



Artificial Intelligence in English Language Teaching (ELT) Classrooms: Using Hyperwrite as a Writing Tool to Enhance Writing Process

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ABSTRACT

Purpose – AI-powered writing tools offer innovative breakthroughs by automating aspects of the writing process and providing helpful suggestions and feedback, thereby potentially improving writing outcomes and efficiency. This paper discusses the integration of HyperWrite in supporting and enhancing the writing process in ELT classrooms.

Methods – A qualitative research method using library study approach was deployed to formulate ideas about the implementation of HyperWrite in writing classes. The sources of data vary from journals, research reports, official documents, and curriculum. The data were analyzed through several steps that involved data reduction, data display, and conclusion drawing.

Findings – Several studies highlighted that HyperWrite has established itself as a potent tool among AI writing assistants, featuring a multifaceted platform that helps with both the efficiency and the quality of writing. It uses advanced machine learning algorithms to guide users in all aspects of writing, which include developing ideas and editing final drafts. This study also highlights the implementation of HyperWrite to guide students to write effectively.

Research implications – The use HyperWrite in ELT writing classes suggests a shift in the teacher's role toward that of a facilitator who guides students in critically evaluating AI suggestions, while also fostering the development of critical thinking and self-confidence among students. Furthermore, these findings call for the integration of AI literacy into the ELT curriculum to develop students' competence to use, evaluate, and edit AI-generated work ethically. This study was limited to only one AI tools and further studies about the uses of other tools for ELT classrooms are recommended.

Originality – This study offers a novel approach by conducting an integrated examination of the role of teachers, students' critical thinking, and HyperWrite-assisted ELT writing classroom.

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INTRODUCTION

A new age of efficient and customized learning experiences has begun with the introduction of artificial intelligence (AI) into the field of education. AI technologies are being used more and more to improve teaching strategies, personalize learning materials, and give students immediate feedback. In the domain of writing instruction, AI -powered writing assistance tools are being increasingly used in educational setting. This kind of AI-driven tools and platforms provide students with individualized learning experiences by analyzing their writing strength and weaknesses as well as producing more accurate writing [1,2,3,4,5].

The impact of AI writing tools on the writing process is multifaceted. Research conducted by [6] has found that these tools can enhance the content and organization of students' writing, as observed by EFL teachers. AI writing tools are essential for raising the standard and efficacy of students' written work because they offer real-time feedback on grammar and syntax, recommend changes to sentence structures, and make it easier for writers to create cohesive and coherent compositions. This helps them write with greater clarity and precision while also developing their critical thinking abilities and awareness of composition concepts and language usage. In their study, [7] also found out that AI feedback not only provided language pattern but also shaped students' perceptions as writers and readers. Furthermore, AI writing tools have been found to increase the efficiency of academic writing [8]. These technologies simplify writing processes by using artificial intelligence to do activities like formatting, grammar checking, and content improvement suggestion generation. Though AI tool like ChatGPT is valuable for academic writing, the information generated by the tool still lacks accuracy and reliability [9].

While AI writing assistants hold promise for supporting writers, their deployment in educational settings presents several challenges. First, AI writing tools may not fully understand the context of a piece of writing, leading to suggestions that do not align with the writer's intent [10]. This limited context awareness can lead to unhelpful feedback, potentially frustrating writers and hindering the learning process. The proliferation of AI writing tools also raises ethical challenges. There is a risk that students may plagiarize AI-generated content without proper citation, undermining the development of their own writing skills [11]. Furthermore, over-reliance on AI suggestions could potentially stifle students' creativity and originality in their writing. Nevertheless, implementing AI writing tools effectively requires significant teacher guidance and support. Teachers may need to spend additional time familiarizing themselves with the tools and learning how to integrate them into their instruction [12]. They must also address potential technical issues and ensure equitable access to the tools for all students. Despite these challenges, many experts argue that banning AI writing tools from education is not a feasible or desirable solution. Instead, educators, specifically classroom teachers should focus on teaching students how to use these tools effectively and ethically, as part of a broader approach to writing instruction [13].

