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Creative Uses of Artificial Intelligence (AI) in Language Teachings and Writings

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ABSTRACT

This paper will elaborate the innovative application of Artificial Intelligence (AI) during language teaching and writing with emphasis on changing faces of the modern education system. Chatbots, writing assistants, speech recognition systems are all AI-driven tools redefining conventional pedagogies with their personalized, interactive, and adaptive learning experience. Through use of Natural Language Processing (NLP), teachers will be able to carry out grammar correction, auto-content creation, and instantaneous feedback, improving learner agency and creativity. The paper discusses the opportunities, and possible issues of AI usage in the classroom, covering such areas as ethics, educator training, and digital equity. It also reveals such nascent trends as multimodal learning and AI-based storytelling. The paper ends by stating that a balanced and critical stance toward the adoption of AI in language teaching is important and such a scenario should be done through the continued investigation, inclusion, and implementation policies that enable joint human-AI efforts toward successful and creative teaching outcomes.

KEYWORDS: Artificial Intelligence (AI); Language Pedagogy; Natural Language Processing (NLP); AI Writing Assistants; Personalized Learning

1 INTRODUCTION

1.1 Background

In the previous few years, there has been a revolutionary change when the application of Artificial intelligence (AI) in education, especially in language teaching and writing, has become an essential feature. The use of AI bots such as ChatGPT, Grammarly, and all other tools based on Natural Language Processing (NLP) have found their way into the classroom with the way learners interact and their involvement in academics as well as writing in general. These aids can produce, convert, and edit as well as assess texts, and hence, are worthwhile helpers on the learning path of language (Luckin et al., 2016).

The justification of the research with the question of creative AI applications in language teaching is connected to the relevant changes that can be noticed in the way language has traditionally been taught through rote

memorization towards interaction, personalization, and multimodality. AI bots do not have to serve only to correct grammar or perform translation; they now can be used to assist students in practicing their conversation, thinking outside the box, writing together, and even mimicking a real-life interaction. The significance of this is immense in the context of use of creativity in learning a second language and writing (Wang & Vasquez, 2012).

Moreover, educators are reconsidering the ways of using these technologies responsibly and efficiently. Due to the increased sophistication of AI tools, they are not used as supporting options but are the core of devising instructions and evaluation. AI-powered writing support systems have become increasingly popular; therefore, they spur new concerns regarding authenticity, authorship, and creativity in student products (Kershen & Johnson, 2025). In this way, it is necessary to have some idea of the history and

motivation behind AI in creative language instruction to support policy and practice.

1.2 Study Scope and Reason

The paper discusses the innovative application of Artificial intelligence (AI) bots in language teaching and writing, especially in the applied linguistic context situations like English as a Second Language (ESL), university writing courses, and communicative teaching and learning. Its main aim is to distinguish both theoretical possibilities and moral issues presented by the technologies of AI in the case when they are chosen by teachers to employ to creative work with languages. Among the aspects to be covered is the role of AI in generating ideas, simulating dialogue, restyling, and writing as collaborators. The analysis of the tools (chatgpt.openai.com, <https://quillbot.com>, and Grammarly) in those aspects as educational potential and the impact on the creative thinking and autonomy of learners is provided. Another focus of the study is how teachers see the adoption of AI, their attitude to it, and patterns of interaction with students, as well as their assessment practices.

The study is focused on language outcomes, pedagogical designs, and user experiences. The aim is to provide educators and policy makers with practical information about how AI bots can be used to facilitate (rather than substitute) creative language learning. In addition, the paper thought about the limits of creativity in human-AI co-authorship and attempts to suggest the rules of ethical and productive use of AI in classrooms. Consider the container of applied language and the paper contributes to emerging discourses about the future of AI in language classrooms and tries to fill the gap between technical innovation and classroom reality (Hamzah, 2025).

2 LITERATURE SURVEY

Artificial Intelligence (AI) has recently become a trend in language education because it can provide new practices (writing and teaching activities) due to new tools. There is an emerging literature which details how AI systems and especially those that include chatbots, writing assistants and intelligent tutoring systems are being imaginatively implemented within language learning contexts.

The first works were devoted to implementing grammar and vocabulary intelligent tutoring systems. To give an example, Heift recorded how the computer-aided language learning (CALL)

systems could respond to any grammar mistakes made by the students and proceed to correct them, thus enhancing the grammar accuracy (Heift, 2017). These systems are more dynamic and interactive with the increased development of natural language processing. Chatbots, for instance, Duolingo-developed DukeBot offers real-time conversational practice that can mimic enthralling language conditions (Luxton, 2015).

The new literature suggests the application of AI to enhance the creativity of writing. The use of AI-based systems as dialogue systems to model spoken interaction in the scaffolding of second-language learning is one of the first attempts (Kusumo & Wardani, 2008). The modernized set of tools, like Grammarly and ChatGPT, offers not only the fixation of syntax and grammar but provide the students with the way to express the language creatively and be the owner of the language production (Martin et al., 2024). The tools give real time feedback facilitating experimentation with both the vocabulary and structure of sentences which is important elements in teaching creative writing.

