



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“AI AS A STRATEGY TO ENHANCE ACADEMIC  
WRITING IN UNIVERSITY STUDENTS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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## **ADVISOR'S APPROVAL**

In my role as advisor of the research paper under the title “AI AS A STRATEGY TO ENHANCE ACADEMIC WRITING IN UNIVERSITY STUDENTS” prepared by Molina Mesias Wilson Steeven and Yagual Vera María Paula, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, consisting of several overlapping loops and strokes, positioned above a horizontal line.

Lcdo. Jefferson Sánchez Paguay, Msc

**Advisor**

## Statement of Authorship

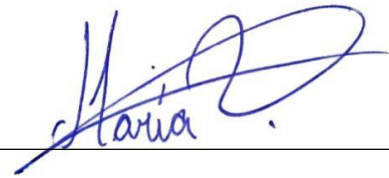
We, Molina Mesias Wilson Steeven with ID number 0952708766 & Yagual Vera María Paula with ID number 0928017227, undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages. As a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "AI AS A STRATEGY TO ENHANCE ACADEMIC WRITING IN UNIVERSITY STUDENTS" certify that this study work is our authorship, except for the quotes, statements and reflections used in this research paper.



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Molina Mesias Wilson Steeven

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## Declaration

The content of this degree and research work is our responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

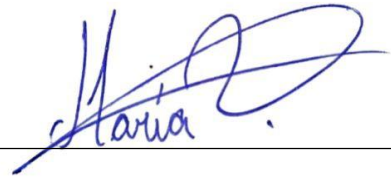


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## **Acknowledgment I**

I would like to begin by thanking God, whose guidance and blessings have given me the strength, wisdom, and determination to complete this stage of my academic journey. I would also like to take this opportunity to express my heartfelt gratitude to everyone who supported me throughout my university journey and during the process of developing this research project. First, I would like to thank my parents, Wilson A. Molina and Mariana Mesias, for their constant love, support, and encouragement during my university journey. I am also deeply grateful to my friends from the university for the unforgettable moments, laughter, and experiences we have shared since the fourth semester. A very special thanks to my friend and thesis partner, Maria P. Yagual, for her collaboration, commitment, and constant support during this research process. To my brother, Edwin Landivar, thank you for always being there to help me, offering your advice, and encouraging me to do my best in every situation. Your presence has made this journey much easier and more meaningful. Finally, I would like to express my appreciation to all those who, in one way or another, contributed to the completion of this research. I will always be grateful to each of you for making this process not only possible but truly memorable.

- Wilson Steeven Molina Mesias

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I would like to take the opportunity to express my deepest gratitude to God for giving me the strength, wisdom and perseverance to reach this significant stage of my life. I am profoundly thankful to my mother, Narcisa Vera, whose unconditional love, constant support, and guidance have been the foundation of all my achievements. My heartfelt thanks also go to my sisters, María J, Yagual and María C. Yagual, my brother-in-law Juan Ramirez, and my nieces Noelia Roca and Caly Vera, for always believing in me and celebrating every step of my progress. I am also grateful to my entire family for their affection, concern, and joy in seeing me grow. To my friends, thank you for your patience, encouragement, and for making this journey more meaningful and enjoyable. Your companionship has been invaluable throughout this process. I am deeply grateful to my partner, Wilson Molina, for his unwavering support and for sharing this meaningful chapter of my personal and academic life with me. Finally, I would like to thank everyone who shared this university journey with me and made it an unforgettable experience filled with learning, growth, and wonderful memories.

- María Paula Yagual Vera

## **Dedication I**

I want to dedicate this to my family — Wilson A. Molina, Mariana Mesias, Freddy Landívar, Cristina Landívar, Edwin Landívar, and Angelina Landívar — who have been my greatest source of strength, love, and support. Each of them has played a special role in my life, encouraging me to keep going and reminding me that every effort is worth it. I specially dedicate this work to my brother, Edwin Landivar. His constant support and belief in my potential have been a source of strength and inspiration in every step of this process. Finally, I extend this dedication to all those who accompanied me during my university journey, sharing knowledge, friendship, and unforgettable experiences that made this path truly meaningful. I hope to make all of you proud, as this achievement is not only mine but ours.

With love

- **Wilson Steeven Molina Mesias**

## **Dedication II**

I dedicate this work to my mother, Narcisa Vera, whose perseverance, unconditional support, and endless love have been the driving forces behind my achievements. Her strength and faith have taught me the true meaning of resilience and determination. To my sisters, María J. Yagual and María C. Yagual, my brother-in-law Juan Ramirez, and my beloved nieces Noelia Roca and Caly Vera, for being a constant source of encouragement and for filling my life with affection and understanding during the most challenging moments. Lastly, I dedicate this accomplishment to myself, for having the courage to keep going, trusting the process, and believing in my own strength even when the path ahead was uncertain.

With love

- **María Paula Yagual Vera**

## **Abstract**

This study explores the role of Artificial Intelligence as an innovative strategy to enhance academic writing skills among university students. It examines how AI tools contribute to the development of writing competence, focusing on aspects such as grammar, coherence, structure, and learner autonomy. The study employs a qualitative and phenomenological approach using one.on.one interviews with five students from Pedagogy of National and Foreign Languages at Universidad Estatal Peninsula de Santa Elena. The findings indicated that AI tools are perceived as valuable support for overcoming writer's block, organizing ideas and improving text structure. In addition, AI tools provide feedback on grammar, vocabulary, and coherence, which boosts students' confidence and autonomy. However, they also recognized potential risks such as dependency, plagiarism, and inaccuracies, emphasizing the necessity of ethical and responsible use. The research project concludes that AI should be integrated as a complementary pedagogical tool that strengthens students' academic writing and promotes independent learning, rather than as a replacement for human reasoning and creativity.

**KEY WORDS:** Artificial Intelligence, Academic Writing, Higher Education, Writing Skills.

## **Resumen**

Este estudio explora el rol de la Inteligencia Artificial como una estrategia innovadora para mejorar las habilidades de escritura académica entre los estudiantes universitarios. Examina como las herramientas de AI contribuyen al desarrollo de la competencia escritural, centrándose en aspectos como la gramática, la coherencia, la escritura y la autonomía del estudiante. El estudio emplea un enfoque cualitativo y fenomenológico mediante entrevistas individuales con cinco estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena. Los hallazgos indicaron que las herramientas de IA son percibidas como un apoyo valioso para superar el bloqueo del escritor, organizar ideas y mejorar la escritura del texto. Además, las herramientas de IA proporcionan retroalimentación inmediata sobre gramática, vocabulario y coherencia, lo que refuerza la confianza y autonomía de los estudiantes. Sin embargo, también reconocieron riesgos potenciales como la dependencia, el plagio y las inexactitudes, destacando la necesidad de un uso ético y responsable. El estudio concluye que la IA debe integrarse como una herramienta pedagógica complementaria que fortalezca la escritura académica de los estudiantes y promueva el aprendizaje independiente, en lugar de reemplazar el razonamiento y la creatividad humana.

