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IMPACTS OF ARTIFICIAL INTELLIGENCE STUDENT GUIDE ON ACADEMIC WRITING AMONG THIRD-YEAR STUDENTS AT THE FACULTY OF INTERNATIONAL EDUCATION, VNU UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES

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Abstract: This study investigates the impacts of Artificial Intelligence (AI) student guide on academic writing performance among third-year university students majoring in Economics and Finance. In the research, 137 students participated in an intervention that trained them to apply tools like ChatGPT, Gemini, and Bing in academic writing. Data were collected through questionnaires, and pre- and post-tests. Results showed significant improvements, particularly in Task fulfillment and Organization, with post-test scores rising across all classes. The findings suggest that while AI can support writing development, structured guidance is essential to ensure effective and ethical use.

Keywords: AI-assisted writing, academic writing, action research

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TÁC ĐỘNG CỦA HƯỚNG DẪN SINH VIÊN ỨNG DỤNG TRÍ TUỆ NHÂN TẠO TRONG VIẾT HỌC THUẬT ĐỐI VỚI SINH VIÊN NĂM THỨ BA KHOA GIÁO DỤC QUỐC TẾ, TRƯỜNG ĐẠI HỌC NGOẠI NGỮ, ĐẠI HỌC QUỐC GIA HÀ NỘI

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Tóm tắt: Nghiên cứu này° tìm hiểu tác động của việc hướng dẫn sinh viên ứng dụng trí tuệ nhân tạo (AI) vào viết học thuật đối với kết quả viết của sinh viên năm thứ ba ngành Kinh tế và Tài chính. 137 sinh viên tham gia vào một can thiệp, trong đó, các em được tập huấn cách áp dụng các công cụ như: ChatGPT, Gemini và Bing vào viết học thuật. Dữ liệu được thu thập thông qua bảng hỏi, bài kiểm tra trước và sau can thiệp. Kết quả cho thấy sự tiến bộ rõ rệt, đặc biệt ở hai tiêu chí: Hoàn thành nhiệm vụ và Tổ chức bài viết, với điểm số sau can thiệp tăng lên ở tất cả các lớp. Phát hiện này gợi ý rằng AI có thể hỗ trợ phát triển kỹ năng viết, song việc sử dụng cần có định hướng và hướng dẫn có cấu trúc để đảm bảo hiệu quả và đạo đức học thuật.

Từ khóa: viết học thuật có hỗ trợ AI, viết học thuật, nghiên cứu hành động

1. Introduction

The integration of artificial intelligence (AI) into higher education has significantly impacted academic writing, particularly at the university level. Generative AI tools like ChatGPT offer notable benefits - enhancing writing skills, boosting efficiency, and enabling personalized learning (Fathi et al., 2024; Higashitsuji et al., 2025; Maghsudi et al., 2021). Many students, especially English learners, use AI to improve grammar, clarity, and style, with studies confirming its role in supporting the production of high-quality research (Wang, 2024; Dergaa et al., 2024; Boillos & Idoiaga, 2025; Nguyen, 2023).

However, the widespread use of AI also raises ethical concerns. Issues such as academic integrity, over-reliance on technology, diminished creativity, and increased risk of plagiarism have drawn attention (Fischer et al., 2024; Kovari, 2025). These challenges highlight the urgent need for thoughtful integration strategies to uphold academic standards.

Academic writing is a core skill for university success, yet many students struggle with language proficiency, idea development, and content organization. These challenges are particularly evident among third-year Economics and Finance students at the University of Languages and International Studies, Vietnam National University, Hanoi (VNU-ULIS), who must complete a compulsory College Composition course. At this critical stage, students need targeted support to develop the writing competencies necessary for advanced study and future

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careers. AI offers promising support in this area; however, without proper guidance, students risk misuse and dependency. Therefore, research is essential to explore how AI can be used responsibly and effectively.

