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English Teachers' Experiences with Artificial Intelligence-Driven Students' Outputs in the Classroom

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Abstract: Artificial Intelligence (AI) has increasingly become an integral component of education, offering innovative opportunities to enhance teaching and learning. This study explored the lived experiences of English teachers at Cotabato State University in managing AI-driven student work, focusing on the challenges they face and the strategies they employ to ensure fairness and quality in assessment. Anchored in the Technological Pedagogical Content Knowledge (TPACK) framework, the study investigated how English teachers integrate technological knowledge-specifically AI tools-with pedagogical strategies and content expertise to effectively manage AI-influenced student outputs. Using a qualitative phenomenological design, in-depth interviews were conducted with ten English instructors, and data were analyzed thematically to capture the complex relationship of technology, pedagogy, and content in their instructional practices. Findings revealed that while teachers cautiously incorporate AI as a supplementary resource to enrich learning, they encounter difficulties in detecting AI-generated content, which often appears overly polished or generic. Challenges include students' overreliance on AI, limited access to reliable detection technologies, and the absence of clear institutional policies. Teachers respond by setting explicit guidelines that require personalization of AI-assisted work, emphasizing critical thinking and independent writing skills, and advocating for professional development and institutional support to enhance their competencies across all TPACK domains. The study underscored the necessity for educational institutions to adopt a balanced approach to AI integration, guided by the TPACK framework, which highlights the essential synergy between technological knowledge, pedagogical methods, and content mastery. It calls for investment not only in AI detection tools but also in comprehensive capacity-building initiatives that empower educators to navigate ethical challenges and maintain academic integrity. Ultimately, this holistic approach ensures that AI serves as a meaningful educational tool that supports authentic learning experiences while preserving the integrity of English language instruction.

Keywords: *Artificial Intelligence, Academic Integrity, Teacher Experiences Student Assessments.*

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I. INTRODUCTION

Artificial Intelligence (AI) has become a trend in the field of education and has evidently turned teaching and learning into a new perspective. It offered various ways to make the teaching-learning process more accessible and convenient. As such, it helped students in performing tasks faster and more efficiently. Despite these advantages, it also presented different drawbacks among teachers. The tendency for the student to be over-reliant on AI can have a great impact on the quality of output they are making. Integrity and originality of their essays and other output can become questionable since it can be tagged as AI-generated. The prevalence of AI may also present numerous challenges among teachers on how they can accurately assess outputs among students since creativity and writing skills of the students can become questionable.

In the Philippine context, the most favored AI tools for students in academic writing are Grammarly, QuillBot, and Google Docs. Grammar and spelling checks, as well as plagiarism detection, emerged as the most popular capabilities, emphasizing the importance of accuracy and originality in academic writing (Fabro et. al, 2024). Giray et. al (2024) mentioned that while college instructors value AI capabilities in work settings, they are concerned about cheating, data fabrication, and the potential reduction in creativity and critical thinking. Therefore, they underline the requirement of regulatory policies and ethical principles controlling AI use in higher education. De Jesus et. al (2024) also affirmed that although there are benefits to using AI technologies, cited problems with the ChatGPT tool, such as inaccurate answers, struggling writing skills, limited peer interaction, and misconduct. According to the findings of the

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study by Santos & Cruz (2024), although no student admitted to using AI to write their paper, the public relations lecturers were open about how difficult it is for them to check whether the papers they receive are written by AI. In response to the findings, policy recommendations were made to serve as a framework or foundation for teaching the safe use of AI in schools.

This part included related literature and studies on themes such as teachers' experiences on students' AI driven output, challenges in assessing learning outcomes with AI, impact of AI on students' output, teacher strategies and coping mechanism on issues regarding students' use of AI.

With the emergence of AI, teachers have experienced various situations that are related to the teaching and learning process. The study of Barrett and Pack (2023) revealed that there is lack of readiness for GenAI at the classroom and institutional levels, as well as a slight disagreement between students and teachers regarding the appropriate use of GenAI tools in the writing process. These findings suggest the necessity of clear guidelines and teacher professional development regarding the use of GenAI in educational settings. Recognizing AI writing can be difficult. Similar to plagiarism detectors, there are applications that can detect similarities or trends, but there is no guaranteed way to detect AI-written work (Coley et. al, 2023).

Furthermore, results of a study by Fleckenstein et. al (2024) indicated that with little instruction, existing AI can generate writings that are undetectable to teachers, presenting a problem to schools and universities when assessing student essays. As such, Almasri (2024) mentioned that issues emerged as a result of AI's limited ability to understand specific subject matter, inability to adapt to different educational situations, and performance diversity among AI models. Ethical implications for ethical use proved to be a significant concern.

There are various challenges in assessment brought by the introduction of AI in the student learning of different subject matter. Learning could be revolutionized by AI, but there are still issues that need to be resolved. Among the difficulties are instructors' fear of losing their jobs, bias in AI models, a lack of personalization, and the possibility of mistakes. If biased data is used to train AI models, these algorithms may not be able to accommodate each learner's unique learning demands (Harper, 2023).

As stated by Seo et. al (2021), even though artificial intelligence (AI) presents many benefits, it is yet unclear how AI systems will affect student-teacher interactions, norms, and culture. The satisfaction and learning outcomes of students in online learning are significantly influenced by the learner-instructor relationship, which includes communication, presence, support, and interaction. To find any gaps, difficulties, or constraints limiting AI systems from reaching their full potential and jeopardizing the security of these interactions, it is crucial to find out how instructors and students view the influence of these systems on their interactions.

Further, the findings on the study of Kaledio et. al (2024) showed that there are more issues with AI integration in education that must be resolved. When handling student data privacy and ethical issues come up since artificial intelligence (AI) depends on gathering and evaluating personal data to deliver tailored experiences. Furthermore, there's a chance that students will become passive learners as a result of an over-reliance on AI technologies. Maintaining meaningful relationships and fostering deeper understanding requires establishing a balance between the usage of AI and human education and guidance. Although there is no denying that AI is spreading around the world, higher education institutions urgently need to implement balanced control when using AI. It is recommended that faculty members use ChatGPT and other AI tools responsibly and proactively to reduce problems, particularly academic fraud. Despite the disadvantages of the study, which encompass an inadequate portrayal of artificial intelligence's overall impact on education and the lack of specific integration protocols, it is apparent that AI technologies such as ChatGPT offer significant benefits as well as risks (Dempere et. al, 2023).

