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Utilizing artificial intelligence tools for improving writing skills: Exploring Omani EFL learners' perspectives

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Abstract: The way that language is learned now needs to be innovative and creative due to changes in educational demands as a result of the unprecedented advancement in technology. Since artificial intelligence (AI) has become an integral part of education to support everyday tasks like teaching and learning languages, this study inspects the Omani EFL learners' perceptions and practices towards utilizing artificial intelligence tools for enhancing their writing skills. To answer the research questions, a number of 61 students from the General Requirements Unit at the Preparatory Studies Centre, University of Technology and Applied Sciences, Salalah, Sultanate of Oman, answered a 5-point Likert questionnaire. After analyzing the collected data statistically using SPSS (0.26), the results showed that Omani EFL students have positive perceptions towards utilizing artificial intelligence writing tools. The findings showed that translating words, phrases, and sentences is where Omani EFL students most frequently use AI tools. In order to verify spelling and grammar, they also employ AI techniques. The participants also report using AI writing tools to generate ideas for their writing and to assist them in composing essays and paragraphs. Findings showed that there were no significant differences between male and female students, and there was no correlation concerning the students' perceptions and practices in utilizing AI tools. The study's recommendations and implications were presented in accordance with this.

Keywords: AI tools; artificial intelligence (AI); Omani EFL learners; tools; writing skills

1. Introduction

Over the past three decades, the EFL classroom has undergone significant transformations, transitioning from traditional methods to contemporary approaches incorporating various technological advancements (see, for instance, Al-Maashani and Mudhsh, 2023; Al-Yafaei and Mudhsh, 2023; Cancino and Panes, 2021). The quick and unprecedented breakthroughs in technology and the internet have led to the emergence of artificial intelligence (AI), which has had a significant impact on several aspects of human life, particularly in the field of education. The widespread integration of technology in education is revolutionizing pedagogical practices and knowledge acquisition. Adams and Chuah (2022) affirmed that the rise of AI technology has sparked a significant interest among educational technologists in its integration into teaching and learning. Mushthoza et al. (2023) suggested that AI can improve English teaching and learning by offering personalized instruction, immediate feedback, curating educational resources, automating language assessments, and providing translation services. AI-powered tools can also provide data-driven insights, enhancing fluency, accuracy, and self-correction. Silva and Janes (2020) provided a comprehensive analysis of the various impacts of AI on education, highlighting its

potential to enhance instructional methods, personalize learning experiences, and transform pedagogical strategies. In addition to these benefits, Ali (2020) argued that the utilization of AI in education facilitates a shift towards a student-centered approach, resulting in the empowerment of learners. The utilization of AI tools in education has shown great potential for enhancing writing proficiency among English as EFL learners (Dong, 2023; Hwang and Nurtantyana, 2022; Yang, 2007; Woo et al., 2023). Godwin-Jones (2022) maintained that AI-powered writing tools can significantly enhance the quality of learners' written compositions.

A significant number of EFL learners face challenges in improving their writing skills, such as limited tailored feedback, difficulty recognizing and rectifying errors, and a lack of motivation. A solution to these problems would be the integration of AI tools in writing education. AI writing tools offer numerous advantages to learners. Alharbi (2023) asserted that the progress in artificial intelligence has led to the development of novel writing tools that offer assistance to authors and students through the provision of sentence completion options and text-generating capabilities that closely resemble human-like output. According to Godwin-Jones (2022), AI-powered writing tools have the potential to greatly improve the quality of learners' written compositions. Mushthoza et al. (2023) suggested that AI tools can provide immediate and individualized feedback, identify linguistic errors, and propose alternative expressions or vocabulary options, provide suggestions to enhance readability, detect instances of plagiarism, generate ideas for new topics, facilitate translation, summarize works, and incorporate gamification to boost motivation and engagement. Another advantage of utilizing AI tools in the writing process is the widespread accessibility of these tools, which allows learners to practice at their own pace and convenience. Based on the aforementioned benefits of AI tools, Ali (2020), Silva and Janes (2020) seem in line with the idea that including AI tools in the teaching and learning process, as well as incorporating them into EFL writing teaching, will have great promise in addressing difficulties and improving writing proficiency.

