



THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING AND ASSESSING GRAMMAR: BASIS FOR DEVELOPING A SURVEY QUESTIONNAIRE

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Abstract:

With the growing integration of Artificial Intelligence (AI) in the field of education, language teachers are now navigating new ways to teach and assess students' grammar. However, concerns arise over how AI could change how classrooms work, how students learn, and the role of teachers in instruction. In the context of teaching and assessing grammar, this study determined the perspectives of teachers in utilizing AI tools, how teachers evaluate the effectiveness of AI tools in enhancing students' grammatical proficiency, and the ethical considerations of teachers in utilizing AI tools. Finally, the study aimed to develop a survey questionnaire based on the qualitative findings for future research. Using a qualitative approach, data were collected through semi-structured interviews with 10 language teachers and were analysed thematically. Results showed that teachers perceived AI as a *helpful support tool*, AI as an *unnecessary and unexplored tool*, emphasized the importance of *teacher-guided use* of AI, and *critical literacy* in AI integration. In terms of effectiveness, AI tools were perceived as effective in detecting basic grammar errors but were seen as ineffective in strengthening grammar skills and handling complex grammar and contextual accuracy. Ethical concerns were also considered, particularly regarding academic integrity, data privacy and security, and the responsible integration of AI in language instruction and assessment. The results imply that there is a need for AI literacy training and ethical policy integration to help teachers maintain pedagogical balance while responsibly guiding students' use of AI in grammar instruction and assessment. From this, better strategies and guidelines can be

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developed to support meaningful and responsible use of AI tools in tertiary language education.

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1. Introduction

In today's age of constant technological advancements, the field of education has seen a significant shift with the emergence of artificial intelligence. Integrating this technology into the classroom has affected two main aspects of education, particularly teaching and assessing grammar. The use of AI in these areas presents several observable problems, which include issues such as the potential for over-reliance on automated systems (Dugosija, 2024); lack of pedagogical knowledge among teachers (Moorhouse, 2024); the inability of AI to assess creativity, critical thinking, and context (Sporrong *et al.*, 2024); and the ethical concerns and misuse for academic shortcuts (Meylani, 2024). These problems collectively hinder the effective use of AI in language instruction and assessment.

Relatively, Seo *et al.* (2021) stressed that higher education teachers worry that students will become too dependent on technology to correct their mistakes and may not try to understand grammar rules themselves. This could lead to a lack of critical thinking skills and a decreased communication ability (Tan *et al.*, 2024). Similarly, Akinwalere and Ivanov (2022) noted that as students increasingly turn to AI for help with their assignments, the temptation to cheat or plagiarize has never been more pronounced. With just a few clicks, they can generate essays, solve complex math problems, or even compose poetry that sounds authentic (Meylani, 2024). Further, Taylor (2024) argued that AI-powered tools often fail to recognize a student's writing tone, intent, or cultural nuance. As a result, students may receive technically correct feedback that is contextually inappropriate or confusing (Putra, 2023). This limitation can hold back learners from getting a genuine feeling for how language works, especially when mastering the nuances of everyday conversation (Sporrong *et al.*, 2024).

Moreover, Walter (2024) elaborated on the rapid pace at which AI tools like Grammarly, ChatGPT, and Quill Bot are evolving, frequently outpacing educators' ability to effectively adapt their teaching methodologies and integrate these technologies into their curricula. Many educators report feeling overwhelmed by the constant necessity to familiarize themselves with emerging platforms and comprehend complex AI functionalities deeply enough to teach students effectively (Benazir & Rafique, 2025). On top of that, many educators do not get enough support or training from their schools, which leaves them feeling unprepared or uncertain about how to use these AI tools in class, which makes their use less consistent and less helpful for students (Nguyen, 2023).

In the Philippines, Ally (2019) highlighted that only 15% of teachers feel prepared to use Generative AI tools, as they feel intimidated or overwhelmed by integrating these tools into their lessons, especially if they are unfamiliar with how these technologies

work. Similarly, UNESCO (2015) reported that less than 10% of schools and universities have any official guidance regarding artificial intelligence. This can be problematic as educators and school administrators may not have clear directions or standards when integrating AI into their classrooms (Estrellado & Miranda, 2023). Without specific guidelines or regulations, there is potential for misuse or ineffective implementation of AI tools, which could impact student learning outcomes (UNESCO, 2015). In addition, Giray *et al.* (2024) concluded that Filipino teachers acknowledge the constraints of such resources, such as the inability to personalize and contextualize learning experiences, cheating, data fabrication, diminished creativity, and reduced critical thinking, which could result in inaccurate feedback. Additionally, they agreed on the importance of establishing policies and guidelines to ensure AI's ethical and responsible utilization for students and educators.

