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**Exploring the Use of Quillbot as a Self-Directed Learning Tool to
Develop EFL Student's Writing**

The Case Study of First Year Master Students of English at Abdelhafid
Boussouf University Centre, Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allāh, the Most Gracious, the Most Merciful

Dedication

This dissertation is dedicated to the memory of my father, whose wisdom and strength continue to guide me, even in his absence, to my mother, my sisters, my brother and all my friends. Thank you for believing in me, even when I doubted myself. This is for you.

Roufaida BOUZEGHAIA

Dedication

I dedicate this work to:

***My dear parents, brothers and friends for their endless love, support, and
encouragement.***

Bouchra MANSOURI

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Abstract

The growing implementation of artificial intelligence (AI) across several sectors, including education, has resulted in a significant transformation. AI programs such as QuillBot are gaining popularity among students aiming to enhance their writing abilities. The extent to which QuillBot improves EFL writing proficiency is a progressively significant question in the recent digital landscape, yet it remains mostly unexplored in the Algerian context. This study aims to determine the extent to which the students rely on Quillbot as a self-directed learning tool to improve their writing skills, and how it enhance their overall writing competency. Accordingly, the study explores the most appreciated features of QuillBot from the students' perspective, examines its potential role in supporting the development of EFL writing skills, and investigates how its integration within self-directed learning activities might influence learners' engagement and motivation, particularly at the Master One level. In order to answer these questions, a questionnaire has been designed and distributed to 56 first year Master students of English at the Department of Foreign Languages at Abdelhaffid Bossouf Mila University Centre. The findings of the study reveals that Quillbot improves students' paraphrasing abilities, vocabulary range, and grammatical accuracy, while enhancing self-confidence. It also helps students avoid plagiarism, improves organization, and enhances critical thinking. Integrating Quillbot into self-directed learning increases student engagement and motivation, especially for introverted and shy students. Finally, the research offers a set of recommendations for the students on how Quillbot can better be used.

Keywords: Quillbot, EFL, AI, Self Directed Learning, Writing abilities

List of Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

AI: Artificial Intelligence

CAR: Classroom Action Research

EA: Educational Apps

URL: Uniform Resource Locator

APA: American Psychological Association

MLA: Modern Language Association

SDL: Self Directed Learning

AW: Academic Writing

AWE: Automated Writing Evaluation

NLP: Natural Language Processing

N.D: No Date

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Résumé

الملخص

General Introduction

1. Background of the Study

Academic writing is crucial in higher education since it affects knowledge development, transmission, and application. However, for both students and researchers, delivering high quality academic writing can be difficult. To solve this issue, different technological tools have been developed to help writers improve their writing skills and the overall quality of their work. One such tool is QuillBot, a cutting-edge artificial intelligence (AI)-powered writing helper that helps users create clear, accurate, and well-structured material(Rahmani, 2023).

A popular, user-friendly, and cost-free machine learning tool for paraphrasing is QuillBot. QuillBot is an online tool for paraphrasing sentences, summarizing large statements, checking grammar and plagiarism, and more. This tool is one of the human inventions in the realm of digital technology, and it has been recognized that in the current era of globalization and digitalization, technology has greatly assisted the teaching and learning process, including English language teaching (ELT) and learning English as a foreign language (EFL).

In recent years, there has been increased interest in QuillBot research and its usage in academic writing. Several studies have investigated its potential benefits and limitations, shedding light on its usefulness and identifying areas for development. However, before exploring QuillBot specifically, it's important to understand the broader context of writing challenges faced by learners.

Indeed, according to Alsalami study (2022), learners' writing issues range from difficulties in generating compound sentences and a lack of vocabulary to wordiness and poor writing mechanics. Moreover, Al-khairi (2013) found that some students prefer to write in

their native language before translating to English, resulting in lower-quality writing. It is within this landscape of writing challenges that tools like QuillBot have emerged.

Specifically, QuillBot is one of the most widely used paraphrasing applications. As such, it employs artificial intelligence to suggest paraphrasing, grammar checking, summarisation, and even plagiarism detection (Dale, 2020, as cited in Kurniati&Fithriani, 2022). To illustrate its effectiveness, Amyatun and Kholis (2023) found that QuillBot AI significantly improved students' writing skills in creating hortatory exposition texts. This particular study, involving eleventh-grade students and carried out using the Classroom Action Research (CAR) method, showed a significant increase in the students' writing test scores after using QuillBot AI.

Furthermore, a study by Hosseinzadeh & Hughes (2021, as quoted in Alcantara-Ebuena, 2023) indicated that most instructors in the UK had a positive impression of AI technologies in education, claiming that they can improve managing classrooms and student feedback. Nevertheless, Rana et al. (2019, as referenced in Alcantara-Ebuena, 2023) discovered opposing viewpoints, with some perceiving AI technologies as efficient and others as expensive and difficult to use. Thus, while the benefits of tools like Quillbot and other AI tools in education are being researched, there is still a wide range of opinions on them.

In a related vein, Ababa et al. (2021) conducted a study to investigate the efficacy of educational apps on students' academic performance, and the findings revealed that they had a positive effect on students' ability to complete their academic activities. This further supports the idea that educational technology, including tools like QuillBot, can play a significant role in improving student outcomes."

Based on the review of the findings presented, most studies suggest that Quillbot is effective in helping EFL learners improve their paraphrasing skills, develop their writing style, and avoid plagiarism.

2 .Statement of the Problem

AI-powered tools can provide instantaneous, tailored feedback, assisting students in improving their writing habits and navigating every step of the writing process. Numerous writing skills, such as grammar checking, punctuation, coherence, summarizing, and paraphrasing, can be offered by a number of these tools including Quillbot. For example, by checking text for grammar, recommending structural changes, and offering vocabulary expansions to improve writing, Quillbot can assist students in becoming better writers. This AI tool can also help with summarizing, paraphrasing, and the overall writing coherence. These tools encourage self-directed learning by allowing students to discover faults, seek feedback, and improve their writing based on AI suggestions. This promotes autonomy and the ongoing learning process. Although, previous studies have investigated the usefulness of Quillbot in developing EFL writing skills in different parts of the world, more research seems to be necessary in the Algerian context. Moreover, despite the widespread availability of AI applications such as Quillbot, students continue to overlook the usefulness of such applications, which can be extremely useful as a self directed tools in the writing process. Therefore, this study is established to explore the use of Quillbot as a self directed learning tool to improve students' writing from the perspective of first year master students of English at Abdelhafid Boussouf University Center of Mila.

3. Aims and Significance of the Study

The aim behind conducting this study is to determine whether master one English students at Abdelhafid Boussouf University Center of Mila, use Quillbot when writing or not, and also to evaluate its usefulness in improving student's writing skills. This includes evaluating the impact of Quillbot on many areas of writing such as summarising, paraphrasing, and quality. Another aim is to better understand how Quillbot can be used as a

self directed tool to foster greater student's involvement in the writing process, and its impact on the overall improvement of writing competency . This study is significant because it explores the crucial connection between promoting self-directed learning in EFL instruction and integrating AI writing tools. Although the potential of AI apps such as QuillBot in language learning is becoming more well recognised, there are few empirical research that specifically examine how they affect the writing processes and self-regulation of EFL students, especially in the Algerian setting. As a result, this study provides insightful information about how these resources might be used to enhance writing abilities, encourage learner autonomy, and ultimately better prepare EFL students for success in the classroom. Additionally, the results offer useful advice for teachers and curriculum developers looking to use AI writing help in a way that optimises learning outcomes and reduces any potential negative effects.

4. Research Questions

In view of what precedes, the current study addresses the following questions:

- What are QuillBot's most popular features among students?
- How do students perceive using Quillbot in their writing ?
- To what extent does the use of Quillbot impact the development of EFL writing skills ?
- How does the integration of Quillbot into self directed learning activities influence EFL learners engagement and motivation towards writing ?

5. Research Methodology

In order to meet the research aims and answer the questions outlined before, a mixed methods research design is used. To gather the necessary data, one research tool is employed: a questionnaire which administered to the target sample encompassing a number of first year

master students at Abdelhafid Boussouf Mila University Center, because they are more acquainted to writing. The collected data are analyzed and interpreted employing a descriptive approach.

6. Structure of the Dissertation

The current study follows a traditional structure, encompassing a general introduction, a theoretical part, a practical part, and a general conclusion. The first part includes two sections. The first section is devoted to EFL writing and Quillbot, it includes writing definitions, Importance, The writing process, types of writing, skills of academic writing and the integration of AI tools in teaching writing, also Quillbot, definitions, its features, and the advantages and disadvantages. The second part has two sections. The first section focuses on the Description of the student's questionnaire and The second section is about the analysis and discussion of the data, providing insights into students' perceptions of QuillBot and its impact on their writing skills.

Chapter One: Exploring the Use of Quillbot as a Self Directed Learning Tool to Develop EFL Writing

Introduction

Writing is regarded as an essential skill to acquire, especially for EFL learners who must finish continuous academic writing assignments to advance in their personal and professional lives. However, both experts and students may find it challenging to produce high-quality academic writing. Numerous technological solutions have been developed to address this problem and assist writers in enhancing the quality of their work. Rahmani (2023) claims that QuillBot is a writing assistant that helps users produce accurate, coherent, and well-structured text by utilising cutting-edge artificial intelligence (AI). This chapter gives a comprehensive overview of QuillBot, EFL writing, and self-directed learning. It will examine the numerous definitions, concepts, advantages, and disadvantages of each subject, setting the stage for the discussion and analysis that will occur in a later chapter.

Section one: Writing and Quillbot

1.1 Writing

The process of learning a foreign language involves basically mastering the four main language skills: speaking, listening, reading, and writing. One of the most challenging, complex, and fundamental EFL skills is writing, which requires a lot of work and practice to master at least its basic elements. This section seeks to provide a comprehensive overview of writing. It begins with presenting the various definitions of writing, followed by its importance, the writing process, and types of writing in EFL. Furthermore, the section offers an overview of academic writing and its skills, as well as the integration of AI tools in teaching writing.

1.1.1 Definition of Writing

Writing holds a distinct position among the fundamental four language skills. Thanks to its importance, it captured the attention of many scholars, researchers and experts who, in turn, have tried to define it in a number of ways. The purpose of the various definitions is to give EFL students a foundational understanding of writing to improve their writing abilities.

A basic definition of writing is one given by Tarigan (1994) who stated that writing is the process of creating or drawing symbols, which must be properly constructed and arranged to make words and sentences. These symbols must also be connected cohesively and coherently to give the reader an easily understandable message. However, according to Nunan (1991) writing is not that simple. It is, rather, a complex mental activity that requires writers to manage numerous elements at once. These elements include aspects like vocabulary, spelling, sentence structure, format, content, and letter formation at the sentence level. He added further that the writer must also be able to arrange and incorporate material into sentences and paragraphs that are coherent and harmonious on a larger scale.

Other definitions of writing center on its role in communication. According to Crystal (2006) Writing is considered a communication tool that allows the use of visual graphic symbols. It is a process of communicating ideas, thoughts, and information (White, 1986 and Ghaith, 2003). Therefore, EFL students need to employ easily visible graphic indicators in order to effectively communicate their thoughts through writing. These indicators should be arranged according to certain rules, such as encoding concepts or messages into words (Byrne, 1988).

Johnson (2008) went on to say that writing is a tool that helps visualise inner thoughts and organize ideas into an interactive form. Additionally, it is the main method for altering speech and strengthening lexical and grammatical elements of language.

In light of these scholars' perspectives on writing, one can conclude that writing is a complex process that necessitates a high degree of thinking abilities, a good mastery of language forms and rules, and much effort and practice to produce a well-written piece.

1.1.2 Importance of Writing

Learning to write is necessary in daily life, since it gives people a way to communicate their thoughts in an understandable manner. It is therefore a fundamental talent. Through the creation of permanent recordings of knowledge, opinions, beliefs, feelings, arguments, explanations, and theories, among other things, writing acts as a bridge that facilitates the exchange of ideas with future generation and captures the essence of the present. Additionally, writing helps learners better understand the language by allowing them to visualize their ideas (Harmer, 1988).

Writing also enables people to express themselves creatively and in a way that is unique to them. Through poetry, storytelling, or personal histories, writing offers a means of artistic fulfillment and self expression. McArthur et al. (2008) stated that "writing provides an important means to personal self-expression." (p.1) Writing also aids in the development of student's communication skills. Furthermore, Rogers (2005, p. 75) mentioned that "writing is one of the most significant cultural accomplishments of human being" and "it allows us to record and convey information and stories beyond the immediate moment." To put it another way, writing gives us a concrete means of self-expression. According to Hyland (2003), "Writing is one of the main ways by which we create a coherent social reality through engaging with others." (p.69)

Moreover, in schools and universities, writing is the main evaluation tool. Writing well is essential for accomplishing academic objectives, such as producing essays, research papers, and reports. Above all, it is necessary for success in the classroom in every subject.(Graham &Perin, 2007).

1.1.3 The Writing Process

Harmer breaks down the writing process into the following steps:

Planning→Drafting→Editing→Final draft
--

Figure1.Process of Writing (Harmer, 2004p.5)

The procedures or phases that authors usually follow in order to produce a piece of written work are referred to as the writing process. According to Zemach and Rumisek (2003), writing is more complex than just putting words together to form phrases and sentences. A multi-step method is used by proficient authors to produce well-written works. Writing is composed of five stages that should be carefully considered in any writing task. These are prewriting, drafting, reviewing/revising, editing and publishing.

1.1.3.1 Prewriting.Pre-writing, planning or invention stage is the first step of the writing process. At this stage, the writer figures out, brainstorm, and decides on a topic to write about, and begins to study and collect information, ideas, and facts through reviewing literature, asking questions, and outlining the ideas. Gallo (2001) asserted that prewriting includes a variety of useful techniques that help the learner approach and develop his writing, including brainstorming, free writing, questioning, mapping, journaling, and listing. Prewriting is a crucial stage before students start writing. “[...] students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to “get to work” on their writing without this kind of preparation.” (Parson, 1985, p.105)

1.1.3.2 Drafting. The next step after planning and organizing the topic is drafting. Hedge (1988, p.89) defined drafting as the stage where the writer “puts together the pieces of the text through developing ideas into sentences and paragraphs within an overall structure.” According to Harris (1993, cited in Tribble, 1996), this stage is when the writer begins to turn plans and ideas into the first draft of the text. Drafting is the process of arranging and structuring data in a logical, cohesive, and objective manner on paper, including ideas, thoughts, credits, facts, stories, fantasies, and more, depending on the goal and the audience. Additionally, it's the stage where you write without paying attention to mechanics (capitalization, syntax, punctuation, structure, etc.) and just create a rough draft that reflects all of your previous planning (Lamott 2008).

