
APPLYING ARTIFICIAL INTELLIGENCE TO ENHANCE WRITING SKILLS IN VIETNAMESE AND ENGLISH FOR GRADE 10 UPPER SECONDARY SCHOOL STUDENTS IN VIETNAM

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ABSTRACT

The world is undergoing an accelerated phase of the Fourth Industrial Revolution, with artificial intelligence (AI) emerging as its defining force. This transformation presents an urgent imperative for education systems to adapt and reform in a timely manner in order to remain aligned with contemporary developments; only through such responsiveness can the quality and effectiveness of teaching and learning be sustainably enhanced. In this context, AI has progressively established itself as a practical and influential tool in educational practices, both in Vietnam and globally. Educators are therefore required to develop the capacity to harness AI effectively in pedagogical processes so as to cultivate students' curiosity, intrinsic motivation, and ability to independently construct and manage knowledge. This paper seeks to provide a concise overview of artificial intelligence, examine the pedagogical benefits of integrating AI into teaching and learning activities, and, in particular, propose several instructional approaches that employ AI to enhance writing skills in both English and Vietnamese for Grade 10 students at the upper secondary level. Furthermore, the study addresses critical challenges related to academic integrity and the regulation of AI overuse, emphasizing the need to prevent learner dependence that may result in unintended and adverse educational consequences. At present, this issue constitutes a significant challenge for students, as the high level of convenience offered by AI may foster passivity, diminish cognitive engagement, and ultimately exert negative effects on learning outcomes.

KEYWORDS: AI, Teaching English, High School Students.

1. INTRODUCTION

In many countries around the world, the application of Artificial Intelligence (AI) in teaching and learning has become a powerful trend. In the field of education, especially in language learning, the AI wave has brought about significant changes. Applying current technological achievements to education, particularly when using AI in foreign language learning activities, helps students understand lessons better (Siti Rosdiana et al., 2024). The superior achievements of AI have provided interesting experiences for both teachers and students in various activities such as assessment, feedback, content development, or online teaching on digital platforms (Abdul Rahman et al., 2022). Currently, the development and expansion of AI access have created favorable conditions for teachers and students to approach a diverse and useful knowledge base. This has proven that AI provides effective solutions to overcome difficulties in language learning. From research practice, several prominent issues have been raised:

1. How can AI be applied effectively to learning writing skills?
2. What are the difficulties in learning writing skills when using AI?
3. What is the impact of using AI on learners' writing skills?

Studies expect that AI can be utilized to develop writing skills more effectively, creatively, and interestingly (Pratama et al., 2024). Developing writing skills using AI to support learners in academic writing and independent writing is the primary goal of this research. The study also aims to evaluate the results provided by AI, such as automated feedback and personalization for each learner. Through these research objectives, the team wants to provide a theoretical and practical overview of AI effectiveness based on retrieved evidence. The research results will contribute to forecasting and changing the strategies of organizations, thereby transforming the landscape of higher education through the application of AI (Hidayat et al., 2025). In general, AI is recognized for its potential to develop various skills for users across different fields. By analyzing learners' strengths and limitations, AI can design personalized learning activities, help adjust the curriculum, and provide learning resources tailored to the user (Amyatun et al., 2023). In the writing process (including planning, idea generation, evaluation, and feedback), AI has proven its significant role. Through this, AI provides deep insights into changes in learners' learning behaviors. To keep pace with current technological developments, AI tools for English learning can be classified