As shown in the literature, the prevalence of AI in education presents a multi-faceted effect in the teaching-learning process. In connection, notable gaps were inferred as on how AI affects teachers. Further, various problems and strategies lacked exploration. As one of the institutions integrating hybrid modality, Cotabato State University utilizes online teaching as one of the learning modalities. This learning setup uses online quizzes and essay activity that may subject students to use AI. Thus, this study aimed to explore the experiences of English teachers on students' outputs that are AI driven. Moreover, it will also aim to account the challenges and strategies undertaken by the English teachers. Findings of these study will aim to assist educators, administrators and policymakers in creating a comprehensive policy regarding the ethical use of AI.

With all the impact of AI in the learning process, teachers or instructors and other related entities should find a way on how to mitigate its possible effect. As cited by Duong (2024), smart use and supervision of AI tools necessitate ethical rules that should be set during the process of creating and integrating such tools into learning settings. Such rules should address issues of data privacy, the reliability of AI content services, and the possibility of abuse. Finally, AI brings up the interesting possibilities of a suited learning environment, which is a wonderful experience for learners. Thus, technological cheating-detection tools can help students learn how to properly document and attribute their AI-powered and human-human partnerships, beyond just detecting cheaters (Oravec, 2023). Misuse of AI generative systems can be viewed as misattributed co-authorship, highlighting their expanding potential. Emphasizing responsible and attentive usage helps educate students for a collaborative and AI-saturated future.

Moreover, in writing lessons, an instructor or learning facilitator can utilize a variety of strategies to counter the usage of AI. Kelley (2023) mentioned that interviews, surveys, experiments, and observations are difficult for

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students, but they are nearly hard for AI to execute. Incorporating one or more of these actions into a writing assignment will deter AI computers. However, be warned. These machines are capable of producing bogus results. To counteract this, students should submit any raw data or documents as confirmation of their efforts.

➢ *Theoretical Lens*

This study was anchored with Technological Pedagogical Content Knowledge (TPACK) Theory. It is a theory developed to explain the collection of information required by teachers to effectively teach their students and use technology (McGraw-Hill, 2019). It attempts to identify the type of knowledge needed by teachers to integrate technology into their instruction, while also addressing the complex, multifaceted, and situated nature of teacher knowledge.

It was used in this study to explore how English teachers integrate technological knowledge specifically AI tools, pedagogical strategies, and content expertise in managing AI-driven student outputs. Using TPACK, the study examined how teachers combine their understanding of English language content with effective teaching methods while incorporating AI technologies to enhance learning. This lens allows for a detailed investigation of teachers' lived experiences, focusing on how they balance these three knowledge domains to facilitate meaningful instruction despite the challenges posed by AI tools.

➢ *Research Questions*

This study aimed to explore the experiences of English teachers on artificial intelligence driven students' output. Specifically, it sought to answer the following questions:

- What are the lived experiences of the English teachers in using Artificial Intelligence (AI) tools?
- What are the challenges encountered by the English teachers in using Artificial Intelligence (AI) tools?
- What are the coping strategies of the English Teachers on issues regarding students' use of Artificial Intelligence (AI) tools?

➢ *Scope and Limitation of the Study*

This study is grounded in the exploration of English teachers' lived experiences with AI-driven student outputs, particularly within the context of Cotabato State University's hybrid learning environment. Anchored on the Technological Pedagogical Content Knowledge (TPACK) framework, the research investigates how teachers integrate AI tools into their pedagogy, the challenges they encounter in assessing AI-influenced outputs, and the coping strategies they employ to maintain academic integrity. Utilizing a qualitative phenomenological design, the study captures rich, narrative data through purposive sampling of English instructors who have firsthand experience with AI in their teaching practice. The in-depth interviews and thematic analysis enable a detailed understanding of the complex interplay between technology, pedagogy, and content knowledge as teachers navigate the ethical and practical implications of AI use in education.

However, the study presents inherent limitations that shape its scope. The focus on a single institution and a small sample of ten English teachers limits the broader applicability of the findings across different disciplines or educational settings. The reliance on self-reported data through interviews may introduce subjective bias, as participants reflect on their experiences and challenges without direct empirical verification of AI-generated content. Moreover, the study does not extend to students' perspectives or quantitative measures of AI's impact, which could provide a more comprehensive view of the phenomenon. Finally, while the researcher's role as an insider enhances contextual insight and credibility, it necessitates careful reflexivity to avoid potential bias in data collection and interpretation.

II. METHODOLOGY

➢ *Research Design*

This study utilized qualitative research design. According to Ugwu & Eze (2023), qualitative research focuses on feelings, thoughts, and experiences. The primary purpose of data collecting, which is typically done in narrative form, is to discover insights that can lead to testable hypotheses. Specifically, it employed phenomenology as the design on how the study will progress. In a phenomenological design of inquiry, lived experiences of the same phenomenon by a group of individuals are described to understand the reality from the participants' perspective (Creswell & Creswell, 2018).

This study explored on the lived experiences of English teachers navigating AI-driven student outputs which focuses on three core aspects such as their firsthand interactions with AI tools, the challenges faced, and their adaptive strategies. Through the conduct of in-depth interviews, it prioritized rich, qualitative insights into the experiences of teachers on AI integration in education.

➢ *Locale of the Study*

This study was conducted in Cotabato State University (CotSU). It was converted from Cotabato City State Polytechnic College (CCSPC) with the mandate of the Republic Act 10585 known as, "An Act Converting the Cotabato City State Polytechnic College in Cotabato City into a State University to be Known as the Cotabato State University and Appropriating Funds Therefor". It is a government-funded higher education institution located at Sinsuat Avenue, Cotabato City, Philippines. The university is mandated to provide professional and advanced vocational instruction and training in agriculture, fisheries, forestry, science and technology, engineering and industrial technologies. It is also mandated to promote research, advanced studies, and progressive leadership in its field of specialization.

