ChatGPT in the Teaching of Academic Writing in Higher Education: Teachers' Perspectives on Its Uses, Challenges, and Future in Personalized Learning

ChatGPT en la enseñanza de la escritura académica en educación superior: Perspectivas docentes sobre sus usos, desafíos y futuro en el aprendizaje personalizado

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ABSTRACT

Given the growing use of artificial intelligence in academic writing, it is essential to systematize empirical evidence on its integration into pedagogical practices associated with teaching writing. However, there is still little research addressing how teachers perceive and use tools such as ChatGPT for these educational purposes. Therefore, this study explores the uses and beliefs about ChatGPT for teaching writing from the perspective of teachers at a private university in Lima, Peru. This qualitative study used a semi-structured interview with ten writing teachers who had already used this tool. Among the results, it was found that ChatGPT is mainly used in the final stage of text revision and correction, with little use in the planning stage; in general, it is used in a rather unreflective manner. Likewise, ChatGPT is considered advantageous as an assistant for personalizing learning; however, ethical risks and threats to critical thinking persist, all of which are integrated into four pedagogical scenarios (ideal zone, tense equilibrium zone, opportunity zone, and critical zone). Future scenarios were envisioned, such as the inclusion of specialized teaching in prompts and the establishment of a regulatory framework for ethics in AI.

RESUMEN

Dado el creciente uso de la inteligencia artificial en la escritura académica, es esencial sistematizar pruebas empíricas sobre su integración en las prácticas pedagógicas asociadas a la enseñanza de la escritura. Sin embargo, aún son escasas las investigaciones que abordan cómo los profesores perciben y utilizan herramientas como ChatGPT para estos fines didácticos. Por ello, este estudio explora los usos y creencias sobre ChatGPT para la enseñanza de la escritura desde la perspectiva de docentes de una universidad privada de Lima (Perú). Este estudio cualitativo utilizó una entrevista semiestructurada a diez profesores de escritura que ya habían utilizado esta herramienta. Entre los resultados, se encontró que ChatGPT se utiliza principalmente en revisión y corrección de textos en su etapa final, siendo incipiente en la etapa de planificación; en general se usa de manera poco reflexiva. Asimismo, ChatGPT se considera ventajoso como asistente para personalizar el aprendizaje, sin embargo, persisten riesgos éticos y amenaza al pensamiento crítico, todo ello integra cuatro escenarios pedagógicos (zona ideal, zona de equilibrio tenso, zona de oportunidad y zona crítica). Se vislumbraron escenarios futuros, como la inclusión de la didáctica especializada en prompts y el establecimiento de un marco normativo para la ética en la IA.

KEYWORDS - *PALABRAS CLAVE*

Artificial intelligence, academic writing, higher education, ChatGPT, learning

Inteligencia artificial, escritura académica, educación superior, ChatGPT, aprendizaje

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1. INTRODUCTION

In a rapidly evolving technological landscape, higher education must innovate to meet societal demands. Aligned with SDG 4, universities are expected to enhance education quality and equip students with future-ready technological skills (United Nations, 2018). Innovation and creativity are thus essential to educational excellence (Sanabria-Navarro et al., 2023). ICT integration, particularly AI, has fostered greater student autonomy in learning (Numa-Sanjuán et al., 2024). Accordingly, the United Nations (2018) emphasizes the need for early AI literacy as a core competency to advance the 2030 agenda.

Artificial Intelligence (AI) is defined as a set of algorithms and tools capable of solving complex problems by mimicking human cognition (Numa-Sanjuán et al., 2024). Tanveer et al. (2020) propose that AI can think and act both logically and humanly. In education, AI enables innovative pedagogical practices and enhances learning through the design of personalized strategies and competency-based content. Generative AI, particularly through tools like ChatGPT—developed by OpenAI—has advanced natural language processing capabilities, such as generating coherent texts and complete articles (UNESCO, 2024, p. 9). This potential can be leveraged in teaching academic writing in higher education. Barrios (2023) highlights that, when used ethically, ChatGPT can support writing instruction and improve processes at each stage. Writing is a complex activity involving both skills (know-how) and personal dimensions such as attitudes, norms, and values (Cassany, 1999). As a process, it includes planning, textualization, and revision—stages in which ChatGPT can learn from examples and adapt to various tasks.

The use of ChatGPT has amplified the push for personalized learning in higher education, particularly in academic writing, where it supports error detection, content refinement, and text structuring. However, its adoption raises ethical concerns, including overreliance, academic integrity, and data privacy (Naznin et al., 2025). As AI generates complex texts instantly, students must develop skills to critically engage with its outputs (Imran & Almusharraf, 2023; Navarrete et al., 2023). This is especially crucial for novice writers, who may accept AI-generated content uncritically (Altmäe et al., 2023). In response, UNESCO (2024) calls for AI literacy in education, highlighting the need to train educators as responsible AI facilitators (Tanveer et al., 2020).