Our study, titled *"Impacts of Artificial Intelligence Student Guide on Academic Writing Among Third-Year Students at the Faculty of International Education, VNU University of Languages and International Studies"*, examines the current use of AI tools by third-year Economics and Finance students at VNU-ULIS. It also assesses the effects of instructor-guided AI use on students' grammar, writing style, idea organization, and independent thinking. The study seeks to answer two key questions:

1. *How do third-year Economics and Finance students currently use AI tools in academic writing (in terms of frequency, methods, and challenges)?*
2. *What are impacts of AI student guide on academic writing among third-year students at the Faculty of International Education, VNU-ULIS?*

2. Literature review

2.1. Overview of AI in education

Artificial Intelligence (AI) in education refers to systems that perform intelligent tasks traditionally done by humans, such as learning and decision-making, using algorithms and computational models (Marzuki et al., 2023). AI has gained global attention for its potential to improve teaching and learning, enhance education quality, and create new, effective learning methods. In academic writing, AI supports idea generation, literature review, content structuring, and editing (Wu, 2024). It helps researchers brainstorm, organize their work, and synthesize large volumes of academic texts efficiently. AI tools also improve writing clarity, grammar, citation management, and plagiarism detection, which is especially beneficial for non-native English speakers. These functions increase productivity and writing quality, allowing researchers to focus on critical thinking and analysis.

Despite these advantages, AI systems have notable limits. They often lack deep contextual understanding and may generate outputs that are overly generic, incomplete, or inaccurate, underscoring the need for human oversight to ensure rigor and relevance in academic work (Boillos & Idoiaga, 2025). Furthermore, AI models sometimes function as "black boxes," providing little transparency about how they reach conclusions, which can complicate assessment and trust in their outputs. These limits highlight that AI should be viewed as an aid, not a replacement, for human critical thinking and expertise.

Given the aforementioned limits, several challenges accompany the integration of AI into education and academic writing. Ethical concerns emerge regarding academic integrity, as AI tools might facilitate overreliance or ghostwriting, raising questions about originality and fairness (Boillos & Idoiaga, 2025). Responsible use of AI necessitates clear student guide and ongoing education to ensure students and researchers balance AI assistance with their own critical engagement.

2.2. Academic writing

Academic writing is a formal and structured style used in higher education and scholarly publications. It serves as the main medium of communication among scholars, instructors, and students, and is characterized by evidence-based arguments, logical organization, and a clear focus (Bailey, 2018; Hyland, 2004).

Gottlieb and Ernst-Slavit (2013) offer a comprehensive framework for understanding academic language, organized across three integrated levels: discourse, sentence, and word/phrase. This multi-layered model, as cited in Tran (2023) and illustrated in Table 1, provides educators and students with a practical scaffold for teaching and learning, especially in addressing the language demands of diverse learners in content-area classrooms.

Table 1

Elements of Academic Language

Academic Language	General Areas of Coverage
Discourse level	- Text types - Genres - Voice/ perspective - Cohesion across sentences (e.g., through connectors) - Coherence of ideas - Organization of text or speech - Transitions of thoughts
Sentence level	- Types of sentences: simple, compound, complex, compound-complex - Types of clauses: independent, dependent - Syntax (forms and grammatical structures)
Word/Phrase level	- Vocabulary: general, specialized, technical academic words and collocations - Multiple meanings of words - Nominalizations - Idiomatic expressions

Adapted from Gottlieb and Ernst-Slavit (2013) as cited in Tran (2023)

Despite these well-defined elements, many ESL (English as a second language) and EFL (English as a foreign language) students face persistent challenges in mastering academic writing, particularly in linguistic and structural aspects. Studies have identified frequent grammatical inaccuracies, weak syntactic construction, spelling errors, and limited vocabulary (Akhtar et al., 2019; AlMarwani, 2020). Structural difficulties include organizing ideas, constructing coherent paragraphs, and applying academic conventions effectively. Other challenges involve vocabulary selection, thesis development, paraphrasing, and proper citation, which can lead to unintentional plagiarism (Aldabbus & Almansouri, 2022; Mwangi, 2022).

