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# The Impact of Generative AI on Students' Academic Writing Skills

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## Abstract

In the current digital era, Generative Artificial Intelligence (AI) is driving significant changes in the field of education.Specifically, AI-powered tools like ChatGPT are influencing students' academic writing practices.This study examines the impact of using generative AI on students' academic writing skills.AI tools assist students in brainstorming ideas, gathering information, correcting grammar, and structuring sentences.Similarly, they enhance writing speed and lead to some improvement in linguistic expression.However, over-reliance on AI has the potential to affect students' independent thinking abilities.It is also necessary to examine the impact on creativity, critical thinking, and the development of personal writing skills.Furthermore, students need to be aware of the possibility of factual errors and biases in AI-generated information.Issues such as academic integrity, plagiarism, and the use of AI-generated content are also key aspects of this study.Students should use AI as a supportive tool rather than as a substitute writer.Teachers need to effectively oversee AI-assisted writing processes while fostering independent writing capabilities in students.Against this backdrop, AI literacy and digital ethics are becoming essential skills for students. When used responsibly, generative AI offers opportunities to enhance the quality of academic writing.Therefore, striking a balance between human intelligence and artificial intelligence is a crucial aspect of contemporary education.This study analyzes the opportunities, challenges, and future educational directions regarding students' academic writing in the era of generative AI.

**Keywords:** Generative AI; Academic Writing; Artificial Intelligence in Education; Student Writing Skills; AI Literacy

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## 1. Introduction

### Background of Generative AI

In the contemporary digital era, Artificial Intelligence (AI) is driving revolutionary changes in the field of education.Generative AI, in particular, has emerged as a crucial tool for students to create new text independently.AI tools such as ChatGPT, Gemini, and Claude assist students in gathering information, developing ideas, and generating text.Through these tools, students receive immediate support with grammar, vocabulary, sentence structure, and linguistic expression. Consequently, significant changes are taking place in the traditional academic writing process.

### Changing Nature of Academic Writing

In the past, students primarily relied on books, libraries, and other printed resources for academic writing.Currently, generative AI tools have become part of the writing process alongside digital resources.AI assists students with topic selection, organizing ideas, drafting, editing, and language refinement.However, over-reliance on AI could impact students' independent thinking abilities and creative writing skills. Furthermore, using AI-generated information without verification can lead to factual errors and issues regarding academic integrity.

### Need and Significance of the Study

Against this backdrop, there is a need to scientifically examine the impact of generative AI on students' academic writing skills.The primary objective of this study is to investigate whether the use of AI enhances writing quality or diminishes students' independent writing capabilities.It is particularly important to study the relationship between writing habits, AI usage patterns, and writing proficiency among higher education students.This study will assist teachers in formulating pedagogical approaches that utilize AI in a responsible and educationally effective manner. Consequently, this study identifies achieving a balance between human cognitive ability, creativity, and AI technology as a crucial aspect of future academic writing.

### 1. Emergence of AI in Education

Artificial Intelligence (AI) is transforming the way education is delivered and experienced. AI refers to computer systems that can perform tasks that normally require human intelligence. In recent years, AI has entered classrooms, universities, online courses, and language-learning platforms. It can support teachers in preparing lessons, assessments, activities, and learning materials. AI-powered systems can provide students with immediate answers and explanations. Intelligent tutoring systems can offer personalized learning experiences to individual students. AI can identify students' strengths and weaknesses

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through learning data and recommend suitable exercises according to their level and progress. It can also make education more accessible to students with different learning needs. Speech-recognition technology can help students improve their pronunciation and speaking skills. Automated assessment tools can provide quick feedback on certain types of student work. AI can reduce some routine administrative tasks performed by teachers and educational institutions. Teachers can use AI to generate examples, questions, quizzes, and classroom activities. AI also enables students to learn beyond the traditional classroom environment. Chatbots can act as virtual learning assistants and answer students' academic questions. AI can support multilingual education through translation and language-processing technologies. However, excessive dependence on AI may reduce students' independent thinking and creativity. Issues such as inaccurate information, bias, privacy, and academic dishonesty also require serious attention. Therefore, AI should be used as a supportive educational technology rather than as a replacement for teachers. The effective integration of AI requires responsible use, digital literacy, and appropriate teacher guidance.

