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Teacher's Perception on AI Overuse by Students: Did AI Do Your Task?

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A B S T R A C T

Artificial Intelligence (AI) applications such as ChatGPT, Grammarly, and Google Translate are often used by students to help them to find ideas, write, translate, and even organize the ideas. These applications can support learning, yet many teachers have noticed that students are using them excessively. This study aims to look at university English teachers' perceptions and responses toward students' overuse of AI tools in asynchronous learning contexts. This study employed a narrative inquiry approach. The source of the data was five narratives from five university teachers reflected on real situations when they suspected students were overusing AI. The narratives were then thematically analysed to identify emerging patterns and emotional responses. The findings of this research highlight some emotional and ethical dilemmas that teachers experienced, the signs they noticed in student work, and the strategies they used to deal with the problems, and he strategies they employed to promote responsible AI use among students. This study also shows that teachers are trying to balance the use of AI as a helpful tool, not a replacement for learning. It also suggests clearer policies from the institutions, better digital ethics education for the students, and stronger support for teachers in today's AI era.

Introduction

Technology, especially Artificial Intelligence (AI), has turned into an important part of education, particularly in universities, and gained significant attention over the past decades. Applications or tools powered by AI now provide various learning activities, including grammar correction, writing assistance, automatic feedback, personalized learning, and even automated assessment (Ali, 2020; Huang et al., 2023; Luckin et al., 2016; Ngo et al., 2024; Rukiati et al., 2023; Sumakul et al., 2022). In language education, AI writing assistants like ChatGPT and Grammarly are widely used to improve fluency, coherence, and vocabulary (Lee, 2024). Many university students use AI applications such as ChatGPT, DeepSeek, Google Translate, and Grammarly to help them with writing, editing, translating, and even brainstorming for ideas. These applications are remarkably interesting to non-native English learners, as they offer immediate help and decrease anxiety around writing assignment (Cotton et al., 2024). By employing these applications, students can improve their grammar, vocabulary, and writing structure. Moreover, AI also makes learning more flexible and independent for students (Chu et al., 2022). Because of these advantages, more students are using AI in their daily study routines and to help them do their assignments.

As AI offers several benefits for learners, however, employing AI in learning also brings some new challenges. Although AI has shown positive impacts on learner autonomy and confidence (Chu et al., 2022), many educators have warned of the risk that students may become over dependent on these applications. In English classes, as an example, students are expected to practice speaking, writing, and thinking in English. Nonetheless with AI applications, some students only depend on the technology to do the tasks for them. In many cases, instead of learning how to write on their own, students use AI to generate full essays. When students use AI to produce entire texts, it may prevent the development of important writing, thinking, and problem-solving skills (Hwang & Chang, 2023). As a result, students may not improve their own writing skills because of relying on AI. This situation is what people call the overuse of AI, when students use AI not just for assistance, but to replace their own thinking and effort.

The problem mentioned above is getting more difficult to control in asynchronous learning, which is becoming more popular in higher education level, especially after the COVID-19 pandemic. In asynchronous classes, students and teachers (some universities use the term tutor or instructor instead of teacher) do not meet each other in person or even virtually, for example via Zoom. As a substitute, the students have to complete tasks, watch videos, or join online discussions in their own time. Because of that, this format allows flexibility for students and supports self-paced learning (Hrastinski, 2019), yet a research also shows that asynchronous courses require strong self-discipline and digital literacy skills, both of which vary greatly among students (Pfledderer et al., 2023). Both students and tutors may engage with course content at different times. Although this type of learning bears convenience and effectiveness to the teaching and learning process, it also means teachers cannot easily check how students are doing the tasks or whether they are using AI in an inappropriate way. Although some teachers claimed that independent learning is a good way to promote student independence (Surayya et al., 2025), without direct supervision, students may rely on external tools, including AI, to finish assignments quickly (Alexander et al., 2023; Cotton et al., 2024; Fyfe, 2022). Because of less direct communication, teachers may not know whether a student's task was done on their own or produced by AI. This creates challenges for teachers, who may find it difficult to assess whether the student's work reflects true learning.

The trends of using AI tools by students has raised concerns about academic honesty and learning quality. In this asynchronous learning environment, students may use AI tools without being noticed. Teachers may feel unsure about how to check if students are using AI too much. Several studies have reported that students often use AI beyond acceptable limits, letting it do most or all of the work on essays, summaries, and responses (Kasneci et al., 2023). This overuse can negatively affect students' writing development and critical thinking skills (Fyfe, 2022; Rukiati et al., 2023; Selwyn, 2024). Some students are unsure about how much AI use is acceptable and feel confused about what counts as plagiarism or cheating (Sullivan et al., 2023).