1.1.3.3 Revising. Revising is the third stage after drafting. In order to increase clarity, coherence, and effectiveness, the draft's content must be reviewed and revised. During this phase, the writer fixes technical mistakes and makes significant edits to their work (Grenville, 2001). According to Badger and White (2000), writers go through the revision process to make sure they have expressed themselves clearly and appropriately. Students have the opportunity to refine their work during the revision stage, according to Muncie (2000) who also explained the characteristics of revision as follows: revision is more than just polishing writing; it is satisfying reader's requirements by adding, changing, removing, and rearranging content.

1.1.3.4 Editing. According to Muncie (2000), editing is putting the piece of writing into its final form. This stage is mostly concerned with correcting surface-level and formatting problems rather than the content. As claimed by Smith (1982), “the aim of editing is not to change the text but to make what is there optimally readable” (p.145). During this stage, writers carefully edit their work to ensure it is polished and error-free; they focus on addressing grammar, punctuation, spelling, and stylistic errors. This means that instead of

starting from scratch when editing, students should simply proofread their writing to improve the quality of their language and make sure that their intended meanings are conveyed in a way that makes it easier for the reader to understand what they have written.

1.1.3.5 Publishing. The last step in the writing process is publication. According to Harmer (2004), publication is the last version of a student's final work. It entails distributing or publishing the student's writing to the instructor (or, in other situations, an audience). There are various ways to publish. It can be done orally by reading aloud what students write, or it can be done visually by sharing data or writing letters or reports.

1.1.4 Types of Writing

Writing comes in a variety of forms and is employed for various audiences and goals. The following are a few examples of popular writing types that EFL learners experience writing throughout their learning process.

1.1.4.1 Descriptive Writing. Students can express themselves in English using rich, detailed language through descriptive writing, which is a crucial EFL skill. EFL students can enhance their writing, grammar, and vocabulary as well as their capacity to express thoughts and emotions in English by using descriptive writing, Park and Lee (2012). According to Ghasemi and Hashemi (2015), descriptive writing can also be a useful tool for fostering the growth of EFL students' imaginations, creativity, and cultural awareness.

Furthermore, Anker (2010, p. 155) asserted that descriptive writing gives the reader "a clear and vivid impression of the topic, " meaning that the writer is putting into words their personal experiences with people, places, positions, situations, or other things. The five senses: sight, hearing, smell, taste, and touch are often stimulated. It is distinguished by presenting a primary image of the subject, offering examples from actual life, and bringing characters and locations to life for the viewer (Anker, 2010, p.155).

1.1.4.2 Narrative Writing. Narrative writing, which recounts a story, is among the four traditional methods writers use to convey information. According to Knapp & Watkins (2005), a narrative text is a type of writing that recounts a sequence of events that happen to a character or person. People, animals, plants, and inanimate objects can all be considered characters. Rebecca (2003) stated that a narrative text is one that chronologically and rationally recounts a sequence of events that were produced or experienced by certain elements. According to Grace and Sudarwati (2007), the social function of narrative texts is to amuse, entertain, and engage in various forms of interaction with real-world or virtual events.

1.1.4.3 Argumentative writing. Writing that takes a stance on a particular topic and backs it up with facts and reason is known as argumentative writing, and it is an essential genre in EFL instruction. According to Hillocks (2011), argumentative writing is the process of developing strong arguments in support of a position by providing supporting data, logic, and counterarguments. The fundamental idea of argumentative writing, according to Tickoo (2007), is to persuade readers by using compelling arguments, sound reasoning, and a strong position. Moreover, Bauske (2021) stated that “an argumentative essay is a genre of writing that takes a position on a debatable issue.” (p.1). This indicates that the author presents a thesis and provides several arguments to support it from one side. According to Graff and Birkenstein (2014), argumentation is important in academic writing. They contend that writing argumentatively enables authors to question preexisting notions, participate in continuing discussions, and advance knowledge.

1.1.4.4 Academic Writing. Academic writing is a formal writing style used to express ideas, research findings, arguments, and analyses in academic environments, including colleges, universities, and research institutes. According to Irvin (2010) academic writing is a sort of writing that is anticipated in higher education institutions and is aimed at conveying ideas and information to a particular academic audience. Hyland (2002) asserted

that academic writing includes the accepted conventions and practices of scholarly writing which are designed to effectively convey complex concepts and arguments to a wider audience both inside and outside of academia. This type of writing, according to Huber (2018), is a formal way to convey ideas and concepts. According to White (2017) academic writing, which is what instructors and scholars use to write research papers and what students are expected to produce for lectures, is common in educational institutions. Writing academically is important for a number of reasons. It advances understanding and innovation by adding to the body of knowledge in a variety of domains. Second, it facilitates academic conversation and collaboration by enabling researchers to express their ideas and discoveries in a clear and effective manner. Thirdly, academic writing fosters the growth of analytical and critical thinking abilities since it calls on authors to assess supporting data, formulate cogent arguments, and interact with difficult concepts. Because it is a major part of the majority of higher education courses, academic writing proficiency is also necessary for both academic and professional success.

1.1.5 Skills of Academic Writing

Quotations, paraphrases, and summaries of information from other sources are useful skills in academic writing. They are closely connected in terms of their application. Because the three of them are particularly concerned with the process of deriving a written piece from a specific source and altering its structure and form by deleting and adding elements.

1.1.5.1 Summarizing. Summarizing is an important skill in academic writing because it is used in various situations and stages of the writing process. It requires critical reading, thinking, and writing skills which are essential for success at any course level. A summary is a brief statement that conveys the major idea or facts of something written, such as a report, a story, or any written text (Summary, 2025). Summarizing texts involves providing a brief description and demonstrating a clear understanding of the text. The primary

purpose of summary writing is to provide an accurate and reduced version of the original content. Specifically, it involves reducing and shortening material to one-third or one-quarter of its original size while retaining the primary idea of the article, story, or essay (Buckley, 2004). Kintsch and Van Dijk (1978) posited that summary writing consists of three processes: reading the original text, condensing the major ideas and reproducing them in one's own words, and identifying meaningful propositions and restating them logically. To ensure that the summary accurately conveys the meaning of the original, the writer must decide what to include, what to leave out, and how to restate or reorganize the content. These tasks might be harder when done using a foreign language. Therefore, teaching EFL learners how to summarize is a valuable task.

1.1.5.2 Paraphrasing. Vanitha (2017, P.14) mentioned that paraphrasing is “Rewrite the author’s idea by using different words, word orders, voices, or clauses without changing the meaning of the main idea of the author.”

Similarly, Alred et al (2009, P. 372) outline paraphrasing as “restating or rewriting to your personal phrases the critical thoughts of every other writer.”

In addition, Baily (2006) insists on the idea that “Paraphrasing involves some changes in the text while still retaining its meaning.” This involves modifying the words of a text while maintaining the same meaning. It's a simple approach for documenting sources and expressing your understanding of other academics' views.

Furthermore, Davis (2013) described paraphrase as rewriting an idea in completely new language to demonstrate the writer’s knowledge, on which the writer bases an argument. Moreover, there are three criteria for a good and accurate paraphrase: preserving the same length and meaning while changing vocabulary and syntax.

1.1.5.3 Quoting. Quotation is a distinct type of external reference; it as indicated by Fairclough (1992), 'manifests inter-textuality', in which a text exhibits the explicit presence of other texts that are indicated by symbols such as quotation marks. That is to say, a quote is repeating or 'borrowing' someone else's words and making this obvious using quotation marks and an appropriate citation. Because quotations are a vital way of referring to other people's work, students must be able to use them into academic writing. To become effective writers, they must learn how to make the best use of the language's resources for referring to the words of others.

Moreover, quotes can be used to clarify, improve, illustrate, or provide authority to one's own argument, as well as to provide definitions. However, excessive quoting can disrupt the flow of a writing and give the appearance that one has just collated others' opinions (Kirsznner & Mandell, 2008 stated that,

Quotations from reliable and knowledgeable sources are good supporting details. There are two kinds of quotations: direct and indirect. In a direct quotation, you copy another person's exact words (spoken or written) and enclose them in quotation marks. In an indirect quotation, you report the person's words without quotation marks, but with a reporting expression such as according to XYZ... or XYZ believes that ... (Oshima and Hogue ,2006 p.42).

1.1.6 The Integration of AI Tools in Teaching Writing

According to Bhutoria's (2022), AI-powered platforms and applications can provide individualized learning experiences for students by analyzing their writing skills and shortcomings. Tailoring teaching tactics to each student's requirements and preferences improves learning outcomes (Dogan et al., 2023).

Similarly, Cahyono et al. (2023) investigated that the feasible approach mediated by mobile technology in teaching writing, revealing yet another layer of tech-enabled pedagogical innovation. Students gain confidence and improve their writing skills by publishing their work in public forums.

Otherwise, Effective use and promotion of AI-powered writing technologies requires careful consideration of integrated practices, goals, and expectations. Z. Li (2021) suggests that the appropriate use of technology should be based on its alignment with curriculum and pedagogical aims, rather than its convenience.

In addition, Ranalli (2012) demonstrated how educators may use AI writing tools into their writing instruction. In order to determine the effectiveness and usage of automated writing evaluation (AWE) feedback, he suggested that students critically review it. Additionally, he recommended giving students a piece of writing to proofread, where they would be required to identify errors and attempt to fix them. These kinds of exercises are excellent for providing students with real-world experience that will help them become proficient users of language-assistance tools.

Accordingly, Zimmerman and Labuhn (2012) mentioned that immediate formative feedback is crucial for improving student engagement, achievement, and self-regulation. Online learning environments can aid this process. Also, Providing feedback can boost student knowledge acquisition, and autonomy by offering tailored learning opportunities through practical and instructional examples.

Purcell et al. (2013) Maintained that digital technology had a favorable impact on students' creative writing. This is true even for pupils with natural English proficiency. AI has made substantial advances to education and language training by providing students with immediate feedback on their learning progress.

In summary, writing requires mastery of both organizational strategies and traditional writing mechanics to achieve efficiency and success. It is important for learners as it improved their language skills and facilitates communication.

However, Reid (2002) stated that this process is especially difficult for language learners, particularly those writing in their second or subsequent language. Furthermore, Kobayashi and Rinnert (2008), and Kubota (1998) mentioned that writing is consistently rated as the most challenging of the four language skills for foreign language learners, due to issues such as restricted vocabulary, grammatical challenges, and interference from the first language.

In addition, Kaplan (1966) posited that second language writers face three major challenges which include cultural differences and foreign rhetorical patterns and cognitive barriers that complicate the process of writing in a second language in comparison to the native language. Hyland (2016) emphasized that developing writing proficiency in SDL is essential because it enhances language abilities and enables effective communication in academic and professional environments. The distinct challenges need proper attention to help language learners become skilled writers.

1.2 Quillbot

With the growth of digital resources, the use of paraphrasing programs such as Quillbot has widely spread among English as a foreign language (EFL) students and teachers. This section seeks to provide a comprehensive overview of Quillbot's tools. It begins by presenting the history of Quillbot's development, followed by definitions of Quillbot. It, then, delves into the various components of Quillbot, such as its features. Furthermore, the section offers the website's advantages and disadvantages.

1.2.1 Quillbot, an Overview

In 2017, computer science graduates Rohan Gupta, Anil Jason, and David Silin launched Quillbot to simplify writing (Sangwan, 2021). They, as further indicated by Sangwan (2021), stated that Quillbot exists to help people who are either unsure about their writing abilities or need to save time. In other words, the tool was primarily designed to help anyone who needed help with writing or wanted to work more effectively. Since its initial release as a paraphrasing tool in 2017, Quillbot has received numerous upgrades and enhancements, and it now offers a variety of advanced modes and features that may be tailored to the author's requirements (Edy, 2023).

Quillbot's first feature was summarization, which allows users to reduce huge sections of text into shorter summaries (Eliaçık, 2023). Following that, a grammar checker was added to help users find and rectify grammatical issues in their work. Quillbot has lately incorporated a translator, plagiarism checker, co- writer, and citation generator, making Quillbot a multi-purpose tool (QuillBot Review (April 2025) - Worth It?, n.d.).

1.2.2 Definition of Quillbot

Quillbot is a digital tool that can help paraphrase writing in order to avoid plagiarism, summarize long sentences, and enhance grammar to make writing look better and more professional (William & Davis, 2017; Fitria, 2021). Hamid (2024) defined Quillbot as a top artificial intelligence (AI) writing assistant and paraphrase tool made to assist anyone in improving the quality of their writing. Basically, it is one of the powerful AI rewriters available for well editing, rephrasing, and improving content.

According to Fitria (2022) Quillbot is a time saving tool that can increase text clarity and help discover suitable synonyms. Moreover, This tool is widely used by students, authors, bloggers, and educators (Chapelle & Sauro, 2019; Fitria, 2021).

Quillbot is a tool that use artificial intelligence (AI) to generate paraphrase recommendations (Dale, 2020). Popenici and Kerr (2017) defined artificial intelligence as “ computer systems that are capable of performing human-like functions including learning, adapting, synthesizing, self correction, and the use of data for intricate processing task” P.2. Thus, being empowered by artificial intelligence, this tool paraphrases English lines fast and efficiently (Fitria, 2021) and it is useful for writers who want to avoid plagiarism and create authentic content (Mohammed et al, 2024).

Teachers and students can use Quillbot to help them automatically paraphrase writing when they are unable to do so manually. The process of using this tool is really simple, texts can be rewritten by Quillbot once they have been written or pasted and the paraphrase button has been clicked (Kinga & Gupta, 2021). By only opening the browser and entering the website: <https://Quillbot.com/> into the search box, users will be able to access a number of tools, such as the citation generator, paraphrase, grammar checker, plagiarism checker, co-writer, and summarizer (Rakhmanina & Serasi, 2022).

