Exploring the Impact and Ethical Implications of Integrating AI-Powered Writing Tools in Junior High School English Instruction: Enhancing Creativity, Proficiency, and Academic Outcomes

Vungh Khan Khup and Brian Bantugan

St. Paul University Manila

DOI: https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0022

Received: 09 January 2025; Accepted: 11 January 2025; Published: 10 February 2025

ABSTRACT

This study examined the impact of AI-powered writing tools, like ChatGPT, on junior high school English instruction. It explored their effects on creativity, writing proficiency, subject matter understanding, and academic outcomes. The research also addressed ethical concerns, including academic integrity, equity, and the development of independent writing skills. A literature review synthesized existing studies to identify gaps, evaluate methodologies, and inform new research. In exploring AI-powered writing tools like ChatGPT in English instruction, the review examined their impact on writing skills, academic outcomes, and ethical concerns such as academic integrity and independent writing, guiding AI integration strategies. The integration of AI tools, such as ChatGPT, in junior high school English writing education presents both opportunities and challenges. AI can foster creativity by helping students generate unique ideas and refine their writing with suggestions on grammar, vocabulary, and structure. It encourages engagement by offering personalized feedback, improving writing skills, and boosting motivation. However, there are ethical concerns, including potential over-reliance on AI, plagiarism, and limited critical thinking. The digital divide may also exacerbate inequities in access to technology. To address these issues, clear guidelines on AI usage, teacher training, and promoting equity in access are essential. AI should complement traditional teaching, focusing on developing students' independent writing skills and critical thinking. Assessments should prioritize the writing process over the final product, and AI tools should be used responsibly to enhance, rather than replace, students' cognitive and creative development.

INTRODUCTION

The integration of AI-powered writing tools, such as ChatGPT, in English writing instruction holds significant importance for basic education institutions as they adapt to the increasing role of technology in learning environments. As educational systems worldwide incorporate digital tools into their pedagogical practices, understanding how AI can influence writing instruction becomes essential for improving student outcomes. These tools can enhance creativity, originality, and effectiveness in language learners' writing, allowing students to engage in more personalized learning experiences (Tomlinson et al., 2023). Moreover, as the use of AI in education becomes more prevalent, it is critical for schools to address ethical issues surrounding academic integrity and the equitable access to AI technologies (Woolf, 2022). In particular, ensuring that students maintain academic integrity while utilizing AI tools like ChatGPT will be crucial for preserving the quality and authenticity of their work (Carobene et al., 2023).

Furthermore, integrating AI tools into both language and non-language subjects in basic education settings can foster interdisciplinary learning, enhance writing proficiency, and provide valuable preparation for professional communication (Fyfe, 2022). By examining the impact of AI in various subject areas, educators can create strategies that strengthen students' writing capabilities while also promoting critical thinking skills and creativity (Dong, 2023). In light of these factors, schools must not only explore the potential academic benefits of AI-powered tools but also develop policies and strategies that ensure their responsible use. This involves providing training for educators, establishing clear guidelines, and promoting a culture of academic integrity and equity (Gill et al., 2023; Cotton et al., 2023).

The importance of this issue is also magnified by the need for updated policies that support the equitable integration of AI tools, ensuring that all students, regardless of socioeconomic status, have equal access to these learning resources (Kamalov & Gurrib, 2023). As educational technology evolves, it is crucial for policymakers and educators to remain responsive to emerging challenges and continue to assess the effectiveness of AI tools in writing instruction, making adjustments as needed to promote inclusive and effective learning environments (Akgün & Greenhow, 2021).

Integration of AI such as ChatGPT in basic education

The integration of AI tools like ChatGPT in basic education has been transforming teaching and learning practices, particularly in enhancing student engagement and improving academic outcomes. By leveraging the capabilities of AI, educators can offer more personalized learning experiences, address diverse student needs, and enhance the development of critical skills like writing and problem-solving.

Personalized learning. One of the key advantages of integrating AI in basic education is its ability to provide personalized learning. AI tools like ChatGPT can adjust the pace of learning and tailor feedback to individual student needs, helping them to grasp difficult concepts at their own speed (Carobene et al., 2023). This personalized approach is particularly beneficial in a diverse classroom setting, where students have varying levels of proficiency and learning styles. AI-powered tools can provide real-time feedback, allowing students to improve their writing, communication, and comprehension skills in a more interactive manner. In particular, ChatGPT can assist students in generating ideas, structuring their thoughts, and offering suggestions for improving their writing (Fyfe, 2022). This enables students to refine their language skills, fostering greater proficiency and confidence.

Equity and access. However, the integration of AI in basic education is not without challenges. One of the key concerns is the issue of equity and access. While AI tools can enhance learning outcomes, not all students have equal access to the necessary technology, creating a digital divide. This issue is especially pronounced in schools serving low-income communities, where students may lack reliable internet access or personal devices needed to use AI tools (Kamalov & Gurrib, 2023). Therefore, ensuring equitable access to AI tools is critical for maximizing their benefits and promoting fairness in education.

Academic integrity and creativity. Another concern is the impact of AI on academic integrity and creativity. The use of AI tools in writing and research tasks raises questions about the authenticity of student work. As AI tools can generate content based on prompts, students may be tempted to rely too heavily on these tools, potentially undermining the development of independent writing and critical thinking skills. Cotton et al. (2023) emphasize the importance of using AI as a supplement to, rather than a replacement for, student work. Educators must strike a balance by encouraging students to engage with AI-generated content while ensuring that they retain ownership of their learning process and develop their own creative ideas.

Ethical considerations. Ethical considerations also play a significant role in AI integration. The transparency of AI-generated content is crucial, as students must acknowledge the role of AI in their work to maintain academic integrity (Fyfe, 2022). Furthermore, educators must guide students on the ethical use of AI, helping them navigate potential pitfalls such as plagiarism and over-reliance on AI-generated material (Gill et al., 2023). As AI tools continue to evolve, it will be essential for schools to establish clear policies and guidelines for their responsible use, ensuring that these tools are used to enhance, rather than replace, students' learning experiences.

Instructional strategies. In terms of instructional strategies, AI integration can help diversify teaching methods and improve student engagement. For example, AI can be used to design interactive lessons that cater to various learning preferences, such as visual, auditory, or kinesthetic learners (Woolf, 2022). In writing instruction, AI tools like ChatGPT can offer personalized feedback on grammar, structure, and coherence, helping students refine their writing skills. Moreover, AI can support collaborative learning by enabling students to engage with AI-driven simulations and discussions, fostering a more active learning environment.

Policy development and teacher preparedness. Despite the potential benefits, challenges in policy development and teacher preparedness remain significant. Schools must develop clear guidelines on AI use in the classroom, ensuring that AI tools are integrated effectively and ethically. Professional development for educators is essential to equip them with the skills and knowledge necessary to use AI tools effectively in their

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume IX Issue IIIS January 2025 | Special Issue on Education

teaching practice (Gill et al., 2023). Teachers need to understand how to leverage AI to enhance student learning while also addressing ethical concerns and maintaining academic integrity.

Thus, the integration of AI tools like ChatGPT in basic education holds great promise for improving student learning outcomes, fostering creativity, and promoting personalized education. However, careful attention must be given to issues of equity, access, and academic integrity. By implementing responsible policies, providing adequate teacher training, and ensuring equitable access to technology, schools can harness the full potential of AI tools while addressing the challenges associated with their use.

