



# Grammarly, Turnitin, and Word Clouds Adoptions for Academic English Learners

**Penpim Phuangsuan**  
College of Management Bangkok  
University of Phayao, Thailand  
penpim.ph@up.ac.th  
ninewave88@gmail.com  
ORCID: 0000-0003-2371-7998

## ABSTRACT

**Objective:** Grammarly, Turnitin, and word clouds support academic English learners through digital teaching, and artificial intelligence (AI) has an impact on students. This qualitative study carefully addresses related concerns. Academic writing utilizes AI for English grammar correction, plagiarism detection, and content evaluation.

**Method:** This study utilizes a systematic review to demonstrate that Grammarly helps improve spelling, grammar, and punctuation.

**Results:** The results reveal that poorly worded, toneless, and nonsensical phrases are identified. Authors use online contextual synonyms to expand vocabulary. Moreover, Grammarly enhances sentences and words with AI. Grammarly aids proofreading. Teachers use it to check academic work before publishing in Scopus and Web of Science, unlike Turnitin. Originality is checked using Turnitin; AI writing can be detected. Hence, Turnitin is a “text-matching software to AI” rather than a plagiarism detection software.

**Conclusion:** Grammarly and Turnitin provide teachers with "Originality Reports" before paper submission to check for plagiarism. Word clouds simplify source bias detection. Respondents should be included in more studies to gain both quantitative and qualitative insights.

**Keywords:** English, Academic Writing, Grammarly, Turnitin, Plagiarism, Artificial Intelligence Writing (AI writing), Word Clouds

---



## 1. INTRODUCTION

The growth of artificial intelligence (AI) should be considered within the broader context of global shifts that are transforming how humans live, communicate, work, and connect. This is crucial to remember when considering AI's current and potential social implications. Movements in the global economy, aging populations, migration, technological advancements in fields such as artificial intelligence, automation, biotechnology, and renewable energy, social and political shifts, and environmental degradation are among the factors contributing to these changes. The recent COVID-19 pandemic and the changes it brought to social, economic, and health aspects, particularly mental health, as well as academic experiences and working environments, have exacerbated and, in some cases, accelerated these shifts using AI (FACT, 2024; VIDU, 2024). AI is a new discipline that aims to mimic human cognition. AI is being rapidly developed and utilized in agriculture, medicine, healthcare, and education as the world continues to evolve. Artificial intelligence in higher education has both positive and negative impacts, as well as countermeasures. AI is helpful in education. It then discusses educational AI tools and technology, as well as their prospective uses. Information on AI in higher education for students, teachers, professors, national officials, and researchers has been updated to provide a detailed examination of AI's impact on higher education, inspiring academics to embrace AI as a transformative technology (Nipun et al., 2023; Idris et al., 2024).

AI enhances grammar and style, but its impact on creativity and critical thinking remains unclear. However, AI is not replacing university writing classes. These classes teach critical thinking, research, citation, argumentation, creativity, originality, and ethics —skills that AI currently lacks. Academic writing courses provide a thorough education. AI may benefit academic writing, but it will not replace traditional courses soon. A balanced strategy that integrates AI support while maintaining primary academic writing education appears to be the best approach for preparing students for various writing challenges (Amina, 2024).

While English as a second or foreign language (EFL) students recognize improved writing quality, they are uncertain about how to improve their confidence. Interviews indicate a preference for Grammarly and ChatGPT due to their versatility and affordability. This study supports the idea that integrating AI writing tools in EFL university education can improve writing quality, efficiency, and academic integrity. The research highlights the significant impact of AI on the writing skills of EFL university students in a digital environment where English is a vital means of communication. It emphasizes the value of AI-powered tools in supplementing traditional writing skills, with a focus on equal access, coaching, and collaboration between AI and educators. The study advises designing tech-driven learning environments to assist EFL students in writing and academics (Selim, 2024).

Given its significance, this systematic review study discusses Grammarly, Turnitin, and word clouds in the context of academic English writing. It questions the sustainability of contemporary English academic writers in digital education. This qualitative study includes a comprehensive



review and analysis of associated themes. English grammar, plagiarism, and AI writing evaluation are also offered for academic writing.

### ***1.1 Research Objective***

This study critically reviews how educators, instructors, and English language learners can utilize Grammarly, Turnitin, and Word Clouds for academic writing support.

### ***1.2 Research Question***

What are the advantages and disadvantages of Grammarly, Turnitin, and Word Clouds for academic English learners?

## **2. LITERATURE REVIEW**

### ***2.1 AI Challenges in Academic English Writing***

AI and academic essay writing mutually enhance and transform education. Innovative tools and adaptable learning methodologies from AI improve academic writing by providing dynamic, interactive learning environments and tailored educational experiences. Students like AI-powered grammar checks, plagiarism detection, language translation, and essay outlines. AI improved students' writing, self-efficacy, and academic integrity. However, other students worried about originality, critical thinking, and ethical writing. The balanced AI-human author collaboration identified that students' favorite AI tools should be discussed. The role of AI in assisting academic writing while preserving human creativity and critical thinking highlights the need for a balanced integration to maintain human innovation and critical thought in academic discourse (Malik et al., 2023; Cacciuttolo et al., 2023; Limna & Kraiwanit, 2024; Limna, 2025; Rangsit Digital Economy, 2025). AI has become increasingly popular across various industries, transforming numerous activities. AI has the potential to transform teaching and learning, particularly in English as a Second Language (ESL) settings. AI technologies could improve ESL training. Despite its potential benefits, the analysis finds some drawbacks to AI in ESL classrooms. The assessment also calls for further outstanding empirical research on the long-term implications of AI. In conclusion, this comprehensive literature review sheds light on the application of AI in ESL classroom settings. It shows how AI might improve language instruction while acknowledging the obstacles and can help educators, policymakers, and researchers integrate AI into ESL classrooms to create effective and inclusive language learning environments in the digital age, and suggests further research and analysis on AI in ESL classrooms (Sharifuddin & Hashim, 2024; Siripipatthanakul et al., 2023).

AI and quantum computing have opened up new opportunities in the field of technology education. Quantum Robotics is cutting-edge AI. The relationship between pupils and these



entities goes beyond human-computer interactions, transforming classroom social dynamics. Understanding the consequences of this new approach can help design and implement breakthrough AI-based technologies that foster collaborative learning environments, enabling students to develop 21st-century skills such as flexibility, critical thinking, and empathy. This study concludes that quantum robotics can change classroom social relations. Unlocking the intricate interactions between students and AI-powered quantum robotic entities will enable more inclusive and successful learning experiences in the future of education (Yakin et al., 2025). Thus, AI-powered quantum robotics is unlocking the intricate interactions with students.

Academic essay writing and AI enhance and change each other in educational institutions. AI-powered tools and adaptive learning methods boost academic writing by creating dynamic, interactive learning environments and customized teaching. In addition, AI grammar checks, plagiarism detection, translation, and essay outlines are popular with students. AI-enhanced pupils' writing, self-confidence, and integrity. Other students are worried about originality, critical thinking, and ethics in writing. Students' favorite AI tools are those that facilitate balanced collaboration between AI and humans.

## ***2.2 Plagiarism and Artificial Intelligence Writing (AI-Writing)***

The advent of generative AI technologies, including large language models (LLMs) such as ChatGPT and Gemini, has triggered a paradigm shift in academic writing, plagiarism, and intellectual property. There are evolving dynamics of English composition classes, which have historically aimed to enhance critical thinking through writing. As AI becomes more embedded in academia, it necessitates a reassessment of originality in writing, research, and writing education objectives, as well as the regulations surrounding intellectual property and plagiarism. The research begins with a statistical analysis comparing the actual utilization of LLMs in academic dishonesty to educators' perceptions. It subsequently analyzes the consequences of AI-facilitated content proliferation and the capacity of AI to expedite research similar to the advancements made in digital humanities and computational linguistics, emphasizing its availability to the broader public (Hutson, 2024).

