



*The Second Scientific Conference  
for Undergraduate and Postgraduate Students  
Alasmarya Islamic University, 1446 A.H- 2024 A.D*



## **The Advantages of Artificial Intelligence Tools in Academic Writing at Higher Education**

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### **مزايا أدوات الذكاء الاصطناعي في الكتابة الأكاديمية في التعليم العالي**

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#### **Abstract**

In the rapidly evolving landscape of higher education, the integration of artificial intelligence (AI) tools has the potential to revolutionize the way writing skills are taught and developed. This study investigates the advantages of using AI-driven writing tools, which encompass grammar checkers, style enhancement applications, translation and intelligent writing assistants. These tools provide immediate, personalized feedback, enabling students to refine their writing techniques in real time. The study reveals that AI tools not only enhance the technical aspects of writing—such as grammar, punctuation, and coherence—but also foster critical thinking and creativity by prompting students to engage with their content more deeply. By automating the identification of common writing issues, these tools free up educators to focus on higher-order writing skills, such as argument development and persuasive techniques. Moreover, AI tools cater to diverse learning styles and needs, offering customized support that can help students at different proficiency levels. This adaptive approach helps build confidence and encourages a growth mindset towards writing. This article presents a case study involving 20 female students and 4 lecturers from Alasmarya Islamic University, utilizing quantitative and qualitative data collected through questionnaires, observation, and an experimental study. The findings highlight the importance of integrating AI tools into writing curricula, as they not only improve student outcomes but also prepare learners for the demands of an increasingly digital workplace.

Ultimately, the study underscores the transformative potential of AI in writing education, advocating for its broader adoption to enhance student engagement, learning experiences, and overall writing proficiency in higher education settings.

**Keywords:** Artificial intelligence, Writing skills, Higher education, Critical thinking, Creativity, Adaptive learning.

## الملخص

في مشهد التعليم العالي سريع التطور، فإن دمج أدوات الذكاء الاصطناعي (AI) لديه القدرة على إحداث ثورة في طريقة تدريس مهارات الكتابة وتطويرها. تبحث هذه الدراسة في مزايا استخدام أدوات الكتابة المعتمدة على الذكاء الاصطناعي، والتي تشمل المدقق النحوي وتطبيقات تحسين الأسلوب والترجمة ومساعدتي الكتابة الذكيين. توفر هذه الأدوات تعليقات فورية وشخصية، مما يمكن الطلاب من تحسين تقنيات الكتابة الخاصة بهم في الوقت الفعلي. تكشف الدراسة أن أدوات الذكاء الاصطناعي لا تعمل فقط على تعزيز الجوانب التقنية للكتابة - مثل القواعد النحوية وعلامات الترقيم والتماسك - ولكنها أيضًا تعزز التفكير النقدي والإبداع من خلال حث الطلاب على التفاعل مع المحتوى الخاص بهم بشكل أكثر عمقًا. من خلال أتمتة تحديد مشكلات الكتابة الشائعة، تحرر هذه الأدوات المعلمين للتركيز على مهارات الكتابة عالية المستوى، مثل تطوير الحجج وتقنيات الإقناع. علاوة على ذلك، تلي أدوات الذكاء الاصطناعي أنماط واحتياجات التعلم المتنوعة، وتقدم دعمًا مخصصًا يمكن أن يساعد الطلاب في مستويات الكفاءة المختلفة. يساعد هذا النهج التكميلي على بناء الثقة ويشجع عقلية النمو تجاه الكتابة. تقدم هذه المقالة دراسة حالة شملت 20 طالبة و4 محاضرين من الجامعة الأسمرية الإسلامية، باستخدام بيانات كمية ونوعية تم جمعها من خلال الاستبيانات والملاحظة ودراسة تجريبية. سلطت النتائج الضوء على أهمية دمج أدوات الذكاء الاصطناعي في مناهج الكتابة، لأنها لا تعمل على تحسين نتائج الطلاب فحسب، بل تعد المعلمين أيضًا لمتطلبات مكان العمل الرقمي بشكل متزايد. في النهاية، تؤكد الدراسة على الإمكانيات التحويلية للذكاء الاصطناعي في تعليم الكتابة، وتدعو إلى اعتماده على نطاق أوسع لتعزيز مشاركة الطلاب وخبرات التعلم، وكفاءة الكتابة بشكل عام في إعدادات التعليم العالي.

