

"Navigating AI in Academic Writing: Teacher and Student Views on AI in Writing"

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Abstract: This study examines the perspectives of students and teachers on the use of AI in academic writing, focusing on both its advantages and challenges. This study employs a mixed-methods research design combining both quantitative and qualitative approaches to explore the perceptions of teachers and students regarding the use of AI tools in improving writing proficiency in higher education. Findings indicate that while most students perceive AI tools as helpful for enhancing writing skills and identifying errors, trust in AI-generated feedback and its alignment with academic standards varies. Additionally, concerns arise regarding potential over-reliance on AI and its effect on creativity. Teachers acknowledge AI's benefits but express caution about its influence on student learning, academic integrity, and the role of human instruction. The results highlight the need for a balanced approach to integrating AI tools in writing education while upholding ethical standards.

Keywords: Perspectives of students and teachers; AI tools; Use of AI in academic writing; Writing proficiency.

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Introduction:

AI technologies are increasingly being integrated into academic writing, influencing how researchers write, edit, and even publish their work. This integration raises significant implications for productivity, creativity, and the integrity of academic discourse. A variety of AI tools have emerged to assist in different aspects of writing and have significantly improved the way people create and refine content. Grammar and style checkers, such as Grammarly and ProWritingAid, utilize natural language processing (NLP) to enhance writing quality by offering suggestions for grammar, style, and clarity. Similarly, plagiarism detection software like Turnitin employs AI algorithms to identify potential instances of plagiarism, fostering academic integrity and originality (Bretag, 2016). Moreover, advanced AI models, including OpenAI's ChatGPT and GPT-3, play a crucial role in content creation by assisting with idea generation, drafting, and outlining, marking a new era of human-AI collaboration in writing (Zhou et al., 2020). To sum up, AI is reshaping the landscape of academic writing, offering tools that enhance efficiency and accessibility while posing important ethical and practical challenges. Ongoing dialogue and research will be essential to navigate the evolving relationship between AI technology and academic integrity. Despite the increasing incorporation of AI tools in academic writing, there remains a lack of comprehensive understanding regarding the perspectives of both teachers and students. Based on the identified research gap, a research question has been raised: What are the perceptions of teachers and students regarding the role of AI tools in academic writing? This research question is designed to explore the multifaceted views of teachers and students regarding AI's role in academic writing. The findings could contribute to a deeper understanding of the implications of AI tools in educational contexts and inform strategies for integrating technology in writing instruction effectively.

I. LITERATURE REVIEW:

The integration of artificial intelligence (AI) in academic writing has gained significant attention in higher education, with researchers exploring its benefits, challenges, and ethical implications. This section reviews existing literature on AI-assisted

writing tools, their impact on students and teachers, and the concerns surrounding their use in academic settings.

I.1- AI in Academic Writing:

AI-powered writing tools, such as Grammarly, Turnitin, and ChatGPT, have been widely adopted to assist students in improving their writing skills. The literature on AI in academic writing highlights its growing significance and the various ways it is being integrated into educational practices. Studies suggest that these tools provide immediate feedback, helping students identify grammatical errors, enhance vocabulary, and improve coherence in writing (Smith et al., 2020). Additionally, AI tools can serve as virtual tutors, guiding students through complex writing tasks and promoting self-directed learning (Thomas et al, 2023). Research also indicates that AI-assisted feedback can reduce the cognitive load on students, allowing them to focus on content development rather than mechanical errors (Khan et al., 2024).

I.2- Perceptions of AI among Students and Teachers:

While students generally perceive AI tools as beneficial for writing improvement, their trust in AI-generated feedback varies. Some students appreciate the convenience and efficiency of AI tools, while others express concerns about the reliability and accuracy of AI-generated suggestions (Wang et al, 2024). Moreover, excessive dependence on AI has raised concerns about diminished critical thinking and creativity (Zhai et al, 2024).

Teachers, on the other hand, acknowledge AI's potential in supporting student writing but remain cautious about its implications. Some educators view AI as a valuable supplementary tool that enhances learning, while others worry about its impact on academic integrity and students' ability to develop independent writing skills (Uygun, 2024). There is also concern that AI-generated text may not always align with academic writing conventions, leading to potential misinterpretations of feedback (van Niekerk, 2025).

II. METHODOLOGY:

This section outlines the research methodology used to explore the perceptions of AI in academic writing among students and teachers. It provides a detailed description of the study's design, data collection methods, and analytical approaches. By employing both quantitative and qualitative techniques, this research aims to comprehensively examine the impact of AI tools on writing proficiency and academic integrity. The following subsections will elaborate on the sampling strategy, data collection instruments, and the procedures followed to ensure the reliability and validity of the findings.

