

AI-Supported English Language Learning: Indonesian Teacher Perspectives and Implementation

1. Kholilur Rohman
2. Subarjo
3. Sonny Elfiyanto
4. Imam Wahyudi Karimullah

^{1,2,3,4}Universitas Islam Malang, Indonesia

Abstract

This research explores English teachers' perceptions and experiences in integrating Artificial Intelligence (AI) tools into primary and secondary English language instruction. Using a qualitative narrative approach, data were collected through semi-structured interviews with six teachers across educational levels. The findings reveal that teachers generally perceive AI positively, recognizing its potential to enhance student engagement, provide personalized feedback, and support the development of vocabulary, grammar, speaking, reading, and writing skills. Tools such as Quizizz, Grammarly, ChatGPT, and Google Assistant were found to foster learner autonomy and confidence. However, challenges persist, including limited infrastructure, time constraints, and varying levels of digital literacy. Teachers also expressed concerns about overreliance on AI, reduced critical thinking, and diminished student originality. The research concludes that while AI offers valuable pedagogical support, its effective integration requires thoughtful planning, ethical awareness, and institutional backing.

Keywords

artificial intelligence 1, english language learning 2,
teacher perception 3, digital literacy 4, instructional challenges 5

Ethical Lingua

Vol. 13, No. 1, 2026

ISSN 2355-3448 (Print)

ISSN 2540-9190 (Online)

Corresponding Email

Kholilur Rohman

kholilurrohman16@alqolam.ac.id

Article's History

Submitted: 28 January 2026

Revised: 5 February 2026

Accepted: 6 February 2026

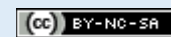
DOI

10.30605/25409190.921

Copyright © 2026

The Author(s)

This article is licensed under
CC BY-NC-SA 4.0 License



Introduction

In today's rapidly evolving educational landscape, the integration of technology has become essential to ensure effective teaching and learning. This is particularly relevant in English language instruction, where educators are expected to adapt their methods to suit the characteristics of Generation Z students who are highly familiar with digital tools such as smartphones, tablets, and laptops. These learners are accustomed to accessing various applications, including those for entertainment, fitness, and education, which opens opportunities for more engaging and personalized learning experiences. To meet these demands, educators are encouraged to implement media-based learning strategies that incorporate audio, visual, and audiovisual elements. Such applications are effective in delivering authentic English language materials and enhancing learner motivation, engagement, and collaboration (Muslimin and Ivone, 2024). Beyond traditional media, Artificial Intelligence (AI) has emerged as a transformative tool in language education. AI can support students who lack access to adequate learning resources or literacy skills, offering features that enhance listening, speaking, reading, grammar, and writing.

Several studies have demonstrated the positive impact of AI on language learning. Duolingo, for instance, has been found to maintain high learner motivation through its gamified and flexible design (Smith and Peters, 2024). Platforms like Kahoot foster student interaction and comfort through game-based learning (Licorish et al., 2018). AI technologies also offer personalized and adaptive learning experiences across all language skills (Gomathi et al., 2023). However, educators must be prepared to use these tools effectively and understand the pedagogical considerations involved in AI-supported instruction (Son, Ružić, and Philpott, 2023). In practice, AI tools such as ELSA Speak, Perplexity, ChatGPT, Grammarly, and Hemingway Editor have shown promise in supporting various aspects of English learning. These tools facilitate conversational practice, material creation, and individualized tutoring (Arbi and Kunci, 2024). AI can also track writing progress and offer creative prompts (Jalilov, 2024), while ChatGPT enhances learner engagement and self-regulation (Al-Khresheh, 2024). Nonetheless, concerns remain regarding the potential for academic dishonesty and knowledge deterioration (Al-Khresheh, 2024).

AI also plays a significant role in delivering diverse information and improving instructional effectiveness (Ali, 2020). ChatGPT's conversational capabilities have been shown to boost student motivation and involvement (Daulay and Ginting, 2024). EFL students have responded positively to AI-powered tools that support self-regulated learning and achievement (Wei, 2023). The use of ChatGPT has also been linked to increased motivation to speak English, emphasizing usability and learner control (Zhou et al., 2024). When guided by values of pluralism and social justice, ChatGPT can support tailored explanations and learner-directed knowledge creation (Alm and Watanabe, 2023). Moreover, collaboration between teachers and AI tools like Google Assistant has helped students improve pronunciation through modeled speech (Ji, Han, and Park, 2024). Despite these promising findings, several gaps remain in the literature.

While many studies focus on the benefits of AI, few explore its long-term implications. Key areas requiring further research include dependency on AI tools, the impact on social interaction, challenges in implementation, technological knowledge of educators, and the potential for academic dishonesty. There is limited understanding of how reliance on platforms like ChatGPT and Duolingo may affect students' independent learning skills (Al-Khresheh, 2024; Daulay and Ginting, 2024). The influence of AI on peer collaboration and

classroom dynamics is underexplored (Zhou et al., 2024). Specific obstacles faced by educators in integrating AI into teaching practices need to be identified (Wei, 2023; Ji, Han, and Park, 2024). The role of teachers' digital literacy in maximizing AI's effectiveness warrants closer examination (Son et al., 2023). The ethical implications of AI use in language learning, particularly regarding integrity, remain insufficiently addressed (Al-Khresheh, 2024; Daulay and Ginting, 2024; Gomathi et al., 2023).

