

Lived Experience of Senior High School English Students and Teachers on Artificial Intelligence Integration in Creative Writing

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Abstract

This qualitative phenomenological study explored the lived experiences of eight Grade 12 students and four English teachers regarding artificial intelligence integration in creative writing instruction. Using thematic analysis of semi-structured interviews and reflective narratives, the study identified key themes: AI as a creative catalyst, balancing AI assistance with personal creativity, collaborative human-AI partnership, pedagogical enhancement, and empowerment through technological collaboration. Findings reveal that AI serves as a supportive tool for idea generation, overcoming writer's block, and improving writing fluency, but participants emphasized maintaining authorial voice, originality, and ethical awareness. Overreliance on AI was identified as a risk, and human emotion was considered the creative core. The study proposes a five-dimensional framework for ethical AI integration: creative authenticity, transparency and agency, ethical literacy, reflective collaboration, and pedagogical mediation. AI enhances creative writing when used intentionally, reflectively, and as a complement to—not a replacement for—human creativity.

Keywords: *artificial intelligence, creative writing, lived experiences, senior high school, English teachers, students, AI integration, authorial voice, human-AI partnership, ethical framework*

INTRODUCTION

The rapid advancement of artificial intelligence (AI) has significantly transformed educational practices, particularly in the domain of writing instruction. AI-powered tools such as ChatGPT, Grammarly, and QuillBot are increasingly used by students to assist in idea generation, language refinement, and text structuring. While these technologies offer efficiency and accessibility, they also raise critical concerns regarding originality, authorship, and the preservation of creative voice in writing.

Creative writing has traditionally been viewed as a deeply personal and imaginative process that reflects individual thought, emotional depth, and stylistic uniqueness. However, the emergence of AI as a co-creator challenges these foundational assumptions. Students now engage in writing processes that involve varying degrees of AI assistance, prompting educators to reconsider the boundaries between human creativity and machine-generated content.

This study explored the lived experiences of senior high school English students and teachers regarding AI integration in creative writing. Specifically, it aimed to understand how participants perceive AI's role, how they describe their most significant experiences, what meanings they attribute to these experiences, and what themes emerge from these interactions. Ultimately, the study sought to develop a framework for ethical and effective AI integration in creative writing instruction.

METHODS

Research Design

This study employed a qualitative phenomenological research design to capture and interpret the lived experiences of participants. This approach allowed for an in-depth exploration of how individuals perceive and make meaning of AI integration in creative writing.

Participants

The study involved 12 purposively selected participants, consisting of:

1. 8 Grade 12 students enrolled in a Creative Writing class
2. 4 English teachers

Participants were selected based on their experience using AI tools in writing and their willingness to share reflective insights.

Data Collection

Data were gathered through:

1. Semi-structured in-depth interviews
2. Reflective narratives

The interview guide focused on:

- Experiences using AI in writing
- Significant interactions with AI tools
- Perceived benefits and challenges
- Ethical considerations

All interviews were audio-recorded, transcribed verbatim, and anonymized to ensure confidentiality.

Data Analysis

The study utilized thematic analysis (Braun & Clarke, 2006), following these steps:

1. Familiarization with data
2. Coding of significant statements
3. Theme development
4. Theme review and refinement
5. Naming and defining themes
6. Report generation

Trustworthiness was ensured through:

- Member checking
- Peer debriefing
- Use of verbatim participant responses

RESULTS

The findings revealed that AI plays a dual role as both a creative support tool and a reflective partner in writing. Participants described AI as beneficial but emphasized the need to maintain human creativity and authorship.

Emergent Themes

1. AI as a Creative Catalyst

Participants viewed AI as a tool that:

- Generates ideas
- Overcomes writer's block
- Enhances creativity

However, AI was not seen as a replacement for human creativity but rather as a stimulus for ideation.

2. Balancing AI Assistance and Personal Creativity

Students and teachers emphasized:

- Maintaining authorial voice
- Avoiding overreliance on AI
- Ensuring originality

Participants consciously regulated AI use to preserve authenticity.

3. Collaborative Creativity Through Human–AI Partnership

AI was perceived as:

A “co-writer” or brainstorming partner
A tool for expanding perspectives
A facilitator of engagement

This reflects a dialogic relationship between human and AI.

4. Pedagogical Enhancement Through AI

Teachers identified AI as:

A scaffolding tool for learning
A support for differentiated instruction
A means to improve organization and clarity

5. Empowerment Through Technological Collaboration AI contributed to:

Reduced writing anxiety
Increased confidence
Improved motivation

Seven Core Thematic Insights Identified

Balancing inspiration and originality
Preserving authorial voice
Awareness of overreliance
Human emotion as the creative core
Ethical awareness in authorship
Pedagogical innovation with integrity
Reflective creativity

These themes collectively highlight that AI enhances writing when used responsibly and reflectively.

DISCUSSION

The findings demonstrate that AI integration in creative writing is most effective when positioned as a supportive tool rather than a substitute for human creativity. This aligns with:

Technology Acceptance Model (TAM): Students' acceptance of AI depends on its usefulness and ease of use.

Constructivist Learning Theory: AI acts as a cognitive tool that supports meaning-making.

Creativity Component Theory (Amabile): AI enhances domain skills but does not replace intrinsic motivation or originality.

Participants' emphasis on maintaining authorial voice reinforces the importance of human agency in creative processes. While AI supports fluency and structure, it often lacks emotional depth and originality, requiring human revision and interpretation.

The study also highlights the importance of ethical AI integration, particularly in addressing:

- Authorship concerns
- Academic integrity
- Overdependence on technology
- Proposed Framework

The study developed a five-dimensional framework for AI integration:

- Creative authenticity
- Transparency and agency
- Ethical literacy
- Reflective collaboration
- Pedagogical mediation

CONCLUSION

AI has the potential to significantly enhance creative writing instruction by:

Supporting idea generation

Improving writing fluency

Encouraging reflective thinking

However, its effectiveness depends on intentional, ethical, and balanced use. AI should complement—not replace—human creativity.

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RECOMMENDATIONS

Provide teacher training on ethical AI integration
Incorporate AI literacy into the curriculum
Emphasize process-based writing assessment
Encourage reflective AI use among students
Conduct further research on AI and creative development