Notably, teachers have a vital role in promoting AI literacy among students by utilizing appropriate content and activities in their lessons, as they are the ones who directly interact with students (Casal-Otero *et al.*, 2023). However, it seems like a big task for teachers to suddenly become AI-literate educators, especially when most are not trained in AI and already have so much on their plate (Sanusi *et al.*, 2022). This may be because it requires significant time and effort for them to integrate AI instruction into their lessons (Lin & Brummelen, 2021). While AI can undoubtedly enhance the efficiency and effectiveness of language instruction and assessment, maintaining a balance between technology and traditional teaching methods is crucial for ensuring optimal learning outcomes (Rochelle & Sushith, 2024). By leveraging AI tools to assess students' grammar skills, teachers can provide personalized feedback, track progress, and tailor instruction to meet individual needs (Marzuki *et al.*, 2023). Thus, educators need to supplement AI-based assessments with opportunities for face-to-face interaction, personalized guidance, and targeted practice exercises to foster a comprehensive understanding of grammar concepts and develop practical communication skills (Dhanapal *et al.*, 2024). Striking a balance between leveraging the efficiency and innovation of AI technology while fostering critical thinking skills and communication abilities through traditional teaching methods is crucial for cultivating well-rounded language learners in today's digital age.

Although there have been abundant studies on artificial intelligence, the researchers have not yet found studies that address the teachers' perspective on integrating AI in higher education, particularly grammar instruction and assessment. At the same time, Lindner and Romeike (2019) pointed out that there are only a few explorations in secondary education. Furthermore, most of the research about AI only analyzes the impacts from the students' perspective but places less focus on teachers' points of view (Zulkarnain & Yunus, 2023).

These knowledge gaps need to be investigated further, as teachers are key implementers in AI-driven education (Seufert *et al.*, 2021), making it essential to consider their opinions, perspectives, and hopes for the effective integration of AI in educational settings. Specifically, to make AI pedagogically relevant, it is important to understand how teachers interact with this technology, what kind of support they need, and how we

can ensure this new tool enhances their teaching rather than complicates it. Furthermore, what separates this study from others is that it emphasizes both the pedagogical and ethical implications of artificial intelligence in grammar instruction and assessment and its contextual focus on tertiary education.

This study aimed to determine the perspectives of teachers in utilizing AI tools in teaching and assessing grammar. Additionally, it aimed to determine how teachers evaluate the effectiveness of AI tools in enhancing students' grammatical proficiency. Furthermore, it aimed to determine the ethical considerations of teachers in utilizing AI tools in teaching and assessing grammar. Finally, it aimed to develop a survey questionnaire based on the qualitative findings for future research.

As education continues to adapt to the demands of the digital age, it is essential to explore how these tools can be harnessed to enhance teaching effectiveness while maintaining ethical and pedagogical integrity. This study is relevant as it contributes to the development of innovative supplements to traditional teaching methods that could result in creative and engaging learning experiences for the students and effective teaching and assessment strategies for the teachers.

Consequently, it aligns with Sustainable Development Goal (SDG) 4: Quality Education, which aims to increase the number of people with skills needed for jobs and careers, including technical skills. By studying how teachers feel about using AI tools to teach and assess grammar, our study helps improve teaching methods and supports better learning. This also helps students build important skills like digital literacy and language proficiency. At the same time, this study encourages teachers to keep learning and using modern technologies, which helps improve the overall quality of education.

2. Material and Methods

2.1 Research Participants

The participants of this study were 25 language teachers in tertiary education, but only 10 voluntarily agreed to participate in the research. As Creswell (2014) remarked, qualitative studies typically involve 10 participants to allow for in-depth understanding and rich data collection; thus, the number of participants was sufficient for a study of this nature. Seven participants participated in in-depth interviews (IDI) to provide detailed insights based on their experiences. Meanwhile, the other three participated in focus group discussions (FGD), allowing for collaborative dialogue and shared perspectives. These teachers come from diverse professional backgrounds, bringing varied experiences in teaching English at the collegiate level. Accordingly, the participants must have been teaching English for at least five years. This amount of experience in handling students is adequate since they are well-equipped to navigate the complexities of education. Meanwhile, those from institutions outside the university or those who do not specialize in language instruction were excluded from the study.

2.2 Research Instruments

The data collection for this study involved a semi-structured interview, combining elements of both structured and unstructured interviews to encourage rich and detailed responses from the participants. Creswell (2018) stated that this instrument is appropriate for flexible exploration of participants' points of view and their engagements, specifically when considering teachers' perspectives in integrating AI in teaching and assessing grammar.