Recent scholarship has also emphasized broader pedagogical and ethical considerations in AI-supported language learning. For instance, teacher adaptability and responsiveness to AI platforms are crucial for successful implementation, especially in diverse classroom contexts (España-Delgado, 2023). Digital tools have been shown to foster learner autonomy and engagement when used strategically (Faizin, 2020; Munawir and Hasbi, 2021). However, ethical concerns such as data privacy, student agency, and the risk of overdependence on automated feedback remain central to current debates (Pham, 2022; Pham, 2023). The influence of AI on peer collaboration and classroom dynamics also warrants attention, as it may reshape traditional interaction patterns (Shin and Lee, 2023; Tao, 2019). Moreover, institutional readiness and teacher training are essential to ensure sustainable and responsible AI integration (Novanti et al., 2024; Hadi and Junor, 2022). These perspectives reinforce the need for a balanced approach that combines technological innovation with human-centered pedagogy.

To gain a deeper understanding of how Artificial Intelligence (AI) is shaping English language instruction in primary and secondary education, this study explores the perspectives and experiences of English teachers who have engaged with AI tools in their classrooms. By examining their perceptions, usage patterns, and the practical realities they face, the research seeks to uncover both the pedagogical benefits and the systemic challenges of AI integration. Accordingly, the following research questions are formulated to guide the inquiry:

1. How do English teachers in primary and secondary schools perceive the use of Artificial Intelligence (AI) in English language teaching?
2. What types of AI tools are utilized by teachers, and how do these tools impact students' learning outcomes in vocabulary, speaking, reading, and writing?
3. What challenges do teachers face in implementing AI-based English instruction, particularly regarding infrastructure, time constraints, and digital literacy?

This research explores the impact of Artificial Intelligence (AI) on English language learning in primary and secondary schools, uniquely focusing on the lived experiences and pedagogical reflections of teachers a perspective often underrepresented in current literature. While existing research predominantly centers on student outcomes or technological affordances, this investigation foregrounds educators' voices to uncover how AI reshapes instructional practices, classroom dynamics, and professional identity.

By synthesizing qualitative insights into teachers' perceptions, adaptations, and ethical concerns, the research offers a novel contribution to the discourse on AI in education: it bridges the gap between technological innovation and human-centered pedagogy. Furthermore, the research aims to generate context-sensitive strategies for the responsible and effective integration of AI, particularly in linguistically and culturally diverse learning environments. This approach not only enriches theoretical understanding but also informs policy and practice with grounded, practitioner-informed recommendations.

Method

This research employed a qualitative research approach to explore the impact of Artificial Intelligence (AI) in English language learning from the perspective of teachers in primary and secondary schools. The researchers adopted a narrative research design, which focuses on capturing participants' lived experiences through storytelling and personal reflection (Mackiewicz, 2018; Lewis, 2015; Tashakkori, 2010). This approach is suitable for understanding how teachers perceive and implement AI tools in their instructional practices.

Data were collected through semi-structured interviews with six English teachers from various educational levels, elementary, junior high, and senior high schools. Interviews were conducted both in person and via Google Forms to ensure flexibility and accessibility. The interview questions focused on teachers' experiences using AI, the types of tools employed, perceived benefits, and challenges encountered during implementation. To ensure validity, responses were reviewed and confirmed by participants before analysis.

The six teachers were chosen through purposive sampling to represent different educational levels (elementary, junior high, and senior high) and language skills taught (vocabulary, grammar, speaking, reading, and writing). They also reflected varying levels of AI expertise, ranging from beginner users of tools such as Quizizz and Wordwall to more advanced users of applications like Grammarly, ProWritingAid, and ChatGPT. This ensured diversity of perspectives and experiences in AI integration. The following table presents the demographic and professional profiles of the teacher participants:

Table 1. Background of Participants

Name (Code)	Gender	Type of Education	Roles	Skills Taught in English
T1 (WR)	Female	Elementary School	Teacher	Vocabulary
T2 (DZ)	Male	Junior High School	Teacher	Grammar
T3 (IN)	Female	Junior High School	Teacher	Vocabulary
T4 (IL)	Female	Junior High School	Teacher	Speaking
T5 (NV)	Female	Senior High School	Teacher	Reading
T6 (HN)	Female	Senior High School	Teacher	Writing

The data analysis followed the stages of data reduction, data display, and conclusion drawing as outlined by Daniel (2018). Each teacher's response was thematically analyzed and interpreted in relation to existing literature to identify patterns, insights, and contextual challenges. This method enabled the researchers to construct a comprehensive understanding of how AI is perceived and utilized in English language instruction across different educational levels.

Results and Discussion

This section presents the results of interviews with English teachers from primary and secondary schools, aiming to answer the three core research questions of this study. The findings reveal how teachers perceive the use of Artificial Intelligence (AI) in English instruction, the types of AI tools they commonly employ across different language skills, and

the practical challenges they face in implementing these technologies. Each theme is discussed in relation to existing literature to provide a deeper understanding of AI's role in classroom practice.

Table 2. Sample of Data Analysis

Data	Code	Sub themes	Categories
"...started using Quizizz, everything changed. The game-like format made them excited to participate, and they didn't even realize they were memorizing new words."	T1	Increased engagement, playful learning, improved vocabulary retention	Teachers' Perceptions of AI in Vocabulary Learning
"...always remind them to ask why something is wrong. AI can correct, but it can't replace the explanation a teacher gives."	T2	Instant feedback, grammar awareness, teacher guidance	Pedagogical Role of AI in Grammar Instruction
"...their own, and that gives them confidence. But I do worry that if they rely too much on AI, they might stop thinking critically."	T3	Safe space for shy learners, confidence building, concern about critical thinking	Balancing AI Support and Cognitive Development
"...Google Assistant, they started practicing pronunciation more often. They weren't afraid of being judged, because the AI doesn't laugh or criticize."	T4	Pronunciation practice, non-judgmental feedback, confidence in speaking	AI as Emotional and Technical Facilitator in Speaking
"...ask questions and get quick answers, which is helpful. But I always tell them: don't just copy. Use it to explore, not to escape thinking."	T5	Reading comprehension support, exploration, ethical awareness	Responsible Use of AI in Reading Instruction
"...using Hemingway Editor and Grammarly. Their sentences are clearer, more structured. But sometimes, their writing starts to sound the same as the AI's voice, not their own."	T6	Improved clarity and structure, risk of losing originality	AI in Writing Development and Student Identity

