

Reflections on Using GenAI for Multilingual Writing Feedback: Implications for Practice

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Abstract

This reflective piece explores the integration of Generative AI (GenAI) tools in providing feedback to multilingual learners of English. Acknowledging the transformative impact that GenAI has already made on writing instruction, the authors emphasize the value of balancing the human elements of feedback with the responsible use of GenAI tools. Drawing on classroom practices, they describe strategies that foster students' critical AI literacy skills, including activities in which students analyze and evaluate AI-generated text, collaboratively reflect on GenAI feedback, and conduct an error analysis using GenAI. The authors discuss not only on the opportunities but also the challenges of integrating GenAI into writing instruction, such as academic integrity, disclosure of GenAI use, and students' potential to rely too heavily on GenAI. They argue that enduring best practices in writing instruction, such as using process-based approach and building trust through dialogue, remain crucial in the age of AI. Ultimately, the authors advocate for a thoughtful and ethical adoption of GenAI to empower multilingual writers and sustain the core goals of writing instruction.

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Introduction

In late 2022, the introduction of ChatGPT marked a turning point in the development of publicly available generative AI (GenAI) tools. While many students were quick to adopt this technology, English language teachers have experienced a range of emotions as they confront the enormous impact GenAI has had on teaching and learning (e.g., Alm & Ohashi, 2024; Farangi & Nejadghanbar, 2026). Some educators

found the new technology exciting and full of potential despite the time and labor needed to upskill. Others, citing the ethical implications of GenAI along with other concerns, were reluctant to integrate GenAI into their teaching (Toncelli & Kostka, 2024). While some educators refused to acknowledge its existence (Darby, 2023), most accepted that language instruction, especially writing courses, would need significant revision to account for rapid developments in GenAI.

In adapting our own writing courses in the age of GenAI, one consideration was determining what role it would play in providing corrective feedback to students and whether using GenAI tools helps or harms the writing process. These questions meant that we needed to first reflect on our own beliefs about teaching and learning writing. Central to these beliefs is the value we place on the human element of providing feedback. We consider feedback to be a conversation between the teacher and student, and we have no desire to outsource the writing of feedback to GenAI tools because reading and responding to students' work is how we build relationships with them. In writing feedback, teachers become deeply familiar with students' experiences, their voices, their strengths, and skills they are still developing. Teacher-written feedback also emphasizes that there is a real audience for student work and that it does not exist in a vacuum. On the other side of the page or screen, there is another human expressing surprise, laughing at their joke, empathizing with their pain, or sharing similar personal experiences while reading their writing.

Our core beliefs about the role of feedback in teaching multilingual writers remain unchanged, but we cannot ignore the reality of GenAI in our students' lives. While research about GenAI in written feedback for second language (L2) writers is growing (Crosthwaite & Sun, 2025), existing studies have shown that multilingual writers are using GenAI tools at varying stages of the writing process for different purposes (Hwang et al., 2025; Su et al., 2023; Shan, 2025; Wang, 2024). Other work has suggested that an approach which combines human and AI-generated feedback can produce learning gains and positive attitudes towards AI feedback (e.g., Soori et al., 2026). In our writing classes, we have found that encouraging critical analysis, discussion, and reflection on AI-generated feedback can foster deep engagement with feedback, leading to more effective revisions and greater metalinguistic awareness (Kang & Kim, 2026). Given insights from scholarship and observations from our teaching, we sought to explore ways of integrating GenAI into instruction rather than banning it.

These classroom-level practices align with guidance shared by our institution. To ensure that students are prepared to use GenAI tools responsibly in future academic and professional contexts, our university has encouraged purposeful integration of GenAI into teaching and learning. This approach has included developing guidelines that emphasize proper attribution of GenAI use, critically evaluating GenAI-generated output, and not uploading student work for grading and/or providing feedback (Northeastern University, 2025). We aim to ensure that multilingual students in our

English language programs also become informed and critical users of the GenAI tools that will shape their immediate future in academic and professional settings. In this way, we are meeting students where they already are.

