

Exploring Myanmar EFL Teachers' Perceptions, Practices and Challenges Toward the Use of AI Writing Tools

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ARTICLE INFO	ABSTRACT
Keywords: AI writing tools, Myanmar EFL teaching, teacher perceptions, technology integration DOI: http://dx.doi.org/10.21093/ijeltal.v10i2.2157 How to cite: Yu, W.W. & Wilang, J. D. (2025). Exploring Myanmar EFL Teachers' Perceptions, Practices and Challenges Toward the Use of AI Writing Tools. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 10(2), 395-417	Artificial intelligence (AI) tools are becoming increasingly widespread in EFL classrooms as many applications support students in various aspects of language learning. Consequently, many EFL teachers are adapting to and embracing AI as a practical aid in their teaching. This study investigates Myanmar EFL teachers' perceptions of AI writing tools, their integration into teaching practices, and the challenges encountered in their use. A phenomenological research design was adopted, and qualitative data were collected through semi-structured interviews with ten Myanmar EFL teachers. The data technique used in this study was thematic analysis. The findings reveal that teachers utilize AI writing tools for student assessment, facilitating the learning process, sourcing writing materials, and planning lessons. While AI writing tools are perceived as beneficial for both students and teachers, concerns remain about their potential negative impact on students' writing skills and overall language development. Additionally, teachers face significant challenges in integrating AI writing tools due to issues such as internet instability, power outages, and limited technological knowledge. This study provides insights into the role of AI writing tools in EFL instruction in Myanmar and elsewhere, highlighting the need for improved technological infrastructure and teacher training to maximize their effectiveness.

1. Introduction

Currently, technology has become an inescapable aspect of time (Fitria, 2021). The lifestyles have been altered by technology, which has also transformed how people communicate, work, and study. Every day, new technologies of all kinds emerge that improve the practicality and efficiency of jobs and hobbies. Several authors claim that the integration of digital tools, online platforms, and multimedia materials has significantly altered the

educational system due to technological advancements (Sari, 2024). According to Sani et al. (2024), information and communication technology (ICT) has enhanced student interest and engagement by facilitating interactive learning strategies and facilitating rapid knowledge transfer.

In EFL settings, language learning primarily encompasses four skills: listening, reading, writing, and speaking. As stated by Alidmat (2017), among these four skills, students often find writing to be one of the most challenging skills due to its complexity and difficulty. Thus, one needs to be good at writing skills. To improve student writing ability independently and efficiently, integrating AI writing tools should be considered a crucial aspect, given their advancements and benefits. Moreover, EFL students can also get real-time feedback on their writing. Bhutoria (2022) argues that AI-powered tools provide learners with individualized learning opportunities while also assessing their strengths as well as their weaknesses.

Additionally, as stated by Hosseini et al. (2023), it provides suggestions on various aspects of writing, including grammar, vocabulary, syntax, and sentence structure. One of the researchers stated that the advancement of technology establishes an effective and dynamic learning environment, one that adheres to the various needs of EFL learners and enhances their learning experience (Ali et al., 2024). However, there are drawbacks to AI writing tools as well, including the potential for plagiarism, incomprehensible AI-generated feedback, and bias in the input itself.

Although AI writing tools provide features for checking grammar mistakes and plagiarism, assisting the writing process, and paragraphing the text, a significant number of teachers still view the integration of AI tools in the classroom negatively and are not willing to use them (Kaban & Ergul, 2020; Istenic et al., 2021). Teacher perceptions are different based on their experiences and prior knowledge. According to Qin et al. (2020), many teachers view AI as a tool to address students' learning problems and reduce teachers' workload. Instead, they stick to the same resources and instructional strategies, avoiding the use of anything that could have negative consequences (Tallvid, 2014). Moreover, anxiety also hinders educators' willingness to use new technologies (Hébert et al., 2021). In Myanmar, several issues hinder EFL teachers from using and integrating AI writing tools in their teaching practices. As explained by Kyaw et al. (2024), the main issues include internet connectivity problems, financial constraints, and sticking to traditional teaching methods.

However, no study has yet explored the perceptions, practices, and challenges of Myanmar EFL teachers regarding the use of AI writing tools. This gap is significant, as the present study aims to address it by investigating how Myanmar EFL teachers perceive and utilise AI writing tools, as well as the obstacles they face. The findings will be beneficial for EFL teachers by highlighting the potential of AI tools to enhance writing instruction and improve students' writing skills. Additionally, the study can contribute to a deeper understanding of how to effectively integrate AI tools into language teaching practices.

1.1 Research Questions

The study addressed the following questions:

- 1) What are Myanmar EFL teachers' perceptions of using AI writing tools?
- 2) How do Myanmar EFL teachers integrate AI writing tools into their teaching practices?
- 3) What challenges do Myanmar EFL teachers face when using AI writing tools?

2. Literature Review

2.1 Teaching Writing

Writing is widely perceived as the most challenging skill among the four skills of English, especially in the EFL classroom, as it involves a complicated process to generate the appropriate ideas and organise them efficiently for high-quality writing. Due to these facts, teaching writing poses a challenge for educators, who must employ suitable instructional techniques to guide their students and help them develop their writing abilities. Teaching writing is challenging because it requires teachers to possess a wide range of skills to effectively teach students in today's era, as writing is considered one of the most challenging skills to master. The processes involved in writing are brainstorming, outlining drafts, and organising ideas during pre-writing. Editing and revising are integral to the post-writing process.

To help students write effectively, teachers play a vital role in scaffolding and providing explicit guidelines. Many researchers have claimed that AI technologies use sophisticated algorithms and natural language processing to automatically help, recommend, and edit students' writing (Brown et al., 2020).

2.2 Artificial Intelligence for English Writing

Artificial Intelligence (AI) refers to the development of computing devices that mimic human cognitive functions, including learning, problem-solving, and language comprehension (Makridakis & Polemitis, 2023; Sheikh et al., 2023). As indicated by numerous research findings, AI excels at tackling large datasets, identifying trends that surpass human capabilities, and continually improving through experience (Wang, 2023; Aldoseri et al., 2024). AI-powered writing tools have surfaced to assist users in their English writing processes (Barrot, 2020; Coenen et al., 2021) and improve the writing abilities of L2 users while supporting their self-directed learning (Pokrivcakova, 2019; Nazari et al., 2021) as a result of the recent advancements in artificial intelligence (AI) technologies in education. Nonetheless, the majority of writing tools concentrate on the editing and review phase (e.g., offering similarity reports and grammar fixes) (Winans, 2021). Fewer tools are being created to help authors with their work.