However, to effectively utilize AI tools, it is crucial to understand learners' perspectives and practices towards these tools, as this can provide valuable insights for educators, curriculum developers, and policymakers on optimal approaches for successful integration in writing education.

On a daily basis, a significant influx of innovative AI tools emerges on the market, specifically designed to enhance the teaching of English language abilities, with a special focus on writing proficiency. The adoption of AI-based writing tools poses a difficulty for learners, as they face difficulties in discerning the most suitable tools to utilize (Nadimpalli et al., 2023). Despite the growing number of artificial intelligence (AI) tools and the confusion they cause among users, it is important to recognize that there are a number of widely used AI approaches that have proven to be beneficial in the writing domain. For instance, Grammarly, Chat-GPT, Quillbot, Copy.ai, etc. have been used by Omani EFL learners to develop their writing skills.

Simply put, advancements in AI technology have had an impact on the EFL classroom by providing individualized training, quick feedback, and insights based on hard data. The utilization of AI-powered writing tools has the prospect of improving fluency, accuracy, and self-correction, thereby mitigating the challenges faced by learners in the realm of writing. The efficacy of AI techniques in education is

contingent upon the assessment of learners' attitudes and practices regarding these strategies.

Problem statement

Writing is widely regarded as the most challenging skill for EFL students to develop proficiency in (Phuket and Othman, 2015; Pratiwi, 2021). The art of writing is undoubtedly a complex and comprehensive endeavor that requires the mastery of not only the writing mechanics and grammatical rules of language, but it also requires knowledge of word choice, the ability to organize and develop ideas, maintain cohesiveness and coherence, and to deal with different genres and styles. Hedge (1988) posits that effective writing necessitates a strong ability to generate ideas, maintain high accuracy to prevent misinterpretations, and employ diverse grammatical structures, syntax, and vocabulary. A great deal of English as a Foreign Language (EFL) learners often find writing to be a demanding task and tend to avoid it (Rozimela and Wahyuni, 2019) due to their limited vocabulary, unfamiliarity with grammar rules, lack of idiomatic expressions, and poor understanding of cultural variations and writing styles between their native language (L1) and the target language. Moreover, the problems of learners in writing are significantly attributed to a lack of practice (Belkhir, 2017; Bouchefra, 2015; Fazilatfar, 2017; Sasmita, 2021), which in turn hinders them from developing their written communicative competency in the target language. Due to these difficulties, the use of artificial intelligence (AI) tools to improve writing skills among learners is becoming increasingly important. AI tools can provide immediate feedback on grammar, vocabulary, and sentence structure, helping foreign EFL learners identify and resolve problems in their writing. This real-time feedback enhances writing proficiency, eliminating the need for instructors' comments. AI systems can also improve language accuracy by identifying common errors and providing alternative phrases or vocabulary options. AI tools can also enhance motivation (Neji et al., 2023; Merrick, 2011) and engagement among learners with gamification components like badges or rewards. Accessibility and availability are key advantages, allowing learners to engage in writing practice at their preferred time and location, accommodating their individual learning preferences. The use of AI tools also allows for customization of the learning experience, catering to the unique needs and skill levels of EFL learners. This approach creates a highly customized and individualized learning environment, allowing learners to progress at their own pace and target specific areas of improvement in their writing proficiency. Overall, AI technologies offer a significant asset for EFL learners, strengthening their writing abilities through tailored feedback, improved linguistic precision, motivation, and accessibility. However, there is limited research on learners' perspectives and practices, particularly in the Sultanate of Oman, regarding AI adoption. This study aims to inspect Omani EFL learners' perceptions and use of AI tools for writing skill enhancement and prospects for effectively integrating AI tools into writing education. The study addressed the following research questions:

- 1) What is the degree of Omani EFL learners' perceptions towards utilizing AI tools for improving their writing skills?
- 2) To what extent do Omani EFL learners utilize AI tools for improving their writing

skills?

