

VI Congreso Internacional Nebrija en Lingüística Aplicada a la Enseñanza de Lenguas

Written Expression in English and Artificial Intelligence: Ally or Enemy in Academic Writing?

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En camino hacia el **plurilingüismo**

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1. Introduction

1.1. AI enhancing academic writing (I)



AI tools at students' disposal:

ChatGPT, Copilot, Deepseek, GoogleNotebook LM, Gemini, Claude

Look for information, carry out assignments, automate long tasks and write essays in English (**Writings**)

- *TypeAI*
- *Quillbot*
- *Sudowrite*
- *Write & Improve*
- *Grammarly*



Studies supporting the use of AI in writing:

Chatbots increase **motivation** in SL/FL learning
(Winkler & Söllner, 2018; Zhao & Cai, 2021)

ChatGPT fosters **collaborative work**:
“it helps students face the task with a higher
level of interest at the beginning” (92%)
(Roig-Vila et al., 2023, p. 46)

Students must **write collaboratively** in real work settings

ChatGPT is available and reliable **24/7** with a flexible filter:

→ **drafts**

→ **process** over final product

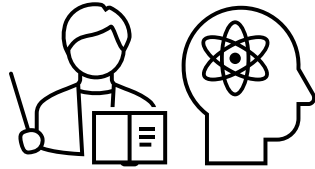
(Rodney Jones in Edmett et al., 2024, p. 47)

1. Introduction

1.1. AI enhancing academic writing (II)



What do teachers and experts think?



76% of English teachers confirm that
AI can help **boost** writing skills

(Edmett et al., 2024; British Council)

1.348 teachers-118 countries

Grammarly helps to **improve** written expression: fewer
mistakes after its feedback

(Dizon & Gayed, 2021; Nazari et al., 2021)

GoogleTranslate serves to learn to **write efficiently**
in English

(Chon et al., 2021; Lo, 2023)

IA **strengthens** writing skills in EFL blended learning
(Chong, 2021)

ChatGPT is helpful to **diagnose** preliminary
English level through CEFR
(Koraishi, 2023)

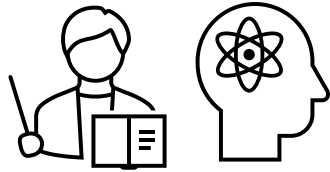
SMOOC and *QPR* allow to **detect mistakes** and explain the
reasons behind them
(Chen & Warden, 2019)

1. Introduction

1.2. IA hampering academic writing



What do teachers and experts think?



Reliability and **plagiarism** (Garcia, 2019; Huertas Abril & Palacios-Hidalgo, 2023; Jiménez et al., 2023; Alejaldre, 2023)

Learners' **lack of autonomy** without *ChatGPT's* or *Grammarly's* assistance (Edmett et al., 2024)

Teachers taken over by **chatbots** (Thompson et al., 2018; Shin, 2018) and having **emotionless** lessons (Viktorina et al., 2002)

AI might **decrease** students' enthusiasm to write (Suárez-Campos, 2023)

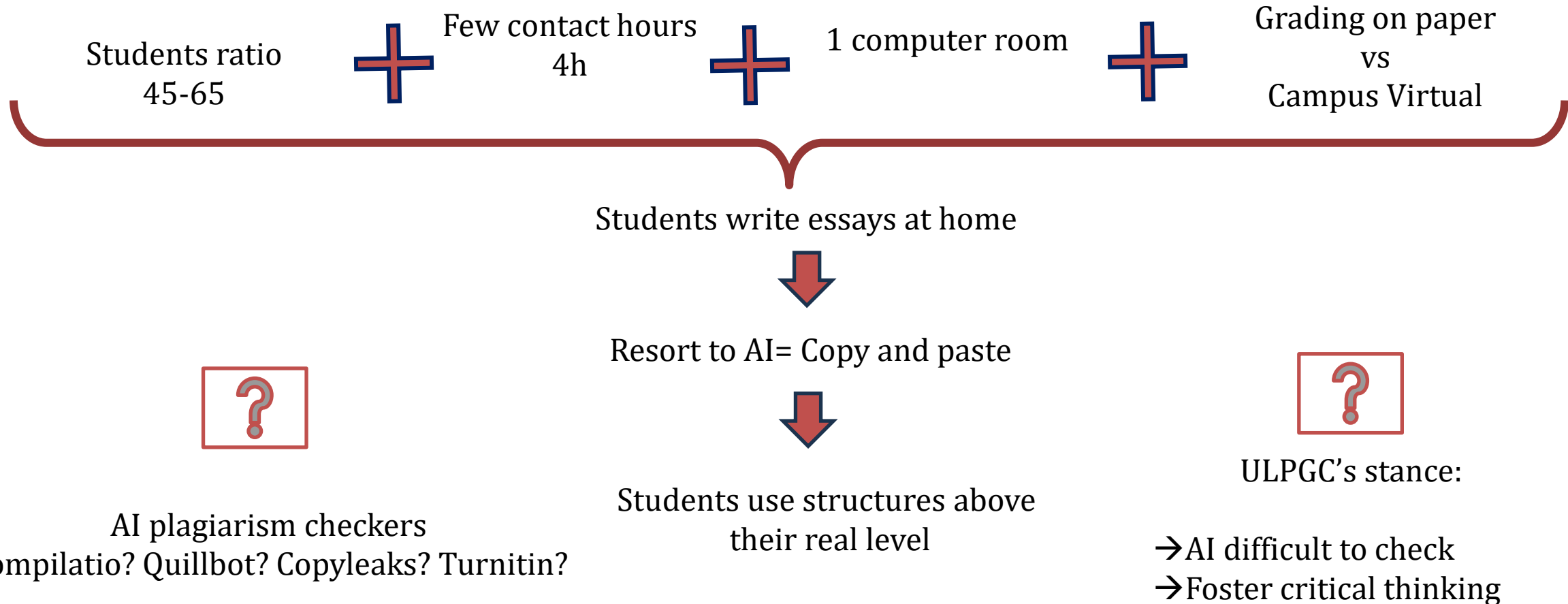
Essay mills and AI **diminish** intellectual property in *English for Academic Purposes* (Bannister, 2023)