Pedagogically, when learners engage in AI writing assistants, the studies indicating this, such as Wang and Vsquez (2012), reveal that learners become more engaged and more independent. The role of the teacher in such systems would be changed where he or she becomes a facilitator who supports the learning autonomy of the learners. Besides, the imaginative applications of AI features task-based learning with the help of storytelling bots, writing games that enable students to write as well as an AI co-writer that writes narratives and collaborates with students (Cakmak, 2019). What about policy- and ethical aspects? Luckin et al. (2016) makes caution against the usage of AI tools excessively and the necessity to reconcile creativity with academic integrity. Still, most of the new literature emphasizes that under the guidance, AI has the potential to complement--but not to substitute human teaching. The literature combines the directions of applying AI not only to repetitive language tasks but also to the stimulation and encouragement of creative expressions among learners. The use of these tools is becoming increasingly complex, so the possibilities they open in terms of influencing creative teaching of writing within the field of international linguistics are continuously growing.

3 UNDERSTANDING AI IN LANGUAGE EDUCATION

3.1 Overview of AI Tools for Language Learning

AI tools have changed the language teaching environment a great deal, with the AI tools providing personalized, adaptive, and interactive learning. These applications take many forms, both in purpose and form- intelligent tutoring systems, grammar checkers, voice-based learning software, and machine translation applications. Their fundamental essence is to advance learning and teaching of languages with automatization, instructiveness, and scalability (Alam, 2023). The most relevant example platforms based on AI are Duolingo, Grammarly, Google Translate, and ChatGPT. An example of this is Duolingo, which has AI algorithms to tailor lesson plans and adjust difficulty depending on the performance (Zaidi et al., 2020). Such tools as Grammarly or QuillBot can scan and evaluate the input of the user on the grammar, coherence, and tone levels, providing the error corrections and improvement recommendations.

In addition, AI-based writing tools like Writesonic and Copy.ai can assist learners in ideation, structure their ideas, organize their thoughts, and structure written language, and this feature is especially beneficial to non-native English speakers as they can use it to enhance their writing skills. Virtual reality (VR) and gamification also allow the creation of immersive learning environments simulating by AI, giving a motivation to learners and reinforcing higher engagement (Zouhaier, 2023).

Teachers apply the use of AI tools in academic and classroom settings to offer immediate feedback, automate the process of assessing students, and individualize learning. Another type of an AI tool is learning analytics platform which monitors data on the students and provides predictive information on the progress, allowing early intervention options. Notably, the tools facilitate a learner-centered model where students develop independence and control over the learning process. Regarding the production of information and writing, AI tools can welcome brainstorming, structuring, editing, and revisions activities throughout the writing process.

3.2 Role of Natural Language Processing (NLP)

The application of AI in language instruction is in Natural Language Processing (NLP). NLP enables machines to comprehend, analyze, and create human language in such a form that it has contextual sense. At a school level, NLP facilitates most of the basic functionalities of AI-based tools such as grammar checker, semantic detector, sentiment analysis, as well as machine translator.

As an example, such text-editing tools as Grammarly or Microsoft Editor depend much on the NLP methods of syntax parsing and named entity recognition to identify and fix the mistakes in text. NLP is used in language learning websites to fulfill the role of determining the quality of writing with regards to cohesion, coherence, lexical diversity and fluency (Klebanov & Madnani, 2022). NLP has also led to the creation of automatic scoring engines of essays, as is the case with e-rater created by ETS, which is able to provide scoring of written texts that is based on a wide range of linguistic characteristics (Yun, 2023). They allow teachers to have less work and give students answers in real-time.

Furthermore, NLP in tools like Google Assistant and Amazon Alexa is essential to perform speech recognition and generation to be used more and more in language practice. Machine translator engines such as Google Translate and DeepL facilitate the translation of foreign texts and aid learners in writing and comprehending foreign languages; they are also based on NLP. Conversational agents are another great contribution of NLP. They are able to accept user query, contextually answer them and appear to converse naturally and offer a robust language practice milieu (Nghì & Phuc, 2023). This contributes to the construction of communicative competence and pragmatic use of language.

Although the field of NLP technologies has been advancing significantly, it still has a few issues to be solved, particularly in terms of comprehending figurative language, cultural peculiarities, and the context of the learners. Nevertheless, emerging progress in deep learning and large language models is augmenting such abilities (Jurafsky & Martin, 2020).

3.3 AI Chatbots, Writing Assistants, and Speech Tools

Chatbots employing AI, writing assistants, and speech tools have also become essential in the teaching of languages and writing. The respective areas of functionality of these tools are conversational fluency, written expression, as well as oral comprehension.

