This awareness is crucial for developing critical thinking skills and indicates that students are becoming more discerning consumers of AI outputs. A more personalised task might help develop the ability to assess the piece critically, as the learners, producing the written response, see its relevance and value to the end goal of the project and do not consider it just as a means to an end.

5.3. Writing micro-skills development

While students show a heightened awareness of the linguistic features (vocabulary, grammar, syntax) of the text compared to discourse features (style, tone, coherence, etc.). Nonetheless, the study showed that the duration of the course did not suffice to master and internalise the newly acquired language expressions. Therefore, further observation of the students' progress might have been necessary to measure their language acquisition. Time constraints imposed by the academic curriculum proved unlikely to confirm Hypothesis 1 and calls for a longitudinal study to prove or disprove students' ability to develop their writing skills with the help of AI.

Consistent exposure of students to the standard sample of written forms of business communication resulted in the students' attempts to emulate certain features of organisation. Thus, it might be concluded that subconsciously, students align the organisational pattern of their writing to the structural requirements of the task. This in turn improves the overall flow of the discourse and improves coherence and cohesion. This confirms the second hypothesis in this research that students shift their attention from explicit linguistic features of the text to more implicit ones, which enhances communication.

Despite underrating the discourse features of their writing, most students demonstrated the ability to apply the tone required to meet the expectations of the target reader. At the same time, this disproved the third hypothesis, claiming that students develop a greater awareness of the style. Instructors need to draw their attention to studying various genres with their style, tone, and mood to achieve conscious precision in business communication.

5.4. Challenges and need for ongoing support

Despite the numerous benefits recognised, students still faced challenges in applying specific elements that could enhance the quality of their business correspondence, such as recognising grammatical constructions in AI texts versus their own writing. This gap highlights the need for further instruction or practice in writing and business correspondence. Students need to develop a better understanding of how a precise choice of grammatical structure might affect the target reader's perception of the matter at hand. A keen use of structures might have an influence akin to rhetorical devices and, thus, enhance communication in business correspondence.

A balanced approach, where AI is used to structure content while ensuring authorship and allowing for revisions, is considered effective. Although the use of AI in assignments is recognised as valuable, the mandatory requirement to utilise it for certain tasks can be frustrating. Additionally, students noted that while the use of AI increased their workload on the same tasks, it ultimately benefited their understanding of formatting and structuring texts.

6. Conclusion

This research offered a comprehensive analysis of the correlation between employing generative AI in writing tasks and the improvement of their writing skills. A study of the survey results and the analysis of the written responses that students completed on the course were critical to proving the three hypotheses tested in the research. The research findings are key

to understanding of the impact of AI on writing skills. The study of the results confirmed one of the hypotheses that seeking AI support when working on writing skills contributes to the further development of writing skills. Two other hypotheses were only partially confirmed and highlighted the weaknesses of the writing section of the course that should be addressed for improved writing awareness. The findings of the study are critical for the discussion of the impact of generative AI on developing the writing skills of EFL students. Moreover, the application of AI in language acquisition studies might help researchers make a breakthrough in the understanding of how individuals learn languages [Groenewald, 2024].

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