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Synergizing with AI and AI-assisted Technologies in L2 academic writing: A response to Carlson et al. (2023)

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The natural language processing capabilities of artificial intelligence (AI) can assist writers in composing clear and concise manuscripts with feedback; clarity and concision, of course, are essential for effectively communicating scientific findings (Li, 2023; Wang, 2023). Second-language (L2) writers are already using tools like ChatGPT to improve the readability and language of the work, and even identify research gaps and write code, or conduct statistical analyses (Carlson et al., 2023). I anticipate that at some point, ChatGPT will be able to design experiments, conduct peer reviews, and support editorial decisions. However, we must consider the ethical and practical implications of these advances.

It is essential that the research community debate the implications of this potentially disruptive technology. I believe that using AI and AI-assisted technologies for academic writing is inevitable. Nonetheless, AI should not replace the critical thinking and creativity necessary for scientific research. L2 academic writers must use their judgment and ensure their writing accurately represents their findings and conclusions. I recommend that authors exercise caution and take great care when creating scientific insights, analyzing and interpreting data, or drawing scientific conclusions. This is especially important due to the availability of AI and AI-assisted technologies, which can produce outputs that may sound authoritative but are actually incorrect, incomplete, or biased (Li, 2023). It is therefore crucial to thoroughly review and edit written work to ensure its accuracy and impartiality. Further, AI and AI-assisted technologies should be thoughtfully implemented alongside traditional academic writing elements such as peer review and editorial oversight to ensure accuracy, comprehensiveness, and ethical standards. Accordingly, researchers should investigate how the use of AI can support L2 academic writing to better comprehend its potential benefits and limitations. Such research may identify effective ways to integrate AI tools into L2 academic writing, ensuring its appropriate and ethical use. Doing so may also lead to the development of new AI tools to support academic writing, improving the quality and accessibility of scholarly research.

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Albert W. Li is a researcher in the School of Education at the University of California, Irvine, USA. His area of scholarship focuses on advancing writing research and enhancing writing instruction in and beyond high schools and universities. His research delves into diverse topics, such as writing instruction and assessment, peer feedback and interaction, self-regulated strategy development, academic and scientific writing, and writing teacher education. His work has appeared in a range of scholarly venues, including *Written Communication*, *Assessing Writing*, *Reading and Writing*, the *Journal of Scholarly Publishing*, and the *Journal of Second Language Writing*.

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