

Enhancing Writing Skills through Creative Writing Using Artificial Intelligence: A Case Study of Undergraduate Student's Class

**¹Ms. Rodage Anita Tukaram, ²Dr. Nandkumar Shinde,
³Dr. Ramkishan Bhise, ⁴Ms Madhusree Deb, ⁵Dr. Sheetal Sandeep
Patil and ⁶Mr. Avinash Bhagwan Shelke**

¹Research Scholar, School of Humanities, MIT Art, Design and Technology University,
Pune, India, 412201

anita.Rodage@mituniversity.edu.in

²Head, Department of English, School of Humanities, MIT Art, Design and Technology
University, Pune, India, 412201

nandkumar.shinde@mituniversity.edu.in

³Assistant professor of communication Skills, SIES Graduate School of Technology, Nerul,
Navi Mumbai

ram.bhise2009@gmail.com

⁴Research Scholar, School of Humanities, MIT Art, Design and Technology University,
Pune, India, 412201

madhusreedeb28@gmail.com

⁵Associate Professor, Head- Examination, MIT College of Management (MITCOM), MIT Art,
Design and Technology University, Pune, India, 412201

sheetal.patil@mituniversity.edu.in

⁶Assistant Professor, Rayat Shikshan Sanstha's, Mahatma Phule Mahavidyalaya, Pimpri,
Pune 17

avinash9451@gmail.com

Abstract

This research tries to study and measure the development of writing skills through a creative writing class with the help of artificial intelligence tools. The development of creative writing skills is an important component of language learning among students in higher education. Many students face difficulty in expressing their ideas effectively due to limited practice in writing. It's a challenge to write creatively and develop abstract ideas. To bridge this gap, artificial intelligence can be effectively used for developing creative writing skills. Artificial intelligence helps students to generate story ideas, provides writing prompts, and helps in brainstorming. Artificial intelligence offers a learning environment and helps students to assess their performance. By using the case study method, this study incorporates some creative writing activities, such as poetry writing, story writing, essay writing, descriptive writing, and script writing activities, along with AI-assisted tasks, which have been used for School of Humanities students to enhance their writing skills.

The experiment shows that students participate with interest in poetry and short story writing, essay writing, descriptive writing, and script writing activities, along with AI-assisted tasks, with the help of their teachers and artificial intelligence tools. The activities: An achievement test was conducted in two phases. A pre-test was conducted to evaluate the students' initial writing ability, and a post-test was conducted to evaluate their progress after conducting various activities. The students' performance was evaluated with the help of the rubric, which focused on grammar, vocabulary, coherence, and creativity. This research also understood the challenges and difficulties faced by the participants. AI tools showed significant differences in students' progress. This result suggests that creative writing activities promote learners' engagement and provide opportunities for self-expression. Thereby contributing to the development of writing skills. The testing and evaluations

based on AI tools also provided accurate results for the students.

Keywords: artificial intelligence, creative writing skills, AI-assisted learning, achievement tests, language learning.

