

## USING AI PARAPHRASE TO IMPROVE THE NATURAL WRITING ABILITIES OF EFL STUDENTS

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### ABSTRACT

Strong essay writing abilities are essential for students learning English as a foreign language, especially when creating research papers. They decided to take a support class after realizing that 15 pupils were having difficulties in this area. To enhance communication in the virtual setting, the instructor created a WhatsApp group. To help students come up with ideas for their writing, the instructor started the lesson by providing essay topics as optional starting points. The instructor then suggested that they use an artificial intelligence (AI) grammar checker to assist them become more accurate with grammar. In addition, the instructor emphasized the importance of editing their work and recommended the use of paraphrasing AI as a tool. Students were told to check the original and paraphrased texts to make sure the rewritten material appropriately conveyed their intended meaning. The research objectives were then addressed through qualitative analysis of the data collected during the teaching and learning process. It was concluded that employing AI paraphrasing aids pupils in producing writing that is more natural. Teachers could use these kinds of findings to teach related subjects. It also encourages more in-depth observation of the related issue by other scholars.

**Keywords:** Artificial intelligence, Grammar, Paraphrase, Syntax, Vocabulary.

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### INTRODUCTION

Thanks to sophisticated artificial intelligence (AI) techniques, the digital age has brought about a new level of paraphrase capabilities that greatly exceed human limitations. These developments enhance the caliber and effectiveness of content production on a variety of platforms in addition to making paraphrase simpler. The first step in using AI paraphrasing tools is to grasp the basics of paraphrasing. In essence, paraphrase means restating a text or speech in a different way, usually to improve clarity or steer clear of plagiarism (Layne *et al.*, 2025). Conventional paraphrasing is mostly dependent on human language and intelligence, which can be laborious and error-prone. The capacity of AI paraphrase technologies to maintain the original meaning and intent of text while altering the wording is one of its main advantages. This guarantees that the paraphrased text retains its original meaning and effect while still being unique. These technologies' complex algorithms are able to identify minute nuances in language, yielding findings that are both relevant and coherent (Zhou *et al.*, 2025).

In addition, a lot of AI paraphrasing tools come with features that assist users in improving their writing. Some guarantee error-free paraphrased material by including grammar and spell-checking. Others offer readability ratings, which are useful for tailoring information to the target audience's comprehension level. The use of AI in paraphrase has also opened up new possibilities for educational resources, enabling both teachers and students to enhance learning results. AI tools can assist students with improving their writing abilities and comprehending the intricacies of language by providing instant feedback on paraphrased content (Setiawan & Alkhowarizmi, 2025).

AI paraphrase tools are a major component of the growing emphasis on integrating AI into teaching and learning in the changing educational landscape. These resources are helping students strengthen their writing skills in addition to helping them create content. AI paraphrasing technologies have completely changed the way that schooling is conducted. These tools, which are made to reword text while maintaining its original meaning – a skill that many students find challenging – allow teachers to give students immediate writing feedback, assisting them in understanding and fixing errors as they go along, so enhancing writing quality and increasing confidence.

Furthermore, by rapidly producing text variations, AI paraphrasing technologies assist educators in producing a wider range of educational resources, providing students with a more varied reading experience. Students' writing skills are further improved as a result of the more engaging lectures and exposure to various writing vocabulary and styles (Astika, 2025).

A significant obstacle in education is students' pervasive lack of writing confidence, a challenge frequently rooted in the fear of making errors or facing negative judgment. This apprehension generates considerable anxiety surrounding writing tasks, ultimately hindering their ability to express themselves clearly and effectively. This fear is often amplified by the pressures of academic performance and the underlying fear of failure, creating a cycle of avoidance and diminished self-belief in their writing capabilities. Another significant hurdle in student writing is the difficulty in organizing thoughts coherently, a skill demanding a logical flow that many find daunting. Students often struggle with the initial stages of essay planning, leading to written work that lacks structure and clear progression of ideas. This inability to effectively organize their thoughts on paper can be a major source of frustration and can significantly impede the clarity and impact of their writing.