Responses from *ChatGPT* and *Google Bard* **lack** depth, style and contextualisation in *American History* (Carrasco, 2023)

Risk of getting “**hallucinations**” (Koraishi, 2023, p. 69; King & ChatGPT, 2023; Rudolph et al., 2023)

2. Experiences with AI in our context and study justification

Obstacles:



3. Objectives and methodology



Solution:

Integrate AI in essays



Objective:

Find out whether AI **increases** or **decreases** writing skills



Context:

33 students (18-20 y-o)

1st year Bachelor's Degree in Early Childhood Educ.

B1+ (CEFR)

Experimental and Control Groups

Universidad de Las Palmas de Gran Canaria, Spain



Methodology: *Action research*

1. Identify a problem
2. Design an intervention
3. Observe the effect (data)
4. Reflect on results and restart the process



Instruments:

- ☐ Writing 1: *an email*
- ☐ Writing 2: *a fictitious story or personal anecdote*

❖ Teacher's rubric

ChatGPT:

- Procedure 1_Initial Prompt
- Procedure 2_Refined Prompt

❖ Final students' survey on *Google Forms*

3. Objectives & methodology

Procedure 1_Initial Prompt

Writing 1: Email

Please highlight all the mistakes in this essay clearly and then offer a polished-up, corrected version of it.

1



From: Claudia

Original version:

Hello Sandy

Me too I am so very nervous because I never travel .

My first evening there I prefer go to eat a place popular in the city and visit the museum or go to cinema

I love it!

I dont like mountain biking because I feel fear in these situations but when I arrive, we can go to the party.

One question, what is the wheather like there?

See you soon Sar



the next week are together.

Errors and corrections:

1. "Me too I am so very nervous because I never travel."
 - ✗ Error: "Me too" no es la mejor forma de empezar la oración. "So very nervous" es redundante. "I never travel" debería ser "I have never traveled" (tiempo verbal incorrecto).
 - ✓ Corrección: *"I am also very nervous because I have never traveled."*
2. "My first evening there I prefer go to eat a place popular in the city and visit the museum or go to cinema."
 - ✗ Error: "I prefer go" → "I prefer to go". "Eat a place" no es correcto; debería ser "eat at a popular place". "A place popular" → "a popular place". "Go to cinema" → "go to the cinema".
 - ✓ Corrección: *"On my first evening there, I would prefer to go eat at a popular place in the city, visit the museum, or go to the cinema."*
3. "I love it!"
 - ✗ Error: No está claro a qué se refiere "it". Se debería especificar o conectar mejor con la oración anterior.
4. "I dont like mountain biking because I feel fear in these situations but when I arrive, we can go to the party."
 - ✗ Error: "Dont" → "Don't". "Feel fear" no es natural; mejor "I am afraid". "These situations" no está claro. "Go to the party" debería ser "go to a party" (a menos que se refiera a una específica).



3. Objectives & methodology

Procedure 1_Initial Prompt

Writing 1: Email

1

Corrected version:



From: Claudia

Hello Sandy,

I am also very nervous because I have never traveled.

On my first evening there, I would prefer to go eat at a popular place in the city, visit the museum, or go to the cinema. I would love that!

I don't like mountain biking because I am afraid of it, but when I arrive, we can go to a party.

I have a question: what is the weather like there?

See you soon, Sandy. Next week we will be together!



3. Objectives & methodology

Results: Procedure 1 _Initial Prompt



Writing 1: Email

Different format



Corrections:

1. “Thank you for you email.” → “Thank you for your email.”
 - “You” es incorrecto aquí; debe ser “your” (posesivo).