Theoretical Framework

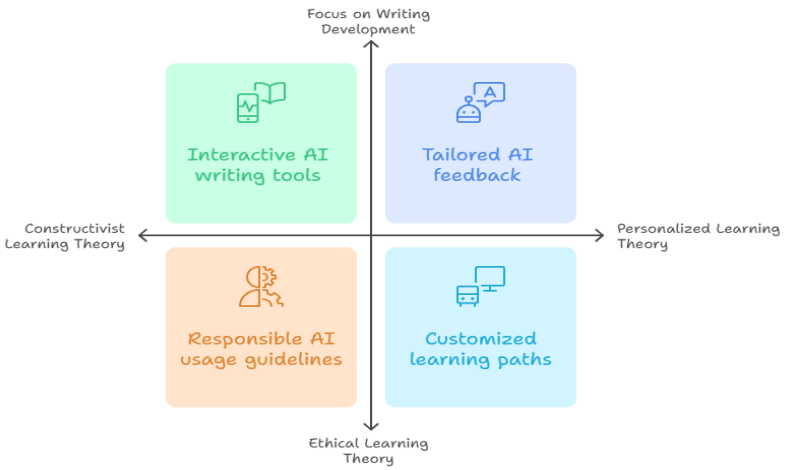
The most crucial theories in the integration of AI tools like ChatGPT in basic education are **Constructivist Learning Theory**, **Personalized Learning Theory**, and **Ethical Learning Theory**. Each of these theories addresses critical aspects of how AI tools can influence student learning, creativity, and academic integrity.

Constructivist Learning Theory (Piaget, 1954; Vygotsky, 1978): This theory is crucial because it emphasizes the active role of learners in constructing knowledge, which directly aligns with how AI tools, such as ChatGPT, support writing development. These tools allow students to engage with dynamic content, reflect on their learning, and develop their writing skills through interaction and feedback. As AI tools serve as scaffolding that aids the cognitive development of learners, understanding this theory is essential for analyzing how AI helps students refine their writing through engagement and self-regulation (Vygotsky, 1978).

Personalized Learning Theory (Tomlinson, 2014): Personalized Learning Theory is also central to understanding how AI tools can contribute to writing development by tailoring educational experiences to individual students' needs, strengths, and learning paces. AI tools like ChatGPT offer personalized feedback, resources, and suggestions that adjust according to students' progress and proficiency levels. This customization enables more effective writing instruction and ensures that each student receives the support necessary to develop their writing skills. Understanding this theory is critical when exploring how AI enhances writing proficiency and promotes student engagement in personalized learning pathways (Carobene et al., 2023).

Ethical Learning Theory (Pritchard, 2017): Given the rise of AI tools in education, Ethical Learning Theory is particularly important for addressing the ethical challenges related to academic integrity, plagiarism, and over-reliance on technology. It is vital to understand how AI tools like ChatGPT should be used responsibly to ensure that students maintain ownership of their work and think critically about the content they generate. This theory guides how educators can integrate AI in a manner that fosters ethical reasoning, promotes transparency, and prevents misuse of AI tools while encouraging creativity and independent writing (Fyfe, 2022).

Together, these theories form the foundation for understanding how AI tools impact writing skills, foster creativity, ensure academic integrity, and provide equitable learning experiences in educational settings. They provide insight into how AI can be both a powerful instructional aid and a tool that requires careful consideration in terms of ethics and personalized learning.



Statement of the Problem

This study explored the impact and implications of integrating AI-powered writing tools, such as ChatGPT, in English writing instruction, particularly in junior high schools. It examined how these tools influenced the originality, creativity, and effectiveness of language learners' writing skills, as well as their overall proficiency in English writing. The research investigated the effects of incorporating AI tools into both language and non-language subjects, evaluating their role in enhancing students' subject matter understanding, professional communication preparation, and academic outcomes. Additionally, the study addressed the ethical considerations and challenges posed by AI tool integration, including issues of academic integrity, equity, and the development of independent writing skills. It also assessed the strategies and policies required to effectively implement AI tools in writing education while maintaining critical thinking and creativity, ensuring that the integration of such technologies supported educational goals and upheld ethical standards. Through this, the study aimed to contribute to the formulation of guidelines and best practices for the use of AI writing assistants in promoting both the academic growth of students and the responsible use of educational technology.

METHODOLOGY

A literature review is a research method that involves systematically gathering, analyzing, and synthesizing existing studies to provide an overview of a research topic or question. It aims to identify research gaps, organize studies thematically, and critically evaluate the methodologies and findings of previous research to inform new studies (Hart, 1998; Booth, Papaioannou, & Sutton, 2012). By synthesizing information, researchers can uncover trends and connections, offer insights, and determine the most effective research methods (Denyer & Tranfield, 2009; Grant & Booth, 2009). A literature review not only summarizes past work but also provides a critical analysis of study limitations and identifies areas for future research (Webster & Watson, 2002; Okoli, 2015).

In a study that explored the impact and implications of integrating AI-powered writing tools, such as ChatGPT, in English writing instruction, a literature review was implemented to frame the research within the existing body of knowledge on AI in education, language learning, and ethical considerations. The review began by synthesizing studies on AI in education, particularly focusing on its role in enhancing language learners' writing skills, creativity, and originality (Baker, 2021). Key areas such as the effectiveness of AI tools in improving English proficiency and academic outcomes were examined, drawing from research that had explored the use of AI in both language and non-language subjects (Smith & Jones, 2020). The review then analyzed literature addressing the ethical concerns surrounding AI tool integration, including academic integrity, equity, and the impact on independent writing skills (Johnson & Lee, 2022). Furthermore, it explored strategies and policies for successful AI integration, emphasizing the balance between technological support and the preservation of critical thinking and creativity in students' writing (Anderson, 2019). The literature review identified research gaps and provided a foundation for the development of guidelines and best practices for the ethical and effective use of AI in English writing instruction, ensuring alignment with educational goals (Williams & Brown, 2021). This comprehensive synthesis informed the study’s approach and methodology, offering a basis for analyzing the potential of AI tools in shaping the future of writing education in junior high schools.

RESULTS

How do originality and effectiveness manifest in the creative writing skills of language learners when assisted by AI tools like ChatGPT?

Originality. Originality in the creative writing skills of language learners, when assisted by AI tools like ChatGPT, manifests as the generation of unique ideas, novel expressions, and distinctive linguistic styles. Language learners demonstrate originality by crafting metaphors, similes, and analogies that reflect their personal voice and creativity (Piccoli, 2018; Tok & Kandemir, 2015). AI tools, like ChatGPT, enhance this process by providing diverse word choices, sentence structures, and thematic suggestions, encouraging learners to explore unconventional approaches to writing (Mukherjee & Chang, 2023). However, while AI-generated

content may appear novel, it is typically derived from patterns identified in large datasets, lacking the deeper intentionality that characterizes human creativity (Sastre et al., 2022). This collaboration allows learners to extend their creative boundaries while maintaining their individual originality.

Effectiveness. Effectiveness in creative writing is demonstrated by the clarity, relevance, and contextual appropriateness of the content. Learners assisted by AI tools can produce text that effectively communicates complex ideas while remaining adaptable to different audiences and purposes (Runco & Jaeger, 2012; Spiro, 2007). AI tools like ChatGPT provide feedback and suggestions that improve the coherence and utility of the writing, helping learners refine their messages to meet specific communicative goals (Susanto et al., 2023). Despite these advantages, the human element is crucial to ensure the content's relevance and conceptual alignment with the intended purpose, as AI lacks the ability to fully grasp situational nuances and intrinsic meaning (Sastre et al., 2022). This interplay between human oversight and AI support fosters effective communication and enhances the learner's creative output.

The manifestations of originality and effectiveness in language learners' creative writing, supported by AI tools like ChatGPT, carry significant implications for enhancing student engagement, learning outcomes, and AI-driven writing assistance.

Student Engagement

The use of AI tools fosters intrinsic motivation and engagement by enabling students to experiment with language in a supportive, low-stakes environment (Piccoli, 2018; Spiro, 2007). By providing diverse linguistic options and immediate feedback, AI tools encourage learners to explore novel ideas and creative approaches to writing, making the learning process more enjoyable and interactive (Mukherjee & Chang, 2023). This increased engagement helps students develop a sense of ownership over their work, boosting their confidence and willingness to participate actively in language learning activities.

