

ENHANCING IELTS WRITING WITH AI: PRACTICAL APPLICATIONS AND CONSIDERATIONS

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Abstract: *The integration of artificial intelligence (AI) tools into IELTS writing instruction offers educators innovative ways to address common classroom challenges. This practice-based article highlights how tools such as ChatGPT, Quizlet, IdeaGene2, and MarkMyEssay can be effectively used to enhance essential writing skills, including idea generation, vocabulary expansion, grammar accuracy, and comprehension of assessment criteria. Through practical activities like AI-assisted brainstorming, vocabulary-building exercises, and essay drafting, educators can help students produce coherent, accurate, and well-structured writing. The article provides step-by-step guidance on incorporating these technologies into classroom practices, emphasizing their ability to streamline feedback, foster student autonomy, and enrich the overall learning experience. It also addresses potential challenges, such as over-reliance on AI and the importance of critically evaluating its feedback. By blending AI-driven tools with teacher-led instruction, educators can create engaging and effective writing lessons tailored to the specific requirements of IELTS preparation. This article serves as a resource for teachers seeking to harness AI's potential to empower students and improve their writing proficiency.*

Keywords: *AI in EFL, IELTS writing, teaching with technology, classroom practices*

INTRODUCTION

The integration of artificial intelligence (AI) into education has significantly influenced EFL teaching and learning practices (Hassan Seif Eldin, 2024; Kemelbekova et al., 2024). Within the context of writing instruction, AI tools offer practical solutions to challenges such as providing timely feedback, assisting with idea generation, and addressing students' needs for sustained writing practice (Alam, 2021; Kuhail et al., 2023; Wang et al., 2023) potentially enabling educators to enhance the quality of instruction and support student engagement in meaningful ways (Gohar, 2024; Hwang et al., 2023).

This practice-based paper examines the role of AI in IELTS writing instruction, focusing on the application of platforms such as ChatGPT, Quizlet, and IdeaGene2. These technologies are used to facilitate activities that develop writing skills, including generating ideas, providing feedback, and building vocabulary. By integrating these tools, teachers can foster a student-centered learning environment that supports skill development and encourages critical engagement with the writing process.

The purpose of this paper is to present practical strategies for incorporating AI tools into IELTS writing lessons and to evaluate the benefits and challenges of using these technologies. It aims to provide educators with insights into the potential of AI to enhance their teaching practices while addressing the complexities involved in its implementation. Although generic frameworks for AI-enhanced teaching have begun to appear, e.g. UNESCO's AI Competency Framework for Teachers (UNESCO, 2024) and the SELAR model for curriculum design (Alers et al., 2024), recent reviews note a persistent absence of step-by-step, IELTS-specific implementation guides (H. Wang & Dang, 2024) and call for practice-based exemplars that frontline instructors can readily adapt (Pham & Quang, 2025), which is exactly what this paper aims to provide.

KEY DEFINITIONS AND CONCEPTS

AI in Education

The concept of AI in education refers to the utilization of technologies such as machine learning and natural language processing to either complement or transform traditional teaching methods through the following affordances:

- **Personalised learning:** adaptive content, pace, and pathways (Chen et al., 2020; Dogan et al., 2023; Harry & Sayudin, 2023; Wang et al., 2023).
- **Tailored feedback & tutoring simulation:** instant, one-to-one-style guidance on language use and structure (Zawacki-Richter et al., 2019)
- **Automated assessment analytics:** faster, consistent grading plus error-pattern tracking (Alam, 2021; Dogan et al., 2023; Kuhail et al., 2023)
- **Writing-skill enhancement:** documented gains in organisation, coherence, grammar, and vocabulary for EFL learners (Kemelbekova et al., 2024; Wale & Kassahun, 2024)
- **Motivational support** – greater engagement and self-paced learning via immediate feedback (Chang et al., 2021).

Scoring Criteria for IELTS Writing

According to IELTS (2023), The IELTS writing tasks evaluate candidates based on four key criteria: **(1) Task Response** assesses how well candidates address the task, including the relevance, completeness, and quality of their responses; **(2) Coherence and Cohesion** focus on the logical organization of ideas, effective paragraphing, and appropriate use of linking devices to ensure a smooth flow of information; **(3) Lexical Resource** measures the range, accuracy, and appropriateness of vocabulary used in academic or general contexts; and **(4) Grammatical Range and Accuracy** evaluate the variety and precision of sentence structures, as well as the correct application of language features.

