The Perception of Teachers on the Integration of AI in English Language Teaching

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Abstract

Artificial Intelligence (AI) is increasingly utilized in English Language Teaching (ELT) and is frequently recognized for its contribution to lesson preparation, developing resources, and improving the effectiveness of learning.However, a significant portion of the studies has concentrated on wider or student-oriented perspectives, leading to limited insights into how secondary educators in Indonesia perceive and implement AI in their daily teaching practices. Employing the Technological Pedagogical Content Knowledge (TPACK) framework along with a human-centered pedagogical approach, this descriptive qualitative research explores English teachers' views regarding the benefits, challenges, and consequences of incorporating AI into English Language Teaching (ELT). Semi-structured interviews were conducted with 4 English teachers from a senior high school and a vocational high school in South Tangerang, with the data being examined through thematic analysis. The results indicate that teachers find AI to be a helpful resource for generating ideas, planning lessons, tailoring content, and offering timely feedback, which leads to more efficient and innovative teaching strategies. However, there were also worries about students becoming too dependent on AI, issues of plagiarism, diminished critical thinking skills, and the disconnect between AI-created texts and the actual language proficiency of students. The research emphasizes the crucial part teachers play in providing emotional encouragement, inspiration, and moral guidance, highlighting that AI should be regarded as an assistant in education, not as a substitute for teachers. Despite its findings, this study is limited by a narrow sample size and a specific educational setting. In practical terms, the results indicate a need for structured training for educators, well-defined ethical standards, and thorough school regulations to facilitate the effective and responsible application of AI in classrooms focused on English language instruction.

Keywords: AI Integration; Educator attitudes; English Language Teaching

Introduction

Artificial Intelligence (AI) is not just a concept from the future anymore; it has begun to play a significant role in many areas of life, with education being one of them. In the field of education, AI provides instant feedback, tailors learning experiences to individual needs, and assists educators in preparing lessons and grading (Tajik, 2025). In English Language Teaching (ELT), applications like Grammarly and QuillBot are widely utilized to enhance grammar, vocabulary, and writing abilities, offering advantages to both learners and teachers by boosting productivity and conserving teaching time (Balnur, 2024; Mabuan, 2024). Due to this, people often have the attitude that AI can make the process of teaching and learning English more efficient and pleasant.

Nevertheless, the rapid development of AI in the field of education raises numerous concerns. Thus, these developments raise a question about whether AI indeed helps teachers or will it take away some of the functions of teachers, what can schools do to make students not over reliant on AI, and what of such problems as plagiarism, privacy, and ethics (Chung and Jeong, 2024). In Indonesia, schools and universities are slowly adapting to AI. The advantages of it are of interest to teachers, but they also experience such difficulties as a lack of training, ineffective infrastructure, and institution support (Asgap & Khatimah, 2024; Suharno, Musthafa, and Purnawarman, 2025).

The perception of the teachers is very critical as they are the ones who determine how to utilize technology in classrooms. When teachers are not prepared or confident, the application of AI cannot be completely efficient in the course of teaching a language (Hutauruk & Daulay, 2024). Previous studies have demonstrated AI in learning and teaching English. Tajik (2025) found that AI writing tools have the advantage of grammar, vocabulary, and learner autonomy, but Balnur (2024) found that Grammarly and Quillbot are more effective in terms of writing at the cost of students becoming more over-reliant.

In the global context, it has been demonstrated that teachers tend to consider AI useful but problematic: Nasrudin and Hashim (2025) observed that it could be helpful in providing automated feedback, but at the same time, the lack of digital competence and insufficient institutional support were identified; Zulkarnain and Yunus (2023) also mentioned that AI was useful in language tasks but indicated the issue of the lack of infrastructural support. The positive attitude of teachers towards AI as a motivator and workload is also verified by large-scale research, like Taliki et al. (2025), although the dependency and the loss of critical thinking are still issues. Kalra (2024) also revealed that the significance of training in enhancing teacher confidence is great, indicating that professionally developed teacher readiness is formed under the influence of the well-structured training process.