INTRODUCTION

English is the language which continuously serve as the primary language of higher education, research, and global academic communication. The growing integration of digital technologies has increased the opportunities for innovative language learning practuces, creating a favourable environment for AI supported writing instruction(Agase, Shinde and Rodage, 2025). Writing skills are the keystone of higher education, used to check the students' knowledge and encourage critical thinking. Writing instruction significantly enhances students' higher-order thinking skills, creativity, and problem-solving abilities, showing that writing is not just a language skill but a cognitive process.(Wu, Lusia Maryani Silitonga and Astrid, Tiara Murti,2024). The process of writing helps students to organize their thoughts, synthesize complex concepts, and construct logical arguments. It involves reflection, analysis, and systematic structuring of ideas. (Hongjiao Liu, 2023) Strong writing skills help them to contribute to scholarly work. Skills developed in college help them in creating reports and proposals, which can be advantageous in professional life. The tool of writing is important in intellectual development, developing thinking skills, and helping learners to identify their position in language. Writing, as a language skill, represents the output phase of language learning and is often considered the most challenging for students (Leow, 2020). This skill involves not only the physical act of handwriting but also mastery of spelling, grammar, syntax, and paragraph organization (Spanou & Zafiri, 2019). Most of the students faced difficulty in writing due to lack of practice, mother tongue interference, insufficient reading, lack of proper feedback, lack of ideas and creativity, limited vocabulary, grammar and syntax issues, organization and structure, and writing anxiety. However, numerous students encounter significant challenges that impede their ability to express ideas clearly and coherently on paper. These challenges manifest in various forms, ranging from grammatical errors and awkward sentence structures to difficulties in organizing thoughts and arguments logically (Workie M.B., Haregu Z.S., 2020). Creative writing is an engaging method that encourages imagination and creativity, improves communication and vocabulary, boosts confidence and self-expression, fosters critical thinking, and develops emotional intelligence. Creative writing serves as a robust training ground for critical thinking and organization, essential skills in academic writing. (Zuhra, Jurayeva, 2024). Recently, AI tools have gained an important place in the field of education. AI tools are used to develop writing skills. It provides real-time feedback, helps in brainstorming, and improves clarity and coherence as well as the quality of their writing. Tools that support writing are Grammarly, QuillBot, Paperpal, ChatGPT, Jenni AI, Wordtune, etc. Teachers agree that AI writing tools can be advantageous as support systems for improving writing. (Garcia, Pamela Denise, 2025). Many studies have shown the role of creative writing and AI in language learning, but very few studies have focused on the integration of AI-assisted creative writing to develop writing skills among SOH students. This gap highlights the need for further research in this area. Therefore, the present research aims to enhance the writing skills of SOH students through AI. Assisted with tools in creative writing and evaluated their development using an achievement test. This study is important because it contributes to modern teaching practices by inculcating technology with creative writing to improve language learning outcomes. As Shinde mentions, the adjective in the title "long" signifies many connotations attached with the word as it refers to the efforts and suffering the nation endured in its slow 'walk' towards freedom. (Shinde,2018) The creativity of students largely depends on their choice of adjectives.

LITERATURE REVIEW

Enhancing writing skills through creative writing is a core concern in language learning. With the growing use of digital technologies, AI assisted tools have emerged as innovative resources that help learners to enhance their writing ability. This section reviews the existing works on writing skills,

creative writing pedagogy, and role of AI tools in enhancing learners writing ability. With the help of ChatGPT and other NLP technologies are able to enhance academic writing and research efficiency (Dergaa Ismail, 2023). This research focused on academic writing instead of creative writing skills. The concept of AI adaptive platforms has got significant attention in recent research study. Molly Li and Joshua Wilson (2025), argue that AI tools work as both cognitive and creative partners, makes learners to generate ideas and structure their writing more effectively. This research focus on enhancing students skills, allowing students to take greater control of their writing process. This aligns with the present study, which also uses AI tools to overcome students difficulties in idea generation and creative expression.

Recent empirical studies have indicated that the effectiveness of artificial intelligence in enhancing English writing skills among non-native learners. A study titled *"Exploring the Potential of AI to Enhance English Academic Writing"* (2024) highlights that AI tools like ChatGPT remarkably contribute to enhance the overall quality of students writing. The finding indicate that AI assisted writing improves structural organization, linguistic accuracy, and coherence in written texts. Also the quick feedback and guided suggestions help them to refine and revise their work more effectively. This findings shows the strong evidence for the role of AI as a supporting tool in enhancing writing proficiency. Recent studies indicates that AI tools address learners challenges in creative writing, especially areas like grammar, vocabulary, and idea generation. However, the study primarily focuses on academic writing, The present study extends this application to creative writing contexts, thereby contributing to broader sense of understanding AI assisted language learning. As per Dr Shinde (2019), like in *The Bluest Eyes*, these images of beauty and lust create a feeling of dejection, self-hatred and social rejection. Claudia MacTeer, the principal narrator, recalls from late 1941 a young girl of nine years living in Lorain, Ohio, with her family of poor but loving parents and ten-year-old sister. (Shinde 2019)

The role of artificial intelligence in providing feedback has gained significant attention in recent studies. The study titled *"AI-Generated Feedback on Writing"*(2023) examines the effectiveness

The study titled *"AI-Generated Feedback on Writing"* (2023) examines the effectiveness of AI-based feedback in improving students' writing performance. The findings suggest that learners show a strong preference for AI-generated feedback due to its immediacy, accessibility, and clarity. Unlike traditional feedback, AI tools provide instant corrections and suggestions, enabling students to revise and refine their writing in real time.

Furthermore, the study highlights that AI feedback supports learners in identifying grammatical errors, improving sentence structure, and enhancing overall coherence. This contributes to a more interactive and learner-centered writing process. In relation to the present study, these findings justify the integration of AI tools for feedback and assessment, particularly in addressing students' difficulties in grammar, vocabulary, and revision during creative writing tasks.

