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A qualitative study on ELT instructors' firsthand experiences with AI integration in English writing classes[1]

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Abstract

The integration of Artificial Intelligence (AI) tools in language classes has significantly revolutionized English writing classes by offering tools for grammar correction, idea and model text generation, and automated feedback. Research studies have reported that utilization of such tools can streamline drafting processes, increase personalized learning for students and reduce grading burdens for instructors. However, these tools can also pose pedagogical and ethical dilemmas, especially in contexts where both instructors and students are not well informed. Therefore, the current study aimed to examine the lived experiences of English writing instructors in Turkish universities concerning the implementation of artificial intelligence (AI) tools in their classes. 8 participants working in 8 different public universities which are located in 8 different regions were selected via purposive sampling. They were interviewed through online meetings, and the obtained data was subjected to qualitative analysis. The analysis uncovered significant themes including the educational advantages of AI (e.g., efficiency in feedback and material generation), ethical dilemmas (e.g., over-reliance and plagiarism), and institutional obstacles with lack of policy on in service education. The current research demonstrated that although AI alleviates instructors' burdens and improves student engagement, instructors still feel not sufficiently qualified to integrate these tools into their practices. They were also found to be concerned about the improper usage of these tools which can pose substantial concerns related to academic integrity and the cultivation of critical thinking skills. Instructors utilize techniques such as in-class writing and plagiarism detection to reduce hazards, however they indicate a necessity for systematic instruction on successful AI integration and ethical standards.

Keywords: AI in language education, scholarly writing, ethical dilemmas, educator training, instructors' experiences, pedagogical benefits.

Introduction

The landscape of education has been transformed by the emergence of opportunities and challenges that are provided by artificial intelligence. Within English Language Teaching (ELT) settings some tools like ChatGPT, Grammarly, and QuillBot have been initially and rapidly used to generate content, revise drafts and improve linguistic accuracy of written texts as these tools are considered to enhance writing process by providing learners with opportunities for idea

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development, grammatical feedback and textual coherence (Kasneci et al., 2023). As learners at the university level are considered to be digital natives who are better and faster informed by the innovations (Dwivedi et al., 2023), they can demonstrate high awareness of AI capabilities and use these tools in their study routines. Overall, research studies show positive impacts of utilizing AI tools in writing classes.

However, the rapid use of AI tools in writing classes has come with some challenges as well. Some scholars and practitioners have raised concerns on students' over-reliance on AI, potential academic dishonesty, diminished critical thinking, and challenges in maintaining original voice in writing (Lu & Ai, 2023). In spite of the shared pedagogical benefits of these tools, there is a significant gap in the literature concerning how EFL instructors at university level perceive, respond and reflect on their classroom experiences in writing classes. Getting better insights into their lived experiences is critical to informing effective policy in language classes for sustainable AI use in ELT writing classes. Therefore, this study seeks to investigate English writing teachers' firsthand experiences about the use of AI tools in both academic and general English writing training. The study provides context-specific insights into the influence of generative AI technologies on the future of language instruction by documenting the perspectives of instructors from public universities in Türkiye.

Theorethical framework and literature review

This study is based on two interconnected theoretical frameworks: the Technological Pedagogical Content Knowledge (TPACK) model and the phenomenological theory of lived experience. TPACK, presented by Mishra and Koehler (2006), provides a complete framework for how teachers integrate technology into their material and pedagogy. This study uses TPACK to explain how English language teachers use AI products like ChatGPT, Grammarly, and QuillBot in writing education. The study also uses van Manen's (2014) phenomenology of practice to record teachers' subjective experiences. This perspective stresses educators' everyday behaviors, decisions, and emotions as meaning-making processes. Phenomenology helps educators evaluate AI technologies' benefits, drawbacks, ethical difficulties, and conflicts between institutional expectations and personal views rather than focusing on outcomes.

Integration of AI tools in writing instruction

The pedagogical potential and classroom implications of AI technologies in writing classes have been examined and remain a topic of interest among researchers. Marzuki et al. (2023) examined various AI writing tools and their impact on student papers, particularly for content and organization, from the perspective of educators instructing English as a Foreign Language (EFL). Their investigation asserted that the integration of AI writing tools can substantially enhance the writing quality of EFL learners. These tools are used for immediate feedback, allowing students to recognize and correct their errors autonomously.

