

AI in academic writing: Concerns, classroom strategies, and pedagogical insights

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Abstract

The growing presence of artificial intelligence (AI) in education has brought new opportunities and challenges to the teaching of academic writing. While AI tools can enhance learning and support both teachers and students, their use also raises concerns related to authenticity, creativity, and academic integrity. Guided by the AI literacy framework, this study explored English lecturers' experiences in addressing issues in AI-assisted writing classes. Employing a qualitative case study design, data were collected through classroom observations and semi-structured interviews with three English lecturers from two Indonesian universities. The observations examined how AI tools were integrated into classroom instruction, while the interviews provided insights into participants' perceptions, concerns, and instructional strategies in relation to critical, ethical, and pedagogical dimensions of AI literacy. The findings revealed three main themes: the benefits of AI, concerns surrounding its use, and strategies for responsible integration. Participants noted that AI supports personalized learning, enhances engagement, and assists in material preparation and feedback provision. However, they also expressed concerns about plagiarism, reduced creativity, loss of authorial voice, and cultural bias in AI outputs. The study highlights practical strategies to address the concerns and to maintain responsible and ethical use of AI to preserve authenticity and academic integrity.

Keywords: Academic Writing, Artificial Intelligence, Authentic Voice, EFL

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Introduction

Artificial Intelligence (AI) has rapidly evolved and is now utilized across a broad range of fields. The proliferation of AI fundamentally shares a common goal, which is to simplify human tasks and work (Jiang et al., 2022). It is a transformation of information that can perform tasks with human-like competence in programmed machines. AI tools have the ability to provide immense knowledge in a digital form, opening avenues for anyone to acquire information at any given time and place (Kohnke et al., 2023). In education, AI tools have emerged as transformative resources that offer both opportunities and challenges (Garzón et al., 2025).

AI offers new resources that could revolutionize conventional approaches to teaching and learning (Adiguzel et al., 2023). AI-powered language tools have developed from basic spellcheckers that focus primarily on detecting and correcting spelling errors to sophisticated writing assistants capable of generating content (Gayed et al., 2022). They provide personalized learning experiences that accommodate each student's needs, preferences, and learning styles (Eslit, 2023). These tools are particularly beneficial for non-native English learners, offering features that can help bridge language gaps.

AI has been the subject of research for the last couple of years, following the advent of highly advanced and intelligent AI applications capable of assisting people across various endeavors. In the

field of language education, studies on AI have primarily examined how AI tools support both educators (Goel & Polepeddi, [2018](#); Holstein et al., [2019](#)) and learners (Afzaal et al., [2024](#); Koltovskaia, [2020](#); Lin & Chang, [2020](#)). The pervasive incorporation of AI has significantly impacted the educational sector, particularly in foreign language classrooms (Godwin-Jones, [2022](#); Kohnke et al., [2023](#); Moussa & Belhiah, [2024](#); Warschauer et al., [2023](#)), especially in productive skills such as speaking and writing.

Among the many AI tools currently available, ChatGPT has emerged as one of the most popular and advanced. It can carry out various instructions with immediate, contextually relevant responses. Its vast information repository has drawn the attention of many experts who are exploring its integration into language learning, particularly in academic writing (Jacob et al., [2025](#); Kohnke et al., [2023](#); Su et al., [2023](#); Warschauer et al., [2023](#)). Several studies have also investigated the use of other writing assistance tools, such as Grammarly (Faisal & Carabella, [2023](#); Fitria, [2021a](#); Koltovskaia, [2020](#)), translation tools (Tsai, [2019](#)), and paraphrasing tools (Fitria, [2021b](#); Xuyen, [2023](#)). Most of these studies have emphasized how such tools can help learners with their writing and improve their vocabulary, accuracy, and overall writing performance.

AI tools not only support learners individually but also open new possibilities for pedagogy. Moussa and Belhiah ([2024](#)) investigated the impact of AI-assisted writing on students' creativity, organization, structure, and vocabulary. Through a quasi-experimental study, they found that structured AI training improved Moroccan undergraduate students' creativity, organization, and vocabulary use in writing. Similarly, Su et al. ([2023](#)) emphasized how ChatGPT can support argumentative writing by assisting with outlining, revising, and proofreading. Warschauer et al. ([2023](#)) highlighted the powerful functions of ChatGPT for L2 writers in both their studies and careers. They underlined the need for pedagogical frameworks that help students critically engage with AI tools, balancing the powerful functions with responsible use.