Recent research has revealed a lack of empirical studies specifically focused on the skills required for integrating AI into language teaching (Abisheva et al., 2024). Even AlTwijri and Alghizzi (2024) argue that existing studies are often based on theoretical frameworks and literature reviews, without supporting actual teaching practices. Therefore, it is necessary to compile these pedagogical experiences with AI in writing teaching through empirical studies. In this context, understanding how teachers perceive and use ChatGPT is key to maximizing its potential in writing teaching without compromising students' autonomy or critical thinking.

The objective of this study is to understand university faculty members' perceptions and experiences regarding the use of ChatGPT in writing instruction, specifically across the stages

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of planning, drafting, and revising. To achieve this, faculty members were interviewed to gain in-depth insights into their interaction with the tool.

2. METHOD

This cross-sectional study with a qualitative approach and exploratory scope deployed a phenomenological design. The work is mainly divided into four phases.

2.1. Phase 1: Literature Review

The literature on AI in teaching writing was reviewed and systematized (December 2024). Articles were retrieved from Scopus and Web of Science. Those were selected, reviewed, and summarized. Additionally, a consistency matrix was developed to assess the logical relationships between key concepts.

The general question asks what the teachers' perception of the use of ChatGPT in the teaching of writing is. From the articles reviewed, we gathered both the teacher's and the student's perspectives on the use of ChatGPT in the teaching-learning process of academic writing. This duality allowed us to comprehensively address the discussion of the results. On the other hand, a categorization matrix is posed with two categories that govern the research. The first is ChatGPT, and from this, three subcategories emerge: advantages, disadvantages, and predictions. The second category is the writing process: planning, textualization, and revision (Cassany, 1999).

2.2. Phase 2: Design and validation of the instrument

Based on the categorization matrix, six open-ended questions were developed to explore the influence of ChatGPT on teachers' work in teaching writing. This matrix defines the two categories from the consistency matrix and links level 1 categories to descriptors from level 2. These questions are presented in Table 1.

Table 1

Interview script for teachers

N°	Question
1	Do your students use ChatGPT for textual planning?
2	Do your students use ChatGPT for the textualization of their ideas?
3	Do your students use ChatGPT for revising and editing their texts?
4	What do you consider to be the advantages of ChatGPT in teaching writing?
5	What do you consider to be the disadvantages of ChatGPT in teaching writing?
6	What do you see as the future predictions or projections that you think ChatGPT will have in the process of teaching writing?

Note: Prepared by the authors.

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Semi-structured interviews were used to gather data aligned with the study's objectives. To ensure content validity, the instrument was evaluated by experts using a dichotomous scale (0 = disapprove, 1 = approve) based on pertinence, relevance, and clarity. Aiken's V was then calculated (V = S / n(c−1)) following Escurra (1988), yielding a coefficient of 0.8, which supports the instrument's content validity.

2.3. Phase 3: Fieldwork

In this third phase, semi-structured interviews were conducted in December 2024 with 10 professors from a private university in Lima who had used ChatGPT in their writing classes. The aim was to explore their uses and beliefs regarding this AI tool. Interviews lasted 15–30 minutes, were recorded, and transcribed in the cloud; only the audio transcripts were analyzed. The instrument had been previously validated. All participants provided informed consent, and to ensure anonymity and reduce bias, each was assigned a code (Table 2).

Table 2

Codes were assigned to the teachers interviewed

Code	Description of each interviewee
E1	Bachelor's Degree in Secondary Education with a major in Language and Literature. Language teacher since 2012.
E2	Bachelor of Arts in Literature. Language Teacher since 2013
E3	Master's in Education with specialization in Virtual Teaching. Language Teacher since 2012
E4	Master's in Education with a mention in Virtual Teaching. Language teacher since 2014
E5	Master's in Literature with a mention in Peruvian and Latin American Literature. Language teacher since 2015
E6	Master's in Teaching for Higher Education. Language Teacher since 2008
E7	Master's in Business Administration. Language Teacher since 2005
E8	Master's in University Teaching. Language Teacher since 2017
E9	Master's in Educational Management. Language Teacher from 2018 to 2019
E10	Doctor in Education. Teacher and thesis advisor. Teacher since 2015

Note: Prepared by the authors.

2.4. Phase 4: Fieldwork

Video recordings were transcribed using Transkriptor and organized in a matrix. "Verbatims" were constructed to preserve response fidelity and clarity, ensuring accurate interpretation without altering interviewees' perceptions (Amezcua, 2022). Open coding was applied to analyze the "verbatims," identifying categories flexibly without a predefined list. Ideas were compared, grouped by similarity, and checked for redundancy. Each category received a code, and only those appearing more than once were retained, resulting in 25 codes for the six

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questions. These codes formed the study's results and guided the discussion with the state-of-the-art sources.