It also has been documented that AI tools serve not only as post-writing correctors but also as process-oriented facilitators. Students can also generate ideas, expand writing content, paraphrase complex expressions by using these tools (Yang et al., 2024). However, studies show that teachers exhibit mixed attitudes towards this integration in writing classes. Some teachers regard AI as a beneficial co-instructor that alleviates workload and aids in formative evaluation (Hopfenbeck et al. (2023), while others voice apprehensions regarding excessive dependence,

plagiarism, and ethical issues (Alneyadi & Wardat, 2023; Seo et al., 2021). Ethical implications of AI use have also received growing scholarly attention. Concerns over data privacy, intellectual property, and the potential for academic dishonesty are substantial Chan and Hu (2023). Furthermore, some scholars think that over dependence on AI-generated outputs may result in intellectual inactivity and diminished critical thinking, especially if students utilize these tools without paying conscious attention (Zhai et al. 2024). Overall, students need to be trained in taking advantage of affordances of AI tools to improve their writing skills, which is why teachers urgently need to receive appropriate training to be able to raise awareness of their students in ethical and responsible use of AI tools.

AI tools and teacher training

The necessity for explicit pedagogical frameworks and educator training is a persistent subject in the literature (Yılmaz-Virlan & Tomak 2025; Hossain & Younus, 2025). The literature suggests that teachers must know pedagogical contribution of AI based tools (Xu, 2020). This need aligns with the TPACK framework (Mishra & Koehler, 2006), which underscores the intersection of technological, pedagogical, and content knowledge as essential for effective technology integration. Therefore, teachers must both master AI tools and comprehend how these tools shape pedagogy and content delivery. The emerging consensus highlights a holistic and proactive approach in teacher education and curriculum design.

The current Research

Despite of growing number of research studies on how students utilize AI tools in EFL writing classes, fewer research studies touch on common reflections of varied teachers working in different institutions. As teachers are those who are in charge of controlling and managing AI use in the classroom, understanding their firsthand experiences with the use of these tools is of great importance. This is especially true at the college level in Turkey, where AI policies are still new and not always constant (Sütçü, 2023). Therefore, this timely study aims to give a comprehensive picture of how AI tools are understood, used, and questioned in real classrooms at the university level.

The study is also in response to the rising need for professional development and support from institutions, which many teachers say they don't have enough of. Figuring out what teachers think can help with training teachers, making lessons, and making rules about using AI in English as a foreign language (EFL) class. Therefore, the following research questions were asked.

What are firsthand experiences of EFL instrcutors' at the University level on the utulization of AI tools in writing classes?

- What purposes do English instructors pursue when integrating artificial intelligence tools into writing instruction, and what benefits do they perceive from this integration?
- What are the perceived advantages and disadvantages of using AI tools in academic and general English writing classes, from the perspective of instructors?
- What strategies and measures do instructors employ to prevent academic dishonesty and misuse of AI tools in writing assessments?
- How do instructors evaluate their own competence and identify areas of deficiency in integrating AI tools into writing pedagogy?
- What are the training needs and learning expectations of instructors regarding the ethical and pedagogical integration of AI in writing instruction?

- What kind of institutional support, policies, or formal training opportunities exist (or are lacking) for instructors using AI tools in their writing classes?
- What are instructors' preferences concerning the format, timing, and content of AI-related training programs in the context of English writing instruction?

Method

The present study employed a qualitative research approach to provide in-depth insights into English instructors' lived experiences with the utilization of AI tools in their classrooms. In accordance with the exploratory nature of the study, a phenomenological approach was taken to gain an in-depth understanding of the personal and professional viewpoints of English instructors regarding AI-assisted writing instruction and assessment in higher education contexts (Patton, 2002; Creswell, 2003). This study was conducted in accordance with ethical standards, and ethical approval was granted by the Ethics Committee of Trabzon University.

Participants and procedure

The current study involved eight participants who were purposefully selected from various geographical regions of Turkey to guarantee contextual diversity. The criteria for selection were as follows:

- Participants must be currently delivering academic or general English writing courses.
- Participants must be working at school of foreign language school in a public university
- Participants must have spent at least one semester utilizing or seeing the use of AI tools in their writing classes.
- Participants must be willing to share their methods, concerns, and pedagogical approaches to using AI in writing teaching.