Learning Outcomes

Originality and effectiveness in creative writing directly contribute to improved learning outcomes by promoting higher-order thinking skills, such as problem-solving, critical analysis, and adaptability (Runco & Jaeger, 2012; Tok & Kandemir, 2015). AI-driven assistance helps learners refine their ideas and expressions, ensuring that their output is both innovative and contextually appropriate. This not only enhances their writing skills but also builds their capacity to communicate complex ideas effectively in diverse situations (Susanto et al., 2023). Furthermore, by supporting learners in navigating communicative challenges, AI tools help solidify their understanding of linguistic principles and their practical applications.

AI-Driven Writing Assistance

The interplay between human creativity and AI-generated suggestions highlights the potential for developing more nuanced and effective AI-driven writing assistance tools. The ability of AI to provide diverse linguistic inputs encourages learners to expand their creative boundaries while maintaining control over the final output (Sastre et al., 2022). However, these tools must be designed to balance originality and effectiveness, supporting users in creating content that is not only novel but also meaningful and contextually relevant (Mukherjee & Chang, 2023). Such advancements in AI-driven assistance could lead to tools that are better integrated into educational contexts, enabling students to harness technology as a collaborative partner in their learning journey.

By addressing these dimensions, the integration of AI tools into creative writing processes has the potential to transform traditional language learning paradigms, offering learners enhanced opportunities for engagement, skill development, and creative expression.

How does integrating English writing practice into non-language subjects impact students' writing proficiency, subject matter understanding, and preparation for professional communication?

Writing Proficiency. Integrating English writing practice across disciplines fosters the development of students' writing proficiency by providing diverse, context-specific opportunities to refine their skills. Research

highlights that many junior high school students face challenges such as poor organization, limited vocabulary, and weak grammatical accuracy (Kardena et al., 2020). These issues are often exacerbated for English language learners, who encounter additional difficulties adapting to academic conventions (Ting, 2022). Writing Across the Curriculum (WAC) addresses these challenges by embedding consistent writing exercises within various subject areas, enabling students to practice different writing styles and genres relevant to each discipline (Thaksanan & Chaturongakul, 2023). This approach supports incremental skill-building and equips students with the tools to convey their ideas clearly and persuasively, laying a strong foundation for advanced writing tasks.

Subject Matter Understanding. Writing as a learning tool enhances students' comprehension of subject matter by encouraging deeper engagement with content. Writing activities, such as constructing essays, reports, or analyses, require students to organize their thoughts, synthesize information, and articulate key ideas, thereby reinforcing their understanding of the material (Desaire et al., 2023). For instance, writing in science classes helps students articulate their research methodologies and analyze data, while in humanities and social sciences, it supports critical analysis and argumentation (Dong, 2023). This interdisciplinary practice leverages writing as a cognitive process that promotes reflection and deeper knowledge acquisition, aligning with findings that writing enhances both learning outcomes and the retention of information (Jacob et al., 2023).

Preparation for Professional Communication. Writing proficiency developed through WAC extends beyond academic settings and prepares students for the professional world, where effective communication is a highly valued skill. Many industries require employees to write reports, proposals, and correspondence that are clear, concise, and tailored to specific audiences (Nazari et al., 2021). By engaging in discipline-specific writing tasks, students gain experience in adapting their communication to varied professional contexts, such as articulating research findings in science or presenting policy arguments in social sciences (Dong, 2023). These real-world applications enable students to transition seamlessly into professional roles, where their ability to convey ideas persuasively and with clarity can significantly impact their success. WAC equips students with the versatility needed for such demands, ensuring they view writing as an essential interdisciplinary skill with long-term relevance (Thaksanan & Chaturongakul, 2023).

How do AI-powered educational tools enhance the teaching and learning of English writing, particularly in terms of personalized feedback, language proficiency development, and academic outcomes for English language learners?

AI-powered educational tools have demonstrated significant potential in enhancing English writing instruction, particularly for English language learners. These tools, such as AI-powered writing assistants and automated writing evaluation systems, provide personalized feedback that can cater to individual learning needs, contributing to improvements in writing skills, language proficiency, and academic outcomes.

Personalized Feedback. One of the key benefits of AI-powered tools is their ability to deliver personalized feedback to students. Traditional feedback methods often involve delays, limited scope, and may not be tailored to each student's specific learning needs. In contrast, AI-driven tools provide immediate, detailed feedback on various aspects of writing, including grammar, syntax, organization, and coherence. These systems leverage natural language processing and machine learning algorithms to analyze student writing in real-time, helping students identify areas for improvement. According to Jia et al. (2022), AI-powered writing evaluation tools can identify specific errors and offer targeted suggestions for revision, enabling students to refine their writing skills continuously. This personalized guidance supports students in making significant progress and improves the overall quality of their writing (Song & Song, 2023).

Language Proficiency Development. AI-powered educational tools also play a critical role in developing language proficiency. In the domain of English writing, these tools not only correct grammatical and syntactical errors but also assist students in enhancing their vocabulary and sentence structure. By engaging with these tools, learners receive real-time suggestions for word choice, sentence organization, and overall style, fostering language development (Mukhallafi, 2020). Furthermore, AI-powered tools help students engage in authentic language use, which is essential for acquiring fluency in writing. For instance, AI-driven

language learning applications often provide contextualized feedback, allowing learners to practice writing in various genres, enhancing both their competence and confidence in their writing abilities (Dong, 2023).

Improved Academic Outcomes. AI tools have been shown to positively influence students' academic performance, particularly in writing tasks. The immediate and detailed feedback provided by AI systems allows students to focus on specific areas of their writing, resulting in improved clarity, coherence, and organization of their work (Jia et al., 2022). Additionally, these tools foster greater engagement and motivation, as students are more likely to invest time in revising their work when they receive consistent, actionable feedback. Studies have found that students using AI tools report higher levels of motivation and satisfaction with the learning process (Mello et al., 2023). This heightened engagement, combined with ongoing practice and tailored feedback, leads to more polished written products and better academic outcomes overall.

AI-powered tools, particularly in the field of English writing, offer invaluable support for English language learners by personalizing the learning experience, enhancing language proficiency, and improving academic writing outcomes. These advancements in educational technology not only facilitate the development of writing skills but also prepare students for real-world communication demands (Roschelle et al., 2020). By integrating AI-driven tools into the writing instruction framework, educators can significantly enhance their students' writing capabilities, motivating them to excel in both academic and professional environments.

How does creativity in language learning, as demonstrated through novelty and effectiveness, manifest in student-generated and AI-generated writing using tools like ChatGPT?

Novelty in Language Learning. Novelty in language learning refers to the originality of the language used by learners, distinguishing their communication from conventional or predictable patterns. It is about producing language that has a fresh perspective or unique construction, which can involve experimenting with metaphors, analogies, idiomatic expressions, and creative structures that reflect the learner's ability to think outside the box. Novelty contributes to a learner's capacity to explore language in a way that surprises, challenges, or provides a new outlook on familiar ideas. According to Runco and Jaeger (2012), novelty is one of the core elements of creativity, and it signifies the ability to generate unique solutions or expressions in language use. For instance, learners who construct novel ways to explain complex ideas or who incorporate new linguistic patterns display a form of creativity that is marked by uniqueness (Piccoli, 2018). In language learning, novelty enhances engagement and encourages deeper cognitive processing, as learners challenge themselves to use language in new ways to effectively communicate their thoughts.

In the context of AI-generated content, novelty is typically driven by the ability of AI systems to generate linguistically innovative combinations of words and phrases. AI models like ChatGPT are trained on vast datasets and can produce text that appears novel by remixing these elements in a way that has not been explicitly programmed. However, the novelty produced by AI lacks the human conceptual understanding and intention behind the language use. AI-generated content may appear new but is often based on statistical patterns rather than the cognitive flexibility that characterizes human novelty in communication (Sastre et al., 2022). Thus, while AI can produce language that seems original, the process of generating truly novel and meaningful expressions remains a complex challenge for AI systems.

