



THE INFLUENCE OF ARTIFICIAL INTELLIGENCE-BASED TOOLS ON THE WRITING ABILITIES OF ENGLISH MAJORS

Trixie Cañares¹ⁱ,
Frelyn Laspoña¹,
Kayrie Rowe Panilag¹,
Donna Marie Sasan¹,
Jomaica Lape¹,
Krishna Claire Bosquit²,
Desiree Generosa²,
Claire Angeline Corvera²,
Rodelyn Gapasin²

¹De La Salle Andres Soriano Memorial College,
Toledo City,
Cebu, Philippines

²Cebu Normal University,
Osmeña Boulevard,
Cebu City, Philippines

Abstract:

This phenomenological study focused on the influence of using AI-based tools on the English Majors' writing abilities. Explicitly, this study anchors on the connectivism learning theory. To widely gather the necessary data, the participants were the chosen 15 Bachelor of Secondary Education, Major in English students from a state university in the Philippines who utilize AI-based tools. The researchers utilized a descriptive phenomenological type or the Husserlian method. Specifically, this study aims to explore how AI-based tools help the students develop their skills in writing, the challenges the students face in using AI and how they cope with them. Throughout the gathered and analyzed data, three themes were formed on how AI-based tools helped the students develop their skills in writing: Instant/Quick Response, Aid in Bridging Information Gaps, and Refinement of Writing Skills. Moreover, the challenges that the students encountered in using AI have the following themes: Instigator of Dependency, Expectation vs. Reality, and Brain Lag. On one hand, their coping strategies were Minimizing Self-doubt, Self-control or Self-awareness, and Understanding Shortcomings. Based on the findings, the following recommendations were hereby presented: a.) Students must practice self-control and self-awareness in utilizing AI tools; b.) Instructors must be strict in terms of proper citation; and c.) Stakeholders should

ⁱ Correspondence: email trixie.canares@dlsasmc.edu.ph

conduct an orientation on how to use AI tools effectively. The researchers recommended the following: practice self-control, strict monitoring of proper citations, and administer orientation to effectively use AI-based tools. Overall, this study highlights the importance of mindful and balanced use of AI, placing AI-based tools as valuable aids in writing rather than a substitute for dependent skill mastery.

Keywords: artificial intelligence (AI), writing abilities, English majors, phenomenology

1. Introduction

With the emergence of the Fourth Industrial Revolution, various artificial intelligence tools have been developed as well to provide students with opportunities to foster academic growth. Students nowadays tend to use AI-generated tools to make their schoolwork easier. Through these tools, students have been given the ability to access materials outside of the classroom and receive immediate feedback; students have access to new learning and development opportunities.

Aside from these benefits AI-based learning tools offer, it turns out that they also enhance students' writing skills. In a study that Malik (p. 9) conducted, it turns out that artificial intelligence (AI) technologies—such as language translation, plagiarism detection, grammar and spelling checks, and AI-generated essay outlines—are widely acknowledged as beneficial tools that enhance the writing process and aid scholars and students in their academic endeavors. Without a doubt, it is indeed true that using AI-based tools can improve one's writing skills since each student's progress can be evaluated by AI, which can also give them immediate feedback and help them pinpoint their areas of strength and weakness.

The ample effects and benefits that AI provides to students have made them embrace the spreading of AI-based tools. As per the article by Pascual, Lufkin mentioned that other Philippine educational establishments are beginning to acknowledge that artificial intelligence (AI) has arrived and is being utilized by certain educators and students. Such as, in a survey conducted at the University of the Philippines, the survey revealed that students use generative AI for writing, research, getting ready for a test, and learning a foreign language. Additionally, for teachers, generative AI is useful for research and writing, individualized learning, and producing content for their classes.

However, dependency on AI, especially among the students, must be avoided. According to Limpag, at a conference organized by Southwestern University PHINMA, Yason discussed the advancement of artificial intelligence, especially generative AI. Which attendees were encouraged to embrace artificial intelligence (AI) and other technologies like the cloud, particularly those in academia. Emphasis on the need for AI and recommendation of being prepared to encounter new technology, such as generative AI, were also highlighted. Additionally, AI chatbots' large language models (LLMs), although they can predict the next word, cannot comprehend language in the same way

that humans do. This suggests that AI tools are not as reliable as human understanding and interpretation. Hence, the assumption that AI was made to assist and guide an individual is agreeable. Although there might be limitations, the advancement of technologies must still be recognized. As Yason put it, the digital revolution must be embraced for it is a glimpse of the future. Students must have an active role rather than merely observing and depending on whatever AI tools are feeding the students.