1.2.3 Quillbot Features

Baker (2023) stated that Quillbot offers a wide range of features for more efficient and fast organization. These consist of the following.

1.2.3.1 The Paraphrasing Instrument. This tool modifies the way information is put together and changes most words. In order to prevent plagiarism, the final product will be a new passage of the original text, retaining its original meaning. For example, if a sentence is uploaded and QuillBot is asked to rewrite it, it will attempt to rephrase certain verbs and generate an infinite number of suitable synonyms. Pressing on any of the little underlined sections will display a variety of options that let you modify and select the desired writing styles. There are different paraphrase styles available in the software.

Yadav (2021) claimed that Quillbot’s paraphrase modifies sentences and enable users to quickly alter their writing (as cited in Fitria, 2021). By changing phrase structures and substituting synonyms for words while preserving the sense of the original content (Fitria, 2021).

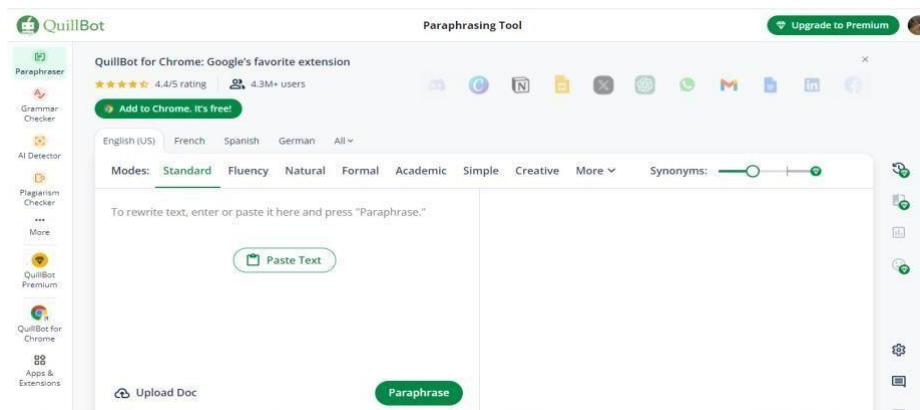


Figure 2. Interface of Quillbot ’s paraphraser in the free version

Note.Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

Users can select from a variety of paraphrasing modes with Quillbot’s paraphrase, as seen in Figure 1, which displays the tool’s view in the free version. Quillbot is available in two versions: free and premium. The free version allows for a maximum of 125 character to be paraphrased; in the premium edition, this limit can be expanded to 10, 000 characters, as shown in figure 02 below.

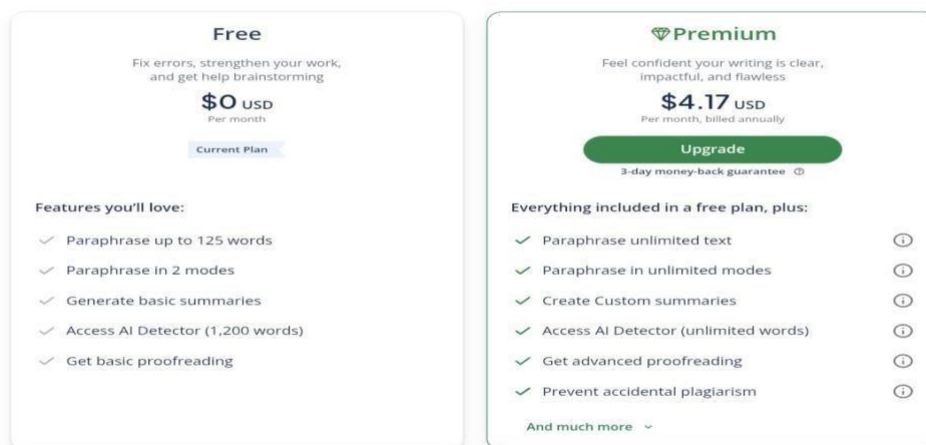


Figure 3. Quillbot features in the free and premium versions

Note. Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

Additionally, users of the free edition can choose from three synonyms and just one freeze word or phrase which is a feature that lets users stop specific words or phrases from being paraphrased. However Quillbot's premium version comes with a full range of features. In addition to having a paraphrase history, this version enables users to paraphrase an infinite number of word characters as well as an infinite number of freeze words and phrases (Stuzzi, 2023)

1.2.3.1.1 Quillbot's Paraphrasing Tool Modes. Standard, fluent, formal, creative, academic, simple, shorten, and expand modes are the 9 paraphrasing modes available in Quillbot's paraphraser (Quillbot, 2024). These are as follows described.

- **Standard Mode:** This mode aims to find a balance between changing the text and maintaining its original meaning to produce a natural-like result. In order to improve the text's general clarity and coherence, this mode makes sure that any changes are done with care (Hamid, 2024). Quillbot quickly produce a paraphrased output in standard mode after you click the rephrase button. It's worth mentioning that the degree of paraphrasing depends on the number of synonyms you set in the synonyms' bar to at the right of the modes' bar above the content. The higher the level, the more freedom Quillbot has to alter the original content's wording (Smith, 2024).

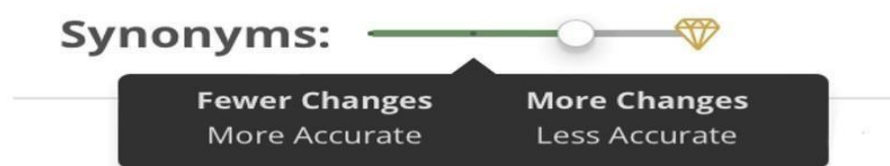


Figure 4. Quillbot Paraphrase Synonym Slider

Note.Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

- **Fluency Mode:** Fluency mode makes the fewest changes to your writing, producing a more natural and grammatically correct language. Moreover, the word flipper setting will be kept as well as feasible in the fluency mode. It ensures that the text is readable and error-free (Fitria, 2022). That is to say, this feature retains the original sense of the text while making only slight modifications.
- **Formal Mode:** By choosing the formal mode available in Quillbot, the language of the generated text is the ideal mode for writing in an academic or business setting (Fitria, 2022). It would sound more professional and formal, making it suitable for academic papers, business reports, and formal documents (Fitria, 2022).
- **Creative Mode:** In the creativity mode, significant changes to the given text are highly noticed. However, these radical shifts could lead to a change in meaning or overall coherence. When the goal is to make the text significantly different from the original, this mode works well (Gürbüz, 2024).
- **Academic Mode:** "This mode helps you rewrite text in a more scholarly way " (Quillbot, 2024). There is no synonym bar in this case. Rather, it seems to provide the information by adding more details and academically appropriate language (Hamid, 2025).
- **Simple Mode:** Simple mode is a great option when clarity and direct communication are crucial because it makes the content easier to read and more accessible to a broader audience (Hamid, 2025).
- **Expand Mode:** This mode increases the text's length without altering its meaning. It adds words and details while retaining the original meaning, making it valuable for projects requiring a higher word count (Hamid, 2025).

- **Shorten Mode:** Shorten mode removes additional words or phrases, resulting in a simplified version of the piece of writing. “This mode shortens the text as much as possible while retaining the original meaning. This is good for reducing overall word count” (Quillbot, 2024).

1.2.3.2 The Grammar Checker. The second feature of Quillbot, easy to use and free, it doesn't require an account. Grammar errors are identified and emphasized, especially those related to spelling and punctuation. It corrects multiple issues at once using the 'fix all errors' option, which increases the precision and consistency of the work; it is capable of handling American, British, and Australian English (Ba, 2025). Compared to traditional grammar checkers like Microsoft word, Quillbot detects more grammatical faults, since it effectively detects spelling mistakes. As illustrated in the figure bellow, which shows Quillbot 's grammar checker function.

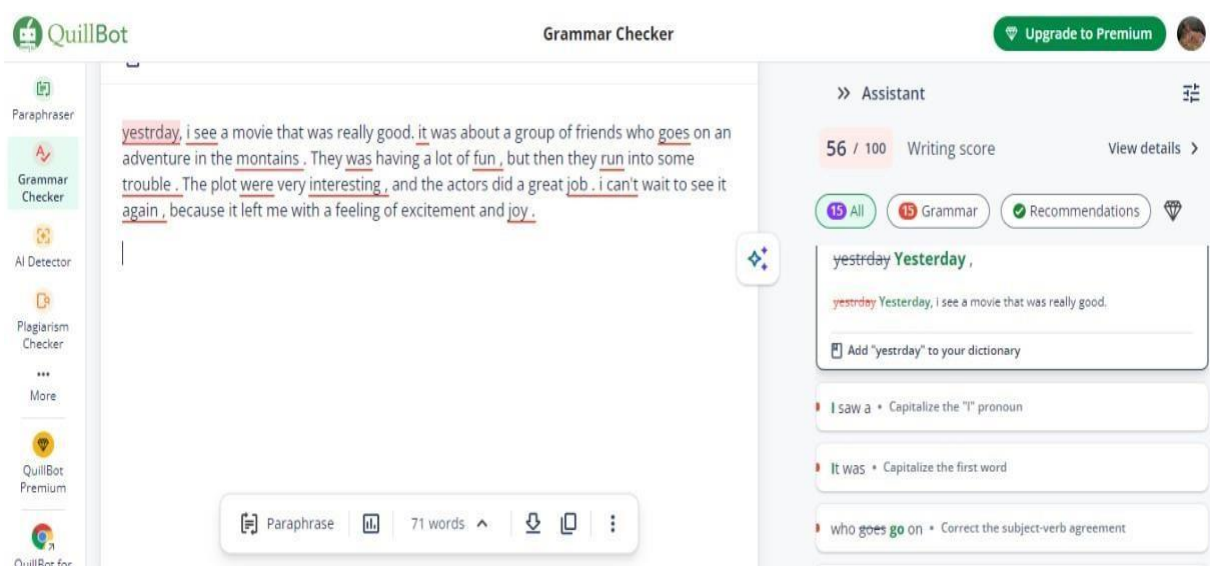


Figure 5. Quillbot Grammar Checker Function

Note.Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

1.2.3.4 Plagiarism Checker. One of Quillbot' s premium features is a plagiarism detector. It excludes the need for using other applications to confirm the originality of the

content. After pasting the content into the checker, premium users can get findings in a matter of minutes that show if the information is original, it show the percentage of plagiarism as well. This tool can scan up to 100 pages every month for premium subscribers, making it appropriate for a variety of material formats, including research papers(Bytescare, 2024).

1.2.3.5 The Summarizer. Another feature is the summarizer. Students, scholars, and professionals can benefit greatly from QuillBot AI's Summarizer tool, which summarizes long texts or articles into brief summaries. To regulate the amount of details, users can select between Short and Long summary choices. The short summary provides a brief overview that is perfect for rapidly understanding the main points or rapidly scanning several articles. The Long summary, on the other hand, offers a more thorough summary that is appropriate for in-depth examination or a better comprehension of the text (Quillbot Summarizer Review: Pricing, Features & More, n.d.), there are two ways to summarize :

- **Key sentences Mode:** This mode uses a bullet point style to summarize any text into key sentences.
- **Paragraph Mode :** This mode summarizes the content into a paragraph.

An article with more than 900 words was entered into the program to test Quillbot summarizer. For instance, the tool only needed 250 words to break down the piece of writing, extracting the most important passages from it with the least amount of editing.

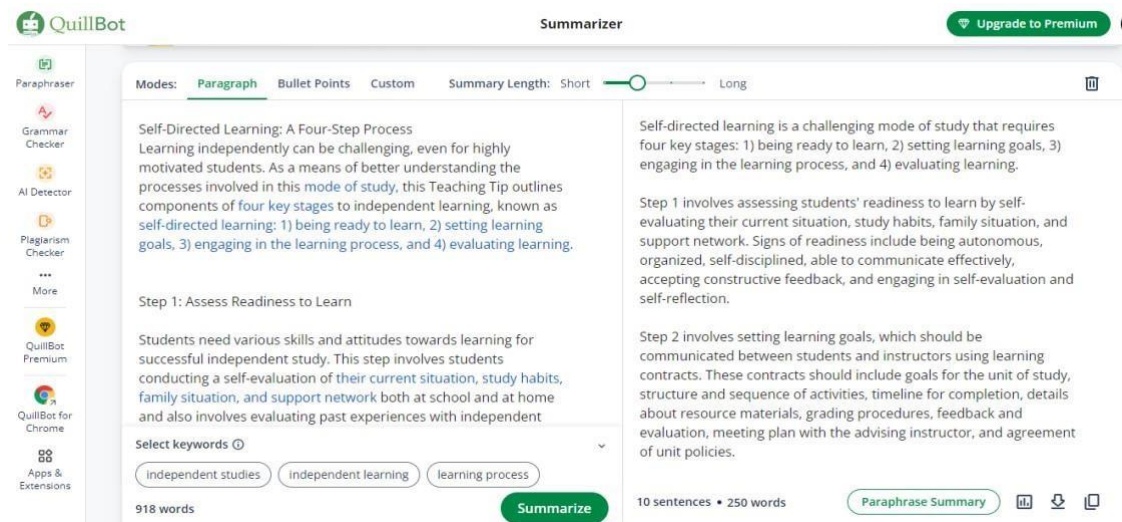


Figure 6. Quillbot's Summarizer Function

Note. Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

1.2.3.6 Citation Generator. The citation generator from Quillbot is a useful tool that makes the difficult task of citing sources in academic and professional writing easier. It guarantees adherence to particular norms and educational needs by giving users a choice of citation styles and formats (Hamid, 2025). With the help of this feature, the possible difficulty of properly identifying sources is avoided. All that is required is to enter the URL into the input box to obtain the necessary details for the citation, including the title, author, and publication date. This generator requests that the user manually provide more information if it is unable to retrieve the necessary data. Additionally, it creates different citation formats and styles, such as APA, MLA, and Chicago (Hamid, 2025).