While emotional and institutional factors may also hinder writing performance, this study focuses specifically on linguistic and structural challenges, as these form the foundation for successful academic writing in higher education. The combined framework of Gottlieb and Ernst-Slavit (2013) and Hyland (2004) is employed to assess students' academic writing in this research. Specifically, the researchers have applied Gottlieb and Ernst-Slavit's (2013) model in designing a study guide to help students use AI tools in improving their writing from the discourse level to the word/phrase level. At the discourse level, the prompts guide students in developing skills such as identifying text types and essay genres, organizing ideas, ensuring coherence and cohesion, selecting appropriate genres, and using effective transitions. At the sentence level, they encourage variation in sentence types, accurate use of clauses, and control of syntax. At the word/phrase level, they focus on expanding academic vocabulary, understanding multiple meanings, using nominalizations, and incorporating idiomatic expressions. This integration supports systematic improvement in students' academic writing.

2.3. Overview of previous research

2.3.1. Overview of international studies

The integration of Artificial Intelligence (AI) in academic writing has gained global attention for its potential to enhance students' writing skills. International research highlights that AI-powered tools like Grammarly, QuillBot, and ChatGPT assist students in correcting grammar, improving coherence, and enhancing writing style (Farhan, 2025). ChatGPT, in particular, supports idea development and creativity in writing (Mahapatra, 2024). Studies by Schmohl et al. (n.d) and Fauziah and Minarti (2023) confirm that AI tools provide timely feedback, foster self-learning, and boost efficiency in academic writing. Similarly, Dong (2023) found that AI significantly improves writing outcomes in EFL contexts. However, concerns remain about AI's effect on creativity, critical thinking, and ethical use. Scholars such as Mahapatra (2024), Su et al. (2022), and Sullivan et al. (2023) emphasize the need for responsible implementation and teacher involvement to ensure balanced development.

2.3.2. Overview of domestic studies

In Vietnam, AI is increasingly adopted in education, with studies by Nguyen (2023) and Phan (2023) showing its effectiveness in improving writing skills and student autonomy. While national strategies promote AI integration in teaching, challenges related to originality, dependency, and ethical considerations remain critical areas for further exploration.

3. Research design and methodology

This study employed an action research design grounded in Lewin's (1946) cyclical model of planning, acting, observing, and reflecting. The approach was chosen to address a specific educational problem and to promote immediate improvements in instructional practices.

The research was conducted at VNU-ULIS involving all four intact College Composition classes taught to third-year students majoring in Economics and Finance. A total of 137 students, all with English proficiency at B2 level or higher (CEFR), participated in the study. As the research targeted the entire student population of these classes, no sampling procedure was applied.

To evaluate changes in students' academic writing skills before and after guided use of AI tools, the study used two academic writing assessments: a pre-test (administered in Week 4) and a post-test (administered in Week 13). Both tests required students to write a 250–300-word academic essay in the "Explaining a concept" genre, chosen because it integrates multiple academic skills (reading, synthesizing information, and critical thinking) and aligns with the course's research-focused orientation. Topics included explaining a business concept, an economic model, or a financial process, with the aim of producing clear, logical writing supported by scholarly evidence.

The pre-test (Week 4) was conducted in 45 minutes in class under close instructor supervision. Students were allowed to use AI tools (ChatGPT, Bing, or Gemini) but had not yet received AI guide training from the instructors. During the 9-week intervention period (Weeks 4–12), students participated in the AI Guide program, which provided systematic training on prompt engineering, selective information retrieval, grammar checking, and revision strategies, while avoiding overreliance on AI outputs. They were instructed to capture screenshots of their AI interactions as evidence for qualitative analysis.

The post-test (Week 13) followed the same format and topic type, but students completed the task in a monitored, AI-restricted environment to ensure the results reflected their own skills after training. All essays were scored using the VSTEP Writing rubric - Task Fulfilment, Organization, Vocabulary, and Grammar - by a certified VSTEP examiner as the primary rater and the team of course instructors as secondary raters for cross-checking. Inter-rater reliability was calculated prior to finalizing scores.