After surveying our students less than a year after ChatGPT was released, we found that the majority used GenAI tools for a range of writing tasks (Toncelli et al., 2025). As such, we were compelled to think creatively about how to build upon students' extensive GenAI use and integrate it in ways that align with our pedagogical goals. We often ask ourselves: What is the place of GenAI in teaching writing? What will happen to writing itself? How can we acknowledge the disruption GenAI has caused and meet this moment of change? As writing instructors, we believe it is our responsibility to help multilingual writers appropriately and ethically navigate GenAI tools and prepare for the writing tasks they will encounter in their studies and beyond. Following Giray et al. (2025), we continue to explore how to leverage GenAI and develop a "culture of responsible writing practices" in our courses that involves ethical and responsible use (p. 106). In the next section, we describe how we have incorporated GenAI into teaching multilingual writers by engaging students in critical analyses of AI-generated output, guiding them through generating and applying feedback, adapting writing assignments, and using GenAI to strengthen their independent revising skills.

Insights from Practice

Lay the Foundation for Critical Analysis

Before training students how to use GenAI to receive feedback on their writing, we first develop their ability to critically analyze its output. Similar to Hwang et al. (2025), we have asked students to compare their writing with examples of AI-generated texts. For instance, in one of our reading and writing courses, students prompt their GenAI tool of choice to generate a personal narrative about their first weeks of the semester then upload this narrative to the discussion board in our learning management system. Students evaluate these AI-generated personal narratives and then compare them to their classmates'. They often note the inaccuracies, stereotypes, wordiness, and lack of originality in AI-generated texts. They also conclude that the personal narratives they will later write will not only be more interesting, accurate, and authentic, but also earn a higher grade if they use their own voice and style. Through these activities and the candid discussions they inspire, students can build awareness of both the strengths of GenAI tools (e.g., its speed and grammatical accuracy) and their limitations (e.g., hallucinations and biases). They also see first-hand that all AI-generated output must be read and analyzed carefully (Toncelli et al., 2025). This knowledge can guide them if they choose to later use GenAI to generate feedback on their writing.

Engage Students in Collaborative Exploration

Another practice that aligns with our beliefs and values in teaching writing involves fostering interaction and collaboration during the writing process. Rather than establishing top-down rules about GenAI use, we continue to engage students in

ongoing dialogue about how, when, and why they might leverage GenAI for corrective feedback. These conversations allow us to talk openly about GenAI and develop a more nuanced understanding of its potential for strategic feedback. Our overall objective is to build a supportive learning community where students can learn from their peers and from us and use GenAI tools in appropriate ways.

We begin by identifying where in the writing process it makes the most sense for students to use GenAI (e.g., during prewriting stages or while revising and editing drafts). In these conversations, we examine how GenAI can be used to provide feedback only after students have written an initial draft of their texts, and that even feedback on grammar and vocabulary must be approached critically. In this way, GenAI tools support their writing development instead of generating all content or producing error-free text. These collaborative discussions also give us valuable first-hand insights into how students are actually using GenAI tools to receive feedback on their writing. When we understand students' writing process, we are better able to support them in their use of GenAI (Wang, 2024).

Adapt Writing Assignments

To account for potential GenAI use, we have also redesigned existing writing assignments. For instance, we have traditionally assigned an annotated bibliography so that students may practice summarizing, evaluating, and citing academic sources, all of which can now be easily completed by GenAI tools. The revised version of this assignment now guides students through a series of four steps completed together in class to foster peer learning and discussions about GenAI use.

First, students use a shared Google Doc to collaboratively write an annotated bibliography entry for a research article we read in class. Their submission must include the full reference in APA style and a bibliography entry with a summary and evaluation of the reading. Students then prompt either Claude or Microsoft Copilot to ask for corrective feedback on their entry, focusing on organization, grammar, and mechanics (e.g., punctuation and spelling). We use these tools in class because we have institutional accounts that do not use users' data for training purposes. Students then discuss which AI-generated corrective feedback they would either accept or reject. They place their reflections into a table that includes their original text, GenAI's suggestions, their decision whether to revise their work based on AI's feedback, and their rationale for this decision. The last part of this activity involves revising their entry by either accepting or not accepting suggested feedback from GenAI. Students then share their annotated bibliographies and analysis of AI feedback in class.

