

MEGST

AI Use Guidelines

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This document has been minimally adapted by Stephen Heap, with permission, from guidelines developed by University of Queensland College, Australia in September 2025 for use with students and teachers on their Bridging English Program.

Introduction and Overview

Artificial Intelligence (AI) and Machine Translation (MT) technologies are increasingly being used in educational contexts to support learning and communication. On courses at MEGST, these tools can offer valuable assistance. However, their use must be guided by clear principles to ensure academic integrity and also support English language development.

This document outlines the **guidelines for appropriate use of AI and MT** on MEGST courses. It aims to help students understand how these tools can be used responsibly to support—not replace—their own learning and writing. The guidelines are designed to protect students from academic misconduct, ensure that submitted work reflects their own abilities, and encourage meaningful engagement with the English language.

What are AI and MT?

- **AI (Artificial Intelligence)** refers to computer systems that can perform tasks that typically require human intelligence, such as generating text, checking grammar, or answering questions.
- **MT (Machine Translation)** refers to software that automatically translates text from one language to another, such as Google Translate or DeepL.

Why do we have guidelines?

- To uphold **academic integrity**: All submitted work must be the student's own.
- To support **English language development**: The IEP course is designed to help students improve their English skills through active practice.
- To promote **ethical use of technology**: Students must learn to use AI and MT tools responsibly and critically.

Consequences of misuse

Misusing AI or MT—such as submitting AI-generated essays or using translation tools to bypass English writing tasks—may be considered **academic misconduct**. This can have serious consequences, including warnings, failing grades, or even affecting your **enrolment at MEGST**. If you are unsure whether your use of AI or MT is appropriate, always ask your teacher.

General Guidelines

Student guidelines

- If a student chooses to use AI, it should be used within the following guidelines.
- AI should only be used as a tool to assist in forming ideas, researching, and supporting student writing.
- AI should not write for the student and replace the student's own work.
- AI often 'hallucinates' and can generate inaccurate or misleading information. Therefore, any AI produced material should be carefully checked for accuracy.

Student responsibilities

- When using AI, students should use the prompts suggested on the following pages (or students should base their prompts on those suggested on the following pages).

*After responding to a prompt, AI may offer to do something else. For example, after brainstorming ideas, AI might offer to write an outline or draft an essay. Students should always consider what is acceptable or unacceptable before asking AI for further help.

- AI is not always correct and does make mistakes. Students should always evaluate and check that AI has done things correctly. For example, if AI has suggested a grammar correction, before making the change, check that what AI suggested is correct.
- Students should consult teachers if unsure about AI/MT use (misuse).
- Students must always take final responsibility for all work submitted.

Prompt design guidelines

You will get better results from your AI interactions if you design effective prompts. Use the sample prompts provided on the following pages, or include these elements:

- **Context:** Who are you and what is your context? E.g. English language student, A2-B1 level, assignment type
- **Role:** What role should the AI play? E.g. English language tutor
- **Task:** What do you want the AI to do and not do? E.g. brainstorm ideas, give feedback, format a reference list, do not write whole sentences or paragraphs, do not invent sources
- **Format:** How do you want the output to be presented? E.g. 5 bullet points, numbered steps, in a table, academic tone

Remember these principles of effective prompt design:

- 1. Clarity:** Be explicit about context, task, role and format.
- 2. Structure:** Keep prompts organised — short sections work best.
- 3. Iteration:** First outputs often need refining; revise the prompt or ask follow-up qus.
- 4. Verify:** AI can make errors or invent information. Always critically evaluate the results.

Acceptable Use of AI

Below is a list of acceptable uses of AI/MT at MEGST. These include brainstorming ideas, finding sources, checking grammar and vocabulary, formatting references, and practising pronunciation. These uses are similar to working with classmates, consulting teachers, or using academic resources. However, it is important that **AI does not replace your own thinking or writing**.

Note: Square brackets [] indicate parts of the prompt that you should replace with information relevant to your own context.

Whenever you use AI or MT to assist with your work, you must **acknowledge this use** in your assignment. This helps maintain academic integrity and shows that you are using technology responsibly. Please see [page 8](#) for more details.

1. Brainstorming

- Students can use AI to brainstorm ideas for an assignment.
- This is okay because this is similar to a brainstorming session with classmates or using a library resource.

