AUDIENCE PROFILE SHEET

Audience: Non-native English speaking student, especially those reading in an English-speaking educational institutions

Educational level/reading skill: These students are typically at the university or high school level, with intermediate to advanced reading skills in English, though their proficiency in academic English may vary.

Topic experience/knowledge base: They may have limited awareness of AI detection tools and their potential biases, as this issue is a relatively new topic and the implications lie in a subtle way. Most of them likely know what AI detection tools are but may not fully understand how these tools work or the biases involved.

Moral and personal values: These students likely have a sense of academic integrity, and authenticity in their work. Many may also hold strong cultural pride and value the uniqueness of their linguistic background.

Desires and needs: Their main need is to prevent their writings from being unfairly penalized by AI detection tools. They may also desire to keep their authentic linguistic style without feeling pressured to conform to standardized English norms.

Fears: They are afraid of receiving penalties in academic fields for creations being flagged as AI-generated incorrectly. They may also fear losing their unique voice or feeling isolated in an academic environment that doesn't fully understand or appreciate their linguistic diversity.

Socioeconomic level: N/A

Age: Typically between 15 to 30, as many non-native English-speaking students in these institutions are pursuing college or high school degrees.

Cultural characteristics (race, gender, sexuality, etc.): They represent a diverse range of cultural backgrounds and races. The audiences have diverse cultural characteristics, as non-native English speakers come from many different countries with various linguistic

backgrounds and cultural identities. This diversity influences their approach to learning English and their unique writing styles.

Political beliefs: N/A

Attitude toward the subject (including concerns): The audience is likely concerned, possibly frustrated, and eager to understand the biases in AI detectors. They may be open to learning about the topic but skeptical or defensive if they feel these tools have already unfairly impacted them.

Expectations about the document (including areas of resistance): They expect the document to be straightforward and relevant to their experiences as non-native English speakers. They may resist if the tone feels accusatory toward their writing or suggests they need to conform to native norms.

Reasons for reading the document: They need to be aware of the existence of bias in AI detectors and understand how it may impact their learning process. By gaining insight into these biases, they want to make informed decisions and take any necessary precautions to protect their academic integrity and maintain their authentic voice.

Potential Publication/Method of Receiving Document: The article could be published in university newspapers or international student organization newsletters. These platforms are ideal for reaching non-native English-speaking students, providing them with relevant information about AI detector biases within an academic setting. Students would likely access the article digitally via an online university newspaper website or through an email newsletter from an international student organization. It may also be shared on social media channels or university portals, making it easy for students to read on their personal devices, whether on campus or at home.

Reader's physical environment: Likely reading on a laptop or mobile device in a study space or common area, such as a library or dorm room.

Way of reading the document (skim, study, read portion—which?): They're likely to skim the introduction, focusing on sections with the implications and practical advice, as they

are the most practical parts. They may later read the entire article carefully to take all recommendations if the content seems immediately relevant to their experience