

Reassessing Teaching of English Grammar in Higher Education: Faculty Needs and Pedagogical Priorities in the Generative AI Era

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Abstract

The rapid integration of generative artificial intelligence (AI) writing tools has prompted renewed debate about the role of explicit English grammar instruction in higher education. While existing research has largely focused on student outcomes and technological affordances, comparatively little attention has been given to faculty perspectives on grammar pedagogy in AI-mediated writing contexts. This study addresses this gap by examining faculty perceptions of the role, relevance, and pedagogical priorities of English grammar instruction in the age of generative AI. Employing a quantitatively driven embedded mixed-methods design, the study collected data from 55 higher-education faculty members teaching English grammar and writing-related courses. Data were gathered through a self-administered survey consisting of 5 Likert-scale items and two open-ended questions. Quantitative data were analyzed using descriptive statistics, while qualitative responses were examined through descriptive thematic analysis to provide explanatory insight into survey trends. Findings indicate that faculty perceive generative AI as reducing the teaching necessity of surface-level grammar correction while simultaneously increasing student reliance on automated feedback. Despite improvements in textual accuracy, instructors expressed concern that AI use may obscure underlying gaps in English grammatical knowledge and limit students' metalinguistic awareness. Rather than viewing grammar instruction as obsolete, faculty reported a pedagogical shift toward AI literacy-oriented instruction, emphasizing critical evaluation of AI-generated text, reflective editing practices, and ethical engagement with AI tools. The study concludes that explicit English grammar instruction remains relevant in higher education but requires reconceptualization in AI-rich writing environments.

Keywords: Generative artificial intelligence; Teaching English Grammar; Faculty perceptions; AI-assisted writing; Higher education; Teacher cognition

1. Introduction

The rapid emergence and widespread adoption of generative artificial intelligence (AI)-assisted writing tools — including ChatGPT, Gemini, Claude, Grammarly, and Quillbot- has fundamentally transformed how students engage in the academic writing process. These technologies offer a range of functionalities, from grammar and syntax correction to content structuring, paraphrasing, and stylistic enhancement, thereby making many aspects of writing appear more efficient and accessible (Valdez et al., 2025). Recent research confirms that such tools are extensively used by students to revise language, enhance coherence, and improve the overall quality of academic work (Shabir, 2025; Li & Wu, 2025). Educators and researchers also recognize that generative AI can contribute positively to English writing instruction when it is integrated purposefully into learning activities (Shabir, 2025).

However, the pervasive availability of AI-assisted writing technologies has raised critical questions about students' underlying language proficiency and independent writing abilities. While tools like Grammarly and ChatGPT can alleviate surface-level errors, educators are increasingly concerned that such reliance may diminish students' development of essential English language skills, critical thinking, and metacognitive awareness of grammatical choices (Arif & Naeem 2025). Studies suggest that AI use may improve writing quality on localized metrics, but could also foster dependency that masks deeper gaps in students' mastery of disciplinary writing conventions ((Ahmed et al., 2024; Jelson et al., 2025). Furthermore, research on Gen AI literacy indicates that students who lack strategic awareness of AI feedback may struggle to transfer writing skills to unaided tasks (Gasaymeh et al., 2024).

These transformations in English writing practice have prompted educators to reassess long-standing assumptions about writing pedagogy, including the role of explicit English grammar instruction in higher education. Historically, teaching English grammar has been considered essential for developing linguistic accuracy, but the integration of AI raises questions about its continued relevance, form, and priority. Some argue AI tools can serve as supplemental aids that reinforce learning; others contend they risk displacing opportunities for students to engage in deep, self-regulated writing processes (Aljuaid 2024).

Given this backdrop, there is an urgent need to ground educational policy and pedagogy in empirical evidence that reflects faculty experiences and priorities. Faculty, as curriculum designers, assessors, and frontline implementers of English writing instruction, are uniquely positioned to observe how AI-mediated writing affects students' competence and to identify pedagogical gaps that may not be

visible through student surveys alone. Their perceptions provide a critical lens for re-evaluating the necessity of teaching English grammar in an AI-rich educational context especially in higher education.

Faculty perceptions are particularly critical because they shape not only instructional practices but also curriculum design and assessment standards. As Shulman (1987) emphasizes, teachers' pedagogical reasoning and content knowledge directly influence how subject matter is transformed for instruction. In the context of generative AI, faculty are required to navigate complex decisions about when to encourage, restrict, or critically engage with AI tools in student writing. This aligns with the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler (2006), which highlights the dynamic interaction between technology, pedagogy, and disciplinary knowledge. Recent studies further suggest that instructors' beliefs and perceptions significantly influence how AI tools are integrated into teaching practices and whether they are used to enhance or inadvertently undermine learning outcomes (e.g., Eaton, 2023).

Moreover, faculty insights are essential for identifying emerging pedagogical priorities, such as the shift from lower-order grammar accuracy to higher-order writing skills, including coherence, argumentation, and critical engagement with AI-generated content. As higher education institutions grapple with the implications of AI, understanding faculty perspectives becomes crucial for developing responsive curricula, targeted professional development, and effective policy frameworks. Without such insight, there is a risk that educational practices may lag behind technological advancements or fail to address the realities of AI-mediated learning environments.

In response to these challenges, the present study seeks to reassess the role of English grammar instruction in higher education by examining faculty perceptions of teaching practices, student behaviors, and pedagogical priorities in the generative AI era. By adopting a mixed-methods approach, the study aims to provide both a broad overview of prevailing trends and a nuanced understanding of the experiences shaping grammar instruction today.

1.1 Research Significance

This study contributes to the field in three key ways. First, it provides an updated empirical account of faculty perceptions of English grammar instruction amid generative AI proliferation, addressing a gap in the literature that has so far focused predominantly on student behavior or tool capabilities. Second, it offers insights into pedagogical challenges and priorities directly from instructors, informing curriculum development and professional development efforts. Third, by combining quantitative and qualitative evidence, the study advances understanding of how AI tools shape instructional practice and perceived learning needs — a topic of immediate relevance to educators, administrators, and policy makers in higher education.

Despite the central role of teachers in mediating AI use, much of the existing literature has focused on student outcomes, algorithmic ethics, or policy debates (Luckin, & Holmes 2016; Selwyn, 2011). Empirical research examining faculty perceptions of English grammar instruction specifically—particularly in higher education contexts—is still limited. Even fewer studies foreground faculty voices as the primary unit of analysis in understanding how English grammar pedagogy is evolving in response to GenAI. This study addresses this gap by applying teacher cognition theory to examine how faculty conceptualize the role, relevance, and pedagogical priorities of English grammar instruction in the age of generative AI.

1.2 Research Objective and Questions

The overarching objective of this study is to reassess the needs and priorities of English grammar instruction in higher education through faculty perspectives in the context of widespread use of generative AI writing tools. Specifically, the study addresses the following research questions:

RQ1. How do faculty members perceive the role and relevance of explicit English grammar instruction in the age of generative AI?

RQ2. What pedagogical priorities do faculty identify for teaching English grammar in higher education today?

2. Literature Review

Since 2022, research on generative artificial intelligence (GenAI) in language education has expanded rapidly, with studies clustering around three dominant strands: (a) AI-assisted automated writing evaluation and feedback (e.g., Grammarly, AWE systems), (b) generative chatbot use (e.g., ChatGPT, Claude), and (c) teacher beliefs and classroom practices related to AI integration. Collectively, this literature highlights both the pedagogical affordances of GenAI for English writing and grammar instruction and the significant challenges it poses for language learning, assessment, and instructional decision-making.