A total of eight participants took part in the study. All were female instructors, aged between 35 and 38, and possessed comparable years of teaching experience in higher education. To ensure contextual diversity, participants were selected from a range of public universities across different regions of Türkiye. The institutions represented in the study included Istanbul University, Gazi University, Konya University, Niğde Ömer Halisdemir University, Karadeniz Technical University, Atatürk University, İzmir University, and Rize University. To ensure anonymity, participant identities were anonymized and coded as P1 through P8.

Data collection procedures

The data was collected using semi-structured interviews that were conducted via an online meeting platform. Before finalizing the interview questions, two experts in qualitative methodology reviewed the interview questions; the questions were piloted with one English instructor who met the criteria but was excluded from the final sample. Finally, the questions were edited for clarity and consistency with research objectives. The final interview protocol included open-ended questions focused on the following areas:

- Participants' firsthand experiences and perceptions of AI tools in English writing instruction.
- Participants perceived benefits and challenges in using these tools.
- Measures, if any, taken to prevent unethical use of AI
- Instructors' perceived competence in teaching writing with AI tools.
- Instructors' Training Needs and Learning Expectations Regarding AI Integration
- Institutional support and policies (or lack thereof) regarding AI use

- Preferences for the Format and Timing of AI-Related Training
- The duration of each interview was between 40 minutes and 60 minutes. All interviews were recorded with participants' consent.

Data analysis

All audio-recorded interviews were transcribed were transcribed with a Microsoft Word transcription plugin that automatically convert audio files into texts. Following the initial transcription, the researchers manually evaluated and modified the text to correct any mistakes or misinterpretations resulting from the automatic method. This two-step procedure guaranteed a high degree of precision and adherence to participants' original expressions, therefore enhancing the reliability of the qualitative data.

In spite of pre-set interview questions, an inductive thematic approach was used to analyze the data (Braun & Clarke, 2006). In such approach, emergent themes are found by coding the data depending on the similar or same content Coffey & Atkinson, 1996). Therefore, the data was analyzed using line by line coding to identify recurring patterns (Patton, 2002). Content analysis was done to categorize codes under broader themes.

Two researchers independently coded the data. Inter-coder reliability was calculated using Miles and Huberman's formula: Reliability = Number of agreements / (Number of agreements + disagreements) This analysis resulted in an agreement rate of 92%, indicating high consistency in thematic coding.

Findings

Emergent themes were tabulated and demonstrated in tables. Each table explains the emergent themes and gives quote examples and shows the participants.

Table 1 Purposes and benefits of use of ai tools in writing classes

Theme Name	Explanation	Quote Example	Participants
Drafting and Idea Development	Artificial intelligence is used for idea generation, warm-up to the topic, brainstorming and sample structure visualization, especially in the pre-writing process.	"They write in a variety of genres before they write paragraphs or essays."	P1, P2, P3, P6, P8
Model Text and Material Preparation	Teachers use AI to print sample text, generate good/bad examples, and generate writing materials.	"I would print one out of ChatGPT and revise it and present it as a student model."	P3, P5, P6, P7
Supportive Use in the Feedback Process	AI tools are used to support the feedback process in technical areas such as grammar correction, content organization, and word choice.	"I give feedback through the rubric, but I don't give the student what the AI gives directly."	P3, P4, P6, P8
Time Saving and Workload Reduction	It is used to reduce the burden on teachers in crowded classrooms, speed up the evaluation process and increase efficiency.	"We have 3,000 students a year. AI makes my job easier in the process."	P2, P4, P6, P7
Differentiated Use by Level and Proficiency	The use of artificial intelligence varies in relation to the student's language level and autonomy. While it is used more widely and efficiently at the upper levels, careful guidance is	"Not suitable for A1–A2 students; They can't understand the mistake."	P2, P4, P7

	required at the lower levels.		
Development of Writing Skills	AI is used as a guide for students to develop their ideas, expand their writing, and gain mastery of the writing structure.	"I show you how we can open a thesis statement, how we can create a supporting idea."	P2, P4, P6, P8
Ethical and Controlled Use Awareness	It is emphasized that artificial intelligence should be used consciously, limited and within a pedagogical framework. Teachers support AI with direct guidance and supervision.	"It's free to get ideas, but writing should be the student's job."	P1, P4, P5, P6
Student Motivation and Self-Confidence	Students share with their teachers that they feel more motivated and more confident in paper submission by making corrections before writing.	"I've observed that they're more confident when they fix it first and then give it away."	P7

In the prewriting *phase, which is the first stage of the writing process*, it is seen that artificial intelligence tools are used for the purpose of generating ideas, planning and presenting sample texts among instructors. Participants stated that artificial intelligence tools can cause confusion and automatic use in students with low language levels. This is in line with the literature that argues that students at the A1–A2 level should be more careful in terms of motivational and cognitive development. For example, Sun (2023) showed that beginner students have low proficiency in critically evaluating language input and are unable to analyze AI feedback correctly.