Suggested Prompts

- **Essay:** *I am a B2–C1 English language student writing a research essay. You are my English tutor. The research question is [insert essay question]. What are [10] relevant ideas I could use to begin my research? List ideas in point form. Do not write full sentences. Do not help me write the essay plan or the essay.*
- **Presentation:** *I am a B2–C1 English language student writing a research essay. You are my English tutor. The presentation topic is [insert presentation topic]. What are [10] relevant ideas I could use to begin my research for this topic? List ideas in point form. Do not write full sentences. Do not help me write the presentation plan or the script.*

2. Finding Sources

- Students can use AI to find possible sources for an assignment.
- This is okay because this is similar to searching for sources on a library website.
- Students must verify all AI-suggested sources (using a Library website?) to check they actually exist.
- Students should also critically evaluate each source to decide if it is reliable and suitable for their assignment.

Suggested Prompts

- **Essay:** *I am a B2–C1 English language student writing a research essay. You are my assistant. Find [2] academic journal articles that can be used to answer the following question: [insert essay question]. Relevant articles must be in English, peer-reviewed,*

published within the last 5 years, contain original research (not reviews) and preferably be available (via the MEGST Library) in PDF format.

- **Presentation:** *I am a B2–C1 English language student preparing an oral presentation. You are my research assistant. Find [2] reliable sources for my presentation on the topic: [insert presentation topic]. Sources must be in English, up-to-date, and published by reputable organisations (e.g., academic journals or trusted institutions).*

3. Checking meaning of words/phrases (not full sentences)

- Students can use AI/MT to check the meaning of a word or phrase.
- Students should not use AI/MT to check the meaning of a full sentence, paragraph or essay.
- This is okay because it is the same as or similar to using an electronic dictionary.

Suggested Prompts

- *Explain the meaning of '[insert word/ phrase]' in simple English for ESL students at B2 level.*
- *Give me two example sentences using '[insert word/phrase]' in an academic context.*
- *What is another word/phrase for '[insert word/ phrase]' that is formal and suitable for a university essay/presentation?*

4. Formatting References

- Students can use AI to format reference lists and check student formatting of in-text citations.
- This is okay because it is similar to using citation generators such as Endnote.
- Check that the references AI has generated are correct.

Suggested Prompts

- **Essay:** *Create in-text references and a reference list entry, in APA 7th Style for this journal article: [Insert URL or attach document]*
- **Presentation:** *Create a reference list entry, in APA 7th Style for this source: [Insert URL or attach document]*
- **Essay and Presentation:** *Check this citation and tell me if it's correct APA 7th style: [insert your reference]. Explain how to improve it if it has errors.*

5. Proofreading

- Students can use AI to review the following in their writing: spelling, grammar, punctuation, clarity, cohesion and in-text citations.
 - This is okay because AI is acting as an editing tool and should not generate new content.
- When using AI in this way, it is important that AI does not directly correct student errors, nor should AI rewrite a student's essay, so the essay is no longer the student's own work.

Suggested Prompts

- **Essay:** *I am a [B2–C1] English language student writing a research essay. You are my English tutor. Review my essay draft for [insert spelling, grammar, punctuation, tone, clarity, cohesion, referencing (APA 7th)] and give me feedback. Do not rewrite any part of my essay or add/change content. Only provide a bullet point list of [5-10] actionable suggestions for improvement that are within my English language ability.*
- **Presentation:** *I am a [B2–C1] English language student writing a research essay. You are my English tutor. Review my oral presentation [notes/script] for [insert spelling, grammar, punctuation, tone, clarity, cohesion, audience engagement] and give me feedback. Do not rewrite any part of my script or add/change content. Only provide a bullet point list of [5-10] actionable suggestions for improvement that are within my English language ability.*

6. Pronunciation Practice

- Students can use AI to help them practise their pronunciation for a speaking task. • This is okay because this is similar to getting pronunciation advice from a teacher or native speaker.