The domain of academic writing is seeing a substantial upheaval owing to the advent of AI technology. These programs include various features, including grammar and plagiarism detection, content generation, and feedback. Provision. As the incorporation of AI in education expands, comprehending student perspectives and attitudes toward these tools becomes increasingly essential. There is an increasing prevalence of AI usage, as well as students' perceptions that AI-driven academic writing tools are beneficial, and optimal strategies for incorporating AI into academic environments worldwide. The advantages and apprehensions associated with AI writing tools are beneficial to academic institutions (Egunjobi & AD, 2024).

Incorporating AI techniques in scientific writing has radically altered how researchers express and share their findings. This analysis examines various AI applications that augment the



scientific writing process, highlighting solutions that boost clarity, precision, and efficiency. Highlighted applications encompass grammar and style checkers, plagiarism detection software, reference management systems, content production models, and data analysis tools. Each tool notably enhances the writing workflow, allowing academics to generate high-quality publications efficiently. This assessment highlights the benefits of AI integration, including increased productivity, enhanced writing quality, and improved accessibility for non-native English speakers. Nonetheless, it faces substantial hurdles, including the risk of excessive dependence on AI tools, potential errors in AI-generated work, and ethical concerns related to authorship and originality (Batool et al., 2024).

### **2.3 Grammarly**

Grammarly is an educational technology or AI that uses grammar and plagiarism checking to increase the effectiveness of English learners. This qualitative study shows the usefulness and limitations of Grammarly from students' perspectives. Given recent technical developments and the importance of grammar in students' writing improvement, various digital tools that provide computer-mediated corrected feedback have been developed. The software known as Grammarly allows users to identify instances of duplicate content and issues with grammar, vocabulary, mechanics, and linguistic style. Its affordances and how Grammarly could be utilized in writing in ESL and EFL could benefit from using Grammarly. Although Grammarly is a valuable tool that instructors and students can utilize in their writing classes, it has several shortcomings that need to be addressed (Phuangsuwan et al., 2024).

The advancement of technology has led to the widespread adoption of AI-driven solutions in education, enhancing learning methodologies across various competencies. While AI is being integrated into many areas, its application in assessing writing skills, such as through Grammarly, is still emerging, offering more accurate and efficient evaluations. Students' perceived understanding of Grammarly's application in academic writing seeks to outline the skills associated with academic writing, including its obstacles. Most students believe that Grammarly helps them correct their academic writing independently. The most utilized feature is 'correctness,' primarily for grammar and spelling corrections, whilst the least utilized is 'plagiarism detection.' However, several features were occasionally inaccurate, including writing context, punctuation, spelling, passive voice, and plagiarism detection. To rectify these inconsistencies, students employed tactics that included proofreading, consulting dictionaries, utilizing Google or other programs, seeking assistance from peers and lecturers, and meticulously reviewing suggestion descriptions. Despite these limitations, students reported gaining knowledge in writing mechanics, vocabulary enhancement, self-awareness, and self-confidence through the use of Grammarly (Setyowati et al., 2024).

Grammarly functions as an online grammar checker, enabling users to detect and correct problems in grammar, syntax, punctuation, and plagiarism. Students' Impressions of Grammarly as a Writing Aid in Essay Courses. There is a favorable view among students regarding



Grammarly as a valuable resource for writing English essays. Grammarly values its intuitive interface, beneficial guidance, lucid explanations, precise grammatical assessments, and timely repairs. Furthermore, its advantages are for improving writing abilities and augmenting self-confidence, especially in essay composition, as Grammarly contributes to enhancing an understanding of English grammar rules. Although the free edition is used, practically all students strongly endorse Grammarly for helping English students with essay composition. They appreciate its direct feedback, which facilitates comprehension of intricate grammar problems and allows them to enhance their writing while minimizing frequent mistakes (Irawati, 2024).

#### ***2.4 Turnitin***

Turnitin is an effective instrument for students and educators to verify originality and avert plagiarism. Turnitin is a widely used plagiarism detection software that assesses the originality of produced content by comparing it with a comprehensive database of academic papers, publications, and other sources. Schools, universities, and many educational institutions frequently utilize it. The Turnitin service is accessible via an interface integrated into Cornell's Canvas Learning Management System. (Khallaf, 2024).

Turnitin assesses the degree of resemblance among phrases, words, paragraphs, and word structures of a written document compared to previously published works by others or by students. The Turnitin system in each school presents distinct advantages; however, it also raises concerns from students and the academic community regarding the preservation of academic integrity. This is crucial for fostering trust and honesty and establishing a culture of quality and professionalism while upholding Turnitin's integrity (Izi, 2024).

#### ***2.5 Word Clouds and Keywords***

Communication and meaningful engagement require a rich vocabulary. Word Cloud is a language tool that can fix this. The Word Cloud is a vocabulary-boosting tool for students. Word clouds can positively impact English vocabulary growth in pupils. The word clouds enhance pupils' vocabulary. Not all students like or benefit from standard vocabulary education. The statistical T-test can be used to compare the pre- and post-assessments of two groups of students before and after the experiment, aiming to determine vocabulary growth. Word Clouds affect students' vocabulary, but not significantly, as evidenced by similar post-test scores between groups. It could improve language instruction and help teachers boost pupils' vocabulary (FaqeAbdulla, 2024; Faradillah, 2024; Limna, 2023).

#### ***2.6 Related Studies***

Grammarly, Turnitin, and Word Clouds are valuable resources for learners of academic English. Grammarly instantly enhances grammar, spelling, and writing style, bolstering learners' confidence in academic writing. Turnitin detects plagiarism and encourages originality by





helping students understand and apply appropriate citation and paraphrasing techniques. Word Clouds visually emphasize the most prevalent terms in a book, enabling learners to examine essential themes, enhance vocabulary, and prevent redundancy. Collectively, these instruments enhance writing proficiency, critical analysis, and academic integrity in English education. Some previous studies support this statement as follows;

Gustilo et al. (2024) demonstrate that teacher responses attribute significant importance to the various methods by which ADWTs can facilitate their teaching objectives (perceived usefulness). They must surmount barriers such as restricted access to these tools (perception of external control), a perceived deficiency in understanding regarding their utilization (computer self-efficacy), and apprehensions about the impact of ADWTs on academic integrity, creativity, and overall output quality. AI technologies are increasingly being adopted in educational institutions due to their shown and prospective advantages for instruction, learning, evaluation, and research. Nonetheless, the integration of AI in education, specifically Algorithmically Driven Writing Tools (ADWTs), necessitates a critical understanding of ethical standards and requires the engagement and empowerment of all stakeholders through innovations that highlight human intellect in conjunction with AI or partnership with AI.

Atifnigar (2025) concluded that the incorporation of AI in English Language Teaching (ELT) has become a transformative element in higher education, providing novel resources such as intelligent tutoring systems, chatbots, and adaptive learning platforms. These tools facilitate individualized learning experiences, providing immediate feedback and enhanced student involvement, thereby catering to the varied needs of learners in higher education environments. AI solutions, such as speech recognition and natural language processing, have demonstrated efficacy in enhancing language competency, grammar, and pronunciation, while concurrently automating administrative chores like grading and evaluation. Nevertheless, the integration of AI in ELT presents particular challenges. Ethical issues, including data privacy, algorithmic bias, and the potential erosion of human connection in educational settings, pose considerable challenges. The efficacy of AI technologies is contingent upon the quality of data and the availability of technological infrastructure, which can vary among organizations. There is the influence of AI on English Language instruction, emphasizing its advantages in facilitating personalized learning and enhancing instructional efficiency, while also considering the ethical, technological, and pedagogical obstacles related to its use. Suggestions are offered to address these difficulties, emphasizing the necessity for educator training, inclusive artificial intelligence design, and comprehensive data governance policies. By addressing these challenges, higher education institutions can harness AI to enhance language learning outcomes and prepare students for a digitally interconnected world.

Kılıçaslan-Takva and Arslan (2025) indicated that technology has profoundly impacted our lives and academia by offering extensive opportunities for knowledge access and facilitating networking. Nonetheless, these developments have also presented hurdles, including the need to adapt to a competitive landscape and effectively utilize various technologies. These challenges



also affect Early Career Researchers (ECRs) in EFL and ESL courses. Consequently, the chapter of the book seeks to tackle these difficulties by concentrating on digital tools in EFL research. The comprehensive examination of ECRs in EFL/ESL research showcases digital tools in the domain with a particular emphasis on contemporary literature and methodologies. Assisting early-career researchers in acquiring vital technology competencies in the digital age may help mitigate the obstacles they encounter in their professional trajectories.