➢ *Research Participants*

The participants of this study were ten (10) English Language Instructors that are employed in Cotabato State University both in a regular and job order basis. They have been teaching English language subjects for a minimum of six (6) months. Purposive sampling was used in identifying

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the participants of this study. Purposive sampling is a non-randomized sampling approach that chooses sampling units depending on predetermined criteria. It is a non-probability strategy in which the researcher selects a sample (person, cases, or occurrences) based on their opinion that it would meet the study's objectives (Bisht, 2024). Thus, in this study, the participants must fit the criteria that they should be teaching English Language subjects and are teaching in the university for the identified duration.

➢ *Interview Guide Questions*

The study utilized an interview guide question that explored the lived experiences of English teachers on artificial intelligence driven students' output. The interview guide consisted of a structured set of questions that comprehensively explore the experiences of English teachers regarding the use of Artificial Intelligence (AI) tools in student outputs. The guide began with preliminary questions to establish participants' background knowledge and familiarity with AI generative tools. It then addresses three main research questions, each supported by identifying and probing questions to elicit rich, detailed responses.

The first set of questions investigated the lived experiences of English teachers in using AI tools, focusing on how these tools are integrated into teaching practices, the detection of AI-generated student work, students' interactions with AI, and the perceived impact of AI on learning outcomes and the teachers' professional roles. This section aimed to capture teachers' perspectives on the evolving educational landscape shaped by AI.

The second set explored the challenges English teachers face when using AI tools, including difficulties in assessment, the impact of students' overreliance on AI, and the implications for students' critical thinking and writing skills. Probing questions encourage participants to share specific incidents and reflect on the broader consequences of AI integration in the classroom.

The third set focused on coping strategies employed by teachers to address challenges related to AI-driven student outputs. It examines adjustments in teaching methods, professional development efforts, support needs, and strategies to maintain academic integrity and authenticity in student work despite the prevalence of AI tools.

This interview guide is provided a comprehensive understanding of English teachers' experiences, challenges, and adaptive strategies in the context of AI-enhanced learning environments, thereby informing effective pedagogical responses and policy considerations.

➢ *Data Gathering Procedure*

The study commenced upon the approval of the research proposal by the research panelists. After which, the researcher secured a letter of permission addressed to the university president of Cotabato State University to allow the conduct of the data gathering. The researcher provided letter of consent for the participant indicating their permission to be the subject of the study. Then, the interview took place and the researcher recorded all the responses of the participants. The responses transcribed and recurring patterns or themes were identified. Finally, the themes obtained were analyzed and interpreted.

➢ *Data Analysis*

After data collection, the researcher utilized thematic analysis to analyze the transcribed responses from the interviews. Thematic analysis is chosen as the primary method for data analysis due to its effectiveness in capturing rich, detailed insights from participants' lived experiences. As Braun and Clarke (2021) explain, thematic analysis offers a flexible yet rigorous approach to examining narrative data, making it particularly suitable for phenomenological research that aims to uncover the essence of participants' experiences.

The analysis process began with a thorough transcription of all interview responses, followed by repeated reading to gain a deep understanding of the content. Initial coding was conducted, involving the systematic labeling of meaningful segments of text and organizing these codes into categories. These codes will be examined and grouped to identify patterns and overarching themes relevant to the research questions.

Subsequently, the researcher reviewed and refined these themes to ensure they accurately represent the data and the participants' perspectives. Each theme was clearly defined and named to reflect its core meaning. Finally, the researcher synthesized the findings into a coherent narrative that addresses the lived experiences of English teachers with regards to AI tools, the challenges they face, and the coping strategies they employ.

➢ *Role of the Researcher*

The researcher was an English instructor at Cotabato State University, possessing direct experience and familiarity with the academic environment and teaching practices within the university. This background equips the researcher with a deep understanding of classroom setting and the challenges faced by English teachers, particularly in relation to the integration of Artificial Intelligence (AI) tools in student outputs.

Prior to the start of the study, the researcher secured formal permission from the University President of Cotabato State University to ensure institutional authorization and support. After receiving approval, informed consent forms were prepared and distributed to the selected English teachers who voluntarily agreed to participate in the study.

The researcher personally conducted all semi-structured and open-ended interviews, acting as the primary data collector. Each interview session was audio-recorded to guarantee accurate capture of participants' responses. Subsequently, the researcher transcribed all recorded interviews verbatim to maintain the integrity and authenticity of the data.

In the data analysis phase, the researcher coded the transcriptions by assigning thematic labels to meaningful

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segments of text, organizing these codes into categories to identify patterns. This coding process facilitated the emergence of significant themes related to the research questions. The researcher employed thematic analysis by repeatedly reviewing the transcribed data to uncover the essence of the teachers' lived experiences with AI-driven student outputs. Finally, the researcher summarized it in written text presenting the key findings, ensuring that the participants' perspectives were accurately and comprehensively represented.

➢ *Trustworthiness*

To uphold the rigor and credibility of this qualitative study, the researcher adhered to the established criteria of trustworthiness: credibility, transferability, and confirmability.

Credibility was strengthened through the researcher's direct involvement in data collection via personal interviews, ensuring that data sources were authentic and trustworthy.

Transferability was addressed by providing a detailed and transparent description of the research context, participants, and procedures.

Confirmability was maintained by grounding interpretations and conclusions firmly in the data collected, supported by relevant literature and theoretical frameworks.

➢ *Ethical Considerations*

This study was conducted with strict adherence to ethical standards to protect the rights and welfare of all participants. Participation was entirely voluntary, with informed consent obtained in writing prior to data collection. Participants were fully informed about the study's purpose, their role, and their right to withdraw at any time without penalty.

Confidentiality and anonymity were maintained by assigning pseudonyms to participants and anonymizing all transcripts and reports. Data were securely stored and accessed only by the researcher to safeguard participant privacy.