Thus, deciding the most suitable tool to be applied in the classroom is pivotal. One of the recommended AI tools is HyperWrite. It alleviates the burden of writing and allows individuals to focus on the substance and creativity of their work by providing users with intelligent suggestions, automated feedback, and personalized recommendations, [14]. By incorporating AI tools like HyperWrite into writing education, teachers can transform traditional classroom settings into dynamic and engaging learning environments. HyperWrite, with its advanced features and real-time feedback capabilities, plays a crucial role in this transformation. Through HyperWrite, students receive immediate advice on grammar, syntax, and content structure, allowing them to address writing errors promptly and effectively. This instant feedback not only enhances the quality of students' writing but also nurtures critical writing abilities as they work on refining their compositions based on AI-generated feedback. With this mind, encouraging student-driven AI initiatives, such as clubs and projects, can foster a hands-on learning environment. These programs may promote innovation, peer cooperation, and the practical application of AI principles. Students get the chance to improve their critical thinking and problem-solving skills by actively participating in AI projects [15]. Compared to other AI tools for academic writing, such as Whimsical, Context Minds, Ayoa, and Wondershare EdrawMind, Hyperwrite employs particular generative AI (GPT 4) to create ideas based on topics that are provided by users. It leads to its core function as an idea

generation assistant and provides suggestions beneficial for overcoming writers' conceptual blocks. Meanwhile, the rest only focus on visual organization though diagramming and mind mapping [16]. Overall, the successful deployment of AI writing assistants in education requires careful planning, ongoing support, and a commitment to teaching students how to use these tools as part of their writing process. In addition, as AI writing tools continue to evolve, it will be essential for writers and educators to stay abreast of their potential and limitations, and to develop strategies for leveraging these tools in a way that empowers, rather than impedes, the writing process. The research problems of this study is "How can HyperWrite be implemented by teachers to optimize English writing instruction and enhance students' writing quality?. All in all, this paper discusses the merits of HyperWrite in classrooms with different settings and contexts. It also describes the implementation of HyperWrite in a writing classroom.

METHOD

This study deployed a qualitative method, using a library research approach. It was chosen since this study focused on formulating ideas on how Hyperwrite can be implemented in a writing classroom without conducting any direct field trials. It was conducted by reviewing theories and previous research findings to produce a new systematic idea.

The sources of data were relevant literature related to the topic. They consisted of primary sources (academic journals), secondary sources (relevant reports of previous studies and official documentation from developers of HyperWrite regarding its features), and supporting sources (curricula or syllabi of writing courses). The inclusion criteria for the sources of data are: 1) documents published publications from 2020 to 2026, 2) those discussion the topics of AI tool, HyperWrite and writing, and English for Specific Purposes, 3) those indexed in reputable academic databases or serving as the primary sources in curriculum.

The procedure of this study was carried out in several phases. They were 1) searching and collecting relevant literature in various academic databases (Google Scholar, ERIC, journal portals, websites of Hyperwrite, and writing syllabi), 2) analyzing and synthesizing the literature, 3) formulating ideas, and 4) developing the conceptual framework. The data analysis included data reduction, data display, and conclusion drawing.

To ensure trustworthiness of the findings, source triangulation was used. The triangulation was applied through two approaches, source triangulation and methodological triangulation. The source triangulation was carried out by comparing and verifying information obtained from various types of documents, such as scientific journals, reports of studies, official documentation or website of HyperWrite, and curricular documents. This ensures that the drawn conclusions do not merely rely on a single type of source but are supported by corroborating viewpoints. Methodological triangulation was conducted through a combination of thematic analysis and content analysis of documented features of HyperWrite, including its functionalities and capabilities. By employing two comprehensive triangulation approaches, this study produced not only credible findings but also generated innovative learning scenarios about the implementation of HyperWrite in ELT writing classrooms.

RESULTS AND DISCUSSION

The Implementation of HyperWrite in Assisting Writing Process

There are numerous AI writing tools that can help people write. One of innovative AI writing tools is HyperWrite, which is designed to assist with all stages of the writing process, from generating ideas to refining final draft. It serves as a collaborative tool that is able to enhance students' writing ability. HyperWrite, an AI-powered writing tool, has been explored for its potential to support teachers in writing scientific articles. HyperWrite also allows teachers more time to focus on other essential tasks. Thus, it can become one of the factors that make teachers motivated to start to write [17]. He mentioned that the participants of his studies valued HyperWrite for its capacity to offer diverse sentences and writing styles applicable to their work, enabling swift adaptation and creation of unique content. He also stated that although AI tools have the potential to greatly assist teachers in

enhancing their writing, this research found that many teachers have not effectively utilized the tool. This may be due to a lack of knowledge on how to use the tool correctly or difficulty in trusting the tool's output. Therefore, regular knowledge sharing and training are necessary to inform teachers about ongoing technological developments in digital writing assistants. They need to learn how to use these tools properly. While the tool has some limitations, such as requiring an internet connection and potential decreased accuracy with complex text, it is undeniable that digital writing assistants can greatly aid teachers in improving written communication. As such, these tools should be seen not as a one-stop solution for all writing needs, but as an additional resource to enhance the overall writing experience.

