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Expressing Ideas: AI-Integrated Paraphrasing to Students' Writing Skills

Jake C. Malon* 

Bohol Island State University, PHILIPPINES

Jay-an Virtudazo 


Bohol Island State University, PHILIPPINES

Wenjan Vallente 

Bohol Island State University,
PHILIPPINES

Lourdes Ayop 

Bohol Island State University,
PHILIPPINES

Ma. Faith O. Malon 

Alicia Technical Vocational High School,
PHILIPPINES

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Abstract: The main thrust of the study was to explore the third-year English student's sentiments on the application of the artificial intelligence (AI)-integrated paraphrasing tools. Specifically, it aimed to investigate the benefits and drawbacks brought by AI paraphrasing tools towards the writing skills of the students. The investigation utilized a semi-structured interviews with an open-ended questionnaire using an audio-video recorder. The data gathered were interpreted using the Thematic Analysis of Braun and Clarke. The study was carried out at one of the campuses of a state university located at Candijay, Bohol, Philippines. Using the Purposive sampling technique, twelve (12) respondents provided information on the research endeavor. The findings revealed that students had a positive opinion of AI-integrated paraphrase tools: they saw them as helpful resources that significantly improve their academic writing process; it includes plagiarism reduction, efficiency, and timesaving, and aids in rephrasing text. The findings also revealed the risks and issues of using AI-integrated paraphrasing tools, such as Prone to plagiarism, automated suggestions dependency, and loss of original meaning and context. With that, the students showed how they deal with those risks and issues, including as responsible users and thorough editing and reviewing. In accordance with the study, students are encouraged not to rely excessively on AI-integrated paraphrase tools, even though they can improve their writing abilities. This research emphasizes that students play a pivotal role in ensuring the appropriateness of texts generated by AI-integrated paraphrasing tools by mastering the art of proper paraphrasing.

Keywords: *AI, artificial intelligence, paraphrasing, phenomenology, writing skills.*

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Introduction

Technology has revolutionized the field of writing by transforming how we create, consume, and interact with written content (Raja & Nagasubramani, 2018). It has made writing more accessible to a wider audience and has increased writing process productivity and efficiency. The internet has revolutionized research and information gathering, while advanced editing and proofreading tools have enhanced the quality of writing. Self-publishing platforms and digital distribution channels have disrupted traditional publishing models, providing writers with more opportunities to reach a global audience (Pâquet, 2021). It has also expanded the possibilities for writing formats, with multimedia elements and interactive experiences becoming increasingly prevalent. Additionally, digital technology has facilitated the preservation and archiving of written works. However, it is crucial to maintain a balance and not overlook the fundamental aspects of writing, such as creativity and effective storytelling, amidst the advancements of technology.

In recent times, with so many artificial intelligence (AI) writing tools at accessibility, writers of all skill levels can now more readily access writing-related resources. Online writers can improve the quality and accuracy of their work with a variety of tools, from plagiarism detectors and writing prompts to grammar and spell checkers (Hwang et al., 2023). In addition to these basic tools, there are also more sophisticated AI-powered writing tools that can analyze a writer's style and provide suggestions for improvements in areas such as sentence structure, vocabulary, and tone.

*Corresponding author:

Jake C. Malon, Bohol Island State University, Philippines. ✉ jake.malon@bisu.edu.ph



Further, students who are looking for unique content for coursework often use paraphrasing tools to ensure their writing is original and free of plagiarism (Merkel, 2020). These tools help students paraphrase texts and avoid plagiarism. Still, even though some internet resources are thought to be useful, there are questions about their validity and dependability in learning environments (Niño, 2009).

In the study of Wei (2023), it was found that using an AI-powered writing tool improved students' writing skills as well as their ability to generate ideas and organize their thoughts. Similar to this, T. T. H. Tran (2024) examined how AI tools may be included in academic writing training at the university level and found that they were effective in raising writing standards and encouraging students' independence in their writing projects. Moreover, Maulidia and Sulistyningrum (2021) conducted recent research indicating that while students in Mechanical Engineering Vocational Education are well-versed in utilizing paraphrasing tools for assistance with grammar, structure, vocabulary, and paraphrasing techniques, it is also noteworthy to consider how such tools are utilized by English major students in similar or differing capacities.

