



Enhancing English Writing Courses in the UAE: The Potential of Generative AI Tools

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ABSTRACT

Purpose: Generative AI tools like ChatGPT have a universal application as they offer diverse benefits to education institutions in the form of writing papers, completing courses, and teaching of subjects, facilitating both teaching and learning. However, the potential of these tools has not been adequately discussed. This study aimed to explore the potential challenges posed in incorporating Generative AI tools in English writing classes in the United Arab Emirates, and to investigate various possibilities for incorporating generative artificial intelligence tools into English writing courses, trying to examine the educational challenges.

Methodology: The research used a qualitative research design, incorporating both primary and secondary data for conducting the analysis. A sample of 38 postgraduate students was identified through convenience sampling strategy, who were all non-native English speakers, and were familiar with Generative AI tools such as ChatGPT. The primary data was generated using open-ended questions and areas such as plagiarism, writing skills, and growth of students. The secondary data was obtained from journals, books, and other relevant literary sources. **Findings:** Thematic analysis was conducted to evaluate key aspects of this research. This method allowed the researcher to explore the observations and patterns of participants and their analysis ensuring consistency with the literature gathered at the beginning. This investigation is especially relevant as these technologies have significant potential for aiding students in the UAE, many whom are non-native English speakers. **Implications:** The study provided thorough insights and recommendations on how to utilize generative AI to improve education in this environment.

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Introduction

Prior to the development of generative AI, traditional AI systems were used to perform tasks based on external inputs and already-established programming protocols, thus displaying limited capability of analysing previously generated data (Alam, 2021). However, despite being effective in generating knowledge-based information within

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specified parameters, traditional AI systems failed to adapt to complex subject areas and cater to creative problem-solving ideas compared to generative AI (Alam, 2021; Bozkurt & Sharma, 2023; Foster, 2022). In recent times, generative AI has emerged as an effective aspect of tackling the complexities of human brain and fostering intelligent human behaviours by employing neural networks for in-depth learning for individuals (Foster, 2022; Yeralan & Lee, 2023). These networks comprise several nodes or neurons, arranged hierarchically, to process information among individuals quite speedily. The intricacy of generative AI systems also overshadows the creativity skills of humans by providing a vast array of information quickly using certain specific prompts (Bozkurt & Sharma, 2023). Generative AI creates images, and text, changes the language, and helps in understanding large-scale databases for organisations. Its relevance in the education industry is that it assists personalised learning experiences of students, ensuring engagement and assisting while writing tasks or solving critical problems. Moreover, AI tools can help improve grammar, help students in writing practices, and allow non-native speakers to get accustomed to writing and speaking English. One such generative AI tool used majorly across the globe is the ChatGPT which produces textual informative solutions based on different subject areas promptly and effectively. Generative AI tools such as ChatGPT offer solutions to students by assisting their language learning, providing personalised education services, assisting in grammar enhancement, improving vocabulary, and ensuring the acquisition of language. A tailored feedback process also helps in meeting the diverse requirements of learners within the region.

In the UAE, most of the students cannot write English properly since they are non-native speakers of the English language (Palmer, 2015). This is a crucial language barrier that poses challenges to Emirati students in terms of framing correct English sentences, using correct vocabulary, and adopting proficient writing styles. Although English is the primary medium to communicate with one another in the region, but language barrier of a few students affects their performances. Proficiency in English is thus a significant challenge for many students and non-native speakers within the UAE. In this respect, adopting generative AI presents an opportunity for these students to increase their English writing skills thus offering personalized assistance to meet their unique academic needs (Prather et al., 2023). It is expected that with the implementation of generative AI, the language gap in the UAE can be effectively reduced in the future.

Generative AI has the potential to deliver creative and quick solutions to students to enable effective English writing courses; however, its application in regions like the UAE gives rise to numerous questions regarding its ethical implications. Expert English educators often experience ethical dilemmas while making decisions regarding whether to integrate generative AI tools into their lesson plans (AlAfnan et al., 2023; Alnaqbi & Yassin, 2021; Michel-Villarreal et al., 2023). Generative AI has been used to not only create human-like texts but also produce images and music (García-Peñalvo & Vázquez-Ingelmo, 2023). In addition, the utilization of AI in education is rather novel for individuals in the UAE. It was necessary, therefore, to conduct a meticulous and comprehensive assessment of the potential advantages and disadvantages of the tools. Moreover, insufficient data exists in this domain of research; it was therefore determined to gather a diverse array of data that may be subsequently utilized for the formulation of novel ideas. This strategy aligns with the pragmatic attitude and inductive methodology of this research.

The current research study was stemmed from the motivation to identify different prospects of incorporating generative AI tools within the educational setting of the country for improving the quality of English writing courses. Hence, this research focused on the application of generative AI tools, such as ChatGPT, in English writing, and framed the following research objectives:

1. To ensure the effectiveness of certain generative AI tools like ChatGPT to improve English reading and writing skills among non-native speakers of the UAE.
2. To identify how personalised feedback and AI-powered language assistance tools can improve vocabulary, grammar, and structure of writing for students.
3. To suggest recommendations on how to integrate generative AI in English writing to support non-native learners overcome barriers to speaking English and improving their performances.

To accomplish these objectives, the study focused on following four research questions:

- To what extent can generative AI tools address issues about English writing courses in the UAE?
- How widespread is the usage of such tools in English writing in the UAE?
- What are the potential benefits of using generative AI tools in English writing?
- What are the possible disadvantages of using such tools in English writing?