With this background knowledge, the researchers take into account the varying perspectives of English majors in a quest to understand how they interpret the use of artificial intelligence (AI) tools, particularly in their pieces of writing. The study looks into the extent to which artificial intelligence-based tools can range from checking grammar to writing aids, helping people improve their writing skills. Moreover, through interacting with the students, the research aims to identify the challenges that they might encounter and comprehend how these resources are modified for the particular learning environment of a state university's English majors.

The purpose of this study is to determine if the writing abilities of English majors may be enhanced or hindered by artificial intelligence (AI). There will be a series of seminars to educate students about the possible disadvantages of using AI solely in their academic writing. Educators and policymakers will work together as well to address issues like data privacy concerns, the digital divide, and the importance of continuing faculty development and training. In these areas of investigation, we will emphasize the significance of critical thinking, creativity, and language varieties that AI could not fully comprehend. Real-world examples will be highlighted to further illustrate both the positive and negative aspects of the use of artificial intelligence in writing.

2. Philosophical Stance

This study was anchored on the connectivism learning theory by George Siemens and Stephen Downes. Connectivism is a learning theory whereby students are expected to gather and combine ideas, thoughts, theories, and general knowledge effectively, as stated by Siemens (p. 5). This theory integrates the idea of understanding how founding ideas and knowledge can be altered in consideration of the presently acquired knowledge, since the acquisition of new knowledge is continuous. This theory recognizes the need for education to acknowledge the impact of new learning tools on the learner's learning acquisition. Thus, for learners to exhibit competence in the digital age, connectivism provides knowledge and insights essential to learning.

Learners may gain a great deal of improvement with the proper usage of AI-based tools in writing for academic purposes. One of the principles of connectivism is how higher-order thinking skills are activated when individuals can distinguish which of the abundant and diverse information available online is reliable or sustainable (Siemens, qt. in Kropf, 13). This connectivism principle is aligned with the influence of AI-based tools on students' writing skills, as skills are developed once learners can distinguish and

organize the information they find on AI-based tools to achieve their own academic goals. Therefore, being able to separate reliable and unreliable information is essential to developing writing skills.

The concept of connectivism also promotes mindfulness. According to Kropf (p. 14), connectivism explains how students internalize. Mindfulness is a unique internal process that can be generated through instinctive learning and reflection. Connectivism, therefore, solidifies the idea that AI-based tools, if properly used, positively affect the learner's writing skills. Thus, we aim to achieve a more profound understanding of the concept of using AI-based tools to further enhance the daily lives of students and to promote strict adherence to guidelines when using AI-based tools.

3. Domain of Inquiry

The study looks into the influence of AI-based tools on the writing abilities of English Language major students of an SUC in Cebu. The results will serve as a basis for proposing seminars to increase awareness of both the positive and negative aspects of the use of artificial intelligence in writing. Specifically, this study will answer the following questions:

- 1) How did these AI-based tools help the students develop or enhance their skills in writing?
- 2) What were the challenges the students faced in using AI, and how did they cope with them?
- 3) What were the coping strategies utilized by the students to deal with the challenges they faced in using AI-based tools?

4. Materials and Methods

4.1 Research Design

This paper applies qualitative research with a phenomenological design that aims to capture the lived experience of a group of individuals sharing the same experience. The focus of the study is the influence of Artificial Intelligence-based tools on the writing abilities of English majors. To capture the lived experience and the essence of the phenomenon towards BSEd English students of the school year 2023-2024, the researchers utilize a descriptive phenomenological type or the Husserlian.

4.2 Research Participants

An individual who participates in human subject research by being the focus of researchers' observations is referred to as a research participant or human subject. The participants of the study are fifteen (15) students from the Bachelor of Secondary Education Major in English at any year level of the academic year 2023-2024. In addition,

participants will receive educational materials as a token of appreciation from the researchers for their active participation in the success of the study.

4.3 Research Environment

The study will be conducted at a state university in Cebu City. This school was picked among others because it offers the researchers convenience and participant accessibility. This institution unquestionably equips students with the necessary information, abilities, and attitudes to become competent in handling obstacles in everyday life, thanks to its highly qualified instructors and goal-oriented personnel. In addition, this institution comprises the specific participants (BSEd English).

4.4 Research Instrument(s)

The main instrument of the study is the researchers who conducted in-depth interviews with the participants. The questions from the interview were utilized to understand the various participants' viewpoints on the influence of AI on their writing skills.

4.5 Sampling Technique

The researchers used purposive sampling for this study. Oliver (2006) defines "purposive sampling" as a non-probability sampling technique in which the researchers decide which individuals to include in the sample. It was determined by several factors, including the capacity and openness of the study participants as well as their specialized understanding of the research problem.