**PALABRAS CLAVES:** Inteligencia Artificial, Redacción Académica, Educación Superior, Habilidades de Escritura.

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## Introduction

Nowadays, Artificial Intelligence (AI) has emerged as an innovative resource in the educational field, offering new possibilities to enhance learning processes. Many university students face difficulties in academic writing, especially in grammar, structure, coherence, and argumentation. These problems often affect their academic performance and limit their ability to express ideas clearly. Within the domain of academic writing, AI-based tools such as Chat GPT, Grammarly, and QuillBot have gained increasing popularity among university students due to their capacity to support text correction, vocabulary development, and idea organization. These tools provide immediate feedback that enable students to identify errors and refine their writing skills. However, their use has also generated concerns related to dependency, plagiarism, and the potential decline of critical thinking skills, underscoring the need to examine the actual impact of AI on university-level learning.

At both international level and national levels, the use of AI in education has increased significantly. Across the world, numerous universities implement AI-based tools to facilitate the processes of instruction and learning, which assists learners in writing with improved grammatical structures, vocabulary, and coherence. In the case of Ecuador, higher learning institutions have initiated the incorporation of AI technologies within their levels of higher learning to aid students in the writing and researching processes and activities. Overall, these situations affirm the proposition that while AI has the potential to assist in the refinement of students' scholarly writing, the productive opportunities will depend on conscientious and critical use along with adequate teaching supervision within an educational framework.

This research project has been organized into five chapters as follows:

Chapter I presents the research problems, establishes the objective to be achieved, and explains the relevance of the topic with the academic context.

Chapter II provides the background of the study, addressing both the international and national contexts of AI applications in education, as well as the theoretical foundations that support the development of academic writing.

Chapter III describes the methodology used in the study; it explains what kind of study was done, the tools that were used to gather information, and the demographics of the students who participated.

Chapter IV analyzes the results of the interviews and organizes them into categories that show how the students perceive and experience the different aspects of the program.

Chapter V draws conclusions based on the findings of the study, and provides recommendations for future development of the program based on the results.

The main objective of this research project is to analyze the use of AI tools in enhancing academic writing skills among university students by examining their impact on academic performance and independent learning. The study also aims to explore students' perceptions of the benefits and limitations of AI tools, identify the challenges that arise when using them, and propose strategies to improve academic writing through responsible and effective use of technology. To gather this information, a qualitative approach was applied through one-on-one interviews with students from the Pedagogy of National and Foreign Languages program at Universidad Estatal Península de Santa Elena (UPSE).

## Chapter I

### The Problem

#### Problem Statement

Nowadays, English is usually recognized as one of the most widely spoken and influential languages. It has become the primary language of communication, extending beyond informal conversations to play a central role in technology, science, culture, and, above all, academic circles. As a result, English has established itself as the predominant language in the production and dissemination of scientific knowledge. Most academic articles, especially in disciplines such as science, technology, engineering, and medicine, are published in this language, making it the primary vehicle for participating in conferences and sharing advances in the international research community (Rajitha, 2024, p. 2). University students must write accurate, concise, and grammatically correct texts, and most of them need help dealing with the complexities of academic writing. “This involves a sophisticated understanding of academic conventions, including precise citation, advanced analysis, and critical evaluation of existing literature” (Stanford, 2025, p. 2). These challenges often limit the ability to express complex ideas effectively.

Academic writing plays a key role in students’ academic development, as it enriches their writing skills and allows them to integrate into the world of science-oriented research. Traditional forms of teaching academic writing emphasize rote learning, strict writing formats and delayed, generic feedback from an instructor. Traditional forms of teaching academic writing are effective in providing students with a basic structure of writing; however, it does not always

meet students' unique necessity and encourages students to develop their own writing and language skills actively.

Academic writing is among the many fields and industries impacted by Artificial Intelligence (AI), which is transforming how we work and learn at a rapid pace. Academic writing may be one of the fastest developing and using AI-based tools and methodologies for the purpose of assisting in the creation of written content (Golan et al., 2023). AI-powered tools reviewed by Infante Vera et al. (2024) in *Intelligent English Grammar: AI Strategies to Master the Rules*, offer new ways to help students using Natural Learning Process (NLP) technology that provides immediate, real-time feedback on the student's errors while they are creating the content of their paper, thus offering students a more engaging and productive way to learn than traditional methods. This study highlights the importance of artificial intelligence-driven tools in teaching English grammar, as they use natural language processing to provide immediate and accurate feedback. In contrast to traditional methods, these solutions promote more dynamic and efficient learning, strengthening students' autonomy, and contributing to a more interactive language education that is better adapted to current educational demands.

However, despite the powerful potential that artificial intelligence offers in teaching academic writing, it is still necessary to understand its effectiveness in terms of improving writing skills in university students and whether it is effective in the long term. Despite the immediacy of corrections provided by AI tools, there is a possibility that, on occasion, only certain aspects of academic writing are promoted, such as grammatical and spelling correction, appropriate use of vocabulary, sentence structure, and cohesion, which are crucial for students' independence and confidence in writing an academic paper. In addition, "students who become

too dependent on AI tools for grammar correction, paraphrasing, or content generation may struggle to develop essential writing competencies on their own” (Deep & Chen, 2025, p. 3).

Furthermore, the use of AI not only offers solutions but also poses certain challenges. Not all tools are adapted to general language use and may provide a level of accuracy that is not suited to the needs of students writing academic texts, which often require more complex syntactic structures, formal, and technical language. It is even necessary to explore the integration of AI into formal university curricula to complement traditional teaching methods rather than replace them. Educators have always played a crucial role in guiding students through the complexities of academic writing, and AI tools should be considered a complement, rather than a substitute for human teaching.

### **Justification**

The necessity to enhance academic writing is essential for university students, particularly for non-native speakers, as it directly impacts their academic performance and professional preparedness. Currently, English proficiency is an essential skill, and clear, grammatically correct writing is crucial for achieving academic success. This research explores the role of AI tools in addressing the persistent challenges students face in mastering a phenomenal academic writing style.

First, academic writing is a distinct style of communication with its own set of conventions and purposes. According to Barasa (2024), “it goes beyond simply expressing personal opinions to engaging in a scholarly conversation, critically analyzing existing knowledge, and presenting well-reasoned arguments supported by evidence” (p. 1). Therefore,

this research will study how AI can improve the mastery of academic writing skills by providing personalized feedback and facilitating immediate corrections.