The researcher also incorporated feedback and recommendations from an expert panel during the proposal presentation to enhance the ethical integrity and methodological rigor of the study. These measures ensured that the research was conducted responsibly, respecting participants and producing valid, trustworthy findings.

III. RESULTS AND DISCUSSION

➢ *Lived Experiences of the English Teachers in Using Artificial Intelligence (AI) Tools*

The participants' experiences revealed the following essential themes:

- *Limited Familiarity and Controlled Integration of AI*

It was revealed that English teachers are cautiously beginning to integrate AI tools into their teaching with a limited familiarity and controlled approach to their use. Participant 5 admitted that they have not yet adapted to using AI and emphasized the importance of teachers being innovative and keeping pace with technological advances like AI in education. Participant 7 similarly shared that they use AI tools only as a guide in crafting ideas. These responses demonstrate that, while teachers realize the potential benefits of AI, they are still in the early stages of adoption and generally use these tools supplemental resources rather than essential components of instruction, underscoring the need for additional training and confidence-building.

In addition, teachers emphasize careful and cautious use of AI on students, requiring them to revise their AI generated work. Participant 6 explained that they allow students to use AI but give instructions that revisions must be made beforehand. Participant 7 stressed that students must rephrase AI-generated content to reflect their own perspectives. Additionally, Participant 9 reinforced this by stating that AI tools should help students refine their answers and improve outputs rather than replace creativity in crafting write-ups. This demonstrates that teachers view AI as a supportive tool that should enhance, not substitute, students' critical thinking and creativity.

Furthermore, teachers actively monitor and guide how students use AI tools to ensure responsible and productive engagement. Participant 6 said that students can use AI but must make revisions based on their understanding. this was supported by Participant 10 noting that students must be encouraged to use AI for research assistance but cautioned against relying on it to generate entire drafts. Participant 9 also suggested that AI should guide answers but not serve as a complete solution. Teachers' attempts to strike a balance between encouraging creative thinking and genuine learning and the advantages of technology are reflected in this hands-on approach.

Overall, even though AI has the potential to improve English instruction, its successful integration will depend on giving teachers adequate training and well-defined strategies for using AI as a tool that enhances students' creativity and critical thinking.

In line with this, the results of the study by Aljemely (2024) revealed that teachers lack motivation for AI utilization, which is the most significant challenge faced by trainers. Therefore, training programs should be motivating, customized, and highlight the importance of AI. Additionally, teachers should be given a trial of the latest AI technologies so that they can gain hands-on experience.

- *Pragmatic Use of AI in Teaching*

Based on the responses, English teachers are beginning to incorporate AI tools primarily to automate routine tasks and streamline their teaching processes. AI's capacity to carry out repetitive administrative tasks frees up instructors' time to focus on teaching and meaningful student engagement. This pragmatic usage of AI indicates that teachers approve of technology as a significant resource that improves efficiency

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while maintaining instructional quality. This was highlighted in the statement of the participants:

"AI tools help in automating routine tasks, allowing more time for personalized instruction."-P10

"With the introduction of AI, I can now access a broader range of resources to use in my teaching."-P8

"AI tools help me improve the materials I use in teaching."-P9

Teachers also acknowledge that AI tools significantly reduce the time required for grading and providing feedback, which are typically time-intensive tasks. The automation of this process allows educators to focus more on the more important aspect of teaching, such as offering personalized feedback that supports student learning and development. Accordingly, some of the participants expressed:

"I use AI tools for grading assistance, providing instant feedback."-P10

"AI helps in automating grading tasks, which saves me a lot of time."-P10

"AI tools give me more time to focus on personalized feedback rather than administrative work."-P9

Beyond improving administrative efficiency, AI is highly regarded for its ability to improve the quality and breadth of instructional materials. AI is being used by teachers to improve lesson planning, gain access to a greater range of resources, and provide more comprehensive and varied teaching materials. This demonstrates how AI can improve learning by offering richer, more interesting instructional resources, in addition to increasing teacher productivity.

"AI tools help me improve the materials I use in teaching. They serve as my reference."-P9

"I use AI to enhance my lesson planning and make the output more comprehensive."-P10

"With the introduction of AI, I can now access a broader range of resources to use in my teaching."-P8

In general, instructors embrace a practical approach to AI in the classroom, recognizing its potential for improved productivity and quality of instruction. To ensure AI is a useful tool that improves teacher productivity and student learning results, the necessity of a cautious and responsible integration, accompanied by sufficient training and well-defined approaches is stressed.

This was consistent with the findings of Walter (2024) stating that artificial intelligence has the potential to produce innovative educational experiences in addition to being useful for writing papers. While it is currently unusual for educators to heavily embrace and incorporate AI into their lessons, some already went ahead and reported using the technology in a variety of ways.

- *AI-Driven Student Outputs*

Moreover, English teachers frequently encounter AI-generated content in student outputs. Many teachers observe that assignments often appear overly polished or generic. This suggests that students are becoming more dependent on AI tools. The pattern indicates that AI-driven work is becoming more prevalent in academic contexts and that it can be difficult for teachers to tell the difference between genuine student work and AI-generated output.

"Yes, most of the time I experience AI-driven student output."-P8

"I have experienced AI-driven student output. This is evident in assignments where language and structure seem overly polished."-P10

"I can easily identify that those are AI-generated, based on the unnecessary use of punctuations and other vocabularies that are usually AI-generated."-P7

Instructors also note that a lot of students frequently copy and paste AI-generated output into their assignments without giving it enough reading or paraphrasing it. This strategy calls into question the role of AI in encouraging students to learn authentically and creatively, as well as concerns about academic integrity.

"Sometimes, they just copy everything that AI provides."-P10

"Some students will make the so-called copy-paste intoto."-P6

"Most students just rely on AI to complete their tasks, especially when presenting outputs."-P8

Teachers can discover AI involvement by identifying specific patterns in writing style and organization, even in the case of highly advanced AI-generated writings. Variations in language selection, phrasing, and general writing styles frequently deviate from a student's typical writing style gives teachers hints to determine the authenticity of the output.