Overall, we have found this activity to be highly effective in developing not only critical GenAI literacy skills but also their research and writing skills. This annotated bibliography assignment creates a scaffolded experience that helps students understand how GenAI may be used for corrective feedback, rather than a tool to completely write on their behalf. The activity requires students to break down a

complex task into manageable steps, which allows them to focus on one skill at a time (e.g., collaborative writing, critical evaluation of GenAI feedback, revision, and independent research). They work in groups to negotiate meaning, identify each other's errors, and learn from peers' perspectives. They are thus further strengthening their critical GenAI literacy skills, as they must carefully evaluate all feedback they receive and decide which suggestions to incorporate. Using Google Docs also allows us to see students' writing in real time and gain insights into how they are incorporating GenAI feedback. For instance, when we recently implemented this activity in class, one group of students noted they would "partially accept" the suggestion to include more specific details in the article summary. Lastly, using GenAI for writing support is a real-world skill that students have repeatedly told us they engage in. By requiring students to evaluate and justify which GenAI suggestions to accept or reject, they develop discernment rather than uncritical acceptance of AI-generated content.

Encourage Independent Revising with GenAI

In a different activity, we explore the potential of GenAI in helping students improve their grammatical accuracy independently. Error analyses that ask students to analyze and reflect on their errors are common in multilingual writing courses. Our primary goal with this task is to raise students' metacognitive awareness of errors they frequently make so they can identify and address gaps in their knowledge, which allows them to internalize editing strategies to edit their own writing. We also want students to understand that errors are a natural and vital part of learning writing that give us insights into language development.

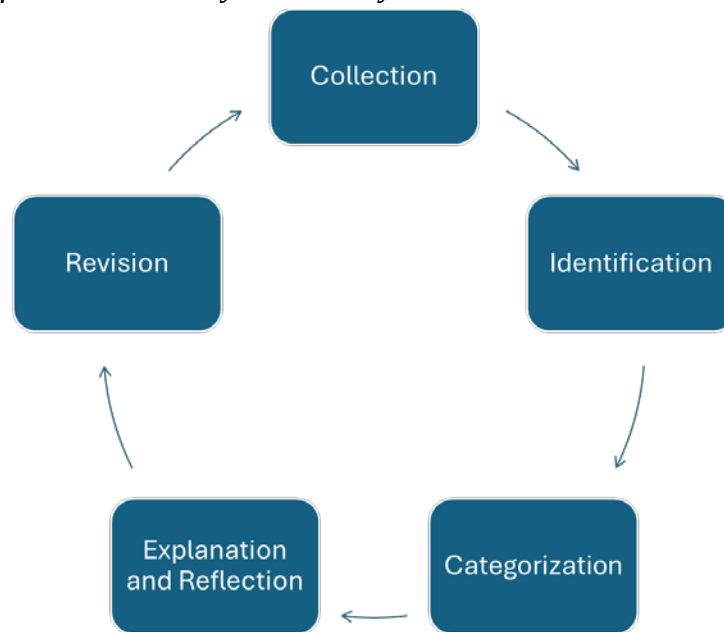
In recent semesters, we have integrated GenAI into error analysis for several reasons. First, students have told us that they regularly use tools such as ChatGPT, Grammarly, and Quillbot to "fix" their errors. Their reliance on these tools was already apparent, given that most of the writing they submitted was virtually error-free and similar in style. We were also curious about the potential of GenAI to support independent revising outside of class. Since students are already using these tools, we simply wanted to better understand how they may contribute to their writing development.

