

Utilizing AI Applications to Enhance Descriptive and Narrative Writing Skills of EFL Student Teachers

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ABSTRACT

The main purpose of the study was to examine the effect of utilizing Chat GPT, Jenni, and Whimsical AI applications on enhancing descriptive and narrative writing skills of EFL student teachers. The study used the one group pre-posttest quasi experimental design in order to probe the effectiveness of the applications in improving the target skills of the participants who were twenty eight students in their first study year (2023/2024). They studied specific written forms such as descriptive/narrative paragraphs and essays. The instrument was the pre-posttest of descriptive and narrative writing skills applied to investigate the development in the participants' writing skills preceding and succeeding the presented treatment. A rubric was prepared to assess participants' responses to the test concerning three main categories: fluency, accuracy, and originality. The findings of the study showed that AI applications were effectual in improving the skills in concern as they supported the participants in producing competent written forms and enhanced their learning.

KEYWORDS: artificial intelligence, descriptive writing, narrative writing, English as a foreign language student teachers

استخدام تطبيقات الذكاء الاصطناعي لتعزيز مهارات الكتابة الوصفية والقصصية لدى الطلاب المعلمين تخصص لغة إنجليزية

ملخص

تحققت الدراسة الحالية من أثر استخدام بعض تطبيقات الذكاء الاصطناعي على تعزيز مهارات الكتابة الوصفية والقصصية لدى الطلاب المعلمين تخصص لغة إنجليزية بكلية التربية. فاتبعت المنهج شبه التجريبي تصميم المجموعة الواحدة ذات الاختبار القبلي/ البعدي للتحقق من أثر التعليم القائم على تطبيقات الذكاء الاصطناعي على مهارات الكتابة الوصفية والقصصية لديهم. تكونت عينة الدراسة من ثمانية وعشرين من الطلاب المعلمين الملتحقين بالفرقة الأولى قسم اللغة الإنجليزية بكلية التربية ببورسعيد والذين درسوا كيفية تقديم أنماط متعددة للكتابة الوصفية والقصصية على مستوى الفقرة والمقال. و تمت الدراسة في الفصل الدراسي الثاني من العام الدراسي ٢٠٢٣/٢٠٢٤. وتضمنت أداة الدراسة اختبار الكتابة الوصفية والقصصية من تصميم الباحثة والذي تم تطبيقه قبلًا وبعديًا للتحقق من تنمية مهارات مهارات الكتابة لدى الطلاب المشاركين فيما يخص ثلاثة جوانب رئيسية: الطلاقة و الدقة و الأصالة. استخدمت الدراسة اختبار (ت) لمقارنة نتائج الطلاب في كل من التطبيقين القبلي والبعدي لتحديد فعالية التعليم باستخدام تطبيقات الذكاء الاصطناعي على تنمية مهارات الكتابة الوصفية والقصصية لديهم. كشفت نتائج الدراسة أن تطبيقات الذكاء الاصطناعي لها فعالية في تعزيز مهارات الكتابة لدى الطلاب لأنها ساعدتهم على الكتابة بشكل أفضل فيما يخص الطلاقة و الدقة و الأصالة كما أنها عززت عملية التعلم بشكل واضح. ووفقًا لذلك ، أوصت الدراسة بالاستفادة من تطبيقات الذكاء الاصطناعي واستخدامها في عملية تعليم وتعلم اللغة الإنجليزية بجمهورية مصر العربية.

الكلمات المفتاحية: الذكاء الاصطناعي ، الكتابة الوصفية ، الكتابة القصصية ، الطلاب معلمى

اللغة الإنجليزية كلفة أجنبية

Introduction

Presenting a truly proper piece of writing is a challenging task. The process includes getting individual thoughts down on paper, shaping ideas into a carefully styled composition, checking the language used at the word and sentence level, and achieving smoothness and balance. For EFL learners, the task is even more challenging as they are required to perform the process in English. Moreover, some EFL learners are required, for different educational purposes, to present specific forms of writing such as descriptive and narrative ones.

Descriptive writing is defined as a writing form that describes a particular person, place, or thing (Anderson & Anderson, 2003; Oshima & Hogue, 2006). However, narrative writing is defined as the literary genre in which the elements of plot, characters, setting, viewpoint, and narrator exist (Díaz Suárez, 2015; Temizkan, 2014). EFL Student teachers study a descriptive and narrative writing course at their first year in the faculty, according to the new unified university regulation for faculties of educations in Egypt. The course, as stated in the regulation, aims at acquainting the students the skills necessary to produce correct descriptive and narrative written forms. Thus, there are many expected learning outcomes including forming

paragraphs correctly, writing an essay accurately, identifying types of writing precisely, defining descriptive writing correctly, illustrating the concept of narrative writing precisely, and producing different types of essays adequately. For these outcomes to be achieved the content should be comprehensive and the teaching/learning process should be interesting, motivating, and beneficial.