into: feedback-based AI, creativity-support AI, and research-based AI. On the other hand, research also highlights the relationship between digital literacy and academic ethics when using AI in English learning, rather than focusing solely on the technical efficiency of the user (Rahman et al., 2026). Broadly speaking, various studies have evaluated that using AI in education in general, and in teaching writing in particular, brings both opportunities and potential risks. Therefore, teachers must be able to organize, control, and comprehensively evaluate multiple aspects to ensure that the application is truly effective. At the same time, teachers also need to develop strategies to control negative effects and the weaknesses of misuse or over-reliance on AI in education. In Vietnam, organizing teaching through AI applications has presented major problems in education, offering both prospects and challenges for teachers. Many works have pointed out the generalization of applications and trends of AI in education both worldwide and in Vietnam. A systematic analysis of the benefits and opportunities that AI brings to education in Vietnam has been conducted. At the same time, the barriers and challenges in using AI have been identified, leading to solutions and recommendations that contribute to a more substantive and effective application of AI (Thuan et al., 2024). In professional environments, AI contributes to improving work efficiency, most clearly evidenced by its role as an “expert”. In this “expert” capacity, AI helps improve the quality of interaction by enabling self-service, reducing response times, increasing productivity, personalizing work performance, and creating high-quality content. As a “co-author”, AI helps accelerate work speed, reduce research time, and develop vivid models (Kien et al., 2024). In the era of digital technology, AI serves as a powerful tool for effective foreign language learning. Particularly in English writing which is a difficult skill that often lacks learner engagement, AI has increasingly asserted its role. However, using AI to achieve learning outcomes in writing skills is an urgent matter. Since written communication is inherently a challenge for learners, AI does not only act as a companion but also stimulates learners’ creativity and linguistic reasoning (Tan, 2025). Regarding the application of AI in teaching Literature in Vietnam today, initial steps have been taken and have yielded significant results. The application “Grade 10 Literature AI Assistant” has proven its effectiveness through practical experience. Using AI tools (such as Google Gemini) to provide specialized training based on learners' actual needs and the Vietnamese educational curriculum is a feasible and effective direction (Huong, 2025). The achievements of Industry 4.0 are the crystallization of various technologies. With the emergence of AI, machinery and devices will move toward automation; as a result, the combination of manual and automated operations has significantly advanced the educational process. Teaching

Literature in high schools will achieve optimal efficiency if the achievements of AI technology are combined flexibly and creatively. However, the application of AI in teaching Literature must be carefully considered and used appropriately, depending on infrastructure conditions and the specific target learners (Phuong et al., 2026). Artificial Intelligence (AI) is becoming an effective technology in education, helping to improve the quality of teaching and learning while developing students' digital competence. In Vietnam, the application of AI in education remains limited, especially in high schools (Linh, 2025).

In general, research on the application of AI to improve Vietnamese and English writing skills in Vietnam has made many advances in both quantity and quality. These articles all highlight the effectiveness of teaching writing based on AI applications. However, during the literature review process, we noticed that the application of AI to improve writing skills in both Vietnamese and English remains a gap that has not been researched synchronously or comparatively. In both languages, we found that students face many difficulties in organizing ideas, using vocabulary, and sentence structures. The output of the writing product often stops as soon as the students' writing activity ends, which shows that the process of reflection, learning from experience, and adjustment has not been properly emphasized. This leads to a situation where students do not have many opportunities to revise and perfect their writing to its fullest potential. Based on this reality, our study aims to analyze the role of AI in developing writing skills and propose several ways to apply AI in teaching writing effectively.

2. MATERIALS AND METHODS

Documentary Research Method: In this study, we collected and analyzed domestic and international research works regarding AI in education and the development of writing skills. At the same time, the research content is based on qualitative analysis to develop scientific hypotheses. These serve as a foundation for proposing various activities to apply AI in the teaching of writing.

3. FINDINGS AND DISCUSSION

3.1. Overview of Artificial Intelligence in Education

- The Concept of Artificial Intelligence (AI):

In the field of computer science, Artificial Intelligence is a pioneering discipline focused on researching how to process information to create new knowledge. It involves autonomous learning activities and the programming of models capable of independently acquiring new

knowledge and processing information (McCarthy et al., 1995). In other words, Artificial Intelligence is the process of using artificial machines to simulate human activities, such as language reading comprehension, verbal communication, perceiving visual information, and making choices (Baraiki et al., 2020). Generally speaking, Artificial Intelligence is the way a computer solves requests provided by users based on pre-programmed algorithms. The history of AI began quite early; in the initial stages, AI was merely considered a set of algorithms, whereas today, AI is understood as human-made intelligence. Compared to its beginnings, modern AI has reached a breakthrough and turning point, even surpassing the imagination of previous researchers.