- 3) Is there a significant difference between the gender groups in terms of perceptions and uses of AI tools for improving their writing skills?
- 4) Are there correlations between learners' perceptions and practices of AI tools for improving their writing skills?

2. Literature review

The development of EFL learners' writing skills, proficiency, and fluency is a fundamental component of language acquisition since it facilitates the ability to communicate effectively and articulate thoughts and concepts. In this regard, a significant number of studies suggest that AI tools can potentially enhance the writing proficiency of EFL learners. Marzuki et al. (2023) examined the impact of AI writing tools on the quality of student writing. The study found that the use of AI writing tools, such as QuillBot, WordTune, Jenni, Chat-GPT, Paperpal, Copy.ai, and Essay Writer, has positively impacted the overall writing quality of students. Abdalkader (2022) investigated the effect of AI programs like Minecraft, Semantris, and virtual reality activities on improving English as a Foreign Language learners' writing fluency. The results showed a positive impact of AI on students' writing fluency. Dong (2023) explored the use of AI-based pedagogy in teaching academic English writing in an EFL setting. Results show that AI enhances students' writing proficiency by providing timely feedback, encouraging active participation, and improving grading efficiency. This highlights the potential of AI in revolutionizing traditional teaching methods and presenting positive impacts for educators, learners, and educational technology producers. Hidayati et al.'s (2020) study demonstrated that integrating ICT learning models and AI in writing classes improves students' essay writing quality, but caution and specialized instructional approaches are necessary. Woo et al.'s (2023) study on AI's application in EFL learners' writing found a correlation between human-generated and AI-generated words and their impact on scores. The study suggested that AI can improve writing quality across various proficiency levels and help address digital access and literacy disparities. The findings could inform the development of natural language generation tools and writing activities in educational institutions. Behjat et al. (2011) suggested that web resources like weblogs, wikis, and podcasts can significantly enhance the writing skills of English as a Foreign Language (EFL) students. Taskiran and Goksel (2021) investigated the impact of automated and teacher feedback on academic writing achievement in open and distant learning settings. Results showed significant disparities between diagnostic exams and achievement tests, with regular feedback enhancing academic writing skills and teacher input showing marginally better outcomes.

The results obtained by Alammari and Amin (2023) indicated that EFL students hold positive attitudes towards the utilization of Academic Productivity Tools (APTs). Syahnaz and Fithriani (2023) explored students' perceptions of QuillBot in English academic writing courses. Results showed positive attitudes towards its implementation, citing its benefits in enhancing content quality, reducing grammatical errors, and improving linguistic proficiency. The study suggested that AI-based technology can help English as a Foreign Language students overcome academic

writing challenges. They perceive these tools as valuable resources that greatly influence their academic writing process. Alves et al. (2023) compared two information retrieval strategies, pull and push, from a user-centric perspective. It examines user demand for AI-assisted writing and its effects on writing quality, ownership, efficiency, and satisfaction. Results show a positive reception for AI integration in writing, enhancing variety and efficiency. Users expressed satisfaction with the collaborative nature of AI tools and did not perceive a diminishment in ownership. Users expressed favorable attitudes toward AI-assisted writing tools, according to a study by Pereira et al. (2023). These tools were found to be beneficial in facilitating idea variation and enhancing the overall quality of writing. Rahman et al. (2022) evaluated the effectiveness of Automated Writing Evaluation (AWE) software in identifying grammatical errors and improving writing proficiency among Malaysian public university students. Results show students have positive attitudes towards AWE integration, suggesting its potential in English as a Second Language (ESL) writing instruction. Saudi female students, as per RahmtAllah's (2023) research, have a positive view towards the use of online automated writing checkers (OAWCs) for enhancing their writing skills. Sumakul et al. (2022) found that students positively viewed the use of AI in writing, expressing satisfaction with the educational experience and its facilitation of their writing endeavours. However, it also highlighted the need to consider other factors when incorporating AI into writing instruction. Burkhard (2022) revealed that students' views on AI-powered writing tools vary. Some may misuse these tools without critical thinking, leading to plagiarism. Others may avoid them due to skepticism and a lack of learning skills, especially those who have repeated courses. The effectiveness of personalized instructional approaches may vary based on student profiles, promoting the judicious use of educational resources. The study suggests that personalized instructional approaches may be more effective in promoting responsible use of AI tools, depending on the diverse profiles of students. The study highlights the importance of considering various tools in the classroom.