Second, mastering academic writing is crucial for academic success. For many students, the complexities of an academic text pose a challenge, which can hinder their ability to produce high-quality research papers and other academic work. “Being able to write in an academic style is essential to disciplinary learning and critical for academic success. Control over academic writing gives you capital, power, and agency in knowledge building, identity formation, disciplinary practices, social positioning, and career advancement” (Francis, 2024). This research investigates how AI tools can provide more effective learning strategies than traditional approaches.

In addition, mastery of excellent academic writing has broader implications for students’ professional development. In fields where English is the primary language of communication, solid writing skills are necessary to ensure success in higher education and beyond. This research will explore how AI can empower university students to excel in their academic pursuits and future careers by improving their literacy proficiency and writing confidence.

### **Problem question**

How do AI tools contribute to the development of academic writing skills in university students?

### **Specific questions**

- How do AI tools contribute to specific academic writing skills such as structure, grammar, coherence, and argumentation?

- What challenges or limitations do university students encounter when using AI tools to develop their academic writing?
- What are the benefits of AI tools for academic writing skills among university students?

## **Objectives**

### **General Objective**

The aim is to analyze the use of AI tools in enhancing academic writing skills among university students, based on their perceptions and experiences in the writing process, through qualitative data collection methods such as one-on-one interviews.

### **Specific Objectives**

- To explore students' perceptions of the benefits and limitations of AI tools in academic writing.
- To identify challenges of using AI tools and recommend strategies to enhance academic writing skills.
- To determine the benefits of AI tools in the development of academic writing skills among university students.

## Chapter II

### Theoretical Framework

#### Background

Academic writing is a fundamental component of university education, as it allows students to express ideas with clarity, logical coherence, and academic rigor (Ramón Pucurucu, 2023). Academic writing requires a formal tone, appropriate organization, and adherence to academic conventions, in addition to being based on evidence to support an argument (Zhang, 2024). However, students commonly experience difficulties with writing that are consistent and include: error with grammar, lack of coherence; inadequate use of vocabulary and critical thinking (Barreda Parra et al., 2023). Some strategies for improving these writing problems have been developed, including using AI, which may enhance students' ability to learn by themselves and their overall development of academic writing. This research explores the use of artificial intelligence as a pedagogy, grounded in the theory, concepts, and prior work of research that identifies barriers and ways artificial intelligence can enhance university students' writing abilities and confidence in academics.

#### International Background

In the context of university academic writing, several studies highlight both the benefits and challenges associated with integrating artificial intelligence. The study of Lo et al. (2024) pointed out that students using AI scored better at content, organization, and language than students receiving only traditional instruction, and they were more motivated than their peers with no exposure to AI tools. Furthermore, the authors indicate that AI is meant to support student independence through offering individualized feedback and supporting instructors;

however, authors also indicated there should be clearly defined rules and regulations in place to assure the responsible use of AI

In accordance with this concept, Lin (2024) recommended a new collaborative model between humans and AI which enables an increase in academic writing effectiveness and creativity and combines all previous components. The cognitive offloading and imaginative stimulation mechanism may help writers develop ideas for their writing and revise their texts, but they require the writer to implement the appropriate strategy to maintain the correct degree of precision and not rely excessively on writing technologies. Therefore, the authors demonstrate that both students and AI can collaborate effectively. While the AI supplies the framework for linguistic and structural aspects of writing, the students are required to perform higher order thinking skills and develop strong arguments.

Similarly, Al-Zubaidi et al. (2024) reveal that the impact of AI on academic writing can be considered a double-edged sword. On one hand, it facilitates grammar correction, paraphrasing, and time management; on the other hand, it poses risks including plagiarism, excessive dependence, and diminished creativity. The authors highlighted the urgent necessity of establishing ethical guidelines to ensure responsible use framing AI, not only as a technological instrument but also as a pedagogical strategy within higher education.

Ateriya et al. (2025) in the academic journal article “Exploring the ethical landscape of AI in academic writing” expanded this ethical perspective by identifying challenges related to authorship attribution, transparency, and equitable access. They recommend mandatory transparency, institutional regulation, and fair use practices of AI in the academic context.

The article written by Perez et al. (2025) conducted a review of AI applications in university writing, showing substantial improvement in textual coherence, linguistic accuracy,

and the promotion of autonomous learning, particularly for non-native English speakers. However, ethical and pedagogical risks are also pointed out, such as plagiarism, over-reliance on tools, and the loss of critical writing skills. The authors conclude that although AI presents transformative potential, its effectiveness depends on the implementation of clear guidelines and formative pedagogical practices.

In the applied context, the recent study “From Struggle to Mastery AI-Powered Writing Skills in ESL Education”, Jaramillo et al. (2025) focused on how the Writing Workshop Institutional Model (WWIM) framework improved the writing accuracy and coherence of students by employing AI driven automatic feedback together with integrated collaborative-mobile writing workshops. In addition to statistically significant improvements, students’ confidence and self-reliance in the revision process were also positively affected. This research indicates that blending these frameworks is socially responsible and scalable in improving the academic writing of bilingual learners.

### **National Background**

In Ecuador, the integration of AI in academic writing has also been examined. Infante Vera et al. (2024) analyzed the capacity of AI to diagnose, explain, and remedy complex grammatical errors that are particularly difficult for English learners, emphasizing its ability to evaluate language in context, detect inconsistencies, and guide students toward the construction of advanced sentence structures. In addition, the study highlighted AI’s role in promoting proper use of punctuation and adherence to citation styles such as APA, thereby addressing recurring difficulties faced by Ecuadorian university students in academic writing.

Similarly, considering students' perceptions about using AI, Nelson et al. (2025) state that although many students acknowledge the advantages of these, they also raise concerns regarding plagiarism and other ethical risks. Plus, the authors concluded that academic pressure and limited institutional guidance frequently contribute to proper use. Accordingly, they recommend the implementation of transparent policies and pedagogical practices designed to ensure the responsible and ethical application of AI in academic writing.

The influence of Artificial Intelligence (AI) on Academic Writing is substantial, both globally and domestically. A number of research studies demonstrate improvements in student writing quality across multiple aspects including Grammar; Coherence; Structure; and Confidence in Student's ability to write. Concerns regarding over-reliance on AI tools; Plagiarism; and Ethical Considerations were raised by researchers. AI provides a tool and resource for students in Ecuador who wish to improve their academic writing skills; however, it raises critical issues related to responsible and transparent usage of AI. Collectively, these findings provide the foundation for the theoretical perspectives that guide this study, particularly the connection between AI and constructivist learning, cognitive load management, and pedagogical approaches that foster the development of academic writing skills among university students.