2. “I’ m very excited for my trip and for stay with you this summer.” → “I’m very excited about my trip and staying with you this summer.”
 - “I’ m” → “I’m” (error en el espacio después del apóstrofe).
 - “excited for” → “excited about” (en inglés, se usa “excited about” para expresar emoción sobre algo).
 - “for stay” → “staying” (después de una preposición como “for” se usa un verbo en gerundio, no en infinitivo).

3. “I will arrive at the Stanted AirPort at 7 pm and my flight Numbers is 67.” → “I will arrive at Stansted Airport at 7 PM, and my flight number is 67.”
 - “Stanted AirPort” → “Stansted Airport” (corrección de la ortografía y capitalización incorrecta).
 - “Numbers is” → “number is” (debe estar en singular: “flight number”).
 - “pm” → “PM” (las abreviaturas de horas suelen escribirse en mayúsculas).

4. “Besides, my phone number is 783879492.” → “Also, my phone number is 783879492.”
 - “Besides” no es la mejor opción aquí; “Also” suena más natural en este contexto.

Student 1

“at airport” → “at the airport”

Student 2

- Error: Falta el artículo definido “the”.
- Explicación: En inglés, cuando hablamos de lugares específicos como “the airport”, “the park”, se usa “the”.
- 2.“about 07:00 pm” → “at about 7:00 pm”
- Error: Preposición incorrecta y formato de hora redundante.
- Explicación: Se usa “at” para indicar la hora exacta y “about” para aproximaciones. Además, no es necesario el “0” inicial en horas menores a 10.
- 3.“the plane will arrive around 6:45 pm”
- Error: Inconsistencia horaria.
- Explicación: El avión llega a las 6:45 pm, pero se menciona llegada al aeropuerto a las 7:00 pm. Debería aclararse si es la hora de aterrizaje o de salida del aeropuerto.
- 4.“go back to Croacia” → “go back to Croatia”
- Error: Nombre del país mal escrito.

1. "Thank you for your email. I'm really happy to meet you and your family."

Student 3

Corrección:

- La primera parte está **correcta**, solo que sería más natural usar **“to have met”** si ya se conocieron o si se está refiriendo al futuro, pero si no has conocido a la persona todavía, **“to meet”** está bien.
 - **Correcto:** “I’m really happy to meet you and your family” (si no se ha encontrado todavía).
 - **Alternativa:** “I’m really happy to have met you and your family” (si ya se han conocido antes).

2. "I arrived at 8 p.m. at Stansted Airport, if the flight doesn't come late."

Errores:

- “Come” no es el verbo correcto aquí. **“Arrive”** es el verbo adecuado cuando hablamos de la llegada de un vuelo, tren, etc.
- La frase también suena extraña con “if” para referirse a la llegada del vuelo. Sería más natural usar **“if it doesn’t arrive late”**.

Corrección:

- **“I arrived at 8 p.m. at Stansted Airport, if the flight doesn’t arrive late.”**
 - Correcto: **“I arrived at 8 p.m. at Stansted Airport, if the flight doesn’t arrive late.”**

Explicación:

- Usamos **“arrive”** en lugar de “come” porque estamos hablando de la llegada de un vuelo.
- La estructura de la oración está bien, pero es importante ser específico con “arrive” en este contexto.

3. Objectives & methodology

Procedure 2_Refined Prompt

Writing 2: Fictitious story or personal anecdote

Please highlight the mistakes in this essay clearly and classify them according to these categories: (1) Content and task fulfilment; (2) structure, style and organisation; (3) grammar; (4) vocabulary; (5) spelling and punctuation. Then, please offer a polished-up, corrected version of it, highlighting the mistakes and their corrections in bold.

Original version:

It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere. I was shocked. The road was lonely and dark. I got out of the car to checked the engine but I didn't understand anything about cars.

Few minutes later, I saw a small car from the forest next to the road. I felt so relieved! A man stopped his car and got out to help me. He checked my car but It hadn't worked even after he had tried to fix it. So, he offered to take me home.

During the drive, we talked a lot and laughed. He was an extrovert, funny and very friendly. That night was on the 19th of April because it was the beginning of our story. Some years later, that man became my husband.

Error Analysis by Category

Errors and corrections:

(1) Content and Task Fulfilment

- ✓ **Positive aspects:** The story is complete, engaging, and has a clear narrative arc (problem, resolution, outcome).
- ⚠ **Minor issue:** The phrase "That night was on the 19th of April because it was the beginning of our story" is **vague** in meaning and **slightly unnatural** in phrasing. It can be improved to better fulfill the storytelling function.

(2) Structure, Style, and Organisation

- ⚠ Paragraphs are not **clearly separated**, and transitions between events could be more fluid.
- ⚠ "Few minutes later" lacks an article ("A few minutes later").
- ⚠ "So" starting a sentence could be more formally integrated in narrative writing.