2.1 AI-Assisted Feedback and Grammar Accuracy

One prominent line of research examines whether AI-assisted automated feedback improves English grammatical accuracy in EFL/ESL writing. A growing number of experimental and quasi-experimental studies report that AI-based feedback systems can produce modest but consistent gains in surface-level accuracy, particularly during the revision stage. Waer (2023), along with subsequent experimental studies (e.g., Mekheimer, 2025; Zeevy-Solovey, 2024), compared AI platforms such as Grammarly and AWE tools with teacher feedback or control conditions. Findings generally indicate that lower-intermediate writers benefit most, using AI feedback to identify and repair local grammatical errors related to agreement, article use, and verb forms.

However, these studies also reveal important limitations. Most of which assess immediate revision outcomes or short-term writing improvements rather than long-term internalization of grammatical knowledge. In other words, while AI systems are effective at flagging mechanical and syntactic errors in drafts, there is limited evidence that such corrections translate into durable grammatical competence

without additional instructional mediation. This distinction is critical for grammar pedagogy, as it raises questions about whether AI-assisted accuracy reflects genuine learning or merely tool-dependent performance.

Recent evaluations of large language models (LLMs) further complicate this picture. Industry and academic analyses conducted in 2025 demonstrate that models such as Claude and ChatGPT show error-type-dependent reliability: they perform well on clear-cut grammatical violations but are less consistent when addressing higher-level syntactic choices, register, and rhetorical grammar. These findings align with broader critiques warning against uncritical acceptance of AI corrections and emphasizing the need for hybrid human–AI workflows, calibrated prompting, and teacher oversight.

2.2 Faculty-Identified Challenges in AI-Mediated Grammar Learning

Alongside evidence of surface-level benefits, a substantial body of recent research documents persistent challenges faced by faculty in AI-rich writing environments. Large-scale survey research by Khlaif, et al. (2024) reports widespread student use of generative chatbots for grammar and punctuation correction, accompanied by strong faculty concern that students increasingly rely on AI without developing metacognitive understanding of grammatical rules. Faculty respondents highlighted growing difficulty in distinguishing student-generated text from AI-edited submissions and expressed concern that habitual AI use may reduce students' opportunities to practice and internalize grammatical forms.

These concerns are echoed in classroom-based empirical studies. Han and Li (2024) investigation of ChatGPT as an on-demand feedback tool found that while students' final drafts exhibited improved surface accuracy, many learners were unable to explain or reproduce corrected structures independently. Instructors in the study identified two major challenges: (1) students' over-reliance on AI for grammatical problem-solving, and (2) increased instructor workload associated with designing assessments that validly measure unaided grammatical competence.

Similarly, Poláková et al. (2024) compared teacher feedback, ChatGPT feedback, and combined approaches in a quasi-experimental design. Results showed that ChatGPT efficiently detected many mechanical errors but occasionally produced inaccurate or oversimplified grammatical explanations. Faculty interviews revealed concerns about the need to double-check AI corrections—thereby undermining promised efficiency gains—and about students' tendency to accept AI suggestions uncritically, limiting opportunities for explicit, teacher-guided grammar instruction.

2.3 Teacher Beliefs, Affective Responses, and Professional Identity

Beyond technical performance, recent qualitative and mixed-methods studies have emphasized the central role of teacher beliefs and affective responses in shaping AI integration. Surveys and interview studies (Chukhno, 2024; Türkoğlu, 2025) report mixed attitudes among language instructors: enthusiasm for time-saving and personalization coexists with anxiety about academic integrity, assessment validity, and erosion of pedagogical control. These affective barriers are particularly salient in grammar instruction, which many educators regard as a core area of professional expertise.

Moorhouse (2024) highlights that while many teacher educators view GenAI tools as useful supplements for practice and feedback, they express concern about AI encroaching on core pedagogical tasks—especially those related to grammatical explanation and metalinguistic scaffolding. Instructors who strongly identify grammar instruction with their professional identity are more likely to approach AI use cautiously and emphasize the need for teacher mediation.

Empirical classroom studies reinforce these findings. Han and Li, (2024) examined tertiary EFL instructors who incorporated ChatGPT into feedback workflows and reported that while AI accelerated feedback cycles and identified surface-level errors efficiently, explicit grammar instruction—such as nuanced explanations and metalinguistic discussion—still required teacher input. Instructors noted that AI-generated explanations were sometimes incomplete or overly generalized, underscoring the limits of AI as a standalone instructional agent.

Türkoğlu, (2025) survey and interview study further demonstrates that while faculty appreciate AI for grammar checking and example generation, they consistently advocate for continued explicit instruction and structured classroom scaffolding. Teachers in this study proposed pedagogical models such as “AI as tutor, teacher as explainer” to preserve opportunities for reflection, rule learning, and critical engagement with language form.

2.4 Emerging Pedagogical Priorities for Grammar Instruction

Across recent empirical work, faculty-identified pedagogical priorities in the GenAI era converge around three interrelated themes. First, instructors emphasize the importance of AI literacy for both teachers and students, enabling critical evaluation and mediation of AI-generated feedback. Second, there is a strong call for task and assessment redesign, including process-based writing, in-class activities, and “explain-why” revisions that require students to justify grammatical choices without relying exclusively on AI. Third, faculty advocate for positioning AI as a structured pedagogical supplement, supporting targeted practice and item generation while preserving teacher-led explanation and scaffolding.

Classroom-based case studies illustrate both the affordances and risks of this approach. Kucuk (2023) documented the use of ChatGPT for grammar practice, explanation generation, and personalized scaffolding in EFL contexts; teachers found the tool efficient but remained concerned about inaccuracies and student dependency. Similar case studies (e.g., Türkoğlu, Asadi et al., 2025) demonstrate practical

instructional workflows while reinforcing the need for sustained teacher oversight. Synthesis studies further validate these trends. Lee et al. (2025) review of 49 empirical studies concludes that faculty consistently prioritize integrating AI in ways that protect core pedagogical goals: fostering metalinguistic reflection, ensuring alignment between AI use and learning objectives, and maintaining assessment validity. Likewise, Nguyen et al.'s (2025) multi-instructor case study highlights faculty emphasis on reflective tasks, curricular integration of AI literacy, and formative assessment practices that promote active grammatical engagement rather than passive acceptance of AI corrections.

Taken together, the literature suggests that while generative AI offers clear affordances for improving surface-level grammatical accuracy and instructional efficiency, it also introduces significant pedagogical, cognitive, and affective challenges. Notably, existing research has tended to focus on student outcomes, tool performance, or isolated classroom interventions. There remains a relative lack of faculty-centered needs assessments examining how instructors perceive the role, relevance, and future priorities of explicit grammar instruction in higher education. Addressing this gap, the present study foregrounds faculty perspectives to inform evidence-based grammar pedagogy in the age of generative AI.

3. Theoretical Foundation

This study is grounded primarily in Teacher Cognition Theory (Borg, 2006), which conceptualizes teaching as a cognitively and affectively mediated practice shaped by educators' beliefs, knowledge, experiences, and contextual conditions. Borg argues that teachers' instructional decisions cannot be fully understood without examining the internal belief systems that guide classroom practice. These cognitions are formed through prior learning experiences, professional training, classroom realities, and ongoing reflection.