## **Theoretical Basis**

### *Constructivist Learning Theory*

Constructivist learning theory posits that learners construct their knowledge through active interaction with their environment and social context, rather than by passively receiving information. Erawati and Adnyana (2024) stated that learning happens due to assimilation and

accommodation processes whereby mental schemata are modified to enter new information. This point of view offers the opportunity of meaningful learning grounded on active participation, exploration, interaction with others, and reflection. In the field of academic writing, constructivism emphasizes the importance of engaging students in authentic writing activities in which they revise their work using feedback, thereby slowly and steadily improving their writing through practice and constructive guidance.

Complementing this perspective, Vygotsky's social constructivism emphasizes the role of social interaction and cultural mediation in the construction of knowledge. A key concept within this framework is the Zone of Proximal Development (ZPD), which refers to the range of tasks that students can achieve with appropriate guidance from a more knowledgeable other, such as a teacher (Taber, 2024, pp. 5–6). In this context, Bura et al. (2024) argue that artificial intelligence can function as a form of scaffolding by providing students with timely feedback, addressing their concerns, and thereby supporting their learning process. Over time, the assistance offered by AI can gradually be reduced, encouraging students to develop autonomy and independence in academic writing.

### *Cognitive Load Theory*

Cognitive Load Theory (CLT), developed by Sweller, focuses on the limitations of working memory and highlights how instructional design can optimize learning by managing cognitive load. Sweller “partitioned the working memory demands of instructional settings into three load types, intrinsic cognitive load (ICL), extraneous cognitive load (ECL), and germane load (GCL)” (Skulmowski & Xu, 2022, p. 3) In other words, ICL refers to the inherent complexity of the content, which cannot be modified; ECL results from ineffective or poorly designed methods of presenting information, but can be minimized through efficient instructional

strategies; and GCL represents the mental resources devoted to processing, understanding, and storing information in long-term memory, which is the actual effort that leads to learning.

Sweller (2011) cites the “worked example effect” as one of the didactic implications of CLT, which shows that learners tend to benefit more from studying fully worked out solutions than solving problems independently, as this reduces the cognitive burden on working memory. However, “worked examples lose their effectiveness when studied by more experienced learners in a domain, and may even hinder learning due to redundancy” (Howley-Rouse, 2021). Trypke et al. (2024) according to this view, underscored the importance of removing extraneous cognitive loads via Instructional Design methods that remove divided attention; avoid redundancy; use dual modalities in delivering the same content — the "modality effect".

Within an educational writing context, AI tools can be seen as helpful scaffolding mechanisms to help manage cognitive load. Chatbots and large language models have been found to provide immediate feedback and to aid students with completing tasks, thus freeing up space within working memory for relevant processing rather than unnecessary. A recent study revealed that the use of AI “makes it manageable for intrinsic and extraneous cognitive loads in task reduction to be effective through the offering of specific queries and the use of output as supplementary questions for practical understanding and productive learning” (Patac & Patac, 2025, p. 7)

## **Pedagogical basis**

### *Process Writing Approach*

The process writing approach is based on cognitive and constructivist theories of learning, which view writing as a meaning-making and iterative process, rather than as a product

of linguistic rules. The model includes phases such as pre-writing, drafting, revising, editing, and publishing (Rakhimova, 2025). This model is widely recognized as one of the most effective pedagogical frameworks for teaching writing, as it not only reinforces language skills but also encourages critical thinking and self-regulation (Hu, 2024).

More recently, scholars have argued that integrating artificial intelligence into the process writing approach can amplify its benefits. AI tools provide real-time feedback at each stage, supporting students from the brainstorming and idea organization of the pre-writing phase to grammar coherence corrections during revision and editing (Roman Acosta, 2024). Thus, the process writing approach, enhanced with AI-based feedback, constitutes a balanced pedagogical framework that merges established institutional strategies with innovative technologies to advance academic writing development in university students.

### **Legal basis**

The legal and institutional framework that supports this research is grounded in international guidelines, disciplinary standards, and national regulations that ensure responsible and ethical academic practices in higher education.

According to UNESCO (2022) in *Recommendation on the Ethics of Artificial Intelligence*, “Member States should also ensure that AI technologies empower students and teachers and enhance their experience, bearing in mind that relational and social aspects and the value of traditional forms of education are vital in teacher-student and student-student relationships and should be considered when discussing the adoption of AI technologies in education” (art. 104).

This statement mentions that the implementation of artificial intelligence technologies in the educational environment should be oriented to the generation of direct benefits for students. However, it stresses that these tools should not replace the relational, social, and human aspects that constitute the essence of the educational process. Thus, the incorporation of artificial intelligence in education should be conceived as a complement that enhances educational experience without weakening the human dimension that characterizes teaching.

According to Constitución de la República del Ecuador (2008), “Las personas tienen derecho a gozar de los beneficios y aplicaciones del progreso científico y de los saberes ancestrales” (art.25).

Integrating new technological advances like artificial intelligence into the learning process is understood in this provision. Using AI in academic writing helps students access advanced learning resources that AI tools assist in cognitive development, writing skill enhancement, self-paced learning, and independent learning. Therefore, the implementation of AI in educational settings not only aligns with students’ rights to benefit from scientific advances but also contributes to more equitable and effective academic outcomes.

According to MINEDUC (2024) in Orientaciones para el uso pedagógico de herramientas de Inteligencia Artificial en el proceso de enseñanza aprendizaje que garantice el uso efectivo y ético en el aula, “Los sistemas de IA permiten establecer de forma individualizada para cada estudiante las áreas en la que requiere refuerzos en su aprendizaje y genera sugerencias de actividades de apoyo durante todo el periodo lectivo que han sido validadas por el profesorado”.

The statement emphasizes the potential of AI systems to personalize learning by identifying specific areas where each student needs reinforcement and generating concrete support activities throughout the academic period, validated by teachers. In the context of

academic writing, this capability is especially valuable, as students often face individual challenges in structuring ideas, applying academic conventions, or managing cognitive load.

## Chapter III

### Methodological Framework

#### Methodology

The methodological framework for this research on “AI as a Strategy to Enhance Academic Writing in University Students” is structured to gather, organize, and analyze data on how AI tools influence students’ writing skills, in areas such as grammar, structure, coherence, and confidence. The study adopts an applied qualitative approach, which aims to uncover insights into the effectiveness and challenges of integrating AI tools into academic writing. It facilitates the exploration of students lived experiences and perceptions, allowing a deeper understanding of how AI tools influence their academic writing development.

