



Language Teachers' Alignment with Generative AI Utilization in Teaching Writing Skills: Reconfiguring Their Professional Identity in Teaching Implementation

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Abstract:

This study examines how language teachers perceive the integration of generative artificial intelligence (AI) tools in teaching writing skills. Utilizing a quantitative, descriptive-analytical approach, the research explores the alignment of 420 teachers of English, Arabic, and French from secondary schools in Saudi Arabia, Egypt, and Jordan regarding the use of AI in the writing process. The study focuses on three core stages of writing: planning, implementation, and assessment, with a fourth aspect addressing the impact of AI on teachers' professional identity. A structured survey was used to gather teachers' perspectives on how AI can assist in each of these stages, and the results revealed a generally positive alignment with AI in the planning and assessment stages. However, significant resistance was found in the implementation stage, where teachers felt that AI could not fully replace their role in guiding the writing process. Additionally, many teachers expressed concerns about how AI could challenge their professional identity, fearing that its integration could undermine their expertise and personal involvement in the classroom. These findings highlight the nuanced relationship between AI adoption and resistance, suggesting that while AI can be a valuable tool in supporting teachers, its potential to reshape the role of educators remains a point of contention. In conclusion, while teachers show some openness to integrating AI in specific areas, they remain cautious about its broader impact on the teaching profession, especially in maintaining the human aspect of teaching writing skills.

Keywords: Writing Skills, Generative AI, AI-assisted Writing, Professional Identity of Teachers, Language Teachers.

1. Introduction and Literature Review

Regarding the use of generative AI tools in learning writing skills, the responses from language teachers have varied significantly. There is no doubt that these tools have made their mark in



many educational contexts, becoming an integral part of the contemporary educational landscape. However, their widespread adoption does not necessarily mean that they are the optimal solution in all areas, especially when it comes to teaching writing skills. While these tools may offer significant benefits, they also raise concerns about their impact on the teacher's role and status in the educational process (Creely, 2024). On one hand, these tools can serve as supportive aids in facilitating certain aspects of teaching; on the other hand, the use of AI in writing instruction may threaten the professional identity of language teachers, especially if these tools are seen as replacements for the teacher (Avramenko et al., 2025). In this context, it remains essential to understand how these tools can be utilized in ways that ensure the preservation of the human element in teaching writing skills, while emphasizing the critical role of the teacher in guiding students and developing their writing abilities (Alzubi, 2024).

As AI becomes more integrated into the classroom, it is reshaping how we approach teaching and learning, establishing itself as an essential component of modern education. The widespread use of these tools doesn't automatically mean they're the ideal solution for every aspect of teaching, especially when it comes to something as intricate and personal as writing (Asad et al., 2024). AI can be incredibly useful in certain parts of the writing process. It can help students brainstorm, improve their drafts, and provide quick suggestions for revision (Ghimire et al., 2024). Yet, on the other hand, there's a growing concern that over-reliance on AI might diminish the teacher's human role in the classroom. This raises questions about how AI could impact a teacher's professional identity and whether it risks eroding the personal guidance and connections that are so vital to effective writing instruction. Many teachers worry that AI could take over some of their traditional tasks, leaving them uncertain about their place in the educational process (Gasaymeh et al., 2024).

The field of foreign language education is undergoing a rapid digital transformation, with artificial intelligence (AI) technologies emerging as a driving force in reshaping pedagogical practices (Alharbi, 2023). AI is no longer merely a simple assistive tool but has become a potential partner in the educational process, necessitating a profound understanding of how teachers interact with these technologies and their impact on their professional roles. This shift requires educators to navigate the integration of AI while ensuring that pedagogical goals remain central to their teaching methodologies (Pérez-Núñez, 2023).

Automated writing assistance tools based on artificial intelligence offer a diverse range of functionalities that can influence the writing process and its instruction (Alharbi, 2023). These tools include content suggestions, correction of linguistic and grammatical errors, style enhancement, and the generation of texts based on specific inputs. This versatility calls for a careful exploration of how language teachers perceive the potential of these tools and employ them within their educational contexts. Understanding the pedagogical implications of each function is crucial for effective integration (Wang, 2024).