Students preparing for the IELTS writing test face a range of challenges related to these band descriptors. Many struggle with lexical resource and grammatical accuracy, facing challenges such as using varied vocabulary, effectively paraphrasing, ensuring accurate spelling and punctuation, and correctly applying verb forms and prepositions, all of which are often compounded by the scoring system’s emphasis on advanced vocabulary and the influence of their first language (Tikupasang et al., 2022; Wicaksono et al., 2023) Students preparing for the IELTS writing test face a range of challenges related to these band descriptors. Many struggle with lexical resource and grammatical accuracy, facing challenges such as using varied vocabulary, effectively paraphrasing, ensuring accurate spelling and punctuation, and correctly applying verb forms and prepositions, all of which are often compounded by the scoring system’s emphasis on advanced vocabulary and the influence of their first language (Tikupasang et al., 2022; Wicaksono et al., 2023). Achieving a good band score in task response and coherence and cohesion is another significant challenge, with many students struggling to fully develop ideas, provide well-rounded conclusions, and maintain logical flow of idea due to improper use of cohesion devices (Nartiningrum et al., 2021; Panahi & Mohammaditabar, 2015; Rahman et al., 2023; Tikupasang et al., 2022).

AI Tools for IELTS Writing Instruction

The AI-powered platforms employed in this paper are described and compared in the table below.

Tool	Primary purpose in IELTS-writing cycle	Key strengths for teachers & learners	Main limitations / cautions
ChatGPT	Idea generation, real-time drafting feedback, peer-review simulation	• Versatile “all-in-one” assistant (grammar, cohesion, task fulfilment)	• Quality hinges on prompt clarity; may “hallucinate” facts • No built-in IELTS band score output; teacher moderation is essential

Tool	Primary purpose in IELTS-writing cycle	Key strengths for teachers & learners	Main limitations / cautions
		<ul style="list-style-type: none">• Instant, conversational interaction fosters metacognitive reflection	
Quizlet	Vocabulary acquisition & retrieval practice (Lexical Resource)	<ul style="list-style-type: none">• Spaced-repetition flashcards and gamified quizzes boost retention• Easy for teachers to curate IELTS-specific word sets	<ul style="list-style-type: none">• Focuses solely on lexis; offers no discourse-level feedback• Gains depend on consistent student self-study
IdeaGene ²	Structured brainstorming via MELSH* framework (Task Response)	<ul style="list-style-type: none">• Generates topic-relevant idea banks quickly• Encourages systematic coverage of common IELTS themes	<ul style="list-style-type: none">• Narrow scope (Task 2 argumentative/discursive tasks)• Output may be generic; requires critical evaluation by learners
MarkMyEssay	Automated scoring & criterion-aligned feedback (all 4 bands)	<ul style="list-style-type: none">• Provides immediate band-estimate + analytics dashboard• Explicitly links comments to IELTS descriptors for self-revision	<ul style="list-style-type: none">• Algorithm can misjudge nuance (e.g., idiomatic language, rhetorical stance)• Subscription required for full features; teacher calibration advised

**MELSH = Money, Environment, Lifestyle, Safety, Health (Guillefoyle, 2019).*

These platforms serve as the foundation for the practical activities discussed in the following section. By incorporating them into the IELTS writing classroom, educators can effectively address the key issues discussed previously and offer students personalized, comprehensive support.

ACTIVITY AND TOOL USE PROCEDURES

AI-Powered Vocabulary Flashcard Builder

Tools: Quizlet and ChatGPT

Objective: To facilitate the creation of vocabulary quizzes and gap-fill exercises for essential IELTS vocabulary in a streamlined and efficient manner.

Expected Outcomes: This method enables educators to generate high-quality vocabulary resources in both tabular and flashcard formats. These materials can be used for classroom instruction or as self-study aids for students.

Suggested Procedures:

Phase 1: Creating a vocabulary table

1. Visit ChatGPT and log in. If you do not have an account, please create one to gain access.
2. Initiate a new session on ChatGPT and input the following prompt (you may adapt this prompt based on your specific requirements):

Create a vocabulary table featuring three columns. The initial column should list the words, the second column should offer concise and easily comprehensible definitions resembling dictionary entries, and the third column should provide illustrative examples. In the 'Examples' column, incorporate sample sentences for each word, replacing the word itself with a blank space like this (____). Here's the list of words: (add the word list here).

ChatGPT will generate a vocabulary table resembling Figure 1, which can serve multiple purposes: (1) s a handout for students, and (2) as input for creating flashcards in Quizlet (see Phase 2 below).

Word	Definition	Example
Precarious	Not securely held or in a stable position; dangerously uncertain or risky.	The ladder looked so ____ that no one dared to climb it.
Mundane	Lacking excitement; dull and ordinary.	She was tired of her ____ routine and longed for adventure.
Capricious	Given to sudden changes of mood or behavior; unpredictable.	The weather has been so ____ lately; one moment it's sunny, the next it's stormy.
Abstinence	The practice of refraining from indulging in something, especially alcohol or other pleasures.	His ____ from sweets helped him lose weight quickly.
Percussion	Musical instruments played by striking, such as drums, or the striking of one object against another.	The sound of ____ echoed through the room during the performance.

Figure 1. ChatGPT-generated vocabulary table.

Phase 2: Integrating the ChatGPT content into Quizlet.