Pardede (2024) highlighted the persistent challenge of writing for ESL/English as a foreign language (EFL) learners, observing that it remains the most demanding language skill despite diverse pedagogical approaches. Collaborative writing, encompassing comprehension, manipulation, production, and interaction, has been advocated since the 1970s as a method to foster practice and potentially enhance writing proficiency. This approach leverages the synergy of learners working together on a writing task. While research within ESL contexts has demonstrated the effectiveness of collaborative writing, the transferability of these findings to EFL settings is not automatic. Variations in learners' linguistic experience and socio-cultural backgrounds necessitate careful consideration. For collaborative writing to be successful in EFL classrooms, teachers play a crucial role in establishing a supportive and conducive learning atmosphere. Furthermore, providing clear and effective guidelines that structure the entire writing process, from initial planning to final revision, is essential for maximizing the benefits of this collaborative approach in EFL contexts.

Technology has become a vital component of education in the digital age, changing how students engage with and learn from information. AI in education is one such development, especially when it comes to improving writing abilities by helping with paraphrase. As a means of expression, communication, and evaluation, writing is an essential educational ability. However, a lot of students have trouble writing since they frequently find it difficult to express themselves succinctly and precisely. AI paraphrase tools provide a solution by giving students immediate feedback and improvement recommendations, enabling them to polish their work and produce more complex writing. The development of writing abilities is one of the main advantages of employing AI paraphrasing aid. By analyzing the text, pointing out areas of weakness, and offering helpful criticism, these tools help students grow from their errors. Their capacity to write more logically improves with time, giving them a useful talent for success in both their academic and professional lives. In addition, pupils are encouraged to think critically using AI paraphrasing tools. These technologies encourage a deeper engagement with the text by demanding users to comprehend the original before producing a paraphrased version. Pupils are analyzing, understanding, and articulating material in their own words rather than just duplicating it. This mental process develops critical thinking abilities and encourages a deeper understanding of the material (Pratama *et al.*, 2025).

This study is designed to investigate the potential of implementing AI paraphrase tools as a pedagogical strategy to foster the development of students' writing skills. The central objective of this research is to gain a comprehensive understanding of the practical application of AI paraphrase within the educational context and its impact on student writing proficiency. To guide this inquiry, the study poses the specific research question: "How does the teacher implement AI paraphrase to help students develop their writing abilities?" This question will serve as the focal point for data collection and subsequent analysis. To effectively address the research question and ultimately achieve the study's aim, a qualitative research approach will be employed for data collection and analysis. Direct observation of classroom practices where AI paraphrase is utilized will provide rich contextual data on the teacher's implementation strategies. This qualitative data will then be systematically analyzed to identify patterns, themes, and insights into how the integration of AI paraphrase tools influences the development of students' writing abilities.

## METHODS

For EFL students, the ability to write effective essays is a crucial skill, particularly for producing reports on their research endeavors. Recognizing this necessity, a group of 15 students who were experiencing difficulties in essay writing voluntarily enrolled in a targeted treatment class. To facilitate seamless interaction between the teacher and students in the virtual learning environment, a dedicated WhatsApp group was established. The initial phase of the class involved the teacher providing a selection of optional essay topics designed to stimulate students' ideas and assist them in developing their compositions. To gauge the students' capacity to articulate their perspectives on a given subject, they were tasked with composing essays based on the provided topics. The teacher recommended the use of grammar checker AI tools to enhance their grammatical accuracy, emphasizing the importance of correct grammar usage. Furthermore, to ensure the clarity and originality of their work, students were encouraged to utilize paraphrasing AI for proofreading and refining their compositions. To maintain the integrity of their intended meaning, the teacher instructed students to carefully compare and synchronize the original text with the paraphrased output. The data collected throughout this teaching and learning process were subsequently analyzed qualitatively to achieve the study's objectives.