Some teachers may be able to guess from the language style or vocabulary in a student's writing, but it is not always clear. At the same time, many universities do not yet have distinct rules about the use of AI and some of them are still developing clear policies about it. Without official rules or training, both students and teachers face uncertainty. This situation makes it difficult for teachers to act when they suspect inappropriate use of AI (Cotton et al., 2024). As a consequent, teachers often have to decide for themselves how to respond to the challenges. This could make teachers feel confused, stressed, or even powerless.

Several teachers are now facing new challenges in identifying, managing, and assessing AI-generated work, particularly in asynchronous formats. Kim & Kim (2022) found that many teachers feel uncertain when evaluating student writing, especially when it appears to be written with the help of AI tools. In their research, Kim & Kim (2022) said that several teachers report a lack of confidence in detecting AI-generated content and often must rely on personal experience and intuition. This uncertainty increases when there is no clear policy and distinct rules from the institution on what constitutes appropriate AI use (Alharbi, 2023; Cotton et al., 2024).

Many studies have explained how students use AI and how it helps them to learn, but very few studies focus on teachers' experiences and opinions. Indeed, teachers play an important role in managing the learning process, checking students' work, and guiding them to use technology in the right way. Understanding how teachers feel about AI overuse is crucial, especially in asynchronous classes, where the problem is often found and difficult to control. Some researchers suggest that self-reflective practice is a valuable method for understanding how teachers deal with digital challenges in the classroom. Self-study and reflective inquiry allow teachers to explore their own responses, beliefs, and evolving practices in a structured, research-based way (Loughran, 2013). This is particularly useful in rapidly changing contexts like AI integration, where external research may not yet fully capture the realities which educators are experiencing in the teaching activities. Unfortunately, researchers had not found any research on how teachers themselves perceive and respond to students' overuse of AI, especially in asynchronous settings. Therefore, this recent study tried to investigate how English teachers at the university level view and respond to the overuse of AI by students in asynchronous classes. Moreover, it also observed the difficulties teachers face, the strategies used, and what kind of support which teachers need to respond to this phenomenon.

In this context, this study used teacher self-reflection as its main source of data. The research team, consisting of university English teachers, drew from their own teaching experiences in asynchronous courses to discover how they recognized, experienced, and responded to students' overuse of AI. This method gives voice to practitioners and provides rich, practice-based insights that are often missing from survey-based research. Reflective accounts not only help identify problems but also support the development of personal and institutional strategies. As suggested by (Kurt & Kurt, 2024), encouraging teachers to reflect on their digital teaching practices helps raise awareness of ethical concerns, teaching values, and the need for supportive structures in managing AI use. Therefore, this study positioned reflection not just as a tool for professional growth but also as a valid and meaningful research method. By focusing on teacher experiences, this study hopes to help institutions create better policies, raise awareness, and improve teaching practices in a time when AI is changing how students learn and how teachers teach. Furthermore, this current research is essential to be done, so that educators may figure out how AI can be implemented in a way that supports learning, without omitting it from teaching and learning process.

Research Method

This study, as mentioned above, employed a qualitative design using narrative inquiry approach, focusing on self-study and reflection as its central methodologies. Narrative inquiry was appropriate for discovering educators lived experiences, especially when examining personal responses to challenges within dynamic teaching contexts (Clandinin, 2022; Creswell & Creswell, 2018; Creswell & Poth, 2016). In narrative inquiry, personal reports or stories are treated as sources of data that expose how

individuals experience events over time. This method was particularly suitable in the study of AI integration in education, as it allows educators to reflect critically on how emerging technologies impact teaching, learning, and assessment (Bolliger & and Martin, 2018; Kim & Kim, 2022; Stewart et al., 2020). While narrative inquiry offers rich insights, the findings may not be generalizable to all teaching contexts. This might happen due to the small number of participants participating in this narrative research (Creswell & Poth, 2016).

The researchers, who also served as English instructors, acted as both participants and observers. Each participant wrote a narrative about their professional experiences in teaching asynchronous English courses in which students were assumed of overusing AI tools. The reflective study within teacher education will enable educators to systematically examine their own practices in teaching which means allowing for both personal growth and broader pedagogical insights (Al-Mughairi & Bhaskar, 2024; Gayed et al., 2022; Loughran, 2013).