The finding that AI can offer not only linguistic but also conceptual support to students in the writing process has been discussed in the AI-assisted cognitive scaffolding literature. For example, Kim and Kim (2022) state that AI tools can offer strategic support to the learner in constructing arguments, elaborating ideas, and sampling. However, *the guidance of the teacher is essential so that this support does not turn into* intellectual inertia.

Some participants stated that the unlimited use of artificial intelligence may encourage intellectual laziness and reduce productivity. This coincides with the "AI-induced intellectual laziness" thesis articulated by Selwyn (2023). Selwyn argues that *superficiality and dependency in writing skills can develop, especially if students see AI as a* ready-made repository of information.

Table 2 Advantages and disadvantages of using artificial intelligence tools in writing classes

Theme Name	Explanation	Quote Example	Participants
Time Saving and Workload Reduction	Artificial intelligence tools speed up the feedback process of teachers, facilitate material preparation and facilitate large classroom management.	"We have 3,000 students a year... It's time-consuming."	P2, P4, P5, P6, P7
Instant Feedback and Motivation Boost	The fact that students receive feedback immediately after writing contributes to their greater participation in the writing process and to increase their self-confidence.	"It's more effective when you get feedback as soon as you write it."	P7, P8
Idea Generation and Reducing Writing Anxiety	It has been stated that students benefit from artificial intelligence to overcome the difficulties they experience in generating ideas on the subject and starting to write.	"Sir, I can't even think of anything in Turkish about it."	P1, P3, P8

Improving Writing Quality (Grammar, Structure, Word Usage)	It has been stated that artificial intelligence tools are effective in correcting mechanical errors (grammar, punctuation, sentence structure) and increase the technical quality of the writing.	"When grammatical errors and punctuation errors are corrected, the teacher's job becomes easier."	P4, P7, P8
The Importance of Teacher Orientation and Ethical Issues	It has been emphasized that excessive or unconscious use of artificial intelligence by students can reduce productivity, increase the risk of plagiarism, and weaken pedagogical value without the guidance of the teacher.	"The student doesn't know that what they're using is artificial intelligence."	P3, P4, P6, P8
Risk of Disabilities in Low-Level Students	It has been stated that artificial intelligence tools can create confusion and learning disabilities in beginner and low-level students because they do not have the linguistic competence to understand and interpret the feedback.	"It doesn't work for the low-level student when they don't have language proficiency yet."	P4, P7
Risk of Laziness and Cognitive Inertia	It has been stated that artificial intelligence tools can suppress intellectual production, direct students to ready-made information, and make them dependent without developing their writing skills.	"Students seem to have completely stopped thinking."	P2, P3
Use for Effective Material and Task Design	AI tools help teachers prepare writing tasks, exercises, sample paragraphs, or tests more effectively.	"Instead of boring presentations, I can prepare visually-supported materials in a shorter time."	P6, P7, P8

Most participants stated that artificial intelligence tools facilitate time management in teacher-centered processes and reduce the workload, especially in feedback processes. Especially in crowded classrooms, the difficulties experienced by teachers in giving individual feedback are significantly alleviated with the support of artificial intelligence.

It has been stated that students have difficulty in generating ideas before they start writing and therefore, they use artificial intelligence tools as an idea development tool. Participants stated that AI was effective in improving writing in terms of grammar, sentence structure, and punctuation. However, this improvement remains mostly at the "mechanical" level; There is still a need for teacher guidance in terms of content organization and critical thinking.

Some participants stated that students use artificial intelligence unconsciously, and sometimes they are not even aware that they are using it. This situation creates a risky ground in terms of academic honesty. Ahn et al., (2023) argue that students are increasingly inclined to present AI-generated texts as their own, so teachers should provide both ethical and technical education.

Participants stated that students turn to AI in a way that disables cognitive processes such as idea generation and language use, which can reduce productivity. This is referred to as "AI-induced intellectual passivity" by Selwyn (2023). Selwyn notes that easy access to readily available information, in particular, can undermine students' ability to question and reconstruct.