Writing is not just a technical skill-it's a deeply personal and creative journey that involves communication and self-expression. This is why we need to approach the use of AI in teaching writing with a sense of care and balance (Tiandem-Adamou, 2024). While AI can certainly make writing easier and more efficient, it's important not to overlook its effects on the relationship between teacher and student. The challenge lies in figuring out how to use these tools in ways that complement and support the writing process, without replacing the teacher's unique role in guiding and nurturing students' growth as writers. Ultimately, it's about striking the right balance between harnessing the power of AI and preserving the essential human element that makes teaching writing such a rich and transformative experience (Kim et al., 2025). Writing encompasses cognitive, communicative, and cultural aspects, making it a deeply intricate process. Effective writing goes beyond mastering grammar and structure; it involves understanding the context, purpose, and audience, and it requires the ability to think critically, express creativity, and communicate ideas clearly. Teaching writing, therefore, is a multifaceted task, requiring educators to foster not only linguistic skills but also personal expression and reflective thinking in their students (Liao et al., 2024).

The emergence of generative AI has added a new dimension to writing instruction, presenting both opportunities and challenges for educators. While AI tools, such as grammar checkers and content generators, can assist students in refining their writing, they also raise concerns about their impact on the authenticity of student expression. The question becomes whether these technologies can truly support the development of independent writing skills, or if they risk reducing the depth of the writing process by providing too much assistance. As AI tools like ChatGPT, Gemini, and Co-Pilot become more prevalent in educational settings, educators are faced with the task of integrating them into writing instruction without compromising the critical, human elements of the writing journey. The challenge lies in finding a balance-using AI to enhance the learning experience without overshadowing the essential role of the teacher in guiding students through the complexities of writing. The integration of AI in writing instruction presents a crossroads, where the benefits of technological advancements must be weighed against the potential risks of diminishing the core, human-centered aspects of teaching writing.

In light of the rapid evolution of AI writing tools, Tseng and Warschauer (2023) argue for the necessity of embracing these tools in education rather than resisting them. The researchers suggest that integrating AI into the learning process can provide new opportunities to enhance students' writing skills and equip them with the necessary tools for success in an increasingly AI-dependent era. This perspective emphasizes the proactive role educators should take in exploring and implementing these technologies to benefit student learning outcomes.

The study by Gayed et al. (2022) explored the impact of an AI-based writing assistant on English language learners. The findings indicate that these tools can provide valuable support to students in various aspects of the writing process, such as generating ideas, organizing them, and improving the quality of language. However, it is important to understand how students



interact with these tools and their long-term impact on their autonomy and writing skills. This exploration helps in identifying both the benefits and potential drawbacks of AI assistance.

Considering the fundamental stages of the writing process (planning, implementation, assessment), AI can offer varying levels of support at each stage. In the planning stage, AI tools can assist in brainstorming and organizing ideas. In the implementation stage, they can provide linguistic suggestions and enhance style. In the assessment stage, they can aid in analyzing texts and providing initial feedback. This stage-specific analysis helps in understanding where AI can be most effectively integrated.

The integration of AI in writing instruction raises significant questions about its impact on the professional identity of language teachers. Some teachers may feel concerned that their traditional role as a guide and corrector could diminish with the increasing reliance on AI tools. This necessitates an exploration of how teachers can adapt their roles and acquire new competencies in dealing with these technologies, potentially evolving into facilitators of AI-assisted learning and critical evaluators of AI outputs (Nazim, 2024; Kalra, 2024).

There is balance between adopting AI in specific aspects of writing instruction (such as planning and assessment) and resistance in other areas (such as implementation, where teachers see the importance of their direct role). This hesitation highlights the need to find ways to integrate AI effectively while preserving the human and interactive aspects of the writing instruction process, ensuring that the teacher's role as a fundamental agent in developing students' skills is not undermined. This balance is crucial for a sustainable and effective integration of AI in language education.

One study that sheds light on the human side of AI integration in writing instruction is Barrett and Pack's (2023) exploration of how both students and teachers perceive generative AI. While students often welcome these tools as a support for overcoming writing difficulties, teachers express concerns about originality and student effort. This contrast highlights the growing tension between technological efficiency and educational integrity. For language educators, this duality is crucial-it brings to the surface the need to carefully balance the benefits of AI with the preservation of meaningful writing instruction.

In a different yet related direction, Cardon et al. (2023) emphasized the importance of AI literacy. Their research underscored how both educators and students need to understand the scope and limitations of generative AI tools. Teachers, in particular, must develop the awareness and skills required to integrate these technologies responsibly into the classroom. These findings echo a broader concern within your study: how language teachers realign their instructional practices-and by extension, their professional identities-in response to emerging AI technologies.

Cummings et al. (2024) took a forward-thinking approach by presenting a framework that accounts for both the strengths and drawbacks of using generative AI in first-year university



writing classes. Their findings encourage educators to craft strategies that align AI use with actual learning goals, ensuring that foundational writing skills are not neglected. This pragmatic perspective supports the current research by emphasizing the need for teachers to remain at the center of writing instruction, even as AI plays a growing supportive role.