Literature Review

Exploring ChatGPT: An Intelligent Conversational AI Model by OpenAI

Chat GPT is one of the best tools based on generative AI technology, whereby the artificial intelligence-generated content (AIGC) model was developed by Open AI (Guo et al., 2023). ChatGPT can be referred to as an intelligent chatting robot that produces written responses to textual prompts resulting in intelligent conversations with the user (Wu et al., 2023). Figure 1 depicts the user interface of ChatGPT. Hong (2023) has discussed, in an article on the impact of generative AI tools on foreign language teaching and learning, how ChatGPT can play the role of a personal language tutor. According to the author, ChatGPT can generate topics for discussion and prompts for creative writing. Apart from that, it also excels in integrating different forms of learning resources, materials, and platforms. As a result, ChatGPT can identify shortcomings and mistakes in student's writing. Given this comparison, ChatGPT is not only able to suggest corrections but also offers personalised solutions for improving English writing (Hong, 2023). The ability to generate personalised content is one of the most important strengths of ChatGPT (AlAfnan et al., 2023; George & George, 2023; Shen, 2022).

Researchers have also discussed how ChatGPT can be used to implement the model of flipped classrooms (Hong, 2023; Savery, 2015; Zainuddin & Halili, 2016). Within these classrooms, when students complete assignments based on instructional videos watched outside of the classroom, they improve inter-active communication among students and teachers (Oriola-Requena, Calderón-Garrido, & Gustems-Carnicer, 2022; Zainuddin & Halili, 2016). In such student-centred learning, students are at the centre of the educational process. Consequently, they exhibit a higher level of motivation and engagement (Savery, 2015). ChatGPT can also be used to incorporate collaborative and application-oriented assignments in writing courses (AlAfnan et al., 2023; George & George, 2023).

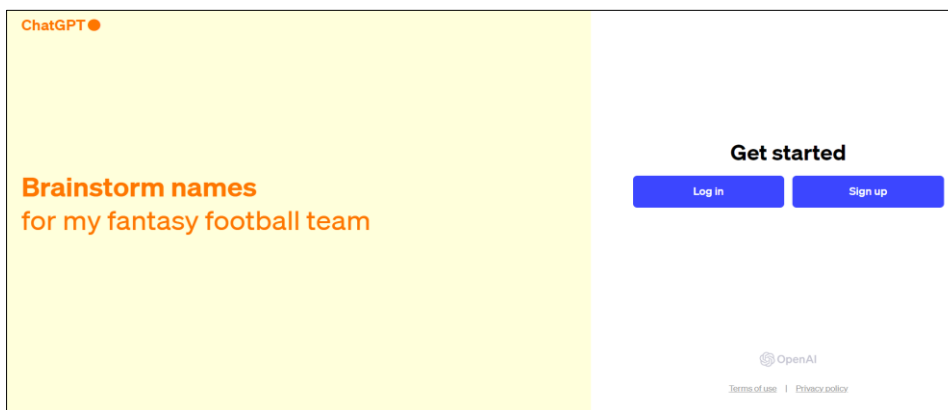


Figure 1: ChatGPT user interface (Open AI, 2023).

Despite all its advantages and benefits, ChatGPT poses serious challenges to academic integrity and the ethical use of generative AI tools for educational purposes (Sharma & Yadav, 2022). Existing research shows that developing a strong vocabulary is one of the major challenges for language learners (Elmahdi & Hezam, 2020). This challenge is particularly difficult for learners who come from countries where English is not the primary language. ChatGPT can not only explain the application of vocabulary in detail but also present relevant examples that are especially useful for slow learners (Allam et al., 2023). Slow learners can also benefit from instant feedback provided by ChatGPT (Dai et al., 2023). Moreover, the use of ChatGPT for educational purposes has led to the emergence of a new form of academic misconduct which is referred to as AI plagiarism (Kostka & Toncelli, 2023). Questions are also being raised on the quality and accuracy of the results produced by ChatGPT. The precision of the answers given by ChatGPT relies on the excellence, variety, and intricacy of the training data, as well as the quality of inputs from users (Fuchs, 2023).

ChatGPT has also been criticised for providing biased results and misleading information (Rasul et al., 2023). According to Experts, the proper and responsible utilization of these models can only occur when both instructors and students possess a comprehensive understanding of the technology and its limits (AlAfnan et al., 2023; George & George, 2023; Kasneci et al., 2023). Relying on ChatGPT can potentially erode users' capacity for autonomous and analytical thinking (Rahman & Watanobe, 2023). Regular utilization of ChatGPT by students will provide challenges for teachers in accurately assessing their students' genuine advancements in terms of learning outcomes (AlAfnan et al., 2023; Nias et al., 2022; Santaria, Junaid, & Thaba, 2023).

The latest research regarding Generative AI indicates its growing emphasis in the education sector. Many students use Generative AI tools to solve critical problems, learn new theories, and concepts, and also improve vocabulary to ensure real-time feedback, for example, research regarding Generative AI tools suggests that AI in the education sector is expected to rise at a CAGR rate of 45.6% between 2023-2-32. In the last year, more than 53% of students were able to use AI tools for creating material work upon which they would be marked. This shows the importance of the tools for

attaining knowledge and learning patterns, and ensuring efficacy and positive student outcomes (AIPRM, 2024). However, limitations exist regarding the use of AI tools as many researchers suggest that it leads to the dependency of the students on the tools and affects their creativity.