الكلمات الدالة: الذكاء الاصطناعي، مهارات الكتابة، التعليم العالي، أدوات الذكاء الاصطناعي، المدقق النحوي، التفكير النقدي، الإبداع، التعلم التكميلي.

## 1. Introduction

Learning a new language, particularly English, can be likened to preparing for a race, necessitating extensive practice and a tailored approach to achieve proficiency. English is the most widely spoken language globally, a status attained through the historical influence of the British Empire and the subsequent dominance of the United States. As the most commonly learned second language, English boasts more second-language speakers than native speakers, highlighting its significance in academic and professional contexts. Mastering writing skills in English is crucial for success, as effective communication is increasingly in demand. This requires strategic approaches to teaching writing, including identifying desired skills, assessing prior knowledge, and engaging students in meaningful discussions.

Incorporating technology, particularly artificial intelligence (AI), into the writing process can significantly enhance academic writing efficiency and quality. AI-powered writing assistants can help



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students with grammar, structure, citations, and adherence to academic standards, allowing them to concentrate on the more critical and innovative aspects of their research. These tools are central to overcoming challenges posed by academic writing, which often involves navigating complex ideas and vast amounts of information. By supporting productivity and improving the quality of academic discourse, AI tools are increasingly recognized as essential resources for students and educators alike.

The literature on artificial intelligence (AI) underscores its transformative potential in education, highlighting both its benefits and challenges. Defined as the science of creating intelligent computer systems, AI has roots in early work dating back to McCulloch and Pitts in 1943, with the term popularized by McCarthy in 1956 (McCarthy, 2007; Russell & Norvig, 2010). AI enhances educational experiences by fostering personalized, inclusive, and engaging learning environments. Techniques such as gamified learning and project-based learning have been shown to improve student engagement and facilitate interaction between students and teachers (Nalbant, 2021). The COVID-19 pandemic significantly accelerated the adoption of AI in online education, showcasing its effectiveness across various domains, including military, medicine, and psychology (Nalbant, 2021). Consequently, schools are encouraged to integrate AI tools to enhance learning outcomes and improve operational efficiency. Thus, when created to effectively utilize the many interaction tools and resources, online learning platforms frequently provide students with a more engaging, interactive, and effective educational setting than traditional classroom instruction (Salem, 2022).

AI's rapid advancement also plays a pivotal role in economic growth, with scholars utilizing models to analyze its effects. While the exact impact of AI on economic variables remains debated, research indicates a positive correlation between AI integration and economic growth (He, 2019). Additionally, AI tools facilitate the assessment of student performance, enabling institutions to identify key factors influencing success or failure. Predictive analytics can cluster students based on performance, leading to tailored educational interventions (Dhara et al., 2022). By allowing for personalized curricula that cater to individual student needs, AI not only improves engagement but also reduces dropout rates, which is crucial for fostering student success and enhancing overall educational quality (Dhara et al., 2022). While AI presents substantial opportunities for enhancing educational practices, concerns about its impact on traditional teaching roles remain a topic for further discussion.

Moreover, the literature surrounding artificial intelligence (AI) writing tools emphasizes their growing significance in research writing, highlighting both advantages and challenges. Technologies utilizing machine learning and natural language processing are increasingly integrated into research, aiming to simplify the writing process and enhance the quality of critical analysis, particularly in literature reviews and

language style (Adams & Chuah, 2022). Various AI-based writing tools offer distinct features, benefits, and limitations; however, there is a noted lack of comprehensive analysis regarding their implementation and effectiveness. Despite their potential to improve writing efficiency, AI tools, such as ChatGPT, pose certain risks, including the introduction of errors and biases, which reflect the limitations of their training data or the intentions of their designers (Gilat & Cole, 2023).

