



Artificial Intelligence in English Language Education: Transforming Writing, Pedagogy, and Academic Integrity

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ARTICLE INFO	ABSTRACT
Received: June 23, 2026 Revised: July 07, 2026 Accepted: July 20, 2026 Available Online: August 04, 2026 Keywords: Artificial Intelligence, Generative AI, English Language Education, AI- Assisted Writing, Writing Skills Development, Language Learning, Pedagogical Transformation, Academic Integrity, Higher Education, AI Literacy Corresponding Author: Mubeen Ijaz Email: Mubeenijaz484@gcuf.edu.pk	Artificial Intelligence (AI) has revolutionized Higher Education (HE) and is playing a pivotal role in shaping the landscape of English Language Education (ELE). The advent of AI-powered tools like ChatGPT, Grammarly, QuillBot, Copilot, and other generative AI tools has changed the way student learn, compose and interact with academic content. These technologies enable learners to receive instant feedback, individual support, language development and access to educational resources. At the same time, AI has revolutionized the way teaching is done, creating environments of adaptive learning and helping teachers design learning, evaluate and maintain student engagement. These benefits are clear, but there are serious issues to be addressed given the rapid development of AI and its impact on academic integrity, originality, plagiarism, and reliance on AI. This study aims to discuss the impact of AI on writing practice, writing instruction, and academic integrity in English Language Education. The researcher used semi-structured interviews and a qualitative phenomenological research design for collecting the data, which were comprised of 18 participants: university students and English language teachers. Three major themes emerged from the thematic analysis: AI as a writing enhancement tool, the impact of AI on pedagogy, and new academic integrity issues. Based on the results, it is concluded that AI has the potential to positively impact the enhancement of writing skills in various ways, such as grammar corrections, word selection, and personalized feedback. Pedagogical changes also were recognised as significant including increased autonomy and pedagogisation of the learner. However, challenges with the potential for misuse of AI content, the issue of students lacking critical thinking skills, and the lack of an ability to assess original student work were significant concerns. The study shows that AI must be adopted in the field of English Language Education by implementing ethical guidelines, AI literacy programs, and new assessment approaches. The findings are relevant to educational practitioners, institutions and policy makers, who are concerned with issues related to innovation and academic integrity in today's educational landscape. This paper explores the opportunities and potential dangers for higher education students to use ChatGPT in their academic writing. This paper examines the opportunities created by ChatGPT for higher education students' academic writing, along with the potential risks that may arise.

Introduction

Background of the Study

Artificial Intelligence (AI) has revolutionized a variety of industries such as healthcare, finance, business, and education. The advent of generative AI technologies is one of these advances that has reshaped teaching and learning globally. In educational

environments, AI-driven applications are being used more and more to assist students in their learning, automate repetitive tasks, deliver individualized feedback, and engage students in the learning process. The language-processing power of today's AI systems has had a significant impact on English Language Education (ELE).

The emergence of Large Language Models (LLMs) such as ChatGPT, Claude, Gemini, and Copilot, is ushering in new opportunities in language learning. The systems can generate coherent text, provide writing tips, present grammar explanations, explain/summarize information and engage with the user. Therefore, today's student can experience improved digital assistants to learn language outside the classroom.

Writing plays an essential role in the learning process of English and in the success of learning English in classes. Grammar, vocabulary, organisation, thinking, and communication are key components of good writing. Traditionally, students could develop their writing skills through teachers, fellow students, textbooks and writing centers. But AI technologies have changed all that with real-time feedback and individual support. Students are now able to get suggestions on sentence structure, word selection, coherence, and style within seconds.

There has been a lot of interest in the field of educational writing thus far as a result of AI. Advocates believe that AI improves how well students learn, boosts independence, and fosters individual learning. There is constant scaffolding and student can write independently. Further, AI systems can be integrated to support teachers to provide additional feedback in classrooms with large numbers of students, where teachers may not be able to provide this feedback.

AI is also transforming pedagogy, shifting the landscape of writing instruction. AI is also reshaping pedagogy, transforming writing instruction. The influence of AI is also felt in the realm of writing development and teaching methods. AI has transformed pedagogical approaches, and it's had a significant influence on the way writing develops. The old-fashioned teacher-centered teaching model is gradually transforming to the learner-oriented teaching model assisted by intelligent teaching technologies. Moreover, AI also facilitates adaptive learning environments, enabling the personalisation of learning resources and feedback based on individual student needs. Teachers are able to create learning experiences, assess student work and produce instructional content using AI tools. AI is being used to create educational content, assess student work, and create engaging learning experiences. The use of AI tools for creating content, marking assignments, and creating interactive learning experiences is becoming more prevalent among teachers.

Despite these benefits, questions have been raised about academic integrity problems in higher education system. Generative AI systems can generate human-like text, leading to concerns about plagiarism, attribution, and ethical academic practices. Students may present work as AI-generated, making it difficult for teachers to determine the authenticity of the work. This poses educational institutions with difficulties to uphold academic standards while also adopting technological innovation.

But plagiarism isn't the only concern brought up with the use of AI in education. There are concerns that an over-reliance on AI may impede students' critical thinking, creativity and problem-solving abilities. Others say that banning AI technologies is impractical and counterproductive, and the most important thing is the integration of responsibly and educating about AI.

