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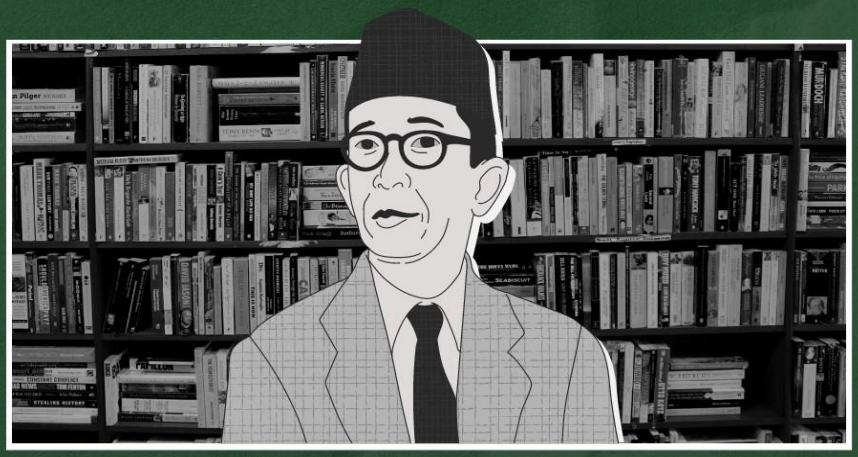

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Educators Perceptions Of Artificial Intelligence Integration In English Language Instruction

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Abstract

General Background: The rapid incorporation of digital technologies into modern education significantly alters traditional classroom dynamics and instructional methodologies. **Specific Background:** Within foreign vocabulary learning, artificial intelligence provides unprecedented opportunities for personalized learning and material preparation, yet successful adoption heavily relies on pedagogical acceptance. **Knowledge Gap:** Although existing studies frequently measure technological outcomes, qualitative explorations investigating how high school instructors negotiate the practical and ethical dimensions of these advanced tools remain notably scarce. **Aims:** This qualitative study explores perspectives on utilizing automated systems in pedagogy, specifically examining perceived usefulness, ease of use, and associated challenges guided by the Technology Acceptance Model. **Results:** Thematic analysis of semi-structured interviews with four instructors reveals that while automated platforms efficiently accelerate lesson planning and resource generation, participants harbor deep concerns regarding student overreliance, academic integrity, and diminished critical thinking capabilities. **Novelty:** This research uniquely positions automated educational technology as a dual-support mechanism, highlighting the delicate tension between instructional efficiency and the preservation of authentic communication production in Indonesian secondary schools. **Implications:** Sustaining sound teaching practices requires comprehensive professional training in ethical technology use, institutional guidelines, and the reaffirmation of teachers as irreplaceable facilitators of human-centered skill acquisition.

Highlights:

- Automated educational systems significantly accelerate lesson planning and resource generation for secondary school teachers.
- Instructors harbor deep concerns regarding student overreliance and the potential degradation of authentic communication skills.
- Preserving sound pedagogical practices necessitates targeted professional training focusing on ethical usage and critical evaluation.

Keywords: Technology Acceptance Model, Qualitative Research, Thematic Analysis, Pedagogical Challenges, Professional Development

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I. Introduction

Digital technology is always getting better, and it has changed many parts of daily life, including education. In the last ten years, “Digital technology has become a central aspect of higher education, inherently affecting all aspects of the student experience schools” [1]. Digital technology is an important part of modern classrooms from this point of view. It not only helps teachers with technical problems, but it also changes how they teach and how students learn. How teachers feel about and think about technology has a big effect on how digital tools like AI are used in the classroom. Have used more and more digital tools in their teaching and learning. These changes have had an effect on how learning materials are delivered, how students interact with content, and how lessons are planned. As part of the bigger picture of digitalizing education, artificial intelligence (AI) is one of the newest technologies to be used in schools. Most of the research on using AI in schools has focused on how AI can benefit teachers and students. But school leaders and other important people in education haven't gotten as much attention. Reviews also show that AI research in education is still not very focused [2]. Many groups, in many places, and at many levels of education are doing it. This makes it hard to understand what AIED is all about. This fragmentation makes it even more important to learn more about teachers, who are important people in education, and how they feel about and adapt to using AI in real classrooms. This is especially true when it comes to making sure that schools use AI in a safe and useful way. Research in the field of Artificial Intelligence in Education has increasingly examined the current landscape of AI technologies, their applications in educational environments, and the range of potential benefits they may offer [3]. In addition, existing studies emphasize the importance of aligning technological innovation with educational practice and offer illustrative examples that may inform both technology developers and educators in understanding the implications of AI integration in education. Smart technologies that focus on making learning more personal for each person are probably the most common [4]. The integration of computer technology in English language classrooms has been observed as one of the instructional approaches adopted by teachers in recent years [5]. Previous studies indicate that the integration of technology, particularly artificial intelligence, in English language teaching has been shown to increase student engagement and support more personalized learning experiences [6]. Furthermore, learning analytics shifts the focus toward understanding students’ learning behavior within the classroom, enabling teachers to make data-driven decisions based on real-time classroom activities [7]. The goal is to help teachers plan the learning in their classrooms and give their students rich and useful learning experiences. Many apps and platforms that help people learn, test, and get English content have AI-based tools built in. These tools could include automatic feedback, tasks that change depending on how well the student is doing, or data-based suggestions for what to learn. Language learning doesn't only use AI. It has to do with the lesson's goals, the school's rules, and the teachers' jobs. Adding AI to English language teaching is a complicated process, not just a change in technology. Previous studies have shown that the opinions of users have a big effect on how well educational technology is received and used in the classroom [8]. For instance, how students feel about and think about web-based learning apps is thought to be an important factor that affects how well technology works in the classroom.