#### Research Method

This research employs a qualitative research method, focusing on participants’ perspectives and lived experiences. Qualitative research is particularly effective for examining complex phenomena and understanding how individuals interpret and construct meaning within their real-world academic context (Brough, 2024). Through this approach, the qualitative method allows a detailed analysis of university students’ perceptions of the effectiveness and limitations of AI tools on their writing process. As an applied study, the purpose extends beyond theoretical contributions to include practical insights for improving academic writing.

#### Type of Research: Phenomenological Studies

This research is categorized as a phenomenological study, as its primary purpose is to explore and understand the lived experiences of university students who employ AI tools in their academic writing. Phenomenology aims to understand how individuals perceive and interpret

experience, making it an ideal approach for examining students' interaction with AI tools (Andrade et al., 2023). By adopting a phenomenological perspective, this research seeks to capture the essence of participants' experience, while also identifying the opportunities and challenges associated with the use of AI tools in the development of academic writing skills.

## **Technique**

### *Data Collection*

The primary data collection technique for this research is one-on-one interviews. Dursun (2023) claimed that through the interview technique, the personal experiences of the interviewees are revealed in such a way that they provide interactive information on a specific topic. This approach enables a detailed exploration of each participant's unique experiences with AI tools in their academic writing process, offering a setting where students can express their thoughts openly and without peer influence. One-on-one interviews effectively uncover individual nuances and specific challenges that students encounter when using these tools, especially within the context of academic writing.

## **Instrument**

### *Semi-Structured Questionnaire*

The instrument used for data collection is a semi-structured questionnaire designed for one-on-one interviews. Semi-structure questionnaire encourages participants to respond more freely and in their own words, as well as providing detailed information from their answers (Ranganathan & Caduff, 2023). These questions consider the advantages and disadvantages of AI tools in academic writing; how the tools affect students confidently and independently; the tools' impact on students' writing abilities; and responsible AI use recommendations in

university settings. There are eight open-ended questions in the questionnaire, which can be completed either in person or online, depending on participants' availability and preferences. With the design of these questions, it is hoped the information collected is substantive enough to meet the study's objective of exploring the role of AI in improving university students' academic writing skills.

#### *Population Sample*

The research focuses on students from the Pedagogy of National and Foreign Languages at Universidad Estatal Peninsula de Santa Elena. This specific group was selected because of its close connection to language learning and the constant necessity to produce written academic work. A purposive sample of five students from the 7<sup>th</sup> Semester was chosen based on their active use of AI tools in academic writing tasks, as they regularly employ these technologies to plan, draft, and refine their written assignments.

## Chapter IV

### Analysis of Findings

This chapter presents the analysis and interpretation of the data collected in relation to the research objectives. The primary purpose is to explore university students' perceptions of artificial intelligence in academic writing, with emphasis on its perceived benefits, challenges, and overall impact on the development of writing skills. The discussion of findings is framed within the theoretical perspectives outlined in Chapter II, allowing for a deeper understanding of how AI supports, complements, or limits the writing process.

In the case of qualitative research, five (5) students from universities who participated in this study were interviewed through the means of open-ended interviews with a semi-structured questionnaire to identify the students' experiences and perceptions concerning the use of AI in assisting in the development of their academic writing. As a form of qualitative data, the perspective of a participant is embodied in this type of research. An open-ended interview also affords the researcher the opportunity to obtain additional information or perspectives not possible with closed-ended responses which are typical of the phenomenological research methodology.

The responses were organized into categories according to recurring themes and aligned with the research objectives. Four main categories were identified: AI as support for academic writing, AI as a source of feedback and correction, AI to enhance writing skills and autonomy, and AI as a tool with challenges and strategies for responsible use. These categories guide the interpretation of the results presented in the following sections.

## Questions Report

Table 1

*Results obtained from students' experiences with the use of AI tools to enhance academic writing in a university context*

CATEGORIES	ANSWERS	AUTHORS
<p><b>1) AI as a support for academic writing</b></p>	<p>According to the interviewees' responses, AI is mainly perceived as a support or guidance tool that facilitates the writing process. It is used to overcome "writer's block", obtain examples of structure, organize ideas, and receive initial recommendations. However, there is consensus that its role should be complementary. Students emphasize that AI is useful for "having a starting point" or a "clearer vision", but not for replacing their own effort.</p>	<p>AI is perceived as a complementary tool that facilitates the start of writing, helps organize ideas, and offers examples of structure, without replacing one's own effort. This view coincides with Lin (2024), who highlights human-AI co-writing as linguistic and structural support, while maintaining students' responsibility for critical thinking and argumentation.</p>
<p><b>2) AI as a source of feedback and correction</b></p>	<p>The interviewees emphasized that the feedback generated by AI is very helpful in terms of grammatical correction, sentence structure, and vocabulary improvement. They expressed that the immediacy of the corrections and explanations provided by the tools is highly valued.</p>	<p>The feedback generated by AI is beneficial for grammatical correction, sentence structure, and vocabulary improvement, with the immediacy of corrections and explanations being particularly valued. This perception coincides with that of Infante Vera et al. (2024), who highlight that AI-based tools, through natural language processing, offer real-time feedback, providing an interactive and efficient learning experience that traditional methods.</p>

<p><b>3) AI to enhance writing skills and autonomy</b></p>	<p>Participants agreed that the contribution of AI tools to enhance writing skills is strengthening grammar, coherence, and organization. Furthermore, they are aware that AI tools should be used to promote autonomy rather than dependence.</p>	<p>AI tools help strengthen writing skills while promoting autonomy rather than dependence. This is supported by Jaramillo et al. (2025), who demonstrate significant improvements in grammatical accuracy, textual coherence, and structure through automated real-time feedback and collaborative workshops, as well as an increase in students' confidence and autonomy.</p>
<p><b>4) AI as a tool with challenges and strategies for responsible use</b></p>	<p>Interviewees described AI as a useful and practical strategy for facilitating the writing process in various ways, such as saving time, organizing tasks, and accessing resources efficiently. They also acknowledge that although AI can be a great help, it also brings challenges such as plagiarism and dependency, expressing that AI should be regulated.</p>	<p>AI is practical as a strategy for saving time, organizing tasks, and accessing resources efficiently, as well as complementing traditional writing methods. This view is related to AI-Zubaidi et al. (2024), who identify benefits such as grammatical correction and time management, although they warn of risks such as plagiarism and excessive dependence, highlighting the need for clear ethical guidelines.</p>

*Note 1:* This table presents the results obtained from interviews conducted with university students who have experience using AI tools to enhance academic writing.

