

Perceptions of the Importance of English Academic Writing Skills in the Age of AI: A Study of Non-Native Postgraduate Students

*Alan Robert White, Supaphorn Akkapin & Tubagus Achmad Darodjat
Rajamangala University of Technology Krungthep, International College, Bangkok

* Corresponding author. Alan Robert White E-mail address: alan.w@mail.rmutk.ac.th

Received: 25 May 2025; Revised: 28 June, 2025; Accepted: 25 July, 2025

Abstract

This study investigates the perceptions of Chinese postgraduate students studying in Thailand regarding the role of Artificial Intelligence (AI) tools in academic writing. With the increasing use of AI technologies, the study explores students' attitudes toward the utility of AI in enhancing academic writing skills, their reliance on such tools, and their concerns about the ethical implications of AI use, such as plagiarism and the potential erosion of critical thinking and originality. Data collected from a 5-point Likert scale questionnaire reveal that while students acknowledge the importance of strong academic writing skills, many see AI tools as valuable aids for overcoming language barriers and improving writing efficiency. However, there is significant concern about over-reliance on AI and its impact on cognitive skills. The findings suggest that a balanced approach, where AI tools complement rather than replace traditional writing skills, is favoured. The study concludes with suggestions for educators and institutions to provide ethical guidance on AI usage and emphasizes the need for further research to explore the broader implications of AI in academic settings.

Keywords: Writing, Postgraduate Students, Perceptions, AI Tools, Non-native English Speakers.

Introduction

In recent years, the rapid advancement of Artificial Intelligence (AI) has significantly impacted various fields, including education. One area where AI's influence has become particularly prominent is academic writing. AI tools, such as language models and writing assistants, are increasingly being integrated into educational settings to support students in improving their writing skills. This study seeks to explore the perceptions of Chinese postgraduate students studying in Thailand regarding their academic writing skills in the age of AI. Specifically, it examines their attitudes toward the role of AI tools in enhancing academic writing, their reliance on such tools, and their beliefs about the importance of developing strong academic writing skills independently. Given the diverse linguistic and cultural backgrounds of international students, the study also investigates how AI tools are perceived as aids for non-native English speakers in overcoming language barriers. By understanding these perceptions, this study aims to contribute valuable insights into how AI tools are shaping academic writing practices and the ethical considerations surrounding their use in higher education.

Although AI tools assist with the mechanical aspects of writing, they cannot replace the intellectual processes required for constructing original, well-structured arguments. AI cannot engage in critical thinking or generate original ideas and arguments. These higher-

order cognitive tasks remain vital for academic writing. AI can be a valuable resource for students, helping to refine language skills, build confidence, and meet academic writing standards. Several participants noted that AI aided in expressing their ideas more clearly, particularly when addressing complex academic topics. There was an emphasis on maintaining academic integrity, indicating that students should understand the ethical limits of AI-assisted writing. Some students voiced concerns that excessive reliance on AI could promote a "shortcut mentality," where students seek quick solutions rather than engaging in the deeper intellectual work required for academic success. Although AI is widely used, many students still regard academic writing as a necessary skill. Therefore, AI should be integrated into the writing process in ways that support, rather than replace, the intellectual work inherent in academic writing (Campus Technology, 2024; Harvard Summer School, 2023; KU Center for Teaching Excellence, 2023; MSU Today, 2023; The New York Times, 2024; University of North Carolina Writing Center, 2023).

The integration of Artificial Intelligence (AI) tools into academic writing has become an increasingly common practice, particularly among non-native English-speaking students. While these tools hold potential for improving writing efficiency and assisting in overcoming language barriers, there remains limited research on how postgraduate students, particularly Chinese nationals studying abroad, perceive the role of AI in their academic writing. Specifically, it is unclear whether these students view AI tools as beneficial aids for writing improvement, or if they regard them as potentially undermining the development of essential writing skills. Additionally, concerns regarding the ethical implications of relying on AI, such as plagiarism and the replacement of cognitive skills, have yet to be fully explored in the context of international education. Therefore, this study aims to address these gaps by investigating the perceptions of Chinese postgraduate students in Thailand regarding AI's role in their academic writing, their level of reliance on such tools, and their perspectives on the balance between AI usage and traditional writing skill development.