As an attempt to provide the aforementioned conditions and enhance students' learning, some AI applications are selected. AI applications which emerged and proved effective recently in various educational fields (Banihashem et al., 2024; García-Peñalvo, 2023; Gayed et al., 2022; Huang, 2021; Mello et al., 2023; Steiss et al., 2024; Stryker & Kavlakoglu, 2024; Zhao, 2022) may be useful for improving the writing skills in concern. These applications are expected to present an interesting comprehensive content in various learning modes that can facilitate and improve students learning. With the usage of AI, that demonstrates technology and multi-senses, students are expected to learn better.

AI refers to the technology that enables computers to simulate human learning, problem solving, and decision making (Stryker and Kavlakoglu, 2024). AI applications include, for example but not limited to, Grammarly,

QuillBot, Wordtune, Chat GPT, Jenni, and Whimsical. It is worth mentioning that AI various applications offer considerable support for instructors in major teaching phases: planning, presenting, and concluding. They provide the opportunity for instructors to save time and effort and yet present an interesting developed/integrated content. The benefit can even be maximized if the instructor is skillful enough to adopt the appropriate application for each phase.

In the present study, there are three applications in particular that are selected by the researcher to facilitate the learning/teaching process all over the way. These applications include Chat GPT in the planning phase, Jenni in the presentation phase, and Whimsical in the conclusion phase. Based on these prominent trendy emerging AI applications, the instructor can achieve enhancement and better learning of the students. On these grounds, the study investigates the effect of utilizing some AI applications on enhancing descriptive and narrative writing skills of first year students.

Context of the Problem

Writing has many sub-skills to be mastered and forms to be learned. Faculties of Education English department students take many writing courses during their years of study. According to the new unified regulation, first

applied in the academic year 2023-2024, EFL students study the course "Descriptive and Narrative Writing" in the second term of the first year directly after being introduced to the principles of writing in the first term. In this course, they should produce different types of writing such as descriptive/narrative paragraphs and essays competently.

However, there was a remarkable problem regarding those novice EFL students: their level in productive skills in general was very low, as recorded in the interview held at the beginning of the academic year, and their level in writing in particular was incompetent as noticed by other colleagues and confirmed in their results in the introductory writing course they studied in the first year (with one-third failure rate). It is a necessity for those student teachers, in order to perform properly in descriptive and narrative writing, to be motivated, engaged, and enhanced.

The problem in the current study stemmed from the following causes:

First, being a staff member at faculty of education, the researcher over the years noticed EFL student teachers' poor writing skills. They lack main writing skills as shown in their performance in written assignments or exams.

Second, the review of previous research revealed that many researchers have recorded obstacles in EFL writing skill at college level as well as other levels (Abdallah, 2014; Al-Asmari, 2013; Ghoneim and Elghotmy, 2019; Jabali, 2018; Salem, 2013).

Third, to confirm the problem the researchers performed a pilot study by applying a writing test on twenty eight first year students at the beginning of the second term in year 2023/2024. Test evaluation revealed that students have weak writing skills, descriptive/narrative included.

1.1 Statement of the Problem

Students lack major writing skills. They write incompetent pieces of writing and produce weak descriptive/narrative forms. Hence, the present study tried to answer these questions:

1- What are the descriptive/narrative writing skills that EFL student teachers need to attain?

2-What are the main features of an education based on AI applications?

3- How far is an education based on AI applications effective in enhancing EFL student teachers' descriptive/narrative writing skills?

1.2 Hypothesis

The present study tested the next hypothesis:

There is a statistically significant difference between the mean scores of EFL student teachers in the pre-test and the post-test of descriptive/narrative writing in favor of the later.

1.3 Purpose

The study aimed to probe the effectiveness of an AI –powered education in enhancing descriptive/narrative writing skills of EFL first year student teachers.

1.4 Significance

Study significance stemmed from these considerations:

- The presented treatment and instrument might be of use to researchers, instructors, and curriculum designers.
- Providing insights on how to improve descriptive/narrative writing skills.
- Presenting ideas about the utilization of AI applications in TEFL.

1.5 Limitations

This study was limited to:

- Three AI applications utilized to develop descriptive/narrative writing: Chat GPT, Jenni, and Whimsical.
- A descriptive/narrative writing test.
- Participants of twenty eight first year student teachers.
- Duration of eight weeks in the second term of the academic year 2023/2024.

