Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields

Lived Experiences of Senior High School English Teachers in Teaching Writing in the Advent of Generative AI Applications in Senior High Schools in San Mateo, Rizal

May F. Villanueva [1]
0009-0000-0666-3233

1 – Pamantasan Lungsod ng Marikina

Publication Date: October 15, 2026 DOI: **10.5281/zenodo.23371091**

Abstract

The study uncovered the dilemma of English Senior High School Teachers in teaching writing with the prevalence of using Generative AI. The study employed qualitative phenomenological research design to unravel the lived-experiences of the English teachers in Senior High Schools in San Mateo, Rizal. There were 8 participants who were interviewed through an in-depth interview to convey their personal perspectives on teaching writing in the advent of Generative AI.

The emerging themes from the study are as follows: (1) Recognizing AI-Influenced through Familiarity and Inconsistency; (2) Navigating Uncertainty in Establishing Authenticity; (3) AI-Assistance and the Preservation of Student Writing; (4) Reconfiguring Writing Pedagogy and Assessment to Preserve Student Thinking; (5) Developing Teacher Preparedness through Experiences, Self-Learning and Professional Development; and (6) Reconstructing Academic Integrity through Ownership, Boundaries, and Transparency.

The study revealed that the roles of the English teachers in teaching writing is diversified with the changing landscape of education and the integration of technology in teaching. English Senior High School Teachers reconciled the use of AI in teaching writing and look at AI tools that support learning. The participants in this study understood that the goal of technological advancements in schools in sustaining learning and successful integration of AI tools necessitates simultaneous advancement of technical skills, pedagogical flexibility, and the reconciliation of ethical judgement, while maintaining authenticity and academic integrity. The implications of this study support a context-driven and moderated use of AI in Senior High School Writing. Specific type of Generative AI used for writing, AI assisted writing, assessments using AI and integrity in AI-generated writing may be pursued in subsequent researches.

Keywords: *Artificial Intelligence, generative AI, AI tools, phenomenology, academic integrity, assisted AI writing*

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

INTRODUCTION

Background and Rationale

The use of AI tools to support learning inside the classroom has provided numerous positive and negative effects. The prevalence of generative AI is beginning to change educational landscapes around the world. In English language classrooms, AI tools now produce essays, provide real-time feedback, and help with revision – all of which are part of teachers' functions. Embracing Artificial Intelligence in the educational landscape is also part of the UN's Sustainable Development Goals, specifically SDG 4: Quality Education, which aims to ensure inclusive, equitable quality education and to promote lifelong learning opportunities for all.

One of the projects shared with the UN that employs AI is Brazil's Adaptive Learning, which provides a personalized learning platform for students after analyzing their profiles (UN AI for Sustainable Goals, 2026). This project, spearheaded by Geekie, an organization that developed this platform in response to Brazil's seemingly low score in its last PISA assessment (Wise Qatar Foundation, 2026). This demonstrates that AI could really have a niche in teaching resources for supporting learning. Students' penchant for using AI is a common sight in today's classroom, but responsible use of AI is another responsibility entrusted to teachers to ensure that generative AI tools serve as aids to learning.

One of the looming concerns in integrating AI into classroom tasks, like written outputs, is teachers' Preparedness for the inclusion of AI in teaching. Ofem et.al. (2025), in their study on teacher Preparedness on utilizing AI in classroom assessments, revealed that there is ease in using it, and a positive perception of using AI in the classroom was also discovered, which has a direct impact on the positive use of AI. In the Philippines, AI tools are carefully and purposely integrated into the lesson as the teachers have the perception of making the learning of a certain skill in language more enjoyable and can promote critical thinking skills; however, Filipino teachers also need more resources and support to effectively integrate AI into teaching practices (Ablin & Mediodia, 2025).

As one of the priorities of EDCOM II on Digital Transformation and Educational Technologies, it is paramount to identify teachers' preparedness and knowledge in using AI tools. In a study by Rodrigo and Felipe (2024) anchored in the EDCOM II report, AI tools are being slowly utilized by public school systems, though our country is still developing. Many public schools are trying to integrate AI into their teaching. Though public schools are considered under-resourced, teachers try their best to use AI in their classroom teaching and learning.

Though AI tools are considered helpful most of the time, it also has limitations. Vergara (2024), in his study published with EDCOM II, stated the limitations of AI tools, including quality control, bias and fairness, ethical and legal concerns, and security. Though generative AIs may create high-quality outputs, they may also produce nonsensical or inappropriate content if student prompts are incorrect, raising questions about the quality control of AI tool use (Vergara, 2024).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Bias and fairness need to be observed when using generative AI, as it may produce biased content (Vergara, 2024). In addition to these limitations, there are security and legal considerations regarding the reproduction of fake information and breaches of privacy (Vergara, 2024). In Vergara (2024), the author also underscores concerns about academic integrity and the literacy gap among students and teachers when utilizing AI tools. The related studies show how AI tools may help the education system in the Philippines, but it also presents problems when integrating them into teaching.

Preparedness of teachers on the new landscape of education with the use of AI is also an important aspect of how effectively AI tools may be integrated into the learning tasks of students. In the study by Rubio and Pastor (2026) in the Schools Division of Batac City, although teachers have a positive perception of using AI, its use remains low due to the need for professional development and targeted training for new adopters of AI tools.

Another study by Polancos (2025) also showed how teachers perceive artificial intelligence in teaching, revealing concerns about ethical use, resistance to change, and a lack of training and infrastructure. Though the study provided these results, teachers also engaged in coping mechanisms such as developing technological adaptability, continuous professional development, and fostering a collaborative learning environment (Polancos, 2025). In the findings of the study, ultimately, teachers should be able to support a collaborative team to be able to adapt to the ever-evolving landscape of education and AI (Polancos, 2026).

With the widespread use of AI, assessing students' originality and writing, and teachers' ability to identify the authenticity of their work, becomes burdensome at some point. Although studies show positive effects of using generative AIs in learning tasks, questions of authenticity, credibility, and ownership of written outputs remain. This problem was explored in a study by Kalidas et al. (2025) on text generation and writing assistance among Junior High School students, which found that the use of text generation is low due to concerns about academic dishonesty, factual accuracy, and risk to their grades. However, the research showed a higher percentage of students using AI for writing assistance, such as grammar checking, idea expansion, and feedback, implying that students prefer AI tools to enhance their work (Kalidas et. al., 2025). In the study's findings, the researchers highlighted the need for policies on AI use, AI literacy programs, and accessibility to foster the ethical and effective use of AI.

The role of teachers in mediating AI tools when integrated into their lessons is crucial. Ignas (2025) revealed in his study that students who use generative AI choose convenience and efficiency; however, the overreliance on AI tools may create misuse without the supervision and intervention of teachers, and problems may arise, such as plagiarism, which is a major offense in developing academic papers. In his study, Ignas (2025) recommends policies on the effective and ethical integration of AI in student learning.

The existing literature on the use of AI tools has shown that integrating AI into the teaching and learning process is inevitable. In the ever-evolving landscape of education, the positive and negative effects of AI have emerged. Most of the literature addresses the effects of

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

AI on student utilization, but the preparedness for, and the effects of, AI integration in teaching writing have been examined in considerable detail. The researcher finds it important to examine how English teachers manage the burden of mediating between traditional and AI-integrated approaches to the written assignments they assign to their students. Discovering and understanding the lived experiences of English teachers in establishing the ownership, authenticity, and credibility of their students' written work can be considered a pivotal step in developing policies on the use of AI tools in the classroom.

