



## Academic Writing Assisted by Generative Artificial Intelligence: A Systematic and Bibliometric Study

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### KEYWORDS

Generative artificial  
intelligence  
Academic writing  
Social sciences

### ABSTRACT

The study aimed to analyze the scientific literature on the impact of generative artificial intelligence on academic writing in the social sciences, with the goal of proposing an analytical framework that systematizes methodological, ethical, and academic criteria for its evaluation. A systematic and bibliometric review article was developed, based on the PRISMA protocol, through a search of scientific literature in Scopus covering the period 2020–2026. The selected records were screened according to inclusion and exclusion criteria and subsequently analyzed using systematic matrices and bibliometric tools, including co-occurrence maps, temporal evolution, scientific output by year, and most-cited documents. The results show rapid growth in publications since 2023, with a predominance of studies on ChatGPT, writing support tools, mixed and quantitative methodological approaches, and ethical, pedagogical, linguistic, and epistemological dimensions, as well as evaluation criteria related to textual quality, academic integrity, authorship, and automated feedback. It is concluded that generative artificial intelligence should not be understood solely as a technical tool, but rather as an academic phenomenon that requires comprehensive, transparent, and contextualized evaluation frameworks to guide its responsible use in scholarly writing.

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RECEIVED: 19/08/2026

ACCEPTED: 02/10/2026

### How to Cite This Article / Standard Citation: (APA 7th Edition)

Chamoli Falcón, A.W., Gómez Reategui, J.F., Aceval Cienfuegos, H.J., Samaniego Pimentel, E.M. (2026). Academic Writing Assisted by Generative Artificial Intelligence: A Systematic and Bibliometric Study. *Prisma Social revista de ciencias sociales*, 55, 1-32. <https://doi.org/10.65598/rps.6263>

## 1. Introduction

The integration of generative artificial intelligence (GAI) into academic writing processes is a phenomenon that has been progressively reshaping the dynamics of scientific production in the social sciences. Its presence cannot be understood solely as the incorporation of an additional technological tool, but rather as the emergence of a resource that alters the ways in which researchers seek information, organize ideas, draft arguments, revise texts, and make decisions during the process of academic construction. From a theoretical perspective, GAI is defined as a branch of artificial intelligence (AI) capable of generating original content—text, images, or audio—based on large language models trained on vast amounts of data (Olmo & González-Catalán, 2024).

These models, based on neural networks and deep learning techniques, process linguistic patterns and mimic certain capabilities of human language. This characteristic allows them to produce academic texts with a considerable level of fluency, to the point that, in certain cases, it is difficult to distinguish between a text produced entirely by a person and one developed with the support of generative systems (Calle-Pesántez & Pallo-Chiguano, 2024). However, such fluency should not be confused with epistemological understanding, critical judgment, or contextual mastery. Along these lines, Cárdenas (2023) argued that AI is transforming academic research because it facilitates tasks related to manuscript writing, information organization, and data analysis; however, he also cautioned that it remains limited to the digital realm and fails to fully grasp the social, historical, and cultural contexts that characterize the social sciences.

In this context, AI must be understood within a broader ecosystem of educational and academic digital transformation. Sanchez-Acedo et al. (2025) analyzed the use of emerging technologies—such as augmented reality, virtual reality, and AI—in educational contexts and other activities, highlighting that these tools expand the possibilities for interaction, learning, and content production. This contribution is relevant because it allows us to view AI-assisted writing not as an isolated technology, but as part of a set of digital resources that are changing the ways we teach, learn, conduct research, and communicate knowledge. Consequently, academic writing is also undergoing these transformations, especially when AI is involved in processes of textual planning, reformulation, correction, synthesis, and argumentative organization.

Likewise, Lindín (2024) situated AI-assisted writing within the development of teachers' digital competencies and proposed a generative taxonomy inspired by Bloom's taxonomy. This approach is relevant because it allows for the classification of different levels of interaction with these tools in academic writing. Thus, AI-assisted writing can be used not only to draft text fragments or correct formal aspects but also to support more complex processes, such as analyzing information, reformulating arguments, contrasting positions, or constructing explanations with greater discursive organization. Therefore, when used with methodological rigor, it can serve as a support resource for scholarly writing; it does not replace the researcher's intellectual responsibility, but it can contribute to improving the clarity, coherence, and critical review of academic texts.

Several recent studies have helped define the current state of knowledge regarding the application of AI in academic writing. Olmo and González-Catalán (2024), through a scoping review in Web of Science and Scopus, found that the predominant topics focus on the applications of ChatGPT, plagiarism detection, and the ethical and responsible use of these tools. They also noted a variety of research methods employed, although attention to the social sciences remains limited. This situation is particularly relevant because, in this field, academic writing not only communicates results but also interprets human realities, institutional conflicts, cultural practices, power relations, and complex social processes.

For their part, Rivera et al. (2024) conducted a systematic review of 87 articles on AI in higher education and its ethical implications. Their findings showed that the social sciences are underrepresented compared to fields such as engineering or the health sciences. Furthermore, they highlighted the need for specific regulatory guidelines to govern the use of AI in academic contexts. This concern takes on particular importance, as the use of generative tools without clear criteria

can raise questions about authorship, originality, transparency, scientific integrity, and research accountability.

Along the same lines, Suárez Villagómez et al. (2026) analyzed the opportunities and challenges of AI in the commercialization of academic services at technological institutes. Although their study focused on the institutional and educational services sectors, their findings are useful for understanding that the implementation of AI in academic contexts involves both opportunities for optimization and risks associated with a lack of knowledge, data privacy, resistance to change, and the need for strategic planning. These elements are directly relevant to academic writing, since the use of AI-assisted writing requires not only technical proficiency but also ethical, methodological, and regulatory criteria to ensure transparent and responsible scientific production.

Similarly, Cruz et al. (2023) conducted a case study in Colombia on the inclusion of AI in formal university academic writing. In that study, they modeled stages related to information retrieval, paraphrasing, reflection, and textual refinement. The authors concluded that AI not only facilitates formal writing but also promotes the revision processes necessary for research. However, the study did not propose standardized methodological criteria for evaluating this impact. Consequently, while the contribution of AI to improving academic texts is recognized, it remains to be determined how to measure, assess, or control its role within the scientific production process.

In addition to these contributions, there is a discussion regarding the digital transformation of content creation processes. Rodrigo Martín and Palomero Santos (2026) analyzed creative trends in audiovisual communication and advertising from the perspective of digital transformation, highlighting the impact of IAG on the creation of media content. Although their focus is not specifically on academic writing, their work reinforces the idea that IAG is altering discursive production practices across various fields. This transformation is relevant to the social sciences because it compels us to examine how knowledge is produced, validated, and communicated in contexts increasingly mediated by generative technologies.

Despite these advances, the literature reveals significant gaps that justify the present review. Olmo and González-Catalán (2024) acknowledged that existing research has focused on academic writing in general, without addressing the specific needs of the social sciences in sufficient depth. This limitation hinders our understanding of the phenomenon in a disciplinary field where written production requires interpretive sensitivity, methodological rigor, and a critical reading of context. Using AI to organize technical data is not the same as using it to analyze social issues marked by inequality, memory, justice, power, or institutional transformation.

Complementarily, Molina (2024) analyzed the editorial policies of 32 publishers gathered in the STM Integrity Hub and found that, while there is growing recognition of AI's potential in the production of scientific articles, the guidelines are still evolving. This scenario reveals an area of academic and editorial uncertainty: publishers recognize that AI can support scientific writing, but there is not yet sufficient consensus on its limits, responsibilities, and methodological evaluation criteria. Therefore, the debate is not limited to determining whether or not AI should be used, but rather requires specifying how it should be employed in a transparent, ethical, and academically responsible manner.

Likewise, Canal et al. (2024) proposed a Comprehensive Generative Learning model as a framework for evaluating the implementation of generative AI in higher education. However, they also acknowledged the need to develop models that integrate methodological, ethical, and competency-based aspects more specifically for academic production. This gap is particularly significant because scholarly writing is not limited to correct composition; it involves selecting relevant sources, constructing arguments, justifying methodological decisions, engaging with the literature, and maintaining a coherent research stance. In this regard, a framework is needed that allows for the analysis of AI's role without reducing it to an instrumental perspective or uncritically adopting it as an automatic solution for scholarly production.

These gaps converge on the need to systematize recent scholarly work on AI-assisted writing applied to academic writing in the social sciences. Furthermore, they highlight the importance of analyzing not only the conceptual and methodological contributions of existing studies but also their bibliometric trends, main thematic lines, predominant approaches, limitations, and research gaps. From this perspective, AI-assisted writing must be understood as a phenomenon that challenges traditional academic practices, as it compels a rethinking of issues related to authorship, transparency, originality, editorial ethics, and the researcher's responsibility in the construction of knowledge.