### **Interpretation of Data from the Interview**

Based on the administration of the questionnaire within the framework of the research on the use of AI as a strategy to enhance academic writing in university students, six categories of analysis were identified, of which four were selected as priorities for this study. These categories are presented in a table that synthesizes the collected information. The analysis and interpretation of the participants' responses made it possible to obtain significant insights regarding each of the selected categories.

The initial focus was on AI as support for academic writing. When students encounter "writer's block," AI provides suggestions and examples of text structures to help overcome this hurdle. Study participants appreciate AI's organizing and suggesting conceptual frameworks, but still AI must assist and never circumvent thinking, authorship, and personal effort. This view accentuates AI's function in improving students' autonomy and performance as personalized feedback is aimed at completing tasks. Such focus positions the technology as a collaborative tool that assists in the linguistic and structural aspects of the text. The student, however, owns the task of critical thinking and argumentation.

The second category emphasized AI as a source of feedback and correction. Participants noted the tools' usefulness in spotting and fixing grammatical errors, improving sentence structures and overall writing as well as the choice of vocabulary. Writing students particularly appreciate the immediate feedback and explanations provided with each response; this provides them with an opportunity for rapid improvement in both their writing and their texts. The ability to provide immediate responses creates a much faster process for receiving and implementing

feedback than traditional feedback methods (which can take longer). In addition to facilitating students' improvement in their writing through correction of errors, AI provides a highly personalized, dynamic and continuously improving environment for students to develop their writing skills.

The third category of comments also indicated that the AI tools utilized in the study made substantial contributions to the enhancement of students' writing skills, and reinforced important attributes including grammar, textual coherence, and organizational structure of the text. In addition to simply correcting the students' errors, the participants noted the importance of utilizing the AI tools to develop the students' independence and avoid a potential counterproductive dependence upon AI. The central theme behind the utilization of the AI tools is to increase the students' ability to write confidently and independently with the assistance of the AI to aid them in drafting and revising their work rather than rely upon the AI as a cognitive crutch.

The last category described AI as a useful and constructive approach to writing in a variety of ways, noting benefits such as saving time, better organization of tasks, and greater efficiency in locating and retrieving materials and data. Participants see, and appreciate, AI's potential as a useful writing companion and enhanced aid to writing in ways that are more traditional or conventional. At the same time, however, participants view and appreciate the potential problems with abuse and misuse, specifying plagiarism and excessive reliance as the most problematic. This balanced approach suggests the need for strong controlling and guiding, in the ethical sense, principles for appropriate use of the new technology.

In conclusion, students appreciate AI as a tool but recognize that it requires thoughtful consideration and responsible use. The four categories describing AI's usefulness and AI

organizing, grammar checking, strengthening coherence, organizing, and providing aid in some aspects of writing, as well as concerns about overreliance, potential plagiarism, and accuracy, points to a myriad of multifaceted attributes of AI. It shows the active awareness of a user, the need of guidance, and the principle of academic honesty in many of the positive benefits reaped from AI.

The findings suggest that students can still develop the necessary academic writing skills and thinking critically, and reasoning autonomously, as well as effort and AI as a tool in the adjunct of their work. The next chapter will address the general conclusions of the study, and the proposal will address the effective and responsible use of AI in academic writing at the university level.

## Chapter V

### Conclusions and Recommendations

The last chapter outlines the conclusions and recommendations based on the study of the use of AI as a strategy to improve the academic writing skills of university students. Each of the conclusions made aligns with the objectives outlined in Chapter I and responds to the research questions which guided the study. In addition, it captures the key findings, which most importantly emphasizes the influence of AI on the learning experiences and writing quality of students.

### Conclusions

The analysis concludes that students perceive Artificial Intelligence as a valuable support for academic writing. AI helps students to ease their primary writing challenges, helps them to arrange their thoughts, and helps them to structure their texts with greater efficiency, illustrating the value of AI as a marginally helpful tool that streamlines the writing process, and commands the students to write to the text with greater assurance.

Moreover, the data collected during the study demonstrated that students perceived the role of AI as an instant resource for receiving feedback and revising their writing. Students identified that the AI tools provided feedback that included explanations for improving their writing in areas including grammar, vocabulary, and coherence, which led to increases in the students' confidence and motivation to continue practicing and enhancing their writing abilities. These findings reinforce the utility of the AI tools in the academic environment.

In addition, the study found that AI substantially supports the development of academic writing skills. However, participants also recognized the potential risk of dependency

emphasizing that AI should function as a complement to promote autonomy rather than as a substitute for independent learning. There is increasing recognition among students about the need for incorporating their own constructive thought and ingenuity along with the use of technology.

The research emphasized major shortcomings regarding the use of AI, including outdated content, inaccuracy, reliance on AI, learning process control, and, most importantly, plagiarism. Thus, to improve these tools' positive impacts, the potential harms must be ethically managed through awareness and reflective use.

### **Recommendations**

1. It is recommended that university students be encouraged to use AI tools as complementary aids rather than as substitutes for their own effort. Drafting independently before consulting AI allows them to identify personal weaknesses and strengthen critical thinking.
2. Data provided by AI tools must be checked for accuracy, concepts must be paraphrased, and proper citations must be provided to promote responsible use. Also, students should be discouraged from simply copying and pasting text as this would compromise academic integrity.
3. Instructors must teach learners responsible for AI use, making sure that AI ethics is well understood, along with its effective use, weighing pros and cons. This should also include the ethics of plagiarism and its consequences, content evaluation and originality as well as scholarship.
4. This should come in the form of training sessions and workshops. These would help students learn practical strategies, so there would be fewer academic over-reliance

issues. More importantly, it would help universities harness AI's educational value in academic writing and reduce the educational risks associated with it.

To conclude, the research adds to the scholarship of English language teaching by deepening understanding of how university students see and use AI to help them with writing academically. AI helped students develop grammar, structure, and argumentation to write more autonomously. This study also emphasizes the need for responsible use of AI where its merits do not outweigh its risks.

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## Annexes

### Annex A: Certified Anti-Plagiarism System

La Libertad, 29 de Octubre de 2025

#### Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “AI AS A STRATEGY TO ENHANCE ACADEMIC WRITING IN UNIVERSITY STUDENTS” elaborado por las estudiantes, Molina Mesias Wilson Steeven y Yagual Vera María Paula de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



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MSc. Jefferson Sanchez Paguay

**ADVISOR**

# AI as a Strategy to Enhance Academic Writing in University Students



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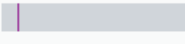


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2	 Documento de otro usuario #ccc885 Viene de de otro grupo	< 1%		Palabras idénticas: < 1% (22 palabras)

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2	 Documento de otro usuario #f4ab74 Viene de de otro grupo	< 1%		Palabras idénticas: < 1% (11 palabras)
3	 Medina Suarez- Regalado Garcia Thesis.pdf   Medina Suarez- Regalado ... #a4b57f Viene de de mi grupo	< 1%		Palabras idénticas: < 1% (11 palabras)

## Annex B: Questionnaire



### **“AI AS A STRATEGY TO ENHANCE ACADEMIC WRITING IN UNIVERSITY STUDENTS”**

This interview aims to explore participants’ perceptions, experiences, and opinions regarding the use of AI tools as a strategy to improve their academic writing skills. Through their responses, we seek to understand how these technologies influence their writing process, their motivation, and the quality of their written work.