This research is significant for several reasons. First, it provides valuable insights into the perceptions and attitudes of international postgraduate students toward the use of AI tools in academic writing, a topic that remains underexplored in current literature. As these students often face unique challenges in adapting to academic environments in a second language, understanding their views on AI tools can help inform educators and institutions about how to best integrate technology into the writing process, especially for non-native English speakers. Second, this study sheds light on the ethical considerations surrounding AI use in academia, particularly concerns about plagiarism and the potential diminishing of critical thinking and originality. These insights are crucial for developing educational policies and ethical guidelines that ensure AI tools are used responsibly in academic settings. Finally, the findings may guide the development of targeted academic support programs, helping students enhance their writing skills while balancing the benefits of AI assistance with the need for independent academic growth. This research thus contributes to the broader discourse on AI in education and supports the creation of more effective, ethical, and student-centred educational practices.

Literature Review

The integration of Artificial Intelligence (AI) in academic writing has become increasingly prevalent, particularly among students learning English. This trend presents both opportunities and challenges. AI tools can enhance writing quality and efficiency, but they also raise ethical concerns, such as plagiarism and over-reliance on AI-generated

content. This literature review aims to explore the current state of AI use in English writing among students, focusing on its benefits, issues, and future directions.

AI tools have transformed education by providing personalized feedback, language support, and content generation. Research indicates that AI can improve the writing outcomes of English as a Foreign Language (EFL) students by enhancing the quality and organization of their work. However, ethical issues remain, particularly ensuring originality and preventing over-reliance on AI. One of the key benefits of AI tools though is their ability to assist students in refining their writing. These tools can suggest grammatical corrections, improve sentence structure, and enhance clarity, which is especially beneficial for non-native English speakers who may struggle with linguistic nuances. AI also offers personalized feedback, allowing students to revise their work more effectively. This instant feedback helps students identify and correct errors faster than traditional methods. Furthermore, AI enhances efficiency and time management by automating tasks such as plagiarism detection and language learning support, saving students time and effort. This efficiency enables students to focus on more complex cognitive tasks, such as critical thinking and argument development (Guo & Zaini, 2024; Harvard Summer School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

AI use in writing presents both advantages and ethical concerns. One major issue is plagiarism and originality. The ease of generating content with AI raises doubts about the authenticity of students' work. Ensuring AI-assisted work remains original and properly cited is necessary to maintain academic integrity. Another concern is over-reliance on AI tools, which could reduce students' ability to develop independent critical thinking and writing skills. Additionally, while AI can help address language gaps, it may not fully capture language nuances, leading to misunderstandings or miscommunications if used improperly (Guo & Zaini, 2024; Harvard Summer School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

To maximize the benefits of AI in English writing and reduce its risks, educators and researchers must create frameworks for responsible integration. It is important to balance AI assistance with critical thinking, encouraging students to use AI tools as aids, not substitutes for human judgment and creativity. This balance will help students develop both technical writing skills and critical thinking. Clear ethical guidelines for AI use in academic writing must be set to prevent plagiarism and ensure proper acknowledgment of AI-generated content. Ongoing evaluation of AI tools' impact on student writing outcomes is necessary to adjust educational strategies and improve their use. AI in English writing offers significant benefits, such as improved quality and efficiency. However, it also raises concerns about plagiarism, over-reliance, and language limitations. Addressing these issues and integrating AI responsibly into educational practices will improve student learning outcomes and support critical thinking and originality. Future research should focus on developing ethical frameworks for AI use and assessing its long-term impact on academic writing skills (Guo & Zaini, 2024; Harvard Summer School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

Academic writing has long been a core skill in higher education, particularly for postgraduate students, many of whom are non-native English speakers. Mastery of English academic writing is often seen as necessary for communicating complex ideas, engaging in scholarly discourse, and contributing to one's field. However, the rise of artificial intelligence (AI) tools questions traditional views of academic writing. These tools can generate coherent content, correct grammar, and suggest improvements to writing style. Given the growing reliance on AI, the need to develop strong writing skills is uncertain, as AI can perform many of these tasks effortlessly (Guo & Zaini, 2024; Harvard Summer

School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

The growing prevalence of artificial intelligence (AI) in higher education has prompted considerable scholarly attention, particularly with regard to its role in supporting and transforming academic writing. Researchers have sought to map the breadth of AI's contributions across the research process, identify the pedagogical implications of its adoption, and interrogate the ethical questions its use raises.