In this context, the objective of this article is to analyze the scholarly literature on the impact of IAG on academic writing in the social sciences, with the aim of proposing an analytical framework that systematizes methodological, ethical, and academic criteria for its evaluation

## 2. Methodology

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) methodology was employed. During the identification phase, the Scopus database was used. Combinations of keywords and Boolean operators were applied, such as: artificial intelligence, generative AI, ChatGPT, large language models, academic writing, scientific writing, scholarly writing, social sciences, humanities, and higher education

**Table 1.**  
*Inclusion and Exclusion Criteria for the Sample*

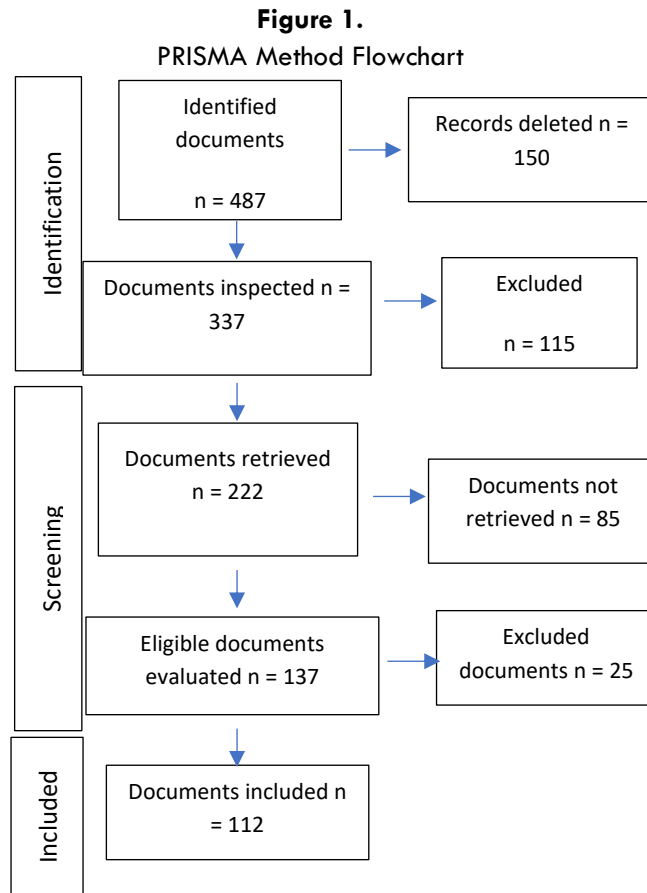
| Inclusion Criteria                                                                                                   | Exclusion Criteria                                                                                             |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Articles published between 2020 and 2026.                                                                            | Publications outside the specified period.                                                                     |
| Peer-reviewed studies indexed in Scopus.                                                                             | Gray literature, preprints, editorials, letters, conference proceedings, or unindexed book chapters.           |
| Research in English or Spanish.                                                                                      | Publications in other languages.                                                                               |
| Studies on IAG and academic writing in the social sciences, humanities, or higher education.                         | Studies on AI with no direct relation to academic writing or scientific production.                            |
| Articles analyzing the uses, impacts, risks, opportunities, or methodological criteria of AI in academic production. | Exclusively technical, medical, engineering, or algorithmic studies with no connection to the social sciences. |
| Documents with full text and explicit methodology.                                                                   | Documents without full text, without a clear methodology, or with unverifiable results.                        |
| Records with complete metadata for bibliometric analysis.                                                            | Duplicate records or those with incomplete metadata.                                                           |

During the eligibility phase, duplicate records were removed. Subsequently, titles, abstracts, and keywords were reviewed to verify their relevance to the research objective. Finally, during the inclusion phase, 112 articles that met all established criteria were selected.

In addition, a bibliometric analysis was conducted to characterize scientific output. To this end, the metadata of the selected articles—authors, affiliations, keywords, citations, countries, sources, and years of publication—were exported from Scopus and processed using VOSviewer.

Furthermore, four research questions were formulated to guide the analysis: What are the main generative artificial intelligence tools used in academic writing in the social sciences as reported in the scientific literature between 2020 and 2026? What methodological approaches predominate in studies evaluating the impact of generative artificial intelligence on the production of academic texts in the social sciences? What thematic, ethical, pedagogical, linguistic, and epistemological dimensions emerge in the literature on generative artificial intelligence and

academic writing in the social sciences? What methodological criteria have been proposed or used to assess the impact of generative artificial intelligence on the quality of academic writing in this disciplinary field?



### 3. Results

**Table 2.**  
Artificial intelligence tools

| Author                 | AI tool/resource                                  | Identified Academic Use                                 | Analytical contribution                                               |
|------------------------|---------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|
| Aich et al. (2025)     | AI tools for writing                              | Support for doctoral-level academic writing.            | Evidence of AI use in advanced research training.                     |
| Anani et al. (2025)    | Generative AI tools                               | Text generation and revision.                           | Demonstrates AI as a writing aid, with the risk of dependency.        |
| Archana (2025)         | AI applied to writing                             | Correction, organization, and textual support.          | Emphasizes AI as a mediator for formal and structural improvement.    |
| Chia (2024)            | Educational AI tools                              | Support for writing and learning.                       | Links AI to academic support and skill development.                   |
| Johnston et al. (2025) | ChatGPT, Perplexity, Copilot, QuillBot, Grammarly | Planning, research, definitions, and essay structure.   | Evidence of diverse use in the early stages of writing.               |
| Kim et al. (2025)      | System with ChatGPT-4                             | Assistant, virtual tutor, and digital peer.             | Positions AI as a writing collaborator and educational support.       |
| Kohnke (2024)          | ChatGPT, Grammarly, and MS Word                   | Correction, linguistic explanation, and support in EAP. | Distinguishes between superficial correction and contextual feedback. |

| Author                               | AI tool/resource                                                                      | Identified Academic Use                                                                  | Analytical contribution                                                                 |
|--------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Limna and Shaengchart (2025)         | ChatGPT and Gemini                                                                    | Brainstorming, structure, grammar, and feedback.                                         | Evidence of comprehensive support for English writing in non-English-speaking contexts. |
| Malik et al. (2023)                  | AI Tools for Writing                                                                  | Grammar, plagiarism, translation, and essay outlines.                                    | Links technical support to creativity, ethics, and academic integrity.                  |
| Picardal (2025)                      | ChatGPT, Perplexity AI, Gemini                                                        | Research writing, methodology, interpretation, and academic language.                    | Extends AI to methodological and interpretive processes.                                |
| Pum (2026)                           | ChatGPT, Grammarly, QuillBot                                                          | Proofreading, text improvement, motivation, and writing support.                         | Demonstrates AI as a resource for text improvement and building writing confidence.     |
| Sanny et al. (2025)                  | ChatGPT                                                                               | Final project, idea generation, information search, and academic writing.                | Integrate AI into applied academic research.                                            |
| Shimray and Subaveerapandiyan (2025) | ChatGPT, Grammarly, Jasper, Turnitin, iThenticate, Elicit, Perplexity, ResearchRabbit | Writing, editing, paraphrasing, literature search, and similarity checking.              | Evidence of AI's expansion across the entire academic production cycle.                 |
| Tanharat and Phootirat (2025)        | ChatGPT                                                                               | Paraphrasing, idea generation, coherence, and EFL writing.                               | Reinforces the use of AI as a linguistic mediator in L2 writing.                        |
| Venzhynovych et al. (2026)           | ChatGPT, LanguageTool, Gemini, Copilot                                                | Idea generation, text editing, writing, and linguistic analysis.                         | Demonstrates convergence between discourse generation, editing, and analysis.           |
| Wong et al. (2026)                   | Scopus AI                                                                             | Bibliographic search, literature synthesis, author identification, and research support. | Shifts AI toward bibliometric, documentary, and research support.                       |
| Zhao et al. (2025)                   | ChatGPT and rewriting applications                                                    | Proofreading, rewriting, summarizing, planning, and support for academic writing.        | Consolidates AI as a tool for text planning and revision.                               |