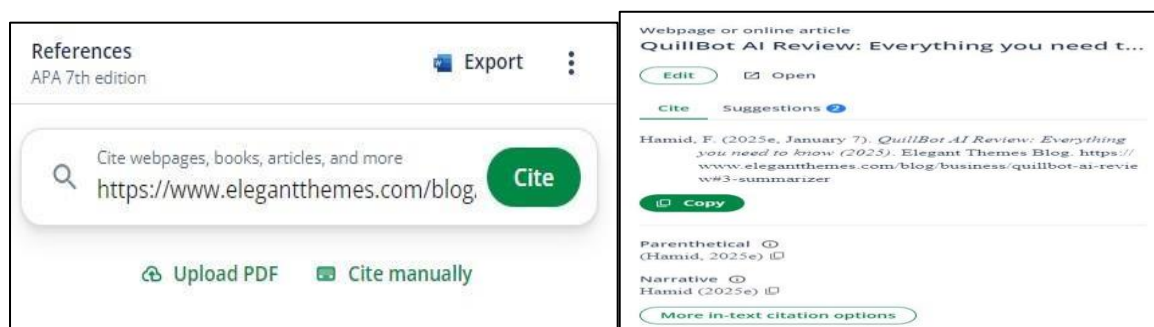


Figure 7. Quillbot's Citation Generator Function

Note. Reprinted from " Quillbot ". Retrieved from <https://quillbot.com/>

1.2.3.7 Quillbot's Translator. An additional function, the translation tool which is offered by Quillbot, enables users to translate text into more than 30 languages, overcoming linguistic barriers in writing and research. It provides fast and precise translations, integrated writing tools, and ad-free translation of up to 5, 000 characters at once. The best thing is that it is free which makes it more accessible and convenient for scholars and authors (Ba, 2025).

1.2.3.8 Quillbot flow. Quillbot flow is an AI-powered word processor that integrates all of Quillbot's tools into a single platform. It offers features like generative AI to help develop ideas, create outlines, and even suggest text as the user write (Skaggs, 2025).

1.2.4 Advantages and Disadvantages of Quillbot

Quillbot offers several advantages and disadvantages as an AI- powered writing assistant:

1.2.4.1 Advantages. The powerful online tool Quillbot assists users in improving their writing, offering a number of advantages:

- **Writing simplification:** Quillbot is a useful tool for grammar checking and paraphrasing. When writing academic articles, theses, and dissertations, it can be very helpful. It greatly simplifies things for users, because it has capabilities for plagiarism detection and citation (Fritz, 2024).
- **Originality:** This AI tool not only improves writing but also helps users avoid plagiarism, which is crucial if they plan to utilize the content online (Fitria, 2022).
- **Vocabulary Enrichment:** By offering synonym recommendations, Quillbot's paraphraser enables users to expand their vocabulary and increase the linguistic richness

of their writing. To put it another way, Quillbot is extremely helpful, since it enables users to write using new terms (Syahnaz& Fithriani, 2023).

- **Grammar Accuracy:** To improve the text's grammar and spelling, Quillbot's paraphrase tool is helpful. (Syahnaz& Fithriani, 2023) claimed that Quillbot can simultaneously assist the use of the proper tenses, enhance grammar, and recognize structures.
- **Time Saving:** Quillbot may produce findings for paraphrases in less than a minute. Consequently, Quillbot's paraphrasing tool saves time (Syahnaz& Fithriani, 2023).
- **Boosting Autonomous Abilities:** QuillBot encourages self-directed learning through its multiple rephrasing options which allows students to edit and enhance their writing using feedback which helps them review their work. This feedback aids learners in constructing sentences and provides students with the tools they need to make independent decisions regarding their writing development and improve their skills over time without the need for external assistance.(Quillbot, n.d.).

1.2.4.2 Disadvantages. The tool has various advantages and can be helpful in many situations, but it also has certain drawbacks. The following are some of them.

- Students may become overly reliant on Quillbot's, especially the paraphrase, if they use them excessively. This could hinder the development of their writing skills, It's important to use it as a tool to assist them, not as a replacement for their own thinking and writing (Mahmud & Saud, 2024).
- Quillbot's paraphrased texts may produce phrases that are ambiguous or have no meaning. Thus, the user should still carefully read and understand the paraphrased text before rewriting it in their own words, as recommended by fitria (2022).
- Quillbot requirement for a continuous internet connection could be challenging in areas with irregular or poor internet service (TheKnowledgeAcademy, n.d.).

- The grammar checker may miss subtle errors or suggest changes that are grammatically correct but don't fit the specific context of the writing. Again, careful review is essential (Hamid, 2025).

Conclusion

To conclude, many English as a Foreign Language (EFL) learners find it difficult to develop proficient writing skills. A core component of effective writing is the ability to articulate ideas clearly and accurately. Tools like Quillbot have emerged as valuable self directed learning aids for learners, offering assistance with various aspects of writing development, such as refining sentence structure, expanding vocabulary, and improving overall writing skill. By providing features like instant feedback, alternative phrasing suggestions, Quillbot empowers EFL learners to overcome common writing obstacles and build a strong foundation for expressing their thoughts effectively in English. The impact of those educational applications such as Quillbot on the writing abilities of EFL students is twofold: while they offer valuable assistance in writing, EFL students must be aware of how to use them effectively without dependence. To get the intended results, EFL students need to be sufficiently aware of how to take advantage of these apps without being dependent itself.

Section Two: Self Directed Learning

Self-directed learning (SDL) is a learning method where individuals control their learning process and pursue their learning goals independently, without relying on external guidance. This section provides an in-depth exploration of SDL, covering its definition, characteristics, , effective strategies, the role of self directed learning in improving writing. Finally, it will discuss the advantages and disadvantages of SDL.

1.3.1 Self -Directed Learning Definition

Knowles (1975) defined self -directed learning as a process in which students take control of their education by identifying their own learning requirements, selecting appropriate tactics and resources, and evaluating their own learning outcomes. Most learners spend a significant amount of time gathering information and developing new abilities, such acquisitions are required due to the pace of change, the constant generation of new knowledge, and the ever-increasing availability of information. Even when formal settings are available, much of this learning is done on the learner's own initiative. Since Houle's (1961) research on adult education in North America, self-directed learning has become one of the most challenged and examined concepts. In essence, (Koiv et al; 2024) mentioned that sdl viewed as any study form in which individuals have primary responsibility for planning, executing, and even assessing the effort. According to Long (2005) Self-directed learning also demands confidence in conducting research, observation, and problem-solving tasks, as well as a strong desire to learn. Demir and Doğanay (2009) viewed that Learning is a process that demands the considerable use of self-directed abilities.

Moreover, Brockett and Hiemstra (1991) posited that self-directed learning involves analyzing needs, procuring resources, conducting activities, and evaluating learning

outcomes.(Toprak & Erdoğan, 2012) suggested that Self-directed learning engages individuals in the processes of belonging, demanding, and finding. Achieving this is a good example of unstructured learning. In short, Self-directed learning is an autonomous process in which students take control of their education by setting goals, selecting resources, and assessing results. It develops vital skills such as problemsolving and adaptability, which are essential in today's increasingly changing world.

1.3.2 Self- Directed Learning Strategies

Jain (2021) suggested a list of SDL strategies, the most important of which, as she claimed is setting SMART goals. She claimed that selecting the final goals is the initial step toward initiating self-directed learning, but it is not the end of the process and since losing attention during the learning process might happen easily, setting short-term, realistic goals can help to keep focused and also boost learning. Therefore, using the SMART framework stands out as one of the most efficient strategies. To begin with, SMART is an acronym for five words: first, "Specific" which indicates that students need to be clear about what they hope to gain. Goals should not be wide. Second, "Measurable" which denotes that learners should create goals that allow them to track their progress. The third, "Attainable," suggests that learners set realistic, challenging goals for themselves that remain achievable. "Relevant" is the fourth word standing for the idea that students should ensure that their goals are relevant and reflect their desired achievement ; they should set sensible, motivating goals. The last one is "Time-bound," which indicates that learners need to establish deadlines that help them stay focused and dedicated, also identifying a suitable learning style.

Another self directed learning strategy is the use of sandbox method which is considered as an effective way to promote learning. Romney and Stevenson (2004) defined the term " sandbox "as any method used for constructing limited environments for untrusted guests. They addressed the implementation of a sandbox network laboratory designed,

controlled, and overseen by security systems engineering students. Sandboxing can be used in any situation that requires a secure and regulated environment.

According to Jain (2021), this approach consists of four steps. First, establish a secure environment in which to try things and sharing work early and often in an attempt to gain confidence and feedback. Second, conduct conscientious research using several sites with a view to constantly increase their knowledge. Third, develop step by step, trying to implement basics in new ways in an attempt to find weak points. Then, solicit constructive criticism from mentors or professionals in an attempt to refine their approach. Finally, view failures as learning experiences and enjoy the process of self-discovery and personal development as much as the outcome .

In addition to other strategies, using chatbots is also important to improve self-directed learning (SDL), Bosch & Kruger, 2024) defined chatbots as computer programs that use artificial intelligence to simulate conversation with users, often providing information, guidance, or support in real time.

The potential of AI and AI chatbots to contribute to self-directed learning is an ongoing topic of discussion. These chatbots have been commonly employed in educational settings to boost SDL. According to Wu and Yu (2023), AI chatbots can help students study better by enhancing their self-efficacy and motivation. These AI chatbots are designed to enhance the learning experience by providing learners with additional help, resources, and chances for individualized learning. When properly integrated, AI chatbots can play a vital role in promoting learner agency (Rainie et al.2021).

1.3.3 The Role of Self-Directed Learning in Improving Writing

Thornton (2010) argued that self-directed learning essentially changes the process of writing by placing students as active participants in their own growth. In SDL, students set

their own writing goals, choose appropriate strategies, and monitor their progress, all of which develop the metacognitive abilities necessary for successful writing. Cahyono et al.(2024) stated that this autonomous approach allows authors to work intensively with topics, think reflectively about their drafts, and revise their work iteratively, resulting in a more reflective and intentional writing style. Moreover, Universidad Distrital Francisco José de Caldas (2019) posited that SDL promotes the integration of creativity and personal experience in writing activities since learners learn subjects that align with their fields of interest and objectives.

1.3. 4 Advantages of Self- Directed Learning

According to Binkley et al.(2012) One of SDL's main advantages is its capacity to develop critical thinking and problem-solving skills, which are categorized as "ways of thinking." Additionally, SDL assists students in using both real and digital tools, which are referred to as "tools of working." SDL encourages students to extend their learning outside of the classroom and into real-world contexts as part of the "living in the world" domain. Furthermore, Charokar and Dulloo (2022) mentioned that SDL fosters self-discipline, flexibility in learning, and the students' ability to independently explore knowledge. Moreover, Arnold (2017) and Seibert et al. (2001), suggested that self-directed learning promotes self-actualization and long-term work success.

Morrow et al. (1993) posited that self-directed learning can help students create their own norms and leadership styles if it is well planned and executed.

Briefly, the incorporation of self- directed learning in the learning process equips learners to self-manage, take their own decisions, learn and acquire knowledge and skills that are relevant to their objectives, and ultimately result in increased achievement and satisfaction.

1.3. 5 Disadvantages of Self- Directed Learning

According to (Serdyukov, 2021) one remarkable concern is that students may become overly reliant on external assistance, leading to a lack of independent learning.

Eilam and Reiter(2014) stated that unlike a traditional classroom setting where students follow a predetermined curriculum and receive regular guidance from instructors, self-study activities require students to organize their learning.

In addition, (Dunlosky et al.2013) without clear guidelines, student often struggle to determine what to study, in what order, and how to allocate their time effectively. This lack of structure can lead to confusion and a sense of being overwhelmed, making it difficult for students to progress efficiently. Furthermore, Ritter and Hayler (2024) argued that procrastination and distractions can quickly derail progress and impede effective learning. Thus, without the accountability of regular class meetings or assignments, students may struggle to maintain a steady study method.

To sum up, self-directed learning allows students to take control of their learning path. Allowing for critical thinking, problem-solving and adaptability. However, potential disadvantages include confusion a lack of motivation, inefficient learning, and limited social connection. To overcome these limitations, combining SDL and facilitator support can lead to a more efficient and symmetrical learning process.

Chapter Two: The Practical Part

Introduction

The first chapter reviewed related literature items for the variables: the use of Quillbot, self directed learning, and EFL writing. The second chapter, however, covers the practical part of our research study, which seeks to explore the use of Quillbot as a self directed learning tool to develop EFL writing. The first section of this chapter contains a detailed description of the research methodology employed, as well as a full description of the selected population, and a detailed explanation of the research instrument used. The second section deals with the analysis and discussion of the results of the questionnaire. Moreover, limitations are critically expounded. Finally, the obtained insights and limitations are used to suggest practical recommendations for pedagogy and future research in education.

Section One: Research Methodology

Student's Questionnaire

Using a questionnaire to study QuillBot's impact on EFL writing is ideal because it efficiently gathers students' opinions on its helpfulness. Observation is impractical because it's difficult to observe self-directed learning; you can't directly observe the internal learning processes of a student working independently. Experiments are also difficult; controlling variables and isolating QuillBot's effects in a self-directed learning setting are nearly impossible. Therefore, a questionnaire offers the most practical and ethical way to assess students' experiences with QuillBot in a self-directed learning context.

2.1.1 Population and Sample

The population of this study encompasses first year master students at Abdelhafid Bossouf Mila English department in the academic year 2025; it comprises a total of 133

students. In regard to the sample, only 56 students answered the questionnaire. This choice of the population is justified by several factors, as they have more writing and language learning experience overall, and the use of AI tools like Quillbot, chatgpt, and others appears to have a greater impact on student's at this level as they are required to complete many writing assignments. Moreover, writing at the Master's level increases in complexity and academic requirements compared to other levels. This means that the students are likely to be undertaking assignments that require more advanced information synthesis, analysis, and reasoning. This makes it very important to explore the likely effect (positive and negative) of AI tools like QuillBot on such higher-order skills especially when resorting to SDL as a way to improve their writing.

2.1.2 Description of Student's Questionnaire

The student's questionnaire is divided into five sections and consists of twenty five questions that are a combination of multiple-choice and open-ended questions to guarantee effective data collection. They are described as follows.

➤ Section One: Background Information (Questions 1-3)

It gathers background information about the participants' writing skills, and their attitudes towards AI writing tools.

➤ Section Two: EFL Writing Experience (Questions 4-9)

Aiming to recognize the respondent's present EFL writing skills' challenges and improvement goals in English writing, this section of the questionnaire emphasizes their EFL writing experience. It evaluates their writing skills, writing frequency, typical writing types, most difficult aspects of writing in English, struggles with particular writing techniques (summarising, paraphrasing, quoting), and objectives to enhance their English writing skills.