2.3 Teachers' Perceptions Toward Using AI Writing Tools

2.3.1 Teachers' Positive Perceptions

Teachers' perceptions of utilising AI writing tools differ depending on their educational principles, instructional background, and prior experience using educational technology, which mainly influence their eagerness to implement updated educational technology in the classroom (Gilakjani et al., 2013). Educators believe that AI devices can provide meaningful teaching and learning experiences through digital instructional resources and integrated interactions between humans and computers (Jia et al., 2020). These devices can accommodate diverse students' learning styles, address challenges, and fulfil individual potential and needs, even in large groups of learners. AI can provide the lessons and teaching techniques that cater to diverse interests and the needs of students, something that human teachers cannot accomplish. From the perspective of Yunus et al. (2013), Malaysian ESL teachers perceive the positive integration of AI tools in teaching writing, as these devices offer great potential for enhancing students' attention and engagement, and influencing

student willingness. As reported by Nurseha's (2023) research findings, instructors view AI writing tools as having great potential for fostering students' creativity and expanding excellent ideas. Another study by Gayed et al. (2022) found that AI has considerable potential for improving generated ideas and assisting learners with concept blocking. Therefore, students are encouraged to rely on these tools to overcome the issues and generate appropriate viewpoints and practical ideas. The arrangement of ideas is an essential aspect of L2 writing, and students typically struggle to create coherence and logical development in their writings, according to Bowen & Thomas (2020). However, this issue can be solved with the assistance of AI-powered writing tools. Furthermore, Chang et al. (2021) claimed that artificial intelligence (AI) writing tools can provide students with effective feedback and suggestions for rearranging phrases and paragraphs, and allow them to improve the organisation of their work.

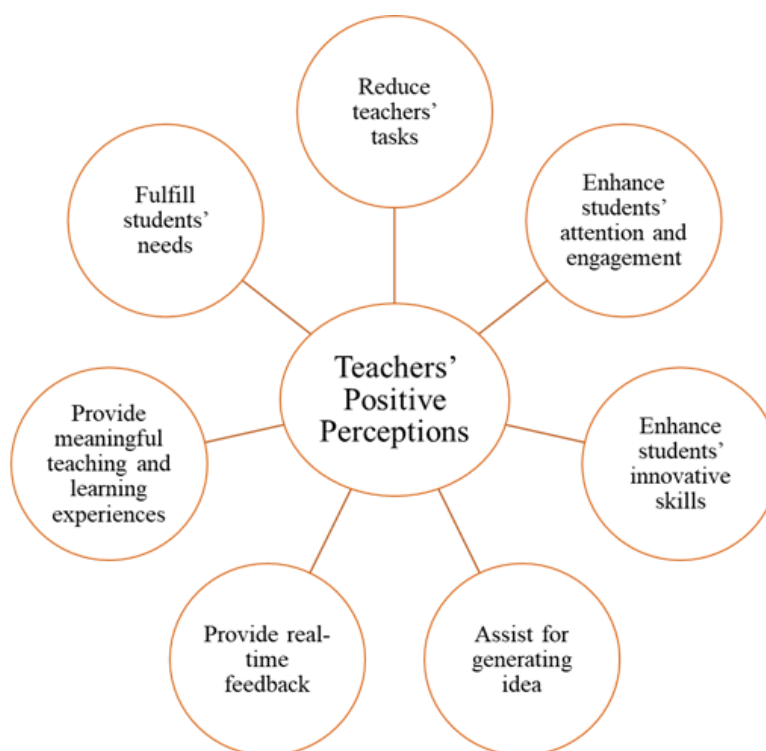


Figure 1- Teachers' Positive Perceptions Towards Using AI Writing Tools

2.3.2 Teachers' Negative Perceptions

Some teachers have negative attitudes toward integrating technology and using AI-based instructions. Many studies have found that educators remain anxious about implementing AI tools in the classroom (Kaban & Ergul, 2020; Istenic et al., 2021) due to a lack of familiarity with the technology and uncertainty about its effectiveness. In the words of Marzuki et al. (2023), the use of AI writing tools may impact students' ability to generate ideas independently. As a result, students' creativity and critical thinking abilities become restricted and weakened. Furthermore, teachers are concerned that AI-powered writing tools may lead learners to confusion and complexity in the learning process because the vocabulary, information, and content generated by AI tools are often incomprehensible and complicated. Another reason why EFL teachers are hesitant to utilise AI-based instruction is

that they are unwilling to leave their comfort zone (Tallvid, 2014) and expose themselves to new educational resources and teaching methods that make them uncomfortable. This fact hinders their readiness to integrate AI tools into their curricula. In addition, an occupational threat influences the perspective of teachers. AI diffusion through social media and science fiction has teachers concerned that AI will replace their jobs. As a result, instructors are reluctant to use AI writing tools while teaching writing. Although the use of AI tools in the academic environment is well-known, many educators still perceive them negatively and are reluctant to integrate them into their classrooms (Kaban & Ergul, 2020).