However, not all studies have found positive effects of AI tools on student writing ability. According to Marzuki et al. (2023) research, while students viewed AI writing tools as helpful overall, their effects on writing quality were not always positive. Furthermore, concerns have been raised about the potential for these tools to encourage plagiarism because students may become unduly reliant on automatic suggestions and forget to improve their own writing skills (Srivastava & Agarwal, 2024).

Additionally, English major students employ diverse strategies to excel in paraphrasing endeavors, which often include the utilization of online paraphrasing tools. Muluk et al. (2021) highlight that among the factors motivating students to resort to plagiarism is the outcome of technological progressions. This suggests that while technology offers convenient resources for paraphrasing, it also presents challenges, particularly in fostering a reliance on automated solutions among English major students striving for originality in their written work.

Nevertheless, students encounter challenges in producing suitable paraphrases that align with the requirements of their writing tasks (Alaofi, 2020; Chen et al., 2020; Maulidia & Sulistyningrum, 2021). While students are urged to surmount these paraphrasing difficulties (Alaofi, 2020), the proliferation of technology has led to the development of tools aimed at aiding humans in paraphrasing, with freely accessible online options emerging as contenders in the face of the demanding nature of paraphrasing tasks (Prentice & Kinden, 2018). Notably, QuillBot stands out as an online paraphrasing tool, enabling writers to mitigate plagiarism, condense lengthy sentences, and refine grammar for enhanced clarity and polished presentation (Fitria, 2021).

Engaging in this learning approach enables English major students to grasp reading materials more effectively, facilitating the development of their academic writing by expressing their own unique styles while preserving the essence of the original texts. Numerous studies have thus highlighted concerns regarding the methods and effectiveness of paraphrasing in ensuring the production of quality paraphrases to prevent plagiarism when citing sources, as exemplified by T. T. T. Tran and Nguyen (2022). Therefore, it is crucial for English major students to comprehend the essence of paraphrasing and plagiarism and to possess the skills necessary to steer clear of this form of 'academic misconduct,' as emphasized by Petrić (2015).

In light of the aforementioned context, this study investigated the role of using paraphrasing tools to students' writing skills. This further looks into the potential benefits and drawbacks of using these tools and to provide recommendations on how to lessen any negative effects while optimizing the benefits of using AI paraphrasing tools in academic writing.

Literature Review

AI technology encompasses automated devices capable of mimicking human intelligence processes such as learning and reasoning (Popenici & Kerr, 2017). New writing applications integrating automated writing evaluation, essay scoring, and corrective feedback offer flexible additions to curricula (Koltovskaia, 2020). Writing is essential for academic and professional life, serving as a means of communication (Alian & Awajan, 2020). AI applications aid in research writing by providing instructional practice and plagiarism detection (Zawacki-Richter et al., 2019).

Paraphrasing tools, utilizing machine-based algorithms, aim to restructure text while preserving meaning (Zou & Thomas, 2019). Initially designed for website content generation, these tools have evolved for academic use (Ansorge et al., 2021). However, reliance on them raises concerns of plagiarism and loss of originality (Rogerson & McCarthy, 2017). Despite their benefits, they are no substitute for independent paraphrasing (Prentice & Kinden, 2018).

Popular paraphrasing tools include Quillbot.com, offering various modes for rephrasing and grammar checking (Dale, 2020). Other tools like Paraphrasing-Tool.com and Prepostseo.com provide simpler interfaces with basic paraphrasing features (Maulidia & Sulistyningrum, 2021). Spinbot.com offers text-spinning and paraphrasing features (Thadphothon, 2019). Paraphrase Online.com is user-friendly and aids in creating unique content (Sulistyningrum, 2021).

Studies suggest that paraphrasing tools can enhance students' writing skills, particularly in vocabulary and grammar (Ariyanti & Anam, 2021; Nguyen, 2023). However, long-term dependence may hinder students' paraphrasing abilities (Prentice & Kinden, 2018). Plagiarism remains a concern, necessitating limitations on tool use (Rogerson & McCarthy, 2017).

Efforts to combat plagiarism include emphasizing paraphrasing skills and utilizing advanced technology responsibly (Harris, 2017; Manarpiis & Prieto, 2023). Developing paraphrasing skills enhances cognitive abilities and fosters critical thinking (Na & Mai, 2017). Overall, while AI paraphrasing tools offer valuable assistance, maintaining independent writing skills is crucial to academic integrity and skill development.

