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RESEARCH ARTICLE

Students' Utilization of Artificial Intelligence as Writing Scaffolds: Teachers' Perspectives and Attitudes in a Saudi Institute

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Abstract
This study examines the perceptions and attitudes of English writing instructors at King Saud bin Abdulaziz University for Health Sciences (KSAU-HS) toward students' utilization of Artificial Intelligence (AI) tools, particularly Large Language Models (LLMs), as scaffolds for academic writing. Employing a cross-sectional design, a survey was conducted with 43 writing instructors to assess their views on the implications of AI integration in academic tasks. The study investigates whether AI technologies can enhance writing pedagogy innovatively and effectively while addressing concerns surrounding academic integrity. Findings revealed that instructors acknowledged the accessibility and utility of AI tools in aiding students' writing processes. However, they also expressed apprehension regarding the potential misuse of these tools, emphasizing the negative impact on skill development and the increasing temptation for academic dishonesty. Furthermore, participants highlighted the limitations of existing detection tools in accurately identifying AI-generated text. These insights contribute to the growing discourse on AI in education, providing practical recommendations for educators, policymakers, and institutions to navigate the ethical and pedagogical challenges associated with integrating generative AI in academic settings.

Keywords: *AI and Education, AI and Writing Classroom Assignment, English Foreign Language, Large Language Models, Teaching and Learning with AI, Writing Teacher Perspectives of AI.*

1. Introduction

In the rapidly evolving landscape of education, the transformative potential of Artificial Intelligence (AI) has captured both excitement and skepticism, challenging traditional pedagogical boundaries while raising profound ethical and practical questions. AI has emerged as both a catalyst

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for innovation and a source of contention in modern education. Researchers often describe AI adoption as a "double-edged sword," reflecting its capacity to simultaneously enhance and disrupt traditional learning paradigms (Floridi & Chiriatti, 2020; Lim et al., 2023). Powered by vast datasets, AI i.e., Large Language Models (LLMs) are capable of generating human-like text and providing accurate responses to complex queries, offering unprecedented opportunities for personalized and adaptive learning experiences. However, their integration into education also introduces challenges that require critical examination.

In other words, AI tools in education refer to software or systems that leverage machine learning, natural language processing, and other AI technologies to support, enhance, or simulate educational processes (Alqahtani et al., 2023; Owan et al., 2023). Consequently, AI tools for education have experienced significant growth in recent years, and researchers have emphasized the potential benefits AI brings to language learning. (Hwang et al., 2020; Klimova et al., 2022; Pikhart, 2021). The timing for embracing AI's full potential in education could not be more opportune, given the widespread adoption of digital learning modalities spurred by the COVID-19 pandemic (Zitouni, 2022).

AI tools have been incorporated into several fields, such as medicine, engineering, education, etc. (Ahmad et al., 2021; Xu et al., 2021). One of the critical issues is the challenge of identifying AI-generated text. According to Elkhatat et al. (2023), there is considerable variability in the detection tools' effectiveness at correctly identifying and categorizing text as either AI-generated or human-written (Elkhatat et al., 2023). University students can misuse such advantages of AI tools to do their academic tasks inappropriately. Therefore, teachers have constantly raised concerns about students abusing AI tools to perform their academic duties, arguing that AI has made cheating more alluring and accessible to students. Students' misuse of AI tools may undermine the learner's development of essential skills (Ferikoğlu & Akgün, 2022; JALT, 2021). Addressing these issues requires a comprehensive approach that includes improving technological and ethical literacy, ensuring equitable access to technology, safeguarding against biases, maintaining human elements in learning,

and upholding academic integrity (Alwaqdani, 2024).

