



# RILALE

REVUE  
INTERNATIONALE  
DE LINGUISTIQUE  
APPLIQUÉE, DE  
LITTERATURE ET  
D'ÉDUCATION

Volume 8, Numéro 2, Juin 2025

ISSN 1840 - 9318

E-ISSN 1659 - 5521

[www.rilale-uac.org](http://www.rilale-uac.org)



FACULTE DES LETTRES,  
LANGUES, ARTS ET  
COMMUNICATION



UNIVERSITE  
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REVUE INTERNATIONALE DE LINGUISTIQUE APPLIQUEE, DE  
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(Revue en ligne, imprimée et à comité de lecture)

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Nkaya, K. (2023). The impact of task-based language teaching on congolese students' verbal communicative performance. *Revue Internationale de Linguistique Appliquée, de Littérature et d'Education*, 6(1), 27-42.

[doi.org/10.5281/zenodo.7653024](https://doi.org/10.5281/zenodo.7653024)

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# SETTING THE BOUNDARIES BETWEEN AUTOMATED AND HUMAN-CREATED TEXTS IN EFL TEACHING AND LEARNING IN THE ERA OF ARTIFICIAL INTELLIGENCE

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## ABSTRACT

The rise of artificial intelligence (AI) technology raises crucial questions in the field of teaching and learning English as a foreign language. This study aims to show the impact of AI use on the development of EFL learners' writing skills. This mixed-method based research was a field research. 20 EFL teachers, 200 EFL learners and 02 AI experts were embarked on the project. The research instruments deployed were questionnaires for teachers and learners, and a semi-structured interview with AI experts during experimental workshops where participants used AI tools to create literary texts. The results show that AI tools such as ChatGPT, Grammarly, Slick Write, and Ginger are primarily perceived as facilitative tools for writing and correcting effectively, contributing to the improvement of EFL learners' grammatical and lexical skills. However, these technologies raise concerns about a possible reduction in creativity and an increased dependence on automated tools. The analysis of AI-generated texts revealed that, while technically correct, they often lacked emotional depth and nuance compared to human-produced works. In fact, though AI offers significant advantages for teaching and learning English as a foreign language, particularly in terms of accuracy and efficiency, it is essential to preserve the creative dimension of writing. To face these challenges, AI tools should be integrated in a way that complements traditional teaching methods, thus fostering a balanced approach that values both linguistic skills and the literary creativity of EFL learners. Further research could explore long-term impacts, broadening the scope of AI tools, and developing strategies for balanced integration to optimize language learning outcomes.

**Keywords:** Artificial Intelligence, teaching and learning EFL, boosting performance, creativity reduction, dehumanization

## RESUME

L'essor de la technologie de l'intelligence artificielle (IA) soulève des questions cruciales dans le domaine de l'enseignement et de l'apprentissage de l'Anglais comme langue étrangère. Cette étude vise à montrer l'impact de l'utilisation de l'IA sur le développement des compétences d'écriture des apprenants d'anglais langue étrangère. Cette recherche à méthode mixte était une recherche de terrain. 20 enseignants d'anglais langue étrangère, 200 apprenants d'anglais langue étrangère et 2 experts en IA ont participé au projet. Les

instruments de recherche déployés étaient des questionnaires pour les enseignants et les apprenants, et un entretien semi-structuré avec les experts en IA lors d'ateliers expérimentaux où les participants ont utilisé des outils d'IA pour créer des textes littéraires. Les résultats montrent que les outils d'IA tels que ChatGPT; Grammarly; Slick Write et Ginger sont principalement perçus comme des outils facilitant l'écriture et la correction de manière efficace, contribuant à l'amélioration des compétences grammaticales et lexicales des apprenants d'Anglais langue étrangère. Cependant, ces technologies soulèvent des inquiétudes quant à une possible réduction de la créativité et à une dépendance accrue aux outils automatisés. L'analyse des textes générés par l'IA a révélé que, bien que techniquement corrects, ils manquaient souvent de profondeur émotionnelle et de nuances par rapport aux œuvres produites par des humains. En fait, bien que l'IA offre des avantages significatifs pour l'enseignement et l'apprentissage de l'Anglais comme langue étrangère, notamment en termes de précision et d'efficacité, il est essentiel de préserver la dimension innovante de l'écriture. Pour relever ces défis, les outils d'IA devraient être intégrés de manière à compléter les méthodes d'enseignement traditionnelles, favorisant ainsi une approche équilibrée qui valorise à la fois les compétences linguistiques et la créativité littéraire des apprenants d'Anglais langue étrangère. Des recherches supplémentaires pourraient explorer les impacts à long terme, élargir la portée des outils d'IA et développer des stratégies d'intégration équilibrée pour optimiser les résultats de l'apprentissage des langues.