Teachers' Perceptions of AI Integration in English Language Instruction

The integration of Artificial Intelligence (AI) into English language teaching has sparked varied responses among educators, particularly in primary and secondary schools. In this study, teachers generally expressed positive perceptions, viewing AI as a helpful tool that enhances instructional delivery, increases student engagement, and supports language skill development. Their reflections reveal how AI is gradually becoming embedded in classroom practice, shaping both teaching strategies and learner experiences. Based on the interview results from the respondents, as follows:

T1: "At first, my students were easily distracted during vocabulary lessons. But when I started using Quizizz, everything changed. The game-like format made them excited to participate, and they didn't even realize they were memorizing new words. It felt like learning through play, and that made a big difference."

Based on the interview with T1, an elementary school teacher, it can be described that the use of Artificial Intelligence (AI) through platforms like Quizizz has had a significantly positive impact on student engagement in vocabulary learning. Prior to integrating technology, T1 observed that students were easily distracted and showed little enthusiasm during lessons. However, after implementing Quizizz, the classroom atmosphere became more interactive and enjoyable. The game-like format offered by Quizizz made students feel as though they were playing rather than engaging in formal learning. This created a low-pressure learning experience, encouraging active participation and helping students memorize new vocabulary more effectively without realizing it.

This approach demonstrates that AI can serve as a motivational learning medium, especially for young learners who benefit from visual and competitive stimulation to maintain focus and interest (Liu et al., 2025). T1's statement also indicates that AI supports not only cognitive aspects but also affective dimensions of English language learning, such as enjoyment, confidence, and emotional engagement. Therefore, integrating AI into vocabulary instruction at the elementary level can be an effective strategy to enhance overall learning quality.

T2: "I've been using Grammarly to help my students with grammar. It's great because they get instant feedback, but I always remind them to ask why something is wrong. AI can correct, but it can't replace the explanation a teacher gives. It's a tool, not a teacher."

T2's statement shows that the use of Artificial Intelligence (AI), particularly Grammarly, has provided tangible benefits in teaching English grammar at the secondary school level. T2 believes that Grammarly's automatic correction feature helps students quickly and independently identify their mistakes, thereby accelerating the learning process and improving their grammatical awareness. However, T2 also emphasizes the importance of the teacher's role in guiding AI use. He recognizes that while AI can correct errors, it cannot explain the reasoning behind them in a contextual and pedagogical way. Therefore, he consistently encourages students not only to accept corrections but also to ask why something is considered incorrect (Phalaguna, 2025).

This perspective reinforces the idea that AI should be positioned as a learning aid, not a replacement for the teacher's role. AI can strengthen the learning process, but deep understanding still requires human interaction, contextual explanation, and reflective approaches that only educators can provide. Effective AI integration must be accompanied by

digital literacy and pedagogical awareness so that students become not just users of technology, but also critical and independent learners.

T3: “Some of my students are shy and afraid of making mistakes. With AI apps, they can practice vocabulary on their own, and that gives them confidence. But I do worry that if they rely too much on AI, they might stop thinking critically. That’s something I try to balance.”

T3’s statement reveals that the use of Artificial Intelligence (AI)-based applications in English language learning can provide a safe space for students who are shy and afraid of making mistakes. With self-paced practice features, students can study vocabulary independently without social pressure, which helps boost their confidence. This shows that AI can support the affective dimension of learning, especially for students who need a more personal and judgment-free approach. However, T3 also expresses a valid concern: excessive reliance on AI may hinder students’ critical thinking skills. If students depend too heavily on automated answers, they may lose the motivation to analyze, evaluate, or build understanding on their own. Therefore, T3 strives to maintain a balance between technological support and cognitive development (Zakaria et al., 2025).

This perspective highlights the need for thoughtful pedagogical strategies when integrating AI into the classroom. Teachers must actively guide students to become not just users of technology, but reflective and critical learners. AI can be an effective tool for building confidence, but it must be used proportionally to avoid weakening students’ reasoning abilities.

T4: “Speaking is the hardest skill for my students. But when I introduced Google Assistant, they started practicing pronunciation more often. They weren’t afraid of being judged, because the AI doesn’t laugh or criticize. It gave them a safe space to try, and that’s what they needed.”

T4’s statement highlights a common challenge in English language learning: speaking is often the most difficult skill for students to master. T4 observed that many of her students felt awkward and afraid of making mistakes when speaking in front of others, especially due to fear of being judged or laughed at by their peers. To address this barrier, T4 utilized Google Assistant as a pronunciation practice tool. By using AI, students were able to practice speaking independently without social pressure. The AI provided nonjudgmental feedback, creating a safe and supportive learning space where students could try and improve their speaking skills. This was especially valuable for shy students or those with anxiety about public speaking. T4’s experience demonstrates that AI can serve as both an emotional and technical facilitator in language learning (Al-husban, 2025).

In addition to supporting linguistic aspects like pronunciation, AI also helps build students’ confidence. However, its effectiveness still depends on how teachers guide its use pedagogically. In this context, AI is not just a technological tool, but also a means to foster courage and independence in oral communication.