In Pakistan's education system, AI has become increasingly accepted in the higher education system. How AI-powered writing tools are being used in academic writing, language learning, and research support by universities and students. The applications of AI tools in academic writing, language learning, and research support for universities and students. AI writing tools for universities and students' research & language learning. Empirical studies examining students' and teachers' experiences of the impact of AI on the processes of writing development, writing pedagogies, and academic integrity, however, have been scarce in the local context. Understanding these experiences is essential for developing new education policies and prudent approaches for the integration of AI.

Thus, the purpose of this study is to investigate the transformative role of Artificial Intelligence in English Language Education from the points of view of students and teachers, specifically on how it affects writing practices, pedagogical approaches and academic honesty.

Problem Statement

Artificial Intelligence tools have emerged as a tool of opportunity and challenge in English Language Education. AI assists with writing learning and individualized writing contexts, but issues of academic integrity, reliance on AI, and assessment integrity persist and grow. The current research literature tends to concentrate on effectiveness of technology, instead of revealing lived experiences of students and teachers. Therefore, qualitative study is required to investigate the effect of AI on writing, pedagogy and academic integrity in the context of higher education.

Research Objectives

1. To share how to use AI to assist students' writing development.
2. To discuss how AI reshapes the paradigm of the pedagogy for teaching English.
3. To investigate issues on academic dishonesty related to AI in learning.
4. To find solutions on how to integrate responsible AI in ELE.

Research Questions

- RQ1: What are students' and teachers' understandings of the impact of AI on the writing process in the English language?
- RQ2: How will artificial Intelligence affect teaching and learning in English Language Education (ELE)?
- RQ3: What are the academic integrity concerns of AI assisted learning and writing activities?
- RQ4: What are some of the strategies that can be used to support responsible use of AI in higher education?

Significance of the Study

The research contributes to the growing body of literature on the application of AI to education by providing anecdotal experiences of the student and teacher experience. The results can help inform policy-making, curriculum creation, and educational institutions in designing ethical AI policies and effective teaching strategies. In addition, the study will make a valuable contribution to existing discussions regarding responsible technology in higher education.

Literature Review

Artificial Intelligence and English Language Education

Artificial Intelligence (AI) is one of the most significant technological advancements in today's education. With the introduction of Generative AI tools such as ChatGPT, Grammarly, QuillBot, Gemini, and Microsoft Copilot, language learning has been transformed with personalized assistance, real-time feedback, and an interactive learning experience. English Language Education (ELE) has witnessed the increasing presence of AI in the realm of writing, assessment, vocabulary, and communication. The advent of AI has transformed the teaching paradigm of language learning from teacher-centred to more learner-centred, researchers add. (Jurnal Umnu Kebumen)

AI's success in the English language classroom is mainly due to its natural language processing and response capabilities. Unlike education technologies, AI-powered systems can interact with students, understand their work, and provide personalized feedback. Unlike education technologies, AI-powered systems can have meaningful conversations, interpret students' work and give tailored feedback. These skills have given pupils more opportunities to practice their language skills without the support of others and have access to ongoing support. In recent reviews, it has been found that the use of AI in language learning enhances student engagement, motivation, and access to learning content. (PubMed Central (PMC))

With the increasing adoption of AI in education, the role of a teacher is also evolving. AI's introduction into the classroom is also becoming more embedded, and this is also affecting the roles of teachers. Teachers' role is not just that of information provider, but more and more, teachers are facilitators, mentors and learning designers. AI can aid teachers in planning lessons, generating content, conducting formative assessments, and providing feedback, among other areas, to improve teaching efficiency. However, with all these advantages, researchers remind us that AI should enhance rather than replace human interaction in the learning of a language because all of these processes are human ones of communication, creativity and critical thinking. (arXiv).

Using Artificial Intelligence to Improve Writing

The knowledge of writing is one of the most challenging aspect to be learned in L2 is well-known. In order to be effective writers learners have to practice grammatical accuracy, vocabulary development, coherence and organization, and critical thinking. Both teacher feedback and peer review have long been used to develop writing. But, writing is today revolutionized by AI-powered writing tools and available content assistance.

One of the most significant impacts of AI on teaching writing is the ability to provide automated feedback. In seconds, AI systems can detect grammatical errors and spelling and punctuation mistakes and stylistic weaknesses. Students can get instant

feedback to correct and refine their work without help. Research indicates that AI writing tools can help students improve their language skills, boost their writing confidence, and enhance their writing practices. (Frontiers)

AI also can help with vocabulary growth and thought generation. AI systems are often used by students to brainstorm other words, to improve sentence and argument structure, and to get better ideas. It can be of great benefit to English as a Second Language (ESL) and English as a Foreign Language (EFL) students, as well as those who may have difficulty understanding the language. AI platforms offer context-dependent language analysis, examples, explanations, and more to help with language comprehension. (Jurnal Assalam)

Moreover, AI is helping to make writing more fluent by alleviating language anxiety. Learners appreciate AI systems for their non-judgemental support, making them more comfortable with them. It has been found that AI-enabled writing environments boost student motivation and confidence, especially among students who are not confident to ask for guidance from teachers or fellow students. (ScienceDirect)

While AI can be helpful when writing, there are some concerns regarding excessively relying on AI-generated text. Using AI-generated suggestions can also foster excessive reliance on the technology and hinder students' independent writing skills and critical thinking. Some fear that students might rely too heavily on AI-generated suggestions, potentially stifling opportunities for independent writing practice and critical thinking. Over-reliance can lead to impaired crucial cognitive abilities in language production, such as generating ideas, building arguments and revising skills. (Financial Times)

A second issue relates to authenticity of students' writing. Teachers no longer know if an essay or assignment is on their student's own since they can create high quality ones. This is particularly true in tertiary education where writing assignments are an integral part of assessment and academic evaluation. (ERIC)

Overall, the literature suggests that using AI to write development has many benefits, but there are concerns about how independent and authentic the assessment is for learners.