The current study aimed to explore teachers' perspectives and attitudes toward students utilizing AI tools as writing scaffolds in classroom assignments. The goal is to determine whether AI can augment composition/writing teaching in a meaningful way and inform innovative practice. AI tools promise to support individualized, engaging instruction while identifying challenges to guide ethical application. This study seeks to evaluate the teachers' perception of students' utilization of such tools in writing tasks and explores how AI tools represented in LLMs may facilitate writing and generating ideas. Specifically, the study investigates LLMs' roles in supporting students in accomplishing the writing processes needed (brainstorming, outlining, drafting) in a writing class. Evaluating teachers' responses to the distributed questionnaire helps the researchers explain the challenges of AI integration and raise awareness of generative AI (LLMs) integration in writing courses and its relation to academic integrity and rigor. Findings may contribute new knowledge to revolutionize writing pedagogies, leveraging AI and augmenting traditional methods for a more tailored educational experience.

Research Question

This paper aims to find answers to the following questions:

- How do English writing instructors at KSAU-HS perceive their students' utilization of generative AI, namely, Large Language Models (LLMs), in completing academic tasks?
- How do they reflect the effectiveness of generative AI (LLMs) interventions in maintaining academic integrity?

2. Literature Review

A) Applications and Opportunities for AI in Language Learning

Rezaei identified three main types of AI software applications currently used in education: Personalized tutoring systems, intelligent support systems for collaborative learning, and immersive virtual reality powered by AI (Rezaei, 2024). This classification, however, overlooks a variety of other AI applications, such as automated evaluation systems, that do not neatly fit into these categories, highlighting the multifaceted and rapidly evolving nature of AI in education (Abulibdeh et al., 2024; Vetrivel et al., 2025). In a more recent publication, Mupaikwa categorized

educational applications through three distinct lenses: Learner-facing: AI software used by students to facilitate learning; Teacher-facing: AI software that helps teachers automate routine tasks, like evaluation, grading, and checking for plagiarism. Lasltly, the System-facing (AIEd): These tools are utilized for administrative tasks within school systems, such as analyzing performance reports. These do not directly affect the learning journey of a student. The following applications are currently used as part of either a teacher- or student-facing solution (Mupaikwa, 2023; Vashista et al., 2023).

(Neural) Machine Translation (NMT)

Machine translators (MT) are valuable tools that are often web-based, freely accessible, and include services, such as DeepL, Google Translator, or Bing Translator (Dolmaci, 2024). MT refers to the process where computer software is used to translate written or spoken content into other languages (Dolmaci, 2024; Klimova et al., 2023). Neural Machine translation is an advanced machine translation that utilizes so-called neural networks. These are AI-powered deep-learning models that improve the tools' fluency and accuracy (Stahlberg, 2020; Yang et al., 2020).

English as a Foreign Language (EFL) teachers frequently negatively associate the use of MT with failure and academic fraud (Almusharraf & Bailey, 2023). They have, therefore, been prohibiting the use of MT by students, albeit without much success. Yet, MT has been recognized as a useful tool for language learning (Lee, 2019, 2023; Niño, 2009). Recent research indicates that NMT can reduce EFL students' language anxiety, improve receptive and productive language skills, and enhance their overall linguistic and cognitive development (Doherty & Kenny, 2014; Jiang, 2022; Shadiev et al., 2024). Currently, there is a lack of research on the optimal methodology for MT utilization by teachers, as well as on the NMT tools' potential added value for different proficiency levels.

Intelligent Tutoring Systems

Intelligent Tutoring Systems (ITSs) are advanced and customizable systems that are meant to simulate the personalized individual tutoring experience (Akyuz, 2020). Due to the emergence of AI and NLP, they can now craft an individualized course pathway based on the student's individual learning needs. These may prove extremely beneficial for large and remote institutions where face-to-face tutoring is not scalable (Tapalova & Zhiyenbayeva, 2022; Zawacki-

Richter et al., 2019). ITSs effectively improve language learning outcomes, such as writing, skills, grammar learning, and reading comprehension. They can be adapted to various teaching contexts, including flipped classrooms and self-regulatory learning, to enhance learning effectiveness (Mohamed & Lamia, 2018; Xu et al., 2019). They have also been shown to improve speaking proficiency (Mohammadzadeh & Sarkhosh, 2018). Thus, these systems have already been widely adopted and implemented into learning applications, such as Robo-Sensei or Word Bricks (Ezzaim et al., 2022).