T5: “ChatGPT helps my students understand reading texts better. They ask questions and get quick answers, which is helpful. But I always tell them: don’t just copy. Use it to explore, not to escape thinking. AI should support learning, not replace it.”

T5’s statement reflects the use of Artificial Intelligence (AI), specifically ChatGPT, as a learning aid in English reading instruction at the senior high school level. T5 observed that students became more active in understanding reading texts because they could ask questions and

receive quick answers. This indicates that AI can encourage exploration and deepen students' comprehension of the material. However, T5 also emphasized the importance of ethical awareness and critical thinking when using AI. She consistently reminded students not to simply copy answers from AI, but to use the technology as a tool for exploration that strengthens their thinking process. In her view, AI should support learning, not replace it (Melisa et al., 2025).

This perspective highlights the need for critical pedagogical guidance when integrating AI into reading instruction. Teachers play a vital role in shaping responsible learning attitudes so that students become not just consumers of information, but also active thinkers and processors. With the right approach, AI like ChatGPT can serve as a catalyst for more reflective, independent, and meaningful learning.

T6: "I've seen real improvement in my students' writing since they started using Hemingway Editor and Grammarly. Their sentences are clearer, more structured. But sometimes, their writing starts to sound the same as the AI's voice, not their own. I want them to use AI, but still keep their identity."

T6's statement shows that integrating Artificial Intelligence (AI) into English writing instruction has had a positive impact on students' writing quality. By using Hemingway Editor and Grammarly, students are able to produce clearer, more structured sentences and avoid technical errors. AI helps them understand key aspects of writing, such as clarity, coherence, and appropriate academic tone. However, T6 also raises an important issue regarding authentic student expression. She observed that some students begin to lose their unique writing style because they follow AI suggestions too closely. Their writing tends to sound uniform, more like the AI's voice than their own. This raises concerns that uncritical use of AI may diminish creativity and students' courage to express ideas authentically (Bahari, 2025).

This perspective emphasizes that AI should be used as a supportive enhancement tool, not the primary driver of the writing process. Teachers play a crucial role in guiding students to preserve originality and expressive freedom while using technology to improve technical quality. With a balanced approach, AI can become a partner in developing literacy without erasing the personal voice of the student.

The integration of Artificial Intelligence (AI) in English language teaching has brought meaningful changes across educational levels, as reflected in teachers' experiences. From elementary to senior high school, AI tools like Quizizz, Grammarly, Google Assistant, ChatGPT, Hemingway Editor, and others have enhanced student engagement, confidence, and technical accuracy in learning vocabulary, grammar, speaking, reading, and writing. Teachers observed that AI creates safe spaces for shy learners, offers instant feedback, and encourages independent exploration. However, they also voiced concerns about overreliance, loss of critical thinking, and diminished originality. Across all cases, educators emphasized that while AI is a powerful support tool, it must be guided by thoughtful pedagogy to ensure it complements not replaces human reasoning, creativity, and meaningful learning.

Variations in AI Tool Usage and Their Impact on Students' English Language Skill Development

Teachers across different educational levels have begun integrating a range of AI tools into their English language classrooms, each serving distinct pedagogical purposes. From vocabulary games to grammar checkers and speech assistants, these tools offer diverse functionalities that shape how students engage with and improve their language skills. The

following section explores how specific AI applications such as Quizizz, Grammarly, Google Assistant, ChatGPT, and Hemingway Editor have influenced student outcomes in vocabulary acquisition, speaking fluency, reading comprehension, and writing clarity. Based on the interview results from the respondents, as follows:

T1: "I started using Wordwall to teach vocabulary, and it really changed the atmosphere in my classroom. The interactive games made students more engaged, especially those who usually struggle with memorization. They began using new words more confidently, and I noticed their retention improved significantly."

T1's statement highlights the positive impact of using Wordwall as a vocabulary learning tool in the classroom. Wordwall offers interactive game formats that significantly enhance student engagement, especially for those who previously struggled with memorizing vocabulary. Through a fun and competitive approach, students became more active participants and didn't feel burdened by the task of learning new words. T1 also observed an increase in students' confidence when using new vocabulary in communication. This indicates that Wordwall not only supports content mastery but also encourages students to apply their knowledge in real contexts. Moreover, vocabulary retention, students' ability to remember and use words over time, improved notably after using the tool (Oktarini et al., 2025).

Overall, T1's experience affirms that game-based AI tools like Wordwall can be an effective strategy in English language instruction, particularly for vocabulary development. By creating an interactive and enjoyable learning environment, teachers can bridge cognitive challenges while fostering stronger motivation among students.

T2: "My students often had trouble with sentence structure and coherence. I introduced ProWritingAid to help them revise their writing. It didn't just correct errors, it showed them patterns and gave suggestions. Over time, they became more aware of how to build better sentences and started editing their own work more thoughtfully."

T2's experience highlights the pedagogical value of using ProWritingAid to support students' writing development, particularly in the areas of sentence structure and coherence. Initially, students struggled to construct clear and logically connected sentences. By integrating ProWritingAid into the revision process, T2 provided learners with more than just automated corrections; the tool offered insights into writing patterns, stylistic weaknesses, and structural inconsistencies. This approach empowered students to move beyond surface-level editing. As they engaged with the tool's suggestions, they began to recognize recurring issues in their writing and developed a deeper understanding of how to organize their ideas more effectively. Over time, this led to increased metacognitive awareness, where students not only corrected their mistakes but also reflected on their writing choices. T2 observed a shift in students' attitudes, as they became more intentional and independent in revising their work (Adelia and Irawati, 2025).

Overall, this case illustrates how AI tools like ProWritingAid can function as scaffolding mechanisms, guiding students toward greater autonomy and precision in writing. When used thoughtfully, such tools can enhance students' ability to self-edit and internalize key principles of effective written communication.