Challenges Associated with English Writing Courses in the UAE

It is highly probable that there will be substantial variations in the ability of various pupils in UAE classes. Different societies and cultures exhibit variations in their linguistic characteristics. Consequently, students hailing from various regions of the globe are likewise prone to vary in their aptitude for acquiring the English language. Moreover, there is a significant difference between English writing tools and other tools that were in practice earlier. Teaching a mixed-ability class is one of the major challenges faced by instructors teaching English to students who learn English as a foreign or second language (George & George, 2023; Kasneci et al., 2023; Lalithambigai, Gnanachandra, & Jafari, 2023; Zakarneh, Al-Ramahi, & Mahmoud, 2020). This is also true for educators who teach English writing courses.

A mixed-ability class comprises students with varying levels of learning speed, including both slow and fast learners. Zakarneh et al. (2020) identified several obstacles that English language instructors may face when teaching in a classroom with students from various countries who have come to the UAE. According to the results of their study, mixed-ability classes in the UAE tend to be uncooperative. It is more difficult to plan the delivery of lessons in classes that include students with differing abilities. Other challenges in such classes pertain to designing the instructional materials and the low motivation of slow learners (Zakarneh et al., 2020). English instructors from the Gulf countries also tend to lack the knowledge and skills required for teaching students coming from varying cultural backgrounds (Raddawi & Troudi, 2018).

Furthermore, students from the Gulf region also find it quite challenging to take charge of the process of learning written English (Sperrazza & Raddawi, 2016; Susilawati et al., 2023). They struggle to even create texts through correct sentence construction in the English language. Thus, it is natural for students from the Gulf countries to struggle in English writing classes. The whole scenario becomes even more challenging in case instructors in such classes belonging to other linguistic or cultural backgrounds. Arab students who learn English as a foreign language find it challenging to write syntactically accurate and semantically accepted texts in English (AlAfnan et al., 2023; Alnaqbi & Yassin, 2021; Michel-Villarreal et al., 2023). They tend to transfer the stylistic features of Arabic to English writing. Such students feel inhibited from being explicit in their writing and struggle to develop paragraphs fluent, organised and grammatically accurate at the same time (Rass, 2015).

Use of generative AI tools in the UAE

The UAE government had constituted the Council for Artificial Intelligence and Block Chain which proposes policies to develop an AI-friendly ecosystem (UAE Gov, 2023). The Council was also responsible for the promotion of public-private partnerships to facilitate the adoption of AI. Such partnerships also involved international institutions from various sectors (Ahmed, 2020). The UAE Council for

Artificial Intelligence and Blockchain played a key role in the designing of the AI programme in collaboration with Oxford University. The AI programme aims to train government employees so that they can acquire the requisite skills for using AI tools. In this regard, Mohamed bin Zayed University of Artificial Intelligence (MBZUAI) was launched in 2019, under the auspices of the AI Council, as the first University in the world to be solely focused on AI technology (Alnaqbi & Yassin, 2021; Sánchez-López, Roig-Vila, & Pérez-Rodríguez, 2022; UAE Gov, 2023).

Apart from the incorporation of AI in the school curriculum, the UAE offers various scholarships in AI-related courses. In February 2023, the Ministry of Education in the UAE publicly announced that it would allow teachers as well as students to use ChatGPT for educational purposes (Alnaqbi & Yassin, 2021; Khurma, Ali, & Hashem, 2023). This includes schools as well as institutions of higher learning in the UAE. This news was enthusiastically welcomed by the entire academic community in the country and there was also widespread enthusiasm among students about using generative artificial intelligence for educational purposes (Khurma et al., 2023). Nevertheless, the academic community in the UAE is also concerned with the issues of academic dishonesty associated with the use of generative AI in writing (Alhumaid et al., 2023; Khurma et al., 2023). A review of existing literature revealed that there is no evidence of popular usage of ChatGPT or any other generative AI tool for writing purposes in the UAE (Ahmed, 2020). The results of the GMI source (2023) showed most of the users use AI in education as learning platforms and visual facilitators (see Figure 2). The use of generative AI in English writing would gain popularity in the UAE only when the concerns of the academic community are satisfactorily addressed.

Global AI in Education Market Share, By Application, 2022

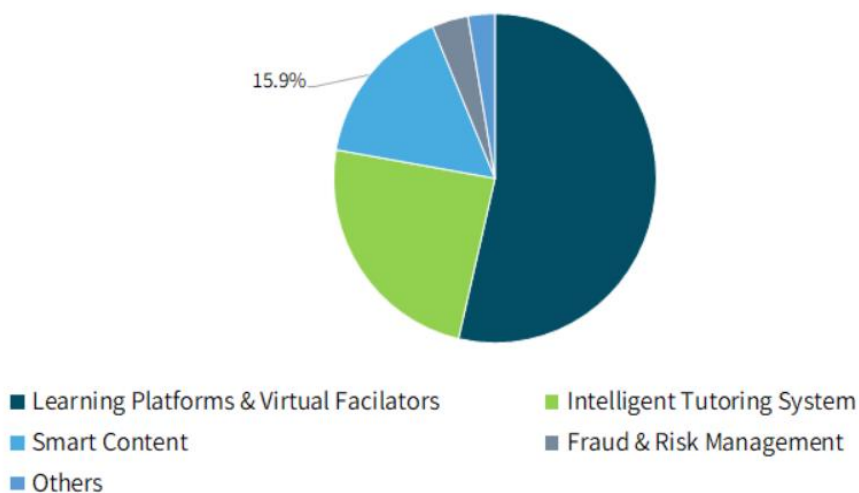


Figure 2: Use of AI in the Education Sector By Application (GMI, 2023).