Research shows that AI can assist students with writing tasks. AI helps students generate content and correct language issues, allowing them to focus on refining their ideas rather than dealing with technical writing concerns. Although AI tools improve productivity and accuracy, concerns remain about their potential to reduce the deeper learning that academic writing promotes. AI can enhance grammar and structure, but it cannot perform higher-order thinking required for academic writing, such as constructing original arguments or critically analyzing sources. Similarly, over-reliance on AI may weaken students' ability to write effectively without technological support (Guo & Zaini, 2024; Harvard Summer School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

Khalifa and Albadawy (2024) conducted a systematic review of literature drawn from major academic databases, identifying six principal domains in which AI meaningfully supports academic writing: the generation of ideas and research design, content development and structural organisation, literature review and synthesis, data management and analysis, editing and publication support, and communication and ethical compliance. Their findings position tools such as ChatGPT as having substantial utility across these domains, whilst acknowledging that sustaining academic integrity and preserving the centrality of human judgement remain ongoing challenges. This broad mapping of AI's functional contributions provides a useful foundation for understanding the scope of its influence on scholarly practice.

The nature of how researchers and students actually interact with AI tools has also attracted empirical investigation. Nguyen et al. (2024) examined the writing behaviours of ten doctoral students working with a generative AI-assisted writing tool, analysing over 600 recorded interactions through a layered methodology that combined quantitative content analysis, Hidden Markov Modelling, and process mining. Their findings indicated that students who engaged in iterative, highly interactive exchanges with the AI tool generally produced stronger written outputs, whilst those who treated AI as a passive information source and maintained a largely linear writing process achieved comparatively lower performance. This distinction between active collaboration and passive consumption of AI-generated content carries significant implications for how institutions might encourage productive human-AI engagement in academic contexts.

Student perceptions of generative AI in writing tasks have been further explored by Kim et al. (2025), who conducted in-depth interviews with twenty Chinese higher education students following their use of a ChatGPT-embedded writing system. Students articulated expectations that AI should fulfil multiple functions simultaneously — operating as a writing assistant, a virtual tutor, and a digital peer. Perceived benefits spanned improvements to the writing process itself, enhanced written output, and positive effects on students' affective engagement with writing tasks. Nevertheless, students also identified a range of challenges attributable to the AI system, to their own capacities as users, and to the nature of the tasks undertaken. These nuanced findings highlight that student experience of AI-assisted writing is neither uniformly positive nor straightforwardly negative, and that context plays a considerable role in shaping outcomes.

Alongside the benefits identified in the literature, concerns regarding the effect of AI tools on the development of writing skills and critical thinking have been prominently raised. Deep and Chen (2025) synthesised peer-reviewed literature on AI's role in writing pedagogy, finding that whilst tools such as Grammarly, ChatGPT, and QuillBot can offer meaningful support — including personalised feedback, improved writing fluency, and reduced cognitive load during drafting — they also risk undermining the development of independent writing competencies when students use them to generate complete texts with minimal personal engagement. The authors emphasise that careful and deliberate integration of AI into curricula is essential to preserving both academic integrity and students' capacity for original thought.

This concern is echoed in pedagogical research examining student attitudes towards AI-generated writing. Van Niekerk et al. (2025) employed an active learning intervention in which students used ChatGPT to produce academic papers and subsequently critiqued the outputs, applying the Technology Acceptance Model to assess shifts in students' perceptions of the tool's usefulness and ease of use. Their findings suggest that direct, reflective engagement with AI-produced content can meaningfully alter students' intentions regarding its use, pointing to the value of structured, critical classroom encounters with generative AI as a means of fostering more discerning adoption.

The ethical dimensions of AI use in academic writing constitute a substantial strand of the literature. Ateriya et al. (2025) reviewed literature from across the fields of ethics, AI research, and academic publishing, identifying concerns surrounding intellectual property, attribution in collaboratively produced work, and the broader transparency of AI's role in manuscript preparation. Their analysis further highlights how unequal access to AI tools risks deepening existing disparities within academic publishing, particularly between well-resourced and under-resourced research communities. The authors call for the establishment of comprehensive guidelines to promote accountable and equitable use of AI in scholarly writing.