3. Methods

The current study aims to explore the Omani EFL learners' perceptions and practices towards utilizing artificial intelligence tools for improving their writing skills. The study took place at the General Requirements Unit at the Preparatory Studies Centre, University of Technology and Applied Sciences-Salalah, at the end of the first semester of the academic year 2023–2024. The study employed a quantitative methodology to gather and analyze the data.

3.1. Participants

The total participants of the current study were 61 students taken from the General Requirements Unit at the Preparatory Studies Centre, University of Technology and Applied Sciences-Salalah. Students at the General Requirements Unit study technical writing, English for academic purposes, and public speaking, and they use AI tools like Chat-GPT, Quillbot, Grammarly, Jasper.ai, Rytr.me, Paperpal, Copy.ai, etc. to help them write and improve their writing. Moreover, the first and second questions of the questionnaire were, “Do you use artificial intelligence (AI)

tools when you write? Do you agree to answer this questionnaire?" to ensure that their responses are accurate and valid (see appendix).

3.2. Research instrument

In order to gather data, the researchers employed a quantitative methodology, utilizing a 5-point Likert questionnaire to obtain responses from the participants (see appendix). The researchers devised the questionnaire to specifically target the research objectives and the situations of the sample population. Once the questionnaire was designed, it was distributed to three experienced senior lecturers and one statistician for evaluation and revision. This was done to ensure that the questionnaire effectively addressed the research questions and the situations of the target population.

3.3. Research procedures

Upon verifying the questionnaire’s validity, it was distributed to the participants in the form of a Google form. Following a two-week period of distributing the questionnaire, a total of 72 participants completed the questionnaire. However, 11 of these participants were excluded from the study due to its lack of validity. The final valid participants are 61. The researchers then moved on to the process of analysis. Using SPSS version 0.25, 61 completed questionnaires were categorized and examined. The obtained Cronbach’s alpha was 0.807, as presented in **Table 1**, provides evidence of the data collection’s higher reliability.

Table 1. The questionnaire’s reliability.

Cronbach’s Alpha	No. of Items
807	23

3.4. Data analysis

The coding, feeding, and analysis procedures were conducted using SPSS (Version 26.0) under the guidance of a statistician. Following the coding process and inputting the replies into SPSS, the dataset was examined in order to tackle the study questions. A statistical analyst assisted in the analysis of the data. The study’s objectives were met by using a few statistical tests. The study employed descriptive statistics to explore how the participants perceived and used artificial intelligence (AI) tools to enhance their writing skills. Additionally, the means and standard deviations of the questionnaire items related to the participants’ perceptions and usage of AI tools were explored. The Mann-Whitney U Test was utilized because there are two variable groups to compare how the gender variables perceive and employ artificial intelligence technologies to improve their writing skills. The correlation coefficients between the participants’ perceptions and practices toward using artificial intelligence technologies to enhance their writing abilities were assessed using the Pearson Test.

4. Results

This section focuses on the outcomes derived from the analysis of the participants’ responses. The results are presented in tabular format, followed by explanations and analyses. The exhibited data consists of two types: perceptual and correlational.

Table 2 illustrates the mean and standard deviation for the total sample of the students. The mean is (1.5082) which means that Omani EFL learners’ have positive perceptions towards utilizing artificial intelligence tools for improving their writing skills.

Table 2. Mean and standard deviation of the two samples.