(3) Grammar

- ✗ "to checked" → incorrect infinitive form after "to".
- ✗ "It hadn't worked" → incorrect tense use in this context.
- ✗ "It" capitalised unnecessarily mid-sentence.
- ✗ "didn't understand anything about cars" → awkward; could be phrased more naturally.

(4) Vocabulary

- ⚠ "from the forest" → awkward phrasing; should be "coming out of the forest".
- ⚠ "extrovert" used as an adjective → better as "an extrovert person" or "he was outgoing".

(5) Spelling and Punctuation

- ✗ "didn't" → incorrect apostrophe (' instead of ').
- ✗ "19th of April" → acceptable, but "April 19th" or "the 19th of April" is more common in narrative.
- ✗ Missing comma before "but" in compound sentence.
- ✗ Inconsistent use of contractions and punctuation.

3. Objectives & methodology

Procedure 2_Refined Prompt

Writing 2: Fictitious story or personal anecdote

2



✓ **Corrected & Polished Version (with corrections in bold)**

It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere. I was shocked. The road was lonely and dark. I got out of the car to **check** the engine, but I **didn't** understand **anything about how cars work**.

A few minutes later, I saw a small car **coming out of the forest** next to the road. I felt so relieved! A man stopped his car and got out to help me. He checked my car, but **it still wouldn't start**, even after he had tried to fix it, **so he offered to take me home**.

During the drive, we talked a lot and laughed. He was **outgoing**, funny, and very friendly. **That night—April 19th—marked the beginning of our story**. Some years later, that man became my husband.

3. Objectives & methodology

Results: Phase 2-Procedure 2_ Refined prompt

Student 1

Similar format



Student 2

1. Desarrollo y contenido de la tarea:

→ El contenido es adecuado, responde a la consigna de narrar una experiencia. No hay errores en cuanto al desarrollo.

2. Estructura, estilo y organización:

→ La estructura es clara: introducción, nudo y desenlace.

→ Estilo narrativo correcto.

→ Pequeña mejora: "That night was on the 19th of April" sería mejor expresarlo como: "That night was the 19th of April" o "It was the 19th of April that night".

3. Gramática:

- "to checked" → debe ser "to check" (infinitivo sin -ed).
- "It hadn't worked" → debe ser "it didn't work" (pasado simple adecuado en contexto).
- "even after he had tried" → correcto, aunque en narraciones sencillas no suele usarse tanto el pasado perfecto.

4. Vocabulario:

→ Todo el vocabulario es adecuado y coherente. No se detectan errores de uso de palabras.

5. Ortografía y puntuación:

- "didn't" → debe ser "didn't" (el apóstrofo correcto).
- "Few minutes later" → debería ser "A few minutes later" (se necesita el artículo).
- "It" después de coma → debe ir en minúscula "it".
- "That night was on the 19th of April" → Mejor sin "on".

1. Desarrollo y contenido de la tarea

- **Error:** La redacción de la historia parece un poco desorganizada y falta de detalles en ciertas partes, como la conexión entre el café, el objeto y la persona que lo pierde. No hay mucha descripción sobre las emociones o pensamientos del protagonista.
- **Corrección:** Mejorar la fluidez de la narrativa, describiendo con más detalle las acciones y pensamientos del narrador, como la duda de si llevarse el objeto o no, o las emociones tras encontrarlo.

2. Estructura, estilo y organización

- **Error:** La narración salta entre acciones sin mucha transición o claridad. Por ejemplo, se menciona que después de 15 minutos nadie reclama el objeto y luego se menciona que el narrador se fue a trabajar sin explicar bien las transiciones.
- **Corrección:** Introducir transiciones más claras entre las acciones y el tiempo. Se puede añadir una breve frase de transición entre cada parte de la historia para facilitar la comprensión.

3. Gramática

- **Error:**
 - "I started to see the object" (El verbo "see" no es el adecuado, se debería usar "look at" o "observe").
 - "I asked the waitress if she knew who was the owner" (La frase es gramaticalmente incorrecta, la correcta sería: "who the owner was").
 - "I decided to wait a little bit in case the person who was this object appeared" (La frase está incorrecta en cuanto a estructura. Debería ser: "in case the person who owned this object appeared").
 - "so I left the local and went to my job" ("local" no es correcto en este contexto, debería ser "café").
- **Corrección:**
 - "I started to look at the object."
 - "I asked the waitress if she knew who the owner was."
 - "I decided to wait a little bit in case the person who owned this object appeared."
 - "so I left the café and went to my job."

3. Objectives & methodology

Phase 1-Procedure 1_Initial Prompt

1. Students write original essay **without** AI
2. Students ask AI to highlight errors **without** categorisation
3. Students ask AI to generate a polished version **without** highlighting errors in bold

Error corrections **without** being categorised and polished version **without** errors highlighted in bold

Versión mejorada y corregida:

From: Claudia

Hello Sandy,

I am also very nervous because I have never traveled.