The use of generative AI tools is significantly different from that of traditional methods used in the last century. Traditional methods like rote memorisation and

teaching-led instructions failed to offer stability to the students and encourage their learning effectively. Moreover, these methods were bounded by time and hence, the teachers couldn't assess every student. However, the introduction of generative tools like AI helped in providing immediate and fast feedback to the students to improve their writing skills and drive their learning abilities. For example, AI tools like ChatGPT can evaluate the vocabulary, grammar, and structure of a paper in real time and help learners enhance their work. Also, the AI tools create an interactive environment for the students to learn easily and promote engagement that ultimately ensures that they can learn different languages and patterns. Although the traditional methods rely heavily on classroom instructions, the AI tools can further be improved and facilitated by constantly upgrading them. Also, non-native speakers can be assisted using these tools, however, human educators would be essential to generate feedback and assist the students in the future along with utilisation of these tools.

Balancing Innovation with Ethical Considerations

Currently, there is significant excitement, hype, and speculation surrounding the use of generative AI in academic writing and broader educational contexts. The UAE government prioritizes the utilization of innovative information technology across several industries. The government acknowledges the significance of incorporating technologies such as artificial intelligence to drive industrial progress and foster economic expansion. Artificial intelligence technologies can have a significant impact on various government initiatives, such as the advancement of Dubai as a smart city. AI technology is utilized in sophisticated data analytics, as well as the automation of operations and logistics (Ahmed, 2020).

Technological advancement and industrial development are intrinsically related to the education sector. According to Alhumaid et al. (2023), experts on the teaching of foreign languages have shown considerable interest in the use of artificial intelligence in the education sector. The UAE government announced the UAE Artificial Intelligence (AI) Strategy in 2017 (Alnaqbi & Yassin, 2021). As per this strategy, the government has been encouraging the education sector to adopt artificial intelligence and digitalization. The application of AI tools allows teachers and students to improve their teaching and learning processes thereby enhancing their effectiveness in facilitating online education (AlAfnan et al., 2023; Alnaqbi & Yassin, 2021; George & George, 2023).

It is apparent that AI tools are beneficial in increasing the student's knowledge of diverse topics; however, previous research studies lack consistency in providing sufficient insights on how these tools can be used to improve their writing skills (Alhumaid et al., 2023; Alwehab, 2022). There is a massive predominance of using AI tools for academic purposes across the world because of their immense potential to create new opportunities for students. Nevertheless, there are certain notable challenges about the application of the AI tools which is a concerning factor in the education sector of the UAE. The primary concern in this scenario is to uphold all ethical norms during the process. Consequently, the Emirati government has devised an "Ethical AI Toolkit" to promote the utilization of AI tools among the populace of the country (Ahmed, 2020).

Methodology

Research Design

This research involves primary and secondary data analysed through the qualitative methodology. The main purpose behind choosing a qualitative approach in this research is that it helps in obtaining in-depth descriptive insights on how generative AI impacts English writing courses within the UAE education sector. Through this approach, a thorough overview of social phenomena can be obtained through close observation of human behaviours. This study also represents an intersection of education, technology, and linguistics disciplines. It involves both subjective and objective factors. Subjective perspectives regarding human ability, historical development, and sociocultural aspects are sought that have a major influence over determining the adoption of generative AI among educators and students. However, the user acceptance of the students and the teachers towards generative AI tools like ChatGPT in improving the English writing courses has been evaluated with the objective philosophy.

The factors associated with the adoption of these tools as well as the ethical concerns and opportunities experienced by the stakeholders are justified with descriptively interpreting their perspectives. It assumes that a particular context can involve single or multiple realities. Interpretivism and positivism are defined based on the divide between objective and subjective reality. As per such a differentiation, contextual, environmental, and human factors are considered as subjective variables. Interpretivism gives due consideration to all factors and variables including the subjective ones (Alharahsheh & Pius, 2020).

Sampling

A convenience sampling technique was used for selecting participants. The convenience sampling technique allowed to select participants as per their own discretion (Emerson, 2015). The sample size comprised thirty-eight participants (37 female, 1 male), who were all postgraduate students pursuing English as their second language. The participants were asked to provide their perception and feelings regarding the adoption of generative AI tools like ChatGPT in language learning, especially within regions like the UAE where most of the students are non-native English speakers.

Data Collection Process

Since this research investigated an evolving and globally recognized domain that had not been explored earlier, an inductive approach was adopted to satisfy the actual purpose of the study. Through this approach, generalized conclusions could be drawn by analysing the attitudes and behaviours of different stakeholders within the Emirati educational sectors regarding the integration of generative AI tools into English writing courses (Zalaghi & Khazaei, 2016). The data comprised both primary and secondary data, and it offered diverse perspectives on the research area thus increasing

the relevance of study findings. Reflections from students comprised the primary data while the secondary data included many diverse literature sources, journals, scholarly articles, websites, media releases, and government publications, which were reviewed to retrieve information suitable for meeting the intended research objectives. The secondary sources also gave an exposure to existing knowledge and perspectives of contemporary research, and study closely the AI in educational contexts. These sources helped acquire a comprehensive and grounded understanding of the topic area, enabling to interpret the same to relate with the application of generative AI tools in improving English writing courses.