Recent research has extensively examined the role of artificial intelligence in second language learning. The study titled *"Learning English as a Second Language with AI: A Systematic Review"* (2024) offers an in-depth analysis of the impact of AI tools in ESL/EFL contexts. The review highlights that AI significantly enhances learner engagement by offering interactive and personalized learning experiences. It also emphasizes the role of AI in promoting learner autonomy, allowing students to practice and improve their language skills independently.

Furthermore, the study indicates that AI tools contribute to the development of key language competencies, including vocabulary, grammar, and writing skills. By providing instant feedback and adaptive learning support, AI facilitates a more efficient and learner-centered approach to language acquisition. In relation to the present study, these findings offer strong theoretical support for the integration of AI tools in improving creative writing skills, particularly in enhancing students' engagement, independence, and overall language proficiency.

Enhancing Writing Skills through Creative Writing Using Artificial Intelligence: A Case Study of Undergraduate Student's Class

The integration of artificial intelligence in language learning has also been found to influence learners' emotional and psychological factors. The study titled "*AI-Driven Language Learning in Higher Education*" (2025) explores the impact of AI tools on students' creativity, anxiety, and confidence. The findings reveal that AI-assisted learning environments significantly reduce learners' anxiety by providing a supportive and non-judgmental space for practice. This, in turn, encourages students to experiment with language more freely, thereby enhancing their creativity.

Additionally, the study highlights that AI tools contribute to increased learner confidence by offering immediate feedback and personalized guidance. As students receive continuous support, they become more willing to express their ideas and engage in writing tasks. In relation to the present study, these findings strongly support the use of AI tools in improving students' confidence and motivation in creative writing, particularly for those who initially experience hesitation or fear of making mistakes.

The affective dimensions of language learning, particularly creativity, anxiety, and confidence, have been significantly influenced by the integration of artificial intelligence. The study titled "*AI-Driven Language Learning in Higher Education*" (2025) examines how AI-supported learning environments impact learners' emotional and cognitive development. The findings indicate that AI tools create a low-anxiety, supportive learning space, which encourages students to engage more actively in language tasks. By reducing the fear of making mistakes, AI fosters greater experimentation and originality, thereby enhancing learners' creative expression.

Moreover, the study highlights that continuous and immediate feedback provided by AI tools contributes to increased learner confidence and motivation. Students become more willing to participate in writing activities and express their ideas without hesitation. In the context of the present study, these findings strongly support the integration of AI tools to address issues of low confidence and lack of motivation in creative writing, ultimately leading to improved performance and engagement.

Although several studies have explored the role of artificial intelligence in improving writing skills, language learning, and learner engagement, certain gaps remain evident. Most of the existing research focuses on **academic writing** and general language proficiency, with limited attention to **creative writing skills**, particularly at the school or undergraduate level. The issues that are the outcome of post modernism are also considered in this paper, as Shinde acknowledged that the post-modern world is on the threshold of fanatic radicalism, religious terrorism and economic discrimination, and there is a strong need for ethical and moral awakening. If the world prepares for war, there will be complete destruction, and nobody would remain to celebrate victory. (Shinde, 2017)

Moreover, while previous studies highlight the effectiveness of AI tools in providing feedback and enhancing linguistic accuracy, they do not sufficiently address how these tools can be systematically used to overcome specific learner difficulties, such as a lack of ideas, low confidence, and limited creativity.

In addition, there is a lack of studies that integrate needs analysis with AI-based intervention, especially in the context of Indian learners or similar ESL environments. Therefore, the present study attempts to bridge this gap by examining how AI-assisted tools can be used to enhance students' creative writing skills based on their identified needs.

In conclusion, the reviewed studies establish that artificial intelligence plays a significant role in enhancing writing skills, improving language proficiency, and increasing learner engagement. AI tools have been found effective in providing instant feedback, fostering autonomy, and reducing anxiety among learners.