Extending this perspective, Fives and Buehl (2012) emphasize that teacher beliefs are situated and dynamic, influenced by institutional expectations, curriculum demands, assessment regimes, and broader sociocultural contexts. In higher education, these contextual factors are especially salient as faculty navigate competing pressures related to academic integrity, technological innovation, and disciplinary standards.

Within the context of generative artificial intelligence (GenAI), teacher cognition theory provides a particularly relevant lens. The adoption or resistance to GenAI tools cannot be explained solely in terms of technological access or technical competence. Rather, it is deeply intertwined with educators' epistemological beliefs about learning, perceptions of professional agency, and values concerning the role of instruction in language development (You & Zhang, 2024). For example, faculty who conceptualize learning as a process of scaffolding and guided autonomy may view GenAI as a legitimate pedagogical support, whereas those who prioritize independent linguistic production may perceive AI tools as undermining authentic skill development.

Research further suggests that teachers' emotional responses—such as uncertainty, anxiety, or optimism—play a critical role in shaping instructional decisions related to emerging technologies. Barrett and Pack (2023) demonstrate that even when institutional policies encourage AI integration, faculty skepticism regarding ethical implications, assessment validity, or student dependency can lead to cautious or selective adoption. This underscores that policy mandates alone are insufficient without alignment with teacher beliefs and professional identities.

This theoretical framing is reinforced by critical perspectives on educational technology. Selwyn (2011) argues that educational technologies are never neutral; they are embedded in social practices, institutional power relations, and normative assumptions about teaching and learning. From this perspective, GenAI tools do not merely “support” grammar instruction but actively reshape pedagogical priorities, assessment practices, and conceptions of linguistic competence.

Consequently, meaningful integration of GenAI in grammar instruction requires attention not only to technological affordances but also to the cognitive, affective, and behavioral dimensions of teacher development. Teachers should be viewed as reflective practitioners who actively negotiate the ethical, pedagogical, and disciplinary implications of AI use rather than passive recipients of technological change (Lan, 2024).

3.1 Mapping the Theoretical Framework to the Research Questions

The theoretical framework directly informs each research question as follows:

RQ1: How do faculty members perceive the role and relevance of explicit English grammar instruction in the age of generative AI?

This question is grounded in Teacher Cognition Theory (Borg, 2006), which posits that instructional beliefs shape pedagogical judgments. Faculty perceptions of grammar instruction are understood as reflections of their beliefs about language learning, AI-mediated writing, and academic standards. Their evaluations of relevance are shaped by epistemological beliefs, past teaching experiences, and observed student behavior in AI-rich environments.

RQ2: What pedagogical priorities do faculty identify for teaching English grammar in higher education today?

This question draws on situated belief theory (Fives & Buehl, 2012) and critical technology perspectives (Selwyn, 2011). Faculty-identified priorities—such as critical editing skills, metalinguistic awareness, or AI literacy—are interpreted as responses to institutional demands, assessment challenges, and evolving conceptions of English grammatical competence. GenAI is viewed not as a neutral tool but as a catalyst reshaping instructional goals and pedagogical decision-making.

3.2 Conceptual Model Figure Description

This conceptual model illustrates how faculty cognition (beliefs, knowledge, prior experiences) interacts with contextual influences (institutional policies, discipline norms, assessment practices) to shape faculty perceptions of English grammar instruction in AI-mediated writing environments. These perceptions, in turn, inform pedagogical priorities for English grammar teaching, including instructional focus, assessment strategies, and professional development needs. Generative AI functions as a mediating factor that both challenges and reshapes traditional grammar pedagogy, rather than replacing it outright.

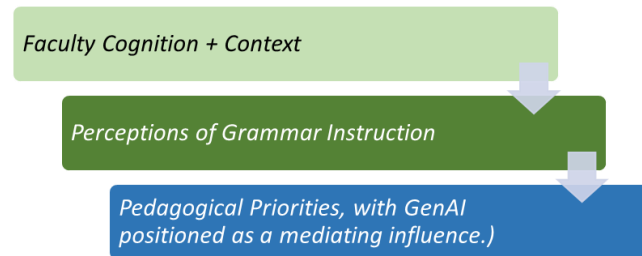


Figure 1. Conceptual Framework of Faculty Cognition and Grammar Pedagogy in the Age of Generative AI

4. Methodology

4.1 Research Design

This study employed a quantitatively driven embedded mixed-methods design (QUAN → qual), in which qualitative data were incorporated within a primarily quantitative framework (Creswell & Plano Clark, 2023). Authors emphasize that embedded designs are appropriate when one data type serves a supportive, explanatory role within a dominant methodological paradigm.

The dominant quantitative strand consisted of a structured 5 Likert-scale survey designed to capture faculty perceptions of grammar instruction in the age of generative AI (Appendix 1) This strand generated measurable data on faculty perceptions of grammar instruction, student learning behaviors, and pedagogical priorities in the context of generative AI. The quantitative orientation enabled systematic identification of patterns and trends across participants, supporting descriptive and inferential analysis.

A supplementary qualitative strand, embedded within the same instrument, included two open-ended questions intended to provide explanatory insight into participants' quantitative responses. These items elicited reflective accounts of faculty experiences, instructional adaptations, and perceived challenges associated with teaching grammar in AI-supported environments. In accordance with embedded design logic, the qualitative data were not treated as a standalone dataset; rather, they were used to contextualize and explain quantitative findings.

The design was selected based on principles of methodological fit, complementarity, and triangulation, grounded in the pragmatic paradigm underpinning mixed-methods research. As noted by Tashakkori and Teddlie (2021), pragmatism supports the integration of multiple methods to address complex research problems. Similarly, Greene (2007) conceptualizes complementarity as a key rationale for mixing methods, where qualitative and quantitative approaches address different but related aspects of a phenomenon.

In the present study, complementarity is achieved by using qualitative data to elaborate and clarify quantitative trends. For instance, while Likert-scale responses capture faculty concerns about student reliance on AI, open-ended responses provide insight into how such reliance manifests in classroom practices. This integration enhances the study's interpretive validity, ensuring that statistical patterns are meaningfully contextualized.

Furthermore, the design supports explanatory triangulation, whereby qualitative findings are used to confirm, expand, or nuance quantitative results. Triangulation strengthens the credibility and internal validity of the study by reducing dependence on a single data source and enabling cross-verification of findings. The concurrent collection of both data types from the same participants also ensures procedural coherence and minimizes issues related to sample inconsistency.

4.2 Justification of the Research Design

The adoption of a quantitatively driven embedded design is particularly appropriate given the exploratory and evolving nature of generative AI in higher education. The study seeks not only to identify generalizable trends in faculty perceptions but also to understand the contextual factors shaping those perceptions. A purely quantitative design would risk oversimplifying complex pedagogical realities, while a purely qualitative approach would limit the ability to detect broader patterns across participants.

By integrating both approaches, the study achieves a balance between breadth and depth, enabling a more comprehensive understanding of grammar instruction in the AI era. This is consistent with recommendations in mixed-methods literature that advocate for design flexibility when addressing emerging educational phenomena.

