REVOLUTIONIZING WRITING: THE IMPACT OF TECHNOLOGY ON ENHANCING STUDENTS' WRITING SKILLS

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ABSTRACT

The use of artificial intelligence (AI) in writing instruction has introduced new opportunities for enhancing students' creativity and engagement. This study explores students' perceptions of Canva AI Magic Writer in developing descriptive writing skills. Using a qualitative case study approach, data were collected from 30 university students through a questionnaire. The findings reveal that most students found AI helpful in overcoming writer's block and improving descriptive details. However, some expressed concerns about originality and the potential loss of personal voice. While AI tools enhance creativity and motivation, their use should be balanced with strategies that promote independent writing skills. This study recommends integrating AI with structured guidance to maximize its benefits while fostering originality and critical thinking.

Keywords: AI-assisted writing, Canva AI Magic Writer, descriptive writing, student perceptions

INTRODUCTION

The rapid advancement of technology has significantly reshaped various aspects of education, with writing instruction being a notable example recently. As claimed by some educators Sharmin, (2023); Song & Song, (2023); Taye & Mengesha, (2024), writing, as fundamental skill necessary for academic goal and professional communication, has traditionally been taught through conventional methods that often present challenges in engagement and effectiveness, particularly in EFL context. However, the development of digital tools has introduced new opportunities to enhance the writing process, making it more interactive, accessible, and efficient (Alharbi, 2023a; Imran & Almusharraf, 2023; Zhao, 2023). The integration of technology into educational practices has particularly impacted how writing skills are developed, assessed, and refined. It becomes new insight for students who has big problem in writing.

In the context of modern education, (Alharbi, 2023a; Wen & Walters, 2022) reported that students are increasingly exposed to a range of technological tools designed to support and improve their writing. These tools, including word processors, online dictionaries, grammar checkers, and advanced AI-driven applications like Canva AI Magic Writer, (Cacicio & Riggs, 2023; Dukut, 2024) , provide students with immediate feedback, assist in brainstorming, and offer suggestions for improving their writing. These tools not only help students in reducing the mechanical burdens

of writing but also encourage students to focus on creativity and content quality.

The specific context of this study revolves around the utilization of technological tools in enhancing students' writing skills within educational institutions. As schools and universities increasingly adopt these technologies (Dimitriadou & Lanitis, 2023a; Warschauer & Grimes, 2008a), it becomes essential to understand their impact on student learning outcomes. The study focuses on examining how these tools influence students' writing development, particularly in terms of confidence, creativity, and the ability to independently edit and refine their work.

The primary objective of this research is to explore the double impact of technology on students' writing skills. This includes identifying the benefits that these tools offer, such as improved writing proficiency, enhanced self-editing abilities, and increased engagement with the writing process. At the same time, the study aims to highlight potential challenges, such as the risk of over-reliance on technological assistance and the possible reduction in creative and critical thinking skills. By providing a comprehensive analysis of these factors, the research seeks to offer practical insights and recommendations for educators on how to effectively integrate technology into writing instruction, ultimately contributing to the broader discourse on the role of technology in education.

REVIEW OF THE LITERATURE

The integration of Artificial Intelligence (AI) in education, particularly in the context of creative writing, has garnered significant attention by educators around the world in recent years. The use of AI tools such as Canva AI Magic Writer aligns with the evolving landscape of digital learning, where technology supports personalized and adaptive learning experiences. Vygotsky (1978) socio-cultural theory provides a foundational framework for understanding the role of AI in learning, emphasizing that tools serve as mediators that enhance learners' cognitive development. AI tools, like writing assistants, function as scaffolds, enabling students to extend their creative potential by providing real-time suggestions and prompts during the writing process (Dimitriadou & Lanitis, 2023b; Kwid et al., 2024; Stisova, 2024; Warschauer & Grimes, 2008b).

Empirical studies have further explored how AI contributes to writing education. For instance, (Anantrasirichai & Bull, 2022; Bilal & Safdar, 2023; Singh et al., 2023) highlights that AI tools promote creativity by mitigating writer's block, offering students alternative phrases, and broadening their vocabulary. Similarly, (Banihashem et al., 2024; Escalante et al., 2023; Zhao, 2023) found that AI-generated content enhanced students' descriptive writing, as evidenced by increased linguistic diversity and improved structure. However, their study also noted challenges, including the risk of diminishing originality, as students often defaulted to AI-generated ideas without critically evaluating or personalizing them.