Affective computing (AC) has great potential when integrated into ITS as it refers to computing that may deliberately influence emotions (Wang et al., 2022). By utilizing a data-driven approach to fetch data regarding the learner's emotions, AC may further improve the effectiveness of ITS, considering that emotions greatly affect our cognitive activities (Ahmad et al., 2023; Järvelä et al., 2020). In the EFL, it is well-established that emotional words are more vividly remembered than neutral words (Arriagada-Mödinger & Ferreira, 2022). By utilizing AC through ITS, emotional dimensions were incorporated into vocabulary learning, thereby enhancing learners' mnemonic retention rates.

AI Chatbots

AI chatbots are computer software that are designed to mimic intelligent conversations with humans (Maher et al., 2020). These interactions between a human user and the bot occur in an informal setting, mainly through written and sometimes through spoken communication. A lack of human interaction is cited as a major limiting factor in the adoption of AI learning tools (Croes et al., 2023; Rapp et al., 2021). On the other hand, a study by Jeon and Lee revealed that the majority of students preferred engaging with a chatbot rather than with a human partner (Jeon & Lee, 2024). Indeed, studies have shown that the use of AI chatbots can lead to higher levels of self-confidence, motivation, and engagement in learners (Muthmainnah[1] et al., 2024). They significantly bolster the proficiency of EFL students regarding writing, vocabulary, and grammar development (Tabassum & Naveed, 2024). Additionally, they contribute to the enhancement of practical English skills, including listening, reading, speaking, and more sophisticated writing (Guo et al., 2022). In terms of learning, grammar and comprehension can be understood in an

effective way through AI tools (Xu et al., 2019).

Automatic Evaluation Systems

Automatic Evaluation Systems (AESs) leverage data and NLP technologies such as automatic speech recognition and word sense disambiguation (Liang, 2025; Yadav et al., 2021). Not only do these systems evaluate input, but they also offer automatic feedback. The concept, envisioned by various researchers, has seen substantial development with AES technologies now integral to various assessment engines (Devi et al., 2024; Tabassum & Naveed, 2024; Triwibowo, 2023). The effectiveness of AES in enhancing EFL writing has been supported by research, indicating that such applications encourage learners to engage more in writing practice and improve writing accuracy (Bai & Hu, 2016). Concerning EFL speaking, AES tools can increase the frequency of practice and improve pronunciation as well as proficiency (Ahn & Lee, 2015).

B) Teachers' Awareness of AI Utilization by the Students and Its Effectiveness

Teachers must necessarily be familiar with AI learning tools such as ChatGPT, Google Bard (Gemini), and other virtual reality technologies. A teacher's role is to know about students' learning and use of AI tools in academic tasks. So far, there is clear evidence that teachers can assess the use of AI tools in academic tasks by students in the Western world (Ferikoğlu & Akgün, 2022). Joshi asserts that AI generative platforms have helped students and teachers in many ways, the most important of which is the identification of the pathways of the usage of AI generative tools. In general, it is highly useful for a range of tasks in academic contexts (Joshi, 2020).

Furthermore, the issue of diminished human interaction in AI-facilitated learning environments is another critical concern. The identification of the lack of human interaction is a principal limitation of AI language learning tools, suggesting that digital learning environments cannot fully replicate the classroom experience. This view is supported by educational evaluators and developers who argue that simulated impersonal digital learning cannot replace the nuanced and rich interactions found in traditional learning settings (Mackness et al., 2010). Educators have repeatedly voiced their concerns regarding academic honesty, arguing that AI has made cheating more alluring and accessible to students. The conduct of such academic dishonesty may

undermine the learner's development of essential skills (JALT, 2021).