The interview guide questions consisted of five main questions, each supported by six probing questions designed to draw out elaboration and clarification. These questions focused on key areas such as the teachers' perspectives on utilizing AI tools in teaching and assessing grammar, teachers' evaluation on the effectiveness of AI tools in enhancing students' grammatical proficiency, and the ethical considerations they had surrounding its use. To ensure the validity and reliability of the instrument, the interview guide underwent a validation process by identified experts in the field of language education. Their feedback was used to refine the questions, ensuring clarity, relevance, and alignment with the study's objectives.

2.3 Research Design and Procedure

This study employed a qualitative-descriptive design to understand individuals' underlying reasons, motivations, and opinions (Creswell, 2014). The teacher participants were identified through purposive sampling and carefully selected based on specific characteristics, expertise, and experiences. These are significant in attaining the study's purpose to ensure that the data is authentic and first-hand from teachers who can provide rich, relevant, and diverse insights into the problem being studied.

The first step in carrying out this study was to secure informed and signed consent from 10 language teachers who teach language-related courses at the tertiary level. During the face-to-face IDI and FGD, audio recording and note-taking were done to guarantee accurate gathering and retrieval of their responses. It was also guaranteed that other pertinent ethical standards were practiced throughout. Secondly, when the necessary data were collected, Miles and Huberman's (1994) data analysis framework was employed for data reduction, data display, and conclusion drawing and verification. Finally, Braun and Clarke's (2006) reflexive thematic analysis (RTA) was used to formulate themes and patterns on how these educators view and utilize AI in teaching and assessing grammar. The themes and subthemes helped the researchers construct items for developing a survey questionnaire for future quantitative or mixed methods studies.

3. Results and Discussion

This section discusses the findings of the language teachers' perspective on the utilization of artificial intelligence in teaching and assessing grammar, AI's effectiveness in enhancing students' grammatical proficiency, and the teachers' ethical and pedagogical strategies.

To note, participants were coded accordingly. Seven participants in IDI are coded as IDI_P1 to IDI_P7, and three participants in FGD are coded as FGD_P1 to FGD_P3. These codes were used throughout the presentation of findings, which are organized thematically based on their responses, with detailed analyses and supporting literature to answer the three research questions.

3.1 Perspectives of Teachers in Utilizing AI Tools in Teaching and Assessing Grammar

Table 1 presents teachers' perspectives on utilizing AI tools in teaching and assessing grammar. A closer look at their responses suggests that their level of exposure and experience with AI tools plays a significant role in shaping their attitudes. Teachers who have explored AI tools firsthand tend to be more open to their integration, recognizing their potential to support classroom instruction. In contrast, those with limited exposure or training express uncertainty or resistance, often due to unfamiliarity or concerns about accuracy and relevance.

Table 1: Perspectives of Teachers in Utilizing AI Tools in Teaching and Assessing Grammar

Themes	Subthemes	Description	Illustrative Quote
AI as a Support Tool	Reduce instructional planning	AI helps lessen preparation time and assists in making materials.	IDI_P4: <i>"Personally, it will save my preparation time. I can generate PowerPoints, worksheets... and I just search for references, then I countercheck."</i>
	Aid in creating instructional materials		
AI as Unnecessary and Unexplored	Not needed in current teaching	A teacher does not see AI as essential, though few are open to learning more about its potential.	IDI_P6: <i>"I haven't attended any seminar that would help me put this knowledge into practice, but I'd really be open to learn more and see how AI can be applied in the academia."</i>
	Not utilized in classroom instruction		
	Unfamiliar but open to Training		
Teacher-Guided Use of AI	AI as a supplementary tool, not as substitute for teacher	Teachers believe that AI should support, not replace their role and contextual understanding of learners.	IDI_P3: <i>"I try to make sure that the context itself has a personal touch... I have to proofread and re-check first before I agree with the suggestions."</i>
	Teacher adds personal input and context		
Critical Literacy in AI Integration	Responsible use	Teachers stress the importance of verifying AI outputs and using them wisely.	FGD_P1: <i>"I always remind them... there's nothing wrong in using AI, but do not copy-paste everything... that will make them plagiarize... make them lazy."</i>

3.1.1 AI as a Support Tool

Teachers perceive AI as a practical support tool, particularly in reducing instructional workload and enhancing lesson preparation. Also, the participants described how AI tools—Grammarly and ChatGPT—have become integrated into their daily teaching

routines, streamlining time-consuming tasks such as lesson planning, material creation, and presentation design. These are reflected in the following:

IDI_P2: *"What used to take me hours of searching and organizing can now be done in a minute."*

IDI_P3: *"One click, everything will give what you look for."*

IDI_P6: *"It will save you time in making quiz questions."*

IDI_P5: *"We only turn to AI when the task is very lengthy or urgently needs checking, that is the purpose of AI, and it really helps make the work faster."*

Evidently, the participants highlighted the ease of accessing relevant content and creating assessments through familiar platforms, describing it as a time-saving solution. Integrating AI into their routine teaching practices reflects how teachers adapt to technology to manage workloads more efficiently. This suggests that AI is a necessary support system for daily instruction. Relatively, Baskara and Mukarto (2023) highlighted that AI can be a game-changer for teachers by lightening their load when creating lesson plans and instructional materials. Similarly, Kasneci *et al.* (2023) emphasized AI's potential to enhance classroom creativity and responsiveness by providing personalized learning experiences for each student.