Teachers are very important to this process Beyond simply delivering material, teachers are the key factor that determines the direction and quality of learning. It cannot be disputed that the main factor in the learning process is the teacher, who is responsible for motivating and directing students to acquire knowledge. It depends on the teacher whether student interest will be highly stimulated and kept alive during the teaching process, and whether the teaching content is related to students' interests and needs. The impact of teachers is not only felt inside the classroom it also shapes students' futures in the long term. The quality of teachers is cited as the single most critical external factor determining student cognitive development, with long-term implications on adulthood success. Research in the United States has indicated that students' cognitive function can develop three times as much with a high-quality teacher compared to studying with a less effective one. Furthermore, even with the integration of artificial intelligence in education, teachers remain essential as mediators who ensure that technology is used appropriately to enhance, rather than replace, human interaction and pedagogical value. Therefore, the success of modern educational practices, including the use of AI and learning analytics, largely depends on teachers’ ability to integrate these tools effectively while maintaining their fundamental role as facilitators of learning. Schools and areas don't always use educational technology in the same way. Some schools have the newest digital tools, but others have trouble getting enough resources, training, and tech support. This inconsistency can change how teachers think about and use new technologies. A lot of people in Indonesia have tried to get teachers to use digital tools in the classroom, but not all teachers are ready for AI. Some teachers are scared of AI because they don't understand how it works, they are worried about moral issues like data privacy, and they don't know what it will mean for their jobs as teachers [9].

People have said a lot of different things about what teachers should do in AI-mediated learning environments. Being a teacher is more than just telling people what to do. It also means knowing how to talk to students, how to teach, and how to run a classroom.Contends that AI cannot replace teachers, as their functions require human judgment and accountability. This perspective posits that AI ought to be regarded as a crucial component of a comprehensive educational ecosystem, wherein teachers maintain a pivotal role. But the perceptions regarding the relationship between AI and the professional responsibilities of educators may differ from one individual to another and contextual factors, thus an interesting topic for empirical research. It is important to know how teachers think about technology because this changes how students use and talk about technology in the classroom. Some teachers may use less AI because they find it too difficult or not aligned to what they wish to teach. Other teachers might be more careful or choosey about how they use it. These differences do not mean that teachers are against or for new technologies; they just show how teachers deal with having new technologies in their work. By looking at how teachers feel about these negotiations, researchers can learn more about them without assuming that using AI is always good or bad.

In order to systematically analyze the teachers’ perceptions, a theoretical framework is needed that focuses on the users’ evaluation of the technology rather than the technological outcomes. The Technology Acceptance Model (TAM) has identified perceived usefulness and perceived ease of use as the two primary components of technology perception. The TAM has been widely used in educational research to investigate teachers’ Attitudes towards various types of educational

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technology. TAM does not predict that technology will improve learning outcomes; rather, it provides a lens to explore how educators view and interpret technology through their professional lens. The Technology Acceptance Model (TAM) is a theoretical model developed by Fred Davis to explain the influence of perceived usefulness and perceived ease of use on acceptance and use of technology by individuals and how these influence attitudes, intentions and actual behavior with respect to use of technology. [10].

Previous studies underscore that educators' perceptions significantly influence the incorporation of technology into classroom practices [11]. Reportedly, teachers' beliefs and attitudes about technology affect how digital tools are used in the classroom. People also see technology as a tool that helps teachers deliver lessons, not as a way to replace the teacher in the classroom. Teachers' past use of digital tools has also been linked to greater confidence in using technology in the classroom. This suggests that being familiar with something may affect how ready teachers are to try new ways of teaching.