➤ **Section Three: Quillbot Familiarity and Use (Questions 10-19)**

This section explores the participants' experiences using QuillBot. It looks into how satisfied they were overall and how often they use QuillBot. In addition to evaluating perceived improvements in writing abilities (grammar, vocabulary, paraphrasing, summarising) thanks to using QuillBot, the questionnaire explores the specific QuillBot features used (paraphrasing, grammar checking, etc.) and requests a thorough example of how this AI tool helped with their writing. The purpose of this section is to comprehend how QuillBot has affected the EFL writing development of the respondents.

➤ **Section Four: Quillbot and Self Directed Learning (Questions 20-23)**

This section explores QuillBot's role in self-directed learning, offering important insights about how well the tool supports autonomous language learning and its contribution to EFL writing improvement techniques. It looks at how often people use technology to improve their independent English writing, evaluates whether QuillBot encourages self-reliance in writing development, examines particular QuillBot learning strategies, and measures agreement with claims regarding QuillBot's role in learning independently and spotting writing errors. The objective is to comprehend how QuillBot supports self-directed learning and gives students the confidence to take charge of their own writing development.

➤ **Section Five: Further Suggestions (24_25)**

This section collects opinions on how to include QuillBot into EFL classes, how to use it as self directed learning, as well as suggestions for new features.

2.1.3 The Administration of Student's Questionnaire

Students of first year master at Abdelhafid Boussouf Mila University Centre were given hard copies of the questionnaire during their regular lectures and TD sessions. The questionnaire was also distributed via messenger, Face book groups, and emails. It was hosted on the Google forms platform. The process of collecting data lasted for a week (April 24th - 30th) to collect precise and reliable data and to guarantee maximum involvement.

2.1.4 The Analysis Procedure

To analyze the gathered data, a mixed-methods approach is used. Using numerical data, percentages, and statistical measurements, quantitative analysis is employed to investigate questionnaire replies. In contrast, the qualitative analysis concentrates on characterizing, interpreting, and acquiring a deeper comprehension of the open-ended responses and the reasoning behind participants' selections.

Section Two: Analysis and Discussion

2.2.1 Analysis and Interpretation of the Results

Section One: Background Information.

1. Do you think that writing is an important skill for you?

Table.1

Participants' Perceptions of the Importance of Skill

Options	Frequency	Percentage
Yes	56	100.0%
No	0	00.0%
Total	56	100.0%

Table 1 illustrates participants' perceptions of the importance of the writing skill. It shows through the data collected that all participants view writing to be an important skill in their EFL learning process, with a percentage of 100% representing their answer. This shows that students acknowledge the role of writing in advancing their learning process and their language proficiency, especially in academic and professional settings. The participants' unanimous agreement on the importance of writing confirms Hyland's (2003) claim that writing is central to communication in academic settings. Furthermore, this reflects Graham and Perin's (2007) assertion that writing is critical for achieving success in all areas of higher education.

If yes, please explain why (briefly)

The data collected through this open-ended question indicates that students provided different justifications for their views of the importance of writing. The responses are organized as follows:

- ✓ **Expressing thoughts and ideas:** some participants stated that writing enables them to express their thoughts freely and communicate their ideas to their teachers. One of the participants added that it also helps in professional communication between students and teachers, or educated individuals in general.
- ✓ **Increasing critical thinking:** other participants expressed that writing allows them the opportunity to write and analyze information on paper, which makes them enhance their critical thinking skills.
- ✓ **Increasing academic achievements:** Most participants explained that writing is used as the main medium of exams and tests in their university. Therefore, if they wanted to have good marks, they need to develop their writing skill.

2. How many years have you spent studying the writing module ?

The data collected through this question indicates that most students have been studying the writing module for four years. This shows that this writing is often emphasized during higher education, which may also imply that this skill should receive its specialized instruction in earlier stages of student's EFL learning process.

3. Would you support the integration of AI writing applications in teaching and learning writing skills? Justify

Table.2

Participants' Support for the Integration of AI Writing Apps in Learning Writing

Options	Frequency	Percentage
Yes	49	87.5%
No	7	12.5%
Total	56	100.0%

Table 2 demonstrates participants' support for the integration of AI writing applications in the learning process of writing skills. The data shows that most participants support the integration of AI writing applications in teaching and learning writing skills, with a percentage of 87.5%. They are followed by the few remaining participants who oppose this integration with a percentage of 12.5%.

Based on the participants' justification, it is noticed that AI are acknowledged for their role in facilitating the EFL learning process in general. Some participants also added that AI tools can replace the role of teacher in terms of providing instant and automated feedback that could identify their writing mistakes and corrects their performance as well. This feature showed to be also appealing for introvert and shy learners who expressed that AI tools make them more comfortable in receiving feedback than their teachers. Moreover, other participants also noted that AI app helps them generate more creative ideas and brainstorm writing structures for their essays. There are other benefits that have been listed by other participants, which include increased vocabulary and grammatical competence, better organization for the

structure of the written assignments, enhanced motivation and satisfaction about the writing product, and enhanced critical thinking skills.

For the few participants who oppose the integration of AI apps in learning, their justification relies on the assumption that the overreliance on AI tool hinders student's level of proficiency and critical thinking, it makes students lazy and prevents their creativity and autonomous learning, as it also provides them with inaccurate information or feedback sometimes, which could cause a detrimental impact on their learning process.

Section Two: EFL Writing Experience.

4. How would you rate your level in writing ?

Table.3

Participants' Rating of their level in Writing

Options	Frequency	Percentage
Beginner	10	17.9%
Intermediate	28	50.0%
Upper-intermediate	15	26.8%
Advanced	3	5.4%
Total	56	100.0%

Table 3 represents participants' perceptions of their overall writing proficiency. It is indicated that the majority of participants rate their writing as "Intermediate" or "Upper-intermediate", with a percentage of 50% and 26.8% respectively. They are followed by other participants who chose "Beginner" as their level in writing with a percentage of 17.9%, while the remaining participants chose "Advanced" as their level, with a percentage of 5.4%. In

summary, the data indicates that the participants generally perceive themselves to be competent writers, with the majority falling within the intermediate to upper-intermediate range. There are fewer individuals who consider themselves to be at the beginner or advanced levels.

5. How often do you write?

Table.4

Participants' Writing Frequency

Options		Frequency	Percentage
	Always	17	30.4%
	Sometimes	32	57.1%
	Rarely	6	10.7%
	Never	1	1.8%
	Total	56	100.0%

Table 4 highlights participants' frequency in writing. It is illustrated that the majority of participants selected "Sometimes" and "Always" to represent the frequency they write in English, with a percentage of 57.1% and 30.4% respectively. They are followed by some participants who chose "Rarely" with a percentage of 10.7%, while only one participant selected "Never" 1.8%, expressing that they never writes in English. Overall, this suggests that writing in English is a regular practice for most participants, though there is still a range of frequency from consistent to infrequent use.

6. What types of writing do you usually do in English? (select all that apply)

Table.5

Participants' Most Frequently Practiced Type of Writing

Options	Frequency	Percentage
Essays	32	57.1%
Articles	2	3.6%
Emails	6	10.7%
Reports	5	8.9%
social media posts	6	10.7%
Academic assignments	5	8.9%
Total	56	100.0%

Table 5 illustrates the type of writing the participants usually engages in. It is demonstrated that most participants often write “Essays” with a percentage of (57.1%). There are other types of writing that the participants engage in, including “Emails” and “social media posts” with a percentage of 10.7%, “Academic assignments” with a percentage of 8.9%, and “Articles” with a percentage of 3.6%. The findings suggest that essay writing is the predominant form of writing activity among these participants. While other forms like emails, social media posts, and academic assignments are also present, they are less frequently reported compared to essays. The writing of articles appears to be the least common among the listed types.

7.What do you find most challenging about writing in English?

Table.6

Participants' Challenges in Writing

Options	Frequency	Percentage
Grammar and punctuation	16	28.6%
Vocabulary	9	16.1%
Sentence structure	7	12.5%
Organizing ideas	6	10.7%
Writing clearly and concisely	1	1.8%
Using the correct tone (formal/informal)	4	7.1%
Paraphrasing or avoiding plagiarism	11	19.6%
Generating ideas	2	3.6%
Total	56	100.0%

Table 6 highlights participants' challenges in writing. It appears through the data presented that most participants face difficulties in "Grammar and punctuation" with a percentage of 28.6% which indicates that many participants struggle with the foundational aspects of writing, which can affect clarity and overall communication. And "Paraphrasing or avoiding plagiarism" with a percentage of 19.6%. They are followed by other participants who listed "Vocabulary", "Sentence structure" and "Organizing ideas" with successive percentages of 16.1%, 12.5% and 10.7%, which reflects obstacles in expressing thoughts effectively and coherently. These issues may hinder the ability to produce structured and fluent texts.. Moreover, the remaining participants chose "Using the correct tone", "Generating ideas" and "Writing clearly and concisely" as their main difficulties with small

percentages of 7.1%, 3.6% and 1.8%, that indicates that while these areas are still problematic for some students, they are less widespread. This could suggest that participants generally have ideas and understand their purpose in writing but struggle more with how to articulate those ideas within the conventions of academic writing. The participants' struggles with paraphrasing and summarizing align with Alsalamy's (2022) findings on the challenges EFL students face with advanced writing techniques and vocabulary development."

8. Which technique of the following do you find the most difficult?

Table. 7

The Most Difficult Writing Technique According to the Participant

Options	Frequency	Percentage
Summarizing	25	44.6%
Paraphrasing	20	35.7%
Quoting	11	19.6%
Total	56	100.0%

It is indicated through table 7 that the majority of participants have difficulties with the “Summarizing” and “Paraphrasing” in their writing process, with a percentage of 44.6% and 35.7% respectively. They are followed by few participants who indicated that “Quoting” is the most challenges for them in writing, with a percentage of 19.6%. This suggests that directly taking text from sources is perceived as less difficult than condensing or restating it in one's own words. In essence, the analysis reveals that when it comes to incorporating sources, the primary challenges for these participants are in their ability to condense information

through summarization and to rephrase it effectively through paraphrasing. Directly quoting sources appears to be a less common area of difficulty.

9. What are your main goals behind improving your English writing? (select all that apply)

Table.8

Participants' Goals behind Improving their Writing Skill

Options	Frequency	Percentage
Academic success	28	50.0%
Professional or workplace writing	14	25.0%
Communication with others	14	25.0%
Total	56	100.0%

Table 8 represents the participants' main goals behind improving their writing. It is shown through the data collected that half of the participants selected "Academic success" as their main goal with a percentage of 50%, while the other half selected "Professional or workplace writing" and "Communication with others" with an equal percentage of 25%. This indicates that while academic success is the predominant motivator for writing improvement among these participants, professional advancement and better communication skills are also significant driving factors for the other half of the group. This highlights the diverse ways in which enhanced writing proficiency is valued by the individuals surveyed.

Section Three: Quillbot Familiarity and Use.

10. Have you ever relied on artificial intelligence when writing in English?

Table.9

Participants' Reliance on AI in Writing

Options	Frequency	Percentage
Yes	45	80.4%
No	11	19.6%
Total	56	100.0%

Table 9 illustrates participants' reliance on AI in writing. It is clear that the majority of participants rely on AI when writing in English, with a percentage of 80.4%. There are few participants who indicated that they do not rely on this technology with a percentage of 19.6%. These findings show the heavy reliance on AI by the majority of EFL learners.

11. Have you ever used Quillbot before?

Table.10

Participants' Familiarity with Quillbot

Options	Frequency	Percentage
Yes	36	64.3%
No	20	35.7%
Total	56	100.0%

Table 10 illustrates the participants' familiarity with Quillbot. It is indicated through the data presented that most participants used Quillbot before with a percentage of 64.3%. They are followed by some participants who stated that they did not use it before with a percentage of 35.7%. This shows that Quillbot is popular among EFL learners, and it also suggests that the sample of the study could offer valuable insights about the use of this AI technology and its impact on their writing skill based on their actual experiences with the website.

12.If yes, how do you rate your experience with this program?

Table.11

Participants' Rating of their Experience with Quillbot

Options		Frequency	Percentage
	Excellent	16	28.6%
	Good	40	71.4%
	Bad	0	0%
	Total	56	100.0

Table 11 indicates participants' rating of their experience with Quillbot. It is shown through the data collected that the majority of participants have "Good" experience with this app with a percentage of 71.4%. They are followed by the remaining 28.6% of the participants who described it as "Excellent". These findings show that students have an overall good experience with using Quillbot in their writing process, and directly answers research question 2, which asks about students' perceptions of using QuillBot in their writing.

13.How frequently did you use Quillbot during your writing process?

Table.12

Participants' Frequency in Using Quillbot in their Writing

Options		Frequency	Percentage
	Never	20	35.7%
	Rarely	5	8.9%
	Sometimes	16	28.6%
	Often	7	12.5%
	Always	8	14.3%
	Total	56	100.0%

Table 12 shows participants' frequency in using Quillbot in their writing. It is demonstrated that the majority of participants selected "Never" with a percentage of 35.7%, which may contradict with the answers previously provided in terms of the use of Quillbot by the majority of participants in their writing. This contradiction may be interpreted as the participants' lack of comprehension of the question or confusion between the options or they used Quillbot before but not in writing. They might have used it for translation maybe, or for checking plagiarism after writing, but not for writing as such. Moreover, there are other participants who chose "Sometimes" and "Always" to indicate their frequent use of this app with a percentage of 28.6% and 14.3% respectively. In addition, the remaining participants selected "Often" and "Rarely" with successive percentages of 12.5% and 8.9%.