However, despite these advancements, there is a clear need to explore the application of AI in the domain of creative writing, particularly through a structured and need-based approach. The present study, therefore, aims to contribute to this area by investigating the impact of AI-assisted tools on

improving creative writing skills among students, thereby addressing both cognitive and affective challenges in language learning. Like the small girl in *The Bluest Eyes* by Toni Morrison, where she portrays a black girl, Pecola Breedlove, representing a young black girl through whom the reader travels through the novel, poignantly watching the psychological devastation of a young girl. The novel unfurls the complex reality about the inner battles for emancipation by the central character, Pecola, a little girl of seven. Shinde (2019)

METHODOLOGY

The present study adopts a case study approach. This method is supported by a pre-test and post-test approach. This approach helps to measure the level of effectiveness of AI-assisted tools in improving students' creative writing skills. For this study, 120 students were selected from the The School of Humanities, which was used as the sampling method. These students belonged to undergraduate and postgraduate levels. They had similar educational backgrounds and basic knowledge of English. At the initial level, a pre-test was conducted for analysis, then training and feedback were given to them. Then, to measure the effect of training and feedback, a post-test was conducted on the various activities of creative writing skills. In the pre-test questionnaire, they were given to learners to identify their initial levels in creative writing skills, and areas such as lack of ideas, limited vocabulary, grammar issues, and low confidence were identified. A structured training sessions were conducted based on the students' needs. The same questionnaire and writing task were administered after the training sessions. The results of the pre-test and post-test were compared to measure the improvement of the students in creative writing skills. Data was evaluated by using the percentage method with a pie chart. To identify students' problems in creative writing, to evaluate the effectiveness of AI in improving writing skills, and to enhance students' confidence and creativity. The study follows an experimental approach to measure the effectiveness of AI tools on students' performance.

Experiment

The task of enhancing students' writing skills through creative writing using artificial intelligence is aimed at MIT ADT University's School of Humanities, and the curriculum is framed to enhance proficiency and accuracy in language learning, as the program was titled "AI-Assisted Creative Writing Program" and designed for the Arts students at the university. While studying literary text, according to Dr Shinde, writers like Tony Morrison finds out the major reason behind black girls' trauma, as the inferiority complex is the burden of the deep past coming out of the socio-political veins into the socio-psycho make-up of the blacks. It haunts the blacks since ages and the heavy tax it accumulates is the loss of self-belief and self-dignity. Shinde (2019) Students first needs to understand the text in its literary context.

The pretest was conducted at the initial level to understand the students' performance in writing skills. The Google Form-based test was conducted to enable students to take it online. The result showed that most of the students faced difficulty in creative writing. The results were automatically created, and students viewed their marks immediately.

The selected students were admitted to the specially launched program, called the AI-assisted creative writing program. In the program, they were trained on how to use AI for creative writing. The training was given for three months. Students practiced many assignments in the program, and they learned how to use different AI tools to polish and refine their creative writing. After completing the program, students were assigned different creative writing activities such as essay writing, prose writing, poem writing, and dialogue writing to evaluate their ability to write creatively. These activities were carried out under the supervision of experienced and dedicated faculty to ensure fairness and avoid malpractice.

Evaluation of Students' Creative Writing Skills

Enhancing Writing Skills through Creative Writing Using
Artificial Intelligence: A Case Study of Undergraduate
Student's Class

To understand the students' problem regarding creative writing. A questionnaire is drafted, and students are given the option to select from four choices. This test is aimed at understanding students' perceptions.

1. Do you find it difficult to start writing creatively (e.g., stories, essays, poems)?

Student's response	Always	90	75%
	Sometimes	15	12.5%
	Seldom	10	8.33%
	Never	5	4.17%
	Total	120	100%

The data shows that 4.17% of students do not consider it difficult to start writing creatively. 18.33% of students find it easy to start writing creatively. 12.5% of students sometimes consider it difficult to start writing. And the majority of students, that is 75% of students, face the problem of creative writing.

2. What is the most significant problem you face in creative writing?

Student's response	Lack of ideas	60	50%
	Limited vocabulary	28	23.33%
	Difficulty with grammar	20	16.67%
	Lack of confidence	12	10%
	Total	120	100%

The responses to this question show that the majority of students lack understanding. Among 120 students, 50% of students have insufficient ideas of creative writing. 23.33% of students have a limited vocabulary, which is essential for writing creatively. 20% of students face difficulty with grammar, and 16.67% of students lack confidence.

3. How confident do you feel while expressing your ideas in English?

Student's response	Very confident	20	16.67%
	Somewhat confident	35	29.17%
	Not confident	65	54.17%
	Total	120	100%

The responses to this question show that very few, meaning 16.67% of students, feel very confident while expressing their ideas in English. 29.17% of students feel somewhat confident, and most of the students, i.e., 54.17% of students, lack confidence when expressing their ideas in English.