3.1.2 AI as Unnecessary and Unexplored

While some teachers have already started integrating AI into their teaching routine, others still perceive it as unnecessary. For instance, IDI_P1 argued:

IDI_P1: *"If you understand programming and linguistics, AI is not as impressive as it seems, so I don't use any AI tech in my teaching."*

This implies that when teachers are already confident in their abilities, they often develop a mindset that can make them a bit resistant to new ideas or tools (Lee *et al.*, 2024). Such confidence may prevent one's opportunity to improve and learn further.

On the contrary, other participants are not dismissive of using AI but are uncertain how to apply it in their lessons. However, they expressed a willingness to explore and learn. These are reflected in the following:

IDI_P6: *"For now, I haven't used AI yet in my classroom mainly because I'm still figuring out how it can fit into my lessons."*

IDI_P6: *"I am really open to learn more and seeing how AI can be applied in the academia."*

IDI_P7: *"I have not really had the chance to explore or use them yet in my teaching."*

IDI_P7: *"I'm definitely open to embracing it if I get the opportunity."*

These perspectives suggest that AI is still unfamiliar to some teachers, not because of resistance, but due to a lack of exposure or training. These support the observations made by McGrath *et al.* (2023), who pointed out that when teachers are not familiar with AI or have not had the chance to see it in action, it is an intimidating task for them. Liden and Nilros (2020) and Dincer (2018) emphasized that the willingness to use technology alone is insufficient. Thus, AI will remain unused and irrelevant for many teachers without training and support.

3.1.3 Teacher-Guided Use of AI

AI is perceived as a tool that should be guided by the teacher's judgment. Some teachers use it cautiously and intentionally, ensuring that their professional decisions, context, and creativity remain central. They emphasized the need for balance—when to engage with different technologies responsibly and when to depend on their expertise. Further, they adapt and alter AI's outputs and warn about errors AI produce. These are reflected in the following:

IDI_P2: *"It (AI) shouldn't reach a point where we teachers completely rely on it to the extent that we no longer use our own brains."*

IDI_P3: *"Balancing and knowing your limits on how you should use these technologies is really the key."*

IDI_P6: *"There is still, the discretion on the part of the teacher, when to use or when not to use it."*

IDI_P2: *"I just don't copy-paste... I always modify. I only get ideas, but I always include my personal touch in generating activities for my students."*

FGD_P2: *"There are times that AI will flag something that it is not really allowed... so, we as humans be smarter than AI by verifying what AI had produced."*

IDI_P4: *"AI, its just an aid... I still verify my references in books."*

These perspectives reflect Palvik (2023), who remarked that while AI can assist with technical tasks, it must not completely replace a teacher's professional judgment through customizing, verifying, and contextualizing AI outputs before using them. This further supports de Winter's (2023) claim that AI tools like ChatGPT can only be practical when guided by teachers who understand their students' needs, learning styles, and contexts.

3.1.4 Critical Literacy in AI Integration

AI is perceived as a tool that requires critical use by teachers and students. Accordingly, integrating AI into the teaching and learning process is not just a matter of convenience, but a responsibility that demands literacy, awareness, critical thinking, fact checking, and ethical judgment. These are reflected in the following:

IDI_P1: *“Media literacy is a basic that teachers need to have... you use your human mind to discern, judge what is right and wrong.”*

IDI_P4: *“It’s a matter of ethics and double checking... since AI doesn’t give us legit references.”*

IDI_P4: *“If student uses AI but can’t explain orally, there might be a discrepancy... they are very reliant on it.”*

These perspectives press that AI can support learning and teaching, but it must be approached with critical literacy. Teachers recognize the importance of verifying sources, applying ethical standards, and encouraging students to engage thoughtfully with the tools they use. This aligns with Dien’s (2023) and Firat’s (2023) study by highlighting how digital literacy includes employing technological tools and rigorously questioning and validating the outputs generated.

3.2 Evaluating the Effectiveness of AI Tools in Enhancing Students’ Grammatical Proficiency

Table 2 presents teachers' perspectives on the effectiveness of AI tools in enhancing students' grammatical proficiency. Many observed that the actual effectiveness of these tools goes beyond simply providing accurate corrections. It lies in how students engage with the feedback. When learners passively accept suggestions without thinking critically, the improvements tend to be surface-level. However, when students take the time to understand why specific changes are recommended, reflect on their errors, and apply grammar rules in their writing, the learning becomes more profound and more lasting.