## RESULTS

### Creating WhatsApp group to facilitate virtual class

Due to its accessibility and convenience, online learning has significantly changed education in the modern world. The establishment of

WhatsApp groups is among the best resources for enabling online courses. This story will explore how crucial these groups are to improving the educational process. WhatsApp groups are now an essential tool for both students and teachers. They give teachers a handy place to exchange announcements, assignments, and lesson materials. They also make it possible to communicate in real time, which promotes an engaging learning environment. The capacity of WhatsApp groups to close the gap caused by physical distance is their main value in online learning environments. Since teachers and students are in the same place in a typical classroom, interaction and communication are facilitated. This is not the case in virtual classes, though. WhatsApp groups fill this void in this situation, making sure that all participants in the learning process remain informed and connected (Kalogeropoulos & Rossini, 2025). As seen in Fig. 1, the teacher can add the participant to get involved in the teaching-learning process.

WhatsApp groups also encourage inclusivity in education. They make it possible for students from various places to attend lessons, communicate with one another, and take part in group projects. Due to practical limitations, it is challenging to attain this degree of inclusivity in conventional classroom settings. It is important to remember that, despite their advantages, WhatsApp groups should only be used sparingly. To prevent any possible abuse, educators should establish explicit rules about the use of these groups. They should also make sure that the information offered in these groups is suitable and educational (Be & Dua, 2025).

### Providing some topics to write an essay

Every student needs to become proficient in the art of creating captivating essays in the field of academic writing. The selection of topics is one important factor that has a big impact on this process (Suseno *et al.*, 2024). This story examines the value of providing a variety of themes to help pupils improve their essay-writing skills. The topic is the cornerstone of a compelling essay. A carefully considered topic acts as the impetus for investigation, arousing interest and directing the essay's course. By offering a variety of subjects, teachers enable their pupils to go deeper into the material by allowing them to investigate areas that interest them. This involvement aims to foster

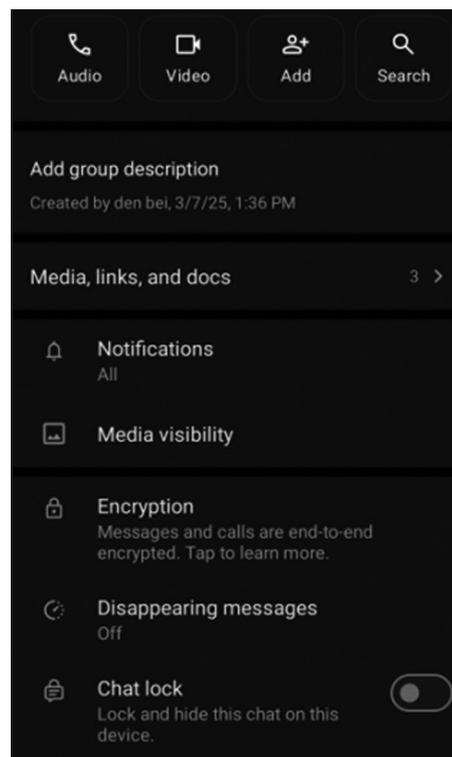


Fig. 1: The page of WhatsApp group

a sincere love of learning rather than only fulfill academic obligations (Bezbaruah, 2025).

In addition, the first step in the writing process, when students take charge of their education, is choosing a topic. The essay becomes a personal mirror of their views and thoughts since it gives them the opportunity to exhibit their uniqueness and voice. The chance to study self-selected subjects can be refreshing in an educational environment that frequently prioritizes standardized testing and rote memorization, as it fosters creativity and critical thinking.

Providing subjects is also essential for helping pupils improve their research abilities. The capacity to sort through a large quantity of material and condense it into a logical argument is a useful skill, whether it is being used for a literary analysis, scientific study, or historical article. By offering a variety of subjects, teachers may push students to develop into astute researchers who can assess sources and formulate arguments with solid evidence (Li *et al.*, 2025). Three optional themes are available for selection, as shown in Fig. 2. In addition, students learn the subtleties of many writing formats and styles through the process of writing on various subjects. Every topic necessitates a different approach, from the formal tone of academic papers to the more conversational style of narrative essays. This adaptability helps pupils succeed academically and gets them ready for future professional writing.