3. RESULTS

3.1. Incipient use of ChatGPT for text planning

The first specific objective was to explore the main uses that teachers make of ChatGPT in the writing planning stage.

Regarding the use of ChatGPT in text planning, five interviewees shared their experiences, of which three (E2, E3, E10) stated that initially they did not use it, since they considered this stage to be their construction and were unaware of its potential.

Although its use is still minimal in the planning stage, four teachers state that it is used for purposes such as generating a brainstorming that will allow them to elaborate a writing scheme, also to delimit the topic, as a first approach to the object of study and, to a lesser extent, to search for information (E1, E4, E8, E9).

Finally, two teachers highlight the importance of teaching students to use prompts, which consist of assigning a role, giving a context, and describing what level of response is required (E8, E10). In addition, these same teachers encourage their students to validate, modify, or improve the information that ChatGPT offers them, since they are aware that these are proposals and not definitive answers.

3.2. Use of ChatGPT in Idea Textualization

The second objective was to explore the main uses that teachers make of ChatGPT in the textualization stage of writing.

Regarding the use of ChatGPT in textualization, nine interviewees expressed their opinions, of which two interviewees stated that they have not used this tool or any other artificial intelligence tool to generate the text (E2, E6).

The other teachers reported that they are using it, but its use at this stage is thoughtless; that is, students use it for the immediacy of generating texts, although these may be simple or common, without understanding the content (E4, E7, E9). In addition, three teachers stated that a limitation would be that the texts generated with ChatGPT do not include citations or references, which is necessary in the writing of academic texts (E1, E3, E5).

On the other hand, two interviewees pointed out that they use ChatGPT to paraphrase textual quotations; however, this paraphrasing will have to be validated by the students and they even find it necessary to humanize the language, since the tool usually uses sophisticated words or, failing that, repetitive words (E8, E10).

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3.3. Restricted Use of ChatGPT for Grammar and Norm Compliance Review

The third specific objective was to explore the main uses that teachers make of ChatGPT in the writing revision stage.

About the use of ChatGPT in the text revision stage, all the interviewees expressed themselves. Five of them indicated that this AI tool, at least in its free version, still cannot validate the relevance of content such as, for example, the use of quotations (E1, E2, E3, E5, E8).

Six interviewees stated that ChatGPT, above all, allows the student to review the grammar and rules of their texts and to be able to correct them promptly (E4, E6, E7, E8, E9, E10). This result would be evidence of an approach oriented to the correction of formal aspects.

This use of ChatGPT leaves room for the student to focus on other, more strategic aspects, such as the coherent structure of their texts (E6, E7, E10). This finding, expressed by the teachers, represents an opportunity to refocus the students' competencies.

3.4. Diversifying assessment and learning support with ChatGPT in the newsroom

The fourth specific objective was to explore the advantages of using ChatGPT in writing from the teachers' perspective.

Grouping the codes generated in this subcategory, nine interviewees agree on two important advantages. On the one hand, the tool strengthens self-evaluation and heteroevaluation. Regarding self-evaluation, if the student makes use of a correct prompt, it could allow him/her to "polish" his/her text, that is, to improve it, besides being able to see other models of texts already achieved become an important reference (E2, E4, E6, E7, E8, E10). Regarding heteroevaluation, ChatGPT favors the teacher in that he/she can delegate the revision of formal aspects to the IA and focus on other, more complex aspects, such as the discussion of ideas (E5, E8). In both cases, for the teacher and the student, the IA tool helps to free up space in the writing task to think more deeply about the text, with critical awareness and creativity.

On the other hand, four teachers agreed that ChatGPT acts as a personalized learning assistant, permanent, with immediate and multimodal answers, since it adapts to the learning style of the students (E3, E7, E8, E9). This advantage is very important, since it allows the student to continue learning even without the presence of the teacher.

3.5. Dependency, Critical Thinking Deficits, and Ethical Dilemmas in ChatGPT-Assisted Writing

The fifth specific objective was to explore the disadvantages of using ChatGPT in writing from the teachers' perspective.

Regarding the disadvantages of ChatGPT in the teaching of writing, three were identified, mainly expressed by the ten interviewees. First, it could generate dependence on the IA tool and disinterest in writing as a construction of its own (E1, E2, E6, E7).

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Secondly, the interviewees state that it could subtract autonomy from the student, as well as the detriment of critical thinking (E3, E4, E8, E10).

Thirdly, although to a lesser extent, two interviewees stated that a possible disadvantage could be the encouragement of plagiarism, since students are not fully ethically aware of the correct use and incorporation of AI in their texts (E1, E7). Teachers stated that students have little awareness of ethical issues in the use of ChatGPT, so it is common to see cases of increased plagiarism. Along with this, six teachers expressed that it could represent a risk in terms of ethics by detracting from the reliability of academic writing, since -if the correct prompt is not used- the sources used by ChatGPT could be outdated, inexistent or inaccurate (E2, E4, E6, E8, E9, E10).