Research has examined the utilization of digital learning technologies and web-based platforms for English instruction in Indonesian high schools. State that certain schools have commenced the utilization of technology-based learning media to facilitate classroom activities, particularly through the implementation of digital devices and interactive media [12]. For instance, Hangtuah 5 High School has begun utilizing digital resources such as Smart Boards and has developed its own curriculum that enables teachers to design classes in various ways. These improvements suggest that schools are willing to use technology, but they don't show how teachers feel about AI in general. It's important to know how teachers feel about technology because it affects how it is used and talked about in the classroom. One teacher might not want to use AI because they think it's too hard or doesn't fit with what they want to teach. Another teacher might be more careful or picky about how they use it. These differences don't mean that teachers are against or for new technologies; they show how teachers use new technologies in their work. Researchers can learn more about these talks by seeing how teachers feel about them without saying whether or not using AI is a good idea.

Since AI is becoming more and more common in education, we need to look into how teachers see its role in their work. This study doesn't look at how well AI works or how well students do. Instead, it looks at how teachers see AI as part of their teaching. This study aims to give a more nuanced picture of how English teachers feel about the use of AI in their classrooms by using a qualitative descriptive approach and the Technology Acceptance Model as a framework for analysis.

Based on these objectives, the research addresses the following question:

What are teachers' perceptions of Artificial Intelligence (AI) In the English language learning process?

II. Methods

A. Research Design

This study used a descriptive qualitative research design to look into how English teachers feel about using artificial intelligence (AI) to help students learn English. A qualitative design was deemed suitable as the study sought to achieve a comprehensive understanding of teachers' perspectives, experiences, and interpretations rather than to quantify variables statistically. Qualitative research lets researchers see things from the point of view of the people they are studying and look closely at complicated educational events.

The goal of this study was not to find out how well AI tools work, but to find out how teachers think about AI in terms of how useful it is, how easy it is to use, and how it can help with teaching English. So, a qualitative approach was best for getting detailed and complex information about how teachers feel about and think about using AI in the classroom.

There were four English teachers from Hangtuah 5 Senior High School who took part in this study. The teachers were chosen through purposive sampling because they met certain criteria that were important to the research goals. Both teachers had used educational technology before and had been using digital tools in their teaching for a number of years. The criteria for teachers are listed in the table, along with how long they have been teaching

Table 1. Criteria table for teacher

No	Name	Gender	Experience Teaching
1	Teacher 1	Male	3 Years
2	Teacher 2	Female	7 Years
3	Teacher 3	Female	3 Years
4	Teacher 4	Female	4 Years

Qualitative research values depth of understanding over the number of participants, so the choice of only two participants was intentional. The study wanted to get informed opinions about AI use, not just opinions based on limited exposure or lack of familiarity. To do this, it focused on teachers who were already familiar with technology. This gave the researcher a chance to look into how experienced teachers think about AI from a teaching point of view.

B. Data Collection

Data was collected using semi-structured interviews. This method was chosen because it provides a good balance between structure and freedom. Semi-structured interviews are interviews where the researcher has guiding questions, but also

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gives the participants the opportunity to elaborate on their answers, share personal stories and introduce new ideas related to the topic. The reason why semi-structured interviews were used in this study is because it allows the researcher to get detailed responses, but at the same time to capture each participant's unique experiences and views. The interviewing method allows participants to express their opinions by using open-ended questions that are consistent with the objectives of the study and provide enough structure to maintain the attention of the participants during data collection. All interviews were individual and lasted about 30-45 minutes.

The interviews were recorded with the consent of the participants so that the data was accurate and complete. The interview questions were meant to explore teachers' thinking around the use of AI to support students in learning English, without compelling positive or negative judgments. The interview questions were prepared based on the technology acceptance model (TAM). TAM is a common way to examine people's attitude toward technology. It is based on two main concepts: Perceived Usefulness Perceived Ease of Use The present study utilized TAM to explore teachers' perceptions of AI as a learning tool. Together with the two core components of the TAM, a range of contextual factors relevant to educational contexts, including ethical issues, professional concerns and pedagogical roles, were also incorporated to give a fuller picture of teachers' perceptions.

In the present study, the interview questions were derived from existing theoretical and empirical frameworks of technology acceptance and educators' perceptions of educational technology.

The main theoretical framework employed was the proposed Technology Acceptance Model (TAM). It focused on the ideas of perceived usefulness and perceived ease of use to discover how teachers evaluate AI as a teaching tool. The interview protocol was also informed by previous research on educators' acceptance of technology in educational settings, which has emphasized the importance of exploring teachers' experiences, beliefs, and concerns regarding technology integration [13]. Further, qualitative investigations of teachers' use of technology have indicated that open-ended interview questions may help clarify teachers' perspectives, teaching practices, and the contexts of technology use in the classroom. These interview questions were formulated to synthesize these various perspectives, so as to present a comprehensive and balanced view of teachers' perspectives on the use of AI in teaching English.