**Mots-clés :** Intelligence Artificielle, enseignement et apprentissage de l'ALE, amélioration des performances, réduction de la créativité, déshumanisation

Reçu le: 13 avril 2025 ;

Accepté le: 20 mai 2025 ;

Publié le : 16 juin 2025

## INTRODUCTION

Artificial Intelligence (AI) has recently transformed the educational landscape, particularly in teaching English as a Foreign Language (EFL). Tools like ChatGPT, Grammarly, and other automated text generators are now widely used to support students in their English language learning. AI offers considerable potential for personalizing learning according to individual student needs, but it also raises challenges in preserving the authenticity and originality of written productions. Human creativity, by definition, is a complex and multifaceted concept that involves generating novel and valuable ideas or products. According to Boden, M. A. (2024), human creativity is "the ability to generate ideas or artifacts that are new, surprising, and valuable." Automation, on the other hand, refers to the use of machines or computers to control and operate systems or processes. In the context of creative tasks, automation can involve using AI tools to generate content, such as text, images, or music, with minimal human intervention. According to Bostrom, N. (2014), automation has the potential to transform various industries, including creative fields. Literary creation is a specific form of creative expression that involves generating written content that is original, imaginative, and meaningful. According to Fisher, M. (2009), literary creation requires human creativity and imagination to craft stories, characters, and ideas that resonate with readers. While AI tools can assist with certain aspects of literary creation, human input is essential for creating works that are

emotionally resonant and contextually relevant. Historically, AI integration in education has evolved rapidly, from simple assistive tools to complex systems capable of simulating human interactions. Theoretical frameworks like Puentedura's (2006), SAMR model (Substitution, Augmentation, Modification, Redefinition) provide a structure for understanding how AI can be integrated into education to enhance learning. The central question remains: how can we automate certain tasks in EFL teaching without risking distortion of the very essence of literary creation? Text generators, although sophisticated, are often perceived as tools that simplify or even standardize written production, minimizing the creativity required to compose an original text. Authors like Binns et al. (2023) have emphasized that AI can encourage superficial learning if used improperly, erasing the personal and creative dimension that students should develop.

Human creativity in this context refers to EFL students' ability to generate original ideas and express them uniquely in their writing. Automation refers to the use of AI tools to perform repetitive or complex tasks without direct human intervention. Literary creation encompasses writing processes that require imagination, originality, and personal expression. This study aims to define the boundaries between automation and literary creation in the context of teaching English as a language. As Hernandez and Lee (2022) note, it is crucial to understand where AI can enrich learning without reducing students' ability to express themselves autonomously. The primary objective of this research is to fill the knowledge gap on the effective integration of AI tools in EFL teaching and learning. To achieve this objective, it seeks to answer two research questions and test two research hypotheses. This study adopts a mixed-methods approach, combining quantitative and qualitative methods to collect data and analyze results.

### Research questions

**RQ 1: What are the impacts of using AI in writing literary texts on the development of linguistic and creative skills of EFL learners?** This question investigates whether AI serves as a helpful tool or a crutch. In other words, does it support EFL learners' overall growth in writing, or does it create dependency, where EFL learners rely too much on AI-generated suggestions, possibly stunting their own creative and linguistic abilities?

**RQ 2: How do EFL educators make the difference between automated and human-written content?** This question addresses how teachers of English as a Foreign Language distinguish between texts written by humans and those generated by AI systems.

## Research Hypotheses

**RH 1: The use of AI in literary writing can both boost and limit EFL learners in their linguistic skills development and creativity.** This hypothesis suggests that AI can significantly assist in the linguistic development of EFL learners by improving accuracy and fluency. However, its role in fostering creativity is more complex, as it can either stimulate new ideas or potentially inhibit independent creative thought if overused.

**RH 2: Educators may notice a lack of emotional depth or overly polished language in AI-generated texts, making them less compelling than human-written content.** This hypothesis posits that AI-generated texts often lack the personal emotional depth and the unique stylistic qualities found in human writing. This makes them less compelling and more predictable. Educators, being attuned to the subtleties of human writing, may easily spot these deficiencies, particularly when comparing student writing that relies on AI with writing that stems from human experience and creativity.

## 1. Literature Review

The introduction of artificial intelligence (AI) into the field of literary writing raises crucial questions about the automation of creative processes and its impact on learning EFL. While traditionally, literary creation is seen as a profoundly human act, AI is changing these boundaries by enabling automated systems to produce texts that increasingly resemble creative works. In the context of EFL teaching and learning, this dynamic questions the boundary between the writer's autonomous creation and the automation of technological tools. Recent research explores these issues, highlighting both the pedagogical benefits and the risks associated with the use of AI in writing.

