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Empowering student success in higher education through enhanced academic writing skills with AI tools

Studentų akademinės sėkmės stiprinimas per dirbtiniu intelektu grįstą rašymo įgūdžių lavinimą

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Abstract

The aim of the present paper is to discuss the application of AI-powered writing tools in teaching and learning academic writing at the tertiary level, focusing on first-year English major students' use and attitudes towards these tools. For this purpose, a total of 88 EFL students representing nine nationalities participated in a joint small-scale quantitative study that was conducted at two higher education institutions in Kaunas, Lithuania, and at a university in Astana, Kazakhstan. The study was designed in two stages, each addressing a specific objective. The first objective was to investigate whether students have any difficulties to follow the requirements of academic writing style in English, and how formulating an effective prompt for AI-powered writing tools can help to obtain personalized feedback that supports writing and revision of their academic texts (academic essays). The second objective was to investigate students' overall use of AI in their studies, with particular focus on the use of AI-powered tools in academic writing. Special attention was given to students' perceptions of the advantages and limitations of using AI, as well as to ethical concerns related to its use in academic context. To this end, the students answered the questionnaire using Google Forms. Findings showed that students' in-class essays followed culture-bound rhetorical patterns that differed from those typical of English academic writing. Findings also indicated that the immediate feedback from AI-powered writing tools stimulates students' critical engagement with text production and organization and improves linguistic accuracy. At the same time, concerns related to students' overreliance on AI and potential ethical implications were identified. The study contributes to ongoing discussions on the responsible integration of AI in academic setting and underscores the necessity of balancing technological support with the development of academic writing competency.

KEYWORDS: academic writing, AI-powered writing tools, culture-bound styles of writing, ESL/EFL, higher education, prompt, writing pedagogy

Introduction

Academic writing holds a highly important role in the language development of English language learners, necessitating proficiency in such areas as text organization and similar (Campbell, 2019). Yoon (2011) notes that “proficient writing skills empower learners to effectively communicate their ideas, articulate thoughts clearly, and achieve academic excellence across various professional domains” (Yoon, 2011).

As research has demonstrated (e.g. Kaplan, 1966; Loveday, 1982; Matsunaga, 1999), students learning English as their second or third language have some difficulty in following the requirements of the Academic Writing in English as the typology of their cultural writing pattern may differ from that of English / North American (see Fig. 1).

Language Tradition	Rhetorical Organization Pattern	Description
English		Linear progression from beginning to end.
Semitic		Parallel development of ideas.
Oriental		Indirect approach; context precedes main point.
Romance		Digressive development with returns to related ideas.
Russian		Multiple paths of development leading to synthesis.

Fig. 1 Rhetorical patterns of different languages (Adapted from Kaplan, 1966)

Referring to differences in rhetoric, Kaplan states:

Logic (in the popular, rather than the logician's sense of the word) which is the basis of rhetoric, is evolved [sic] out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture. It is affected by canons of taste within a given culture at a given time. [...] A fallacy of some repute and some duration is the one which assumes that if a student can write an adequate essay in his native language, he can necessarily write an adequate essay in a second language. [...] Foreign students who have mastered syntactic structures have still demonstrated inability to compose adequate themes, term papers, thesis and dissertations. [...] The foreign-student paper is out of focus because the foreign student is employing a rhetoric and a sequence of thought which violate the expectations of the native reader (Kaplan, 1966, pp. 2–4).

Drawing on the aforementioned Kaplan's model, Galtung (1981), Clyne (1993), Siepmann (2006), Dobrić (2019), and Segler-Heikkilä (2021) among others discuss Saxon (Anglo-American), Gallic (French, Italian, Spanish, Portuguese, and Latin American), Teutonic (Germanic), Nipponic (Japanese), and Slavic text or-

ganization and culture-bound “styles of intellectual discourse” (Galtung, 1981) that help to compare different academic cultures and writing styles in terms of linearity versus digressiveness, focus on form versus content, textual symmetry, abstractness versus concreteness of content, content structure, continuity in argumentation, integration of data, writer responsibility versus reader responsibility, etc.

Considering Kaplan’s model and the currently ongoing scientific debate about the use of AI-powered writing tools in facilitating academic writing, a small-scale quantitative study was conducted at two higher education institutions in Kaunas, Lithuania, and at L. N. Gumilyov Eurasian National University, Astana, Kazakhstan with the aim of answering the following research questions:

- ◆ Does the academic writing style of the first-year English major students studying at three different institutions in two countries differ from established conventions of English academic writing?
- ◆ How do students design prompts for AI-powered writing tools to obtain personalized feedback that supports the improvement in their academic writing?
- ◆ What AI tools do students use for general study and for academic writing, and how do they evaluate these tools in terms of benefits, limitations, and ethical implications?

To answer the research questions, the following objectives were set:

- ◆ to investigate whether students experience difficulties in adhering to English academic writing conventions when completing writing tasks, and how formulating effective prompts for AI-powered writing tools can help them obtain personalized feedback that supports the writing and revision of their texts;
- ◆ to find out what AI-powered tools students use in their studies in general and what AI-powered writing tools students use in academic writing in particular, paying a special attention to students’ attitudes about the benefits and ethical concerns of using AI.