Likewise strains between advantages and limitations are echoed in local and regional results. In Indonesia, Moura and Carvalho (2024) discovered that on the one hand, AI applications like ChatGPT and Quizizz offer resources and motivation; on the other hand, the process of student confusion concerning AI was detected

among teachers, and as per the narrative of ZPD (neuroline), among teachers' anxiety regarding identity and competence was identified. The research on broader acceptance demonstrates that perceived usefulness is the economic force behind the adoption of AI (Zhang et al., 2023), whereas Polak et al. (2022) found unbalanced digital skills within the group of European teachers through the Will-Skill-Tool framework.

Lin (2022) confirmed that AI is more effective to enhance its guidance and evaluation depending on the teacher's perception. The increased agreement in higher education was also made by Miranda (2025) who found out that AI can help in personalization, yet it can never replace the human sensitive teaching, however, supported by Dore (2023) and Bozdag (2023) who pointed out that moral and cultural aspects should not be ignored. Zimotti et al. (2024) also expressed the issues related to plagiarism and over-reliance, conditioned by the knowledge of AI. These trends are further elaborated by other studies.

Asgap and Khatimah (2024) also presented largely positive teacher attitudes with barely any training and ethical issues, whereas Suharno et al. (2025) acknowledged that the lecturers and students value AI as a simplifying factor without serious concerns that the human element would be lost. Hutauruk and Daulay (2024) demonstrated that novice teachers are more eager regarding AI when compared to experienced counterparts, yet all of them need training. Islam et al. (2024) found a positive attitude of Bangladeshi teachers regarding the teaching profession combined with worries about cheating and missing policies; Ghimire and Neupane (2024) found that preference towards personalization and low digital literacy in Nepal.

In the systematic reviews, AI is always useful and brings out privacy, infrastructure, and management issues (Ozkan et al., 2024; Zulkarnain and Yunus, 2023). Pre-service teacher researches (Chung and Jeong, 2024; Parviz, 2024; Yetkin and Ozer-Altinkaya, 2024; Yao and Huang, 2024) display an admiration of the efficiency of AI but a worry regarding the lack of creativity, morality, and inequality of access. The ChatGPT research articles (Dilzhan, 2024; Mabuan, 2024) demonstrate the fact that educators are pleased with its support in planning and fear plagiarism and poor critical thinking.

The general tendency throughout the 15 articles is that AI is seen as efficient and new, but there are major concerns of training, ethics, preparedness of teachers, and setting limitations. Although the research of AI in ELT has become considerably more sophisticated, there are still a number of gaps. First, the literature on the topic is predominantly international or tertiary-level, so there is a scarcity of empirical data regarding the perceptions and implementation of AI in the everyday practice of Indonesian high school teachers. Second, despite the abundance of studies that cover the overall attitudes of teachers, much fewer studies involve exploring the underlying levels of readiness which include ethical awareness, critical literacy,

confidence levels and contextual constraints that influence the actual manner in which teachers apply AI in the classroom.

Third, researchers frequently speak about the advantages of AI in general and do not examine the decision-making process of the teachers in terms of efficiency versus academic integrity, critical thinking and responsible use by the students. Fourth, comparisons between various types of schools in Indonesia, including rural and urban, or public and private, are few, although technological access is very differentiated. Lastly, AI integration is seldom linked to local curricular realities in the literature including the Merdeka Curriculum that focuses on autonomy, creativity, and character education-facets that could affect how teachers frame AI in their teaching practice. Despite the growing application of AI in ELT, not much is known about the perception of AI by teachers themselves regarding their teaching practice.

Lack of such understanding means that schools and policymakers lack the ability to provide the right training, resources, and support to teachers. Thus, the research on the perceptions of teachers towards AI in English language teaching regarding the opportunities, difficulties, and classroom effects needs to be investigated. With these gaps in mind, to guide the study, the researchers formulated two research questions: (1) How do English language teachers perceive the use of Artificial Intelligence (AI) in English Language Teaching (ELT)? and (2) What are the challenges, opportunities, and classroom implications that teachers face regarding the use of AI in their teaching practices? Thus, this study seeks to investigate how English teachers perceive the use of AI in teaching. Specifically, it aims to seek the following objectives: (1) To explore how English teachers perceive the use of AI in ELT (2) To identify the opportunities, challenges, and classroom implications teachers face while integrating AI in their teaching process.