"You can detect that the output is coming from the AI when you see certain words or phrasing that doesn't match the student's typical style."-P6

"The word 'robust' is one of those that AI often uses, which helps me identify AI-generated content."-P6

"I look for inconsistencies in writing style that don't align with what I know of my students' usual writing."-P10

In summary, this indicates that AI-driven student outputs are becoming increasingly common, presenting challenges and opportunities. While artificial intelligence

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provides great content generating tools, teachers emphasize the importance of being careful in recognizing AI use and encouraging students to engage critically and genuinely with their output.

Relatively, Benarab (2024) disputed that detection tools are unreliable since they incorrectly identify a text produced by a human as AI-generated, and vice versa. Furthermore, text alterations can confuse these tools, as few were able to establish the human origin, while the majority exhibited doubt or provided false positives, wrongly claiming that human-written words were generated by AI. As such, the results of the study by Fosner (2024) showed that the majority of students are using AI tools, with varying frequencies of use depending on their field of study and academic level, implying that AI tools are becoming an intrinsic component of the educational environment.

- *Use of Detection Tools*

As indicated, English teachers primarily depend on their own judgment and familiarity with students' writing styles to detect the use of AI in student outputs. Many teachers trust their intuition and personal knowledge of students' typical language, sentence structure, and phrasing to identify work that does not match a student's usual pattern in writing, even when AI detection tools are available. As mentioned by some of the participants:

"I can detect that the student is using AI based on the word choices and sentence structure alone."-P6

"I rely on my personal judgment to detect AI use. I know how my students write, so I can often tell when it's not their work."-P9

"I use proofreading to identify words that don't fit the student's typical style, which often indicates AI use."-P9

In addition to personal judgment, some teachers utilize detection tools like Turnitin and plagiarism checkers to verify the authenticity of the submitted assignments or quiz of the students. These tools provide additional validation, that help teachers identify AI-generated content more efficiently and support their efforts to maintain academic integrity. As stated,

"I also use Turnitin because it checks whether an output is generated by AI. -P7

"Turnitin is helpful in detecting AI-generated content in student submissions."-P7

"I use plagiarism checkers and AI detection software to ensure authenticity-10

However, not all teachers have equitable access to accurate detection tools, with some citing financial limitations and technological restrictions as challenges. As a result, many educators frequently rely on their own knowledge and understanding of student writing patterns, emphasizing the continuous problems of efficiently recognizing AI-generated work and the need for more accessible, efficient tools. This was corroborated by the following participants:

"Since Turnitin is not free, the method I use for my students is not really good when it comes to paraphrasing."-P8

"I don't rely on specific tools to detect AI-generated content. I just judge based on writing patterns."-P9

"There are few tools I have access to for detecting AI output, so I often rely on my knowledge of the students' typical writing." -P6

In general, the instructors' experiences show a mixed approach to AI detection that combines their own knowledge with the technology resources at that is available. In this time where artificial intelligence is being used more and more, this concept emphasizes the advantages and disadvantages of the various detection techniques as well as the need for more reliant and accessible resources to help teachers preserve the integrity of student work.

In line with these, the results of the study by Alkhatat et al. (2023) on AI content identification tools created by OpenAI, Writer, Copyleaks, GPTZero, and CrossPlag showed that the tools were more successful in recognizing content produced by GPT 3.5 than GPT 4. However, the tools showed irregularities when used on human-written control replies, resulting in ambiguous classifications and false positives.

- *Challenges in Summarizing and Paraphrasing*

It was shown that English teachers face significant challenges in helping students develop essential rephrasing and summarizing skills. Many students rely significantly on AI tools rather than applying critical writing strategies themselves, showing a gap in their capacity to connect fully with the content and communicate thoughts in their own words. This reliance implies that AI may be unintentionally limiting the development of fundamental intellectual skills.

It was emphasized by the Participant 8 that students are not proficient in summarizing and often depend on AI for assistance. Participant 9 also stated the importance of practicing paraphrasing but observed that students still prefer to use AI tools rather than develop their skills independently.

The instructors were also concerned that students' over-reliance on AI for paraphrasing causes stagnation in their writing skills. Rather than engaging in critical thinking and rephrasing, students frequently replicate AI-generated information verbatim, undermining their academic advancement and independence.

Participant 8 noted that many students rely on AI to paraphrase for them instead of attempting it themselves. Participant 10 pointed out that students often copy from AI tools without critical engagement, while Participant 9

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highlighted that critical writing skills like paraphrasing are not being adequately developed.

Furthermore, teachers are concerned that overreliance on AI tools would have a negative impact on pupils' motivation and critical thinking. AI's offer of quick, ready-made answers could result in students becoming passive learners who lack initiative and originality, which may compromise their long-term academic success.

Participant 7 observed that AI use leads students to withdraw from using their own critical thinking skills. Participant 9 expressed concerns that too much reliance on AI fosters laziness and diminishes students' learning initiative, stressing that AI should support, not replace, students' efforts to refine their answers.

Instructors' lived experiences show that, while artificial intelligence (AI) tools might help with academic activities, excessive use may hinder the development of critical writing skills. This theme emphasizes the need for techniques that allow students to integrate AI assistance with active learning and independent thinking to build greater understanding and creative thinking skills.

In relation to the findings, Çela, et al. (2024) mentioned that while AI tools can considerably improve academic achievement and assignment efficiency, over-reliance on these tools could impede the development of important problem-solving skills. These findings indicate the need for a balanced integration of AI in education, with AI tools used to supplement rather than replace traditional learning approaches.

- *Student Response to Feedback*

It was revealed that students typically deny their use of AI technologies at first, but when teachers probe them about their responses, they usually acknowledge their use. Accordingly, students typically react favorably to criticism when teachers handle the issue with tolerance and understanding, even when they may feel reluctant or defensive about admitting AI use. Therefore, in order to foster honesty and develop learning, instructors must handle such conversations with compassion. This was in corroboration with the claim of the participants stating:

"Sometimes they would never admit that they are using AI tools. However, when I keep on asking questions about their answers, they would eventually admit that they generated their answers through AI." –P9

"They admit that they use AI upon reading their output." – P7

"Students generally respond positively to feedback, but some may feel defensive." – P10

Thus, it's imperative that teachers and students communicate in a considerate and encouraging manner when using AI. Addressing worries about AI dependence while promoting open dialogue and offering helpful criticism can assist students in becoming more involved in their learning experience.