The data helped in forming innovative theories and concepts on AI tools used in educational endeavours. The interpretive philosophy combined with the inductive approach promoted flexibility and security in collecting and analysing primary as well as secondary data. Compared to the rigid methodologies or models, the qualitative strategy assisted in excavating the unexplored facets of research thus aligning with the pragmatist overview of the study (Zalaghi & Khazaei, 2016). Accordingly, specific data collected from existing literature and reflections provided by the participants was analysed to derive generalisations that address the research questions. About the data collection tool, fourteen questions were asked to participants to take their reflections about these open-ended questions. Here are some of the questions: *How might using an AI tool challenge you to grow as a writer? How might we address issues of plagiarism or authenticity when students use regenerative AI for writing assignments? How might AI tools help non-native English speakers improve their writing skills or confidence?*

Data Analysis and Interpretation

Thematic analysis is a suitable technique for conducting a comprehensive qualitative research study. This technique is mainly used for evaluating the primary data that are obtained from the chosen research participants through interviews (Kuckartz & Rädiker, 2023; Yıldırım & Şimşek, 2013). In this research, key themes were derived from the reflections of the respondents thus aligning with the literature review. Certain patterns and interconnections were identified which provided a broader and in-depth understanding of the topic. While comparing the participants' viewpoints with the literature review findings, it was perceived that there was a level of consistency in the results between the two. This correlation fortified the credibility of the research findings, ultimately leading to well-founded and definitive conclusions regarding the research problem and the overarching objectives of the study.

Ethical Considerations

The students' identities were kept anonymous, and their responses were recorded and saved in a secure encrypted manner to prevent unauthorized access by third parties. Furthermore, the participants' active involvement in the interviews was encouraged voluntarily, ensuring that they provided their consent after being fully informed. The participants were given comprehensive information about the research and were given the freedom to deliver their responses to all questions as they saw fit.

Results and Findings

Thematic Analysis

From the detailed responses provided by the participants, it could be depicted that the adoption of generative AI tools like ChatGPT is quite predominant and has effective recognition within UAE education. Figure 3 presents the results of the thematic analysis.

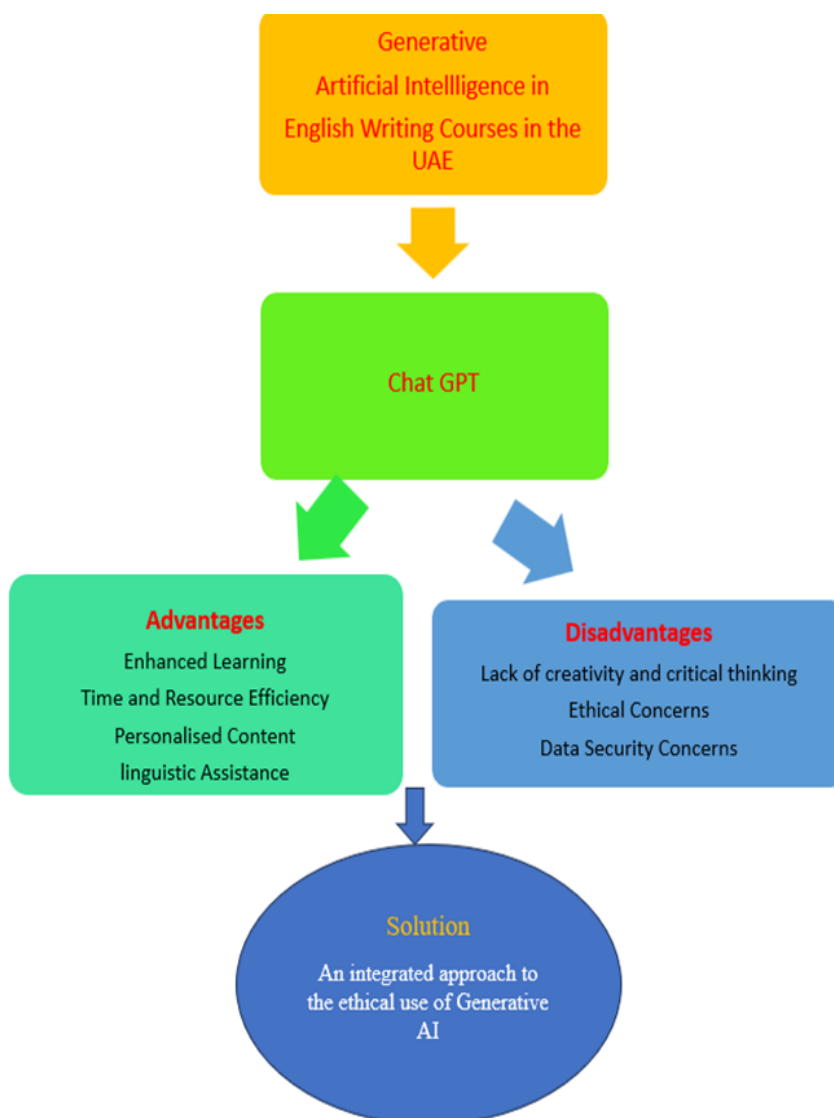


Figure 3: Thematic Analysis Process.