Quantitative data from the pre- and post-tests were analyzed using descriptive statistics and paired-sample t-tests in SPSS to identify significant changes in performance.

During the manuscript preparation, the authors used AI tools (ChatGPT and Bing AI) to assist in refining the writing style for clarity and fluency. These tools were not involved in data analysis or in generating the research content.

4. Findings and discussions

4.1. AI usage among students

4.1.1. Habits

Figure 1

Frequency of AI use in academic writing

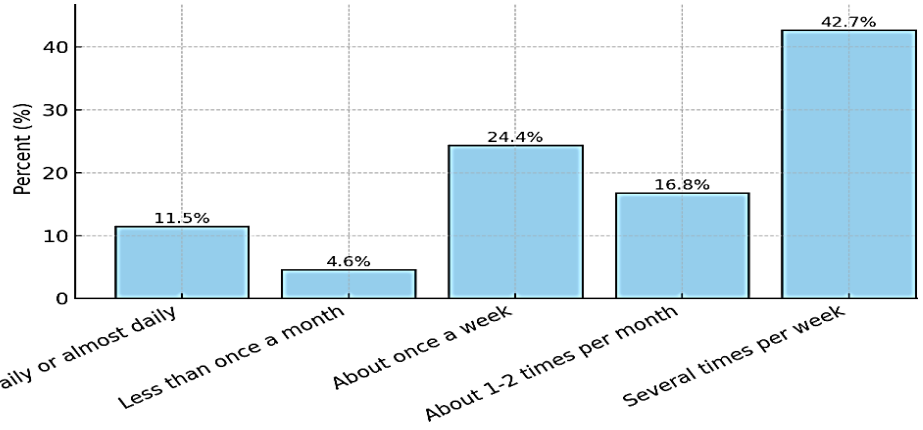


Table 2

Purpose of AI use in academic writing

Purpose of AI Use in Academic Writing	Number of Students	Percent (%)
Organizing ideas	82	62.1
Developing content	82	62.1
Improving coherence	64	48.5
Improving sentence structures	60	45.5
Choosing appropriate vocabulary and style	42	31.8
Checking citation and referencing accuracy	22	16.7
Identifying target audience and their needs	7	5.3

The survey results reveal that an overwhelming majority of third-year students, all with a B2 or higher English proficiency level, reported using at least one AI tool - ChatGPT, Gemini,

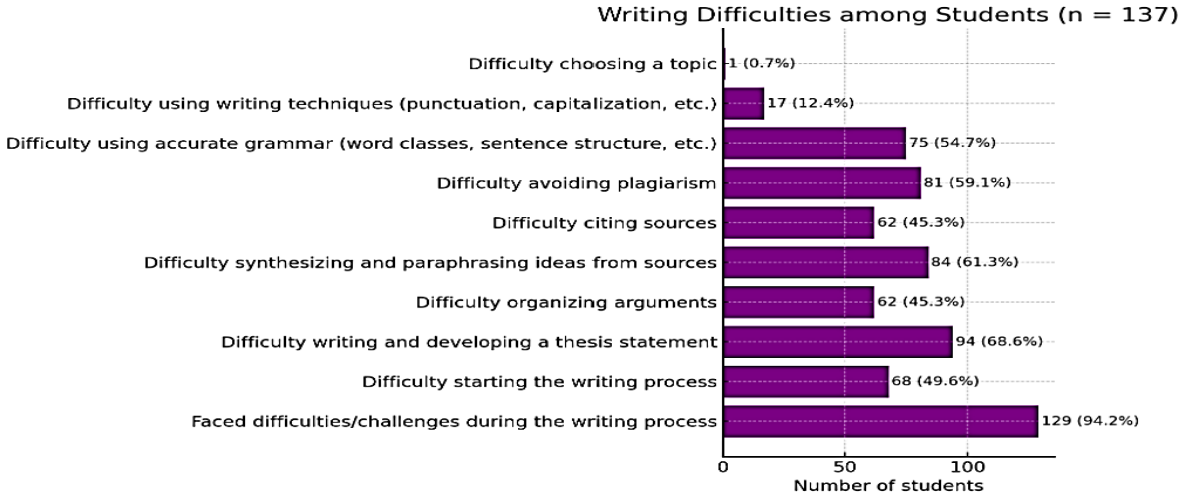
or Bing Copilot - for academic writing. Most students used these tools frequently, with 42.7% indicating usage several times per week and 24.4% using them about once a week. Also, from the results of the survey, ChatGPT emerged as the most commonly used tool with 87,2% of the respondents, followed by Gemini (38,3%) and Bing (20,3%).