3. Access Quizlet and create an account if you do not already have one.
4. Log in to Quizlet and click the “+” (Create) button, typically located in the upper-right corner of the homepage. Select “Flashcard Set” from the available options.

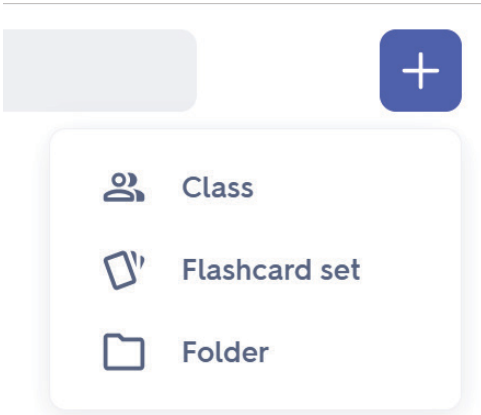


Figure 2. Creating a flashcard set.

5. Provide a descriptive title for your set. Optionally, add a description to detail the content or purpose of the set.

Create a new flashcard set

Create

Enter a title, like "Biology - Chapter 22: Evolution"

Add a description...

+ Import+ Add diagram+ Create from notes






Figure 3. Create a new flashcard set

6. Return to ChatGPT and copy the content of the vocabulary table, including the words, definitions, and example sentences.

”	Definition	Example
Precarious	Not securely held or in a stable position; dangerously uncertain or risky.	The ladder looked so ____ that no one dared to climb it.
Mundane	Lacking excitement; dull and ordinary.	She was tired of her ____ routine and longed for adventure.
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Percussion	Musical instruments played by striking, such as drums, or the striking of one object against another.	The sound of ____ echoed through the room during the performance.

Figure 4. Selecting the contents

7. Navigate back to Quizlet and paste the copied content into the “Import” box. Quizlet will automatically organize the content into flashcards. Optionally, add illustrations to the flashcards to enhance their visual appeal.


1

Precarious

TERM

Not securely held or in a stable position; dangerously uncertain or risky. The ladder looked so ____ that no one dared to climb it.

DEFINITION



2

Mundane

TERM

Lacking excitement; dull and ordinary. She was tired of her ____ routine and longed for adventure.

DEFINITION




Figure 5. Quizlet Flashcard interface

Generating Grammar Exercises with Poe

Tool: Customised bot ‘GGPT2024’ (<https://poe.com/GGPT2024>) powered by Poe.com

Outcomes: Improved Grammatical Range and Accuracy

Suggested Procedures:

1. Go to <https://poe.com/GGPT2024>
2. Specify the learners’ proficiency level and the grammatical point to be practiced.

For example: “Generate grammar exercises for Pre-Intermediate learners focusing on the Past Simple tense.”

3. The chatbot will produce a range of exercises tailored to the input provided. This tool is optimized to create diverse and widely-used exercise formats, including Circle the correct answer, Multiple choice, Verb conjugation, Sentence transformation, Sentence combining, Fill in the blanks, Matching exercises, Error correction, Gap-filling, Sentence reordering.

Figures 6 and 7 below show 2 examples, (1) Past Simple – Pre-intermediate and (2) Inversion – Advanced.

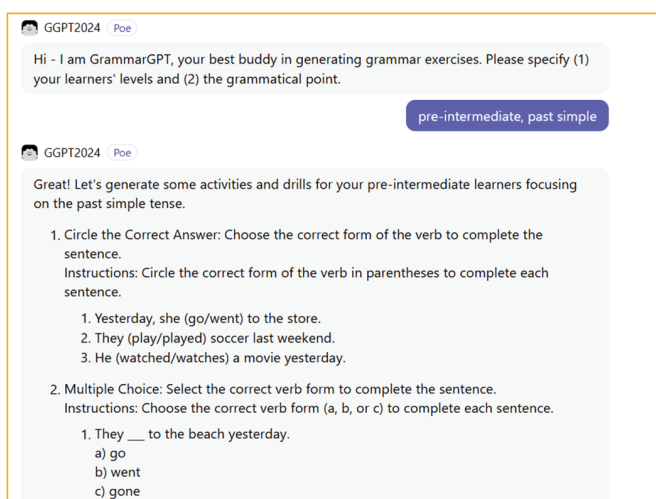


Figure 6. Past Simple – Pre-intermediate

4. Matching Exercise: Match the phrases with their correct inverted forms.
- Phrases:
- Little did she know
 - Only in this way
 - On no account
 - Rarely have I
- Inverted Forms:
- _____ did he reveal the true extent of his wealth.
 - _____ can we achieve our goals.
 - _____ seen such a heartwarming gesture.
 - _____ been so touched by a stranger's kindness.
5. Reordering Sentences: Rearrange the words to form sentences with inversion.
- Example:
- "Never / have / I / such a challenging task / encountered."
(Answer: "Never have I encountered such a challenging task.")
6. Gap-filling with Multiple Choice: Choose the correct inverted structure to complete the sentences.
- Only when _____ (he/realize) the consequences of his actions, did he seek forgiveness.
 - he realized
 - realized he

Figure 7. Inversion – Advanced

Idea Generation for IELTS Writing Task 2

The AI-powered tool employed in this activity is **IdeaGene2**. Developed on the Poe platform, this chatbot is designed to support students in brainstorming for IELTS writing essay tasks. By applying the MELSH (Money, Environment, Lifestyle, Safety, Health) framework (Guillefoyle, 2019), it helps users generate well-structured and relevant ideas tailored to the task requirements.