The following main themes were identified from the reflections provided by the 38 participants:

- *Resource Efficiency*: This theme pertains to the efficient use of time, technology, and other material resources while using generative AI tools such as ChatGPT.
- *Learning and Communication Skills*: Here learning refers to lessons acquired, and experience gained from the use of generative AI tools. However, such learning has been discussed from the perspective of developing communication skills related to English writing.
- *Personalised Assistance*: The theme of personalised assistance pertains to customised solutions provided by generative AI tools for the specific needs of students.
- *Cultural Context of the UAE*: The cultural context of the UAE includes students as well as teachers from different backgrounds and the prevalence of mixed-ability classes.
- *Creative articulation and ability for critical thinking*: This theme refers to the threat posed by generative AI tools to the natural creativity and critical thinking of students.
- *Overdependence on generative AI tools for educational purposes*: Overdependence in this context refers to students' exclusion of independent thinking.
- *Ethical concerns, academic integrity, and plagiarism*: Most of the students have expressed their concerns regarding the ethicality of using generative AI tools for academic purposes.
- *Accuracy and quality of responses provided by generative AI tools*: Many students have referred to the falsification of information in the solutions provided by generative AI tools such as ChatGPT.

Advantages of Generative AI Tools

Enhanced Learning

ChatGPT offers essential instructions and help to enhance English written communication skills. The tool's interactive nature enhances the learning process and enables users to comprehend the intricacies of English language, thereby establishing a solid foundation for the development of research and writing abilities. Here are the sample quotes from participants: PT2 says: *"ChatGPT creates an interactive learning environment within the classrooms for the benefit of the students"* PT9 believes: *ChatGPT's algorithm allows it to produce grammatically correct written texts for any prompts, it can also create texts with incorrect grammar and incorrect sentence structure, upon the teacher's request.*

Time And Resource Efficiency

Generative AI tools like ChatGPT provide a vast array of information on a prompt basis which saves the students' time in generating and retrieving information on their own. The participants believed more positively about time and resources. For example, PT4 asserts: *"Use of generative AI tools is cost-effective and saves time in researching and writing thus leading to better academic performance"*. PT1 shares her personal experience: *"It (ChatGPT) saves students time in writing. It helps students develop better academic performance, as if the students have an academic assistance grammar and incorrect sentence structure, upon the teacher's request."*

Personalized Contents

The strengths and weaknesses of the individual students in terms of English writing should be assessed by the tutors so that tailor-made solutions can be developed to boost the student's confidence and creativity. Additionally, these tools provide teachers with valuable insights to assess student performance, identify areas of improvement, and offer targeted support. The participants shared their opinions. PT5 comments: *"I believe that students who use ChatGPT can receive immediate feedback on their writing that enables students to spot and fix grammar, spelling, and structural flaws, resulting in learning that is more effective."* PT28 asserts *"AI is poised to expand, making learning more inclusive and personalized. Students will develop skills in critical thinking, creativity, and digital literacy to effectively leverage automation while avoiding over-dependence."*

Disadvantages of Generative Artificial Intelligence Tools

Despite identifying significant benefits associated with the application of generative AI tools such as ChatGPT, these tools pose several challenges in the academic domains as given below.

Declining Creativity and Critical Thinking Abilities

As per the interview responses, many participants displayed concerns that the massive use of content generated by generative AI tools tends to limit their abilities to think critically or propose creative solutions in their studies. The use of the human brain is almost completely restricted in this process which refrains the students from producing enriched and authentic content by involving their perspectives. For instance, PT5 exclaimed, *"Lack of human creativity with the integration of AI within education declines the quality of writing"*. PT5 also added his concern, *"This magic tool has its shortcomings. The biggest disadvantage of ChatGPT as I see it is that it robs the students of their creativity and intellect."*

Overreliance on AI

Students raised concern over their excessive dependence on ChatGPT, as they consistently relied on this tool for information and incorporated it into their work without applying critical thinking. The broad influence of these technologies on students makes it rather challenging for them to write assignments without using them. PT 23 confided, *"Excessive reliance on AI tends to decline the quality of creative writing of the students thus raising questions about integrity."* Similarly, PT23 claimed, *"there are drawbacks, including the risk of stifling critical thinking and creativity through excessive reliance on ChatGPT's automated suggestions. This overreliance may also lead to a diminished personal writing voice and overlook subtle errors."*

Ethical Concerns and Information Accuracy

The participants also raised concerns about potential academic misconduct. With the use of ChatGPT, the students were often accused of plagiarism or inaccurate information. Therefore, risks of academic misconduct and plagiarism can affect the integrity of the English writing courses in the UAE. PT19 said, *"The use of these tools in writing assignments gives rise to moral concerns of plagiarized contents thus questioning the originality of the papers"*.

PT17 also claimed, "As it is easy to type the question and just copy the answer. Using it in this way leads to a lack of making sense of information. That's why it should be ethically used and ethical considerations should take place."

Cultural Factors

Most of the students in the UAE learn English as a second language since they are non-native speakers of the language. This is a fundamental cultural factor that highlights the language barrier faced by the students in the country. The participants of this research expressed grave concerns regarding the impact of generative AI tools on acknowledging these linguistic gaps and being culturally sensitive while generating content. Being a machine learning robot, the AI systems are unable to respond to cultural sensitivity and thus, the effectiveness of these tools in meeting the needs of a diverse user base cannot be ensured. PT8 said, "Generative AI tools are unable to show sensitivity, and thus human intelligence is required for being culturally sensitive to understand the surrounding cultural context and produce contents as per needed". Likewise, PT36 claimed, "AI is useful in suggesting relevant learning materials, articles, videos, or courses customized to suit a student's interests, facilitating self-directed learning. Human judgment will always be needed in Cultural Sensitivity."