### 1.1. Benefits of AI in Literary Writing

The use of AI in literary writing has been shown to offer several benefits, particularly in the context of EFL teaching. According to Pomerantz and Harris (2023), AI can provide personalized support for learning syntax and grammar, contributing to more differentiated pedagogical practices. For instance, AI-powered tools can offer tailored feedback on grammatical errors, helping students to improve their writing skills more effectively. Furthermore, AI can play a catalytic role in the creative process by proposing ideas, reorganizing narrative structures, or suggesting metaphors, thereby stimulating students' creativity (Kauffman, 2023). Building on these benefits, it is clear that AI has the potential to revolutionize the way we approach literary writing and EFL teaching. However, it is also important to consider the potential risks and challenges associated with AI integration.

### ***1.2. Risks and Challenges in the use of AI tools.***

Despite the benefits of AI in literary writing, several risks and challenges have been identified. One of the main risks is the potential dependency that students may develop on automated tools, which could reduce opportunities for exercising autonomous critical thinking and in-depth reflection on language and style (Zhang & Lee, 2023). Dependency in this context refers to the tendency of students to rely too heavily on AI tools, potentially undermining their own writing abilities. For example, EFL students may use AI-powered grammar checkers without understanding the underlying grammatical rules, leading to a lack of retention and application of these rules in future writing tasks. However, some researchers, such as Fletcher (2022), warn against the risk of a "over-editing effect," where AI might encourage students to rely too much on automated suggestions, which could harm their ability to develop a personal writing style. The implications of AI in literary creation also require a redefinition of creativity criteria in education. Authors like Pomerantz and Harris (2023) argue for a reassessment of creative skills in the context of AI-assisted writing. Rather than focusing solely on the production of entirely original texts, teachers should include criteria that account for the integration of AI in the creative process, valuing students' ability to collaborate with the tool while preserving their unique voice. This shift could transform assessment practices to encourage hybrid creativity.

One of the main challenges posed by the use of AI in literary writing lies in the tension between machine automation and human creativity. For instance, automated text generation by models like GPT-4 relies on algorithms that analyze and reproduce existing linguistic structures but do not truly create in an original way. According to Eapen, T. et al. (2023), AI can augment human creativity but may struggle to autonomously produce groundbreaking ideas without human input. Despite criticism regarding the limited creativity of AI, some researchers argue that these technologies can serve as tools that support creativity, rather than substitutes for the writer. According to Kauffman (2023), AI can play a catalytic role in the creative process by proposing ideas, reorganizing narrative structures, or suggesting metaphors. Such tools can stimulate students' creativity by encouraging them to explore paths they might not have otherwise considered, while still allowing them to maintain control over the originality of their work. This human-machine exchange could represent a new form of hybrid creativity which refers to the collaborative relationship between humans and computers in the creative process and where the student is the main actor.

### ***1.3. Ethical Issues and Practical Strategies.***

The use of AI in literary writing raises several ethical concerns, particularly in relation to authorship and integrity. According to Hargreaves and Miller (2022), AI-generated content can raise questions about intellectual property and the authenticity of the works produced. To address these challenges, educators can implement practical

strategies such as designing assignments that require students to reflect on their use of AI tools and to demonstrate their own creative input (Pomerantz & Harris, 2023). EFL teachers can use AI-detection tools like Scribbr, QuillBot, Copyleaks to verify the originality of student work and provide guidance on how to use AI tools responsibly. In light of these ethical concerns, it is essential to consider the implications of AI integration for teaching and learning. By adopting a nuanced approach to AI integration, educators can harness the potential of AI to support learner innovation and language development.

The literature review underscores the intricate relationship between AI and literary writing in EFL instruction, revealing both opportunities and challenges. On one hand, AI provides tailored support and immediate feedback, enhancing the learning experience. On the other hand, it risks fostering dependency and undermining originality. To navigate these complexities, educators must thoughtfully integrate AI, addressing ethical dilemmas and leveraging its potential to foster creativity and linguistic growth. Effective AI integration demands a nuanced understanding of its benefits and drawbacks, as well as a dedication to nurturing student learning and creative expression.

## **2. Methodology**

This study uses a mixed-method combining qualitative and quantitative techniques to provide a comprehensive analysis of the boundaries between AI automation and literary creation in the teaching and learning of EFL. In order to make it effective, 20 EFL teachers, 200 EFL learners were recruited from some secondary schools in the litoral region of Benin as well as 02 AI experts recruited in a grounded research. The participants were selected based on their experience with AI-powered tools in literary writing and their willingness to participate in the study. For EFL teachers, minimum of 2 years of experience in teaching EFL and familiarity with AI-powered tools. For EFL learners, currently enrolled in EFL programs and having prior experience with AI-powered tools in literary writing. Questionnaires were addressed to EFL teachers and advanced EFL learners, and semi-structured interviews were conducted with Beninese AI experts. The research was conducted over a period of 12 weeks, from February to March 2025, including the workshops and data collection. The study adhered to strict ethical guidelines, ensuring informed consent, confidentiality, and anonymity of participants.