- AI in Language Teaching (English and Vietnamese):

With the emergence of Artificial Intelligence, the majority of students use it throughout the English writing process, such as using AI to draft ideas, consult reference materials, and develop them into paragraphs. Of course, the use of AI in the writing process depends on individual needs; learners do not necessarily need to use AI at every stage of the process (Siti Rosdiana et al., 2024). Additionally, Automated Writing Evaluation (AWE) has received significant attention for its ability to detect grammatical errors to improve students' writing and assess their attitudes toward AI during the skill development process. Regarding the development of English skills, especially writing ability, the two models Gencraft and Gemini are considered to have a positive impact (Rahman et al., 2022).

Similarly to English teaching, in the field of Literature, the "Grade 10 Literature AI Assistant" model has been trained to enhance learning quality and stimulate students' curiosity about the subject (Huong, 2025). In Vietnam, the two most commonly applied models in teaching writing skills are ChatGPT and Gemini. The positive impacts that AI brings to students are undeniable, including benefits such as stimulating creativity and interest, as well as encouraging self-discipline. One of the characteristics of applying AI in teaching is the personalization of the learning process to suit the learning characteristics and proficiency level of each student. In teaching writing, this is extremely important as it helps learners acquire knowledge, improve language skills, and develop critical thinking (Nguyen, 2025). Thus, in both English and Vietnamese, AI has become a major interest for many teachers worldwide. AI has established an important position in education. While the benefits of AI are undeniable, solutions are also needed to limit the over-reliance on AI, avoiding the risk of "brain rot" and intellectual laziness among students.

3.2. Benefits of AI in Developing Writing Skills

The positive impacts of AI on improving students' writing skills are diverse, including:

Improving diversity and accuracy in students' writing: By using AI, grammatical errors in students' writing are significantly reduced while vocabulary diversity increases. Thanks to AI, grammatical mistakes can be pointed out instantly, and issues such as word repetition or contextually inappropriate vocabulary are suggested for change by the AI. Learners can receive immediate responses from AI; consequently, the frequency of proactive self-correction increases. They no longer need to spend too much time waiting for feedback from teachers. Basic errors, such as spelling mistakes, can be quickly identified by AI, allowing students to devote more time to refining their arguments and making their writing sharper. In general, in the teaching of writing, AI not only acts as a tool for correcting errors but also promotes the development of students' thinking and reasoning.

Impact on learning motivation and attitudes: During the writing process, AI helps minimize feelings of anxiety. A common issue for most writers is the fear that their work will be judged by teachers or peers. However, this problem can be addressed by AI, as it is trained to provide objective evaluations and avoid biased or one-sided comments. As a result, making mistakes while writing is no longer intimidating for learners; their confidence is built, giving them the courage to experiment with different writing styles. Furthermore, using AI helps students practice self-discipline and proactive learning. Learners are no longer in a passive position, waiting for teacher feedback; instead, they become active subjects in evaluating and editing their own work. Learners can better control their grades and writing products because they can use AI for revision suggestions and proactively edit their papers before submission. The dependence of learners on teachers is significantly reduced, and they become autonomous individuals who know how to self-evaluate, self-correct, and find their own direction to develop their writing skills (Rahman, 2026).

Throughout the writing process from selecting a topic, brainstorming, drafting, revising, reviewing, and editing to evaluating before the final product, AI can serve as an effective assistant.

Through the data collection process in Vietnam, (Tan, 2025) provided several general conclusions regarding the positive impacts of AI, which include:

Using AI for idea suggestions: During the writing process, AI's suggestions can serve as a reference source, providing learners with more information on the chosen topic from various perspectives. Subsequently, learners select appropriate information, research it, and apply their existing knowledge to their writing.

Using AI to expand topic-specific vocabulary: Based on

vocabulary suggestions from AI, learners filter and select the most suitable words for the specific context to apply to their writing. Using AI to evaluate drafts: In general, AI has the ability to identify errors in vocabulary usage and grammatical structures, thereby providing evaluations and suggesting ways to correct these errors. Simultaneously, AI can relatively accurately assess the ability to meet the prompt's requirements as well as the writer's proficiency level within a few seconds. If desired, writers can ask AI to evaluate their strengths and weaknesses as a way to develop their writing skills.