Table 2: Evaluating the Effectiveness of AI Tools
 in Enhancing Students' Grammatical Proficiency

Themes	Subthemes	Description	Illustrative Quote
Usefulness in Detecting Basic Errors	Detects simple grammar issues	AI tools were seen as helpful in catching surface-level grammar issues and providing instant feedback for revisions.	IDI_P5: <i>"If there are mistakes, Grammarly has corrected or provided revisions or words that are to be changed."</i>
	Provides quick automated corrections.		
Inefficacy in Strengthening Grammatical Ability	Weakens grammar retention	Teachers noted that frequent AI use may lead to dependency, preventing students from developing their own grammar skills.	IDI_P1: <i>"They are so used to the automated suggestions... so they stop checking the rules."</i>
	Hinders writing independence		
Inefficacy in Handling Complex Grammar and Contextual Accuracy	Misinterprets sentence meaning	AI tools were said to struggle with context, complex, grammar structures, and multilingual inputs, often producing inaccurate suggestions.	IDI_P1: <i>"There are phrases in English that even AI cannot translate, especially in terms of figurative language."</i>

3.2.1 Usefulness in Detecting Basic Errors

AI is perceived as helpful in identifying errors in writing mechanics, such as spelling, punctuation, and sentence structure. For most participants, this is one of the most practical advantages of integrating AI into the classroom. At the same time, some found Grammarly helpful not only in suggesting quick corrections but also in clarifying the kinds of mistakes students often make, allowing them to improve their writing skills. These are manifested in the following:

IDI_P1: *"AI is fast in highlighting the mistake, so you don't need to reread multiple times just to catch a typo."*

IDI_P2, IDI_P3: *"Grammarly would give suggestions and corrections just a few seconds, so its easy for them to adjust their outputs."*

These perspectives reflect that AI, especially Grammarly, supports students' self-editing and proofreading skills. It allows them to focus more on content, knowing that errors in writing mechanics can be flagged and addressed quickly. This buttresses Fitria's (2023) observation that AI tools effectively flag spelling and grammatical errors and Baidoo-Anu and Owusu Ansah's (2023) findings on AI's ability to provide timely and constructive feedback to enhance writing quality.

3.2.2 Inefficacy in Strengthening Grammatical Ability

While AI tools are acknowledged for their convenience and efficiency, most participants raised concerns about their negative impact on students' long-term grammatical ability. They observed that over-reliance on AI-generated corrections weakens their ability to

apply grammar rules and understand complex sentence structures. Such concern extends beyond grammatical ability into broader issues of thinking skills. These are manifested in the following:

FGD_P1: *"You can you really see if they skipped deeper understanding to finish fast, if their analysis is inconsistent."*

IDI_P2, IDI_P5: *"Some students just accept AI corrections blindly, and forget to take the effort to recall the basics, which is the foundation."*

IDI_P1: *"Critical thinking is hard to teach when they are used to automated correction... they have a hard time writing it on their own."*

IDI_P2: *"Misuse, abuse, overuse... limits the growth of their own voice as writers."*

These perspectives suggest that while AI can be helpful, too much reliance on it might do more harm than good. It hinders students from exploring ideas, expressing originality, and honing writing skills. The same was noted by Seo *et al.* (2021), who warned that the overuse of AI may prevent students from learning the actual rules of grammar. Similarly, studies by Lund and Wang (2023) and Kasneci *et al.* (2023) emphasized that depending too much on AI to come up with answers instead of thinking things through hampers critical thinking and problem-solving abilities.

3.3.3 Inefficacy in Handling Complex Grammar Contextual Accuracy

AI is perceived as inadequate in handling complex grammar and understanding contextual meaning, such as connotations and cultural expressions. More often, AI responds as programmed, leaving the humanness in understanding unconveyed and coming off as robotic or emotionless. Also, AI is more responsive and accurate when the inputs are in English. However, such precision is questionable when students code-switch to Bisaya or other non-English languages. These are manifested in the following:

IDI_P1: *"There really are contexts that the algorithm cannot find out in human language."*

IDI_P2: *"It's not really accurate... There are irregularities, and the sense of the statement changed... like it misunderstood what was trying to say."*

IDI_P2: *"There are times that GPT will rewrite it in a robotic tone. They don't really capture the tone."*

These perspectives strengthen Sporrang *et al.*'s (2024) claim that AI tools may lack the depth to effectively process rich or culturally nuanced language, further explaining that AI tools often struggle with complex, context-specific issues such as nuanced sentence construction or idiomatic expressions, which are common in advanced

academic writing. Similarly, Haleem *et al.* (2022) emphasized that AI may not fully grasp the subtle meanings and emotions in language, which causes them to give suggestions that might be incorrect or unfitting.