This research was conducted to five lecturers who teach English in several well-known universities in Indonesia during the Odd and Even Semesters of the 2024-2025 academic year. The courses involved were asynchronous General English classes delivered through institutional Learning Management Systems (LMS). By using LMS, students were given weekly tasks and assignments, submitted independently without simultaneous interaction. The participants in this study were the five members of the research team (the authors), each of them taught one or more asynchronous General English classes. All participants had over five years of experience in higher education and were familiar with both asynchronous and blended learning formats. Because this study is based on the teachers' own reflections and classroom experiences, ethical sensitivity was an important part of the research process. To ensure confidentiality, all details that could reveal the identity of students, colleagues, or institutions were removed or changed.

The primary data sources of this research were five narratives written by each teacher (Clandinin, 2022; Creswell & Creswell, 2018; Creswell & Poth, 2016). Each participant wrote a 1 to 2-page essay that described their experience when AI use became the focus being narrated. The participants were asked to write a reflection on how they identified possible AI involvement, what actions they took, how they felt, and what they learned from the experience. The narratives were treated as both individual and collective stories which helped the researchers identify themes, emotions, and strategies for responding to AI use. In writing the narratives, the participants were guided by the following open-ended questions:

1. What incidents or patterns made you suspect students were using AI tools excessively?
2. How did you feel about those incidents?
3. What actions did you take, and why?
4. What challenges or dilemmas did you face?
5. How has this experience shaped your views on AI use in education?

Then, the narratives were analysed thematically to identify recurrent themes and emotions. By employing Braun & Clarke's approach (2006) to thematic analysis, the researchers first read and reread the narratives to become familiar with the data and to note initial impressions. These preliminary insights were then coded inductively, allowing themes to emerge directly from the teachers' experiences rather than from predetermined categories. After coding, similar ideas were grouped together to form broader themes that reflected shared challenges, emotional responses, and strategies used in addressing AI overuse in asynchronous classes. The themes were refined collaboratively to ensure that

they accurately represented the narratives and remained grounded in the teachers' lived experiences. This process helped highlight both the common issues faced by the participants and the nuanced ways they made sense of AI-related challenges in their teaching practice.

Result and Discussion

Result

This part presents five narratives collected from English lecturers involved in an asynchronous General English course. The narratives illustrate how each lecturer encountered, interpreted, and responded to the suspected overuse of AI tools in student submissions. The following are the narratives written by the English teachers.

Narrative 1.

I started spotting some outlines in my students' answers that made me think they might be relying on AI tools too much. Some of their answers looked very similar, they would list five to nine points, and each point had a short explanation, usually just one or two sentences. It was too consistent across different students and topics to feel natural.

Honestly, it left me feeling quite confused at first. I wasn't sure whether they had all just learned a new way to organize their thoughts, which would have been great, or if something else was going on. The writing didn't really sound like them, and the variation I usually see in student work just wasn't there.

To figure it out, I started experimenting a bit. I would input the same questions I gave my students into ChatGPT, just to see what kind of answers it would generate. Once I saw the typical style and structure of AI responses, they were similar. I realized that some of my students were probably using AI in the same way. That helped me become more aware of what to look out for.

Still, it wasn't always easy. There were times when students would tell me, quite sincerely, that they hadn't copied anything and that they wrote the answers in their own words. And maybe they did, just heavily influenced by the kind of structure they saw online. It was difficult because I didn't want to be prejudicial, but I also needed to keep academic integrity.

This experience has affected my opinion on AI in education. I can see how AI can be a helpful apps, such as giving students ideas, helping them get started, and even teaching them better organization. But at the same time, it is harder for tutors to know who really understands the material and who just knows how to use the tool well. In the end, I think we need to guide students on how to use AI responsibly, not as a replacement for their thinking, but as a support for their learning.

Narrative 2.

I checked some student tasks that seemed too perfect. The language they used was too advanced, even for students who usually struggled with grammar and vocabulary. Another thing which was more interesting was the formatting, like proper punctuation, neatly organized paragraphs or bullet lists, etc. It just didn't seem natural coming from certain students, especially when I compared it to their previous work.

When I read those assignments, something was beyond my expectation. The responses didn't have the usual imperfections or personal touch I expect from

student writing. It felt like reading a computer-generated answer rather than something written by a student.

In response, I decided to give a very low score (1-10), and then asked the students to revise their work. I wanted to see their own thinking and original effort. My goal wasn't to punish, but to encourage honesty and improvement. I hoped the process of revision had pushed them to engage more deeply with the task.