Review of Related Literature

Artificial Intelligence in Education

Artificial Intelligence in education has a significant impact on the landscape of teaching and learning. Researchers, policymakers, and educators should avoid the over-imposition of AI in traditional education (Yu & Lu, 2021). The best way to transform education with AI is to identify existing problems and use AI to solve them (Yu & Lu, 2021). The two main services in education are teaching and Management, which deal with instruction and the design and implementation of learning processes, and the analysis and diagnosis of problems in the implementation of teaching processes, respectively (Yu & Lu 2021). Integration of AI is a two-pronged process where teachers and administrators, as well as policymakers, are involved.

Artificial Intelligence has sparked a transformation across education, helping evolve the traditional ways of teaching and learning in the classroom. With the growing needs of teachers and learners worldwide, AI helps meet these demands (Queiros, 2025). One of the most significant contributions of AI to education is the ability to develop personalized learning for the students (Queiros, 2025). AI is revolutionizing education by providing limitless potential for learning and becoming a tool for innovative teaching (Queiros, 2025). Wang et. al. (2024), in their study on Artificial Intelligence in Education (AIED), found that the current spectrum of applications includes personalized learning, intelligent assessment and management, and profiling and prediction.

These AI applications will efficiently reduce teachers' workload while implementing AI-integrated lessons in the classroom. Although there is literature and research presenting AI as a valuable tool for teaching, one of the pressing problems in integrating AI is the loss of the human touch and the changing roles of teachers (Nuryadin & Marlina, 2023). These issues regarding AI applications in education, based on the study's conclusions, can be addressed through adequate preparation, supportive AI policies, and educators' understanding of AI use (Nuryadin & Marlina, 2023).

Moreover, Bagdonaite and Dagiene (2025) unveiled human-in-the-loop approaches in which teachers moderate and interpret AI insights, which are needed for the efficient integration of AI in education. Implementations of AIED should be heavily grounded in pedagogy, supported by professional training and appropriate frameworks from policymakers.

With all the favorable effects of AI, these effects are not overlooked in the local setting. Ambisyon Natin 2040 also included ICT literacy, which anticipates revisiting and revising the

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

curriculum to integrate AI into teaching and learning (Ambisyon Natin 2040, 2026). According to the final report of EDCOM II, the key aspects of the AI agenda are providing support for teachers, conducting pilot testing of AI tools, incorporating AI into the 10-year roadmap, and reinforcing aid for under-resourced schools and high-risk areas to enhance instruction using AI.

With all this data on how AI is situated in education, AI is regarded as one of the important aspects of the inevitable change in where education is going to keep up with the global demands.

Support System for Teachers in Adopting AI in Classrooms

Amid the ongoing permeation of AI in the academe, one concern raised is how prepared and aware teachers are when integrating AI into teaching. According to UNESCO, as of 2022, only 11 countries had adopted AI curricula, all of which are considered high-income (Schlippe et. al., 2025). This widens the gap between low- to medium-income and high-income countries, posing a challenge for teachers to keep pace with the demands of AI integration in classrooms.

From the study of Beishenlieve & Eminova, as cited from Schlippe et. al. (2025), one of the findings in their research is that AI awareness of students is higher than the AI awareness of the teachers, which may become a problem in identifying AI-generated work of students. Given AI's potential to make learning more enjoyable and interactive, teachers should be fully equipped and required to upskill in AI tools to design and deliver lessons in the classroom (Yu & Lu, 2021).

The Philippine government, through EDCOM II's report, identifies the upskilling of teachers in the use of AI in classroom instruction as part of the National Roadmap developed by the EDCOM II committee (EDCOM II, 2025). Additionally, capacity building and training are set for teachers, in partnership with private sectors specializing in AI integration in the teaching and learning process (EDCOM II, 2025). These initiatives to raise teachers' awareness of AI use in teaching mean that teachers and policymakers are working together to provide a more efficient learning experience for students.

Teachers' Perception of Using AI in Teaching

The pervasive use of AI in education has left little time for teachers to properly adopt it in the classroom. In a study by Jing and Karim (2026), based on the 20 articles analyzed that focus on teachers' perception and challenges in employing AI in their classes, most of the teachers hold positive attitudes towards AI, but they still face challenges such as the need for professional training, low levels of technological literacy, ethical issues, and academic integrity, as well as infrastructure limitations. This shows that teachers look at AI as a helpful tool in teaching; however, there is a need to properly understand and learn its mechanics.

Understanding how educators trust AI in the augmentation of the learning experience of students inside the classroom, Lelescu et. al., (2025), among the 37 articles the researchers reviewed, there were 3 dimensions which were revealed: (1) individual factors which include demographics, pedagogical beliefs, control, and emotional experience; (2) institutional strategies which involve leadership support, trainings, and policies; and (3) socio-ethical context of their

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

interaction. For educators to fully embrace AI in teaching, they must believe that incorporating it into classroom lessons is feasible and that sufficient administrative support is available.

Furthermore, benefits were identified in the systematic literature review by Adil (2025), which also examined teachers' perceptions of AI tools, including personalized learning, enhanced pedagogy and assessment, improved feedback mechanisms, and reduced administrative workload. On the other hand, the study also revealed unresolved problems, including inadequate teacher training, limited infrastructure, ethical and data privacy concerns, and inequities in access (Adil, 2025).

Understanding both the positive impact and problems that come with the adoption of AI tools in education. Since there are few studies on what and how the educators feel about integrating AI in the classroom with diverse students, and the varied competence of the teachers when it comes to digital literacy, a study by Zaidi et. al., (2026), upon reviewing 34 studies from 435 published articles between 2021 and 2024 on using AI in an English language classroom, the researchers found out critical gaps which have to be addressed in the adoption of AI in the classroom: longitudinal studies on integration, frameworks for artificial intelligence pedagogy, and professional development initiatives which will target the different levels of skills of educators when it comes to AI.

Furthermore, a study by Zulnarkain and Yunus (2023) on AI powered classrooms used for teaching English as a second language, in her study the researcher found out that teachers perceived AI integration positively despite of the challenges they face that cause restraint on utilizing AI to its full potential and the teachers suggest to identify first the causes of problems that impede the use of AI in the teaching process so that the momentum of using it in the classroom will be sustained.

Likewise, the study by Nasrudin and Hashim (2025) showed that teachers think AI will contribute positively to making their work more efficient and learning more enjoyable, but they also believe that teachers' digital literacy, institutional support, and ethical guidance will make AI integration more effective. From the scholarly works cited in this literature review, it can be gleaned that the majority of educators view AI as an aid to instruction, not as a substitute for teachers.

Experiences of Teachers in Using AI Tools in Teaching Writing

It is important to understand teachers' experiences using AI tools in classroom instruction. From the previously cited works on teachers' perceptions of integrating AI in the classroom, educators' actual experiences using AI in teaching are significant for assessing their preparedness to employ AI in delivering lessons. In a qualitative study by Reyes & Quintana (2025), the study explored the lived experiences of teachers focusing on comfort levels, familiarity, and broader impacts of employing AI tools in the teaching and learning process. It uncovered the following themes: Professional Growth with AI, Transformative Teaching Practices, AI's Role in Student Development, and Ethical and Societal Considerations. However, based on these outcomes, Reyes and Quintana (2025) suggested that, for future studies, researchers should explore

strategies for educators to adapt AI and frameworks for the fair and ethical use of AI across different schools.

Likewise, with the study of Mazo et.al. (2025), the lived experiences of the teachers shape how they perceive and understand AI, which included a clear understanding of AI's roles in teaching, the challenges faced during integration, the reasons behind those challenges, and innovative ways to overcome them (Mazo et. al., 2025). Moreover, since teachers have been using AI in their lessons, though not often, they have demonstrated a high level of familiarity with AI tools, yet they feel they are not well guided or prepared (Gayed, 2024).