3.3 Ethical Considerations of Teachers in Utilizing AI Tools in Teaching and Assessing Grammar

Table 3 presents the ethical considerations teachers raised regarding using AI in teaching and assessing grammar. As AI becomes more present in education, concerns about how it aligns with core teaching values continue to grow. Ethical use goes beyond simply applying technology; it involves making careful decisions about when, how, and why AI is used in learning. It also raises questions about transparency, fairness, and how students interact with technology in ways that promote responsibility and academic honesty.

Table 3: Ethical Considerations of Teachers in Utilizing AI Tools in Teaching and Assessing Grammar

Themes	Subthemes	Description	Illustrative Quote
Academic Integrity Concerns	Risk of plagiarism	Teachers expressed deep concerns that students may copy AO content without understanding or citation, leading to issues in academic honesty.	IDI_P1: <i>You have to really declare that you use AI tools, and to what extent did you use your AI tools. Because if the student does not declare, then they're basically lying. It's pure plagiarism. They're stealing content from others.</i>
	Doubts on student authenticity		
Data Privacy and Security Issues	Caution and protective practices in using AI	Teachers emphasized the need to protect student data and avoid platforms that might compromise privacy.	IDI_P3: <i>I just make sure that I don't use my personal account. for these AI platforms. . . because we never know what will happen.</i>
	Awareness of digital safety		
Responsible Integration of AI in Teaching and Assessing Grammar	Ensuring AI supports, not replaces, student thinking	Teachers emphasized the importance of using AI as a supportive tool while maintaining pedagogical responsibility.	IDI_P4: <i>Understand everything what you get from the internet. . . reflect. . . if not, then you're not learning anything.</i>
	Ensuring responsible AI use in teaching practice		

3.3.1 Academic Integrity Concerns

A problem raised by the participants was how AI use affects academic integrity and authenticity. Many shared that students often submit AI outputs without citation or acknowledgment, which is plagiarism. This highlights how serious the issue is when students depend on AI too much but claim the ideas as their own. Some teachers emphasized the ethical line between using AI as support versus letting it do all the thinking. These views show that for many teachers, writing is not just about producing clean grammar, but also about students demonstrating their understanding and voice.

Thus, without students doing the work alone, the output does not reflect their real skills or learning. These are illustrated in the following:

FGD_P1: *"Giving credit to where it is due. There is always the concern of AI-produced output... more often than not, students would try to claim the words and works of others."*

IDI_P3: *"If students use it to look for answers and they do not paraphrase, then I don't think it's ethical already."*

IDI_P6: *"We have to maintain originality in terms of ideas... more credit should still be given to the author."*

IDI_P2: *"If they just cop-paste, it's not their work anymore. That's no longer authentic."*

IDI_P4: *"If they are very reliant on what AI produced, it won't reflect their real capability anymore."*

These perspectives show that AI's misuse raises vital ethical concerns. Teachers believe students must acknowledge when and how they use AI tools and ensure that their final work reflects original thought and effort. Similarly, Cotton *et al.* (2023) and Baidoo-Anu and Owusu Ansah (2023) stressed that educational institutions must establish clear policies on responsible AI use to uphold authorship and integrity in the academe.

3.3.2 Data Privacy and Security Issues

Another concern that the participants raised was the potential risk to data privacy. Many were cautious about signing into AI platforms and agreeing to terms and conditions for themselves and their students. Their preventive action reflects a growing awareness that AI may breach personal information, access browser data, algorithms, and much more. These are illustrated in the following:

IDI_P1: *"As much as possible, I don't log into any of them... I advise my students to be careful with the accounts they make because that could be a way for them to be in danger on the internet."*

IDI_P7: *"Students just agree without checking where the data goes. That's risky."*

FGD_P1: *"Stay logged out."*

These perspectives highlight the teachers' awareness that while AI tools offer convenience, they may also pose potential threats to users' privacy, confidentiality, and identity. These support Martel *et al.* (2023), Zawacki-Richter *et al.* (2022), and Ruane *et al.* (2019), whose findings collectively buttressed the crucial importance of informed consent

and cautious data-sharing practices when using educational technologies. Moreover, many educational AI platforms operate under commercial business models that prioritize data collection over user privacy, requiring educators to protect student data and information. Likewise, they often collect vast amounts of user data without transparent policies about usage and storage, thus creating potential privacy risks.