Seo et al. (2021) reiterated this by stating that identifying how students and instructors perceive the influence of AI systems on their interactions is critical for identifying any gaps, problems, or constraints that are limiting AI systems from reaching their full potential and compromising such interactions.

➢ *Challenges Encountered by the English Teachers in Using Artificial Intelligence (AI) Tools*

The challenges challenges encountered by the English teachers in using Artificial Intelligence (AI) tools have revealed the following themes:

- *Integration and Use of AI*

English teachers encounter several challenges in using AI tools, beginning with the difficulty of integrating AI seamlessly into classroom activities. This highlights the struggle educators face in blending AI-generated content into lessons in a way that feels authentic and is accepted by students. One teacher expressed uncertainty about this integration, asking,

"How should I incorporate it in the class where students would accept the fact that it is AI generated?"-P3.

Limited technical knowledge and skills also hinder effective AI use. Adding to the issue are infrastructure problems such as unreliable internet connectivity, which further restrict access to AI resources and reflected a lack of familiarity that discourages full adoption of AI technologies. Noted by some of the participants,

"Technicalities of the program... I am not yet well aware of the tools."-P5,

"Weak signal... that's the challenge."-P6

Many teachers continue to prefer traditional instructional methods over AI-based approaches indicating a reliance on existing approaches rather than innovative AI-driven strategies. Moreover, AI is often used only for supplementary purposes, such as gathering references, rather than for direct assessment. As such, they have explained that,

"I still go with Bloom's Taxonomy, not AI tools."-P7

"I use AI tools to look for additional references but not in assessments."-P4.

Accessibility and financial barriers also limit AI adoption which depicts that cost and availability restrict equitable use of AI tools, especially in resource-limited contexts. Further, teachers further stress the importance of carefully reviewing AI-generated materials before incorporating them into teaching or assessment implying the need for validation to ensure accuracy and appropriateness. This was corroborated by the participants noting,

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"Accessibility and not all tools are free."-P8

"Teachers must make sure to review the tools."-P9,

Finally, ethical concerns are increasingly prominent among educators. reflecting the growing necessity to foster responsible and informed AI use among students. A participant remarked,

"Ensuring students use AI ethically and effectively."-P10

The findings show English teachers face several challenges in integrating AI tools into their classrooms, including difficulties with seamless integration, limited technical skills, unreliable internet, and financial barriers. Many still prefer traditional teaching methods and use AI mainly for supplementary purposes, while also stressing the need to validate AI-generated content and address ethical concerns.

As mentioned by Dugosija (2024), The most evident difficulties are ethical issues like data protection, making AI-powered tools available to all students, and using AI tools for writing projects. To realize the full potential of AI in English language teaching while lowering any potential risks and challenges and embracing AI as a complementary tool rather than a substitute for human instruction and interaction, they must combine the advantages of AI technology with their own experience and expertise.

- *Effects on Student Outputs*

Responses indicated that English teachers face significant challenges in ensuring the authenticity and originality of student outputs as they employ AI tools. While AI-generated work usually exhibits precisely refined sentence patterns and well-developed writing, teachers report that depth and unique insight are frequently missing. This presents concerns about the true quality and creativity of student work, as AI use may result in monotonous or plagiarized text that lacks meaningful concept. In corroboration,

"Outputs were no longer authentic." – P4

"Great sentence structure and well-developed written output." – P9

"Seemingly they have the same answers." – P6

"Students just use paraphrasing without understanding." – P8

"Work lacks personal insight and creativity." – P10

Consequently, this emphasizes the technological advances that AI can provide to student writing while undermining the potential reduction of creativity and critical thinking. Teachers are concerned that while AI technologies improve language and structure, they could negatively impact students' engagement with the topic and their capacity to produce highly creative and meaningful output.

Parallel to this, Habib et al. (2024) mentioned that there must be a cautious approach to integrating AI into creative education. While AI has the ability to significantly enhance creative thinking, it can also have an adverse impact on creativity and confidence.

- *Impact on Critical Thinking and Writing Skills*

It was shown that English teachers acknowledge that AI can improve the technical quality of student writing, such as sentence structure and paragraph organization. However, on the other hand, many teachers are concerned that overreliance on AI diminishes students' ability to think independently, defend their ideas, and engage deeply with the learning material. This was emphasized by some of the participants stating that,

"Meaningful sentences, especially in making paragraphs."-P6

"Relying too much on AI deprives the students from developing critical thinking skills."-P7

"They could not really function or use their own critical thinking skills because they relied so much on AI."-P7

Teachers also observe that students often lack the ability to defend their answers and tend to memorize rather than internalize the concepts which points to the decline in their writing and critical thinking skills. As such,

"They lack ability to defend their answers."-P9

"Overreliance reduces the need for students to develop their own ideas."-P10

Thus, teachers' experiences indicate an opposition between the benefits of AI for improving writing structure and the risks it brings to students' cognitive development.

Maphoto et al. (2024) supported this stating generative AI has the potential favorably impact teaching and learning experiences, creating new prospects for academics. In contrast, long-term dependence on AI for cognitive offloading may degrade critical cognitive skills including memory retention, analytical thinking, and problem solving. As people increasingly rely on AI tools, their intrinsic cognitive capacities may deteriorate, resulting in poor long-term memory and cognitive health (Gerlich, 2025).

- *Challenges in Classroom Management*

It was presented that English teachers observe significant changes in student behavior depending on the learning environment and their access to AI tools. Many students tend to be silent and less engaged during face-to-face classes but become more active and conversational in online settings, where AI assistance is more readily available. This change in participation shows the challenges teachers face in managing classroom dynamics in different modalities. As stated,

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"During face-to-face, they are silent; online, they are very conversative."-P7

"You can sense whether the outputs are AI generated." -P5

Teachers are particularly concerned about the increasing difficulties in confirming the legitimacy of student work as AI becomes more prevalent. The simplicity of AI technologies tempts some students to disregard real learning and study less, instead depending on AI-generated content. This development raises concerns regarding academic integrity and the increasing pressure on instructors to distinguish original work from AI-assisted outputs. The participants noted that,

"They might not study lessons since they feel everything is there already." -P3

"You can sense whether the outputs are AI generated." -P5

Furthermore, ethical challenges related to the proper citation and acknowledgment of AI-generated content was highlighted. Many students lack a clear understanding of how to ethically use AI tools, which complicates efforts to promote responsible academic practices.