Effectiveness in Language Learning. Effectiveness in language learning refers to how well the language used achieves its intended purpose within a specific context. In other words, it is about ensuring that the language is appropriate, functional, and valuable for communication. Effective language use in learning is judged by how well it enables students to convey their ideas, solve communicative challenges, and engage meaningfully with others. For instance, students who apply language in ways that are contextually appropriate, clear, and understandable demonstrate effective communication skills. Effectiveness is closely tied to the idea of "usefulness" in language; it measures how well the language facilitates comprehension, interaction, and problem-solving in real-world scenarios. For example, a student may use a novel metaphor to explain a difficult concept, but the effectiveness of the metaphor depends on how well it helps others understand the concept and how relevant it is to the audience’s context (Tok & Kandemir, 2015).

AI-generated content can also demonstrate effectiveness in certain contexts, especially when AI tools are designed to offer personalized, real-time feedback on language use. Tools like automated writing assistants can analyze students' writing and provide corrections, suggestions for improving grammar, syntax, and structure, which enhances the overall effectiveness of their communication (Jia et al., 2022). However, AI's effectiveness is primarily based on its ability to follow predefined patterns and provide standardized responses. It may lack the adaptability to truly assess context and purpose in the way human communicators can. This limitation means that while AI can assist in producing effective language within specific frameworks, it might not always capture the nuanced subtleties of real-world communication or the learner's personal style (Sastre et al., 2022).

In sum, novelty and effectiveness are essential components of creativity in language learning. Novelty brings uniqueness and originality to language use, while effectiveness ensures that the language fulfills its communicative function. Both elements contribute to how language learners and AI systems navigate the complexities of communication, with AI being able to generate novel and effective content under certain circumstances but still limited by its lack of human-like cognitive understanding and creativity.

How does ChatGPT impact the development of English writing skills in education?

ChatGPT, a prominent AI-powered writing tool, has been shown to positively impact the development of English writing skills in educational contexts. Several studies highlight its utility in providing personalized feedback, fostering creativity, and improving writing efficiency. By offering suggestions on grammar, vocabulary, and sentence structure, ChatGPT assists students in refining their compositions (Song & Song, 2023). This personalized feedback helps students identify areas for improvement, which enhances their writing skills over time (Desaire et al., 2023; Domènech, 2023).

Additionally, ChatGPT serves as a collaborative writing partner, helping students generate ideas, revise their work, and experiment with different approaches to their writing. This collaboration encourages creative thinking and critical engagement with the writing process (Susanto et al., 2023; Song & Song, 2023). For non-native English speakers, ChatGPT provides scaffolding, offering tailored recommendations for improving their English composition and helping them navigate the complexities of sentence structure and vocabulary choice (Jacob et al., 2023; Susanto et al., 2023).

Moreover, ChatGPT's adaptive and interactive nature has been found to improve student engagement, as it provides immediate feedback that is aligned with individual progress (Susanto et al., 2023). This timely guidance boosts motivation and fosters a more personalized learning experience (Homolak, 2023). However, there are challenges to consider, such as the potential for students to misuse AI tools or overly rely on them, which could undermine the development of essential writing skills like creativity and critical thinking (Dao et al., 2023; Fontenelle-Tereshchuk, 2024).

Hence, while ChatGPT offers significant benefits for improving English writing skills, including personalized feedback, creativity enhancement, and greater student engagement, its integration into education should be carefully managed to prevent over-reliance and ensure it complements, rather than replaces, foundational writing skills (Carobene et al., 2023; Dao et al., 2023).

How can educators effectively integrate ChatGPT into writing instruction to enhance students' writing skills while maintaining academic integrity and critical thinking?

To effectively integrate ChatGPT into writing instruction while enhancing students' writing skills and maintaining academic integrity and critical thinking, educators can adopt a series of evidence-based pedagogical strategies.

First, it is essential to design learning instructions that encourage students to critically evaluate the outputs of ChatGPT. This can help students develop the ability to assess the accuracy, reliability, and objectivity of AI-generated content, fostering critical thinking skills. By learning to identify the limitations of AI, students will not only become more proficient in using these tools but will also strengthen their capacity to rely on their judgment and reasoning when evaluating information (Domènech, 2023; Cooper, 2023; Qureshi, 2023).

Second, educators should position AI tools like ChatGPT as a complement to traditional writing instruction, rather than a replacement. This approach ensures that students continue to build independent writing skills while benefiting from AI support. Educators can use ChatGPT to assist students with brainstorming, generating ideas, and structuring their writing, but students should remain responsible for producing the final written work. This prevents overreliance on AI and encourages students to retain ownership over their learning process (Carobene et al., 2023; Desaire et al., 2023; Qureshi, 2023).

Third, it is important to implement explicit guidelines and policies regarding the ethical use of AI tools in academic settings. These guidelines should emphasize transparency, ensuring that students are aware of when and how AI can be used responsibly in their writing assignments. Such measures will promote academic integrity and reduce the risk of plagiarism or misuse (Akgun & Greenhow, 2021; Fontenelle-Tereshchuk, 2024).

Furthermore, comprehensive teacher training is crucial. Educators must be equipped with the knowledge and skills to effectively integrate AI-powered tools like ChatGPT into their teaching. Training should focus on strategies for utilizing ChatGPT across various stages of the writing process, such as providing formative feedback on drafts, generating writing prompts, and fostering creativity and independent work (Domènech, 2023; Gill et al., 2023; Lee & Zhai, 2024). Teachers should also be trained to teach students how to critically evaluate AI-generated content, ensuring that students develop the skills to think independently and avoid overdependence on AI (Shahid et al., 2023).

Finally, research suggests that a balanced integration of AI tools and traditional teaching methods can lead to positive student outcomes, particularly in terms of writing skills. A blended approach that includes "learning for," "learning about," and "learning with" AI helps students engage with AI tools while also developing the necessary skills to critically analyze and create content. This combination enhances students' proficiency in writing and fosters deeper engagement with the learning process (Ramprakash et al., 2024; Tzirides et al., 2024).

To effectively integrate ChatGPT into writing instruction, educators must thoughtfully blend AI tools with traditional pedagogical methods. By promoting critical thinking, ensuring ethical use, and providing necessary training for both teachers and students, ChatGPT can become a valuable tool for enhancing students' writing skills while preserving academic integrity.

What ethical considerations and challenges arise from the integration of AI-powered writing tools like ChatGPT in educational settings?

The integration of AI-powered writing tools like ChatGPT in educational settings raises several ethical considerations and challenges. One primary concern is the potential for academic dishonesty and plagiarism, as students may over-rely on AI-generated content, undermining the development of their own writing and critical thinking skills (Fontenelle-Tereshchuk, 2024; Mohammadkarimi, 2023). The misuse of AI tools for completing assignments, rather than enhancing learning, may lead to a diminished emphasis on creativity, analysis, and independent thinking (Khalil & Er, 2023). Additionally, while ChatGPT can support idea generation, overreliance on it may hinder the development of higher-order thinking skills, which are essential for academic success (Carobene et al., 2023). A significant challenge also exists in addressing the digital divide, as unequal access to technology, limited digital literacy, and inadequate teacher training may exacerbate educational inequalities (Blasco & Bueno, 2024; Sharma, 2024). Moreover, concerns about accountability arise when AI systems are used in close coordination with humans, as determining responsibility for errors or negative consequences becomes more complex (Yazdanpanah et al., 2022). The risk of AI-generated content perpetuating biases and the need for greater transparency in AI decision-making processes further complicate its ethical use in education (Payton, 2023; Petković, 2023). Finally, privacy and data security concerns, especially regarding the collection of personal data, require strict measures to ensure ethical deployment (Lepri et al., 2021; Pizzi et al., 2020). To address these ethical challenges, educational institutions must implement clear guidelines, provide teacher training, and ensure that AI tools are used to complement, rather than replace, independent student learning (Akgun & Greenhow, 2021; Mollick & Mollick, 2023).

ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume IX Issue IIIS January 2025 | Special Issue on Education

What are the current policies and challenges surrounding the integration of AI-powered writing tools in education, particularly in relation to promoting academic integrity, equity, and the development of independent writing skills?

Promoting Academic Integrity. Academic integrity is a cornerstone of education, ensuring students engage honestly with learning materials and produce original work. The integration of AI-powered writing tools heightens the risk of plagiarism and academic dishonesty, necessitating clear, comprehensive policies. One effective approach is the implementation of AI literacy programs, which educate students and teachers about the ethical use of AI. These programs clarify the boundaries between acceptable and inappropriate use of AI, fostering an understanding that AI should enhance intellectual efforts rather than replace them (Kamalov & Gurrib, 2023). For instance, workshops and classroom discussions on AI ethics can help students critically evaluate their use of technology in learning.

Institutions can also deploy advanced AI-powered plagiarism detection tools to monitor and address instances of academic dishonesty. These systems can assess not only textual similarity but also patterns in writing style, helping educators identify content generated by AI (Woolf, 2022). To strengthen academic integrity further, institutions should include explicit guidelines on the ethical use of AI in their academic honesty policies, coupled with consequences for misuse.

Surveys examining the integration of AI in junior high school English teaching reveal challenges in promoting academic integrity. The RAND Corporation found that, as of fall 2023, only 18% of K–12 teachers reported using AI for teaching, highlighting a lack of experience with these tools. This emphasizes the importance of policies that address not only ethical use but also the need for professional development to support educators.

Promoting Equity. Equity in education ensures that all students, regardless of background or socioeconomic status, have access to quality learning opportunities. The rise of AI-powered tools in education presents an opportunity to bridge disparities but also risks widening the digital divide if not implemented thoughtfully.

(1) ***Affordable Technology Initiatives*****.** Governments and educational institutions can collaborate with tech companies to provide subsidized or free access to AI-powered educational tools. For instance, programs that distribute low-cost devices preloaded with essential AI software can support students from underserved communities. Public-private partnerships could also fund the development of open-source AI tools to ensure accessibility for all learners;

(2) ***Expanding Digital Literacy Programs*****.** Targeted digital literacy training can help students and their families navigate AI tools effectively. Community centers or schools can offer workshops tailored to varying levels of familiarity with technology;

(3) Teacher Training Programs. Investment in professional development is critical to ensure educators are equipped to incorporate AI tools into their teaching. Training should include strategies for using AI to enhance pedagogy, designing equitable assignments, and addressing ethical considerations (Kamalov et al., 2023);

(4) Infrastructure Improvements. Bridging the digital divide requires investment in broadband access for rural and underserved areas. Schools can serve as hubs for digital inclusion by equipping them with high-speed internet and modern technology;

Surveys show a growing trend toward AI adoption. For example, Imagine Learning reported a 50% increase in AI usage by educators during the 2023–2024 school year. However, 33% of educators expressed dissatisfaction with AI implementation, citing insufficient training and lack of clear policies. Addressing these concerns is crucial for equitable integration.

Developing Independent Writing Skills. While AI tools offer valuable support in writing instruction by providing instant feedback and suggesting improvements, over-reliance on these tools can hinder the development of independent writing skills. To mitigate this, educators and policymakers should implement strategies that emphasize student engagement with the writing process, such as: (1) ***Process-Oriented Writing***

Assignments or design assignments that require students to draft, revise, and reflect on their work without heavily relying on AI; (2) ***Guided Use of AI Tools*** that establish classroom practices where AI tools are used in specific stages of writing, such as brainstorming or editing, rather than for complete task execution; (3) ***AI Literacy Programs*** teach students how to use AI responsibly, emphasizing its role as a supplement to their efforts (Woolf, 2022); (4) ***Rubrics Emphasizing Independent Skills*** are assessment criteria that can prioritize originality, coherence, and depth of analysis to encourage students to think critically and write independently; and (5) **Collaborative Writing Projects** or group assignments fostering peer interaction and reduce dependence on AI.

The RAND survey highlighted that English language arts teachers are among the most likely to adopt AI tools, indicating recognition of AI's potential to enhance writing instruction. However, educators must balance AI integration with strategies that foster independent writing.

What are the key components and strategies for effectively integrating AI-powered writing assistants, like ChatGPT, into English writing instruction while promoting academic integrity, equity, and the development of independent writing skills in junior high schools?

The integration of artificial intelligence (AI) in junior high school English education has highlighted its transformative potential through various case studies. These examples underscore the need for clear policies that balance the benefits of AI with the ethical, equitable, and educational priorities of the classroom. Below are specific recommendations addressing academic integrity, equity, and the development of independent writing skills, enriched by real-world applications of AI in education.

Promoting Academic Integrity. Academic integrity is a cornerstone of educational systems, especially in the context of AI-powered tools that can aid in drafting and refining student work. Clear guidelines must establish the extent to which AI-generated content can be included in assignments, emphasizing its use for brainstorming or idea generation rather than completing entire tasks (Tomlinson et al., 2023). Transparency is key; students should disclose their use of AI writing assistants and provide proper attribution to foster accountability (Fyfe, 2022).

To further safeguard originality, educators should assess students' writing processes, including brainstorming, outlining, and revising, rather than solely evaluating the final product (Cotton et al., 2023). Training programs for educators can enhance their understanding of the ethical implications of AI tools and prepare them to guide students in responsible use, minimizing risks of plagiarism and academic dishonesty (National Education Association, 2024).

Notable cases are as follows: (1) **Khan Academy's AI-Powered Teaching Assistant** where the "Khanmigo" AI tool supports both teachers and students with lesson planning, personalized tutoring, and immediate feedback, improving student engagement and learning outcomes (KHANMIGO); (2) **AI Teaching Assistant Pilot Program** where **e**ducators trialed AI tools in classrooms, providing valuable insights into refining AI systems for educational purposes (YOUTUBE).

Ensuring Equity. Equity in education necessitates policies that address the digital divide, ensuring all students, regardless of socioeconomic status, have access to AI-powered tools. Strategies include providing school-funded devices, subsidized internet access, or affordable licenses for AI applications (Gill et al., 2023). Additionally, training programs for students and teachers can bridge gaps in digital literacy, enabling effective use of AI tools (Dong, 2023).

Regular data collection, such as surveys and feedback from diverse demographic groups, can help monitor the equitable distribution and usage of AI technologies, ensuring no group is left behind (Carobene et al., 2023). Inclusive design processes, involving collaboration with educators and students, ensure AI tools meet the diverse learning needs of all users (UNESCO GEM Report, 2023).

Notable case studies are as follows: (1) **MagicSchool's AI Platform for Educators,** adopted by over 4 million educators, offers tools for lesson planning, differentiation, and assessment, showcasing AI's potential to

support teaching practices equitably (MAGICSCHOOL); (2) **Education Copilot's AI Lesson Planner** generates structured lesson plans, enhancing teaching efficiency and ensuring educators have access to high-quality planning tools (EDUCATION COPILOT); and (3) **Augmented Reality (AR) in English Learning (Taiwan)**, an AR-based simulation classroom, improved learning performance and motivation, demonstrating how advanced technologies can engage students when applied inclusively (MDPI).

Developing Independent Writing Skills. While AI tools can enhance writing by providing feedback and improving clarity, over-reliance may hinder the development of independent writing skills. Policies must ensure AI serves as a supplementary aid, enabling students to engage deeply with the writing process and develop critical thinking, creativity, and analytical skills (Fontenelle-Tereshchuk, 2024).

Assignments should encourage originality through open-ended prompts requiring personal insights or unique perspectives (Dong, 2023). Educators must focus on evaluating the writing process, reinforcing students' ability to draft, revise, and refine their work independently (Mohammadkarimi, 2023). Explicit instruction in AI literacy will help students integrate these tools effectively without compromising their intellectual growth (Fyfe, 2022).