ChatGPT, Replika, or ELIZA AI Chatbots provide human-like conversation training. NLP and deep learning algorithms are used to simulate these bots to have a real time conversation. To language learners this means a risk-free setting to exercise conversation, bargaining meaning and to get instant feedback. Chatbots can react to the level of proficiency of learners and provide contextual-

specific vocabulary, and such features can make them explained tools for classroom and self-study (Annamalai et al., 2023). As an illustration, ChatGPT allows learners to participate in the academic and conversational conversations around the topics, hence, improving grammatical correctness and communication appositeness. It was observed during research that chatbots can help the learners gain more confidence in their speaking abilities and inspire less anxiety when using language (Xiao et al., 2024).

Grammarly, QuillBot, as well as Hemingway Editor, are the Writing Assistants that help to enhance the quality of writing. These programs are able to give feedback on grammar, style, tone, and coherence, allowing the students to polish their drafts as they work on them. Modern writing assistants help with writing like never before, as they are AI-based and can comprehend text, identify complex sentence structures, and improve style (Link et al., 2022). These tools help generate ideas, broaden the vocabulary choice, and revise works on creative writing and academic writing assignments. They can also help a second language writer because the tools help identify minor syntax or semantic mistakes that a person would not complete without some help. Collaborative functions allow co-writing and peer reviewing with AI assistance, which become available in some writing assistants (Nazik & Anafinova, 2024).

Speech/listening tools like Google Speech-to-Text, Speechling, or LingQ, offer speech recognition, pronunciation correction, and have an opportunity to look through the pronunciation. These tools are based on the NLP and speech analysis technologies allowing evaluating the spoken part of the input by the learners, and provide the recommendations of how to enunciate, intonate and pace the speech. It is particularly useful when practicing pronunciation in the case of ESL/EFL. Besides, these tools enable one to get an idea spoken back into text and this is beneficial to learners who initially prefer to hear an idea spoken so as to write it down. The numerous speech tools also have playback possibilities, which enables the learners to listen to their pronunciation and compare it to the native ones and correct the elements (Kukulka-Hulme, 2020). Incorporating chatbots, writing assistants, and speech tools into curriculum, multiple modalities of language learning, i.e., reading, writing, speaking, listening may be supported, and at the same time, learner autonomy, creativity, and confidence may be encouraged. Such tools provide scaffolding in writing and speech production, in particular, children in multilingual or mixed-ability classrooms. Examples of a few popular AI tools with their applications are shown in Table 1.

Table 1: AI Tools with their Applications in Language Teaching and Writing

AI Tool	Primary Function	Creative Use	Example
Chatbots (e.g., ChatGPT)	Casual practice, feedback	To simulate real-world dialogues.	OpenAI ChatGPT, Duolingo Bot
AI Writing Assistants	Grammar, spelling, and style correction	To enhance creative writing	Grammarly, ProWritingAid
Text-to-Speech (TTS)	Voice output from text	To practice pronunciation and hearing through narration	Natural Reader, Google TTS
Automatic Speech Recognition	Transcribes spoken language	Interactive speaking exercises with instant feedback	Google ASR, Speechmatics
Adaptive Learning Systems	Personalized content and pace	Custom storytelling paths and genre-based writing tasks	Knewton, Carnegie Learning
AI Image Generators	Generates visuals based on text input	Visual prompts for story writing	DALL·E, Canva AI
NLP-based Translation Tools	Interprets text into numerous languages	Cross-linguistic comparisons and cultural narrative exercises	DeepL, Google Translate

4 CREATIVE APPLICATIONS IN LANGUAGE TEACHING

4.1 AI for Personalized Learning Paths

Artificial Intelligence (AI) is disrupting the process of language acquisition because it introduces customizable learning journeys into the traditional educational process based on the

specific needs, preferences, and the progress rate of the given individual student. Personalization is a key aspect of language teaching given that students have vastly different levels of proficiency, motivation, native language and learning styles. By examining the real-time data on the performance of students, AI systems can adapt the content to help create a versatile programme, which changes with the student (Chen et al., 2020).

Among the most innovative solutions is the base on an AI-powered recommendation interface that identifies vocabulary, grammar, and writing activity according to the individual level of the students. Currently, such programs as Duolingo and Lingvist are already built on AI that can determine weak sections at which students need additional training without doing repetitive exercises on what they have already mastered (Loewen et al., 2020). To develop writing skills, AI-powered applications can adjust the input to user competence level with programs like Grammarly or Quillbot providing concept of grammatical errors, indications of style, and vocabulary improvements without overwhelming users. In the classroom educational context, AI dashboards may assist a teacher to monitor the progress of learners and modify the lesson plans to offer differentiated instructions to learners in a more effective way (Luckin et al., 2016).

Furthermore, AI helps its own their education based on neuro-diversity and special needs students due to multimodal content and easily accessible forms of feedback. Through imaginative application of AI as a map to and companion of the individualized journey, educators can guarantee Equitable and significant language learning adventures.