"Ensuring proper citation of AI-generated content." -P10

Overall, these experiences suggest various challenges on student engagement across learning settings, ensuring the authenticity of work, and ethical awareness on AI use. Addressing these difficulties necessitates comprehensive solutions that promote effective teaching and appropriate student behavior.

As such, a comprehensive review by Farooqi et al. (2024) identified fundamental challenges for AI in education, such as data privacy problems, algorithmic bias, ethical concerns, technology limits, and instructor opposition. It underlines the importance of strong information protection, teacher training, stakeholder collaboration, and continuing research and policy development to enable effective and equitable AI integration in education.

➢ *Coping Mechanisms of the English Teachers on Issues Regarding Students' Use of Artificial Intelligence (AI) Tools*

The coping mechanisms of the English teachers on issues regarding students' use of Artificial Intelligence (AI) tools have indicated the following themes:

- *Responsible Use of AI and Ethical Consideration*

The responses reflected that English teachers employ strategies which is aligned on guiding students toward responsible and ethical AI use.

"Teachers need to make sure to review the tools... and give appropriate scores to the students' outputs."-P1
"Use AI as a guide, do not copy-paste." -P2

"AI tools should not be the majority of the work."-P5

"Students must make sure AI-generated content is around 15-20% of their work."-P7

"AI helps students with weaknesses but should not replace their original ideas."-P6

Moreover, promoting creativity, originality, and critical thinking can also aid in promoting ethical AI use. Teachers adapt their instructional approaches by designing assessments that connect to real-world challenges, adjusting rubrics to reward verbal defense and original contributions, and consistently highlighting the importance of independent thought.

"We should adapt with these changes and at the same time, we should be creative enough."-P4

"I always make my assessment connected to real-world challenges."-P8

"I adjusted my rubrics to give points to their verbal defenses."-P9

"I emphasize the importance of original ideas and critical thinking."-P10

These coping mechanisms generally show a dedication to encouraging moral and appropriate AI use in the classroom. Teachers hope to foster an environment where creativity, authenticity, and critical thinking continue to be at the forefront of learning by helping students use AI as a tool for support rather than as a hindrance.

In line with this, the study of Park & Doo (2024) noted that artificial intelligence (AI) can be used as a direct mediator to help regulate students' flexibility and autonomy in blended learning. It can also be used as a supplemental assistant with modern educational analytics technologies to facilitate learning and foster productive interactions with students.

- *Verification of Authenticity through Student Engagement*

It was identified that English teachers utilize recitations, presentations, and class discussions as key strategies to verify the authenticity of student work potentially assisted by AI. These interactive methods allow teachers to assess whether students genuinely understand and can defend the content they submit, helping to ensure that AI-generated outputs are not simply copied without comprehension.

"I make assessment recitations out of that output that I know might be an output of AI."-P1

"Ask them in the oral recitation if the answers are the same with what is written on the paper."-P2

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"By presenting it in the class, we can gauge their understanding." -P3

"I ask them to explain and defend their ideas."-P6

"I ask students to talk about their outputs/compositions." -P9

These strategies highlight the importance of promoting student engagement in verifying the originality of their output. Teachers can more successfully verify the legitimacy of AI-assisted assignments and promote deeper learning by encouraging students to express and defend their ideas orally.

In relation, the results of the study of Mahmood & Drus (2023) showed that teachers employed a range of oral questions to help learners improve their reasoning abilities while also fostering the development of higher order thinking skills.

- *Project-Based Learning and Contextualized Assessment*

Responses revealed that English teachers utilize project-based learning and contextualized assessments as effective strategies to address challenges related to students' use of AI tools. These approaches emphasize original thought, creativity, and real-world application, encouraging students to engage deeply with the material and use AI as a reference.

"I have incorporated more project-based learning that emphasizes original thought and creativity."-P10

"Students should work on the project in line with its intention and mission." -P6

"I always make my assessment connected to real-world challenges." -P8

These coping strategies emphasize the importance of designing learning experiences that promote authentic engagement and critical thinking. Teachers aim to encourage creativity while carefully incorporating AI tools into the teaching and learning process by matching projects with relevant contexts and specific goals.

Aligned with this, findings indicate that academic organizations and individual academics should prioritize researching AI technologies, such as ChatGPT, and its implications in educational environments. Furthermore, project-based evaluations promote critical and creative thinking while encouraging students to solve issues, cooperate, and apply theoretical knowledge to real-world circumstances (Plessis, 2025).

- *Training and Professional Development*

As indicated in Table 14, English teachers recognize the importance of continuous professional development in understanding and effectively using AI tools. Many have attended trainings, seminars, and in-service sessions focused specifically on AI, which have helped them become more knowledgeable about the technology and its applications in teaching.

"I attended a training last month, and the topic was all about AI."-P2

"I did some trainings in my previous school, which really helped."-P3

"Attending seminars is one of the professional developments I seek." -P5

"Attending in-service training on AI is crucial." -P6

In addition to gaining knowledge about AI tools, they emphasize the need for training that focuses on practical integration of AI into teaching and learning, as well as strategies for detecting AI-generated content. Such professional development equips them with the skills necessary to address the challenges posed by AI while maximizing its advantages in the classroom setting.

"We were introduced to AI applications during an inset." -P7

"I was part of our Institution's INSET on AI." -P9

As such, it reveals the essential role of ongoing training and professional growth in empowering teachers to effectively incorporate AI tools.

This was supported by Aljemely (2024) stating that teachers lack enthusiasm to use AI, which is a significant barrier for trainers. Training programs should be motivating, tailored, and emphasize the value of AI. Additionally, training sessions should offer teachers hands-on exposure with innovative AI technologies.