**2. Generative AI Tools in Language Learning**

Generative AI is a form of artificial intelligence that can create new text, speech, images, and other forms of content. Tools such as ChatGPT can provide learners with interactive opportunities to practise English. Students can use generative AI to learn new vocabulary and understand word meanings, synonyms, antonyms, collocations, and contextual usage. AI can provide examples of words and help learners understand how they are used in real communication. Learners can ask AI to create dialogues for practising everyday communication. AI can also generate reading passages according to a student's language level, helping learners develop reading comprehension skills. Generative AI can support grammar learning through explanations, examples, and exercises. It can identify many grammatical errors and suggest possible corrections. AI can create fill-in-the-blank exercises, multiple-choice questions, and vocabulary tests. Students can practise writing by asking AI to provide feedback on their drafts. AI can suggest ways to improve sentence structure, coherence, organization, and vocabulary. Conversation-based AI tools can provide opportunities for simulated speaking practice. Speech-enabled applications can help learners practise pronunciation and fluency. AI can adjust the difficulty of activities according to the learner's performance. It can also simulate situations such as interviews, group discussions, presentations, and workplace conversations. Teachers can use generative AI to prepare lesson plans, worksheets, activities, and classroom exercises. However, students should not simply copy AI-generated answers without understanding them. Teachers should encourage students to verify AI-generated information and develop independent language skills. When

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used responsibly, generative AI can become a powerful supplement to traditional language-learning methods.

**3. Opportunities and Challenges of AI-Assisted Learning**

AI-assisted learning provides new opportunities for personalized and flexible education. Students can learn at their own pace and revisit difficult concepts whenever necessary. AI can provide immediate feedback instead of making students wait for teacher evaluation. It can offer additional explanations when students do not understand a topic. AI can generate a wide variety of learning materials quickly and efficiently. It can support students who need additional practice outside regular classroom hours. AI-powered tools can make language learning more interactive and engaging by providing simulated conversations and real-world communication situations. AI can help teachers save time by assisting with routine academic tasks such as creating exercises, quizzes, and basic learning materials. It can also support differentiated instruction for students with different abilities and learning levels. At the same time, AI-generated information may sometimes be incorrect, incomplete, or misleading. Students may become overly dependent on AI instead of developing their own thinking abilities. Excessive AI use can weaken problem-solving, creativity, and independent learning skills. Students may use AI to complete assignments without genuinely learning the subject. This creates serious concerns about plagiarism, cheating, and academic integrity. Privacy is another concern because some AI systems process large amounts of user data. AI systems may also reproduce biases present in their training data. Unequal access to technology can create a digital divide among learners. Teachers therefore need to teach students how to use AI critically, ethically, and responsibly. The future of education should focus on human intelligence and artificial intelligence working together, rather than replacing teachers with machines.

**4. Research Methodology**

**4.1 Research Design**

This study focuses on the topic "Writing in the Age of Generative AI: Implications for Student Academic Writing." A mixed-method research design can be adopted to understand the impact of Generative AI tools on students' academic writing skills. This approach allows for a more comprehensive study by utilizing both quantitative and qualitative data. Changes in students' writing abilities before and after using AI can be examined through pre-tests and post-tests. Additionally, students' opinions regarding AI usage can be gathered via questionnaires. Insights into the benefits, challenges, tendencies toward dependency, and impacts on independent writing capabilities associated with AI can be obtained through interviews or open-ended questions.

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**4.2 Participants**

A sample of 100 undergraduate engineering students from an engineering college can be selected for this study. Diverse perspectives can be obtained by selecting students from various departments, such as CSE, ECE, EEE, Mechanical, and Civil Engineering. Factors such as the participants' English language proficiency, academic background, and experience with Generative AI usage can also be taken into account. It is essential to ensure the students' voluntary participation. Personal details of the participating students must be kept confidential. Through this selected sample, the relationship between Generative AI and academic writing can be effectively examined. 4.3 Data Collection Tools

**1. Academic Writing Pre-test:**

Students can be asked to write an academic paragraph or a short essay on a specific topic without the assistance of AI. This allows for an assessment of their initial writing proficiency.