Gasaymeh et al. (2024) turned their focus toward students, capturing their experiences with generative AI tools in academic writing. Students appreciated the ease and assistance these tools provided, especially in drafting and editing. However, this user-focused lens also offers valuable information for educators: understanding how students interact with AI allows teachers to better shape their guidance and ensure that AI serves as a scaffold-not a crutch-in the writing process.

The study by Hesse and Helm (2025) brings to the conversation the voices of future educators. By investigating the AI training needs of student teachers across disciplines, it exposed differences in preparedness and attitudes toward AI integration. This underscores the necessity of designing targeted professional development for language teachers. As your study explores, the evolving use of AI calls for a redefinition of what it means to teach writing effectively, as well as how educators see themselves within that evolving role.

Zhao (2023) provided a practical glimpse into how a specific AI tool, Wordtune, can support English as a Foreign Language (EFL) learners. The study highlighted features like clarity enhancement and stylistic suggestions, showing how AI can aid in refining writing output. For language teachers, such tools offer not only new instructional opportunities but also challenges in maintaining authentic language development-reinforcing the relevance of your investigation into teacher alignment with AI tools.

Adding further nuance, Agzamxanova and Golovko (2025) demonstrated the many ways generative AI can support English writing. From instant feedback to idea generation and revision assistance, their study illustrates AI's growing influence on the mechanics of writing. However, this also signals a potential shift in the teacher's role-from being a sole source of guidance to a facilitator of critical engagement with AI-produced content. This shift directly ties into your study's core concern: how teachers adapt and assert their professional identity in this new landscape.

Gültekin et al. (2023) explored EFL instructors' perceptions of how AI affects student writing-particularly content and organization. Teachers voiced mixed feelings, appreciating the structural support but worrying about the loss of creativity. These insights underline a key tension in your study as well: how to embrace the strengths of AI without compromising the human elements that make writing education meaningful and transformative.

Taken together, these studies create a rich backdrop for the current research. They not only map out the terrain of AI in writing instruction but also provide essential perspectives on how educators and students experience this shift. The present study builds on this foundation by



zooming in on how language teachers align-whether fully, partially, or not at all-with the use of generative AI in four critical areas: writing planning, implementation, assessment, and the impact on professional identity. Through this lens, the research aims to offer a deeper understanding of how AI is reshaping the role of the writing teacher in a world increasingly shaped by technology.

2. Significance of the Study

With the rapid rise of generative AI tools in educational contexts, there is a growing need to understand how language teachers respond to this transformation, especially in the field of writing instruction. While these tools offer promises of efficiency and precision, their integration into writing education goes beyond technical functionality and touches deeply on educational values, the roles of teachers, and their professional identities. Writing remains a complex skill that is not limited to linguistic competence but involves cognitive, communicative, and cultural dimensions that require meaningful human interaction. The significance of this study lies in its focus on four essential domains directly impacted by the use of generative AI in teaching writing: Writing Planning, Writing Implementation, Writing Assessment, and the Impact of AI on Professional Identity in Writing Teaching. Exploring teachers' perspectives across these areas enables a more comprehensive understanding of the interaction between human agency and technology in the educational process. It also helps to identify spaces where AI can be embraced as a supportive tool, as well as areas where it may pose a threat to the teacher's irreplaceable role. In this context, the study sheds light on the paradox many educators face: the appreciation for the support that AI can offer, contrasted with concerns that it might diminish the human essence of teaching-especially in a skill like writing, which relies so heavily on self-expression, personal voice, and critical dialogue.

3. Study Questions

Q1: What is the educators' alignment with the use of generative AI in the Writing Planning?

Q2: What is the educators' alignment with the use of generative AI in the Writing Implementation?

Q3: What is the educators' alignment with the use of generative AI in the Writing Assessment?

Q4: What is the educators' alignment with the impact of generative AI on their Professional Identity in Writing Teaching?

4. Methodology

4.1. Research design

This study explores how language educators align with the use of generative AI tools in the teaching of writing skills. Specifically, it investigates the varying degrees to which teachers identify as fully aligned with, partially aligned with, or not aligned with the integration of AI across distinct aspects of writing instruction. To achieve this goal, the study adopts a



quantitative, descriptive-analytical research design, aiming to provide a broad and structured understanding of teacher perspectives across different linguistic and educational contexts.

A four-dimensional framework was developed to guide the structure of the research. This framework identifies key areas where generative AI intersects with writing instruction:

- Writing Planning
- Writing Implementation
- Writing Assessment
- Impact of AI on Professional Identity in Writing Teaching

These four dimensions form the backbone of the questionnaire, allowing for a focused examination of educators' experiences and viewpoints.