Pedagogy is changing in several ways with the advent of Artificial Intelligence

The integration of the AI-based technologies in ELT has revolutionized the teaching and learning of English. Traditional instructional systems are usually delivered in the same manner and might not support all students' learning needs. AI can provide personalized learning experiences by adjusting the content, feedback, and learning activities based on individual performance and preferences.

Personalized learning is among the biggest buzzwords that came out of AI's adoption in education. Learner behavior can be analyzed, strengths and weaknesses identified and personalized learning paths recommended by intelligent systems. Personalization helps in differentiated instruction and creates engagement. AI Learning Environments are believed to have a positive impact on pupil learning through the delivery of differentiated support, tailored to the individual pupil. (Frontiers)

AI has also transformed how teachers engage with students in the learning environment. AI has also redefined the way of classroom interaction. Language learners can communicate with CAVs and virtual tutors that can provide real-time communication practice. These systems provide opportunities for students to speak, write and understand in a variety of other settings than the classroom. Having access to AI-powered support at any time enables learning flexibility and fosters autonomous learning behaviours. (Jurnal Ummu Kebumen)

AI can be a valuable teaching tool for teachers. Teachers are making use of AI tools to create lesson plans, create quizzes, create learning activities, and provide feedback. These applications do not only save the time of administration but also allow the teacher to focus more on the higher-order activities of teaching, namely mentoring, critical discussion and assisting learners. Educators also seem to view AI as a technology that can assist them, and not take the place of human teaching, as recent studies have shown. (arXiv)

It is also challenging to transform pedagogy. AI teachers need to cultivate the ability to use AI and gain new skills for effective incorporation into teaching. Teachers discuss their concerns about the appropriate use of AI, ethical considerations, and assessment. Also, the equality of access to technology may result in disparities between students, particularly in a school environment. (Financial Times)

From this, the literature highlights the necessity of teacher preparation, institutional support, and equitable access to technological resources for effective integration of AI in teaching innovation.

You are responsible for making sure that your own work is properly cited. It is your responsibility to ensure that your own work is appropriately cited.

Academic honesty is one of the most talked-about problems with AI in the field of education. Academic integrity is gaining traction as a major issue on the use of AI in schools. As generative AI systems generate valuable written information with ease, there have been large challenges for educational institutions to ensure originality, authenticity, and ethical writing.

A primary worry is concerning AI-made assignments. Students can rely on AI to compose essays, reports, summaries and other academic tasks, with minimal effort. Some educators perceive AI as a legitimate learning tool, and others think over reliance on AI hinders meaningful learning and cheating. This issue of what constitutes appropriate assistance as compared to academic dishonesty is still being discussed. (ERIC)

The issues are plagiarism detection and malicious copying. The traditional plagiarism detection systems were designed to identify plagiarized documents among a collection of stored documents. But AI text can be original in both structure and wording, making it difficult to detect using the usual methods. Consequently, there is a challenge in evaluating the authenticity of students' product in institutions. (Financial Times)

There are concerns by some researchers about the impact of AI on critical thinking and creativity. Writing is a thought activity, a communication activity AND an activity of reasoning, reflecting and building knowledge. Excessive dependence on AI generated content may further reduce students' opportunities for engaging in these cognitive activities. The last few years, it has been discussed how crucial it is to keep human thinking alive and how to integrate AI in learning spaces. (Financial Times)

One of the major challenges is to promote AI literacy education to inform students about the responsible and ethical use of AI tools. Schools are more and more considering utilizing process oriented, oral exams, reflective writing, and authentic assessment tasks to assess students. These approaches enable students to interact with AI in a constructive way while maintaining academic integrity. (arXiv)

Theoretical Foundation

This study takes the bases of the Technology Acceptance Model (TAM) and Constructivist Learning Theory. According to the TAM, people will adopt new technology if they think they will be able to get something out of it and if they think that it will be simple to use. The use of AI tools is more likely to become commonplace in English Language Education when students and teachers feel they can positively affect the learning and teaching process.

Constructivist Learning Theory focuses on active construction of knowledge by interacting, reflecting and experiencing. The use of AI technologies can enhance constructivist learning by creating interactive learning environments, giving personalized feedback and enabling the students to be in control of their own learning. Constructivism, however, makes the point that learning is an active process, and that the use of AI should not replace the human cognitive process.

Research Gap

The application of Artificial Intelligence and its benefits for language acquisition, personalization of learning, writing skills have been highlighted in recent years but some research gaps have been noted. Firstly, although there is a great deal of research in progress, it tends to be quantitative survey, systematic review and experimental, with little focus on understanding the lived experience of students and educators. (arXiv)

Second, past studies have tended to focus on how well the technology works rather than explore how AI impacts writing and pedagogical transformation and academic integrity. Second, previous studies have much more focused on the effectiveness of technology than the effect of AI on writing and pedagogical change, and academic integrity. Thirdly, there is limited qualitative evidence from developing countries, especially Pakistan, where the use of AI in higher education is on the rise, but policies and ethical guidelines are still in their early stages. (Financial Times)

This study, therefore, aims to fill these gaps by using a qualitative phenomenological approach to gain insight into the university student and English language teacher's experience of the use of Artificial Intelligence to support students' writing development, writing pedagogy and academic integrity in higher education.