**2. Questionnaire:**

A Likert-scale questionnaire can be designed to gauge students' opinions on the use of Generative AI. This questionnaire may include questions regarding AI usage, vocabulary, grammar, sentence formation, organization, creativity, independent thinking, and academic integrity.

**3. Post-test:**

After conducting AI-based writing activities, students can be assigned an academic writing task of a similar level. Comparing the results of the pre-test and post-test helps identify changes in writing skills.

**4. Writing Assessment Rubric:**

Student writings can be evaluated based on criteria such as content, organization, vocabulary, grammar, coherence, cohesion, originality, and overall writing quality.

**5. Open-ended Questions/Interview:**

Open-ended questions or semi-structured interviews can be used to understand how students perceive changes in their writing due to AI usage, the extent of their reliance on AI, and whether AI influences their independent thinking.

**4.4 Research Procedure**

In the first phase, students participating in the research are selected, and the purpose of the study is explained to them. Subsequently, a pre-test is conducted to determine the students' initial academic writing ability. During this stage, students must complete the writing task without any assistance from Generative AI.

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In the second phase, students are introduced to the educational and responsible use of Generative AI tools. AI can be utilized for activities such as idea generation, vocabulary development, grammar checking, sentence improvement, organization, and revision.

In the third phase, AI-assisted writing activities can be conducted with students over several weeks. During this period, students should be encouraged not to directly copy AI-generated content but to analyze and edit it, incorporating their own ideas to produce academic writing.

In the fourth phase, a post-test involving an academic writing task of a similar level can be administered. Finally, student feedback can be gathered through questionnaires and open-ended questions. By comparing pre-test and post-test results, the changes in students' writing performance resulting from the use of Generative AI can be analyzed.

**4.5 Data Analysis**

The collected quantitative data can be analyzed using descriptive statistics and, if necessary, inferential statistics. Metrics such as frequency, percentage, mean, and standard deviation regarding students' pre-test and post-test scores can be calculated. Changes in writing performance before and after AI usage can be presented through tables and charts.

For instance, a paired-sample t-test can be used to determine whether the difference between pre-test and post-test scores is statistically significant. Likert-scale responses from the questionnaire can be analyzed in terms of percentages and mean scores.

Qualitative data can be analyzed through thematic analysis. Recurring key elements in students' responses can be identified and categorized into themes such as AI benefits, AI dependence, creativity, critical thinking, writing confidence, and academic integrity.

**Generative AI and Academic Writing**

1. Generating Ideas with AI Assistance

Generative AI helps students generate new ideas for academic writing. Before writing on a topic, students can use AI to explore various ideas, questions, arguments, and sub-topics. This simplifies the brainstorming process. AI assists students in formulating research questions and thesis statements and helps examine a single topic from multiple perspectives. It also helps overcome writer's block. However, one should not assume that all information provided by AI is correct; students must independently review and verify AI

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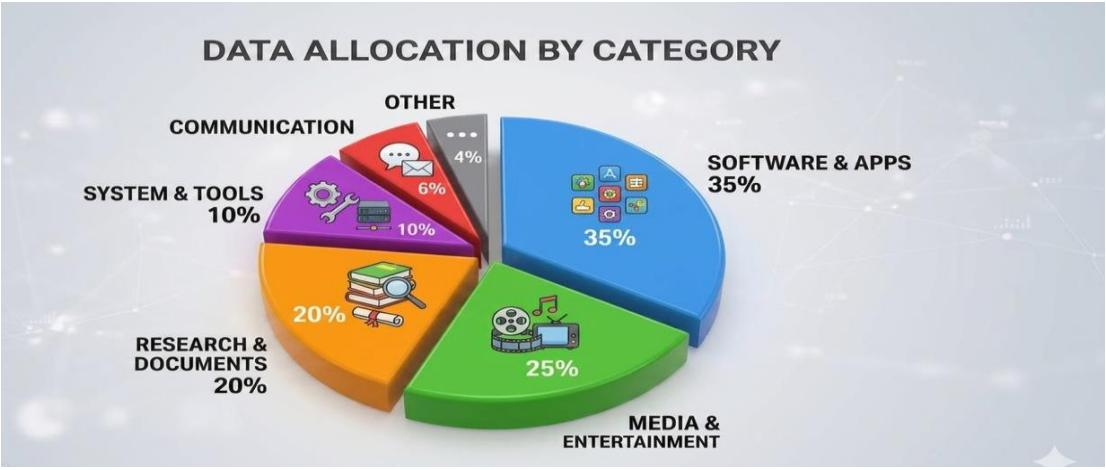
suggestions. Copying AI-generated ideas verbatim can diminish independent thinking skills. Therefore, AI should be used as a brainstorming aid rather than a substitute writer.