However, AI tools are anticipated to significantly influence how scientific articles are written and reviewed by automating formatting and organization, allowing researchers to focus on substantive content (Gilat & Cole, 2023). However, there are concerns regarding potential misuse, such as generating fake articles or manipulating data, necessitating vigilance from reviewers and editors to maintain scientific integrity. The literature suggests a future where AI tools are prominent in scientific writing but emphasizes the need for human oversight to ensure adherence to rigorous standards (Gilat & Cole, 2023). As AI technology evolves, the development of counter-tools to identify AI-generated text may help mitigate potential abuses. In summary, while AI writing tools offer exciting opportunities for enhancing research writing, their implementation must be approached with caution to preserve the quality and integrity of scientific communication.

The integration of Artificial Intelligence (AI) tools into academic writing has also transformed the landscape of higher education by enhancing both the writing process and the quality of scholarly work. AI tools such as grammar checkers, plagiarism detectors, and content generation software assist students in producing high-quality written work. For instance, grammar checking applications like Grammarly and ProWritingAid offer real-time feedback on grammar, punctuation, and style, allowing students to refine their writing skills while learning from their mistakes (Chai et al., 2020). Furthermore, these tools often include features that promote clarity and conciseness, guiding students to express their ideas more effectively. As a result, students not only improve their immediate writing tasks but also develop long-term writing competencies that are crucial in academic and professional settings (Jalal & Pashapour, 2022). In addition to improving writing mechanics, AI tools facilitate the research process by aiding in literature review and citation management. Tools such as EndNote and Zotero streamline the organization and formatting of references, saving students time and ensuring accuracy in citation (Griffiths & Brophy, 2005). Additionally, AI-powered platforms like Mendeley enable users to discover relevant research articles and create annotated bibliographies effortlessly, which can enhance the depth and breadth of literature reviews (Kirkup & Kirkup, 2017). As students increasingly engage with extensive digital resources, these AI tools not only support efficient academic writing but also foster critical thinking and analytical skills, ultimately contributing to a more robust educational experience in higher education (Liu et al., 2021).



### **1.1. Aims**

- To enhance students' writing abilities, self-efficacy, and understanding of academic integrity.
- To provide writers with the tools necessary to complete specific tasks, such as research and data analysis.
- To detect errors and predict text, and provide suggestions on grammar and choice of words.

### **1.2. Problem Statement**

Artificial intelligence is one of the most important tools in this era, and its use in the field of writing will save a lot of time and effort for students and teachers in many matters such as translation, rephrasing, summarizing, ... etc., as time can be used in other things that the student cannot do except with assistance. teachers: Today, those things that we mentioned and others, such as grammatical correction and data analysis, have become things that artificial intelligence can do easily and very quickly. If the classes include this tool, it will be positive on both sides, on the part of the teachers and the student alike. This study is important from two aspects: the first is that it provides the student's with many tools and techniques that help them to develop their writing and writing skills, and on the other hand, it saves the teacher time and effort in giving academic correction, as the lecture time may be insufficient for him to Reviewing each student's writing individually, and sometimes the number of students is large and the teacher feels bored. So this technique is considered very effective in the field of writing.

## **2. Method**

Artificial intelligence (AI) technology positively affects students' writing and skills. Therefore, this study aims to draw maps, Perceptions, obstacles, and recommendations to improve the use of artificial intelligence in academic writing in English. This article discusses a case study (a group of students at the university level) and uses data (quantitative and qualitative). The researchers collected the data using (a questionnaire, observation, and experimental study). The participants in the study were students of Alasmarya Islamic University. For the seventh and eighth semesters, Alasmarya Islamic University selected a sample of 20 female students. Ten students in the seventh semester and ten students in the eighth semester provided samples (Appendix 1). An observation was done for students in the seventh semester. They were divided into two groups. They are asked one group to use traditional dictionaries and the other use intelligence tools. It was given them papers that contained some questions (Appendix 2). Two open-ended questions were submitted to 4 teachers (Appendix 3). The study hypotheses that:



- AI-based learning tools help students; conduct academic research, especially in the planning stage, to identify and develop topics, also in the drafting step, to develop a paper draft, AI-based learning tools are taken into account.
- Artificial intelligence-based learning tools save a lot of time and effort despite their inability to cover all the basics that students need.
- The writing process; by using artificial intelligence technology in academic writing, the writing process for students will not be a boring process.