Table 2. Dimensions, Indicators, and Research Questions and Source of the Question

No	Dimension	Indicators	Teacher Interview
1	Perceived Usefulness (TAM). (Davis (1989) – Technology Acceptance Model)	Benefits of AI in learning	a. What has your experience been like using technology to teach English? b. What do you know about how AI can be used in schools?
2	Perceived Ease of Use. (Davis (1989) – Technology Acceptance Model)	The Ease of Using AI	c. What do you think about how helpful AI is for activities that help people learn English? d. How easy or hard do you think it is to use AI tools in your classroom?
3	Attitude Toward AI (Asgap & Khatimah (2024))	Teachers' attitudes toward AI	e. What do you think AI can do to help English teachers? f. What worries or problems do you have about using AI in English language classes?
4	Behavioral Intention (Davis (1989) – Technology Acceptance Model)	Intended use of AI	g. Do you think AI can help teachers do their jobs, or do you think it could be a threat to the teaching profession? Why? h. What do you think teachers should do when AI is used in the classroom?

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5	Challenges & Concerns (Apriliana (2025))	Challenges and concerns	i. What kind of help or training do you think teachers need to use AI in the classroom well? j. Would you be open to using AI more in your teaching in the future? Please tell me why?

These questions were designed to remain neutral and open-ended, allowing participants to express both positive and critical views regarding AI use in English language learning.

C. Analysis Data

A qualitative thematic analysis approach, following the framework proposed by Braun and Clarke [13], The interview data were analyzed from four teachers. All the interviews were audio and video recorded and transcribed verbatim to ensure the accuracy and completeness of the data. Following transcription, the researcher combined all individual transcripts into one integrated data set or corpus. The researcher used this unified corpus to allow for a cross-participant analysis so that common meanings and dominant patterns could be found across all participants rather than analyzing each interview separately. The analysis was done through the six phases of thematic analysis . In the first phase, familiarisation with the data, the researcher read and re-read the combined transcript to become familiar with the content. The second phase (open coding) was the systematic coding of meaningful data segments across the data set that were relevant to the research objectives. These codes captured relevant aspects of the data related to teachers' perceptions and experiences.

The third phase of analysis, searching for themes, involved collating codes into potential themes, based on the groupings of similar codes as well as similar conceptual similarities between codes. Phase four, theme review, involved the refinement and review of the initial themes in relation to the coded data and the entire data set to ensure the themes' coherence and consistency. In phase five, "Defining and naming themes", the researcher clearly defined the essence of each theme and refined the scope of each theme to accurately reflect the data. The sixth and final phase was the production of the report including analysis and interpretation of the themes in relation to the focus of the research. The analysis process employed the Technology Acceptance Model (TAM) as a theoretical lens, focusing on perceived usefulness and perceived ease of use, but also allowing themes to emerge inductively from the data. The systematic analytical framework of Braun and Clarke was employed to offer a comprehensive interpretation of the teachers' perspectives by merging all transcripts into one corpus.

III. Finding and Discussion

A. Finding

The interview data of four English teachers (T1, T2, T3, and T4) were analyzed by utilizing a thematic analysis approach of Braun and Clarke (2006). Thematic analysis was employed as a tool to enable the researcher to identify, organize and interpret meaningful patterns within the participants' responses. The analysis started with familiarizing the data, where the researcher read the interview transcripts several times to get the whole picture and to get a feel for the teachers' experiences, opinions and concerns of using Artificial Intelligence (AI) in teaching English. In this phase the researcher got familiar with the data and produced the initial codes by underlining important statements relating to the research focus. These codes included teachers' perceptions of benefits of AI, ease of use of AI tools, attitudes toward AI, intended use of AI, and challenges or concerns in classroom implementation. The codes were then sorted into higher order categories by similarity of meaning. As a result, a number of possible themes were identified which reflected the common ideas expressed in the responses of the four participants.

The next step was to review and refine the themes to make sure that each theme was clearly aligned with and relevant to the interview data and research questions. The researcher validated the themes against the original transcripts to ensure the findings were representative of the teachers' perspectives. After reviewing the themes, they were defined and named according to the main ideas represented in each category. Finally, the findings were presented with direct quotations from the participants to support the interpretation of each theme. Thus, the thematic analysis allowed the researcher to systematically describe the perceptions of English teachers on the use of AI in teaching, such as its usefulness, ease of use, benefits, limitations, and future possibilities.

Dimension 1: Perceived Usefulness

Perceived usefulness is defined as teachers' perception that AI can offer benefits and improve their teaching practices. The teachers in this study believed that AI was useful in making teaching effective, preparing learning materials, making lesson plans and supporting classroom activities. The finding suggests that teachers were willing to embrace AI if they felt it would improve the quality and effectiveness of teaching English language.

Question 1: What has your experience been like using technology to teach English?