3.6. Future Perspectives on ChatGPT in Writing – Prompt Mastery and Ethical Regulation
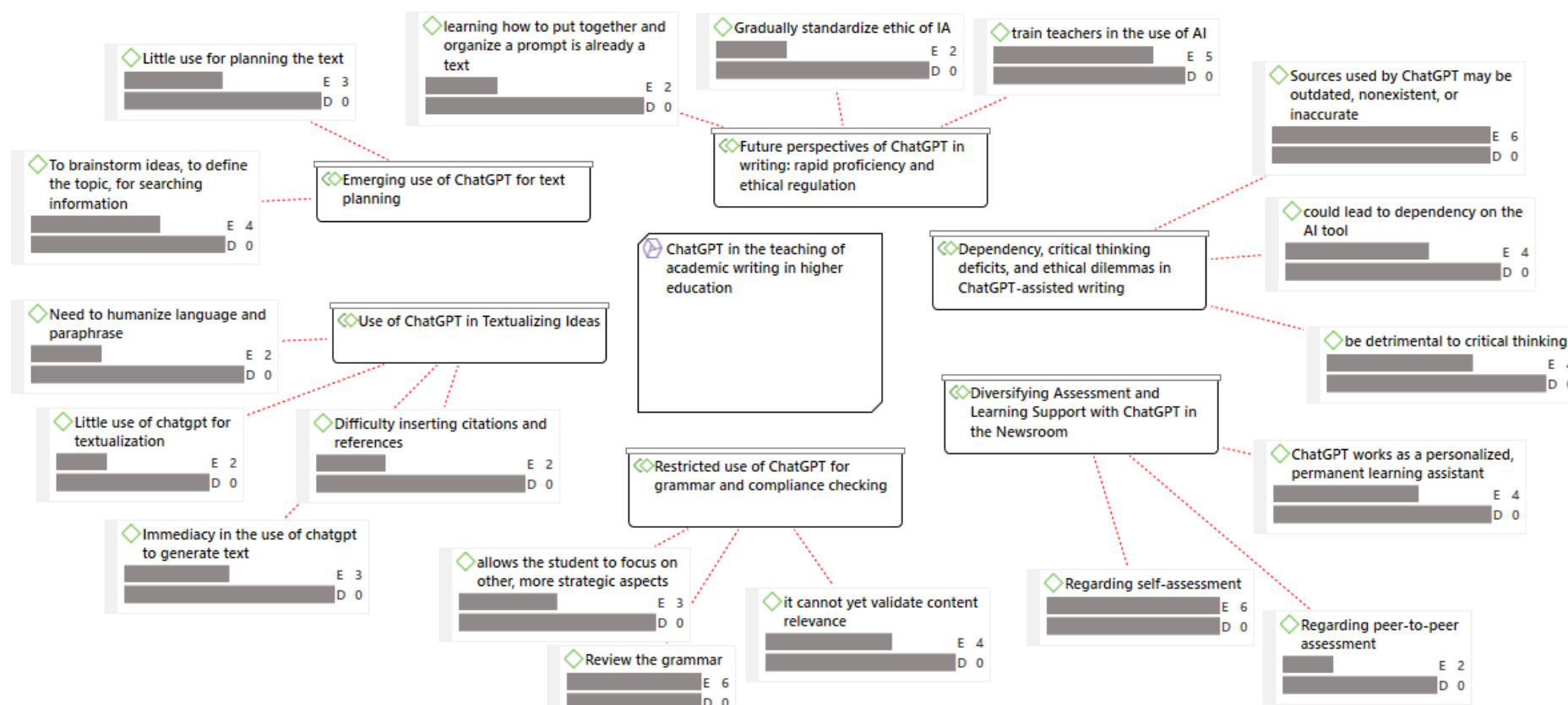
The last specific objective was to explore predictions about the use of ChatGPT in writing from the teachers' perspective. About the predictions about the ChatGPT tool in the teaching of writing, seven interviewees expressed themselves in this regard. On the one hand, they emphasize the need to teach, progressively, to design prompts, since writing is no longer just thinking about the interlocutor or receiver, but also about the machine. AI can produce text more efficiently and effectively, but whoever learns to feed it will master it. Even learning to assemble and organize a prompt is already a text (E5, E8). On the other hand, given the many cases of ethical conflict that have arisen because of the use of AI in learning, it is expected that it will gradually become standardized. Several countries are already creating standards regulating their use to avoid ethical problems (E1, E7). It should be noted that, in both future scenarios, the teachers interviewed stated that AI, through tools such as ChatGPT, will increasingly become an integral, productive, and complementary tool for teaching. It does not represent a danger of replacing teaching work, but it is necessary to learn how to use it (E1, E2, E4, E6, E9).