In addition to these studies, teachers' experiences also involve their attitudes towards the use of AI. The study of Lariba and Ibojo (2025), themes emerged from the study are AI tools are aid for teaching, ethical concerns connected to students' dependence and work authenticity, difficulty in implementation due to limited access to resources and training and that teacher are calling for the Department of Education to provide structured training for AI, develop conclusive guidelines and improve access to digital tools, especially the underserved areas.

The studies presented showed a real positive impact of AI on teaching, but teachers also face challenges in the classroom when using AI in teaching and learning, which means they find ways to address them during instruction. In teaching writing skills in the English language, there are varied experiences and perceptions from English teachers.

The dichotomous effects of AI tools used to teach English writing are evident in related studies. Marzuki et. al. (2023), in their qualitative study exploring AI tools such as ChatGPT, Paperpal, Copy.ai, and Essay Writer, found that teacher participants agreed that these AI tools improved their students' writing skills, particularly in content quality and organization. Moreover, in the study of Nurseha (2023), using a case study framework, he explored the perceptions of the teacher participants on using AI applications like Quillbot, WordTune, Jenni, ChatGPT, Paperpal, Copy.ai, and Essay Writer, and found that these AI tools aided in producing better written outputs, especially in choosing a topic and organizing their thoughts in their written tasks.

Furthermore, Rakowski et. al. (2023) studied GAI or open generative AI as employed by teachers in their lessons, showing a positive perspective on using it in the classroom, though there are concerns, such as making students lazy since GAI can be used to finish an essay, and it might be a hindrance to the development of valuable skills like critical thinking.

There are also studies that underscore both positive and negative effects of AI tools in teaching writing. AI tools such as ChatGPT, Turnitin, and Grammarly are valuable supplementary tools for improving grammar, vocabulary, writing, and material design, as well as for detecting plagiarized outputs, but teachers are concerned about student malpractice and a decline in the development of critical thinking skills (Munni & Rafique, 2025).

Similarly, in Nguyen's (2023) study, the teacher participants are enthusiastic about using ChatGPT; however, they also feel they need professional training and pointed out some hazards of overreliance on AI. Furthermore, confidence of teachers in using AI also has an impact on how they can efficiently integrate AI tools in instruction, which means the higher the knowledge

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

and understanding of AI applications, the more effectively they can utilize it in the teaching and learning process; thus, professional development is an important aspect to seamlessly integrate AI in classroom instructions (Philippakos & Rocconi, 2025).

Since AI is used to alleviate some of the teachers' workloads, it is also used to provide feedback on students' written work. In the study of Boudaubekov et.al. (2024), teachers utilized the Write and Improve platform to generate feedback to the students' work, and the study concluded that the feedback provided by Write and Improve is equally effective as the feedback given by the teacher, which implies that integration of AI can help in lessening teachers' tasks.

Challenges in using AI to Teach Writing Skills

Given both the favorable and unfavorable effects of AI on teaching and learning in the classroom, teachers also identified concerns about integrating AI tools into the teaching of writing skills. One of the teachers' concerns is their current situation and roles at the dawn of digital tools in education.

In the study of Elmorsy et. al. (2025), when the teachers use AI on the core stages of writing: planning, implementation, and assessment, the teachers showed resistance to fully trusting AI in the implementation process since the teachers feel that students are not fully guided. The teacher participants also said that they felt that, at some point, AI may challenge their roles in the classroom, especially their expertise and human involvement (Elmorsy et. al., 2025). Moreover, in the study by Saliti et. al. (2025), teachers also showed resistance to drafting and modifying written outputs, as it minimizes students' active engagement in writing and diminishes educators' professional roles in teaching writing skills. In addition, Tripathi et. al. (2025), though teachers embrace AI tools as part of the changing landscape in education, are worried about how they will show their classroom authority and establish their pedagogical identities in the era of generative AI.

Secondly, teachers feel the need for clear AI policies and administrators' support for professional training in integrating AI applications into the teaching and learning process. According to the study by Delello et. al. (2025), the teacher respondents reported a gap in AI policies at the school level and called for professional development for educators focused on AI literacy and ethical considerations.

Thirdly, there is concern about overreliance on AI tools and their effects on students' development of critical thinking skills and on academic dishonesty. According to Aljabr (2025), although AI tools are valuable supplementary tools for teaching writing, overreliance on generative AI diminishes opportunities to develop students' critical thinking and increases the risk of plagiarism, which undermines academic honesty in their work. In addition, the studies by Bueno (2025) and Sagocsoc Jr. et. al. (2025) revealed that plagiarism and dependence on AI worsened as schools began embracing AI tools in teaching, and that AI also overshadowed traditional teaching in English-language writing instruction.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

STATEMENT OF THE PROBLEM

With the advent of generative AI, students tend to use it for convenience most of the time. Overreliance on AI tools may result in plagiarized works. Students tend to use AI tools when they are tasked to finish written outputs. This poses a problem for teachers in identifying which work was originally written by their students and assessing the authenticity of the written output. This study seeks to uncover the experiences of English teachers in Senior High Schools in San Mateo regarding determining the authorship of their students' work and balancing the use of AI with the production of authentic written outputs by their students. The central question of this inquiry is: How do teachers maintain a balance between integrating AI tools and producing original written work by their students? The following specific questions were used to guide the researcher:

1. What are the experiences of the English teachers when they encountered AI-generated written outputs?
2. What dilemmas do teachers experience when students use AI-generated written outputs?
3. What strategies do teachers develop to promote ethical and responsible use of generative AI writing prompts?
4. How do the Senior High School teachers describe their preparedness for the integration of AI tools in the written outputs of their students?
5. How do Senior High School English teachers conceptualize academic integrity in the context of using generative AI written outputs?

METHODOLOGY

Research Design: This study employed phenomenological approach, a qualitative research approach characterized by a focus on lived experiences or the essence a person derives from a phenomenon they experienced (McLeod, 2024). A phenomenological approach is used to uncover the inherent meanings people attribute to a phenomenon, with a focus on descriptive phenomenology (Oluka, 2025).

Phenomenology is the appropriate approach in this qualitative study, as the inquiry focuses on the lived experiences of English teachers who teach writing skills in the classroom and on their perceptions of how AI tools affect the authenticity, ownership, and academic integrity of their students' work. This study examined participants' perceptions of AI-generated works and how they dealt with such written output in their classrooms. Participants described how they kept up with the changing times in education as artificial intelligence emerged.

Participants: The participants of the study are 8 Senior High School Teachers, particularly Master Teachers in a Senior High School who have been teaching English subjects for 5 to 8 years. The English Senior High School Teachers should have encountered AI-generated written outputs and have experience on utilizing AI tools in teaching writing in English.

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

Research Instrument: A semi-structured interview guide is the main instrument used for gathering data. Semi-structured interviews allows for getting in-depth information from the interviewees and allows flexibility and adaptability while doing the interview (Ruslin et. al., 2026). Semi-structured interview is deemed appropriate for this study because of its flexibility allowing the exploration of the answers and ideas of the interviewee (Nuzhat et. al.,, 2022). The instrument was designed to unravel and understand the lived-experiences of the participants.

