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Opportunities and Limitations of Using Grammarly to Support EFL Writing with Generative AI

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Abstract: This paper explores the opportunities and limitations of using Grammarly, a generative AI writing tool, to support English as a Foreign Language (EFL) writing instruction. Grounded in the DigCompEdu framework's "Teaching and Learning" and "Assessment" domains, it presents a case study in an academic English writing course for mixed-ability undergraduates. Grammarly's features, including real-time feedback, discourse-level revision, and revision history tracking, are analyzed for enhancing linguistic accuracy, logical coherence, and metacognitive reflection. This study highlights the necessity of the balanced integration of artificial intelligence tools and teacher guidance to cultivate critical thinking and academic integrity, providing insights into technology-enhanced writing teaching methods in higher education.

Keywords: Grammarly; EFL; generative AI; education; academic integrity

1. Introduction

In the context of the growing integration of technology into education, this study explores the opportunities and limitations of using Grammarly, a writing assistance tool enhanced with generative AI, to support English as a Foreign Language (EFL) writing. Employing a mixed-method approach, including surveys, analysis of writing samples, and interviews with EFL learners and instructors, the research reveals valuable insights into the potential of Grammarly to enhance EFL writing instruction. Grammarly with generative AI can provide real-time grammar and spelling corrections, offer alternative sentence structures, and even generate content ideas. These features contribute to improved writing fluency and coherence, thereby enhancing the overall efficiency and quality of EFL writing. However, limitations also emerge. The tool may misinterpret context-specific language use, especially in academic or specialized writing, and its generative capabilities raise concerns about originality and over-reliance among learners. The study emphasizes the importance of proper guidance and critical use of such tools to maximize their benefits in improving EFL writing proficiency.

2. Use Case

2.1. Introduction

The European Digital Competences Framework for Educators (DigCompEdu) provides a systematic response to the professional digital skills required by teachers in educational practice. It plays a significant role in driving digital transformation and fostering innovation in education [1]. According to some scholars, the framework comprises six core domains encompassing 22 key competencies, including: "Professional Engagement,

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Digital Resources, Teaching and Learning, Assessment, Empowering Learners, and Facilitating Learners' Digital Competence" [1]. This framework comprehensively covers teachers' digital practice capabilities from instructional design to learning support.

This paper focuses on the two competency domains of "Teaching and Learning" and "Assessment" to explore how they support English writing instruction through personalised feedback. In the current digital education environment, these two domains play a crucial role in integrating artificial intelligence technology and promoting learner-centred teaching approaches [1]. The concepts of personalisation and adaptive support align with constructivist learning theory, which emphasises that students actively construct knowledge through interaction and context [2,3]. In writing classrooms, these capabilities can help teachers optimise feedback processes, enabling students to achieve self-revision and continuous improvement with technological support.

For example, generative AI writing tools utilise natural language processing and generative algorithms to provide personalised feedback based on learners' language proficiency and writing style, thereby supporting language revision, enhancing the accuracy of language style, and strengthening students' learning engagement and expression abilities [4]. Research indicates that the immediate, personalised feedback provided by such tools helps enhance students' learning motivation and writing confidence, particularly in teaching scenarios with limited feedback resources [5]. This also highlights the core value of the DigCompEdu framework in achieving personalised teaching and formative assessment.

2.2. Context and Challenge

This teaching case focuses on the academic English writing course for first-year undergraduate students majoring in English at Chongqing Institute of Foreign Studies, which I participated in personally. Drawing from my firsthand experience as a student in this course, I adopt the perspective of a prospective English teacher to critically examine its teaching and learning challenges in this context. The class had approximately 35 undergraduate students with writing proficiency ranging from CEFR B1 to B2. The course objective was to cultivate students' ability to write academic genres such as argumentative essays, book reports, and critical analyses. Although the students were in the same grade, there were significant differences in their language proficiency, resulting in a "mixed-ability" classroom. This diverse background makes it challenging for a uniform teaching approach to fully meet the learning needs of all students.