By doing so, the importance of this study lies in the fact that its emphasis on the voice of teachers is key in the process of integrating Artificial Intelligence (AI) in English Language Teaching. In contrast to the past studies when the main focus is on technology or students, this study focuses on the experiences and perceptions of teachers who implement AI in the classroom directly. It is assumed that the findings will make contributions to the research on the use of technology in language education both theoretically and practically to enhance teacher training, curriculum designing and institutional policy.

Taking into consideration the fact that AI implementation in the education sector is still in the preliminary phase in Indonesia, this research will be a timely intervention to make sure that AI implementation will assist teachers in their pedagogical methods rather than appearing new challenges.

Method

This paper used a qualitative descriptive research study in examining the perception, experiences and attitudes of English teachers towards the application

of artificial intelligence (AI) in English language teaching (ELT). It was thought that a qualitative approach was a suitable way to go since the research needed to understand the experience of teachers using the AI tools in classroom activities in-depth. This design does not concentrate on the numerical data rather lays more emphasis on the perspectives of the participants and meanings they give to the usage of AI in teaching. The research aims at having an in-depth account of how English teachers feel about the use of AI in their classrooms, their perceived advantages, their challenges and pedagogical concerns.

The sample of this study included four English teachers of two secondary schools at least one senior high school and one vocational high school with the location in South Tangerang, Indonesia. The sample was purposive because the participants were the ones who used or encountered the use of AI tools and digital platforms in supporting English teaching and learning. Despite the fact that the schools had more than one teacher, the number of teachers that were enrolled in the study was four because of time constraints.

This figure is deemed to be proper when it comes to qualitative research, which is depth rather than breadth. According to Creswell and Poth (2016), the qualitative research usually includes 3-10 respondents, which will enable them to explore the experiences in detail. On the same note, Guest et al. (2006) claim that a few interviews can lead to data saturation especially when the interviewees are characterized in a similar manner. The teachers included in this research were quite a homogenous group since they taught the same subject, operated in the same school setting, and addressed the same phenomenon of AI integration. Accordingly, it was considered that four participants would be enough to produce sufficient and meaningful data.

All the participants were advised of the study purpose, voluntary participation, and confidentiality before being drawn into the study. Each participant used written informed consent because of ethical compliance. Table 1 presents demographic data of the participants, such as, teaching experience, age range, and gender, to give some background information.

Table 1. Demographic Information of Participants

Teachers	School Type	Teaching Experience	Age Range	Gender
Mr. Satria	Senior High School	1-2 years	20-30	Male
Ms. Sarah	Senior High School	5-10 years	25-35	Female
Ms. Dewi	Vocational High School	>10 years	40-45	Female
Mr. Rahmat	Vocational High School	5-10 years	35-45	Male

A semi-structured interview guide was used as the main research tool, which was developed to provide in-depth information on how teachers perceived, experienced, and reflected on the use of AI in English language teaching. The interview guide was made out of open-ended questions which enabled the

participants to express their opinions at will, without violating the objectives of the research. The questions were created using the literature that was relevant and were subject to review by the academic experts to help make the questions clear and relevant. The examples of the interview questions were the knowledge of AI tools by teachers, perceived advantages and difficulties of using AI, student utilization of AI in educational activities, and academic support of the introduction of AI. Appendix A contains the list of sample interview questions. Moreover, a voice recorder was employed in order to provide the correct record of the interview sessions.