Procedure: Semi-structured interview was the primary method of data gathering, letting the participants convey their lived-experiences on AI tools and written outputs of their students. The interview guide for the semi-structured interview was developed based on the central question and the sub-questions. The interview aided the researcher in the exploration of the lived experiences of the participants. Moreover, semi-structured interview provided more room for flexibility which is advantageous since this allowed the interviewer to probe more questions and kept the interview process into a conversational mode. The flexibility of semi-structured interview enabled the interviewer to capture other emergent insights of the participants. Each participant had 1 session of interview which lasted approximately up to 60 minutes. An observation of their class were also done for some of the participants who allowed it during their lesson. The non-participant type of observation covered teaching practices, teacher-students interactions, classroom, and activities and integration and regulation of Generative AI during writing instruction. The observations focused on the following: (1) writing instructions strategies; (2) teacher instruction strategies; (3) discussions regarding AI usage, ethics, and originality; (4) teacher feedback and assessment practices; and (5) classroom interaction related to writing development.

The interview was audio-recorded with the participant's consent and was accompanied by field notes to capture other non-verbal cues and contextual observations.

Data Analysis: The data in this study were analyzed through the use of the 6 step analysis of Braun and Clarke (2026) which were as follows: (1) Familiarization; (2) Generation of initial codes; (3) Categorization and Clustering of Codes; (4) Development of Themes; (5) Review and Refinement of Themes; and (5) Definition of the Themes and Written Final Interpretation.

This approach is suitable for the study because it allowed exploration of the lived-experiences of the participants and the identification of the recurring themes related to maintaining the authenticity and academic integrity of written outputs of students in the advent of AI tools.

Data saturation was achieved when there was no new emerging themes after the data was analyzed through the 6-step analysis of Braun and Clarke.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

RESULTS

The participants were experienced SHS English teachers who had encountered AI-assisted student outputs. Their perspectives varied according to their familiarity with AI, training, confidence levels, and teaching experiences. While some viewed AI as a useful writing aid, others expressed concerns about overreliance, authorship, and academic integrity.

Emergent Themes

1. Recognizing AI-Influenced Writing Through Familiarity and Inconsistency
Teachers identified possible AI-generated work by comparing students' submissions with their usual writing style, language proficiency, classroom performance, and communication patterns. Unusual vocabulary, grammar, and sentence structures often raised suspicion, although teachers acknowledged that AI use could not always be confirmed.

2. Navigating Uncertainty in Establishing Authenticity
Teachers experienced difficulty determining whether written outputs were genuinely produced by students. Concerns included the unreliability of AI-detection tools, the risk of falsely accusing students, and the need for multiple forms of evidence such as interviews, written explanations, and comparisons with previous work.

3. Balancing AI Assistance and Student Writing Development
Participants recognized the benefits of AI for brainstorming, drafting, and improving writing quality. However, they were concerned that excessive reliance on AI may weaken students' critical thinking, creativity, independence, and ownership of written work. Teachers emphasized that AI should support, not replace, student thinking.

4. Adjusting Writing Instruction and Assessment Practices
To preserve authentic learning, teachers shifted toward process-based writing, scaffolding activities, student reflections, oral questioning, and verification of information sources. Assessment increasingly focused on students' understanding and ability to explain their work rather than solely evaluating final outputs.

5. Developing Preparedness Through Experience and Professional Learning
Teachers built AI readiness through classroom experience, self-directed learning, collaboration, seminars, and professional development. While some felt confident managing AI-related challenges, others highlighted the need for more institutional support and training on practical AI integration.

6. Redefining Academic Integrity Through Ownership and Transparency
Teachers viewed academic integrity as evolving in response to AI. They emphasized student accountability, responsible AI use, transparency, attribution, and active engagement in the writing process. Participants agreed that AI may assist writing, but students must remain the primary authors of their work.

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)
Aloysian Interdisciplinary Journal of Social Sciences, Education, and Allied Fields

Overall, teachers' experiences extend beyond detecting AI-generated text. They involve balancing AI's educational benefits with concerns about authenticity, student learning, and academic integrity. The findings show that teachers are continuously adapting their instructional practices and professional skills to ensure that AI supports, rather than undermines, meaningful writing development.

DISCUSSION

The analysis of emerging themes shows how Senior High School English teachers adjust to using writing in the context of generative AI. The themes of Encountering AI-mediated Writing and the Problem of Authorship, Navigating Ethical and Pedagogical Dilemmas, Developing Teacher Preparedness and AI Competence, Reconfiguring Writing Instruction and Assessment, Establishing Ethical and Responsible AI Practices, and Reframing Academic Integrity in AI-mediated Writing are interrelated components of a cycle of professional and pedagogical flux.

The participants of the study noted that generative AI fundamentally alters the frameworks of authorship, evidence of learning, assessment, and academic integrity in education. These statements align with the existing literature that treats generative AI as a disruptive technology for conventional frameworks for assessing writing and academic integrity. Due to the challenges AI-based technologies pose for educators, determining whether a writing sample is authentic or AI-generated is particularly difficult for members of the teaching profession. (Gustilo et al., 2024; Krügel et al., 2024) A clear directional relationship is evident in the examples "Encountering AI-Mediated Writing and the Problem of Authorship" and "Navigating Ethical and Pedagogical Dilemmas." As participants note, engaging with AI-generated or AI-assisted student writing prompts raises challenges regarding whether the submitted text reflects the student's personal thoughts and writing.

Challenges of fairness and academic honesty, as well as the participant's responsibility to respond and the student's opportunity to learn, are created. For the participants, the problem is not AI itself but rather identifying the point at which the student's writing ends and the technology's assistance begins. For example, P8 described the difficulty of determining the authenticity of the student's work as becoming familiar with "how my students. think and write" and how they performed in class compared to what they submitted. This suggests that identifying AI-assisted writing is more about establishing a standard of authentic performance than simply detecting a technological marker. This finding is important because it shows a technological detection limitation based on participant experiences. Existing studies have shown that teachers often struggle to distinguish AI-generated from human-crafted essays, to the point that both novice and expert teachers lack the ability to identify the source (Krügel et al., 2024).

Online ISSN: 3082-5121
Aloysian Interdisciplinary Journal
of Social Sciences, Education, and Allied Fields
https://aijsseaf.com
Volume 2 Issue 10 (2026)

More recent studies have also shown that some EFL writing teachers, especially those with little or no AI background, struggle to identify AI-generated content, and that their evaluation practices vary depending on their experience, background, and teaching (Assessing EFL students' GenAI-assisted writing, 2026). Thus, the participants' use of classroom interaction, student familiarity, spontaneous writing, and other forms of evidence may be an attempt to overcome the challenges of detecting AI. This finding also represents a symbiotic relationship between the authorship dilemma and ethical and pedagogical dilemmas that teachers face. Increased uncertainty about authorship negatively impacts teachers' outlook on the overreliance on AI, including students losing their voice, diminished effort, and students submitting work they did not understand or meaningfully contribute to. These issues drive teachers to place greater emphasis on clearly articulating AI directives.

The participants' case studies suggest that a dichotomous relationship between teachers and AI does not exist. Instead, a more complex understanding of the relationship between the two suggests that teachers ultimately draw a distinction between AI assisting in the learning process and AI substituting for it. We see this distinction in P8's case. In her first recorded response to students' use of AI, she said it was "really upsetting." This response was amplified when students used AI to complete their assignments. This emotional reaction, however, did not lead to a refusal to use AI. On the contrary, this emotional reaction prompted P8 to look within and determine whether she had clearly laid out the expectations and guidelines, whether she understood their assignments, and whether she had given them options to succeed on their own. The process P8 used is what I call reflective professional sense-making: the concern about students using AI is an opportunity for the teacher to examine their own teaching practices. This goes to show that when teachers encounter the AI dilemma, they also consider students' dilemmas. This pattern is apparent across the other participants as well. AI is seen as discouraging students from thinking for themselves when it does their thinking for them.

