



## Utilizing Generative Language Models (ChatGPT) to Enhance Writing Skills in Arabic Language Learning

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### Abstract

This study investigates the utilization of generative language models, specifically ChatGPT, as a pedagogical tool for improving Arabic writing skills. In the digital era, large language models (LLMs) provide new avenues for interaction, feedback, and creativity in language learning. This research explores how ChatGPT can facilitate scaffolding, idea generation, and linguistic correction in Arabic writing instruction. Using a qualitative descriptive design, data were gathered from classroom observations, student writings, and interviews with educators integrating ChatGPT into Arabic courses at Universitas Negeri Malang. Findings indicate that ChatGPT significantly enhances learners' ability to organize ideas, expand vocabulary, and improve grammatical accuracy through interactive feedback and guided revision. However, the study also highlights potential drawbacks, including overreliance on AI output, reduced critical thinking, and ethical issues related to authorship and plagiarism. The research concludes by proposing a blended pedagogical model that integrates ChatGPT with teacher supervision and metacognitive reflection to ensure authentic, creative, and ethical Arabic writing practices.

**Keywords:** ChatGPT, Generative Language Models, Arabic Writing Skills, Artificial Intelligence, Language Pedagogy

### Abstrak

Penelitian ini menelaah pemanfaatan model bahasa generatif, khususnya ChatGPT, sebagai alat pedagogis untuk meningkatkan keterampilan menulis bahasa Arab. Di era digital, model bahasa besar (LLM) menghadirkan peluang baru untuk interaksi, umpan balik, dan kreativitas dalam pembelajaran bahasa. Penelitian ini mengeksplorasi bagaimana ChatGPT

dapat memfasilitasi penyanggaan belajar, pengembangan ide, dan koreksi linguistik dalam pengajaran menulis bahasa Arab. Menggunakan desain deskriptif kualitatif, data diperoleh melalui observasi kelas, analisis tulisan mahasiswa, dan wawancara dengan pendidik yang mengintegrasikan ChatGPT dalam perkuliahan bahasa Arab di Universitas Negeri Malang. Hasil penelitian menunjukkan bahwa ChatGPT secara signifikan meningkatkan kemampuan peserta didik dalam mengorganisasi ide, memperkaya kosakata, dan memperbaiki ketepatan tata bahasa melalui umpan balik interaktif dan revisi terarah. Namun, penelitian ini juga menyoroti potensi kelemahan seperti ketergantungan berlebihan pada keluaran AI, berkurangnya berpikir kritis, serta isu etika terkait kepenulisan dan plagiarisme. Penelitian ini menyimpulkan dengan menawarkan model pedagogis terpadu yang menggabungkan ChatGPT dengan supervisi guru dan refleksi metakognitif untuk memastikan praktik menulis bahasa Arab yang otentik, kreatif, dan etis.

**Kata kunci:** ChatGPT, Model Bahasa Generatif, Keterampilan Menulis Bahasa Arab, Kecerdasan Buatan, Pedagogi Bahasa

## Introduction

The rapid advancement of artificial intelligence (AI) has transformed the landscape of language education. Among the most influential innovations are **Generative Language Models (GLMs)** such as ChatGPT, developed by OpenAI, which can produce human-like text and interact conversationally. These systems provide immediate, context-sensitive feedback, making them valuable tools for language learning, especially for writing skills (Kasneci et al., 2023).

Arabic writing poses unique challenges for non-native learners due to its complex morphology, orthography, and diglossic variations between *fuṣḥā* and *‘āmmiyyah*. Traditional approaches often emphasize grammar drills and imitation, resulting in limited creative expression and motivation. ChatGPT offers a paradigm shift by creating interactive, feedback-rich environments where learners co-construct meaning with an AI interlocutor.

In second language acquisition (SLA), writing is not only a mechanical skill but a **cognitive and sociocultural process** (Hyland, 2016). Effective writing instruction must integrate linguistic accuracy, coherence, and personal voice. Generative models such as ChatGPT can support these dimensions by providing real-time suggestions, vocabulary expansion, and genre-based modeling.

However, the integration of AI into education raises pedagogical and ethical questions. How can ChatGPT enhance writing without replacing human critical thought? What are the implications for authorship, originality, and teacher roles? This study addresses these

questions within the context of Arabic language education, aiming to evaluate ChatGPT's potential to enhance writing skills and propose pedagogically responsible integration strategies.

## **Method**

### **Research Design**

This study employs a **qualitative descriptive approach**, aiming to capture the experiences of students and teachers using ChatGPT in Arabic writing instruction.

### **Participants and Context**

The research was conducted in the Department of Arabic Literature, Universitas Negeri Malang. Participants included 25 undergraduate students enrolled in the “Maharah al-Kitabah” course and three instructors who incorporated ChatGPT as part of the learning process.

### **Data Collection**

Data were collected through:

1. **Classroom Observation** – observing interactions between students and ChatGPT during writing workshops.
2. **Document Analysis** – reviewing student essays before and after ChatGPT-assisted revision.
3. **Interviews** – semi-structured interviews with teachers and students to explore perceptions, challenges, and learning outcomes.

### **Data Analysis**

The data were analyzed thematically (Braun & Clarke, 2006), focusing on patterns of improvement in writing, learner autonomy, and ethical awareness. Trustworthiness was ensured through triangulation, peer debriefing, and participant validation.