Common writing issues observed in real classroom settings include awkward phrasing, frequent grammatical errors, lack of academic tone, and poor logical coherence. Teachers struggle to provide timely, personalised feedback to each student, leading to high reliance on teachers for writing revisions and a lack of self-revision awareness. Additionally, students have weak self-monitoring and reflective abilities, resulting in slow writing improvement and hindering the sustainable development of their writing skills.

To address these challenges, I propose introducing generative AI writing tools like Grammarly to support personalised feedback and adaptive writing training. These tools provide instant suggestions on grammar, expression, and tone, helping students identify and revise language issues promptly, thereby enhancing language awareness and writing engagement. Through personal use of such tools during the course, I found them to positively impact my writing self-regulation and enhance my learning motivation, reinforcing their pedagogical value. Existing research also indicates that generative AI can support students' "noticing" and "self-monitoring" abilities, particularly in teaching scenarios with limited teacher feedback resources [6]. This practice aligns with the "teaching and learning" and "assessment" capability domains of the DigCompEdu framework, which emphasise the role of digital technology in promoting personalised teaching and formative assessment.

2.3. The Tool

The AI-enhanced writing tool Grammarly — including its generative feature Grammarly Go — is built on large-scale language models (LLMs) and is designed to provide users with more intelligent and context-sensitive writing support. It not only provides real-time error correction on surface language aspects such as spelling, grammar and punctuation, but also deep-level optimisation of discourse structure and logical coherence based on settings such as writing purpose, audience, tone and style [7]. Unlike conventional grammar checking, Grammarly places a greater emphasis on deeper discourse adjustments based on writing goals, context, audience, and tone, which allows it to show significant pedagogical potential in higher education writing classrooms [8].

On the platform interface (Figure 1), students can customise settings such as text purpose (e.g., "Academic"), tone (e.g., "Formal"), and intended audience (e.g., "Teacher"), based on which the system provides tailored revision suggestions.

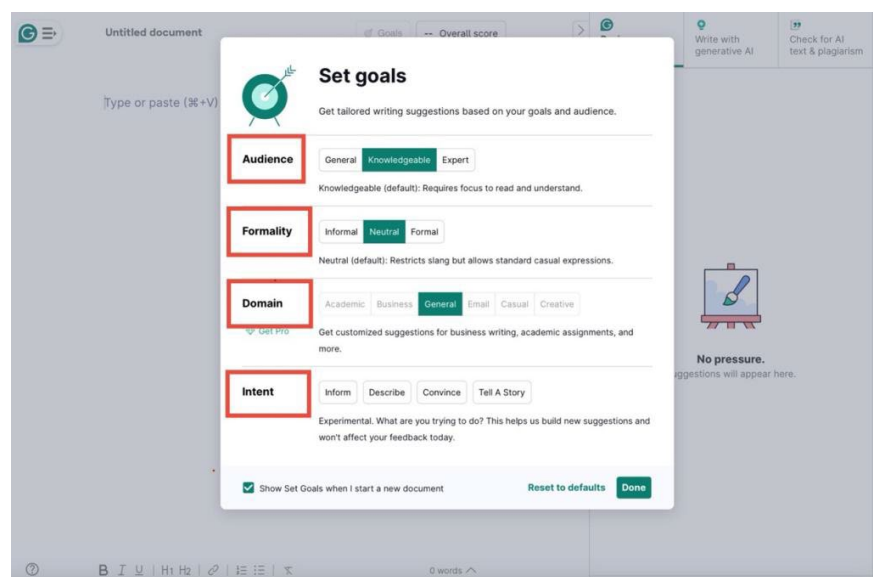


Figure 1. The "Set Goals" Panel on the Grammarly Interface.

Grammarly offers three core functional modules (Figure 2):

- 1) Rewrite: Automatically generates a rewritten version of a sentence based on the context that is more in line with academic standards or logical expressions;
- 2) Prompt-based Generation: Users can enter custom commands (e.g., "Make it more persuasive"), and the AI automatically generates optimised text;
- 3) Tone Style Control: Adjust the tone and style to improve the logical fluency and stylistic consistency of the text. Figure 2 summarises Grammarly's three core writing support modules.