#### Composing essays based on the provided topics

Finding methods to improve the writing process and spark the imagination is crucial in the field of creative writing. Writing on assigned subjects is a useful technique that has been gaining popularity among authors (Suseno *et al.*, 2023). This method stimulates the writer's creativity in addition to challenging them. The first advantage of writing essays on suggested subjects is that it exposes students to a variety of viewpoints. When a topic is discussed, it frequently has a unique combination of subtleties and complications. By embracing these components, a writer can investigate fresh concepts and points of view, thus producing a more complex and diverse story. This variety is essential to creative writing because it keeps well-known themes from being repeated and promotes the creation of original narratives. In addition, the topics offered serve as a creative outlet. They provide a foundation from which a writer can branch out and investigate different perspectives. Unexpected avenues and insights can be found thanks to this flexibility to explore the confines of a subject. Essentially, it makes the act of writing an adventure, with every new essay serving as a journey into the unknown. The improvement of critical thinking abilities is an additional noteworthy benefit. Essay writing calls for both creativity and the capacity to evaluate and integrate data (Johnson *et al.*, 2025).

Authors must assess the subject, comprehend its essence, and then craft a story that successfully tackles it. This process sharpens the intellect and enhances critical thinking, which is a crucial talent for writing in any format. Furthermore, an essay topic's structure helps to keep concentration and organize ideas. Writers can steer clear of the dangers of aimless meandering and make sure their story stays relevant and cohesive by following a clear direction. This methodical technique is especially helpful for maintaining the effectiveness and efficiency of the writing process. Last but not least, writing essays on assigned subjects encourages self-control and tenacity. Writing is a skill that must be consistently honed, and writing on a variety of subjects can be an exercise for the writer. It promotes the establishment of a structured habit and the tenacity to finish a piece of writing, especially when the

Select an essay topic from the list below!

1. Applying AI to increase knowledge.
2. Improving language acquisition through podcasts.
3. Using an electronic vocabulary to enhance voice recognition.

Fig. 2: List of topics

subject is difficult (Khan *et al.*, 2025). The student selected the desired topic to compose on, as illustrated in Fig. 3.

#### Enhancing writing skills for EFL learners through grammar checking AI

The path to mastery in the field of language acquisition is both difficult and rewarding, especially for those studying English as a foreign language (EFL). In this process, AI grammar checkers have become a useful tool. The advantages of incorporating grammar-checking AI into composition content to improve EFL learners' writing abilities are examined in this story. Students' attitude to writing has been completely transformed by the use of AI in language acquisition (Suseno, 2024d). The difficulty is significantly greater for EFL learners, who must negotiate the nuances of a language that is not their mother tongue. Essays, papers, and other academic writing can be difficult assignments that call for a thorough comprehension of the language's subtleties in addition to a command of it. For these students, grammar-checking AI provides a ray of hope in this situation. Grammar-checking AI technologies are made to give EFL learners immediate feedback on their syntax and grammar faults (Suseno & Purwati, 2020). These tools are not simply meant to fix mistakes; they're also meant to help students write better. Learners might progressively improve their writing abilities by regularly utilizing AI-driven grammar checkers. Furthermore, the application of AI in this setting fosters a constructive and upbeat learning atmosphere. EFL students receive constructive feedback that motivates them to study and develop rather than discouraging remarks or harsh red marks from teachers or peers. By pointing out mistakes without passing judgment, the AI serves as a gentle teacher, encouraging a love of writing and faith in the potential for growth. There are numerous advantages to employing grammar-checking AI. First of all, it saves time for both teachers and students. AI can handle the tedious task of error-checking, freeing up teachers to concentrate more on giving pupils insightful feedback and encouraging critical thinking. Second, it gives students the ability to direct their own education. EFL students gain greater independence and self-reliance in their academic endeavors by mastering the usage of AI tools (Eang *et al.*, 2025).