In alignment with this framework, the study employed a three-level alignment scale to capture teacher perspectives. The alignment categories are defined as follows:

Fully Aligned with: Teachers who fully support and integrate AI tools into their writing instruction.

Partially Aligned with: Teachers who selectively or cautiously use AI tools, or who are ambivalent about their role.

Not Aligned with: Teachers who are resistant to or skeptical of AI in writing instruction due to concerns related to pedagogy, ethics, or professional identity.

This tripartite scale allows for a nuanced analysis of how educators situate themselves along a spectrum of AI integration. It also facilitates the exploration of potential tensions between pedagogical values and technological innovation.

4.2. Research Participants

This study focused on secondary school language educators teaching English, Arabic, and French in various educational institutions across Saudi Arabia, Egypt, and Jordan. These educators were selected because they play a direct and influential role in guiding students through the multiple stages of the writing process—from idea development to final composition. As AI-assisted writing tools become more present in the classroom, understanding how teachers perceive and engage with these technologies is essential for examining the real-world implications of AI integration in writing education.

Secondary education was chosen as the focal point of this research because it represents a pivotal stage in a student's academic development. At this level, students are expected to refine their writing abilities in preparation for higher education or future careers. Teachers at this stage are not only responsible for developing linguistic skills but also for fostering critical awareness about the ethical use of AI in writing. Their perspectives on alignment—whether fully,



partially, or not aligned-with generative AI tools are therefore central to understanding the future of writing instruction in an AI-enhanced educational landscape.

To ensure both diversity and practical accessibility, a hybrid sampling strategy was employed:

Convenience Sampling: Teachers were initially recruited through accessible channels, including professional networks, social media groups, and partnerships with educational institutions.

Snowball Sampling: Participants were invited to refer colleagues from their professional circles, allowing for the gradual and organic expansion of the sample base.

Through this approach, the study successfully engaged a broad and varied sample of 420 language educators, reflecting a range of teaching experiences, cultural contexts, and institutional types. Demographic details of participants are presented in Table 1.

Table 1: Demographic Characteristics of Study Participants (N=420)

Demographic Characteristics	Value (N)	Percentage (%)
Gender		
Male	240	57.1%
Female	180	42.9%
Subject Taught		
Arabic Language	200	47.6%
English Language	140	33.3%
French Language	80	19.0%
Country		
Saudi Arabia	160	38.1%
Egypt	140	33.3%
Jordan	120	28.6%
School Type		
Public Schools	280	66.7%
Private Schools	140	33.3%

4.3. Ethical Considerations

Before participating in the study, each participant was fully informed about the research process and gave their voluntary consent. They were made aware that they could withdraw at any time without facing any penalties. Consent was obtained electronically, ensuring transparency and clarity. Throughout the study, the privacy and confidentiality of the participants were strictly maintained, with no personally identifiable information collected. Participants were assured that their responses would be used exclusively for academic research



purposes. Their contributions were entirely voluntary, and they were treated with respect at all stages of the research.

4.4. Study Tool

The study tool used for data collection was a structured questionnaire designed to assess educators' alignment with the use of generative AI in teaching writing. During the construction of the questionnaire, the study relied on some previous related studies such as: (Marzuki et al., 2023; Tiandem-Adamoum 2024; Ali & Mtalsi, 2024; Alzubi, 2024; Gasaymeh et al., 2024; Avramenko et al., 2025). The questionnaire covered four key stages of the writing process: Writing Planning, Writing Implementation, Writing Assessment and Impact of AI on Professional Identity in Writing Teaching.

The questionnaire incorporated three levels of alignment: Not Aligned with, Partially Aligned with, and Fully Aligned with. Each section contained statements related to AI's role at each stage of the writing process, and participants were asked to assess their degree of alignment with each statement.

To ensure the content validity of the tool, it was reviewed by a panel of 9 experts in language teaching. Based on their feedback, necessary revisions were made, and the final version of the questionnaire was established.

The internal consistency of each section was assessed through the calculation of correlation coefficients between individual items and the total score for each section, as well as between each section's total score and the overall score for the entire questionnaire. This was conducted following a pilot application of the questionnaire on a sample of 49 language teachers, who were not part of the main study sample.

After the pilot test, the results confirmed the reliability of the tool, leading to the development of the final version of the questionnaire, which was used for data collection from the main sample of 420 language teachers.

In its final form, the questionnaire consisted of four main sections representing the stages of teaching writing skills using generative AI. It included 33 sub-items designed to measure the degree of teachers' alignment with AI integration in each of these writing domains.