**2. Vocabulary and Sentence Development**

Appropriate vocabulary and effective sentence structure are crucial in academic writing. Generative AI helps students learn new vocabulary by suggesting academic synonyms and alternative expressions for common words. For instance, it might suggest using "demonstrate" instead of "show," or "significant" instead of "important," depending on the context. AI can explain the meanings and usage of new words with examples. It also helps transform simple sentences into clearer, more academic ones and aids in understanding the distinction between formal and informal language. Furthermore, it assists in using linking words and academic expressions in the correct context. However, using complex vocabulary is not the sole criterion for good academic writing; students should use a word only after understanding its meaning, context, and correct usage.




The functional breakdown of Generative AI's intervention in student vocabulary and sentence development can be represented conceptually across four primary areas: Academic Synonyms & Alternatives (30%): Replaces basic words with precise contextual equivalents (e.g., swapping "show" for "demonstrate" or "important" for "significant"). Sentence Structuring & Clarification (30%): Transforms simple, fragmented, or informal phrasing into clearer, refined academic prose. Vocabulary Meanings & Usage Examples (20%): Provides contextual dictionary meanings along with practical, clear usage examples. Linking Words & Academic Expressions (20%): Assists in selecting and integrating transitional phrases and formal structures seamlessly.

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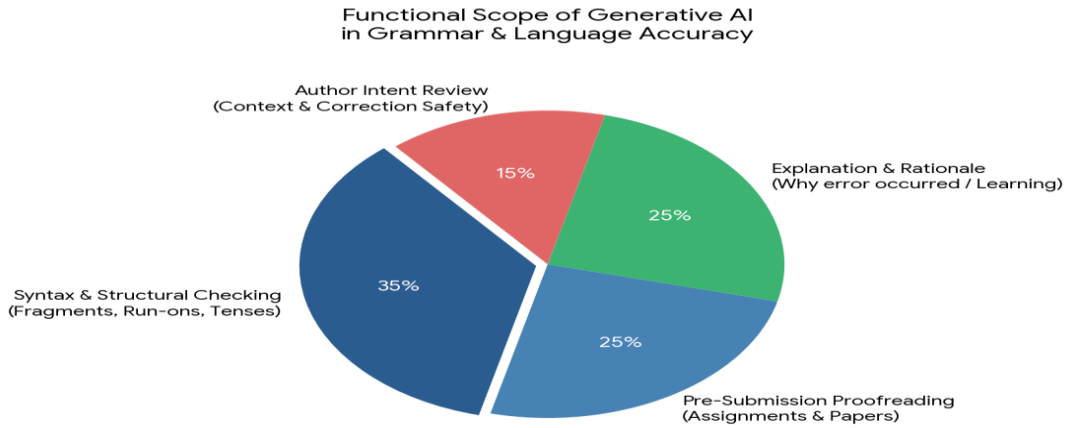
### 3. Grammar and Language Accuracy

Grammar and language accuracy are crucial in academic writing. Generative AI can identify many common grammatical errors in students' writing. It can offer suggestions regarding subject-verb agreement, tenses, articles, prepositions, and punctuation. It can also detect issues such as sentence fragments and run-on sentences. Beyond merely correcting errors, AI can sometimes explain *why* an error occurred, enabling students to learn from their mistakes.