The following standards were also taken into account during the selection of participants for this study:

- a) A student from Cebu Normal University, taking up a Bachelor of Secondary Education, Major in English.
- b) Can effectively write using the English language.
- c) Utilizes Artificial Intelligence-based tools.

4.6 Data-gathering Procedures

Collection and evaluation of data were done using the following: preparations were made to ensure validity. The research instruments are verified by a qualified validator. Then, the researchers prepared the transmittal letter to be signed to formally conduct the study. First, the researchers asked the students for permission if they were willing to participate in the study. Second, if they agreed, they would then be asked if they utilized AI-based tools in writing. Third, the researchers conducted an in-depth interview to gather the necessary information to answer the research questions. The researchers will secure the information obtained from the participant in a safe file which can only be accessed by the researchers and the participant if they request it. For the presentation of data, the name or any information will be kept confidential and will be represented only through pseudonyms such as participant 1, participant 2, P1, P2, and other pseudonyms.

4.7 Ethical Considerations

Analysis of ethical problems that arise when people participate in research is where research ethics is most interesting (Walton, n.d.). The method of choosing the participants is through voluntary participation. The participant's involvement in the study will extend until the study is completed. All participants can withdraw from the study; thus, no punishment or penalty awaits them if they want to quit participating in the research study. Informed consent will be provided before data is gathered. Moreover, confidentiality is observed by using pseudonyms such as Participant 1, Participant 2, P1, or P2 as a representation of the participants involved.

5. Results and Discussion

This section presents the results obtained from the study and discusses them in relation to the research objectives and existing literature. The findings are interpreted to highlight key themes and their implications for the research problem.

5.1 AI Tool as Assistance to Students

This aspect explores students' experiences and perceptions of using artificial intelligence tools as academic assistance. It examines how AI is integrated into students' learning practices and the ways it supports their academic tasks in the educational setting.

5.2 Instant/Quick Response

In today's fast-paced academic environment, students seek tools that offer efficiency and immediate support. Artificial Intelligence as a tool in education is used by individuals in finding information that can be used to fill in information insufficiency (Ahmad, 2021). This is mainly utilized as an information generator and a tool to better understand and comprehend educational information. AI provides instant and quick responses to students.

As stated by Participant 11, *"Using AI is very convenient, especially when you search for something there; it will give you results in a matter of seconds"*. This is supported by the statement of Participant 10, where she highlighted how AI tools can provide information in less than a minute, especially if one gives the right or specific keyword to be searched for: *"I think one of the biggest advantages of using AI, only if it's used properly, is it's gonna give you the information right away in less than one minute"*. The responses of Participants 10 and 11 highlight the efficiency and immediacy that AI tools provide in academic work.

Students value the ability of AI to generate relevant information quickly, especially when precise keywords are used, which saves time and effort compared to traditional searching methods. This immediacy not only addresses gaps in information but also enhances comprehension by providing accessible resources almost instantly (Waang, 2023). Overall, AI's convenience in delivering timely information positions it as a valuable support system in today's fast-paced academic environment.

5.3 Aid in Bridging Information Gaps

Beyond delivering quick responses, AI bridges the gap in information and supports students' comprehension (Mpu, 2023). These tools simplify concepts and generate supplementary explanations, allowing learners to deepen their understanding and build more coherent ideas in their writing.

As stated by Participant 2, *"I would use it to simplify discussion on a topic or maybe to further out a topic that I kind of don't understand. I would use ChatGPT to comprehend it better."* Meanwhile, Participant 4 highlighted the idea that the usage of AI tools can help make topics easy to understand, which smoothed out the process of constructing ideas. *"It's very easy to construct ideas and sentences since it provides suggestions, and it is also smooth considering that it is easy to understand the topic with the use of the tool."* This response highlights that beyond providing instant answers, AI plays a crucial role in supporting comprehension by making complex topics simpler ones and offering helpful explanations that make difficult concepts more accessible.

This process enables students to construct clearer ideas and organize their thoughts more effectively, thereby enhancing both understanding and writing (Harris, 2023). When used responsibly, AI not only bridges information gaps but also fosters independent learning by guiding students toward deeper engagement with academic content.

5.4 Refinement of Writing Skills

AI plays a significant role in enhancing students' writing skills, such as paraphrasing, punctuation, plagiarism, proofreading, vocabulary, grammar, and sentence construction. According to Marzuki *et al.* (2023), tools like Quillbot, ChatGPT, and Bing contribute positively to students' academic performance by providing support throughout the writing process.