4. Do you feel that you need more guidance or examples before writing creatively?

Student's response	Yes	85	70.83%
	No	11	9.17%
	Sometimes	24	20%
	Total	120	100%

The responses to this question show that 9.17% of students do not need guidance or examples before writing creatively. 20% of students need guidance or examples before writing. And the majority of students, i.e., 70.83%, feel that they need guidance or examples before writing.

5. What would help you strengthen your creative writing skills?

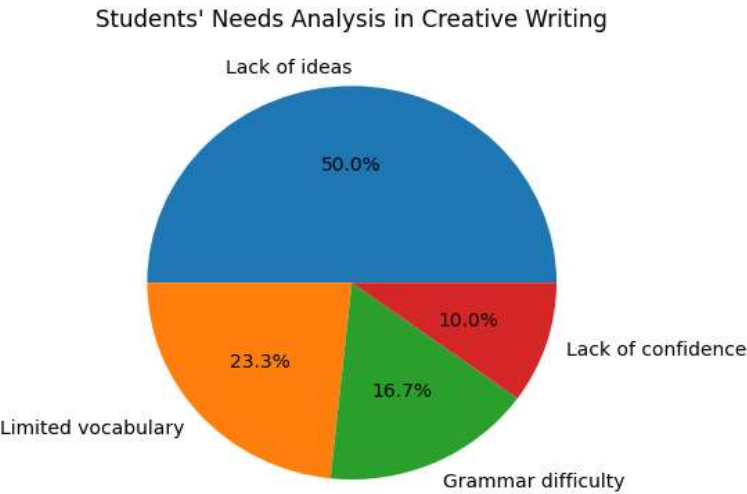
Student's response	Practice activities	15	12.5%
	Teacher guidance	10	8.33%
	Use of AI tools	90	75%

	Reading more examples	5	4.17%
	Total	120	100%

The responses to these questions show that 4.17% of students think that they can strengthen their creative writing by reading more examples. 8.33% of students need teacher guidance. 12.5% of students feel they should practice activities. And for the majority of students, it means 75% of students feel that with the help of AI tools, they can strengthen their creative writing and can enhance their writing skills.

Training for creative writing

After the needs analysis of the students, it is understood that students need improvement in the following areas, and the training modules are designed to address students’ issues before the final assessment.



Based on the above data, the modules and the training hours have been aligned. The training modules and hours are as follows:

Category	Percentage	Training Hours	AI Tools for Improvement
Lack of Ideas	50%	15 hours	ChatGPT (idea generation, prompts), Google Bard/Gemini (brainstorming), Jasper AI (content ideas), Canva Magic Write (story starters)
Limited Vocabulary	23.33%	7 hours	Quizlet (vocabulary practice), Grammarly (word suggestions), Wordtune (rephrasing), ChatGPT (synonyms, contextual vocabulary)
Grammar Difficulty	16.67%	5 hours	Grammarly (grammar correction), Ginger Software (error detection), Hemingway Editor (sentence clarity), ChatGPT (grammar explanation)
Lack of Confidence	10%	5 hours	ChatGPT (guided writing, feedback), Elsa Speak (pronunciation & confidence), Google

Enhancing Writing Skills through Creative Writing Using Artificial Intelligence: A Case Study of Undergraduate Student's Class

			Docs Voice Typing (practice), Quillbot (paraphrasing support)
Total	100%	30 hours	

The Training Pedagogy

Process-Based Writing Approach

Learner-Centred Approach

Constructivist Approach

Task-Based Learning (TBL)

Blended Learning Approach

Use of AI Tools

Scaffolding Technique

Experiential Learning

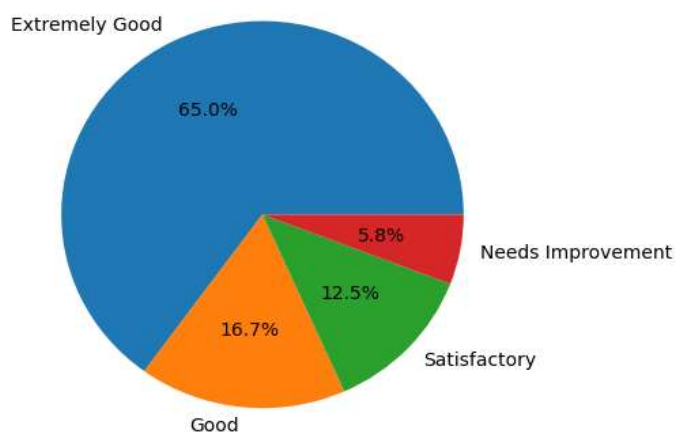
Continuous Assessment and Feedback

Evaluation through Creative Writing

After successfully completing the training, students were evaluated by giving some assignments based on creative writing. These assignments included short story writing, poetry writing, prose writing, essay writing, and script writing. Students were instructed to use different AI tools, which were introduced in training, to refine their writing tasks. The same rubric was used for a post-training assessment. This platform was created for students to show their creativity.