## **Results and Discussion**

### **1. ChatGPT as an Interactive Writing Assistant**

ChatGPT acts as a **virtual writing partner** that provides immediate linguistic feedback. Students reported that ChatGPT helped them identify grammatical errors, suggest

synonyms, and improve sentence coherence. For instance, when students wrote essays on “al-Bi’ah wa al-Tanmiyah al-Mustadāmah” (Environment and Sustainable Development), ChatGPT offered corrections on case endings and morphological agreement, reinforcing grammar learning in context.

Teachers observed that the system supported **scaffolded learning**—students moved from guided interaction with AI to independent writing with reduced error rates. This scaffolding aligns with **Vygotsky’s Zone of Proximal Development (ZPD)**, where ChatGPT serves as a digital mediator facilitating progress beyond the learner’s current ability.

## **2. Enhancement of Vocabulary and Discourse Competence**

Exposure to ChatGPT’s lexical suggestions expanded students’ **lexical repertoire**. The model introduced collocations, idiomatic expressions, and formal connectors (*‘alā al-jānib al-ākhar, min al-mulāḥazāt al-muhimmah*, etc.) that improved text cohesion.

Furthermore, ChatGPT assisted in **genre awareness**, helping learners distinguish between argumentative, descriptive, and narrative writing styles in Arabic. Students used prompts such as “write an argumentative paragraph about online education in Modern Standard Arabic,” enabling them to internalize genre conventions.

This process aligns with the principles of **Systemic Functional Linguistics (SFL)**, where language is viewed as a resource for meaning-making across contexts (Halliday, 1994). ChatGPT’s adaptability across registers allows learners to practice language appropriate to academic, journalistic, or creative contexts.

## **3. Fostering Creativity and Self-Efficacy**

Students described ChatGPT as an “idea generator.” When facing writer’s block, they used it to brainstorm topics, generate outlines, or request examples of introductions in Arabic. This encouraged **creative fluency**, allowing learners to focus on content development rather than form.

Self-efficacy improved as learners gained confidence in drafting and revising. One student noted:

“ChatGPT makes writing less scary. I can try ideas, get instant feedback, and improve before submitting to my teacher.”

This aligns with **Bandura’s theory of self-efficacy (1997)**, which emphasizes feedback and mastery experiences as motivators for learning persistence.

## **4. Risks: Overreliance, Authenticity, and Critical Thinking**

While beneficial, ChatGPT presents **pedagogical and ethical risks**. Several students admitted relying excessively on AI-generated sentences without sufficient comprehension. Teachers warned that uncritical use could lead to “AI plagiarism,” where learners reproduce machine-generated content without intellectual ownership.

Additionally, ChatGPT’s **probabilistic nature** means that it may generate grammatically correct but semantically inaccurate or culturally inappropriate sentences. In one example, the AI used idioms unfamiliar to Arabic-speaking cultures, highlighting the need for teacher mediation.

Critical thinking diminished when learners accepted AI feedback passively. This echoes concerns raised by **Williamson and Eynon (2020)** about algorithmic dependence and cognitive outsourcing in digital education.

## **5. Teacher Roles and Ethical Mediation**

AI integration redefines teacher responsibilities. Teachers become **critical mediators**, guiding students in evaluating AI feedback, ensuring ethical authorship, and contextualizing linguistic corrections.

At Universitas Negeri Malang, instructors implemented reflective writing journals where students documented how ChatGPT influenced their revisions and what decisions they made independently. This metacognitive approach encouraged critical engagement and ownership of learning.

Educators also established **ethical guidelines** for AI use, emphasizing transparency (“declare ChatGPT use in assignments”), critical verification, and balanced reliance. These principles resonate with the **UNESCO (2023) AI in Education Framework**, which advocates responsible, transparent, and human-centered AI integration.

## **6. Toward a Blended AI-Pedagogy Framework**

Based on findings, this study proposes a **Blended AI-Pedagogy Model** for Arabic writing instruction consisting of three layers:

1. **AI Interaction Layer:** Students use ChatGPT for brainstorming, drafting, and linguistic feedback.
2. **Teacher Mediation Layer:** Educators review AI suggestions, model critical evaluation, and provide cultural context.
3. **Reflective Learning Layer:** Students analyze their process through self-assessment logs, comparing AI-generated feedback with their revisions.

This framework ensures that AI serves as a *supportive co-writer* rather than a *replacement author*. It aligns with constructivist and socio-cognitive approaches emphasizing active learning, reflection, and collaboration.

## Conclusion

Generative language models such as ChatGPT offer a powerful opportunity to transform Arabic writing instruction. They enhance grammatical accuracy, expand vocabulary, and nurture creativity through real-time feedback and interactive learning.

However, their use requires careful pedagogical framing to prevent overreliance, maintain authenticity, and uphold ethical standards. The study concludes that ChatGPT should function as an **intelligent assistant within a human-centered pedagogical ecosystem**—where teachers guide, students reflect, and AI provides adaptive support.

Future research should investigate longitudinal effects of ChatGPT-assisted writing on fluency, critical thinking, and cultural competence, as well as explore Arabic-specific fine-tuning to better reflect linguistic and rhetorical norms.

When responsibly integrated, ChatGPT can serve not only as a writing aid but as a catalyst for **transformative and ethical Arabic language learning**.

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