The results from Table 2 show that students primarily relied on AI for tasks related to *organizing ideas* and *developing content* with 62.1% each. These findings suggest that students perceive AI as an effective partner in the initial stages of the writing process, where brainstorming, structuring, and idea expansion are essential. Sentence-level improvements like improving coherence (48.5%) and sentence structures (45.5%) were also common but with the lower proportion of the students. Meanwhile, more technical tasks like citation formatting and audience identification were less frequently supported by AI. This high frequency of AI use aligns with existing literature, which highlights the increasing reliance on AI-assisted writing tools, particularly among students aiming to enhance grammar, clarity, and stylistic accuracy. Many English learners view AI as a valuable resource for refining their writing and ensuring linguistic correctness, which is consistent aligning with Wang (2024), who notes that AI is most frequently adopted for macro-level writing support such as brainstorming, structuring, and expanding ideas and Dong (2023) who asserts that AI was underutilized for formal academic conventions.

4.1.2. Challenges

Figure 2

Academic writing challenges

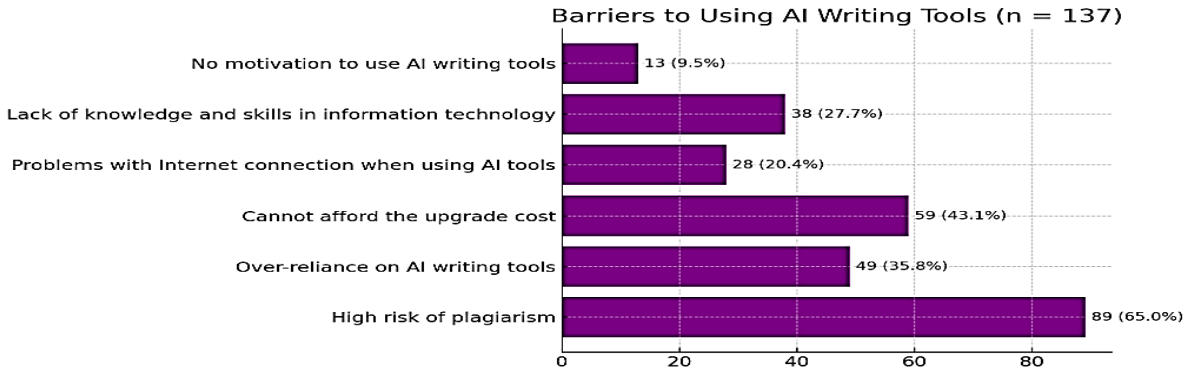


Survey results show that the vast majority of third-year students (94,2%) face significant challenges during the academic writing process, particularly in the early and higher-order stages of writing—such as generating ideas, organizing content, and applying advanced language techniques such as generating ideas, organizing content, and mastering language techniques. The most frequently reported difficulties include writing thesis statements (68.6%), synthesizing and paraphrasing sources (61.3%). Additionally, many students face technical issues such as avoiding plagiarism (59.1%) and using correct grammar (54.7%). These findings are consistent with the results of Aldabbus and Almansouri (2022), and AlMarwani (2020), both of which highlight thesis formulation, paraphrasing, and citation as common areas of difficulty—core elements of higher-order writing skills that require advanced cognitive and linguistic competence. This suggests that while AI is effective in scaffolding certain writing

processes, it cannot fully substitute for explicit instruction in critical thinking, source integration, and argument development.