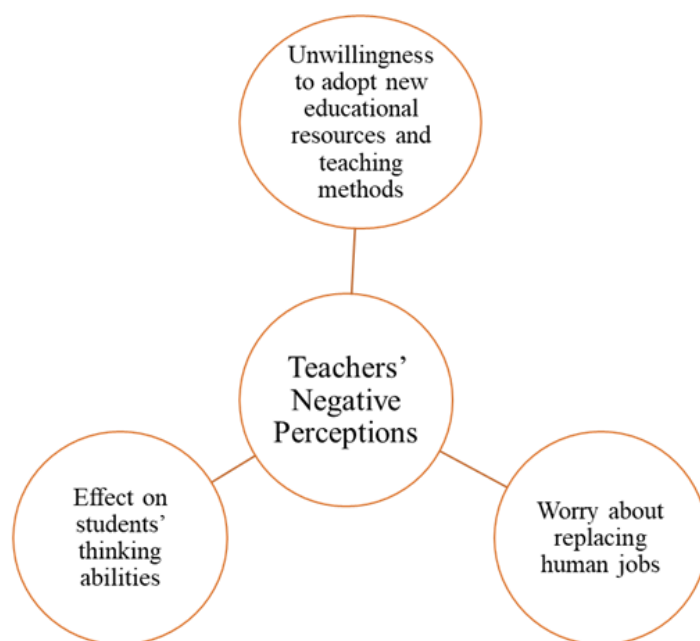


Figure 2- Teachers' Negative Perceptions Towards Using AI Writing Tools

2.4 Integration of AI in Teaching Writing

AI tools like Grammarly, QuillBot, WordTune, and ChatGPT are widely used in teaching English writing to improve students' writing skills. According to Tambunan et al. (2022), Grammarly is an AI tool that checks grammar and punctuation, provides real-time feedback, and helps students improve vocabulary and engagement. As stated by Fitria (2021) and Nurmayanti & Suryadi (2023), QuillBot is an online writing tool that improves overall writing quality, prevents plagiarism, and assists students in paraphrasing texts without altering the original meaning. WordTune is a helpful tool for adjusting tone, enhancing clarity, and providing suggestions. According to Lam and Moorhouse (2022), it helps students identify their writing weaknesses and promotes self-assessment. In accordance with Kholili and Afandi's (2024) research findings, WordTune also helps students fix grammar mistakes and detect plagiarism. Possibly the most popular at present, ChatGPT is a machine learning technique that evaluates and handles vast amounts of data to answer big questions. It can create human-like conversations (Surameery & Shakor, 2023) and help students expand their knowledge (Yu, 2023).

Table 1: The AI tools in Teaching Writing

AI writing tools	Useful features
Grammarly Tambunan et al. (2022)	• Improve students' grammar and punctuation • Provide real-time feedback • Improve vocabulary • Check for plagiarism
Quillbot Fitria (2021), Nurmayanti and Suryadi (2023)	• Improve overall quality of writing • Prevent plagiarism • Summarise long passages • Paraphrase the texts • Check grammar mistakes
WordTune Lam and Moonhouse (2022), Achmad Kholili and Ahmad Afandi's (2024), Fitria (2021)	• Enhance clarity • Improve writing fluency • Check grammar mistakes • Detect plagiarism • Translate the language
ChatGPT Surameery & Shakor (2023), Srinivasa et al. (2022), Sok & Heng (2023)	• Expand student knowledge • Enhance student engagement • Create an outline • Organize the information and idea

2.5 The Challenges of Using AI Writing Tools

Although integrating AI writing tools provides several benefits for both learners and teachers, there are also challenges related to the use of AI writing tools for teaching writing. The greatest challenge in implementing an AI device is the potential for bias in feedback and assessment. As AI devices provide feedback and assessment based on algorithms and data, it is impossible to consistently provide accurate feedback and effectively assess users' real abilities, like human beings (Dong, 2023). A further problem is that pupils struggle to understand AI-generated feedback, as it often lacks content, distinct details, and emotional intelligence. As noted by Gragg & Robbin (2021), learners struggle to understand AI-generated feedback because they are accustomed to receiving suggestions from human teachers. Academic dishonesty is another concern that can arise while using AI digital writing tools. Roe et al. (2023) highlighted textual plagiarism as a prevalent issue of academic integrity, particularly in relation to the use of AI-assisted writing tools. Textual plagiarism occurs when students misuse and misrepresent the information provided by AI. An additional obstacle is excessive dependence on AI technology. As reported by Iskender (2023), if students overly rely on AI writing tools, their critical thinking ability can be hindered. A further obstacle to AI tools is digital equity. A study conducted by Mozumder et al. (2023) found that the wide gap in school can arise if students do not have equal access to technology and a stable internet connection.

3. Research Methodology

3.1 Research Design

This study employed a descriptive phenomenological research design. This design was utilized to explore EFL teachers' perceptions, practices, and challenges toward the use of AI writing tools in teaching writing. By employing a descriptive phenomenology method study

design, researchers can obtain a comprehensive and in-depth understanding of the phenomena being studied.

To achieve the study objectives, qualitative data were collected through semi-structured interviews. The semi-structured interview was employed to investigate how the EFL teachers view the roles of AI writing tools and to find out the challenges they encounter when using AI writing tools. However, the interview was conducted online via Zoom.

3.2 Participants

The population involved ten EFL teachers who have been teaching English as a foreign language at various institutions in Myanmar, including MYMA Learning Centre, Mon National College, Htaw English Language Centre, Poy Learning Centre, and Learning English with Nyan. All the participants were from Myanmar. The participants in the study range in age from twenty to thirty years. In this study, purposive sampling was employed to select participants who had experience and could provide rich insights into the phenomenon being studied. Only ten participants were selected for data collection because of data saturation. Additional interviews did not provide new themes and insights. Therefore, gathering more data becomes unnecessary.

Participants' Demographic Information

No	Participants	Personal backgrounds
1	P1	Female, age of 21 Teach English as a foreign language
2	P 2	Male, age of 24 Teach English as a foreign language
3	P3	Male, age of 23 Teach English as a foreign language
4	P4	Male, age of 24 Teach English as a foreign language
5	P5	Male, age of 25 Teach English as a foreign language
6	P6	Female, age of 26 Teach English as a foreign language
7	P7	Female, age of 32 Teach English as a foreign language
8	P8	Male, age of 24 Teaching English as a foreign language
9	P9	Male, age of 25 Teach English as a foreign language
10	P10	Male, age of 28 Teach English as a foreign language

3.3 Research Instrument

The research instrument included in this study was a semi-structured interview, which included both open-ended and closed-ended questions. It allowed the interviewer and the interviewee to share ideas more easily. A pilot study was conducted prior to the main study

to evaluate the effectiveness, trustworthiness, and clarity of the research instrument in gathering data.

3.4 Data Collection and Analysis Procedures

Interviews were used to collect the data. The semi-structured online interview was conducted using Zoom. The data was analyzed to explore Myanmar EFL teachers' perceptions, practices, and challenges of using AI writing tools. This study used a thematic analysis design to analyse the collected data from the interview transcription. This approach provided profound insights into the participants' experiences and perceptions by helping to identify specific and broad themes within the data. The data analysis process involved manually transcribing interview transcripts, verifying their accuracy, and sharing the results with the participants. For the initial coding phase, the transcripts were divided into smaller sections, and the connections between codes and categories were examined. The key themes were determined and their importance explained. By contrasting the present findings with those of earlier research, the results were interpreted.