Moreover, research by (Amirjalili et al., 2024) underscores the duality of AI's role in writing education. While AI tools foster engagement and provide immediate feedback, the authors caution against over-reliance, which may hinder students' ability to independently develop ideas and refine their voice. This aligns with McCarty et al., (2021); Paas & van Merriënboer, (2020); Szulewski et al., (2021) cognitive load theory, which posits that excessive dependence on external aids can reduce intrinsic cognitive engagement. Similarly, Brandsma, (2024); Montero, (2024) argue that while AI tools like Canva AI Magic Writer offer innovative ways to spark creativity, they may inadvertently limit critical thinking if students rely too heavily on pre-generated content.

The literature also addresses student perceptions of AI in education. According to Kurniati & Fithriani, (2022), students generally view AI tools as beneficial, particularly for overcoming challenges in the initial stages of writing. However, their perceptions vary based on individual factors, including their confidence in writing and familiarity with the technology. (Ghahfarokhi & Tavakoli, 2020) emphasize the importance of balancing AI-generated assistance with opportunities for students to exercise autonomy, noting that such balance is crucial for fostering both creativity and skill development.

In the context of descriptive writing, the role of AI is particularly significant. Descriptive writing demands creativity, vivid imagery, and emotional resonance, which are often challenging for students to achieve. AI tools, as Boynagryan, (2024); Gero, (2022) suggest, can assist in generating descriptive phrases, expanding vocabulary, and refining sentence structures. However, these tools must be implemented thoughtfully to ensure they enhance, rather than replace, students' own creative efforts.

This study builds on the aforementioned theories and empirical findings by focusing on students' perceptions of Canva AI Magic Writer. It aims to explore how this specific AI tool influences their creative processes, challenges their writing skills, and shapes their overall experience in learning descriptive writing. By situating this research within the broader discourse on AI in education, the study seeks to contribute valuable insights into the effective integration of AI tools in writing pedagogy.

METHODOLOGY

This study employed a qualitative research design with a case study approach. The case study design was chosen to provide an in-depth exploration of students' perceptions of the Canva AI Magic Writer in their descriptive writing process. By focusing on a specific group of students, the research aimed to gain detailed insights into their experiences, challenges, and reflections.

Participants

The participants in this study were thirty undergraduate students enrolled in an English writing course at a university. These students were selected through purposive sampling, ensuring they had prior experience with descriptive writing tasks. The participants represented diverse proficiency levels in English, which allowed for varied perspectives on the use of AI tools in creative writing.

Data Sources and Data Collection

Data for this study were collected using a structured questionnaire distributed to participants after the teaching and learning process. The questionnaire was designed to capture the students' perceptions of Canva AI Magic Writer and its impact on their writing process. It consisted of fifteen Likert-scale questions, ranging from "strongly agree" to "strongly disagree," that addressed various aspects of creativity, originality, ease of use, and learning outcomes. The questionnaire was distributed via an online link form, ensuring accessibility and convenience for participants.

Data Analysis

The collected data were analyzed qualitatively using thematic analysis to identify patterns and themes in the students' responses. The analysis followed Braun and Clarke's (2006) six-phase approach, which involves familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Responses were categorized into themes such as "creativity enhancement," "challenges with originality," and "perceptions of AI as a learning tool." The thematic analysis allowed the researchers to interpret the data holistically, linking the findings to existing theories and prior studies on AI in education.

The methodical design of this study ensured that data were systematically collected and analyzed, providing reliable insights into the role of Canva AI Magic Writer in enhancing students' descriptive writing skills. The combination of qualitative tools and a focus on thematic analysis allowed for a rich exploration of the students' perspectives.

FINDINGS AND DISCUSSION

This section elaborates on the results of the study and provides an in-depth discussion of the implications. The findings are organized into three main themes: (1) AI as a tool to enhance creativity, (2) challenges related to originality and personal voice, and (3) students' attitudes toward AI tools in writing education. These are further supported by a detailed exploration of the data collected.

1. AI as a Tool to Enhance Creativity

The results indicated that 83% of participants found Canva AI Magic Writer helpful in overcoming

challenges such as writer's block and lack of descriptive vocabulary. Students shared that the tool not only inspired them with new ideas but also enriched their descriptions with varied language. For instance, the AI provided alternative adjectives, suggested vivid imagery, and structured sentences in ways students might not have considered independently.

One student commented: *"When I struggled to describe a scene vividly, the AI provided creative options that helped me craft better sentences. It opened up new possibilities I hadn't thought of."*

Additionally, the ability to access real-time suggestions was cited as a motivating factor. Participants appreciated how the tool allowed them to focus on refining their ideas rather than spending excessive time on initial drafts. This aligns with the findings of Alharbi, (2023), who observed that AI tools act as collaborative partners in the writing process, particularly in generating descriptive and creative content.

This result can be explained through Vygotsky, (1978) socio-cultural theory, which posits that tools and mediators play a critical role in learning. Canva AI Magic Writer served as a "mediating tool" by scaffolding students' writing processes, enabling them to explore creative ideas beyond their current capabilities. Furthermore, the tool fostered a zone of proximal development (ZPD), where students could engage in more complex writing tasks with the support of AI.