Questions of transparency are similarly foregrounded by Tang et al. (2024), who examined the extent to which academic journals require authors to declare their use of generative AI. Their survey of 125 nursing journals found that fewer than two-fifths explicitly required such declarations, with an even lower proportion observed amongst general medicine journals. The authors argue that mandatory disclosure of AI use is fundamental to maintaining the credibility of published research, and further suggest that extending such requirements to peer reviewers could strengthen the integrity of the review process more broadly.

Finally, Cheng et al. (2025) offer a practice-oriented contribution, discussing how large language model-based tools can be employed in ethically sound ways across the academic writing process. Noting documented issues with plagiarism, factual inaccuracy, and the fabrication of references, the authors delineate three categories of legitimate AI use and propose four guiding principles to support researchers in producing high-quality outputs without compromising scholarly standards. Their work reflects a broader recognition in the literature that the challenge facing the academic community is not whether to use AI, but how to do so responsibly and with appropriate transparency.

The use of AI in academic writing raises important questions about how educational institutions should balance technological advancements with the development of traditional writing skills. Some view AI as a helpful tool, especially for students with language difficulties, and others have concerns that over-reliance on AI may limit the development of critical thinking. For non-native English speakers, this issue is amplified by difficulties in mastering academic writing in English. This study aims to explore whether non-native postgraduate students still view writing skills as necessary or if they consider AI tools

sufficient substitutes in academic contexts (Guo & Zaini, 2024; Harvard Summer School, 2023; Marzuki et al., 2023; MSU Today, 2023; University of Frankfurt, 2023; University of North Carolina Writing Center, 2023).

Taken together, this body of literature reveals a field navigating significant opportunity alongside considerable complexity. Whilst AI tools demonstrably support efficiency and breadth across multiple dimensions of academic writing, their uncritical adoption poses risks to skill development, integrity, and equity. The emerging consensus across these studies points to the need for clear institutional guidelines, critical pedagogical frameworks, and ongoing dialogue between researchers, educators, and publishers.

Methodology

A single-method approach was employed in this study, utilizing a quantitative data collection technique. The participants consisted of 16 Chinese postgraduate students enrolled in an English-medium program at an international university in Thailand. These students completed a questionnaire designed to assess their attitudes toward academic writing skills and their use of AI tools in the writing process. The questionnaire comprised 15 Likert-scale items, allowing for the measurement of participants' responses across various dimensions of the study. The internal consistency of the questionnaire was measured using Cronbach's alpha, yielding a reliability coefficient of 0.66.

Ethical guidelines were strictly followed throughout the study. Participation in the study was voluntary, and all participants were informed of the purpose of the research and assured that their responses would remain confidential. Informed consent was obtained from all participants prior to data collection, and they were reminded that they had the right to withdraw from the study at any time without penalty. Data was anonymized to protect the privacy of the participants.

Results and Discussion

This section presents the results of the study, which aimed to explore the perceptions of Chinese postgraduate students regarding English academic writing skills in the context of the increasing use of artificial intelligence (AI) tools. The findings are based on the responses to a 15-item Likert-scale questionnaire, which assessed participants' attitudes towards academic writing and their use of AI in the writing process. The results are discussed in terms of participants' views on the importance of writing skills, the role of AI tools in supporting or hindering their academic writing, and how these perceptions align with existing literature on the evolving relationship between technology and academic writing practices.

1) I believe that strong academic writing skills are essential for success in my postgraduate studies.

Strongly Disagree=0%, Disagree=0%, Neutral=6.3%, Agree=12.5%, Strongly Agree=81.3%, Mean=4.75, Standard Deviation=.58

2) AI tools like ChatGPT can be helpful in improving my academic writing.