Participant 6 highlighted the importance and reassurance that came with using AI to proofread and correct grammar: *"The primary benefits of using AI in writing my academic papers include enhancing efficiency by automating tasks such as proofreading and grammar correction. It allows me to focus more on the substance of my writing."* Aside from the aforementioned, it was mentioned that while proofreading an academic paper, Participant 2 noticed that ChatGPT can correct punctuation as well: *"But then I remembered this one paper I wrote that I was uncertain of the grammar, so I used ChatGPT to check it, and there are some corrections like punctuation."*

These statements reveal that AI tools are more than just technical aids – they serve as learning companions that improve writing accuracy while helping students better understand language use. By providing real-time corrections and suggestions, AI empowers students to produce clearer, more polished academic work and supports the ongoing development of their comprehension and writing confidence (Jaramillo *et al.*, 2025).

5.5 Challenges Encountered

This section presents the difficulties encountered by the respondents in their use of AI-based tools for academic purposes. It focuses on the issues that emerged from students' experiences, highlighting the limitations and complexities of integrating AI into learning practices.

5.6 Instigator of Dependency

Artificial Intelligence is a technology that continues to shape how students live and communicate (Luttrell, 2020). While it offers advantages, it also poses various challenges among students (Akgun & Greenhow, 2022). Some of these risks may include issues with data privacy, limitations in decision-making, accountability, overreliance, and ethical concerns. These challenges emphasized that AI is a double-edged sword.

Before AI was officially introduced, there were beliefs that AI could generate anything. According to Participant 9, *"I literally expected that back in [the] 2021 pandemic, AI could generate everything that you want. I once used ChatGPT back in the day, and the information it gave was inaccurate, and others were wrong in general. I expected that this AI could generate everything from the ads I saw online, and I was disappointed that it couldn't. So, I never used ChatGPT since then."*

This shows a common early misconception about AI tools like ChatGPT that they could instantly provide fully accurate and comprehensive information on any topic. The participant's disappointment reflects the gap between marketing-driven expectations and the technology's actual capabilities at the time. It also underscores the importance of digital literacy and critical evaluation when using AI-generated content (Hristovska, 2023).

5.7 Expectation vs. Reality of AI

The integration of Artificial Intelligence in education has created high expectations, with many believing it could provide complete and flawless solutions to academic tasks (Sadiku *et al.*, 2022). In contrast with reality, students encounter limitations such as inaccuracies, overreliance, and the need for critical evaluation, revealing the gap between initial expectations and actual experiences with AI.

These challenges highlight the gap between expectations and reality in the early stage of utilizing Artificial Intelligence. Over time, this experience reflects the common challenge and emphasizes the limitations, as these tools are designed to assist, rather than replace humans. Participant 10 emphasized that AI becomes an *"Enemy in the sense that I get too dependent on it and it's corrupting my ability to think on my own. It gives me the speed and flexibility that I need, but it's also rotting me from the ground up and keeping me stuck when I need to move forward."* A study by Ventayen and Ventayed (2018) on the app Grammarly emphasized that, according to the participants from the English majors, feedback is often misleading.

Similarly, Participant 7 shared that *“When you put your thoughts into it, the AI will change them sometimes. Then the way the thoughts were arranged will somehow make no sense. It’s like the words used were hard to understand.”* Participant 12 solidifies this by stating that *AI-generated answers often sound robotic and unnatural*, as Participant 15 takes it, *“the AI-generated answers are too good to be true.”* Participant 2 echoed this concern, saying, *“The ideas it generates most of the time are purely...it sounds AI to be honest. It doesn’t sound like it came from humans. So it is clear that it is from a robot. The answers are structured.”* Such feedback suggests that the overly formal or formulaic tone of AI responses can sometimes feel unnatural or disconnected from genuine human communication.

Therefore, it is noted that reality outweighs the expectation. Most of the time, disappointments are anchored in failed expectations.

5.8 Brain Lag

Too much dependency on Artificial Intelligence in academic work can lead to cognitive delay, often referred to as brain lag (Shanmugasundaram & Tamilarasu, 2023). This condition reflects students’ reduced ability to generate ideas, think critically, and initiate tasks independently, as their reliance on AI hinders intrinsic motivation, creativity, and overall cognitive engagement.

Excessive dependence on AI in academic contexts may hinder students’ intrinsic motivation and cognitive engagement, resulting in a decline in independent learning and creativity (Rahman *et al.*, 2023). Furthermore, Participant 14 expressed a growing reliance on AI tools, particularly when initiating tasks: *“It’s difficult to start on something without using AI tools and seek help on what ideas I should include or so.”* This highlights a different yet equally important issue – the increasing dependence on AI, which may inhibit independent thinking or creativity, especially in the early stages of idea generation or problem-solving.