"So far, my experience has been positive; we use technology in the classroom. The positive aspect is that it helps me make

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my teaching more effective. It also makes it easier for me to convey lessons to them." (T1)

"Yes, when it comes to the experience of using technology, I'm very supportive and positive about it." (T2)

"This is very positive and very useful. Because I often use technology in this learning experience, as well as educational gaming platforms." (T3)

"From my experience teaching English, the first thing to consider is the students' proficiency level. If the students know English, we usually communicate in English. But if the students don't know English, I usually switch to Indonesian." (T4)

The results of the interview showed that T1, T2, and T3 had positive experiences of using technology in teaching English. They talked about the use of technology to make teaching more effective, useful and supportive for classroom activities. T1 pointed out that technology made it easier for him to deliver lessons and T2 and T3 presented supportive and positive attitudes towards the use of technology. Meanwhile T4 focused more on the students' English proficiency level and explained that the use of language in class depended on the students' ability. In general, the participants considered technology useful to support English teaching, although its implementation depended on the classroom conditions.

Question 2: What do you know about how AI can be used in schools?

"So far, whenever I've used AI, it's been for one specific purpose: creating lesson plans. I also use it to create materials." (T1)

"Yes, it's very helpful for teachers in creating lesson materials." (T2)

"I think AI can be used to teach English. For English teachers. To create our lesson plans. And to find practice exercises, which is great because it saves time." (T3)

"They typically use them for translation or to look up text examples. For example, there's a text about exposition. I usually tell them to bring their smartphones. They typically use open-source AI, English language resources, and so on." (T4)

The participants stated that AI was mainly seen as a tool to support teaching and learning activities. T1 has created AI for lesson plans and teaching materials. T2 also found AI useful in the development of learning materials. T3 said AI can help English teachers prepare lesson plans, exercises and references. Meanwhile, T4 said students would often use AI or digital tools to do things like translate, find text samples, and access English learning resources. AI was generally considered a useful aid to material preparation and to the learners' needs.

Dimension 2: Perceived Ease of Use

Perceived ease of use is the degree to which teachers think that AI is easy to use and doesn't require much effort. Most teachers stated that AI tools were easy to use as they just need to type prompts or search for answers according to the interview data. However, some teachers also reported challenges, including lack of proficiency in using AI, and whether students are using AI appropriately. This means that while AI is technically available, teachers still require some guidance on how to use it effectively in classroom contexts.

Question 3: What do you think about how helpful AI is for activities that help people learn English?

"I think AI is very helpful for individuals or students looking to explore their English skills. But when it's used in the classroom, especially for answering questions, it's not very helpful." (T1) "Yes, it's very helpful because it lightens the teachers' workload and saves time." (T2)

"I think AI can be used to search another reference. It can provide instant feedback, and it makes learning more interactive." (T3)

"Personally, I usually use AI to find learning materials such as icebreaker games for students and other resources related to English language learning." (T4)

The interview results showed that AI was considered helpful for English learning activities. T1 believed that AI could help students explore their English skills, though he worried about how it was used to answer classroom questions directly. AI helped to reduce the workload of teachers and save time, said T2. T3 said AI can provide references, give feedback, and make learning more interactive. T4 used AI to find learning materials, icebreaker activities and other resources related to English. In summary, the participants considered AI as a positive thing, but some of them also pointed out the need to use it properly.

Question 4: How easy or hard do you think it is to use AI tools in your classroom?

"So far, it's been very easy to use AI in my classroom. But the challenge is that I can't tell whether my students are using AI to answer the question or just to help them answer it." (T1)

"On the one hand, it's easy or rather, it's both easy and difficult. The easy part is that we've become more efficient at organizing the material, but the difficult part is that, personally, I'm still not very skilled at using AI." (T2)

"I think it depends on ourself. It depends on the teacher itself. For me, AI is very easy." (T3)

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"Of course, it's easier because all we have to do is type what we want into GPT or another AI, and the results will appear." (T4)

Participants generally considered AI easy to use, but they also identified some challenges. T1 said that AI was easy to use, but the difficulty was in determining whether students used AI as assistance or to copy the answers directly. T2 said that AI was both easy and difficult: it made the preparation of materials more efficient, but she still felt less skilled in using it. T3 thought that AI was easy to use, because teachers only had to access it through a phone. T4 also said AI was easy because users only had to type prompts and get results. So AI was viewed as technically easy to access, but classroom control and teacher competence were still important challenges.

Dimension 3: Attitude Toward AI

Attitude towards AI means the teachers' positive or negative feeling towards using AI to teach English. The results showed that teachers had positive attitudes towards AI in general, which was due to its ability to save time, generate materials, and help in teaching preparation. However, their attitude was not fully positive, as they also expressed concerns about dependence, copy-paste behavior and students' lack of critical thinking. So, teachers' attitudes towards AI can be described as positive but cautious.

Question 5: What do you think AI can do to help English teachers?