### **2.1. Questionnaire to EFL Students**

In order to gather data on their perceptions of AI in the writing process, a series of six open-ended and close-ended questions was distributed to EFL students. The first question asked to what extent students use AI-based tools (such as text generators or grammar checkers) in their written English assignments. The second question asked

whether the use of AI in creating literary texts can help students develop their creativity. The third question inquired whether students have ever used AI to generate ideas or structure a text in English. The fourth question asked how confident EFL learners feel in their ability to identify AI-generated content in their own work. In the fifth question, it was asked if EFL learners believe that using AI tools in the writing process improves the quality of their written assignments. The sixth question was to know if AI should be used as a primary resource in English writing assignments. The seventh question asked students their views on the authenticity or creativity of AI in written work. The ninth question asked about the role their teachers could play in the use of AI for writing in English.

## *2.2. Questionnaire to EFL Teachers*

A series of six open-ended and close-ended questions was also addressed to EFL teachers. The first question asked whether the use of AI in teaching English can improve students' literary creativity. The second question wondered if AI could impact EFL learners' critical thinking and problem-solving skills in EFL learning. In the third question, it was asked whether AI can help EFL learners address their needs in creative writing. The fourth question asked if the use of AI tools in EFL teaching and learning could impact learners' engagement. The fifth question asked if EFL students should be required to produce entirely human-written work. The sixth question inquired about how teachers evaluate written productions generated by AI in comparison to those produced by EFL students in the context of literary analysis.

## *2.3. Interviews with Artificial Intelligence Experts*

In order to explore the ethical issues related to the use of AI in literary writing, a semi-structured interview was conducted with AI experts from Benin. The interview protocol was designed to explore the limitations of AI in literary writing, to find technical or methodological ways to detect an AI-generated work and evaluate its content in comparison to the one produced by a human author. The thematic analysis approach was used to interpret the experts responses, involving coding, theme identification, and pattern analysis.

## *2.4. Activities during the Workshops*

The workshops were designed to provide participants with hands-on experience with AI-powered tools in literary writing. The workshops consisted of 2-hour sessions, held twice a week for 6 weeks. During the experimental workshops, participants (EFL teachers, learners, and AI experts) used AI tools to create literary texts. The workshops involved tasks such as:

◆ **Using AI tools for writing:** Participants experimented with AI-assisted writing, producing literary exercises designed to improve writing skills.

◆ **AI-assisted text correction:** EFL learners have used AI to review and correct their writing, focusing on improving grammatical and lexical accuracy.

◆ **Feedback and discussion:** EFL Teachers and AI experts have provided feedback on the AI-generated texts, discussing both the strengths and limitations of AI in enhancing EFL learners' language skills.

### 3. Results of the Research

The findings of this study are based on a rigorous data collection and analysis process, which ensured the reliability and validity of the results. Multiple data sources, including EFL learners' feedback, EFL teachers' answers, and experts' opinions, were triangulated to provide a comprehensive understanding of AI tool effectiveness.

#### 3.1. Answers from EFL Learners

**Table 1:** The Use of AI by EFL Learners

How often do you use AI-based tools in your written English assignments?	Always	Occasionally	Never	Total
Answers	180=90%	20=10%	00=00%	200=100%

Source: Field Research, 2025

By analyzing the table above, it appears that 90% of EFL learners always use AI tools during their assignments and 10% of them occasionally use it in their tasks.

**Table 2:** EFL Learners' View on the Use of AI.

Statements	Positive Answers	Negative Answers	Total
The use of AI in creating literary texts helps EFL students develop their authenticity.	00=00%	200=100%	200=100%
EFL Students have used AI to generate ideas or structure a text in English.	180=90%	20=10%	200=100%
EFL learners feel confident in their ability to identify AI-generated content.	200=100%	00=00%	200=100%
The use of AI tools by EFL learners improves the quality of their writing.	200=00%	00=00%	200=100%
AI should be used as a primary resource in EFL learning.	00=00%	200=100%	200=100%

Source: Field Research, 2025.

The analysis of this table shows that 100% of the EFL learners declared that AI does not contribute to their authenticity. 90% used AI for generating ideas or for structuring a text in English against 10% of them who thought otherwise. 100% of learners declared to have confidence in their own ability to identify AI-generated content. 100% of them recognized that the use of AI tools can improve their quality in literary writing. 100% of the learners believed that AI should not be used as a primary factor in EFL learning.

### Learners' view on AI's authenticity

■ It lacks authenticity   ■ It has human creativity

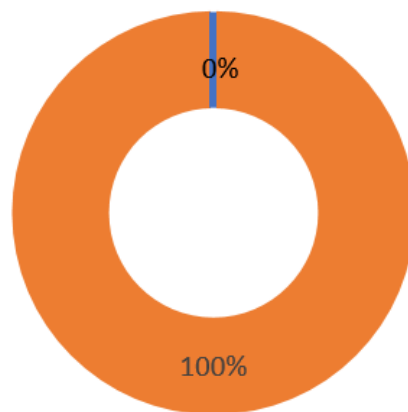


Figure 1: EFL Learners' View on the Use of AI.