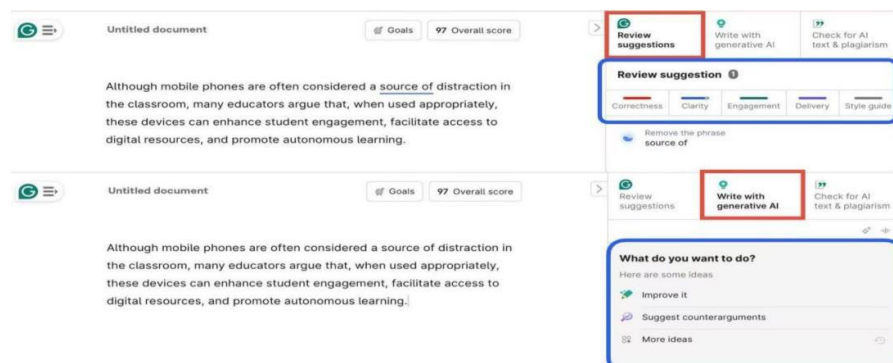


Figure 2. Core Writing Support Features Available on the Grammarly Interface.

In addition, Grammarly is equipped with a "Revision History" function (Figure 3), which records every AI revision suggestion accepted or rejected by the user, making it easy for teachers to track students' revision process and provide process feedback and evaluation [2]. Teachers can use the revision record to analyse how students interact with AI ideas, which gives evidence of metacognitive writing strategies and facilitates formative assessment.

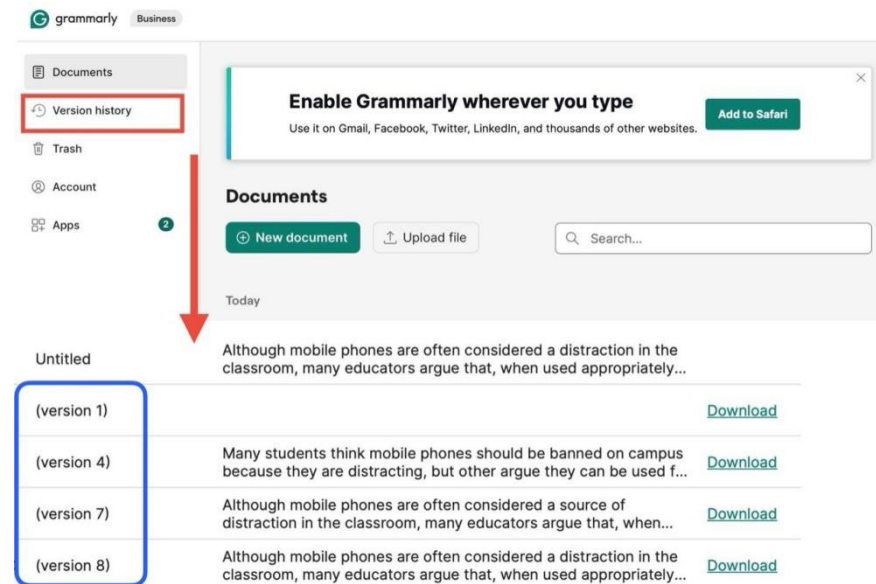


Figure 3. Grammarly's Revision History Panel.

In the writing stage, students use Grammarly Go to revise their first drafts in multiple rounds to improve linguistic accuracy, sentence structure, and logical clarity [9]. In the reflection and revision phase, students can complete the AI Suggestion Analysis Form, stating their reasons for accepting or rejecting specific suggestions, thus developing their critical judgment and metacognitive writing awareness. Research has shown that students are highly receptive and motivated when writing with Grammarly [6]. This positive response supports the feasibility of designing instructional activities such as "human-computer collaborative writing demonstrations" and "original-revised draft comparison".

From a pedagogical perspective, Grammarly supports students in identifying linguistic structures, understanding discourse logic, and building a metacognitive writing loop of "self-revision-recomposition" through immediate feedback [10,11]. Scholar argues that AI-driven scaffolding systems are particularly useful in writing classrooms where teachers face limitations in providing real-time support, as these tools can offer timely and adaptive assistance to meet the needs of students within their zone of proximal development (ZPD) [12].