Strongly Disagree=0%, Disagree=0%, Neutral=31.3%, Agree=18.8%, Strongly Agree=50%, Mean=4.19, Standard Deviation=.91

3) I often use AI tools to help me write academic papers or essays.
Strongly Disagree=0%, Disagree=6.3%, Neutral=31.3%, Agree=50%, Strongly Agree=12.5%, Mean=3.69, Standard Deviation=.79

4) I feel confident in my ability to write well in English without the help of AI tools.
Strongly Disagree=0%, Disagree=6.3%, Neutral=75%, Agree=18.8%, Strongly Agree=0%, Mean=3.13, Standard Deviation=.50

5) AI tools are a good substitute for developing strong writing skills in English.
Strongly Disagree=0%, Disagree=6.3%, Neutral=37.5%, Agree=43.8%, Strongly Agree=12.5%, Mean=3.63, Standard Deviation=.81

6) Using AI tools for academic writing helps me focus more on the content of my ideas rather than language mechanics.
Strongly Disagree=0%, Disagree=0%, Neutral=31.3%, Agree=31.3%, Strongly Agree=37.5%, Mean=4.06, Standard Deviation=.85

7) I believe that academic writing requires more than just grammar and structure; it involves critical thinking and originality.
Strongly Disagree=0%, Disagree=0%, Neutral=6.3%, Agree=25%, Strongly Agree=68.8% Mean=4.63, Standard Deviation=.62

8) I worry that relying on AI too much for academic writing may lead to plagiarism or unethical practices.
Strongly Disagree=0%, Disagree=0%, Neutral=12.5%, Agree=31.3%, Strongly Agree=56.3%, Mean=4.44, Standard Deviation=.73

9) My academic writing has improved because of the assistance provided by AI tools.
Strongly Disagree=0%, Disagree=6.3%, Neutral=12.5%, Agree=50%, Strongly Agree=31.3%, Mean=4.06, Standard Deviation=.85

10) I believe that AI cannot replace the cognitive skills required for producing original, well-argued academic work.
Strongly Disagree=0%, Disagree=6.3%, Neutral=50%, Agree=18.8%, Strongly Agree=25% Mean=3.63, Standard Deviation=.96

11) AI tools can support non-native English speakers in overcoming language barriers and improving writing proficiency.
Strongly Disagree=0%, Disagree=0%, Neutral=12.5%, Agree=56.3%, Strongly Agree=31.3%, Mean=4.19, Standard Deviation=.66

12) Academic institutions should offer more guidance on the ethical use of AI in academic writing.
Strongly Disagree=0%, Disagree=0%, Neutral=37.5%, Agree=37.5%, Strongly Agree=25% Mean=3.88, Standard Deviation=.81

13) I feel that academic writing skills are still more important than using AI tools for producing essays or papers.
Strongly Disagree=0%, Disagree=0%, Neutral=31.3%, Agree=31.3%, Strongly Agree=37.5%, Mean=4.06, Standard Deviation=.85

14) I would prefer to rely on my own writing skills rather than using AI to generate content for academic assignments.

Strongly Disagree=0%, Disagree=25%, Neutral=50%, Agree=25% , Strongly Agree=0%
Mean=3.00, Standard Deviation=.73

15) I think that AI tools should be integrated into academic writing instruction as a complementary tool, not a replacement for learning how to write.

Strongly Disagree=0%, Disagree=0%, Neutral=6.3%, Agree=37.5%, Strongly Agree=56.3%, Mean=4.50, Standard Deviation=.63

The results from the Likert scale questionnaire, which explored the perceptions of Chinese nationals studying a postgraduate program in Thailand regarding English academic writing skills in the age of AI, provide insightful data on their attitudes and experiences with AI tools in academic writing.

Overall, the majority of participants strongly believe that strong academic writing skills are essential for success in their studies, with 81.3% agreeing strongly (Mean = 4.75, Standard Deviation = .58). This highlights the participants' recognition of the importance of foundational writing abilities in their postgraduate success. In contrast, when asked about the helpfulness of AI tools in improving academic writing, 50% of participants strongly agreed, and 18.8% agreed, suggesting a moderate level of enthusiasm toward using AI for writing support (Mean = 4.19, Standard Deviation = .91).

However, participants' usage of AI tools for writing appears to be more limited. Only 12.5% strongly agreed, and 50% agreed that they often use AI tools for academic papers or essays (Mean = 3.69, Standard Deviation = .79). This suggests that while AI is viewed positively, its actual use among the participants is not yet widespread. Similarly, when asked about their confidence in writing well in English without the help of AI, the majority (75%) were neutral, indicating a lack of strong confidence (Mean = 3.13, Standard Deviation = .50).