The latter was chosen due to the existing gaps in current research in order to understand how students perceive and use AI tools in language learning, especially at the higher education level (Dja’far & Hamidah, 2024). Moreover, most of these studies have been conducted by Indonesian, Chinese, Taiwanese, and Middle Eastern scholars, indicating a need for research from other cultural backgrounds.

The study has several limitations that should be acknowledged. First, it is limited by its relatively small sample size (88 students) and by the fact that the study was conducted at only three higher education institutions: two in Lithuania and one in Kazakhstan. Second, student participation across the two stages of the study was uneven as only 39 students submitted their essays, with an imbalanced distribution of nationalities. The questionnaire was completed by 73 students representing six nationalities, which further restricts the generalizability of the results. Third, the study focused on a specific moment in time. Given the rapidly evolving nature of AI technologies, the application of AI in ELT may change significantly in the future.

Despite these limitations, the findings show a consistent tendency for students’ academic writing to be influenced, to varying degrees, by the rhetorical patterns of their native language (L1), while the use of AI-powered tools remains largely consistent across the three institutions.

Theoretical Background

There exists considerable research on developing academic writing skills for second/foreign English language students. The study “GenAI in Academic Writing-Empowering Learners or Redefining Traditional Pedagogical Practices? A Systematic Review From 2019-2023” by Zaheer et al. (2025) demonstrates cultural and linguistic diversity of students studying English as a foreign/second language which, in its turn, implies culture-bound differences in academic writing style and possible difficulties related to this, as discussed above (see Fig. 2).

For example, research conducted with undergraduate and postgraduate EFL students whose L1 is Arabic indicates that even nowadays academic writing is challenging for many students. Bhupathiraju Lakshmi (2013) notes that “writing in English is another challenge to Arab students. There is a lot of difference between Arabic writing and English writing in terms of style and organization” (p.49). Khazaal (2019) states that in Iraq, most of the undergraduate and postgraduate ESL students have difficulties in academic English writing, es-

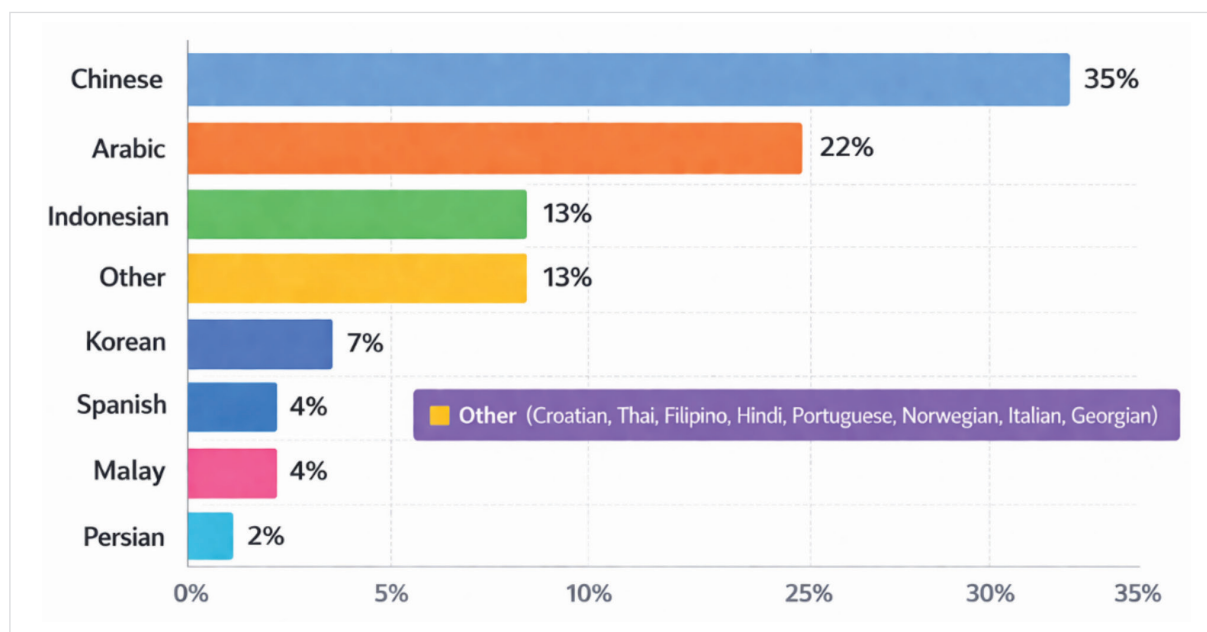


Fig. 2 Linguistic diversity of students who study English as a foreign/second language
(Adapted from Zaheer et al., 2025)

pecially when organizing, paraphrasing, and summarizing texts or when writing critical reviews, term papers and theses in English (Khazaal, 2019). Similarly, in his 2023 study about Saudi Arabian University students' perspectives on issues and solutions in academic writing, Ayman Ankawi notes that "Arabic [writing] favors metaphoric, long phrases, but writing for academia in English is precisely the contrary" (Ankawi, 2023, p. 6). Students from South Asia studying at a higher institution in Kaunas also demonstrate the same difficulties in producing academic texts. The following essay written by a first-year student whose native language is Bangla can serve as an example (the text is presented as in the original, without editing; emphasis by the author)¹:

*The hidden Lives on my Street: An unexpected journey documentary based on true story. In this documentary they introduce some of the characters they are milliners but their life is so simple. Also, a character who is affected by OCD. In this documentary they show how the boy suffers from this problem. It is really painful for him at one stage he doesn't want to live. If he doesn't have OCD problem, he will live a happy life. We saw some others characters they didn't find jobs for this they suffer from family problem. If he finds the job, they would have not faced any family issue. In this documentary they show the characters have different problems in different situations. Then we can find another character he supplies drugs. If he finds job, he will not become drug supplier. If he finds job, he succeeds. In this documentary Also shown a character of old man who died of illness. If he was not ill, He would live more. So, **in conclusion**, we can say that the documentary is about lots of characters who face problems some of them are milliners some of have mental issue like OCD. Some of have illness and some of have family issue. In this documentary we can say everyone have problems but in different perspective. Even a milliners have problems and also who don't have money he also has problems. We can say it doesn't matter who you are rich or poor but you have problem if are a milliner you can attempt a commit suicide. So, understanding everyone have problem. If they don't have those problems, they would have lived a happy life.*

¹ An excerpt from an anonymous student essay. The author consented to the publication of these passages for illustrative purposes, with their anonymity fully preserved.

Considering the requirements of academic writing in English, students are expected to produce a text that is linear in its organization (see **Fig. 3**), coherent, objective, explicit, hedged, responsible, semantically appropriate, and grammatically correct (Gillett, 2025).

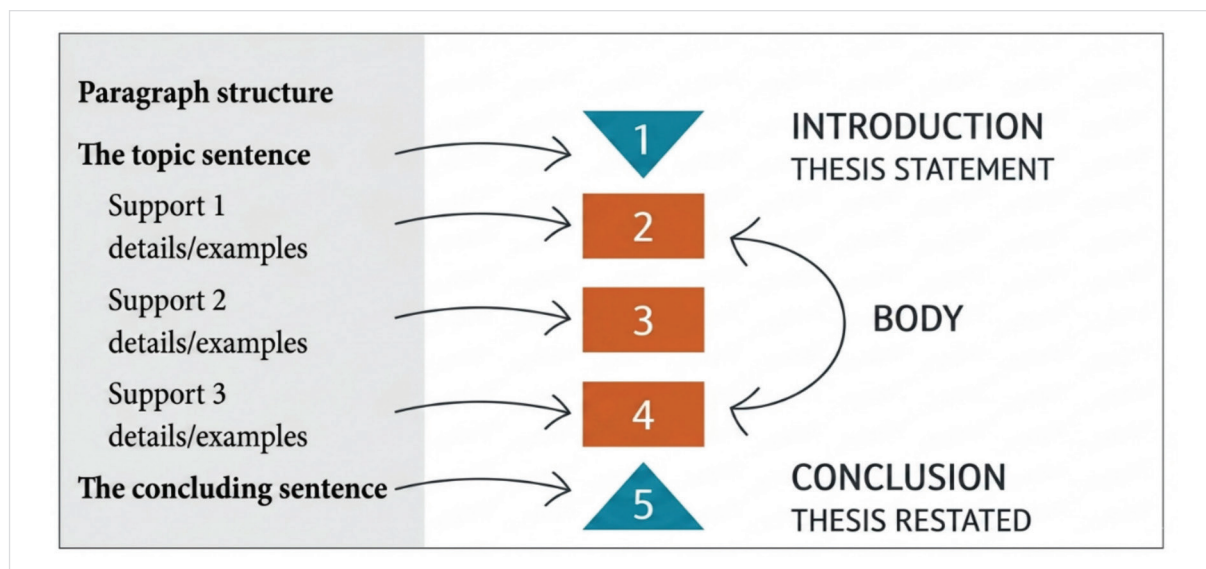


Fig. 3 Paragraph and essay structure (Adapted from Raškauskienė et al., 2016)

Ankawi (2023) notes challenges in teaching academic English writing, which include “the differences between spoken and written English, difficulties in developing writing ideas, grammatical accuracy, finding references, and the need for detailed feedback” (Ankawi, 2023).

Multiple studies conducted predominantly in the Middle East, South Asia, and parts of East and Southeast Asia demonstrate that the application of AI technology in education, especially in language teaching, has demonstrated positive impact (Chan & Hu, 2023; Polakova & Klimova, 2024; Zaheer et al., 2025). AI-powered writing tools offer personalized feedback, identifying students’ writing strengths and weaknesses, provide linguistic resources, and interactive learning experiences (Bhutoria, 2022; Akgun & Greenhow, 2022; Nazari et al., 2021; Rudolph et al., 2023). Moreover, by providing instantaneous feedback, the use of AI-powered writing tools substantially reduces students’ and teachers’ time and effort (Chang et al., 2021; Gayed et al., 2022; Jeanjaroonsri, 2023; Zhao, 2022).