T3: "Pronunciation was a major challenge for my students. I used Elsa Speak to give them real-time feedback. They enjoyed the scoring system and kept practicing to improve. Even the quiet ones became more confident in speaking, and their fluency noticeably improved."

T3's experience demonstrates how Elsa Speak can effectively address students' challenges in pronunciation and speaking fluency. Recognizing that pronunciation was a persistent obstacle, T3 integrated Elsa Speak into classroom practice to provide real-time, individualized feedback. The app's scoring system introduced a gamified element that motivated students to engage in repeated practice, transforming a traditionally intimidating skill into a more enjoyable and goal-driven activity. One of the most notable outcomes was the increased confidence among quieter students, who typically hesitated to speak in class. The non-judgmental nature of the AI tool allowed them to rehearse without fear of criticism, creating a psychologically safe space for oral language development. As students continued to use the app, their fluency improved, and they became more willing to participate in spoken tasks (Indrayani et al., 2025).

This case illustrates how AI-powered pronunciation tools like Elsa Speak can serve as empowering platforms for learners, especially those who struggle with self-expression. By combining immediate feedback with motivational design, such tools help foster consistent practice, build learner autonomy, and enhance overall speaking performance in English language classrooms.

T4: "To support reading comprehension, I encouraged students to use YouGlish. It helped them hear how words from their reading texts were pronounced in authentic contexts. This not only improved their listening skills but also made them more curious about how language is used naturally."

T4's experience highlights the strategic use of YouGlish to enhance students' reading comprehension by connecting textual input with authentic pronunciation. By encouraging learners to explore how words from their reading materials are spoken in real-life contexts, T4 bridged the gap between written and spoken language. This approach not only supported vocabulary recognition but also deepened students' understanding of meaning through auditory reinforcement. The exposure to natural speech patterns and varied accents helped improve students' listening skills, making them more attuned to how English is used beyond the classroom. Moreover, the authentic examples sparked curiosity and engagement, prompting students to explore language use more independently. They began to ask questions about tone, usage, and context indicators of growing linguistic awareness (Budianto et al., 2024).

Overall, T4's integration of YouGlish demonstrates how AI tools can serve as multimodal learning aids, enriching reading instruction by incorporating auditory input and real-world relevance. This method fosters both comprehension and motivation, encouraging learners to see language as a dynamic and lived experience.

T5: "I introduced QuillBot to help students learn how to paraphrase and summarize texts. It was especially useful for teaching academic writing and avoiding plagiarism. I always asked them to compare the AI's version with their own and reflect on the differences. It helped them understand how to express ideas in different ways."

T5's experience demonstrates the pedagogical value of using QuillBot to support students in developing paraphrasing and summarizing skills, two essential components of academic writing. By introducing the tool, T5 aimed to help students not only avoid plagiarism but also learn how to express ideas in varied and original ways. QuillBot's AI-generated suggestions provided students with alternative sentence structures and vocabulary choices, offering a practical model for rephrasing content. Importantly, T5 encouraged students to critically compare the AI's output with their own versions. This reflective practice fostered deeper awareness of linguistic choices and helped students recognize the nuances of meaning, tone, and clarity. Rather than relying passively on the tool, students were guided to engage actively with the revision process, which strengthened their analytical thinking and writing autonomy (Herda et al., 2025).

Overall, this case illustrates how AI tools like QuillBot can function as scaffolding instruments in academic writing instruction. When paired with teacher-led reflection, they not only enhance technical skills but also cultivate students' ability to express ideas with originality and precision.

T6: "Many students were intimidated by citation rules in academic writing. I used Scribbr's AI citation tool to simplify the process. It helped them format references correctly and understand the importance of academic integrity. Now, they're more confident in citing sources and writing research papers."

T6's experience underscores the role of Scribbr's AI citation tool in demystifying the often intimidating process of academic referencing. Many students initially struggled with citation rules, which are typically perceived as complex and rigid. By introducing an AI-powered citation assistant, T6 was able to simplify this aspect of academic writing, making it more accessible and less overwhelming for learners. The tool provided structured guidance and automated formatting, allowing students to generate accurate citations in various styles (e.g., APA, MLA, Chicago) with ease. More importantly, it served as a learning aid, helping students not only complete their assignments correctly but also understand the principles of academic integrity and the ethical use of sources.

As a result, students became more confident in citing references and showed greater independence in writing research papers. T6's approach illustrates how AI tools can function as supportive scaffolds in academic writing instruction, reducing cognitive load while reinforcing essential academic conventions. When integrated thoughtfully, such tools can empower students to write with both technical accuracy and ethical awareness.

Based on the six interview responses, it is evident that teachers are creatively integrating various AI tools to enhance students' English language skills across vocabulary, speaking, reading, and writing. One teacher used Wordwall to make vocabulary learning more engaging, helping students especially those with memorization difficulties retain new words more confidently. Another employed ProWritingAid to improve sentence structure and coherence, guiding students to recognize patterns and revise their writing more thoughtfully. For speaking skills, Elsa Speak provided real-time pronunciation feedback and motivated even shy learners to practice and gain fluency.

In reading instruction, YouGlish exposed students to authentic pronunciation in context, which not only sharpened their listening skills but also sparked curiosity about natural language use. QuillBot was introduced to teach paraphrasing and summarizing, encouraging students to reflect on AI-generated alternatives and develop original expression in academic writing.

Lastly, Scribbr's AI citation tool helped demystify referencing rules, boosting students' confidence in maintaining academic integrity and producing well-cited research papers. Together, these narratives illustrate how AI tools, when thoughtfully implemented, can support diverse aspects of language learning while fostering autonomy, engagement, and ethical awareness.