Participants seem to acknowledge the limitations of AI in fully replacing human skills. While 43.8% agreed and 12.5% strongly agreed that AI tools are a good substitute for developing strong writing skills, 37.5% were neutral on this matter (Mean = 3.63, Standard Deviation = .81). This reflects a cautious stance on whether AI can entirely substitute for personal development in writing skills. In terms of content focus, 37.5% strongly agreed, and 31.3% agreed that using AI helps them focus more on content rather than language mechanics (Mean = 4.06, Standard Deviation = .85).

There is strong recognition among participants that academic writing involves more than just grammar and structure. A large majority (68.8%) strongly agreed, and 25% agreed with the statement that academic writing requires critical thinking and originality (Mean = 4.63, Standard Deviation = .62). This indicates an understanding of the broader scope of academic writing skills, extending beyond mechanical language use. Similarly, when asked about concerns regarding AI leading to unethical practices like plagiarism, 56.3% strongly agreed and 31.3% agreed (Mean = 4.44, Standard Deviation = .73), revealing a high level of concern about the ethical implications of relying on AI for academic writing.

Regarding improvements in their writing due to AI assistance, 31.3% strongly agreed and 50% agreed (Mean = 4.06, Standard Deviation = .85), suggesting that many participants felt AI had positively impacted their writing. However, a more critical viewpoint emerged when asked about AI's inability to replace cognitive skills for producing original academic work. Here, 25% strongly agreed and 18.8% agreed, but 50% remained neutral, pointing to an

underlying scepticism about AI's capacity to fully replicate human intellectual processes (Mean = 3.63, Standard Deviation = .96).

The responses to the statement regarding AI tools supporting non-native English speakers in overcoming language barriers were highly positive, with 56.3% agreeing and 31.3% strongly agreeing (Mean = 4.19, Standard Deviation = .66), emphasizing AI's role in facilitating language proficiency for non-native speakers. There was also significant support for academic institutions offering more guidance on the ethical use of AI, with 37.5% agreeing and 25% strongly agreeing (Mean = 3.88, Standard Deviation = .81), suggesting a demand for formalized guidance on AI usage in academic settings.

In terms of preferences for academic writing methods, participants generally expressed that writing skills were more important than AI tools for producing essays, with 37.5% strongly agreeing and 31.3% agreeing (Mean = 4.06, Standard Deviation = .85). However, when asked about reliance on AI, 50% were neutral, and only 25% agreed they would prefer to rely on their own writing skills over AI (Mean = 3.00, Standard Deviation = .73), indicating a divided stance on this issue.

Lastly, 56.3% strongly agreed, and 37.5% agreed that AI tools should be integrated into academic writing instruction as a complementary tool rather than a replacement for learning to write (Mean = 4.50, Standard Deviation = .63), reflecting a consensus on the potential for AI to support, rather than replace, the development of writing skills.

In conclusion, while the participants value the importance of strong academic writing skills, they acknowledge the potential benefits and limitations of AI tools. AI is seen as a helpful complement to academic writing, especially for non-native speakers, but concerns about over-reliance and the ethical implications of AI use remain. Participants express a preference for a balanced approach, where AI tools enhance, rather than replace, the development of writing proficiency.

Conclusion and Suggestions

This study has explored the perceptions of Chinese postgraduate students studying in Thailand regarding their academic writing skills in the age of Artificial Intelligence (AI). The findings indicate that while students strongly recognize the importance of developing strong academic writing skills, many also see AI tools as useful aids for improving their writing, particularly in overcoming language barriers. However, concerns about over-reliance on AI, its potential to undermine critical thinking and originality, and ethical issues such as plagiarism remain prevalent. The study highlights the need for a balanced approach where AI tools are integrated as complementary resources rather than substitutes for essential writing skills.

Based on the findings of this study, several suggestions can be made for both educational institutions and students. First, academic institutions should consider providing more structured guidance on the ethical use of AI tools, particularly in the context of academic writing. This could include workshops or seminars on the responsible use of AI, plagiarism prevention, and developing critical thinking skills. Additionally, educators should continue to emphasize the importance of independent writing skills while integrating AI tools into the learning process as supportive aids rather than replacements. For students, it is crucial to maintain a balance between utilizing AI for writing assistance and actively working on improving their own writing abilities, ensuring that AI becomes a tool for enhancing, rather than replacing, their cognitive and writing skills.