Figure 3

Barriers to using AI tools

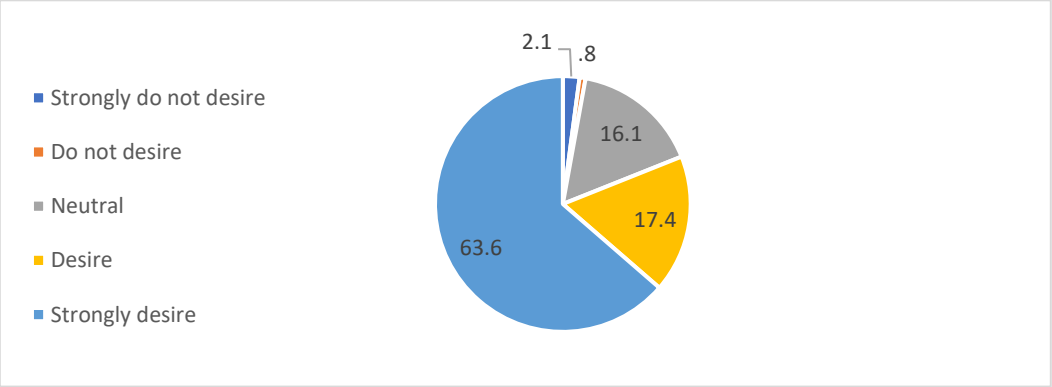


Most students reported self-related concerns when using AI, including the risk of plagiarism (65.0%), financial barriers to accessing premium AI features (43.1%), and over-reliance on AI for completing writing tasks (35.8%). These issues parallel the cautionary findings of Sullivan et al. (2023) and Kovari (2025) that emphasize the ethical and cognitive risks of uncritical AI adoption. Such concerns raise important questions about academic integrity, originality, and the potential erosion of independent critical thinking skills if AI is used uncritically.

4.1.3. Needs and expectations

Figure 4

Desire for support and guidance in AI-assisted essay writing



Survey data highlights a strong desire among third-year students for support in using AI tools for academic writing, with 81% (89 "strongly desire" and 23 "desire") expressing clear interest. This high level of demand reflects students' recognition of AI's potential benefits when applied effectively, as well as their awareness of the challenges and risks associated with its use. This aligns with Mahapatra (2024) and Su et al. (2022), reinforcing the idea that human-led AI literacy training is essential to ensure balanced use.

While 16.1% of students were neutral—possibly due to uncertainty about AI's usefulness or their own digital competencies—only a small minority (2.9%) showed little or no interest in receiving support. These findings emphasize the urgent need for structured training

and clear guidance to ensure that students can harness AI tools responsibly, without compromising creativity, academic integrity, or independent thinking.

4.2. Results of Pre-test and Post-test

4.2.1. Overall results of Pre-test and Post-test

Table 3

Descriptive Statistics of Pre-test and Post-test

Paired Samples Statistics

Pair		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	78.37	137	7.321	0.626
	Post_Test	86.42	137	6.484	0.554

Paired Samples Correlations

Pair		N	Correlation	Sig.
Pair 1	Pre_Test & Post_Test	137	0.742	0.000

Paired Samples Test

Pair	Paired Differences (Mean)	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference (Lower)	95% Confidence Interval of the Difference (Upper)	t	df	Sig. (2-tailed)
Pair 1 Pre_Test – Post_Test	-8.051	5.024	0.429	-8.900	-7.202	-18.757	136	.000

The data presents the results of students' writing scores before and after 9 weeks of AI-assisted intervention. The mean score increased by 8.05 points, while the standard deviation decreased from 7.321 to 6.484, indicating not only improved performance but also greater consistency among students. The correlation coefficient between Pre-test and Post-test scores was 0.742 ($p < .001$), suggesting a strong, statistically significant relationship. Although students with higher initial scores maintained strong performance, those with lower scores also showed substantial improvement. The statistically significant difference ($p < .05$) and negative t-value confirm that the AI integration positively impacted writing outcomes across the 137 participants, with consistent gains observed within individual classes. This finding aligns with prior studies emphasizing the value of AI in supporting higher-order writing skills. For example, Tajik (2025) reports that AI-powered platforms provide personalized feedback that can enhance learners' writing fluency and accuracy across proficiency levels.

