

RATIONALE

The omnipresence of technology in education is making educators' profession challenging. In fact, the integration of technological tools for pedagogical purposes has not only made teaching effortless but a common practice among practitioners, as well as their learners. In this line of thought, considerable research has demonstrated how technology has helped EFL students improve their oral and written skills. Writing, for EFL learners is an important skill to be mastered and the students' ability in communicating is demonstrated both orally and in writing 'good' essays. It serves as a reflection of knowledge acquisition and engagement with intellectual, social, and cultural perspectives. Additionally, academic writing requires mastery of specific writing techniques such as organization, grammar, and punctuation to effectively convey ideas. Therefore, it involves well-organized and structured content, in addition to grammar and punctuation. Nevertheless, the emergence of sophisticated AI-powered tools has made writing easier and effortless by assisting with grammar, structure, citations, and adherence to disciplinary standards. These tools are not just helpful but central to improving the efficiency and quality of academic writing and also enable writers to focus on the critical and innovative aspects of their research (Khalifa & AlBadawi, 2024). Yet, the overuse or misuse of technological appliances may lead to drastic consequences, making the learning outcomes out of reach. In addition, there is a potential concern that students' writings may be shifting away from their unique characteristics and becoming more standardized as a result of the increasing use of artificial language models.

Whilst academic writing involves answering a question, discussing a subject of common interest, providing a point of view or synthesizing others' on a topic (Bailey, 2018), it requires creativity and thinking critically. Indeed, being critical demonstrates one's ability to actively and deeply engage with the subject matter, concepts, theories, phenomena and processes. Criticality is, unsurprisingly, one of the pillars of academia in its advancement of research, education and scholarship (Gabi, 2022). Accordingly, assessing students' writings has become challenging and effortful. In fact, despite the multiple advantages AI may have on students' writings, many ethical considerations are identified, restraining human intelligence and research (Khalifa & AlBadawi (2024). This event aims to critically examine all aspects related to the use of artificial intelligence tools in academic writing, as well as open discussions on evaluating students' academic work in the context of the widespread use of AI-driven writing tools. It will also explore the development of innovative approaches to evaluate academic writing in this evolving landscape. In this regard, scholars call for a reflection on new tools of assessment to minimize humanizing artificial generated content (Fleckenstein et al, 2024). This event aims to delve into the complex issues surrounding the integration of AI in academic writing. We will examine how to adapt evaluation methods to account for AI tools, explore innovative approaches to assessing writing, and develop robust techniques for identifying AI-generated content.



Objectives of the Conference

- To explore the advantages of advanced tools in academic writing
- To raise awareness about the consequences of overreliance on AI tools in academic writing.
- To Explore the ethical implications of excessive AI use in academic research and writing.
- To discuss the impact of AI on critical thinking and creativity in academic writing.
- To identify strategies to maintain a balance between human input and AI assistance in academic writing.
- To foster a dialogue on best practices for integrating AI tools responsibly in academic writing processes.
- To propose guidelines for educators and students to navigate the effective use of AI in academic writing.
- To investigate the potential effects of overreliance on AI in academic writing on originality and academic integrity.
- To identify specific AI tools and resources that can be beneficial for different stages of the academic writing process, from research to revision.
- To discuss strategies for developing and implementing AI- Assisted writing workshops or training programs for students and faculty members.

Topics of Interest

1. **The Pedagogical and Cognitive Impact Axis:** Discussing the impact of AI on teaching methodologies, student learning outcomes, cognitive skills, critical thinking, and problem-solving in academic writing.
2. **Technology and Future of Academic Writing Axis:** Examining advancements in AI tools, their implications for scholarly work, and speculating on the future of academic writing with AI integration.
3. **The Assessment and Evaluation Axis:** ensuring fair and unbiased evaluation processes amidst increasing AI integration in academic writing.
4. **The Creativity and Innovation Axis:** Exploring the role of AI in fostering or hindering creativity and innovation in academic writing.
5. **The Ethical and Legal Axis:** Exploring ethical considerations, legal implications, and regulatory frameworks of AI integration in academic writing.
6. **The Bias and Diversity Axis:** Addressing issues of bias and diversity in AI-generated content within academic writing contexts.

Important Dates

Abstract Submission Deadline: **March 20th, 2025**

Notification of Acceptance: **April 4th, 2025**

Conference Date: **April 14th, 2025**

Submission Guidelines

Abstracts should be no more than 250 words with 5 keywords.

Abstracts should be sent to the following email address: melouka.ziani@univ-mosta.dz

Languages of the conference: English, French & Spanish

Venue of the Conference: Faculty of Foreign Languages. University Abdelhamid Ibn Badis, Mostaganem. Site ITA.

Registration fees: 3000 DA



Scientific Committee

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