4.3 Participants and Sampling

The study sample consisted of 55 faculty members teaching English writing and grammar in higher education contexts. The participants for this study were recruited through the official WhatsApp alumni group of a University. An invitation message describing the purpose of the study and the voluntary nature of participation was sent to all 364 members of the alumina group (Appendix B). The message included

information about the study topic, confidentiality procedures, and an invitation to take a google form survey.

A total of 55 members responded to the initial invitation, and each was screened based on predefined inclusion and exclusion criteria. The inclusion criteria required that participants be currently teaching in a higher education institution and directly involved in English grammar instruction, writing assessment, or teaching in contexts where student use of AI writing tools was relevant. The exclusion criteria eliminated retired instructors or those teaching other courses.

This sampling strategy was appropriate given the exploratory and descriptive aims of the study, which sought to capture informed faculty perspectives rather than to generalize findings to a broader population. Participation was voluntary, and informed consent was obtained prior to data collection. Demographic variables, including teaching experience and disciplinary background, were collected to contextualize responses and support interpretive analysis (Table 1)

4.4 Research Instrument

Data were collected using a self-administered online survey questionnaire consisting of two main sections (qualitative and quantitative) other than the demographic data section. (Appendix A). The questionnaire consisted of three sections:

Demographic Section:

This section collected background information such as academic rank, teaching experience, and familiarity with AI tools, allowing for contextual analysis of responses.

Quantitative Section (Likert-Scale Items):

The quantitative component comprised **10 Likert-scale statements** (1 = Strongly Disagree to 5 = Strongly Agree) measuring faculty perceptions across key domains:

- The perceived role of generative AI in English grammar instruction
- Students' reliance on AI for grammatical accuracy
- Perceived changes in students' English grammatical competence
- Faculty professional development needs in the AI era

These items were designed to capture both attitudes and emerging instructional trends in the AI-supported learning environment.

Qualitative Section (Open-Ended Questions):

Open-Ended Question 1

In your experience, how has the availability of generative AI tools (e.g., grammar checkers, AI writing assistants) influenced your approach to teaching English grammar and accuracy in student writing? Please explain any changes you have observed in students' grammatical competence or learning behaviors.

Aligned Likert Items:

- AI reduces the need for explicit grammar instruction
- Students rely heavily on AI for grammatical correctness
- AI affects students' grammatical competence

Open-Ended Question 2

What challenges, concerns, or support needs have you encountered when teaching English writing and grammar in an AI-supported learning environment? Please include any professional development or institutional support you believe is necessary.

Aligned Likert Items:

- AI creates challenges for writing assessment
- Faculty require professional development to teach effectively in the AI era

4.5 Validity and Reliability of the Instrument

Several strategies were employed to ensure the rigor of the research instrument:

Content Validity: The Likert-scale items were developed based on an extensive review of literature on English grammar pedagogy, academic writing instruction, and the integration of generative AI in education. The items were carefully constructed to reflect key constructs such as instructional relevance, student dependency on AI, higher-order grammar skills, and faculty preparedness. The instrument was reviewed by experts in applied linguistics and educational technology to ensure comprehensive coverage and alignment with the study's objectives.

Face Validity: The questionnaire was piloted with a small group of faculty members similar to the target population. Feedback confirmed that the items were clear, relevant, and appropriately worded for the academic context. Minor revisions were made to enhance clarity and avoid ambiguity.

Construct Validity: The quantitative items were systematically aligned with core theoretical constructs underpinning the study,

including:

- o Perceived impact of AI on language learning
- o Student autonomy and dependency
- o Pedagogical adaptation and curriculum relevance
- o Faculty readiness and professional development needs

This alignment ensured that the instrument accurately measured the intended dimensions of faculty perceptions.

Triangulation (Mixed-Methods Validity):

The integration of Likert-scale items with open-ended questions enabled methodological triangulation, allowing qualitative responses to validate, explain, and expand upon quantitative patterns.

Reliability: The internal consistency of the Likert-scale items was assessed using Cronbach's alpha, yielding a reliability coefficient within the acceptable range ($\alpha \geq 0.70$), indicating that the items consistently measured related constructs. The instrument reflects current shifts in higher education by explicitly incorporating faculty perspectives on generative AI, thereby enhancing its contextual and ecological validity.

4.6 Data Collection Procedures

The survey was distributed electronically using an online questionnaire platform -google forms . Participants completed the survey anonymously to encourage candid responses and reduce social desirability bias. Integrating both closed-ended and open-ended items within a single instrument enabled efficient data collection while supporting mixed-methods triangulation.

4.7 Data Analysis

4.7.1 Quantitative Analysis

Quantitative data were analyzed using descriptive statistical techniques, including means, and standard deviations. These analyses were used to identify central tendencies, patterns of agreement, and areas of divergence in faculty perceptions.

4.7.2 Qualitative Analysis

Responses to the open-ended questions were analyzed using descriptive thematic analysis. The analysis followed three steps:

1. Repeated reading of responses to achieve familiarity
2. Initial coding of recurring ideas related to grammar instruction, AI reliance, and instructional challenges
3. Grouping of codes into broader themes aligned with the research questions

Although the qualitative component consisted of two open-ended questions embedded within a broader quantitative survey, the number of participants ($N = 55$) and the consistency of responses allowed for meaningful thematic analysis. Thematic saturation was monitored continuously throughout the analysis of faculty open ended questions. Each response was coded immediately, and a saturation tracking table was used to record the emergence of new codes related faculty members perception of the role and relevance of explicit grammar instruction in the age of generative AI and the pedagogical priorities for teaching English grammar in higher education today. Thematic saturation was assessed through an iterative coding process of responses to the two open-ended survey questions. Core themes—including reduced emphasis on explicit grammar instruction, increased student reliance on AI for grammatical accuracy, a shift toward AI literacy as a pedagogical priority, and professional development and assessment challenges—emerged within the first 12 participant responses. After the thirteenth response, no new themes were identified, indicating that thematic saturation had been reached (Figure 2). Responses from the remaining participants served to elaborate, refine, and deepen existing themes rather than introduce novel ones, supporting the adequacy of the sample size for qualitative interpretation. Therefore, the final sample of 55 participants' open-ended responses was judged sufficient to capture both the breadth and depth of faculty perception and relevance of explicit grammar instruction in the age of AI.

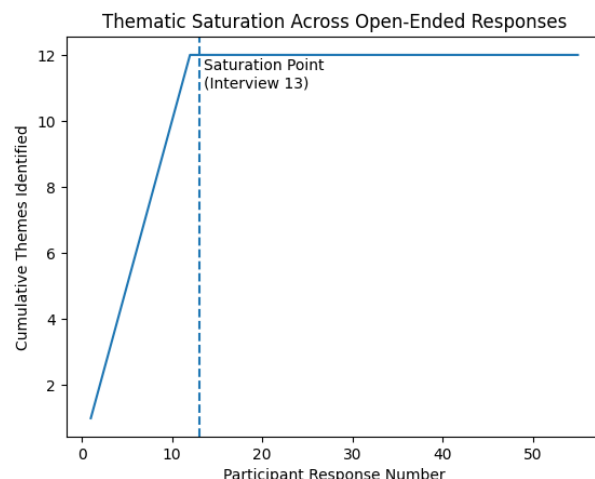


Figure 2. Thematic saturation across open-ended participant responses

Core themes emerged within the first 12 responses, with no new themes identified after response 13, indicating saturation

Given the limited scope of the qualitative component, the analysis emphasized pattern identification rather than theory generation. Representative excerpts were selected to illustrate key themes and to contextualize quantitative trends.