The collection of data took place in a period of four weeks. The interviews were conducted in real life or through the internet depending on the convenience and availability of the participants. All interviews took around 30 minutes and were recorded audio-taped with the permission of the participants. The interviews were held mainly using the Indonesian language to ensure that the interviewee is comfortable in expressing his thoughts. The researchers translated selected excerpts to English using a meaning-based approach to translation. The translations were checked against those of another researcher as a way of doing this. The audio-tapes were verbatim transcribed with the help of the Otter.ai and manually verified to verify the accuracy of transcription. All data is kept confidential by storing it in a safe place.

The thematic analysis was used to analyze the collected data. The analysis started with the repetition of the interview transcripts in order to become familiar with the data. The first codes were used then to come up with meaningful statements regarding the perception of teachers towards AI integration in ELT. These codes were categorized into larger themes which included perceived benefits of AI, implementation challenges, impacts on student learning and ethical or pedagogical issues. To add to the analytical rigor, the data were coded by two researchers who negotiated on any disagreements until the same opinion was reached, which added to the inter-rater reliability. The last themes were revisited and narrowed down to make sense. The quotes of the participants were made verbatim to help justify each theme and increase the validity of the results.

Various approaches were used to make the research credible and reliable. The member checking also entailed the sharing of a summary of the findings to the participants to ascertain the validity of the interpretations. Debriefing of academic supervisors was also conducted with peers in order to minimize possible researcher biasing. Moreover, the audit trail (interview notes and coding records) was also kept during the research period. The participants used pseudonyms, and all the research data was stored safely, which ensured confidentiality.

Results

In this section, the results of the study were presented following the semi-structured interviews conducted on four English teachers in two secondary schools (one senior high school and one vocational high school) in South Tangerang. Its

findings show that the use of Artificial Intelligence (AI) in English language teaching (ELT) is viewed by the teachers in a soft and reflective manner. Based on the data analysis, seven interconnected themes came to light, which resembled the familiarity of teachers, their experiences, concern, and expectations of AI integration in ELT. In order to enhance clarity and readability, table 1 summarizes the themes first and then the table presents the themes under clear subheadings with frequency information in each subheading being reported in a narrative way.

Table 2. Summary of Themes and Frequency

No	Theme	Teachers Mentioning
1	Familiarity and preliminary attitudes toward AI	4
2	Perceived benefits of AI in ELT practice	4
3	Students over-reliance and misuse of AI	3
4	Ethical concerns and academic integrity issues	3
5	Lack of institutional support, policies, and training	4
6	Teacher role: AI as support, not replacement	4
7	Training and support needs	3

Familiarity and Preliminary attitudes that teachers have towards AI

The awareness of AI was demonstrated by all the participating teachers but they were familiar and actually used AI to different degrees. According to the two teachers, they were relatively conversant with various AI tools and had already utilized them in teaching-related activities. According to one of the teachers, he knew a few AI tools, although not all of them were used on a regular basis (Mr. Satria). Contrary to this, one of the teachers acknowledged that she had not used AI in her classroom yet and had to refer to traditional online tools like Google and YouTube (Mrs. Dewi). A middle ground was taken by another teacher, stating that he is aware of AI and is ready to apply it in a selective way, specifically, brainstorming and idea development. These results indicate that the preliminary views of teachers about AI were cautiously positive to vigorously experimental. The variance indicates that the use of AI among teachers depends on individual exposure, digital confidence, and relevance perceptions of classroom needs and not on the institutional direction.

Perceived Benefits of AI in ELT Practice

All four educators recognized the pedagogical advantages of AI in ELT, specifically lesson planning, material building and task design. Educators characterised AI as something that would conserve time and help in creativity. One of the teachers described that AI could be used to develop problem models and teaching resources (Mr. Satrio). The other educator emphasized the importance of AI in the development of game and learning subjects ideas, particularly in the

lesson planning (Ms. Sarah). Moreover, one teacher spoke about differentiated instruction with the help of AI which helps to adapt the level of the vocabulary depending on the students. This result shows that educators viewed AI as a flexible and useful aid that could be used to enhance instructional diversification and meet individual needs of learners.