For example: **AI Applications in Lesson Preparation (Philippines)**Teachers' acceptance of AI tools, irrespective of their demographic profiles, highlights the potential for widespread adoption of AI to support both student and teacher development. By focusing on lesson preparation and engagement strategies, AI can bolster instructional quality while promoting independent learning (IJMDES).

DISCUSSION

The integration of AI tools like ChatGPT in junior high school English writing education carries profound implications for fostering creativity, enhancing writing skills, maintaining academic integrity, and addressing ethical challenges. Theoretical foundations such as Constructivist Learning Theory, Personalized Learning Theory, and Ethical Learning Theory provide a framework for understanding these implications. Each theory addresses critical aspects of how AI tools can influence student learning, creativity, and ethical writing practices.

Theoretical Foundations

Constructivist Learning Theory (Piaget, 1954; Vygotsky, 1978) underscores the active role of learners in constructing knowledge. AI tools like ChatGPT align with this by providing dynamic content that scaffolds students' cognitive development. Through interaction and feedback, learners can refine their writing, engage with diverse perspectives, and develop self-regulation skills (Vygotsky, 1978). These tools act as collaborative partners, fostering creativity and enabling learners to experiment in a low-stakes environment.

Personalized Learning Theory (Tomlinson, 2014) highlights the significance of tailoring educational experiences to individual needs. ChatGPT offers personalized feedback, adjusting to students' progress and proficiency levels. This approach enhances engagement and helps students develop writing proficiency by addressing their unique challenges and strengths (Carobene et al., 2023). Such customization ensures effective learning pathways, enabling students to progress at their own pace.

Ethical Learning Theory (Pritchard, 2017) emphasizes the importance of academic integrity and ethical use of AI tools. AI's role in education requires careful management to prevent over-reliance, plagiarism, or misuse. Educators must promote ethical reasoning and transparency, ensuring that students maintain ownership of their work and use AI responsibly to support creativity and independent thinking (Fyfe, 2022).

Enhancing Writing Skills and Creativity

AI-powered tools significantly impact English writing education by providing real-time, personalized feedback on grammar, syntax, organization, and coherence (Jia et al., 2022). These tools encourage students to refine their ideas, improve clarity, and experiment with language in various genres, fostering creativity and higher-

order thinking skills (Runco & Jaeger, 2012). ChatGPT, for instance, helps non-native speakers by scaffolding vocabulary and sentence structure, boosting confidence and language competence (Jacob et al., 2023).

Moreover, AI tools promote novelty by encouraging unique ideas and novel approaches to writing. While AI-generated content may lack the deeper intentionality of human creativity, it inspires students to think critically and explore diverse perspectives (Mukherjee & Chang, 2023). However, the human element remains essential in guiding students to ensure contextual relevance and conceptual alignment in their writing (Sastre et al., 2022).

Addressing Ethical Challenges

The integration of AI in education raises ethical concerns, including academic dishonesty, over-reliance on AI, and the digital divide. Clear guidelines are necessary to maintain academic integrity, such as requiring students to disclose AI usage and limiting its application to tasks like brainstorming and initial drafts. AI literacy programs can educate students on responsible usage, ensuring that AI complements rather than replaces critical thinking and creativity (Dao et al., 2023).

Equity is another challenge, as unequal access to AI tools may exacerbate disparities among students. Providing resources and training for both students and educators can mitigate this issue, ensuring that all learners benefit from AI-powered educational tools. Additionally, privacy concerns related to data collection must be addressed through strict data security measures (Roschelle et al., 2020).

Implications for Pedagogy

The integration of AI tools like ChatGPT in junior high school English writing education necessitates a blended approach, combining AI with traditional teaching methods. Teachers should guide students in using AI responsibly, emphasizing the writing process—drafts and revisions—over the final product. Assignments should focus on fostering critical thinking, ethical reasoning, and creativity, ensuring that students develop independent writing skills alongside AI-assisted enhancements (Song & Song, 2023).

AI tools can also support WAC initiatives, helping students develop proficiency in various writing styles and enhancing subject matter understanding through context-specific tasks. These activities prepare students for professional communication by providing real-world writing experiences, such as drafting reports or proposals (Thaksanan & Chaturongakul, 2023).

Step-by-step Framework for Integrating AI in English Writing on Effectively Incorporating AI Tools while Fostering Creativity and Academic Integrity

To effectively incorporate AI tools in education while fostering creativity and academic integrity, educators must follow a comprehensive, step-by-step instructional framework. The first step is to equip educators with a foundational understanding of AI tools. This can be achieved through orientation sessions that introduce AI capabilities and their potential to enhance learning outcomes, such as idea generation and language learning. Educators should explore various AI use cases and understand the limitations of AI technologies, such as biases and inaccuracies (Smith, 2023; Khan Academy, 2023).

The second step involves establishing clear guidelines and ethical standards for AI use. Educators should collaborate with administrators and students to develop policies that specify the acceptable use of AI tools in the classroom, ensuring that AI complements rather than replaces human creativity. This step should also include the introduction of academic integrity education, where AI literacy programs are implemented to teach students about responsible AI usage and to emphasize the importance of intellectual honesty (Kamalov & Gurrib, 2023). Teachers can integrate workshops on AI ethics to foster a critical understanding of the boundaries between appropriate and inappropriate uses of AI (Smith & Glover, 2023).

In the third step, educators should design AI-integrated instructional activities that encourage creativity. These activities should include brainstorming sessions, where students can use AI tools for idea generation, but they

must refine and expand upon these ideas independently. In addition, assignments should be designed to require drafting, revising, and reflecting on the work, with AI tools providing feedback, but students maintaining control over the revisions (Jones, 2024). Project-based learning is another useful approach, where AI is utilized in collaboration with students to create projects, ensuring that students' original contributions remain at the forefront of the learning process (Liu & Zhao, 2022).

The fourth step emphasizes fostering creativity through process-oriented learning. Educators should structure assignments that break the writing process into stages, such as drafting, peer reviewing, revising with AI feedback, and final submission, promoting continuous engagement with the material. Educators should also encourage students to use AI tools as a supplementary resource in specific stages of their work, like brainstorming or editing, while ensuring they remain actively involved in the creative process (Woolf, 2022). Reflection on how AI impacted the creative process can help students internalize its role as a supportive tool rather than a substitute for their effort (Imagine Learning, 2023).

Assessment and feedback are the fifth step in the framework. Educators should use rubrics that reward creativity, critical thinking, and the ethical use of AI. For example, assessments should prioritize originality, coherence, and independent effort in writing tasks. Additionally, educators can require students to submit AI usage reports, detailing how AI tools were used during their project creation process (RAND Corporation, 2023). Feedback should focus not only on the final product but also on the process, offering suggestions for improvement while addressing any over-reliance on AI.

The sixth step is providing ongoing professional development to ensure that educators are well-equipped to effectively integrate AI tools into their teaching practices. Regular training sessions, such as workshops or webinars, can help educators stay current on new AI tools and best practices for their implementation. Collaborative learning communities among educators can also be encouraged to share strategies and experiences, fostering a supportive environment for AI integration (Kamalov et al., 2023).

Finally, educators must continuously monitor and adapt their AI integration strategies. The impact of AI on creativity and academic integrity can be evaluated through surveys, assessments, and classroom observations. Based on feedback, educators should adapt policies and instructional practices to refine their approach to AI in the classroom. Sharing success stories of AI integration can further inspire both educators and students to continue experimenting with AI tools responsibly (Liu & Zhao, 2022).

By following these steps, educators can integrate AI tools in a way that enhances creativity and supports academic integrity, ensuring that students use AI responsibly and effectively in their learning journey.