Methodology

Research Design

This study employed a phenomenological research framework to investigate the topic at hand. Phenomenological research, a qualitative approach, aims to comprehend and articulate the fundamental essence of a phenomenon. Through this approach, the study explored individuals' lived experiences to gain a deeper understanding of their perceptions and interpretations of those experiences. These interviews offer insights into the input procedures, detailing the sequential actions that led to a particular result. The interviews also empower individuals facing similar circumstances to potentially replicate the findings of the phenomenological study approach.

Key Informants and Sampling Method

In this study, there are twelve (12) participants that were purposively selected students from third-year Education students taking English as specialization of the one of the campuses of the state university, which is located in Cogtong, Candijay, Bohol, Philippines. Purposive sampling was used to select participants who could provide rich data to help understand the research problem of the study. Participants were chosen using purposive sampling methods based on specific inclusion and exclusion criteria: (1) must be a bonafide student from the state university where this research is conducted, (2) must be a third-year English major student in the academic year 2023-2024, (3) must be willing to participate in this research endeavor, (4) must have experienced the use of AI paraphrasing tools, (5) It's their idea or written works that being paraphrase using AI-integrated paraphrasing rather than relying on automated suggestions of such tools and easily do copy and paste thing. Purposive sampling entails selecting specific units or cases "for a specific purpose rather than randomly" (Teddlie & Yu, 2007).

Research Instrument

Researchers used interviews as a qualitative research method in this study to investigate how students apply AI paraphrasing tools in connection with such tasks. The researchers conducted semi-constructed interviews with the selected English major students using a set of open-ended questions that were focused on the area of inquiry of this study. The interviews were conducted in person with the use of an audio-video recorder to document the data gathered with the key informant's consent. The interview data was transcribed through thematic analysis to determine the key themes and patterns.

Data Gathering Procedure

The researcher obtained a formal authorization letter to carry out the study, it was directed to the institution where the chosen participants are employed. The selected participants received both the permission letter and details about the study's background. Furthermore, the researchers confirmed that participation in the interview is voluntary for the participants. This allows the researchers to record the interview via an audio-video recorder. Once the interview began, a prepared interview guide by the researchers was used. After successfully completing the interviews with the selected participants, the collected data were subjected to thematic analysis using the Braun and Clarke method.

Data Analysis

The analysis of data in this study employed Braun and Clarke's six-phase approach to thematic analysis, valued for its flexibility and capacity to offer a comprehensive, intricate portrayal of data. Braun and Clarke (2013) outline the six steps involved: becoming acquainted with the data, generating initial codes, identifying themes, reviewing themes, defining and naming themes, and producing the report. It's crucial to align thematic analysis with the research question and the available data for effective implementation (Maguire & Delahunt, 2017). To enhance the study's validity and rigor, member checking was conducted, inviting participants to review the transcripts and provide feedback on preliminary findings, ensuring their perspectives were accurately represented. Additionally, researcher reflexivity was incorporated to acknowledge and address potential biases throughout the research process, adding transparency and rigor by making explicit the ways researchers' backgrounds, positions, and perspectives might influence the research process and findings. Specific strategies employed included keeping a reflexive journal and engaging in regular discussions among the research team to critically evaluate and mitigate biases. To ensure the reliability of data analysis, multiple coders

were used to cross-check the data, and any discrepancies were discussed and resolved through consensus, thus enhancing the consistency and dependability of the findings.

Findings

The study looked into the perspectives of third-year English students regarding AI-integrated paraphrasing tools, focusing on both their advantages and drawbacks. In relation to this investigation, three (3) themes have been identified regarding the benefits of using AI-integrated paraphrasing tools, and three (3) themes have been identified concerning the risks or issues associated with the integration of these AI tools. Additionally, two (2) themes have been generated on how the informants deal with these risks or issues.

Table 1. The Benefits of using an AI-integrated Paraphrasing Tool.

| Coded Meaning | Reviewed Themes | Emergent Themes |
|--|---|----------------------------|
| The informants claim that paraphrasing tools provide valuable support in academic projects, aiding in generating coherent paraphrased output and reducing the risk of plagiarism. | Centers around the application of AI paraphrasing tools in academic settings. | Plagiarism Reduction |
| The informants claims that AI paraphrasing tools is efficient aids, saving time in research activities and content creation, especially in specific situations | Highlights the efficiency and time-saving aspects of AI paraphrasing tools. | Efficiency and Time-Saving |
| The informants claim that paraphrasing tools is a valuable aid in the process of rephrasing text. The informants find these tools beneficial in generating alternative versions of text, contributing to effective communication and the creation of original, well-articulated content. | Aiding users to rephrase text for improved communication, originality, and writing clarity. | Rephrasing Text Aids |

Table 1 shows the benefits of integrating AI Paraphrasing tools. Findings revealed that these tools serve as effective aids in academic writing, particularly in reducing the risk of plagiarism. In alignment with this finding, eight (8) out of 12 participants responded, illustrating the application of these AI tools. Two (2) samples of their responses are as follows.