Ndjama (2025) demonstrates that the emergence and incorporation of AI in higher education have proven indispensable. The endeavor to acquire foreign languages has been a persistent and vital human undertaking, driven by the aspiration to enhance cross-cultural communication, expand employment opportunities, and promote cognitive development. Recently, there has been an increasing emphasis on incorporating artificial intelligence technologies into various educational fields, including language acquisition. Nonetheless, the implementation of these technologies also poses challenges and potential disadvantages. It is grounded in constructivist theory, aiming to identify and analyze the primary obstacles that hinder the effective use of AI systems in foreign language instruction. A systematic literature review was employed as the study methodology to fulfill the research goals. The findings identified multiple challenges, including insufficient accessibility and the high cost of technology, as well as a lack of understanding of how to successfully incorporate artificial intelligence into language education.

## ***2.7 Key Terms of Definition***

### ***2.7.1 Academic English Writing***

Critical thinking is a vital competency for achieving academic success, particularly in the field of English Language Arts. The Common Core Curriculum requirements mandate that students utilize critical thinking across all domains, including reading, writing, speaking, listening, and English Language Arts college preparedness objectives. The significance of critical thinking extends far beyond the confines of the English class and is crucial for effective academic English writing. The capacity for critical reading and writing is an invaluable asset for students as they progress through high school and subsequent stages of life.

### ***2.7.2 Grammarly***

Grammarly is an online grammar checker that corrects grammar, syntax, punctuation, and plagiarism. Students' Opinions of Grammarly for Essay Writing. Grammarly is liked by students for writing English essays. Grammarly is known for its user-friendly interface, helpful guidance, clear explanations, accurate grammar checks, and fast fixes. Additionally, Grammarly also enhances writing skills and self-confidence, particularly in essay writing, by improving English grammar knowledge. Although the free edition is used, most students recommend Grammarly for essay writing in English. Its direct feedback helps individuals understand complex grammar issues and improve their writing while reducing errors.





### *2.7.3 Turnitin*

Turnitin is a web-based plagiarism prevention system, and is widely used by educational institutions to promote academic honesty and integrity. The execution of this is crucial for upholding academic integrity and fostering innovative scholarship: Turnitin's plagiarism detection technology compares submitted student work against an extensive database of online content, academic journals, publications, and previously submitted student papers. It accomplishes this by producing a "Similarity Report" that highlights text correspondences, enabling educators to identify instances of potential plagiarism and improper paraphrasing.

### *2.7.4 Word Clouds*

Word clouds facilitate the visualization of word frequency, known as a "visual representation." This method identifies the principal themes and keywords inside a specific text. Keyword analysis can be used to enhance content and evaluate keyword density. Creative visualization is a method employed to create presentations that are aesthetically pleasing and captivating.

### *2.7.5 Artificial Intelligence (AI) in Education*

AI and quantum computing have created novel prospects in technological education. Quantum Robotics represents state-of-the-art artificial intelligence. The bond between students and these entities extends beyond human-computer interactions, influencing the social dynamics of the classroom. Comprehending the ramifications of this novel approach can facilitate the design and execution of innovative AI-driven technologies that promote collaborative learning environments and empower students to cultivate 21st-century competencies such as adaptability, analytical reasoning, and empathy. This study concludes that quantum robotics has the potential to transform social dynamics within classrooms. Facilitating the complex interactions between students and AI-driven, quantum-robotic entities will foster more inclusive and compelling learning experiences in the future of education.

### *2.7.6 Plagiarism*

Plagiarism is the appropriation of another individual's words, thoughts, ideas, or expressions, presented as one's original work. While exact definitions differ by institution, plagiarism is widely regarded across numerous countries and cultures as a breach of academic integrity, journalistic ethics, and societal values of learning, teaching, research, fairness, respect, and accountability. A person or entity found guilty of plagiarism typically faces different penalties, including suspension, expulsion from institutions or employment, fines, and other sanctions.



### *2.7.7 English language learner (ELL)*

An English language learner (ELL) is a person who employs English as a secondary or supplementary language for daily communication. This includes English speakers from bilingual or multilingual backgrounds, immigrants, students, expatriates, or individuals who have acquired English as a supplementary language. English Language Learners (ELLs) may be native speakers of diverse languages, such as Spanish, Chinese, Arabic, or Hindi, among others.

### *2.7.8 Natural language processing (NLP)*

Natural language processing (NLP) is a subfield of computer science, particularly within the realm of artificial intelligence. It is primarily concerned with enabling computers to process data encoded in natural language. It is thus closely related to information retrieval, knowledge representation, and computational linguistics, a subfield of linguistics.

## **3. METHODOLOGY**

### **3.1 Data Collection**

The comprehensive literature review included a narrative synthesis as part of its analysis. Within academic writing, narrative synthesis aims to provide a concise and clear explanation of the findings obtained by a synthesis. These four stages comprise the qualitative research methodology: research design, data collection, data analysis, and report writing. Content analysis is a technique that uses either vocal, visual, or textual data to provide a methodical and objective explanation of certain events. It facilitates the production of accurate judgments. This data analysis technique is a versatile tool that can be utilized to conduct systematic qualitative evaluations. Systematic qualitative reviewers must adapt or adjust content analysis methodologies to gather knowledge and theoretical understanding that aligns with well-structured and contextualized material. This investigation employed qualitative content analysis (Limna et al., 2022; Kok & Siripipatthanakul, 2023, 2024; Lim, 2023; Jaipong & Siripipatthanakul, 2023).

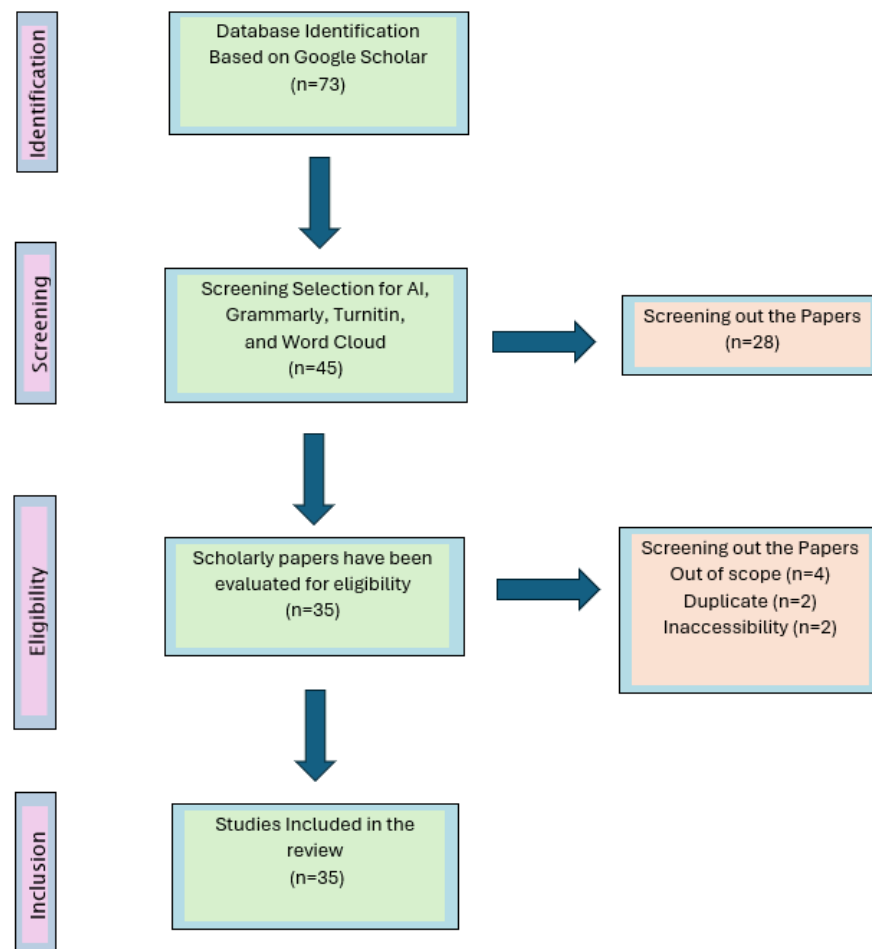
### **3.2 Data Analysis**

This qualitative research study encompasses a literature review, an analysis of related concepts and studies, and the presentation of a conceptual model of digital intelligence among college students. Purposive sampling was employed to select secondary data from reliable sources, including Scopus, Web of Science (WOS), Google Scholar, and esteemed websites. The subsequent terms are: digital intelligence, knowledge, technology adoption, an atmosphere conducive to lifelong learning, and diversity in social development. The data was chosen from



the updated years, primarily spanning 2021 to 2025 (the five years preceding), using a systematic review analysis; the PRISMA METHOD, as the following steps;

This study's Prisma Method was based on research by Siripipatthanakul & Phuangsuan (2024) and Siripipatthanakul & Siripipattanakul (2025a, b, c), who proposed the following application process and the four PRISMA phases (Figure 1).