HyperWrite is an AI-powered writing assistant that leverages machine learning and artificial intelligence to streamline the writing process. With HyperWrite, you can write up to 10 times faster, overcome writer's block, and craft compelling speeches [18]. [19] also highlighted though as AI that often contains stilted language, overly formal tone, and lack of personal touch, HyperWrite has features that cater diverse needs when writing. First is Flexible AutoWrite. Whenever students are stuck on a creative project or struggling to get a scientific paper started, the AutoWrite feature has their back, assisting them power through writer's block. Second is Summarizer. It distils everything down to the essentials in a flash, saving them hours when writing. Third is Explain Like I'm 5. Some students very often face tough topics and this feature takes those mind-bending concepts and turns them into stories anyone can follow. Fourth is Rewrite Content. It is like a style refresh button. It tweaks the phrasing until it sings, keeping the meaning intact but making the writing way more engaging. Fifth is Magic Editor. In the classroom, the Magic Editor can help to nail the voice and style behind the words like a total communication upgrade. Last is AI Speech Writer and AI Writer. These two features can help students create presentations and publications easily. It generates or produces the contents of the texts based on just a few words of input.

What sets HyperWrite apart is its ability to continuously learn from user interactions, adapting to feedback and usage patterns through machine learning. This means the tool evolves into a more personalized and efficient extension of the user's own writing, tailored to their distinct preferences and tone. HyperWrite also enables users to shift their focus from the technical aspects of writing to the creative elements that matter most. This not only enhances the quality of the output but also fosters a deeper connection between the user and their writing projects. HyperWrite integrates robust artificial intelligence with an intuitive interface to transform the writing experience. By automating and enhancing numerous facets of writing, HyperWrite fuels greater productivity and facilitates a more creative, engaging, and enjoyable writing process [19]. The HyperWrite application is available at <https://app.hyperwriteai.com/>. While there is a free version with limitations, the paid version offers more comprehensive and unlimited features.

In writing classrooms, students can be guided through an effective and interactive writing cycle by implementing AI-powered tools and drafting assistance. The followings are several practical guides on how to enhance students' writing process and editing using HyperWrite tools. As HyperWrite provides several tools to help students generate ideas, they can structure their thoughts before writing a sentence with the help of the AI tool. The first tool is Flexible Autowrite. It can be used to overcome students' block when writing, especially in generating drafts. They can input a topic or a prompt and the tool gives them a solid first draft that they can then build on, check for accuracy, and later make their own draft. This helps them to find out that a first draft is a starting point, not a finished product. Second is Cornell Notes Generator. This tool on HyperWrite assists students in breaking down ideas of a text. For example, when students work on an assignment, they can input their source texts into the tool and then the tool generates notes by breaking down things and pulling out key points, raising thoughtful questions, and generating summaries. This way, students can synthesize all of the information and prepare for the drafting phase. Third is Content Idea Creator. This tool assists students to brainstorm topics. One of the hardest part when writing is choosing a topic. Teachers can guide their students to find unique ideas based on a particular subject or niche using the tool. They can continue writing their draft after finding out the possible content of their writing.

After writing, Hyperwrite can also assist students in working on the revision of their draft. Teachers can teach students to use tool available on HyperWrite to evaluate and improve their work. First, for

providing structured feedback, teachers can use the IELTS Essay Checker. Students are asked to submit their essays to the tool. After obtaining feedback from the tool, they can have a class review about the provided feedback, especially its specific suggestions on task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. The feedback serves as a collaborative improvement process and students can revise their draft without feeling much pressure. Second, for targeted practice, teachers can focus on introducing two tools, Magic editor/rewrite content and Summarizer. Magic Editor/Rewrite Content can be applied to experiment with the writing results. For example, students could take several paragraphs and change its tone or improve the clarity. By doing so, they can learn how sentence structure and word choice might affect readers. Furthermore, Summarizer provides a way for students to ensure the clarity of their arguments. They can input their essay into the tool (Summarizer) and find whether the generated summary misses their main points or not. When the summary misses the main idea, they can evaluate that their thesis or topic sentences need to be polished and make it more focused. Table 1 shows an example of a writing classroom scenario while adapting HyperWrite tools.

Table 1. Writing Workflow Using HyperWrite

Phase	Activities	Tools	Description
Meeting 1	Brainstorming	Content Idea Generator or Cornell Notes Generator	Students explore topics and gather information
Meeting 2	Drafting	Flexible Autowrite	Students write their first draft and whenever they get stuck, they can use the tool to provide an initial paragraph to build and revise.
Meeting 3	Peer Review and AI Feedback	IELTS Essay Checker	Students swap their draft to obtain feedback from peers and check their draft through the tool for a more comprehensive and analytical feedback.
Meeting 4	Revision	Magic Editor and Rewrite Content	Students revise their draft based on the feedback they receive from the tools.
Meeting 5	Final Polish and Submission		Students hand in their initial and final drafts as well as reflection on the revision they make and how they perceive towards the AI implementation.