With the advent of AI tools, there is increased consciousness among the developers of plagiarism detector software such as Turnitin, SafeAssign, and iThenticate. This is due to the growing demand from the academic as well. But still, there are possibilities of fabrication that are undetectable (Elali & Rachid, 2023). Building on the concerns highlighted by educators regarding academic honesty, it is crucial to underscore that those students passing off AI-generated content as their own constitutes a significant ethical breach. The challenge of identifying AI-generated text lies in the sophistication and variability of AI writing tools. According to Elkhatat et al. (2023), there is considerable variability in the detection tools' effectiveness at correctly identifying and categorizing text as either AI-generated or human-written. Therefore, teachers' awareness regarding these erupting issues is crucial to maintaining scientific authenticity and academic rigor in the educational realm.

C) Ethical Considerations and Technical Challenges of Educational AI Adoption

The adoption of AI in education is fraught with challenges that span technical, ethical, and pedagogical domains. According to Alwaqdani (2024), a significant barrier to AI adoption among educators is a lack of familiarity with technology, with 66% of surveyed teachers who do not currently use AI citing this as a main concern. This underscores the importance of not only enhancing teachers' technological literacy but also their awareness of the ethical implications and risks associated with applying AI in education (Ayanwale et al., 2024; Khreisat et al., 2024). Timotheou et al. point out that technological access and literacy issues influence a vast number of learners globally, suggesting that disparities in digital access are exacerbating educational inequalities (Timotheou et al., 2023). Moreover, ethical concerns, such as algorithmic bias, further complicate the landscape. Studies have highlighted fears that AI systems may perpetuate or even exacerbate biases against certain subgroups based on socioeconomic status, gender, race, ethnicity, and other factors (Akkila et al., 2024; Schwartz et al., 2022). Thus, serious ethical considerations regarding fairness and equity in AI-enabled education could be raised. Therefore, addressing these issues requires an all-inclusive approach to improve

technological and ethical literacy, ensuring equitable access to technology, safeguarding against biases, maintaining human elements in learning, and upholding academic integrity. Thus, Habib et al. (2024) asserted the need to increase skills in improving AI utilization for academic purposes. They saw that the problem relied on the misutilization of these AI tools, i.e., instead of being creative to enhance and integrate them into education. In addition, Vinchon et al. (2023) showed how AI tools provide students with easy access to a bulk of data and the easy availability of the link between different variables and complex associations. As a result, they do not have to read and understand the logic behind complex relationships and associations between concepts.

In conclusion, the effective integration of AI in EFL education requires careful consideration of both its transformative potential and the associated ethical and practical challenges. Emphasizing a holistic approach that includes technological advancement, ethical vigilance, and human engagement can play a critical role in leveraging AI to enhance language learning in a manner that is accessible, equitable, and respectful of academic integrity. This paper helps to understand the teachers' perspectives about students' utilization of AI in the writing classroom.

3. Method

A retrospective cross-sectional study design was adopted to assess the writing instructor population at KSAU-HS in Al-Ahsa. The sample of this study was randomized to estimate the prevalence of AI among students' writing tasks. For this study, the phenomenon being investigated was students' utilization of AI tools to do their academic writing tasks. After calculating the sample size through Raosoft software, and after inserting the following data (Merging of Error 5%, confidence level needed 90%, population size 50, and response distribution 50%), the sample size was finalized at 43 writing instructors teaching writing courses at KSAU-HS.

Questionnaire Design

In this study, descriptive statistical analysis was used to indicate the quantities, frequencies, distributions, and classifications of phenomena through administering a questionnaire to achieve the overarching goal of this research. This questionnaire was structured into three aspects: 1) Perceptions on the use of AI (LLMs); 2) Teachers' reflections about the utilization of AI

(LLMs); and 3) Teachers' detection of AI-generated writing. The first theme consisted of seven questions to explore the participants' awareness and willingness toward LLMs utilization in writing classes. In the second theme, the participants needed to answer three questions about the reflections of writing instructors on LLMs applications in academic writing classes. The reflections were about the temptation of academic dishonesty among students, the negative impact of LLMs on students' development of transferable skills, and the ethical implications of LLMs in writing classes. The third theme was about the teacher's ability to detect AI-generated writing. In this part, the participants were asked to answer three questions.