R1 stated:

"AI paraphrasing tools for me, is a support for students especially when there are certain words or phrases that we cannot understand. We can use AI paraphrasing tools to simplify or rephrase text for a better and deeper understanding. In terms of writing, it is also helpful to avoid plagiarism and kuan uhmmmm (pause and think) ... improve our writings but still, we shouldn't depend everything sa I mean on these AI paraphrasing tools. We should use it as support system for our own knowledge."

R12 stated:

"In my view paraphrasing tools are helpful in our academic projects and activities where when uhmmmm.... is we required to referred to a certain publish articles and information which enables and aids us sa pag (in about to say an action word) I mean in generating coherently paraphrase output that deteriorates the risk of plagiarism."

By generating coherent paraphrased content, they assist students in producing original work while avoiding academic misconduct. Moreover, participants highlighted the efficiency and time-saving benefits of AI tools, which streamline the paraphrasing process and allow students to allocate more time to understanding and integrating information. There were three (3) informants who responded in connection with this finding, and the evidence was reflected in their responses.

R5 stated:

"AI paraphrasing tools are very helpful and a great source for rephrasing given text into original meaning. "Provide you with a great variety of ideas that will make the process quicker and faster and increase the overall quality of your content."

R7 stated:

"I regard AI paraphrasing tool as a helpful tool in generating alternative text. It helps me to save time, especially on doing research."

R9 stated:

"AI paraphrasing tools are very useful in rephrasing texts, aiding content creation, especially when you are in rush or need to save time. They can be beneficial when use responsibly and ethically."

Additionally, AI paraphrasing tools were recognized for their role in aiding rephrasing efforts, enhancing clarity and originality in writing, and helping overcome obstacles such as writer's frustration. This finding is manifested in all twelve (12) informants' responses during the interview. Two (2) sample verbatim statements are found below.

R1 stated:

"AI paraphrasing tools for me, is a support for students especially when there are certain words or phrases that we cannot understand. We can use AI paraphrasing tools to simplify or rephrase text for a better and deeper understanding. In terms of writing, it is also helpful to avoid plagiarism and improve our writing but still, we shouldn't depend everything on these AI paraphrasing tools. We should use it as support system for our own knowledge."

R11 stated:

"I view AI paraphrasing tools as a useful tool for us students, as they uhhh... uhmmm... (Visayan fillers usually uttered when someone is thinking what words to say) are designed to help users change the wording of text while keeping the original meaning".

"For me, AI tools for paraphrasing are helpful resources as for students that can help us produce different text versions."

Table 2. The Risk or Issues of Using AI-integrated Paraphrasing Tools

| Coded Meaning | Reviewed Themes | Emergent Themes | Coping Mechanism |
|---|---|-------------------------------------|---|
| It highlights that dependence on AI paraphrasing tools can lead to unintentional plagiarism by closely replicating content. | The increased risk of plagiarism | Prone to plagiarism | Promote an active learning approach where students use AI paraphrasing tools as supplements, not replacements. |
| AI paraphrasing tools suggest that users might rely too heavily on them, limiting their development of critical thinking and writing skills. | Overly dependent on AI paraphrasing tools to the extent that it may compromise their intellectual growth and cognitive development. | Automated suggestions dependency | Developing and showcasing their own ideas and writing skills. Establish clear boundaries on tool usage. |
| Losing the original meaning or context suggests that AI paraphrasing tools may alter the essence of the original text, leading to unintended changes that affect its integrity. | Inaccurate interpretations, semantic shifts, not capturing the intended meaning accurately. | Loss of original meaning or context | Encourage users to thoroughly understand the content, ensuring that they capture the intended meaning accurately. |

However, alongside these benefits, participants did note several risks associated with the use of AI paraphrasing tools. Table 2 notably shows, an excessive dependence on these tools raises concerns over the possibility of inadvertent plagiarism. Six (6) out of twelve (12) respondents expressed this concern when they were interviewed. The following are the few evident responses of the informants:

R5 stated:

"If it is not used responsibly and appropriately it leads you to completely rely on someone else's content that called plagiarism". You can't use your own ideas or thoughts that will stunt your own knowledge growth & academic writing skills and that's a form of your academic dishonesty.