While these tools can enhance writing fluency and accuracy, they also raise ethical and practical concerns. Writing is a creative process that reflects the writer's identity, stance, and rhetorical choices. As a creative act, writing "promotes the discovery or creation of the self" (Dollinger & Dollinger, [2017](#), p. 49). The creation of self directly leads to the idea of identity, which, according to Ivanič and Camps ([2001](#)), is an integral aspect of every act of writing. Central to this discussion is the notion of voice, which represents the writer's presence in the text (Cheung & Lau, [2020](#)). Matsuda ([2001](#)) defines voice in writing as the combined effect of the discursive and non-discursive choices that writers make, either consciously or unconsciously, from the socially available yet constantly evolving repertoires.

Voice in writing extends beyond word choice or sentence structure; it encompasses the writer's attitudes, emotions, and personal experiences. It is an expression of the authentic self (Matsuda, [2015](#)) and a valuable feature for identification that is unique to each individual. Research highlights that voice is not innate but constructed through negotiation between the writer's identity and the expectations of readers (Matsuda, [2001](#), [2015](#)). Developing a voice in writing is essential for EFL learners to ensure their work is not only informative but also resonant and compelling. However, EFL learners often struggle to establish this voice due to differences in linguistic background, cultural norms, and disciplinary conventions, which is not necessarily caused by their knowledge of the language (Riyanti, [2015](#)).

Previous studies further illustrate how writer identity manifests in academic texts. Lehman and Sułkowski (2021) examined the representation of voice in non-native students' essays and provided examples of how their voices as English writers develop across different disciplines. They found that to sound academic, most students organized their texts in accordance with the writing conventions expected by the readers in their fields. Riyanti (2015) highlighted how non-native writers often struggle to balance self-expression with meeting audience expectations, while Al-Zubeiry and Assaggaf (2023) demonstrated the lack of awareness among non-native writers in employing stance markers in their texts which is an important aspect of effective written communication. These studies underscore that authenticity and authorial presence are central to academic writing. They also suggest that writing is a socially situated practice in which students must negotiate meaning, identity, and authority.

Despite the extensive research on AI-assisted writing, relatively little attention has been given to the experiences and concerns of English lecturers, who play a central role in guiding the AI integration in academic contexts. Research rarely addresses how lecturers in EFL classrooms perceive the benefits of AI, the challenges of its integration, and the strategies they implement to balance technological support with authentic writing practice. Therefore, this study examines the pedagogical implications of AI integration in academic writing practice from the perspective of English lecturers.

Method

This study employed a case study design to explore lecturers' experiences in addressing issues related to the use of AI in students' writing assignments. A case study was considered the most appropriate approach to obtain in-depth insights into participants' perceptions, practices, and strategies when integrating AI tools into academic writing instruction (Creswell & Poth, 2018). Moreover, this research design is highly recommended when a study seeks to answer "how", "why", and "what" questions (Yin, 2018).

The participants were three English lecturers from two universities in Indonesia, selected through purposive sampling. Prior to the selection process, a short screening questionnaire was administered to several English lecturers at the two institutions to assess their familiarity, experience, and engagement with AI-assisted writing tools in their teaching practice. According to Tripathi et al. (2025), educators' engagement with AI tools influences their pedagogical decisions, beliefs, and ethical concerns. At the same time, familiarity with AI significantly shapes their acceptance and effective use (Al-Abdullatif, 2024). To ensure confidentiality, the participants are referred to by the pseudonyms P1, P2, and P3. The participants varied in years of teaching experience and exposure to digital technology in language teaching. P1, a 32-year-old lecturer, has been using AI in her teaching for one year. P2, aged 36, has experimented with AI for three years but only began to integrating it into classroom instruction in the past year. P3, a 34-year-old lecturer, has been using AI for teaching purposes for over a year. The variation in the participants' experience with AI integration provided a diverse range of perspectives for the study.

The main data were collected through classroom observations and semi-structured interviews. The observations were conducted during teaching sessions where AI tools were integrated into the instruction. During the observations, the focus was on classroom interactions, lecturers' strategies in utilizing AI tools, and students' engagement with the technology. The semi-structured interviews

consisted of nine guided questions, with each session lasting approximately 45 to 60 minutes. The interviews were conducted in English, either face-to-face or via an online platform.

The qualitative data from interviews were transcribed verbatim and analyzed following the interactive model proposed by Huberman and Miles (1994), which involves three concurrent processes: data reduction, data display, and conclusion drawing/verification. The data were systematically coded to identify recurring themes, which were then categorized according to the study's objective, namely, perceived benefits of AI, concerns regarding academic integrity, and strategies for fostering authentic student writing.

Results and Discussion

Based on the aims of this study and the findings from the interviews, the results are presented under three main themes: benefits of AI, concerns, and strategies for effective AI integration in academic writing. The results are elaborated with theories, previous related findings, observation notes, and participants' responses.