Practical Challenges in Applying AI Tools for English Learning

While AI tools offer promising innovations for enhancing English language instruction, their implementation in real classroom settings is not without obstacles. Teachers often face practical challenges that hinder the seamless integration of these technologies, particularly in relation to limited infrastructure, time constraints, and varying levels of digital literacy. These barriers can affect both the consistency of AI usage and the depth of student engagement, requiring educators to adapt creatively while navigating systemic limitations. Based on the interview results from the respondents, as follows:

T1: "In my school, we only have one computer in the classroom, and the internet connection is unstable. I wanted to use AI tools like Quizizz or Grammarly more often, but it's hard when students can't access devices consistently. Sometimes I have to turn it into a group activity just so everyone gets a chance."

T1's experience reveals a significant infrastructural barrier in implementing AI-based English instruction. With only one computer available in the classroom and an unreliable internet connection, access to digital tools such as Quizizz and Grammarly becomes inconsistent and limited. These constraints hinder the teacher's ability to integrate AI meaningfully into daily lessons, especially when students cannot engage individually with the technology. As a workaround, T1 resorts to group-based activities to ensure that all students have some exposure to the tools, although this compromises the personalized learning experience that AI platforms are designed to offer (Zhang et al., 2025). This case underscores the importance of equitable access to digital infrastructure as a foundational requirement for successful AI integration in language education. Without adequate devices and connectivity, the pedagogical potential of AI remains underutilized, particularly in resource-constrained school environments,

T2: "The curriculum is already packed, and I barely have time to finish the required materials. Integrating AI tools takes extra time setting them up, explaining how they work, and guiding students through them. I believe they're useful, but realistically, it's hard to fit them into a tight schedule."

T2's account highlights time constraints as a major challenge in implementing AI-based English instruction. Despite recognizing the potential benefits of AI tools, T2 struggles to integrate them due to an already packed curriculum and limited instructional time. The process of setting up the tools, introducing their functions, and supporting students in using them effectively requires additional time and planning resources that are often scarce in a rigid academic schedule. This situation reflects a broader issue faced by many educators: the tension between innovation and curriculum demands. While AI tools can enhance learning, their successful integration depends on having sufficient time not only for technical setup but also for pedagogical alignment. Without adjustments to teaching loads or curriculum flexibility, teachers may find it difficult to adopt new technologies consistently, even when they are motivated to do so (Mokhtar and Foo, 2025).

T2's experience underscores the need for institutional support and time allocation if AI is to be meaningfully embedded in classroom practice. Without such support, the promise of AI-enhanced learning risks being underutilized due to practical limitations in teachers' daily routines.

T3: "I'm not very tech-savvy myself, so I often feel unsure when trying new AI tools. I've used Grammarly and ChatGPT, but I still worry I'm not using them to their full potential. I wish there were more training sessions for teachers, not just on how to use the tools, but how to integrate them meaningfully."

T3's experience highlights a common challenge among educators: limited digital literacy and a lack of confidence in using AI tools effectively. Although T3 has experimented with platforms like Grammarly and ChatGPT, there remains a sense of uncertainty about whether these tools are being used to their full pedagogical potential. This reflects a broader need for professional development programs that go beyond basic technical training. T3 emphasizes the importance of learning not just how to operate AI tools, but how to integrate them meaningfully into instructional design and classroom practice. Without structured support and ongoing guidance, teachers may hesitate to explore new technologies or fail to maximize their benefits (Zhang et al., 2025). This case underscores the need for institutional investment in teacher training, ensuring that educators are equipped with both the technical skills and pedagogical strategies necessary to implement AI tools with confidence and purpose

T4: "Some of my students don't know how to navigate basic features on AI apps. When I introduced a writing assistant, they got confused with the interface and didn't know how to interpret the feedback. I had to slow down and teach them step by step, which took more time than expected."

T4's experience highlights a critical challenge in AI-assisted language instruction: students' limited digital literacy. When introducing a writing assistant, many students struggled to navigate its basic features and interpret the feedback it provided. This lack of familiarity with AI interfaces created confusion and slowed down the learning process. To address this, T4 had to provide step-by-step guidance, which required more instructional time than originally planned (Kim et al., 2024).

This situation underscores the importance of digital readiness in maximizing the benefits of AI tools. Without foundational skills in using educational technology, students may become overwhelmed or disengaged, reducing the effectiveness of the tool itself. T4's case suggests that successful AI integration depends not only on the tool's capabilities but also on preparatory support and scaffolding to ensure learners can interact with the technology confidently and meaningfully.

T5: "I teach in a rural area where internet access is unreliable. Even when students have smartphones, they can't always use AI tools because of data limits or signal issues. It's frustrating because I know these tools could help them, but the environment doesn't support it."

T5's experience highlights a significant environmental and infrastructural barrier to implementing AI-based instruction in rural educational settings. Despite having students with access to smartphones, the lack of stable internet connectivity and limited data availability severely restricts their ability to engage with AI tools. This situation reflects a broader issue

of digital inequality, where technological innovations in education are not equally accessible to all learners due to geographic and socioeconomic constraints (Ahiaku et al., 2025).

T5 expresses frustration, knowing that AI tools could enhance learning outcomes but recognizing that the local environment does not support their consistent use. This underscores the need for context-sensitive educational planning, where the deployment of digital tools must be aligned with the realities of the learning environment. Without reliable infrastructure, even the most promising technologies risk becoming ineffective or exclusionary. T5's case calls attention to the importance of policy-level interventions and investment in rural connectivity to ensure that all students can benefit from AI-enhanced learning opportunities.