R9 stated:

" If not used responsibly, it can raise concern of plagiarism. Also, AI tools may not capture the intended meaning accurately".

R10 stated:

"They may not always produce accurate or contextually appropriate results. As these tools might accidentally replicate content from the source."

The significance of attentive supervision and double-checking to guarantee the uniqueness and authenticity of their work was underscored by the participants. Furthermore, an over-reliance on AI tools was seen to be a potential barrier to the growth of writing and critical thinking abilities since it would discourage students from paying close attention to the material. This dependency on the AI generated terminologies is evident in the five (5) informants' verbatim statements. Here are the two (2) sample evidence from the informants' sentiments.

R3 stated:

"It is prone to abuse when not used correctly, uhhh.. students have the tendency to solely rely on AI in answering their activities instead of generating ideas by understanding the lesson on their own".

R8 stated:

"The risk or issues on Ai might be the user become solely dependent on the ideas given that can might result to user's abilities to lose development of ideas."

Another concern found in using AI paraphrasing tools also carries the risk of losing the original meaning or context of the text, with this, careful human oversight and review are required to ensure correctness. Therefore, users must be vigilant in verifying the accuracy and coherence of the paraphrased content to maintain the intended meaning of the statements. This was evident in the ten (10) out of twelve (12) responses of the key informants. Three of those responses are as follows:

R7 stated:

"Risks include the potential loss of context and inaccurate interpretations".

R10 stated:

"There are some risks and issues associated with using AI paraphrasing tools. One major concern is the potential of original meaning or context".

R12 stated:

"One of the major issues of paraphrasing tools that they sometimes generate words that change the meaning and thought of a certain composition and somehow lead to redundancy".

Table 3. Students on Dealing the Risk on Using AI-integrated Paraphrasing Tools

| Formulated Meaning | Reviewed Themes | Emergent Themes |
|---|--|--------------------------------|
| Respondents express the need for users to understand their limitations, use the tools judiciously, and adopt responsible practices to avoid misuse. | Being a responsible user when employing AI paraphrasing tools. | Responsible User |
| Respondents highlight the need for meticulous attention to detail and ensure accuracy, maintain intended meaning, and produce high-quality content. | Editing and reviewing processes after utilizing AI paraphrasing tools. | Thorough Editing and Reviewing |

Table 3 shows how the students deal with risk on using AI paraphrasing tools. To mitigate these risks, participants emphasized the importance of responsible use and thorough editing and reviewing processes. They advocated for using AI tools as supplementary aids rather than primary sources, and for actively engaging with the content to develop independent writing skills. All twelve (12) key informants had shown similar coping strategies of the issues. The situation is evident in few students' sentiments:

R1 stated:

"To deal with those risks, as much as possible, we should limit our usage of these tools. Use it as needed only, not for the entire academic activities. Instead nga eh (of doing) copy-paste, we should use it as uhhh... an additional information and try to construct on our own words."

R2 stated:

"I think the best thing to do to deal with the risks is to be mindful and, as much as possible, don't rely too much on them".

R3 stated:

" I deal with this risk through using AI as minimal as possible and as responsible as possible."

R8 stated:

"I will just positively acknowledge the AI tools in my learning. And use it properly, not to the extent that I will become a dependent user."

Moreover, participants stressed the need for careful editing and reviewing of the AI-generated paraphrase statements to ensure accuracy and preserve the original meaning of the text. The twelve (12) key informants all shared similar approaches to address these issues when integrating AI tools into their paraphrasing. They highlighted that although productivity and efficiency can be increased using AI tools, human interaction is essential to preserving the original material's context and purity. This agreement among informants emphasizes how crucial it is for AI technology and human skills to work together in order to produce the best writing for academic purposes.

R4 stated:

"To minimize risks, it's essential to uhhh... thoroughly evaluate and uhhh... adjust AI paraphrasing tools' results, and to avoid plagiarism, ensure proper crediting and use of AI paraphrase technologies, while uhhh (pause)... incorporating human creativity."

R10 stated:

"To mitigate these risks, it's important to use AI paraphrasing tools as a starting point rather than relying solely on them. After using the tool, it's crucial to review and revise the paraphrased text to ensure accuracy and maintain the intended meaning."