- 1) How would you describe your overall experience using AI tools in your academic writing process?
- 2) How have AI tools influenced your confidence or autonomy when producing academic texts?
- 3) How do you balance the use of AI assistance with your own critical thinking and creativity in writing?
- 4) In your opinion, what limitations do AI tools have when it comes to supporting academic writing at the university level?
- 5) What challenges or difficulties have you encountered using AI in academic writing?
- 6) What strategies or recommendations would you propose to ensure the responsible and effective use of AI in university academic writing?

7) Do you think AI has improved your ability to organize and present ideas clearly?

Why or why not?

8) How has AI contributed to the development of your academic writing skills, including grammar structure, coherence, and argumentation?

**Annex C: Transcripts of Interviews**

**Categories**

- AI as a support for academic writing
- AI as a source of feedback and correction
- AI to enhance writing skills and autonomy
- AI as a tool with challenges and strategies for responsible use
- AI tools and their limitations
- AI and students' perceptions

Specific Questions	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
<p><b>1. How would you describe your overall experience using AI tools in your academic writing process?</b></p>	<p>Well, from my personal point of view, it has been very good considering my university experience. At the beginning of the semesters, I didn't know how to write academic papers, but with the use of AI, I've been able to do a good job. I feel that AI has</p>	<p>It has greatly influenced how I write now. My writing has improved a lot compared to before, and it has really helped me in that aspect.</p>	<p>I would say that my experience with the use of AI in the academic writing process has been both positive and negative. On one hand, I believe these tools help a lot to generate ideas, identify key points, and receive feedback on what you can write. However, when it</p>	<p>Based on my experience, I think it has been generally positive because AI tools have supported me in different stages of my writing process. For example, they help me generate ideas, improve grammar, and refine paragraph structure. I</p>	<p>Personally, I think it has been good. I try not to overuse these kinds of tools because I know that, in the end, we are the ones who must do the work. It's important to think and write for ourselves to avoid falling into the temptation of letting AI do all the work. So, I always</p>

helped me a lot to organize my ideas, to know which words to use or not to use, and, above all, to consider certain things that we aren't taught in class. Thanks to that feedback, I've been able to improve my writing skills.

comes to academic texts, many concepts and theories are included, which can seem complex at first glance, and in that sense, AI also helps by improving comprehension. Nevertheless, I feel that if I rely on it too much, I might become dependent on this type of technology, which I don't think is favorable for the development of my skills.

consider AI has a complement, not as a substitute for my academic effort.

try to maintain a balance in how I use AI for my assignments.

## 2. How have AI tools influenced your confidence or autonomy when producing academic texts?

AI has influenced my autonomy because sometimes I can't start writing without first asking for recommendations on how to carry out what I will write. If I get stuck or don't know how to

They have been very helpful to me because if need to understand a topic or structure when writing an essay, AI gives me feedback and helps me improve or get started.

AI is very helpful because it can provide feedback on what one writes. The comments are usually objective and encourage improvement. It also offers useful recommendations and points out what

In my experience I would say that AI tools have helped me a lot in my academic writing process, as I have been able to use them effectively by asking for feedback to improve.

AI hasn't had a strong influence on me because I like to do my work on my own. Personally, I learn and understand better when I do the work and think for myself.

continue, I ask for help.

### 3. How do you balance the use of AI assistance with your own critical thinking and creativity in writing?

Well, when I have to write, for example, about a topic I'm not familiar with, I usually ask AI not to give me a completed paper, but rather examples or guides. Based on those, I take some ideas and refine them with my own thoughts to create my own text. I also ask what words I can use, what kind of formal vocabulary is appropriate – if the situation requires it – and how to organize my ideas better. That's basically it.

I would say there are a few. For

Before using or asking something from AI, I first try to organize my own ideas and think about that I want to write and how I'm going to write it. So, I first write everything I want to express, and afterward, I ask AI to get a better idea or improve it. But I always start writing by myself first.

I think the limitation comes

it considers well written, which increases my confidence in writing.

I keep a balance because when it comes to writing, I use these tools only for brainstorming, finding good connecting words or synonyms – things like that. As I mentioned before, I also use it for feedback, but I don't let it do all the work for me. Critical thinking skills are essential, so I always make sure to write on my own. Sometimes I use the translator if needed, but the overall role I give AI is just for small things during the process.

Among the limitations I see is

I use AI as guide, not as an authority – something I must always follow. I try to critically analyze the suggestions it gives me to help me write about a specific topic, and I decide what information is relevant and what I can actually use. That way, I maintain ownership of my ideas and keep my critical thinking and creativity at the center.

In my opinion, AI

I always try to do the work myself first and then ask for certain corrections, for example, in grammar, because I know that sometimes I don't write perfectly or make grammatical mistakes. I ask AI for help with that, but I don't ask it to do the work for me. I also use it to organize my text or paragraph better, or to clarify certain ideas that I didn't express correctly. In that way, I think there's a good balance when doing my work.

I believe that many young people

**4. In your opinion, what limitations do AI tools have when it comes to supporting academic writing at the university level?**

example, AI tends to focus on superficial topics. If I ask about something related to education, it gives me an answer or an example, but only at a surface level. It doesn't usually go into the deeper aspects that one looks for or needs help with. Another limitation is that it can be repetitive; many times, the responses follow the same patterns as previous ones, which is very limiting when asking for help.

from how we use it. The tool itself can be applied in many areas and can help a lot, but the limitation lies in the fact that we don't use it in a broader way. We mostly use it to ask for things to be done instead of using it as a learning tool. So that's the main limitation – not using it as a tool for learning but rather just for completing tasks.

that some chatbots don't have up-to-date information from the current year like 2025. Because of that, they can't always verify if what I write is accurate or supported by reliable sources. Another limitation is the general way it's used – some students tend to use AI incorrectly to avoid doing their own work, which becomes a limitation for their academic growth.

sometimes lacks a deep understanding of disciplinary context. For example, it gives generic answers and doesn't capture cultural or theoretical nuances. It also can't replace the originality or analytical depth required in university research, and it raises ethical challenges regarding academic integrity.

today limit their own thinking when using AI because they fall into the temptation of not wanting to think for themselves and letting AI do all the work. This prevents them from developing critical thinking and creativity, and when the time comes to do something without AI, they won't be able to. So, I think that's a major limitation we should control when using this tool.