**Figure 2.**  
Keyword co-occurrence network

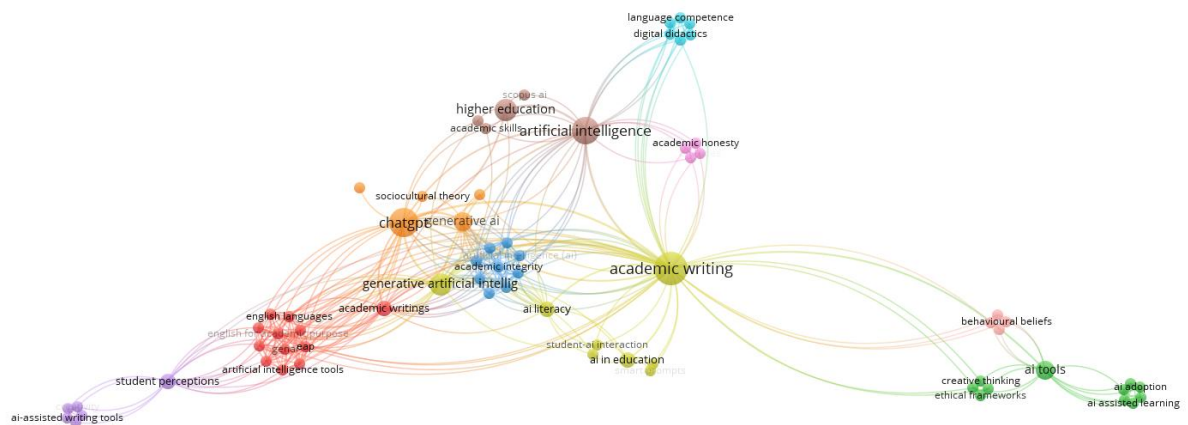


**Figure 3.**  
Temporal evolution of keywords

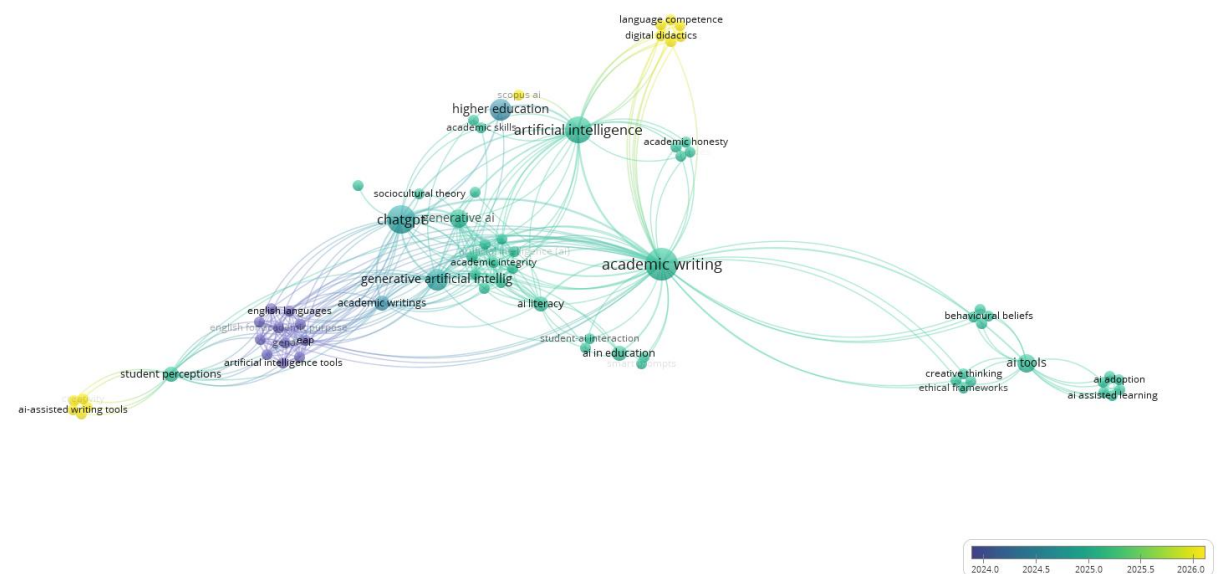


**Figure 4.**  
Publication trends by year

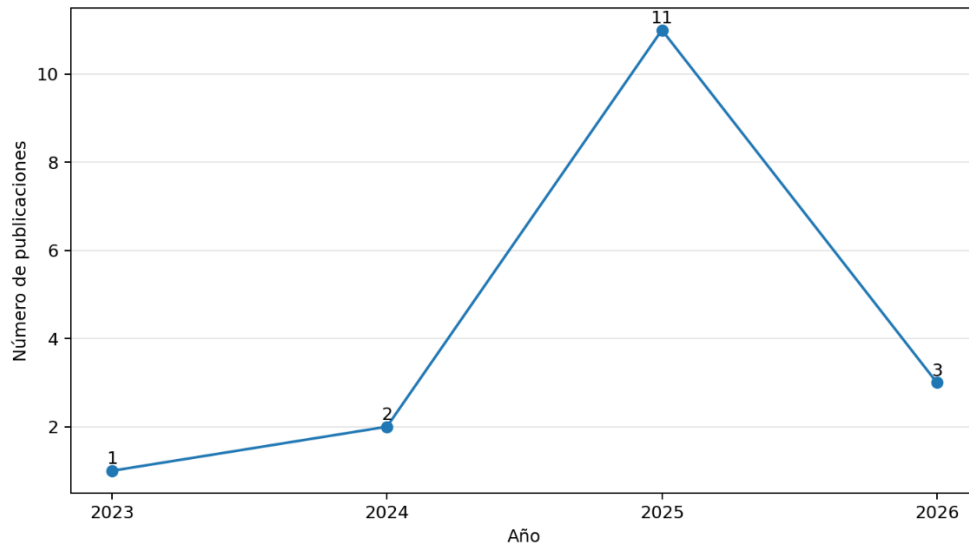


**Table 3.**

Predominant methodological approaches in studies on generative AI and academic writing

| Author                     | Methodological approach      | Main procedure                                        | Methodological Analytical Contribution                                                                             |
|----------------------------|------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Akhmedjanova et al. (2025) | Qualitative / exploratory    | Analysis of the academic use of AI.                   | Presents an initial approach focused on understanding emergent practices in the use of AI in academic writing.     |
| Al Murshidi (2026)         | Quantitative / perceptual    | Survey or measurement of perceptions.                 | Provides evidence on student acceptance, trust, and evaluation of AI in writing processes.                         |
| Aljuaid (2024)             | Review / literature analysis | Systematization of the literature on AI and writing.  | Organizes previous trends and helps identify conceptual gaps regarding AI and the teaching of academic writing.    |
| Anani et al. (2025)        | Qualitative                  | Analysis of AI-assisted writing practices.            | Enables the interpretation of how users incorporate AI into editing, text production, and writing decisions.       |
| Anthony (2025)             | Empirical / Educational      | Evaluation of experiences with AI.                    | Examines the pedagogical utility of AI based on real-world learning and writing experiences.                       |
| Asiri and Alharbi (2025)   | Quantitative                 | Survey on AI use.                                     | Explains patterns of technology adoption and acceptance in academic writing.                                       |
| Balraj (2025)              | Qualitative                  | Analysis of student experiences.                      | Highlights perceptions, ethical tensions, and educational effects of AI use in writing.                            |
| Curado Fuentes (2025)      | Applied study                | Implementation of AI in writing or language learning. | Demonstrates AI as a situated pedagogical resource to strengthen academic writing in specific linguistic contexts. |
| Feng et al. (2025)         | Empirical                    | Analysis of AI-assisted writing.                      | Provides evidence on factors influencing the intention to use AI in academic writing.                              |

| Author                                    | Methodological approach                          | Main procedure                                                                | Methodological Analytical Contribution                                                                                           |
|-------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Kousha and Thelwall (2026)                | Bibliometric and textual analysis                | Multidatabase and full-text analysis.                                         | Enables the measurement of linguistic changes associated with the use of language models in academic publications.               |
| Liang and Mao (2025)                      | Cross-sectional quantitative study               | Survey and multiple regression.                                               | Explains attitudes toward AI based on frequency of use, literacy, and ethical awareness.                                         |
| Martínez-Olmo and González Catalán (2024) | Scoping review using PRISMA                      | Search in Scopus and WoS; data refinement and thematic analysis.              | Systematizes approaches, topics, and research designs on AI and academic writing in the social sciences.                         |
| Mhindu et al. (2026)                      | Scoping review using PRISMA-ScR                  | Review of academic databases and thematic synthesis.                          | Identifies benefits, risks, and gaps regarding the adoption of AI in L2 academic writing at the graduate level.                  |
| Nguyen et al. (2024)                      | AI-powered learning analytics                    | HMM, clustering, process mining, and activity analysis.                       | Introduces computational methods to track writing processes and patterns of interaction with AI.                                 |
| Palacios-Núñez et al. (2025)              | Phenomenological qualitative research            | Semi-structured interviews and open coding.                                   | Explores subjective experiences, meanings, and perceptions of AI in academic writing.                                            |
| Pizarro-Romero and Lovón (2025)           | Qualitative case study                           | Implementation of AI in writing and research courses.                         | Analyzes the pedagogical integration of AI in courses focused on academic writing.                                               |
| Prakash et al. (2025)                     | Quantitative bibliometric-textual                | Analysis of SSCI abstracts, readability, and lexical tracking.                | Measures discursive shifts and linguistic patterns linked to the use of AI in academic texts.                                    |
| Pérez et al. (2025)                       | PRISMA-compliant systematic review               | Search in Scopus and WoS, selection and analysis of studies.                  | Consolidates evidence on the applications, risks, and opportunities of AI in academic writing.                                   |
| Qiu and Zhu (2026)                        | Explanatory quantitative                         | Survey, UTAUT2 model, and PLS-SEM.                                            | Explains AI adoption through variables of technology acceptance and intention to use.                                            |
| Santiago et al. (2023)                    | Text mining                                      | Tokenization, clustering, and sentiment analysis.                             | Provides automated techniques for identifying discursive patterns and perceptions in textual data.                               |
| Usher and Amzalag (2025)                  | Mixed-methods approach with interaction analysis | Individual sessions and qualitative-quantitative analysis of prompts.         | Examines human-AI interaction during writing and allows for the observation of textual co-construction processes.                |
| Wang and Ren (2024)                       | Empirical mixed-methods                          | Wikibook project, ChatGPT logs, content analysis, and survey.                 | Integrates evidence from outputs, processes, and interactions to evaluate collaborative writing with AI.                         |
| Werdiningsih et al. (2024)                | Qualitative, case study                          | Interviews with EFL master's students.                                        | Explores L2 writers' perceptions of AI support, dependence, and usefulness in academic writing.                                  |
| Yan et al. (2025)                         | Longitudinal process-oriented intervention       | 16-week course, GenAI dialogues, questionnaires, reflections, and interviews. | Allows for the analysis of progressive changes in competencies, autonomy, and the critical use of AI during the writing process. |

| Author             | Methodological approach          | Main procedure                                            | Methodological Analytical Contribution                                                    |
|--------------------|----------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Zhou et al. (2025) | PRISMA-ScR <i>scoping review</i> | Review of empirical studies in Web of Science since 2020. | Maps recent empirical trends and identifies emerging lines of research on AI and writing. |