One of the biggest challenges I've faced is that AI seems to make students lazier, especially when tasks require deeper skills like analysis, problem-solving skills, or critical thinking ability. Instead of struggling through those challenges, some just rely on AI for immediate answers, which skips the opportunity to actually learn and grow. It's frustrating because it's not just about completing a task, it's about developing the skills behind it.

This experience has made me more careful, and more serious, about the role of AI in education. I see its potential without any doubt. AI can be incredibly helpful when it is used responsibly. It can guide students, support their learning, and provide ideas. But if they rely on it too much, I worry that they will face gradual decline in the ability to think critically or creatively. As a teacher, that's a big concern. It's up to us to help students find a balance, use AI as a tool, not as a replacement for their own effort and ideas.

Narrative 3.

I have identified a recurring form in some of my students' works. The writing they produced was too sophisticated for their level. Previously, these students showed a limited range of vocabulary and struggled with sentence structure. Suddenly, their writing became perfect, rich in advanced vocabularies, and near perfect grammar. It just didn't align with their known abilities.

Honestly, I felt a sense of shame, not directed at the students, but at the situation we are now in as educators. It was hard to admit that the work submitted didn't originally reflect the students' own effort and understanding. There is something disturbing about evaluating work that may not be their own, especially when we're trying to support authentic language development.

To be honest, I was not sure how to respond. Sometimes I didn't know what action I should have done. For me, if I was calling it out directly, I would feel risky, especially without any tangible evidence. At the same time, ignoring it didn't feel right either. I found myself trapped, uncertain whether to question the student, lower the grade, or just let it go.

This problem led to various ethical dilemmas. What if the student had simply improved? What if they were trying to do their work after having better examples, is that still learning, or is it crossing a line? There is an indistinct area between using AI as a tool for support and completely relying on it to do the thinking. Navigating that space has been one of the biggest challenges I've faced.

This experience has certainly changed the way I view AI in education. I see now that one of the most problematic aspects is acknowledgment, or rather, lack of it. Most students hardly say when they have already used AI, which makes it difficult to evaluate their progress honestly. However, I believe AI can be useful, even powerful, when used transparently and responsibly. But in this case, it weakens the learning process. As a tutor, it's made me think more seriously about how to guide students in using AI responsibly, and how to redesign assessments that value process more over perfect output.

Narrative 4.

I found a series of confusing tasks that have led me to suspect an excessive dependance on AI-generated content among some of my students. What initially caught my attention was the unexpectedly sophisticated nature of their written work, the kind of sophisticated language that is far beyond the demonstrated linguistic competence of these learners in previous assignments. Their sudden mastery of complex structure, idiomatic expressions, and advanced vocabulary, though impressive on the surface, raised doubts about the authenticity of their work.

This case had created a sense of unease, even shame, not toward the students themselves, but toward the asynchronous learning environment that modern education has been pushed into. It was the heart of honest effort and authentic academic struggle was being quietly eroded by the use of artificial intelligence. The work submitted no longer felt like a reflection of their improvement, but rather a mirror of something impersonal and external.

In reality, I often felt confused when it came to determining the appropriate response. The line between guided learning and academic dishonesty had grown increasingly blurred. I hesitated to confront students without strong evidence, fearing I might wrongly blame them or discourage authentic progress. At the same time, using AI-generated essay as a task has offended the integrity of the educational process. These moments were full of uncertainty, and they left me questioning my role not just as a teacher, but as a mentor in the age of technological confusion.

The situation presented a number of ethical dilemmas that were not easily resolved. How do we fairly evaluate student performance when we cannot be certain of its origin? Where do we draw the line between acceptable use of AI as a learning tool and inappropriate dependence that replaces critical engagement? These are not simple questions, but philosophical ones that strike at the core of what it means to learn, to grow, and to truly understand.

This experience has influenced my views on the use of AI in education. I have come to recognize that one of the most pressing issues is the lack of transparent acknowledgment. When students fail to disclose their use of AI tools, it compromises the trust upon which meaningful teaching and learning are built. While AI can be an extraordinary friend, a bridge to understanding and a stimulus for creativity, its misuse poses a real threat to the development of essential skills such as critical thinking ability, problem solving skill, and independent expression. If students become reliant entirely on AI-generated ideas, we risk raising a generation that can produce perfect answers without ever having engaged in the process of figuring things out for themselves.