Student Over-Reliance and Misuse of AI

Three teachers out of four expressed the issue of excessive dependence of students on AI. Teachers have noted that some students could be tempted to focus on marking the assignments promptly instead of being in a position to grasp the learning material. According to one of the teachers, students tended to submit the tasks without having a clear understanding of the information (Ms. Sarah). The other issue was that AI usage resulted in challenges in determining the true level of language acquisition among students since a significant proportion of the tasks were worked on with the help of AI. The results suggest that teachers viewed AI as having a potential to decrease cognitive activity and independent study efforts of students when applied without clear instructions or learning parameters.

Ethical Concerns and Academic Integrity Issues

Three teachers reported ethical concerns with regard to AI application especially in plagiarism and academic integrity. One of the teachers stated that the work produced by AI was sometimes hard to differentiate with the original work of the students (Mr. Satria). In another case, one of the teachers pointed out that not all students are aware of plagiarism and where the necessity to paraphrase leads to (Ms. Sarah). Moreover, one of the teachers noted that AI may make students lazy to think and work at all (Mrs. Dewi). These results indicate that educators admitted that AI posed new threats to academic integrity and that some new ethical guidelines and digital literacy training were required.

Lack of Institutional Support, Policies, and Training

The four teachers expressed that there was a lack of institutional support to the integration of AI. Educators stated that they did not have some official policies, guidelines or training programs regarding the use of AI in their schools. According to one of the teachers, no particular studies or programs covered the implementation of AI (Ms. Sarah). One more educator said that educators were studying how to utilize AI on their own and informally (Mrs. Dewi). This observation indicates that the implementation of AI is at the individual scale as opposed to being an organized school plan.

Teacher Role, AI as a Support, not a Replacement

One of the most prominent and consistent themes in all the interviews was the assumption that AI will not be able to substitute teachers. The human role of teachers as stressed by all the four teachers is crucial. One of the teachers directly mentioned that AI would not replace teachers in the future (Mr. Rahmat). The second teacher emphasized the fact that AI could not be able to support students emotionally (Mr. Satria). On the same note, one of the teachers reiterated that human touch is an aspect of teaching that is important (Ms. Sarah). These results suggest that AI was perceived by teachers as a supportive but not an alternative especially with the interpersonal, emotional, and motivational dimensions of teaching.

Training and Support Needs Recommended

Three teachers mentioned the necessity of systematic training and institutional assistance in the area of AI. Suggestions were made on basic AI literacy, ethical application, classroom application, and practice workshops. One of the teachers proposed that training must be based on simple concepts and then proceed to technical applications (Mr. Satria). The relevance of seminars and workshops where teachers practice the use of AI tools were also highlighted by another teacher (Ms. Sarah). Another teacher also mentioned that the efficient application of AI could be achieved through proper development and guidance (Mrs. Dewi). On the whole, these results reveal that educators are willing to expand the use of AI when they get sufficient training and institutional assistance.

Discussion
Interpretation of Findings

This discussion will help to interpret the results of the conducted study of four English teachers in two secondary schools, a senior high school and a vocational high school located in South Tangerang, by placing the perceptions of teachers regarding artificial intelligence (AI) in the broader context of pedagogical, institutional, and contextual factors. This section is not aimed at replying the results, but rather, it is devoted to describing how the findings can be used to explain the AI integration into the English language teaching (ELT), in specific, in Indonesian secondary schools.

The results of the previous studies have been rather consistent in that teachers have been found to view AI as both a challenge and opportunity in ELT. It has been revealed that AI facilitates lesson planning, development of material, and efficiency of assessment, and also prompts issues pertaining to dependency among students, ethics, and academic integrity. These investigations would be useful in taking the current findings as a reference point to the previous studies, as it complements and builds on previous studies by presenting context-specific problems occurring in the Indonesian schools.

Pedagogical Use of AI in ELT

The results show that teachers mostly consider AI as an assistive pedagogical tool and not a substitute for instructional functions. The use of AI was seen as helpful in producing teaching materials, aiding in lesson preparation, and differentiated instruction. This indicates that teachers follow a practical position, which appreciates AI where it directly results in increased efficiency and quality of classroom teaching. These perceptions indicate an orientation of teachers in respect to needs in the classroom and not the novelty in technology.