For example, Marzuki et al. (2023), Song and Song (2023), and Rahmi et al. (2024) demonstrated that AI writing tools significantly improved students’ writing skills. While providing immediate and personalized feedback and enabling learners to make real-time corrections and adjustments to their writing, AI-powered writing tools helped students with style, grammar, and spelling corrections, and enhanced the clarity and logical progression of students’ writing. For example, discussing the results of their research, Song and Song note that “the AI-assisted class exhibited superior development and performance in terms of academic writing skills and writing motivation compared to the non-AI class” (Song & Song, 2023, p. 12). According to Khalifa and Albadawy:

AI has become an invaluable tool in academic writing. AI-powered writing assistants help 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 (Khalifa & Albadawy, 2024).

Khalifa and Albadawy (2024) distinguish six areas in which the use of AI enhances students' success (see Fig. 4):

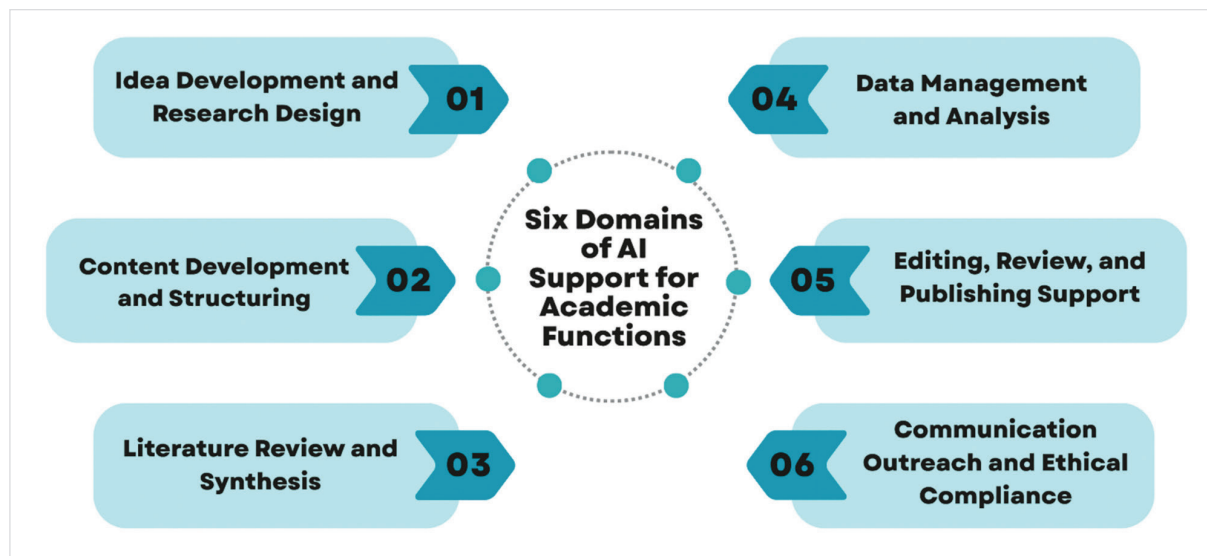


Fig. 4 The six domains where AI can improve academic functions (Adapted from Khalifa & Albadawy, 2024)

Other researchers (Tulekenova et al., 2023; Aljuaid, 2024; Pitychoutis, 2024; Wale & Kassahun, 2024) also propose that AI integration in English classes improves students' writing quality and positively affects the learning process making it more engaging and interactive.

Methodology

To contribute to the existing research on the use of AI-powered tools in teaching and learning academic writing, a small-scale quantitative study was conducted at Vytautas Magnus University (34 students of different nationalities), Kaunas Kolegija Higher Education Institution (25 students of different nationalities), and at L. N. Gumilyov Eurasian National University (29 Kazakh students). A total of 88 non-native English-speaking first-year students of nine nationalities majoring in English participated in the research (Lithuanian (n = 39), Kazakh (n = 34), Bangladeshi (n = 5), Pakistani (n = 3), Ukrainian (n = 2), Turkish (n = 2), Indian (n = 1), Moroccan (n = 1), and Venezuelan (n = 1)).

The study had two stages and thus a twofold aim:

- 1 To investigate whether students have any difficulties to follow the requirements of academic writing style in English and how formulating an effective prompt for AI-powered writing tools can help to obtain personalized feedback that supports writing and revision of their academic texts (academic essays). For this purpose, students had an in-class task to write an essay titled "Ways to achieve your life goals", which was later analyzed by the instructors according to the following criteria:
 - ◆ structure and organization (introduction and thesis statement, paragraph structure, conclusion);
 - ◆ coherence and cohesion (logical flow of ideas and the effective use of transitions between and within paragraphs);
 - ◆ language accuracy and tone (grammatical accuracy, vocabulary choice, and the use of an appropriate academic tone (i.e. formal, objective and free from informal language).

After composing their essays in class, the students experimented with writing different prompts for ChatGPT (this AI tool was chosen for the task completion), received personalized feedback, edited their essays accordingly, and discussed the results in small groups. 39 students of six nationalities (Lithuanian (n = 24),

Kazakh (n = 15), Bangladeshi (n = 5), Pakistani (n = 3), Moroccan (n = 1), and Turkish (n = 1)) aged 18–36 contributed their essays to the study.