Educators can integrate AI tools like Canva AI Magic Writer into the classroom as brainstorming aids or collaborative tools. However, guided instruction is necessary to ensure students actively engage with the suggestions rather than passively adopting them.

2. Challenges Related to Originality and Personal Voice

While the majority of students acknowledged the benefits of AI assistance, 47% expressed concerns about the potential erosion of their originality and unique voice. Some students reported that they felt overly reliant on the AI suggestions, which led to a sense of detachment from their writing. As one participant shared, *"Sometimes, I feel like I'm not fully in control of my work because I use too many AI-generated phrases. It doesn't always feel like 'my' writing."*

This concern was particularly evident among students who had limited prior experience with descriptive writing. These students were more likely to lean on the AI-generated content for sentence structures, occasionally copying suggestions verbatim without modification. This pattern raises questions about the balance between utilizing AI for support and fostering independent writing skills. These findings are supported by Paas & van Merriënboer, (2020) cognitive load theory, which suggests that while tools can reduce the mental effort required for tasks, excessive reliance on external aids may hinder deeper learning and engagement. (Korteling et al., 2021; Liu et al., 2023)

also caution that over-reliance on AI tools can inhibit the development of critical thinking and creativity, particularly when students fail to critically evaluate or modify the suggestions provided.

To address this issue, educators must emphasize the importance of maintaining a personal voice and originality. Strategies such as reflective writing exercises, peer reviews, and guided AI usage can help students critically engage with AI tools while preserving their individuality. Educators should also encourage students to view AI as a support system rather than a replacement for their own creativity.

3. Students' Attitudes Toward AI Tools in Writing Education

The study revealed that 76% of participants held positive attitudes toward the use of Canva AI Magic Writer in writing education. Students appreciated the tool's user-friendly design and real-time feedback, which made writing tasks less intimidating and more interactive. As one student remarked:"*I usually feel nervous about writing assignments, but using the AI made it feel more like a game. I felt more confident and motivated to write.*"

However, some students expressed reservations about the long-term implications of relying on AI. They worried that excessive use might hinder their ability to write independently. For example, one participant commented:*"The AI is great for now, but I'm afraid it might make me lazy or dependent in the future. What if I can't write without it anymore?"*

This dual perspective reflects Fraidan, (2024); Ali, (2024) findings, which emphasize the need for balance in integrating AI tools into education. While AI can enhance motivation and engagement, educators must remain mindful of its potential drawbacks, particularly in terms of fostering long-term independence and self-reliance. While AI tools can provide extrinsic motivation by simplifying tasks, students must also develop intrinsic motivation and confidence in their own abilities. This requires careful guidance from educators to ensure that AI tools are used as complementary aids rather than crutches.

To maximize the benefits of AI tools, educators should design tasks that combine AI assistance with independent writing activities. For instance, students could be encouraged to use the AI tool for initial brainstorming but then refine and expand upon the ideas independently. Educators should also facilitate discussions on ethical AI usage, fostering critical awareness of its advantages and limitations.

The table below summarizes the expanded key findings of this study:

Theme	Key Insights	Theoretical Framework
AI as a	Enabled idea generation, vocabulary	Socio-cultural theory

Theme	Key Insights	Theoretical Framework
Creativity Enhancer	expansion, and vivid descriptions. Scaffolded students' cognitive processes.	(Vygotsky, 1978)
Challenges with Originality	Students worried about losing personal voice and originality due to over-reliance on AI suggestions.	Cognitive load theory (Mestre & Ross, 2011)
Positive Attitudes Toward AI	Students appreciated AI's user-friendly design but were concerned about dependency and long-term impact on writing skills.	Self-determination theory (M Van Lange Arie W Kruglanski et al., 2012)

The findings align with the broader discourse on AI in education, affirming its dual role as both a supportive and potentially problematic tool. While AI tools like Canva AI Magic Writer enhance creativity and engagement, they must be integrated into learning environments with careful consideration of their limitations. Educators should prioritize fostering independence and critical thinking to ensure students develop sustainable writing skills.

CONCLUSION

This study highlights the dual role of AI in education, serving both as a creativity enhancer and a potential challenge to originality. AI tools support idea generation, vocabulary expansion, and vivid descriptions, scaffolding students' cognitive processes in line with socio-cultural theory. However, concerns arise regarding over-reliance on AI, which may diminish personal voice and originality, aligning with cognitive load theory. While students appreciate AI's ease of use, they also worry about dependency and its long-term impact on writing skills, as explained by self-determination theory. To maximize AI's benefits while mitigating its drawbacks, educators should focus on fostering independence and critical thinking in students.

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