However, AI is viewed as legitimate when it helps students think for themselves and provides a means for students to 'think' better. This view is consistent with recent studies on AI, which show that educators recognize the risks posed by AI writing technologies. For instance, in their study, Gustilo et al. (2024) claim that teachers view AI writing aids as useful in the classroom, even though there are concerns about academic integrity, creativity, knowledge, and access. In a similar vein, Yeo (2023) says that AI authoring applications prompt teachers to reconsider what it takes to 'write' and to learn to write when a student can have writing supported by a computer.

The Developing Teacher Preparedness and AI Competence theme describes a flexible approach to these problems. When teachers are uncertain about authorship or responsible AI use, they realize that knowing the traditional essay writing structure may not suffice. Therefore, participants described preparation via self-directed learning, experimentation, professional development, exposure to AI tools, and classroom experience. In this context, preparedness is a means for teachers to regain pedagogical control in an environment they perceive as technologically unpredictable.

There is a clear directional relationship between ethical-pedagogical dilemmas and teacher preparedness. AI creates challenges that compel teachers to learn and develop techniques. This is shown in P8's case, beginning with her description of being challenged by AI and her explanation that she was "driven" to "review more" to keep up. Here, she recognized that much of her learning was self-directed and that there was a significant gap in her overall self-confidence due to insufficient training in integrating AI tools into practice. Thus, teacher Preparedness should be viewed as an ongoing process rather than the end state. It is a developmental process caused by exposure to ongoing technological changes. The participants' accounts provide evidence of the multiple dimensions of preparedness at the individual and institutional levels. Teachers understand that it is their responsibility to grow their professional knowledge, but they reported challenges related to time, training, the availability of detection tools, and institutional policies. P8 recognized that the challenges of "time, proper tools, training" are institutional and that the AI detection technologies "cost money" and therefore require institutional support. From her example, the researcher can deduce that teachers may be more flexible, but will eventually hit a wall if institutional conditions remain the same. This behavior is also described in Gustilo et al. (2024), who acknowledge that educators' use of AI writing technologies is related to perceived usefulness, as well as to barriers such as restricted access, insufficient knowledge, and computer self-efficacy.

The merging of the different studies here is very important because it indicates that a teacher's preparedness must not be seen solely at the individual level. Rather, preparedness stems from the combination of teachers' motivation to learn together and the various learning opportunities the institution can provide.

The relationship between Developing Teacher Preparedness in AI Competence and Reconfiguring Writing Instruction and Assessment is continuous and progressive. As teachers recognize the limitations of traditional writing assessments in AI environments, they tend to be more open to changing their teaching practices. Likewise, as teachers are more open to changing their practices, they become more adept at assessing the limitations of AI. This, in turn, leads to the development of teaching practices and instruction. The participants' experiences show that addressing AI goes beyond determining if participants submit AI-generated work. More teachers are engaging in authentic assessment practices that include real-time writing, adaptive questioning, scaffolding, rubrics, student explanations, and other methods that show evidence of a learner's thinking. P8 provides a great example because she described combining AI detection with students' in-class responses, previously completed worksheets, free writing, and direct questions. The focus is not just on determining AI usage but on whether a learner can demonstrate ownership and comprehension of the submitted work. This demonstrates a shift from verification of artifacts to assessment of processes. Recent studies validate the importance of this shift. Based on studies of writing assessment supported by Gen AI, teachers adjust their practice in response to integrating AI into their pedagogical approach, with some undertaking a more holistic analysis of student-AI collaboration rather than relying solely on the final written response. Similarly, studies assessing Gen AI interactions argue that the way students collaborate

with AI can help illustrate learning that cannot be shown by the final written response alone (Assessing students' DRIVE, 2025).

Reconfiguring Writing Instruction and Assessment is a way to think about how to change writing instruction and assessment because of the other themes. Teachers won't just be adding AI detection for writing instruction. They will redefine what constitutes evidence in order to prove student learning. This is an interesting way to think about the generative AI systems because the final product will be just one piece of evidence. Reasoning, drafting, explanation, and other forms of interaction will be as important as, if not more important than, the final product. There is a hierarchical relationship among the first four themes.

Encountering AI-Mediated Writing and the Problem of Authorship is the experiential condition. Navigating Ethical and Pedagogical Dilemmas is the interpretive and ethical response. Developing Teacher Preparedness and AI Competence is the capacity-building response. Reconfiguring Writing Instruction and Assessment is the pedagogical response. This ordering demonstrates that changes in assessment are not random. They occur because teachers experience a disruption in authorship; they respond with uncertainty; they recognize that their classroom preparedness is inadequate; and this is thus the impetus for changing their pedagogical practice. This theme focuses on the relationship between designing ethical and responsible AI systems and the following practices. It proposes that participants strive to develop provisions on the use of AI, not solely through prohibition. Drawing upon these examples, some participants mentioned the need for transparency through disclosure and citation for AI-assisted work; self-generated ideas in the presence of teacher oversight; and the construction of collaborative rubrics wherein participants articulate or discuss the appropriate and inappropriate uses of AI. P8's example shows that, in one instance, participants cited the construction of rubrics that include AI as a section, student input in the construction of assessment criteria, and students citing AI when their writing was assisted by AI. Therefore, AI adoption and ethical framing are linked in a conditional manner. In light of the examples presented by participants, many hoped for an AI system that would help students think, and were willing to adopt systems that would support such a framing.

The central question for participants was not whether AI systems would be utilized, but how they would be utilized, where the student would retain responsibility, and whether their use would be acknowledged. More generally, recent scholarship tends to support a context-sensitive approach to the ethics of AI, in which localized school-based practices take precedence over more general institute-level policies. Writing AI and Ethics suggest that educators must be given the opportunity to examine the role of AI in writing and composition and to articulate and develop approaches to integrity in responsible AI within their classrooms (Rentier, 2024). Similar studies on EFL writing regard the responsible AI framework and the integration of redefinition and mutual understanding of responsible AI. The final theme, Reframing Academic Integrity in AI-Mediated Writing, serves as a summative theme encompassing the other themes. Participants state that AI does not change their understanding of academic integrity. Instead, they are concerned with how academic integrity frameworks should be redefined when students'

productive tools are in question. In this regard, participants reconsider whether academic adjustments should be viewed as a claim to academic integrity or as an honest acknowledgment of the tools they employed and the work they accomplished. This case illustrates this shift best. P8 said that using AI can be justified so long as students "declare or acknowledge" its use and are honest about the work they conducted and accomplished. From this, we can say that a shift in understanding of academic integrity does not mean that students should receive assistance from other sources; rather, it means that students should be honest, transparent, and accountable for their work. This also connects to Establishing Ethical and Responsible AI Practices.

From the teachers' perspective, the rationale for certain ethical and responsible AI practices is directly tied to their understanding of academic integrity. Various classroom methods that provide a structure for students to engage creatively and take responsibility for their ideas are not isolated methods; they provide an ethical framework that supports students' responsibility for the ideas they represent in their work.

Cross-case analysis builds on the substantial convergence among participants. While there are differences among participants regarding confidence, institutional experiences, and preferred strategies, participants have common understandings regarding multiple linked issues: While AI can assist in writing, it can also lead to an over-reliance of students and weaken their active participation in the writing process; AI detection is only one part of the concern regarding AI in writing; teachers need more AI literacy; the assessment approaches in class need to change; there needs to be a balance of responsible use along with a clearly communicated understanding of the boundaries.