R12 stated:

"To deal those risks, I usually uhhh...review the liberated paraphrase output of an AI paraphrasing tools to uhhh... make sure that they have content and text are aligned to the intended meaning of the topic."

Overall, while AI-integrated paraphrasing tools offer valuable support in academic writing, their effective use requires a balanced approach that combines technological assistance with critical thinking and human oversight.

Discussion

After reading and re-reading the key informants' verbatim statements, the researchers reached the following emergent themes: Students' perceptions of using AI-integrated paraphrasing tools.

Plagiarism Reduction

The participants expressed the opinion that students can avoid academic misconduct like plagiarism by using paraphrasing tools to identify instances of plagiarism. According to Rogerson and McCarthy's (2017) research, there are six ways to avoid plagiarism when using paraphrasing tools: (1) changing a word to a different part of speech; (2) replacing the word with a synonym; (3) rearranging the word order; (4) providing a clear definition of the term; (5) using a variety of attribution signals; and (6) changing the sentence structure and using different transition words. These findings are consistent with their findings. Participants' responses illustrate the application of these strategies.

Participants acknowledge the advantages of AI-integrated paraphrasing tools for detecting plagiarism, emphasizing their ability to improve writing and stop accidental plagiarism. This is consistent with a study conducted by Davies and Howard (2016) that highlights the role that pedagogies have in preventing plagiarism. Research conducted by Tran and Nguyen (2022) and Ramadhani (2019) within the field of English instruction reinforces the notion that AI paraphrasing tools are valuable aids for academic writing tasks. However, participants caution against excessive reliance on these tools and advocate for a comprehensive approach that integrates personal expertise to prevent plagiarism. While AI paraphrasing tools undoubtedly enhance writing quality, English students who are the key informants of this study emphasize the importance of using them responsibly and being cognizant of their limitations. This is to encourage students to develop their own writing skills alongside utilizing these tools can ensure a balanced approach to academic writing within an English instruction context.

Efficiency and Time-Saving

The informants find that AI paraphrasing tools automate the paraphrasing processes. These tools automate the paraphrasing process, allowing students to quickly generate alternative versions of sentences or paragraphs. This automation can be especially helpful when faced with tight deadlines or large volumes of information to process. By reducing the time spent manually rephrasing content, students can focus more on understanding and integrating information into their work, ultimately enhancing efficiency in academic writing tasks.

The data shows a consensus that AI paraphrasing tools are widely seen as time-saving aids for students. Respondents consistently highlight their efficiency in generating diverse ideas quickly, aiding research, and being valuable resources, especially in time-sensitive situations. According to Wang et al. (2023), these tools can swiftly and accurately paraphrase scientific articles, significantly reducing the time needed for writing research papers. This recognition of the practical

value of AI paraphrasing tools underscores their convenience across various situations, making them valuable assets for students looking to simplify their academic tasks.

Rephrasing Text Aids

The findings also correspond that paraphrasing tools are valuable in aiding the rephrasing of text by providing alternative formulations of sentences and paragraphs. They contribute to the diversification of language, helping users' express ideas in various ways while maintaining the original meaning. This not only enhances the overall quality of the content but also facilitates more nuanced and personalized writing style. It can be instrumental in overcoming writer's block or challenges in finding the right words, ultimately assisting users in efficiently and effectively rephrasing text for different contexts. Along with changing the synonym, paraphrasing tools alter the structure of sentences. When developing writing skills, students should make use of paraphrasing tools.

The respondents viewed AI paraphrasing technologies as valuable learning tools within the context of English instruction, according to the study. With the use of these technologies, complex texts can be simplified while preserving their original meaning, facilitating better understanding for English learners. This aligns with research by Maulidia and Sulistyanningrum (2021), which demonstrated the tool's ability to generate new sentences that are identical in meaning to the original ones. The consensus highlights the adaptability of these tools, showing they can be utilized for various purposes, including text and vocabulary enhancement, as well as academic activities such as essay writing and literature analysis. English major students recognize the significance of these resources in aiding students to comprehend material more fully and effectively rephrase it, thereby fostering language proficiency and academic success.

AI-integrated paraphrase tools have advantages, but there are drawbacks as well. They can be erroneous and faulty, even if they could seem beneficial to non-native English speakers. They shouldn't take the place of mastering excellent paraphrasing (Rogerson & McCarthy, 2017). Increased plagiarism risk, reliance on computerized recommendations, and loss of original context or meaning are among the risks mentioned in the interviews.