**Figure 1.** The Prisma Method

**Step 1: Identifying the Problem** - The initial stage of entries can be identified through manual searches, databases, or other methods. This first step consisted of random sampling, which was accomplished by randomly selecting the subjects. The connected article contained 73 papers.



**Step 2: Screening.** After the duplicates have been removed, this stage displays the still-present records. At this stage, the titles and abstracts of recognized records are evaluated to determine whether they are relevant to the study's subject matter or purpose. The second phase involved the implementation of purposeful sampling, which was carried out by selecting scholarly papers from Google Scholar, Scopus, and WOS. 45 papers were chosen.

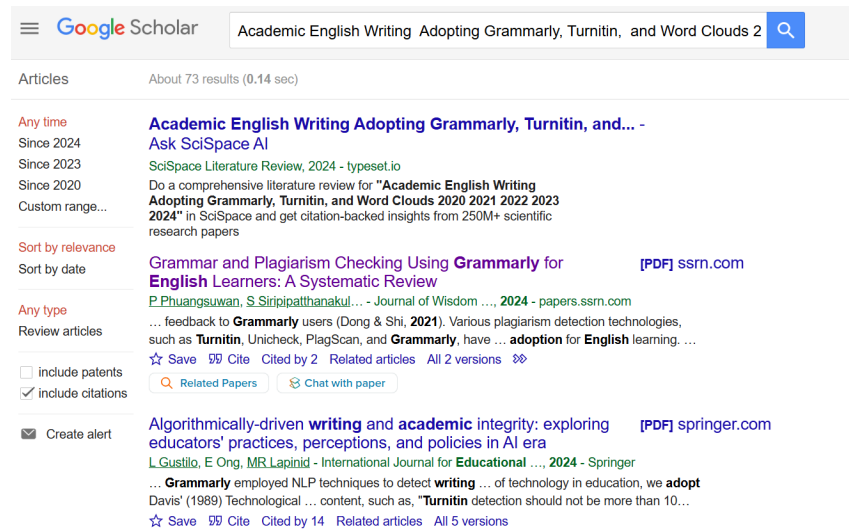
**Step 3: Eligibility:** This section displays the number of studies that could advance after passing the preliminary screening. During this step, crucial information articles are evaluated using predetermined criteria to assess eligibility. A purposive sampling approach was employed in the third step, resulting in the identification of 35 papers suitable for a systematic review. These papers were selected based on AI, Grammarly, Turnitin, and Word Cloud keywords, mainly from 2021 to 2025.

**Step 4: Inclusions:** reflects the total number of studies in the systematic review analysis stage. The eligibility prerequisites have been satisfied, and these studies are appropriate for future investigation. The flow graphic illustrates the amount of research stopped at each phase and the rationale behind the decision. Some of the most common reasons for exclusion are a lack of relevance to the research issue, an inadequate study design, an absence of appropriate data, or inclusion criteria. According to the PRISMA methodology, the fourth step was processed by three academic experts. They used content analysis to demonstrate that the systematic review contained accurate information.

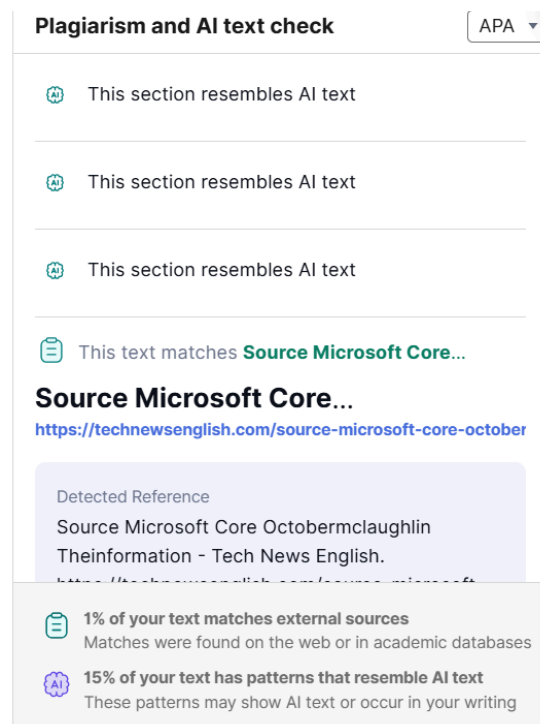
## 4. RESULTS

### 4.1 Content Analysis

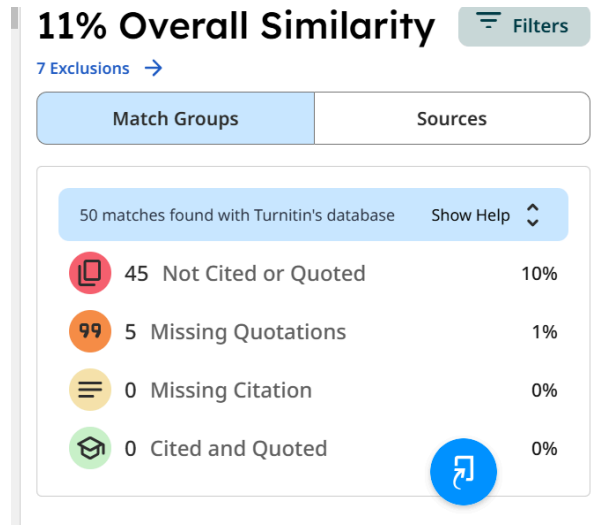
A new AI mimics human cognition. AI is being developed and used in agriculture, medicine, healthcare, and education at an unprecedented rate as the world evolves. AI and academic essay writing improve education together. Innovative AI technologies and flexible learning approaches create dynamic, interactive learning environments with tailored training to improve academic writing. Students like AI grammar checkers, plagiarism detectors, translators, and essay plans. Writing, self-efficacy, and academic integrity have improved with the use of AI. Others dreaded creativity, critical thinking, and ethical writing. Discuss students' preferred balanced AI-human author cooperation AI technologies. AI enhances academic writing while preserving human creativity and critical thought, underscoring the importance of balance in academic discourse. Instructional technology, software, and devices affect almost every area of human life in the digital age. Thus, AI is advancing rapidly in this modern era. Organizing digital technology activities improves English academic writing more easily and successfully. This systematic review is focused on Grammarly, Turnitin, and Word Cloud software. According to Google Scholar, the search yielded 73 scholarly papers related to this topic, 35 of which were selected through purposive sampling, primarily based on publication years 2021 and 2025.



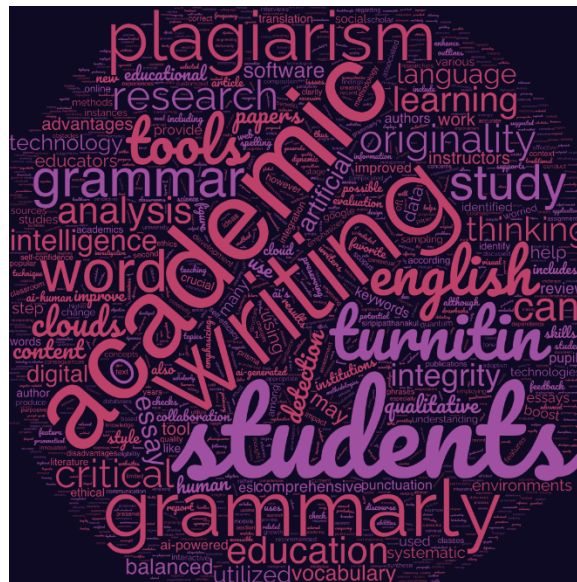
**Figure 2.** Google Scholar Searching for Related Topics



**Figure 3.** Grammarly Result



### Figure 4. Turnitin Results



**Figure 5.** Word Cloud Results  
(via <https://www.wordclouds.com/>)





Figure 5 shows the Word Cloud Results for the keywords. However, further synthesis is suggested to make the connection between the related terms in these studies.