Another challenge encountered by English majors in using AI tools without constraints is cognitive delay, showing their lack of ability to construct ideas on their own. As participant 10 mentioned, *“It’s corrupting my ability to think on my own.”* Aside from cognitive delay, Participant 14 revealed that dependence is also a challenge, stating that, *“It’s difficult to start on something without using AI tools and seek help on what ideas I should include or so.”*

With these, we can say that not everything can go as flawlessly as it seems. Just like these AI-based tools, there are always different edges that can be found in something. As we navigate through the world, AI seems unstoppable, but what sets us apart from machines has always been our ability to hold conversations and generate ideas (Vallor, 2024).

5.9 Coping Strategies

This section examines the strategies employed by students to manage and regulate their use of AI-based tools in academic tasks. It focuses on how respondents navigate the

limitations of artificial intelligence while maintaining autonomy, critical thinking, and responsibility in their learning process.

5.10 Minimizing Self-doubt

As the study progressed, the researchers discovered that despite the positive roles of AI tools in enhancing students' learning and writing skills, immoderate interactions with AI led to students being passive in knowledge acquisition. This aligns with Rahman *et al.* (2023), who identified excessive technology dependence as one of the detrimental effects of AI in educational settings.

In addition to the benefits provided by AI tools, users are prone to becoming sluggish, leading to a decline in their initiative, as expressed by Participant 4, *"I can't deny the risk of my reliance on the tool rather than using my own knowledge."* Participant 5 supported this statement, sharing, *"Over-reliance on AI-generated suggestions, which I can say that it loses my creativity and also it lowers my self-esteem when using my own ideas in my writing."* This is further highlighted by Participant 8 the common experience of users' writing abilities being at risk while using AI tools: *"If you use AI tools too much, you will be too dependent on them, which causes your writing skills to be underdeveloped."*

As revealed by the study of Alzubi *et al.* (2025) in their study, while AI tools serve as valuable aids, excessive reliance on them can hinder students' independent learning and creativity. Participants acknowledged that overuse leads to passivity, diminished confidence, and underdeveloped writing skills, as they begin to depend more on AI-generated content than their own ideas.

5.11 Self-control or Self-awareness

It is evident that AI tools can potentially diminish one's ability to develop their writing abilities as students no longer exert effort in enhancing their skills, relying instead on AI-generated content for their tasks. However, Sumakol *et al.* (2022) revealed that some students hold positive opinions about incorporating AI into their learning process. These participants demonstrated a high level of self-control and self-awareness in using these tools. AI tools are viewed as aids rather than replacements for their cognitive processes.

Participant 2 expressed their approach to using AI tools, *"I would use it only for suggestions to better the paper that I am writing. [For] most of my ideas, I would use AI to broaden my knowledge on a topic that I could use in my paper. Other than that, the rest are already my own ideas."*

Participant 3 emphasized the effort of not solely relying on AI, *"For me, we should not solely rely on AI because it will somehow take away our capability to think, and we will no longer make efforts to acquire new learnings."*

This perspective was reinforced by Participant 9 that AI is only an assistance and not a replacement, *"You should only use AI to assist you to avoid getting lost in the track of your work and to make your essays pleasing to read."*

Moreover, while AI plays a vital role in making tasks easier and more convenient in the blink of an eye, it is still essential to take certain steps to ensure the reliability of the information it provides. As Participant 10 aptly shared, relying solely on AI without proper verification may lead to inaccuracies. *"I have to make sure that whatever it provides me is legit. Because there was some time that I used different AI tools, so I kinda have the same question for each of them, but then they have provided me different answers."*

Furthermore, participant 10 emphasized the importance of giving clear and accurate commands to avoid receiving incorrect information. It was pointed out that with the right input or specific keywords, AI tools can deliver real and factual information in just seconds. This highlights how crucial it is to communicate effectively with AI to maximize its efficiency and reliability, as participant 10 pointed out, to give the right command to avoid incorrect information. *"Although we can countercheck if what it has provided is incorrect or not, the point is if you just gave the right command, and the right keywords and everything that's needed to be used in order for it to be more specific, then you will get your answer right away."* AI tools can provide accurate and specific answers when given clear and precise commands with the correct keywords. While it is still possible to verify the information for accuracy, careful input ensures that the output is relevant and reliable. This emphasizes the importance of effective communication with AI to maximize its usefulness and efficiency.

This idea was further supported by Participant 7, who stated that although AI can help comprehend information, users must also be aware that it is not always reliable. *"It really helps in terms of understanding the information or the instruction given by the teacher. And if you have some difficulties, AI will give you more information—specific information. But we can't guarantee that it's reliable."*

According to Tammets and Ley (2023), AI tools can be very helpful for understanding information or instructions provided by teachers, as they can offer additional explanations or specific details that clarify difficult concepts. However, the reliability of the information cannot always be guaranteed, so users must approach it critically and verify facts. This highlights the importance of using AI as a supportive resource rather than a fully trusted source, encouraging both comprehension and careful evaluation.