Methodology

Research Paradigm

The study was conducted in interpretist paradigm of research where it is believed that reality is the product of people's experiences and interpretations. The interpretivism approach is particularly apt for educational research as it enables researchers to capture how participants have sensed and made meaning of educational phenomena in their specific contexts. Artificial Intelligence in English Language Education has been studied to better understand how it impacts students and teachers perception, beliefs and experiences and therefore interpretivist approach has been employed as suitable and appropriate.

The interpretivist paradigm recognizes that each person can have a different perception of the same phenomenon based on their backgrounds, experiences and educational environments. Hence, the study was based on the meanings participants gave to the variables of AI-assisted learning, writing development, pedagogical transformation, and academic integrity concerns instead of statistical measurements.

Research Design

This study used a qualitative phenomenological research design to examine participants' lived experiences of the integration of AI in English Language Education. One approach to phenomenology is an interpretive and understanding approach to the phenomenon as it is lived and experienced in people's lives.

Because Artificial Intelligence is a relatively new educational innovation, it was decided to use the phenomenological approach, as students and teachers are shaping their understandings and experiences with the use of AI. The study aimed to explore the participants' experiences of the impact of AI on writing, education, and academic integrity to gain a deeper understanding of the implications of the use of AI in these fields.

This research design enabled the participants to present the experiences that occurred to them in the framework of their own speech, and facilitated the researcher's identification of the commonalities and patterns in the different experiences.

Research Setting

This study was conducted in higher education institutions where the use of AI tools such as ChatGPT, Grammarly, QuillBot, Gemini and other AI tools that support students in writing have been growing in popularity in academic activities. This paper selected participants from the universities with the programs of English language and education.

It was decided to focus on the higher education environment, as academic writing tasks and the role of students as the primary users of generative AI technologies in education is prevalent among the University students. Similarly, ELT teachers are practicing teachers of writing and evaluators of writing, and they are also great sources of information regarding education implications of AI.

Participants and Sampling

The study adopted purposive sampling technique in selecting the research participants with the availability of the experience of using the Artificial Intelligence tools in English Language Education.

18 participants were chosen for the study:

- 10 University Students
- 8 English Language Teachers

The following criteria were used in selecting participants:

Inclusion Criteria

- Get real-world experience of AI based learning tools.
- Teaching/learning English activities.
- Willingness to participate voluntarily.
- Has knowledge of particular experiences with AI.

To guarantee that the participants had the knowledge and experience needed to give valuable information about the research topic, purposive sampling was used.

Table 1: Demographic Profile of Participants

Participant Code	Category	Experience with AI
S1	Student	1 Year
S2	Student	1 Year
S3	Student	2 Years
S4	Student	1 Year

Participant Code	Category	Experience with AI
S5	Student	2 Years
S6	Student	1 Year
S7	Student	2 Years
S8	Student	1 Year
S9	Student	2 Years
S10	Student	1 Year
T1	Teacher	2 Years
T2	Teacher	2 Years
T3	Teacher	3 Years
T4	Teacher	2 Years
T5	Teacher	3 Years
T6	Teacher	2 Years
T7	Teacher	3 Years
T8	Teacher	2 Years

Data Collection Instrument

The main data collection technique employed was the semi-structured interview technique. Semi-structured interviews were used because they offer flexibility and focus the discussion of topics among the different participants on the research issues. This method gives opportunity to participants to build on their experiences as well as for the researcher to delve into the issues that arose with follow-up questions.

Existing literature and research objectives were used to develop an interview guide.

Interview Questions

- Section A: AI and Writing Development
- What are the ways you employ Artificial Intelligence tools in the teaching or learning of English?
- How has AI impacted the improvement of writing skills?
- What has been the value you've seen for AI-powered writing?

Part 2: Pedagogical Transformation

- In what ways has the use of AI impacted classroom teaching and learning?
- How can AI assist in personalized learning?
- What impacts has AI had on the teaching of English?

Section C: Academic Integrity

- What are your concerns about academic content generated by AI?
- What are the implications of AI on creativity and authorship?
- What are the obstacles for education when it comes to evaluating work created by AI?

Section D: Future Directions

- What would you advise as suggestions of responsible AI in the educational context?

Data Collection Procedure

Data were collected for six weeks. Prior to data collection, participants received information regarding:

- Research objectives
- Voluntary participation

- Confidentiality measures
- Right to withdraw

Participants gave informed consent and interviews were set up based on availability. These interviews took about 40-60 minutes and were held in person, or via Zoom or Google Meet, online platforms.

Audio recordings were made with informed consent of each participant and subsequently transcribed for analysis without any alterations.

Data collection was also documented using field notes to capture observations, reflections, and patterns that arose while collecting the data.

Data Analysis

Braun and Clarke's (2006) Thematic Analysis Framework was used for analysis of the information collected.

Thematic analysis was chosen as it allows for a systematic approach to identifying, organizing and interpreting recurring patterns in qualitative data. The analysis was conducted in six steps:

- To get a basic introduction to data.
- Transcripts of the interviews were read multiple times to familiarize oneself with participants experience.

Phase 2: Initial Coding

Codes were given to meaningful statements and significant ideas.

Initial codes that were examples were:

- Grammar improvement
- Writing confidence
- Personalized learning
- AI dependency
- Plagiarism concerns
- Assessment difficulties

In Phase 3, students begin researching for their themes.