Suggested Procedures:

1. Navigate to the **IdeaGene2** platform by visiting <https://poe.com/IdeaGene2>.
2. Begin by entering an IELTS writing task question into the chat interface.

3. Receive and review generated ideas.
4. Generate a sample essay (optional).
5. Organize additional critical thinking/writing activities for students based on the generated ideas and/or sample essay.

Example Activity 1:

This is an example of how IdeaGene2 can be utilized to help struggling students with ideas for the task question: *“In some countries, owning a home rather than renting one is very important for people. Why might this be the case? Do you think this is a positive or negative development?”* (Cambridge Press & Assessment, 2023).

Step 1 - Enter the Task Question: The task question is entered into the IdeaGene2 chat interface. This can be done by a teacher during an in-class demonstration or by a student working independently for self-study.

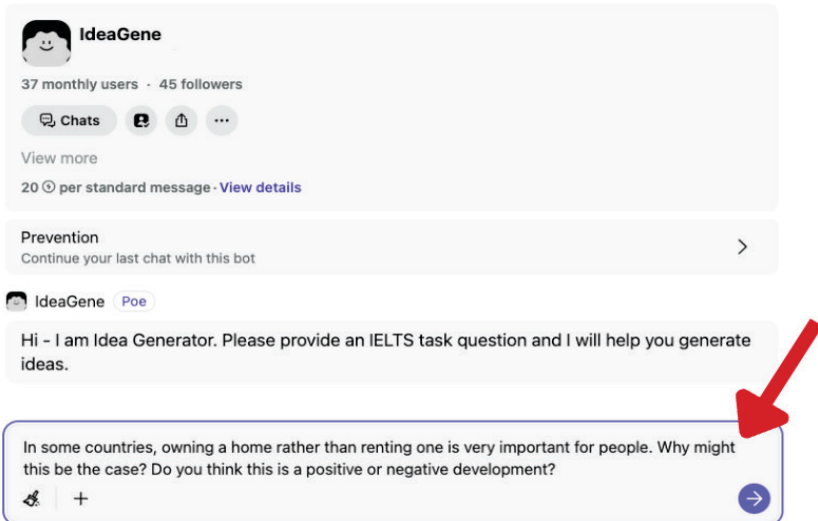
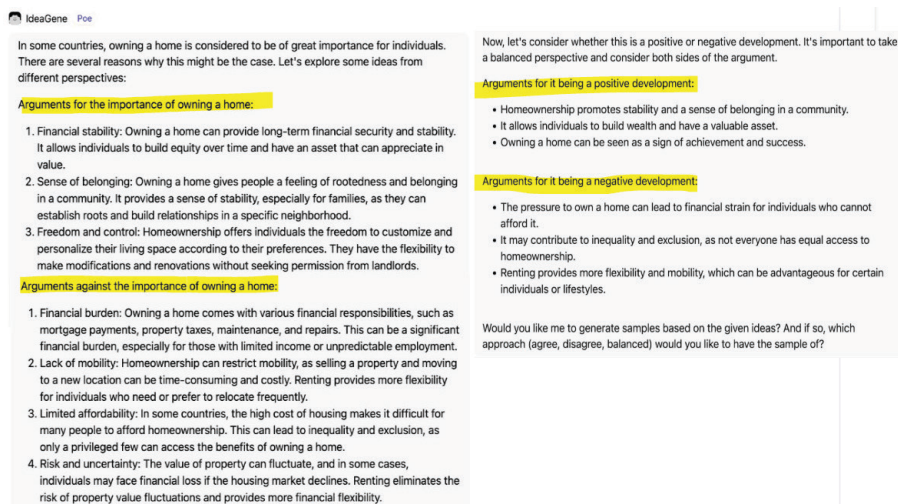


Figure 8: IdeaGene2 chatbot interface

Step 2 - Generate Ideas: The chatbot generates a list of ideas in response to the task, including reasons for the importance of owning a home, arguments supporting home ownership as a positive development, and arguments suggesting home ownership as a negative development.