4. Results

4.1. Teachers' Positive Perceptions of Using AI Writing Tools

The results indicate that EFL teachers in Myanmar hold both positive and negative perceptions regarding the use of AI writing tools. Positive perceptions encompass six key findings: time-saving, assistance for students, assistance for teachers, support for students' writing improvement, benefits for writing accuracy, and constructive feedback for writing improvement.

4.1.1 Time-saving

Based on participants' (P1, P3, P4, P5, P6, P9, P10) views, time-saving refers to the efficiency and speed that AI writing tools provide in completing various tasks. P1, P3, P4, P5, P6, P9, and P10 emphasized that AI tools help users, especially teachers and students, reduce the required time for writing, checking grammar, and finding information. This is particularly beneficial in educational settings. Students can complete their assignments faster, and it enables teachers to review work without investing excessive time.

P1 highlighted that AI writing tools significantly reduce the time required for teachers to manage writing tasks, a particularly valuable benefit given their increasingly busy schedules. Similarly, P3 emphasized that AI writing tools save considerable time, particularly when checking students' grammar, enabling educators to work more efficiently.

P1 : *I find AI writing tools helpful because they save much time. That is beneficial for people, especially teachers, since we are getting busy these days.*

P3 : *Another effective thing about using an AI tool is saving time. AI tools like ChatGPT help me to check my students' grammar without spending much time.*

According to P4, AI tools automate students' tasks and are helpful for quickly searching for information. P5 and P6 both emphasized that the AI tool provides fast access to the needed information and ideas.

P4 : *I would say AI tools are effective than a real instructor because students can finish the task and get the information easily without taking much time with the assistance of AI writing tools.*

P5 and P6 : *The obvious benefit of using AI writing tools is time saving.*

Moreover, P9 noted that writing a complete essay or letter traditionally takes students two to three hours to accomplish. However, with the assistance of AI, they can complete such tasks much faster.

P9 : *If students write the essay and letter by themselves, it will take for 2 and 3 hours to finish. However, students can complete their writing easily and quickly with the assistance of AI. It saves them much time.*

Finally, P10 discussed how AI tools accelerate the process of gathering information and identifying grammar patterns, making writing and learning far more efficient.

P10 : *I need to spend a long time getting the information and grammar patterns that I want. With the assistance of AI writing tools, I can find the information in a short period.*

4.1.2 Assistance for students

AI assistance for students refers to the help that AI writing tools provide in enabling students to complete writing assignments independently. AI acts as a virtual mentor by providing outlines, helpful material, and structural recommendations that help students start and complete their writing quickly.

P3 explains that AI writing tools empower students to work independently, allowing them to complete tasks without relying on teachers.

P3 : *My students can finish their tasks without my help.*

Similarly, P5 highlights that when working on written assignments, students can easily obtain information through AI tools, thereby reducing the additional time required to complete an essay. This ability enhances productivity by streamlining the writing process.

4.1.3 Assistance for teachers

AI assistance for teachers refers to the support AI writing tools provide in enhancing lesson planning and generating new teaching ideas. Based on P1, P5 and P8 views, teachers use AI to access updated topics, develop effective lesson plans, and find inspiration when they run out of ideas.

P1 states that AI writing tools generate ideas for teachers.

P1 : *I feel like AI writing tools can provide me with new topics for teaching.*

Furthermore, P5 and P8 point out that AI tools are helpful for teachers to create effective lesson plans.

P5 : *I use AI tools to create an effective lesson plan for my class. I found they are really beneficial in creating a lesson plan.*

P8 : *Sometimes I run out of ideas for the lesson plans; AI tools help me.*

4.1.4 Assistance for students' writing improvement

Based on the P1 statement, AI assistance for students' writing improvement refers to the effectiveness of AI writing tools in enhancing students' writing abilities. These tools provide support by guiding structure, grammar, and content development to help students refine their writing.

As stated by P1, students can improve their writing skills, develop better organisation, and enhance their overall writing proficiency through AI writing tools.

P1 : *I found that AI writing tools are really effective for my students' writing improvement.*

4.1.5 Beneficial for accuracy in writing

According to the P3 and P6 views, beneficial accuracy in writing with AI refers to the advantages AI tools provide in developing grammatical accuracy and sentence structures.

P3 illustrates that AI helps English learners enhance their writing accuracy by identifying and correcting grammar mistakes, reducing errors, and ensuring well-structured sentences.

P3 : *Students can improve grammar accuracy and sentence structures easily by using AI tools. They do not need to worry about grammar mistakes in their writing.*

P6 demonstrates how AI helps teachers identify grammatical errors in their students, improving the accuracy and efficiency of the review process. This assistance improves writing confidence and overall quality.

P6 : *I can check students' grammar mistakes easily with the assistance of AI tools.*

4.1.6 Supporting feedback for writing improvement

Based on P3's view, supporting feedback for writing improvement refers to the use of AI tools, such as ChatGPT, to assist EFL teachers in offering efficient feedback for students' writing. AI provides valuable suggestions that help teachers guide students in enhancing their writing skills, improving clarity, and correcting errors.

P3 shows how ChatGPT can be useful for supporting feedback for student writing improvement.

P3 : *I use ChatGPT and ask for some suggestions to give feedback to help my student improve their writing.*

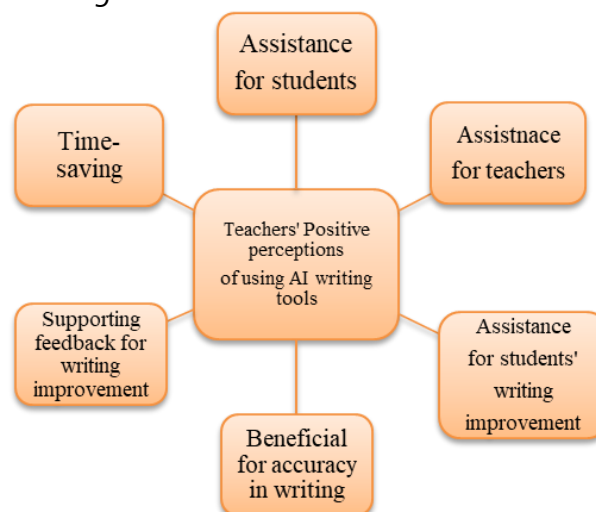


Figure 3- Teachers' Positive Perceptions of Using AI Writing Tools

4.2 Teachers' Negative Perceptions of Using AI Writing Tools

There are numerous findings related to negative perceptions, including plagiarism commitment, the impact on students' creativity and critical thinking abilities, students'

unwillingness, the impact on students' autonomy, the effect on students, and the invalidation of information.