3.3.3 Responsible Integration of AI in Teaching and Assessing Grammar

Participants emphasized the need for responsible use of AI in teaching practices and expressed concerns that over-reliance on AI tools diminishes critical thinking skills and authentic learning. These demonstrated a collective awareness among educators that responsible AI integration requires continuous monitoring and modeling. These are illustrated in the following:

IDI_P1: *“They think that is a magic way to make lesson plans, it will make my job easier... we have to ask ourselves: who’s the master and who’s the slave? Is it the man or the machine?”*

FGD_P1: *“It is still our job to help students think critically and write authentically... because they are the creators, not the tools.”*

Clearly, the participants recognize their professional responsibility to model ethical behavior and guide students in using AI as a supplementary tool rather than a replacement for developing original ideas and critical thinking skills. This is parallel to the remarks of Dhanapal *et al.* (2024), Kasneci *et al.* (2023), and Holmes *et al.* (2022) that while AI can enhance the teaching and learning process, it must be implemented through a carefully designed framework that preserves human expertise and judgment. Hence, teachers must maintain their central role in education by developing instructional approaches that leverage AI as an assistant rather than giving up control over automated systems.

3.4 A Survey Questionnaire based on the Qualitative Findings

Table 4 shows the survey questionnaire titled *AI in Grammar Pedagogy* developed from the emerging themes formulated in the qualitative phase of this study. The survey questionnaire aims to translate the in-depth perspectives of language teachers into measurable indicators. The items included in the questionnaire are grounded in the findings discussed in Tables 1, 2, and 3, which cover the perspectives, effectiveness, and ethical considerations in using AI for teaching and assessing grammar.

It is intended for future studies exploring these areas on a broader scale; however, it is essential to note that the survey questionnaire remains a tentative instrument and will still need to undergo rigorous validation to ensure its validity, reliability, clarity, and alignment with the qualitative data before being used in actual studies.

Table 4: A Survey Questionnaire based on the Qualitative Findings

Name (optional): _____						
Courses Taught: _____						
Instruction: Check (✓) the box that corresponds your answer. Please be guided by the scale below:						
5	Strongly Agree					
4	Agree					
3	Neither agree nor disagree					
2	Disagree					
1	Strongly Disagree					
AI in Grammar Instruction and Pedagogy						
Perspectives on Using Ai Tools in Teaching and Assessing Grammar AI as a Support Tool		5	4	3	2	1
1	AI tools help lessen the time in preparing for my lessons.					
2	I rely on AI tools to streamline my lesson planning process.					
3	I perceive AI as a tool that helps me create effective instructional materials.					
4	AI helps me adapt instructional content based on student needs and levels.					
5	I feel more efficient when I use AI in developing classroom materials.					
AI as Unnecessary and Unexplored		5	4	3	2	1
6	AI tools are not essential for my current teaching methods.					
7	I can effectively teach grammar without the need for AI integration.					
8	I rarely use AI tools during actual classroom instruction.					
9	My institution does not provide support or training for classroom-based AI use.					
10	I am unfamiliar with how to incorporate AI tools during live teaching.					
Teacher-Guided Use of AI		5	4	3	2	1
11	I perceive AI as a supportive tool rather than a replacement for teachers.					
12	AI should only complement, not replace, teacher-led instruction.					
13	Students still learn best when guided directly by a teacher, not solely by AI tools.					
14	When using AI-generated content, I always modify it to fit my students' needs.					
15	I add personal examples and teaching strategies when using AI outputs.					
16	AI content needs teacher input to be contextually appropriate and engaging.					
Critical Literacy in AI Integration		5	4	3	2	1
17	I emphasize the responsible and ethical use of AI in the classroom.					
18	I teach my students to verify AI-generated information with reliable sources.					
19	I double check AI-generated grammar content for accuracy before using it in class.					
20	I remind students that AI tools can sometimes provide incorrect or biased answers.					
21	I model how to responsibly use AI by citing or explaining the source of AI-generated materials I share.					
Evaluating the Effectiveness of Ai Tools in Enhancing Students' Grammatical Proficiency						
Effectiveness in Detecting Basic Errors		5	4	3	2	1
22	I perceive AI tools to be effective in identifying student's spelling and punctuation errors.					
23	Students learn to identify basic grammar issues through AI-generated feedback.					
24	AI offers immediate grammar corrections that help students revise quickly.					
25	The automatic suggestions from AI assist students in improving sentence accuracy.					
Inefficacy in Strengthening Grammar Skills		5	4	3	2	1
26	Students who rely too much on AI tend to forget basic grammar rules.					
27	AI use can reduce students' ability to recall correct grammar independently.					
28	Excessive use of AI makes students dependent and less confident in writing.					
29	Students often wait for AI suggestions instead of thinking critically about grammar.					
Inefficacy in Handling Complex Grammar and Contextual Accuracy		5	4	3	2	1
30	AI sometimes changes student's sentences in a way that distorts the intended meaning.					
31	Inaccurate corrections from AI may confuse students about proper grammar usage.					
32	AI tools are often ineffective with texts that mix English with local languages.					
33	AI struggles to provide accurate grammar feedback in nuanced or creative writing.					
Ethical Considerations of Teachers in Utilizing Ai Tools in Teaching and Assessing Grammar						
Academic Integrity Concerns		5	4	3	2	1

