Integrating AI in EFL Writing Instruction: Challenges, Ethics, and Methodological Solutions

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The article examines the impact of artificial intelligence (AI) tools like ChatGPT on teaching writing in foreign language education. While offering benefits such as personalized feedback and content generation, AI poses significant challenges to academic integrity, student autonomy, and the development of critical thinking skills. The study analyzes the rise of AI-plagiarism and the potential devaluation of writing as a cognitive skill. Arguing against prohibition, it advocates for the controlled and ethical integration of AI into the curriculum. Methodological recommendations are provided, including the revision of assessment formats and the promotion of process-oriented writing.

Keywords: artificial intelligence, ChatGPT, foreign language writing, academic integrity, AI-plagiarism, integration

Introduction

Active digitalization of modern society and widespread application of artificial intelligence (AI) technologies in different spheres of human activity challenge traditional system of education. Digital progress necessitates the integration of AI technologies into the educational process (Dolgova & Sitnikova, 2022). Various AI-based applications and services, such as Duolingo, Coursera, Deepseek, ChatGPT, Rosetta Stone, Busuu, Linguist, Grammarly, and others, are being actively integrated into the process of learning foreign languages. They provide students with personalized learning content and instant feedback (Dugisija, 2024). Among these applications, chatbots have gained particular popularity, and their use has become a new trend in teaching and learning English (Nguyen, 2023).

The emergence of ChatGPT marked a new era in EFL methodology, especially in writing instruction. These technologies can improve writing skills through instant feedback, error correction, and content generation. However, their use raises questions related to academic integrity and the fundamental goals of writing instruction.

Main Challenges of AI Integration in EFL Writing Instruction

The development of writing skills is a crucial component of language education, fostering clarity, conciseness, and logical thinking (Grushina, 2024). Writing tasks in EFL teaching contribute to the development of students' speech skills and also serve as a method of assessing language knowledge. While studying a foreign language students need to do various writing assignments. Modern advances in artificial intelligence have opened broad prospects for enhancing students' writing skills. When completing writing assignments, students have

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gained the opportunity to use various services powered by generative AI, such as ChatGPT.

A survey conducted among undergraduate students of the Faculty of Foreign Languages at Blagoveshchensk State Pedagogical University (2025) revealed that writing assignments are the most preferred type of task that students complete using ChatGPT.

Thus, we can see that the emergence of ChatGPT has significantly transformed the landscape of writing instruction in a short time (Orlova, 2025).

Consequently, teachers must consider the potential threats and risks connected with AI integration into the process of teaching writing. The ease with which ChatGPT can complete written assignments has led to increased academic dishonesty, defined as any deceptive or unethical behavior violating academic fairness (Mohammadkarimi, 2023). This has spurred a new form of academic misconduct: AI-plagiarism, or the submission of AI-generated work as one's own (Sysoev, 2024). Since the text is generated rather than copied, traditional plagiarism detection is often ineffective.

Beyond dishonesty, over-reliance on AI can negatively impact learning outcomes. AI tools may provide inaccurate information (Dugisija, 2024), and excessive use can diminish student autonomy, hindering the development of critical thinking, research skills, and creativity (Orlova, 2025; Mohammadkarimi, 2023). Consequently, traditional writing tasks are becoming ineffective, assessing only a student's ability to craft a prompt for AI rather than demonstrating their actual knowledge or skill (Grushina, 2024).

Methodological Recommendations for Ethical Integration

Most researchers agree that it is impractical to ban AI in education. Instead, it is necessary to use a balanced approach, combining AI with traditional methods while emphasizing creativity and critical thinking (Mirzoev & Yagello, 2022). This requires revising both teaching and assessment strategies. To ensure authenticity in students' works, teachers can:

• Evaluate not only the result but also the process of writing: plans; drafts; editing; the history of the dialogue with AI, where students demonstrate how they set the task, clarified, and critically revised the content (Orlova, 2025, Mizumoto, Yasuda, & Tamura, 2024). Teachers can also ask students: What was the hardest part in this task? What part are you proud most of?

• Design "AI-resistant" tasks that go beyond popular academic topics and involve more active student participation and critical thinking: Tasks that require analysis of the local events that students are familiar with, specific personal experiences involve emotional evaluation and empathy—areas where AI is limited (Nguyen, 2023). For example instead of giving the task like "Write about a time you felt proud" better use this one "Write about your moment this month at school/college you proud most of and explain how it connects to what we learned about resilience".

• Integrate AI tools into traditional teaching methodology: When completing assignments such as article commentary, students can be asked to study a ready-made commentary, pre-written by AI, and analyze it according to given criteria: use of active vocabulary, complexity of grammatical structures, expression of personal opinion, examples from real life, personal attitude to the described problem. This way, students will become familiar with the capabilities of AI and understand its limitations.

• Place greater emphasis on the oral defense of written work: Defending written work in the format of an oral interview, where students answer questions about the content, justify the choice of vocabulary and structures,

and explain logical transitions, becomes a mandatory element. It can check deep understanding, which AI cannot simulate.

• Develop guidelines for the ethical use of AI: Explain students the purpose of using AI services when doing their writing tasks and provide them with specific instructions, promoting the conscious use of these technologies as a support tool, not a replacement for their own work.

AI cannot replace a teacher, as it lacks the ability to understand educational context and individual student needs. The teacher's role shifts from routine error-correction to that of a mentor and moderator, guiding students into the ethical and effective use of AI (Orlova, 2025). Key recommendations for teachers include:

1. Clearly explain the purpose and limits of AI as an auxiliary tool.

2. Establish transparent rules for AI use and encourage revision of AI-generated content.

3. Design tasks that require critical evaluation of AI output.

4. Include criteria for independent work in grading rubrics (Orlova, 2025).

5. Engage students in an open dialogue regarding the ethics of academic authorship and collaboratively develop formal guidelines for the responsible use of AI tools (Sysoev, 2024a; 2024b; Mali, 2025).

Conclusion

It is essential to remember that while AI tools for EFL teaching can significantly facilitate learning process and automate assessment and feedback, the use of these technologies also entails a number of challenges.

Integrating AI technologies into the writing instruction process in language education requires methodological control and teacher's awareness of the potential risks of their use, so that they complement rather than replace traditional language teaching methods (Orlova, 2025).

Teachers should inform students about the possible limitations of AI applications and the potential consequences of their use.

It is necessary to consider the recommendations provided to maximize the effective use of AI technologies in the learning process and to make them a useful tool for teaching writing. We must also not forget the purpose of artificial intelligence: to complement, not replace, real (human) learning and communication, thereby enriching the educational process, not replacing it.

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