2 To find out what AI-powered tools students use in their studies in general and what AI-powered tools students use in academic writing in particular, paying a special attention to students' attitudes about the advantages, disadvantages, and ethical issues of using AI-powered writing tools. To achieve this, students completed a questionnaire via Google Forms, responding to the following questions:

- ◆ What AI-powered tools do you use in your studies?
- ◆ How useful do you find AI-powered writing tools in Academic Writing with regard to grammar and vocabulary, spelling and punctuation, text organization, development of ideas, literature review, and references?
- ◆ In your opinion, what are the advantages of AI-powered writing tools?
- ◆ In your opinion, what are the disadvantages of AI-powered writing tools?
- ◆ What ethical concerns do you have regarding the use of AI-powered writing tools?

Seventy-three students of six nationalities (Lithuanian (n = 39), Kazakh (n = 29), Ukrainian (n = 2), Indian (n = 1), Turkish (n = 1), and Venezuelan (n = 1)) aged 18–27 participated in this stage of the study.

Results and Discussion

Stage 1

Following the existing research, which showed that ChatGPT reduced grading time, ensured scoring consistency, and provided feedback on students' writing skills immediately (Mizumoto & Eguchi, 2023; Aljuaid, 2024; Pitychoutis, 2024; Wale & Kassahun, 2024; Zaheer et al., 2025, etc.), in Stage 1 of the small-scale research study under discussion, 39 students wrote an essay titled "Ways to achieve your life goals" without any prior reminder of the essay writing rules. After writing their essays, the students elicited personalized feedback on their essay writing skills from ChatGPT and then edited their essays accordingly. To elicit personalized feedback from ChatGPT, students used the following prompt:

You are an Academic Writing professional, university teacher. Give feedback on the attached piece of writing in terms of the rules of academic writing (essay writing).

Below is an example of an essay written by a Lithuanian student² (reproduced in its original, unedited form), followed by ChatGPT's feedback.

Ways to achieve your life goals

Achieving life goals is an exciting journey that involves a few important steps. It starts with believing in ourselves. When we believe that we can achieve our dreams, we feel more confident and motivated to take action. This self-belief pushes us to step out of our comfort zones and try new things. We also need to understand that challenges will come our way. Life is full of ups and downs, and we will face obstacles along the path to our goals. Instead of feeling defeated, we can see these challenges as chances to learn and grow. Each setback teaches us something valuable and helps us build resilience. Resilience is the ability to bounce back from difficulties and keep going, which is super important for reaching our goals. Setting specific goals becomes another key part of this process. When we have clear, achievable goals, we create a map that guides us. It helps to break larger goals into smaller, manageable steps. This way, we can track our progress and celebrate little victories along the way, which keeps us motivated. Having support from friends and family is also really helpful. When we share our dreams with people we trust, their encouragement can make a big difference. They can lift us up when we feel down and remind us that we're not alone. Their belief in us can strengthen

² An excerpt from an anonymous student essay. The author consented to the publication of these passages for illustrative purposes, with their anonymity fully preserved.

our own belief, making us feel more determined. Keeping a positive mindset counts super important, too. A positive attitude allows us to face challenges with hope and creativity. Instead of focusing on what's going wrong, we can look for solutions and opportunities. This attitude helps us stay open to new ideas and possibilities. Focus remains essential throughout our journey. In today's busy world, it's easy to get distracted. We need to keep our goals in mind and remind ourselves why we started. This focus helps us stay on track and prevents us from feeling overwhelmed by everything we have to do. Lastly, achieving our goals depends on consistent effort and self-reflection. Taking time to look back on our progress helps us see what's working and what needs to change. This reflection gives us a chance to adjust our plans and stay aligned with our true dreams. In summary, reaching our life goals is a journey that involves believing in ourselves, understanding that challenges will come, setting clear goals, seeking support, maintaining a positive attitude, staying focused, and reflecting on our progress. By embracing these steps, we can make our dreams a reality and lead fulfilling lives. Each step brings us closer to the life we want, filled with purpose and achievement.

Following is the feedback generated by ChatGPT on the student's essay above. It illustrates how AI-generated feedback can support the development of a student's academic writing skills.

ChatGPT: Here's feedback on your piece, focusing on academic writing rules and essay structure:

Structure and Organization

Introduction and Thesis Statement: Your essay begins with a general statement about achieving life goals. However, a clearer thesis statement in the opening could enhance focus. A thesis should concisely state the main point or argument of the essay and provide a roadmap for the reader. For example, "This essay explores essential steps for achieving success, including self-belief, goal setting, resilience, and a positive mindset."

Paragraph Structure: Each paragraph covers a distinct step in the journey to success, which is good. However, clearer topic sentences at the start of each paragraph would improve readability and emphasize each main idea.

Conclusion: The conclusion effectively summarizes the main points but could benefit from a restatement of the thesis in slightly different wording. Ending with a thought-provoking idea about the journey to success could also leave a stronger impact.

Language and Tone

Formality: The tone in several places is informal (e.g., phrases like "super important," "really helpful"). Academic writing typically requires a formal tone, so consider substituting informal language with more formal vocabulary. For instance, "super important" could be "crucial," and "really helpful" could be "significantly beneficial."

Personal Pronouns: While personal reflections can be valuable, academic essays often avoid personal pronouns unless in reflective or narrative writing contexts. Consider rephrasing sentences to be more objective. Instead of "we can see these challenges," try "challenges can be viewed as opportunities."