1.6 Concepts

In the current study, the succeeding concepts are frequently mentioned:

Descriptive Writing

Descriptive writing is a type of writing that describes a particular person, place, or thing (Anderson & Anderson, 2003; Oshima & Hogue, 2006).

Here, it indicates EFL student teachers' ability to produce fluent, accurate, and original descriptive pieces of writing in short and long forms.

Narrative Writing

Díaz Suárez (2015) and Temizkan (2014) state that narratives are pieces of writing that include six basic elements: character, event, setting, conflict, dialogue, and message.

In the present study, it refers to EFL student teachers' ability to produce fluent, accurate, and original narrative pieces of writing in short and long forms.

Artificial Intelligence (AI)

AI, as mentioned by Stryker and Kavlakoglu (2024), is technology that enables computers to simulate human learning, comprehension, problem solving, decision making, and creativity.

As for the present study, AI refers to the technological applications utilized to construct course content and facilitate student teachers' acquisition of descriptive and narrative writing skills.

Literature Review

In the next lines the researcher presents descriptive/narrative writing and AI in some detail.

2.1 Descriptive/Narrative Writing

Generally speaking, to write competently is a challenging task. It demands concentration on both the complicated skills of planning and organizing and the basic skills of spelling, and word choice (Alotaibi, 2019; Richards & Renandya, 2002). When the students are required to produce a writing work, as Al-Gharabally (2015) confirms, they are frequently overwhelmed. As a case in point, there are two types of writing that are even more challenging: descriptive and narrative forms since they require creation and originality. These writing activities, as pinpointed by Ramet (2007), include the essence of creative writing which is creating original products.

Concept and Challenges of Descriptive/Narrative Writing

Descriptive writing is a type of writing that describes a particular person, place, or thing (Anderson & Anderson, 2003; Oshima & Hogue, 2006). Narrative writing on the other hand is the literary genre in which the elements of plot, people, setting, time, point of view, and narrator exist (Temizkan, 2014). These two types allow for a more creative approach to writing with a certain focus, a complete story in narrative forms and a vivid subject description in descriptive ones. Both descriptive and narrative writing are composition genres which EFL students should possess.

Many EFL learners face a challenge in creative writing because they do not consider the basic elements that should be included and need help with scaffolding (David & Raj, 2019, p.47). Also, as the writing task involves a process of imagination, many learners face a challenge in these writing forms. Moreover, there is a difficulty in the use of word and sentence composition that can deliver the message of the text (Dewi, 2016; Feeney & Gajaseni, 2020; Linda, 2017).

To overcome these challenges, many considerations should be taken into account. For instance, it is recommended for critical thinking to be taught early in the language learning process (Norhartini & Noor, 2019). As for instructors, they should have pedagogical and technological knowledge to enhance students' learning (Shi & Jiang, 2022, p.1).

When EFL students acquire advanced writing skills, they should be able to perform systematic procedures to present a competent text. They need to present a clear message in a correct language and format (Ahıskalı & Maltepe, 2023,p. 264).

For these abilities to be acquired, those EFL students need to receive a proper education that is comprehensively organized. Reviewing previous research (Ahıskalı & Maltepe, 2023; Çetin & Çetin, 2021; David & Raj, 2019;

Eser & Ayaz, 2021; Jara et al, 2023; Samosa et al., 2021; Valizadeh, 2021; Yuniasari & Zainuddin, 2019), revealed various adopted treatments that proved effective in improving descriptive and narrative writing skills of EFL learners including: creative writing activities, story wheel method, descriptive narrative connection approach, creative writing exercises, artificial intelligence, ask/reflect/text strategy (ART), dialogue journal writing, and cognition by reflectivity/impulsivity.

All these treatments were significant in reinforcing the students' ability to produce cohesive descriptive/narrative writing forms. They fostered the participants' abilities to think creatively and organize the message they want to deliver. AI, as the selected treatment in the present study, is discussed beneath.

2.2 AI

The utilization of AI in education is an international trend nowadays. Instructors cannot plead ignorance about this change that is emerging worldwide. To cope with this trend, instructors are compelled to get acquainted with its applications and consider its possible benefits for the students they deal with and the courses they teach. The notion of AI, its

prevalent applications, and its benefits in education will be discussed in some detail in the succeeding paragraphs.

The Notion of AI in Education

Artificial intelligence (AI) is technology that enables computers to simulate human mind (Stryker & Kavlakoglu, 2024). In education, as pinpointed by Roos (2018), the use of AI is rapidly expanding. It becomes certain that education is undergoing a transformational change with the rapid advancement of technology (Kerneža, 2023, p.99). In education it refers to the use of AI techniques to facilitate both the teaching and learning processes.