Teacher Readiness and Variation in adoption of AI

Even though teachers were usually open towards AI, their confidence and frequency of use differed significantly. This difference indicates that the use of AI is not a linear process but is affected by personal levels of digital competence, teaching philosophy, and previous technological exposure. Teachers were also confident in experimenting with AI and some teachers were skeptical. This observation indicates professional identity and experience is important in influencing AI integration practices.

Learning Quality and Student Dependency

One issue, which was most frequently mentioned among the teachers, was the propensity of students to over-use AI-generated outputs. The teachers felt that this dependency would decrease student involvement in the learning process and make language development weak. This is an issue of efficiency versus significant learning, in which the use of AI can inadvertently reduce the focus of students not on the process of learning but on the completion of tasks.

Ethical Issues and Academic Integrity

The central challenges involved ethical issues, especially the plagiarism problem and authenticity. The educators stated that they had a hard time differentiating between original and AI-generated work created by students. This issue highlights why there is a necessity of clear ethical advice and AI literacy in ELT classrooms. Instead of the prohibition of AI, educators underlined the necessity to lead the students to accountable and open usage.

Institutional Support and Policy Gaps

The results indicate that the application of AI is mostly with the initiative of the individual teacher as there is no institutional policy or systematic training. Such directional deficiency can result in a lack of consistent practices in the classroom and the unbalance of access to the opportunities of AI-relevant learning. The implementation across schools should be responsible and aligned and thus institutional support is necessary.

The context of Indonesian education and Merdeka Curriculum

In the Indonesian case, the results are systematic issues that are associated with infrastructure, professional growth, and policy transparency. The Merdeka Curriculum code of conduct is flexible, student-driven, and meaningful learning experiences. The anxieties of the teachers regarding the excessive use of AI can be directly related to these principles as the unregulated use of AI can become a threat to the independence and critical thinking of learners. Simultaneously, AI can facilitate differentiated learning, which is one of the objectives of the Merdeka Curriculum, provided it is applied with a clear pedagogical direction to it.

It can be implied that the implementation of AI should be viewed as a means to enhance the values of curriculum instead of conflicting with them. Nevertheless, even though Merdeka Curriculum allows learners to have greater autonomy and accountable learning, the research results indicate that the ideals related to learning accountability and teacher-involvement are at odds with the protective classroom practice of teachers, especially concerning direct use of AI by students.

Unexpected Findings and Emerging Contradiction

Unexpectedly, the co-existence of positive perceptions towards AI and stiff opposition to the use of AI in classrooms to do student assignments was observed. Although teachers found AI useful on a professional level, they were stricter on student usage. This paradox indicates that educators distinguish the roles of AI as a teacher-assistance tool and AI as a student-learning one, which shows that the tension between innovation and control is not resolved yet. To gain a clearer insight into this opposition between innovation and control, some more comprehensive explanatory framework is required to understand how the decisions of teachers regarding use of AI in ELT are influenced by a variety of factors.

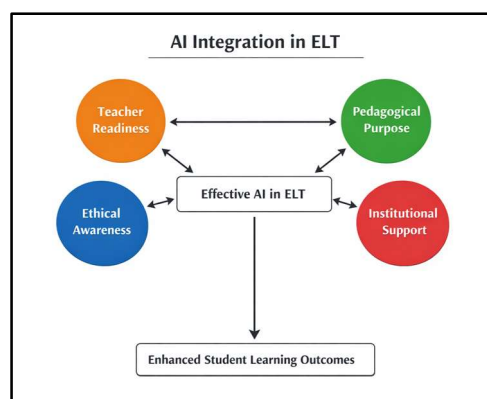*Conceptual Framework of AI Integration in ELT*

Figure 1. Conceptual Framework of AI Integration in ELT

According to the results, one can suggest a theoretical framework according to which the nature of the AI application in ELT can be determined by the four important factors interacting with each other, such as teacher preparedness,

teaching purpose, ethical consciousness, and institutional facilitation. The teacher readiness affects the adoption of AI, pedagogical purpose defines its teaching usefulness, ethical awareness regulates the use of AI, and institutional support is used to maintain consistency and sustainability. This coordination of these factors allows AI to be an assistant tool and not a disruptive one. The methodological approach was the core of the way these relationships were discovered and explained because this framework was created through inductive analysis of teachers' narratives.