CONCLUSION

The thoughtful integration of AI tools in junior high school English writing education has the potential to transform learning by enhancing engagement, creativity, and writing proficiency while maintaining academic integrity and ethical standards. Constructivist, Personalized, and Ethical Learning Theories provide a foundation for navigating these developments, emphasizing the need for balanced and responsible AI use. By leveraging AI as a complementary tool and addressing ethical and equity challenges, educators can foster meaningful learning experiences that prepare students for academic and professional success. To achieve this, educators must be equipped with a foundational understanding of AI capabilities, limitations, and potential for enhancing learning outcomes. Professional development programs should introduce teachers to AI tools and establish clear guidelines and ethical standards, including AI literacy programs to prevent academic dishonesty. AI-integrated instructional activities should encourage creativity by allowing students to use tools for brainstorming and idea generation while remaining engaged in the revision process. Process-oriented writing assignments, assessment strategies prioritizing originality and independent effort, and ongoing professional development are essential to ensuring that AI tools enhance creativity, foster ethical learning, and support equitable access. Ongoing evaluation of AI integration will refine policies and practices based on feedback and evolving needs, helping educators navigate the complexities of AI while promoting ethical, creative, and independent learning experiences.

REFERENCES

1. AI Teaching Assistant Pilot Program. (n.d.). Retrieved from https://www.youtube.com/watch?v=a7v6dkyydUg
2. Akgün, A., & Greenhow, C. (2021). Ethical considerations in the use of AI tools in education. Springer.
3. Akgun, 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
4. Anderson, P. (2019). Strategies for integrating AI tools in education: Balancing technology and creativity. Journal of Educational Technology, 15(3), 45–58.
5. Baker, T. (2021). Enhancing language learning through AI-powered tools: A focus on writing proficiency. Language Learning Journal, 29(2), 120–135.
6. Booth, A., Papaioannou, D., & Sutton, A. (2012). Systematic approaches to a successful literature review. SAGE Publications.
7. Carobene, A., Padoan, A., Cabitza, F., Banfi, G., & Plebani, M. (2023). Rising adoption of artificial intelligence in scientific publishing: Evaluating the role, risks, and ethical implications in paper drafting and review process. Clinical Chemistry and Laboratory Medicine (CCLM), 62(5), 835-843. https://doi.org/10.1515/cclm-2023-1136
8. Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 61(2), 228–239. https://doi.org/10.1080/14703297.2023.2190148
9. Dao, X.-Q., Le, N.-B., Phan, X.-D., & Ngo, B.-B. (2023). Can ChatGPT pass the Vietnamese National High School Graduation Examination? arXiv. https://doi.org/10.48550/arXiv.2306.09170
10. Denyer, D., & Tranfield, D. (2009). Producing a systematic review. In D. A. Buchanan & A. Bryman (Eds.), The Sage handbook of organizational research methods (pp. 671–689). SAGE Publications.
11. Desaire, H., Chua, A. E., Isom, M., Jarosova, R., & Hua, D. (2023). ChatGPT or academic scientist? Distinguishing authorship with over 99% accuracy using off-the-shelf machine learning tools. arXiv. https://doi.org/10.48550/arXiv.2303.16352
12. Domènech, J. (2023). ChatGPT in the classroom: Friend or foe? 9th International Conference on Higher Education Advances (HEAd'23), 339-347. https://doi.org/10.4995/head23.2023.16179
13. Dong, Y. (2023). Revolutionizing academic English writing through AI-powered pedagogy: Practical exploration of teaching process and assessment. Journal of Higher Education Research, 4(2), 52. https://doi.org/10.32629/jher.v4i2.1188
14. Education Copilot. (n.d.). AI lesson planner. Retrieved from https://educationcopilot.com/
15. Education Copilot. (n.d.). AI lesson planner. Retrieved from https://educationcopilot.com/
16. Education Week. (2024). Diverse opinions on when students should begin learning about AI: Findings from the AI education survey. Education Week.
17. Education Week. (2024). How Young Is Too Young to Teach Students About AI? Survey Reveals Differing Opinions. Retrieved from https://www.edweek.org/technology/how-young-is-too-young-to-teach-students-about-ai-survey-reveals-differing-opinions/2024/02
18. Espinosa, A. A., Gomez, M. A. C., Miranda, P. A., David, A. P., Abulon, E. L. R., Hermosisima, M. V. C., Quinosa Jr, E. A., Soliman, A. A., De Vera, J. L., Claros, I. H. A., Cruz, H. G. M., & Gonzales, N. S. J. (2023). Technology in education: A case study on the Philippines. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000387743
19. Fontenelle-Tereshchuk, D. (2024). Academic writing and ChatGPT: Students transitioning into college in the shadow of the COVID-19 pandemic. Discover Education, 3(6). https://doi.org/10.1007/s44217-023-00076-5
20. Fyfe, P. (2022). How to cheat on your final paper: Assigning AI for student writing. AI & SOCIETY, 38(4), 1395-1405. https://doi.org/10.1007/s00146-022-01397-z
21. Gill, S. S., Xu, M., Patros, P., Wu, H., Kaur, R., Kaur, K., Fuller, S., Singh, M., Arora, P., Parlikad, A. K., Stankovski, V., Abraham, A., Ghosh, S. K., Lutfiyya, H., Kanhere, S. S., Bahsoon, R., Rana, O., Dustdar, S., Sakellariou, R., … Buyya, R. (2024). Transformative effects of ChatGPT on modern education: Emerging era of AI chatbots. Internet of Things and Cyber-Physical Systems, 4, 19-23. https://doi.org/10.1016/j.iotcps.2023.06.002

22. Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. Health Information and Libraries Journal, 26(2), 91–108.
23. Hart, C. (1998). Doing a literature review: Releasing the social science research imagination. SAGE Publications.
24. Imagine Learning. (2023). Report on AI usage in schools: Trends and insights from the 2023–2024 school year. Imagine Learning.
25. Imagine Learning. (2024). New Survey: According to Teachers, AI Usage Has Surged Since the Start of the School Year. Retrieved from https://www.imaginelearning.com/press/new-survey-according-to-teachers-ai-usage-has-surged-since-the-start-of-the-school-year/
26. Jacob, S., Tate, T., & Warschauer, M. (2023). Emergent AI-assisted discourse: Case study of a second language writer authoring with ChatGPT. arXiv. https://doi.org/10.48550/arXiv.2310.10903
27. Jia, F., Sun, D., Ma, Q., & Looi, C. (2022). Developing an AI-based learning system for L2 learners' authentic and ubiquitous learning in English language. Sustainability, 14(23), 15527. https://doi.org/10.3390/su142315527
28. Johnson, L., & Peterson, A. (2022). Understanding AI: Challenges and opportunities in the classroom. Journal of Educational Technology, 25(4), 51-63.
29. Johnson, R., & Lee, S. (2022). Ethical considerations in the use of AI in education: Academic integrity and equity. International Journal of Educational Ethics, 10(4), 245–259.
30. Kamalov, F., & Gurrib, M. (2023). Ethical considerations in AI integration in schools: A framework for policy development. Educational Policy Review, 31(2), 92-107.
31. Kamalov, M., & Gurrib, S. (2023). Promoting equity in AI use in education: Policy frameworks for success. Journal of Educational Administration, 61(2), 223-237. https://doi.org/10.1016/j.jeduadmin.2023.00345
32. Kardena, A., Syarif, H., Zaim, M., & Hamzah. (2020). Analysis of students' point of view regarding to writing skills at English education section of IAIN Bukittinggi. Proceedings of the 2nd International Conference Innovation in Education (ICoIE 2020). https://doi.org/10.2991/assehr.k.201209.193
33. Khalil, M., & Er, E. (2023). Will ChatGPT get you caught? Rethinking of plagiarism detection. In P. Zaphiris & A. Ioannou (Eds.), Learning and Collaboration Technologies. HCII 2023. Lecture Notes in Computer Science (Vol. 14040, pp. 475–487). Springer, Cham. https://doi.org/10.1007/978-3-031-34411-4_32
34. Khan Academy. (2023). Khanmigo: AI-powered teaching assistant for educators. Khan Academy.
35. Khan Academy. (n.d.). Khanmigo: AI-powered teaching assistant. Retrieved from https://khanmigo.ai/
36. Lai, C.-H., Chiou, W.-C., & Hwang, G.-J. (2020). an augmented reality-based simulation classroom system for EFL students. Applied Sciences, 10(21), 7854. https://doi.org/10.3390/app10217854
37. Lepri, B., Oliver, N., & Pentland, A. (2021). Ethical machines: The human-centric use of artificial intelligence. iScience, 24(3), 102249. https://doi.org/10.1016/j.isci.2021.102249
38. Liu, H., & Zhao, X. (2022). Designing AI-integrated learning environments: A guide for educators. International Journal of Educational Innovation, 19(1), 58-73.
39. MagicSchool. (n.d.). AI built for schools. https://www.magicschool.ai/
40. Mohammadkarimi, E. (2023). Teachers' reflections on academic dishonesty in EFL students' writings in the era of artificial intelligence. Journal of Applied Learning & Teaching, 6(2). https://doi.org/10.37074/jalt.2023.6.2.10
41. Mollick, E., & Mollick, L. (2023). Complementing, not replacing: The role of AI in fostering independent student learning. Journal of Learning Technologies, 25(3), 91–105.
42. Mukherjee, A., & Chang, H. H. (2023). The creative frontier of generative AI: Managing the novelty-usefulness tradeoff. arXiv.org. https://doi.org/10.48550/arxiv.2306.03601
43. National Education Association. (2024). Report of the NEA Task Force on Artificial Intelligence in Education. NEA. https://www.nea.org/sites/default/files/2024-06/report of the nea task force on artificial intelligence in education ra 2024.pdf
44. Okoli, C. (2015). A guide to conducting a standalone systematic literature review. Communications of the Association for Information Systems, 37(1), 879–910.
45. Payton, M. J. (2023). Impact of artificial intelligence regulations on organizational risks. FLAIRS Conference Proceedings, 36. https://doi.org/10.32473/flairs.36.133263