From the figure above, 100% of EFL learners asserted that AI lacks authenticity and human creativity.

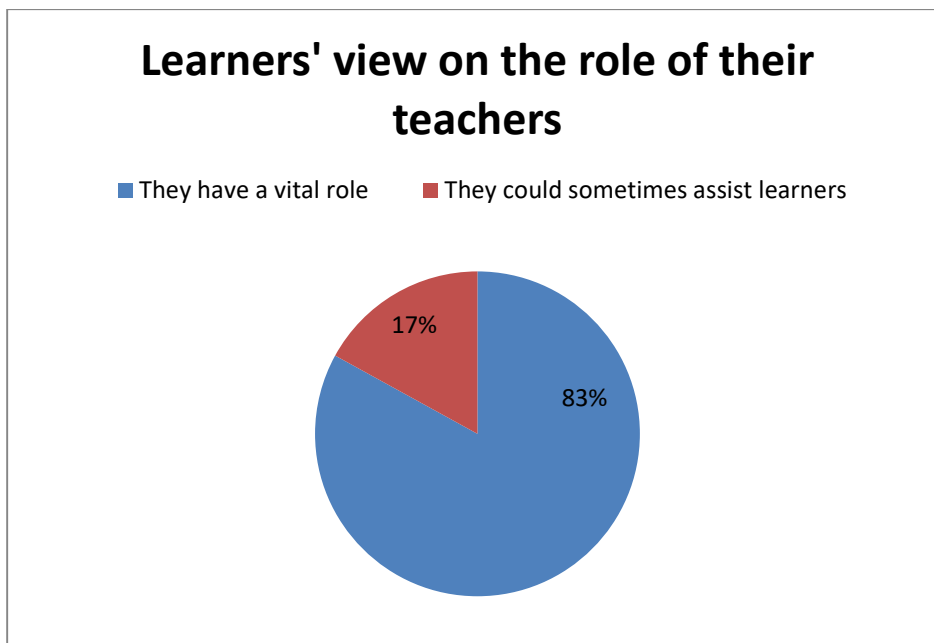


Figure 2: Learners' view on the role of EFL teachers.

Through this figure, 83% of EFL learners said that their teachers have a crucial role in assisting them while using AI and 17% of them asserted that their teachers could sometimes assist them in the use of AI.

### 3.2. Answer from EFL teachers.

**Table 3:** The role of AI in improving EFL learners' creativity.

Statements	Positive Answers	Negative Answers	Total
The use of AI can improve learners' literary productions.	00=00%	20=100%	20=100%
AI could impact EFL students' critical thinking and problem-solving skills in EFL learning.	20=100%	00=00%	20=100%
AI can help EFL learners address their needs in creative writing.	00=00%	20=100%	20=100%
The use of AI tools in EFL teaching and learning could impact learners' engagement.	20=100%	00=00%	20=100%
EFL students should be required to produce entirely human-written work.	20=100%	00=00%	20=100%

Source: Field Research, 2025.

In this table, all the EFL teachers (20=100%) give positive answers about the fact that the use of AI can help EFL learners to improve their literary creativity and none of them said the contrary. Talking about the impact of AI on EFL learners' critical thinking and problem solving skills in learning, all the EFL teachers (20=100%) approved this by positive responses. In addition, they all (20=100%) asserted that the use of AI tools could significantly impact learners' engagement in EFL teaching and learning. While analyzing the same table, all the EFL teachers (20=100%) said that EFL learners should be asked to produce entirely human-written work.