Suggested Prompt

- *I am a B2–C1 English language student preparing an oral presentation. You are my English tutor. I will provide a short section of my speech using the dictation tool. Review my [insert clarity, articulation of sounds, word stress, sentence stress, rhythm, intonation, fluency, pace] and give me feedback. Do not rewrite my words or add/change content. Only provide a bullet point list of [5-10] actionable suggestions for improvement that are within my English language ability.*

Unacceptable Use of AI

There are several uses of AI and MT that are clearly unacceptable in MEGST courses and are listed below. These uses undermine academic integrity and prevent students from developing essential English language skills. **Misuse may be considered academic misconduct and could affect your enrolment.**

However, some uses of AI may fall into a ‘grey zone’—such as asking AI to rewrite individual sentences—these may be acceptable only if the student critically evaluates the suggestions and maintains ownership of the writing. In such cases, students must consult their teacher first before using AI in this way. **When in doubt, always seek guidance.**

Other uses of AI/MT not listed below may also be considered misuse. If you are unsure, always ask your teacher before using these tools.

Group 1: Language Input Skills (reading, summarising, translating)

These are misuses where students rely on AI/MT instead of engaging directly with texts and sources.

Examples of unacceptable AI/MT use:

- translate an essay or script you write in your first language into English
- translate source texts instead of reading them in English
- summarise source texts instead of reading them yourself
- paraphrase sources instead of practising these skills yourself

Why this is not acceptable:

- You miss the opportunity to practise English reading skills. Translation and AI summaries give shortcuts, but they do not help you improve vocabulary, grammar, or comprehension.
- You lose the chance to practise academic skills. Summarising and paraphrasing are key skills you need for post-graduate study. If AI does this for you, you will struggle in future courses.
- It stops you building confidence. Relying on AI makes you dependent, and you may feel less able to read or understand English texts by yourself.

Group 2: Language Output Skills (writing, creating, presenting)

These are misuses where students rely on AI to produce or improve assignments instead of developing their own writing and speaking.

Examples of unacceptable AI/MT use:

- create an essay outline instead of planning it yourself
- generate full sentences, paragraphs, or entire essays
- create presentation slides, or scripts for oral tasks
- edit your writing without checking or critically evaluating the AI changes

Why this is not acceptable:

- The work is not your own. Assignments are for you to show your ability, not the AI’s ability. • You don’t develop your productive skills. Writing, planning, and presenting are essential skills you need for post-graduate study. If AI does these tasks, you do not practise them.
- You risk academic misconduct. Submitting AI-generated work can be treated as plagiarism, which may have serious consequences for your enrolment.
- You don’t learn from your mistakes. If AI rewrites your text without you thinking critically, you won’t understand your errors or how to improve in the future.

Acknowledging AI use in Assignments

If you use AI or MT tools to support your work, you must **acknowledge this use clearly and honestly** in your assignment. This helps maintain academic integrity.

How to acknowledge AI Use

You must show if/how you used AI in your assignment via the **Declaration of Originality** on the **cover page** of your assignment. An **example** is below:

<p>Declaration of Originality</p> <p>I, [WRITE YOUR NAME HERE], declare that this assignment is my own original work. All sources used have been properly acknowledged and cited. I understand that plagiarism and academic dishonesty are serious offenses and may result in disciplinary action.</p> <p>Tick the relevant box.</p> <p><input type="checkbox"/> I confirm that I <u>have not</u> used AI in the creation of this assignment.</p> <p><input type="checkbox"/> I confirm that I <u>have</u> used AI according to MEGST Guidelines as indicated below. <i>Tick all relevant boxes that relate to your use of AI in this assignment.</i></p> <table> <tr> <td><input type="checkbox"/> Brainstorming</td> <td><input type="checkbox"/> Formatting references</td> </tr> <tr> <td><input type="checkbox"/> Finding sources</td> <td><input type="checkbox"/> Proofreading</td> </tr> <tr> <td><input type="checkbox"/> Check meaning of words/phrases</td> <td></td> </tr> </table>	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Formatting references	<input type="checkbox"/> Finding sources	<input type="checkbox"/> Proofreading	<input type="checkbox"/> Check meaning of words/phrases	
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<input type="checkbox"/> Finding sources	<input type="checkbox"/> Proofreading					
<input type="checkbox"/> Check meaning of words/phrases						
<p>By writing my name below, I agree to the above statements.</p> <p>Signature:</p> <p>Date:</p>						

If you are unsure whether you need to acknowledge AI/MT use, **ask your teacher.**