14. Do you use Quillbot For ?

Table.13

Participants' Different Uses for Quillbot

Options	Frequency	Percentage
Paraphrasing	19	33.9%
Summarizing	16	28.6%
Grammar checking	9	16.1%
plagiarism checking	2	3.6%
Translating	5	8.9%
Citation generating	5	8.9%
Total	56	100.0%

Table 13 represents participants' different purposes and uses of Quillbot. It appears that the majority of participants use the app for "Paraphrasing", "Summarizing" and "Grammar checking" for their writing with successive percentages of 33.9%, 28.6% and 16.1%. This reflects students' awareness of the fact that these are the fundamental techniques of writing, and directly answer the research question number one, which asks about Quillbot's most popular features among students. In addition, there are few participants who chose other functions for using Quillbot, including "Translating" and "Citation" with a percentage of 8.9%, and "plagiarism checking" with a percentage of 3.6%. This indicates that the participants do not use Quillbot for generating citations, and checking plagiarism which reflects their ignorance of the usefulness of these two features in EFL writing in general, and academic writing in particular. The frequent use of Quillbot's paraphrasing and grammar checking tools by participants validates Dale's (2020) observation that such features meet students' core academic writing needs.

15. Would you say your writing has improved since utilizing Quillbot?

Table.14

Participants' Experience in Improving their Writing through Quillbot

Options	Frequency	Percentage
Yes	43	76.8%
No	13	23.2%
Total	56	100.0%

It is illustrated through table 14 that the majority of participants believe that their writing has improved since utilizing Quillbot, with a percentage of 76.8%. This is supported by Amyatun and Kholis (2023), who say that QuillBot AI significantly improved students' writing skills and led to a notable increase in their writing test scores. They are followed by the remaining 23.2% of the participants who indicated that they did not notice this kind of improvement. This shows that the tool is perceived as beneficial by many users, and it provides direct evidence for the research question number three, revealing participants' perceptions of whether Quillbot has improved their writing. However, the notable minority who did not perceive improvement highlights the potential influence of factors such as varying initial skill levels, different ways of using the tool, and possibly a reliance on the tool without a strong critical self-assessment of their own writing development. Further investigation, potentially involving comparisons of writing samples or feedback from instructors, could provide a more understanding of the actual impact of Quillbot on the students' writing abilities.

16. What features of Quillbot do you find most useful?

Table.15

The Most Useful Features in Quillbot

Options	Frequency	Percentage
The paraphrase	30	53.6%
The grammar checker	16	28.6%
The plagiarism checker	8	14.3%
The co-writer	2	3.6%
Total	56	100.0%

Table 15 demonstrates participants' most used features in Quillbot. It shows that most participants use "The paraphraser" and "The grammar checker" with high percentages of 53.6% and 28.6% respectively, which corresponds with the previous results concerning the functions they seek from the app. They are followed by some participants who chose "The plagiarism checker" with a percentage of 14.3%, and "The co-writer" with a percentage of 3.6%. The data shows a strong correlation between the Quillbot features participants use most often (as likely indicated in the response to Question 14) and the features they perceive as most effective. The dominance of "The paraphraser" and "The grammar checker" in both usage and perceived effectiveness highlights the value users place on Quillbot's ability to rephrase text and identify grammatical errors. The less frequent selection of the plagiarism checker and co-writer as "most effective" might indicate that while these features are used by some, they are not seen as having as significant an impact on the overall quality or efficiency of their writing compared to the paraphraser and grammar checker. This could reflect the participants' primary needs and the core strengths they find in Quillbot.

17. Which Quillbot mode (s) do you usually use in the paraphrase?

Table.16

The Quillbot Mode Used in Paraphrasing

Options	Frequency	Percentage
Standard	22	39.3%
Fluency	18	32.1%
Formal	7	12.5%
Simple	5	8.9%
Creative	3	5.4%
Shorten	1	1.8%
Total	56	100.0%

This question explores which of Quillbot's paraphrasing modes participants most frequently utilize in their writing process. Table 16 indicates participants' used model of Quillbot in their writing. It appears through the data collected that the majority of participants chose the "Standard" mode with a high percentage of 39.3%. They are followed by others who chose the "fluency" and "formal" mode with a percentage if 32.1% and 12.5% respectively. Furthermore, the remaining participants selected "simple", "creative" and "shorten" with lesser percentages of 8.9%, 5.4% and 1.8%. This Reveals that the "Standard" paraphrasing mode is the most popular among participants, suggesting a preference for a balanced approach to rephrasing text that likely aims to alter wording while preserving the original meaning effectively. The significant adoption of the "Fluency" mode indicates that many users prioritize enhancing the natural flow and readability of their writing. The use of the "Formal" mode by a smaller but still notable portion suggests a need for adapting text to

suit academic or professional contexts. The less frequent selection of the "Simple, " "Creative, " and "Shorten" modes implies that these specific stylistic alterations are less commonly sought by this group when using Quillbot's paraphrasing feature.

18. To what extent do you agree with the following statements regarding how Quillbot has impacted your EFL writing skills:

This question includes four statements designed to assess participants' opinions on the usefulness of QuillBot's features for EFL writing; the first statement is about grammatical accuracy, the second focuses on the variety of vocabulary, the third addresses effective paraphrasing, and the fourth concerns the ability to summarize information accurately.

Statement 1: My grammatical accuracy has improved since using Quillbot

Table.17

Role of Quillbot in Improving Grammatical Accuracy

Options	Frequency	Percentage
Disagree	9	16.1%
Agree	26	46.4%
Neutral	21	37.5%
Total	56	100.0%

Statement one explores participants' perceptions specifically regarding the impact of Quillbot on the accuracy of their grammar, a feature highlighted as one of the most used and effective by respondents (in Question 14). Table 17 illustrates participants' perceptions of the role of Quillbot in improving their grammatical accuracy. It is indicated that most participants “ Agree” that their grammatical accuracy has improved since using Quillbot, with a

percentage of 46.4%. They are followed by other who chose to “Neutral” towards the statement, suggesting their uncertainty towards the statement with a percentage of 37.5%. The remaining participants chose to “ Disagree” with the statement with a percentage of 16.1%. Overall, the data indicates a generally positive perception of Quillbot's role in enhancing grammatical accuracy for a significant portion of users, which is consistent with grammar checking being a frequently used and effective feature. However, the notable number of neutral responses suggests that this benefit is not universally strongly felt, and a smaller group finds no such improvement.

Statement 2: My use of varied vocabulary has increased due to Quillbot's suggestions.

Table.18

Role of Quillbot in Increasing Students' Vocabulary

Options	Frequency	Percentage
Disagree	5	8.9%
Agree	31	55.4%
Neutral	20	35.7%
Total	56	100.0%

This statement, "My use of varied vocabulary has increased due to Quillbot's suggestions, " aims to understand participants' perceptions of Quillbot's impact on the variety of their word choice in writing. Given that vocabulary enhancement is often a desired outcome in writing improvement, this question seeks to determine if users attribute any expansion of their lexicon to Quillbot's use. Table 18 highlights participants' perceptions of the role of Quillbot in increasing their vocabulary. It is indicated that most participants “

Agree” that their use of varied vocabulary has increased due to Quillbot's suggestions, with a percentage of 55.4%. They are followed by others who chose “Neutral”, suggesting their uncertainty towards the statement with a percentage of 35.7%. The remaining participants chose to “Disagree” with the statement with a percentage of 8.9%. The data reveals a strong positive attitude among the majority of participants regarding Quillbot's role in broadening their vocabulary. Over half of the respondents (55.4%) believe that Quillbot's suggestions have led to an increased use of varied vocabulary in their writing. This suggests that Quillbot's paraphrasing or suggestion features are perceived as helpful in exposing users to a wider range of word choices. This is supported by Alsalami (2022), who says that learners’ writing issues include difficulties with sentence structure and vocabulary, and that tools like QuillBot have emerged to address these challenges.

Statement 3: My ability to paraphrase effectively has improved with Quillbot.

Table.19

Role of Quillbot in Improving Students’ Paraphrasing Ability

Options		Frequency	Percentage
	Disagree	8	14.3%
	Agree	26	46.4%
	Neutral	22	39.3%
	Total	56	100.0%

This statement, "My ability to paraphrase effectively has improved with Quillbot, " aims to assess participants' views on whether using Quillbot has enhanced their skill in rephrasing text while retaining its original meaning. Given that paraphrasing is a key

academic and writing skill, this question seeks to understand if users perceive Quillbot as a helpful tool in developing this ability. Table 19 represents participants' perceptions of the role of Quillbot in improving their paraphrasing ability. It is shown that the majority of participants "Agree" that their ability to paraphrase effectively has improved with Quillbot, with a percentage of 46.4%, this aligns with earlier findings that "Paraphrasing" is one of the main uses of Quillbot as indicated in Question 17, suggesting that users find the tool beneficial for this purpose and perceive a resulting improvement in their ability to rephrase text. They are followed by 39.3% who chose "Neutral", expressing an uncertainty about the role of Quillbot in improving their paraphrasing skills. The remaining participants chose to "Disagree" with the statement with a percentage of 14.3%. In summary, while a large number of users feels Quillbot has enhanced their paraphrasing abilities, a considerable portion remains neutral, and a smaller group does not share this view. This suggests that while Quillbot is used for paraphrasing, its perceived impact on the skill of paraphrasing varies among individuals.

Statement 4: My ability to summarize information accurately has improved with Quillbot.

Table.20

Role of Quillbot in Improving Students' Summarizing Ability

Options		Frequency	Percentage
	Disagree	7	12.5%
	Agree	28	50.0%
	Neutral	21	37.5%
	Total	56	100.0%

This statement explores whether participants believe using QuillBot has enhanced their personal skill in accurately condensing larger pieces of information into concise summaries. Summarization requires not just extracting key points but also understanding context and prioritizing information, a skill that an automated tool might assist with. Table 20 illustrates participants' perceptions of the role of Quillbot in improving their summarizing ability. It is shown that the majority of participants "Agree" that their ability to summarize information accurately has improved with Quillbot, with a percentage of 50%. They are followed by others who chose "Neutral", suggesting their uncertainty towards the statement with a percentage of 37.5%. The remaining participants chose to "Disagree" with the statement with a percentage of 12.5%. While half of the participants clearly recognize QuillBot's positive impact on their summarization skills, a significant portion holds a neutral view, indicating that the perceived benefit on personal skill development is not universal and can depend on how the tool is used and the user's learning approach.

19. Please describe a specific example of how Quillbot helped you improve your writing.

Table.21

Participants' Experiences with Using Quillbot in Writing

Options	Frequency	Percentage
I check my grammar mistakes before sending any kind of work to my teacher	5	8.9%
I have learned new vocabulary, when I paraphrase Quillbot suggest a lot of synonyms	13	23.2%
It help me a lot in citing resources	10	17.9%

Quillbot helped me avoid plagiarism by its paraphrasing feature	10	17.9%
Quillbot 's summarization tool helped me condense the key points quickly which saved time	18	32.1%
Total	56	100.0%

Table 21 indicates participants' experiences with using Quillbot in writing. It appears through the data presented that the majority of participants expressed that "Quillbot helped them avoid plagiarism by its paraphrasing feature" with a percentage of 32.1%. They are followed by other participants who stated that they "learned new vocabulary, when they paraphrase, Quillbot suggest a lot of synonyms", with a percentage of 23.2%. Moreover, the remaining participants stated that the app helped them "in citing resources" and "avoiding plagiarism" with a percentage of 17.9%. Few participants also indicated that the app helped them "check their grammar mistakes before sending any kind of work to their teacher" with a percentage of 8.9%.

The data reveals that participants primarily experience Quillbot as a tool that aids in avoiding plagiarism through its paraphrasing capabilities. A significant secondary benefit is the opportunity for vocabulary acquisition via the suggested synonyms during paraphrasing. While citation assistance and grammar checking are also noted benefits, they are mentioned less frequently in the context of overall experiences with the app. This suggests that for this group, Quillbot's main perceived strengths lie in its paraphrasing function and its contribution to academic honesty and vocabulary enrichment.

Section Four: Quillbot and Self-Directed Learning.

20. How often do you use technology to support your self-directed learning in English writing?

Table.22

Participants' Use of Technology to Support Self-Directed Learning in Writing

Options	Frequency	Percentage
Very often	7	12.5 %
Often	14	25.0%
Sometimes	12	21.4%
Rarely	3	5.4%
Never	20	35.7%
Total	56	100.0%

Table 22 illustrates participants' use of technology to support their self-directed learning. It is shown through the data collected that the majority of participants "Never" use technology with a percentage of 35.7%, which suggests contradiction with students' responses. Their use of Quillbot clearly reflects their frequent use of technology. This contradiction in results could be attributed to the participants' lack of comprehension of the term "self-directed learning" and its meaning, which may have influenced their answer or probably they use Quillbot for writing class assignments, but not for self directed learning purposes. They are followed by participants who chose "Often" and "Sometimes" to represent their frequent use of technology in their self-directed learning with a percentage of 25% and

21.4% respectively. In addition, there are few participants who indicated that they “Rarely” use technology in learning with a percentage of 5.4%.

21. Do you think using Quillbot helps you take more responsibility for improving your writing and learning on your own? Why or why not?

Table.23

Role of Quillbot in Increasing Students’ Sense of Responsibility in Learning

Options		Frequency	Percentage
	Yes	22	39.3%
	No	34	60.7%
	Total	56	100.0%

Table 23 demonstrates participants’ perceptions of the role of Quillbot in increasing their sense of responsibility in learning. The data collected reveals that the majority of participants “do not think using Quillbot helps them take more responsibility for improving their writing and learning on their own”, with a percentage of 60.7%. They followed by the remaining 39.3% of the participants who chose the opposite, indicating that “using Quillbot helps them take more responsibility for improving their writing and learning on their own”.

The data revealed by this question indicate that many participants noted that Quillbot corrects grammar mistakes, which not only helps them write better but also boosts their motivation and confidence. Seeing their errors corrected in real-time makes them more willing to engage with writing tasks and encourages them to take initiative in their learning. It is also indicated that Quillbot allows students to edit and improve their writing independently, reducing reliance on teachers. This contributes to a greater sense of responsibility and fosters

self-directed learning. In addition, few participants expressed that Quillbot helps them engage more actively with their own writing, using features that encourage them to try out new expressions and improve their vocabulary. Additionally, several participants demonstrated that the instant feedback provided by Quillbot is seen as a valuable educational tool; they explained that it helps them learn from their mistakes, making writing a more interactive and developmental process. Quillbot is also described by a number of participants as making the learning process easier, which suggests that students find it user-friendly and supportive, especially when working outside the classroom environment.