4.2.2. Task Fulfilment and Organization

Table 4

Descriptive Statistics of Task Fulfilment and Organization

Descriptive Statistics

	N	Range	Min	Max	Mean	Std. Error	Std. Deviation	Variance
1st version / Explain (5%)	137	32	60	92	78.45	.629	7.366	54.264
Final version / Explain (10%)	137	30	65	95	86.55	.555	6.491	42.131
Task fulfilment_V1	137	34	56	90	75.15	.657	7.695	59.219
Task fulfilment_V2	137	37	62	99	85.68	.662	7.749	60.043
Organization_V1	137	33	59	92	77.07	.660	7.723	59.650
Organization_V2	137	33	63	96	85.27	.656	7.679	58.963

The analysis of students' performance in Task Fulfillment showed significant improvement following AI-assisted writing instruction. Prior to the intervention, scores ranged from 56 to 90, with a mean of 75.15. After the intervention, the lowest score increased to 62, and the highest reached 99. The post-test mean rose to 85.68, indicating a notable gain of 10.53 points.

Despite this improvement in average scores, the standard deviation remained relatively stable (from 7.695 to 7.749), suggesting consistent variability across student performance. The variance slightly increased from 59.219 to 60.043, while the standard error of the mean changed minimally (from 0.657 to 0.662), indicating comparable levels of measurement precision between the two test administrations.

A paired-sample t-test confirmed that the improvement in Task Fulfillment was statistically significant, with a t-value of -18.226 (df = 136), a 95% confidence interval of (-11.668, -9.383), and a p-value of .000. This result demonstrates a meaningful enhancement in students' ability to meet task requirements in their academic writing.

In terms of Organization, students also exhibited substantial progress. The pre-test scores ranged from 59 to 92 (M = 77.07), while post-test scores ranged from 63 to 96 (M = 85.27), resulting in an 8.20-point increase. The slight reduction in standard deviation (from 7.723 to 7.679) and variance (from 59.650 to 58.963) indicates more uniform improvement among students. The standard error also decreased from 0.660 to 0.656, suggesting increased reliability in mean estimates.

The paired-sample t-test showed a statistically significant improvement in Organization scores (t = -15.169, df = 136, 95% CI: -9.274 to -7.135, p = .000), confirming that students became more capable of structuring their essays in a coherent and logical manner following the intervention.

4.2.3. Vocabulary and Grammar

Table 5

Descriptive Statistics of Vocabulary and Grammar

	N	Range	Min	Max	Mean	Std. Error	Std. Deviation	Variance
1st version / Explain (5%)	137	32	60	92	78.45	.629	7.366	54.264
Final version / Explain (10%)	137	30	65	95	86.55	.555	6.491	42.131
Vocabulary_V1	137	35	60	95	80.55	.670	7.838	61.440
Vocabulary_V2	137	32	63	95	83.81	.550	6.443	41.508
Grammar_V1	137	38	59	97	81.05	.695	8.130	66.093
Grammar_V2	137	37	63	100	85.74	.615	7.193	51.736
Valid N (listwise)	137							

Before the AI-guided instruction, vocabulary scores ranged from 60 to 95, with an average of 80.55. The standard error (SE) was 0.670, the standard deviation (SD) was 7.838, and the variance was 61.440. In the second writing, the minimum score increased from 60 to 63, while the maximum remained at 95. The average score rose to 83.81, marking an increase of 3.26 points compared to the first writing. The standard error decreased to 0.550, and the standard deviation dropped from 7.838 to 6.443. The variance also declined from 61.440 to 41.508, indicating a notable reduction in score dispersion among students. This means not only did the average score improve, but the consistency across students' writings also increased, as shown by the decreased variability in scores.