- Codes were used that were related together and were organized into categories and themes.

Phase 4: Reviewing Themes

- Themes were revisited and revised to align with participants' comments.

Themes are defined and named in Phase 5.

- Definitions were created for each theme.

Phase 6: Report Writing

- Participant quotations and supporting evidence were used to explain and convey the themes.

Table 2: Coding Framework

Initial Codes	Categories	Themes
Grammar correction	Writing support	AI as a Writing Enhancement Tool
Vocabulary improvement	Writing support	AI as a Writing Enhancement Tool
Personalized feedback	Learning support	AI as a Writing Enhancement Tool
Adaptive learning	Pedagogical innovation	Transformation of Pedagogy
Teacher facilitation	Pedagogical innovation	Transformation of Pedagogy

Initial Codes	Categories	Themes
AI-generated assignments	Ethical concerns	Academic Integrity Challenges
Plagiarism concerns	Ethical concerns	Academic Integrity Challenges
Student dependency	Ethical concerns	Academic Integrity Challenges

Trustworthiness of the Study

The study was conducted in a rigorous and quality way following the criterion of trustworthiness as provided by Lincoln and Guba (1985).

Credibility

The method of extended engagement with participants and member checking helped to establish credibility.

Transferability

The research context and the participants detailed.

Dependability

A record of all methodological decisions was kept to ensure a traceability of the audit.

Confirmability

The findings from the research were based on the reactions of the participants and not based upon the researcher's hypotheses.

Ethical Considerations

Study was conducted in accordance with ethical standards.

The participants were briefed on:

The purpose of the research:

- Voluntary participation
- Confidentiality
- Anonymity
- Data protection procedures

The participants' names were anonymised by using codes (S1–S10 and T1–T8).

All information gathered was kept safely and only for academic research.

Summary of Methodology

This study was designed by a qualitative method in the form of a phenomenological design, which aimed to investigate the experience of students and teachers on the integration of Artificial Intelligence in English Language Education. Interviews with 18 participants across a variety of educational levels revealed detailed information on writing development, pedagogical shift, and academic dishonesty issues. Thematic analysis enabled the recognition of patterns and themes, contributing to knowledge of the impact of AI in education. Thematic analysis was used to identify patterns and themes that could be used to gain insights into the impact of AI in education.

Findings

Introduction to Findings

The thematic analysis of the interview data produced the following three main themes and nine sub-themes from participants' experiences of the use of Artificial Intelligence in English Language Education.

Using AI to enhance writing

- The transformation of English Language Pedagogy

- Academic Integrity Issues in the Age of AI
- Overall, these themes highlight the transformative role of AI in higher education writing, teaching, and academic integrity.

Table 3: Major Themes and Sub-Themes

Major Theme	Sub-Themes
AI as a Writing Enhancement Tool	Grammar Improvement, Vocabulary Development, Personalized Feedback
Transformation of English Language Pedagogy	Personalized Learning, Teacher Role Transformation, Increased Learner Autonomy
Academic Integrity Challenges	AI Dependency, Authenticity Concerns, Assessment Challenges

Findings

Introduction

The purpose of this study was to explore students' and teachers' experiences regarding the integration of Artificial Intelligence in English Language Education, with particular attention to writing development, pedagogical transformation, and academic integrity. Analysis of the interview data generated three major themes and nine sub-themes. The findings reveal that while participants generally viewed AI as a valuable educational resource, they also expressed concerns regarding overdependence, originality, and ethical academic practices.

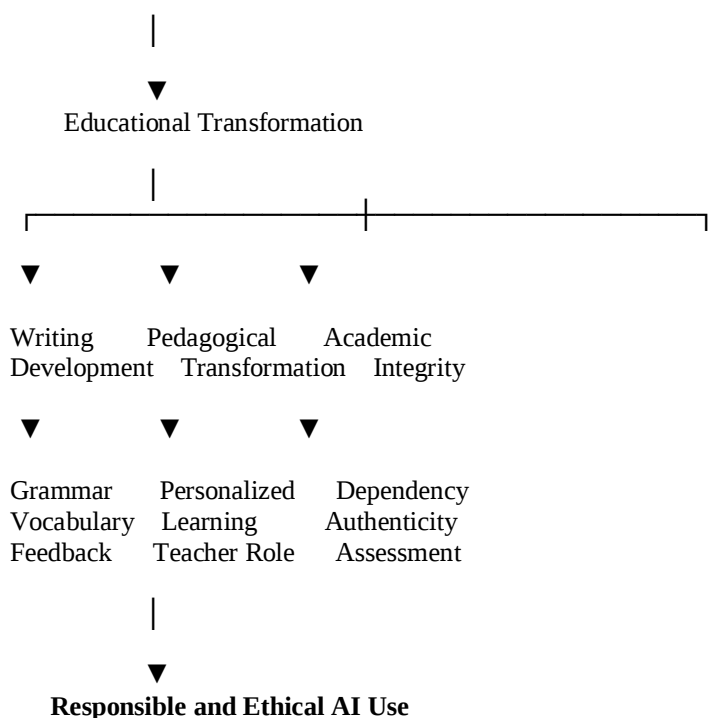
The themes emerging from the analysis are presented in Table 4.

Table 4: Themes and Sub-Themes

Theme	Sub-Themes
AI as a Writing Enhancement Tool	Grammar Improvement, Vocabulary Development, Personalized Feedback
Transformation of English Language Pedagogy	Personalized Learning, Teacher Role Transformation, Learner Autonomy
Academic Integrity Challenges	AI Dependency, Authenticity Concerns, Assessment Difficulties

Figure 1: Thematic Map of Findings

Artificial Intelligence in English Language Education



Theme 1: AI as a Writing Enhancement Tool. Lesson 1: Using AI to improve writing.