In terms of the participants who oppose this idea, fourteen of them provided some points for their opposition. The majority of this category addressed their fear that using Quillbot leads to overreliance and passivity. Therefore, instead of developing their own skills, they feel tempted to let the tool do the work for them. A few of them also declared a clear preference for books and traditional resources, indicating a lack of trust in AI tools or a stronger belief in more conventional learning strategies. In addition, some participants noted that these AI tools are not always accurate, they expressed that Quillbot could provide false suggestions, which undermines their trust in the tool and its usefulness.

22. What strategies do you use with Quillbot to help you, independently, improve your writing (e.g., rephrasing multiple times, checking the suggested synonyms, checking grammar explanations, checking the suggested sentence forms, trying different modes...etc.)?

The data collected through this question reveals that there is a limited number of strategies that has been provided by some of the participants. They include paraphrasing their sentences multiple times until they have a frequent exposure to different synonyms and increase their vocabulary, checking their grammar mistakes to learn from them, and checking

the form and language structure that is provided by the app as suggestions. Following these strategies can contribute to improving writing independently, aligning with the principles of self directed learning.

23. To what extent do you agree with the following statements regarding Quillbot's role in your self-directed learning of writing?

Statement 1: Quillbot helps me identify my writing mistakes independently.

Table.24

Role of Quillbot in Enabling Independent Mistakes Identification

Options		Frequency	Percentage
	Disagree	5	8.9%
	Agree	25	44.6%
	Neutral	26	46.4%
	Total	56	100.0%

Table 24 shows participants' perceptions of the role of Quillbot in enabling independent mistakes identification. It shows through the data collected that most participants "Agree" that Quillbot helps them identify their writing mistakes independently, with a percentage of 44.6%. There is a higher percentage of participants who chose to be "Neutral" with a percentage of 46.4%, indicating their uncertainty towards the statement. Moreover, there are few participants who chose to "Disagree" with a percentage of 8.9%, indicating their opposition with the statement. The data presented above offers insights into the research question: "How does the integration of Quillbot into self-directed learning activities influence EFL learners' engagement and motivation towards writing?"

The fact that a notable portion of participants 44.6% agrees that Quillbot helps them identify their writing mistakes independently suggests a positive influence on self-directed learning. This ability to self-correct can make the revision process more accessible and less dependent on teacher feedback, potentially increasing learners' engagement as they take more ownership of their writing improvement. The resulting self-sufficiency can also boost motivation by fostering a greater sense of control and accomplishment in their learning journey. However, the high percentage of neutral responses 46.4% indicates that this positive influence on engagement and motivation through independent error identification isn't universally felt. These learners may not perceive a significant impact, or perhaps the tool's role in this aspect of their self-directed learning isn't prominent for them. The mixed responses regarding Quillbot's influence on self-directed learning mirror Rana et al.'s (2019) conclusions, which highlight both the enabling and potentially limiting aspects of AI integration in language education."

Statement 2: Quillbot allows me to learn about different ways to express the same idea.

Table. 25

Role of Quillbot in Encouraging Students' Diverse Ideas Expressing Ability

Options	Frequency	Percentage
Disagree	7	12.5%
Agree	30	53.6%
Neutral	19	33.9%
Total	56	100.0%

Table 25 highlights participants' perceptions of the role of Quillbot in encouraging their diverse ideas expressing ability. It is indicated through the data collected that the majority of participants "Agree" that Quillbot allows them to learn about different ways to express the same idea, with a percentage of 53.6%. They are followed by other participants who chose to be "Neutral" with a percentage of 33.9%, indicating their uncertainty towards the statement. Moreover, there are few participants who chose to "Disagree" with a percentage of 12.5%, indicating their opposition with the statement. The agreement from over half of the participants (53.6%) suggests that Quillbot is perceived as a valuable tool in fostering a key aspect of self-directed learning in writing: the ability to explore and articulate ideas in multiple ways. By offering various phrasing options, Quillbot can expose learners to different linguistic structures and vocabulary, which they can then internalize and apply independently in their writing. This empowers them to move beyond a single way of expressing themselves, a crucial element of developing writing fluency and confidence in a self-directed manner. The significant percentage of neutral responses (33.9%) might indicate that while these learners use Quillbot, they haven't consciously reflected on its impact on their ability to express diverse ideas. The small group who disagree may not find Quillbot's suggestions helpful in expanding their expressive range, or they might rely on other methods for this aspect of their writing development.

Statement 3: I feel more in control of my writing development when using Quillbot.

Table.26

Role of Quillbot in Increasing Students' Control over their Writing Skill

Options	Frequency	Percentage
Disagree	9	16.1%
Agree	23	41.1%
Neutral	24	42.9%
Total	56	100.0%

Table 26 illustrates participants' perceptions of the role of Quillbot in increasing their control over their writing ability. It is indicated through the data collected that the majority of participants "Agree" feel more in control of their writing development when using Quillbot, with a percentage of 41.1%. There is a higher percentage of participants who chose to be "Neutral" with a percentage of 42.9%, indicating their uncertainty towards the statement. Moreover, there are few participants who chose to "Disagree" with a percentage of 16.1%, indicating their opposition with the statement. The findings suggest a divided perception regarding Quillbot's impact on users' sense of control over their writing development. While a substantial group feels more empowered, an even larger segment remains neutral, and a minority feels less in control. This implies that Quillbot's role in fostering a sense of ownership and control over writing development is not universally experienced. For some, it might be an enabling tool, while for others, its impact on their perceived control is less significant or even negative.

Statement 4: Quillbot helps me understand grammatical rules better through its suggestions

Table.27

Role of Quillbot in Facilitating Students' Comprehension of Grammatical Rules

Options	Frequency	Percentage
Disagree	8	14.3%
Agree	27	48.2%
Neutral	21	37.5%
Total	56	100.0%

Table 27 indicates participants' perceptions of the role of Quillbot in facilitating students' comprehension of grammatical rules. It is indicated through the data collected that the majority of participants "Agree" Quillbot helps them understand grammatical rules better through its suggestions, with a percentage of 48.2%, this perception supports Amyatun and Kholis's (2023) conclusion that AI tools like Quillbot can significantly enhance grammatical accuracy among EFL learners. They are followed by other participants who chose to be "Neutral" with a percentage of 37.5%, indicating their uncertainty towards the statement. Moreover, there are few participants who chose to "Disagree" with a percentage of 14.3%, indicating their opposition with the statement. The agreement from nearly half of the participants highlights Quillbot's potential to support self-directed learning of grammatical rules. The immediate feedback provided by the tool empowers learners to independently engage with and understand grammatical concepts as they write and revise. This self-guided exploration of grammar through Quillbot's suggestions can foster a more active and autonomous learning process. However, the large neutral group suggests that this educational benefit isn't universally recognized or utilized. To fully leverage Quillbot for self-directed

grammar learning, students might need to actively engage with the explanations or consciously analyze the corrections to derive a deeper understanding of the underlying rules.

Statement 5: Quillbot helps me to become a more independent learner of English writing.

Table.28

Role of Quillbot in Promoting Students' Independent Learning

Options		Frequency	Percentage
	Disagree	10	17.9%
	Agree	22	39.3%
	Neutral	24	42.9%
	Total	56	100.0%

Table 28 represents participants' perceptions of the role of Quillbot in promoting students' independent learning. It shows through the data collected that the majority of participants "Agree" Quillbot helps them understand grammatical rules better through its suggestions, with a percentage of 39.3%. They are followed by other participants who chose to be "Neutral" with a slightly higher percentage of 42.9%, indicating their uncertainty towards the statement. Moreover, there are few participants who chose to "Disagree" with a percentage of 17.9%, indicating their opposition with the statement. While a large group of participants believes that Quillbot supports their independent learning in writing, the high number of neutral responses suggests that this perception isn't universally strong. For those who agree, Quillbot likely serves as a valuable resource that facilitates self-discovery and reduces reliance on external guidance. However, for a larger segment, the tool's role in fostering independent learning might be less impactful. The disagreement from some

participants further highlights that Quillbot's influence on learning autonomy is not uniformly positive.

Section Five: Further Suggestions

24. Do you think Quillbot should be integrated more into EFL writing instruction?

Table.29

Participants' Perceptions of the Integration of Quillbot in EFL Writing Instruction

Options	Frequency	Percentage
Yes	12	21.4%
No	2	3.6%
Maybe	42	75.0%
Total	56	100.0%

Table 29 represents participants' perceptions of the possibility of integrating Quillbot into the EFL writing instruction. The data presented indicates that most participants are not sure about this suggestion, choosing "Maybe" as their answer with a percentage of 75%. There are other participants who supported this suggestion with a percentage of 21.4%, while the remaining 3.6% of the participants chose to oppose this idea. This suggests that Quillbot is still yet an appealing application to be discovered, tested and used by students especially those relying on their own to improve their writing.

25. Are there any specific features you would like to see added to Quillbot to further support your writing development?

The data collected through this question indicate that few participants have suggestions for added features that could promote the role of Quillbot in improving EFL students' writing. The first one includes the integration of voice input that supports the dictation aspect to help users who prefer speaking than writing. Others also suggested that the app could provide more explanation about the grammar correction for more comprehension. There is another participant who similarly suggested that "Instead of giving suggestions it would be better to explain why a change is recommended". This shows that students are interested in knowing how their error was corrected instead of providing them with the direct corrected version.

2.2.2 Discussion of the Main Findings

Most students reported that they have been studying the writing module for four years, suggesting that writing is a skill heavily emphasized during higher education. This emphasis also implies that writing should receive specialized instruction earlier in students' EFL learning journey to foster proficiency over time. Regarding writing proficiency, most participants rated their level as "Intermediate" or "Upper-intermediate." The frequency of writing in English was reported as "Sometimes" or "Always, " with essays and emails being the most common writing tasks. These results indicate that students at university often engage in academic writing that is required for writing essays and emails. Therefore, it should be noted that they should focus on promoting this type of writing for the success in their academic careers. This corresponds to Hyland's (2003) emphasis on writing as a means of academic engagement and self-expression. When asked about their primary motivation for improving their writing, half of the participants cited "academic success" as their main goal.

Accordingly, this result corresponds with the previous interpretation of students' need for academic writing to enhance their academic success and performance. As mentioned in Johnson (2008), writing plays a key role in visualizing and organizing academic thought, reinforcing its perceived value

In this context, the integration of AI writing applications, particularly Quillbot, received significant support among the majority of the participants. Many of them recognized the role of AI in facilitating EFL learning and writing improvement. Several participants highlighted how these tools can serve as substitutes for teachers by offering instant and automated feedback, helping them identify errors and improve their writing performance, this is in line with Hosseinzadeh & Hughes (2021), who noted instructors' positive perception of AI in providing efficient feedback and improving instruction. Introverted and shy learners, in particular, expressed greater comfort receiving feedback from AI tools than from teachers, making them more likely to engage with revision and correction. Participants noted several benefits from using AI writing tools. These include enhanced creativity through idea generation and essay structure brainstorming, expanded vocabulary and grammatical competence, better organization of writing tasks, increased motivation, and improved satisfaction with their written products. Some also reported enhanced critical thinking skills, these findings are consistent with Dale (2020, cited in Kurniati & Fithriani, 2022), who described Quillbot's role in improving writing fluency, vocabulary, and grammar.

However, despite these positive aspects, some students raised valid concerns about overreliance on AI. These students believed that depending too heavily on tools like Quillbot can hinder language proficiency and critical thinking, encouraging laziness and diminishing creativity and learning autonomy. Others pointed out that AI-generated feedback is not always accurate, which could mislead students and negatively affect their learning outcomes, these

concerns reflect Rana et al. (2019, cited in Alcantara-Ebuena, 2023), who warned that AI tools may reduce learner independence and promote passivity.

Moreover, the study revealed that students frequently face difficulties with grammar and punctuation, vocabulary, sentence structure, and organizing ideas. In particular, paraphrasing and summarizing were identified as major challenges, with a significant number of participants struggling with these skills. These struggles mirror the issues reported by Alsalami (2022), who noted that EFL students often face difficulties with sentence construction, vocabulary use, and paraphrasing.

Therefore, Quillbot is described as one of the most frequently used and effective AI writing tools, with the majority of students reporting a “good” experience. in using this app. The tool’s most commonly used features were paraphrasing, summarizing, and grammar checking. These results reflect the primary functions that students rely on when using Quillbot, and also reflects the fact that these features offer solutions for the main challenges that EFL students face in their learning process, which include paraphrasing and summarizing. This supports Amyatun & Kholis (2023), who found that Quillbot significantly improved students’ performance in these exact areas.

In terms of modes, the majority of participants indicated that they primarily use the “Standard” mode, along with the “Paraphraser” and “Grammar Checker” features. In terms of perceived learning outcomes, a large majority of participants “Strongly Agreed” that Quillbot helped them enhance grammatical accuracy, expand their vocabulary, paraphrase effectively, and summarize information accurately. Many also stated that Quillbot helped them avoid plagiarism due to its reliable paraphrasing feature. Furthermore, students reported feeling more confident and in control of their writing development when using the app. Most also

believed that it helped them learn grammatical rules more effectively and take greater responsibility for improving their writing.

Additionally, a significant number of participants strongly believed that Quillbot helps them identify mistakes independently, take responsibility for their learning, and explore varied expressions of the same idea. Although the majority of participants agreed that Quillbot supports self-directed learning, a few portion of the participants did not share this perspective. Fourteen students expressed that reliance on Quillbot hindered their independent thinking and skill development, making them passive learners. Some preferred traditional learning resources such as books, while others criticized the tool's occasional inaccuracy, which affected their trust in it.

When asked about strategies they use to improve writing with Quillbot, a few students reported paraphrasing their own sentences multiple times to build vocabulary, checking grammar corrections to understand their errors, and analyzing language structure suggestions to enhance their writing. There was also considerable support for integrating Quillbot into formal EFL writing instruction. Some participants offered constructive suggestions to improve the tool's functionality. These included the addition of a voice input feature for users who prefer dictation, and more detailed grammar explanations to increase learners' understanding. Rather than simply offering corrections, some students expressed a desire for Quillbot to explain why changes were recommended, reflecting a deeper interest in developing their understanding of language rules and improving their writing independently. Such feedback indicates an active learner mindset, aligning with self-directed learning strategies outlined by Gallo (2001) and Muncie (2000) in the theoretical chapter.