On my first evening there, I would prefer to go eat at a popular place in the city, visit the museum, or go to the cinema. I would love that!

I don't like mountain biking because I am afraid of it, but when I arrive, we can go to a party.

I have a question: what is the weather like there?

See you soon, Sandy. Next week we will be together!



Phase 2-Procedure 2_Refined Prompt

1. Students write original essay **without** AI
2. Students ask AI to highlight errors **with** categorisation
3. Students ask AI to generate a polished version **with** all the errors highlighted in bold

Error corrections **with** categorisation and polished-up version **with** errors highlighted in bold

✓ Corrected & Polished Version (with corrections in bold)

It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere. I was shocked. The road was lonely and dark. I got out of the car to **check** the engine, but I **didn't** understand **anything about how cars work**.

A few minutes later, I saw a small car **coming out of the forest** next to the road. I felt so relieved! A man stopped his car and got out to help me. He checked my car, but **it still wouldn't start**, even after he had tried to fix it, **so he offered to take me home**.

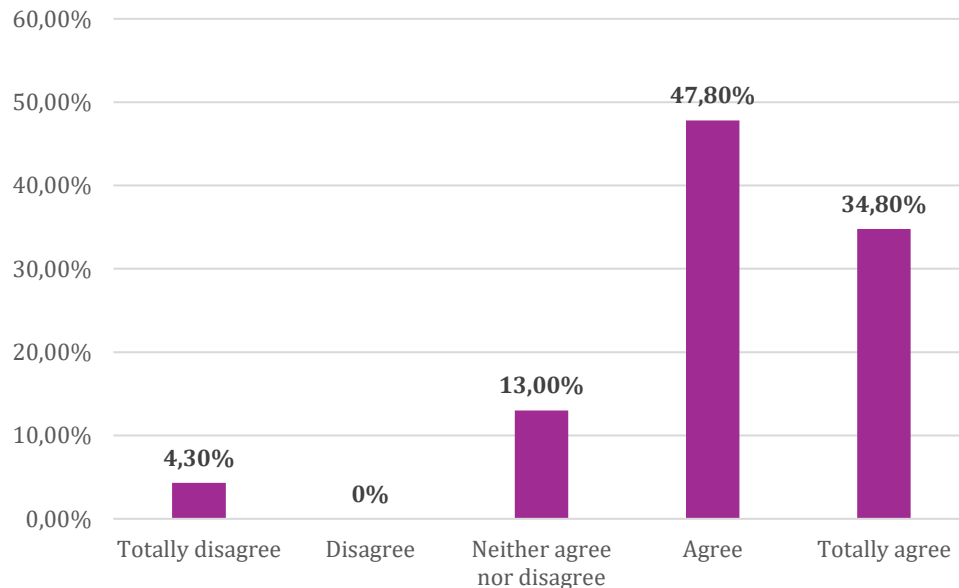
During the drive, we talked a lot and laughed. He was **outgoing**, funny, and very friendly. **That night—April 19th—marked the beginning of our story**. Some years later, that man became my husband.

4. Results & discussion

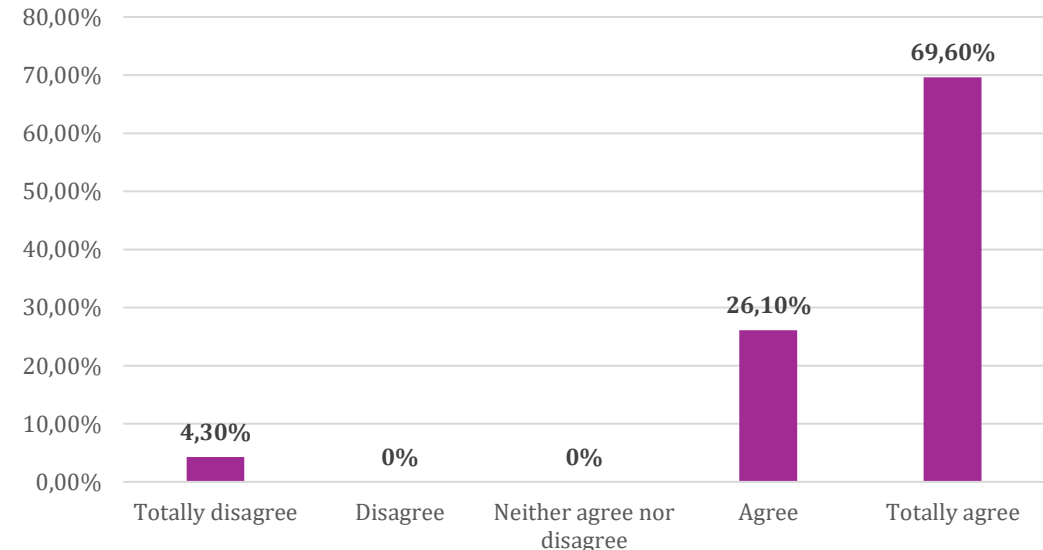


Q1. Does the AI help make fewer mistakes?