4.2.1 Plagiarism commitment

Plagiarism, as perceived by P1, P6, and P10, occurs when students directly copy content from AI writing tools without proper paraphrasing, citation, and comprehension of the original content. This problem stems from a lack of training in academic writing skills and insufficient knowledge of how to use AI tools effectively.

P1 suggests that the absence of clear guidance prompts students to engage in plagiarism, as they overlook the importance of acknowledging other sources and critically evaluating the data they use.

P1 : *My students commit plagiarism because they do not know how to paraphrase the texts and do citation. They are not trained the way of using AI writing tools effectively.*

Similarly, according to P6, misusing AI tools can lead students to plagiarism.

P6 : *Students copy everything from AI writing tools. They do not even know how to cite or avoid committing plagiarism, and even read the information carefully.*

P10 states that plagiarism occurs when students fail to use AI tools properly.

P10: *The problem is that most of the students copy everything from AI because they do not know that it can lead them to plagiarism.*

4.2.2 Effect on students' critical thinking skills

Students who rely too much on AI writing tools are less likely to think critically and independently, which has a detrimental effect on their critical thinking abilities. As the P1, P2, P7, and P9 pointed out, many students prioritize task completion over intellectual engagement, which in turn affects their capacity for analysis, evaluation, and original thought.

P6 shows how students' critical thinking skills are hindered by reliance on AI.

P6 : *It also affects their critical thinking. Most of the students are unwilling to think independently and deeply because they only focus on the accomplishment of their tasks and assignments.*

Moreover, P2 describes that students' cognitive development and academic progress are ultimately hampered by this reliance on AI, which discourages independent thought and innovative problem-solving

P2 : *If students rely too much on AI writing tools, they do not want to generate their output independently.*

P7 and P9 state how overreliance on AI writing tools can negatively impact students' critical thinking skills and reduce their willingness to think critically.

P7 : *Most of students rely too much on ChatGPT. They do not want to think critically and generate the idea independently.*

P9 : *Most students rely too much on AI, so they are not willing to generate their own ideas.*

4.2.3 Effect on students' creativity

The dependence on AI writing tools hinders students' creativity, as it limits their ability to generate unique ideas and complete assignments independently. As mentioned by the Participant (P2), students find it difficult to think creatively without AI support, which hinders their capacity to generate original viewpoints.

P2 points out that the dependence on AI impedes students' ability to express themselves and grow creatively.

P2 : *When I give a task to do in the class, students are not able to do it independently without the assistance of AI writing tools.*

4.2.4 Unwillingness to find from other sources

As expressed by the participant (P2), unwillingness refers to students' reluctance to find information from other sources, such as books, due to their dependence on AI writing tools. According to P2, the reluctance discourages students from active research, critical analysis, and deeper learning.

P2 : *Students are unwilling to search the information in the books by using AI.*

4.2.5 Effect on students' autonomy

Over-reliance on AI writing tools diminishes students' capacity and desire to learn independently, which negatively impacts their autonomy. According to P4 and P9, learners start relying on AI to do their schoolwork instead of working independently.

P4 shares that dependence weakens students' willingness to engage in independent learning.

P4 : *They don't really want to learn independently.*

Additionally, P9 highlights how students' autonomy is hindered from taking ownership of their learning process.

P9 : *Most of students rely too much on AI so that they are unwilling to learn by themselves.*

4.2.6 Effect on students

The overuse of AI writing tools affects students' development of communication skills and alters the way students learn.

As noted by P3 and P5, reliance on AI reduces the need for peer interaction and opportunities for discussion, collaboration, and the exchange of ideas.

P3 illustrates how AI-driven systems impact students' communication skills and restrict their opportunities to interact with one another.

P3 : *Excessive use of AI tools can also affect students' communication skills because they do not need to communicate with their friends for the lessons if they use AI tools.*

Furthermore, P5 illustrates that AI-driven learning shifts traditional study habits of students.

P5 : *The students' learning styles have changed because of AI writing tools.*

4.2.7 Information invalidation

As perceived by P7, information invalidation refers to the invalid information that AI generated. This occurs due to its inability to consistently provide accurate, precise, or contextually appropriate information.

P7 states that AI lacks human reasoning and judgment, failing to provide specific information. P7 also highlights that the information generated by AI cannot be entirely relied upon.

P7 : *As AI writing tools are not human beings, they cannot provide the information exactly what I want.*

P7 : *I cannot rely on all the information provided by AI.* This highlights that the information generated by AI cannot be entirely relied upon.

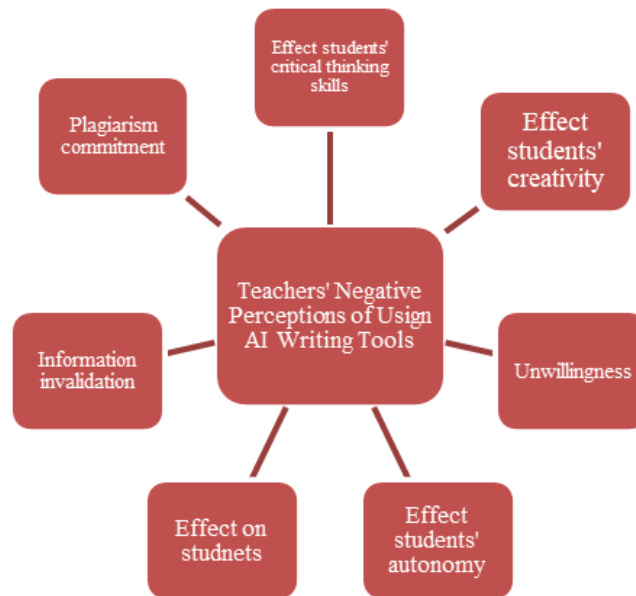


Figure 4- Teachers' Negative Perceptions of Using AI Writing Tools

4.3 Teaching Practices of Using AI Writing Tools

Myanmar EFL teachers integrate Canva, Grammarly, Microsoft Bing, Quillbot, and ChatGPT into their teaching practices to enhance students' career readiness, provide learning assistance, find writing resources, aid in lesson planning, and assess students.