The first and prevailing topic of the interviews was whether “Artificial Intelligence” is a writing enhancement tool. Students and teachers both recognized the positive impact AI tools have had on their writing processes, such as offering instant feedback, correcting grammar, recommending words, and giving organizational help.

The participants often expressed AI as a "digital writing assistant" that facilitates learners to self-understand the weakness and self improve.

One student explained:

I would have to wait for comments from the teacher before using ChatGPT and Grammarly, but now it is possible to get feedback instantly and make edits faster. Previously I was waiting for the teacher's comments, with ChatGPT and Grammarly I can get feedback faster and make edits instantly.

Likewise, a teacher said:

“AI is an extra tool for students to help them find errors that they may not catch on their own. (T2)

The results suggest that AI has enhanced some of the conventional difficulties of development writing and boosted students' self-assurance when writing academic texts.

Sub-Theme 1: Grammar Improvement

Participants regularly stated that the tools that supported with AI enabled them to enhance grammatical accuracy.

Students indicated that AI helped them:

- Correct sentence structures
- Improve punctuation
- Identify spelling mistakes
- Understand grammatical rules

One participant stated:

AI assists me in spotting grammar errors in my writing, improving it significantly every time I write essays” (S7).

There were also significant enhancements in students' grammatical development as noticed by teachers.

A teacher explained:

“Students who use AI writing tools regularly have fewer grammatical errors in their work as compared to the previous semester. (T4)

The results indicate that AI has a positive impact on language accuracy and aids the building of writing competence.

Sub-Theme 2: Vocabulary Development

Enhancement of vocabulary was another significant gain.

Students reported that AI systems support them by:

- Discover advanced vocabulary
- Learn synonyms
- Increase the ability to use academic language
- Enhance writing sophistication

A student commented:

“The AI can give me suggestions when I don't know the exact term to use, making my writing more professional.” (S9)

Likewise, the teacher observed:

“AI provides learners with more comprehensive and complex linguistic structures.” (T5)

Students felt that provision of vocabulary support made a good improvement to academic writing.

Sub-Theme 3: Personalized Feedback

Some participants noted how AI can offer personalized feedback that addresses individual writing needs.

Unlike the classroom context where teachers serve a number of students, AI can provide instant feedback on each writing submission.

One participant stated:

“Your feedback is personalized, I guess, the best thing about AI, instead of you giving me a general comment, you're focusing on my mistakes.” (S2)

A teacher added:

“As teachers are not always available, students are able to benefit from continuous feedback.” (T7).

These results indicate that AI can facilitate SRL and motivate students to be more involved in their writing development.

Theme 2: Transforming the pedagogies of English Language learning.

The second major theme was about the impact of Artificial Intelligence on the teaching and learning processes in English Language Education.

Participants spoke about how AI is a catalyst for pedagogical transformation, impacting teaching and learning approaches, interactions in the classroom, and learning strategies.

Teachers said that AI tools have changed the way they work and they are now more student centered.

One teacher explained:

Pupils bring information to the classroom that is created by AI, changing our emphasis to discussion and critical analysis. (T3)

Students also reported on AI being a learning companion to help learning independently.

Sub-Theme 1: Personalized Learning

One of the most promising contributions of AI that was mentioned by participants was personalized learning.

AI systems adapt to individual needs by providing customized explanations, exercises, and recommendations.

A student stated:

“AI can explain to me in a way that matches my comprehension.” (S4)

Personalization is thought to enhance the efficiency of learning and engagement of the student by the teacher.

One participant explained:

Not all students learn at the same speed, and AI can help with each student's learning difference. (T1)

The results align with the literature, which has previously highlighted the importance of AI in adaptive learning environments.

Sub-Theme 2: Teacher Role Transformation

Participants stated that AI has altered the typical teaching tasks.

Instead of being information providers, teachers are more and more:

- Facilitators
- Mentors
- Critical thinking guides

- Learning coordinators

One instructor explained:

“Students are able to get information in the blink of an eye from AI, so my job is more about helping them think critically about and apply information.” (T6)

Another teacher stated:

AI has not taken the place of teachers, it's transformed the teaching role. (T8)

The results show that despite the developments of technology, there is still a significant role for educators in the education process.

Task 3: Develop greater learner autonomy

Learner independence was a common theme that participants highlighted as a result of the use of AI.

Students indicated that AI can help them to:

- Practice writing independently
- Don't be afraid to ask questions for clarification.
- Outside-the-classroom learning opportunities

One student noted:

I'm more confident in learning by myself because I have AI to help me. (S10)

Teachers' attitude towards raising learners' autonomy was positive, however they warned about over-dependence.

Theme 3: Academic Integrity Challenges

The third theme was centered around issues of academic honesty.

Participants recognized the educational benefits, as well as the following serious concerns:

- AI-generated assignments
- Academic honesty
- Students' work is authentic.
- Assessment reliability

Academic integrity was the most difficult component teachers reported in implementing AI to teachers.

One participant remarked:

The most significant one is whether students wrote it themselves or extensively used AI. (T2)

Sub-Theme 1: AI Dependency

Overreliance on AI systems was repeatedly a concern expressed by the participants.

Teachers were concerned about students becoming dependent on technology and decreasing their independent thinking efforts.