Issues on Using AI Paraphrasing Tools

Prone to Plagiarism

The notion that AI paraphrasing tools pose a risk of encouraging plagiarism is a valid concern. While these tools are designed to assist in rephrasing, users may inadvertently rely too heavily on automated suggestions, leading to content that closely mirrors the original source. This dependency raises the potential for unintentional plagiarism if not carefully monitored and cross-checked. Therefore, it is crucial for users to exercise caution, understand the limitations of AI paraphrasing tools, and ensure that the final output reflects their own comprehension and expression, mitigating the risk of submitting work that could be deemed as plagiarized.

The sentiments expressed concerns about the risks of relying too much on AI paraphrasing tools. Respondents, like R5, R9, and R10, highlight the risk of plagiarism due to overdependence on these tools. They recognize that misusing AI paraphrasing tools can lead to unoriginal or improperly attributed content, increasing the risk of unintentional plagiarism. This aligns with studies by Granitz and Loewy (2007), Scanlon and Neumann (2002), and Stamatatos and Koppel (2011), which suggest that using online tools without acknowledgment or reframing text for different publications can be seen as plagiarism. Overall, there's a shared understanding of the importance of using these tools responsibly and critically to maintain the integrity of the content.

Automated Suggestions Dependency

Over-reliance on paraphrasing tools' automated suggestions jeopardizes the authenticity and originality of one's work, potentially diminishing personal voice and understanding. Automated tools may not always capture context or meaning accurately, leading to incoherent or inaccurate content. Neglecting critical evaluation and refinement of paraphrased content exacerbates this risk, potentially yielding suboptimal or misleading results.

The emergent theme of dependency is evident in multiple responses, emphasizing responsible use. Studies by Bailey and Withers (2018) and Prentice and Kinden (2018) support this, noting that overreliance on paraphrasing tools can result in content similarity and lack of originality. It underscores the importance of a balanced approach, integrating technology as a supportive tool rather than a substitute for independent thinking and creativity.

Loss of Original Meaning or Context

The risk of losing original meaning or context is significant when using paraphrasing tools. Automated tools may not fully understand the nuances or specific context of the original text, leading to inaccuracies in the paraphrased content. This risk is heightened in complex or specialized subjects where precise terminology is crucial. Users must ensure the paraphrased output maintains the original meaning. This highlights the importance of human oversight, critical

evaluation, and a thorough understanding of the subject matter to avoid distorting meaning or context inadvertently during paraphrasing.

The views collectively underscore concerns about the risk of losing original meaning or context when using AI paraphrasing tools. Both R7 and R10 highlight potential inaccuracies and loss of context, emphasizing the need for vigilance. Additionally, R12 notes the issue of introducing words that change meaning or add redundancy. These findings align with Anson et al.'s (2021) study, which found deficiencies in language quality and inaccurate terminology in paraphrased texts. Overall, there's a shared understanding that while these tools are useful, there's a risk of unintended alterations to the original text. Users should exercise caution, critically evaluate outputs, and ensure accuracy.

Coping Strategy in Dealing Risk on AI Paraphrasing Tools

Responsible User

Students' writing abilities are improved when they learn how to responsibly use AI-integrated paraphrase tools within the context of English classroom instruction. For English language learners, it is important to use these tools as aids rather than alternatives because doing so promotes a deeper awareness of linguistic distinctions and complexities. Students can use it to improve their comprehension of context and hone their critical thinking abilities while exploring challenging written works. In addition, students who carefully examine and edit their paraphrased work not only prevent plagiarism but also improve their ability to express ideas clearly and concisely in writing. English instruction seeks to build competent and proficient communicators, and this repetitive process of improving language and expression greatly enhances students' overall writing proficiency.

According to the transcriptions, respondents, including R1, R2, R3, and R8, all emphasize the need to use AI paraphrasing technologies responsibly. They support restricting use and utilizing AI to enhance comprehension rather than to replace it. To actively interact with the material, R1 advises developing content in one's own terms; R8, on the other hand, emphasizes balanced use to prevent dependency. These findings align with research conducted by Rahmayani (2018) and Rogerson and McCarthy (2017), which underscore the importance of teaching students, particularly English major students like those in this study, about paraphrasing techniques and the potential risks of overreliance on them. In general, promoting the ethical use of AI paraphrasing tools among English major students involves actively reviewing and editing their work, as well as minimizing dependence on these tools to ensure accuracy and reduce risks. This approach empowers English major students to develop their own writing skills while utilizing AI tools as supportive resources in their academic endeavors.