T6: "Using AI is exciting, but it also requires careful planning. I can't just plug it into a lesson and expect it to work. I need time to align it with learning goals, prepare backup plans in case of technical issues, and make sure it doesn't replace real thinking. That kind of preparation takes time I don't always have."

T6's experience emphasizes the importance of intentional planning when integrating AI tools into English instruction. While the teacher finds AI exciting and potentially transformative, they caution against assuming that these tools can be seamlessly inserted into lessons without thoughtful preparation. Effective use of AI requires time to align the tool's functions with specific learning objectives, anticipate possible technical disruptions, and ensure that technology supports rather than replaces critical thinking and authentic student engagement (Shi et al., 2025)

This perspective highlights a deeper pedagogical concern: the need to maintain instructional integrity while adopting new technologies. T6's reflection suggests that meaningful AI integration is not just a technical task but a strategic instructional decision. Without sufficient time for planning and reflection, teachers may struggle to use AI tools in ways that truly enhance learning. Therefore, this case underscores the need for professional support structures, such as collaborative planning time and training, to help educators implement AI responsibly and effectively within their curriculum.

The six interview responses reveal a multifaceted set of challenges faced by teachers in implementing AI-based English instruction. Limited infrastructure, such as unstable internet and insufficient devices, especially in rural or under-resourced schools, restricts students' access to AI tools and forces teachers to adapt with group-based activities. Time constraints also emerge as a major concern, with packed curricula leaving little room for integrating new technologies, which require setup, explanation, and alignment with learning goals. Additionally, both teachers and students often struggle with digital literacy; some educators feel unsure about maximizing AI's potential, while students may find interfaces confusing and need step-by-step guidance.

Environmental factors like poor connectivity and data limitations further hinder consistent use, despite the clear pedagogical benefits. Moreover, teachers emphasize that AI cannot be simply inserted into lessons; it demands thoughtful planning to ensure it supports rather than replaces critical thinking. These insights underscore the need for institutional support, targeted training, and equitable access to digital resources to fully realize the promise of AI in English language education.

The findings suggest that AI tools can enhance student engagement, confidence, and skill development when guided by thoughtful pedagogical strategies. However, effective implementation requires institutional support, teacher training, and ethical safeguards. Policymakers and school leaders should prioritize digital literacy programs for educators, ensure equitable access to AI technologies, and develop guidelines that promote responsible use. Integrating AI in education must be approached not merely as a technical upgrade, but as a transformative shift that respects teacher agency and student integrity.

Conclusion

This research shows that Indonesian English teachers perceive AI as a valuable support for enhancing engagement, feedback, and language skill development, though they remain cautious about risks such as overreliance and reduced originality. By examining diverse tools and teaching contexts, the findings answer the three research questions: teachers view AI positively yet critically, they employ varied applications that improve vocabulary, grammar, speaking, reading, and writing, and they face challenges of infrastructure, time, and digital literacy. These insights suggest that future educational strategies and resource allocation should prioritize balanced integration, investment in training and infrastructure, and ethical guidance to ensure AI complements human-centered pedagogy and strengthens learner autonomy and classroom interaction.

References

- Adelia, A. P., & Irawati, T. (2025). The effect of ProWritingAid as artificial intelligence (AI) on student's engagement. *JEELL: Journal of English Education, Linguistics and Literature*, 12(2), 111–120. <https://doi.org/10.32682/jeell.v12i2.57>
- Ahmad Al-husban, N. (2025). The impact of AI-assisted language learning tools on augmenting university EFL students' speaking skills in Jordan. *Journal of Applied Learning & Teaching*, 8(1), 116–130. <https://doi.org/10.37074/jalt.2025.8.1.13>
- Al-Khresheh, Mohammad H. 2024. "The Future of Artificial Intelligence in English Language Teaching: Pros and Cons of ChatGPT Implementation through a Systematic Review." *Language Teaching Research Quarterly* 43:54–80. doi: 10.32038/ltrq.2024.43.04.
- Ali, Zuraina. 2020. "Artificial Intelligence (AI): A Review of Its Uses in Language Teaching and Learning." *IOP Conference Series: Materials Science and Engineering* 769(1):1–8. doi: 10.1088/1757-899X/769/1/012043.
- Alm, Antonie, and Yuki Watanabe. 2023. "Integrating ChatGPT in Language Education: A Freirean Perspective." *Iranian Journal of Language Teaching Research* 11(3):19–30. doi: 10.30466/IJLTR.2023.121404.
- Ahiaku, P. K. A., Uleanya, C., & Muyambi, G. C. (2025). Rural schools and tech use for sustainability: The challenge of disconnection. *Education and Information Technologies*, 30, 12557–12571. <https://doi.org/10.1007/s10639-024-13311-9>
- Arbi, Anggun Purnomo, and Kata Kunci. 2024. "Optimizing The Use Of Artificial Intelligence In English Language Learning: A Literature Review." *Gudang Jurnal Multidisiplin Ilmu* 2(2):25–30.
- Bahari A (2025), "Balancing syntactic complexity and clarity: the role of AI in enhancing academic writing proficiency". *Saudi Journal of Language Studies*, Vol. 5 No. 4 pp. 271–290, doi:<https://doi.org/10.1108/SJLS-10-2024-0062>
- Budianto, S., Sayidah, N., Sucipto, S., Qomariah, N., Asaro, A. K., & Setiawan, W. F. (2024). Intelligibility of English vocabulary for young learners in EFL context: Digital book vs