Based on the reality of teaching writing in Vietnam, we realize that a significant value of AI in teaching writing skills is proposing evaluation criteria frameworks for learners' writing activities. A writing skill evaluation criteria framework can be a rubric, questionnaire, checklist, or inventory, among others. The system of assessment tools primarily serves as a guiding compass, enabling learners to visualize and produce writing products with proper direction and organization. In the subsequent stage, the assessment tools act as an instructor that quantifies the learners' writing products. Thus, placed within a systematic context, AI will possess advantages such as: searching for ideas; drafting outlines; proposing the organization of arguments, premises, and evidence, alongside suggesting reasoning; and providing feedback on results - proposing revisions.

From the preliminary research data, we found that the effectiveness of AI in teaching Vietnamese and English writing skills to 10th-grade high school students in Vietnam can be divided into the following three groups:

- Supporting the development of writing skills: generating ideas, outlining, providing rapid feedback on grammar and sentence structure, reflection, and learning from experience.

Language is a relatively complex science, and most students feel intimidated by it; in some respects, language is also considered a talent-based subject. For students who do not have a natural strength in this area, finding ideas and building a writing outline is a difficult task. Psychological barriers, such as feeling embarrassed in front of teachers and peers, are a reality that makes students hesitant to ask questions. Therefore, AI serves as a close and discreet companion for the learner's initial questions and ideas. In writing skills, ideas represent inspiration while the outline serves as the standard for evaluation; these two factors account for more than half of the success in a learner's writing activity. Identifying the right direction provides learners with the motivation to create emotional and interesting products. This stage in the writing process is the pre-writing phase, which is the first stage but is decisive for the success or failure of the written product. Subsequently, the writing activity takes place (while-writing), where learners experience language, emotions, thinking, and the

organization of ideas, all of which are expressed through words, sentences, and grammar. At this stage, learners must simultaneously think and record their thoughts. Because the thinking process occurs rapidly and time is limited, errors are inevitable. Consequently, AI can act as an objective examiner to provide instant feedback on those mistakes. Thus, the activity of writing and correcting errors occurs simultaneously, giving learners the opportunity to observe and adjust their work right from the creation process. When the writing activity ends, even though AI has assisted in pointing out errors and suggesting replacements, learners cannot guarantee that the product is perfect. Since no piece of writing is truly perfect, one can only conclude that the adjusted product is superior to the previous one. Therefore, even after the writing activity is completed, reflection and drawing lessons from experience are essential for students. This stage in the writing process is called the post-writing phase. Learners have the opportunity to look back at their written product, including its strengths and weaknesses.

- Personalizing the learning process: learning anytime, anywhere, and for all learners (regarding ability, interests, and learning goals). In a traditional classroom, learners interact with each other and with the teacher, which brings many benefits. However, once the lesson ends, learners no longer “experience” that vibrant and interactive space. For students with lower cognitive abilities or those who become distracted during a specific lesson, their knowledge acquisition will naturally be interrupted. This is where AI offers an advantage; for students with slower thinking and absorption speeds, learning can take place at a pace that matches the learner's cognition. On the other hand, since interactions in AI's virtual space are recorded, reinforcing and supplementing knowledge becomes much more convenient.

- Increasing interest and learning motivation for students: Learners interact frequently with AI, discovering and mastering knowledge on their own, which helps them become more confident. The concern about wasting others' time or being slow to grasp information is completely addressed by AI compared to a regular class session. Through AI interactions, including both praise and suggestions, students can find motivation and belief in themselves. Furthermore, learners improve through AI's feedback on their limitations.

3.3. Proposals for AI-Applied Activities in Teaching Writing

Given the specific characteristics of competency-based and virtue-based education currently implemented in Vietnam (under the 2018 General Education Curriculum), the teaching and learning of language subjects (English and Vietnamese) follow this same principle. From practical teaching experience and the process of reflecting on our practice, we have observed that organizing argumentative paragraphs to express students' perspectives and thoughts in

both English and Vietnamese shares many commonalities. Based on this, we boldly combine and propose the application of AI in teaching through four main activities. These four activities correspond to the three stages of writing, specifically: **pre-writing** (Activity 1: Using AI to search for/adjust ideas and Activity 2: Using AI to support outlining); **while-writing** (Activity 3: Using AI for evaluation, feedback, and improvement); and **post-writing** (Activity 4: Using AI for reflection and learning from experience).