AI Writing Tools	Useful Features
Canva	- Helpful for preparing presentation slides - Helpful for teaching how to write resumes and cover letters
Grammarly	Helpful for checking grammar mistakes
Microsoft Bing Chat GPT	- Helpful for finding information - Facilitating students learning - Helpful for enhancing students' academic writing skills - Promoting independent problem-solving
ChatGPT	- Helpful for generating writing topics - Helpful for finding appropriate activities - Helpful for providing sentence structures - Helpful for searching sample essays - Helpful for identifying grammar patterns - Helpful for lesson planning
Quillbot	- Helpful for assessing students' work - Helpful for evaluating students' comprehension abilities - Helpful for checking students' academic integrity

4.3.1 Preparing students' career readiness

According to P1's opinion, career readiness is the process of equipping pupils with the necessary tools and abilities to prepare them for professional settings. This includes instruction in real-world applications, such as creating presentation slides, resumes, and cover letters using digital tools like Canva.

As stated by P1, students acquire the competencies necessary for successful professional careers and effective communication by integrating these skills throughout their education.

P1 : *I teach my students how to prepare presentation slides effectively by using Canva. In addition, I introduced Canva to my students when I taught them how to write a cover letter and resume.*

4.3.2 Empowering learning assistance

Empowering student assistance, according to P2, giving students access to digital tools, like Grammarly for grammar checking and AI tools like ChatGPT and Microsoft Bing for information retrieval, enhances their learning, improves their academic writing skills, and promotes independent problem-solving.

As mentioned by P2, the role of technology is to support students' learning processes and facilitate their writing processes.

P2 : *I allow students to use Grammarly to check grammar mistakes. I also let my students utilise ChatGPT and Microsoft Bing to find the information.*

4.3.3 Finding writing resources

Finding writing resources, according to P3, P6, P9, and P10, using artificial intelligence (AI) tools, like ChatGPT, generates writing topics, finds appropriate activities, provides sentence structures, searches sample essays, and identifies grammar patterns, thus supporting the writing process and improving the efficacy of teaching and learning.

P3 describes how ChatGPT is useful for finding writing topics for a writing class. Moreover, P3 notes that ChatGPT is not only useful for finding writing topics but also for suggesting suitable activities for a writing class.

P3 : *I check writing topics in ChatGPT. For example, if I run out of ideas for what topic to teach my students, I ask ChatGPT to provide me with some topics according to my students' level.*

P3: *I also use ChatGPT to ask for suggestions for suitable activities for writing.*

As stated by P6 and P10, ChatGPT also involves features for searching functional sentence structures and grammar patterns.

P6 : *I use ChatGPT to search for sentence structures.*

P10 : *I use ChatGPT almost every day to find grammar patterns.*

P9 highlights how AI can assist teachers and students in enhancing their writing skills by generating content and locating resources.

P9 : *I tend to use AI tools when I want to search the sample essay and want to get new facts for effective writing.*

4.3.4 Helpful for lesson planning

As claimed by P9, helpfulness for lesson planning refers to how well a tool, resource, or technique aids teachers in creating, organising, and structuring their lesson plans. This entails

producing ideas, offering pertinent content, increasing productivity, and raising the calibre of teaching resources.

P10 states that ChatGPT is considered a highly valuable tool for lesson planning.

P10 : *I use ChatGPT almost every day to prepare the lesson plan.*

4.3.5 Assessment

As reported by the participants (P4 and P6), assessment refers to the practice of evaluating student work to assess their comprehension, abilities, and academic integrity through analysis and reporting. Assignments may be checked for originality, and students may be guided in appropriate academic practices as part of this process.

P4 shows that Quillbot helps review students' work. Additionally, P4 notes that ChatGPT is beneficial for verifying originality and academic honesty.

P4 : *I utilise Quillbot when I check my student assignments and grammar mistakes.*

P4 : *I would say ChatGPT helps detect plagiarism.*

P6 states that the assessment guides students on proper citation and referencing.

P6 : *I also give instructions to my students on how to do references in their writing.*

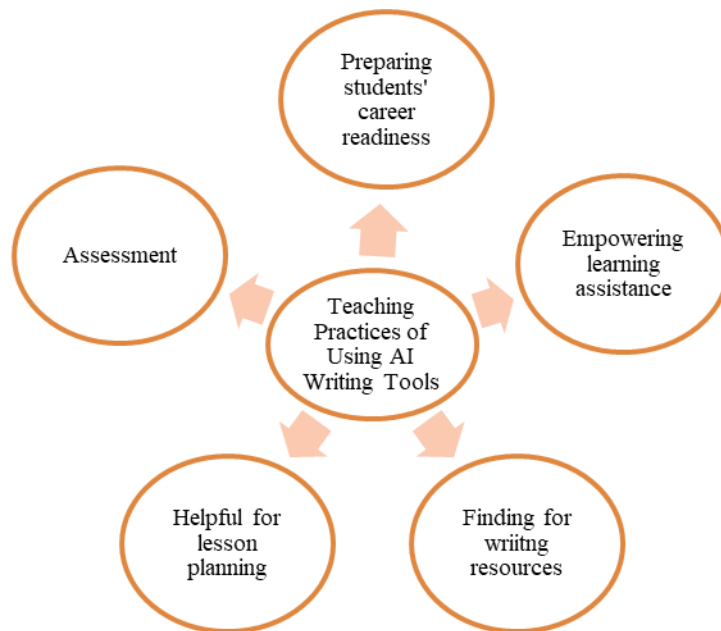


Figure 5- Teaching Practices of Using AI Writing Tools

4.4 Challenges of Using AI Writing Tools

4.4.1 Restricted access features

The term "restricted access features" refers to the limitations imposed on specific aspects of a tool or platform, often requiring payment or a subscription to access them fully. These limitations may make it more challenging for customers to utilise premium materials, sophisticated features, or options.

P1 describes that many AI tools require payment to access their full features.

P1 : *Most of the AI writing tools are premium. I cannot use them for free.*

Additionally, P2 notes that the limited functionality of the free version restricts access to advanced tools.

P2 : *Students cannot access different options with the free version.*

4.4.2 Internet instability

The term "internet instability" describes unstable, slow, or unreliable internet access that interferes with the use of digital resources, online tools, and platforms. This unpredictability may lead to poor loading times, frequent disconnections, and trouble efficiently utilising internet-dependent apps. According to the participants' viewpoints, accessing AI authoring tools requires a steady internet connection, as emphasized by P1, P3, P5, P6, P7, P8, P9, and P10. However, Myanmar's internet is unstable and slow for several reasons.