4.2 Gamification and Interactive Classrooms

The use of the game in non-game settings a.k.a. Gamification has gained momentum as a potent educative resource in the domain of language learning. Gamification is taken a step further with AI, bringing the ability to respond dynamically to game situations, provide feedback at the appropriate time, and actively create content that is readable through an answer. This change of stimulating passive to active interaction helps build the motivation and create a longer concentration, particularly, in settings of younger or less insecure language learners (Reinders & Wattana, 2015).

The gamified environments created with the use of AI are likely to present elements of point scoring, competition, leveling, and storytelling. As an example, AI can create a grammar quiz or a vocabulary challenge on the basis of the past results so that a student is put into a state of flow when the difficulty is neither too high nor too low and, therefore, a combination of effort and success is achieved. With the use of AI, the platform such as Classcraft or Kahoot! could correct questions in real-time or be changed depending on individuals,

making them more cooperative and teamworking (Sung et al., 2016).

Voice recognition and natural language processing (NLP) is another technique which may be used in interactive AI-based classroom to deliver speaking and listening games. Such as an AI agent could run a language treasure hunt, learners pursue clues which are spoken in the target language and give a command response or type in the answer. These activities do not only help to strengthen knowledge of language but facilitate critical thoughts and creativity as well (Hatamleh et al., 2025).

Notably, the formative assessment is enabled by gamification using the AI. With students engaging the content, learning performance data is recorded by AI, which can lead to fast response to the learning requirements by informing teachers. This would increase the role of the teacher as facilitator and strategist who would apply the game mechanics not only to entertain during the lesson but also to progress language mastery of students in a creative and efficient way.

4.3 AI-Based Role Play and Dialogue Systems

Role plays are an olden method of teaching languages, to prepare a person towards being conversant in a language, cultural awareness, and practical skills. As the AI has renewed this practice with the emergence of intelligent dialogue systems and virtual characters, which are able to reproduce realistically situations of communicative interaction.

NLP helps these AI-based systems to analyze the input of the users and produce context relevant outputs in the target language. When applied to education, such tools as ChatGPT or Bard offered by Google can be utilized as a conversation partner in order to train daily conversations or business activities, or exchange cultures. Instead of scripted role plays, where there is a more structured communication system in place, through AI dialogue systems, there is greater immersion, which can be attributed to the given platform being more flexible and spontaneous (Wang & Vasquez, 2012). Use of AI chatbots can be tailored towards a certain learning objective. An example is a language learner who is going through tourism vocabulary can be a conversation during a virtual hotel check-in with an AI agent that turns subsequent responses and challenges depending on input given by the learner. The teachers have an opportunity to prepare conversation templates or task simulations, including making a deal in a market or having a job interview, which will enable

the learners to exercise the pragmatics and record in the purposeful contexts (Wiboolyasarin, 2025).

What can also be done in such systems is creative play with language. The learners can be able to make mistakes safely, as well as getting feedback and repeat the interaction, which raises confidence and fluency. There are platforms where multimodal role play is possible, using AI avatars alongside text or voice and this helps support engagement levels and accommodate a variety of learning styles.

Moreover, once AI role play tools are combined with voice synthesis and speech recognition, they can be used to enhance pronunciation, the tonality of the voice, and listening. Students are able to communicate with a variety of accents or speaking speed, and it makes them more ready in the real-life situation (Lai, 2019). Speaking as a teacher, AI-based role plays tools facilitate the creation of custom communicative tasks that the teachers can use in asynchronous or blended learning conditions. They may be evaluated as flipped classrooms, homework, or additionally, as speaking practice out of the mainstream mode.

5 ENHANCING WRITING THROUGH AI

5.1 AI-Powered Writing Feedback Tools

Writing feedback tools are transforming written output guidance to learners, and AI-powered writing feedback tools are no exception. Such tools include Grammarly, ProWritingAid, Hemingway Editor, and offer immediate, personalized, and comprehensive feedback to learners of all levels of writing proficiencies. They work with syntax, coherence, structure of a sentence, tone, and clarity in real time (Link et al., 2022). Such tools can guide students in becoming self-aware of their writing behaviors and tendencies by giving them specific recommendations.

In contrast to the traditional approaches to providing feedback, the learners working with AI writing tools can always get an instant reaction upon using them. Not only will it boost the rate of writing, but it will also decrease learner anxiety and encourage the freedom of learning by themselves. The AI feedback applications employ the algorithm of Natural Language Processing (NLP) to compare the writing of learners with massive corpora of well-formed text. That is why the systems can find patterns of error and carry out the recommendation of contextual change that is not prescriptive rules but recommendations.

Adaptive writing systems such as Write & Improve (created by Cambridge English) also provide level-related comments according to CEFR levels. This aids the learners to evaluate themselves and enhance their writing skills with time (Rahman, 2023). Significantly, the tools are particularly useful within L2 (second language) learners' settings where learners sometimes require constant help in matters of grammar, cohesion, and formal tone.