**Figure 5.**  
Co-occurrence network associated with methodological approaches

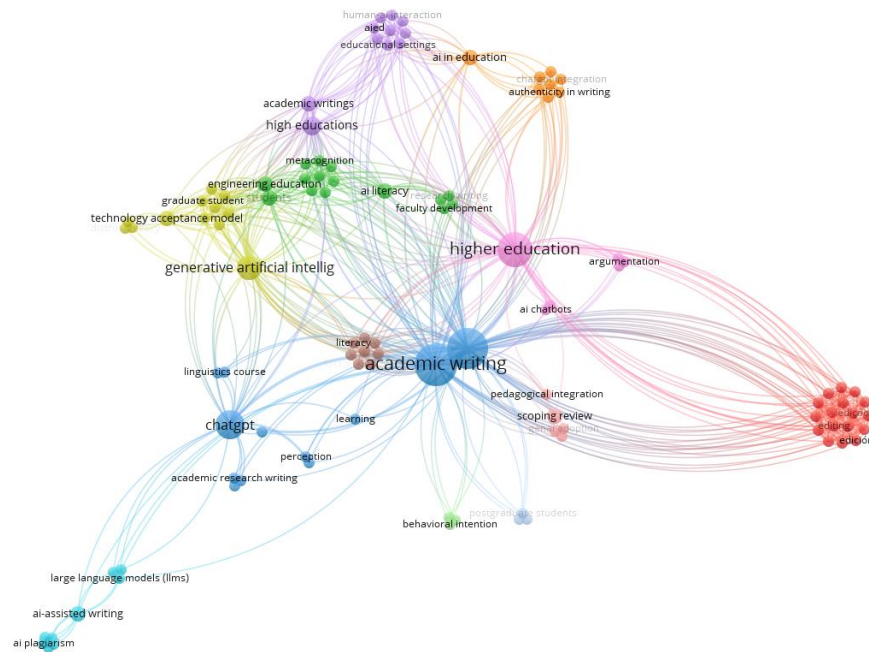
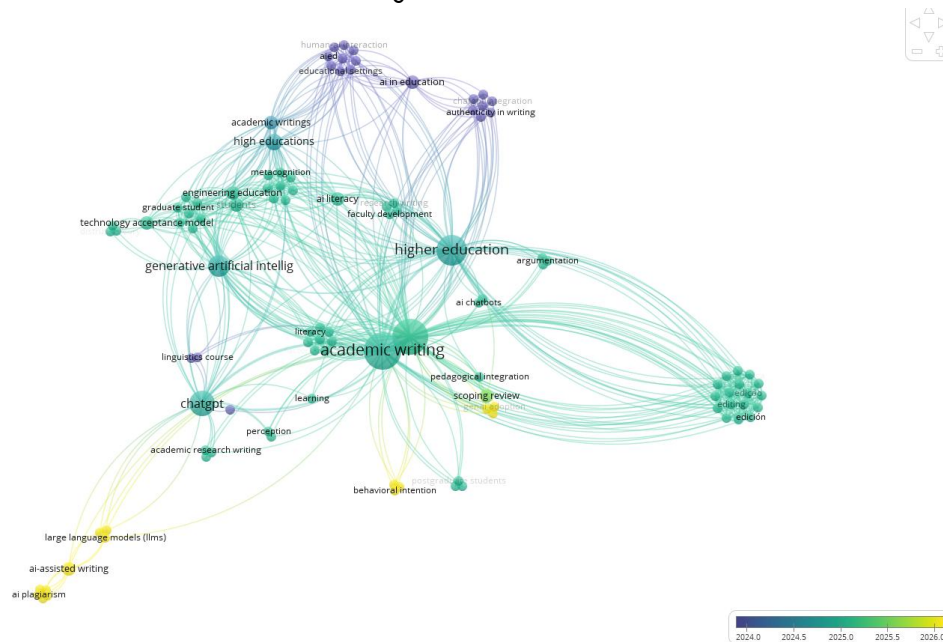


**Figure 6.**  
Methodological evolution over time



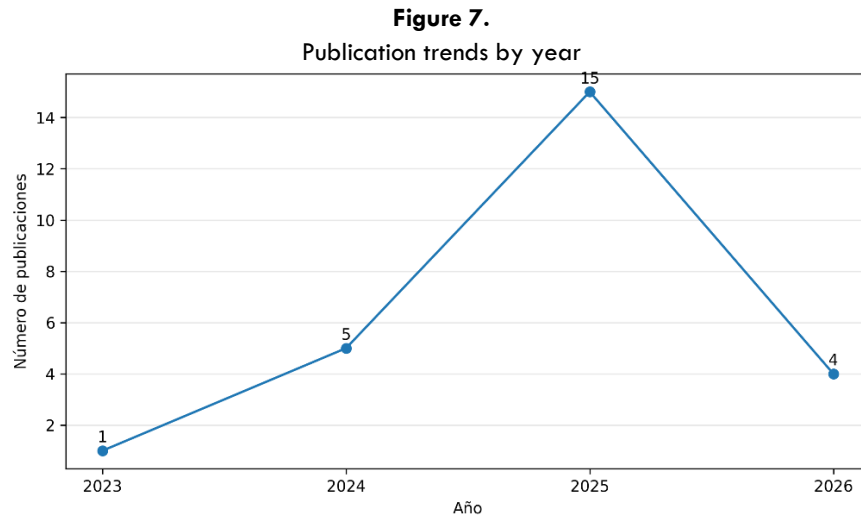


**Table 4.**  
Emerging Thematic Dimensions in Generative AI and Academic Writing

| Author                               | Thematic dimension                            | Central Problem                                 | Analytical contribution                                                                             |
|--------------------------------------|-----------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Alexander and Savvidou (2025)        | Ethics and Integrity                          | Responsible use of AI in academic writing.      | Links AI in writing to transparency, authorial responsibility, and academic integrity.              |
| Boillos and Idoiaga-Mondragon (2026) | Academic Writing and Education                | Use of AI in writing learning processes.        | Highlights tensions between educational support and the erosion of writing skills.                  |
| Boillos and Idoiaga (2025)           | The Pedagogy of Writing                       | Transformation of writing instruction.          | Reimagines the teaching of writing through technology mediation and critical guidance.              |
| Bouaziz and Eddouada (2026)          | Ethics and Learning                           | Use of AI in university settings.               | Emphasizes the need to guide the use of AI through ethical and educational criteria.                |
| Burger et al. (2026)                 | Authorship and Academic Writing               | Redefining the Role of the Student-Writer.      | It examines the student's agency in the context of textual co-production with AI.                   |
| Dillon et al. (2024)                 | Academic Integrity                            | AI, plagiarism, and text production.            | Posits AI-assisted writing as a direct challenge to authenticity, authorship, and academic control. |
| Fischer et al. (2024)                | Critical Digital Literacy                     | Training in the responsible use of AI.          | Argues that digital literacy is a prerequisite for critical, rather than instrumental, use.         |
| González-Cervera et al. (2026)       | Publication Ethics                            | Disclosure and regulation of AI use.            | Emphasizes the need for explicit guidelines for disclosing AI assistance.                           |
| Hoomanfard and Shamsi (2025)         | Ethics, AI-journalism, and training           | Use of GenAI in L2 doctoral writing.            | Identifies risks of algorithmic plagiarism and the need for doctoral training.                      |
| Huang and Deng (2025)                | Linguistics and Authorial Voice               | Rewriting academic abstracts with ChatGPT.      | Demonstrates how AI alters discourse patterns, style, and authorial visibility.                     |
| Jandrić (2026)                       | Publication Ethics and Human-AI Co-authorship | Undeclared use of GenAI in academic publishing. | Questions the boundaries of co-authorship, disclosure of use, and scientific responsibility.        |