IdeaGene Poe

In some countries, owning a home is considered to be of great importance for individuals. There are several reasons why this might be the case. Let's explore some ideas from different perspectives:

Arguments for the importance of owning a home:

1. Financial stability: Owning a home can provide long-term financial security and stability. It allows individuals to build equity over time and have an asset that can appreciate in value.
2. Sense of belonging: Owning a home gives people a feeling of rootedness and belonging in a community. It provides a sense of stability, especially for families, as they can establish roots and build relationships in a specific neighborhood.
3. Freedom and control: Homeownership offers individuals the freedom to customize and personalize their living space according to their preferences. They have the flexibility to make modifications and renovations without seeking permission from landlords.

Arguments against the importance of owning a home:

1. Financial burden: Owning a home comes with various financial responsibilities, such as mortgage payments, property taxes, maintenance, and repairs. This can be a significant financial burden, especially for those with limited income or unpredictable employment.
2. Lack of mobility: Homeownership can restrict mobility, as selling a property and moving to a new location can be time-consuming and costly. Renting provides more flexibility for individuals who need or prefer to relocate frequently.
3. Limited affordability: In some countries, the high cost of housing makes it difficult for many people to afford homeownership. This can lead to inequality and exclusion, as only a privileged few can access the benefits of owning a home.
4. Risk and uncertainty: The value of property can fluctuate, and in some cases, individuals may face financial loss if the housing market declines. Renting eliminates the risk of property value fluctuations and provides more financial flexibility.

Now, let's consider whether this is a positive or negative development. It's important to take a balanced perspective and consider both sides of the argument.

Arguments for it being a positive development:

- Homeownership promotes stability and a sense of belonging in a community.
- It allows individuals to build wealth and have a valuable asset.
- Owning a home can be seen as a sign of achievement and success.

Arguments for it being a negative development:

- The pressure to own a home can lead to financial strain for individuals who cannot afford it.
- It may contribute to inequality and exclusion, as not everyone has equal access to homeownership.
- Renting provides more flexibility and mobility, which can be advantageous for certain individuals or lifestyles.

Would you like me to generate samples based on the given ideas? And if so, which approach (agree, disagree, balanced) would you like to have the sample of?

Figure 9: Ideas and arguments generated by IdeaGene2 for Example 1

Step 3 - Evaluate Ideas: For classroom demonstrations, teachers can guide students to read and critically evaluate the ideas provided by the chatbot. Students are encouraged to consider their personal opinions and choose a side in the argument, either supporting or opposing home ownership as a positive development.

Step 4 - Develop Personalized Essay Outline: Teachers then prompt students to create their own essay outlines based on the ideas they agree with or find most compelling. Students are guided to organize their chosen points into a coherent structure, ensuring their essay will have clear arguments and logical flow.

Step 5 - Provide Feedback on Outlines: Before students begin writing, teachers review and provide feedback on their essay outlines. This step ensures that students have a strong foundation and are prepared to produce a well-organized response.

Step 6 - Write the Essay: Once the feedback is incorporated, students proceed to write their essays, using their personalized outlines to guide their responses.

Example Activity 2:

This is an example of how IdeaGene2 can be utilized to help struggling students generate ideas for the task question: “Some university students want to learn about other subjects in addition to their main subjects. Others believe it is more important to give all their time and attention to studying for a qualification. Discuss both views and give your own opinion.” (Cambridge Press & Assessment, 2020).

Step 1 - Introduce the Task Question: Present the task question to the class and explain the purpose of the activity, emphasizing how it helps in developing balanced arguments and organizing ideas.

Step 2 - Enter the Task Question into IdeaGene2: Use the chatbot to input the task question into the chat interface. Demonstrate this step to the class, showing how the chatbot generates ideas.

Step 3 - Critically review the Generated Ideas: As in the previous example, the chatbot will produce a structured outline with arguments supporting the importance of studying other subjects, arguments emphasizing focusing solely on the primary qualification, and a balanced perspective, highlighting the potential benefits of both approaches. Ask students to read and evaluate the ideas provided by the chatbot and facilitate a discussion on which arguments they find most persuasive.

Step 4 - Express Individual Opinions: Encourage students to consider their own opinions on the topic and use guiding questions to help them choose a side or adopt a balanced perspective. Have students confirm their choice with the chatbot (e.g., “I lean towards the importance of learning about other subjects”). The chatbot will then generate key points to include in the essay to strengthen the chosen argument.

I lean more towards the importance of learning about other subjects.

IdeaGene Poe

Great! Now that you have expressed your opinion, we can work on developing your arguments to support your viewpoint.