AI can be used for proofreading assignments and research papers before submission. However, one should not assume that every AI-suggested correction is correct; sometimes, a correction might alter the author's original intent. Therefore, students should carefully review corrections and understand the rationale behind them before applying them. It is best to use AI as a language-learning assistant rather than as a substitute for a grammar teacher.

### 4. Structure and Coherence of Academic Texts

Effective academic writing requires ideas to be organized systematically and logically, with clear connections between the introduction, body paragraphs, and conclusion. Generative AI assists students in shaping the overall structure of academic texts. It can help create an outline before writing begins and suggest the sequence in which topics should be discussed within a research paper. It is also useful for developing topic sentences and supporting ideas, as well as suggesting transition words—such as "however," "therefore," "furthermore," and "in addition"—to improve coherence and cohesion. Additionally, AI can help identify repetition and unnecessary sentences. However, the

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student must ultimately determine the overall argument and final structure themselves. One must critically examine the outline provided by AI and make necessary adjustments.

**5. The Overall Impact of AI on Academic Writing**

Generative AI offers numerous opportunities for students in academic writing. It assists at various stages, such as idea generation, vocabulary development, sentence construction, grammar correction, and text organization. Immediate feedback allows students to improve their writing quickly. Teachers can also utilize AI to create lesson materials, writing exercises, and assessment activities. However, over-reliance on AI carries the risk of diminishing independent thinking and creativity. Issues regarding academic integrity may arise if students copy AI-generated content and submit it as their own work. AI can sometimes provide incorrect, biased, or incomplete information; therefore, verifying AI-generated information is essential. It is crucial for students to develop their own ideas, creativity, and language skills. AI is merely a supportive tool and not a substitute for a student's intellectual effort. In the future, the combination of **Human Intelligence and Artificial Intelligence** may play a pivotal role in academic writing. When used responsibly, ethically, and creatively, AI can significantly enhance students' academic writing capabilities.

**Impact of Generative AI on Student Writing Skills**

Generative AI helps improve students' writing fluency by providing initial ideas and sentence patterns to those who struggle to start writing. This enables students to express their thoughts more quickly and clearly. Through AI, students can also learn various sentence structures and practice writing regularly, which can increase their writing confidence. In addition, AI supports the development of academic vocabulary by suggesting academic synonyms and formal expressions for common words. It can help students understand the meaning, usage, and contextual application of new words, thereby enhancing their vocabulary range and academic language skills.

Generative AI also assists students in editing and revising their drafts. It can identify errors in grammar, spelling, punctuation, and sentence structure, while also highlighting repetition, unclear sentences, and problems with organization. By understanding and applying AI feedback, students can gradually develop self-editing skills and improve the quality of their writing. Furthermore, AI can provide different perspectives, arguments, and counterarguments on a particular topic. This can encourage students to analyze ideas from multiple viewpoints and strengthen their critical and analytical thinking. AI can also promote creativity by suggesting new ideas and alternative approaches to a writing task.

However, excessive reliance on AI may reduce students' independent thinking and creativity. AI-generated information may also contain errors or inaccuracies, so students should critically examine the information and verify important facts. Instead of copying AI-

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generated content, students should use their own ideas, experiences, and language to develop their writing. Therefore, the most effective approach is "AI-assisted writing, not AI-dependent writing." When used responsibly, Generative AI can serve as a valuable learning assistant that supports students while allowing them to retain ownership of their ideas and develop their own writing skills.

**Challenges and Limitations**

1. Overdependence on AI

While generative AI greatly assists students with academic writing, relying on it excessively can become a significant challenge. Constantly using AI for every idea, sentence, or paragraph risks causing students to lose the habit of thinking for themselves. Over time, they may struggle to write without AI assistance, and the regular practice needed to hone their writing skills could diminish. In particular, submitting assignments and essays generated entirely by AI may prevent genuine learning from taking place. Therefore, AI should be used as a supportive tool rather than a substitute for the writer.