These concerns mirror the recent findings of Gustilo et al. (2024), which report that AI writing tools have both useful and limited functions and that there are co-existing concerns regarding academic integrity and the use of writing tools. There are also concerns that participants express differently. Some participants focus on increasing the use of AI detection technology, while others rely on authentic assessment, direct questioning, or interactive writing. Some participants cite formal policies and guidelines, while others describe efforts they have made at the classroom level to address gaps at their respective institutions. It is clear that participants respond differently based on their context. Their level of familiarity with AI, the resources available to them, their confidence, the institutional support available to them, and their personal values regarding academic integrity inform their responses. This mechanism shifts authorship verification to the student-teacher interaction, the writing process, and AI integration. AI drafts that are too polished will make it harder for teachers to evaluate student writing. As a result, teachers will verify authorship in other ways. They will observe the student writing process and evaluations. They may ask students to describe their work and compare it to previous drafts. Further, they will employ checks such as authentic assessment, oversight, and requests that students disclose whether they used AI to assist with the work. Thus, teacher preparation and institutional support are important. Since authorship verification is shifting toward process and interaction with technology, teachers require time, continuous assessment, training, and institutional support.

Likewise, recent research concludes that AI-assisted writing responses will be sustained by teachers' agency and professional development, and that they demand support for rubric adaptation, teacher professional development, and policy. The interaction of these themes will result in a situation characterized by disrupted authorship, ethical dilemmas, professional adjustment, pedagogy reconfigured, responsible use regulation, and the restoration of academic integrity. These themes do not list several problems teachers face. Rather, they capture multiple dimensions and aspects of the ongoing work teachers conduct in response to the new conditions of writing pedagogy. This analysis shows how the use of generative AI in writing prompts a new focus in writing instruction, shifting from whether students use AI to how writing prompts AI use in an authentic manner that supports the student writer. According to teachers, working solutions do not come from absolutist approaches. Rather, the answer lies in the negotiation of trade-offs, thoughtful preparation, formative assessment, and student engagement, coupled with persistence and reflective practice. Reflexively, these new insights add to the existing scholarly narratives as they show how the use of generative AI technologies in writing introduces a pedagogical challenge of how to ensure that writing practices maintain a high level of human authorship. Teacher responses indicate that the use of AI in writing contexts affects the integrity of scholarly practice and must be addressed with greater intentionality. AI use must be contextual, accompanied by student contribution, and demonstrate a clear level of understanding. This reading aligns with the existing scholarly framework that promotes a view of writing and assessment that reflects the level of authorship while supporting the critical goals of the writing activity (Yeo, 2023; Gustilo et al., 2024). The cycles of disruption and adaptation that characterize teachers' lived experiences may also be found in the interconnections among the themes.

Disruptive AI challenges traditional assumptions about writing. The industry that disrupts writing also sets moral and pedagogical challenges. Teacher learning and professional flex are the results. Such adaptation changes how assessment and teaching are done. This, in turn, creates intentional means of responsible AI. This means reshaping teaching and learning. This is akin to redefining what it means to articulate the boundaries of academic integrity. It is the cyclical nature of the process that relates to the challenges and changes in teaching, assessing, and authenticating writing.

The findings suggest that teachers are moving beyond simply detecting AI-generated content. Instead, they are redefining writing instruction, assessment, and academic integrity to ensure that AI enhances rather than replaces student learning. The themes illustrate a continuous cycle in which AI disrupts traditional writing practices, prompting teachers to adapt their pedagogy, strengthen their competencies, establish ethical guidelines, and promote authentic student engagement in writing.

The findings suggest that English teachers should adopt a process-oriented approach to writing instruction, emphasizing drafting, reflection, oral explanations, and other activities that

reveal students' thinking rather than focusing solely on final outputs. This approach can help establish authentic authorship and support meaningful learning in AI-assisted environments.

Teachers should also establish clear boundaries for AI use, distinguishing between AI as a learning aid and AI as a substitute for student effort. Classroom guidelines should define acceptable AI assistance, disclosure requirements, and prohibited uses to promote responsible and ethical practices.

To support these efforts, AI-related expectations should be incorporated into assessment criteria and task instructions from the outset. Setting clear rules regarding attribution, transparency, and student responsibility can encourage proactive rather than reactive management of AI use.

At the institutional level, the study highlights the need for professional development programs focused on AI literacy, authorship verification, ethical AI use, and AI-informed assessment strategies. Teachers require continuous training, resources, and support to adapt effectively to evolving technologies.

The findings also suggest the development of balanced AI policies that go beyond detection and prohibition. Policies should promote transparency, accountability, and responsible use while recognizing the limitations of AI-detection tools. Decisions regarding authenticity should consider multiple forms of evidence, including writing processes, classroom performance, and teacher judgment.

For future research, studies may explore student perspectives on AI use, evaluate the effectiveness of AI-informed assessment practices, and examine how institutional support influences teacher preparedness. Comparative and longitudinal studies may also provide deeper insights into the evolving relationship between AI, writing instruction, and academic integrity.

The study indicates that effective AI integration in writing education depends on a combination of teacher competence, process-based assessment, ethical guidelines, institutional support, and student accountability. Rather than prohibiting AI, educators should create learning environments where AI supports student thinking while preserving authentic authorship, critical engagement, and academic integrity.

CONCLUSIONS

The following conclusions were drawn from the participants' lived experiences on how they utilize AI tools in teaching writing in English.

1. **Generative AI has significantly influenced writing instruction.** Since AI tools are widely accessible to students, completely banning them is unrealistic. Instead, teachers should establish clear guidelines that distinguish acceptable AI support from AI-generated work that replaces student effort.

2. **AI can both support and hinder learning.** While AI helps students generate ideas and improve writing, excessive reliance may weaken critical thinking, creativity, and independent writing skills. Writing instruction should therefore focus on preserving students' active engagement in the writing process.
3. **Teachers' knowledge of their students remains essential.** Familiarity with students' writing styles, abilities, and classroom performance helps teachers identify possible AI-assisted work. However, judgments about authenticity should be based on multiple sources of evidence rather than suspicion alone.
4. **AI detection tools have limitations.** Although useful as supplementary resources, they cannot reliably determine authorship. Verifying authenticity requires teacher judgment, student explanations, writing history, and contextual evidence.
5. **Authentic and process-based assessment is increasingly important.** Teachers are shifting toward strategies such as in-class writing, oral explanations, revisions, and reflective activities that make students' thinking and learning visible.
6. **Academic integrity is being redefined in the AI era.** Integrity now involves transparency, responsible AI use, accountability, and proper disclosure while ensuring that students remain the primary authors of their work.
7. **Teacher adaptation is an ongoing process.** Educators continue to navigate ethical concerns, AI integration, and classroom implementation through professional learning, experience, and reflective practice.
8. **Responsible AI integration depends on teacher judgment and institutional support.** Clear policies, professional development, and contextual decision-making are necessary to guide appropriate AI use in education.
9. **Effective AI integration balances technology and human agency.** AI should support learning without replacing student creativity, critical thinking, and responsibility.
10. **Writing instruction in the AI era requires adaptation while preserving authentic learning.** The key challenge is not preventing AI use but fostering a culture of responsible AI use where students remain active thinkers, writers, and owners of their work.