The applications of technology in education, as confirmed by Willermark (2018), include instructors' technological knowledge. Without this knowledge, the adaptation of technology in instructional practices is misplaced. Actually, the more educators are trained in AI technology, the more they will be able to benefit from it. (Noroozi et al., 2024). However, it is a challenging process to include this technology in curriculum construction and evaluation (Kumar, 2024. P.24).

Despite this difficulty, AI tools should be explored and utilized by educators because of their expected benefit in enhancing teaching and learning across various contexts. One of these contexts is TEFL in which instructors

can implement an AI powered-learning environment to teach language skills, especially writing. According to Akgun and Greenhow (2022), AI depends on machine-learning algorithms that draw an analogy between the piece of writing in concern and a big database of correct and incorrect written productions. This systematic function provides many educational benefits for EFL learners.

Prevalent AI Applications

AI applications vary to involve tools that review grammar, check plagiarism, provide assistance, give immediate feedback, enhance writing, and totally generate written forms (Gayed et al., 2022; Zhao, 2022). Examples of these applications include Grammarly, QuillBot, Wordtune, and Jenni. Such AI tools, as mentioned by Marzuki, et al. (2023, p.6), proved to be effective in improving students' writing skills. Still, there is an enormous variety of the available tools that can be utilized for various educational purposes including writing. Figure 1 presents a list of some AI tools categorized according to the potential they offer:

Figure 1

AI Tools Categories

CATEGORY	TOOLS			
AI Bot	 ChatGPT	 Google Bard	 Bing AI	 Claude
Video Creation	 Runway	 HeyGen	 Veed.io	 Pictory
Images	 Midjourney	 DALL-E 3	 Leonardo.ai	 Firefly
Presentation	 Tome	 Slides.ai	 Decktopus	 Beautiful.ai
Research	 Harpa	 Perplexity	 Glasp	 ChatPDF
Prompt Writing	 G-Prompter	 OctiAI	 Snack Prompt	 PromptPal
Productivity	 Taskade	 Audio Pen	 Notion AI	 Xembly
Writing	 EssayService.ai	 Grammarly	 Jasper AI	 Wordtune

Note. Adapted from *The Best AI Tools Category, 2024*

(https://www.reddit.com/r/ChatGPT/comments/1ax3k3r/here_is_a_list_of_the_best_ai_tools_category_feel/?rdt=50130).

Some of the aforementioned tools were more prevalent than others due to users' preferences.

The following figure is a list of the currently most used AI tools:

Figure 2

The Most Used AI Tools



Note. Adapted from Most Used AI Tools, 2024

(<https://www.threads.net/@power.ai/post/C9AAdCNODNv>).

As a matter of fact, there is a remarkable diversity in relation to AI tools. However, there are three AI-driven educational tools that receive focus in the present study: Chat GPT, Jenni, and Whimsical.

Chat GPT

Chatbots are the most popular AI applications (Okonkwo & Ade-Ibijola, 2020). Chatbots are programs that perform conversations with humans (Ciechanowski et al., 2019). For more illustration of chatbot nature, Clarizia et al. (2018, p291) explain that a chatbot is a smart agent able to interact with a user to answer a series of questions. The main aim of chat-bots, as pinpointed by Bradeško and Mladenčić (2012), is that computers respond to users naturally. Such aim, according to Okonkwo and Ade-Ibijola (2021), can offer considerable potentials in the educational sector such as providing personalized learning and provide accessibility to various learning materials (Benotti et al. , 2017 & Kowalski et al., 2011).

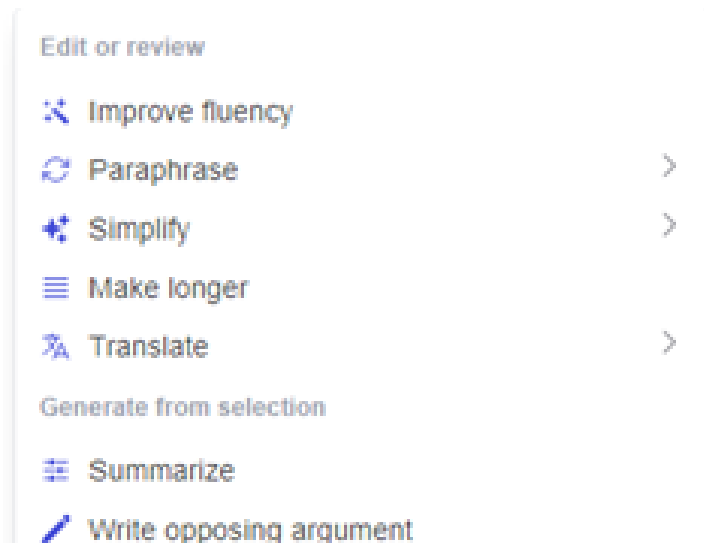
Jenni

Jenni is an assistant that aims to facilitate the composition of various written productions and make the task more competent through features such as AI autocomplete, paraphrasing, citing, and rewriting. This tool enriches the writing process by offering recommendations, controlling citations, and

supplying paraphrasing commands (Andre, 2024). As an exhibit, the following figure shows the commands in Jenni 'edit or review' window:

Figure 3

Jenni Edit/Review Drop Down Menu



Note. Adapted from Jenni.ai window, 2024

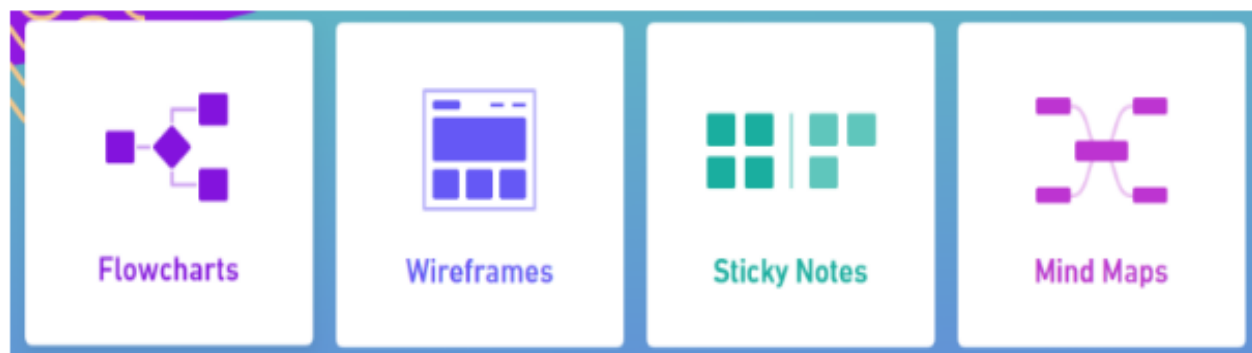
(<https://Jenniai.com>.)

Whimsical

Whimsical is a new visual collaboration tool that is used to create collaborative visualizations. This collaborative work space application provides users with four different formats as figure 4 illustrates:

Figure 4

Whimsical Four Formats



Note. Adapted from *whimsical window*, 2024

(<https://whimsical.com>.)

Each board created in Whimsical can be exported as a high-resolution image. Thus, it provides a simple and straightforward way to add and organize content that may contain text, shapes, images, icons, and links.