#### ***4.2 Summary of AI in Academic Writing***

Technology and education have advanced thanks to AI. AI-generated essays and advanced writing tools give pupils resources they didn't have five years ago. Many benefits come with challenges for educators and academic integrity problems. The impact of AI on academic writing, its challenges, and how students and educators cope with them will be examined in the following article. Schools and other educational institutions are using AI essays. Advanced language models help authors construct concise, relevant, prompt-specific, or subject-oriented essays. The use of AI writing tools by students has expanded rapidly due to these technologies. Most pupils can use free or cheap internet tools. AI writing tools assist students in writing essays, correcting grammar, and completing projects. Comprehensive AI use in academic writing has downsides. More pupils employing such tools raises questions about the authenticity of their work. Academic writing with AI presents new challenges for instructors who must ensure academic integrity. Traditional plagiarism detection software identifies current content that has been copied. Text generated by AI is original and plagiarism-free. Thus, it may not find it. AI essays can be tailored to prompts and writing styles, making them harder to recognize. Thus, well-written, error-free student work may be difficult for educators to discern from AI-generated content. This huge progress raises academic integrity issues. If youngsters rely too much on AI for homework, they may neglect natural learning and skill gain. Therefore, using AI in academic writing has serious intellectual and ethical consequences for students. AI writing tools provide ideas and enhance language, but overuse may hinder writing. Writing involves creativity, critical thought, and strong communication. Academic performance and personal and professional communication require these skills. The repercussions of using AI for assignments go beyond the classroom. Using AI to generate coursework without credit violates plagiarism and academic dishonesty standards at most universities. Submissions of AI-generated work risk failing grades, suspension, or expulsion. When using AI to write academic papers, ethics are crucial. Students should realize that AI can assist them in writing essays, but they should also write them themselves to learn.

#### ***4.3 Advantages of Grammarly***

Grammarly could be used to identify and correct grammar, punctuation, and spelling errors identified and corrected by the Grammar and Punctuation feature. According to conciseness and clarity, this section provides suggestions for enhancing sentence structure and word choice to achieve greater clarity. Grammarly enhances style and tone by providing guidance on adjusting one's writing style to suit different audiences and purposes. Plagiarism Detection is a feature that identifies inconsistencies between your text and sources found online. It provides instant ideas as you type, known as real-time feedback.



#### ***4.4 Disadvantages of Grammarly***

Regarding contextual understanding, Grammarly may not always fully grasp the complexities of academic writing, which can result in irrelevant suggestions. It could be overreliance, such as excessive dependence on Grammarly, which can be detrimental to the development of independent writing abilities. The most crucial aspect is to pay for features, as only membership is required to access certain advanced features. The proper usage may be flagged as improper due to false positives.

#### ***4.5 Advantages of Turnitin***

Turnitin uses the plagiarism detection feature by comparing your work to an extensive database to discover instances of possible plagiarism. Turnitin can provide an originality report, which includes a comprehensive analysis highlighting parallels and sources. The feedback and revision section includes criticism of the writing style, structure, and citations. Moreover, promoting academic integrity by deterring plagiarism is a key component of academic integrity.

#### ***4.6 Disadvantages of Turnitin***

The primary focus of Turnitin adoption is detecting instances of plagiarism, with limited attention paid to verifying grammar and style. A subscription is required to attain complete access. A false positive is a situation in which a legitimate citation is mistakenly identified as plagiarism, which could occur in the case of Turnitin adoption.

#### ***4.7 Advantages of Word Cloud***

Word Clouds help visualize the frequency of words in a text, referred to as a "visual representation." This technique helps determine the primary topics and keywords in a given text. Keyword analysis can be used to optimize content and analyze keyword density. Creative visualization is a technique that may be utilized to produce presentations that are both visually appealing and engaging.

#### ***4.8 Disadvantages of Word Cloud***

Word Cloud can simplify complex ideas by focusing on word frequency. For subjectivity, word clouds might be interpreted differently by each person. Limited context means it does not provide clear explanations of the terms. This strategy may not work for lengthy or complex texts. Critical thinking is essential for academic success, especially in English Language Arts. The Common Core Curriculum requires critical thinking in reading, writing, speaking, listening, and ELA college readiness goals. However, critical thinking is important outside English classrooms. Critical readers and writers will aid them through high school and beyond.



## 5. DISCUSSIONS

### *5.1 Previous Studies to Support the Study Findings*

The findings confirm Rudnicka's (2025) that NLP-driven language technologies, AI-enhanced natural language generation models, and the use of English as a primary language by both native and non-native speakers have made AI-powered tools fascinating to linguists. Grammarly and ChatGPT affect English wordiness and conciseness. A case study examining the purpose subordinator "in order to" is offered to demonstrate how Grammarly and ChatGPT advocate for more concise grammatical structures over lengthier, more complex alternatives. Even for relatively short sentences, they advocate more conciseness and less verbosity, even though the evaluated phrases were generated by native speakers, correct, and from a modern English corpus. Grammarly can foster and accelerate linguistic evolution, according to this article.

The results support the study by van Wyk (2025), which suggests that AI-powered writing assistants, such as Grammarly, have transformed the field of teacher education. It inquires, "How can lecturers and students leverage the potential of these tools?" The answer addresses the necessity of studying their use in open-distance e-learning, which led to a study of postgraduate students' opinions on Grammarly as an academic writing tool in an online course. Grammarly improved academic writing, teaching, and learning, according to participants. Before using Grammarly and GenAI-powered writing assistants, it is vital to consider ethical implications.

The study confirms Kartika (2025) that English writing assessment using generative AI has garnered attention for its potential to improve efficiency and accuracy. While AI technologies, such as Grammarly and GPT-based systems, have been utilized for simple writing assessments, their effectiveness in evaluating more complex writing remains untested. AI tools excel at syntax and structure but struggle with content coherence and critical reasoning. Students and professors praised AI's time-saving benefits but noted its limitations in interpreting sophisticated writing. AI tools can supplement human judgment but should not replace it, especially in complicated writing activities. Future research should aim to enhance AI algorithms for measuring writing depth and address ethical concerns related to data privacy and biases in AI models.

Wulandari et al. (2025) suggest that academic integrity and scientific standards are threatened by plagiarism in higher education. Turnitin promotes academic integrity and writing skills in Indonesian students as a detection tool and learning resource. This study surveyed 91 students from the State University of Surabaya using a proportional stratified sample to assess their perception of plagiarism and their use of Turnitin. Cultural and physical barriers make it difficult for people to understand proper citation procedures, despite having a high level of knowledge about plagiarism. Turnitin is useful when integrated into a teaching framework, but restricted access and training limit its value. The study emphasizes Turnitin's role in promoting academic ethics and writing quality, as well as the necessity for a comprehensive educational approach to



address fundamental issues. Practices include greater incorporation of antiplagiarism software in syllabi, lecturer training, and policy formulation to promote academic integrity.

The findings confirm those of Murch et al. (2025), indicating that academic misconduct is a widespread concern in higher education, which has a negative impact on individual students, program integrity, and workplace effectiveness. Recent advancements in artificial intelligence (AI) have reignited concerns about academic integrity and the potential applications and misapplications of AI adoption in academic misconduct, particularly in dissertations. A focus on the incidence of AI utilization and plagiarism is crucial. In light of the discourse over the precision of technology in identifying AI-generated material, dissertations predating the extensive availability of AI were also examined for comparative purposes.