### **3. The Findings**

#### **3.1. Students' responses to the questionnaire (paraphrasing and grammar checking).**

The students' responses to the questionnaire showcase their understanding of grammar and paraphrasing while also highlighting areas for improvement. In the section on selecting the correct answer, most students correctly identified that "My car is faster than yours" is the appropriate choice. However, one student incorrectly selected "more fast," demonstrating a need for further instruction on comparative adjectives. Similarly, while several students accurately used the present perfect tense in their answers regarding studying English, others mistakenly used the present continuous form, indicating the importance of reinforcing verb tenses and their appropriate contexts. In the comparison statement about height, all but one student chose the grammatically correct option, "My friend is taller than I," which emphasizes their understanding of comparative structures.

In the paraphrasing and summarization tasks, the students exhibited varying levels of skill. Some students effectively rephrased the weather description, capturing the essential details, while others provided simpler or less accurate interpretations. For instance, student four offered a detailed and vivid paraphrase of the original text, showcasing strong language skills and creativity. In summarizing the seasons, student five provided a comprehensive overview of the key characteristics of each season, highlighting their understanding of the content. However, other summaries lacked depth or coherence, indicating that some students may benefit from additional practice in summarization techniques. The paragraph about friendship revealed personal insights and varied writing styles, with students expressing the value of friendship in different ways. Overall, while the students demonstrated a solid grasp of grammar and paraphrasing concepts, continued focus on nuanced language use, verb tense consistency, and effective summarization will enhance their proficiency further.

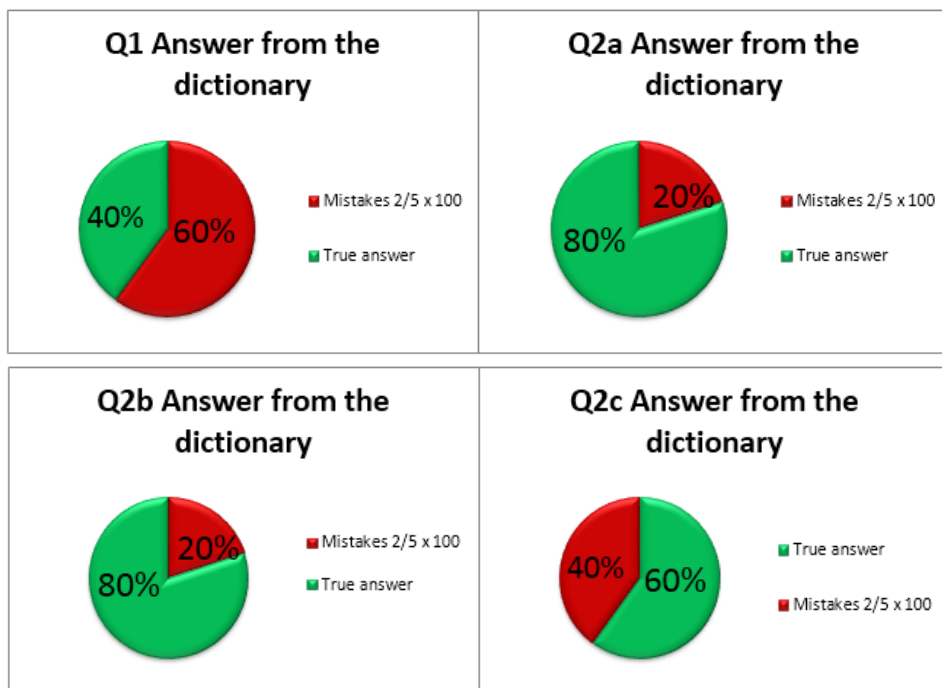


### 3.2. Students' Responses to the Questionnaire (Translation)

The responses from students regarding their translation exercises reveal a notable consistency in their approaches, highlighting both strengths and areas for improvement in their language skills. In translating the paragraph about mothers, all students effectively conveyed the core sentiment, recognizing the mother's role as a caring figure in their lives. However, some translations contained grammatical inaccuracies, such as the incorrect use of "describes" instead of "describe," indicating a need for further attention to verb agreement. Overall, the students demonstrated an understanding of the text's meaning, with most providing translations that maintained the essence of the original Arabic.