The Integration of Quantitative and Qualitative Data occurred where qualitative themes were used to explain, elaborate, or qualify quantitative results. This explanatory integration strengthened the credibility of findings by allowing faculty narratives to illuminate underlying reasons behind observed statistical patterns.

5. Results

5.1 Faculty Demographics

The study sample comprised 55 faculty members teaching grammar, foundational English language courses, essay or academic writing, and creative writing in higher education contexts. The largest proportion of participants taught grammar or language skills courses (32.7%), followed by foundational English courses (29.1%). Faculty teaching essay or academic writing constituted 25.5% of the sample, while creative writing instructors represented 12.7%.

Participants were employed across diverse institutional settings, including public universities (56.4%), private universities (32.7%), and community colleges (10.9%), ensuring representation of varied organizational and policy environments. Teaching experience also varied widely: 16.4% reported 1–5 years of experience, 25.5% had 6–10 years, 30.9% had 11–15 years, and 27.2% had more than 15 years of experience. This distribution reflects perspectives from both early-career and highly experienced faculty, strengthening the credibility of the findings.

Table 1. Demographic Characteristics of Faculty Participants (N = 55)

Demographic Variable	Category	Frequency (f)	Percentage (%)
Course/Discipline Taught	Grammar / Language Skills	18	32.7
	Foundational English	16	29.1
	Essay / Academic Writing	14	25.5
	Creative Writing	7	12.7
Institutional Type	Public University	31	56.4
	Private University	18	32.7
	Community College	6	10.9
Teaching Experience (Years)	1–5	9	16.4
	6–10	14	25.5
	11–15	17	30.9
	>15	15	27.2

Note: Percentages may not total exactly 100 due to rounding.

5.2 Quantitative Results: Faculty Perceptions of Grammar Instruction in the AI Era

Descriptive statistics for the ten Likert-scale items reveal clear patterns in faculty perceptions regarding the impact of generative AI on grammar instruction and writing pedagogy.

Respondents expressed strong agreement that AI tools reduce the necessity of explicit grammar instruction (Item 1; $M = 4.38, SD = 0.68$) and that students rely heavily on AI for grammatical correctness (Item 2; $M = 4.07, SD = 0.69$). There was moderate agreement that students struggle to identify grammatical errors produced by AI tools (Item 4; $M = 3.80, SD = 0.95$) and that students' dependence on AI undermines independent writing skills (Item 9; $M = 3.96, SD = 1.04$).

Perceptions regarding the continued need for grammar instruction were more mixed. Faculty responses were near the midpoint regarding students' need for foundational grammar instruction (Item 3; $M = 3.11, SD = 1.33$) and the importance of higher-order grammar skills in the post-AI writing context (Item 5; $M = 3.16, SD = 1.24$), suggesting ambivalence rather than consensus.

Faculty strongly endorsed the inclusion of AI literacy as a learning outcome in writing courses (Item 6; $M = 4.29, SD = 0.74$). However, confidence in integrating AI tools into teaching was comparatively low (Item 7; $M = 2.36, SD = 1.35$), and respondents moderately agreed that current curricula do not adequately address AI-related challenges (Item 8; $M = 3.47, SD = 1.28$). Finally, there was clear agreement that faculty require professional development to teach writing effectively in the AI era (Item 10; $M = 3.73, SD = 1.10$).

Overall, the quantitative findings indicate strong recognition of AI's influence on writing practices, coupled with uncertainty about pedagogical readiness and instructional adaptation

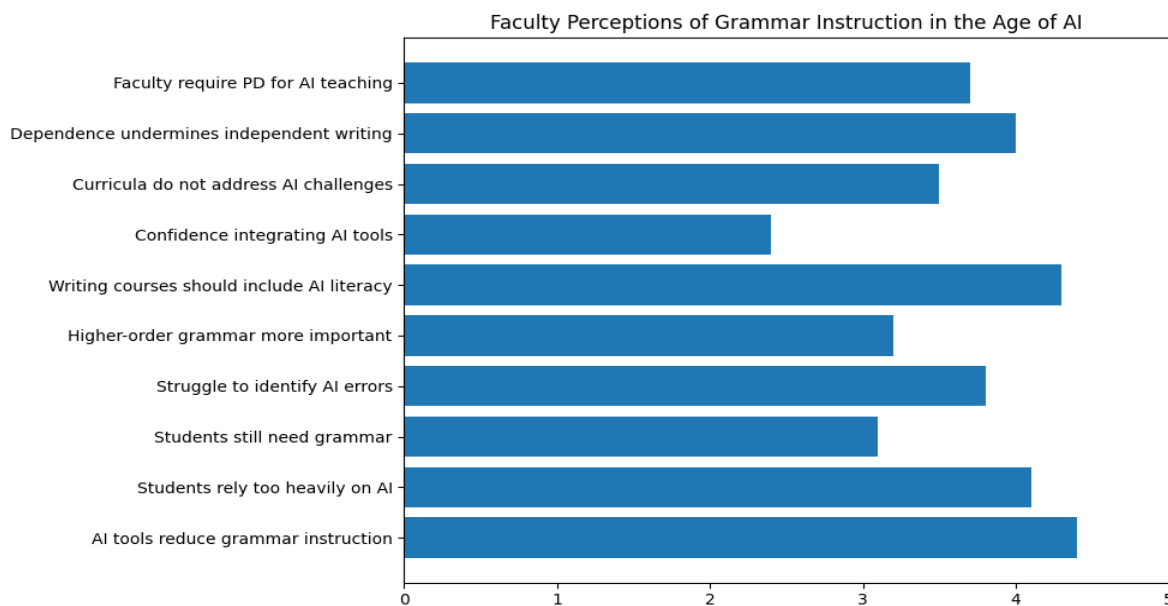


Figure 3. Faculty perception of grammar Instruction in the Age of AI

5.3 Qualitative Results: Descriptive Thematic Analysis

Open-ended responses from all 55 participants were analyzed using descriptive thematic analysis to identify recurring patterns related to English grammar instruction and AI-supported writing pedagogy. Because participants could express multiple viewpoints in response to each open-ended question, individual responses were coded into more than one theme; therefore, theme frequencies are not mutually exclusive and percentages do not sum to 100%. Four interrelated themes emerged, all of which converged strongly with the quantitative findings, thereby reinforcing the study's triangulated design.