5.2 Storytelling and Creative Composition with AI

Digital pedagogy is breaking into new territory in the use of AI in creative writing and storytelling. ChatGPT, NovelAI, and Sudowrite are the tools that enable learners to collaborate with each other, create prompts, develop plots, and enjoy working with various genres. These tools come in handy especially in language classrooms where the students are likely to experience writer block or general lack of motivation.

These tools are called AI writing generators and are based on the machine learning models that train on huge datasets of fiction and non-fiction works to provide both ideas and suggestions of character traits, plot twists, or even poetical forms (Chakraborty et al., 2023). It has revolutionized the type of writing assignments students usually have to do by making them more interactive and investigative. As another example, ChatGPT can be used to brainstorm alternative endings by a student writing a short story, or to create believable dialogue, thus enhancing narrative thinking.

Additionally, AI has the potential to promote inclusive storytelling because it allows word choice and cultural diversity to find a voice. With the integration of multilingual functions, AI tools may also assist in having non-native speakers of English write stories in their native languages and then translate them or adapt them to the English language, which will encourage intercultural communication (Floridi & Chiriatti, 2020). AI can be used by the teachers as a scaffold and not as a substitute. To put it in perspective, you can have students start their story with ideas of their own and then just furnish characters or settings using AI making them work with their imagination. Such collaborative approach to co-authoring makes writing process less scary and more interesting.

Critically, other educators report worries about the essence of originality and plagiarism because a student may use the help of AI tool too heavily. To subdue this, classroom activities should focus on

the process of developing an idea, peer review and reflective discussion on how AI was utilized when composing works (Yang, 2022).

5.3 Grammar, Style, and Vocabulary Enhancement

The level of mastery of grammar, style, and vocabulary is some of the key aspects of writing development and AI tools are providing high degrees of proficiency in these areas. Engines that use NLP will enable writing platforms to identify immediately subject-verb agreement mistakes, mark punctuation, stylistic flaws, and even inappropriate use of words. An example is Grammarly and Ginger software whose suggestions are offered in the form of color-coded recommendations and will aid in the learning process by visually showing the learner what needs to be corrected to enhance the level of sentence fluency. They also propose the synonyms, using the idiomatic expressions, and the formal options depending on context of writing which expands the lexical reserves of the learners (Al-Wasy, 2020). Notably, the tools can customize the response based on academic, casual or creative writing mode and thus can be used in a wide variety of learning outcomes.

In addition to standard fixing of grammar mistakes, AI programs provide more elaborate stylistically polishing. To give an example of what can be detected, Hemingway Editor underlines sentences that are too sophisticated, passive voice, and too many adverbs, all of which can go unnoticed by an inexperienced writer. The AI can ensure that students are aware of their writing and can improve it since it can break down the writing to include such metrics as the level of readability, the length of sentences, or the specified tone.

Another important area that has been able to be developed with the help of AI is the vocabulary development area QuillBot and Wordtune platforms help students to paraphrase our writings, word choice, and avoid redundancy that is so critical in an academic and professional text (Saroyan, 2025). The domain of AI tools also includes features such as providing learners with collocation suggestions in a framework of contexts. One teaching method is to persuade the learners to interrogate AI vocabulary or grammar amendments against the handwritten ones. This forms a cycle of learning process where students do not take up changes as given, but they start learning the nuances of languages (Hyland & Hamp-Lyons, 2002).

6 PEDAGOGICAL OPPORTUNITIES AND CHALLENGES

6.1 Teacher and Learner Perceptions

The attitudes of teachers and learners on the implementation process of AI in language instruction are very essential in deciding the pedagogical success of AI. There are ambivalent feelings on the part of teachers. There are also teachers who perceive AI as a helping assistant because it alleviates their workload, gives individualized feedback, and increases lesson interactivity (Özdere, 2023). As an example, AI writing programs such as Grammarly or QuillBot will enable students to better understand grammar or use of vocabulary without constantly having to consult the teacher, which now enables the instructor to address more important issues like structure of arguments or creativity.

Still, teachers are worried that the use of AI tools is excessive. They are concerned that students will skip the necessary learning process by letting AI, i.e. allowing AI to do the work basically, sabotage the acquisition of language mechanics and critical thinking. Moreover, other educators are concerned with the cultural and contextual suitability of AI-generated work in non-native environments. The perception of learners is rather positive and differs depending on the degree of digital education and self-sufficiency. Real-time feedback and error correction AI is often a welcome addition to the educational process because it is found to be a less intimidating experience for learning as well as a more personalized one. Such AI chatbots as ChatGPT offer an anonymous environment to practice their conversation and writing skills to students with language anxiety or those who are underrepresented or lack access to teachers.