Each student has provided a separate topic, and by taking the help of different AI tools, students developed their ideas under the observation of faculty. Then it was assessed by their teachers based on the criteria given in the rubrics, which focused on grammar, vocabulary, coherence, and creativity. These competitions help to identify the improvement of students after the training sessions and provide feedback. The performances were categorized into four levels: extremely good, good, satisfactory, and needs improvement.

Student Performance Distribution



The results of the competitions are given above.

Interpretation of the Graph

The above pie chart indicates the improvement level of students in the creative writing competition conducted as a part of the post-test to assess students after the training session. There were 120 students who participated in these competitions; among them, 65.5% showed extremely positive results. It means that AI tools help them to improve their writing skills through creative writing.

Furthermore, 16.7% of the students achieved the "Good" category. It indicated that a sufficient number of students were able to put their ideas clearly and confidently after giving the training sessions and feedback. In addition, 12.5% of the students achieved a satisfactory category; this shows that they are at a moderate level, and they have the ability to write; they have scope for further improvement.

Only 5.8% of the students are in the Needs Improvement category. It shows that they were unable to put their ideas into practice by giving the training. Overall, the result indicates that there was a significant improvement in students' writing skills: AI tools are advantageous for developing the students' creative writing skills.

Discussion about findings

The final results indicate that there is a positive change in students' performance. If the result is compared with the pretest, it shows an extremely good change in the writing skills of participants. In the pre-test, students faced many difficulties. They discovered it difficult to start writing creatively without the help of teachers or any AI tools. They had a lack of ideas and limited vocabulary, they faced difficulty with grammar, and they were not confident in expressing their ideas. By identifying the problems, they have provided proper training on AI tools. Such as ChatGPT (idea generation, prompts), Google Bard/Gemini (brainstorming), Jasper AI (Content ideas), Canva Magic Write (story starters), Quizlet (vocabulary practice), Grammarly (word suggestions), Wordtune (rephrasing), ChatGPT (synonyms, contextual vocabulary), Grammarly (grammar correction), Ginger Software (error detection), Hemingway Editor (sentence clarity), Google Docs Voice Typing (practice), Quillbot (paraphrasing support)

ChatGPT (idea generation, prompts)

These findings suggest that ChatGPT helped in generating various ideas in each field. It provided topic suggestions, helped in brainstorming, and supported creative thinking. Prompts are the instructions given to ChatGPT for designing a recommended topic. It enhanced clarity and specificity; it gave accuracy and perfect output. It also helped in plots, themes, and character development. Suggested multiple sides of the topic. It gave better words, synonyms, and antonyms. Gave idioms, phrases, sentence structure, and expression. It provided feedback and corrected sentences accordingly. This tool is supported in various forms: short stories, poems, essays, dialogues, and scripts.

Google Bard/Gemini (brainstorming)

The finding shows that this tool helped with themes, character development, setting, atmosphere, and points in story writing. In writing poetry, this tool suggested themes, emotions, and imagery. It also gave rhyming words and poetic devices. Helped in writing many forms of poetry. Also improved figurative language. This tool helped prepare an essay, suggested many topics and ideas, and provided examples. Developed logical flow. It provided realistic dialogues. Prepared scene-wise script. Suggested dialogue and stage directions, provided in screenplay style.

Jasper AI (Content ideas)

The result of this post-test shows that this tool provided quick and diverse content ideas. It developed creative ideas, productivity, and writer's block. It also helped with all the content. This is the advanced AI tool designed to assist with creative writing.

Canva Magic Write (story starters)

Enhancing Writing Skills through Creative Writing Using Artificial Intelligence: A Case Study of Undergraduate Student's Class

These findings show that this tool helped with creating captivating opening lines and story prompts. It also provided various themes, settings, and situations. With the help of the tool, learners could quickly start their work. It also encouraged original storytelling. Learners claimed that this tool was simple to use and saved too much time.

