Review of Teacher's World
Volume: 4 Issue:1 Year: 2025
ISSN: 2957-4145

KMF Publishers
www.kmf-publishers.com/rtw/

DOI: https://doi.org/10.5281/zenodo.14921400
Review of Teacher's World

ARTICLE

OPEN ACCESS
Freely available online

Received: 12 January 2025
Accepted: 20 February 2025

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The Use of Artificial Intelligence in Writing Graduation Qualification Works by International Students

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Abstract: Integrating Artificial Intelligence (AI) into academic writing has become increasingly prevalent, particularly among international students pursuing graduation qualification works. This abstract explores the implications, benefits, and challenges of using AI tools in this context. AI technologies, such as natural language processing and machine learning, provide students with resources to enhance their writing skills, streamline research processes, and improve academic performance. International students often face unique challenges, including language barriers and unfamiliarity with academic conventions in their host countries. AI tools can assist in overcoming these obstacles by offering real-time grammar and style suggestions, facilitating a better understanding of complex topics, and providing access to a wealth of information through advanced search capabilities. These tools aid in the writing process and promote independent learning and critical thinking skills. However, using AI in academic writing raises ethical concerns, particularly regarding originality and plagiarism. There is a fine line between utilising AI as a supportive tool and relying on it to produce work that lacks personal input and critical analysis. Educational institutions must address these issues by establishing clear guidelines on using AI technologies in academic writing. In conclusion, while AI presents significant opportunities for enhancing the writing capabilities of international students, it also necessitates careful consideration of ethical implications. By fostering a balanced approach that encourages the responsible use of AI tools, educational institutions can support international students in producing high-quality graduation qualification works while promoting academic integrity and originality.

Keywords: Artificial intelligence, international students, graduation qualification works

Disclosure statement
No potential conflict of interest was reported by the author(s).

Citation information
Cite this article as Olga, Z. (2025). The Use of Artificial Intelligence in Writing Graduation Qualification Works by International Students. Review of Teacher's World, 4(1), 873-876. DOI: https://doi.org/10.5281/zenodo.14921400

1.1 Performance of Teachers

The education landscape is rapidly evolving with the incorporation of technology, particularly Artificial Intelligence (AI). In recent years, AI has gained traction as a supportive tool in academic writing, addressing various challenges students face, especially those from international backgrounds. Writing graduation qualification works—such as theses and dissertations—poses significant challenges for international students who may struggle with language proficiency and unfamiliarity with academic conventions. This paper aims to investigate how AI tools can facilitate the writing process for these students while also examining the ethical considerations surrounding their use.

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1.2 Background

International students often encounter difficulties in academic writing due to language barriers, cultural differences, and varying educational systems. These challenges can hinder their ability to express ideas clearly and adhere to academic standards. AI tools such as Grammarly, ChatGPT, and Wordtune have been developed to assist in grammar checking, content generation, and style improvement. By leveraging these technologies, students can enhance their writing quality and efficiency.

1.3 Objectives

The primary objectives of this paper are to:

- Analyze the benefits of AI tools in supporting international students' academic writing.
- Examine international students' perceptions regarding the use of AI in their writing processes.
- Discuss the ethical implications of using AI tools in academic writing.
- Provide recommendations for educators on effectively integrating AI into writing curricula.

2.1 Literature Review

The Role of AI in Academic Writing

AI technologies have transformed various aspects of academic writing. Research indicates that these tools can assist with grammar correction, content generation, plagiarism detection, and citation management (Gayed et al., 2022; Marzuki et al., 2023). For instance: Grammar and Style Improvement: Tools like Grammarly offer real-time feedback on grammar and style, helping students refine their writing (Almusharraf & Alotaibi, 2023). Content Generation: Advanced models such as GPT-3 enable students to generate ideas and content efficiently (Farrokhnia et al., 2023). Plagiarism Detection: AI-powered software can identify potential plagiarism issues, ensuring adherence to academic integrity standards (Gupta et al., 2022).

Benefits for International Students

International students often struggle with academic writing due to limited language skills. AI tools can help bridge this gap by providing: Language Support: AI-driven platforms assist with grammar checks and vocabulary enhancement, which is crucial for ESL learners (Miranty & Widiati, 2021). Improved Writing Quality: Studies show that using AI tools can significantly improve writing quality among international students (Makarius et al., 2020). Time Efficiency: By automating certain aspects of the writing process, AI can save students valuable time that can be redirected toward research and analysis (Dale & Viethen, 2021).