Overall Insights

The findings directly answer the research questions regarding the adoption of Generative AI tools. The advantages of Generative AI tools indicate the extent to which AI tools address issues associated with English writing courses. The resource efficiency of these tools indicates their widespread use in the UAE. The disadvantages of the tools are also listed in the findings of the research. The results confirm that ChatGPT can improve English writing and verbal communication while ensuring time and resource efficiency. Moreover, the tool is essential in overcoming ethical issues and creativity aspects using an interpretivism approach.

In addition to what the participants observed, there are a few other major disadvantages of using generative AI tools for English writing and other academic purposes that were evident during this study. For instance, the concerns of the academic community as well as the government of the UAE regarding the authenticity of AI-generated content are prominently discussed (Khurma et al., 2023). Furthermore, the lack of depth, creativity and natural flair in such content were also highlighted in the studies sampled for this review. The advantages and disadvantages of using generative AI tools were also pointed out by the participants in this study. Thus, it can be inferred that the findings from the analysis of qualitative data collected from the participants are consistent with the findings of the literature review (AlAfnan et al., 2023; Alnaqbi & Yassin, 2021; Michel-Villarreal et al., 2023). The current discussion clearly indicates that the findings from the literature review and the thoughts of the participants have successfully answered all the study questions.

It is crucial to examine the findings related to the research problem at this point. According to industry reports, the contribution of AI in education would be less than all other sectors in the UAE even by the end of the year 2035. Figure 4 depicts the usage of ChatGPT in the UAE context (Mirza, 2022).

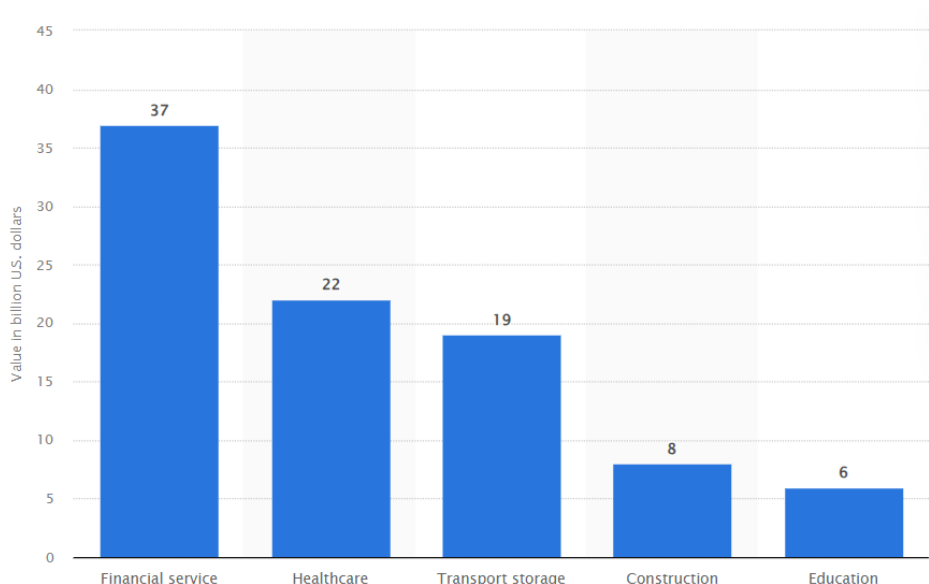


Figure 4: Usage of ChatGPT in UAE context (source: [Mirza \(2022\)](#)).

Discussion

The findings of the study highlighted the opportunities as well as potential challenges of incorporating generative AI tools into planning effective English writing courses within Emirati classrooms that involve culturally diverse students with varying abilities. Personalized solutions provided by generative AI tools can cater to the varying needs of students with different levels of ability. For example, some students may be weak in English grammar while others may find it difficult to be creative while writing English. Generative AI tools such as ChatGPT can cater to such specific needs of students with varying abilities. The information collected from a review of existing literature for this research also highlights self-directed learning as one of the advantages of personalized solutions provided by generating AI tools ([AlAfnan et al., 2023](#); [George & George, 2023](#)). Hence students can supplement the lessons learnt in English writing classes with self-directed learning at home based on generative AI tools such as ChatGPT.

The findings of this research indicate that there is a need to have a positive and balanced approach to the use of generative AI tools for academic purposes. Teachers involved in English writing courses in the UAE should ensure that students use generative AI tools only as a point of reference ([Ahmed, 2020](#)). They can look for information to broaden their knowledge about different steps of English writing. They should not directly use the contents provided by ChatGPT or other generative AI tools to avoid plagiarism ([Alhumaid et al., 2023](#)). However, there are various tools for detecting AI-based plagiarism that should be used by the UAE higher educational institutions which will help in restricting the students from committing academic misconduct ([Alnaqbi & Yassin, 2021](#); [George & George, 2023](#)).