However, the tool also faces certain educational challenges, as scholars warn that students may lose their original writing style and discursive skills in the process of relying too much on AI suggestions, resulting in the weakening of "authorial voice" [13]. Some students may even equate AI-generated content with "correct writing", thus neglecting creative and critical thinking about language use. Therefore, teachers should clearly distinguish between the instructional functions that AI can assist with and those that require human guidance. They should help students develop critical awareness and moderate reliance on AI tools to foster writing ethics and digital literacy.

2.4. Session Plan and Resources

The course is designed to develop students' skills in structured debate writing using generative techniques, AI-assisted text revision, critical engagement with automated feedback, oral argumentation, and academic integrity.

As shown in Figure 4, this lesson focuses on rebuttal paragraph writing under the theme "Should mobile phones be banned on campus?" It guides students to use Grammarly for multiple rounds of discourse-level revision.

SESSION PLAN
Context: First year English major students of Chongqing Institute of Foreign Studies, aged 18-20.
Subject: Essay Writing on Campus Issues: Should Mobile Phones be Banned on Campus?
Learning Objective: By the end of the lesson, students will be able to: <ul style="list-style-type: none"> Understand and apply the basic structure of argumentative writing (introduction, supporting reasons, rebuttal paragraph, conclusion); Use AI tools such as Grammarly Go to optimise writing content for grammar, style and logic; Develop critical thinking and be able to recognise and reject unreasonable AI suggestions; Translating written content into a logical oral presentation in English (1-minute stump speech); Understand the boundaries of the use of AI tools in academic writing and develop a sense of academic integrity.
Sequencing: Prior Learning: Students have learned basic argumentative essay structures, logical connectors, and relevant grammar rules, providing a foundation for using Grammarly to enhance writing.
Future Learning: This course provides students with the necessary skills for their future academic pursuits. The ability to write concessional and rebuttal paragraphs, as well as the critical use of artificial intelligence tools, will support advanced essay writing. Furthermore, converting written content into oral statements lays the foundation for improving the expression from written to oral.

Figure 4. Should Mobile Phones Be Banned on Campus.

For the theme, I will first introduce the Grammarly platform to familiarise students with its functions. Then, guide the students to review the structure of the argumentative essay, with a focus on the logic of the counterargument paragraphs. By presenting vocabulary maps (Figure 5), guide students to conduct group discussions, help them evoke existing viewpoints, and activate expressions related to the topic. Meanwhile, students are assigned a self-assessment questionnaire for writing (Figure 6), and three structural scaffold templates are provided to help them identify their writing bottlenecks and structural requirements.



Figure 5. Vocabulary Maps.

Self-Assessment and Scaffold Selection

☒ **Writing Difficulty Area:**
☐ **Preferred Scaffold Type:**

Grammar Logic / Coherence Developing Arguments Using Evidence	Concession Paragraph Rebuttal Paragraph Comparison Paragraph Other: _____
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

Figure 6. Pre-Class Questionnaire.

In the writing session, students write the first draft based on the selected scaffolding and logic diagram, and use Grammarly for artificial intelligence revision (Figure 7). Then, students complete revision exercises using Grammarly. During this process, students need to fill out the "Artificial Intelligence Suggestion Analysis Form" and explain the reasons why each suggestion was adopted or rejected (Figure 8).

Grammarly Rewrite Demonstration	
Original sentence	Students can learn good knowledge in school.
Grammarly Suggestion	Students can acquire valuable knowledge and skills at school.
Student Choice	✓ Accepted
Reason	Improved precision and academic tone.

Figure 7. Grammarly Rewrite Demonstration.

Revision Analysis Form		
Grammarly Suggestion	Accepted / Rejected	Reason for Choice
Replace "really good" with "excellent"	Accepted	Enhances academic style
Add comma after "However"	Accepted	Improves readability
Remove "I think"	Rejected	Student wanted to retain personal voice

Figure 8. Revision Analysis Form (While-Writing Task).