Data Collection

This study employed a survey to address the research questions. The target population consisted of college writing instructors at KSAU-HS with varying years of teaching experience. A non-probability sample of 43 participants was collected. In Table 1, the participants' demographic information is illustrated in detail. An online questionnaire was developed relating to research objectives, examining perceptions of AI integration challenges and their impact on learning processes, motivation, and outcomes. The triangulation of survey findings was used to conclude AI's potential role in scaffolding students in doing their academic writing tasks. This quantitative approach aimed to provide an in-depth understanding of AI implementation in writing classes and how it may impact students' productions and teachers' perceptions.

Table 1: Demographic Information of the Participants

Demographics	Frequency (%)
Gender	
Male	21 (52.5%)
Female	19 (46.5%)
First Language	
Arabic	35 (87.5%)
English	3 (7.5%)
Arabic and English	1 (2.5%)
Urdu	1 (2.5%)
Highest Qualification	
Bachelor's Degree	3 (7.5%)
Doctorate's Degree	10 (25%)

Master's Degree	27 (67.5%)
Position	
Assistant Professor	6 (15%)
HOD	1 (2.5%)
Lecturer	30 (75%)
Teaching assisting	3 (7.5%)

Procedure

The survey was distributed online using Microsoft Forms software. Respondents received a link to access the digital questionnaire. Using this online format allowed the questionnaire to be conveniently distributed remotely to participants of this study. To avoid responses from outside members, the survey was restricted to participants who were from KSAU-HS only. The participants had two options: to agree and continue fulfilling the questionnaire or disagree and leave the questionnaire. Once they agreed, they had to read a short description of the study before continuing to fulfill it.

Data Analysis

The survey responses were examined using a descriptive statistical technique. The data was analyzed through the Statistical Analysis System (SAS 9.4) software. Descriptive statistics provided an overview of each item's results and determined potential relations between teachers' perceptions, attitudes, and familiarity regarding AI and its roles in writing classes. These items are categorized into three themes where the first theme items are targeted to answer research question number 1 (How do English writing instructors at KSAU-HS perceive the utilization of generative AI, namely, Large Language Models (LLMs) by their students in completing academic tasks?), and the second and third themes items are designed to answer research question number 2 (How do they reflect on the effectiveness of generative AI (LLMs) interventions in maintaining academic integrity?)

Reliability

Table 2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	19

Table 1 shows the summary statistics for survey reliability. In the current study, the Cronbach alpha coefficient was 0.89. According to Pavot, Diener, Colvin, and Sandvik (1991), the Satisfaction with Life Scale has good internal consistency, with a Cronbach alpha coefficient reported of .85 (Pavot et al., 1991).

4. Results

This section presents the results of the survey on a) perceptions of the use of AI (LLMs), b) Teachers' reflections about the utilization of AI (LLMs), and c) Teachers' detection of AI-generated writing.

Teachers' perceptions of the use of AI (LLMs)

To assess the teachers' perceptions of AI (LLMs) in writing classes, the questionnaire was designed with 7 statements that explored the participants' perceptions of LLMs on a 5-point Likert scale. Statement One asked about the awareness of AI technologies, namely LLMs such as ChatGPT, Google Bard, Google Translations, and other AI software that could help students in writing. The majority of the respondents *strongly agreed*, with a percentage of 72.5% of a total of 29 participants. Only 9 out of 43 participants responded to the first statement with Agree, with a percentage of 22.5%. There were only two participants who selected neutral as an option. Statement Two asked about the use of AI tools and whether they are beneficial or not. The responses varied between strongly agreed with 45%, agreed with 35%, neutral with 17.5%, and strongly disagreed with only 2.5%.