**2. Decline in Independent Writing**

Heavy reliance on AI can impact students' independent writing skills. Opportunities for students to organize their own thoughts and articulate them into sentences may decrease. Although AI assistance saves time initially, a long-term reduction in writing practice can erode students' confidence in writing independently. They might struggle to express their ideas on their own during exams, interviews, or situations where AI is unavailable. Consequently, the best approach is for students to write their initial drafts themselves and then use AI for feedback and corrections.

**3. Accuracy and Reliability of AI-Generated Content**

Information provided by AI is not always entirely accurate. At times, AI may confidently present incorrect, incomplete, or misleading information. Students must exercise particular caution regarding references, statistics, quotations, and factual information, especially when working on research papers. It is essential to verify whether a citation or reference provided by AI actually exists. Information should be cross-checked against reliable books, journals, academic databases, and official sources. Therefore, AI-generated content should be treated as an initial source of information rather than the final authority.

**4. Loss of Creativity and Originality**

Although generative AI can offer students numerous new ideas, over-reliance on it risks diminishing creativity and originality. If students simply adopt AI-suggested ideas without formulating their own, their writing may lose its personal voice. Furthermore, if many students use the same AI-generated expressions, the originality of their work may suffer. In academic writing, a student's own viewpoint, interpretation, and critical response

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are crucial. Consequently, ideas provided by AI should serve merely as a starting point, to be further developed through the student's own thoughts and experiences.

**Table: Challenges and Limitations of Generative AI in Student Writing**

| Challenge | How it affects students | Possible consequence | Recommended approach |
|---|---|---|---|
| **Overdependence on AI** | Students may use AI for ideas, sentences, paragraphs, editing, and even complete assignments. | Reduced effort and dependence on AI for writing tasks. | Use AI as a support tool rather than a replacement for writing. |
| **Decline in Independent Writing** | Students may get fewer opportunities to organize ideas and write without assistance. | Weakening of independent writing confidence and skills. | Ask students to prepare an initial draft independently before using AI. |
| **Accuracy and Reliability** | AI can sometimes generate incorrect, incomplete, or misleading information. | Students may include factual errors or unreliable references in academic work. | Verify important information through books, journals, databases, and reliable sources. |
| **Loss of Creativity and Originality** | Students may accept AI-generated ideas and expressions without developing their own perspectives. | Reduced personal voice, originality, and creative expression. | Use AI for brainstorming but require students to develop their own arguments and examples. |
| **Reduced Critical Thinking** | Students may accept AI responses without questioning or evaluating them. | Weaker analysis, evaluation, and argument-building skills. | Encourage students to compare, question, evaluate, and justify AI suggestions. |
| **Academic Integrity Issues** | Students may submit AI-generated text as their own work. | Problems related to plagiarism, authorship, and academic honesty. | Establish clear institutional guidelines for responsible AI use. |

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**Academic Integrity and Ethical Concerns**

While generative AI facilitates academic writing, its use raises significant questions regarding academic integrity, originality, authorship, and ethical responsibility. UNESCO also emphasizes that the use of AI in education should prioritize human agency, critical thinking, and ethical application.

**1. Plagiarism and AI-Generated Content**

Generative AI allows students to easily create essays, assignments, reports, and research content. However, copying AI-generated content without modification and submitting it as one's own work may be considered a violation of academic integrity. Distinguishing between a student's original work and content generated by AI is also becoming a challenge. AI-generated text may contain incorrect references or factual information. Therefore, students must adhere to their institution's or instructors' policies regarding AI usage. UNESCO has also identified a new form of plagiarism where content generated by AI is presented as one's own.

**2. Authorship and Originality**

In academic writing, authorship entails taking responsibility for the work and ensuring its originality. Although AI generates text, it cannot assume the role of a human author; consequently, the student or researcher must bear responsibility for the final content. Even when using AI, the work should reflect the student's own ideas, analysis, interpretation, and academic voice. Using AI-generated content verbatim risks diminishing the work's originality and personal voice. There is also ongoing debate in academic publishing regarding whether AI should be recognized as an author or co-author in research. A major issue is AI's inability to take responsibility for the accuracy and integrity of content in the way humans do.