- *Clear Guidelines and Institutional Support*

It was shown that English teachers emphasize the need for clear school guidelines to effectively manage the use of AI tools in the classroom. They believe that establishing well-defined regulations is important to ensure responsible and consistent AI integration in educational settings.

"Clear school guidelines on how to use AI in the classroom must be done." -P9

In addition to establishing clear policies, teachers stress the significance of having support from technology experts in school. Access to technical assistance aids in getting ahead of any challenges or issues that may develop with AI technologies, allows for more efficient implementation and troubleshooting.

"Support from tech experts in school is also important when problems come up-P9

Institutional support along with established rules can help to ensure that AI is used effectively and responsibly. Providing educators with both clear guidance and technological resources allows them to negotiate the challenges of AI integration while retaining academic integrity and instructional quality.

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These findings were highlighted by Jeilani & Abubakar (2025) which stated the significant role that perceived institutional support, technology self-efficacy, and perceived learning outcomes play in shaping students' perceptions of AI in higher education, emphasizing the importance of creating supportive academic environments for effective AI integration.

- *Limiting Over-Reliance on AI and Encouraging Self-Directed Learning*

The responses present that English instructors argue for reducing pupils' dependency on AI tools in order to stimulate deeper engagement and critical thinking, enforcing classroom restrictions, such as mobile phone bans, to prevent distractions and encourage pupils to think independently rather of relying primarily on AI-generated information must be reinforced.

"I think the full implementation of not using cell phones inside the classroom... would help the students' critical thinking." -P2

"AI tools should not be the majority of the work." -P5

Teachers also indicate the significance of teaching pupils how to critically examine AI outputs rather than immediately copying them. Encouraging students to verify material and question AI-generated answers fosters self-directed learning and critical thinking skills.

"Students should not blindly trust AI tools and should always check for factual errors." -P3

Thus, the necessity to balance AI use with active, independent learning is established, which advocates minimizing reliance on AI and developing critical thinking, resulting in students becoming more careful and independent in their learning.

In line with this, several significant aspects of learning are impacted using artificial intelligence (AI) as a technological advancement such as improvement of learning personalization through AI and the alignment of AI with autonomous curriculum-based learning, which advances the idea of independent learning (Nintyas & Haris, 2024).

- *Drafts, Outlines and Writing Process Tracking*

This theme show that English instructors emphasize the need of reinforcing students to produce drafts and outlines to supervise their writing process. The approach enables teachers to guarantee that AI tools are used responsibly, supporting students' work rather than replacing their original ideas. Educators can better assess students' authentic involvement and progress by documenting their concept growth through drafts and outlines.

"I require students to submit drafts and outlines before final submissions." -P10

"I ask students to show their writing process, like drafts and outlines." -P9

This approach helps maintain academic integrity by making the writing process transparent and encouraging students to take ownership of their work while responsibly integrating AI assistance.

In relation, Aljuaid (2024) reiterated that while AI can improve grammar and style, its impact on creativity and critical thinking remains unclear. Additionally, it is not a replacement for academic writing courses which cover critical thinking, research, citation, argumentation, creativity, originality, and ethics, which Artificial Intelligence does not.

- *Peer and Self-Assessment*

As shown in Table 18, English teachers highlight the use of peer assessments as an effective strategy to help identify AI-generated work. Incorporating peer and self-assessment adds extra layers of verification, encouraging students to critically evaluate each other's outputs and maintain the authenticity of their work.

"I ask students to do peer assessments to identify AI-generated work." -P7

This approach fosters a collaborative learning environment where students actively participate in ensuring academic integrity while developing critical evaluation skills. As such, research has shown that engaging students in peer feedback can help students revise documents and improve their writing skills (Wu & Schunn, 2020).

IV. CONCLUSIONS

The findings concluded that educational institutions must adopt a balanced approach to AI integration, guided by the TPACK framework, which highlights the essential link between technological knowledge, pedagogical strategies, and content expertise. AI should be viewed as a tool that supports and enhances traditional teaching and learning processes rather than replacing them. Teachers deliberate and thoughtful use of AI, coupled with their emphasis on nurturing creativity and critical thinking, suggests that professional development programs should focus on strengthening educators' competencies across all three TPACK domains. This holistic approach will enable teachers to effectively integrate AI technology while preserving the integrity and authenticity of English language instruction.

Moreover, the challenges identified in detecting AI-generated student work and the increasing reliance on AI tools underscore the need for improved detection technologies and the implementation of explicit academic integrity policies. From a TPACK perspective, it is crucial that institutions provide not only technological solutions but also pedagogical frameworks that help teachers address ethical issues and maintain fairness in assessment. Supporting educators in developing these skills will foster a learning environment where AI is used responsibly and transparently, ensuring trust and confidence among students and faculty alike.

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Finally, the study highlights the importance of ongoing professional growth and institutional support to meet the pedagogical and ethical challenges posed by AI integration. Without adequate training and resources, teachers may struggle to balance technological tools with effective teaching practices and content knowledge. Therefore, schools and universities must invest in both technological infrastructure and comprehensive capacity-building initiatives that empower teachers. By doing so, educational institutions can ensure that AI becomes a positive and effective educational resource, enhancing rather than hindering the learning experience.

RECOMMENDATIONS

Taking the summary of findings and conclusion as reference, school administrators in higher education institutions should invest in reliable AI detection tools, establish clear policies on AI use, and provide ongoing professional development to support teachers. In relation, English teachers must continue to guide students in personalizing AI-generated content which emphasizes critical thinking and seek training to effectively manage AI integration in classrooms.

Additionally, curriculum planners must embed AI literacy and ethical use in the curriculum, promoting originality and digital citizenship. Students should be taught to use AI as a learning aid rather than a shortcut, developing strong writing skills and understanding the importance of academic integrity.

Finally, future researchers should focus on developing better AI detection methods and studying the long-term effects of AI on student learning and creativity. As such, investigating effective teacher training and institutional strategies will help create comprehensive approaches to AI integration in education.

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