When it comes to the importance of learning about other subjects, you can consider the following points to strengthen your argument:

1. Intellectual enrichment: Learning about other subjects can broaden your intellectual horizons and provide a well-rounded education. It allows you to explore different perspectives, theories, and methodologies, which can enhance your critical thinking skills and foster a deeper understanding of the world.
2. Interdisciplinary connections: The interconnectedness of various subjects cannot be ignored. By studying different disciplines, you can discover valuable connections and insights that can contribute to innovative thinking and problem-solving. For example, a student studying both biology and computer science might find ways to apply computational techniques in biological research, leading to advancements in the field.
3. Personal growth and adaptability: Learning about other subjects can help you develop transferable skills, such as effective communication, research skills, and adaptability. These skills are highly sought after in the job market and can be applied to different professional contexts, making you a versatile and well-rounded individual.
4. Well-rounded perspective: By immersing yourself in diverse subjects, you gain a broader understanding of different cultures, societies, and global issues. This exposure can foster empathy, cultural sensitivity, and a more inclusive worldview, which are essential qualities in today's interconnected and multicultural world.
5. Future-proofing: With the rapid advancements in technology and changing job market demands, having a diverse skill set can be advantageous. Being knowledgeable in various subjects can help you adapt to evolving industries and seize opportunities in emerging fields.

Figure 10: Key points recommended by the chatbot to strengthen the chosen opinion

Step 5 - Refine and Organize Ideas (optional): After the chatbot has generated ideas for the task question, the teacher can highlight that the ideas generated may include some repetition or disorganization. Assign students the task of grouping similar or repetitive ideas together, identifying their purpose, and reorganizing them for clarity and logical flow. This activity encourages critical thinking and active engagement with the content.

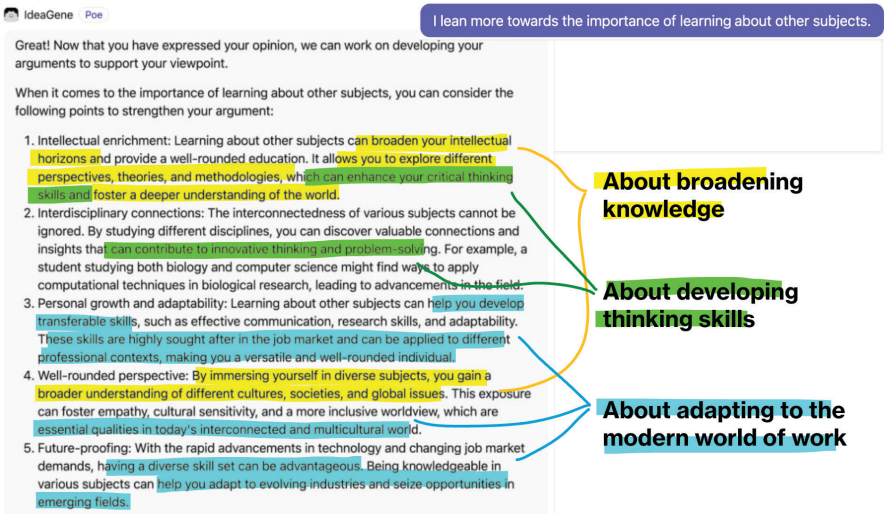


Figure 11: Example of how overlapping ideas could be grouped together

Step 6 - Develop Personalized Essay Outlines: Instruct students to create their own essay outlines based on the chatbot-generated ideas and their chosen stance. Ensure they structure their arguments logically, following IELTS essay conventions.

Step 7 - Provide Feedback on Outlines: Review the students’ outlines and offer constructive feedback to ensure clarity, coherence, and relevance.

Step 8 - Generate a Sample Essay (Optional): Demonstrate how the chatbot can compose a sample essay based on the outlined ideas. Confirm the chatbot’s prompt to produce the essay by typing “yes” and review the result with the class.

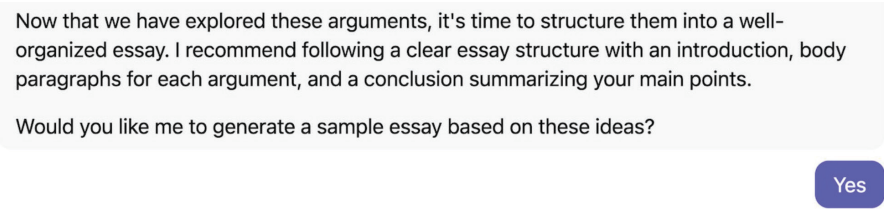


Figure 12: Chatbot offering to generate a sample essay and student/teacher approving

Step 9 - Assign Essay Writing: Guide students to write their essays using their personalized outlines as a framework. Emphasize the importance of integrating feedback and maintaining coherence.

Step 10 - Reflect and Discuss: After completing the essays, encourage students to reflect on the process and discuss how the chatbot-supported brainstorming helped them develop their arguments.

AI-Assisted Marking using MarkMyEssay

Also developed on the Poe platform, the MarkMyEssay chatbot is accessible at <https://poe.com/MarkMyEssay>. It is a tool designed to provide automated feedback on essays based on all the four key IELTS writing criteria (IELTS, 2023).