The study confirms that Nuhrat (2025) found Turnitin's "similarity score" to be the most dependable indicator of academic integrity. It demonstrates how similarity to scholarly papers in higher education, a neoliberal academic discipline, facilitates quantification in Turkey. Quantification renders academic integrity a technicality to manage, creating new ethical dilemmas. Quantification abilities can alter one's relationship with writing by disconnecting the link between creativity and integrity. Turnitin practices add fresh (and negotiated) content to academic integrity. I track these negotiations in Turnitin hack, literature review, and academic fraud discourses. It is noted that the education sector is closely related to the 'ethical turn' in 21st-century anthropology.

The results support Chandrapaul et al. (2018), who suggest that anyone can acquire news from multiple online sources. However, many news sources tend to favor certain information, individuals, or parties. The news source's prejudices influence the reader's thoughts. This study proposes a method for visualizing online news themes in real-time. Word clouds make it easier to determine news source biases.

## ***5.2 Discussion Summary***

Grammarly, Turnitin, and word clouds are examples of digital technologies that can be incorporated into academic English writing to significantly enhance the quality, originality, and clarity of the writing. Grammarly is an artificial intelligence-powered grammar and style aid that assists authors in improving their sentence structure, word choice, tone, and overall coherence for better writing. The program helps students and others who do not speak English as their native language recognize errors and adopt more academic language, thereby promoting self-correction and improved communication. On the other side, Turnitin is among the most popular tools for detecting instances of plagiarism. Not only does it compare the originality of the writing to a massive library of academic and digital content, but it also offers criticism on topics such as citation and paraphrasing. Students will learn how to properly reference sources and avoid unintentional plagiarism, which promotes academic integrity and helps them develop this skill. Word clouds are a visual tool that can be used for conducting keyword research.



Because they highlight terms that are used frequently, they help authors evaluate their thematic focus, recognize redundancy, and reflect on the emphasis placed on content. Word clouds are also utilized in the research writing process to analyze vast volumes of text, such as literature reviews or survey responses, in order to illuminate essential trends and provide insight into the structure of arguments. These techniques, when used together, foster critical thinking, clarity, and ethical writing habits, making them vital components in the training of modern academic writing.

## 6. CONCLUSIONS

### *6.1 AI for Academic English Learners*

Students benefit from AI-powered writing tools' grammar checks, plagiarism detection, language translation, and essay planning. AI enhanced pupils' writing, self-confidence, and integrity. Other students worried about originality, critical thinking, and ethics in writing. The balanced partnership between AI and human authors found that student-favorite AI technologies are important. AI can enhance academic writing while preserving human creativity and critical thinking, underlining the necessity for balanced integration in academic discourse. Students prefer AI-powered grammatical checks, plagiarism detection, language translation, and essay planning. AI enhanced pupils' writing, self-confidence, and integrity. AI promotes academic writing while keeping human creativity and critical thinking, emphasizing the necessity for balanced integration. Academic essay writing and AI improve and modify education. Dynamic, interactive learning environments and tailored training with AI-powered tools and adaptive learning methods improve academic writing. Students like AI grammar checks, plagiarism detection, translation, and essay outlines. AI improved students' writing, self-esteem, and integrity. Some students worry about writing, ethics, originality, and critical thinking. Students prefer AI technologies that facilitate balanced collaboration between humans and AI. Different academic English writing tools, such as Grammarly, Turnitin, and Word Clouds, have benefits, drawbacks, and advantages. Grammarly excels at checking for clarity, punctuation, and grammar, but it can sometimes overcorrect or overlook subtle nuances. Turnitin can flag legitimate citations, even though it is vital for detecting plagiarism and preserving academic integrity. Although word clouds provide a visual representation of word frequency, which can aid in identifying topics and conducting keyword research, they also have the potential to oversimplify complex concepts. Although these tools are helpful, they should not be used as a replacement for critical thinking and thorough editing. Instead, they should be used to their full potential.

### *6.2 Grammarly*

Grammarly and Turnitin are used in academic writing in English. The learners' performance of English academic authors in the digital educational landscape of the 21st century is a critical issue. Grammarly includes an extensive examination and analysis of concepts pertinent to the subject. This article proposes a conceptual framework for digital technology devices in English



grammar, plagiarism, and AI writing. Grammarly aids in punctuation, grammar, and spelling, among other functions, according to the statistics. It identifies issues regarding sentence structure, tone, and coherence. Utilizing contextual synonyms online helps numerous authors enhance their vocabulary. Grammarly, an artificial intelligence-driven writing tool, enhances words, phrases, and sentences. While working on an online Word document, students may utilize Grammarly to review their work through the dedicated web editor.

### **6.3 Turnitin**

In contrast, educational institutions and academics use Turnitin to evaluate their academic writing before publishing their papers, particularly in Scopus and Web of Science publications. Additionally, instructors use Turnitin to determine whether or not students have original ideas. Many people believe Turnitin to be "text-matching software" rather than plagiarism software, as it may identify instances of artificial intelligence-generated authoring. In addition, the purpose of this research is to use word clouds to validate the contents of the articles and to concentrate on the definitions of terms. The program establishes connections between scholarly documents and databases of student papers, as well as websites and periodicals. Although Grammarly is a valuable tool for improving grammar and style, you should not rely solely on it to fulfill all of your writing requirements. When it comes to preventing plagiarism and ensuring the integrity of academic work, Turnitin is an invaluable tool.

### **6.4 Word Clouds**

Although word clouds have the potential to be an efficient visual tool for text analysis, it is strongly suggested that they be applied in conjunction with other methods. It is crucial to utilize these tools to support the writing process, rather than treating them as substitutes for critical thinking and rigorous editing.

## **7. IMPLICATIONS**

To achieve success in academic English writing, one must demonstrate precision, clarity, and compliance with established guidelines. A range of digital tools has emerged in the modern academic landscape to help writers enhance their work and maintain academic integrity. The advantages offered by Grammarly, Turnitin, and Word Clouds are unique yet mutually reinforcing. Grammarly is an AI-driven writing assistant that provides instantaneous feedback on grammar, spelling, punctuation, clarity, engagement, and delivery. In the realm of academic writing in English, Grammarly serves as an essential instrument for proofreading and editing. It can detect and suggest corrections for a wide array of grammatical faults, including basic subject-verb agreement issues, intricate sentence structure problems, and punctuation errors. Grammarly may also rectify punctuation problems. This component enhances the mechanical





accuracy of academic works. In academic writing, it is typically advantageous to maintain clarity and conciseness to ensure straightforwardness and unambiguity.

To simplify arguments, Grammarly proposes rephrasing challenging points, removing unnecessary words, and boosting clarity. Utilize synonyms and more advanced terminology to enhance your academic writing. Grammarly can assess the tone and suggest adjustments to meet the formality and objectivity required in academic writing. Writing may sound more confident or formal. Grammarly Premium searches a massive collection of online sources and academic papers for plagiarism. This program warns authors of plagiarism and promotes citation. Grammarly detects citation errors and inconsistencies, but does not cite. Grammarly restricts scholarly writing. Grammarly helps, but it cannot replace critical thinking. It may misread subtle academic contexts, "over-flag" problems, or distort the intended meaning. Writers should evaluate Grammarly suggestions and apply discretion. Turnitin ensures academic integrity in schools. Academic honesty and creative scholarship demand this. Turnitin detects plagiarism by searching a huge database of academic journals, publications, and student papers. Professors can discover plagiarism, paraphrasing errors, and inadequate citations with its "Similarity Report" of text matches. Students can use Turnitin's similarity report to evaluate drafts, locate overlapping sources, and learn to cite and quote. Students are encouraged to produce and share their own thoughts. Turnitin's check discourages direct copying, contract cheating, and AI-generated work. Turnitin checks for plagiarism, integrates with LMSs, and helps teachers give writing feedback. Opening and efficient grading are encouraged. Considerations. Instructors review Turnitin reports for plagiarism and valid matches, such as properly cited quotes. Lecture about academic integrity instead of discipline. Teachers use Grammarly and Turnitin to create an "Originality Report" before publishing to check student work for plagiarism. For quantitative and qualitative insights, future research should include respondents.