Our updated error analysis includes several steps that are completed both in and outside of class. First, to ensure that students know how to conduct an error analysis, we model this activity in class and conduct an error analysis with them using a sample paragraph. In small groups, students begin by collecting errors and then prompt either Claude or Copilot to count how many types of errors there are in the paragraph. The next step involves identifying errors and creating a table that categorizes errors by type (i.e., how many of each error type were made and the total number of errors per word). Students then explain the error types to each other, discuss the accuracy of AI's error analysis (e.g., whether it was correct or missed any errors), and reflect on which strategies they would use to address these errors (e.g., read their writing aloud or visit the campus tutoring center). Lastly, they evaluate their original writing and attempt to correct the errors they find. We also demonstrate how GenAI can be used to further

explain error types, generate quizzes, or make games that identify or correct errors. In another version of this assignment, we have comprehensively marked and labeled errors by type and asked students to compare teacher-written feedback to GenAI feedback. Figure 1 illustrates the steps of the error analysis activity.

Figure 1

Steps of an Error Analysis Activity



When we integrated Claude into error analyses activities, we had mixed results. On the one hand, students appeared to be engaged in the activity and enjoyed lively conversations about GenAI. We also found that modeling the error analysis in class with GenAI was valuable, as it allowed them to practice conducting the analysis with GenAI before working on this assignment outside of class. An advantage they reported was that GenAI tools can generate feedback faster than a human teacher, and they still needed to apply the grammar rules they knew to critically evaluate the AI-generated analysis. On the other hand, we found that Claude misidentified some error types or provided categories that were exceedingly general. Some students also accepted AI-generated feedback without looking at it carefully and checking the output against the grammar structures they knew, which undermines our goal of critically evaluating AI output and internalizing editing strategies.

We wanted to be very careful about the message we were sending students about using GenAI for error correction. While we want them to leverage GenAI tools to enhance their unique writing style and voice (Toncelli & Kostka, 2025), we do not want them to bypass the learning process that error analysis facilitates and simply use GenAI to correct all their errors. Though we were careful about our messaging, we sometimes found this tension difficult to mitigate when conducting this analysis in class. Nevertheless, this concern is similar to concerns we had before GenAI in which students would ask more experienced writers to heavily edit their papers by correcting

all errors. Despite this tension, the activity was generally useful in allowing us to explore the potential of GenAI for error correction and work with our students to reflect on the affordances and drawbacks of GenAI.

Reflections

Given the opportunities and challenges that arise from developments in text generation tools, Godwin-Jones (2022) noted that “a balanced use of AI writing tools might involve assigning a variety of writing tasks, some using the system and others not” (p. 13). We have found that leveraging GenAI for a variety of feedback tasks provides a valuable opportunity to guide multilingual writers as they navigate GenAI use throughout the writing process. Below, we describe our reflections on how we have approached GenAI integration in our writing courses, including what approaches have worked and what questions and challenges remain.

Generative AI affords writing instructors several opportunities to enhance how they teach writing. First, integrating GenAI into writing activities, conferences, and class projects allows us to strengthen students’ critical GenAI literacy skills while demonstrating how to use the technology responsibly. Paiz et al. (2025) define critical AI literacy as “the ability to understand, evaluate, and ethically use artificial intelligence, recognizing its capabilities, limitations, and societal impacts, particularly in the context of education and daily life” (p. 20). In the writing and other English language classes that we teach, we have integrated GenAI to give students’ first-hand experience with prompting, evaluating output, and deciding how to balance GenAI assistance with their own voice and ideas. These experiences enable students to make informed choices about if, when, and how to incorporate GenAI tools into their writing processes and reinforces the importance of carefully evaluating all AI-generated output.