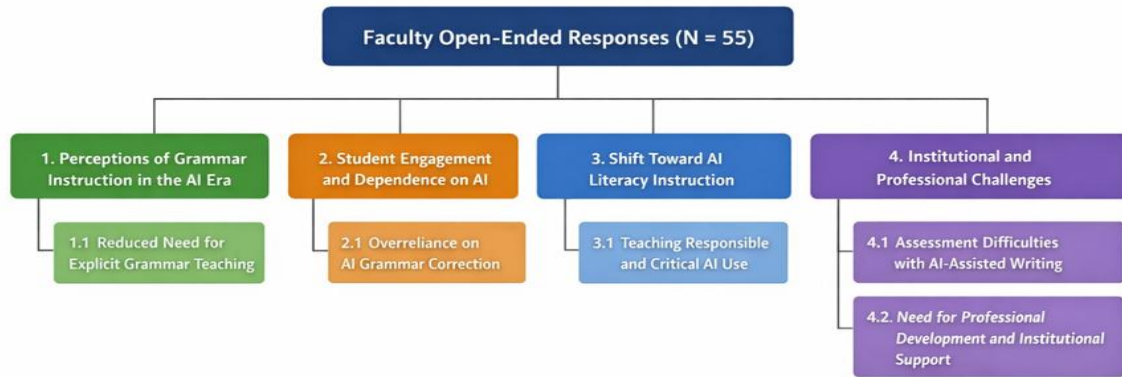


Figure 4. Code tree on faculty open ended responses on grammar instruction and AI integration(N=55)

Theme 1: Reduced Emphasis on Explicit Grammar Instruction

Many faculty members perceived that explicit English grammar instruction—particularly at the level of surface accuracy—has become less central due to the availability of AI-powered English grammar correction tools. Participants reported that students often submit grammatically polished texts even when formal grammar instruction is limited. As one participant noted, “Basic grammar instruction feels redundant when students can instantly correct errors using AI tools.” Importantly, faculty framed this shift as a reallocation of instructional focus rather than a complete abandonment of grammar teaching.

However, this finding also reinforces a key limitation identified in previous studies: AI-supported accuracy does not necessarily reflect internalized grammatical competence. While participants described a reallocation of instructional priorities, their responses suggest a potential risk of conflating AI-mediated performance with actual learning, a concern widely highlighted in recent empirical work. Thus, this theme extends the literature by showing how these pedagogical shifts are not only theoretical concerns but are actively reshaping instructional decisions in higher education contexts.

Theme 2: Increased Student Reliance on AI for Grammatical Accuracy

A dominant concern across responses was students’ heavy reliance on AI tools for grammatical correctness, often without engaging in metalinguistic reflection. Faculty observed that students tend to accept AI-generated corrections uncritically, which may limit opportunities for internalizing grammatical rules. One respondent remarked, “Students trust AI corrections blindly and rarely reflect on why changes were made.”

This theme provides qualitative confirmation of earlier empirical findings showing that students often cannot explain or reproduce corrected structures independently. Moreover, faculty observations that students “trust AI corrections blindly” reinforce documented concerns about uncritical AI use and the risk of reduced cognitive engagement in grammar learning.

Importantly, this finding deepens the literature by highlighting the pedagogical implications of such reliance, particularly the erosion of opportunities for practice, reflection, and rule internalization—issues that prior studies have identified but not fully explored from a faculty perspective

Theme 3: Shift Toward AI Literacy as a Pedagogical Priority

Rather than resisting AI use, most faculty described a pedagogical shift toward AI literacy instruction, emphasizing critical use, evaluation, and ethical engagement with AI tools. Faculty highlighted teaching students when AI is appropriate, how to evaluate AI-generated feedback, and how to maintain authorial responsibility. As one participant explained, “The priority is no longer grammar itself, but teaching students how to work with AI intelligently when they write.”

Consistent with studies such as Lee et al. (2025) and Nguyen et al. (2025), participants emphasized the importance of teaching students how to interact with AI tools effectively rather than prohibiting their use. The notion that “the priority is no longer grammar itself” echoes broader calls in the literature for redefined instructional goals in AI-mediated learning environments.

This finding extends existing research by illustrating how these priorities are operationalized in practice, with faculty actively redefining their roles from knowledge transmitters to facilitators of critical AI engagement

Theme 4: Professional Development and Assessment Challenges

Faculty also reported challenges related to assessing English writing in AI-mediated contexts and expressed uncertainty about evaluating students’ unaided grammatical competence. Many emphasized the need for institutional support and structured professional development focused on AI-informed assessment practices. One participant noted, “We need structured training on how to assess writing when AI is involved, not just informal trial and error.”

Participants’ calls for structured professional development align with findings from Türkoğlu (2025) and Moorhouse (2024), which emphasize the need for institutional support in adapting to AI-integrated pedagogies. Additionally, concerns about “trial and error” approaches to assessment highlight a gap between rapid technological adoption and slower pedagogical adaptation. This theme contributes to the literature by foregrounding institutional and professional dimensions of AI integration, emphasizing that effective adoption requires not only tools but also systematic training and policy support.

Table 2. Thematic Frequency Distribution of Faculty Open-Ended Responses (N = 55)

Theme	Description	Number of Respondents (n)	Percentage (%)
Theme 1: Diminished Emphasis on Explicit Grammar Instruction	Faculty perceive explicit English grammar teaching as less necessary due to AI grammar tools	38	69.1%
Theme 2: Student Reliance on AI for Grammatical Accuracy	Students depend heavily on AI tools to correct English grammar with limited reflection	42	76.4%
Theme 3: Shift Toward AI Literacy Instruction	Faculty emphasize teaching students how to use AI critically and responsibly for English writing	45	81.8%
Theme 4: Professional Development and Assessment Challenges	Faculty report challenges in assessing AI-assisted writing and request institutional support	34	61.8%

Note. Percentages exceed 100

5.4 Triangulation of Quantitative and Qualitative Findings

Methodological triangulation was employed to enhance the credibility and depth of the findings by integrating quantitative survey data with qualitative thematic analysis of open-ended responses. The Likert-scale results indicated a clear reduction in emphasis on explicit English grammar instruction, heightened concern over students’ reliance on generative AI tools, and strong support for incorporating AI literacy into writing instruction. These trends were reinforced and elaborated by the qualitative findings, which revealed faculty perceptions that AI-driven grammar correction has diminished the perceived necessity of traditional grammar teaching, while simultaneously fostering student overdependence on automated feedback. Moreover, the qualitative themes provided contextual insight into the quantitative results by illustrating how faculty are responding pedagogically through a shift toward teaching critical and ethical AI use, as well as by highlighting institutional challenges related to assessment and professional development. The convergence between numerical patterns and thematic narratives demonstrates consistency across data sources, while the qualitative data add explanatory depth to the statistical outcomes. Together, this integration strengthens the study’s interpretive validity and offers a more comprehensive understanding of faculty affective and pedagogical responses to AI integration in higher education writing instruction.

The integrated findings reveal three dominant patterns that guide the interpretation presented in the Discussion section. First, faculty consistently perceive a reduced instructional emphasis on explicit grammar, supported by both high agreement on Likert-scale items (Items 1 and 2) and strong thematic representation (Themes 1 and 2). Second, there is clear evidence of student overreliance on AI tools, accompanied by concerns regarding diminished metalinguistic engagement. Third, and most prominently, faculty identify a shift in pedagogical priorities toward AI literacy and critical engagement, as reflected in both quantitative endorsement (Item 6) and the highest-frequency qualitative theme (Theme 3).

These converging patterns provide the empirical basis for the interpretive arguments developed in the following Discussion section

6. Discussion

The present study examined faculty perceptions of English grammar instruction in higher education within the context of widespread generative AI use. Overall, the findings reveal a nuanced and recalibrated view of grammar pedagogy—one that acknowledges the affordances of AI-assisted writing tools while expressing sustained concern for students’ deeper grammatical competence, autonomy, and critical engagement with language.

6.1 Faculty Perceptions of Grammar Instruction in the AI Era

A key contribution of this study lies in establishing faculty perception as a valid and necessary source of evidence for pedagogical decision-making. Quantitative results indicate strong faculty agreement that generative AI tools reduce the instructional necessity of explicit, surface-level English grammar teaching (M = 4.38) and that students increasingly rely on AI for grammatical correctness (M = 4.07) The findings show consistent alignment between statistical patterns and thematic responses, indicating that faculty perceptions reflect shared, experience-based realities rather than isolated viewpoints.