	N	Mean	SD
Gender	61	1.5082	0.50408
Valid N (listwise)	61		

This positive perception towards utilizing artificial intelligence tools for improving their writing skills is evident in **Table 3**, assigned for means for perception statements. According to the results obtained in **Table 3**, participants confirmed that using AI writing tools helps them improve their writing skills (M = 2.3934). Also, they agreed that AI writing tools help them identify spelling and grammatical errors (M = 2.5902). Participants agreed that all artificial intelligence tools improve their writing skills, as is clear in **Table 3**.

Table 3. Means and standard deviations for perceptions statements.

	The questionnaire statements	Mean	Std. Deviation
1	Using AI writing tools helps me improve my writing skills.	2.3934	1.46377
2	AI writing tools help me identify spelling and grammatical errors.	2.5902	1.49863
3	AI writing tools develop the quality and efficiency of my writing.	2.7377	1.34042
4	AI writing tools enhance my vocabulary repertoire.	2.7049	1.47585
5	Using AI writing tools improves my content writing skills.	2.5082	1.42154
6	Using AI writing tools enhances my enthusiasm for writing.	2.8033	1.31428
7	Using AI writing tools foster writing organization skills	2.8197	1.29754
8	Using AI writing tools improve my writing style.	2.5082	1.38592
9	AI writing tools offer me the ability to use different options for word selection.	2.4262	1.40782
10	AI writing tools help me organize my ideas.	2.5082	1.34936
11	AI writing tools help me understand the use of transition words.	2.4754	1.37364

Uses of AI Tools for Improving Writing Skills:

According to the results of the participants’ perceptions and uses of AI writing tools to help them improve their writing skills, it was found that their uses of AI tools are greater than their perceptions towards utilizing artificial intelligence tools for improving their writing skills. **Table 4** shows the mean of the uses of participants, as the highest mean was attributed to the use of AI writing tools to translate words, phrases, and sentences, with a mean (M = 4.0000). They also use AI tools to check for grammatical errors and check the spelling of words with a mean (M = 3.7213). Participants also state that they use AI writing tools to write paragraphs and essays and use AI writing tools to generate ideas to be used in writing (mean = 3.4918),

respectively.

Table 4. Means and standard deviations for uses items.

	The questionnaire statements	Mean	Std. Deviation
1	I use AI writing tools to write my exercises and assignments.	3.1311	1.28420
2	I use AI writing tools to refine and paraphrase texts.	3.6230	1.33121
3	I use AI writing tools to translate words, phrases, and sentences.	4.0000	1.26491
4	I use AI writing tools to check the spelling of words.	3.7213	1.27973
5	I use AI writing tools to check for grammatical errors.	3.7213	1.27973
6	I use AI writing tools to edit my style of writing.	3.1475	1.37642
7	I use AI writing tools to write paragraph and essays.	3.4918	1.34936
8	I use AI writing tools to create a full list of the sources/references used in my writing.	3.3607	1.46097
9	I use AI writing tools to summarize texts/paragraphs to be used in my writing.	3.4426	1.38473
10	I use AI writing tools to save time when writing.	3.6721	1.20722
11	I use AI writing tools to generate ideas to be used in writing.	3.4918	1.34936

Differences between Perceptions and Uses of AI Tools:

Table 5 depicts the disparities in the perceptions and utilization of AI tools by Omani EFL learners in enhancing their writing skills. It was found that there is no substantial difference between gender groups in their perceptions of utilizing AI tools to improve their writing skills ($p > 0.05$), while there is no difference between gender groups in their use of AI tools to improve their writing skills 0.762. This is attributed to the fact that both groups have the same attitudes towards the importance of AI tools to improve their writing skills.

Table 5. Differences between perceptions and uses across study groups.