- **Activity 1:** Using AI to search for / adjust ideas.
- **Activity 2:** Using AI to support outlining for the writing task.
- **Activity 3:** Using AI to evaluate, provide feedback, and improve the writing.
- **Activity 4:** Using AI to reflect and draw lessons from experience.

The following are the specific proposals for each AI-applied activity in the teaching of writing:

Activity	English Language Subject (Based on Global Success Grade 10, Unit 8: "Write a paragraph of 120-150 words about the benefits of blended learning")	Vietnamese Literature Subject (Based on Canh Dieu Grade 10, Lesson 1: "Write a paragraph of approximately 150 words reflecting on the significance of overcoming adversity")
Activity 1: Using AI to search for / adjust ideas	Step 1: If students already have ideas, they use AI to verify them; if they have no ideas, they use AI to suggest potential ones. Step 2: Select a focal point to develop the paragraph: tell a story related to the benefits of cooperation/blended learning, provide a counter-argument as an introduction, focus on the advantages of blended learning, or use available evidence and key terms to introduce the issue. Step 3: Use the following prompt: - Data: "With the topic [a], I have the idea [b]". - Task: "Please analyze and evaluate my idea objectively and provide a detailed analysis".	Step 1: If students already have ideas, they use AI to verify them; if they have no ideas, they use AI to suggest potential ones. Step 2: Select a focal point to develop the paragraph: tell a story related to the significance of overcoming fate, provide a counter-argument as an introduction, focus deeply on the meaning of rising above destiny, or use available evidence and key terms to introduce the issue. Step 3: Use the following prompt: - Data: "With the topic [a], I have the idea [b]". - Task: "Please analyze and evaluate my idea objectively and provide a detailed analysis".
Activity 2: Using AI to support	Step 1: Students draft a rough outline and ask AI to check the logic of their arguments (Topic Sentence -	Step 1: Students draft a rough outline and ask AI to check the logical flow of their points (Topic Sentence -

outlining for the writing task	Supporting Sentences - Concluding Sentence). Step 2: Select content, arguments, supporting ideas, and evidence to expand the outline. Step 3: Students rearrange the order of arguments and evidence into a suitable sequence. Prompt: - Data: "I have the following points for a paragraph about the benefits of blended learning: [a, b, c,...]" - Task: "Please arrange these ideas in a deductive/inductive reasoning order. Ensure the main point is at the beginning, and the evidence and arguments must support it in an increasing order of significance".	Supporting Sentences - Concluding Sentence). Step 2: Select content, main arguments, supporting points, and evidence to expand the outline. Step 3: Students rearrange the order of arguments and evidence into a suitable sequence. Prompt: - Data: "I have the following points for a paragraph about the significance of overcoming fate: [a, b, c,...]" - Task: "Please arrange these ideas in a deductive/inductive reasoning order. Ensure the main point is at the beginning, and the evidence and arguments must support it in an increasing order of significance"
Activity 3: Using AI to evaluate, provide feedback, and improve the writing	Step 1: After drafting, students ask AI to check for errors in grammar, vocabulary, and cohesion. Step 2: Request AI to evaluate strengths and limitations, and suggest corrections for those limitations. Step 3: Students self-edit the draft based on AI's appropriate suggestions. Prompt: - Data: "I have written a paragraph about the benefits of blended learning" - Task: "Act as a gifted student or a professional teacher to evaluate and suggest corrections regarding spelling, grammar, and sentence connectors"	Step 1: After drafting, students ask AI to check for errors in grammar, vocabulary, and cohesion. Step 2: Request AI to evaluate strengths and limitations, and suggest corrections for those limitations. Step 3: Students self-edit the draft based on AI's appropriate suggestions. Prompt: - Data: "I have written a paragraph about the significance of overcoming fate" - Task: "Act as a gifted student or a professional teacher to evaluate and suggest corrections regarding spelling, grammar, and sentence connectors"
Activity 4: Using AI to reflect and draw lessons from experience	Step 1: Students reflect on their own product with prompts such as: - "I have learned the structure/vocabulary of..." - "I faced difficulties with... and AI helped/did not help me because..." - "Next time, I will apply the technique of... to write better" Step 2: Students ask AI: "How can I write better in the next assignment?" - Data: Based on the reflection	Step 1: Students reflect on their own product with prompts such as: - "I have learned the structure/vocabulary of..." - "I faced difficulties with... and AI helped/did not help me because..." - "Next time, I will apply the technique of... to write better" Step 2: Students ask AI: "How can I write better in the next assignment?" - Data: Based on the reflection

