

The Role of AI Tools in LG120 Students Proofreading Practices

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ABSTRACT

Artificial Intelligence (AI) in education has changed the way students approach proofreading in academic writing. Tools such as Grammarly, Quillbot, and ChatGPT offer immediate feedback on grammar, vocabulary, and style, which enable students to enhance accuracy efficiently. However, concerns remain regarding over-reliance on technology, which may hinder the development of independent proofreading skills and critical thinking. This paper explores the role of AI tools in student proofreading practices, focusing on how AI proofreading programs will help students in writing. Other than that, the objective of this paper is to identify any obstacles the students face while utilising the AI tools in proofreading. By employing a quantitative method, the survey will be conducted to capture measurable outcomes. The participants for the survey will be the active LG120 students from semester 3 and semester 4, as they are taking Proofreading and Editing subjects in both semesters. Total participants expected to answer the survey will be around 60-70 students. A set of questionnaires will be given to the students to identify whether AI tools are helping them in their practices and as well as the problems they are facing with these tools. The findings are expected to provide insight for educators and curriculum designers, offering recommendations for integrating AI tools into English language instruction while ensuring the development of independent proofreading competence.

Keyword: Artificial Intelligence, Proofreading, English Language.

INTRODUCTION

Writing instruction is changing as AI-assisted writing tools are incorporated. Instant feedback tools can help learners in particular by reducing grammatical, vocabulary, and organisational errors. Although these tools can hasten progress, they may also deter students from paying close attention to the rules, from mastering metacognitive proofreading techniques, and from critically analysing their own writing. These tools provide real-time grammar, style, and vocabulary suggestions, in contrast to conventional approaches that rely on teacher feedback. According to studies, the use of artificial intelligence (AI) in education has allowed adaptive learning, transfiguring the way students learn (Rana et al., 2022).

AI tools help language learners write more accurately by drastically lowering surface level mistakes like grammar, punctuation, and word choice. Since many students find AI tools useful for increasing clarity and style while saving time, their opinions of them are generally positive. Reliance on automated correction, however, raises questions about a potential decline in critical language engagement.

While AI proofreading tools improve students' writing accuracy, there are questions about how they will affect education in the long run. On the one hand, it has been demonstrated that AI tools such as Grammarly enhance the overall quality and grammatical accuracy of writing assignments. However, if students rely too much on these tools, they run the risk of losing their ability to proofread independently, which will limit their ability to edit their own writing and critically assess it. Ethical concerns should be taken into consideration to highlight issues such accessibility and fairness in AI-based education systems (AlArabi, Tairab, Wardat, Belbase, & Alabidi, 2022; Tariq et al., 2022).

Furthermore, few studies examine how AI impacts students' long-term skill development and autonomy, while the majority concentrate on short-term gains in writing mechanics. This study will emphasize the necessity of investigating not only whether AI enhances accuracy but also how students view these resources and the challenges they encounter when juggling technological support with self-directed skill development.

Research Objectives

To identify how much AI proofreading programs like Grammarly, Quill Bot, and ChatGPT help college students write more accurately?

To understand what do students think about the impact, convenience of usage, and utility of AI-assisted proofreading?

To identify the obstacles students, face while utilising AI tools to preserve their independence and build long-term proofreading skills?

LITERATURE REVIEW

Integration of AI Tools in Proofreading

As AI has gradually taken a stronghold in language and education, tools such as Grammarly, Quillbot, and ChatGPT have predominantly integrated themselves into proofreading, catering to the convenience of the fast-paced modern world. These tools provide real-time corrections in syntax, grammar rules, style and sentence structure (Choi, 2021; Li & Ni, 2023). The shift from traditional proofreading to AI-assisted checking offers numerous advantages in terms of accessibility, accuracy, and efficiency. From an accessibility perspective, AI tools are broadly available and are often free or inexpensive to use (Bai & Guo, 2021), while Kohnke, Zou & Zhang (2021) emphasise the immediacy of feedback, enabling students to revise their writing promptly with limited time consumption. These findings above point to the direction that AI's convenience has garnered acceptance inside and outside the classroom settings. Comparably, Dale (2019) and Lo (2022) imply that the detection of errors and an improved quality of writing contribute to the students' confidence, hence reinforcing the demand for AI tools.

In contrast to the advantages, a growing concern lies in students' over-reliance on technology, which leads to less use of their critical thinking skills. Li (2022) warns that the risk of students depending on AI will result in poor personal proofreading skills, while Shermis (2020) deduced that students' critical thinking skills will be underdeveloped because they are not being utilised. Both studies synthesise that the convenience of AI might hinder cognitive engagement. Students might dismiss the effort of sharpening their minds and abilities when they have a better option to do the work instead.

Nonetheless, Lai & Bower (2020) argue that positive implications can be derived if the integration of AI into proofreading is enforced as a supportive tool instead of a substitute for developing proofreading skills. The role of the educator in this scenario is significant to help students realise that striking a balance brings more benefit than harm in the long run. Similarly, Kohnke & Zou (2021) agree that students should be encouraged to use AI only for critical feedback and corrections. This will develop independent proofreaders and mastery towards tool literacy to thrive in the age of AI. Collectively, these studies suggest that the benefits of AI are augmented when it complements students' development rather than replacing their effort.