However, there are learners who state that they do not trust AI feedback or they become dispirited when the suggestions provided by AI are too mechanical or instructive. Other people might experience isolation in case AI rather than an addition to human communication becomes a replacement (Yeung, 2025). Therefore, promoting transparent, ethical, and pedagogically appropriate use of AI is something that is essential in terms of gaining trust and acceptance among educators and students alike.

6.2 Integration into Curricula

The inclusion of AI in curricular language programs is an exciting prospect with many

dilemmas. The AI tools can be used to address the differentiation of instruction, auto-grade or auto-test students, and bring into the classroom or home real-world applications of language, including voice-to-text technologies or AI-based translation (Godwin-Jones, 2017). As an illustration, a combination of AI algorithms in applications, such as Google Translate or Duolingo, can increase the quality of vocabulary learning, pronunciation, and understanding contexts with system-specific learning progressions.

Effective integration of the curriculum necessitates the consistency of learning goals, teacher preparation, and infrastructural preparedness. To be used strategically, I should not make it an add-on tool but rather a tool to achieve curricular objectives that include communicative competence, critical literacy, and creative writing. When used in a meaningful way AI can facilitate blended and flipped classroom learning, where the students can connect with AI tutors even when not in class and can have a higher order discussion in the classroom (Özdere, 2023).

Nevertheless, there are numerous organizations which fail to provide up-to-date syllabuses, teacher unpreparedness, and inadequate standards of assessment. As another example, it has not yet been determined how AI-aided writing should be evaluated and whether it can be considered that these texts reveal the actual skills of students (Wang, 2025). This is especially difficult when institutions are under pressure to maintain academic integrity and there are contexts in which AI can very easily be abused. The curriculum developers should also take issues of equity into consideration. Also, an in-country responsive integration is necessary so that AI content and recommendations do not offend local language conventions and vulnerability. AI insertion into language classes is not a technological concern but pedagogical one. It aims at inclusive planning, continuous teacher support, and policy framework system that promotes responsible, equitable, and innovative educational practices.

6.3 Creative vs. Mechanical Use: Striking the Balance

Creative and mechanical applications of AI in language instruction represent one of the most urgent issues pedagogical practitioners should address. On the mechanic side, when it comes to routine, AI works great in automating functions: grammar corrections, vocabulary recommendations, content summaries, plagiarism

checks. These are listings of worth especially towards beginners or in a classroom of many students where the attention ratio is less (Selwyn, 2022).

There is a danger of overdependence on such mechanical activities though, and instead of learning language, turning it into a formulaic exercise where the learner starts to solely rely on the AI to be right, denying themselves a chance to make errors, self-assess and self-train their vocabulary into the language and build their own voice. This may be a problem in creative writing where originality, narrative flow, and personal expression are critical (Creely, 2024). AI generated writings do not develop any emotional insight or context, and unless students are taught sound methods, they will merely regurgitate the texts produced by the AI, and not coming up with their own thoughts.

To support creativity rather than suppress it, the educators must plan exercises, in which AI is not a controller but a co-creator. As an illustration, students might complete the brainstorming of the story ideas, the outline of the story, having them validated through AI, however must be able to also edit material; reflect and critique that output. The integration of AI with peer collaboration (through chatbots in order to have an interview/debate) can ensure that learners are kept busy and enjoy practicing real-life communication. The pedagogical models such as TPACK (Technological Pedagogical Content Knowledge) may assist the teacher in finding this balance by cross-pollinating the technological tools with content objectives and sound teacher educational best seed-practices. Moreover, evaluations ought to give rewards to process and creativity as opposed to perfection. Instead, teachers can require the students to comment on the way they utilized AI in their writing or comment on their revision based on the comments that AI gave them. The point is, however, not to substitute human creativity but to enlarge it. The imaginative applications of AI must allow students to exercise their safest freedom of experimentation in the language, risk, and create their own linguistic identity when working with AI as a scaffold and not as a shortcut. This is the balance which language teaching needs to build aimed at sustainable, ethical, and meaningful integration of AI into the process of teaching.

7 CASE STUDIES AND EXAMPLES FROM PRACTICE

7.1 Classroom Experiences with AI Tools

The introduction of AI in the language classroom has introduced a substantial change in teaching techniques and interaction with the learners. The examples of case studies established in various learning environments have proven the effectiveness of AI as a tool that increases interactivity, feedback, and autonomy.

An example can be considered to implement Grammarly and Quillbot in EFL (English as a Foreign Language) classrooms. Students also get assistance of such AI-based writing assistant that allows them to get feedback about their grammar, vocabulary, and style in real-time. According to research carried out by Li and Lan (2021), there was a significant increase in the engagement and self-efficacy during academic writing among the Chinese university students who used AI writing support tools. Educators observed that the relationships in a classroom started to change so that learners were more independent and they were interested in trying something with language.