The text explains how students utilize smartphones for everyday tasks like shopping and communication. Nevertheless, there are numerous grammatical faults in it. Below is a summary of the recommended changes:

1. "Provide themselves" should be corrected to "provide themselves"
2. "Uses" should be corrected to "use" to match the plural subject "They"
3. "Taking picture" should be corrected to "taking pictures" for plural consistency
4. "Enable them exchange" should be corrected to "enables them to exchange" to ensure proper verb agreement and infinitive use
5. "Phones, people conducts" should be corrected to "phones, people conduct" for subject-verb agreement
6. "They also able" should be corrected to "They are also able" to complete the verb form
7. "It seem" should be corrected to "It seems" for subject-verb agreement
8. "Comfortabile service" should be corrected to "comfortable service"
9. "Make people boost them desire purchase" should be rephrased to be clearer, such as "makes people desire to purchase"
10. "A lot of stuffs" should be corrected to "a lot of items" or "many things" to avoid uncountable use
11. "Service of the smartphones is photos and videos" should be corrected to "service of the smartphones is photos and videos"
12. "Photos and videos" should be corrected to "photos and videos"
13. "Do not need to by expensive cameras" should be corrected to "do not need to buy expensive cameras."

The text's clarity and grammar will much improve with the application of these modifications. Numerous terms and phrases are underlined in Fig. 4 so that pupils are aware of their errors. By taking into account

Applying AI to increase knowledge

Most students provide themselves with smart phones. They uses them to satisfy their daily needs like chatting, shopping, taking picture and so forth. The communication among the gadget users enable them exchange information beyond time zone and area. Using smart phones, people conducts communication in text, video, and voice in real time or recorded. They also able to buy the desirable stuffs by using application on the screen. It seem that the comfortable service of online store make people boost them desire purchase a lot of things uncontrollably. One of the favorable service of the smart phones is photoes and videos. People not need to by expensive cameras take pictures or videos for the memorable events.

Fig. 3: Composition

Most students provide themselves with smart phones. They uses them to satisfy their daily needs like chatting, shopping, taking picture and so forth. The communication among the gadget users enable them exchange information beyond time zone and area. Using smart phones, people conducts communication in text, video, and voice in real time or recorded. They also able to buy the desirable stuffs by using application on the screen. It seem that the comfortable service of online store make people boost them desire purchase a lot of things uncontrollably. One of the favorable service of the smart phones is photoes and videos. People not need to by expensive cameras take pictures or videos for the memorable events.

Fig. 4: Grammar checker

the proposed modification, it teaches students more about grammatical usage.

#### Paraphrasing the composition using AI

Improving writing abilities is a major challenge in the field of language learning, especially for those studying EFL. However, with the development of AI, a new method has surfaced that has the potential to completely transform how we write and learn English. This story examines the advantages of paraphrasing composition content, a strategy that has demonstrated exceptional promise in enhancing EFL students' writing skills. Understanding the core of the text and expressing it in a fresh and original way are the goals of paraphrasing, which goes beyond just rewording sentences (Suseno, 2024b). This ability is essential for EFL learners since it helps them understand the subtleties of the language and enhances their expression and comprehension. AI can help with this process by giving precise and immediate feedback on paraphrased content thanks to its sophisticated algorithms and extensive knowledge base. The instant response that AI offers is one of the main advantages of employing it for paraphrase.

AI can identify mistakes and provide fixes instantaneously, in contrast to traditional approaches, when teachers edit essays after a while. This timely feedback speeds up students' writing growth by assisting them in understanding and learning from their errors (Grainger *et al.*, 2025). Students can contrast their own work with the paraphrased text, as seen in Fig. 5. They learn how to make their compositions seem understandable as a result.

Furthermore, it is impossible to ignore AI's contribution in offering a variety of paraphrased content instances. It encourages students to try new things and find their own voice by exposing them to a variety of writing styles and strategies (Suseno, 2024c). For EFL students who might not have access to a variety of reading resources due to financial or geographic limitations, this exposure is very helpful. It is crucial to remember that although AI can help with writing skills improvement, it cannot take the place of individualized training and human connection. As a result, it ought to be utilized in conjunction with conventional teaching techniques as an additional learning aid (Kartelj *et al.*, 2025).