	[Insert reflection content here]. - Task: “Act as a gifted student or a professional teacher to evaluate and suggest important experiences so that I can improve my writing in the future”.	[Insert reflection content here]. - Task: “Act as a gifted student or a professional teacher to evaluate and suggest important experiences so that I can improve my writing in the future”.
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3.4. Proposals for evaluation criteria for the use of AI in teaching writing

Levels	Criteria	
	Criterion 1. Learners' AI competence in the writing process	Criterion 2. Instructors' competence in organizing and guiding AI utilization
<i>Excellent</i>	Actively, strategically, and responsibly use AI throughout the entire writing process. Know how to exploit AI to search for, expand, and adjust ideas to fit the writing goals; use AI to build logical and scientific outlines; know how to analyze and select AI feedback to edit and improve the quality of content, language, and expression. Regularly reflect on the process of using AI, identify strengths and limitations, and propose measures for improvement. Clearly demonstrate critical thinking, creativity, and self-learning ability.	Effectively design and implement writing instruction activities integrated with AI, following a competency-based orientation. Provide clear guidance on how to use AI at each stage of the writing process; design appropriate learning tasks that encourage critical and creative thinking. Provide clear evaluation criteria, support learners in selectively exploiting feedback from AI, and create conditions for learners to reflect on and improve their learning process. Ensure that the use of AI complies with ethical and academic standards.
<i>Good</i>	Using AI effectively in most stages of the writing process. Knowing how to exploit AI to develop ideas, build outlines, and edit writing; receiving and applying most of the appropriate feedback. Conducting self-assessment and reflecting on experiences, though the level of analysis and adjustment is not yet deeply profound.	Organizing relatively adequate integration activities of AI in teaching writing; guiding learners to use AI appropriately in accordance with learning objectives. Providing timely feedback and support, creating opportunities for learners to improve their writing and self-assess. Promoting critical thinking and reflection has been paid attention to but is not yet truly optimized.
<i>Satisfactory</i>	Using AI to support certain stages of the writing process but still relying on available prompts. Knowing how to use AI for brainstorming ideas, outlining, or editing text at a basic level. Receiving feedback and self-assessing remain limited; the ability to adjust and improve writing is	Integrating AI into teaching writing, but the organization of activities is still simple and uneven across stages. Guiding learners to use AI at a basic level; assessment criteria and feedback mechanisms are not truly clear. Activities to support reflection and develop self-directed learning

	inconsistent.	competence are limited.
<i>Unsatisfactory</i>	Using AI fragmentedly, without clear direction, or only focusing on a few isolated operations. The ability to select and apply feedback from AI is weak; rarely performing self-assessment and not showing significant improvement in the writing process. Heavily relying on AI-generated results.	The integration of AI into teaching writing is still formalistic or lacks clear direction. Guidance on using AI is insufficient, failing to create opportunities for learners to develop critical thinking and self-regulation competence. Feedback activities and support for writing improvement remain limited.
<i>Poor</i>	Rarely using AI or using AI mechanically, copying results without selection or adjustment. Not knowing how to exploit AI to develop ideas, create outlines, edit writing, or self-evaluate. Showing no signs of reflection and improvement in the learning process.	Not organizing or not guiding the use of AI in teaching writing. Lacking pedagogical orientation, failing to provide feedback, and not creating conditions for learners to develop the capacity to use AI effectively, responsibly, and in accordance with academic standards.