| Author                      | Thematic dimension                                    | Central Problem                                                   | Analytical contribution                                                                         |
|-----------------------------|-------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Jarrah et al. (2023)        | Plagiarism and academic integrity                     | Use of ChatGPT in academic writing.                               | Difference between legitimate assistance and AI-mediated academic dishonesty.                   |
| Jiang and Su (2026)         | Rhetoric and Academic Discourse                       | Examples from ChatGPT and student texts.                          | Evidence of rhetorical differences between human writing and AI-generated writing.              |
| Jiang and Hyland (2026)     | EAP, authorship, and academic literacy                | AI and the Transformation of Academic Communication.              | Reframes academic writing as a practice mediated by algorithms.                                 |
| Johnston et al. (2024)      | Academic Integrity and Institutional Policy           | Student perceptions of GAI.                                       | Shows a demand for clear rules, equitable access, and institutional guidance.                   |
| Kerimoğlu (2026)            | Authorship and the Epistemological Crisis             | Mechanization of scholarly writing.                               | Warns of the standardization of academic discourse and the loss of authorial uniqueness.        |
| Khan et al. (2025)          | Fluency, Confidence, and Critical Thinking            | Use of ChatGPT by EFL students.                                   | Balances the benefits to writing fluency with the risks of cognitive dependence.                |
| Kurniati et al. (2025)      | Empathy, epistemic beliefs, and ethics                | Perceptions of ChatGPT in English academic writing.               | Integrates ethics, cultural sensitivity, and epistemic beliefs into the use of AI.              |
| Mohammadi et al. (2026)     | Global Adoption, Ethics, and Inequality               | Use of GenAI in research and teaching.                            | Highlights disciplinary, geographic, and ethical differences in the academic adoption of AI.    |
| Moorhouse et al. (2025)     | Agency, Empowerment, and Critical Digital Literacy    | Use of GenAI by L2 writers versus institutional policies.         | It challenges the concept of “false empowerment” when critical awareness of AI is lacking.      |
| Nahiyani and Rahman (2026)  | Academic Integrity and Assessment Ethics              | Teaching dilemmas regarding GenAI in EMI writing.                 | Highlights tensions among educators between fair assessment, detection, and ethical training.   |
| Ou et al. (2024)            | Academic Communication and Posthumanist Agency        | AI-powered linguistic tools in everyday academic practices.       | Interprets academic writing as an interaction between human agency and technology.              |
| Premat and Farazouli (2025) | Academic Integrity and Institutional Ethics           | Use of ChatGPT and the boundaries between support and dishonesty. | Defines the gray areas between permissible assistance, dependence, and academic fraud.          |
| Rahiem (2026)               | AI Literacy, Learning, and Integrity                  | Use of GenAI without sufficient institutional guidance.           | Evidence that the lack of institutional guidelines increases ethical and educational risks.     |
| Raptopoulou (2025)          | Academic Literacy and Pedagogical Mediation           | Integration of ChatGPT into reading, writing, and discussion.     | Positions AI as a pedagogical mediator in integrated academic literacy practices.               |
| Ruskulis et al. (2026)      | Academic Integrity, Authorship, and Critical Thinking | Student Reliance on AI in Academic Writing.                       | Finds that this reliance affects autonomy, critical thinking, and authorship.                   |
| Sarapong et al. (2025)      | Copyright, Ethics, and Integrity                      | Use of AI without sufficient acknowledgment.                      | Links AI-generated content to intellectual property, attribution, and authorial responsibility. |
| Shanley (2026)              | The Transformation of Academic Writing                | The Crisis of the Academic Essay in the Face of LLMs.             | Argues that LLMs necessitate a redesign of genres, assignments, and writing assessment.         |

| Author                    | Thematic dimension                                  | Central Problem                             | Analytical contribution                                                                      |
|---------------------------|-----------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------|
| Silvola et al. (2025)     | Mediation, Meaning, and Ethics of GenAI Use         | Use of ChatGPT in inquiry-based writing.    | Shows that AI can support inquiry if human reflection and control are maintained.            |
| Smit et al. (2025)        | Institutional Ethics and Moral Hazard               | Ambiguous Regulations on AI.                | Evidence that regulatory ambiguity creates ethical uncertainty among students and faculty.   |
| Trindade and Lopes (2025) | Authorship, epistemic agency, and scientific ethics | AI as an epistemic agent.                   | Reimagines scientific production from the perspective of shared human-AI agency.             |
| Wu et al. (2026)          | Transparency, AI disclosure, and editorial ethics   | Use of GenAI in writing for publication.    | Emphasizes the explicit disclosure of AI use as a criterion for editorial integrity.         |
| Zhao et al. (2026)        | Accessibility, Inclusion, and Institutional Policy  | Use of GenAI by students with disabilities. | Positions AI as an inclusive support tool, subject to regulation, equity, and accessibility. |

**Figure 8.**  
Co-occurrence network of thematic dimensions

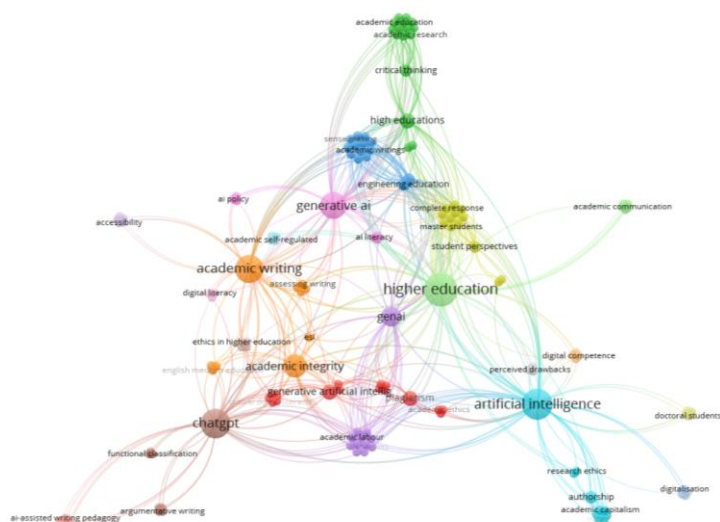


**Figure 9.**  
Temporal evolution of thematic dimensions

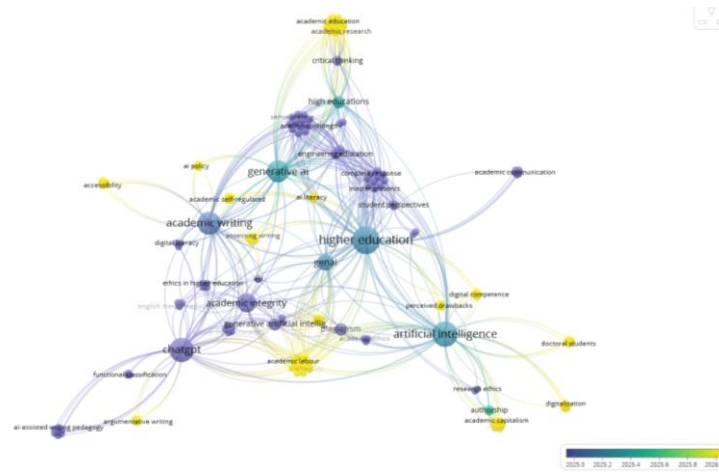


**Figure 10.**  
Publication trends by year

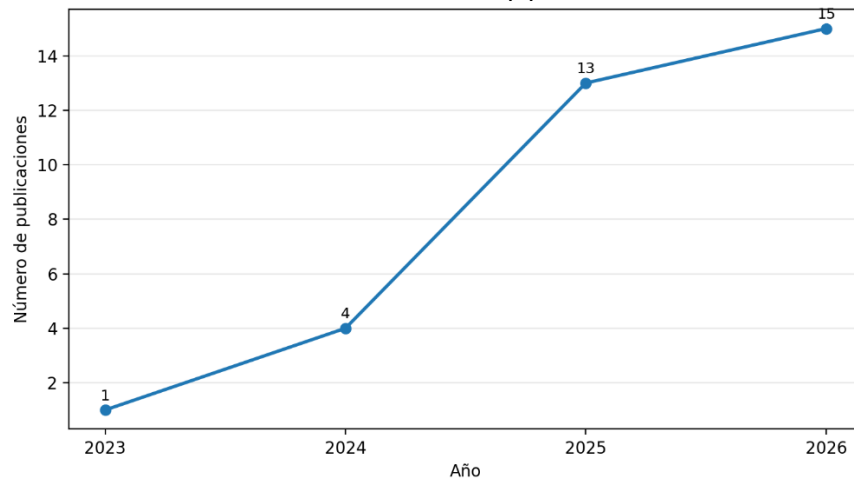


**Table 5.**  
Methodological criteria for evaluating the impact of generative AI on academic writing

| Author                   | Methodological criterion          | Evaluation Applied                                           | Analytical contribution                                                                                |
|--------------------------|-----------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Alexander et al. (2023)  | AI-Assisted Writing Assessment    | Analysis of performance or textual production.               | Allows for an assessment of how AI affects the quality, authenticity, and detection of academic texts. |
| Andoniou (2026)          | Pedagogical evaluation            | Analysis of educational interventions or teaching practices. | It positions AI as the subject of pedagogical evaluation rather than merely as a technological tool.   |
| Argüelles-Álvarez (2025) | Linguistic Assessment             | Analysis of AI-mediated academic texts.                      | Examines the effects of AI on accuracy, coherence, style, and discourse construction.                  |
| Bauer et al. (2026)      | Critical Evaluation of AI         | Comparison of academic products or applications.             | Compares the contributions and limitations of AI against standards for writing quality.                |
| Chen et al. (2026)       | Assessment of Writing Performance | Measurement of improvements in writing.                      | Provides evidence on the impact of AI on writing performance.                                          |