Figure 1 consolidates the citations, codes with their frequencies, and code groups on the use of ChatGPT for teaching academic writing in higher education through a network developed in Atlas. Ti version 8.

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1   **Figure 1**

2   *Network of quotations, codes, and code groups on the use of ChatGPT in the teaching of academic writing*

3

4

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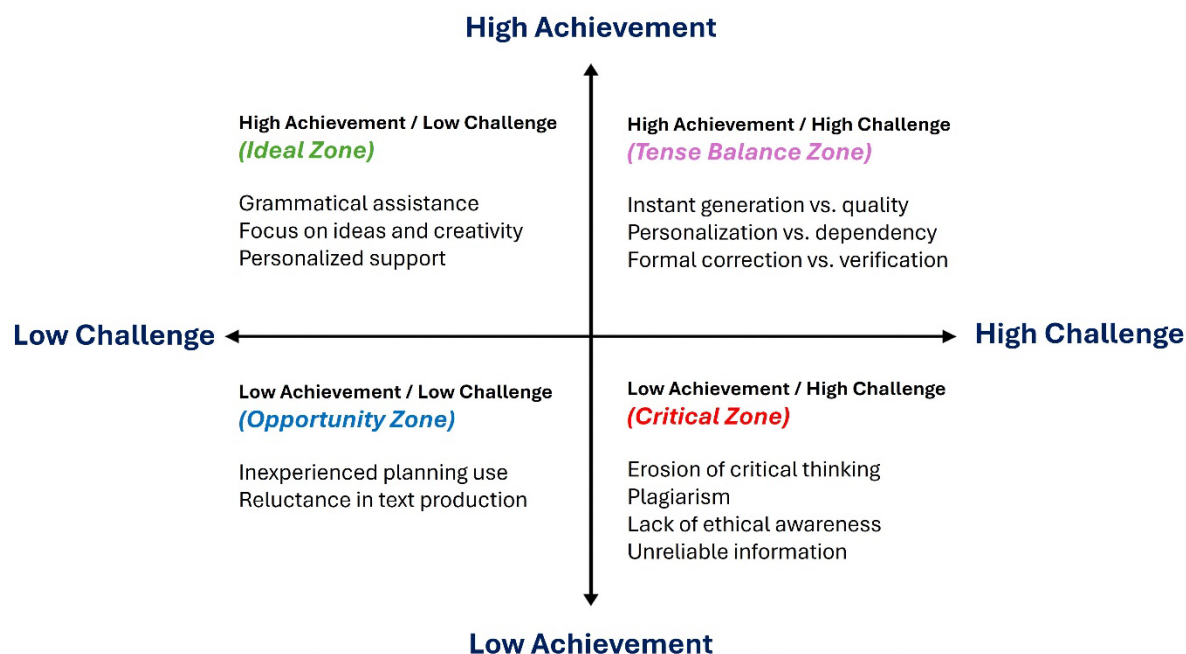
5 At the same time, a quadrant is presented that classifies and integrates the findings of the study
6 according to two dimensions: achievements (low/high) and challenges (low/high) derived from
7 the use of ChatGPT in teaching academic writing, identifying four key pedagogical scenarios
8 (see Figure 2).

9 Figure 2
10 *Pedagogical scenarios for using ChatGPT in teaching academic writing*

High Achievement

High Achievement / Low Challenge
(Ideal Zone)

Grammatical assistance
Focus on ideas and creativity
Personalized support

High Achievement / High Challenge
(Tense Balance Zone)

Instant generation vs. quality
Personalization vs. dependency
Formal correction vs. verification

Low Challenge ← → **High Challenge**

Low Achievement / Low Challenge
(Opportunity Zone)

Inexperienced planning use
Reluctance in text production

Low Achievement / High Challenge
(Critical Zone)

Erosion of critical thinking
Plagiarism
Lack of ethical awareness
Unreliable information

Low Achievement

11

12 The first scenario, high achievement and low challenge, represents the ideal zone, where
13 ChatGPT improves learning without generating major risks. This is where assisted grammar
14 review, permanent personalized support, and a focus on ideas and creativity come in, freeing
15 students from mechanical aspects and allowing for deeper reflection. The second, high
16 achievement and high challenge, reflects an area of tense equilibrium: valuable benefits are
17 obtained, but they require pedagogical vigilance; it includes uses with great potential, but
18 which require regulation. Instant generation, although efficient, can affect textual quality.
19 Personalization, although useful, can create dependency. Likewise, formal correction requires
20 human verification to ensure the relevance and reliability of content.