"It's very helpful, very quick and very helpful for teacher because it saves a lot of time." (T1)

"It saves time—whereas we teachers usually spend 2–3 hours on this, it's done in just an hour at most, so we're faster and more efficient." (T2)

"It generates new materials. Like reference, exercise, and some quizzes." (T3)

"Nowadays, students find it harder to understand how we use English in English class. It's as if there

are unfamiliar words for the students, so they ask their teachers what they mean." (T4)

The participants saw the potential for AI to help English teachers, mainly in material preparation and time saving. T1 noted that AI was fast, helpful and time saving. T2 said AI made teachers' work faster and more efficient as tasks that would normally take hours could be done more quickly. T3 talked about AI being able to generate materials, references, exercises and quizzes. The T4 associated AI use with the need to help students understand English, especially when they encountered unfamiliar words. Overall, AI was viewed as a supportive tool that helped teachers to deal with teaching preparation more efficiently.

Question 6: What worries or problems do you have about using AI in English language classes?

"If I give them more access to AI on their phones, it's hard to prevent them from using it when the

assignment is meant to assess their writing skills." (T1)

"Maybe we'll become too reliant on AI, so we won't be able to be as critical when developing learning

materials." (T2)

"I worry that students use too much AI. And then maybe they are not using it correctly. Maybe they can get a problem with the copy-paste of the answer on the phone." (T3)

"The problem is that many students can't speak English very well, in my opinion. But when they try

to speak, they find it difficult." (T4)

The participants mentioned some concerns about the use of AI in English classes. T1 was worried about students using AI when the purpose of the assignment was to measure students' authentic writing ability. T2 worried that teachers might rely too heavily on AI and be less critical in designing learning materials. T3 worried that students might be using AI too much and copy-pasting. T4 also noted that students had difficulties in speaking English and the use of technology should not replace real language practice. In brief, the primary concerns were overreliance, misuse of AI, decreased critical thinking and difficulty in evaluating students' actual skills.

Dimension 4: Behavioral Intention

Behavioral intention refers to the willingness and intention of teachers to use AI in the future. The findings of the interview reveal that teachers are generally positive toward the usage of AI but their willingness was based on a variety of factors such as proper guidance, ethical use, classroom control and teacher competence. Teachers believe AI could be useful in education, but not to take over their role as teachers. This means that teachers' future use of AI is conditiona and dependent on how well AI can be embedded in classroom practice.

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Question 7: Do you think AI can help teachers do their jobs, or do you think it could be a threat to the teaching profession? Why?

"This poses a threat to the teaching profession, because in teaching and learning, students obviously need a teacher. They really need a teacher's presence to guide them, to assess them, to provide perspective." (T1)

"It's not that AI will replace teachers—it's more accurate to say that AI will serve as a partner, because teachers convey language in a more human way than AI does." (T2)

"AI cannot replace the teachers.Because teaching, learning, will need a teacher. Teachers involve motivation to their children, to their students." (T3)

"In my opinion, AI will be very helpful for teachers right now, since they are required to quickly create teaching materials that are up to date." (T4)

Responses indicated that teachers saw AI as helpful, but not as a replacement for teachers. T1 believed AI could be a threat if students used it too much because students still needed teachers to guide, assess and give perspective. T2 said that AI would not replace teachers but it would be a partner because teachers teach language in a more human way . T3 also stressed that AI could not replace teachers, as students still needed motivation and personal interaction. T4 felt that AI was useful for teachers as it made it easier to prepare up to date teaching materials. AI was viewed as useful, but the human role of teachers was still viewed as essential overall.

Question 8: What do you think teachers should do when AI is used in the classroom?

"As for myself, I use AI in moderation, not excessively." (T1)

"I might limit the use of AI in class because I'm worried the students will follow their teacher's example and look up questions or answers on AI." (T2)

"Teachers should guide students on how to use AI. And as teachers, we can know about their answer, that maybe they are using AI or not." (T3)

"In some classes, I might not allow the use of AI in learning, but if I have no choice, I'll use it to see how students' critical thinking skills are honed when they use it." (T4)

Participants suggested that the use of AI in the classroom should be controlled and guided by teachers. AI should be used moderately and not excessively: T1. T2 preferred to limit the use of AI in class because their students might copy the teacher and use AI to directly search for answers. T3 emphasized the importance of guiding students in the use of AI and monitoring whether the students' answers were generated independently or with the help of AI. AI may not be allowed in certain classes, but could be used when it helps students think critically, T4 said. Overall, participants believed that AI use should be regulated by clear rules, teacher supervision, and ethical considerations.

Dimension 5: Challenges and Concerns

This dimension refers to the problems, barriers and concerns of teachers in using AI in teaching English language. The results show that teachers were concerned about students' overuse of AI, misuse of AI, copy-paste behavior, and difficulty of assessing students' real abilities. Teachers also felt that they needed training in how to use AI prompts, how to apply AI ethically and how to incorporate AI into assessment. This means that the use of AI in English classrooms should be regulated by clear guidelines, teacher supervision and professional development.