| Author                                       | Methodological criterion              | Evaluation Applied                                                              | Analytical contribution                                                                                 |
|----------------------------------------------|---------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Cheung and Crosthwaite (2025)                | Formative assessment                  | Feedback and text review.                                                       | Demonstrates AI as a support for revision, progressive improvement, and self-directed learning.         |
| Cui et al. (2025)                            | EFL Writing Assessment                | Performance and perception analysis.                                            | Links writing improvement to user experience and pedagogical adoption.                                  |
| Di Sarno-García and Arquelles-Alvares (2025) | Textual Quality Assessment            | Analysis of academic writing.                                                   | Evaluates how AI transforms the quality, organization, and revision of academic texts.                  |
| Eusebio-Hermira et al. (2026)                | Pedagogical evaluation of AI          | Analysis of educational interventions.                                          | Enables an assessment of the usefulness of AI in educational processes and academic assessment.         |
| Fitzek and Bargaoanu (2025)                  | Assessment of Human-AI Interaction    | Analysis of usage and outcomes.                                                 | Analyzes human-AI collaboration as a process of text production and improvement.                        |
| Glüsing et al. (2026)                        | Quality and Reliability Assessment    | Analysis of generated or revised texts.                                         | Examines the reliability of AI in improving texts without compromising academic quality.                |
| Hadra et al. (2026)                          | Feedback evaluation                   | Analysis of textual improvement.                                                | Evaluates AI-generated feedback as a mechanism for revision and writing instruction.                    |
| Heriyawati and Romadhon (2025)               | Assisted Writing Evaluation           | Analysis of student performance.                                                | Evidence of the effects of AI on student writers' performance, confidence, and autonomy.                |
| Hoo et al. (2025)                            | AI-aware rubric                       | Forensic linguistics, CEFR, and descriptive corpus.                             | Proposes specialized criteria to distinguish between human and AI-assisted writing.                     |
| Hsu (2025)                                   | SUPER Framework                       | Autoethnography, thematic analysis, and psychological reflection.               | Provides a reflective framework to guide the ethical, emotional, and academic use of ChatGPT .          |
| Kurt and Kurt (2024)                         | Automated Feedback                    | Comparison of <i>feedback</i> from ChatGPT, peers, and instructors.             | Compares sources of feedback and identifies the strengths and limitations of automated feedback.        |
| Madhav Ram et al. (2026)                     | AI Scaffold and Engagement Spectrum   | UDL system for reading, planning, writing, and revising.                        | Integrates AI, accessibility, and authoring through a progressive support model.                        |
| Mhlongo (2025)                               | Redesign of Written Assessment        | Rolfe's reflective model and intervention proposals.                            | Reimagines written assessment in the context of AI through teacher reflection and pedagogical redesign. |
| Morgan (2026)                                | Mediated authorship and accessibility | A four-pillar model for the responsible integration of LLMs.                    | Proposes evaluating AI as an inclusive support without displacing authorship or academic standards.     |
| Mujeeb et al. (2026)                         | AI Feedback in ESL Writing            | Mixed quasi-experimental design using Grammarly, ChatGPT, and teacher feedback. | Measures the effects of AI on grammar, vocabulary, cohesion, quality, and writing autonomy.             |

| Author                        | Methodological criterion                                             | Evaluation Applied                                                                  | Analytical contribution                                                                                                      |
|-------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Nendauni (2025)               | Human and AI Feedback                                                | Qualitative interviews with students at a writing center.                           | Compares students' evaluations of human guidance versus automated support.                                                   |
| Oliveira et al. (2025)        | DRIVE Framework                                                      | Analysis of GenAI interactions and graded essays.                                   | Evaluates how interaction with AI affects quality, revision, and writing decisions.                                          |
| Papanastasiou et al. (2026)   | Repeated-measures design                                             | Typed essay, AI-assisted essay, and critical essay on AI use.                       | Allows for a comparison of writing performance under human, assisted, and reflective conditions.                             |
| Ren et al. (2025)             | AI-Based Scaffolding and Self-Correction                             | Mixed-methods design with an intervention group and comparison groups.              | Analyzes AI as a tool for self-regulation, correction, and process improvement.                                              |
| Ricart-Vayá (2024)            | Text correction and improvement with ChatGPT                         | Analysis of student-ChatGPT interactions.                                           | Examines how students negotiate corrections, suggestions, and textual decisions.                                             |
| Ríos Gonzales et al. (2025)   | Development of research skills with ChatGPT                          | Quasi-experimental design, <i>pretest-posttest</i> , and a 15-session intervention. | Evaluates the impact of ChatGPT on research competencies related to academic writing.                                        |
| Schwenke et al. (2023)        | Autoethnography of ChatGPT Use                                       | Recording of decisions, chat history, and thesis process.                           | Highlights decisions, dilemmas, and lessons learned during AI-assisted academic writing.                                     |
| Singh et al. (2026)           | Evaluation of AI-assisted academic writing                           | Narrative review of challenges and emerging practices.                              | Systematizes risks, opportunities, and emerging criteria for evaluating AI-assisted writing.                                 |
| Sparkman and Witt (2025)      | Quality of AI-Generated Literature Reviews                           | Comparison between human-generated reviews and reviews generated by Claude.         | Assess the limitations of AI in terms of synthesis, rigor, source selection, and academic judgment.                          |
| Stanko et al. (2026)          | Critical Literacy in AI                                              | Textual comparison, bias detection, validation, and reflective writing.             | Integrates textual evaluation with critical thinking, bias analysis, and validation of generated content.                    |
| Tarchi et al. (2025)          | Strategies for Using ChatGPT in Source-Based Writing                 | Argumentative task using sources, access to ChatGPT, and retrospective interview.   | Analyzes how AI influences reading, evidence selection, and written argumentation.                                           |
| Tengler and Brandhofer (2025) | Comparative Quality Analysis of Human-Written and AI-Generated Texts | Comparison of human-written and AI-generated essays.                                | Allows for the identification of differences in quality, originality, and discursive features between the two types of text. |
| Tomchakovskiy et al. (2026)   | Multimodal AI-mediated linguistic development                        | Comparison of texts and textual, oral, and visual interaction.                      | Extends the evaluation of AI to diverse linguistic and communicative modalities.                                             |
| Wang et al. (2025)            | Academic Writing, Motivation, and Well-being                         | Quasi-experimental design using ChatGPT, Grammarly, and a control group.            | Links the impact of writing to motivation, well-being, and the learning experience.                                          |
| Wikanengsih et al. (2025)     | Scientific Writing with AI in PjBL                                   | Explanatory mixed-methods design with experimental and control groups.              | Integrates AI, project-based learning, and scientific writing assessment.                                                    |

| Author              | Methodological criterion                                | Evaluation Applied                                                                         | Analytical contribution                                                                                 |
|---------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Xu and Zheng (2025) | AI-Assisted Paraphrasing                                | Interviews, paraphrased texts, and review on a digital platform.                           | Evaluates AI as a mediator for paraphrasing, reformulation, and originality checking.                   |
| Yang et al. (2025)  | AI-powered virtual instructor and co-regulated learning | A 12-week quasi-experimental design with pre- and post-tests for the IELTS Writing Task 2. | Analyzes AI as a pedagogical agent for co-regulation, writing improvement, and longitudinal assessment. |