It is directly corroborated by qualitative data, where 69.1% of participants reported reduced emphasis on grammar teaching and 76.4% highlighted student overreliance on AI. This convergence demonstrates that faculty perceptions are empirically substantiated through triangulated evidence, thereby strengthening their credibility.

These findings align with recent AI-in-education scholarship emphasizing that instructors play a critical role in interpreting how generative AI reshapes learning processes, not just outcomes (Eaton, 2023). Faculty insights are particularly valuable in identifying hidden learning deficits, such as reduced metalinguistic awareness, that are not visible in AI-polished student texts.

Moreover, faculty responses in this study suggest that such gains in surface accuracy do not necessarily reflect corresponding development in underlying grammatical competence faculty still occupy a unique epistemic position: as instructors, assessors, and curriculum designers, they observe not only student outputs but also learning processes, misconceptions, and behavioral patterns over time. This finding reinforces concerns raised in recent scholarship warning that uncritical reliance on AI may weaken students' ability to internalize grammatical rules and engage in independent self-editing.

Thus, the study affirms that faculty perceptions function as a form of practice-based evidence, essential for understanding how AI affects not just writing quality, but learning depth, autonomy, and linguistic competence

6.2 Evidence-Based Pedagogical Priorities

As for RQ2 Rather than a generalized shift toward "AI-oriented instruction," the findings identify four empirically grounded pedagogical priorities:

1-From Explicit Grammar Instruction to AI Literacy: One of the most significant contributions of this study is the identification of a perceived shift from traditional grammar instruction toward AI literacy-oriented pedagogy. Faculty overwhelmingly endorsed the inclusion of AI literacy as a formal learning outcome in writing courses, signaling a reconceptualization of instructional priorities rather than abandonment of grammar teaching. Rather than framing AI as an instructional replacement, faculty responses indicate a reframing of their pedagogical role: from teaching English grammatical rules in isolation to guiding students in evaluating, interpreting, and adapting AI-generated feedback. In this emerging paradigm, grammar instruction becomes embedded within broader competencies such as critical editing, authorial responsibility, and ethical AI use. Strongly supported both quantitatively ($M = 4.29$) and qualitatively (81.8%), faculty emphasized teaching students to critically, ethically, and effectively use AI tools. This reflects growing consensus that AI literacy is a core academic competency (UNESCO, 2023). These findings resonate with recent pedagogical arguments that position AI literacy as a core component of contemporary academic writing competence. Crucially, this shift reflects faculty adaptation rather than resistance. While instructors recognize AI as an unavoidable feature of modern writing, they also emphasize the need for structured guidance to ensure that AI use supports, rather than supplants, learning

2-Implications for Writing Pedagogy and Policy: Faculty concerns about students' inability to detect AI errors ($M = 3.80$) and overdependence ($M = 3.96$) point to the need for evaluative engagement with AI-generated output, rather than passive acceptance. Taken together, the findings suggest that faculty responses to generative AI are characterized less by resistance than by pedagogical recalibration. Explicit English grammar instruction is not perceived as obsolete, but as insufficient on its own in AI-rich writing environments. Instead, English grammar instruction is increasingly positioned within a broader instructional framework that prioritizes AI literacy, critical engagement, and reflective writing practices. For institutions, these findings carry important implications. Effective responses to AI integration in writing instruction require curricular revision, transparent assessment policies, and sustained faculty development initiatives focused on AI pedagogy. Without such systemic support, AI use risks remaining superficial—improving textual correctness without fostering genuine writing development or academic integrity.

3-Metalinguistic Awareness: Despite reduced emphasis on surface-level grammar, qualitative data indicate that understanding grammatical structures remains essential, particularly for interpreting and validating AI feedback. The findings clarify that explicit grammar instruction is being repositioned, not abandoned. Moreover, This finding reinforces concerns raised in recent scholarship warning that uncritical reliance on AI may weaken students' ability to internalize grammatical rules and engage in independent self-editing. While AI reduces the need for teaching surface-level correctness, faculty still occupy a unique epistemic position: as instructors, assessors, and curriculum designers, they observe not only student outputs but also learning processes, misconceptions, and behavioral patterns over time. This explains the observed ambivalence in quantitative responses and reflects a transitional pedagogical phase, where grammar shifts from a primary instructional focus to a supporting cognitive framework. This supports arguments that AI shifts grammar from an outcome to a cognitive tool for language awareness (Furze, et al. 2024).

4-Faculty Professional Development and Assessment Literacy :Low confidence in AI integration ($M = 2.36$) and strong demand for training ($M = 3.73$; 61.8%) highlight a critical gap between pedagogical expectations and institutional support, consistent with recent findings on AI readiness in higher education (Mike Perkins, 2023). Despite broad acceptance of AI-assisted writing, faculty reported persistent challenges related to assessment validity and instructional preparedness. The difficulty of distinguishing between students' independent grammatical competence and AI-mediated accuracy complicates traditional assessment practices. Faculty concerns in this area were consistent across both quantitative and qualitative data, underscoring the urgency of assessment redesign in AI-mediated contexts. Equally salient is the gap between faculty recognition of AI literacy's importance and their confidence in teaching it. Low self-reported confidence in integrating AI tools highlights a professional development deficit, suggesting that pedagogical expectations have evolved more rapidly than institutional support structures. Without targeted training and clear curricular guidance, faculty may struggle to implement AI-informed pedagogy in consistent and pedagogically sound ways.

The qualitative findings closely aligned with the quantitative results, providing deeper insight into faculty responses to AI integration. Consistent with Likert-scale results indicating reduced emphasis on explicit English grammar instruction, a majority of faculty described grammar teaching as increasingly automated through AI tools, leading them to deprioritize traditional grammar-focused pedagogy. Similarly, high agreement on survey items related to student dependence on AI was reflected in qualitative comments highlighting students' overreliance on AI-generated corrections without sufficient grammatical awareness. In contrast, both data strands converged on

a strong shift toward AI literacy instruction, with faculty emphasizing the importance of teaching students to use AI critically, ethically, and transparently. Finally, qualitative responses elaborated on survey findings regarding assessment challenges, as faculty articulated concerns about evaluating AI-assisted writing and expressed a need for institutional guidance and professional development. Together, the qualitative themes contextualize and reinforce the quantitative trends, illustrating how faculty perceptions translate into pedagogical and assessment-related challenges in practice.

Methodological triangulation strengthened the credibility of the findings by demonstrating convergence between faculty survey responses and thematic patterns derived from open-ended questions. This integration allowed for both breadth and depth in understanding faculty perceptions of grammar instruction and AI integration.

Overall, the study provides empirically grounded evidence that faculty are redefining—rather than diminishing—the role of grammar instruction. Their perceptions, validated through convergent data, reveal a structured shift toward AI-informed, critically engaged writing pedagogy, where grammar remains essential but functionally transformed.