1. Did the AI help you understand the reasons behind the mistakes you made thanks to the corrections section alongside the polished version?



2. Do you think that being able to self-assess yourself was useful before submitting your final version?

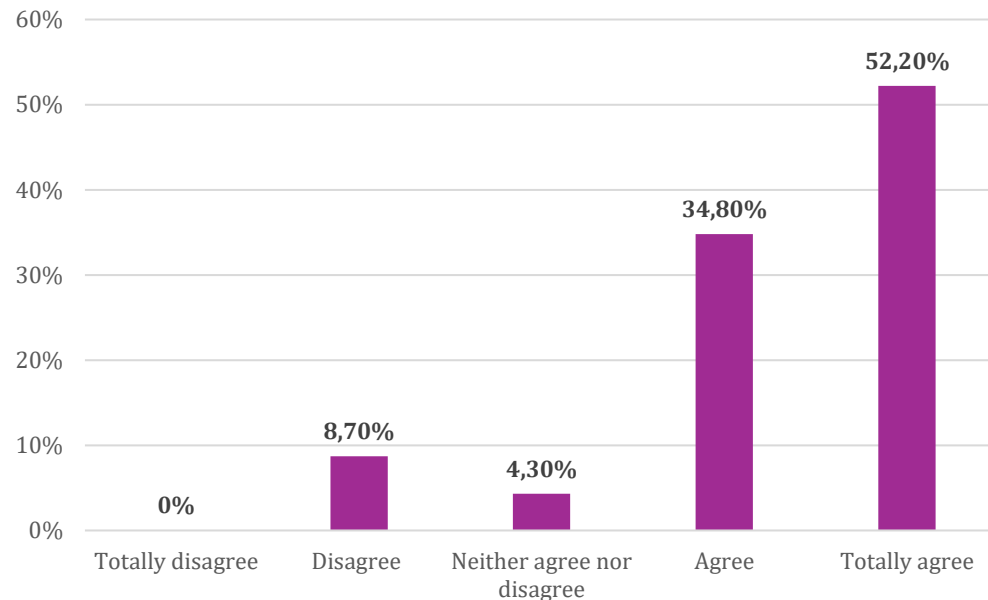


4. Results & discussion

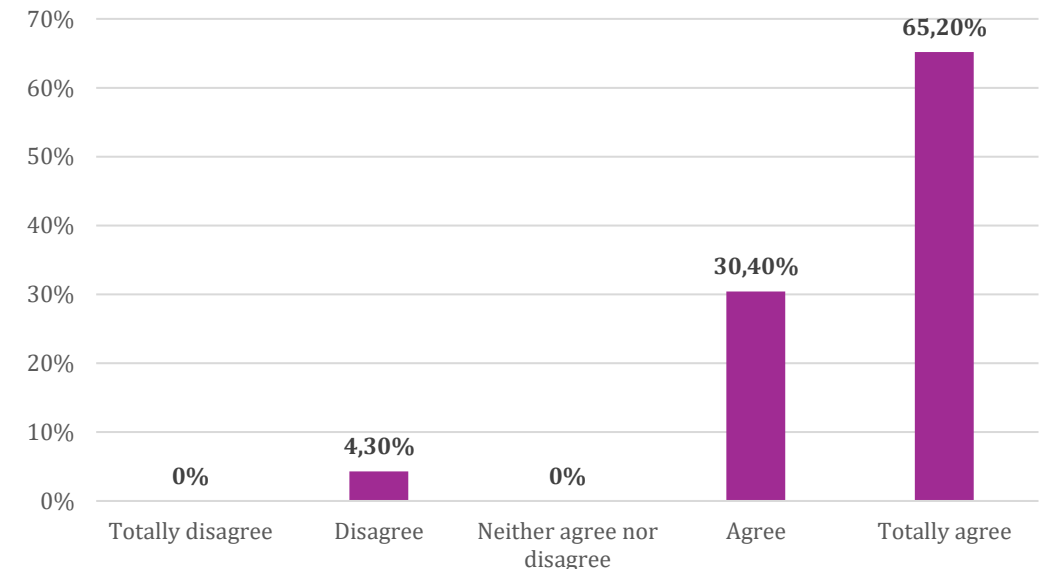


Q2. Does AI help foster metalinguistic awareness?