The participants' responses have a similar distribution to the second statement when they are asked about the accessibility of AI tools. So, it was asked by the participants whether they knew their students using them or not, and the majority responded strongly agreed and agreed with a percentage of 95%. That means teachers knew that their students were using AI tools to do their academic writing tasks. Interestingly, it was found that most of the participants see AI tools as endangering students' overall academic performance in long-term learning, but they believe that AI tools can help students become better writers. Moreover, 70% of the participants anticipate incorporating AI tools such as Grammarly into their teaching approach in the future. All in all, the perceptions of teacher participants in this study on the utilization of AI (LLMs) were optimistic in short-term learning.

Teachers' reflections on the utilization of AI (LLMs)

The focus of the second theme of the survey is on teachers' reflections about the utilization of AI (LLMs) in terms of academic rigor and honesty. It was found that all of the participants agreed that the accessibility of generative AI (LLMs) has increased the temptation and prevalence of academic dishonesty among students. This consensus among the participants was confirmed again when they were asked whether they see the ethical implications surrounding generative AI (LLMs) and academic dishonesty requiring urgent attention from educational institutions and policymakers or not. 97.5% of them agreed to that, and only one participant out of 43 was neutral. In statement number 15th, 62.5% percent of the participants agreed that the use of generative AI (LLMs) has a negative impact on a student's development of transferable skills, such as collaboration, problem-solving, and leadership. This indicates a variation between the short-term learning process and the long-term learning process. In the first theme, the participants see AI tools as beneficial for students to perform their academic tasks. However, when they were inquired about academic dishonesty and long-term learning skills, they believed that AI tools have a negative influence on students' academic skills.

Teachers' detection of AI-generated writing

The last theme of the survey was teachers' detection of AI-generated writing, which consisted of three statements. The first one is about their ability to accurately detect when a student has used generative AI (LLMs) in completing an assignment. It was found that half of the participants considered themselves able to detect AI-related text in student writing. On the other hand, 37.5% were unable to differentiate between AI-related text and their students-related text. In contrast, the teachers were asked about this statement: 'Writing instructors encounter challenges in detecting instances of AI-enabled academic dishonesty in students' writing.' It was found that 70% of the participants affirmed the challenges they encountered in detecting such AI interference. This is aligned with their belief in plagiarism detector software such as Turnitin, SafeAssign, and iThenticate and whether they can fully detect the writings of AI technologies, including ChatGPT, Google Bard, Grammarly, etc., or not. Almost half of the participants agreed that such software cannot accurately detect AI writing from student writing. Indeed, the descriptive

analysis revealed a strong statistical relationship between instructors' perceptions at KSAU-HS toward Large Language Models (LLMs) integration in writing classes and their reflections on students utilizing generative AI (LLMs) to accomplish their academic tasks (See Table 3).

Table 3: Descriptive Statistics of Demographics and Statements Questions

Statement Number	Median (IQR)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1=7	5 (1)	29 (72.5%)	9 (22.5%)	2 (5%)	-	-
2=8	4 (1)	18 (45%)	14 (35%)	7 (17.5%)	-	1 (2.5%)
3=9	4 (2)	16 (40%)	8 (20%)	14 (35%)	1 (2.5%)	1 (2.5%)
4=10	4 (1)	18 (45%)	16 (40%)	6 (15%)	-	-
5=11	3 (1)	5 (12.5%)	11 (27.5%)	15 (37.5%)	7 (17.5%)	2 (5%)
6=12	4 (4)	14 (35%)	14 (35%)	9 (22.5%)	3 (7.5%)	-
7=13	4 (2)	11 (27.5%)	14 (35%)	10 (25%)	4 (10%)	1 (2.5%)
8=14	5 (1)	21 (52.5%)	19 (47.5%)	-	-	-
9=15	4 (1.75)	9 (22.5%)	16 (40%)	6 (15%)	9 (22.5%)	-
10=16	5 (1)	23 (57.5%)	16 (40%)	1 (2.5%)	-	-
11=17	2 (3)	5 (12.5%)	16 (40%)	4 (10%)	14 (35%)	1 (2.5%)
12=18	2 (2)	12 (30%)	16 (40%)	4 (10%)	7 (17.5%)	1 (2.5%)
13=19	3 (3)	4 (10%)	8 (20%)	11 (27.5%)	16 (40%)	1 (2.5%)
Total	3.08 (0.65)					