**5. What challenges or difficulties have you encountered using AI in academic writing?**

I would say that, as I mentioned before, some topics are difficult for AI to explain for me to understand through it. For example, sometimes AI doesn't know how

The main difficulty is not knowing which prompts to use or which prompt is correct. Not knowing this can make it harder for AI to provide

One of the difficulties I've encountered when using AI in writing is that it often loses track of the initial prompt after several text exchanges. The

One of the challenges is filtering suggestions that may be imprecise or irrelevant when generating my text. It's also difficult to avoid

I think the main challenge is maintaining ethics – not giving in to laziness, so to speak. It's important to stay coherent and remember that you are the one who has

to distinguish between formal and informal language, and we tend to rely on that, which can negatively affect the grade of an assignment.

helpful answers or solve what you're asking for. That's what I find most difficult.

chatbot may shift its understanding to different points, creating confusion and causing the focus to go in the wrong direction, which makes the writing process more complex. Another problem is that the information it generates isn't always accurate. We shouldn't rely entirely on it – we must always research further and go deeper instead of depending solely on what AI says. Of course, AI will continue to be used, but we must always investigate more and think critically.

overdependence since some students just copy and paste the information without paraphrasing or filtering it critically. It's tempting to accept the text as it is, without personal analysis. Another challenge is using AI responsibly, always maintaining academic honesty and analyzing the information carefully to paraphrase it and adapt it properly to the type of text we are writing.

to do your own work, not AI. Otherwise, you're the one who loses by not doing it yourself, because you need to understand the things you're supposed to learn. If you don't understand them in class, then when you have to write something, you won't know where you stand or what topic you're addressing. I think that's a big challenge.

**6. What strategies or recommendations would you**

I would say that AI should be used in moderation. For example, if someone doesn't

The main strategy would be to think about how to use AI tools and

My main recommendation is that we shouldn't see AI as a technology that

I suggest using AI as support for reviewing, generating ideas, and improving

We should start by becoming aware and gradually building the habit – writing a short

**propose to ensure the responsible and effective use of AI in university academic writing?**

understand a topic, they should ask for help but not simply copy and paste information.

Sometimes people don't read what AI provides, and that can negatively affect their final grade. Another consequence could be a high level of plagiarism. So, based on that, that would be my opinion.

in what situations to use them.

does all the work or completes assignments for us, but rather as a support tool that assist the learning process – especially in language development and writing. If we ask AI to write an entire text for us, we're not applying our own knowledge and we're skipping the learning experience, which can limit us. So, my recommendation is to view AI as support, not as a shortcut for getting tasks done.

clarity of the message you want to convey in academic writing. However, it should always be combined with independent research and critical thinking. I also believe universities should establish clear guidelines for ethical use and promote transparency in how AI is applied when producing this type of work.

paragraph on our own first, then asking AI to help correct certain things. As I said, it's about being conscious and knowing that we must think for ourselves. It's also helpful to ask classmates for support so that everyone contributes in some way. The key is to understand that you must do your own work, and that will help you a lot in the future. I believe the best thing is always to be conscious and work ethically to present your work in the best possible way.

**7. Do you think AI has improved your ability to organize and present ideas**

Personally, I would say yes, because as I mentioned at the beginning of my degree, when it

Yes, it has helped me improve because AI helps you identify your grammatical mistakes and shows

I believe it has. To be honest, AI has helped me in that aspect. On certain occasions, I've asked for

I think it has, because it has helped me visualize different ways to structure a text. When I don't

I think it has. Before, I was one of those people who didn't use AI because I thought it wasn't right. But

clearly? Why or why not?

came to written assignments, I didn't know how to organize my ideas. I had the concept of what to write, but I didn't know how or in what order to put it. With the use of AI, I feel that it has given me some recommendations on how to organize my ideas, what grammar to use, what words and connectors to choose, and how to give clarity and coherence to my writing.

you how to correct them. That's what has helped me the most to improve my writing in those aspects.

examples or drafts on how to structure projects, essays, or research papers. It has also helped me organize information through graphic organizers, allowing me to recognize and identify what's most important, what should go first, and what should come next. Of course, that's as far as I use in terms of organization – the rest of the writing I do myself.

understand a topic, I can ask for information to help me organize my ideas and write more clearly. It also helps me improve transitions and organize the arguments I want to express in a logical way. In addition, it points out parts where clarity is lacking, which makes revision easier when working on academic texts.

later, I realized it's a great help for making corrections, because there are things I don't do well since I'm still learning. With AI's help, I can see my mistakes and weaknesses, and next time I might not need to ask for help again because I already learned how to do it. That's how I've been improving – writing paragraphs or texts better. It also helps in research by providing information, but it's important to be careful and verify that the information is real to avoid plagiarism. Always cite sources and keep those things in mind.

8. How has AI contributed to

I feel that it has improved them. Based on all the

As I mentioned before, Ai has helped me

I would say AI has contributed positively to the

I feel it has been especially useful for grammar

It has helped me a lot with grammar and

**the development of your academic writing skills, including grammar structure, coherence, and argumentation?**

advice AI has given me, I can now see a clear difference between my recent assignments and my older ones. The change is noticeable – the use of more appropriate words, clearer writing, and content that better fits the topic. I would say that both coherence and structure of my writing have improved.

mainly with how I structure my writing – how I start, develop, and conclude my ideas. It has also helped me identify my most common grammatical mistakes and understand what I can do to improve my writing in that area.

development of these aspects. For example, if I don't understand certain rules or structures, these tools are very useful for explaining and clarifying my doubts. AI also suggests ways to connect ideas properly and can even have a positive impact on autonomous writing practice. I remember once I asked it to give me random topics to write about, so I could practice writing paragraphs on any subject. It was a very beneficial and valuable exercise because AI corrected me, explained what I could improve, and reinforced my learning. So, I

and coherence, since these tools detect errors and suggest clearer ways to express the message I want to convey. They have also provided models of organizations that help me structure my writing more effectively. Regarding argumentation, although AI offers examples, I still rely on my own reasoning and critical thinking, comparing it with my own evidence to support my ideas clearly and solidly.

making my texts clearer and more objective – more specific. I used to make the mistake of writing without much order or clarity. AI helped me by suggesting, for example, what should go first or next, and how to structure my ideas better. That allowed me to understand the kind of organization I needed and the mistakes I was making. Little by little, I improved my texts, and when I had to write in class, I already knew the order, what to include, and how to correct my errors.

believe I've  
improved thanks to  
these tools.