Learners' Perceptions of AI-Assisted Proofreading

The use of AI writing tools has attracted increasing attention due to the efficient assistance they offer. Students generally hold positive views of such tools, as these applications provide immediate feedback and help them identify errors that might otherwise be overlooked. Widiyantari and Rahma Aji (2025) report that learners trust Grammarly for immediate grammar and vocabulary checks, which not only saves time but also promotes learner independence, while Woodworth and Barkaoui (2020) also highlight that automated writing evaluation (AWE) systems encourage quicker revisions. Building on this, Dizon and Gold (2023) observe that AI writing

support reduces anxiety in foreign language writing contexts, which explains that learners appreciate not only the efficiency but also the emotional reassurance these tools provide. In other words, while the tools manage basic linguistic features such as spelling, grammar, punctuation, and translation, learners can focus on the content and organisation of their writing, which then helps lower cognitive load among learners. Taken together, these findings suggest that students perceive AI supports as more than just corrective devices but as motivators that boost self-assurance in the writing process.

Despite the positive views, the use of AI tools is not without concerns. Escalante, Pack and Barrett (2023) caution that students sometimes accept AI suggestions without critical deliberation, raising doubts about accuracy, context and even ethical use. In a similar way, Budiyo, Marzuki, Pudjaningsih, Prastio and Maulidina (2025) warn that over-reliance on these tools can weaken learners' independent writing ability, which suggests the need for instructors' involvement throughout the process. These findings point out a significant concern that while students welcome AI for convenience, they remain cautious about losing essential skills if it is not used properly.

Overall, learners' perceptions reflect both enthusiasm and caution. They value AI tools as helpful companions that enhance confidence, save time and lower anxiety, yet they are also aware of the need to evaluate feedback critically and to avoid dependency. This nuanced perspective complements the integration studies by showing that acceptance of AI tools is not absolute. Instead, learners need to embrace the benefits while being mindful that responsible and guided use is still necessary.

DISCUSSION

The use of AI has been proven to be widely useful and when it comes to education, 88% students are reported to have integrated the use of AI in their assignments and tasks (Digital Education Council, 2024) which helps to reshape the learning environment. In terms of proofreading, AI proofreading programmes have helped students to proofread accurately by allowing them to produce work that is more efficient (Bird, 2024). According to Dizon and Gold (2023), students are able to proofread accurately as software like Grammarly corrects not only basic linguistic features, but it also contributes tremendously in terms of cultural and contextual awareness which are often overlooked by students. This is further supported by Al Sawi and Alaa (2024) where the use of AI in proofreading is proven to be effective in reducing misunderstanding which stems from language and cultural barriers.

Due to the ability of AI proofreading programmes in helping students to produce more effective and accurate work, it is found that students have an overall positive perception towards it. This is second by Tedjo (2022) where the use of AI is viewed as useful and pertinent to assist students in their writing. AI-assisted proofreading is found to be an essential method to help students to produce an almost perfect work with high convenience. This is agreed by Bensalem, Harizi and Boujlida (2024) where majority of the students in their study expressed their relief with the help of AI proofreading tools in writing.

Nevertheless, the use of AI also comes with its limitations and sets of cons which might hinder the students' independence and long-term proofreading skills. The excessive use or over-reliance on AI promotes will cause dependent learners who lack critical thinking skills (Fedrovic, 2024) when students accept what is suggested by AI without engaging in deeper thinking. Another obstacle is that the sole dependence on AI tools in proofreading without personal language skills or understanding of the context will lead to inappropriate alteration of intended meanings. This is agreed by Niskanen, Sipola and Väänänen (2023) where the use of AI sometimes tends to negatively affect the delivery of the message. Over time, this unsupervised use of AI in proofreading will deteriorate the students' ability to write as their skills are underdeveloped.

It is undeniable that the use of AI brings endless possibilities and benefits to both the educators and students in education. At the same time, it has also always been well-received by the students. Nevertheless, it is in the students' best interests to understand and be aware of the pros and cons of AI. When students are armed with the knowledge that AI works best along with their personal proofreading skills without being too dependent on it, they will be able to produce work that is more effective and accurate (Harry, 2023).

CONCLUSION

In conclusion, the integration of AI-assisted proofreading tools into teaching and learning provides significant advantages in enhancing students' writing accuracy. It also helps to boost their confidence level as learners. AI-assisted proofreading tools like Grammarly and ChatGPT provide instant feedback as well as prompt assistance in making corrections of writing errors. However, relying heavily on AI-assisted proofreading tools has its own disadvantages. By relying on these technologies, proofreading learners face a potential decline in their critical thinking and general independent proofreading skills (Luo, 2024).

While AI-assisted proofreading tools can become a good proofreading assistant, educators must guide learners in using these technologies ethically (Al-Ali & Miles, 2025). By raising awareness of the ethical implications as well as other disadvantages of abusing AI-assisted proofreading tools, learners will be able to fully utilise the technologies without jeopardizing their learning goals and objectives. Consequently, instructional strategies that educators apply must focus on AI-assisted proofreading tools as a complement to the proofreading process, rather than a substitute for it. Ultimately, AI-assisted proofreading tools have a lot to offer to language learners in proofreading as they reflect shifts in educational settings. Whether they do more good than bad or the other way round, it depends on how the instructional strategies that an educator applies in the classroom.

Despite the advantages of AI-assisted proofreading tools, there are limitations to consider. One main concern is the lack of comprehensive understanding regarding the long-term effects of AI-assisted proofreading tools on learners' critical thinking skills. This will affect how learners' overall writing proficiency as critical thinking skills allow them to write better. Future research should consider the long-term effects of AI-assisted proofreading tools. Besides, there is also a need to study how AI-assisted tools can influence learners' writing habits and metacognitive strategies in the long term. Additionally, future studies can consider investigating the best approaches that balance the use of AI-assisted proofreading tools and critical thinking skills in writing practices.

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