5.12 Understanding Shortcomings

Although AI tools have shortcomings (Tyson, 2023), others emphasized how these tools can help in supporting academics, especially when being used carefully. Participant 8, despite the inconvenience, has developed a helpful habit of proofreading their essays after using AI to paraphrase and organize references. This practice ensures that they avoid plagiarism and maintain academic integrity. *"I also use a lot of paraphrasing tools, and for the references, the format of references is very hassle, but I still make it a point to double-check."* Managing references can be tedious because of strict formatting requirements, yet double-checking them ensures correctness and maintains academic integrity. This

practice not only prevents errors but also reinforces careful attention to detail in scholarly work.

Participants 13 and 15 shared their active roles in maintaining the authenticity of their works despite the integration of content produced by AI. *"I always edit and revise the text generated by AI tools to ensure it reflects my own voice and style. It challenges me as well to have it more authentic after the spoon-fed generated ideas."* This practice also encourages critical thinking, as the writer evaluates and reshapes AI suggestions to make ideas more meaningful and original. Additionally, it helps develop writing skills by fostering creativity, clarity, and careful decision-making in how ideas are expressed.

Therefore, several participants reflected on how AI could be utilized properly by exercising high self-control and self-awareness rather than letting these AI tools dominate them instead. By doing so, they can adapt to the evolving landscape of not just language but literature as well, while maintaining their critical thinking abilities in doing their tasks (Moustaghfir & Brigui, 2024).

6. Conclusion

This study concludes that Artificial Intelligence tools play a significant role in assisting students with information access, comprehension, and writing improvement. AI provides instant responses, simplifies complex topics, and supports skills such as grammar, paraphrasing, and proofreading. However, challenges such as misinformation, overreliance, and the risk of reduced independent thinking were also identified. These issues highlight that AI should be used carefully and critically. Students who balance AI use with self-awareness and authenticity are able to maximize its benefits while avoiding its drawbacks.

6.1 Recommendations

Based on the research findings, it is evident that AI-based tools provide benefits and pose threats to the writing abilities of English majors. The researchers devised the following recommendations:

- 1) Practice self-control and self-awareness in utilizing AI-based tools and be mindful of over-dependency. These tools must be used as assistance only, not as replacements for their creative and critical thinking abilities. There should be a balance in the integration of content produced by AI and the development of independent writing skills.
- 2) The professors and instructors must be strict when it comes to providing proper citations to prevent students from solely relying on AI tools to do the magic for their writing tasks.
- 3) The stakeholders of an institution should administer orientation sessions for all students to ensure they fully understand how to effectively use AI tools to enhance

their writing abilities without becoming overly dependent on them. These sessions should focus on maximizing the benefits of AI while avoiding misuse.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author

Trixie Cañares, LPT, is an English educator with one year of teaching at both the junior and senior high school levels. She is a graduate of the Bachelor of Secondary Education Major in English at Cebu Normal University. Currently, she serves as a teacher in Qualitative Research, Creative Nonfiction, and Christian Life Formation at De La Salle Andres Soriano Memorial College. Over the years, she has participated in numerous seminars and workshop sessions that expanded her knowledge of effective teaching instruction. Specifically, focusing on diverse learning styles, she incorporates varied learning activities to cater to the needs of her students. She believes in the idea that each learner has the capability to learn and progress in life through the proper guidance and mentorship of their teachers. She encourages students to think critically by prompting in-depth questions and presenting realistic problems. Her work reflects her commitment to individualized and peer guidance, effective language communication, and helping learners build self-efficacy through one-on-one and group support.

Frelyn Laspoña, LPT, is a graduate of the Bachelor of Secondary Education major in English at Cebu Normal University - Main Campus. She is a flexible and passionate educator, being both a Nursery teacher and a high school subject teacher for English at De La Salle Andres Soriano Memorial College. As a teacher, she firmly believes in the transformative power of inclusivity and diversity in and out of her classroom. Over the years of her academic life, she learned not just the lessons from the textbooks, but also the captivating stories of her pupils' lives. Her teaching philosophy is rooted in the idea that the school is a room for trials, mistakes, and improvements.