**3. Responsible Use of Generative AI**

There is no need to completely avoid generative AI; using it responsibly and ethically is what matters. AI can be utilized for learning-support activities such as brainstorming, vocabulary development, grammar checking, editing, and obtaining feedback. However, students must think for themselves when formulating final ideas, arguments, and conclusions. They should critically evaluate the information provided by AI and verify key facts, statistics, and references using reliable sources. Clearly disclosing the use of AI when applicable is also considered good academic practice. UNESCO advocates for maintaining human oversight, accountability for accuracy, and higher-order thinking in the use of AI.

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**4. AI Literacy among Students**

AI literacy goes beyond merely using an AI tool; it involves understanding how the tool works, its benefits and limitations, and how to use it ethically. Students need to learn how to write effective prompts, evaluate AI-generated information, identify bias, and verify factual data. They should also be aware of issues such as privacy, copyright, plagiarism, and academic integrity. With increased AI literacy, students can use AI as a learning assistant rather than relying on it entirely. UNESCO has also stated that developing GenAI-related competencies among students is crucial for safe, ethical, and meaningful AI usage.

**8. The Role of Teachers in the Age of Generative AI**

As Generative AI rapidly transforms the education sector, the role of the teacher is becoming increasingly important. In the past, the teacher was primarily a source of knowledge. However, with the widespread availability of AI, teachers now need to act as facilitators, mentors, evaluators, and guides. They must provide guidance on how students should use AI, understand its limitations, and preserve their own critical thinking abilities.

**1. The Teacher as a Facilitator**

In the era of Generative AI, teachers should function as learning facilitators rather than mere information providers. Beyond introducing AI tools to students, they must explain how to use these tools for constructive educational purposes. For instance, instead of having AI write an entire essay, a teacher can demonstrate how to use AI during stages such as topic selection, brainstorming, vocabulary development, and proofreading. Students should be encouraged to integrate AI-generated information with their own ideas. In this way, the teacher can oversee the students' learning process while providing timely feedback and guidance.

**2. Developing Critical AI Literacy**

A crucial responsibility of teachers is to teach students not only how to use AI tools but also how to question, analyze, and verify AI-generated information. AI does not always provide accurate information; it can sometimes contain factual errors, biases, or misleading content. Therefore, students must learn to cross-check AI-generated answers against reliable sources rather than accepting them blindly. Awareness must also be raised regarding ethical aspects such as plagiarism, copyright, privacy, authorship, and academic integrity. True AI literacy goes beyond merely using AI quickly; it involves the ability to decide when to use it, why to use it, and when to reject its output.

**3. Designing AI-Aware Writing Activities**

In the context of the availability of generative AI, teachers need to partially redesign traditional writing assignments. For instance, instead of a generic assignment like "Write an

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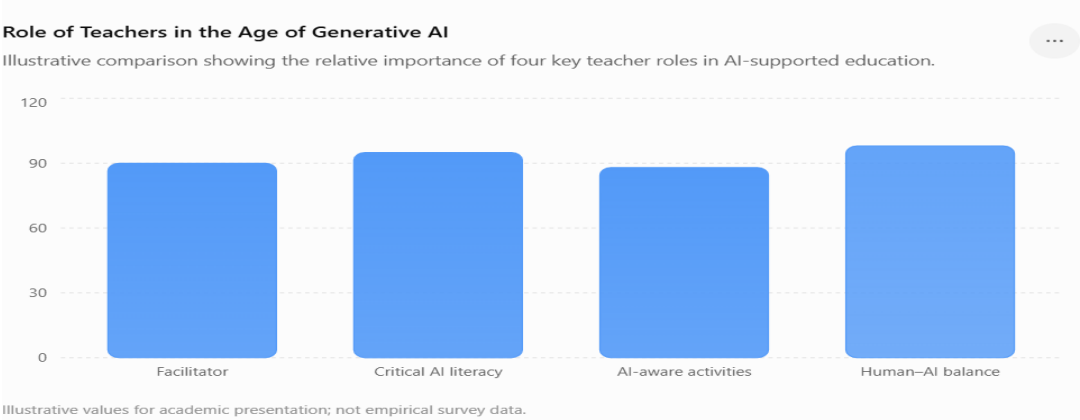
essay on climate change," students could first create an outline based on their own ideas and then obtain suggestions from AI. Subsequently, an activity could be assigned where students analyze the AI's suggestions to explain which ones are correct and which are incorrect. Other activities could include critically evaluating an AI-generated paragraph, identifying grammatical errors made by AI, comparing two different AI responses, or writing a counter-argument to an AI-generated argument. This approach helps students learn to use AI as a critical learning tool rather than just a means to generate answers.