Methodological Reflection

In this research, the qualitative method was used to explore the perception of teachers in detail. Although this technique has the advantage of offering detailed insights, it is limited to generalization. The use of self-reported information can be based on the beliefs of teachers and not reality in the classroom. Future research may integrate classroom observations or student attitudes to obtain a better insight on AI integration. Nevertheless, the methodological decisions of this research have some limitations which can be mentioned as well.

Limitations

It should be noted that there are a number of limitations. The sample of the two schools comprised very few teachers, hence this might not be a reflective representative of the wider Indonesian education setting. Also, the lack of student information restricts the elaboration of the influence of AI on learning outcomes. These constraints indicate that the results can only be viewed with caution and regarded as preliminary instead of final.

Conclusion

As demonstrated by this study, the attitudes of the English teachers in two secondary schools in South Tangerang are balanced and reflective regarding the application of Artificial Intelligence (AI) in the teaching of English language (ELT). Educators tend to consider AI as an effective resource to plan their lessons, create teaching material, brainstorm, and offer immediate feedback. AI can be used to help teachers with the daily chores and spend more time instructing and helping students without deteriorating teaching standards.

Nevertheless, the results also indicate that there are major concerns over the overdependence of AI by the students that can diminish their ability to think independently, academic integrity, and the true reflection of the language proficiency of students. Moreover, AI-generated texts are considered to be linguistically challenging or not corresponding to the level of student proficiency. Such difficulties are enhanced by the fact that there are no clear school-level policies and systematic training, and thus inconsistent classroom practices.

One of the main findings of this paper is that AI will not be able to substitute teachers in ELT. The respondents have repeatedly stressed the significance of

teaching through emotional support, motivation, ethical guidance and character development-aspects of teaching, which cannot be reproduced by technology. The contribution of the present study is that it considers the lived experiences of teachers in secondary schools in the Indonesian context, which offers empirical data on the interactions of negotiating the pedagogical advantages of AI and the ethical risks of the system under the real conditions of the classroom setting.

On the findings, a number of recommendations are advanced. Schools are also advised to establish systematic professional development opportunities in the field of AI integration in ELT, such as the introductory AI literacy training, practical workshops that should be held at least once a semester, and discussions about the ethical applicability of AI in the classroom. Moreover, to achieve academic integrity, schools are recommended to create explicit guidelines and policies that will help to regulate the application of AI in tasks and examinations. There is also a need to conduct future research where education contexts and longitudinal designs are used to ensure that the ever-changing teacher perceptions are captured as AI technologies and institutional policies evolve.

To sum up, AI can also play a significant role in English language teaching when applied critically, ethically, and purposefully. Instead of ousting the teachers, AI is supposed to work as a pedagogical assistant that will supplement human judgment and professional expertise. With AI still defining the future of ELT, collective effort in the form of collaboration between teachers, schools and policymakers is crucial in order to make sure that technological innovation does not erode, but instead reinforce the human values that lie at the heart of education.

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Appendix A
Sample Semi-Structured Interview Questions
1. Are you familiar with the use of Artificial Intelligence (AI) in the context of English language teaching?

2. What are your views on the role of AI in improving the effectiveness of English language learning in the classroom?
3. In what ways does AI assist you in preparing teaching materials, providing feedback, or assessing students?
4. What challenges or ethical concerns do you encounter when using AI in English language teaching?
5. How does the use of AI affect students' motivation, autonomy, or learning behavior?
6. What types of institutional support or training do teachers need to use AI ethically and effectively?