21 The third scenario, low achievement and low challenge, points to an area of opportunity:
22 limited use of the tool, such as in its early use in planning or reluctance to textualize, does not
23 yield significant benefits, but does not involve risks either. This area offers a safe margin for
24 gradual innovation with ChatGPT. For example, reluctance to textualize refers to the resistance
25 or unwillingness of teachers or students to use ChatGPT to write ideas, motivated by mistrust,
26 lack of knowledge, or preference for traditional approaches. This situation represents an area
27 of opportunity, since although there are no significant benefits, there are also no educational
28 risks. This opens the possibility of introducing the use of AI in a gradual and controlled manner,
29 exploring its potential to enrich the writing process without compromising quality or academic

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30 integrity. Finally, the fourth scenario, low achievement and high challenge, constitutes a critical
31 area in which the use of ChatGPT carries serious risks, such as the deterioration of critical
32 thinking, plagiarism, or lack of ethical awareness, and unreliable information, without
33 contributing significant improvements to the educational process.

34 ## 4. DISCUSSION AND CONCLUSIONS

35 The use of ChatGPT in the teaching of writing shows varied experiences on the part of teachers,
36 with greater emphasis on certain stages of academic writing. Of the three stages, the review
37 was where more teachers stated that they were relying on ChatGPT, highlighting that the tool
38 has allowed them to identify and, therefore, correct errors in their writing, although its focus is
39 limited to the verification of grammatical and normative aspects. In this regard, Zou et al.
40 (2023), Sánchez (2024), and Malik et al. (2023) state that ChatGPT is useful for self-regulation
41 by allowing them to check grammar and normative aspects in their texts. However, even if it is
42 very useful for checking grammatical aspects, it is still limited in its approach and does not allow
43 for in-depth review of content or structure.

44 The textualization stage has also been reinforced using ChatGPT; however, teachers warned of
45 its possible unreflective use, due to the immediacy with which the text is generated.
46 Nevertheless, Malik et al. (2023) argue that, when the learning experience is effective, AI
47 enhances students' ability to reflect on their writing, promotes the development of logical
48 reasoning in their argumentation, and personal style. It was also noted that ChatGPT -at least
49 in its free version- does not yet allow the insertion of quotations. This finding contradicts what
50 was stated by Malik et al. (2023), who valued the benefits of AI in education for generating
51 citations and references and detecting plagiarism. In this sense, the results in the use of
52 ChatGPT for textualization could be differentiated by the learning experience or by the version
53 of use of this tool.

54 The planning stage was the least supported by ChatGPT, as its potential remains largely
55 unrecognized by teachers and students, who prioritize self-constructed work for authenticity
56 and originality (Gilbert et al., 2024). However, this contrasts with findings from Marzuki et al.
57 (2023), who report that AI enhances content quality and idea organization, particularly in
58 outlining (Zou et al., 2023). Navarrete et al. (2023) further highlight its role in ensuring textual
59 cohesion. ChatGPT is increasingly used for brainstorming and topic delimitation, aiding
60 information retrieval and processing (Marrone et al., 2022; Navarrete et al., 2023). Given these
61 benefits, expanding teachers' knowledge of ChatGPT beyond revision and textualization is
62 essential.

63 Based on student experience, studies show contrasting results. On the one hand, for
64 undergraduate, master's, and doctoral students at a state university in Poland (Strzelecki,
65 2023), ChatGPT stands out as an efficient and personalized tool for quick access to relevant
66 information. It can also serve as a grammar checker and query solver in various disciplines and
67 languages, promoting deeper learning.

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68 Similarly, doctoral students at a Swedish university of technology found that Generative
69 Artificial Intelligence (GAI) was useful at various stages of academic writing: "(1) during the
70 writing process, to correct grammar and improve vocabulary, syntax, and style; (2) in the
71 brainstorming process, to clarify basic concepts and understand terminology; and (3) in the
72 editing process, to shorten texts, create summaries, and improve conciseness, coherence, and
73 clarity" (Ou et al., 2024, p.10).

74 However, 70.4% of students at a Liverpool university were skeptical about using ChatGPT to
75 write full essays and did not support the practice. In the words of the students themselves: "I
76 have used ChatGPT to exchange ideas and structure my work (...) I think it could have many
77 useful applications, but not for academic writing... yet! (...) I think using it to review information,
78 help with grammar, and research is fine. But it's not your essay if AI writes it for you. I hate
79 writing essays and find it difficult, but you still have to do them" (Johnston et al., 2024, p.9).

80 One of the advantages that teachers highlighted in ChatGPT was its support as a personalized
81 learning assistant or tutor. Cotohuanca-Cruz et al. (2024), Kim and Kim (2022), and Gilbert et
82 al. (2024) concur with this finding by explaining that the tool allows students to address
83 complex concepts, which facilitates the understanding of the reviewed content, and provides
84 students with immediate formative feedback. This advantage is due to the tool's multimodal
85 and adaptive nature, allowing for an individualized learning plan to be customized to address
86 students' needs more effectively (Kuleto et al. (2022); Chan and Hu (2023). Johnston et al.
87 (2024) collected feedback from university students in Liverpool, who agreed that these
88 technologies can be of great benefit to groups such as people with disabilities, international
89 students, or those who are the first in their family to attend university. In turn, Deroncele-
90 Acosta et al. (2024) found that an important role of AI in science education is its function as an
91 Intelligent Tutoring System (ITS), since, through dialogue programs (bots), it can improve
92 language training.