4.5. Data Collection and Analysis

4.5.1. Data Collection

To collect the study data, a carefully designed electronic questionnaire was developed, comprising four key sections that reflect the stages of teaching writing skills with the integration of generative AI: planning, implementation, assessment, and a fourth section exploring teachers' alignment regarding the impact of AI on their professional identity. While the first three sections directly relate to stages in the writing process, the fourth addresses



broader pedagogical and psychological implications of AI use, particularly how it may influence teachers' roles, confidence, and sense of purpose in the classroom.

In its final form, the questionnaire consisted of 33 items, each designed to measure the degree of teacher alignment with AI integration across different instructional dimensions. Responses were recorded using a three-level alignment scale:

- Not Aligned with
- Partially Aligned with
- Fully Aligned with

The questionnaire was distributed digitally via Google Forms and shared through professional networks, WhatsApp groups, and educational forums in Saudi Arabia, Egypt, and Jordan, targeting secondary school language educators in Arabic, English, and French. A four-week response window was provided, during which weekly reminders emphasized the study's importance and ensured participant engagement while maintaining full confidentiality and voluntary participation.

4.5.2. Data Analysis

The collected data were analyzed using SPSS, relying primarily on frequency counts and percentage distributions to interpret teachers' levels of alignment across all four sections. The analysis was guided by the study's focus on understanding responses along the three defined levels of alignment—from full agreement with AI integration to partial acceptance or complete misalignment.

This tiered approach allowed for a clear visualization of how teachers positioned themselves across different phases of writing instruction and in relation to their professional identity. By isolating trends within each section, the analysis shed light not only on practical pedagogical alignment but also on deeper reflections regarding the evolving role of educators in an AI-mediated learning environment. This method enabled the study to capture both the practical and emotional dimensions of teacher engagement with generative AI in the teaching of writing.

5. Results and Discussions

5.1. Educators' Alignment with Teaching Writing Skills Using Generative AI in the Writing Planning

Table 2: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Planning) (Total N=420)

Statement	Not Aligned with (n, %)	Partially Aligned with (n, %)	Fully Aligned with (n, %)
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1. I believe that AI can help in organizing ideas during writing planning.	42 (10.0%)	84 (20.0%)	294 (70.0%)
2. I see that AI tools are useful in determining the basic structure of an essay or text.	38 (9.0%)	88 (21.0%)	294 (70.0%)
3. AI can help students generate creative ideas for writing.	34 (8.1%)	80 (19.0%)	306 (72.9%)
4. I believe that AI helps save teacher's time when planning writing activities.	36 (8.6%)	90 (21.4%)	294 (70.0%)
5. AI tools help me customize writing plans to meet the needs of each student.	39 (9.3%)	81 (19.3%)	300 (71.4%)
6. I see that AI is useful in identifying appropriate topics for essays or research papers.	33 (7.9%)	87 (20.7%)	300 (71.4%)
7. AI can offer helpful suggestions on methods for teaching writing.	30 (7.1%)	90 (21.4%)	300 (71.4%)
8. I believe that AI enhances my ability to define educational objectives in writing lessons.	35 (8.3%)	85 (20.2%)	300 (71.4%)
9. I see that using AI helps improve the quality of writing planning.	36 (8.6%)	84 (20.0%)	300 (71.4%)

Based on the quantitative findings presented in Table 2: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Planning) (Total N=420), it is evident that language teachers express a strong positive alignment with the integration of generative AI tools during the writing planning stage. Across all nine items in this section, the majority of respondents indicated that they were fully aligned with the statements, with percentages typically exceeding 70%, signaling a broad acceptance of AI's usefulness in supporting pre-writing tasks.

For instance, the statement "I believe that AI can help in organizing ideas during writing planning" received 70.0% full alignment (n=294). Similarly, 72.9% (n=306) of the respondents fully agreed with the statement "AI can help students generate creative ideas for writing," suggesting that teachers view AI as a valuable brainstorming and ideation tool for their students.

This strong alignment reflects educators' recognition of AI's potential to streamline lesson preparation, generate topic suggestions, and assist in designing differentiated writing plans. Additionally, statements like "AI tools help me customize writing plans to meet the needs of each student" and "AI enhances my ability to define educational objectives in writing lessons" were also met with high agreement, showing that teachers appreciate AI's role in personalizing and refining instructional strategies.

An important interpretation of these findings is that language teachers may feel more comfortable using AI tools in the planning phase precisely because it precedes the actual



writing production. At this stage, AI serves a supportive and preparatory role, without directly interfering with students' written output or affecting their executive writing behaviors. In other words, teachers may perceive AI in planning as an instructional aid rather than a pedagogical threat, allowing them to maintain full control over teaching outcomes while benefiting from AI's organizational and creative assistance.