Regarding the translation of sentences, students showed proficiency in translating straightforward phrases, particularly with common expressions like "Silence is an answer too" and "Big dreams have small beginnings." The consistency in their translations suggests a strong grasp of basic vocabulary and syntax in both languages. However, the variations in translating more complex phrases, such as "Take the risk or lose the chance" and "Die with memories, not dreams," reveal opportunities for growth in interpreting nuanced meanings. Overall, the students' translations reflect a solid foundation in language skills, but ongoing practice and feedback will be essential for enhancing their proficiency and confidence in translation tasks.

Figures (1 and 2) show the percentages of students who answered from printed dictionaries and AI-based Internet respectively according to questions in Appendix 2.



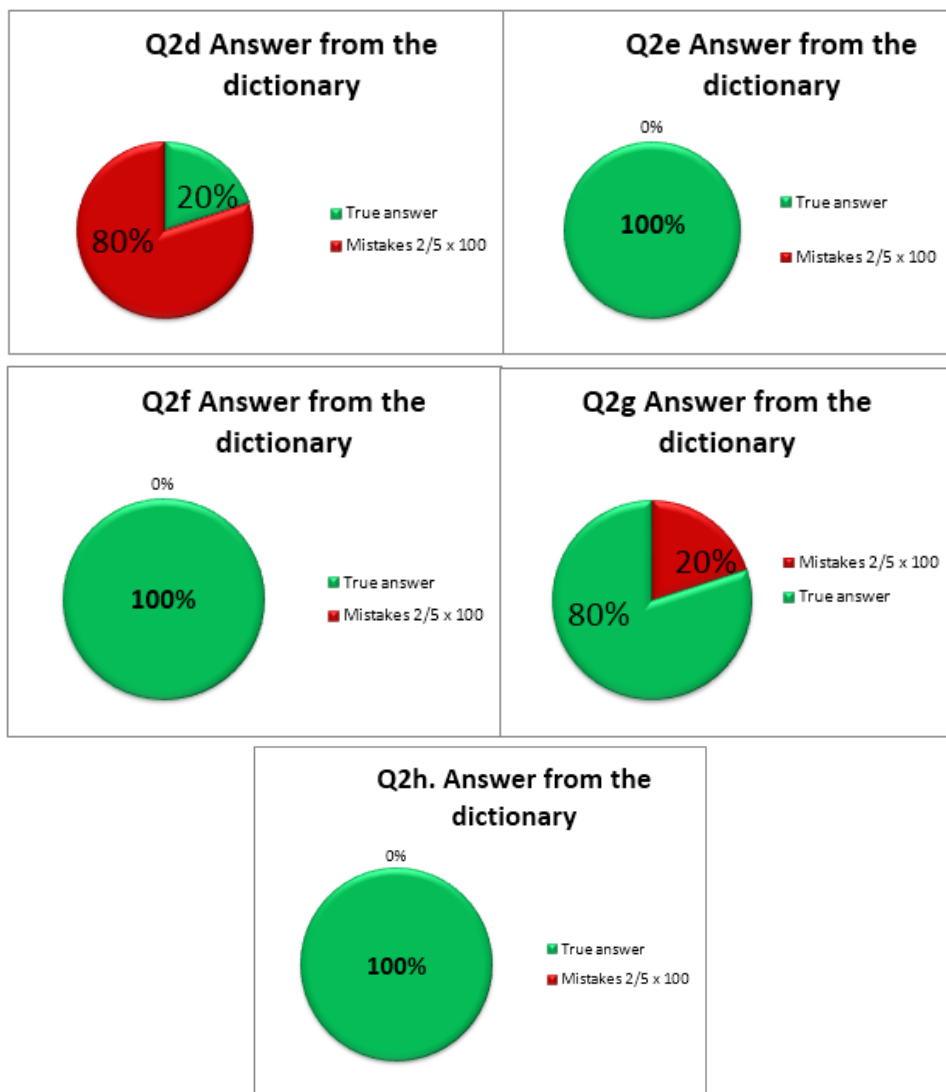
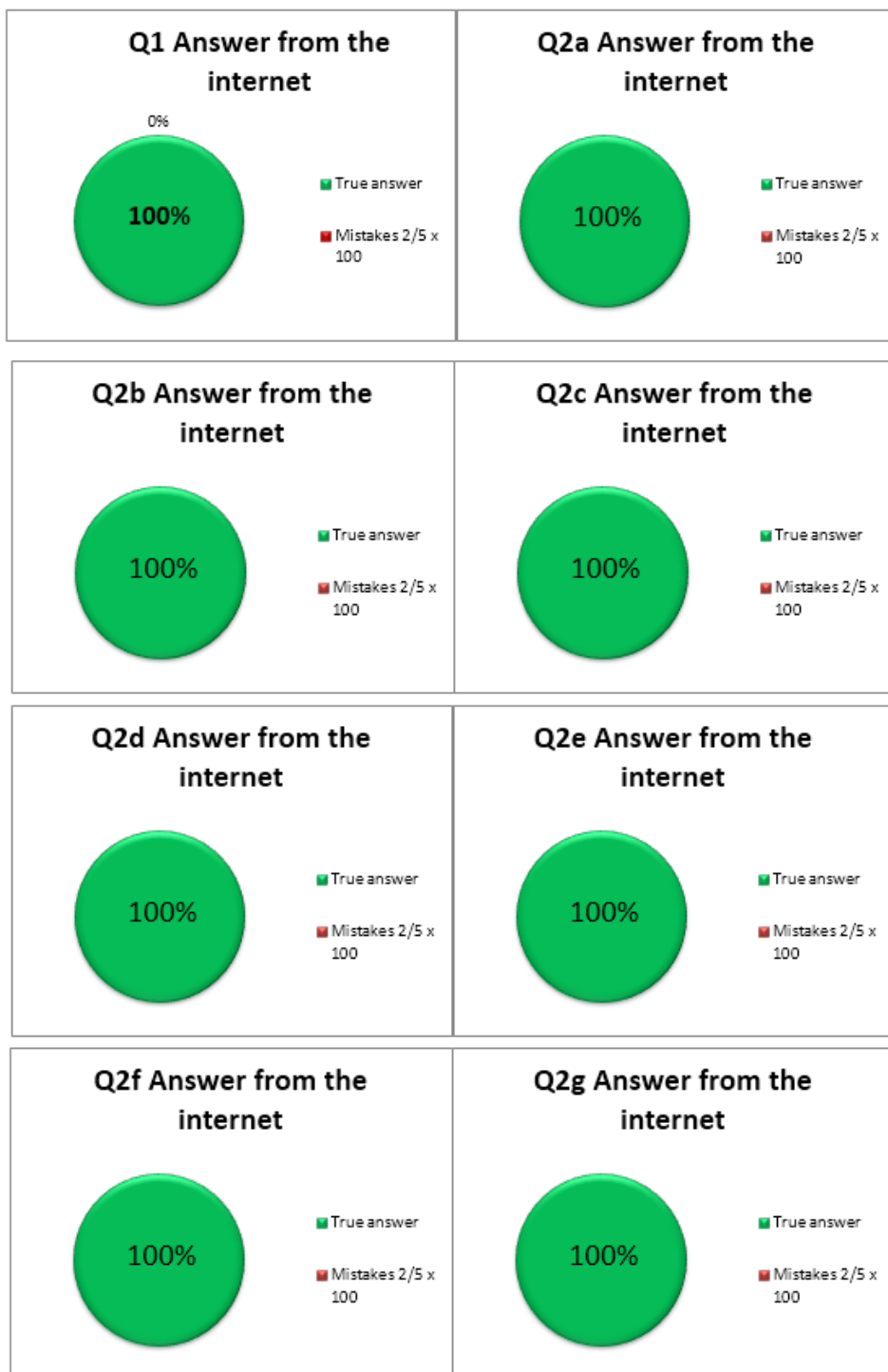