In other words, HyperWrite's AI-powered technology delivers real-time suggestions and completions as we type, assisting the writing process. By focusing on ideas and content over mechanics, we can produce high-quality material swiftly and efficiently. This tool helps to conquer writer's block, maintain writer's creative momentum. However, its potential to reshape learning and teaching practices is undeniable, but with this power comes great responsibility. It is pivotal to address issues such as data privacy, ethical considerations, and the digital divide and proactively to ensure the role and equity of artificial intelligence technology in education remains a positive force for all teachers and students. Thus, these tools should be seen not as a one-stop solution for all writing needs, but as an additional resource to enhance the overall writing experience [17]. Rather than resist the trend, it is time to proactively adapt to the reality that AI-driven advancements will provide students with increasingly sophisticated writing tools. Our focus should be on developing appropriate guidance strategies [20,21].

The findings of this study on the use of HyperWrite in an ELT writing class imply a number of significant changes across various dimensions of learning. For ELT teachers, there is a shift in role from being the sole provider of feedback to becoming a facilitator who guides students in critically evaluating suggestions from Artificial Intelligence (AI). Meanwhile, for students, the main implications include the development of critical thinking training them not to simply accept AI

recommendations without comparing them to their own understanding of English language rules for example, in assessing the accuracy of a suggestion as well as increased writing confidence, particularly among students with lower proficiency, as HyperWrite reduces anxiety through immediate and non-judgmental feedback. At the curriculum and policy levels, these findings call for the integration of AI literacy into the syllabus, where the ELT writing curriculum must include competencies that encompass the ability to ethically use, evaluate, and edit AI-generated work. These practices are also in line with studies conducted by [22], [23], [24], [25], [26], [27] that teachers can create different scenarios using various AI-generated tools other than HyperWrite to find writing errors, to create prompts, and to prepare checklist before drafting, as well as design a holistic writing strategies.

This study has a number of limitations. First, it focuses on a single artificial intelligence tool (HyperWrite), thus, the findings cannot be generalized to other AI writing platforms. Second, the timeframe of the analyzed journal publications (limited to the past five years) restricts the historical scope, given the rapid pace of AI technological development, meaning the findings may quickly become outdated. Third, the descriptive qualitative approach used emphasizes contextual depth rather than statistical generalization, so it cannot quantitatively measure the extent of HyperWrite's impact on improving students' writing skills.

Given these limitations, further research is recommended to focus on several areas. Future researchers could conduct a comparative study of various AI writing tools (e.g., HyperWrite, Grammarly, QuillBot, and ChatGPT) to identify the strengths and weaknesses of each platform in ELT settings. Longitudinal studies using mixed methods that combine qualitative and quantitative data are also needed, for example, using a quasi-experimental design to measure significant improvements in students' writing outcomes before and after the HyperWrite intervention. Future research is also recommended to directly involve human participants, such as in-depth interviews with ELT teachers who have implemented AI tools in the classroom and large-scale surveys of students at various proficiency levels. Additionally, ethnographic studies or case studies in real classrooms can provide a more authentic picture of the dynamics of interaction between teachers, students, and AI during the writing process.

CONCLUSION

It is undeniable that digital writing assistants can greatly aid teachers and students in improving written communication. Therefore, teachers need to learn how to use these tools properly and teach students to utilize them wisely. This study aimed explaining the implementation of HyperWrite as an AI tool to assist students' writing process. HyperWrite, as one of the potential AI tools, can be used to assist as well as enhance the quality of the writing draft through exploring the features provided by the tools. Teachers can also design a scenario for guiding students to write through several steps from brainstorming, drafting, conducting peer review and AI feedback, revising, and submitting. This study has limitations as it focuses solely on a single AI tool (HyperWrite) and relies on data from online documents without human participants. Consequently, the findings cannot be generalized to other AI platforms and overlook the empirical experiences of teachers and students in the field. Further research is recommended to conduct comparative studies among various AI writing tools and to use mixed methods involving direct participant engagement, such as interviews and surveys, to gain a more comprehensive understanding. Additionally, longitudinal studies and quantitative experiments are needed to measure HyperWrite's effectiveness in significantly improving ELT students' writing skills.

AUTHOR CONTRIBUTION STATEMENT

All authors contributed to the conceptualization and design of the study. Material preparation, data collection, and data analysis were performed by FW. The initial draft of the manuscript was written by AH, and all authors (AH, FW, IH, AS, SB) provided feedback on subsequent versions of the manuscript. All authors have read and approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

The author used Grammarly during the preparation of this work to conduct text correction, style enhancement, and provide summary alternatives. After using the tool/service, the author thoroughly reviewed and edited the content as needed and takes full responsibility for the content of the publication.

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