**Figure 11.**  
Methodological Criteria

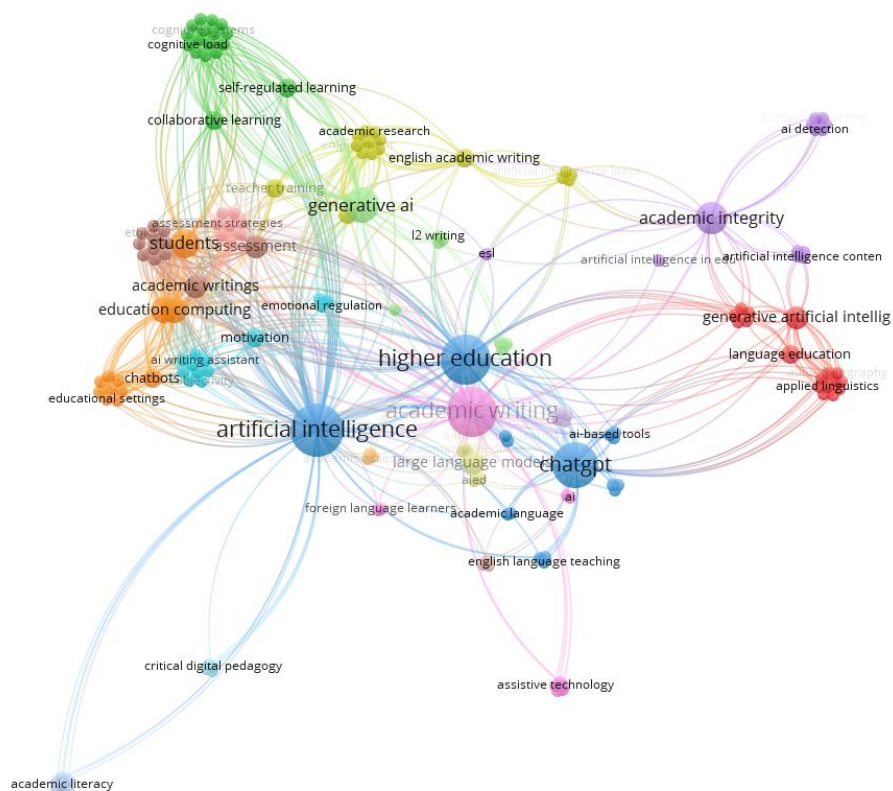


**Figure 12.**  
Evolution of the methodological criteria

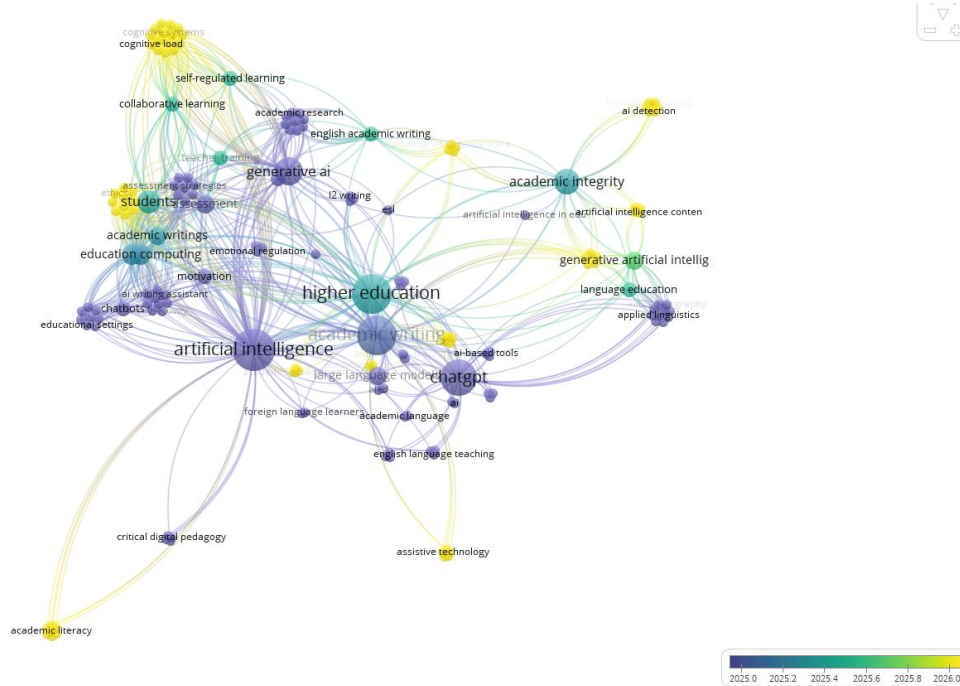


**Figure 13.**  
Publication Trends by Year

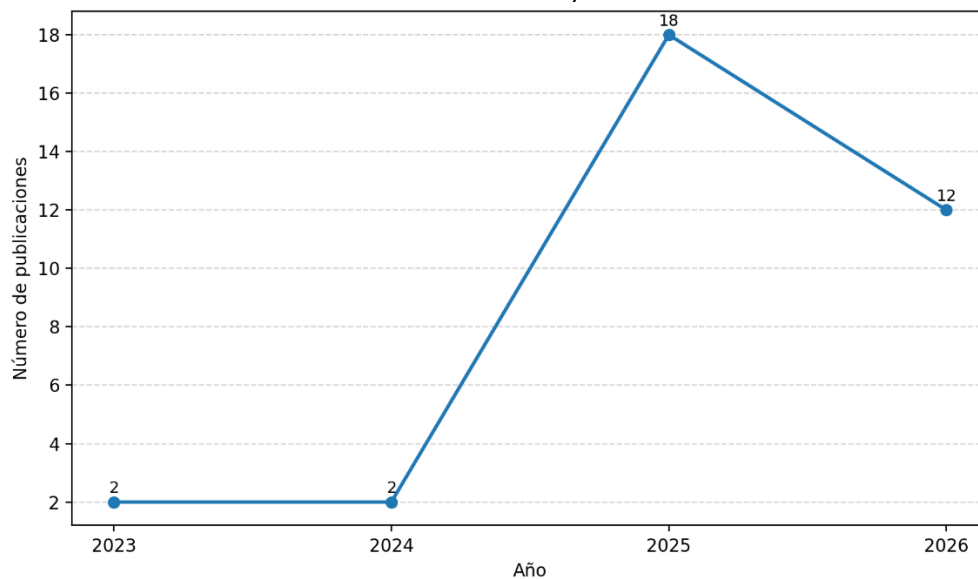


**Table 6.**  
Table of scientific output by year

| Baseline | Year | No. of publications | Percentage (%) | Cumulative Frequency | Cumulative Percentage (%) |
|----------|------|---------------------|----------------|----------------------|---------------------------|
| Table 2  | 2023 | 1                   | 5.88           | 1                    | 5.88                      |
| Table 2  | 2024 | 2                   | 11.76          | 3                    | 17.65                     |
| Table 2  | 2025 | 11                  | 64.71          | 14                   | 82.35                     |
| Table 2  | 2026 | 3                   | 17.65          | 17                   | 100.00                    |
| Table 3  | 2023 | 1                   | 4.00           | 1                    | 4.00                      |
| Table 3  | 2024 | 5                   | 20.00          | 6                    | 24.00                     |

| Baseline | Year | No. of publications | Percentage (%) | Cumulative Frequency | Cumulative Percentage (%) |
|----------|------|---------------------|----------------|----------------------|---------------------------|
| Table 3  | 2025 | 15                  | 60.00          | 21                   | 84.00                     |
| Table 3  | 2026 | 4                   | 16.00          | 25                   | 100.00                    |
| Table 4  | 2023 | 1                   | 3.03           | 1                    | 3.03                      |
| Table 4  | 2024 | 4                   | 12.12          | 5                    | 15.15                     |
| Table 4  | 2025 | 13                  | 39.39          | 18                   | 54.55                     |
| Table 4  | 2026 | 15                  | 45.45          | 33                   | 100.00                    |
| Table 5  | 2023 | 2                   | 5.88           | 2                    | 5.88                      |
| Table 5  | 2024 | 2                   | 5.88           | 4                    | 11.76                     |
| Table 5  | 2025 | 18                  | 52.94          | 22                   | 64.71                     |
| Table 5  | 2026 | 12                  | 35.29          | 34                   | 100.00                    |

**Table 7.**  
Table of Most Cited Documents

| Database | Authors                                                                                         | Most Cited Document                                                                                                         | Year | Source                                                    | Citations |
|----------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------|-----------|
| Table 2  | Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti, S., Darwis, A., & Marzuki | <i>Exploring Artificial Intelligence in Academic Essays: A Higher Education Student's Perspective</i>                       | 2023 | <i>International Journal of Educational Research Open</i> | 334       |
| Table 3  | Aljuaid, H.                                                                                     | <i>The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review</i> | 2024 | <i>Arab World English Journal</i>                         | 106       |
| Table 4  | Johnston, H., Wells, R. F., Shanks, E. M., Boey, T., & Parsons, B. N.                           | <i>Student Perspectives on the Use of Generative Artificial Intelligence Technologies in Higher Education</i>               | 2024 | <i>International Journal for Educational Integrity</i>    | 264       |
| Table 5  | Alexander, K., Savvidou, C., & Alexander, C.                                                    | <i>Who Wrote This Essay? Detecting AI-Generated Writing in Second Language Education in Higher Education</i>                | 2023 | <i>Teaching English with Technology</i>                   | 97        |

The results of this systematic and bibliometric review show that scholarly output on AI-generated writing and academic writing in the social sciences has emerged as a new field, whose growth accelerated significantly between 2023 and 2026. The concentration of publications in recent years confirms that the use of tools such as ChatGPT, Gemini, Perplexity, Grammarly, QuillBot, Copilot, and Scopus AI has brought about a substantial shift in how academic writing is studied, taught, produced, and evaluated, particularly in the field of higher education. This finding aligns with the report by Martínez-Olmo and González Catalán (2024), who noted that the application of AI in academic writing gained greater visibility following the public emergence of conversational generative models. It also aligns with Rivera et al. (2024), who noted that the debate over AI in higher education intensified due to its ethical, pedagogical, and institutional implications. However, the present study expands on this evidence by showing that the discussion is not limited to the educational use of AI but shifts toward evaluating its impact on scholarly production, authorship, academic integrity, and the methodological criteria required to assess its role in writing processes.

One of the main findings relates to the diversity of AI tools used in academic writing. The studies analyzed show that ChatGPT occupies a predominant position; however, its use is complemented by other applications geared toward grammatical correction, paraphrasing, bibliographic research, argumentative organization, textual revision, and literature synthesis. This finding aligns with Malik et al. (2023), who identified that higher education students use AI tools to structure essays, correct errors, translate texts, and improve clarity of expression. It also aligns with Johnston et al. (2025), who documented the combined use of ChatGPT, Perplexity, Copilot, QuillBot, and

Grammarly during the initial planning and drafting phases of academic essays. However, the present review reveals a broader trend: AI no longer functions solely as a language corrector but as a comprehensive assistant throughout the academic production cycle, intervening in literature search, methodological formulation, information interpretation, and bibliometric support. This expansion of functionality partially aligns with the findings of Wong et al. (2026), who highlighted the potential of Scopus AI to support literature searches and the identification of relevant literature.