3. Did you pay more attention to the mistakes you made before submitting your essay into Campus Virtual?



4. Once the AI made you realise those mistakes, did you try not to make them again in your future essays?

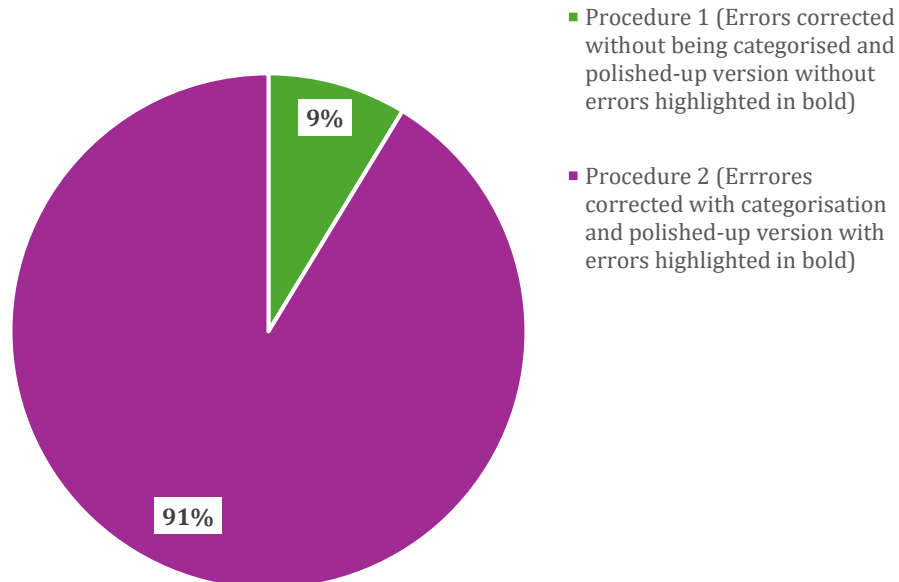


4. Results & discussion

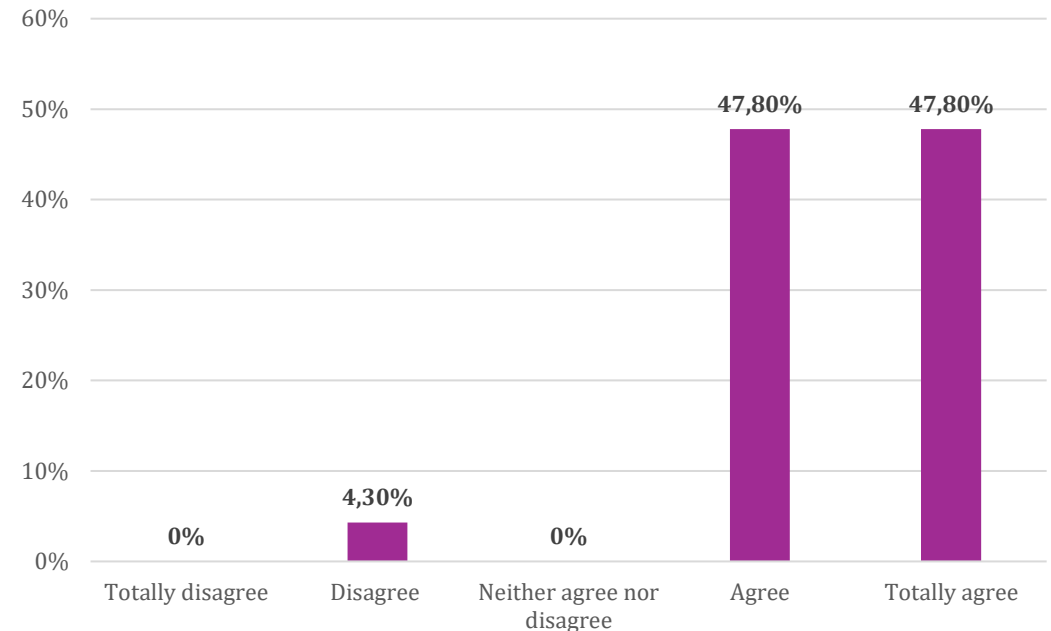


Q3. Does AI help learn to write better in English?