In accordance with P1, P3, and P5, the primary challenge of using AI writing tools in Myanmar is the availability of a stable internet connection. To integrate AI writing tools effectively, a stable internet connection is necessary. In addition, P6, P7, P8, P9, and P10 point out that the employment of AI technologies is restricted by internet instability. The challenges are caused by inconsistent connectivity, which hinders the effective use of AI tools and digital learning resources.

P1 : *In order to access AI writing tools, I need a stable internet connection. However, in Myanmar, the internet connection is not fast because of some situations.*

P3 : *It is challenging to integrate the tools without having access to high-quality internet.*

P5 : *It is not easy to access AI writing tools as the internet connection is unstable."*

P6 : *Myanmar's internet connection is too slow because of some circumstances.*

P7 : *I need a stable internet connection to access AI writing tools, but the internet connection in Myanmar is unstable*

P8 : *I don't get access to a stable internet connection in my place, so I can't use AI tools anywhere and anytime I want.*

P9 : *In Myanmar's current situation, the internet connection is an issue that I face. The internet connection is unstable.*

P10 : *The problem is internet instability. As you know, to use AI devices effectively, a stable internet connection is essential. However, in Myanmar, the internet is instability.*

4.4.3 Time-consuming

Based on P1, P3, and P4 perspectives, the term "time-consuming" describes a procedure or assignment that takes a long time to complete, frequently due to its complexity, the volume of information involved, or the requirement for meticulous analysis and interpretation.

P1 states that finding suitable information for teaching requires a significant amount of time and effort. Moreover, P3 notes that understanding and interpreting AI-generated information requires time, as the information generated by AI is complex. Similarly, P4 states that AI tools provide excessive information, making it time-consuming to filter, read, and comprehend relevant content.

P1 : *Another additional challenge is time taking. To obtain suitable information and content for teaching, I need to invest a significant amount of time in doing so.*

P3 : *You know I need to take time to read until I understand and interpret the meaning of the information provided by AI tools.*

P₄ : *I do not get what I want, and it takes time to read and to understand all the information because AI tools provide excessive information.*

4.4.4 Repetition

As explained by P₃, P₄, and P₅, repetition refers to the repeated presentation of the same or similar information, ideas, or responses; this often results in redundancy and limits the variety of content provided.

P₃ describes how ChatGPT occasionally repeats information rather than offering specific data. Moreover, P₄ and P₅ highlight that AI writing tools frequently produce repetitive content.

P₃ : *As AI is not a human being, it cannot provide the specific information that I am looking for.*

P₄ : *I noticed that the information provided by AI writing tools is repeated.*

P₅ : *The idea provided by AI is limited and repeated.*

4.4.5 Excessive information

Based on P₄, excessive information refers to the overflow of content produced by AI, which may include irrelevant data, repetitive points, or needless details.

As stated by P₄, excessive information overwhelms users. Due to this, users may struggle to effectively extract meaningful information from the vast amount of data, which can lead to information overload and a decline in communication clarity.

P₄ : *AI writing tools provide excessive information. This sometimes makes me overwhelmed"*

4.4.6 Students' difficulties

As indicated by the participants, students' difficulties relate to the obstacles they encounter when attempting to use and comprehend AI-generated information. These challenges include comprehending information due to complex language (P₃) and a lack of understanding of the proper use of AI writing tools, which results in their ineffective deployment (P₇).

P₃ highlights the difficulty of understanding the information generated by AI.

P₃ : *The information generated by AI is really hard for students to understand because of some advanced vocabulary.*

P₇ illustrates the challenges students face when using AI tools effectively.

P₇ : *Most of the students do not know how to use AI writing tools effectively because they do not have enough knowledge. Therefore, it is difficult for them to apply them effectively.*

4.4.7 Teachers' difficulties

Teachers' difficulty, based on P₇'s view, refers to the challenge teachers face in assessing students' authentic writing abilities because AI writing tools reduce students' grammar mistakes.

From the point of view of P₇, with the assistance of AI writing tools, it is difficult for teachers to identify students' weaknesses and provide targeted feedback, potentially hindering their learning progress and development in writing skills.

P7 : *You know if students use AI writing tools, there are no grammar mistakes in students' writing, so I cannot find and know students' weak areas, and it is hard for me to give feedback to them.*

4.4.8 Power outage

According to the participants, a power outage is a frequent loss of electricity that prevents teachers from integrating AI tools into their lessons. EFL teachers find it challenging to rely on AI-assisted education due to this problem (P8), as these technologies require electricity to operate (P10).

P8 and P10 highlight that power outages can hinder the integration of AI in the teaching process, leading to reluctance in its adoption.

P8 : *You know I face challenges when I use AI tools to teach writing because the power is out frequently."*

P10 : *In order to use AI tools, I need the electricity. Without electricity, how can I utilise AI tools? That is why I am sometimes not willing to integrate AI tools in my teaching."*

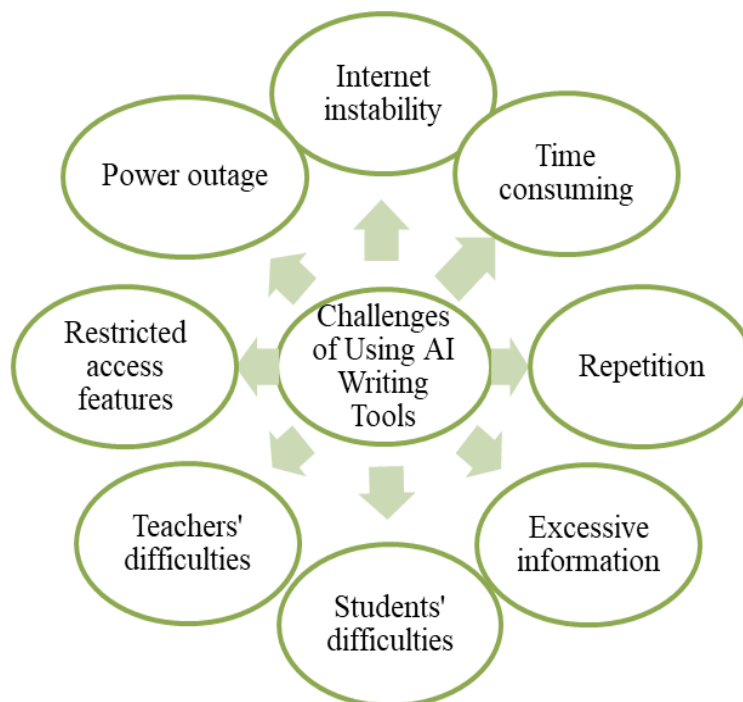


Figure 6- Challenges of Using AI Writing Tools

5. Discussion

This study explored the perceptions and practices of Myanmar EFL teachers regarding the use of AI writing tools. Additionally, the study examined the challenges faced by Myanmar EFL teachers when utilising AI writing tools. The findings are based on a phenomenological study conducted by ten EFL teachers from Myanmar. The findings revealed that teachers' perceptions varied based on their experience. The participants stated that using AI writing tools saved time in finding information and completing writing tasks. Additionally, AI devices assisted in creating a writing outline and gathering information for the writing process.