One instructor stated:

“Some students rely on AI for all work and not developing any own writing and problem solving abilities.” (T5)

For instance, a pupil admitted:

“When using AI, it's easy to become over-dependency on it, because it makes things easier.” (S5)

The results suggest that the challenge of balancing assistance and independence is still present.

Sub-Theme 2: Authenticity Concerns

The issue of originality repeatedly cropped up during the interviews.

The following areas were mentioned as challenges in the differentiation of the following:

- Student-generated content
- AI-generated content
- Collaborative human-AI writing

One teacher explained:

“It is becoming increasingly difficult to determine the true author of academic work.” (T7)

Students also stated their confusion about acceptable use of AI.

A participant stated:

“There are times when I am not quite sure if it is okay to use it to rewrite or to generate ideas with AI.” (S6)

The concerns underscore the necessity of establishing clear institutional guidelines about the use of AI-enhanced learning.

Sub-Theme 3: Assessment Difficulties

Assessment difficulties were also big problems.

When students can access advanced AI systems, teachers noted challenges evaluating authentic learning.

One participant explained:

“Take-home assignments are no longer a good predictor of student competence.” (T4)

Another teacher stated:

The way students do academic work has changed with the advent of AI, so assessment methods must change as well. (T8)

Participants suggested incorporating:

- Oral examinations
- Reflective journals
- In-class writing tasks
- Project-based assessments

To better assess authentic student learning.

Table 5: Summary of Key Findings

Research Question	Key Findings
RQ1	AI improves grammar, vocabulary, writing quality, and feedback experiences.
RQ2	AI promotes personalized learning, learner autonomy, and teacher role transformation.
RQ3	Academic integrity concerns include dependency, originality issues, and assessment challenges.
RQ4	Participants recommended ethical AI policies, AI literacy, and revised assessment strategies.

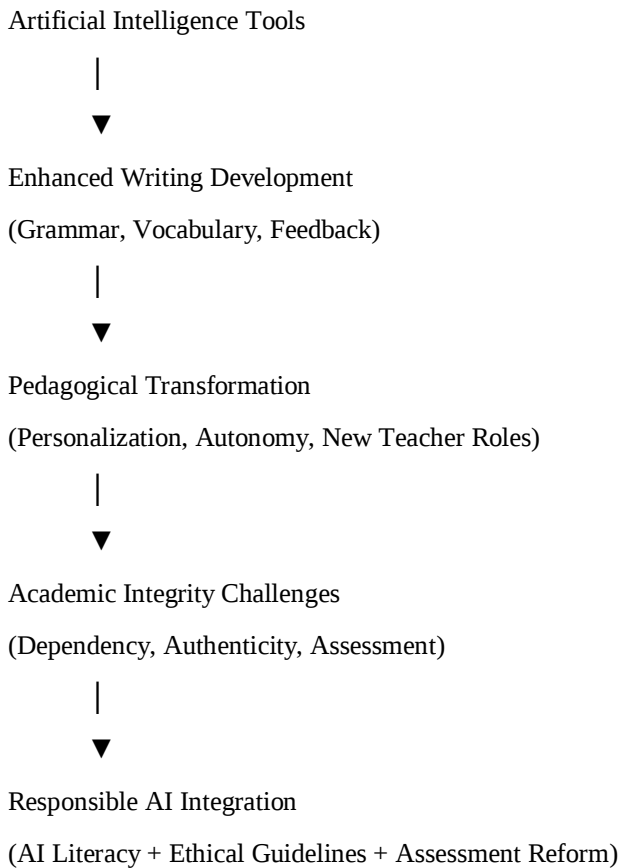
Interpretation of Findings

The findings demonstrate that Artificial Intelligence has become a transformative force within English Language Education. Participants generally perceived AI as a valuable educational tool that supports writing development and pedagogical innovation. The ability to provide instant feedback, personalized assistance, and continuous learning opportunities was widely recognized as beneficial.

However, the findings also reveal that AI introduces significant ethical and academic challenges. Concerns regarding dependency, authenticity, and assessment validity indicate that educational institutions must develop policies and practices that promote responsible AI use.

Overall, participants supported the integration of AI into English Language Education but emphasized that technology should complement rather than replace human learning, creativity, and critical thinking.

Figure 2: Conceptual Model Developed from Findings



Discussion

This study examined how Artificial Intelligence (AI) is used in the field of English Language Education, particularly in terms of writing development, pedagogical transformation, and academic integrity. The results show that AI has emerged as a significant educational asset, with the potential to improve learning experiences, as well as pose ethical and academic dilemmas.

AI as a Writing Enhancement Tool

Results showed that AI has a great impact on writing development in terms of grammar correction, word enhancement, and individualized feedback. From the participants' perspective, tools like ChatGPT and Grammarly are beneficial for pointing out errors, optimizing sentence construction, and enhancing academic writing abilities.

The results align with recent research that has demonstrated that AI-based writing assistance positively impacts language accuracy, writing fluency, and student confidence (Kasneci et al., 2023; Tlili et al., 2023). This positive perception can be explained by the Technology acceptance model (TAM), since participants considered the usefulness and ease of use of the AI. Consequently, students were willing to use AI tools to enhance their writing ability.

There were also some concerns about relying too heavily on the AI-generated suggestions. AI can be a tool for learning, but it is essential that students work on their own writing and critical thinking skills to achieve long-term language proficiency.