Benefits of AI in Education

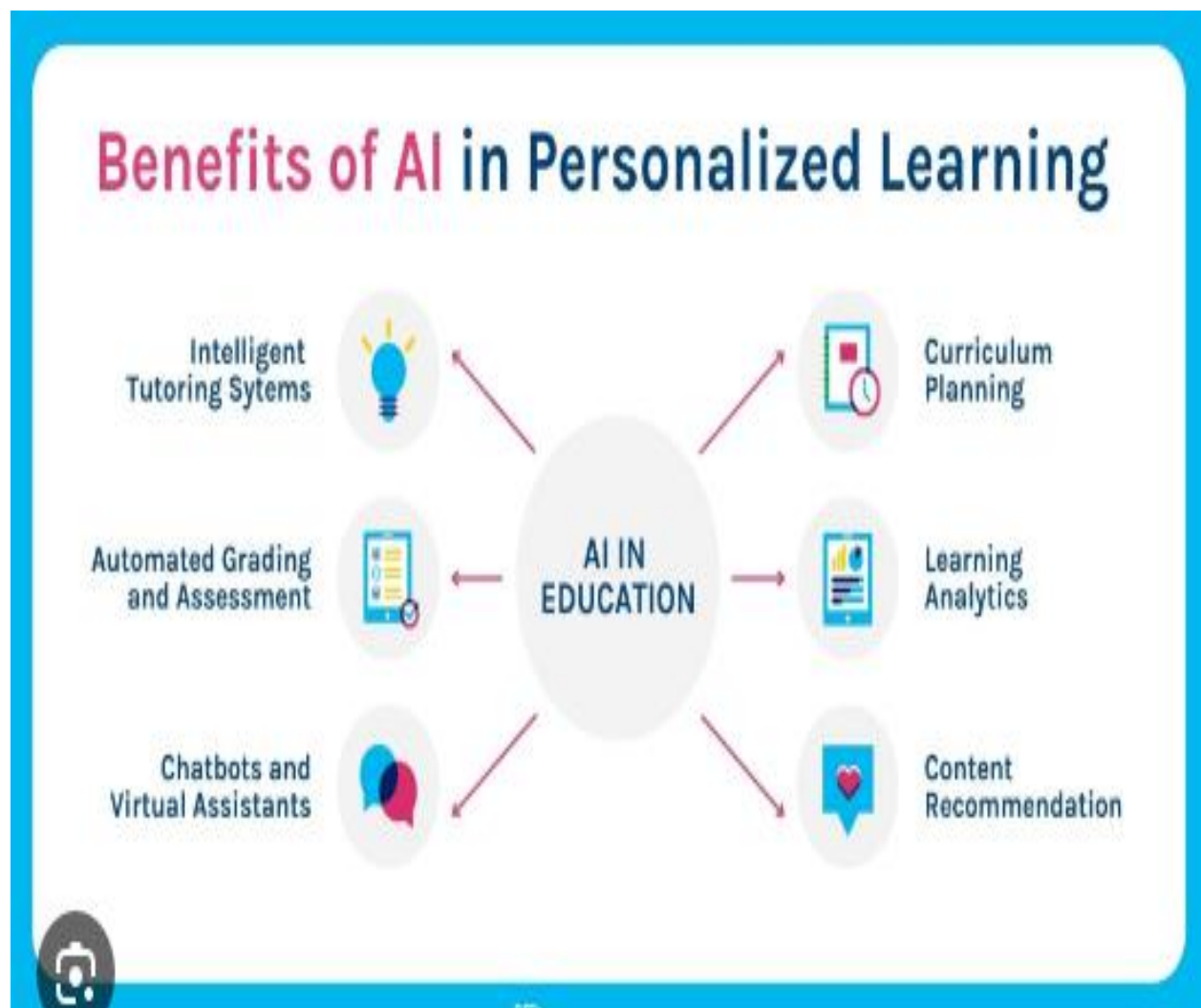
Many researchers agreed that AI applications are of use in the educational context as they offer numerous benefits across various applications (Banihashem et al., 2024; García-Peñalvo, 2023; Gayed et al., 2022; Huang, 2021; Mello et al., 2023; Steiss et al., 2024; Stryker and Kavlakoglu 2024; and Zhao, 2022). In the following lines some of the most commonly cited benefits are concluded:

- 1- These tools have positive aspects as they are easy, effective, convenient, and time saving.
- 2- They are available at any time appropriate to the user .
- 3- They help instructors in constructing curricula.
- 4- They provide personalize learning experiences.
- 5- They have the capability to be used for assessment.
- 6- They provide more and faster insight from data.
- 7- They empower the evolution in educational practices.

Clearly, AI has many benefits on multiple levels especially in personalized learning as many educators stress. Figure 5 concludes the expected benefits of AI in this category:

Figure 5

Benefits of AI in Personalized Learning



Note. Adapted from The Ultimate Guide to AI in Education: Benefits, Challenges, and Real-World Uses, 2024

(<https://www.powerschool.com/blog/ai-in-education>)

All the aforementioned benefits were recorded when exploring previous studies related to AI. These studies concluded undoubtedly that there is an immense interest in enhancing education through AI. The following lines shed more light on some of the reviewed studies:

Concerning Haleem's et al. (2022), the researchers pinpointed that integrating modern digital applications can convert traditional methodologies into creative and dynamic pedagogical experiences. Furthermore, Kurniati and Fithriani (2022) aimed at developing academic writing of post-graduate students by using Quillbot, and the results confirmed the effectiveness of the application. As for the study of Lam and Moorhouse (2022), the researchers found that WordTune is effective in the processes of reflection and self-assessment in relation to writing skills.

In another respect, Tambunan et al. (2022) purported the use of Grammarly in improving writing. The findings revealed that using this application was effective in improving not only the participants' grammar, but also their usage of punctuation. Moreover, Kerneža (2023) tested pre-service teachers' ability to use chatbots in writing their lesson plans. In this remarkable study, the researcher elaborated the necessary skills to prepare chatbot-generated content competently.

One prominent study was the study of Marzuki, et al. (2023) in which the researchers investigated the possible AI tools that could affect EFL students writing skills positively. They found that applications like Chat-GPT, Copy.ai, Essay Writer, Jenni, Paperpal, Quillbot, and WordTune have positive impact on developing EFL writing skills. Moreover, in the study of Adeyele and Ramnarian (2024), the researchers aimed at understanding the obstacles of using new technologies for educational purposes and investigated the extent to which educators are familiar with ChatGPT and its usage within the 5E model. As for Eaton (2024), the researcher explored the necessity of the integration of GenAI into teachers' preparation program. The study analyzed two contrasting attitudes: first, the viewpoint that students should not deal with such technologies directly and second, the declared necessity for immediate AI training to well-prepare future educators.