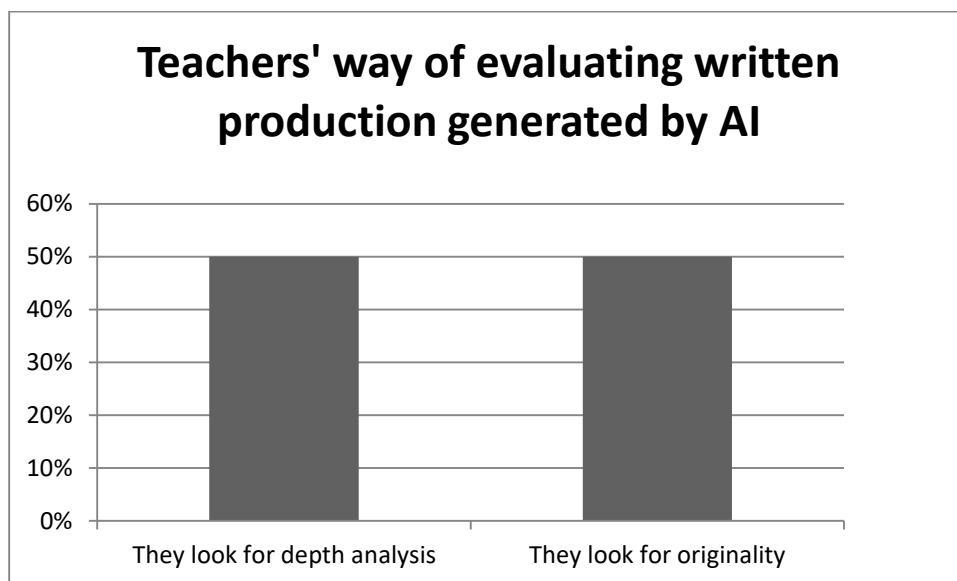


Figure 3: EFL teachers' way of evaluating AI production.

In the analysis of figure 3 shows that while evaluating AI production, 50% of EFL teachers look for depth analysis and 50% look for authenticity.

### 3.3. Answer from AI experts

Table 4: Limitations of AI in creative writing.

Boundaries of AI in literary writing.	Lack of emotional depth	Human connection	Total
Answers	02=100%	00=00%	02=100%

Source: Field Research, 2025.

By analyzing this table, all of the AI experts interviewed (02=100) asserted that AI lacks emotional depth and none of them (00=00%) confirmed the human side of AI.

Table 5: Ways of detecting AI production by experts.

Technical ways to detect an AI-generated text.	Analyze writing patterns	Use machine learning-based detection tools	Total
Answers	01=50%	01=50%	02=100%

Source: Field Research, 2025.

The analysis of this table shows that 50% of AI experts use machine learning-based detection tools to detect a work generated by AI whereas 50% of them analyze writing patterns to detect it. The small number of AI experts is due to their small full complement available in Benin.

### ***3.4. Answers from the workshops.***

About using AI tools for writing activity, it can be noticed that those tools were perceived as effective in helping EFL learners generate written content, particularly in literary exercises. 100% of learners were more engaged and motivated during AI-assisted writing activities. Thus, they invite ChatGPT to write a story about two different topics. The Answers provided do not always fit with the learners expectations. Teachers observed that learners needed guidance on how to effectively use AI tools without over-relying on them. All the EFL teachers (100%) acknowledged the strengths of AI in enhancing accuracy and efficiency in language learning. AI experts noted that the lack of creativity and emotional depth in AI-generated texts was a significant limitation.

## **4. Discussions**

The intersection of artificial intelligence (AI) and English as a Foreign Language (EFL) teaching has sparked a complex conversation on the boundaries between automation and literary creation. With the rapid advancements in AI tools, particularly in natural language processing (NLP), it has become easier for EFL learners to enhance their writing skills. This growing integration of AI tools in language learning, however, raises questions about the role of human creativity, the authenticity of AI-generated texts, and the fine line between automation and literary expression. A closer examination of how EFL learners and educators are interacting with AI tools sheds light on the broader implications for language teaching and learning. One of the most significant findings in this context is that a majority of EFL learners (90%) use AI and 10% of them sometimes use it.

This high percentage may indicate that EFL learners are finding AI tools to be highly beneficial in assisting with their assignments, perhaps due to the tools' ability to provide instant feedback, grammar correction, or even content generation. However, this heavy reliance on AI tools also raises concerns about the potential for over-dependence on technology, which could hinder learners' ability to develop their own language skills and critical thinking.

### ***4.1. EFL Learners' Perspectives***

AI tools can suggest alternatives to word choices, adjust tone, and help EFL learners structure their ideas more clearly. However, the reliance on AI to enhance writing style and clarity raises concerns about the originality of the resulting work. If EFL learners frequently rely on AI suggestions, how much of their writing is truly reflective of their own voice? This question is central to the ongoing debate on the authenticity of AI-generated content. In terms of literary creativity, all 200 EFL learners surveyed indicated that AI does not have a say about their authenticity in literary texts. This is

perhaps because they are not totally satisfied with the provided feedback, as it reveals that learners are just using AI for technical improvements.

The ability to generate ideas or structure a text is a key function of AI, and 90% of learners reported using AI to assist them in these processes. This suggests that AI is not just a tool for correcting errors but also a partner in the initial stages of literary writing. However, a minority of 10% of EFL learners expressed negative views about AI's role in generating ideas, indicating that there is still skepticism regarding AI's ability to truly foster creativity. The analysis of EFL learners' confidence in identifying AI-generated content reveals an interesting perspective on their ability to distinguish between human and machine-generated writing. With 100% of the participants indicating a positive response, it suggests that these learners feel able to recognize AI-generated content. This could reflect a growing awareness of the characteristics of machine-generated text, possibly stemming from exposure to AI tools in their learning environment. However, it may also point to a desire to maintain the authenticity of their own writing and demonstrate a critical understanding of the technology.