It was emphasized that artificial intelligence tools were not used effectively in beginner students

and that the feedback could not be understood. If the student does not have sufficient linguistic background, the feedback received from the AI creates confusion and does not serve learning.

Table 3 Measures taken against cheating with artificial intelligence

Theme Name	Explanation	Quote Example	Participants
Taking Control with In-Class Writing	Printing assignments in class is intended to minimize the possibility of getting help from artificial intelligence or someone else.	"We print in class... We don't do homework."	P1, P2, P3, P4, P5, P7
Distrust of Turnitin and Other Detection Tools	It has often been emphasized that tools such as Turnitin, ZeroGPT, Itentificate are not reliable enough in distinguishing artificial intelligence writing.	"It says it's 100% AI, but it's not."	P1, P3, P6, P8
Text Verification and Student Recognition Based Methods	The naturalness of the texts is evaluated by the teacher's intuition based on the student's language level, writing style and previous performance.	"If what is uploaded to Google Class is different from what is written in the class, I question it."	P2, P4, P6, P7, P8
Ethical Awareness and the Need for Education	It was stated that students should be aware of the limits of the use of AI and ethical risks; For this, the necessity of an open education process was emphasized.	"The student doesn't know what he's using... We need to be educated."	P1, P6
Lack of Enforcement and Systemic Problems	The uncertainty of university policies, sanction processes or ethical procedures after artificial intelligence detection makes teacher intervention difficult.	"Even if Turnitin catches it, we don't have a sanction."	P4, P6, P8
Encouraging Conscious Use and Development-Oriented Approach	Instead of rejecting AI-written assignments outright, some teachers guide the student in a way that encourages them to be productive.	"I'm not just taking a nap, I'm trying to get you thinking."	P2, P6

Most of the participants stated that the most effective way to avoid AI-prepared assignments is to print the assignments in class. The inability of tools such as Turnitin, ZeroGPT, and Itenticate to correctly distinguish between AI writings is a common criticism among the participants. This is reflected in the study Cotton et al., (2023) which revealed that the texts created by LLM (Large Language Models) could not be reliably detected by existing plagiarism detection systems.

Participants stated that they intuitively detected artificial interference by using students' language proficiency, writing style, and past performance. This form of heuristic control is also defined by Lancaster and Cotarlan (2023) as "pedagogical forensic literacy" and is considered as the ability of teachers to maintain academic integrity in the digital era.

Participants stated that students often submit homework without even realizing that the tools they use are artificial intelligence, and that universities do not offer clear sanctions policies on this issue.

Some participants stated that they adopted guidance approaches that encouraged students to think productively, rather than directly prohibitive attitudes about the use of artificial intelligence.

Table 4 Perception of competence and deficiency in teacher artificial intelligence integration

Theme Name	Explanation	Quote Example	Participants
Those Who Are In The Process of Self-Improvement	Participants who can use artificial intelligence tools at a limited level and try to improve themselves through training, trial-error or research.	"I can't say I'm fully adequate, but I'm curious about it."	P1, P2, P3, P4, P6, P8
Those with a high level of proficiency	In their own words, participants who think that they have gained competence in the use of AI through research, doctoral work or a lot of application experience.	"I know where and how to use it, I feel strong."	P5, P7
Learning and Adaptation Through Experience	Participants who have not received any specific training in AI tools but have made progress through individual learning, tool discovery, and application practice.	"We also learn through trial and error."	P3, P4, P6
Pedagogical Implementation Concern Rather Than Tool Adequacy	Those who feel deficient in aspects such as pedagogical in-class adaptation, ethical boundaries, task design, rather than learning AI tools technically.	"We're learning the tools, but we need to go beyond that."	P4, P8
The Need for Training and Guidance	Participants stated that they needed more structured, hands-on trainings to both increase their individual competencies and improve their classroom integration skills.	"I think we need training."	P2, P4, P6, P8
Limited but Functional Use	Participants who use AI in a limited way but state that it can be beneficial in certain areas (idea generation, citation, editing).	"I can give myself a 3 out of 5."	P1, P5
Command Writing and Prompt Proficiency	Some participants emphasized that the basis of using artificial intelligence effectively is to be able to write the right prompt and that this skill should be specially developed.	"It's very important to give commands, it's necessary to be able to give them."	P5, P8

Most of the participants defined themselves as individuals who use artificial intelligence tools in a "limited but functional" way, who are open to development in terms of technical skills, but who are trying to gain experience in pedagogical integration.