The prior mentioned studies investigated the utilization of AI various applications in education to achieve different educational purposes. They, as well as the present study, seek to cope with the change in the educational setting with AI evolution. However, in the current study the treatment combined three AI applications namely, Chat GPT, Jenni, and Whimsical and this combination of tools were not examined before. In a succeeding section, the rationale behind this selection is presented.

3 Method

3.1 Design

The design was the one group pre-posttest quasi experimental design in which twenty eight students were tested before and after the treatment to examine its impact.

3.2 Participants

The participants consisted of twenty eight first year student teachers, English specialization, Port Said Faculty of Education. They studied descriptive and narrative writing for eight weeks in the second term, 2023/2024.

3.3 Instrument

Descriptive and Narrative Writing Pre-posttest

The instrument included a descriptive and narrative writing test utilized to probe any improvement in descriptive and narrative writing skills. The descriptive and narrative writing test has a total score of (48). Twelve marks are assigned for each of the four questions. It evaluated competent writing of descriptive/narrative paragraphs and essays. Validity was confirmed by submitting the test to three jury members. As for reliability, the test re-test method was applied and the co-efficient was (0.9962).

A four-point scale assessment rubric was utilized to evaluate the participants' answers concerning fluency, accuracy, and originality. Before using the rubric, it was evaluated by jurors. Furthermore, a colleague participated in assessing the students' answers.

3.4The Proposed AI-powered Education

The current study adopted three AI applications. Features of descriptive and narrative writing are presented comprehensively, clearly, and precisely using Chat GPT, Jenni, and Whimsical . The researcher utilized these three applications to provide a comprehensive engaging concise content that helps student teachers gain knowledge and skills about the course more effectively in contrast to the traditional way of presenting features of descriptive forms and narrative ones without accurate selection standards, sufficient clarification, or condensed exhibits. It was suitable for students to study the forms of writing via models, elaborations, and concluding charts. AI-powered education was work-saving for both participants and instructor, in consequence of the fact that it facilitated the learning and teaching process. The following table pinpoints the contributions of AI to the presented course:

Table1

Contributions of the AI-powered Course

Traditional Course "Descriptive and Narrative Writing"	AI-powered Course "Descriptive and Narrative Writing"
Planning/Presenting the following points: • Paragraph Writing • Hamburger Paragraph • Types of Paragraphs • Essay Writing • The Process Approach • Types of Essays • Descriptive Writing • Narrative Writing	Planning/Presenting the following points: • Paragraph Writing • Hamburger Paragraph • Types of Paragraphs • <u>Templates of Various Paragraph Types</u> • Essay Writing • The Process Approach • Types of Essays • <u>Templates of Various Essays Types</u> • Descriptive Writing • <u>Examples of Convenient Descriptive Forms</u> • Narrative Writing • <u>Examples of Selected Narrative Forms</u> • <u>Paraphrasing Various Forms of Writing</u> • <u>Resources for Further Reading</u> • <u>Glossary of Narrative Terms</u> • <u>Figures Summarizing Major Topics</u> • <u>Further applications and Writing Practices</u>

The participants studied an AI-based course for eight weeks. The instructor in the planning phase prepared content with the help of Chat GPT which saved effort and time. This application was beneficial in gathering and selecting the context which is convenient to literature, culture, and identity.

Concerning the presentation phase (sessions from 1 to 8), content was illustrated with the utilization of Jenni application. The application was remarkably significant in the process of elaborating expected to be difficult context. As for the conclusion, the instructor presented main features in visual flowcharts employing Whimsical. It was an actual embodiment of the fact that visuals are of significant impact. About evaluation, the improvement in the participants' descriptive and narrative writing skills was measured by the prepared test. The structure of the AI-based education is as follows:

Table2

Structure of the AI-based Education

Sessions	Teaching Phases	AI Adopted Applications	Purpose of Selected Applications
Preceding sessions	Planning	Chat GPT AI Application	Assisting in the content construction of the course: "Narrative and Descriptive Writing"



1-8	Presentation	Jenni AI Application	Paraphrasing the selected descriptive and narrative texts to facilitate students comprehension
			
1-8	Conclusion	Whimsical AI Application	Creating visual flowcharts to summarize main topics discussed in the course
			

4 Study Findings

Concerning the first question: "What are the descriptive/narrative writing skills that EFL student teachers need to attain?", reviewing related literature showed that EFL descriptive and narrative writing skills are the needed competences to generate descriptive and narrative writing products adequately. Also, it constructed the basis for designing the instrument and proposed treatment.