With regard to methodological approaches, the results show marked heterogeneity in the ways in which IAG applied to academic writing has been studied. The analysis identified qualitative, quantitative, and mixed-methods studies, as well as systematic reviews, scoping reviews, bibliometric analyses, text mining, learning analytics, and quasi-experimental designs. This diversity confirms that the field is still in a phase of methodological exploration, where research focused on student perceptions ( ), intervention studies, analyses of human-AI interactions, and evaluations of writing performance coexist. These findings align with Aljuaid (2024), who argued that the literature on AI and academic writing presents a plurality of methodological approaches, although it still requires greater systematization. They also coincide with Anthony et al. (2025), who used a sequential mixed-methods design to analyze the utility of ChatGPT as a tool to support research writing. However, the present study suggests that the literature is beginning to shift from purely perceptual approaches toward more robust methodologies, such as technology acceptance models, structural equation modeling, longitudinal studies, and computational analysis of the writing process.

Another relevant finding relates to the methodological criteria used to assess the impact of AI-generated writing on academic writing. The reviewed studies show that evaluation processes have shifted from focusing solely on identifying AI-generated texts to adopting more comprehensive criteria, such as textual quality, discursive coherence, originality, reliability, automated feedback, self-regulation, accessibility, critical thinking, transparency, and pedagogical mediation. This finding aligns with Alexander et al. (2023), who highlighted the limitations of both instructors and automated detection systems in recognizing AI-generated texts, thereby questioning the adequacy of approaches based exclusively on detection. It also aligns with Hoo et al. (2025), who proposed an AI-sensitive rubric designed to differentiate between human writing and AI-assisted writing, without resorting to punitive criteria or simplified binary classifications. Similarly, Kurt and Kurt (2024) demonstrated that automated feedback can contribute to improving writing, although it needs to be complemented by teacher and peer feedback processes. Taken together, these findings support the conclusion that the evaluation of AI in academic writing must adopt a multidimensional perspective capable of integrating linguistic, pedagogical, ethical, cognitive, and editorial criteria.

Another relevant finding concerns the methodological criteria used to assess the impact of AI-generated writing on academic writing. The reviewed studies show that evaluation has shifted from the simple detection of AI-generated texts toward broader criteria, such as textual quality, coherence, originality, reliability, automated feedback, self-regulation, accessibility, critical thinking, transparency, and pedagogical mediation. This finding aligns with Alexander et al. (2023), who demonstrated the limitations of both instructors and automated detectors in identifying AI-generated texts, thereby calling into question the adequacy of approaches focused exclusively on detection. It also aligns with Hoo et al. (2025), who proposed an AI-aware rubric to distinguish between human writing and AI-assisted writing without resorting to punitive judgments or binary simplifications. Similarly, Kurt and Kurt (2024) showed that automated feedback can be useful for improving writing, although it needs to be compared with feedback from teachers and peers. Taken together, these findings support the argument that the evaluation of AI in academic writing must adopt a multidimensional approach capable of integrating linguistic, pedagogical, ethical, cognitive, and editorial criteria.

From a bibliometric perspective, the results show a concentration of scholarly output in the years 2025 and 2026, suggesting a recent acceleration in the field. This trend is consistent with the global expansion of generative models and the increase in research on ChatGPT in higher

education. The most-cited documents identified in the study—such as Malik et al. (2023), Johnston et al. (2024), Aljuaid (2024), and Alexander et al. (2023), demonstrate that the most influential literature has focused on three main concerns: student use of AI, the teaching of academic writing, academic integrity, and the detection of generated texts. This trend aligns with Martínez-Olmo and González Catalán (2024), who found that scholarly output on AI and academic writing centers on ChatGPT, plagiarism, ethics, and educational applications. However, the present study offers a more comprehensive analysis by distinguishing four analytical categories: tools, methodological approaches, thematic dimensions, and evaluation criteria. This classification allows us to move beyond purely descriptive bibliometrics toward a systematic interpretation of the field, aimed at constructing an analytical framework applicable to future research.

Despite these contributions, the study has limitations that must be considered when interpreting its results. First, the review was based exclusively on documents indexed in Scopus, which ensures quality and bibliometric traceability; however, this may exclude relevant studies published in Web of Science, ERIC, SciELO, Redalyc, Latindex, or other databases specializing in education, applied linguistics, and the social sciences. Second, the 2020–2026 period allowed for capturing the field's recent expansion, although it also implies that a significant portion of the research output is still in the process of consolidation, especially studies published in 2026, which may have accumulated fewer citations. Third, the classification of articles into four analytical categories was based on the predominant research question of each study, which reduced the repetition of authors in the tables but may have oversimplified research that simultaneously contributed to more than one dimension of “.” Finally, the bibliometric analysis focused primarily on co-occurrence, temporal evolution, annual output, and most-cited documents; therefore, future research could incorporate co-authorship networks, international collaboration, the most productive sources, leading countries, and citation analysis per document.

Given these limitations, subsequent research should expand the corpus of analysis to include complementary databases and establish comparisons between Scopus, Web of Science, ERIC, SciELO, and other regional sources, with the aim of identifying potential biases in disciplinary, linguistic, or geographic coverage. Likewise, it would be appropriate to conduct longitudinal studies examining the evolution of IAG use in academic writing, particularly as universities and scientific journals consolidate policies on disclosure, transparency, and authorship. Similarly, it is recommended to conduct more in-depth empirical research aimed at measuring the impact of these tools on argumentative quality, critical thinking, originality, writing autonomy, and the methodological training of students and researchers in the social sciences. At the applied level, future work should focus on developing and validating rubrics, evaluation frameworks, and editorial protocols that allow for distinguishing between legitimate use, excessive reliance, and undue substitution of human authorship. In this way, the analytical framework proposed in this review can serve as a basis for assessing AI-assisted writing not only as a textual support tool but also as a methodological, ethical, and academic phenomenon that is reshaping contemporary scientific production

#### 4. Conclusions

The findings of this review show that scholarly output related to IAG and academic writing in the social sciences experienced significant growth between 2023 and 2026, with a higher concentration of publications in 2025 and 2026. This trend indicates that the use of tools such as ChatGPT, Gemini, Perplexity, Grammarly, QuillBot, Copilot, and Scopus AI has established itself as an emerging line of inquiry in studies on higher education, academic writing, and scholarly production. Furthermore, the results indicate that AI is most frequently used in activities related to text planning, idea generation, grammatical improvement, paraphrasing, coherence checking, literature searches, literature synthesis, and methodological guidance. Consequently, the academic field has begun to move beyond a limited view of AI as a mere tool for linguistic correction, embracing it instead as a resource that plays a role in various stages of the academic writing process.

With regard to the objective of analyzing the scientific literature on the impact of AI-assisted writing on academic writing within the social sciences, the results allow us to conclude that this impact is structured around four central axes: the tools used, the predominant methodological approaches, the emergent thematic dimensions, and the methodological evaluation criteria. From this perspective, the study proposes an analytical framework aimed at organizing methodological, ethical, and academic criteria to examine the role of AI-assisted writing in scholarly production. This framework helps us understand that the evaluation of AI-assisted writing should not be limited to detecting plagiarism or identifying automatically generated texts, but must incorporate dimensions related to authorship, transparency, academic integrity, critical thinking, argumentative quality, writing autonomy, accessibility, institutional regulation, and editorial responsibility.

The study was conducted as a systematic and bibliometric review, as it incorporated procedures for searching, filtering, selecting, and critically examining the scientific literature using predefined inclusion and exclusion criteria, following a methodological approach consistent with the PRISMA guidelines. Furthermore, this process was complemented by bibliometric indicators derived from scientific output indexed in Scopus. The systematic nature of the review allowed for the organization, classification, and interpretation of the studies based on the research questions posed, while the bibliometric analysis helped identify publication patterns, networks of terminological associations, temporal changes in the topics addressed, and documents with the greatest academic impact. This methodological integration was not limited to describing the current state of knowledge; it also made it possible to understand the intellectual landscape of the field, its main trajectories of development, and the gaps that still hinder the consolidation of uniform criteria for evaluating the incorporation of IAG into academic writing processes.

As a final reflection, the findings show that IAG is a resource with high potential for strengthening academic writing; however, its incorporation also poses significant challenges related to ethics, authorship, originality, and research training in the social sciences. In this regard, future research should extend the analysis to other databases, such as Web of Science, ERIC, SciELO, and Redalyc, in order to reduce potential coverage biases and strengthen the international comparison of results. Similarly, it is important to promote longitudinal empirical studies that examine the impact of IAG on the quality of argumentation, critical thinking, writing autonomy, and methodological training among students and researchers. Finally, it is considered necessary to advance the design of rubrics, editorial protocols, and institutional frameworks that guide the transparent, responsible, and pedagogically relevant use of IAG in contemporary academic production.

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