93 ChatGPT also allows the teacher and student a more strategic role in assessment and self-
94 regulation activities. Kuleto et al. (2022) stated that AI provides the possibility of automating
95 teacher processes and activities, such as student monitoring. For this reason, it would improve
96 the efficiency of administrative costs by not needing a teacher to provide reinforcement classes
97 (Pisica et al., 2023). As for the student, it helps him to self-evaluate his texts (Gilbert et al.,
98 2024) and improve his style (Malik et al., 2023). Along the same lines, Nazari et al. (2021)
99 demonstrated the positive effect that the use of an AI-driven writing tool had on self-efficacy
100 and academic emotions in second-year graduate students at a national university in Indonesia.
101 The students found that, thanks to timely formative feedback from AI, they strengthened their
102 autonomy to inspect their errors and reformulate their statements, especially when no human
103 support was available. It also frees up time to concentrate on more creative aspects (Marrone
104 et al., 2022). Similarly, between 60% and 65% of university students from 25 different
105 institutions in Indonesia valued the time savings offered by AI, as it allows them to produce
106 content quickly and work on several projects simultaneously (Malik et al., 2023).

107 However, ChatGPT also poses risks, particularly to critical thinking. Excessive, uncritical use may
108 lead students to accept AI-generated content as accurate and well-written without questioning

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109   its validity, limiting opportunities for critical analysis and creativity (Pisica et al., 2023). Over
110   time, this could lead to a loss of interest in learning the writing process the traditional way, as
111   it wouldn't make sense if this technology allowed them to achieve the same final product
112   immediately.

113   On the other hand, depending on how the prompt is used, it could provide information of low
114   reliability, i.e., inaccurate or missing data. Sallam (2023) found that the content of scientific
115   texts provided by the AI was superficial or inaccurate in terms of citations and references.
116   Navarrete et al. (2023) explain that the texts produced by ChatGPT follow a homogeneous
117   pattern and are insubstantial, since they are governed by existing writing models, so they are
118   deficient in their overall evaluation concerning the topic addressed. From the perspective of
119   university students, in a study conducted in Eastern and Central Indonesia, they mentioned
120   that among the main reasons for not using AI are the possible limitation of critical thinking skills
121   when relying on the tool (75%), misinformation and inaccuracies (70%), as well as concerns
122   about the ethical implications of unintentional plagiarism (69%) (Malik et al., 2023).

123   Chan and Hu (2023) warn that the use of AI in higher education may raise ethical concerns. The
124   World Intellectual Property Organization (WIPO, 2024) identifies five IP-related risks of
125   generative AI: exposure of confidential information, IP infringement, open-source obligations,
126   deepfakes, and unclear ownership of AI-generated content. These issues concern educators,
127   as uncritical reliance on AI undermines source verification—a key step in academic writing.

128   This study supports the need for prompt teaching, showing that teachers use ChatGPT in a
129   limited and unreflective way. In line with Giray (2023), it confirms that training in prompt
130   engineering is key to leveraging AI in a critical and pedagogical way. Yue et al. (2022) emphasize
131   the importance of "AI literacy" as a core student competence, enabling learners to become
132   creators rather than mere consumers. This literacy promotes originality and helps prevent
133   unintentional plagiarism (Malik et al., 2023) and should be integrated across all university
134   disciplines (Almaraz et al., 2023) to form more competent citizens. In this context, Deroncele-
135   Acosta et al. (2024) highlight the need for continuous faculty development to fully leverage AI
136   in transforming teaching practices and enhancing student engagement.

137   This study supports the need for prompt teaching, showing that teachers use ChatGPT in a
138   limited and unreflective way. In line with Giray (2023), it confirms that training in prompt
139   engineering is key to leveraging AI in a critical and pedagogical way.

140

141   However, many teachers are unaware of how AI works and are reluctant to learn, which
142   explains why they have a narrow view about the strengths of this technology (Pisica et al., 2023;
143   Kim & Kim, 2022). Therefore, Wang et al. (2023) believe that higher education educators need
144   to intentionally learn how to apply AI in their respective specializations. This training will instill
145   confidence in them (Sanusi et al., 2024); thus, the more awareness and knowledge teachers
146   have about artificial intelligence, the greater their willingness to identify opportunities to
147   implement it in schools (Kuleto et al., 2022). In this scenario, teachers will need to update and

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148 reinvent the teaching of writing within this new digital context (Sharadgah & Sa'di, 2022; Kim
149 & Kim, 2022).