Figure 1. Students Answer from printed dictionaries according to questions in Appendix 2





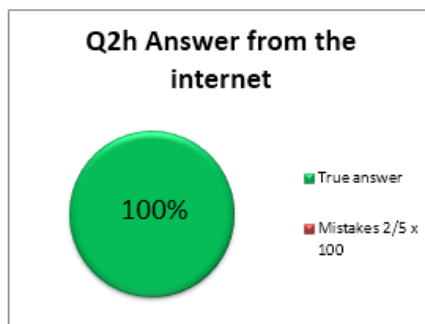


Figure 2. Students Answer from AI-based Internet according to questions in Appendix 2

### 3.3. Teachers' Responses to the Questionnaire

The questionnaire for teachers (Appendix 3) explored their approaches to encouraging students' use of online dictionaries and their suggested methods for translation. Regarding the first question, all four teachers affirmed their encouragement of students to utilize online dictionaries, citing different strategies. Teacher 1 recommended specific practical dictionaries to help students check meanings and related aspects of new words. Teacher 2 emphasized the use of reliable websites like Oxford, Cambridge, or Macmillan due to their reputable references. Teacher 3 advocated for English-English dictionaries, such as Merriam-Webster, to deepen students' understanding of words through their meanings and uses, which ultimately saves time for the teacher. Teacher 4 also highlighted the importance of providing particular types of dictionaries, recognizing the technology-savvy nature of today's students.

For the second question on suggested translation methods, responses varied but were insightful. Teacher 1 noted that the choice of method should depend on the course's nature. Teacher 2 focused on scanning the text to grasp key ideas and context, which helps in selecting appropriate terminology. Teacher 3 suggested multiple strategies, including using dictionaries, the internet, topic research, and drafting. Finally, Teacher 4 recommended a focus on translating individual words rather than entire sentences, emphasizing the value of memorizing vocabulary as a beneficial method for learning. Overall, the teachers' responses reflect a blend of traditional and modern approaches to language learning and translation, emphasizing the importance of technology in enhancing students' skills.

## 4. Conclusion

After continuous research, it became clear to us that the use of artificial intelligence in the field of academic writing is very important for students. It helps them reduce some of the problems they may face while writing. Therefore, the college must provide them with the necessary requirements to enable the use of



these tools in the study lecture and abroad within reasonable limits. Therefore, the results of the study are difficult to apply.

In conclusion, artificial intelligence has the potential to revolutionize higher education, making it more efficient, personalized and accessible. However, teachers need to recognize the challenges of artificial intelligence, including the potential for bias and over-reliance on technology. By utilizing artificial intelligence in a responsible and ethical way, teachers can enhance their education and engage their students in new and exciting ways. We are excited to see how artificial intelligence will continue to change higher education in the coming years.

## **5. Recommendations**

### **5.1. For Teachers**

- Using AI-powered learning platforms, this can lead to more effective learning outcomes and greater student participation
- Use Chat-Bots that provide instant support to students, to virtual assistants who can help with administrative tasks.
- It can help teachers themselves analyze data, extract texts, and review the literature, helping them accumulate knowledge and achieve search results faster.
- Encourage curriculum development and teaching methods by redesigning curricula to include 21st century skills and teaching artificial intelligence as an essential part of general education
- Continuous training for teachers and providing them with continuous training programs on the uses of artificial intelligence in education, including ethics and practical applications, to ensure their effective use of this technology in the educational process.
- Smart programs provide interactive and innovative experiences that encourage students to participate effectively and develop critical thinking and creativity skills. In addition, artificial intelligence provides interactive education and realistic simulation to enhance students' understanding and the application of concepts and skills in real contexts.
- Providing immediate feedback and continuous performance assessment through artificial intelligence is important in improving learning by identifying strengths and weaknesses and identifying areas where students need to focus on, allowing students to continuously improve their performance and enhance their learning.

- Provide diverse and immediately available educational resources and provide multimedia educational content, including text, videos, images, and interactive applications, which helps students understand concepts in different ways and meet their individual needs.

## 5.2. For Students

- First, students should start learning about the basics of artificial intelligence, including what artificial intelligence is, how it works, what its purpose is, what are its various applications and tools, and what educational robots mean. You can also start covering topics such as machine learning, deep learning technology, and e-learning.
- There are plenty of resources available online to help students learn about artificial intelligence. You can use online courses, tutorials, and videos to complement their education process.
- Because artificial intelligence is a rapidly evolving field, students must be prepared to continue learning and adapting to new technologies.
- Students need to understand the basics of programming before they can work with artificial intelligence, so they must learn the basics of some programming languages such as Python, which is widely used in the development of artificial intelligence techniques.