At the end of the writing revision session, I organized a comparative demonstration activity of "Human vs. Artificial Intelligence" review. Students voted anonymously in groups to select the more effective revision and share their rationale for the choice. Through this interaction, students directly experienced both the strengths of generative AI in enhancing logical argumentation and its limitations in preserving personal language style.

Following this activity, I assigned formal writing tasks based on the Chaoxing platform, requiring students to submit a complete argumentative essay and a one-minute oral summary video. Each student is required to use Grammarly for auxiliary revision during the writing process. To foster critical thinking, they are required to selectively reject at least one grammar revision suggestion and annotate their reasoning within the text. Meanwhile, external evidence such as academic literature and statistical data is cited to strengthen the argument. In addition, argumentative essay structure templates are provided, including functional explanations of paragraph roles and examples of common sentence patterns. Students can refer to the templates to optimise the structure of their articles (Figure 9).

Post-Writing Speaking Task: Summary and Reflection

• **Task Description:** Record a 1-minute oral summary in response to your own writing. Explain your position and one key change you made using Grammarly.

Submission Requirements:

- File type: mp3/m4a
- Upload via Chaoxing platform
- Submit alongside final written version

Assessment Focus:

- Clarity of ideas
- Use of academic vocabulary
- Reflection on AI-supported revision



Figure 9. Post-Writing Speaking Task: Summary and Reflection.

2.5. Pedagogical Value

Applying Grammarly to the teaching of argumentative essay writing has significantly enhanced my visual control over the students' writing process and achieved the combination of personalised support and dynamic feedback. With the text-level revision function of Grammarly, I can guide students to make multiple rounds of revisions at different writing stages (such as the first draft and rewriting), which not only improves their language accuracy and variety in sentence structures but also promotes progress in logical construction and stylistic awareness. By analysing the AI modification suggestions proposed by Grammarly, students not only received immediate feedback but also exercised their critical judgment skills and academic expression awareness in the process of accepting or rejecting the suggestions.

To support the learning needs of students at different ability levels, I employed a combination of strategies – writing scaffolds to guide structure, logic diagrams to clarify reasoning, and AI-assisted editing to enhance linguistic accuracy to help students make targeted improvements based on their own writing bottlenecks. This differentiated support not only responds to the personalized teaching advocated by scholar, but also reflects the core idea of scholar's "Zone of Proximal development" theory-teachers build language scaffolds through AI tools and structured tasks to enable students to transition between independent writing and auxiliary support [3,14,15].

Furthermore, by guiding students to conduct "metacognitive reflection" on AI suggestions (such as filling out AI modification analysis forms), I encourage them to examine their writing logic and style, and enhance their language awareness. This "human-machine collaboration" process not only supports the development of writing skills but also prompts students to develop ethical awareness regarding the boundaries of AI tool usage, which is conducive to establishing academic integrity and digital literacy [13].

In the practical session, activities such as "Draft Writing of Rebuttal Section-AI Revision-Group Presentation and Voting" not only enhance students' sense of participation and belonging, but also align with the concept of knowledge co-construction advocated by constructivism, and at the same time support the higher-order thinking levels in Bloom's cognitive goals, such as analysis and evaluation [16]. Ultimately, this dynamic instructional design that embeds AI technology into real writing scenarios helps to create a learning environment that attaches importance to both language quality and cognitive depth.

However, teachers should also pay attention to the problems of convergence of language style and weakening of critical judgment ability when students frequently rely on AI advice, and even mistake AI-generated content as the only standard for "correct writing" [13]. This requires teachers to help students establish appropriate use boundaries and judgment ability through teaching guidance, and strengthen the cultivation of responsible use of AI tools in teaching [17].

3. Reflection

3.1. Reflection on the Use Case

In the English writing class, the main challenge I face is that there are significant differences among students in terms of language expression, writing logic and self-revision ability. For this reason, I chose to introduce the Grammarly tool, combined with writing scaffolds and metacognitive tasks, to enhance the personalisation and visibility of writing instruction through technology. Studies show that AI tools can enhance students' language expression ability, self-revision awareness and sentence pattern diversity, while improving their sensitivity to discourse structure [18-20].