Using GenAI with students can also create transparency about GenAI use, which allows us to build trust with them (Luo, 2024) and create a learning community where they feel comfortable discussing their successes and struggles with GenAI. When we explore AI use with students, talk openly about its affordances, and acknowledge its limitations, we can position ourselves as partners in learning rather than gatekeepers of knowledge. Additionally, individual writing conferences with students, which have been an integral part of our writing courses long before the proliferation of GenAI, have become even more important in our teaching. Conferences allow students to talk about their writing process in a low-stakes setting and receive individualized support based on their writing skills, needs, and goals. Meeting individually with students also provides a valuable opportunity for us to understand how they are using GenAI and to encourage its appropriate use. When students feel safe disclosing GenAI use, we can foster a learning environment grounded in trust and support rather than police them.

While the structured activities we described above shed light on the ways in which we can integrate AI into teaching, we continue to struggle with how to address students’

use of GenAI outside of our classrooms. For instance, when students submit polished, GenAI-assisted homework that greatly differs from the writing they produce when they do not have access to such tools (e.g., in-class timed writing tasks completed without access to GenAI), we grapple with difficult questions about academic integrity and learning: Is the student using GenAI as a tool or as a replacement for learning? How much GenAI was used? How do we assess written work that we believe the student has produced with significant GenAI help? In response to educators' concerns about academic integrity and cheating, many institutions adopted GenAI detection tools to discourage GenAI use and identify students who submit AI-generated work. However, these tools are generally not recommended by writing scholars due to the inaccurate output they produce and bias against second language writers (e.g., Dalalah & Dalalah, 2023; Giray et al., 2025). We reassure our students that we do not use detection tools to identify AI-generated writing and continue to advocate for approaches to writing instruction that focus on pedagogy rather than AI detection and punishment.

Another challenge we have faced is motivating students to accurately disclose their use of GenAI during the writing process. According to the American Psychological Association (2025) guidelines, writers must disclose their use of GenAI, verify GenAI-generated information, provide proper attribution, and maintain ethical standards by protecting confidential data. To encourage these practices, we first model good documentation procedures ourselves, such as citing any AI-generated content we use on our slides and other course materials. We also ask students to write a brief reflection following each assignment, which includes a section about how they used GenAI for the task at hand. Early versions of this assignment were not successful because we only asked students to make a disclosure *if* they had used GenAI. Perhaps because it was more work to submit an AI disclosure or because they were afraid of revealing their AI use, not one student admitted to having used GenAI.

In our current assignments, we now (1) assume that students are likely using GenAI and ensure that it is safe to disclose, and (2) require screenshots documenting their use. The obligatory screenshots serve multiple purposes, as they provide evidence of GenAI use, encourage students to be more mindful and deliberate about when they turn to GenAI, and offer us valuable insight into students' actual GenAI use outside of class. Building the trust necessary for honest disclosure is critical and requires consistent messaging throughout the semester that we view GenAI as a tool to be leveraged when appropriate to enhance rather than replace learning. We acknowledge, however, that students may choose to selectively share screenshots without disclosing all GenAI use and that we cannot be certain whether they are disclosing *all* AI use. We also need to be mindful that AI disclosure students may inadvertently send the message that we do not trust students (McCown, 2025). Because our goal is to develop students' writing skills rather than police it, we have found that even imperfect documentation allows students to pause and reflect on their AI use. We also stress that we are genuinely curious about how students use GenAI to receive feedback on their

writing, as it informs our instruction and enhances our understanding of GenAI during writing more generally. Combined with other touchpoints throughout the writing process, GenAI disclosure is one of many ways in which we aim to reinforce transparency around GenAI use in our writing classes.

Implications

Instructors may find it reassuring that, in the age of AI, many longstanding approaches to writing instruction remain relevant. For instance, emphasizing writing as a process with drafts and cycles of revision means that students have more time to complete an assignment without resorting to inappropriate uses of GenAI in a panic. If drafts are paired with strategically written feedback and conferences, there are also more opportunities for intervention if a student seems to have relied too much on GenAI. In this way, we can maintain an instructional rather than punitive approach to addressing academic integrity issues. Reflections, another traditional writing task, not only allows students to identify whether GenAI either helped or did not help them but also provides us with important insight into their writing process. Because reflections capture students' actual experiences and require them to reference specific course content, such as peer and instructor feedback, they also seem to be more resistant to the inappropriate use of GenAI. These enduring practices serve the dual purpose of supporting students' development as writers while helping us understand their evolving relationship with GenAI tools.