As an educator, I believe that it is a must that we should not only teach English, but also promote digital ethics, guiding students to use AI as an assistant in learning, not a replacement for it. Only through this balanced condition can we preserve the true purpose of education in the age of intelligent robots.

Narrative 5.

As an English tutor working in an asynchronous learning environment, I have checked several repeated patterns that strongly indicated an excessive use of AI apps by some students. One of the most indicators was the unusually advanced

grammar and vocabulary used in their assignments. In many cases, the language was so flawless, often too perfect for non-native English speakers at their current proficiency levels. Moreover, some students succeeded in finishing complex tasks within a short period of time. These factors led me to conclude that the work submitted was likely generated, or at least heavily assisted, by AI apps.

These incidents left me feeling disappointed. While I have always encouraged students to explore AI as a learning support, for example, to gather ideas or understand difficult concepts, I made it clear that they should not depend on AI to complete entire tasks. Unfortunately, many students seemed to ignore that boundary, prioritizing speed and convenience over genuine learning and skill development.

As a response, I took several steps to address the issue. First, I delivered a general warning to the class, reminding them of the importance of academic integrity and the limits of acceptable AI use. I asked the students suspected of AI overuse to revise their submissions using their own words, ideas, and linguistic capabilities. Additionally, I began adding more personalized tasks to encourage original thought and discourage overreliance on external tools.

However, this situation also exposed a greater dilemma. Many of my students are working professionals who often struggle to balance academic commitments with their job responsibilities. I recognize that time limitations and fatigue can lead them to take shortcuts, such as using AI to complete assignments more quickly. While I felt sorry for their conditions, it still raised vital questions about fairness, learning outcomes, and the role of technology in education.

This experience has significantly changed my perspective on AI use in academic contexts. It has become clear to me that while AI contributes the potential to enhance education, its misuse can hinder the development of essential skills such as critical thinking skills, the ability to think creatively, and linguistic capability. The belief that AI might one day replace teachers may not come true. Humans as educators are still essential in guiding, monitoring, and mentoring students. Teachers play a critical role in helping learners use technology responsibly and ethically. Without that guidance, students risk becoming passive recipients of knowledge rather than active participants in the learning process.

As a conclusion, this experience has shown the need for a clear policy, stronger academic support systems, and an emphasis on learner autonomy. AI should be seen as a complement, not a substitute for meaningful education.

Table 1. Narratives Comparison Based on Five Points Asked

Analytical Factor	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5
Suspicious incidents or patterns	Highly similar outlines; uniform structure across students; answers resembled AI-generated lists.	Language unusually advanced; flawless grammar; organized formatting inconsistent with past work.	Sudden sophistication in vocabulary and grammar; quality far beyond prior performance.	Highly complex structures and idioms unexpected for the proficiency level.	Perfect grammar and vocabulary; rapid completion of complex tasks.

Emotional responses	Confusion; uncertainty about student improvement vs. AI reliance.	Surprise and unease; frustration over declining effort.	Shame and discomfort; conflicted about authenticity.	Unease and confusion; shame linked to the learning environment.	Disappointment; empathy mixed with concern about misuse.
Actions taken	Compared student tasks with ChatGPT outputs; monitored patterns cautiously.	Assigned low initial scores; required revisions to see original work.	Hesitated to confront; avoided decisions without evidence.	Reflected deeply; avoided direct accusations; struggled to decide responses.	Issued warnings; required revisions; redesigned tasks to reduce AI dependence.
Challenges or dilemmas	Difficult to distinguish genuine learning from AI influence; fear of unfair judgment.	Overreliance reducing learning depth; scoring fairness.	Ethical ambiguity; no clear line between improvement and AI overuse.	Uncertainty about origin of work; impact on trust and authenticity.	Balancing empathy for working students with academic expectations; fairness concerns.
Impact on views of AI in education	AI is helpful but risks masking true understanding; need for guided use.	AI supports learning but may hinder critical and creative thinking; teachers must balance it.	AI requires transparency; assessments should emphasize process.	AI can inspire creativity but threatens authentic learning if unacknowledged; digital ethics needed.	AI should complement learning; teachers remain essential in ethical guidance; need for clear policy.

Discussion

The narratives from the five teachers in this study show how the overuse of AI in asynchronous English classes is a complicated problem. It affects not just how students learn, but also how teachers teach, think, and feel. These findings highlight that AI overuse in asynchronous education is not just a technical issue, but a relational, emotional, and pedagogical challenge for teachers (Alharbi, 2023; Celik et al., 2022; Kim & Kim, 2022; Liu & Chang, 2024). The responses given show creativity, vulnerability, as well as professional growth, even in the absence of institutional support.