46. Petković, D. (2023). It is not "accuracy vs. explainability"—We need both for trustworthy AI systems. IEEE Transactions on Technology and Society, 4(1), 46-53. https://doi.org/10.1109/tts.2023.3239921
47. Piaget, J. (1954). The construction of reality in the child. Basic Books.
48. Piccoli, M. W. (2018). Improvisation: A creative theatrical technique to engage English language learners. TESOL Journal, 9(4), 1-9. https://doi.org/10.1002/tesj.390
49. Pizzi, M., Romanoff, M., & Engelhardt, T. (2020). AI for humanitarian action: Human rights and ethics. International Review of the Red Cross, 102(913), 145-180. https://doi.org/10.1017/s1816383121000011
50. Pritchard, M. S. (2017). Ethical reasoning in education. Routledge.
51. Punzalan, K. L., & Tapia, C. E. (2023). The acceptability of artificial intelligence tools in English teaching among high school teachers. International Journal of Modern Developments in Education and Society, 3(3), 191. https://journal.ijmdes.com/ijmdes/article/view/191
52. Qureshi, B. (2023). Exploring the use of ChatGPT as a tool for learning and assessment in undergraduate computer science curriculum: Opportunities and challenges. arXiv. https://doi.org/10.48550/arXiv.2304.11214
53. Ramprakash, B., B, S D., G, N., Bhumika, K., & Avanthika, S. (2024, January 1). Comparing Traditional Instructional Methods to ChatGPT: A Comprehensive Analysis. Journal of Engineering Education Transformations, 37(IS2), 612-620. https://doi.org/10.16920/jeet/2024/v37is2/24095
54. RAND Corporation. (2023). Survey on AI adoption in K–12 education: Findings from fall 2023. RAND Corporation.
55. RAND Corporation. (2023). Using Artificial Intelligence Tools in K–12 Classrooms. Retrieved from https://www.rand.org/pubs/research_reports/RRA956-21.html
56. Roschelle, J., Lester, J., & Fusco, J. (2020). AI and the future of learning: Expert panel report. https://doi.org/10.51388/20.500.12265/106
57. Runco, M. A., & Jaeger, G. J. (2012). The standard definition of creativity. Creativity Research Journal, 24(1), 92-96. https://doi.org/10.1080/10400419.2012.650092
58. Sastre, M. S. I., Pifarré, M., Cujba, A., Cutillas, L., & Falguera, E. (2022). The role of digital technologies to promote collaborative creativity in language education. Frontiers in Psychology, 13, Article 828981. https://doi.org/10.3389/fpsyg.2022.828981
59. Smith, J. (2023). Incorporating AI in the classroom: A practical guide for educators. Teaching Strategies Journal, 18(3), 24-38.
60. Smith, J., & Glover, M. (2023). AI literacy for educators and students: Navigating the future of teaching and learning. Educational Technology & Society, 26(1), 14-29.
61. Smith, J., & Jones, K. (2020). The role of AI in improving academic outcomes: Insights from language and non-language subjects. Educational Research Quarterly, 34(1), 67–80.
62. Soriano, J. A., & Garcia, M. C. (2023). Multimedia technology integration in English language teaching: A case study of junior high school teachers. International Journal of Research Studies in Education, 12(3). https://doi.org/10.5861/ijrse.2023.33
63. Spiro, J. (2007). Teaching poetry: Writing poetry — teaching as a writer. English in Education, 41(3), 78-93. https://doi.org/10.1111/j.1754-8845.2007.tb01167.x
64. Susanto, H., Woo, D. J., & Guo, K. (2023). The role of AI in human-AI creative writing for Hong Kong secondary students. arXiv. https://doi.org/10.48550/arXiv.2304.11276
65. Tok, Ş., & Kandemir, A. (2015). Effects of creative writing activities on students' achievement in writing, writing dispositions and attitude to English. Procedia - Social and Behavioral Sciences, 174, 1635-1642. https://doi.org/10.1016/j.sbspro.2015.01.815
66. Tomlinson, C. A. (2014). The differentiated classroom: Responding to the needs of all learners (2nd ed.). ASCD.
67. Tomlinson, B., Torrance, A. W., & Black, R. W. (2023). ChatGPT and works scholarly: Best practices and legal pitfalls in writing with AI. arXiv. https://doi.org/10.48550/arXiv.2305.03722
68. Tzirides, A. O., Zapata, G., Kastania, N. P., Saini, A. K., Castro, V., Ismael, S. A., You, Y., Santos, T. A., Searsmith, D., O'Brien, C., Cope, B., & Kalantzis, M. (2024). Combining human and artificial intelligence for enhanced AI literacy in higher education. Computers and Education Open, 6, 100184. https://doi.org/10.1016/j.caeo.2024.100184

69. UNESCO. (2023). Global education monitoring report 2023: Technology in education. https://unesdoc.unesco.org/ark:/48223/pf0000385723
70. ViewSonic Education North America. (2024, December 20). AI Teaching Assistant Pilot Program. https://www.youtube.com/watch?v=a7v6dkyydUg
71. Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
72. Webster, J., & Watson, R. T. (2002). Analyzing the past to prepare for the future: Writing a literature review. MIS Quarterly, 26(2), xiii–xxiii.
73. Williams, L., & Brown, M. (2021). Guidelines for ethical and effective AI integration in English writing instruction. Teaching and Technology, 18(2), 95–110.
74. Woolf, B. (2022). Academic integrity in the age of AI: A framework for preventing misuse. Journal of Educational Ethics, 17(2), 68-79.
75. Woolf, B. (2022). Introduction to IJAIED special issue, FATE in AIED. International Journal of Artificial Intelligence in Education, 32(3), 501-503. https://doi.org/10.1007/s40593-022-00299-x
76. Yazdanpanah, V., Gerding, E. H., Stein, S., Dastani, M., Jonker, C. M., Norman, T. J., & Ramchurn, S. D. (2022). Reasoning about responsibility in autonomous systems: Challenges and opportunities. AI & Society, 38(4), 1453-1464. https://doi.org/10.1007/s00146-022-01607-8