#### DISCUSSION

##### Enhancing writing skills through AI paraphrase in EFL education

In the field of teaching EFL, incorporating cutting-edge technology has become essential to improving the educational process. The use of AI paraphrasing tools is one such invention that has the potential to greatly enhance students' natural writing skills. This article gives a descriptive review of this teaching strategy and investigates how EFL teachers use AI paraphrasing to help students improve their writing abilities. Giving students original texts and asking them to restate the information using AI tools is the main way that AI paraphrasing is used in EFL classes. In addition to altering the text's phrasing, these technologies make sure that the original context and intent are preserved in the revised version. Students can practice comprehending and replicating the subtleties of the English language by participating in this process, which is essential for the development of their writing skills. By helping students use AI paraphrasing tools and emphasizing the value of maintaining the original content while changing the terminology and sentence structure, teachers support this learning process. Because students must thoroughly examine the text to make significant alterations that do not alter the author's original meaning, this practice promotes critical thinking (Deane & Traga, 2024).

In addition, AI paraphrasing programs frequently offer comments on the revised texts, pointing out places where the paraphrase needs work. Because it enables students to learn from their errors and comprehend what makes for a good paraphrase, this feedback system is quite helpful. These resources can also be used by teachers to show students the distinctions between poorly done and well-executed paraphrases, providing a standard for them to meet.

There are some difficulties in using AI paraphrasing in EFL instruction. Making sure children know how to use the technology efficiently without becoming overly dependent on it is a big challenge. Instructors need to find a balance between enabling students to individually hone their paraphrasing skills and making the most of the tool's features (Suseno, 2021).

<p>Most students provide themselves with smartphones. They use them to satisfy their daily needs like chatting, shopping, taking pictures, and so forth. The communication among the gadget users enables them to exchange information beyond time zones and areas. Using smartphones, people conduct communication in text, video, and voice in real time or recorded. They are also able to buy the desirable stuff by using the application on the screen. It seems that the comfortable service of online stores makes people boost their desire to purchase a lot of things uncontrollably. One of the favorable services of the smartphones is photos and videos. People do not need to buy expensive cameras to take pictures or videos of the memorable events.</p>	<p>The majority of students buy smartphones for themselves. They utilize them for everyday activities like talking, shopping, taking photos, and so on. Users of the devices can communicate with each other across time zones and geographical boundaries. People use cellphones to communicate via voice, video, and text in real time or on tape. Additionally, they can use the program on the screen to purchase the desired items. It appears that people's urge to buy a lot of products uncontrolled is increased by the convenient service provided by internet retailers. Pictures and videos are among the benefits of smartphones. To capture images or videos of the special occasions, people do not need to purchase pricey equipment.</p>
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Fig. 5: The paraphrasing text

The advantages of employing AI paraphrasing in EFL classes are significant, notwithstanding these difficulties. As they gain proficiency in comprehending and navigating the intricacies of the English language, students who use this teaching approach frequently demonstrate a noticeable improvement in their writing abilities. In addition, because students can observe results right away and get helpful criticism, using AI tools can make learning more interesting and less daunting (Suseno, 2023a).

#### Using the findings to complete the previous study

Education is one of the many industries that have undergone radical change with the introduction of AI. Improving the writing abilities of pupils learning EFL is one of its uses. To supplement earlier research on collaborative writing, this article tries to explain how using AI paraphrase can enhance EFL students' natural writing skills. AI paraphrase is a technology that rewords text while preserving its original meaning by using sophisticated algorithms. Because it promotes critical thinking and a deeper comprehension of the text, it has been proved to be a useful tool for enhancing writing abilities (Suseno, 2023b).

They can improve their writing abilities using AI paraphrasing as a learning tool. Students are forced to comprehend the text more deeply when employing AI paraphrasing, which enhances their capacity to communicate their ideas and thoughts in a more organized and cogent way. AI paraphrasing also encourages group learning. Students can collaborate to paraphrase a given text in a classroom context. In addition to enhancing their own writing abilities, this helps kids develop a sense of belonging and collaboration. It's crucial to remember that, even if AI paraphrasing is a helpful tool, it should be used with other conventional teaching techniques. This avoids an over-reliance on technology and guarantees a comprehensive approach to education (Suseno, 2024a).