Quizlet (vocabulary practice)

These results reveal that this tool mostly helped with vocabulary; it provided new words, synonyms, and antonyms. This tool also helped in all creative writing forms. It was also advantageous in active learning and practice. It provided flashcards, quizzes, and games. This tool reduced hesitation in using new words. It encourages experimentation with language.

Grammarly (word suggestions)

The finding shows that this tool mostly helped with grammar, such as punctuation, tense correction, sentence structure, and spelling errors. It provided instant corrections and explanations, which saved editing time.

Wordtune (rephrasing)

This tool helped with rephrasing, rewriting, and improving sentence clarity.

Ginger Software (error detection)

This tool mostly helped in grammar checking. Error detection and sentence correction. This tool helped learners to write accurate and developed content.

Ginger Software (error detection)

This finding shows that Ginger Software assisted learners with grammar corrections, spelling, and punctuation errors. It provided instant corrections and ensured accuracy in writing. It removed confusing and incorrect expressions. It helped to maintain the logical flow of ideas. It made writing simple.

Hemingway Editor (sentence clarity)

The findings show that Hemingway Editor simplified the complex language. It made language easy to read and understand. It promoted short and impactful sentences. It highlighted excessive adverbs. So it improved the strength and precision of writing.

Google Docs Voice Typing (practice)

This tool was helpful in that it reduced the time of writing. Learners could give prompts in voice mode, and it created ideas quickly, so it was helpful in saving time.

QuillBot (paraphrasing support)

The findings suggest that this tool was advantageous in paraphrasing, sentence reconstruction, and vocabulary development. This tool helped in all forms of creative writing.

The study shows that all the tools are verified to be useful in creative writing; they enhanced the creative writing of learners. It helped learners in many ways, such as grammar, language, logical sequence, developing ideas, and vocabulary, and also increased the confidence of learners.

Furthermore, their performances were evaluated by their teachers and external judges and provided with proper feedback. Due to these training sessions, feedback, and AI tools, this study found a drastic change in students' writing skills. These results show that 65.0% of students captured the extremely good level. 16.7% of students are at an excellent level, 12.5% of students are at a satisfactory level, and 5.8% of students are in the needs improvement category. They need more sessions, feedback, and practice in writing. This research suggests that these types of AI tools and activities helped learners to enhance their writing skills. However, compared with the previous study, these activities are greatly

helpful in improving the creative writing of students. Research suggests that these types of activities develop their vocabulary, logical flow, sentence constructions, and accuracy and clarity in writing. Competitions also provide an environment that allows students to practice their writing, and it takes time for them to work through their writing barriers.

CONCLUSION

This study sought to understand if the creative writing competition known as the “AI-Assisted Creative Writing Program” helps SOH students to develop their writing abilities. Based on the findings from this research, it is anticipated that students participating in the AI-assisted creative writing program will enhance their creative writing and definitely their writing skills as a result of the systematized approach to practicing, training, and receiving constructive feedback.

Many students experience difficulty when they start writing in the beginning without the help of a teacher and AI tools. The AI-Assisted Creative Writing Program helped School of Humanities students to engage in structured writing activities where they could practice organizing their ideas, putting them logically together, and developing a piece of writing.

Through the data collected and analyzed, the research clearly shows that this type of activity helps students to enhance their writing skills through creative writing. Students who participate in creative writing competitions will improve their ability to clearly put their ideas logically, develop critical thinking skills, and develop short story, poetry, script, dialogue, and essay writing skills. There is also scope for future study; future research can explore the integration of AI with classroom pedagogy, especially in rural or under-resourced educational settings.

In summary, providing undergraduate and postgraduate students with structured creative writing experiences will help them develop their ability to write effectively and prepare them for continual success in their future academic and professional careers.