As for the second question: "What are the main features of an education based on AI applications?", reviewing related literature about utilizing AI in education enlightened the researcher of the most accessible applications and the purpose of each. That helped the researcher select the AI tools that are

purposeful in the present study and determine the characteristics of the AI-powered education including planning, presentation, and conclusion.

To answer the third question: "How far is an education based on AI applications effective in enhancing EFL student teachers' descriptive/narrative writing skills?", the next steps were applied: pre-test administration, AI-powered education implementation, posttest application, and findings analysis. Paired samples t-test was applied to record differences between the findings of the two applications of the test. Differences were found as shown in table (3) below.

Table3

Results of Comparing the Means of Participants (n= 28) in the Pre-posttest

	m	sd	df	t
Pre-test	17.32	8.41	27	22.1242
Post	33.75	8.91		

At 0.0001

As shown, the differences were statistically significant: $T = 22.1242$ and the average marks increased (from 17.32 to 33.75) which proves the impact of the proposed AI-powered education on enhancing student teachers'

descriptive/narrative writing. In the next lines a discussion of these findings is presented.

When new technologies are introduced, one reaction of innovative expert instructors is an immediate desire to include their use in their teaching. Consequently, three tools were purposefully selected and incorporated in teaching the writing course in concern. Still, the focal point was to determine whether the students were allowed to apply the tools themselves or not. One opinion is that of Theobald (2024), which is supported by many educators, concerning the construct that teachers should explore AI tools for their own pedagogical and educational purposes, and not to involve students directly in using them. Following a moderate approach, the researcher constructed course content and empowered educational practices with AI then investigated their effect in enhancing student teachers' learning of descriptive and narrative writing skills.

The presented AI-powered education utilized purposely three applications to facilitate the learning process. First, Chat GPT was utilized in the planning phase to prepare a comprehensive content that suits the level, interest, and culture of the students. Second, Jenni was employed in the presentation phase to paraphrase the selected texts to facilitate students'

comprehension. Third, Whimsical was exploited in the conclusion phase to visually summarize major features for more long-run retention. Based on these prominent trendy emerging AI applications, the instructor enhanced the students' learning by keeping them interested, engaged, and retentive.

Through the application of the AI-powered education students were trained to produce descriptive and narrative paragraphs and essays. They were guided to consider fluency (fluent, lucid, and well-structured language), accuracy (accurate, cohesive, and comprehensive writing form), and originality (meaningful, genuine, and authentic content) when they present the required forms.

The selected applications have served various pedagogical purposes such as providing cognitive data regarding the types of writing in concern, allowing control over the process of writing by employing organizing steps, furnishing the course with visual reference support and improving language skills via all selected provisions.

As the students' performance improved, the study findings are similar to the results of Ahıskalı and Maltepe (2023); Çetin and Çetin (2021); David and Raj (2019); Eser and Ayaz (2021); Jara et al (2023); Samosa et al. (2021); Valizadeh (2021); and Yuniasari and Zainuddin (2019). These studies

suggested new treatments for improving descriptive/narrative writing skills based on using modern strategies/applications and they, as well as the present study, proved to be effective .

5 Implications

Following are the study recommendations:

- The students' interest must be regarded as the focal point in the courses to be taught.
- AI applications should be utilized in various TEFL settings.
- AI integration should be ethical to be of influence in the EFL context in Egypt.
- Faculties of education should provide the facilities and technological equipment necessary to present a better learning experience to student teachers.
- Utilizing pioneering technological applications is a necessity in today's classroom regardless of its stage.
- Collaborative efforts to redesign curricula and assessments are extremely vital.
- Digital courses should be prepared comprehensively with the help of technological applications that proved effective in course designing.

As for the study suggestions, the researcher proposes the following:

- Studies that investigate the competences necessary for instructors to enrich courses employing AI tools are essential, with the majority of studies focusing on the area of the opportunities the tools offer.
- Studies that examine the impact of AI evaluation tools in improving EFL skills are crucial.

Summary

In order to foster their descriptive and narrative writing skills, first year student teachers studied an AI-powered course. AI supported and enriched the learning environment which facilitated the learning process as student teachers received an interesting, motivating, and beneficial AI-based education that kept them engaged, motivated and enhanced. Remarkably, utilizing AI modeled selected required written forms which helped participants produce specific descriptive and narrative pieces of writing in a distinctive way. Thus, it is anticipated that adopting AI in various educational settings is beneficial.

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