#### CONCLUSION

Education is one of the many areas where AI has significantly changed things. Making EFL learners better writers is one exciting application of AI. This article explores how rewording text with AI can foster more organic writing abilities in the classroom. For EFL learners, who frequently struggle to speak clearly and fluidly in English, AI paraphrasing – a system that rephrases material while maintaining its original meaning – can be especially beneficial. AI paraphrasing in the classroom can give students a great opportunity to improve their writing skills. There are multiple processes involved in using AI paraphrasing to instruct EFL students. Teachers can first assign pupils to compose brief compositions. This work can then be rephrased by an AI tool. After that, students can identify areas for development by

contrasting the AI-generated text with their own. Students' writing improves as a result of this process, which teaches them to identify their mistakes and how to correct them. AI paraphrasing can also be used as a teaching tool. Instructors can explain the rationale behind the AI's modifications while presenting AI-rewritten texts as illustrations of excellent writing. In addition to providing students with lucid examples of successful writing, this also challenges them to reflect more carefully on their own writing decisions.

#### The implication

The introduction of AI technology has revolutionized education, especially language learning, as EFL students frequently face difficulties expressing themselves accurately and fluently in English. AI paraphrasing solutions provide helpful assistance by rewording material while maintaining its sense. First of all, similar to a personal instructor, these tools give students instant feedback by pointing out areas for development as they reword sentences, allowing them to better their writing and learn from their errors. Second, by employing various words and constructions when paraphrasing, teachers expose kids to a variety of sentence structures and terminology, so enhancing their language skills and producing more complex writing. Although helpful, AI paraphrasing tools should be used in addition to conventional teaching techniques rather than in instead of them because language acquisition still requires human contact and direction. These resources should not be used in place of teachers; rather, they should be used to improve learning.

#### Limitation

AI has permeated every aspect of our life in the current technological era, including education, among other areas. Language acquisition is one area where this is used, especially for students studying EFL. These kids' writing skills have been improved with the use of AI paraphrasing technologies. Nevertheless, this strategy has inherent drawbacks despite its possible advantages. First of all, although AI paraphrasing tools can help with sentence rewording and syntax improvement, they are not very effective at encouraging originality and critical thinking, two qualities that are crucial to genuine writing. The main emphasis of these tools is on coherence and grammar accuracy, which are essential for academic writing. They are unable to impart the creative thinking necessary to create fresh content, nevertheless. Second, depending too much on AI paraphrasing technologies may impede vocabulary and understanding growth. These resources frequently employ a small vocabulary, which advanced students could find insufficient. Furthermore, the passive character of these tools may hinder the development of reading comprehension abilities by lowering active involvement with the material. Finally, there are ethical issues with the employment of AI paraphrasing technologies. The problem of plagiarism must be taken into consideration. Despite the fact that these tools are made to reword information, they might not always provide sufficiently original results, which could result in accidental copying. This violates the original authors' intellectual property rights in addition to undermining the educational process.

#### Suggestion

One of the main objectives of teaching EFL is to help students become better writers, and AI paraphrasing tools are becoming more and more well-liked as a cutting-edge method. This conversation looks at how these resources can support EFL learners in becoming more proficient writers. EFL students frequently have major challenges when learning English, particularly when it comes to writing, where originality and expression are crucial. The special demands of EFL students who struggle with fluency and cultural impacts on writing may not be adequately met by traditional writing training, which has restrictions and covers grammar and essays. By assisting EFL students in rewording texts while maintaining their original sense, AI paraphrase technologies present a possible option. This technique fosters critical thinking regarding the representation of content and improves their comprehension of linguistic nuances. An atmosphere where students feel free to experiment with language and see writing as a dynamic

process that leads to more confident and eloquent writers is created when AI paraphrasing is incorporated into EFL programs. In addition, by offering instant feedback, these tools enable teachers to monitor student development and modify their pedagogical approaches in response to the frequency and precision of the paraphrased words.

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