The findings reveal that although many teachers are familiar with technical tools, they find it difficult to integrate these tools appropriately with pedagogical goals.

Most of the participants emphasized the lack of hands-on training, especially on topics such as ethical boundaries, correct prompt writing, and classification of tools by skill. This has been conceptualized by Yuan and Yu (2024) as the "AI pedagogy readiness gap". This gap is a result of teachers being left alone in digital transformation.

Only a few respondents indicated that they had achieved a high level of proficiency in this field thanks to their doctoral studies and long-term research. In the literature, this group is defined as "self-initiated AI educators" and it is stated that these people are also active in knowledge production and have the potential to guide their colleagues.

Participants emphasized that the ability to "write the right command" is critical in order to get

meaningful output from AI.

Table 5 Training needs and learning expectations of EFL instructors

Theme Name	Explanation	Quote Example	Participants
Ethical Use and Teaching of Boundaries	The need for training on how students should use artificial intelligence within ethical boundaries and how teachers will teach it has been expressed.	"I want to learn a way that doesn't make me doubt ethically."	P1, P4, P7
Hands-on Training for Skills	There is a need for targeted, practical courses specific to language skills such as writing, reading and speaking.	"There should be hands-on courses on just writing or just producing material."	P3, P4
Writing Prompts (Prompt Engineering)	It is emphasized that in order to use artificial intelligence tools effectively, the ability to write the correct command (prompting) should be increased.	"Writing prompts is very important... There may be training for that."	P6, P8
Integrating AI into Classroom Activities	There is a need for guided training on how to go beyond tool learning and integrate artificial intelligence into classroom pedagogical processes.	"I don't want to learn tools, I want to learn how to integrate them into the classroom."	P1, P2, P4
Recognizing New and Effective Applications	Among the constantly evolving artificial intelligence tools, the need for information to recognize the most up-to-date and functional ones has been expressed.	"Every day there is a new application, I would like to attend seminars."	P7, P8
Material and Exam Preparation Proficiency	There was a need for technical competence and content development training to use artificial intelligence in the production of course materials and tests.	"I don't really know how to produce reliable content that can be used in the exam."	P5, P8
Adaptation by Language Levels	Examples and strategies on how to use artificial intelligence effectively were requested with beginner students.	"I don't know how to train a student who is starting from scratch."	P4, P7

Participant opinions show that there is a need to develop multidimensional competencies such as ethical awareness, pedagogical strategy and critical approach to digital tools, not just knowledge of technical tools. In the literature, this situation is discussed under the headings of

Most of the participants stated that they wanted to learn how to integrate these tools into classroom activities beyond the introduction of artificial intelligence tools. This finding, as highlighted by Wu (2024), reveals that teachers need "hands-on training" that covers not only software but also the pedagogical context.

Participants stated that they experienced uncertainty about ethical use, especially lack of institutional guidance on plagiarism, the limit of paraphrasing, and where editing practices could be considered violations. This coincides with the problem of "ethical grey areas" also raised by Ahn et al. (2023) and Selwyn (2023).

Many participants stated that writing effective prompts directly determines the quality of the output to be obtained from artificial intelligence. Participants need modular, hands-on training programs for specialized skills such as writing, reading, or material development. This finding is

consistent with the "AI-in-ELT" competency framework of Huang et al. (2023); this framework argues that language teachers should be directed to different AI applications based on different skills.

Some participants stated that the artificial intelligence tools they currently use focus only on superficial errors (grammar, punctuation) and are insufficient to provide content-based feedback.