The results indicated that students enhanced their writing abilities through the use of AI writing tools, and these tools were beneficial for EFL teachers in Myanmar in creating effective lesson plans and searching for writing topics. As stated by Holmes et al. (2019), AI can provide lesson plans and teaching techniques that cater to the diverse interests of students. Both findings are similar because AI systems employ similar principles to enhance engagement, save time, tailor experiences, and redirect human effort to more valuable educational tasks.

The results highlighted that AI tools also played an essential role in students' writing improvement. Due to AI advancement, students were able to expand their vocabulary, learn sentence structures, and different grammar patterns that were essential for writing skills. Using AI-based tools can have a significant impact on students' writing improvement and maintain their language development (Gayed et al., 2022).

According to EFL teachers in Myanmar, AI tools help create effective and appropriate lesson plans that address the diverse needs of students and are beneficial for finding excellent writing topics. According to Holmes et al. (2019), AI can provide lesson plans and teaching techniques that cater to the diverse interests of students.

Based on the current results, Myanmar students overly rely on AI tools. This affected their critical thinking skills, creativity, and students' autonomy. Marzuki et al. (2023) stated that the employment of AI writing tools affected students' capacity to generate ideas independently. As a consequence, students' creativity and critical thinking abilities became restricted and weakened. Furthermore, as reported by Iskender (2023), if students overly rely on AI writing tools, their critical thinking ability can be hindered. As a result, students become reluctant to generate their ideas independently and are unable to produce proper thoughts for effective writing.

Myanmar EFL teachers integrated various AI writing tools, such as Canva, ChatGPT, Microsoft Bing, Grammarly, and Quillbot, into their teaching practices to enhance students' career readiness, support their learning, locate writing resources, plan lessons, and assess student performance. The previous results by Marzuki et al. (2023) reported that AI writing tools, such as Grammarly, QuillBot, WordTune, and ChatGPT, are considered the most significant resources for helping students improve their writing abilities. They are also helpful for improving skills, structuring ideas, and developing writing strategies, as well as paraphrasing phrases to make them more fluid.

The finding indicated that Myanmar students are allowed to use Grammarly to check grammar mistakes in their writing and assist them in their learning process. Surprisingly, the recent findings contrast with previous research by Tambunan et al. (2022), which reported that Grammarly evaluates the students' writing and provides immediate feedback for grammar, spelling, punctuation, and clarity.

According to current findings, AI tools also assist students' learning processes, including helping them find writing outlines and ideas for their writing. AI writing tools were practical for students who struggled to generate writing ideas. Gayed et al. (2022) found that AI has considerable potential for improving generated ideas and assisting students with concept blocking. These two studies are similar because both concentrate on how AI may assist students in the beginning stages of writing, whether it be through organising, planning, or just generating the first idea. The practical tool (such as outlines and prompts) is emphasized

in one. In contrast, the cognitive and motivational impacts (such as reduced concept blocking and increased engagement) are highlighted in the other.

As indicated by the participants, the information and ideas generated by AI tools were repetitive. Although AI tools were reliable for finding information for EFL learners' lessons, the information provided by AI writing tools was not entirely reliable due to the repetition of ideas and information. Artificial intelligence algorithms provided information based on the data, but they failed to offer varied and unique insights into the topics. AI tools can enhance specific writing skills; however, they are unable to produce more advanced writing elements, such as concepts.

A significant finding in this study was the time-consuming nature of using AI writing tools. Although many EFL teachers in Myanmar stated that using AI tools saved time on tasks, a few EFL teachers argued that using AI tools was time-consuming. The information provided by AI tools lacked specific details and was hard to understand. To understand the meaning and identify the key points from the lengthy and complex information, it was essential to spend a significant amount of time carefully reading and comprehending the key concepts.

6. Conclusion

This study investigated the perceptions, practices, and challenges of Myanmar EFL teachers regarding the use of AI writing tools. Myanmar EFL teachers perceive AI writing tools both positively and negatively. According to the research findings, many participants stated that integrating AI writing tools saved time for searching for information. Although finding information was time-consuming, EFL teachers were able to locate it quickly with the assistance of AI. Regarding negative perceptions, a majority of EFL teachers reported that the use of AI tools has a negative impact on students' critical thinking skills. Based on the results, Myanmar EFL teachers were willing to integrate AI tools in their teaching practices. The writing tools they used most frequently were ChatGPT, Grammarly, and Quillbot, which they utilized to plan lessons, locate writing resources, support student learning, and prepare students for job readiness. EFL teachers faced several challenges when using AI tools. The common challenge was an issue with the internet connection.

One of the main limitations of the study was the data collection process. Since the data was collected online, some participants may not have been entirely motivated or comfortable engaging in the data collection process. To address this issue, data should be gathered both offline and on campus, increasing participants' willingness and fostering a strong rapport. Moreover, the participants in this study were exclusively from Mon State, Myanmar. To explore the different perceptions of Myanmar EFL teachers, the participants should be selected from various regions of Myanmar.

Further research should focus on students' perceptions of using AI writing tools to explore how students perceive AI writing tools for their writing improvement. Furthermore, future studies should consider recruiting participants from both rural and urban areas of Myanmar to investigate the differences in perceptions, practices, and challenges faced by EFL teachers who use AI writing tools. Then, the integration of AI writing tools into the assessment and feedback process for students should be the subject of future research. Moreover, as the current study only focuses on interviews, rich data cannot be obtained. Therefore, it is

strongly recommended for future research to delve into the data not only from interviews, but also from observations and documentation.

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