2.2.3 Recommendations and Suggestions

Based on the results of the study, a number of recommendations are introduced to address EFL learners and EFL teachers:

- ✓ For students, it is recommended that they increase their practice of their writing in order to improve this skill and use Quillbot as a supportive tool that could promote their self-directed learning, enhance their self-confidence in their writing performance, increase their vocabulary and develop their grammatical competence as well.
- ✓ It is recommended that teachers should encourage self-directed learning through the use of effective AI tools, such as Quillbot that showed to have several benefits in improving students' writing skill, their motivation and engagement in the learning process as well. However, teachers should also enhance their students' awareness of the balanced use of this app and ethical approach towards employing it in their learning process, in order to avoid its drawbacks.
- ✓ Teachers should also enhance their technological knowledge in order to match the modern teaching methods and technologies and help their students control their use in and outside the EFL classroom.
- ✓ For researchers, and application designers, it would be beneficial if some advanced features were added to improve its effectiveness and maximize its benefits in the writing learning process. The addition of voice input, detailed feedback about students' mistakes and how they have been corrected and the improvement of the other modes in the app were suggested.

2.2.4 Limitations of the Study

The limitations of the study entail the unavailability of resources concerning the use of Quillbot in academic writing. Therefore, it was challenging to conduct the theoretical part of the dissertation. Moreover, the researchers also faced some challenges in carrying out the

practical part of the research, particularly the data collection process. This phase revealed that not a large percentage of EFL students at the selected setting use the app. Therefore, the scope of research was narrow because only 56 students out of 113 answered the questionnaire based on their experiences in using Quillbot. Thus, this limitation could affect the generalization of the research findings.

2.2.5 Ethical Considerations

In order to preserve the ethical proportions of the present study, all participants have been informed of the nature of the research, its objectives and the importance of their data for the completion of the study. Moreover, they were also ensured that the information they provide is confidential and it is only used for research sake.

Conclusion

This chapter provided the practical part of the dissertation through which the data collected from the participants was analyzed, interpreted and discussed to draw the final research conclusions. The findings revealed that AI tools, such as Quillbot, have a positive role in improving EFL students' writing through enhancing their writing proficiency, particularly in areas such as paraphrasing, vocabulary expansion, and grammatical accuracy. While the majority of participants reported positive outcomes, including increased confidence and self-directed learning, concerns about overreliance on AI and its potential impact on critical thinking and creativity were also raised.

General Conclusion

The aim behind conducting this study is to evaluate the role of Quillbot in improving students' self directed learning of the writing skill and the use of this app by master one English students at Mila's university center. The study follows an exploratory research design with a quantitative research approach that aims at providing accurate information about the effectiveness of Quillbot as an educational language tool that could be used for writing skill development. In order to answer the research questions, the data are collected through a questionnaire, since the purpose of this study is to explore whether Quillbot increases EFL learner's writing performance or not, the sample of the study encompasses 56 First year master students of English at Mila University Center. Moreover, the study addresses the following research questions: • What are QuillBot's most popular features among students? • How do students perceive using Quillbot in their writing ? • To what extent does the use of Quillbot impact the development of EFL writing skills ? • How does the integration of Quillbot into self-directed learning activities influence EFL learners engagement and motivation towards writing ?

The findings of the study revealed that first: Quillbot's most popular features among students are: paraphrasing, summarizing and Grammar checking. These features are most frequently used because they directly address the common writing challenges faced by EFL students in class, let alone outside the classroom when learning independently following a SDL approach.

Second, the results of the study indicated that this AI tool improves students' paraphrasing ability, increases their vocabulary range, and grammatical accuracy and enhances their self-confidence as well. Students felt that using the tool helped them better understand grammar rules, expand vocabulary, and write with greater confidence. Many

participants also stated that Quillbot helped them avoid plagiarism, enhanced their organization of ideas, and improved critical thinking.

Third, the integration of Quillbot into self-directed learning showed that it increases students' engagement in the learning process and their motivation to learn. The findings indicated that introverted and shy students especially, found AI feedback less intimidating, which made them more likely to engage in the writing learning process and motivated. Moreover, students expressed that this tool fosters greater responsibility for learning and increased students' confidence in their writing ability.

In terms of their perceptions in the second question, the majority of students indicated positive attitudes towards the use of Quillbot in their writing. However, concerns were raised by some, illustrating that overreliance on this tool could reduce students' creativity and critical thinking and encourages their laziness. Moreover, it was stated that this tool is likely to produce false feedback and provide inaccurate information that could reduce its reliability and effectiveness.

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Appendix

Student's Questionnaire

Dear Master one students, This questionnaire is done to collect data for the accomplishment of a master's dissertation. It is about "Exploring the use of Quillbot as a self directed learning tool to develop EFL writing ". Thus, you are kindly requested to fill in this questionnaire. Your responses will help us effectively to reach the research objectives. Please, mark (✓) in the appropriate box (es) or give full answer(s) on the broken lines. Thank you in advance for your cooperation.

Section One: Background Information

1. Do you think that writing is an important skill for you?

yes ☐ No ☐

If yes, please explain why (briefly)

.....
.....

2. How many years have you spent studying the writing module ?

.....

3. Would you support the integration of AI writing applications in teaching and learning writing skills? Justify

Yes ☐ No ☐

.....
.....

Section two: EFL Writing Experience

4. How would you rate your overall level in writing ?

Beginner ☐ Intermediate ☐ Upper-intermediate ☐ Advanced ☐

5.How often do you write ?

Always ☐ Sometimes ☐ Rarely ☐Never ☐

6. What types of writing do you usually do in English ? (select all that apply)

Essays ☐ Articles ☐ Emails ☐ Reports☐ social media posts ☐Academic assignments
☐

7.What do you find most challenging about writing in English ? (select up to 3)

Grammar and punctuation ☐ Vocabulary ☐ Sentence structure☐ Organizing ideas☐

Writing clearly and concisely ☐ Using the correct tone (formal/informal) ☐Paraphrasing or
avoiding plagiarism ☐ Generating ideas ☐

8.Which technique of the following do you find the most difficult ?

Summarizing ☐ Paraphrasing ☐ Quoting ☐

9. What are your main goals behind improving your English writing ? (select all that apply)

Academic success☐ Professional or workplace writing ☐ Communication with others ☐

Section three: Quillbot Features in Practice

10.Have you ever relied on artificial intelligence when writing in English ?

Yes ☐ No☐

11. Have you ever used Quillbot before ?

Yes ☐ No☐

12.If yes, how do you rate your experience with this programme?

Excellent ☐ Good ☐Bad ☐

13. How frequently did you use Quillbot during your writing process ?

Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always ☐

14. Do you use Quillbot for ?

Paraphrasing ☐ Summarizing ☐ Grammar checking ☐ plagiarism checking ☐

Translating ☐ Citation generating ☐

15. Would you say your writing has improved since utilizing Quillbot ?

Yes ☐ No ☐

16. What features of Quillbot do you find most useful ?

The paraphraser ☐ The grammar checker ☐ The plagiarism checker ☐ The co-writer ☐

17. Which Quillbot mode (s) do you usually use in the paraphrase? (select all that apply)

Standard ☐ fluency ☐ formal ☐ simple ☐ creative ☐ expand ☐ shorten ☐

18. To what extent do you agree with the following statements regarding how Quillbot has impacted your EFL writing skills:

My grammatical accuracy has improved since using Quillbot

Disagree ☐ Agree ☐ Neutral ☐

My use of varied vocabulary has increased due to Quillbot's suggestions.

Disagree ☐ Agree ☐ Neutral ☐

My ability to paraphrase effectively has improved with Quillbot.

Disagree ☐ Agree ☐ Neutral ☐

My ability to summarise information accurately has improved with Quillbot.

Disagree ☐ Agree ☐ Neutral ☐

19. Please describe a specific example of how QuillBot helped you improve your writing.

.....
.....

Section four: Quillbot and Self-Directed Learning

Note: Self-directed learning means taking control of your own learning — using tools like QuillBot to improve your writing without always depending on a teacher.

20. How often do you use technology to support your self-directed learning in

Englishwriting?-Very often ☐ - Often ☐ - Sometimes ☐ - Rarely ☐ -Never ☐

21. Do you think using Quillbot helps you take more responsibility for improving your writing and learning on your own ? Why or why not ?

.....
.....

22. What strategies do you use with QuillBot to help you, independently, improve your writing (e.g., rephrasing multiple times, checking the suggested synonyms, checking grammar explanations, checking the suggested sentence forms, trying different modes...etc.)?

.....
.....

23. To what extent do you agree with the following statements regarding Quillbot's role in your self directed learning in writing ?

Quillbot helps me identify my writing mistakes independently.

Disagree ☐ Agree ☐ Neutral ☐

Using Quillbot encourages me to take more responsibility for improving my writing.

Disagree ☐ Agree ☐ Neutral ☐

Quillbot allows me to learn about different ways to express the same idea.

Disagree ☐ Agree ☐ Neutral ☐

I feel more in control of my writing development when using Quillbot.

Disagree ☐ Agree ☐ Neutral ☐

Quillbot helps me understand grammatical rules better through its suggestions.

Disagree ☐ Agree ☐ Neutral ☐

Quillbot helps me to become a more independent learner of English writing.

Disagree ☐ Agree ☐ Neutral ☐

Section Five: Further Suggestions

24. Do you think Quillbot should be integrated more into EFL writing instruction?

Yes ☐ No ☐ Maybe ☐

25. Are there any specific features you would like to see added to Quillbot to further support your writing development?

.....

.....

Thank you a lot for your cooperation

Résumé

La mise en œuvre croissante de l'intelligence artificielle (AI) dans plusieurs secteurs, y compris l'éducation, a entraîné une transformation importante. Les programmes d'AI tels que QuillBot gagnent en popularité parmi les étudiants qui cherchent à améliorer leurs capacités d'écriture. La mesure dans laquelle QuillBot améliore les compétences d'écriture en langue anglaise est une question de plus en plus importante dans le paysage numérique récent, mais elle reste largement inexplorée dans le contexte algérien. Cette étude vise à déterminer dans quelle mesure les élèves comptent sur Quillbot comme outil d'apprentissage autodirigé pour améliorer leurs compétences en rédaction et comment cela a une incidence sur leur compétence globale en rédaction. Par conséquent, les questions de recherche suivantes se posent: Quelles sont les caractéristiques les plus populaires de QuillBot chez les étudiants? Dans quelle mesure l'utilisation de Quillbot a-t-elle une incidence sur le développement des compétences d'écriture en EFL? En quoi l'intégration de Quillbot dans les activités d'apprentissage autodirigées influence-t-elle l'engagement et la motivation des apprenants de Master One envers l'écriture? Afin de répondre à ces questions, un questionnaire a été conçu et distribué aux 56 étudiants de première année de maîtrise en anglais du département des langues étrangères du centre universitaire Mila. Les résultats de l'étude révèlent que Quillbot améliore la capacité des élèves à paraphraser, l'étendue du vocabulaire et la précision grammaticale, tout en renforçant leur confiance en eux-mêmes. Il aide également les élèves à éviter le plagiat, améliore l'organisation et renforce la pensée critique. L'intégration de Quillbot dans l'apprentissage autodirigé augmente l'engagement et la motivation des élèves, en particulier pour les étudiants introvertis et timides. Enfin, la recherche offre un ensemble de recommandations pour les étudiants sur la façon dont Quillbot peut être mieux utilisé.

Mots-clés: Quillbot, EFL, AI, apprentissage autodirigé, habiletés à écrire.

الملخص

شهدت السنوات الأخيرة توسعاً متزايداً في استخدام تقنيات الذكاء الاصطناعي في مختلف المجالات، وكان للتعليم نصيبٌ كبير من هذا التحول. ومن بين أبرز هذه التطبيقات، برزت أدوات مثل QuillBot ، التي أصبحت تحظى بإقبال متزايد من طرف الطلبة الراغبين في تحسين مهاراتهم في الكتابة. ورغم تزايد حضور هذه الأداة في المشهد الرقمي العالمي، إلا أن فاعليتها في تنمية الكفاءة الكتابية لدى متعلمي اللغة الإنجليزية كلغة أجنبية لا تزال غير واضحة تماماً، خصوصاً في السياق الجزائري. من هذا المنطلق، تهدف هذه الدراسة إلى الكشف عن مدى اعتماد الطلبة على QuillBot كأداة للتعلم الذاتي، ومدى تأثيره في تطوير مهاراتهم الكتابية بشكل عام. كما تسعى إلى تسليط الضوء على أهم الخصائص التي تجعل من هذه الأداة مفضلة لدى الطلبة، واستكشاف دورها في صقل مهاراتهم في الكتابة باللغة الإنجليزية، بالإضافة إلى دراسة أثر دمجها في أنشطة التعلم الذاتي على مستوى تفاعلهم ودافعيتهم، خصوصاً لدى طلبة السنة الأولى ماستر. ولتحقيق أهداف الدراسة، تم إعداد استبيان وتوزيعه على عينة تتكوّن من 56 طالباً من قسم اللغة الإنجليزية، السنة الأولى ماستر، بجامعة عبد الحفيظ بوصوف – ميلة. أظهرت نتائج الدراسة أن استخدام QuillBot ساعد الطلبة بشكل ملحوظ على تحسين مهارات إعادة الصياغة، وتوسيع رصيدهم المعجمي، وتعزيز دقتهم النحوية، بالإضافة إلى زيادة ثقتهم بأنفسهم في التعبير الكتابي. كما ساعدتهم في تجنب السرقة الأدبية، وتنظيم أفكارهم بشكل أفضل، وساهم في تطوير قدراتهم على التفكير النقدي. وقد تبين أن إدماج QuillBot ضمن استراتيجيات التعلم الذاتي يعزز من تفاعل الطلبة وتحفيزهم، خاصة لدى الفئة الخجولة أو الانطوائية. وفي ختام الدراسة، تم تقديم مجموعة من التوصيات التي من شأنها توجيه الطلبة نحو الاستخدام الأمثل لهذه الأداة بما يدعم تطوير مهاراتهم الكتابية بفعالية.

الكلمات المفتاحية: QuillBot، اللغة الإنجليزية كلغة أجنبية، الذكاء الاصطناعي، التعلم الذاتي، قدرات الكتابة