Clarity and Precision

Specificity: Some terms like "life goals," "challenges," and "positive mindset" are broad and could be clarified with specific examples or definitions. Explaining each term briefly would add depth.

Avoiding Redundancies: Phrases such as "we feel more confident and motivated" could be refined for conciseness. For instance, "This self-belief instills confidence and motivates action." (OpenAI, 2025)

As observed in both student essay examples presented in this paper, as well as in all other essays analyzed according to English academic writing conventions, the student texts demonstrated culture-bound rhetorical patterns that differ from those typical of English academic writing, particularly in terms of structure and organization. The students had difficulties formulating effective thesis statements and topic sentences, as well as choosing the language register appropriate for an academic text. The following selected examples of unedited thesis statements written by Lithuanian students illustrate these difficulties: “For times people have been making ways to achieve such goals by preparing early”, “If you are vague about your goals, your will results be vague as well”, “With how different all of us are, we find different ways to achieve them”, among others. It must be noted that all 39 student essay samples demonstrated L1 influence to a certain degree.

The use of ChatGPT as an AI-powered essay scoring tool proved very effective in providing instantaneous personalized feedback on students’ essays and greatly improved the students’ ability to edit their essays according to the conventions of academic writing in English in terms of text organization and layout, cohesion and coherence, language formality, grammar, and punctuation.

By enhancing students’ ability to write an effective prompt for ChatGPT (or any other AI-powered writing tool), receive appropriate personalized feedback, and edit their academic texts on the basis of this feedback, Stage 1 of the present study contributes to the already existing research on the reliability and accuracy of ChatGPT as an automated essay-scoring tool.

Stage 2

The results from Stage 2 of the research present AI-powered tools used by the students, as well as students’ attitude towards the advantages, disadvantages, and ethical issues of using AI-powered writing tools in their studies. **Fig. 5** provides data on the results obtained from the students studying at two Lithuanian higher education institutions and at L. N. Gumilyov Eurasian National University in Kazakhstan:

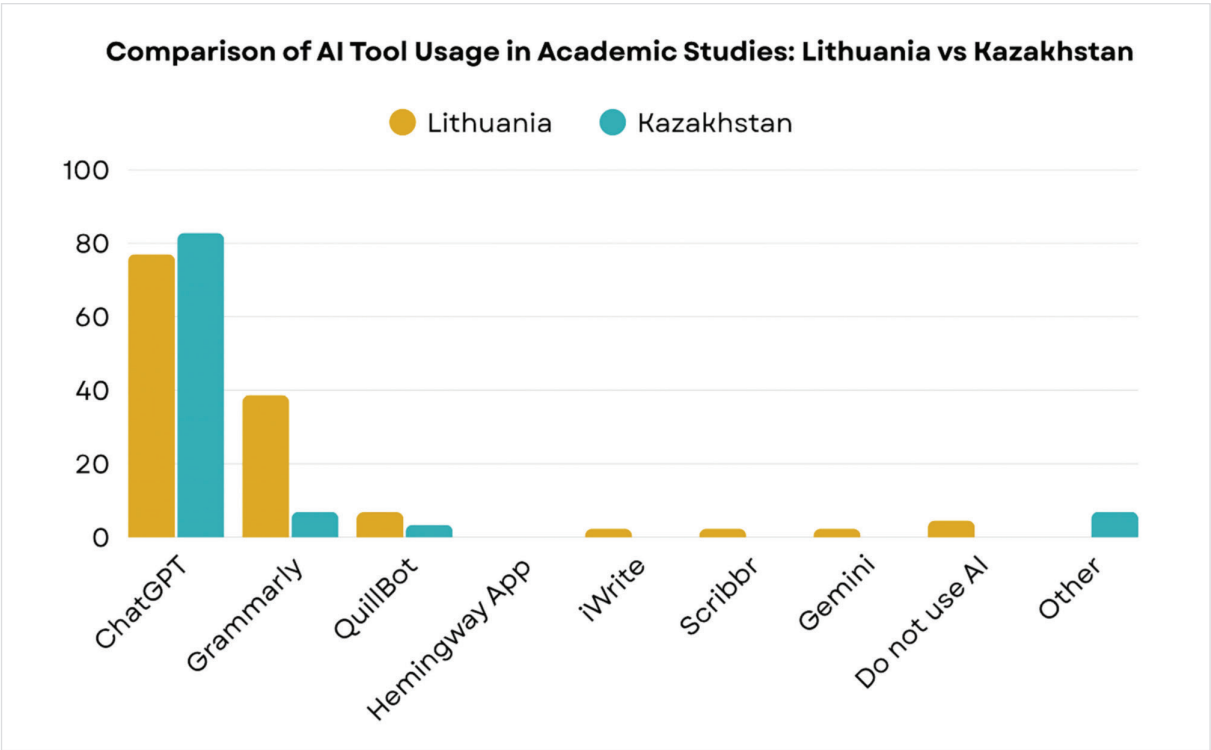


Fig. 5 Comparison of AI tool usage in academic studies: Lithuania vs. Kazakhstan

The grouped bar chart compares the percentage of students in Lithuania and Kazakhstan who use various AI-powered tools in their academic studies. The data shows that ChatGPT is the most widely used tool in both countries, with slightly higher usage in Kazakhstan (82.8%) than in Lithuania (77%). A key difference appears in the use of Grammarly, which is significantly more popular in Lithuania (38.6%) compared to Kazakhstan (6.9%).