Signs of AI Use and the Loss of Authentic Student Expression

There are several commonly recognized signs of the use of AI (such as formal language, presenting data in bullet list, etc.) on students' works which are usually expressed in robotic tone. Based on the five narratives, one of the most common issues experienced by the teachers was the immediate improvement in the quality of student writing. Some students, who used to have limited grammar and vocabulary in the previous meetings, suddenly submitted assignments with near-perfect grammar, advanced word choice or vocabulary, and well-organized ideas. Their writing also looked very formal, such as using bullet points or structured paragraphs. This made teachers question whether the work really came from the students themselves or whether somebody else did it.

This finding supports earlier studies that highlight how AI-generated texts often follow a perfect pattern, appropriate grammar, professional tone, and a lack of variation in sentence style. According to (Alexander et al., 2023; Cotton et al., 2024; Lee, 2024), AI writing tools tend to produce similar responses which are too perfect, with little emotional or personal touch. As a result, teachers may feel like they are reading something written by a computer, not a student. This creates a gap between what the student is supposed to learn and what is submitted by them. Another study by Kasneci et al. (2023) explain that student writing influenced by AI usually lacks of creativity, critical thinking, and variation. When students really depend on AI, they may lose their own expression in writing. Their work may become too formal, too general, or similar to what other students produce. This problem is even more serious in asynchronous classes, where teachers have fewer chances to interact with students and check their progress immediately.

Teachers in this study also mentioned in their narratives that they compared the suspicious assignments to AI-generated answers from tools like ChatGPT. Many of the responses looked very similar in structure and content, even though they were written by different students. This made the teachers more confident that the work was AI-influenced, even if the students did not copy directly. As reported by Alexander et al. (2023) and Huang et al. (2023), many educators now use AI tools themselves to detect possible AI-generated content by comparing styles, tones, and typical phrasing patterns.

The absence of student contribution is not only about academic integrity but also about the quality of learning. If students skip the thinking process and rely on AI to write for them, they miss the opportunity to improve their writing, add vocabulary, or learn how to organize ideas. According to Celik et al. (2022), authentic writing is a reflection of a student's understanding and growth. When that authenticity disappears, it becomes difficult for teachers to measure learning outcomes fairly.

In short, the signs of AI overuse are not only about the writing that appears too good to be true. They also show a greater problem in which students are not showing their own learning process. This is a challenge for teachers, especially in asynchronous settings via online, where AI tools are easy to access and hard to detect. Therefore, it is important to find better ways to assess student work and help them understand how to use AI responsibly without losing their ideas.

Emotional Responses and Ethical Dilemmas in Responding to AI Use

Emotional impression of discovering AI overuse is another strong topic that appeared in the teacher narratives. Many teachers felt disappointed, confused, or even ashamed when they experienced it. They felt so because not only that their students were cheating, but also the learning process was no longer sensed to be authentic. Some teachers expressed that it was difficult to believe whether the work really reflected student's learning or was simply the result of AI-generated answers. These emotional reactions happen in many cases. According to Liu & Chang (2024), teachers often experience emotional pressure when they feel their roles are being confronted by technology. The feeling of uncertainty, whether to confront students, ignore the existing problem, or take disciplinary action as a punishment, creates emotional tension in the classroom, especially when there is no clear policy about AI use.

One major ethical dilemma was the lack of evidence. Teachers in this study admitted that they were not always sure if a student really used AI. Some students said they wrote the answers themselves, and perhaps they did, just by copying the structure or vocabulary they saw online. This "grey area" between AI assistance and full AI-generated work made it hard for teachers to respond fairly. In their research, Chen et al. (2024) and

Alexander et al.(2023) stated that it is difficult to define what counts as cheating when AI tools can support, guide, or even write the entire essay. Moreover, teachers are also afraid they might incorrectly blame students. Confronting a student without enough evidence could hurt their confidence or even hurt the teacher-student relationship. On the other hand, ignoring the signs of AI overuse could send the message that such action is acceptable. This dilemma reflects what Eden et al. (2024) described as the ethics of care in digital education, where teachers are trying to balance fairness, support, and honesty in an uncertain technological environment. In many cases, teachers tried to handle the situation gently. They gave the students low scores but allowed the students to revise, offered appropriate feedback, and reminded students about academic integrity. These actions show that teachers were not only trying to stop AI misuse but also guiding students toward responsible behavior. Fyfe (2022) noted that responding to AI challenges is not just about enforcement but also about ethical guidance and digital responsibility.