Table 3 shows the descriptive statistics of demographics and statements questions in detail

5. Discussion

This study demonstrated that teachers are aware of the different Large Language Models (LLMs) utilized in the field of education, for example, ChatGPT, Google Bard, Google Translations, etc. The study revealed that 72.5% of participants strongly agreed that they were aware of AI technologies such as LLMs, while another 22.5% agreed, indicating widespread awareness among instructors. In this context, Ferikoğlu and Akgün (2022) explored teachers' awareness of AI utilization (academic) in a multifaceted manner. First, teachers must be familiar with AI learning tools such as ChatGPT, Gemini, and other

virtual reality technologies. Second, a teacher's role is to know about students' learning and utilization of AI tools in academic tasks (Ferikoğlu & Akgün, 2022). This study also showed that 95% of participants recognized their students' use of AI tools in academic writing tasks, highlighting that these tools were actively utilized for academic purposes. So far, there is clear evidence that teachers can assess the use of AI tools in academic tasks by students in the Western world. This study showed that, in general, these platforms were considered and perceived as beneficial for learning purposes among students, as supported by Joshi (2020).

Instructors perceived that students were actively using LLM tools, including ChatGPT, Gemini, and Google Translation, for learning purposes. Forbes is another reliable website and organization for statistical data, whereby it is mentioned that 60% of students use AI in their classrooms (Zhang, 2024). However, concerns regarding their impact on long-term skill development were also noted. In terms of statistical usage, Von Garrel and Mayer (2023) stated that 60.3 % of the students in Germany use AI tools for academic purposes in one or another (Lai & Chen, 2021; Von Garrel & Mayer, 2023). Participants of this study believed that these tools contributed positively to students' learning in the short term, with 45% strongly agreeing and 35% agreeing on their benefits. Nonetheless, 62.5% of participants agreed that AI tools negatively impact students' development of transferable skills such as collaboration, problem-solving, and leadership, indicating a stark contrast between short-term benefits and long-term drawbacks.

It should be noted that teachers were optimistic and had positive views in terms of learning through AI tools in the short term. In this connection, the work of Xu et al. (2019) is relevant since it indicates the usefulness of different AI tools in learning. For example, grammar and comprehension can be understood easily and effectively through AI tools. Moreover, Habib et al. (2024) assert that reading a book and searching for relevant information, understanding it, and coinciding it with relevant knowledge enhances the human capacity to learn. AI tools provide ease of access, which kills this sort of creativity and capacity to learn. Vinchon et al. (2023) are of the view that AI tools provide students with easy access to a bulk of data and the easy availability of the link between different variables and complex associations. Therefore, they do not have to read and

understand the logic behind complex relationships and associations between concepts. It is called the fluidity of knowledge through AI tools (Vinchon et al., 2023).

Another important area of learning includes learning to write systematically. For instance, the research paper of York et al. (2020) asserts that AI tools help students in learning through specific techniques, such as helping students build confidence through immersive virtual reality (York et al., 2020). Maphoto et al.'s (2024) study also supports these findings by asserting that AI tools help students in learning about writing. Guo et al. (2022) believe that AI tools contribute to the enhancement of practical English skills, including listening, reading, speaking, and more sophisticated writing. This study aligns with these findings, as 70% of participants indicated a willingness to integrate tools like Grammarly into their teaching, suggesting they see value in leveraging AI to support structured writing practices. In terms of writing improvement, the findings of this study are also aligned with Bai and Hu's (2016) work, who posit that AES technologies could enhance writing-related learning through writing practice and improve writing accuracy.