Example activity

In this example activity, students will use the MarkMyEssay chatbot to analyze a sample response to this IELTS writing task: *“In some countries, owning a home rather than renting one is very important for people. Why might this be the case? Do you think this is a positive or negative situation?”* (Cambridge Press & Assessment, 2020). Through this activity, they will practice critical evaluation by marking the sample essay themselves, comparing their assessments with the chatbot’s feedback, and addressing any discrepancies. This approach encourages critical thinking, enhances understanding of IELTS band descriptors, and demonstrates how AI tools can assist in academic evaluations.

Step 1 - Distribute Materials: Provide students with a sample essay (see Appendix A) and a copy of the IELTS writing band descriptors and explain the task, i.e., students will evaluate the essay based on the band descriptors and assign scores for each criterion.

Step 2 - Student-Led Marking and Explanation: Ask students to read the sample essay carefully. Have them assess the essay against

the band descriptors and assign a score for each criterion. Require students to justify their scores by explaining how the essay meets or fails to meet the descriptors for each band.

Step 3 - AI-Assisted Feedback: Input the sample essay into the MarkMyEssay chatbot and ask it to provide an evaluation. Compare the chatbot's feedback with the students' assessments.

Step 4 - Discuss Limitations of AI Feedback: Highlight potential flaws in the chatbot's evaluation. For instance, point out how the chatbot may misjudge the task response, coherence, or relevance of the content (see Appendix B). Use the sample essay example, such as where the chatbot mistakenly claims all parts of the task were addressed despite missing key elements and including irrelevant details.

Step 5 - Teach Reconfirming Strategies: Demonstrate how to critically engage with the chatbot's feedback by reconfirming its evaluation. For example: Break down the task question into its main components. Ask the chatbot specific follow-up questions (e.g., "Does the essay explicitly address both why owning a home is important and whether it is a positive or negative situation?").

Emphasize the importance of clarifying ambiguous or inaccurate feedback to refine the AI's response.

Step 6 - Reflection and Discussion: Facilitate a class discussion comparing the students' scores, justifications, and insights from the chatbot's evaluation. Reflect on the strengths and weaknesses of combining human judgment with AI tools in essay assessment.

DISCUSSION AND REFLECTION

The integration of artificial intelligence (AI) tools into IELTS writing instruction has brought about significant benefits while also presenting notable challenges. Reflecting on these aspects is crucial for understanding how to maximize the potential of these tools while addressing their limitations.

Benefits

AI-powered tools like ChatGPT and MarkMyEssay deliver tailored feedback and tutoring simulation (Zawacki-Richter et al., 2019) in real time, allowing students to spot and correct errors in organization, grammar, and vocabulary on the spot. This immediacy not only addresses large class sizes where one-to-one feedback is otherwise impractical but also sustains motivational support by keeping learners engaged with instant responses (Chang et al., 2021). At the same time, such adaptive feedback embodies personalized learning, as the system adjusts suggestions to each learner's current proficiency and writing trajectory (Chen et al., 2020; Dogan et al., 2023).

Systems like MarkMyEssay automate grading through automated assessment analytics, offering consistent scoring across essays and tracking common error patterns over time (Alam, 2021; Kuhail et al., 2023). This frees instructors from routine marking workloads while generating data that can inform both group-level trends and individual learning pathways—another facet of personalized learning.

By integrating drills on structure, coherence, and lexical choice, AI platforms produce measurable gains in EFL writing proficiency (Kemelbekova et al., 2024; Wale & Kassahun, 2024). This aligns directly with the writing-skill enhancement affordance, as learners receive targeted practice on the elements that research has shown to boost essay quality.

Interactive modules for vocabulary building or idea generation (e.g. Quizlet, IdeaGene2) foster personalized learning pathways and motivational support by letting students set their own goals and timing (Harry & Sayudin, 2023; Wang et al., 2023). Empowered to experiment with prompts and build confidence independently, learners gain greater ownership over their writing development.

Drawbacks

While AI can generate outlines and linguistic suggestions, excessive dependence may inhibit the very critical thinking and creativity that high-stakes exams like the IELTS seek to assess. In other words, leaning too heavily on AI conflicts with the goal of fostering learner autonomy and original idea-generation inherent in personalized learning (Wang et al., 2023).

Though powerful, AI-driven feedback engines can misread task requirements or give off-target advice—highlighting the limits of automated assessment analytics (Dogan et al., 2023). Such inaccuracies make it essential for both students and instructors to cross-check AI suggestions against established rubrics and pedagogical aims.

To address these challenges, the integration of AI tools must be balanced with teacher guidance. Teachers play an essential role in scaffolding the use of AI by helping students interpret feedback, refine AI-generated ideas, and develop coherent and well-structured essays. This combination of technological and human input ensures a more comprehensive learning experience that leverages the strengths of both approaches. Moreover, fostering a critical engagement with AI outputs is vital. By encouraging students to analyze and evaluate the feedback provided by AI, educators can cultivate deeper thinking and more meaningful interaction with the writing process.