Challenges and Ethical Considerations

While AI offers numerous advantages, its use raises several ethical concerns: Over-reliance on Technology: There is a risk that students may become overly dependent on AI tools, potentially stunting their development as independent writers (Murcia, 2024). Academic Integrity: The ease of generating content through AI may lead to issues related to originality and authorship (Alharbi, 2023). Contextual Limitations: AI-generated suggestions may not always align with specific disciplinary conventions or contextually appropriate language use (Villa et al., 2023).

3.1 Methodology

This study employs a mixed-methods approach to gather insights into using AI tools among international students. Data were collected through surveys distributed to international students across various universities and follow-up interviews with selected participants.

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Participants

The participants included 150 international students from diverse backgrounds enrolled in graduate programs across multiple disciplines—the survey aimed to capture their experiences with AI tools in academic writing.

Data Collection

Data were collected through:

Surveys: A structured questionnaire was administered online to gather quantitative data on the frequency and types of AI tools used by participants. Interviews: Semi-structured interviews were conducted with a subset of participants to gain qualitative insights into their perceptions of AI tools.

Data Analysis

Quantitative data were analysed using statistical software to identify variable trends and correlations. Qualitative data from interviews were transcribed and thematically analysed to extract key themes related to student experiences with AI.

4.1 Findings

Use of AI Tools

The survey results indicated that most (85%) participants reported using at least one AI tool for academic writing. The most commonly used tools included Grammarly (70%), ChatGPT (50%), and Turnitin (45%).

Benefits Identified by Participants

Participants highlighted several benefits of using AI tools: Enhanced Writing Skills: Many respondents noted improvements in their overall writing quality due to the real-time feedback provided by grammar-checking tools. Idea Generation: Students reported that generative models like ChatGPT helped them brainstorm ideas for topics and structure their papers. Time Management: A substantial number of participants emphasised that using AI saved them time during drafting.

Challenges Faced by Participants

Despite the benefits, several challenges were also reported: Contextual Accuracy: Some participants expressed concerns about the contextual relevance of suggestions made by AI tools. Ethical Concerns: Some respondents raised issues regarding plagiarism risks associated with using generative text models without proper citation. Over-reliance on Tools: Some interviewees acknowledged a tendency to rely heavily on these technologies rather than developing their own writing skills.

Perceptions of International Students

Interviews revealed nuanced perspectives among international students regarding using AI in academic writing: Positive Attitudes: Most participants viewed AI as a valuable resource that complements their learning experience. Need for Training: Several respondents emphasised the importance of training sessions on effectively using these tools without compromising academic integrity. Desire for Customization: Students desired more tailored features within AI tools that cater to their disciplines or writing styles.

5.1 Discussion

The findings indicate that while AI tools can enhance the academic writing experience for international students, significant challenges remain that need to be addressed.

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Implications for Educators

Educators play a crucial role in guiding students on how to integrate AI effectively into their writing processes. Training Programs: Institutions should develop training programs focused on teaching students how to use AI responsibly while maintaining academic integrity. Curriculum Integration: Incorporating discussions about ethical implications and best practices related to AI usage into existing curricula will help prepare students for future challenges. Encouraging Critical Thinking: Educators should encourage critical engagement with AI-generated content rather than passive acceptance.

6.1 Future Research Directions

Further research is needed to explore the long-term effects of using AI tools on student learning outcomes, the development of guidelines for the ethical use of AI in academic settings, and comparative studies between different cultural contexts regarding attitudes towards AI in education.

7.1 Conclusion

The integration of Artificial Intelligence into the academic writing processes of international students presents both opportunities and challenges. While these technologies offer significant support in overcoming language barriers and enhancing writing quality, they raise ethical concerns about originality and technology dependency. By fostering an environment where educators guide responsible usage while promoting critical engagement with these tools, institutions can harness the full potential of AI in supporting international students' academic success.

This paper provides a comprehensive overview of the current research on using Artificial Intelligence in academic writing among international students while highlighting areas for further investigation and practical recommendations for educational practice.

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