On the other hand, when asked whether AI tools can improve the quality of their literary writing, they all (100%) give positive response. This suggests that EFL learners may view AI as a facilitator for fostering true creativity and literary skills. Despite the increasing use of AI tools for tasks like grammar checking and text generation, EFL learners seem to believe that AI lacks the depth and nuance required for literary excellence. This perception could stem from concerns about AI's limitations in capturing human emotion, style, and intricate cultural references that are often vital in creative writing. Furthermore, the strong consensus (100%) against using AI as a primary factor in EFL learning further reinforces the notion that these learners prioritize human-driven processes in their educational journey. They might see AI as a supplementary tool rather than a central component of their learning experience. This resistance could stem from concerns over the potential reduction of personal effort and the loss of the human touch in language acquisition.

Despite the widespread use of AI in literary creation, a striking consensus among EFL learners is that AI lacks authenticity. Every respondent in the survey expressed the belief that AI-generated texts are inherently inauthentic, which points to a fundamental challenge in AI's application in creative contexts. While AI can produce coherent and grammatically correct texts, it does not possess the emotional depth, lived experiences, or unique perspectives that human writers bring to their work. This lack of authenticity may limit the extent to which learners view AI as a genuine tool for literary creation, highlighting a potential boundary between automation and true literary expression. In addition to the learners' views, the role of educators in guiding the use of AI is crucial. A significant majority (83%) of EFL learners acknowledged that their EFL teachers play an essential role in assisting them while using AI tools. This

reflects the importance of human intervention in ensuring that AI is used effectively and ethically.

#### *4.2. EFL Teachers' Insights*

While AI can provide instant feedback and assist in drafting and refining texts, the educator's role remains indispensable in shaping the learner's understanding of language, creativity, and authenticity. Only 17% of them felt that teachers' involvement was less critical. This suggests that there is still a recognition of the value of human input in the educational process. All the 50 surveyed EFL teachers affirmed that AI could help learners improve their literary creativity. This unanimous response highlights the general consensus among educators that AI tools can supplement traditional teaching methods, especially in fostering creativity and supporting learners in generating ideas. However, there is a nuanced challenge in balancing AI's assistance with the development of EFL learners' independent thinking and originality. EFL teachers may need to guide their learners in using AI as a tool rather than a crutch, encouraging them to engage critically with the content it produces.

The unanimous positive response from all 20 EFL teachers regarding the impact of AI on learners' critical thinking and problem-solving skills is statistically significant, as 100% of the participants (20 out of 20) indicated that AI tools positively influence these skills. This overwhelming agreement suggests that EFL teachers believe AI offers more than just technical assistance in language learning, it also has the potential to stimulate cognitive processes. By engaging with AI-generated content or using AI to refine their own work, EFL learners are encouraged to critically assess language structures and problem-solve in real-time, which could enhance their overall analytical thinking abilities. These findings suggest that teachers are optimistic about AI's role in fostering higher-order thinking skills in the classroom. In addition, all 20 teachers (100%) agreed that AI could significantly impact EFL learners' engagement in EFL teaching and learning. This consensus suggests that AI tools are seen as a catalyst for increased EFL learners' interaction and motivation.

The widespread use of AI in the classroom likely creates a more dynamic and personalized learning environment, with tools like grammar checkers, language games, and writing assistants providing immediate feedback that appeals to learners' individual needs. As a result, AI may enhance student interest in language learning by offering a more interactive and responsive experience, making it easier for students to stay engaged in their studies. This statistic further emphasizes the belief that AI has a transformative potential in increasing student participation in the classroom. Despite the clear support for AI in critical thinking and engagement, all 50 EFL teachers (100%) also agreed that EFL learners should be required to produce entirely human-written work. This strong consensus highlights a significant concern regarding the over-reliance on technology and the potential for AI to compromise the development of

authentic writing skills. EFL teachers may fear that excessive use of AI in the writing process could hinder students' ability to generate original content and fully engage with the nuances of language.

Thus, EFL teachers could adopt pedagogical strategies that integrate AI in a balanced way. For example, they could use AI to support idea generation or grammatical correction, while encouraging learners to develop their own ideas and write original texts. This would require ongoing professional development for teachers to effectively manage AI integration in their teaching practice. Furthermore, it's essential to consider the potential challenges and tensions associated with AI integration in English teaching. Teachers may face ethical issues, such as intellectual property and authenticity concerns, as well as complexities in assessing AI-assisted work. Therefore, developing clear guidelines and management strategies is crucial to help teachers navigate these challenges and maximize the benefits of AI in EFL teaching.