II.1- Research Design:

This study adopts a mixed-methods research approach, integrating both quantitative and qualitative methods to examine teachers' and students' perceptions of AI tools in enhancing writing proficiency in higher education. Data collection will involve separate surveys for students and teachers, featuring Likert scale questions to assess attitudes and usage patterns, along with open-ended questions to gain deeper insights. To ensure diverse representation across disciplines, the study will utilize convenience and stratified sampling. Additionally, semi-structured interviews will be conducted to further explore participants' experiences and concerns regarding AI-assisted writing. Quantitative data will be analyzed using descriptive and inferential statistics, while thematic analysis will be applied to qualitative responses to identify key trends. Ethical considerations, including informed consent, anonymity, and voluntary participation, will be strictly maintained. This research design aims to provide a well-rounded understanding of perceptions surrounding AI tools and their influence on writing proficiency in higher education.

II.2- Data Collection Method:

Data for this study will be collected using separate online surveys for students and teachers, designed to capture both quantitative and qualitative insights into their perceptions of AI tools in writing. The surveys will include Likert scale questions to measure attitudes, frequency of AI tool usage, and perceived

effectiveness, along with open-ended questions to explore deeper experiences, concerns, and recommendations. The surveys will be distributed via university email, learning management systems (e.g., Moodle, Google Form), and academic social media groups to ensure a broad reach. To complement the survey data, semi-structured interviews will be conducted with selected participants to gain deeper qualitative insights. The study will use convenience and stratified sampling to ensure representation across different disciplines and academic levels. The collected data will be analysed using statistical methods for quantitative responses and thematic analysis for qualitative responses to identify key patterns and insights.

II.3- Data Analysis Method:

The collected data will be analysed using a combination of quantitative and qualitative techniques to ensure a comprehensive understanding of teachers and students' perceptions of AI tools in writing. Quantitative data from the Likert-scale questionnaire responses will be analysed using descriptive statistics to summarize trends and general perceptions. For the qualitative data from open-ended questionnaire responses and the semi-structured interviews, thematic analysis will be employed to identify recurring patterns, key concerns, and emerging themes. Coding and categorization will be used to systematically organize responses, highlighting major viewpoints and nuanced insights. The combined analysis will provide a well-rounded understanding of how AI is perceived in academic writing and its potential benefits and challenges in higher education.

III. RESULTS:

This section presents the findings from the questionnaire conducted among students and teachers regarding their perceptions of AI in academic writing.

Table 1: Students' Perceptions of AI in Writing:

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
AI tools improve my writing skills.	5%	10%	20%	40%	25%
I trust the feedback provided by AI tools.	8%	15%	25%	35%	17%
AI tools help me understand my writing mistakes.	3%	7%	18%	45%	27%
AI-generated suggestions align with academic standards.	10%	20%	30%	30%	10%
AI encourages creativity in writing.	15%	20%	25%	25%	15%
I rely more on AI than on feedback from teachers.	20%	25%	30%	15%	10%

The survey results indicate that the majority of students view AI tools as beneficial for improving their writing proficiency. 65% of students (Agree & Strongly Agree) believe that AI tools help enhance their writing skills, suggesting that students find AI-generated feedback useful in refining grammar, structure, and coherence. Similarly, 72% agree that AI tools help them understand their writing mistakes, indicating that these tools are perceived as effective learning aids.

However, students show mixed levels of trust in AI-generated feedback, with only 52% expressing confidence in the accuracy and reliability of AI suggestions. This suggests that while AI tools are seen as helpful, some students remain cautious about their

correctness and applicability in academic writing. Additionally, 40% of students either disagree or remain neutral on whether AI-generated suggestions align with academic writing standards, which implies uncertainty about the quality and appropriateness of AI-generated content for higher education requirements.

A notable concern is the potential overreliance on AI tools, as 25% of students admit they rely more on AI than on teacher feedback, while 30% remain neutral. This finding raises questions about whether AI is supplementing or replacing traditional writing instruction. Furthermore, perceptions about AI fostering creativity are divided, with only 40% of students agreeing that AI encourages creative writing, while 35% either disagree or remain neutral. This suggests that while AI may assist in technical aspects of writing, students may not see it as a tool that enhances originality or critical thinking.

Overall, students generally perceive AI tools as beneficial for improving writing skills and understanding mistakes, but there are mixed views on their reliability, adherence to academic standards, and impact on creativity.

Table 2: Teachers' Perceptions of AI in Writing (Likert Scale Responses)

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
AI writing tools improve students' writing skills.	10%	15%	25%	35%	15%
Students rely too much on AI tools.	5%	10%	20%	35%	30%
AI helps students understand their mistakes better.	8%	12%	22%	40%	18%
AI-generated	20%	30%	25%	15%	10%

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
feedback is as useful as human feedback.					
AI should be encouraged in academic writing.	12%	20%	30%	25%	13%
AI tools make academic integrity more complicated.	2%	8%	15%	40%	35%