Donna Marie Sasan, LPT, is an English teacher at De La Salle Andres Soriano Memorial College (DLS ASMC), where she teaches both Grade School and Junior High School English. She earned her Bachelor of Secondary Education major in English from the same institution. Her research interests include language teaching and learning, literacy development, reading comprehension, writing instruction, and the integration of innovative pedagogical strategies in English language education. She actively participates in professional development programs, including the Private Education Assistance Committee (PEAC) In-Service Training (INSET) Program and other educational seminars and workshops that enhance her instructional competence and research practice. She advocates for learner-centered instruction that emphasizes enhancement, intervention, and remediation to address diverse learning needs. She is committed to creating an inclusive learning environment that fosters students' confidence, critical thinking, and lifelong learning while continuously engaging in research and professional development to improve educational outcomes.

Jomaica A. Lape, LPT, is a graduate with a Bachelor's degree in Elementary Education. After earning her degree, she was given an opportunity to handle children ages 3-5 years old. Currently, she is a Kindergarten teacher at De La Salle Andres Soriano Memorial College. These experiences taught her not only instructional strategies but also the importance of empathy, patience and creative engagement. As a beginner teacher, she is passionate about improving classroom practices through research-based approaches, continuous reflection, and innovation. She is committed to fostering early childhood learning through engaging, developmentally appropriate, and learner-centered strategies.

Kayrie Rowe Panilag, LPT, is an English teacher with three years of teaching experience, including one year of classroom instruction across grade school, secondary, and tertiary levels, and two years of experience teaching English to foreign international learners seeking to improve their English proficiency. She currently serves as a teacher at De La Salle Andres Soriano Memorial College, where she focuses on delivering clear, student-centered English instruction. Her teaching emphasizes the development of students' communicative competence, reading and writing skills, and critical thinking through engaging and inclusive classroom practices. Her academic interests include English language teaching, language skills development, and effective strategies for teaching English to diverse and multicultural learners. She is committed to fostering supportive learning environments that promote confidence, active participation, and continuous language development.

Krisha Claire Bosquit, LPT, graduated from Cebu Normal University, where she earned her degree of Bachelor of Secondary Education with a major in English. She was granted the Honor Graduate Eligibility (HGE), Presidential Decree No. 907, under the Civil Service Commission (CSC). She was a seasonal English as a Second Language (ESL) teacher at B'Cebu, where she taught students with different nationalities. Currently, she is an ESL teacher under Winning English Academy with the same duty, teaching English

to foreign students. Her research interests focus on language education, student-centered learning, and innovative teaching practices that support learners' academic and personal growth. She aims to explore evidence-based approaches that foster inclusive, engaging, and meaningful learning experiences for learners from diverse cultural and educational backgrounds while contributing to the continuous improvement of education as a whole.

Desiree Generosa, LPT, is a distinguished graduate of Cebu Normal University, having earned a Bachelor of Secondary Education degree, major in English. As a licensed professional teacher, the author embodies a deep passion for nurturing learners and advancing the teaching profession. Driven by an unwavering commitment to growth, the author aspires to pursue higher education and expand scholarly horizons. With a vision to contribute meaningful research, the author seeks to illuminate the multifaceted dimensions of teaching and explore how its practice can be extended, enriched, and reimaged to empower both educators and students. Through this pursuit, the author aims to inspire innovation in education and foster a broader understanding of its transformative potential.

Claire Angeline Corvera, LPT, is an English teacher with a year of teaching experience at the senior high school level. She earned her Bachelor of Secondary Education major in English from Cebu Normal University. At present, she teaches Practical Research 1, Reading and Writing, 21st Century Literature and Oral Communication at Asian College of Technology International Educational Foundation (ACT-IEF). Throughout her teaching career, she has actively participated in various seminars and workshops that enhanced her skills and understanding of effective instructional practices. She also took Masters of Education Major in English Language Teaching at Cebu Normal University, that help encourage reflective teaching and continuous professional growth. She firmly believes that all learners are capable of growth and success when guided and mentored appropriately by their teachers.

Rodelyn Gapasin, LPT, is a graduate of Bachelor of Secondary Education major in English from Cebu Normal University and a Licensed Professional Teacher. Although she is not currently practicing the profession, she applies her academic training to her current work, with interests in language studies and how language is used in society.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