Word Clouds evaluate critical writing. Word clouds are graphical representations of text data where word size represents frequency or relevance. Word clouds help academic writers identify key topics and phrases, but they do not improve writing or maintain integrity like Grammarly or Turnitin. By examining the most commonly used terms, writers can quickly determine if their academic writing effectively conveys its important points and keywords. Checking the abstract or introduction for relevance to the paper's theme is beneficial. A Word Cloud can reveal inadvertent word or phrase repetition, pushing writers to enhance flow and effect. It may highlight overused terms, detracting from the content. Word clouds can inspire self-reflection and rewriting by providing a new perspective on writing. It may find lexical gaps or underemphasized themes. Changes are led, boosting clarity and emphasis. A word cloud helps swiftly communicate research findings to non-experts. This is perfect for scholarly summaries and presentations. Before submitting an article, a word cloud lesson can help writers check if their ideas and keywords match the journal or conference's scope and audience.

The utilization of Grammarly, Turnitin, and Word Clouds leads to the development of an all-encompassing strategy for producing academic English. Grammarly provides writers with the



ability to enhance the mechanics, clarity, and style of their writing from a writing perspective. Turnitin protects academic integrity by encouraging originality and discouraging plagiarism. It is a crucial protection for academic integrity. Although they are less direct, word clouds provide a unique visual lens for self-analysis, helping writers refine their topic focus, vocabulary, and overall textual impact. When used effectively, these techniques have the potential to significantly enhance the quality, authenticity, and efficiency of academic writing in English.

## **8. RECOMMENDATION FOR FURTHER STUDIES**

Using Grammarly, Turnitin, and Word Clouds, this study is a systematic evaluation that proposes new approaches to improve English writing skills. The paper is a proposal for new academic writing. It is possible that this article does not consider users' points of view, which may include, but are not limited to, writers, instructors, educators, students, and stakeholders. In light of this, it is suggested that questionnaires or interviews be used to conduct additional studies and obtain more comprehensive insights and results. For this reason, it is recommended that questionnaires or interviews be used in an additional study to employ more comprehensive procedures and produce results that provide a better understanding.

### ***8.1 Sustainable Development for Learners Using AI in Education***

According to the study by Phuangsuwan et al. (2025a, b), sustainable development is crucial. Three levels of community participation, namely, the top, middle, and bottom levels, impact the sustainable development of learning resources through the mediating role of awareness. Bottom-level engagement has the most significant impact on sustainable development, followed by middle- and top-level participation through awareness. The development of sustainable community learning resources from a bottom-up approach. A strategic planner should use technology to improve PR and community learning resources for sustainable development. Additionally, community members, schools, and educational institutions should collaborate to develop community-sustainable learning resources, thereby increasing social, economic, and environmental sustainability. Thus, community participation is recommended for further studies in both urban and rural areas. Learning style, student satisfaction, and student effectiveness may influence organizational performance, and this is also recommended for further study.

### ***8.2 Knowledge, Attitude, Practices, Learning Style, Student Satisfaction, and Effectiveness***

According to Siripipatthanakul & Siripipattanakul (2025d, e), it is recommended that the study be expanded to encompass knowledge, attitudes, and practices related to the use of AI in academic writing. To improve practices and student attitudes, educators and strategic planners should promote digital knowledge. Schools, classrooms, parents, hospitals, professionals, and digital technology information should be updated to enhance student understanding and improve their attitude towards sustainable practices using AI in education.



## REFERENCES

AMINA, F. (2024). Exploring EFL Students 'Perceptions on the use of Grammarly as an AI Writing Tool to Enhance Academic Writing Proficiency The Case Study of Master Two English Students at Mohammed Kheider University.

Atifnigar, H. (2025). The Integration of AI in English language learning: Advancing Higher Education Practices.

Batool, S., Akhtar, M. N., Anjum, S. A., Kousar, R., Zahid, A., & Nawaz, M. (2024). Enhancing Scientific Writing with AI: Evaluating Tools, Practices and Future Implications. *Dialogue Social Science Review (DSSR)*, 2(3 (October)), 281-323.  
<https://www.thedssr.com/index.php/2/article/view/38>

Cacciuttolo, C., Vásquez, Y., Cano, D., & Valenzuela, F. (2023). Research thesis for undergraduate engineering programs in the digitalization era: learning strategies and responsible research conduct road to a university education 4.0 paradigm. *Sustainability*, 15(14), 11206.  
<https://www.mdpi.com/2071-1050/15/14/11206>

Chandrapaul, Soni, R., Sharma, S., Fagna, H., & Mittal, S. (2019). News analysis using word cloud. In *Advances in Signal Processing and Communication: Select Proceedings of ICSC 2018* (pp. 55-64). Springer Singapore. [https://doi.org/10.1007/978-981-13-2553-3\\_6](https://doi.org/10.1007/978-981-13-2553-3_6)

Egunjobi, J. P., & AD, P. D. D. (2024). Artificial Intelligence and Academic Writing: A Global Exploration of Students Perceptions and Attitudes.

FACT, S. (2024). Optimizing AI in Higher Education.  
<https://soar.suny.edu/handle/20.500.12648/14886>

FaqeAbdulla, B. I. (2024). the impact of word clouds on students'vocabulary enhancement. *International Journal of English Learning and Applied Linguistics*, 5(1), 13-23.

Faradillah, H. A. (2024). *The effect of using literacy cloud on students' vocabulary mastery (a quasi-experimental study at the seventh grade of smp kebangsaan in academic year 2023/2024)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).

Gustilo, L., Ong, E., & Lapinid, M. R. (2024). Algorithmically-driven writing and academic integrity: exploring educators' practices, perceptions, and policies in AI era. *International Journal for Educational Integrity*, 20(1), 3.  
<https://link.springer.com/article/10.1007/s40979-024-00153-8>



- Hutson, J. (2024). Rethinking plagiarism in the era of generative AI. *Journal of Intelligent Communication*, 4(1).
- Idris, M. D., Feng, X., & Dyo, V. (2024). Revolutionising Higher Education: Unleashing the Potential of Large Language Models for Strategic Transformation. *IEEE Access*.
- Irawati, T. (2024). Grammarly Through the Lens of Student Perception. *Jurnal Bahasa, Sastra, dan Studi Amerika*, 30(1), 11-18.  
<https://jurnal.uns.ac.id/jbssa/article/view/87858>
- Izi, A. N., Anggraini, F. N., Regita, R., & Rabiatuladawiyah, R. (2024). A Development of the Turnitin System in Improving Plagiarism Detection for Islamic Religious Education Studies. *Suhuf*, 36(2).  
<https://journals2.ums.ac.id/suhuf/article/view/6275>
- Jaipong, P., & Siripipatthanakul, S. (2023). A Theoretical Analysis of How Digital Marketing and Customer Relationship Marketing (CRM) Affect Intentions to Participate in Live Webinar Conferences. *Journal of Liberal Arts (Wang Nang Leng) RMUTP*, 3(2), 1-17.
- Kartika, S. (2025). The Role of Generative AI in Automating English Writing Assessment: Benefits and Challenges. *LinguaEducare: Journal of English and Linguistic Studies*, 2(1), 1-10.  
<https://doi.org/10.63324/lec.2v.1i.63>
- Khallaf, N. (2024). How to Use Turnitin: A Step-by-Step Guide. *Dhofar University Dhofar University*, 2, 25.
- Kılıçaslan-Takva, S., & Arslan, S. (2025). A Review of Digital Tools in EFL/ESL Studies for Early-Career Researchers. *Tracking Early Career Researchers in EFL/ESL Studies*, 85-114.  
DOI: 10.4018/979-8-3693-8502-9.ch005
- Kok, S. L., & Siripipatthanakul, S. (2023). Artificial Intelligence (AI) Adoption: The Case of the Malaysian Financial Industry. *Advance Knowledge for Executives*, 2(4), 1-15.  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4644825](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4644825)
- Kok, S. L., & Siripipatthanakul, S. (2024). Foreign Direct Investment (FDI) in Malaysia. *Advance Knowledge for Executives*, 3(1), 1-9.  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4780989](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4780989)
- Lim, L. (2023). Digital Marketing Strategies: A Case of Charles & Keith. *Advance Knowledge for Executives*, 2(2), 1-11.  
[https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4426397](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4426397)