Overall, these results indicate that during the writing planning phase, generative AI is not only well-received by educators but also perceived as a safe, efficient, and pedagogically compatible tool, especially when compared to later stages that involve direct student-AI interaction.

5.2. Educators' Alignment with Teaching Writing Skills Using Generative AI in the Writing Implementation

Table 3: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Implementation) (Total N=420)

Statement	Not Aligned with (n, %)	Partially Aligned with (n, %)	Fully Aligned with (n, %)
1. I believe that AI can help students develop writing skills and implement texts more effectively.	294 (70.0%)	84 (20.0%)	42 (10.0%)
2. I see that AI can provide vital help to students during writing implementation by offering specific suggestions to develop texts.	288 (68.6%)	88 (21.0%)	44 (10.4%)
3. AI can provide valuable help in correcting language errors during students' writing, significantly improving the quality.	300 (71.4%)	80 (19.0%)	40 (9.5%)
4. I believe that AI helps speed up the writing process by providing guidance and creative ideas that support students.	294 (70.0%)	90 (21.4%)	36 (8.6%)
5. AI helps students refine their texts, allowing them to focus on ideas and content rather than being distracted by linguistic details.	300 (71.4%)	81 (19.3%)	39 (9.3%)
6. I see that AI can provide students with the personal support they need during text creation, enhancing their ability to express clearly and accurately.	300 (71.4%)	87 (20.7%)	33 (7.9%)
7. I believe that AI contributes to improving writing style through suggestions and modifications that make texts more precise and clear.	300 (71.4%)	90 (21.4%)	30 (7.1%)

As shown in Table 3: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Implementation) (Total N=420), the responses clearly reveal a notable shift toward



resistance among language teachers when it comes to using AI during the implementation stage of writing instruction. Unlike the planning stage, where educators showed high levels of alignment, this phase demonstrates substantial apprehension. A majority of respondents—over 70% in several items—indicated they were not aligned with AI integration during the actual writing process.

For example, 70.0% (n=294) of educators disagreed with the statement "AI can help students develop writing skills and implement texts more effectively," and a similarly high proportion—71.4% (n=300)—disagreed with the idea that "AI can provide valuable help in correcting language errors during students' writing." These figures suggest a consistent and widespread skepticism regarding AI's role in supporting students during the active writing phase.

Interestingly, while some educators acknowledged the partial value of AI—such as 21.4% agreeing that it can "speed up the writing process by providing guidance and creative ideas"—the overall reluctance is rooted in deeper professional concerns.

This resistance likely stems from teachers' professional identity and their perception of the writing classroom as a space of human mentorship and pedagogical intentionality. Many educators see writing not just as a technical skill but as a cognitive and creative process that requires careful scaffolding, feedback, and emotional engagement—elements they fear might be diluted or distorted by automated systems.

Moreover, the presence of AI in this stage may raise ethical and practical concerns. Teachers may worry that students could become overly reliant on AI, thereby undermining their independent thinking, weakening their linguistic competence, or bypassing the struggle essential for learning. This could be especially troubling for educators who view their role as guiding students through this struggle, helping them grow as writers through meaningful trial and revision.

Thus, the findings suggest that teachers' resistance in the implementation stage is not simply technological hesitation; it reflects a professional boundary. Educators appear to draw a line where AI shifts from being a tool that supports instruction to one that directly intervenes in students' learning behaviors and outcomes, potentially threatening the pedagogical authenticity of the writing process and their sense of purpose as educators.

In short, while AI may offer technical efficiencies, many teachers remain deeply concerned about its implications for student agency, instructional integrity, and the human dimension of writing instruction. This concern significantly shapes their negative alignment during this critical phase.



5.3. Educators' Alignment with Teaching Writing Skills Using Generative AI in the Writing Assessment

Table 4: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Assessment) (Total N=420)

Statement	Not Aligned with (n, %)	Partially Aligned with (n, %)	Fully Aligned with (n, %)
1. I believe that AI can help me evaluate writing works more quickly and accurately.	36 (8.6%)	84 (20.0%)	300 (71.4%)
2. I see that AI can provide objective assessments based on specific criteria.	40 (9.5%)	80 (19.0%)	300 (71.4%)
3. I believe that using AI in writing assessment contributes to improving assessment efficiency.	38 (9.0%)	82 (19.5%)	300 (71.4%)
4. AI can help me provide immediate feedback to students about the quality of their writing.	35 (8.3%)	85 (20.2%)	300 (71.4%)
5. I see that AI can be a useful tool in identifying strengths and weaknesses in writing.	33 (7.9%)	87 (20.7%)	300 (71.4%)
6. I can use AI to provide balanced assessments of writing by giving multi-dimensional feedback.	36 (8.6%)	84 (20.0%)	300 (71.4%)
7. AI helps speed up the process of evaluating writing works without compromising on quality.	39 (9.3%)	81 (19.3%)	300 (71.4%)
8. I believe that AI can contribute to providing fair and accurate evaluations of writing under certain criteria.	37 (8.8%)	83 (19.8%)	300 (71.4%)