While students in Lithuania demonstrate a broader range of tool usage, including QuillBot, iWrite, Scribbr, and Gemini, these tools show little to no usage among the respondents in Kazakhstan. Kazakhstan reports a notable share of students using “Other” AI tools (6.9%), whereas the respondents in Lithuania did not check this category.

Fig. 6 presents a cross-country comparison of the AI-powered writing tool utility in performing academic writing tasks:

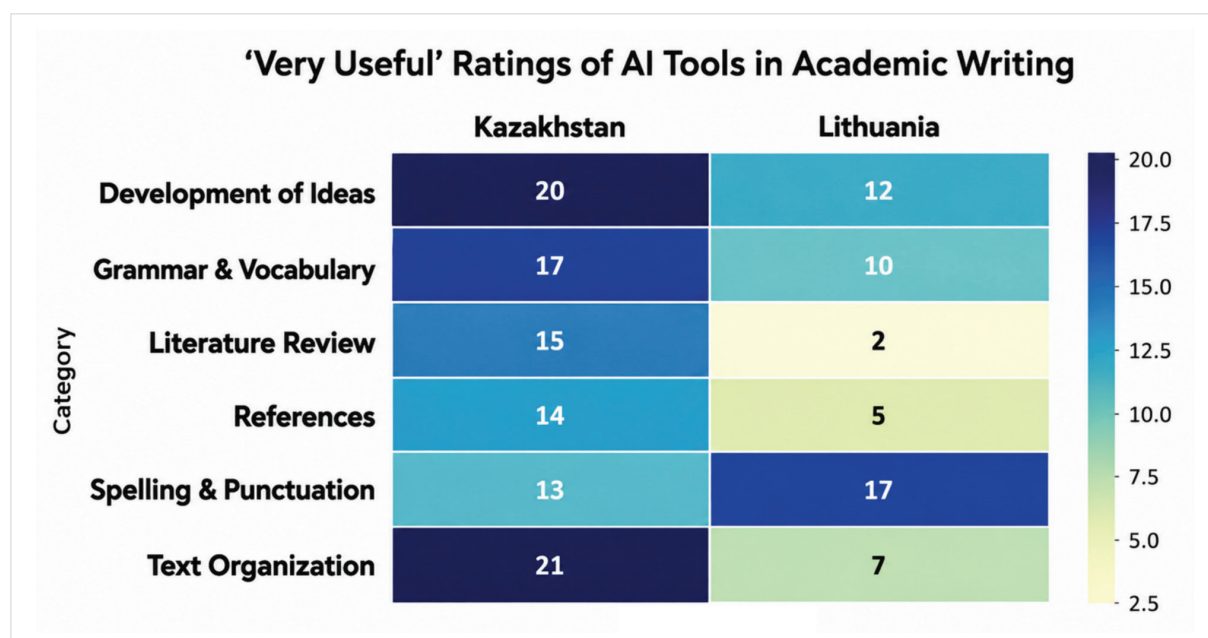


Fig. 6 Cross-country comparison of AI utility in academic writing tasks
 Cells = Number of people in each country who selected “Very Useful” for that category.
 Colors = The darker the blue, the higher the number of “Very Useful” responses.

The heatmap presented in Fig. 6 shows the number of respondents from Lithuania and Kazakhstan who evaluated AI-powered writing tools as “Very Useful” across six academic writing categories. The data indicate that respondents from Kazakhstan more frequently selected the “Very Useful” option across all categories. The highest values were recorded in Text Organization (21) and Development of Ideas (20), suggesting a strong perceived benefit of AI tools in these areas.

In comparison, the respondents from Lithuanian higher institutions reported lower frequencies of “Very Useful” ratings in categories such as Literature Review (2) and References (5). These findings may reflect varying experiences with or exposure to AI tools in academic contexts across the two countries, particularly concerning their application in different writing tasks.

The analysis of students’ responses to the open-ended questions about the advantages, disadvantages, and ethical concerns showed that the respondents have rather similar opinions about the use of AI tools in academic writing (see Fig. 7).