7. Limitations and Future Research

This study provides important insights into the evolving role of English grammar instruction in higher education in the era of generative AI; however, several limitations should be acknowledged. First, the faculty-only needs assessment captures instructors' perceptions rather than direct measures of student performance, which may introduce subjective bias. Second, the study is limited to a relatively small number of universities in Lebanon, which may constrain the generalizability of findings to other multilingual or international contexts. Third, curriculum documents and syllabi may not fully reflect informal classroom practices, teaching nuances, or the varied ways students utilize AI tools. Finally, the rapid evolution of generative AI may alter student writing practices and institutional responses over time, potentially affecting the long-term relevance of the findings.

Based on these findings and prior research, several productive directions for future work emerge. Longitudinal studies could examine whether AI-assisted revisions lead to lasting grammar gains and whether these improvements transfer to new writing contexts. Mixed-methods designs combining error-coded corpora, revision logs, and student interviews could illuminate how learners negotiate AI suggestions and develop metalinguistic awareness. Teacher-focused intervention studies that pair professional development with classroom trials could help reduce negative attitudes toward grammar instruction, improve AI mediation skills, and support more effective integration of grammar and AI literacy. Comparative evaluations of different AI tools and prompting strategies for targeted grammar areas—such as article use, verb tenses, and clause combining—could provide practical guidance for instructors. Finally, cross-contextual or international studies could examine how multilingual environments, AI use, and grammar pedagogy interact, offering insights for globally relevant curriculum design.

By addressing these gaps, future research can move beyond perception and curriculum review to produce evidence-based strategies that support teachers in overcoming affective barriers, integrate AI literacy with English grammar instruction, and foster transferable English writing skills in students. This approach has the potential to reshape writing pedagogy, ensuring that English grammar instruction remains meaningful, engaging, and effective in AI-enhanced educational contexts.

8. Conclusion

This study examined faculty perceptions of explicit English grammar instruction in higher education within the context of widespread use of generative AI writing tools. Drawing on a quantitatively driven mixed-methods design, the findings offer a faculty-centered account of how teaching grammar is being reinterpreted and reshaped in AI-mediated writing environments. Overall, the results indicate that faculty perceive generative AI as significantly influencing students' writing practices, particularly by reducing the instructional necessity of surface-level grammar correction and increasing student reliance on automated feedback. At the same time, instructors express concern that such reliance may obscure underlying gaps in grammatical knowledge and limit students' opportunities for metalinguistic reflection and independent language development. These perceptions highlight a tension between improved textual accuracy and diminished grammatical agency—one that faculty must actively navigate in their teaching.

Rather than signaling the obsolescence of teaching English grammar, the findings suggest a pedagogical recalibration. Faculty do not reject explicit English grammar teaching; instead, they reconceptualize its role within a broader instructional framework that prioritizes critical engagement with AI-generated text. In this emerging paradigm, English grammar instruction is increasingly embedded within AI literacy, reflective editing, and ethical writing practices. Faculty view their instructional role as shifting from sole providers of grammatical correction to mediators who guide students in evaluating, interpreting, and adapting AI feedback responsibly.

The study also reveals substantial challenges related to assessment and instructional preparedness. Faculty report difficulty assessing students' unaided English grammatical competence in AI-supported writing contexts and express limited confidence in integrating AI tools pedagogically. These findings underscore the need for institutional support, including professional development focused on AI-informed writing pedagogy and assessment redesign. Without such support, the pedagogical potential of AI risks being underutilized or misaligned with learning objectives.

From a theoretical perspective, the study extends teacher cognition research into the domain of generative AI by demonstrating how faculty beliefs, professional identity, and contextual constraints shape responses to technological change. Methodologically, the embedded mixed-methods design illustrates how descriptive quantitative data, when complemented by targeted qualitative insights, can yield a

nuanced understanding of complex pedagogical shifts. As for limitations the study relied on a relatively small, purposive sample and employed descriptive analysis, limiting generalizability. Additionally, the qualitative component was intentionally modest in scope. Future research could build on these findings through longitudinal designs, discipline-specific comparisons, or in-depth qualitative investigations that explore how faculty practices evolve over time as AI technologies and institutional policies continue to develop.

In conclusion, this study demonstrates that explicit English grammar instruction remains relevant in higher education, but not in its traditional form. In the age of generative AI, grammar teaching is increasingly intertwined with AI literacy, critical language awareness, and reflective writing practices. Faculty perspectives suggest that the future of English grammar instruction lies not in resisting AI, but in pedagogically integrating it in ways that preserve student agency, deepen linguistic understanding, and uphold the educational values of higher education.

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AI Use Disclosure

A language editing tool with the help of AI was employed to enhance clarity, grammar, and style consistency of the manuscript. The author performed all research design, data selection, analysis, interpretation and reference verification. The author assured that the sources cited were all personally consulted and verified, and they uphold the responsibility of the accuracy, integrity, and scholarly accountability of the work to meet the AI policy of the journal

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APPENDIX A

Part 1. Demographic Data

Please indicate your response by selecting the appropriate option.

1. Course(s) You Currently Teach

(Select all that apply)

- Grammar / Language Skills
- Foundational English
- Essay / Academic Writing
- Creative Writing

2. Type of Institution

(Select one)

- Public University
- Private University
- Community College

3. Years of Teaching Experience

(Select one)

- 1–5 years
- 6–10 years
- 11–15 years
- More than 15 years

Part 2. Faculty Perception Survey: Likert-Scale Items (1 = Strongly Disagree, 5 = Strongly Agree)

Item No.	Survey Statement	1	2	3	4	5
		SD	D	N	A	SA
1	AI tools reduce the necessity of explicit grammar instruction					
2	Students rely too heavily on AI for grammatical correctness					
3	Students still need foundational grammar instruction despite AI tools					
4	Students struggle to identify AI-generated grammatical errors					
5	Higher-order grammar skills (e.g., cohesion, syntax, academic style) are more important now than before AI.					
6	Writing courses should include AI literacy as a learning outcome					
7	I feel confident integrating AI tools into my teaching					
8	Current writing curricula do not address AI-related challenges					
9	Students depend on AI in ways that undermine independent writing skills.					
10	Faculty require professional development to effectively teach writing in the AI era.					

Part 3.**Open-Ended Question 1**

In your experience, how has the availability of generative AI tools (e.g., grammar checkers, AI writing assistants) influenced your approach to teaching grammar and accuracy in student writing? Please explain any changes you have observed in students' grammatical competence or learning behaviors.

Open-Ended Question 2

What challenges, concerns, or support needs have you encountered when teaching writing and grammar in an AI-supported learning environment? Please include any professional development or institutional support you believe is necessary.

APPENDIX B**Recruitment Script (WhatsApp Invitation Message)****Title: Invitation to Participate in a Research Study on Reassessing Grammar Teaching in Higher Education**

Hello everyone,

My name is Samira Dishari, and I am conducting a research study as part of my academic work at American University of Middle East -Kuwait . I am reaching out to invite you to participate in a study to reassess the needs and priorities of grammar instruction in higher education through in the context of widespread use of generative AI writing tools.

Who can participate?

- ✓ University instructors who are *currently teaching* in higher education
- ✓ University instructors who teach English grammar, or writing in all university levels including preparatory or foundational classes
- ✗ Retired or non-active instructors are not eligible

Your participation is voluntary.

You may withdraw at any time or skip any question you do not want to answer.

If you are interested, please reply to this message with **“I agree to participate”**, and I will send you a google form link .

Thank you for considering this invitation. Your insights will contribute meaningfully to understanding how AI is reshaping higher education.

Warm regards,