3.5. Challenges of Implementing AI in Teaching and Learning

- *Academic Integrity Issues*: Measurement and assessment in teaching lack reliability because it is difficult for teachers to control the level of effort and individual investment students put into the products or results they provide. Ethical issues in scientific research also pose a significant challenge. Students may copy or even plagiarize ideas, claiming others' work as their own, which leads to serious violations of copyright and legal regulations.

- *Consequences of Over-reliance on Technology*: Depending on AI for all aspects of learning and daily life leads to many unfortunate consequences. When faced with learning situations, students may show a lack of critical thinking, wishing for AI to solve all their assignments. This results in soulless and clichéd answers. Consequently, when encountering problem-based situations, students will have less capacity for creativity. As AI operations gradually replace all learning activities, students become dependent on AI, viewing the content it provides as a "lifeline". This dependency leads to an inability to verify the accuracy of information or process it effectively. If the habit of misuse persists, students will develop significant knowledge gaps and experience phenomena such as "brain rot" and intellectual laziness.

- *AI backlash in teaching*: First, from the perspective of educators, abusing AI will lead to a lack of scientific rigor and accuracy in knowledge. This is because AI's suggestions are based on mobilizing the available data repository provided by the system and returning results using corpus algorithms without clear and precise proof. Any lack of rigor in education is unacceptable; therefore, education is not a place for experimentation, and students cannot be

guinea pigs in laboratories. Second, it is difficult to accurately measure learners' competence. Assessment plays a role in measuring and positioning learners' outcomes, thereby providing adjustment strategies for students' progress. However, when teachers abuse AI, evaluating students' learning outcomes will face many difficulties, if not to say lacking basis and being inaccurate. Consequently, adjusting methods to make teaching activities effective will no longer achieve the desired results.

4. CONCLUSION AND RECOMMENDATIONS

Conclusion

Affirming the potential of AI in supporting the development of students' writing skills: AI is an artificial intelligence model that plays a crucial role in improving the quality of teaching English and Literature, particularly in instructing and enhancing students' writing skills. In education, Gemini serves to stimulate students' curiosity and interest while contributing to the development of learners' self-discipline. Writing skills truly become effective when organized strictly with a clear process. The pre-writing, while-writing, and post-writing stages must be given equal attention, without downplaying any single phase. To achieve this, learners need a support system, and AI is an interesting and appropriate choice in the current context.

Emphasizing the role of teachers in guiding students to use AI effectively: Alongside the benefits that AI brings to teachers and learners, teachers themselves cannot ignore the potential negative impacts of using AI in education, such as academic integrity issues and students' over-reliance on artificial intelligence. Therefore, teachers must be aware of their role in orienting students to use AI, especially Gemini, correctly and for the right purposes. Teachers need to implement measures to monitor and ensure that students do not misuse or become completely dependent on AI. On the other hand, with the aim of developing digital literacy and essential skills in students, teachers also need to encourage and provide suggestions for safe and effective AI usage. This process will become easier if there is a specific procedure or scientific guidance. Finally, to avoid the risks of AI misuse, teachers should encourage problem-solving through the learners' own thinking, manual operations, and original ideas and creativity. Controlling, plagiarism checking, and scanning for AI-generated content must also be strictly integrated. This is because the boundary between application and misuse is very thin in academia and research.

Proposing the combination of AI with traditional teaching methods: The 21st century has exploded with the Fourth Industrial Revolution, highlighted by the rapid emergence and

development of artificial intelligence models. The application of AI, particularly the Gemini model, in teaching and learning is extremely necessary and important. However, teachers should maintain a balance between applying AI in education and continuing to use traditional teaching methods. This combination will help maximize the advantages and limit the disadvantages of each pedagogical approach, especially since AI models still harbor potential consequences that instructors cannot fully control.

RECOMMENDATIONS

Further research directions: Implement classroom experiments and evaluate effectiveness on a large scale. The AI-integrated procedures proposed above need to be organized in real classrooms, providing an opportunity to verify their impact (including both benefits and risks). The organized use of AI should be implemented on a wider scale across various subjects in both social sciences and natural sciences.

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