The overall research findings have also depicted that the use of generative AI tools can be beneficial for the students to understand grammar and vocabulary as well as construct accurate English sentences thus ensuring a coherent flow of paragraphs. Such tools can also help students learn different styles of writing (Alhumaid et al., 2023; Khurma et al., 2023). Students can also use generative AI for assistance in the process of ideation (Rass, 2015). However, they must be careful that they use generative AI to enrich their original ideas. This is because using content or ideas exactly as presented by generative AI tools would invariably lead to plagiarism. It is the responsibility of teachers and students to ensure that creativity or natural flair in writing is not affected by using generative AI (Michel-Villarreal et al., 2023). It can be established from the findings of this research that generative AI cannot match the independent critical thinking, creativity, and emotions of human beings. Even if students use genetic AI tools in a balanced and careful way, they should ensure that they do not become dependent on such tools. Any dependency on generative AI is detrimental to the long-term growth and development of students (Rasul et al., 2023). Students as well as teachers in English writing courses should be wary of the fact that constant use of generative AI can also result in a lack of depth in learning (Sperrazza & Raddawi, 2016). Furthermore, providing any sort of personal information to generative AI tools can also risk the privacy of students and teachers (Rasul et al., 2023). Many participants in this study discussed inaccuracy and lack of credibility as major disadvantages of AI tools such as chat GPT. It would be always prudent for students to verify the facts produced by such tools with their research. Students can use the internet for such verification.

In the context of the research problem, the findings of this study thus have led to the inference that the use of generative AI tools could be incorporated into English writing courses in the UAE. The use of such tools for academic purposes in the country may also gain popularity in the future backgrounds (Raddawi & Troudi, 2018; Zakarneh et al., 2020). Generative AI can indeed enhance the learning process for students enrolled in English writing classes (Kasneji et al., 2023; Rahman & Watanobe, 2023). This inference is drawn based on the various advantages of generative AI discussed in this paper. However, a balanced approach should be followed to help teachers and students be cautious while using such tools thus overcoming its drawbacks.

The findings of the research also showcase the importance of Generative AI tools like ChatGPT for enhancing efficiency and learning. However, certain discrepancies were also identified in the use of these tools it diminishes the creativity of the students, makes them heavily on technology, and affects their competence levels in the competitive marketplace. Also, ethical issues in using these tools and plagiarism concerns are further affecting the customers by utilisation of these tools. Therefore, there is a need for a balanced approach to using AI tools rather than completely disregarding them from society. For example, students can use the tools for attaining knowledge regarding a subject or learning a language but should not completely use them for writing assignments or English papers. The plagiarism checker of AI is an effective medium to help identify the discrepancy.

Overall, AI tools such as ChatGPT are essential for generating ideas regarding a subject. The findings of the research differ from previous studies in the area. This is because previously the benefits and ethical issues related to ChatGPT, and the use of other AI tools were highlighted. However, this study emphasises the importance of AI tools for learning English and how they can be used effectively without raising any ethical concerns. The

results and findings also discuss ethical implications associated with the research. The primary and secondary data analysis states that to avoid issues such as plagiarism and AI-generated content, educators need to guide students in using them for idea generation or as a mode of reference rather than substituting original work. The AI detection tools can be used for detecting plagiarism and emphasizing creativity while making adequate use of AI technology.

Conclusion

The development of generative AI tools in the current digitalization era has transformed the activities of several sectors and influenced human behaviours to a considerable extent. In the 21st century, these instruments are extensively utilized to search for a wide range of information and obtain textual specifications on many subjects promptly, so aiding the profound learning of individuals. Their application facilitates interactions between teachers and learners regarding the consumption of resources, while also providing essential feedback to enhance the quality of content and the entire learning process. Concerning improving English writing courses in the UAE, the use of generative AI tools emerged as a quite beneficial approach for enhancing language learning and writing proficiency of non-native English-speaking students. These tools offer comprehensive guidance to the students through tailor-made instructions and feedback to empower them and foster their self-directed learning. Moreover, the English tutors of the UAE also encourage using generative AI tools for enhancing students' language learning capabilities and evaluating their academic progress.

To increase user acceptance of generative AI tools like ChatGPT within the higher education sector, the UAE government has adopted a proactive approach and invested in technology integration to facilitate students' language learning. It is, however, important to use these tools by adhering to ethical principles to not only avoid AI plagiarism but also enhance students' intellectual abilities to create their content. In the context of integrating generative AI into English writing courses in the UAE, it is necessary to adopt a balanced approach for guiding educators and policymakers to critically evaluate these tools and use them in the right way to maintain the integrity and accuracy of information.

Overall, the research reveals that AI tools like ChatGPT have several benefits for improving English writing and instruction within the UAE and assisting non-native students of the country. Personalised tools for providing feedback, enhancing writing proficiency, and promoting self-directed learning are benefits of these tools. On the contrary, ethical issues and reliance on these tools can affect the creativity aspects of the students. Therefore, policymakers need to implement guidelines for using AI in education to assist both students and teachers. Future researchers need to explore its benefits and effects and predict the long-term effects of AI tools for the education sector. It is the responsibility of the English educators and policymakers of the UAE to analyse and evaluate all the benefits that the application of generative AI tools can offer in English writing courses as well as the underlying ethical concerns. In this context, the topmost priority is to develop effective integrated practices that can address these concerns and enable individuals to implement these tools in the field of education much more responsibly. In this way, the overall quality of education in the UAE can be promoted.

Statements and Declaration

The authors state that there are no competing financial interests or personal relationships known to them that might seem to have affected the research presented in this paper.

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