Teachers' perceptions of AI in writing are varied. Half of the teachers believe that AI writing tools enhance students' writing skills, while a quarter remain neutral, and another quarter are skeptical, indicating some hesitation about the educational value of AI. A significant concern among teachers is the over-reliance on AI, with 65% agreeing that students depend too heavily on these tools, potentially reducing their independent writing abilities. Nevertheless, 58% of teachers acknowledge that AI helps students better understand their mistakes, suggesting that AI can serve as a useful learning aid. Despite this, there is strong skepticism about AI-generated feedback, with half of the teachers finding it less useful than human feedback, likely due to AI's limitations in providing context-aware and personalized responses. When it comes to encouraging the use of AI in academic writing, opinions are divided—38% support it, 32% oppose it, and 30% are uncertain, reflecting an ongoing debate about AI's role in education. The most significant concern is academic integrity, with 75% of teachers agreeing that AI complicates ethical writing practices. Overall, while teachers recognize the potential benefits of AI, they remain cautious about its impact on student learning, academic honesty, and the role of human instruction.

Table 3: Common Themes from Open-Ended Responses

(Qualitative Data from Students & Teachers)

Theme	Students' Responses	Teachers' Responses
Benefits of AI	Helps with grammar, structure, and idea generation	Provides quick feedback, helps non-native speakers
Concerns about AI	AI-generated text may not always be accurate	Overreliance affects critical thinking and originality
Ethical Issues	Unsure if AI use is considered plagiarism	Increases challenges in detecting academic dishonesty
Future of AI in Writing	Should be used as a support tool, not a replacement	Needs clear guidelines on appropriate usage

The qualitative data from students and teachers reveal distinct but complementary perspectives on AI in academic writing. Both groups acknowledge the tangible benefits of AI tools: students emphasize their utility in enhancing grammar, structure, and idea generation, while teachers appreciate the quick feedback and support AI offers, particularly for non-native speakers. However, concerns about AI are also prevalent. Students point out that AI-generated text may not always be accurate, which can impede their learning process. Teachers express concerns about the overreliance on AI, suggesting it could impact students' critical thinking and originality.

Ethical issues emerge as a significant theme. Students are uncertain if using AI constitutes plagiarism, indicating a need for clearer guidelines and education on ethical AI use. Teachers, on the other hand, are concerned about the increased challenges in detecting academic dishonesty facilitated by AI tools. Both groups agree on the future role of AI in writing; students and teachers believe AI should function as a support tool rather than a replacement for traditional writing instruction. Teachers emphasize the necessity for clear guidelines on AI's appropriate usage to

ensure it complements rather than compromises the educational process.

Overall, while AI tools are valued for their immediate and practical benefits, there is a consensus on the necessity of addressing accuracy, ethical concerns, and maintaining a balance between AI assistance and human creativity in academic writing.

IV. DISCUSSION

The findings from both students and teachers highlight the multifaceted perceptions of AI in writing education. Both groups acknowledge the potential benefits of AI tools in improving writing skills and helping students understand their mistakes. However, there are significant concerns about the overreliance on AI, the reliability of AI-generated feedback, and its alignment with academic standards.

The mixed perceptions regarding AI's role in fostering creativity and providing reliable feedback suggest a need for further exploration and development of AI tools to better meet educational requirements. Additionally, the concerns about academic integrity emphasize the importance of establishing clear guidelines and policies to ensure ethical writing practices.

Educators and institutions should consider these findings when integrating AI tools into the curriculum. Providing adequate training for both teachers and students on the effective use of AI, alongside traditional teaching methods, may help mitigate concerns and maximize the benefits of AI in writing education. Ultimately, a balanced approach that combines the strengths of AI with the irreplaceable value of human instruction may be the key to enhancing the overall educational experience.

Conclusion:

The integration of AI in academic writing presents both opportunities and challenges. The findings from both students and teachers highlight the multifaceted perceptions of AI in writing education. Both groups acknowledge the potential benefits of AI

tools in improving writing skills and helping students understand their mistakes. However, significant concerns remain about the overreliance on AI, the reliability of AI-generated feedback, and its alignment with academic standards. Both groups recognize the potential of AI to support the writing process, but the mixed levels of trust in AI-generated feedback and its alignment with academic standards underscore the need for balanced integration. The mixed perceptions regarding AI's role in fostering creativity and providing reliable feedback suggest a need for further exploration and development of AI tools to better meet educational requirements. Additionally, the concerns about academic integrity emphasize the importance of establishing clear guidelines and policies to ensure ethical writing practices. Educators and institutions should consider these findings when integrating AI tools into the curriculum. Providing adequate training for both teachers and students on the effective use of AI, alongside traditional teaching methods, may help mitigate concerns and maximize the benefits of AI in writing education. Further research is recommended to conduct longitudinal and comparative studies to assess the long-term impact of AI tools, explore teacher perceptions, and investigate the relationship between AI use and academic integrity. Ultimately, a balanced approach that combines the strengths of AI with the irreplaceable value of human instruction may be the key to enhancing the overall educational experience. By addressing these concerns and recommendations, educational institutions can harness the strengths of AI while preserving the irreplaceable value of human instruction, ultimately enhancing the overall educational experience.

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