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## Appendix 1: Questionnaire for Students (Paraphrasing and Grammar Checking)



Ministry of Higher Education & Scientific Research

*Alasmarya Islamic University*

*Faculty of Human Science*

*Department of English Language*

### The Advantages of Artificial Intelligence Tool in Academic Writing at Higher Education

This questionnaire is very important in the field of learning the English language, and it helps save a lot of time and effort on the part of the student and the teacher. This is important for the graduation project, which aims to provide students and teachers with learning tools based on artificial intelligence and its positive techniques. Through the students' answers to the following questions, these researchers hope to provide a recommendation to the English Department to improve the use of artificial intelligence-based learning tools in the future. So, would you be so kind as to answer this brief question? Your answers will play an important role in the success of this graduation project.

The researchers will appreciate your assistance and look forward to receiving your response.

Age: 18-19 ..... 20-21..... 21-more

Semester: .....

**Q1. Choose the correct answer:**

**1. My car is faster than yours.**

Options:

- a) My car is faster than yours.
- b) My car is more fast than yours.

**2. I was at the park yesterday; and I saw a dog that was playing with a ball.**

Options:

- a) I have been studying English for three years.
- b) I am studying English for three years.
- c) I studied English for three years.



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**3. My friend is taller than me.**

Options:

- a) My friend is taller than I.
- b) My friend is taller than mine.

**Q2. Try to make paraphrasing to this text:**

Today is a sunny day. The sky is blue and there are some white clouds. The sun is shining brightly and the birds are singing. The temperature is 25 degrees Celsius and there is a gentle breeze.

.....  
.....

**Q3. Try to make summary to the following topic:**

**The Four Seasons**

There are four seasons in a year: spring, summer, autumn and winter. Each season has its own characteristics and weather. Spring is the season of flowers and rain. The weather is mild and pleasant. The days get longer and the nights get shorter.

Summer is the season of sun and heat. The weather is hot and dry. The days are long and the nights are short. Autumn is the season of fruits and leaves.

The weather is cool and windy. The days get shorter and the nights get longer. Winter is the season of snow and cold. The weather is cold and wet. The days are short and the nights are long.

.....  
.....  
.....

**Q4. Write a short paragraph about your friendship?**

.....  
.....

## Appendix 2: Questionnaire for Students (Translation)



Ministry of Higher Education & Scientific Research

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*Faculty of Human Science*

*Department of English Language*

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So, would you be so kind as to answer this brief question.

Your answers will play an important role in the success of this graduation project.

**The researchers will appreciate your assistance and look forward to receiving your response**

Age: 18-19 ( )    20-21 ( )    21-more ( )

Semester: .....

الام هي اجمل انسان في حياة الاشخاص. اغلب  
الاقوات الجيدة مع امهاتنا نستطيع وصفها  
بالسعادة. هي اجمل واكثر الاشخاص اهتماماً في  
حياتنا. هي تهتم في كل لحظة في حياتنا بلا ان  
نشعر او نسئل، هم يقومون بها بشكل طبيعي.

Q1. Try translate this paragraph.

.....  
.....





Q2. Try translate these sentences.

a) Silence is an answer too

.....

b) Take the risk or lose the chance.

.....

c) Die with memories, not dreams.

.....

d) What we think, we become

.....

e) Once you choose hope, anything's possible.

.....

f) Try to find happiness in every moment of your life.

.....

g) Life is full of opportunity. All you have to do is open your eyes.

.....

h) Big dreams have small beginnings.

.....



Appendix 3: Questionnaire for Teachers:



Ministry of Higher Education & Scientific Research  
Alasmarya Islamic University  
Faculty of Human Science  
Department of English Language

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This Questionnaire is very important in the field of learning the English language, and it helps save a lot of time and effort on the part of the student and the teacher. This is important for the graduation project, which aims to provide students and teachers with learning tools based on artificial intelligence and its positive techniques. Through the teachers answers to the following questions, these researchers hope to provide a recommendation to the English Department to improve the use of artificial intelligence-based learning tools in the future.

So, would you be so kind as to answer this brief question.

**Your answers will play an important role in the success of this graduation project.**

**The researchers will appreciate your assistance and look forward to receiving your response**

Age: (.....)

Years of Teaching Experience: (.....)

**Q1. Do you encourage students to use online dictionaries? How? Why?**

.....  
.....  
.....  
.....

**Q2. What are the methods that you suggest to use in translation?**

.....  
.....  
.....