Perceptions		Practices
Mann-Whitney U	411.500	444.000
Wilcoxon W	876.500	909.000
Z	-0.773	-0.303
Asymp. Sig. (2-tailed)	0.439	0.762

a. Grouping Variable: Gender

Correlational Findings:

The Spearman Correlation Test, as presented in **Table 6**, indicates that there are no correlations between the perceptions and practices of Omani EFL learners regarding the use of artificial intelligence tools to enhance their writing abilities. The correlation between perceptions towards AI tools is not positive ($r = 1.000$) and between uses of AI tools is not positive either ($r = -0.108$). This indicates that when perceptions decrease, practices decrease, and vice versa.

Table 6. Correlation between perceptions and uses of AI tool.

		Perceptions	Practices
Spearman's rho	Correlation Coefficient	1.000	-0.108
	Perceptions	Sig. (2-tailed)	-
		N	61
	Practices	Sig. (2-tailed)	0.406
		N	61
		Correlation Coefficient	-0.108

5. Discussions

Based on the aforementioned results, it is clear that Omani EFL learners have positive perceptions towards using and utilizing artificial intelligence tools for improving writing skills. This finding was supported by several pieces of evidence mentioned in the literature review (Abdalkader, 2022; Alammam and Amin, 2023; Syahnaz and Fithriani, 2023; Sumakul et al., 2022). These studies showed that the students have positive perceptions and attitudes towards AI and other technological tools for improving their language learning process. Moreover, the findings of the current study support to a great extent Syahnaz and Fithriani's study (2023), which indicated favorable attitudes towards the implementation of AI systems, highlighting its advantages in enhancing content quality, minimizing grammatical errors, and enhancing linguistic competency. The study proposed that the utilization of AI-based technology can assist students learning English as a foreign language in surmounting obstacles encountered in academic writing. Furthermore, in this study, Omani EFL students affirmed that the highest uses of AI writing tools are to translate words, phrases, and sentences, check the spelling of words, and check for grammatical errors. This finding is in parallel with the findings of Marzuki et al.'s (2023) study. Abdalkader (2022) examined the impact of AI programs such as Minecraft, Semantris, and virtual reality activities on enhancing the writing fluency of EFL learners. The findings demonstrated a favorable influence of artificial intelligence on the proficiency of students in writing skills. In another EFL context, Dong (2023) investigated the application of AI-based pedagogy to instruct academic English writing. The findings indicate that artificial intelligence improves students' writing proficiency. These findings go in line with the aforementioned findings of this study.

The results showed that students' usage of AI technologies to improve their writing was higher than their perceptions. This means that students use these tools more when they are in need of enhancing their overall writing, regardless of their perceptions. In the same way, this finding relates to studies conducted by Dong (2023), Hwang and Nurtantyana (2022), Yang (2007), Woo et al. (2023). These studies on AI tools in education have demonstrated significant potential for improving writing proficiency among EFL learners. Moreover, this might require more awareness and knowledge from their teachers to develop their perceptions towards utilizing AI tools in their writing skills activities in order to use these tools effectively and adequately.

When it comes to gender, there were no significant differences between male students and female students regarding their perceptions and uses of utilizing AI tools

to enhance their writing skills. This means that both male and female students realize the importance of these AI tools for enhancing their writing skills. On the other side, the correlational results showed that there is no correlation between perceptions and practices in students' responses towards utilizing AI tools to enhance their writing skills.

Finally, taking into account all the results, this study confirms some significant findings from earlier studies and correlates them to these studies, such as Alharbi (2023), Ali (2020), Godwin-Jones (2022), Mushthoza et al. (2023). These studies confirmed that the use of AI tools in education has demonstrated a great deal of promise for improving writing skills among students studying English as a foreign language (EFL), and it is believed that these tools can greatly improve the caliber of students' written work. Through the provision of individualized instruction, quick feedback, resource curation, automated language tests, and translation services, artificial intelligence (AI) can enhance the teaching and learning of English in general.