In a similar manner, the use of AI chatbots such as ChatGPT in a European secondary school situation allowed them to be used in ESL classes to practice conversations. The students became more fluent, and anxieties about speaking decreased, as students had conversations with the chatbot, says Godwin-Jones (2023). Such tools were reported by teachers to have facilitated the fee in the disparity between classroom learning and real-life communication. Assessment tools assisted by AI are also beneficial to the teachers. Write & Improve by Cambridge is an AI-based platform with natural language processing capabilities (NLP), which provides students with detailed reviews of their writing. This will enable teachers to spend more time on the individualized teaching method (Gibson, 2020).

Furthermore, numerous teachers have restructured their plans of lessons by making them more decisive and project-based with the help of AI in brainstorming, planning, and writing drafts. A high school in India held a one-month writing workshop with AI co-writing applications with AI incorporated; the researchers indicated that it led to increased student engagement with peer-review and narrative building (Ravichandran, 2022).

7.2 Student-Generated Creative Projects

Adoption of AI in student-driven writing of the creative nature brings out newer aspects of language acquisition. Case-based observation facilitated the application of AI through co-creation to enable students to write poetry, stories, scripts, and even song lyrics. Some pilot projects provide

an example of the approaches in a middle school in South Korea where students used AI story generators (such as Sudowrite) to create multilingual digital stories. These were then posted in a classroom blog. It was revealed that the project resulted in cross-linguistic awareness and bold creativity (Kim & Park, 2021). The students also found useful the fact that the AI could give vocabulary and thematic unity, thus enabling them to discover some topics they would normally find daunting.

A similar college level project was a short play produced by using AI dialogue tools in the United States. With the help of AI, students brainstormed ideas, revised the drafts and did them in a drama class. The result of the last assessment revealed better creativity, more organized stories, and increased satisfaction of students than conventional approach (Anderson, 2022). Still, significantly, the students were also trained to analyze and revise the AI-generated material and are no longer passive consumers of it. Similarly, a group of students in an English composition class wrote autobiographical essays with the use of ChatGPT. Teacher was to play the role of governing a discourse on authenticity, bias and authorship. The reflective practice provided students with the knowledge on writing mechanics as well as the ethical issues regarding the use of AI (Barrett, 2023).

There was also the adoption of AI in creative inter disciplinary works. An example can be an eco-fiction project where students work in groups to write environmental science and speculative fiction assisted with AI. The AI contributed to plot ideas and development of character arcs, and students contributed real-life details and sense of emotion. It was interdisciplinary; hence, it not only promoted language proficiency but also critical thinking (Singh & Varma, 2023).

7.3 Comparative Outcomes with and without AI

Several comparative researches and classroom-based evaluations indicate significant differences in the outcome between AI-supported and the lack of such linguistic learning experiences. In a longitudinal study by Zhao and Chen (2022) two groups of high school students one that works with AI tools and the other with the traditional one was monitored to have an improvement in writing skills. Using the AI group, there was an improvement rate of 23 percent higher in grammar and sentence structure, and 15 percent gain in lexical diversity over a period of a semester. Students were also experiencing higher levels of

independence and reduced anxiety among the teachers.

In another study carried out in Turkey, Ercan and Korkmaz (2021) compared language learners on AI-based language learning apps like Duolingo and Elsa Speak with a learner group on printed material and found that the former students were more effective in improving pronunciation and vocabulary retention. Yet, the researchers have observed that learners required appropriate guidance in the process of critical interpretation and completion of AI feedback.

However, there were also certain limitations that were reported. In some instances, students have ended up relying on AI suggestions too heavily and became less original. According to a comparative study by Mejia (2023), AI-supported students showed better results when it came to parts of grammar and fluency, whereas non-AI student compositions demonstrated greater originality and voice. This implies that a balance should be struck, where the application of AI will not be a substitute but a reconstruction. It is a hybrid version that seems to work best. As an example, when bilingual Canadian students were alternating between AI-powered and conventional writing tasks, they could improve not only their writing speed and logical flow of statements but also learn more about their writing process (Nguyen, 2022). Instructors noted the students became more aware of the way to use language when they started thinking about the distinctions in the outputs of AI and those of the non-AI.

In addition, learning motivation was usually more in AI-making classrooms. After allowing learners to observe the immediate output and make a step-by-step improvement, the learners became more engaged in the process. Nevertheless, that intention was also conditional upon the facilitation by the teacher side and the digital literacy assistance (Rahimi & Fayaz, 2022).

8 ETHICAL AND POLICY CONSIDERATIONS

8.1 *Plagiarism and Authorship Concerns*

With the introduction of AI into language teaching, the issue of the plagiarism and authorship has grown dramatically. Technological advancements create the possibility of producing texts that seem human-like, and are done by AI-powered writing assistants like ChatGPT or Grammarly that can create texts which a student may copy-paste off to submit as his/her own work (Simonsson, 2023). This puts a question mark on

conventional definitions of originality and scholarly uprightness.