CONCLUSION

The integration of AI tools into IELTS writing instruction has emerged as a transformative practice with the potential to enhance the quality of teaching and learning. Through platforms such as ChatGPT, Quizlet, IdeaGene2, and MarkMyEssay, educators can address longstanding challenges in writing instruction, including the provision of timely feedback, the facilitation of idea generation, and the promotion of autonomous learning. These tools enable teachers to scale their efforts effectively, even in large

classroom settings, while simultaneously empowering students to take an active role in their development as writers.

However, the benefits of AI must be weighed against its challenges. The risk of over-reliance on AI-generated content and the necessity of critically evaluating its feedback underscore the importance of maintaining a balance between technological and human inputs. Teacher involvement remains central to the effective use of AI, ensuring that students engage with these tools in ways that foster independent thought and authentic skill development.

This paper advocates for EFL teachers to explore and adapt AI tools thoughtfully in their instructional practices. While the adoption of AI technologies holds great promise, their successful implementation requires careful planning, ongoing reflection, and a commitment to integrating them into pedagogically sound frameworks. With thoughtful application, AI has the potential to redefine IELTS writing instruction, making it more engaging, accessible, and effective for learners worldwide.

APPENDIXES

Appendix A: Sample writing answer (Cambridge Press & Assessment, 2020)

In some countries the ownership of peoples' home is an important matter. In these countries it is very important to own your own home rather than renting it. It might be indifferent for some, but for these people it matter.

Why is that the case? you might wonder. I think it is because your home is supposed to be exactly what it sounds like, your home. As a human I think we long after having stuff to call our own, doesn't matter what it is, but humans will always want to claim ownership. This is nothing new and it has been like this through human history, like colonies for example, which later once again became the same country as before lead by its own inhabitants. People will always want to be the one to decide what happens to them and when you rent your home you can't even paint it without the owners' permission.

If you as a person are renting an apartment there might be a lot of stressors in your life. A scratched wall can cause you a major headache, because the wall was not yours. The bedroom you are currently sleeping in might not be available as long as you hope, things happen in life and maybe the next landlord won't want to have you as a tenant.

From another perspective, not owning your home could be a relief when it comes to your finance. As a renter you won't have to pay mortgage, take loans or spend an awful lot of money on buying the property. You wouldn't have to worry about the house market crashing or a natural disaster destroying your expensive home.

Bottom line, as a human I feel like we need to have a home and calling it your own can make that more special. I personally would rather own my house, because then, whatever happens, it is on me and no one else.

Appendix B: Example of how the chatbot may misjudge task completion and response – Essays that fail to completely address all parts of the task and include irrelevant details should receive a 5 in Task Response (IELTS, 2023).

In terms of **Task Response**, you effectively address the prompt by discussing why owning a home is important in some countries. You provide reasons such as the desire for ownership, control over the property, and the sense of security that comes with owning a home [1]. However, it would be beneficial to further develop these ideas by providing specific examples or evidence to support your points. For instance, you can mention how owning a home allows individuals to personalize their living space and create a sense of belonging [3].

What band score would you give this essay?

Based on the evaluation provided, I would give this essay a band score of 6.

In terms of **Task Response**, you effectively address the prompt by discussing why owning a home is important in some countries and provide reasons such as the desire for ownership, control over the property, and the sense of security that comes with owning a home [1]. However, to further improve your score, it would be beneficial to further develop these ideas by providing specific examples or evidence to support your points. This will add depth to your arguments and strengthen your overall response.

In some countries, owning a home rather than renting one is very important for people.

Why might this be the case?

Do you think this is a positive or negative situation?

Sample writing answer (from Cambridge Academic Practice Tests 15)

In some countries the ownership of peoples' home is an important matter. In these countries it is very important to own your own home rather than renting it. It might be indifferent for some, but for these people it matter.

Why is that the case? you might wonder. I think it is because **your home is supposed to be exactly what it sounds like, your home**. As a human I think we long after having stuff to call our own, doesn't matter what it is, but humans will always want to claim ownership. This is nothing new and it has been like this through human history, like colonies for example, which later once again became the same country as before lead by its own inhabitants. **People will always want to be the one to decide what happens to them and when you rent your home you can't even paint it without the owners permission.**

If you as a person are renting an apartment there might be a lot of stressors in your life. **A scratched wall can cause you a major headache, because the wall wasn't yours.** The bedroom you are currently sleeping in might not be available as long as you hope, things happen in life and maybe the next landlord won't want to have you as a tenant.

In other perspective, not owning your home could be a relief when it comes to your **finance**. **As a renter you won't have to pay mortgage, take loans** or spend an awful lot of money on buying the property. You wouldn't have to worry about the house market crashing or a natural disaster destroying your expensive home.

Bottom line, as a human I feel like we need to have a home and calling it your own can make that more special. I personally would rather own my house, because then whatever happens it is on me and no one else.

Why people think home ownership is important

The disadvantages of living in a rental

The advantages of living in a rental

IRRELEVANT

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