**4. Balancing Human and AI-Assisted Writing**

Although AI can simplify the writing process for students, it is not a substitute for human thinking, creativity, experience, and personal voice. Therefore, teachers must strike the right balance between AI-assisted writing and independent writing. Some assignments could be designed for completely independent writing, while others might allow for limited AI usage. For example, students could write a paragraph independently, seek AI feedback, and finally explain their revision process. Through this approach, AI becomes a tool to enhance the student's writing rather than replacing it.




**Teacher as Facilitator – 90:** Teachers guide students in using AI effectively rather than simply providing information.
**Critical AI Literacy – 95:** Teachers must help students evaluate AI-generated information, identify bias, and verify facts.
**AI-Aware Writing Activities – 88:** Teachers should design writing tasks that encourage students to use AI critically and responsibly.
**Human–AI Balance – 98:** The highest priority should be maintaining human agency, creativity, critical thinking, and independent learning alongside AI assistance.

**9. Generative AI and the Future of Academic Writing**

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With the rapid advancement of Generative AI, the role of the student writer in academic writing is likely to undergo significant transformation. Traditionally, students were expected to independently manage every stage of the writing process, including generating ideas, conducting research, drafting, revising, and editing. In the future, however, students may increasingly function as planners, evaluators, editors, and knowledge curators rather than merely producers of text. Although AI can provide ideas, outlines, vocabulary, and initial drafts, students must critically evaluate these outputs and make the final decisions. This shift means that academic writing will increasingly emphasize analysis, interpretation, evaluation, creativity, and independent judgment rather than simple information reproduction.

Another important development will be Human–AI collaboration in academic writing. Generative AI can help students organize information, suggest appropriate vocabulary and sentence structures, provide feedback, and reduce the time spent on repetitive writing tasks. Human writers, however, contribute personal experience, contextual understanding, ethical judgment, originality, and critical interpretation. Therefore, AI should complement human intelligence rather than replace it. Students should critically examine AI-generated ideas, identify possible errors or biases, and verify important information using reliable academic sources. The value of AI-assisted writing will ultimately depend on the student's ability to use the technology thoughtfully and responsibly.

The future of academic writing pedagogy will also need to adapt to the growing presence of Generative AI. Instead of relying only on traditional assignments such as “Write an essay,” teachers can design AI-aware writing activities that combine independent thinking with responsible AI use. For example, students may first prepare their own outline and then compare it with an AI-generated outline, identifying differences, strengths, and weaknesses. Similarly, students can evaluate AI-generated paragraphs, identify grammatical errors, weak arguments, unsupported claims, and factual inaccuracies, and then revise them. Such activities can strengthen critical thinking, AI literacy, editing skills, and academic judgment.

Assessment practices may also change in response to Generative AI. Rather than evaluating only the final written product, teachers may give greater importance to the writing process, drafts, revisions, reflections, and oral explanations through which students demonstrate their understanding. This approach can help educators determine whether students genuinely understand and can defend the ideas presented in their academic work. UNESCO emphasizes the importance of human agency, higher-order thinking, and human accountability when AI is used in education. Therefore, the future of academic writing

should not focus simply on using AI to generate text, but on using AI to support thinking, questioning, evaluating, and refining ideas.

Ultimately, the future of academic writing lies in a balanced partnership between human intelligence and artificial intelligence. Generative AI can provide speed, assistance, and new possibilities, while students provide originality, judgment, creativity, and intellectual responsibility. Thus, the combination of Human Intelligence + Generative AI + Critical Thinking can create a more effective, ethical, and human-centred approach to academic writing.

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