Future research could expand on this study by examining a broader range of international students from different cultural and linguistic backgrounds to compare how perceptions of

AI in academic writing may differ. Additionally, longitudinal studies could investigate how students' attitudes and usage of AI tools evolve over time as they gain more experience with these technologies. Further exploration of the ethical implications of AI use in academic writing, such as its impact on plagiarism and originality, is also needed. Investigating the role of AI in specific academic disciplines, such as the sciences versus the humanities, could provide more nuanced insights into how AI tools are perceived and utilized in different fields.

Although this study provides valuable insights, several limitations must be acknowledged. First, the sample size was relatively small, consisting only of Chinese postgraduate students studying in Thailand, which limits the generalizability of the findings. The study's focus on a single group of international students may not fully represent the perspectives of other student populations. Additionally, the reliance on self-reported data may introduce bias, as participants may have answered based on social desirability or perceived expectations rather than their true feelings. Finally, the study did not explore the actual usage patterns of AI tools among students, meaning the results reflect perceptions rather than actual behaviours. Future research could address these limitations by incorporating a larger, more diverse sample and exploring actual AI usage in academic writing.

References

Ateriya, N., Sonwani, N. S., Thakur, K. S., Kumar, A., & Verma, S. K. (2025). Exploring the ethical landscape of AI in academic writing. *Egyptian Journal of Forensic Sciences*, 15(1), 36.

Campus Technology. (2024, August 28). Survey: 86% of students already use AI in their studies. *Campus Technology*. Retrieved from <https://campustechnology.com/Articles/2024/08/28/Survey-86-of-Students-Already-Use-AI-in-Their-Studies.aspx>

Cheng, A., Calhoun, A., & Reedy, G. (2025). Artificial intelligence-assisted academic writing: recommendations for ethical use. *Advances in Simulation*, 10(1), 22.

Deep, P. D., & Chen, Y. (2025). The role of AI in academic writing: Impacts on writing skills, critical thinking, and integrity in higher education. *Societies*, 15(9), 247.

Guo, H., & Zaini, S. H. (2024). Artificial Intelligence in Academic Writing: A Literature Review. *Asian Pendidikan*, 4(2), 46-55.

Harvard Summer School. (2023). *Should I use ChatGPT to write my essays?* Retrieved from <https://summer.harvard.edu/blog/should-i-use-chatgpt-to-write-my-essays/>

Khalifa, M., & Albadawy, M. (2024). Using artificial intelligence in academic writing and research: An essential productivity tool. *Computer methods and programs in biomedicine update*, 5, 100145.

Kim, J., Yu, S., Detrick, R., & Li, N. (2025). Exploring students' perspectives on generative AI-assisted academic writing. *Education and Information Technologies*, 30(1), 1265-1300.

KU Center for Teaching Excellence. (2023). *Ethical use of AI in writing assignments*. Retrieved from <https://cte.ku.edu/ethical-use-ai-writing-assignments>

Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2), 2236469.

MSU Today. (2023). *Ask the expert: How can AI support writing and student learning?* Retrieved from <https://msutoday.msu.edu/news/2023/ask-the-expert-how-can-ai-support-writing-and-student-learning>

Nguyen, A., Hong, Y., Dang, B., & Huang, X. (2024). Human-AI collaboration patterns in AI-assisted academic writing. *Studies in Higher Education*, 49(5), 847-864.

Tang, A., Li, K. K., Kwok, K. O., Cao, L., Luong, S., & Tam, W. (2024). The importance of transparency: Declaring the use of generative artificial intelligence (AI) in academic writing. *Journal of nursing scholarship*, 56(2), 314-318.

The New York Times. (2024). *What students are saying about learning to write in the age of AI*. Retrieved from <https://www.nytimes.com/2024/01/25/learning/what-students-are-saying-about-learning-to-write-in-the-age-of-ai.html>

University of Frankfurt. (2023). *Artificial intelligence has found its way into students writing*. Retrieved from <https://aktuelles.uni-frankfurt.de/en/english/artificial-intelligence-has-found-its-way-into-students-writing/>

University of North Carolina Writing Center. (2023). *Generative AI in academic writing*. Retrieved from <https://writingcenter.unc.edu/tips-and-tools/generative-ai-in-academic-writing/>

Van Niekerk, J., Delpont, P. M., & Sutherland, I. (2025). Addressing the use of generative AI in academic writing. *Computers and Education: Artificial Intelligence*, 8, 100342.