Limna, P. (2023). The impact of NVivo in qualitative research: Perspectives from graduate students. *Journal of Applied Learning and Teaching*, 6(2), 271-282.  
<https://doi.org/10.37074/jalt.2023.6.2.17>

Limna, P. (2025). *The power of generative AI: ChatGPT and Gemini as opportunities or disruptions to job efficiency in Thailand* (Doctoral dissertation, Rangsit University).  
<https://doi.org/10.13140/RG.2.2.15775.06564>

Limna, P., Jakwatanatham, S., Siripipattanakul, S., Kaewpuang, P., & Sriboonruang, P. (2022). A review of artificial intelligence (AI) in education during the digital era. *Advance Knowledge for Executives*, 1(1), 1-9. <https://www.researchgate.net/publication/361926050>

Limna, P., & Kraiwanit, T. (2024). Refining words with AI: ChatGPT in language editing for social sciences - Graduate students' perspectives. *Trends of Humanities and Social Sciences Research*, 12(2), 91-115. <https://so03.tci-thaijo.org/index.php/Humanties-up/article/view/277130>

Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti, S., & Darwis, A. (2023). Exploring artificial intelligence in academic essay: higher education student's perspective. *International Journal of Educational Research Open*, 5, 100296.  
<https://www.sciencedirect.com/science/article/pii/S2666374023000717>

Murch, H., Worley, M., & Volk, F. (2025). A Comparative Analysis of the Prevalence of Artificial Intelligence and Plagiarism in Doctoral Dissertations Using Turnitin. *Journal of Academic Ethics*, 1-19. <https://doi.org/10.1007/s10805-025-09634-y>

Ndjama, J. D. N. (2025). The Key Obstacles to using Emerging Artificial Intelligence Tools in Foreign Language Learning. DOI: 10.4018/979-8-3693-9606-3.ch004

Nipun, M. S., Talukder, M. S. H., Butt, U. J., & Sulaiman, R. B. (2023). Influence of artificial intelligence in higher education; impact, risk and counter measure. In *AI, Blockchain and Self-Sovereign Identity in Higher Education* (pp. 143-166). Cham: Springer Nature Switzerland.

Nuhrat, Y. (2025). Quantifying academic integrity: Turnitin and negotiated ethics in higher education in Turkey. *Critical Studies in Education*, 1-18.  
<https://doi.org/10.1080/17508487.2025.2461480>

Phuangsuwan, P., Siripipatthanakul, S., Limna, P. & Siripipattanakul, S. (2024). Grammar and Plagiarism Checking Using Grammarly for English Learners: A Systematic Review. *Journal of Wisdom Political Science and Multidisciplinary Sciences*, 7(3), 1-20.  
<https://ssrn.com/abstract=4861177> or <http://dx.doi.org/10.2139/ssrn.4861177>



Phuangsuwan, P., Siripipatthanakul, S., Siripipattanakul, S., & Jaipong, P. (2025). The Impact of Community Participation in Sustainable Learning Resource Development: A Case of Bangkok, Thailand. *Sustainability*, 17(10), 4620. <https://doi.org/10.3390/su17104620>

Phuangsuwan, P., Siripipatthanakul, S., Praesri, S., & Rakpathum, W. (2025). The relationship between good governance and organizational performance through the mediating role of employee satisfaction. *Journal of Governance & Regulation*, 14(1), 100–108. <https://doi.org/10.22495/jgrv14i1art9>

Rangsit Digital Economy. (2025). *The power of generative AI: ChatGPT and Gemini as opportunities or disruptions to job efficiency in Thailand* (Doctoral dissertation, Rangsit University). <https://doi.org/10.13140/RG.2.2.15775.06564>

Rudnicka, K. (2025). Can Grammarly and ChatGPT accelerate language change? AI-powered technologies and their impact on the English language: wordiness vs. conciseness. *arXiv preprint arXiv:2502.04324*. <https://arxiv.org/abs/2502.04324>

Selim, A. S. M. (2024). The transformative impact of AI-powered tools on academic writing: Perspectives of EFL university students. *International Journal of English Linguistics*, 14(1), 14. <https://doi.org/10.5539/ijel.v14n1p14>

Setyowati, Y., Priambudi, S., & Wijayanti, G. C. W. (2024). Students' Reflections on Grammarly as a Tool for Academic Writing Support: Perceived Knowledge and Challenges in Higher Education. *Scope: Journal of English Language Teaching*, 9(1), 577-587. <https://journal.lppmunindra.ac.id/index.php/SCOPE/article/view/24854>

Sharifuddin, N. S., & Hashim, H. (2024). Benefits and Challenges in Implementing Artificial Intelligence in Education (AIED) in ESL Classroom: A Systematic Review (2019-2022). *International Journal of Academic Research in Business and Social Sciences*, 14(1), 146–164. <http://dx.doi.org/10.46886/IJARBSS/v14-i1/9394>

Siripipatthanakul, S., & Phuangsuwan, P. (2024). Salutogenic Marketing in Preventive Dentistry. In *Leveraging Digital Technology for Preventive Dentistry* (pp. 255-278). IGI Global. <https://www.igi-global.com/chapter/salutogenic-marketing-in-preventive-dentistry/355269>

Siripipatthanakul, S., Shakor, M. Y., Phuangsuwan, P., & Chaiprakarn, S. (2023). English Language Learning Obstacles to Second Language English Learners: A Review Article. *Universal Journal of Educational Research*, 2 (1):67-77 <https://philpapers.org/rec/SIRELL>





Siripipatthanakul, S., & Siripipattanakul, S. (2025a). Rural Dental Health Transformation by Adopting Digital Technologies. *Transforming Dental Health in Rural Communities: Digital Dentistry*, 47-80. DOI: 10.4018/979-8-3693-7165-7.ch003

Siripipatthanakul, S., & Siripipattanakul, S. (2025b). Talent Management Ensuring the Safety and Cybersecurity in Schools. *Cultivating Creativity and Navigating Talent Management in Academia*, 383-402. DOI: 10.4018/979-8-3693-6880-0.ch018

Siripipatthanakul, S., & Siripipattanakul, S. (2025c). Online Gambling of Higher Education Learners. In *International Academic Transformations and Cross-Border Collaborations* (pp. 377-400). IGI Global Scientific Publishing.

Siripipatthanakul, S., & Siripipattanakul, S. (2025d). Oral Healthcare Knowledge, Attitude, and Practice (KAP) of Primary School Students in Rural Areas Using Digital Technologies. In *Transforming Dental Health in Rural Communities: Digital Dentistry* (pp. 141-172). IGI Global Scientific Publishing.

Siripipatthanakul, S., Limna, P., Siripipattanakul, S., & Phuangsuwan, P. (2025, e). Modelling Problem-Based Learning, Student Satisfaction, and Effectiveness Among Higher Education Students in Thailand. In *International Academic Transformations and Cross-Border Collaborations* (pp. 311-332). IGI Global Scientific Publishing.

van Wyk, M. M. (2025). Postgraduate students' voices on leveraging Grammarly as an AI-powered tool in academic writing. *Journal of Education (University of KwaZulu-Natal)*, (98), 103-123.  
<https://doi.org/10.17159/2520-9868/i98a06>

VIDU, C. (2024). Artificial Intelligence and its Impact on Management Research: A Large-Scale Bibliometric Topic Mapping Analysis of the Interval 2020-2023. *Review of International Comparative Management/Revista de Management Comparat International*, 25(2).  
<http://dx.doi.org/10.24818/RMCI.2024.2.277>

Wulandari, W., Sakti, N. C., Nurlaili, E. I., Irawan, N., & Saputra, M. D. (2025). Turnitin as a Dual-Function Tool: Detection and Education in Academic Writing Practices. *Educational Researcher Journal*, 2(1), 47-65. <https://edurj.com/index.php/edurj/article/view/24>

Yakin, A., Khang, A., Muthmainnah, M., Elngar, A. A., Siripipatthanakul, S., & Limna, P. (2025). Unraveling the Quantum Robotics Influence: Transforming Social Interaction for the Future. In *The Quantum Evolution* (pp. 349-372). CRC Press. DOI: 10.1201/9781032642079-17