Table 6 Institutional policies and educational training opportunities

Theme Name	Explanation	Quote Example	Participants
Lack of Corporate Training	Most of the participants stated that there is no systematic and continuous formal teacher training on artificial intelligence. Training has been individual initiative or outsourced.	"We don't have any training on this. There were no workshops."	P2, P4, P6, P8
Personal Effort and Informal Sharing	The lack of education is tried to be eliminated by individual research of teachers and informal colleague sharing.	"We're doing things on our own... He who knows teaches those who do not know."	P2, P6, P8
Managerial Awareness and Fragmented Initiatives	It has been stated that in some colleges, materials related to AI are included in the syllabus, a limited number of workshops are held, and administrators show interest in the subject.	"Last year, there were sections on AI in the syllabus."	P1, P3, P7
Joint Decision-Making Processes	Decisions in some institutions are taken jointly in areas such as written exam systems and portfolio applications; however, the impact of these decisions on AI integration remains limited.	"Printing in the classroom is a joint decision, but the choice of method is left to the teacher."	P3, P7
Irregular and Unsustainable Trainings	It has been stated that some of the trainings given remain general and superficial, are not followed up and are not disseminated institutionally.	"We go to the workshop, but then there's no control or follow-up."	P1, P4
Demand for Customized and Disseminated Education	It was emphasized that year-round, skill-based, hands-on trainings planned according to student needs would be more beneficial.	"There should be continuous training spread throughout the year... it should cover every skill."	P1, P2, P3
Request for Hands-On, Local Contextual Training	Participants expressed their desire to turn to practical trainings with examples from people who provide preparatory education in accordance with the Turkish context, rather than theoretical knowledge.	"I'd like to see practice from people who have worked in prep school."	P2, P3
Creativity in Education and Sharing Ideas for Practice in the Classroom	Examples of creative AI-based classroom practices (e.g. acrostics, poetry, story generation) that will motivate the student were requested to be shown in the trainings.	"The idea of writing acrostic poetry was very influential... It attracts the student."	P2

The adoption of artificial intelligence (AI) technologies in foreign language writing teaching at the institutional level is directly related not only to individual teacher competencies, but also to the

educational vision, managerial initiatives, and level of coordination between stakeholders of institutions. The findings of this study show that certain steps have been taken towards the use of AI in some preparatory schools in Turkey, but the practices are mostly fragmented, based on personal initiatives, and discontinuous.

Most of the participants stated that there is no AI-based systematic teacher training in their institutions, and that the current developments are carried out through individual efforts and peer-to-peer informal learning. This coincides with the concept of *"institutional vacuum in AI teacher education"* articulated by Huang et al. (2023). Especially in this period when digital transformation is accelerating, an unstructured approach at the institutional level causes inequality in education.

Some respondents stated that managers developed awareness about AI and encouraged participation in training. However, this awareness is often not institutionalized by a specific policy or teaching principle. Wu (2024) defines this situation as *"policy-practice disconnection"*: When managerial awareness does not translate into action, teachers remain in limbo. Although it is seen that written exams and portfolio processes are carried out with joint decisions in some institutions, it is stated that teachers are given individual discretion in the integration of AI into these processes.

Participants stated that some of the training courses were superficial, short-term and the results were not monitored. It is seen that such practices do not have an impact and do not contribute to the development of a common pedagogical approach among teachers. Selwyn (2023) describes this type of training as "symbolic innovation acts"; In other words, they are activities that represent change but do not create systemic impact.

In the light of these findings, it is clear that artificial intelligence integration is a transformation that requires not only individual but also corporate leadership and structured strategy. Therefore, institutions should guide this process by establishing common sets of principles in areas such as academic ethics, curriculum integration, and teacher development.

Table 7 Training format and content preferences

Theme Name	Explanation	Quote Example	Participants
Year-Round and Continuous Desire for Education	Participants emphasized that one-time workshops are ineffective and that the training should be planned in a sustainable way throughout the year.	"There should be education spread throughout the year, based on the needs of the students."	P1, P2, P6, P8
Application-Oriented and Demonstration Training Preference	It has been stated that education should be supported not only by lectures, but also by activities such as producing examples, writing, practicing and receiving feedback.	"There should be training to practice, demonstrate, print, and then discuss."	P2, P4, P7
Trend towards Online Education Format	It has been stated that there is a greater need for online training in terms of time, space and accessibility. Asynchronous modules are proposed.	"It should be online; everyone should be able to move forward in their free time."	P2, P4, P6, P8
Those Who Prefer Face-to-Face Education	Some participants are of the opinion that face-to-face training will be more effective, especially due to	"Online is very tired of us now, I prefer it face-to-face."	P7

	distance education fatigue.		
Skill-Specific Training Request (eg. Writing)	Demands for in-depth and targeted training focused on writing skills are emphasized.	"I just want detailed training in writing skills."	P8
Training Based on the Monitoring and Evaluation Cycle	It is emphasized that the training should start at the beginning of the semester and be completed with the application evaluation at the end of the semester.	"There should be training at the beginning of the semester and evaluation at the end of the semester."	P8
Inspiring Creative App Sharing	It has been stated that practices that will inspire teachers with examples such as acrostics, creative writing, etc. should be included in the trainings.	"The example of acrostic poetry was very effective; it draws the student into the lesson."	P2
Learning Tools by Digesting	Since there are many artificial intelligence applications, it has been stated that each of them should be learned by digesting and this process should be spread over time.	"You have to use each application individually; it takes time to digest."	P3

This analysis, which examines teachers' educational preferences in the context of pedagogical integration of artificial intelligence tools in foreign language writing courses, revealed that teachers need not only tool-oriented technical knowledge, but also application-oriented, pedagogical, sustainable and context-specific training. These findings coincide with the recent increase in the literature on "AI pedagogy" and "teacher digital agency" (Huang et al., 2023).