However, detecting dishonesty through AI tools has been found somewhat challenging, although not impossible. This is aligned with their belief in plagiarism detection software, such as Turnitin, SafeAssign, and iThenticate, and whether they can fully detect the writings of AI technologies, including ChatGPT, Gemini, Grammarly, and other AI writing applications. The work of Elali and Rachid (2023) supports the findings of this paper, in which it is illustrated that, with the advent of AI tools, there is increased consciousness among the developers of plagiarism detector software, such as Turnitin, SafeAssign, and iThenticate (Elali & Rachid, 2023). This is due to the growing demand from the academic community. Nevertheless, the possibility of fraud remains.

6. Practical Implications

This study has numerous practical implications as this paper enriches the existing literature concerning AI tools and academic writing. The aim is to assist educators, policymakers, and institutions in recognizing valuable perceptions for development in cultivating AI tool integrations in education. First, the expertise of educators on the benefits of AI solutions shows the importance of the right approach to including AI technologies in the learning

process. Teachers should be taught how to use these tools to capture the positive aspects of Artificial Intelligence in writing classes. Second, all participants of this study concur about the detrimental effects of AI on academic honesty, so there is increased awareness of this issue.

The solution provided by the participants of this study included a balanced approach, i.e., to use AI tools effectively. This indicates a variation between the short-term and the long-term learning processes. There is a need to work on the integration of AI tools into educational structures in a better way. To overcome the negative aspect of AI tools in academia, the work of Elkhatat et al. (2023) asserted the need for education regarding an improved integration of AI into academia. First, technological literacy is important in this regard, for instance, education about the appropriate utilization of AI tools for learning. The balance between use and overuse is the most important consideration. Second, there is a need for ethical considerations while using AI (Elkhatat et al., 2023). AI tools can be used to facilitate learning, not to help someone accomplish academic work on their behalf. It is imperative to inculcate the culture of learning from AI tools and apply it creatively instead of misusing it. Habib et al. (2024) suggested that there is a need to increase skills in improving AI instead of using it for academic purposes. The problem has arisen because of the focus on using AI for creativity rather than for being creative and using AI tools and integrating them into education.

7. Limitations

Despite the papers' effective contribution, it has limitations that need to be considered. The study's participant pool consisted of only 43 instructors, which may not be an ideal number to generalize the findings into another context/setting. Furthermore, by solely concentrating on teachers' viewpoints and reflections, this research overlooked the students' experiences, which may enrich the analysis and provide a more holistic picture of the issue of AI integration in academic writing.

8. Conclusion

AI tools in education have been integrated and leveraged in language learning. Researchers have emphasized the potential benefits of the field of AI tools in education and language learning. Teachers have constantly raised their concerns about students' abuse of AI tools to perform their academic duties, arguing that AI has made cheating more alluring and accessible to

students. Students' abuse of AI tools may undermine the learner's development of essential skills. Therefore, this study evaluated teachers' responses to the distributed questionnaire and helped the researchers to explain the challenges of AI integration as well as raise the awareness of generative AI integration in writing courses and its relation to academic integrity and rigor. In conclusion, the study revealed that while instructors acknowledged the accessibility and benefits of AI tools for aiding English writing, they also highlighted negative consequences, such as academic dishonesty and potential long-term learning challenges.

From the results of this paper, it can be inferred that there are several directions for further research in this study. Future studies should include students' perspectives to provide a more holistic analysis of the impacts of AI on academic writing. Furthermore, there is a need to elaborate the objective of this project by qualitative studies to contribute new knowledge to revolutionize writing pedagogies that leverage AI and augment traditional methods for a more tailored educational experience.

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