REFERENCES

1. Manchón, Rosa M., editor. *Writing and Language Learning: Advancing Research Agendas*. Vol. 56, John Benjamins Publishing Company, 2020.
2. Zahari, Musril, et al. “Optimizing Student Writing Performance in Higher Education: A Quantitative Study of Teacher Feedback and Classroom Environment.” *Social Sciences & Humanities Open*, vol. 11, 2025, article 101286.
3. Workie, M. B., and Z. S. Haregu. “EAP Alignment in EFL Writing Courses towards Developing Students’ Academic Writing Skills.” *Journal of English and Foreign Languages*, vol. 10, no. 1, 2020, pp. 120–140.
4. Zuhra, Jurayeva. “The Role of Creative Writing in Developing Academic Writing Skills.” *American Journal of Philological Sciences*, vol. 4, no. 11, 2024, pp. 90–100.
5. Garcia, Pamela Denise, et al. “ChatGPT, Grammarly, and Quillbot: Perceptions of Students and Teachers towards the Use of AI Tools in Writing.” *Journal of English Language Teaching and Applied Linguistics*, vol. 7, no. 3, 2025, pp. 161–167.
6. Alkamel, M. A., and N. A. Alwagieh. “Utilizing an Adaptable Artificial Intelligence Writing Tool (ChatGPT) to Enhance Academic Writing Skills among Yemeni University EFL Students.” *Social Sciences & Humanities Open*, vol. 10, no. 1, 2024, article 101095. <https://doi.org/10.1016/j.ssaho.2024.101095>
7. Li, Molly, and Joshua Wilson. “AI-Integrated Scaffolding to Enhance Agency and Creativity in K-12 English Language Learners: A Systematic Review.” *Information*, vol. 16, no. 7, 2025, p. 519.

8. Tolstykh, Olesya M., and Tamara Oshchepkova. "Beyond ChatGPT: Roles That Artificial Intelligence Tools Can Play in an English Language Classroom." *Discover Artificial Intelligence*, vol. 4, no. 1, 2024, pp. 1–15.
9. "Exploring the Potential of AI to Enhance English Academic Writing." *BMC Medical Education*, vol. 24, 2024. <https://doi.org/10.1186/s12909-024-05738-y>
10. Steiss, Janis, et al. "AI-Generated Feedback on Writing." *International Journal of Educational Technology in Higher Education*, vol. 20, no. 1, 2023.
11. Li, Y., et al. "AI-Driven Language Learning in Higher Education." *Humanities and Social Sciences Communications*, vol. 12, 2025.
12. Almelhes, Abdulaziz. "Learning English as a Second Language with AI: A Systematic Review." *Frontiers in Education*, vol. 9, 2024.
13. Wu, Ting-Ting, Lusya Maryani Silitonga, and Astrid Tiara Murti. "Enhancing English Writing and Higher-Order Thinking Skills through Computational Thinking." *Computers & Education*, vol. 213, 2024, article 105012.
14. *Curriculum and Teaching Methodology*. Clausius Scientific Press, 2023.
15. Agase, A., Shinde, N., & Rodage, A. T. (2025). Reclaiming Identity: The Role of English in Showcasing Indian Knowledge Systems at the International Level. *Research Review Journal of Indian Knowledge Systems*, 2(2), 194-200.
16. Shinde Nandkumar Suresh, *20th Century Slave Autobiography: Booker T. Washington: A Case Study*, The journal CUESTIONES DE FISIOTERAPIA, May 2025 P- 596-606 DOI: <https://doi.org/10.48047/f3k3a975>
17. Shinde, N. S. (2018). *Long Walk to Freedom: A Document of Humanism*. *International Journal of Reviews and Research in Social Sciences*, 6(4), 492–494. <https://doi.org/10.5958/2454-2687.2018.00048.5>
18. Shinde Nandkumar, (2017) Mahatma Gandhian Concepts of Ethics and Morality in Contemporary Humanism, *Critical Space*, Volume V Issue II, ISSN: 2319-3689 February 2017 https://www.criticalspacejournal.in/pdf/Feb2017%20Critical%20Space.pdf?utm_source=chatgpt.com
19. Shinde Nandkumar, (2017) Use of Computer Application 'WhatsApp' in Understanding and Presentation of William Wordsworth's *Daffodils*, *Online International Interdisciplinary Research Journal*, {Bi-Monthly}, ISSN 2249-9598, Volume-08, Issue-05, Sept-Oct 2018 Issue, Page 250 <https://www.oijrj.org/oijrj/jan-feb2019/27.pdf>
20. Shinde, N. (2019). *The Commentary of Individual and Community Sufferings in Nineteenth Century American Society: Toni Morrison's Perspective*. *Language in India*, 19(1), 167–175 https://languageinindia.com/jan2019/v19i1jan2019.pdf?utm_source=chatgpt.com
21. Shinde, N. (2019). *The Narrative of Self: Questioning the Authenticity of Self-praise or Self-criticism in Autobiographies*. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(6), 140–143 https://www.jetir.org/papers/JETIRCX06027.pdf?utm_source=chatgpt.com