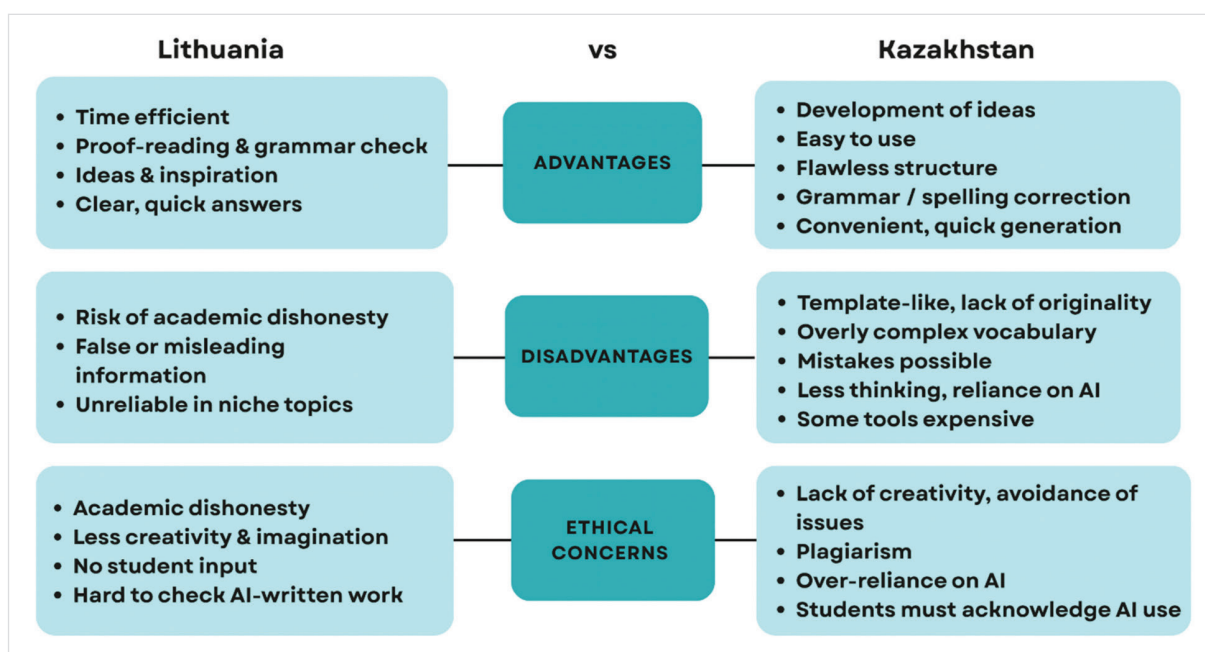


Fig. 7 Summary of the open-ended responses: Lithuania vs. Kazakhstan

As illustrated in **Fig. 7**, the respondents in both countries noted the convenience and effectiveness of using AI-powered writing tools but emphasized the risks of acquiring inaccurate information, stereotyped thinking, and the loss of independence. Particular attention was paid to issues of academic integrity and excessive reliance on AI, reflecting similar ethical concerns in different contexts.

Conclusion

The results obtained from the study under discussion show that the primary goal of the instructors teaching academic writing at a tertiary level still remains to help non-native English-speaking students adhere to the requirements of the academic writing style in English, enabling them to write according to international rhetorical conventions and become independent-minded researchers who can actively participate in global academic discourse. To achieve this goal, Kaplan's model of text organization proved to be useful for illuminating rhetorical differences between writing cultures and for helping the students to develop their own academic writing in English. Even more so, by providing an immediate personalized feedback on textual organization and language accuracy, AI-powered writing tools proved to be highly effective in teaching and learning academic writing. However, the challenge remains to use AI-powered writing tools critically, responsibly, and in ways that benefit all parties involved (i.e. teachers and students).

Conflict of Interest

The authors declare no conflict of interest regarding the publication of this article.

Declaration on the Use of AI

During the preparation of this chapter, the authors used generative AI tool (ChatGPT (May 5 version)) for eliciting personalized feedback on student academic writing skills after writing their essays and English language proofreading. The Canva application was used to design and create Figs. 1, 4, 5, and 7. After using the tools, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Santrauka

Audronė Raškauskienė, Roza Zhussupova.

Studentų akademinės sėkmės stiprinimas per dirbtiniu intelektu grįstą rašymo įgūdžių lavinimą

Tyrimai ir praktika rodo, kad anglų kaip antrosios/užsienio kalbos studentai turi sunkumų laikydamiesi akademinio rašymo anglų kalba reikalavimų. Ankstesni tyrimai apie dirbtinio intelekto (DI) įrankių taikymą švietime nustatė, kad DI technologijos žymiai pagerina studentų rašymo įgūdžius. Šiame straipsnyje aptariamas dirbtiniu intelektu (DI) pagrįstų rašymo įrankių naudojimas akademinio rašymo mokymo(si) procese aukštosiose mokyklose, daugiausia dėmesio skiriant pirmo kurso anglų kalbos specializacijos studentų požiūriui į šiuos įrankius. Straipsnis pagrįstas nedidelės apimties kiekybiniu tyrimu, atliktu dviejose aukštojo mokslo įstaigose Lietuvoje ir vienoje universitetinėje įstaigoje Kazachstane. Tyrime dalyvavo 88 skirtingų tautybių studentai. Tyrimo rezultatai rodo, kad studentų gimtosios kalbos retorika daro įtaką studentų akademiniam rašymui anglų kalba ir kad DI įrankiai suteikia greitą individualizuotą grįžtamąjį ryšį, pagerina akademinės kalbos tikslumą ir skatina studentų kritinį požiūrį į tekstų kūrimą. Taip pat buvo nustatyti ir susirūpinimą keliantys klausimai, susiję su studentų pernelyg dideliu pasiklojimu DI ir iš to kylančia akademinės etikos pažeidimo tikimybe. Tyrimas prisideda prie vykstančių diskusijų apie atsakingą DI integravimą akademinėje aplinkoje.

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ir pabrėžia būtinybę suderinti technologijų naudojimą su akademinio rašymo kompetencijų ugdymu.

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