In academic settings, artificial intelligence gives the ability to students writing their essays and completing assignments that require lists or perform solving tasks, risk becoming a gray area of intellectual dishonesty. Ethical dilemma becomes particularly painful when people cannot find the difference between the AI-written material and the human one (Ibrahim, 2025). There can be a particular challenge in the case of authentication of authorship as the traditional plagiarism detection methods, such as Turnitin, are unlikely to be effective in uncovering AI-generated content unless it was updated specifically.

Further, there is also a growing issue of co-authorship with AI. It is claimed that not acknowledging AI by attributing to it the significant part in the writing process is unfair, just like human partners (Tsao & Noguez, 2024). Nonetheless, since AI has no agency and intent, most academic bodies continue to regard it as instrument, not an author. Teachers and schools will then have to revise policies on what acceptable rates of AI assistance mean and remind students of their own responsibility.

8.2 *Data Privacy and Student Consent*

The AI systems in classrooms are likely to come with the ability to collect user data and analyze information to give them feedback of their language or provide a personalized experience. Nonetheless, this poses serious questions of student privacy and informed consent. Most of the AI products and particularly those in the cloud businesses maintain their interaction with their users, which can contain some sensitive data in the form of writing samples, learning patterns, and even behavioral analytics (Luckin et al., 2016).

Students would have no way of knowing whether their data is being or can be used in some other process other than education without clear data policies that students can agree to. General Data Protection Regulation (GDPR) in Europe, as well as other regulations, underscores the importance of obtaining a specific, knowledgeable type of inclusion in the form of receiving data. The teachers need to make sure the learners know how their information is used and stored. These are the disclosure of the nature of the data being collected, rights of access to the data, retention period, and rights of students on their information. When it comes to vulnerable or underage learners, privacy-by-design must be a central requisite of the

process of introducing AI tools to language classrooms.

8.3 Guidelines for Responsible Use in Education

To make the integration of AI in teaching languages and writing ethical, institutions should set an example of more definite guidelines that could help embrace responsible use. Such principles should balance the methods and the potential of AI and encourage people to think critically and be creative.

To begin with, teachers are encouraged to teach how AI tools can be effectively utilized, such as through brainstorming, correction of grammar forms, and feedback as opposed to a complete piece of content. In so doing, students will be able to create their own voice and critical literacy rather than being a victim of too much where they have become over-dependent on automated systems. Secondly, institutions need to form honor codes, or statements of academic integrity, which incorporates the policy of AI use. They are supposed to detail the behaviors which are acceptable or not and the examples of how AI can be used ethically as well as the repercussions of misuse (Chan, 2023). Thirdly, it is necessary to engage in teacher development. A lot of educators do not know the capabilities and moral implications of AI. Training should impart in them the necessary abilities to oversee the application of AI, mentor students, and create assessment tools that reduce misuse thereof and, finally, policies should be accommodating and flexible. Digital divides are not to be reinforced through the responsible use of AI. AI tools might not be available or accessible to the students in the disadvantaged background and these guidelines should provide equal opportunities to all learners (Selwyn, 2022).

9 CONCLUSION AND FUTURE DIRECTIONS

Artificial Intelligence (AI) in language teaching and writing has also led to great invention and the currents of education have shifted gears such that the formerly stagnant system of teaching has grown a new lease of life as the language teaching sector has become highly interactive and learner oriented. In the section 9.1 Summary of Key Insights, the essence of the findings of this exploration is summarized. The use of AI, such as chatbots, grammar checkers, translation applications, and speech recognition programs, has become an enabler of individualized learning, immediate evaluation, and multilingual access.

Both teachers and students can enjoy AI capabilities to respond to different learning styles and needs, and allow multimodal expression and improve the mechanics of writing by providing a real-time guide. Nevertheless, it needs a careful design in coordination with teaching objectives, continuous training of the teachers, and ethical control to implement successfully. An important lesson learnt is that AI cannot and must not substitute human teaching but only be a co-participant in the creative and thinking process of language learning. This heterogeneous solution promotes more active, independent, and inclusive learning of the language.

As is suggested looking at two future trends and research gaps, there are some future considerations. In the future, one must conduct research on the methods of introducing the element of creativity, more deeply embedded into AI-aided language education--beyond the technical proficiency to think critically, tell stories, be more interculturally competent, and express emotions. Such trends as emotion-driven AI, AI-facilitated collaboration, and multilingual language modeling hold great potential but are underrepresented in the official curriculum. There is also a lack of investigations to measure the potential of the long-term learning effects, the equity of accessibility in different socio-economic backgrounds, as well as cognitive effects of AI dependence. The concluding reflection emphasizes the importance of collaboration between educators, linguists, technologists, and policy-makers who should work Interdisciplinarity. With growing creativity embraced and supported by the use of AI technologies, the language learning will not only be promoted, but it can enable learners to become communicative and flexible thinkers in a culturally diverse world.

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