Participants stated that they were not satisfied with the one-time and superficial workshops; Instead, it believes that year-round, continuous, needs-based trainings will be more effective and desire an institutional model in this direction. This coincides with the "in-service AI teacher training must be iterative, contextual, and sustained" approach emphasized by Wu (2024).

Rather than demonstrating, many respondents demand hands-on learning environments that include co-authoring, commenting, app development, and peer feedback. This expectation is in line with Darling-Hammond et al.'s (2017) principle of "active learning" in teacher education.

It is seen that there is a high level of tendency towards online education in terms of time management and spatial access. In this context, flexible, self-paced, yet interactive modules are recommended. Yuan and Yu (2024) stated that this type of online education can reduce digital inequality among teachers and be effective in closing AI competency gaps.

It is noteworthy that the participants requested in-depth trainings equipped with prepared content, especially for writing skills. This directly coincides with the "skill-specific module" approach in Huang, Yang, and Spector's (2023) "AI-integrated ELT teacher training framework" proposal.

Conclusion

This study reveals how artificial intelligence (AI) tools are perceived by teachers in English writing teaching, for what purposes they are used, and their educational expectations for these technologies. The vast majority of participating teachers stated that they prefer to use artificial intelligence tools, especially before written production. Among the most commonly used areas, drafting, brainstorming, sample text generation, linguistic proofreading and feedback processes stand out. In addition, some of the teachers stated that they use AI-powered applications in

preparing course material, evaluating (especially debugging grammar errors), producing exam questions, and teaching writing skills.

These functional uses of artificial intelligence tools have been evaluated by teachers over many advantages and disadvantages. The most commonly cited benefits are reduced teacher workload, students being able to get immediate feedback, being able to create more organized and technically sound writing, increased motivation, and more structured writing processes. On the other hand, the majority of teachers emphasize that AI tools can lead to cognitive inertia, decreased productivity with a tendency to ready-made text, increased risk of plagiarism, and pedagogical confusion, especially in low-level students. At this point, it has often been stated that teacher guidance should be decisive and directive.

Teachers' perceptions of competence in how to use these tools are highly heterogeneous. While some teachers consider themselves competent in this field, the majority feel deficient in areas such as pedagogical integration, ethical boundaries, prompt engineering (command writing skills) and skill-differentiated application design. Participants stated that the training content was generally superficial, based on vehicle introduction, consisting of one-shot workshops; Instead, they emphasized the need for more systematic, sustainable, applied and context-sensitive teacher development models. In AI training, it is not only writing; Modular structures have been proposed that cover other skills such as reading, speaking, material development, and exam design.

Most of the participants stated that there is a lack of a culture of shared decision-making regarding the use of AI at the institutional level, and that the training is based more on individual initiatives, which increases the differences in practice among teachers. In addition, sharing creative practice examples where teachers can be inspired by each other will strengthen education; It has been stated that education should not only transfer knowledge, but should also be based on practical and collective production. In connection with this, teachers emphasized that education should not be limited to the beginning but should be made a process that includes developmental monitoring and feedback.

As a result, this study reveals that teachers see artificial intelligence tools not only as a tool, but also as an opportunity to reshape classroom teaching processes. However, it is of great importance that this opportunity is directed from an ethical, pedagogical and strategic point of view. In order for teachers to realize effective artificial intelligence integration, it is essential that the training takes on a purpose-oriented, skill-based, observable output and institutionally supported structure that answers not only the questions of "what should be used" but also "how, when, for whom, within what limits". In this context, there is an urgency to have comprehensive professional development policies that empower teachers not only as consumers of technology, but also as effective designers and ethical practitioners.

Researchers' contribution rate statement

Sevcan Bayraktar Çepni contributed 65% to the research, while Gökhan ÇEPNİ contributed 35%

Conflict statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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