References

- Ahmad, S. F., Rahmat, M. K., Mubarik, M. S., Alam, M. M., & Hyder, S. I. (2021). Artificial intelligence and its role in education. *Sustainability*, 13(22), 12902.
- Akgün, S., & Greenhow, C. (2021). Artificial intelligence in education: Addressing ethical challenges in K-12 settings. *AI And Ethics*, 2(3), 431–440. <https://doi.org/10.1007/s43681-021-00096-7>
- Alzubi, A. A. F., Nazim, M., & Alyami, N. (2025). Do AI-generative tools kill or nurture creativity in EFL teaching and learning?. *Education and Information Technologies*, 1-38.
- Brandtzaeg, P. B. (2023). Can you be friends with Artificial Intelligence? GDI Gottlieb Duttweiler Institute. <https://gdi.ch/en/publications/trend-updates/can-you-be-friends-with-artificial-intelligence>
- Kropf, D. C. (2013). Connectivism: 21st Century's New Learning Theory. *European Journal of Open, Distance and E-Learning*, (pp. 13-24). eric.ed.gov/?q=Dorothy+C.+Kropf&id=EJ1017519.
- Jaramillo, J. J., Chiappe, A., & Delgado, F. S. (2025). From struggle to mastery: AI-powered writing skills in ESL education. *Applied Sciences*, 15(14), 8079.
- Harris, S. G. K. R. (2023). The role and development of self-regulation in the writing process. In *Self-regulation of learning and performance* (pp. 203-228). Routledge.
- Hristovska, A. (2023). Fostering media literacy in the age of AI: Examining the impact on digital citizenship and ethical decision-making. *KAIROS: Media and Communications Review*, 2(2), 39-59.
- Limpag, M. (2023). AI Is Your Co-Pilot, It Is There to Assist: Tech Executive Says in SWU PHINMA Conference. MyCebu.Ph: Re/Discover Cebu. www.mycebu.ph/article/ai-swu-phinma-businessnext2023/?fbclid=IwAR0lnmxHJTAGUR64bPihUo3ZmSJbtJuo7i8f_Ry4kx8DPfpfxhDyx58xlyI.
- Luttrell, R., Wallace, A., McCollough, C., & Lee, J. (2020). The digital divide: Addressing artificial intelligence in communication education. *Journalism & Mass Communication Educator*, 75(4), 470-482.
- Malik, A., et al. (2023). Exploring artificial intelligence in academic essays: Higher Education Students' perspective. *International Journal of Educational Research Open*, (p. 100296). <https://doi.org/10.1016/j.ijedro.2023.100296>.
- Marzuki, Utami Widiati, Diyenti Rusdin, D. & Inda Indrawati (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective, *Cogent Education*, 10(2), <https://doi.org/10.1080/2331186X.2023.2236469>
- Moustaghfir, S., & Brigui, H. (2024). Navigating critical thinking in the digital era: An informative exploration. *International Journal of Linguistics, Literature and Translation*, 7(1), 137-143.

-
- Oliver, P. (2006). Purposive sampling. in v. Jupp (ed.), *The Sage Dictionary of Social Research Methods* (pp. 244-245). Thousand Oaks, CA: Sage Publications, Inc. - references - scientific research publishing. (n.d.). [https://www.scrip.org/\(S\(lz5mqp453edsnp55rrgjt55.\)\)/reference/referencespaper.aspx?referenceid=2748530](https://www.scrip.org/(S(lz5mqp453edsnp55rrgjt55.))/reference/referencespaper.aspx?referenceid=2748530)
- Pascual, J. (2023). Ph Schools Adopting AI; up among First in Asia: Group. *ABS, ABS-CBN News*. <https://news.abs-cbn.com/business/11/16/23/ph-schools-adopting-ai-up-among-first-in-asia-group>
- Rahman, A., Rodzi, Z., Razali, I., Mohamad, W., Nazri, I., & Al-Sharqi, F. (2023). Breaking the Illusion: The Reality of Artificial Intelligence's (AI) Negative Influence on University Students. 4th International Conference on Artificial Intelligence and Data Sciences (AiDAS). 194-199. <https://www.scribd.com/document/695273142/AIDAS-BreakingtheIllusion-TheRealityofArtificialIntelligencex0027sAINegativeInfluenceonUniversityStudents>
- Sadiku, M. N., Musa, S. M., & Chukwu, U. C. (2022). *Artificial intelligence in education*. Iuniverse.
- Shanmugasundaram, M., & Tamilarasu, A. (2023). The impact of digital technology, social media, and artificial intelligence on cognitive functions: a review. *Frontiers in Cognition*, 2, 1203077.
- Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. *International Journal of Instructional Technology and Distance Learning*, 2. https://www.itdl.org/Journal/Jan_05/article01.htm
https://jotamac.typepad.com/jotamacs_weblog/files/connectivism.pdf?fbclid=IwAR2lv4DAltVYZlGBmjmPopZD8rNiSaSIoLWVX4BjOzMqn2kRZVxmZJvr-QQ
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of CHATGPT in AI-Assisted Language Learning for EFL Students. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1260843>
- Tammets, K., & Ley, T. (2023). Integrating AI tools in teacher professional learning: a conceptual model and illustrative case. *Frontiers in Artificial Intelligence*, 6.
- Vallor, S. (2024). *The AI mirror: How to reclaim our humanity in an age of machine thinking*. Oxford University Press.