Benefits of AI in academic writing

The analysis of the interview data suggests that the participants observed some benefits of AI integration in academic writing. AI-assisted writing tools offer a range of beneficial functions that can facilitate more effective and efficient learning experiences. Participants agreed that students can have more fun learning when they have access to varied, interesting, and informative resources. All participants acknowledged the positive impact of AI in their classes, particularly in helping them prepare learning materials that can enhance their students' engagement. According to Zhang et al. (2023), AI technologies offer a range of adaptable forms and rich resources that support a comprehensive teaching experience in the modern era. As a result, they observed improvement in students' learning interest, where students becoming more actively involved in classroom discussions and more motivated to complete written assignments. Furthermore, AI tools can be employed to expand students' language competency, increase their learning interest, as confirmed by Lin and Chang (2020), and help them sustain their motivation as also mentioned by Kohnke (2023), Xia et al. (2022), and Zhang et al. (2023).

Given that classes often consist of students with diverse cognitive levels, academic needs, and learning styles, participants also highlighted AI's roles in bridging these differences and fostering inclusive discussions. AI tools can generate and foster customized learning experiences, thereby addressing individual differences and facilitating students' personal and collective needs. Personalized learning experiences are one of the most fundamental functions of AI that drives its application in education (Benotti et al., 2018; Kuhail et al., 2023). P1, for example, used personalized learning resources through AI in her multi-cognitive-level class. She noted that the cognitive gap among students was substantial and that the implementation of a single teaching method was impractical. Consequently, personalizing the learning experience is the most effective way to address diverse needs which is in line with Brown et al. (2020).

Furthermore, all participants suggested that AI can be highly beneficial in providing swift recommendations on students' work. Beyond assisting the initial stages of writing, AI tools were also viewed as useful for offering suggestions and formative feedback throughout the writing process. For example, they may consult AI for inspiration when selecting a topic or to identify specific parts of their

text that need further refinement. This observation aligns with Cardon et al. (2023), who found that AI tools are increasingly used to support idea generation.

Participants also mentioned a range of tools that support specific aspects of writing. Grammarly, for instance, can provide real-time responses to grammatical and technical issues in writing. In the interview, P1 noted that she strongly encouraged her students to use this tool to review their completed texts for grammatical and technical accuracy. It is in line with Fitria's (2021a) suggestion that Grammarly is an online proofreading assistant that can be used to check grammar, mechanical features, and even similarity percentages. Similarly, paraphrasing tools such as Quillbot were perceived as beneficial. Students often struggle with paraphrasing, especially when source texts are complex and well structured. To address this difficulty, P2 recommended such tools to her students when they need assistance in paraphrasing, which supports earlier studies by Fitria (2021b) and Xuyen (2023).

In terms of management, AI assists educators in managing resources and time when designing courses and administering tasks. At the same time, students in most courses are expected to produce written work in the form of essays and academic papers, which often require extensive literature reviews. Participants acknowledged that finding relevant and high-quality literature is frequently a daunting and time-consuming task for both educators and students. In response to this challenge, they recommended tools such as *Open Knowledge Maps* and *Litmaps*. This finding is consistent with Kaur et al. (2022), who suggested that these tools can rapidly generate comprehensive visual maps of numerous relevant literatures. With the help from these tools, educators and students can use their time more efficiently, allowing them to carry out their tasks and responsibilities more effectively.

Concerns about AI Use in Academic Writing

While AI tools offer meaningful advantages, the interview data also revealed several concerns from the participants, particularly related to creativity, authenticity, and academic integrity. These concerns often emerge from the ways students engage with AI during the writing process, which generally consists of several stages including prewriting, drafting, revising, editing, and publishing. Although not all texts proceed to the publishing stage, the first four stages are typically undertaken at least once. Among these stages, revising and editing are particularly salient, as they are the phases in which AI tools are most frequently used to support students' writing (Su et al., 2023).

Searching for inspiration can be overwhelming, especially when it needs to meet a specific theme and genre; and according to the participants, AI can be invaluable in suggesting interesting topics. While the role of AI can be acceptable in this stage, its use in the subsequent stages is prone to plagiarism (Warschauer et al., 2023), and AI tools can provide maximum assistance only when given proper prompts (Giray, 2023; Mukhopadhyay & Reddy, 2023), which according to participants, most of their students still lack.

P2 noted that students who mainly relied on AI tools for take-home writing assignments performed worse than those who relied on their creativity, especially in terms of imagination and expression. This issue, according to Shidiq (2023), is associated with creativity in writing which should enhance imagination and strengthen memory. It, however, contrasts with Doshi and Hauser (2023), who found that students inspired by AI-generated content created more innovative narratives than those who relied on other sources.