6. Conclusion

The current study is intended to inspect the Omani EFL learners' perceptions and practices towards utilizing artificial intelligence tools for enhancing their writing skills. A number of 61 students from the General Requirements Unit at the Preparatory Studies Centre, University of Technology and Applied Sciences-Salalah, Sultanate of Oman, participated in the study. The results of the study showed that Omani EFL students have positive perceptions towards utilizing artificial intelligence writing tools. Based on the results of the analysis, the most commonly used AI tools by Omani EFL students are in translating words, phrases, and sentences. They also use AI tools to check for grammatical errors and check the spelling of words. Participants also state that they use AI writing tools to help them write paragraphs and essays and use AI writing tools to generate ideas to be used in writing, respectively. On the other side, the least practiced items by Omani EFL students were using AI writing tools to write their exercises and assignments and create a full list of the sources and references used in their writing. The results showed that there were no significant differences between male and female students in terms of their perceptions and utilization of AI technologies to improve their writing skills. In regards to students' perceptions and practices in utilizing AI tools to improve their writing skills, the correlational results revealed that perceptions and practices do not correlate. These findings imply that EFL teachers and students can utilize AI writing tools to enhance Omani EFL students overall writing skills. Also, there should be more training and awareness regarding these AI tools in order to use them appropriately and usefully. Further research can be conducted to inspect the utilization of AI technologies in improving other English language skills, mainly listening, and reading. A large sample may also be useful in inspecting the utilization of AI technologies in improving English language skills. Also, this study may inspire other researchers to investigate the impact of AI tools in learning language skills in general. Finally, while analyzing the findings of this study, it is important to take into account certain limitations that can be anticipated. The limited sample size and use of a single data collection method restrict the scope of the findings, making their applicability to other populations rather uncertain. The

researchers acknowledge that the utilization of testing in conjunction with other data collection methods may have provided a valuable opportunity for a comprehensive and meticulous analysis.

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Appendix

Questionnaire

Dear students,

The present study, entitled “*Artificial intelligence tools for improving writing skills: exploring Omani EFL learners’ perspectives*” explores the perceptions and uses of Omani EFL learners about the use of artificial intelligence (AI) tools in their writing and how AI could improve it. Therefore, you are kindly requested to participate in responding to this questionnaire. The questionnaire consists of two sections; each section comprises a number of questions pertaining to this study. Your participation in this study is of utmost importance, as it will shed light on the different viewpoints concerning using AI tools in the writing process. The researchers confirm that your responses will be kept confidential and exclusively utilized for the study objectives.

1. Are you willing to complete this questionnaire?
Yes No
2. Do you use artificial intelligence (AI) tools when you write?
Yes No
3. **Gender:** Male/Female

Please select the most appropriate option.

Note: AI refers to artificial intelligence

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Using AI writing tools helps me improve my writing skills.					
2. AI writing tools help me identify spelling and grammatical errors.					
3. AI writing tools develop the quality and efficiency of my writing.					
4. AI writing tools enhance my vocabulary repertoire.					
5. Using AI writing tools improves my content writing skills.					
6. Using AI writing tools enhances my enthusiasm for writing.					
7. Using AI writing tools foster writing organization skills.					
8. Using AI writing tools improve my writing style.					
9. AI writing tools offer me the ability to use different options for word selection.					
10. AI writing tools help me organize my ideas.					
11. AI writing tools help me understand the use of transition words.					

Section Two: Practices

Note: AI refers to artificial intelligence

Statement	Always	Usually	Sometimes	Rarely	Never
1. I use AI writing tools to write my exercises and assignments.					
2. I use AI writing tools to refine and paraphrase texts.					
3. I use AI writing tools to translate words, phrases, and sentences.					
4. I use AI writing tools to check the spelling of words.					
5. I use AI writing tools to check for grammatical errors.					
6. I use AI writing tools to edit my style of writing.					
7. I use AI writing tools to write paragraph and essays.					
8. I use AI writing tools to create a full list of the sources/references used in my writing.					
9. I use AI writing tools to summarize texts/paragraphs to be used in my writing.					
10. I use AI writing tools to save time when writing.					
11. I use AI writing tools to generate ideas to be used in writing.					

Thank you for your participation!