To conclude, the narratives written by the teachers show that AI use in education is not only a technical issue. It also affects teachers emotionally and brings ethical questions that are not easy to answer. Teachers must make difficult choices without clear rules, especially in asynchronous settings where it is harder to check learning processes. This experience shows the urgent need for stronger support systems, clear policies, and digital ethics education for both teachers and students.

How Teachers Responded

There were many different responses produced by the lecturers on the overuse of AI done by their students. Many educators believe that the use of AI tools created many challenges, yet the teachers in this study did not respond with punishment alone. Instead, they tried many different strategies to manage the situation while still supporting students' learning. This discovered that the teachers were not only responding emotionally but also thinking carefully about how to help students learn in more meaningful and honest ways.

The first steps teachers took was to ask students who were assumed of AI overuse to revise their assignments. They were told to rewrite the tasks using their own words, based on their own ideas and language abilities. This revision strategy was meant to encourage students to reflect and engage more deeply with the material. According to Li & Hebert (2024), revision tasks can promote metacognitive awareness and help students develop their own writing skills, especially when done with teacher feedback. Furthermore, teachers also began giving more personalized or creative tasks that seem harder to complete using AI entirely. These tasks include reflection questions or tasks that require students to share personal experiences. Such activities reduce the chances of AI overuse because the answers cannot be easily generated by AI apps. As suggested by Ifelebuegu (2023), task design is a key factor in preventing AI misuse. Open-ended and personalized assignments encourage original thinking and make it easier for teachers to assess real learning.

In addition to transforming the types of tasks, some teachers gave announcements or reminders to the class about academic integrity. These announcements included explanations about responsible use of AI and why it is important to submit their own works. The purpose of this action was not to threaten students but to educate them about digital ethics. This finding supports Chu et al. (2022) suggestion that university and teachers should help students develop digital literacy and understand the ethical use of AI in learning environments. Interestingly, some teachers also began using AI tools themselves. They tested their own questions in ChatGPT to see what kinds of answers the system would produce. This activity helped them become more aware of common AI

patterns and made it easier to detect AI-generated writing. As reported by Al-Mughairi & Bhaskar (2024) and Rukiati et al. (2023), many teachers are starting to use AI for pedagogical purposes, not only to create materials, but also to understand how students might be using these tools.

These responses show that teachers are actively adapting to the presence of AI in education. They are not only dealing with the challenges but also trying to guide students in the right direction. Rather than banning AI completely, they are learning how to manage its use in ways that protect academic honesty and still support student learning. This condition reflects a shift toward what Holmes et al. (2019) call pedagogical resilience, flexibility and readiness to respond to changes in the digital learning environment.

Transforming Teaching and Assessment

The finding of excessive use of AI in students' writing led many teachers to reconsider how they teach and assess student learning. Several teachers mentioned that they were no longer sure that the written assignments truly reflected what students had learned. When students submit sophisticated writing that does not match their known abilities, teachers begin to question whether their current assessment methods are still appropriate in this AI era.

According to Sembey et al. (2024), traditional forms of assessment such as an essay is now more vulnerable to external help from AI tools. If assessments only focus on the final product and not on the process of learning, it becomes easier for students to submit work that does not represent their own thinking. As a result, some teachers in this study tried new ways to evaluate students that go beyond written production. One common solution teacher used was to design more process-based tasks. These tasks included follow-up activities like revisions or reflections where students had to explain their thinking. Those strategies help teachers understand the students' better and reduce the risk of AI misuse. This finding aligns with the proposal by Swiecki et al. (2022), who propose the use of brainstorming and outlining, draft submissions, and oral assessments to encourage student originality and ownership of work.

Another approach was to make assignments more personalized and contextual. When students are asked to include their own experiences, opinions, or local context, it becomes harder to completely depend on AI applications. Generative AI applications are good at producing general content, but they cannot easily include personal or cultural insights unless the user provides specific details. As mentioned by Fyfe (2022) and Ifelebuegu (2023), authentic assessments that ask students to relate content to real-life situations are more effective in promoting meaningful learning and reducing dependence on AI. Teachers also recognized the need to improve students' understanding of academic integrity in the context of digital tools. Although plagiarism has been a concern for a long time, AI brings a new challenge because its use is often hidden. Students may not think they are cheating if they ask an AI to help paraphrase or generate ideas, but the final result may still not reflect their real abilities. As argued by (Cotton et al., 2024; Sullivan et al., 2023), institutions must redefine academic integrity policies to include guidance on appropriate and inappropriate uses of AI in assignments.