34	I am concerned that students might use AI tools to plagiarize content.					
35	AI-generated responses make it difficult to determine student's original work.					
36	AI tools can interfere with assessing a student's true language ability.					
37	I worry that students may submit AI-generated outputs as their own authentic writing.					
Data Privacy and Security Issues		5	4	3	2	1
38	I implement safeguards when allowing students to use AI tools.					
39	I take steps to guide students on appropriate boundaries when using AI for tasks.					
40	I am cautious about the data privacy policies of the AI tools I use in teaching.					
41	I believe students should be informed about how their data is handled when using AI tools.					
Responsible Integration of AI in Teaching and Assessing Grammar		5	4	3	2	1
42	I make sure that AI tools enhance, rather than take over, students' cognitive processes.					
43	I discourage students from using AI as a shortcut to avoid learning.					
44	I strive to model responsible AI use in my own teaching.					
45	I integrate AI tools in a way that aligns with ethical and academic standards.					

4. Implications and Concluding Remarks

Teachers value AI tools and platforms in teaching and assessing grammar because they simplify lesson planning and assist with basic error correction. Still, teachers discussed the need to maintain a human touch in instruction and assessment. In light of this, it would benefit language programs to incorporate AI literacy training into teacher development so that educators receive adequate training on specific technologies and approaches to preserve appropriate pedagogical balance. To illustrate, in some general education classes, AI-based tools such as Grammarly and ChatGPT may be presented as optional aids, but only when accompanied by direct supervision from educators who teach students how to use them responsibly.

As much as AI can effectively recognize simple grammar errors, explain the grammar rules, or tailor specific feedback to help learners address individual gaps, it needs more manual intervention. This means teachers must create activities combining AI-assisted feedback like Grammarly suggestions with revision, peer review, or verification sessions guided by facilitators. In this manner, students will not be passive recipients of corrections; they will actively engage in learning and internalization needed for long-term development.

The ethical issues teachers are concerned with are also important when considering AI tools for education. In particular, the risks of student dependency on AI or its use as a tool for plagiarism were alarming. Thus, there is an obvious need to establish policies that protect academic integrity alongside digital ethics instruction in English for Academic Purposes (EAP) classes and research writing courses. In academia, boundaries should be established on how artificial intelligence can be incorporated into scholarly work. During lessons, facilitators must demonstrate correct application techniques when assigned tasks involving technological devices. Tasks promoting introspection about writing and citation techniques to foster authenticity in students' works are also possible. In addition, the design of all assessments should ensure learners are not precluded from using their voices by incorporating experience-based and

personalized angles that AI cannot easily reproduce to guarantee students' authentic insights while upholding ethical standards.

To support future research, we developed a survey questionnaire grounded in the experience, perspectives from teachers, and the things that AI cannot easily replicate. This approach ensures the questions are relevant, authentic, and ethically sound. Using our qualitative findings as the basis, the questionnaire can help future researchers gather more consistent and meaningful data, especially about how AI tools are being used, what kinds of challenges they pose for teachers, and what teachers perceive about the effectiveness of the tools. It can also help schools and education leaders craft better programs, training, and policies based on real needs, making it more practical and applicable in academia. However, we understand that the questionnaire must undergo proper validation before it can be used to ensure its reliability and accuracy. Our intention is not to finalize the tool but to develop it as a helpful starting point for future researchers and institutions to further refine and adapt it for their contexts.

In a nutshell, this exploration taught us the advantages and disadvantages of integrating AI tools for teaching language, particularly in grammar instruction and assessment. Teachers noted that many AI platforms aid in lesson planning, streamlining their workload, and enhancing the creation of materials. Still, we realized that not everyone can access these resources or utilize them confidently and efficiently. Some educators want to leverage AI technology but lack proper guidance, advocacy, or worse, information about available options. This is where it becomes essential for institutions to encourage the adoption of diverse technologies and empower educators to apply them responsibly, equitably, and thoughtfully.

Additionally, technologies are meant to be controlled; thus, as humans, we must establish boundaries and limitations because any misuse, abuse, and overuse of anything will never be good. So, it is a matter of moderation and knowing our controls. Ultimately, we acknowledge the fears of some individuals who are not that welcoming to AI tools, as they think that this kind of technology will soon replace human beings; however, to adapt in an ever-changing world we need to move forward, embrace changes, and equip ourselves with new knowledge, as AI is already a massive part of our system, our lives, and our world. The worst thing we can do is look back and no longer move forward.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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