The strengths of Grammarly are mainly reflected in convenient operation, instant feedback, and adaptation to multi-level language ability, which can effectively improve students' self-revision ability and writing confidence [21]. It can also serve as a useful

complement to teacher feedback to help students express ideas more clearly in the discourse. However, there are some limitations to the tool. However, its generative suggestions may weaken students' personal writing style and reduce their engagement in critical thinking. In some cases, students even misinterpret AI-generated content as "standard answers", which can further hinder their language creativity [13]. In addition, the feedback of the tool in macro structure and logical argument is still limited, which cannot support collaborative writing, and Some features are restricted to paid subscriptions, which limits its accessibility and widespread classroom adoption [22].

Based on the peer feedback and students' revision records, I realized that some learners failed to fully understand the reasoning behind Grammarly's suggestions, and blindly accepted the suggestions. Therefore, I plan to add teacher-guided demonstration sessions in subsequent teaching, and help students to use AI feedback more consciously and critically through the three-step strategy of "AI modification + manual explanation + student analysis", and gradually establish writing judgment and responsibility, so as to foster students' effective writing abilities with the support of AI.

3.2. Reflection on Digital Competence Development

In my future teaching practice, I plan to continue to use Grammarly as an auxiliary tool for personalized feedback, language optimization, and student self-revision training in English writing classes. Especially in large class teaching with heavy grading burden, I would recommend peers to use it as a complementary tool for teacher feedback to help students conduct preliminary self-examination and revision in the early and middle stages of writing [23]. At the same time, I will emphasize that teachers should set a clear scope of use to guide students to identify the applicability of AI advice and avoid its "mechanical acceptance".

This assignment deepened my understanding of the two dimensions of "Teaching and Learning" and "Assessment" in the DigCompEdu framework. I recognize that teachers need to master not only the ability to select and integrate digital tools, but also the ability to design tasks, support learning processes, and use digital feedback for formative evaluation. The introduction of Grammarly made me realize that effective teaching lies not only in the powerful function of technology itself, but also in whether teachers can reasonably integrate and guide based on learning objectives. In addition, I also realize that teachers should help students develop the ability to critically use technology when using AI assistive tools, which is an important embodiment of the dimension of "promoting the development of students' digital ability" in digital literacy.

Through this teaching design and reflection, I am more clear: future teaching not only needs digital transformation, but also needs "human-centered technology integration". I will pay more attention to the real role of teaching tools in students' language development, writing confidence, self-reflection ability, etc. At the same time, I will also strengthen the guidance of AI ethics, academic integrity and students' writing subjectivity in practical teaching, so that technology can truly become a teaching resource of "assisting people", rather than a writing machine of "replacing people" [24].

4. Conclusion

4.1. Summary of Research Results

This research comprehensively examines the role of Grammarly with generative AI in EFL writing. The opportunities presented by the tool are evident in its ability to offer immediate feedback, inspire writing ideas, and refine language expressions. It serves as a valuable companion for EFL learners, especially those with limited access to native speakers or writing tutors. However, the limitations cannot be ignored. The tool's lack of in-depth understanding of specialized terminologies and cultural nuances, along with the potential risks of compromising writing originality, pose challenges to its effective use.

4.2. Implications for EFL Teaching and Learning

For EFL teaching, instructors should play a guiding role, helping students understand the strengths and weaknesses of Grammarly with generative AI. Instead of blindly relying on the tool, students should be taught to critically evaluate the suggestions provided. In terms of learning, EFL learners can leverage these tools as supplementary resources, but they must also actively engage in independent thinking and writing practice to truly improve their writing skills. The integration of technology should complement, rather than replace, traditional writing instruction.

4.3. Research Deficiencies and Prospects

Despite the significant findings, this study has certain limitations. The sample size of the research was relatively small, and the study was conducted within a specific educational setting, which may limit the generalizability of the results. Additionally, the rapid evolution of generative AI technology means that the features and capabilities of Grammarly may have changed since the study was conducted. Future research could expand the scope of investigation, including a more diverse range of EFL learners and writing contexts, and continuously track the development of writing assistance tools to provide more up-to-date and comprehensive insights.

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