#### *4.3. Experts' Evaluation*

The results from table 4 reveal an unanimous consensus among AI experts interviewed, with all participants (100%) agreeing that AI lacks emotional depth. This finding suggests that, despite significant advancements in AI technology, experts believe AI is still far from achieving the complex emotional intelligence inherent in humans. Furthermore, the absence of any expert acknowledging the "human side" of AI indicates a clear divide between current AI capabilities and the nuanced emotional understanding and empathy typically associated with human interactions. This could imply that, although AI can simulate certain behaviors, it remains fundamentally disconnected from the emotional and subjective experiences that define human existence. Thus, the stated hypotheses are confirmed. When evaluating AI-generated work, half of the EFL teachers focus on depth analysis, while the other half emphasizes originality. This division reflects the dual nature of AI's role in writing.

On one hand, AI can assist EFL learners in creating well-structured and in-depth pieces of writing, but it may struggle to provide the kind of originality that is often valued in literary work. EFL teachers' emphasis on these two factors indicates a recognition of AI's strengths in some areas and its limitations in others. While AI can help refine the mechanical aspects of writing, the originality of thought and expression remains a crucial component that requires human involvement. The growing prevalence of AI-generated content in educational settings has led to the development of detection tools. The results from AI experts show a balanced approach among AI experts in detecting AI-generated content, with 50% using machine learning-based detection tools and the other 50% analyzing writing patterns. The machine learning tools offer an automated, scalable method that identifies AI-specific linguistic patterns, while the writing pattern analysis relies on human expertise to detect subtle nuances, such as inconsistencies in tone or lack of emotional depth.

While the experts' unanimous view on AI's emotional limitations provides an important conceptual boundary, it's essential to consider emerging AI developments and future advances that may potentially bridge this gap. Future research could explore the potential of multimodal AI systems or affective computing to enhance AI's emotional intelligence. It's also important to acknowledge the limitations of this study, including the sample size and context, which may temper generalizations. Future studies could benefit from larger sample sizes and more diverse contexts to provide a more comprehensive understanding of AI's role in education.

## 5. Suggestions

To ensure the effective use of AI tools while preserving the authenticity and creativity of English as a Foreign Language (EFL) students' work, several suggestions can be made. First, it's essential to adopt a balanced approach where AI is viewed as a supplementary tool rather than a substitute for students' own effort. Educators should guide students on how to use AI to refine grammar, style, and clarity, while emphasizing the importance of developing their personal voice in writing. It's also crucial to provide clear guidelines on integrating AI tools into assignments and assessments. Educators should encourage EFL students to think critically about AI use and its impact on their creativity and academic integrity. It's also essential to consider potential challenges related to AI integration, such as disparities in access to AI tools or varying levels of teacher AI literacy. Institutions should provide support and resources to help educators develop their AI skills and integrate these tools effectively into their teaching.

Finally, to ensure successful AI integration, institutional support and clear policies are necessary. Institutions should encourage educators to share their experiences and best practices in AI integration and provide resources to help students use AI tools responsibly and effectively. These suggestions aim to promote a balanced, ethical, and learner-centered approach to AI integration in EFL teaching. By adopting a thoughtful and nuanced approach, educators and institutions can help EFL learners harness the benefits of AI while preserving their creativity and academic integrity.

## CONCLUSION

This study aimed to investigate the role of artificial intelligence (AI) in English as a Foreign Language (EFL) teaching and learning, with a focus on setting boundaries between automated and human-created texts. The study revealed that EFL teachers and learners recognize the potential benefits of AI in improving writing skills, but also emphasize the importance of preserving authenticity and creativity in human-created texts. The findings suggest that AI can be a useful tool for refining grammar, style, and clarity, but it lacks emotional depth and originality. The study also highlights the need for clear guidelines and boundaries on the use of AI in EFL teaching and learning.

Based on these findings, educators should prioritize developing AI literacy among students, teaching them to critically evaluate AI-generated content, identify biases, and use AI tools responsibly. They also need to develop authentic assessment methods that evaluate students' language skills, creativity, and critical thinking, rather than just their ability to produce grammatically correct texts. In addition, EFL curricula should place a strong emphasis on developing students' creativity, originality, and critical thinking skills, ensuring that AI tools are used to augment, rather than replace, human creativity. The study's findings are based on a specific sample of EFL teachers and learners, and the results may not be generalizable to other contexts. This may introduce biases and limitations. Furthermore, the rapidly evolving nature of AI technology may render some findings outdated or in need of revision.

Further research is needed to explore the long-term impact of AI integration on EFL teaching and learning, particularly in terms of learner outcomes and academic integrity. Studies could investigate the effectiveness of different approaches to AI integration, such as the use of AI-powered tools for feedback and assessment. Additionally, research on the development of AI literacy among EFL teachers and learners could provide valuable insights into the challenges and opportunities of AI integration in language education. Moreover, exploring the potential of multimodal AI systems and affective computing to enhance AI's emotional intelligence could be a promising area of future research.

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