Question 9: What kind of help or training do you think teachers need to use AI in the classroom well?

"Perhaps the training we could conduct focuses on how to assess students' skills whether in writing, reading, listening, or speaking using AI, but we aren't measuring their skills. It's not the AI doing the work; that's what we need to learn." (T1)

"Maybe it's more about how to use AI prompts effectively and ethically." (T2)

"I think teachers need practical training. Like a workshop. Open class." (T3)

"Perhaps it's about how to use AI properly, effectively, and ethically, since some teachers simply copy and paste prompts without adapting them to real-world conditions." (T4)

Participants said that teachers need training to effectively use AI in the classroom. T1 said that the importance of training is to know how to assess students in writing, reading, listening or speaking without letting AI do the job for them. T2 proposed training on the effective and ethical use of AI prompts. T3 thought teachers need practical training, workshops and open classes. T4 also highlighted the significance of using AI properly, effectively and ethically as some teachers might copy and paste the results of AI without adjusting them to the real classroom conditions. Lastly, teachers needed professional development in AI literacy, ethical use, and prompt writing and assessment..

Question 10: Would you be open to using AI more in your teaching in the future? Please tell me why.

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"If I got a proper seminar for AI to be used in our classroom, perhaps for other tasks, I'll handle them in my own class." (T1)

"Probably, yes, because in the future, that technology will be so widespread, so I'll likely allow it, but there are some considerations regarding the use of AI." (T2)

"I think I will use AI in the future. Because I think AI will be more successful and more efficient in the future." (T3)

"Maybe I'll allow it, but there are rules like only being allowed to use AI tools such as Google Translate and dictionaries; other than that, I'm not allowed to." (T4)

Participants were generally willing to use AI in the future but their acceptance was conditional. T1 said, "I would use AI more if I was given proper seminars or training for classroom implementation." T2 was open to using AI as technology becomes more prevalent in the future but cautioned that there should be considerations in its use. T3 had a positive intention to use AI as AI would be more successful and efficient. T4 said that AI may be permitted, but only under certain rules, like Google Translate or dictionaries. And teachers said they were generally okay with using AI down the road, but they want clear rules, proper training, and responsible implementation.

B. Discussion

The findings of this study indicate that respondents generally perceived the use of technology, particularly Artificial Intelligence (AI), as a useful innovation in English language teaching and learning. Survey responses and interview data showed that AI was considered helpful in making learning more flexible, interactive, and student-centered. This finding is in line with found that AI-mediated language instruction positively influenced English learning achievement, L2 motivation, and self-regulated learning [14]. Similarly, reported that ChatGPT and other AI-based tools can support English language teaching by providing personalized feedback, promoting learner autonomy, and increasing motivation and engagement [15]. In relation to the present study, respondents' positive perceptions show that AI is accepted because it can provide fast access to language input, learning examples, and classroom assistance. Therefore, the present study supports previous research showing that AI can create a more accessible and responsive English learning environment.

However, this study also extends previous findings by showing that AI is not only used by students but also by teachers. The respondents explained that teachers use AI to prepare lesson plans, develop teaching materials, design tests, simplify classroom preparation, and search for teaching ideas. This finding reported that many English teachers use AI-powered tools to create materials, help learners practise English, and prepare lesson plans [16]. It also found that generative AI can assist English instructors with routine writing tasks and high-level academic work [17]. These similarities indicate that teachers do not necessarily perceive AI as a threat, but rather as a practical assistant that can support classroom preparation when used appropriately.

In this sense, the current study contributes to previous research by showing that AI functions as a dual-support tool: it assists teachers in pedagogical preparation and assists students in accessing learning resources. The findings further revealed that AI and digital platforms can increase students' engagement in English learning. Respondents reported that students became more interested in completing assignments, searching for learning materials, using translation tools, and accessing examples of English texts. This finding agrees with [14], who found that AI-supported language instruction created more engaging and personalized learning experiences. It is also consistent with [18]. who reported positive learner engagement with AI applications because students could receive immediate feedback and interact productively with learning tools.

In this study, engagement was not only reflected in students' attention during learning, but also in their willingness to explore materials independently outside direct teacher explanation. Thus, the present study supports the argument that AI can improve student engagement when it is used as a supportive learning medium under teacher guidance. Nevertheless, the findings of this study do not fully support the view that AI always brings positive effects to English learning. Although previous studies have highlighted the benefits of AI for motivation, engagement, feedback, and personalized learning [15],

[14], the respondents in this study also expressed concern about students' overdependence on AI. Some students were reported to use AI-generated answers to complete assignments without fully understanding the materials. This finding is in line with [18], who found that learners were cautious about excessive reliance on AI and the reliability of AI-generated information. It is also supported by [19], who argued that overreliance on AI tools may negatively affect language skill development, engagement, academic integrity, contextual understanding, and collaborative learning. This means that the present findings provide a more balanced view: AI can be useful, but it may also weaken students' learning process when it is used only for instant results.