Apart from being a form of creativity, writing also serves as a vehicle for conveying the writer's identity, stance, and intentions. Being overly dependent on AI may hinder students' ability to establish and express their own voice. The lack of an authentic voice in writing was the biggest concern of P3. She argued that developing and preserving an individual voice might be challenging for novices, but more experienced writers can incorporate AI while maintaining their own voice. This aligns with the experience of a student in Jacob et al.'s (2025) study, who was able to construct her identity and retained scholarly integrity through revisions and interactions. In contrast, writings that are fully or mostly composed using AI-assisted tools cannot meet one of the core characteristics of academic writing, which, according to Zhang and Wang (2024), should represent the writer's authorial identity.

Moreover, participants argued that because most of these AI tools are developed by companies from foreign countries, they lack of awareness of local cultural considerations. These tools may not provide cultural and contextual information that is appropriate and relevant to the local situations. Not only can they fail to afford culturally appropriate responses, but they can also exhibit what Kenthapadi et al. (2023) refer to as discriminatory bias. Consequently, all participants, especially P2 and P3, always remind their students that taking any information from AI platforms without careful verification could result in both academic and social consequences.

Strategies for Effective AI Integration

From the interviews and classroom observations, this study identified a number of strategies employed by the participants to guide students toward responsible use of AI in academic writing. According to all of the participants, AI can be particularly helpful in the early stages of writing. P1 mentioned that she encouraged her students to use AI for generating concepts, creating outlines, and assisting with mind mapping. These preliminary outputs should be further developed by the students into a more comprehensive written product. To ensure fair practice, students were required to complete and submit their assignments during class meetings.

In addressing concerns related to plagiarism, creativity, and authenticity, participants suggested that incorporating local issues into assignments can be an effective strategy. Another valuable strategy employed by P1 was designing personalized tasks that integrated local wisdom and contextual topics. From classroom observations it was seen that her students actively engaged in the discussion, which aligns with Adiguzel et al. (2023). She also reported in the interview that she found significant improvements in their texts. It corresponds with findings from Azhary and Fatimah (2024), who argued that incorporating local elements can help educators to create a more relatable and engaging learning experience for the students. P1 stated that the personalized tasks were also designed to align with national education regulations, which emphasize the integration of local wisdom into classroom activities.

For optimal use of AI, participants also emphasized the importance of teaching students effective prompting strategies. P2 argued that students with different language competencies created prompts of varying quality, which, resulted in AI responses that varied in depth and relevance. It reinforces the argument presented by Warschauer et al. (2023), which states that effective prompting requires a prerequisite understanding, including how the tool functions and how the output is intended to appear. To address this, she provided explicit instruction and practice on how to formulate effective prompts, along with examples of successful ones.

Furthermore, students need to understand the importance of authenticity in academic writing. Authenticity is fundamental to authorial identity, which has been described as “an essential rhetorical device in academic writing” (Zhang & Wang, 2024, p. 1). Based on the classroom observations, P3 was found to present students with examples of original works that illustrated the distinctiveness of the authors’ voices, setting them apart from other texts to scaffold the value of an authentic voice in their writing. In the interview, she further stressed that students should be informed that, when making rhetorical choices in writing, they should consider the contextual elements of their writing, such as the writing purpose, target audience, and genre requirements, which resonates with Warschauer et al. (2023).

Finally, participants stated that excessive reliance on AI can diminish creativity and eliminate a writer’s voice and identity. They emphasized to students that, as academics, it is crucial to maintain the integrity of their work. Academic writing, they argued, must be based on logical thinking, developed from our authentic ideas, and supported by evidence and theories. P3 observed that many of her students remain vulnerable to breaching ethical standards by relying too heavily on AI tools. Hence, she argued that educators should educate students about the importance of the ethical and transparent use of AI-assisted tools. To maintain responsible use of AI tools, P2 suggested that educators follow and apply the eleven ethical principles for AI proposed by Jobin et al. (2019) in their classes, which include transparency, justice and fairness, nonmaleficence, responsibility, privacy, beneficence, freedom and autonomy, trust, dignity, sustainability, and solidarity.

Conclusion

A new era is emerging in which technology becomes the core support for human activities. Although the full extent of technology’s influence on culture, society, and education remains challenging to predict, its impact is increasingly evident. As part of this advancement, AI has become embedded in many aspects of human life. Findings from this study show that the integration of AI in education presents both challenges and opportunities. While AI tools can enhance the writing process and provide valuable support, it is essential to address concerns surrounding skills development, authenticity, and ethics. The potential drawbacks of AI, particularly the risk of compromising authenticity, underscore the need for careful and ethical use.

Instead of prohibiting AI use in classrooms, its advantages should be leveraged in ways that align with ethical considerations and uphold academic values. Therefore, educators, researchers, and policymakers should come together to promote the responsible implementation of AI in education. Encouraging open classroom dialogues can help establish a foundational framework that supports effective AI use for both students and educators. Additionally, with clear guidelines, thoughtful integration, and an emphasis on originality and critical thinking, educators can guide students to use AI wisely, ultimately enhancing their language learning experience while preserving academic integrity.

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