150 In addition to the teacher, the curriculum will also need to be updated. Sharadgah and Sa'di
151 (2022) concluded that the use of AI in teaching was still scarce, since there is still no adequate
152 teaching material to boost learning with AI. Therefore, Su and Zhong (2022) propose building a
153 new curriculum that includes stimulation with AI for basic learning so that the student becomes
154 familiar with this technology. In addition, Sharadgah and Sa'di (2022) propose that the inclusion
155 of AI should consider body, gestural, and emotional interaction as features that will help the
156 integration of ChatGPT.

157 Despite fears of being replaced by AI, writing courses and teachers will not disappear but
158 evolve. As Sanusi et al. (2024) and Zou et al. (2023) affirm, AI cannot fully replicate the
159 multifaceted role of educators. Education students and teachers are already incorporating AI
160 into their training, aware that future learners will use these tools (Almaraz-López et al., 2023;
161 Zhang et al., 2023; Kuleto et al., 2022; Yue et al., 2022). Human educators bring irreplaceable
162 skills—critical thinking, research, citation, argumentation, creativity, and ethics—that define
163 the comprehensive learning experience offered by university writing courses (Sanusi et al.,
164 2024).

165 Establishing clear institutional policies on the use of generative AI in education is essential to
166 safeguard academic integrity and promote responsible use. While only 10% of institutions
167 currently have formal policies (UNESCO, 2024), students themselves are calling for clearer
168 guidance. Johnston et al. (2024) found that 41.1% of university students believe there should
169 be a university-wide policy specifying when these technologies are appropriate. Their findings
170 also highlight that students do not support banning generative AI outright but rather advocate
171 for equitable access and well-defined usage rules. These insights underscore the urgency of
172 developing inclusive and transparent frameworks to guide the ethical integration of AI in higher
173 education.

174 In conclusion, this study reveals a complex integration of ChatGPT in writing instruction at a
175 private university in Lima. Despite recognizing its potential, teachers face barriers such as
176 limited knowledge, distrust, and ethical concerns. Its uncritical use in textualization and
177 marginal role in planning highlight a formative gap that hinders student autonomy and critical
178 thinking. The focus on grammar correction reflects a narrow view of writing, neglecting
179 structure and content. Still, teachers see ChatGPT as a potential ally for assessment, self-
180 regulation, and digital tutoring—provided there is training, ethical guidance, and a prompt-
181 based didactic framework.

182 The study raises important pedagogical and curricular implications for teaching academic
183 writing in higher education. At the pedagogical level, it highlights the need to train teachers
184 and students in the effective use of AI, as well as to critically understand how its algorithms
185 work and evaluate the new skills developed (Mora, 2025). At the curricular level, it highlights
186 the incorporation of chatbots as educational support, especially for students with specific
187 needs, and the need to redefine the concept of authorship in light of the use of AI in the writing

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188 process (Salid et al., 2025). These implications must be considered in educational policies to
189 take advantage of the benefits of AI and minimize its risks.

190 One limitation of this study is that larger samples could be selected, covering a greater number
191 and variety of private and public higher education institutions and diverse geographical
192 contexts. Furthermore, the study collected information solely from the perspective of faculty
193 members; therefore, other research could include the perspective of students. In this way, a
194 comprehensive understanding of AI in the teaching of academic writing at the higher education
195 level could be obtained.

196 Future studies should delve more deeply into the ethical aspects of AI in education to dispel
197 myths or prejudices about its use and take advantage of its full potential. Likewise, it will be
198 convenient to explore what competencies teachers need to effectively integrate AI in the
199 teaching of writing. As demonstrated in this study, teachers will not be replaced by AI, but they
200 will be remastered. Finally, it is suggested that the interviews be supplemented with analyses
201 of texts produced by students or observations of teaching practices, which would allow for a
202 more robust cross-validation of the results. The four identified zones—ideal, tension,
203 opportunity, and critical—provide a valuable pedagogical framework for both teachers and
204 students, guiding educational policies and practices toward the ethical, gradual, and
205 meaningful integration of AI in academic writing.

206   5. ETHICAL DECLARATION

207 In the present study, a semi-structured interview was administered to 10 teachers, who were
208 asked for their informed consent to record the interview and use the information for research
209 purposes. Anonymity and protection of the interviewees' identity were always guaranteed. The
210 interview script was submitted for validation by experts, who confirmed its validity and
211 relevance. The processing of the interviewees' responses was carried out using Google Sheets,
212 a tool that allowed the collaborative and secure analysis of the data by the research team.

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217 Conceptualization, M.L.P.N., E.M.M.-G., J.W.N.Z.; formal analysis, M.L.P.N., E.M.M.-G., J.W.N.Z.; funding
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220 validation, M.L.P.N., A.D.-A.; visualization, M.L.P.N.,A.D.-A.; writing-preparation of original draft, M.L.P.N.,
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