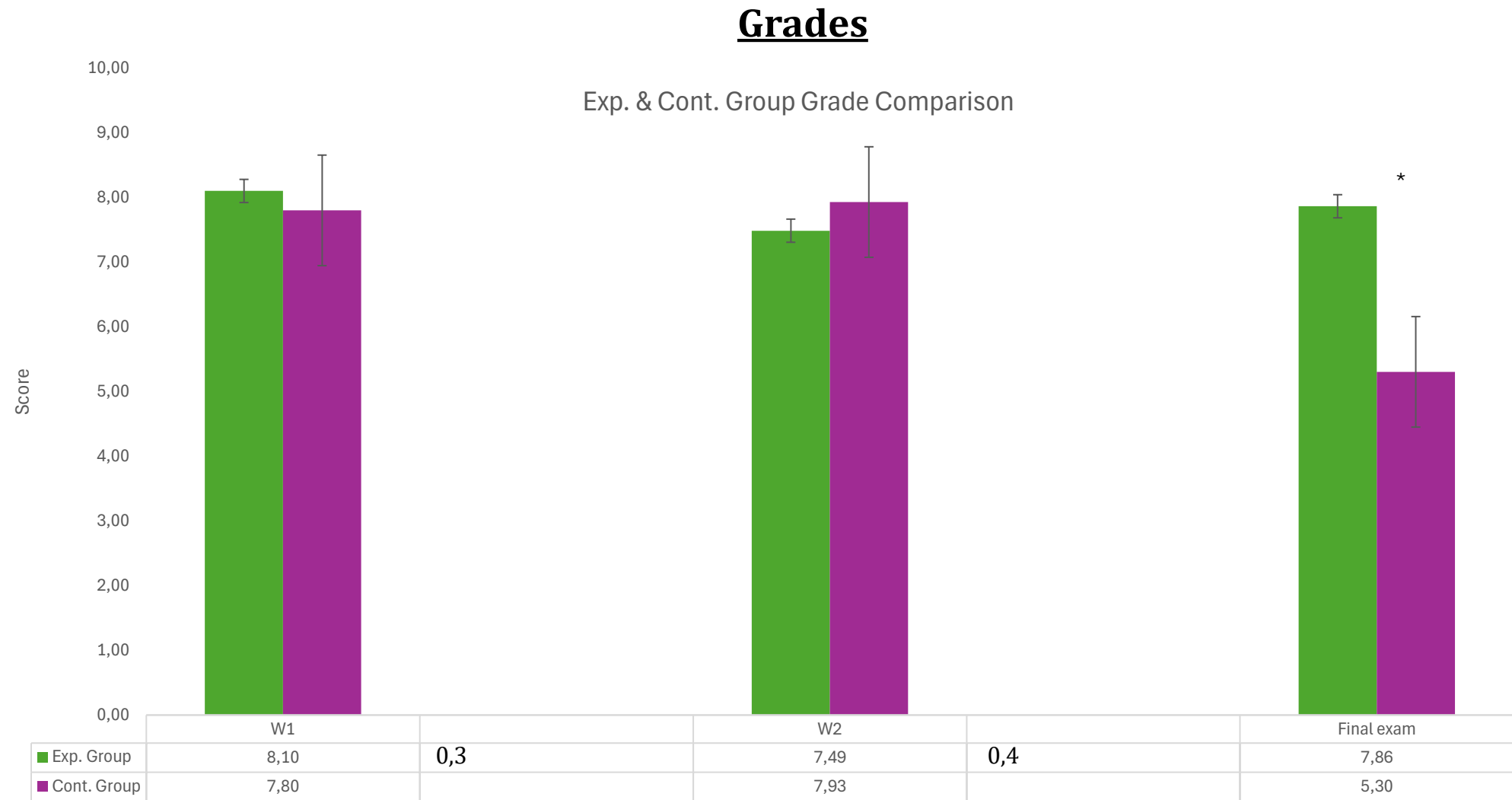
5. Which procedure did you learn the most with?



6. Generally speaking, how beneficial was the use of AI to help you write your Writings in English?



4. Overall results (Experimental & Control Groups)



4. Overall results (Control and Experimental Groups)

Plagiarism



Students in the **Experimental** Group (0/15)

Students in the **Control** Group (4/15)

 
(150 palabras) [Informe](#)
It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere.
I tried to start it, but...

 
(138 palabras) [Informe](#)
I was having a coffee at a café when I found a strange object on the table next to me a colorful notebook, filled with writing. I looked ...

 
I (152 palabras) [Informe](#)
It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere.

I got out to check the...

 [Documento \(1\).pdf](#)

[Informe](#) 9 de abril de 2025, 15:34

 [Writing Unit 3](#) 
8 de abril de 2025, 15:47

 [writing inglés T3.pdf](#)

9 de abril de 2025, 08:17

 
(630 palabras) [Informe](#)
It was raining cats and dogs, and I was driving home at night. Suddenly, my car stopped in the middle of nowhere. I was in the middle of ...

 
(617 palabras) [Informe](#)

Option B:

I was having a coffee at a café when I found a strange object on the table next to me. It was a box

5. Conclusions

We **cannot forbid** AI nowadays

Instead of punishing it → **integrate** it and **encourage** an ethical use

Procedure 1 ↔ Procedure 2
Trial & Error



A more **reflective, fruitful** and **rewarding**
writing process
(**scaffolding**)

Facilitates teacher's **grading** (rubric=transparency)

Promotes **self-assessment** (quick feedback)

Guarantees **accuracy** (detects more mistakes)

Increases **motivation** (challenging)

Decreases **plagiarism**

Fosters **metalinguistic awareness**

Reinforces "**learning to learn**" competence

Develops **digital** competence

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Thank you very much for your attention

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