The paired samples t-test showed a statistically significant improvement in students' vocabulary scores between two assessments, with the average score increasing by 3.255 points ($p = .000$), confirming that the change was not due to chance. The analysis of 137 essays revealed consistent gains in vocabulary usage, supported by a strong t-value and a narrow 95% confidence interval.

Before the AI-assisted writing guidance, grammar scores ranged from 59 to 97, with a mean score of 81.05. The standard error (SE) was 0.695, the standard deviation (SD) was 8.130, and the variance reached 66.093. In the second writing, the lowest score increased from 59 to 63, while the highest rose from 97 to 100. The mean score for the second writing was 85.74, representing an increase of 4.69 points compared to the first. The standard error dropped to 0.615, and the standard deviation decreased from 8.130 to 7.193. Variance also decreased from 66.093 to 51.736, indicating a significant reduction in score dispersion after the guided intervention. This suggests that not only did the average score increase, but the consistency across students' writings also improved, as reflected in the reduced variability in scores.

The Grammar criterion also showed a statistically significant improvement between the two assessments, with the average score increasing by 4.693 points ($p = .000$), confirming a reliable enhancement in students' grammar usage. The t-test results, with a strong t-value of -9.185 and a 95% confidence interval excluding zero, indicate that the improvement was not due to chance.

5. Conclusion

5.1. Summary

This study surveyed 137 third-year Economics and Finance students at the Faculty of International Education, VNU-ULIS to examine their use of artificial intelligence (AI) tools in academic writing. Findings show that AI tools - particularly ChatGPT - have become integral to the academic writing process of third-year Economics and Finance students at ULIS, with the majority using them to organize ideas, develop content, and refine sentence structure.

However, students also faced notable challenges, particularly regarding the accuracy and relevance of AI-generated content, the lack of personal voice, and the risk of plagiarism. Moreover, many students expressed concerns about creativity and coherence, indicating that AI cannot fully substitute for targeted instruction in critical thinking and academic discourse, nor can it eliminate the ethical and cognitive risks of unguided AI use.

Instructor-guided use of AI had a clear positive impact on students' academic writing performance across all assessment criteria, including task completion, essay organization, vocabulary, and grammar. Notably, the most significant improvements were seen in task fulfillment and organization, indicating enhanced understanding of essay prompts and more coherent idea development. Vocabulary and grammar also improved, highlighting AI's effectiveness in supporting linguistic accuracy and lexical richness. These results affirm that structured and responsible AI integration can significantly enhance academic writing skills.

5.2. Implications

The study contributes both theoretically and practically. Theoretically, it adds to the emerging body of research on AI in higher education, particularly in academic writing - a relatively underexplored area in Vietnam. Practically, it sheds light on current usage patterns and challenges, providing a foundation for educators to design effective guidance strategies that promote responsible AI use while mitigating risks such as dependency and plagiarism. The findings also support the development of AI-integrated writing programs that enhance critical and creative thinking. Based on the findings, several practical recommendations are proposed:

First, instructors should integrate AI instruction into writing sessions. This involves teaching students not only the basic functions of AI tools but also how to evaluate AI-generated content critically. Lessons should also emphasize that AI is a supporting partner in the writing process rather than a substitute for student effort, thereby reducing the risk of over-reliance.

Second, since students still report difficulties in high-order thinking skills like argument formation and paraphrasing, explicit instruction in critical thinking, source integration, and argument development along with AI support should be provided to help students strengthen these skills.

Finally, instructors should exemplify ethical and critical AI use, reinforcing plagiarism prevention and originality. This is particularly important since the majority of students expressed concerns about plagiarism when using AI tools. Teachers can address these concerns by showing how to appropriately adapt, cite, or transform AI-generated content.

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