While these practices remain valuable, we have identified areas in writing instruction that need particular attention as GenAI continues to develop. For instance, we want to ensure that students see writing as a meaningful learning opportunity instead of a task to check off a list. We also want them to recognize that writing involves thinking through ideas and engaging in the iterative process of planning, reflecting, revising, and polishing drafts. As we have always done, we also connect writing assignments to students' real interests, experiences, and/or future goals and explain how each writing assignment provides the skills and knowledge they need for academic success. We firmly believe that emphasizing the human elements of teaching writing will create the relationships, dialogue, and sense of community that make writing a social act rather than a transaction between students and GenAI. Within a supportive community, multilingual writers can build the skills they need to write, think, and hone the literacy skills needed in an increasingly AI-driven world.

Lastly, writing instructors should offer different avenues for students to share their writing. We provide opportunities for students to do so when we assign peer review activities, small group discussions about parts of their papers (e.g., introductions or conclusions), and class presentations about their writing projects. These kinds of activities reinforce writing as a social act, as students both give and receive feedback and communicate complex ideas through writing, speaking, and listening. In this way, we can enhance also students' English language development more generally.

We believe that integrating GenAI into the writing process holds great potential, yet further research is needed to assess the generalizability of our findings. For instance, the activities we describe in this paper stem from our classes, where we can observe students in real time. Our reflections are also shaped by our own familiarity with GenAI, our institutional context, and our students, all of whom have told us they regularly use GenAI. These factors vary across educational settings and may influence the extent to which the activities we describe are transferable to other writing classes. Beyond applicability, empirical research is needed to examine whether approaches to GenAI integration into writing improve students' learning outcomes and shape their long-term development as writers and critical users of GenAI tools. We encourage educators to adapt these approaches in ways that align with their unique student populations, instructional settings, resources, and institutional positioning toward GenAI.

Conclusion

As Chappelle (2025) notes, "The question is how to help students use GenAI tools without losing their opportunity to learn how to write" (p. 4). There is no denying that generative AI will continue to evolve in ways that we cannot yet imagine. Nonetheless, writing instructors who remain responsive to change and are willing to understand the affordances and limitations of GenAI will be well-positioned to meet students where they are. While learning alongside multilingual writers, instructors can also benefit from collaborating with peers to exchange ideas about teaching, plan class activities and assignments, and engage in research (Toncelli & Kostka, 2024). Collaboration through professional learning is essential for sustaining GenAI adoption and ensuring that educators are prepared to support students while maintaining the core goals of writing instruction. In addition, advocacy for multilingual writers, tutoring, and writing instruction is also critical, especially as the value of the humanities is increasingly questioned. Instead of positioning writing instruction as competing with GenAI, we may instead advocate for teaching students how to think and write critically *with* GenAI. Advocacy is also needed so writing instructors can access the professional development they need to teach effectively and keep up with rapid developments that directly impact writing instruction.

Thoughtful GenAI adoption might offer new pathways to develop confidence, fluency, and autonomy as multilingual writers but only if instructors are committed to understanding both the possibilities and the pitfalls of these powerful tools. Rather than viewing GenAI as a threat to writing instruction, we might consider embracing it as an opportunity to help students become more reflective, strategic, and intentional writers in a world that is increasingly shaped by AI. While we continue to explore the impact of GenAI on teaching second language writing, we remain committed to our pedagogical values that center on process-based writing, collaborative learning, and the human elements of written corrective feedback that nurture confident multilingual writers.

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World Medical Association (WMA) Declaration of Helsinki–Ethical Principles for Medical Research Involving Human Participants

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Competing Interests

The authors declare that they have no competing interests.

Data Availability

This paper primarily includes reflections on teaching and does not involve any data collection for research purposes.

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