So AI can support learning, but the benefits depend on how responsibly and critically it is used. The issue of overdependence was most apparent in terms of productive language skills, that is to say, writing and speaking. Respondents were concerned that students would turn to AI-generated writing rather than form their own ideas. Students were also seen as less confident speakers if they used technology too much instead of practicing direct communication. This finding somewhat contradicts studies promoting AI as an effective tool for language skills improvement through feedback and personalized practice. For example, found that AI had a positive effect on English speaking and listening instruction, described ChatGPT as useful for supporting language practice [20]. However, the present findings show that AI may also reduce real language production if students use it only to obtain instant answers. In other words, AI can provide language models, corrections, and examples, but it cannot replace the process of practising, making mistakes, revising, and communicating directly. Therefore, AI should be positioned as a learning aid, not as a replacement for students' own practice and critical thinking. Another important

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finding concerns the complexity of assessment in AI-supported learning. Respondents stated that it was sometimes difficult to determine whether students' work reflected their actual ability or was mainly generated by AI. This creates challenges for teachers, especially when assessing writing and speaking skills. This finding is consistent with [16], who noted that AI brings opportunities and threats to assessment, including concerns about cheating and academic misconduct.Also emphasized that the use of AI tools may create academic integrity problems when students depend on AI outputs without meaningful learning.

The present study strengthens this argument because respondents directly connected AI use with the difficulty of measuring students' genuine language competence. In this study, the assessment issue shows that AI integration is not only a technological matter but also a pedagogical and ethical matter. The different perspectives among respondents also show that AI is perceived as a double-edged tool. On the one hand, AI can help teachers prepare lessons, provide various learning resources, and make English learning more flexible and interactive. On the other hand, AI can reduce students' effort, weaken independent thinking, and make it harder for teachers to evaluate students' real abilities. This finding supports who discussed both the advantages and drawbacks of ChatGPT implementation in English language teaching. Furthermore, the findings indicate that teacher readiness is a key factor in successful AI integration. Respondents stated that teachers need professional development, workshops, and practical training to understand how to use AI appropriately in English classrooms. This finding is supported by [16], who found a training gap among English teachers even though many had already used AI tools. It is also in line [21] . who emphasized that AI integration requires EFL teachers to develop competencies in AI-assisted lesson planning, personalized learning, automated assessment, and student engagement.

In the context of this study, teacher training is important not only to improve technical ability, but also to help teachers make pedagogical decisions about when AI should be allowed, limited, or avoided. Therefore, teachers need not only access to AI tools but also sufficient training to integrate them with learning objectives, classroom management, and fair assessment. Overall, the findings of this study show that AI is perceived as a useful and promising tool in English language teaching and learning, but its use must be carefully managed. The results support previous studies which found that AI can improve flexibility, motivation, engagement, personalized learning, and language skill development [14], [15], [20]. At the same time, this study also supports more critical research which warns that AI may create overdependence, academic integrity problems, assessment difficulties, and reduced independent language practice if it is used without clear boundaries [17], [18], [19]. Therefore, AI should not be viewed as a replacement for teachers or students' learning effort. Instead, it should be used as a supporting tool that helps teachers design better instruction and helps students learn more effectively while still encouraging independent thinking, direct language practice, and responsible technology use. Based on these findings, the successful use of AI in English classrooms requires a balance between innovation and control, so that technology can support learning without reducing students' responsibility to learn actively.

IV. Conclusion

The findings of the study revealed that English teachers generally had a positive attitude towards the use of AI in teaching English language but there was a certain level of reservation. The AI has been shown to help teachers design lesson plans, gather learning materials, design exercises, provide references and save time for teaching preparation. Teachers also said it was easy to use and access AI, especially since all that needs to be typed in are prompts or searches for information. But, to avoid abuse, the teacher must control the use of AI in the classroom, with clear rules and an understanding of the ethics involved. Moreover, the results show that AI helps students to learn English by improving learning efficiency, providing interactive learning resources, and giving students information. However, teachers have raised many concerns, especially around students becoming too dependent on AI, copy-paste tendencies, decline in critical thinking abilities, and challenges in assessing students' actual language proficiency. Artificial intelligence should not replace teachers but should support teaching and learning activities. But there is still a place for teachers to guide students, to look at how students interact with AI, to support independent thinking and to develop the students' real English skills.

In conclusion, AI applications in teaching English language have great potential to improve classroom practices when properly, ethically and teacher-guided implemented. Teachers expressed an interest in using more AI in the future, but indicated the need for professional development including workshops, seminars, and hands-on training in the areas of AI literacy, prompt writing, ethical use of AI, and AI-based assessment. Thus, the effective use of AI in the English classroom depends on the teachers' preparedness, students' ethical use of AI, and the formulation of clear-cut rules on application in the classroom

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