From the conclusions and accounts from the participants the following recommendations were formulated:

Future researchers may expand their research across educational settings like in different municipalities and regions to compare teachers' experiences with AI, institutional support and

Online ISSN: 3082-5121
https://aijsseaf.com
Volume 2 Issue 10 (2026)

academic practices. Longitudinal studies may be undertaken to examine how teachers' knowledge, confidence, assessment strategies and perceptions of AI evolve over time as technologies and policies continue to change. Future researchers may also explore teacher and student perspectives on AI use, authorship, academic integrity and responsible AI- assisted writing. For further studies, assessment of the effectives of strategies such as process writing, oral defenses, AI disclosure, and comparison of independent and AI-assisted outputs in evaluating authentic student learning. Another dimension for further studies is the examination of reliability and usefulness of AI detection technologies and their role in supporting, rather than replacing, teacher judgment. Future researchers may also validate a responsible AI framework, focusing on student authorship, transparency, assessment, accountability and, ethical AI use in writing instruction. Strengthening teachers' professional development is another dimension which can be explored for further studies which will aid in the enhancement of teachers' literacy and instructional competence on the use of AI. Future researchers may also explore ways to maintain academic integrity through clear guidelines of authorship, disclosure, accountability, and responsible AI use while distinguishing legitimate assistance from academic misconduct.

References:

Ablin, N. L., & Mediodia, H. B. (2025). Perceived impact of Integrating

Artificial Intelligence in Teaching-Learning. *Psychology and Education: A Multidisciplinary Journal*, *43*(10).

Adil, J. J. G. (2025). *AI in education: A systematic literature review of*

emerging trends, benefits, and challenges. *Seminars in Medical Writing and Education, 4*, 795. https://doi.org/10.56294/mw2025795

Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research.

Journal of Medicine Surgery and Public Health, *2*, 100051. https://doi.org/10.1016/j.glmedi.2024.100051

Emerging Trends, Benefits, and Challenges. Seminars in Medical Aljabr, F.,

Zakarneh, B., Annamalai, N., & Said, N. A. (2025). Integrating AI: Challenges and opportunities in teaching English writing skills. World *Journal of English Language, 15*(5), 371. https://doi.org/10.5430/wjel.v15n5p371

Al-Saliti, R. a. M. N., Ismail, A. F., Elmorsy, G. N., & Shahpo, S. M. (2025).

Teaching Writing Skills using Generative AI: The Paradox of adoption and Resistance among language Educators. *World Journal of English Language*, *15*(8), 28. https://doi.org/10.5430/wjel.v15n8p28

Artificial intelligence in education. (2026, April 13). AI | UNESCO.

https://www.unesco.org/en/digital-education/artificial-intelligence

Bagdonaitė, J., & Dagienė, V. (2025). Artificial Intelligence in Primary

Education: A Systematic Literature Review 2020–2025. *Informatics in Education*, 697–736. https://doi.org/10.15388/infedu.2025.24

Bodaubekov, A., Agaidarova, S., Zhussipbek, T., Gaipov, D., & Balta, N.

(2024). Leveraging AI to enhance writing skills of senior TFL students in Kazakhstan: A case study using “Write & Improve.” *Contemporary Educational Technology*, *17*(1), ep548. https://doi.org/10.30935/cedtech/15687

Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology, 9*(1), 3–26. https://doi.org/10.1037/qup0000196

Bueno, I. P. (2025). <b>Narratives of English Teachers Using AI Generative

Tools. *International Journal on Studies in Education*, *8*(1), 212–240. https://doi.org/10.46328/ijonse.5383

Capangpangan, B. R. (2023). Writech: Enhancing students’ writing skills

using the SAMR model. *International Journal of Multidisciplinary Applied Business and Education Research*, *4*(4), 1404–1409. https://doi.org/10.11594/ijmaber.04.04.34

Çeşme, H., & Çimen, B. A. (2026). EFL Teachers’ Technology Readiness

and Intention to Use Online Education: The Mediating Role of TAM. *SAGE Open*, *16*(1). https://doi.org/10.1177/21582440251410825

Chavez, A. (2026, January 30). *Semi-Structured Interviews (2026): The*

Comprehensive Guide. MAXQDA. https://www.maxqda.com/research-guides/semi-structured-interviews

Cruz, M., Queirós, R., & Mascarenhas, D. (2025). Building teaching

competencies for AI-Driven and inclusive learning. IGI Global.

Elmorsy, G. N. (2025). Language Teachers’ Alignment with Generative AI

Utilization in Teaching Writing Skills: Reconfiguring Their Professional Identity in Teaching Implementation. *powertechjournal.com*. https://doi.org/10.52783/pst.1764

Gayed, J. M. (2025). Educators' perspective on artificial intelligence: equity, preparedness, and development. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186x.2024.2447169

Goal 4 | Department of Economic and Social Affairs. (n.d.). https://sdgs.un.org/goals/goal4

Ignas, A. L. (2025). Exploring The Experiences Of Tertiary Students In Using Artificial Intelligence (AI). *Social Science and Humanities Journal*, *9*(05), 7997–8008. https://doi.org/10.18535/sshj.v9i05.1833

Kalidas, A.J. (2025). Exploring the use of ai in text generation and writing assistance among junior high school students in the Philippines. *Journal of Languages and Language Teaching 13*(4):1598-1614 DOI: 10.33394/jollt.v13i4.15863

Lariba, C. F. V., & Ibojo, D. T. M., PhD. (2025). Teachers Attitudes towards the Use of AI: A Study of Benefits, Concerns and Support *Artificial intelligence in education*. (2026, April 13). AI | UNESCO. https://www.unesco.org/en/digital-education/artificial-intelligence

Needs. *International Journal of Research and Innovation in Social Science*, *IX*(IIIS), 5871–5876. https://doi.org/10.47772/ijriss.2025.903sedu0426

Lelescu, A., Sava, S., Grosseck, G., & Malita, L. (2025). Exploring Trust In Generative AI For Higher Education Institutions: A Systematic Literature Review Focused On Educators. *Humanities and Social Sciences Communications*, *12*(1). https://doi.org/10.1057/s41599-025-06253-1

Marikyan, D.& Papagiannidis, S. (2025) *Technology Acceptance Model: A review*. In S. Papagiannidis (Ed), TheoryHub Book. Available at https://open.ncl.ac.uk / ISBN: 9781739604400

Mazo, J., De Castro, L., Buhain, V., Tabunda, D., Cainglet, R., Asuncion, J., & Del Rosario, L. (2025). Understanding teachers' experiences in using artificial intelligence. *Psychology and Education a Multidisciplinary Journal*, *45*(9), 1111–1120. https://doi.org/10.70838/pemj.450904

Mcleod, S. (2024). Phenomenology In Qualitative Research. *Simply Psychology*. https://doi.org/10.13140/rg.2.2.25457.90725

Miao, F., Holmes, W., Huang, R., Zhang, H., & Unesco. (2021). *AI and education: A guidance for policymakers*. UNESCO Publishing.