To sum up, the stories show that the arrival of AI in education is not only changing how student completes assignments, but it is also pushing teachers to think more deeply about what kinds of assessments truly support learning. Teachers must now balance the use of technology with methods that protect originality and promote real engagement. Farazouli et al. (2024) suggest that assessments in the digital era must be designed with human judgment, creativity, and ethics in mind to remain relevant and reliable.

Harmonizing the Use of AI in Language Education

The interesting fact in this study is that the teachers employed in this study did not completely deny the use of AI tools in education. As an alternative, they recognized both the benefits and the risks. Most teachers agreed that AI can be helpful in generating ideas, organizing thoughts, or correcting grammar, especially for students who struggle with writing. However, how students use AI is the main consideration, whether it is used as a support tool or as a replacement for their own thinking. This view reflects what scholars like Holmes et al. (2019) and Luckin et al. (2016) describe as a need for balanced integration of AI in the classroom. Teachers must guide students not only in how to use AI correctly, but also in when and why to use it. Without proper guidance, students may rely excessively on technology and stop developing important skills such as critical thinking skills, creativity, and independent writing.

In a language education, where personal expression and gradual development are essential, excessive use of AI can interrupt the learning process. Writing is not only about producing correct sentences, but it is also about learning how to express ideas clearly and meaningfully. Selwyn (2021) argue that there is a risk that technology will remove the process of learning, which is actually the most valuable for student growth. When students submit work that looks perfect but lacks their own role, it becomes harder for teachers to support their real development. To address this issue, teachers need to focus not only on teaching language skills, but also on teaching digital ethics. The material should include helping students understand the responsible use of AI, the importance of honesty in academic work, and the value of learning through effort. Fyfe (2022) suggests that today's digital literacy must include ethical decision-making, especially when students have easy access to powerful AI tools. The teachers in this study highlighted that AI should be seen as a learning assistant, not as a shortcut or substitute for the student. This means encouraging students to use AI when only needed, such as for brainstorming or checking grammar. The teacher also required them to explain, reflect, and revise. By doing so, students can benefit from AI while still taking ownership of their learning process.

In conclusion, a human-centered approach to the use of AI in education is not only about technology prohibition but also about using it in ways that support meaningful learning. The existence of teachers remains essential as guides, mentors, and evaluators who help students become responsible learners in the digital age.

Conclusion

This study reveals the multifaceted challenges teachers face in balancing AI integration with academic integrity in asynchronous learning. It also discovers how English tutors experienced the excessive use of AI tools by students in asynchronous English courses. Through five narratives written by the English teachers, several key topics being discussed in this article: 1) The signs of AI-generated writing; 2) The emotional feeling and ethical dilemmas; 3) The teacher responses; 4) The changes in assessment practices; and 5) The need for balanced AI use in education.

From the narratives, the findings show that teachers experienced a new and complex problem in their classes. Although AI can support learning by assisting students in organizing ideas or revising their grammar, it also creates challenges when it is used to complete tasks without real effort or understanding from the students. The five teachers in this study shared how they struggled to identify AI use, responded with care and creativity, and began to reconsider the learning assessment in fair and meaningful ways.

One of the most crucial lessons which can be learnt from this study is the need for teaching digital ethics education. Students should be taught not only how to use AI, but also why it is important to use it responsibly. Institutions should support teachers to understand how AI works and how to guide students through this asynchronous learning environment. Furthermore, this research highlights the importance of designing a new model of assessment which includes authentic, process-based, and personalized assessments. These types of tasks may significantly reduce the risk of AI misuse and give students the chance to show their process of learning. At the same time, teachers must be prepared to adapt their roles, not only as language instructors but also as mentors who help students navigate the digital world with honesty and responsibility.

Finally, there may be a limitation that the findings cannot be generalized to all teaching contexts around the world, since there were only five teachers shared their view in this research. Though, AI is now integrated with education, and it cannot be separated. Therefore, based on the findings, educators should educate how to use AI wisely. This action needs well-prepared cooperation among teachers, students, and institutions. Also, a strong rule and distinct policy is needed. By promoting responsibility, maintaining integrity, and focusing on human-centered teaching practices, we can make sure that technology becomes a tool that supports learning, rather than replaces it. Future studies could involve larger, cross-institutional samples to develop AI literacy frameworks for higher education.

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