Transformation of English Language Pedagogy

The results suggest that AI is reshaping the conventional teaching methods and fostering individuality of learning and learner autonomy. Pupils enjoyed having their explanations tailored to them and getting immediate help, and teachers shared that their role was shifting.

The results are in line with the theories in the field of constructivist learning theory which focuses on active, self-directed learning. By enabling students to access information on their own and personalized learning experiences, AI helps them become independent learners. AI's role in supporting adaptive learning and enhancing student engagement has also been highlighted in previous studies (Zawacki-Richter et al., 2024).

The study also uncovered that teachers were becoming more and more facilitators as opposed to the sole bearers of knowledge. While technology has made strides, participants still stressed the importance of the teacher to play a role in mentoring, developing critical thinking skills and providing ethical guidance.

Academic Integrity Challenges

The issue of academic integrity proved to be the most critical one linked to the use of AI. Participants shared concerns about cheating, plagiarism, authenticity of assessment, and originality.

The results are consistent with recent research that suggests that generative AI has made traditional definitions of plagiarism and academic integrity more complicated (Cotton et al., 2024). Educators sometimes have difficulty assessing student engagement in a task due to AI's ability to produce high-quality academic material. Since AI can produce complex academic materials, teachers may find it difficult to identify students' involvement in assignments.

There was also a concern raised among the participants about the reliance on AI systems by the students. Over-reliance could limit opportunities for independent thinking, creativity and problem solving. Hence, clear guidelines for acceptable use of AI in academic work must be established in institutions.

Implication for higher education in Pakistan

The results are of significant implications for Pakistani universities. Institutions need to create policies for the responsible and ethical use of AI, as its adoption grows. AI literacy education should be offered to students and teachers in universities and assessment practices should be redesigned to focus on critical thinking and authentic learning.

The participants proposed that measures should be taken to prevent overreliance on AI-generated content, including oral presentations, reflective writing, project-based learning, and classroom assessments. These methods can be used to ensure academic integrity and enhance pedagogical efficiency while supporting students' use of technological innovation.

Summary

In summary, the study highlights the transformative impact of AI in ELL, improving writing skills and enabling innovative teaching strategies. But there are issues of academic honesty, dependency, and validity of assessment that need to be attended to. To ensure the successful integration of AI in education, it is essential to strike a balance between the advantages of utilizing AI tools and adhering to ethical educational practices, while also preserving the importance of the human learning process and critical thinking.

Table 6: Discussion Summary

Theme	Key Finding	Educational Implication
Writing Development	Enhanced grammar, vocabulary and feedback	Enhanced writing ability
Pedagogical Transformation	Personalized learning and learner autonomy	More student centered instruction
Academic Integrity	Concerns regarding originality and dependency	Need for ethical AI policies and assessment reforms

Conclusion

Artificial Intelligence has become a game-changer in the field of English Language Education and has seen a significant impact on how students write, learn, and engage with educational materials. The purpose of this study was to examine the situation of the university students' and English language teachers' experiences on how AI has changed writing practices, learning methods, and academic honesty.

The results indicated that AI can greatly assist in the development of writing, by boosting grammar correctness, word selection, and structure, and by enhancing the availability of personalized feedback. The participants recognized the possibility of AI as a learning assistant to enhance students' self-confidence and self-learning capability. Moreover, AI has played a role in the pedagogical shift towards the concept of personalized instruction, a transformation of the role of the teacher, and an increase in learner autonomy.

But there were also significant issues identified in the study of academic integrity. Common problems that were cited by participants were the AI-generated assignments, loss of originality, students reliance on AI use, and problems assessing real learning. The program highlighted the significance of exercising caution and prudence with AI and not solely relying on it.

The study concludes that Artificial Intelligence should be considered as an assistant tool to education and not a substitute for teachers and students' intellectual work. HEIs need to develop clear policies on AI, develop awareness of AI, provide training for teachers about the use of AI and adapt assessment methods to balance academic integrity and technological progress.

Recommendations

The following recommendations are suggested, based on findings:

1. **The development of AI guidelines:** The universities should clearly establish policies regarding ethical and acceptable usage of AI in learning and evaluations.
2. **AI Literacy Training:** There is a need to educate teachers and students in AI where they should be trained on the responsibilities involved, limitations and ethics associated with AI, and how to use it effectively.
3. **Assessment Reform:** Presentations, reflective writing, research projects and oral examinations are examples of authentic assessment strategies that should be incorporated into the curriculum at the institutions.
4. **Teacher Professional Development:** English language teachers need to be trained in the utilization of AI tools to the teaching process effectively.
5. **Balanced AI Integration:** The use of AI tools to assist in learning should be encouraged but not to the exclusion of students' creativity and critical thinking.

Limitation of the Study

There are some limitations of this study. The research was qualitative approach with limited number of samples in regards to phenomenology research. Thus, it is important to note that results are not necessarily generalizable to other schools and classrooms.

Secondly, the study focused mostly on higher education and thus the experiences of the learners in the school level may differ. Third, the data were collected through interview and the answers from the interview were the participant's perceptions of the effectiveness of AI, not the actual effectiveness of AI.

Larger samples and mixed methods could be used in future research to further understand the impact of AI on the outcomes of L2 learning.

Future Research Directions

Future studies could be carried out on:

- AI-aided writing education vs traditional writing education research.
- Long-term effects of the use of AI by students on their language development.
- Teacher capacity building and readiness for AI.
- Status and prospects of AI in Pakistani Universities.
- The code of conduct for the responsible use of AI in education.

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