Munni, B. E., & Rafique, R. (2025). Teachers' experiences of using AI-powered technologies in Bangladeshi English language classrooms. *Spectrum*, *18*, 89–100. https://doi.org/10.3329/spectrum.v18i1.76362

Nasrudin, N. H., & Hashim, H. (2025). Exploring ESL Teachers' Perceptions of AI Integration: A Systematic Literature Review (2019-2025). *International Journal of Research and Innovation in Social Science*, *IX*(VII), 6078–6088. https://doi.org/10.47772/ijriss.2025.907000488

Nguyen, T. T. H. (2023). EFL Teachers' Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University. *International Journal of Language Instruction*, *2*(3), 1–47. https://doi.org/10.54855/ijli.23231

Nurseha, I. (2023). EFL Teachers' perspectives on how AI writing tools

affect the structure and substance of students' writing. *JEET Journal of English Education and Technology*, *4*(03), 189–211. https://doi.org/10.59689/jeet.v4i03.127

Nuzhat Naz, Fozia Gulab, Mahnaz Aslam. (2022). Development of

Qualitative Semi-Structured Interview Guide for Case Study Research. *Competitive Social Science Research Journal*, *3*(2), 42–52. Retrieved from https://cssrjournal.com/index.php/cssrjournal/article/view/170

Ofem, U. J., Orim, F. S., Edam-Agbor, I. B., Amanso, E. O. I., Eni, E., Ukatu,

J. O., Ovat, S. V., Osang, A. W., Dien, C., & Abuo, C. B. (2025). Teachers' preparedness for the utilization of artificial intelligence in classroom assessment: the contributory effects of attitude toward technology, technological readiness, and pedagogical beliefs with perceived ease of use and perceived usefulness as mediators. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1568306

Olmos-Vega, F. M., Stalmeijer, R. E., Varpio, L., & Kahlke, R. (2023). A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. *Medical Teacher, 45*(3), 241–251. https://doi.org/10.1080/0142159X.2022.2057287

Oluka, A. (2025). Phenomenological Research Strategy: Descriptive and

Interpretive approaches. *F1000Research*, *14*, 725.

https://doi.org/10.12688/f1000research.166273.1

Philippakos, Z. a. T., & Rocconi, L. (2025). AI literacy: elementary and

secondary teachers' use of AI-Tools, reported confidence, and professional development needs. *Education Sciences*, *15*(9), 1186. https://doi.org/10.3390/educsci15091186

Polancos, B. S. (2025). Artificial Intelligence: Its Drawbacks As An

Educational Support To Teachers. *International Journal Of Progressive Research In Engineering Management And Science (Ijprems)*, *5*(5), 2361–2368. https://www.ijprems.com/ijprems-paper/artificial-intelligence-its-drawbacks-as-an-educational-support-to-teachers

Rakowski, K., Hartwick, P., & Papin, K. (2023). Generative AI and Teachers' Perspectives on Its Implementation in Education. *Journal of Interactive Research*, *34*(4), 313–338. https://www.researchgate.net/publication/373821343_Generative_AI_and_Teachers'_Perspectives_on_Its_Implementation_in_Education

Reyes, J. P., & Quintana, M. L. (2025). Lived experiences of teachers in the artificial intelligence integration in teaching and learning. In De La Salle University Integrated School, *International Journal for Research Trends and Innovation* (Vol. 10, Issue 3) [Journal-article]. https://www.ijrti.org/papers/IJRTI2503158.pdf

Rodrigo, M. M. T., Ateneo de Manila University, Talandron-Felipe, M. M. P., University of Science and Technology of Southern Philippines, Almario, A. R., Detran, R. A. M., Francisco, M. D. F., Pamittan, V. L., Second Congressional Commission on Education, & Yee, K. M. R. (2024). Establishing Targeted Human Resource Development Partnerships between the Philippines' First Tier Research-Intensive HEIs and Second Tier Research-Intensive SUCs. In *Research Paper Series* (Research Paper No. 007). Second Congressional Commission on Education. https://edcom2.gov.ph/media/2024/12/13_RODRIGO-et-al-Using-Artificial-Intelligence_281124.pdf

Rubio, R. B. T., & Pastor, M. J. D. (2026). School leaders' and teachers' levels of awareness and use, and perspectives on AI integration in education. *American Journal of Education and Technology*, *5*(1), 62–67. https://doi.org/10.54536/ajet.v5i1.6768

Ruslin, R., Mashuri, S., & Rasak, M. (2022). A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies. *IOSR Journal of Research and Method in Research*, *12*(1), 22–29. https://repository.uindatokarama.ac.id/id/eprint/1247/

Sagocsoc, C., Sabacajan, B., Lopena, L., & Along, C. R. (2025). Pros and

Cons of Generative Artificial Intelligence in Teaching-Learning Process: A Sequential Explanatory design. *Psychology and Education a Multidisciplinary Journal*, *45*(7), 856–866. https://doi.org/10.70838/pemj.450705

Sassaki, C. (2024). Geekie Personalized Learning. *Wise Qatar Foundation*.

https://www.wise-qatar.org/project/geekie-personalized-learning-all-brazil/

Sulistiyo, U., Arif, T. Z. Z. A., Handayani, R., Ubaidillah, M. F., &

Wiryotinoyo, M. (2022). Determinants of Technology Acceptance Model (TAM) towards ICT Use for English Language Learning. *Journal of Language and Education*, *8*(2), 17–30. https://doi.org/10.17323/jle.2022.12467

Tajik, O., Golzar, J., & Noor, S. (2025). Purposive Sampling. *International*

Journal of Education and Language Studies. In press.

Teh, Y. J., & Karim, A. D. (2026). Systematic Literature Review: The Use

of Artificial Intelligence (AI) in Teaching and Learning. *International Journal of Research Publication and Reviews*, *7*(3), 1179–1184. https://www.ijrpr.com

Tripathi, T., Sharma, S. R., Singh, V., Bhargava, P., & Raj, C. (2025).

Teaching and learning with AI: a qualitative study on K-12 teachers' use and engagement with artificial intelligence. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1651217

Turning point: a decade of necessary reform. (2025). In *EDCOM II • FINAL*

REPORT.

Vancova, H. (2025). Technology Use in English Language Teaching:

Insights from TPACK, SAMR, and TAM Frameworks. *Computer-Assisted Language Learning Electronic Journal*, *26*(6), 125–145. https://callej.org/index.php/journal/article/view/716

Vergara, J. P. C., Ani Rosa Almario, PhD, Rose Anne M. Detran, Marc

Daniel F. Francisco, Vanessa L. Pamittan, Second Congressional Commission on Education, UP President Edgardo J. Angara Fellowship, UP Center for Integrative and Development Studies, Higher Education Research and Policy Reform Program, & Yee, K. M. R. (2024). Navigating the Generative Artificial Intelligence Era: Charting the course for curricular reform in higher education in the Philippines. In *Research Paper Series No. 008* [Report].

Wang, S., Wang, F., Zhu, Z., Wang, J., Tran, T., & Du, Z. (2024). Artificial

intelligence in education: A systematic literature review. *Expert Systems With Applications*, *252*, 124167. https://doi.org/10.1016/j.eswa.2024.124167

Yadav, D. (2022). Criteria for good qualitative research: A comprehensive review. *The Asia-Pacific Education Researcher, 31*, 679–689. https://doi.org/10.1007/s40299-021-00619-0

Yeo, M. A. (2023). Academic integrity in the age of Artificial Intelligence (AI) authoring apps. *TESOL Journal, 14*(3), e716. https://doi.org/10.1002/tesj.716

Yu, S., & Lu, Y. (2021). *An introduction to artificial intelligence in education*.

Springer Nature.

Zaidi, N. N. A., Hashim, H., & Sulaiman, N. A. (2026). Educators'

Perceptions and Experiences of using Artificial intelligence in the English language Classroom: A systematic literature review. *Arab World English Journal*, *3*, 180–194. https://doi.org/10.24093/awej/ai3.12

Zamri, M. T., & Mohamad, S. N. A. (2025). Technology Integration in

Education: A Review and Analysis of SAMR Model. *International Journal of Research and Innovation in Social Science*, *VIII*(IIIS), 6195–6200. https://doi.org/10.47772/ijriss.2024.803463s

Zulkarnain, N. S., & Yunus, M. M. (2023). Primary Teachers' Perspectives

on Using Artificial intelligence Technology in English as a second Language Teaching and learning: A Systematic review. *International Journal of Academic Research in Progressive Education and Development*, *12*(2). https://doi.org/10.6007/ijarped/v12-i2/17119