Thorough Editing and Reviewing

Editing and revising thoroughly is essential to minimizing the possible adverse outcomes of employing paraphrase tools. By following these procedures, one can be sure that the output preserves contextual relevance, conveys the intended message from the user, and stays true to the original meaning. Users can increase overall coherence, improve the language, and fix any errors generated by the program by actively participating in the editing process. This thorough evaluation serves as a buffer against inadvertent mistakes, context loss, or misinterpretation, therefore highlighting the user's accountability for the paraphrasing process. By enabling users to protect the integrity of their work and reduce the dangers connected with automatic paraphrasing, it helps to produce accurate, precise and content that is appropriate for the context.

The data highlights a collective commitment to thorough editing and reviewing as essential practices for mitigating risks associated with AI paraphrasing tools. Respondents, such as R4, R10, and R12, consistently stress the importance of actively engaging in the review and editing process. This involves evaluating results, adjusting outputs for accuracy, and ensuring alignment with the original meaning. E.R4's emphasis on avoiding plagiarism through proper crediting and human creativity aligns with the findings of Adams and Chuah (2022), which reveal that students review suggestions from paraphrasing tools and make necessary revisions for alignment with the intended meaning. Overall, the prevailing theme underscores the importance of diligent review for maintaining context, accuracy, and intended meaning in paraphrased content. It reflects a collective understanding that while AI tools assist in paraphrasing, users are responsible for meticulously editing and reviewing output for optimal results.

Conclusions

The transcriptions from interviews with twelve English major students reveal a nuanced understanding of the application of AI paraphrasing tools in an educational context. The students identify both advantages and risks associated with these tools, recognizing benefits such as the reduction of plagiarism and increased efficiency in academic writing tasks while expressing apprehensions about overreliance and potential inaccuracies. To maintain academic integrity, they emphasize strategies such as careful reviewing and editing of paraphrased content and advocate for mindful use that balances personal effort with AI assistance. The findings suggest the need for responsible use and ethical considerations when integrating AI tools into education, highlighting the importance of ensuring these tools enhance

rather than detract from learning outcomes. This study underscores the significance of thoughtfully incorporating AI technology into English courses, providing insights into student perspectives on ethical use and offering recommendations for educators on integrating AI tools to support academic integrity and enhance learning. By considering these findings, educators can better navigate the complexities of using AI in the classroom, ensuring it serves as a valuable aid rather than a crutch, ultimately benefiting both students and the educational community.

Recommendations

A number of recommendations are made in light of the study's findings and conclusions. Students ought to ensure that they reread their work carefully to ensure that grammar, punctuation, and coherence are maintained, and they may view AI paraphrasing tools as supplements rather than replacements for their own knowledge. Prior to using original materials, it is recommended to comprehend them, examine AI-generated paraphrases for vocabulary enrichment, and write original writings yourself. Seeking clarification on ethical matters from peers or teachers is essential. Instructors may have to incorporate lessons on the proper use of AI, offer advice on evaluating and improving outputs, encourage critical thinking, and incorporate ethical issues into the curriculum. While universities may establish clear ethical considerations, provide training programs, and invest in updated AI technology in line with educational aims, future studies should examine long-term implications and ethical considerations.

Limitations

One of the study's shortcomings is that it only included twelve students from one university, which may not be a representative sample of all English students. It ignored long-term impacts in favor of concentrating primarily on current attitudes and actions. Furthermore, it did not draw comparisons between students who did not use AI techniques. Given that students shared their personal experiences, biases may exist. Furthermore, it did not thoroughly examine the various AI techniques employed, which might have an impact on the outcomes. Lastly, the study did not investigate the potential for varying perspectives on AI technologies among subjects or schools.

Ethics Statements

The researchers upheld fundamental ethical considerations in this study. Prior to data gathering, the participants were informed about the study's objective and their knowledge agreement. The participants are clearly advised that their participation in the interview was voluntary and that they might choose not to finish it without facing any consequences. The key informants were also made aware of their anonymity, and the information gathered was kept totally confidential.

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Conflict of Interest

There is no conflict of interest in this study.

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Authorship Contribution Statement

Malon: Conceptualization, design, analysis. Virtudazo: Conceptualization, data-gathering, manuscript drafting. Vallente: Data transcription, editing/reviewing. Ayop: Editing/reviewing, technical. Malon: Critical manuscript revision, editing/reviewing, and final approval.

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