As illustrated in Table 4: Educators' Alignment with Teaching Writing Skills Using Generative AI (Writing Assessment) (Total N=420), a clear resurgence of educator confidence in AI tools can be seen. Across all eight statements, a significant majority of teachers (71.4%) reported being fully aligned with the use of generative AI in writing assessment. This marks a notable contrast to the previous stage—writing implementation—where the majority expressed strong resistance.

For instance, 71.4% (n=300) of educators agreed that “AI can help me evaluate writing works more quickly and accurately,” and an identical percentage saw AI as beneficial for “providing fair and accurate evaluations based on specific criteria.” Such strong alignment suggests that teachers perceive assessment as a phase where AI can truly add value without interfering with the creative or developmental aspects of student learning.

So, why the renewed trust in AI here? One key reason is that writing assessment is often seen as a more technical and labor-intensive task, where teachers are required to provide consistent,



detailed, and timely feedback across a large number of student submissions. In this context, AI is viewed not as a pedagogical intruder, but as a time-saving, accuracy-enhancing assistant. It helps teachers streamline their workload, reduce bias, and provide objective evaluations, especially when following pre-defined rubrics or standardized criteria.

Moreover, since the assessment stage typically follows the core writing process, educators may feel that using AI here does not interfere with the student's personal voice, ideas, or writing development, unlike during implementation. Teachers remain in control, using AI as a supporting evaluator rather than as a teaching surrogate.

Another factor behind this acceptance may relate to practicality and efficiency. AI tools can offer instant feedback, highlight areas of improvement, and even generate formative comments-all of which align with best practices in contemporary assessment. In this light, AI becomes a valuable extension of the teacher's role, not a threat to it.

In sum, the shift toward positive alignment in the assessment stage reflects how teachers strategically distinguish between phases of writing instruction. They seem to accept AI where it can assist with mechanical, repetitive, or data-driven tasks, while remaining cautious where human judgment, mentorship, and nuanced interaction are critical. This suggests that teacher acceptance of AI is not all-or-nothing-rather, it's context-sensitive, and shaped by how AI interacts with their pedagogical values and professional identity.

5.4. Educators' Alignment with Teaching Writing Skills Using Generative AI in the Impact of AI on Professional Identity in Writing Teaching

Table 5: Educators' Alignment with Teaching Writing Skills Using Generative AI (Impact of AI on Professional Identity in Writing Teaching) (Total N=420)

Statement	Not Aligned with (n, %)	Partially Aligned with (n, %)	Fully Aligned with (n, %)
I believe that AI can help me perform my tasks in teaching writing skills more effectively.	250 (59.5%)	120 (28.6%)	50 (11.9%)
I see that AI can improve my writing teaching process and increase my efficiency as a teacher.	240 (57.1%)	130 (31.0%)	50 (11.9%)
I do not believe that AI can fully replace the teacher in teaching writing.	300 (71.4%)	80 (19.0%)	40 (9.5%)



Statement	Not Aligned with (n, %)	Partially Aligned with (n, %)	Fully Aligned with (n, %)
I see that AI can be a supportive and complementary tool to the teacher's work in teaching writing, rather than replacing the teacher.	180 (42.9%)	150 (35.7%)	90 (21.4%)
I do not believe that using AI in teaching writing threatens my professional identity as a teacher.	270 (64.3%)	100 (23.8%)	50 (11.9%)
I believe that integrating AI in teaching writing may contribute to the development of my professional skills.	200 (47.6%)	150 (35.7%)	70 (16.7%)
Using AI in teaching writing does not change the teacher's role but enhances their effectiveness in this process.	220 (52.4%)	140 (33.3%)	60 (14.3%)
I see that AI can replace the human interaction and personal guidance that a teacher provides in writing teaching.	320 (76.2%)	60 (14.3%)	40 (9.5%)
I believe that AI may threaten the teacher's identity in teaching writing by replacing certain teaching tasks traditionally performed by the teacher.	310 (73.8%)	70 (16.7%)	40 (9.5%)

As seen in Table 5, language teachers express mixed feelings and notable reservations when it comes to how generative AI tools impact their professional identity in the context of teaching writing. This stands in contrast to the more favorable views found in the writing planning and assessment stages. For example, while 59.5% (n=250) of teachers are not aligned with the idea that AI helps them teach writing more effectively, a smaller group (11.9%) are fully aligned. Similarly, 57.1% (n=240) reject the notion that AI improves their overall teaching efficiency. These figures suggest that many educators feel skeptical or even resistant when AI is positioned as a means to optimize or enhance their personal role in the classroom.

However, some nuance emerges when examining statements that frame AI as a supportive or complementary tool rather than a replacement. For instance, 21.4% (n=90) of respondents were fully aligned with the belief that AI can support teaching without replacing the teacher, while



35.7% (n=150) were partially aligned. This indicates a more balanced perspective-many teachers are open to collaborating with AI, so long as their core teaching role is preserved. Unsurprisingly, statements that directly address replacement and loss of human interaction received high levels of resistance. For instance: 76.2% (n=320) of teachers disagreed with the idea that AI could replace human interaction and personal guidance, And 73.8% (n=310) believed that AI may indeed threaten the teacher's identity by taking over traditional tasks. These responses reflect a deep-rooted concern about deprofessionalization-a fear that integrating AI too heavily could erode the relational, judgment-based, and personal aspects of teaching writing, which many educators consider foundational to their identity. On a more optimistic note, 47.6% (n=200) were not aligned with the idea that AI contributes to professional skill development, but a meaningful 16.7% (n=70) were fully aligned, suggesting a growing group of early adopters or innovators who see AI as an opportunity for professional growth and upskilling.

These findings highlight that alignment with AI use is not merely technical or procedural-it is deeply personal. Teachers' willingness to integrate AI varies not only by task but by perceived impact on their identity and authority in the classroom. While they may embrace AI in planning and assessment-stages perceived as more mechanical or supportive-they become far more cautious when the core of their role is perceived to be at stake. In essence, educators are signaling that AI must remain a tool, not a teacher. Their alignment is conditional: they welcome AI's help as long as it does not undermine their human connection with students, nor their professional autonomy.

6. Conclusion

This study set out to explore how language teachers align with the use of generative AI tools in teaching writing skills, not only across the technical stages of planning, implementation, and assessment, but also at the deeper level of professional identity. What emerged is a nuanced and deeply human picture of educators navigating an era of rapid technological transformation. The results show that many language teachers are open to using AI in planning and assessment, where such tools can streamline tasks, improve efficiency, and support pedagogical decisions. These stages are often seen as complementary to the teacher's role rather than as competitors to it. However, when it comes to writing implementation-the heart of the teaching-learning relationship-teachers expressed significant reservations. Here, AI was seen less as a partner and more as a possible intruder on the deeply interpersonal space of writing instruction.

Most strikingly, the study revealed that AI's integration is not merely a matter of utility, but a matter of identity. Teachers voiced concern that AI could blur the lines between human expertise and automated assistance, challenging their sense of purpose, authority, and the irreplaceable value of human judgment in guiding student writers. Yet, not all voices were resistant; a meaningful number of educators saw AI as a catalyst for professional growth, capable of expanding their role rather than shrinking it.



This study reminds us that teaching is more than delivering content-it is a human endeavor grounded in trust, creativity, and connection. As AI tools continue to evolve, their successful integration into writing instruction will depend not just on their capabilities, but on how well they support-not supplant-the professional identities of those who teach.

7. Limitations

While this study provides valuable insights into language teachers' alignment with generative AI in the context of teaching writing skills, several limitations should be acknowledged.

First, the study employed a quantitative, self-reported questionnaire, which, although effective in capturing broad trends, may not fully reflect the depth and complexity of individual teachers' beliefs or lived classroom experiences. Teachers might have responded based on perceptions rather than actual classroom practices. Second, the sample consisted of 420 language teachers from secondary schools in Saudi Arabia, Egypt, and Jordan, which, although diverse, may limit the generalizability of the findings to other educational contexts, particularly those in different cultural or technological settings. Third, the research focused solely on the perspective of teachers, without incorporating the voices of students, administrators, or curriculum designers. Including such stakeholders in future research may offer a more holistic view of how generative AI is shaping the writing classroom. Additionally, while the study addressed the impact of AI on teachers' professional identity, this is a deeply personal and evolving concept that may require qualitative exploration through interviews or case studies to uncover richer insights.

Finally, the rapidly changing nature of AI technologies means that teachers' perceptions are likely to evolve over time. This study offers a snapshot in a moment of transition, and longitudinal research would be essential to track how alignment and resistance shift as tools become more integrated into educational systems.

8. Acknowledgments

This work was supported by the Deanship of Scientific Research, Vice Presidency for Graduate Studies and Scientific Research, King Faisal University, Saudi Arabia (Proposal Number: KFU251383).

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