- printed book on listening and pronunciation skills. *Jurnal Teknologi Pendidikan*, 26(1), 22–31. <https://doi.org/10.21009/JTP2001.6>
- Daniel, Ben Kei, and Tony Harland. 2018. "Qualitative Data Analysis in Higher Education Research Methodology." *Qualitative Data Analysis* Pp. 98–110.
- Daulay, Silvi Fitria, and Pirman Ginting. 2024. "Transforming English Language Teaching Through AI: Evaluation of the Strategies and Potential of Artificial Intelligence Applications in EFL." *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature* 12(1):376–95. doi: 10.24256/ideas.
- España-Delgado, José Antonio. 2023. "Kahoot, Quizizz, and Quizalize in the English Class and Their Impact on Motivation." *How* 30(1):65–84. doi: 10.19183/how.30.1.641.
- Faizin, Afan. 2020. "Narrative Research; a Research Designtle." *Jurnal Disastri (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)* 2(3):142–48. doi: oi: 10.33752/disastri.v2i3.1139.
- Fraenkel, J. R., Wallen, N. E., and Hyun, H. H. 2011. "How to Design and Evaluate Research in Education." *NY: McGraw-Hilln*.
- Gomathi, R., S. Maheswaran, M. Mythili, S. Nandita, S. Sathesh, G. Murugesan, and Prakash Duraisamy. 2023. "The Exploitation of Artificial Intelligence in Developing English Language Learner's Communication Skills." in *2023 14th International Conference on Computing Communication and Networking Technologies, ICCCNT 2023*. Institute of Electrical and Electronics Engineers Inc.
- Hadi, Muhamad Sofian, and Raisya Syafira Junor. 2022. "Speaking to Devices: Can We Use Google Assistant to Foster Students' Speaking Skills?" *Journal of Languages and Language Teaching* 10(4):570. doi: 10.33394/jollt.v10i4.5808.
- Herda, R. K., Margana, M., Sain, Z. H., Savitskaya, E. S., Santiana, S., & Principe, R. A. (2025). Integrating AI-based paraphrasing into academic writing pedagogy: A reflective study on QuillBot in practice. *Teaching & Learning English in Multicultural Contexts*, 9(1), 38–44. <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Indrayani, L., Pratiwi, N. P. A., & Arthana, I. K. R. (2025). ELSA Speak as a speaking partner: A mixed-methods study in an Indonesian higher education context. *Journal of Education and Teaching (JET)*, 6(2), 518–525. <https://doi.org/10.51454/jet.v6i2.649>
- Jalilov, Olimjon. 2024. "The Impact of Artificial Intelligence Technologies in Teaching English Ingliz Tili o ' Qitishda Sun ' ly Intellect Texnologiyasining Ta ' Siri Влияние Технологии Искусственного Интеллекта На Преподавание Английского Языка."
- Ji, H., I. Han, and S. Park. 2024. "Teaching Foreign Language with Conversational AI: Teacher-Student-AI Interaction." *Language Learning and Technology* 28(2):91–108.
- Kim, J., Yu, S., Detrick, R., & Li, N. (2024). Exploring students' perspectives on generative AI-assisted academic writing. *Education and Information Technologies*, 30, 1265–1300. <https://doi.org/10.1007/s10639-024-12878-7>
- Kohnke, Lucas, Benjamin Luke Moorhouse, and Di Zou. 2023. "ChatGPT for Language Teaching and Learning." *RELC Journal* 54(2):537–50. doi: 10.1177/00336882231162868.
- Lewis, Sarah. 2015. ""Qualitative Inquiry and Research Design: Choosing Among Five Approaches." " *Health Promotion Practice* 16(4):473–75.
- Licorish, Sherlock A., Helen E. Owen, Ben Daniel, and Jade Li George. 2018. "Student Perception Kahoot." *Research and Practice in Technology Enhanced Learning* 13(9):1–24.
- Liu, P.-L., Chen, C.-J., & Huang, C.-Y. (2025). Evaluating the effectiveness of Quizizz for enhancing English vocabulary acquisition and engagement among rural elementary

- Mackiewicz, Jo. 2018. *A Mixed-Method Approach*.
- Melisa, R., Ashadi, A., Triastuti, A., Hidayati, S., Salido, A., Ero, P. E. L., Marlina, C., Zefrin, Z., & Fuad, Z. A. (2025). Critical thinking in the age of AI: A systematic review of AI's effects on higher education. *Educational Process: International Journal*, 14, e2025031. <https://doi.org/10.22521/edupij.2025.14.31>
- Mokhtar, I. A., & Foo, Y. L. (2024). Enhancing undergraduate education through social innovation projects: The experience of a young university in Singapore. *Journal of Community Engagement and Higher Education*, 17(1), 46–55.
- Munawir, Ahmad, and Nurul Pratiwi Hasbi. 2021. "The Effect of Using Quizizz To Efl Students' Engagement and Learning Outcome." *English Review: Journal of English Education* 10(1):297–308. doi: 10.25134/erjee.v10i1.5412.
- Muslimin, Afif Ikhwani, and Francisca Maria Ivone. 2024. "Exploring Game-Based Language Learning Applications: A Comparative Review of Quizwhizzer, Oodlu, Quizalize, and Bamboozle." *ITELL Journal* 1(1):20–28.
- Novanti, Mita, Saputri Saputri, Universitas Tanjungpura, Teacher Training, and Faculty Language. 2024. "The Impact Of Utilizing Google Voice Assistant." 5(1):86–92.
- Oktarini, N. M. M., Mahardika, I. G. N. A. W., & Oktarina, P. S. (2025). Gamifying language learning: Improving primary students' vocabulary acquisition using Wordwall. *New Language Dimensions*, 6(1), 83–94. <https://doi.org/10.26740/nld.v5n1.p83-94>
- Pham, Anh Tuan. 2022. "University Students' Attitudes towards the Application of Quizizz in Learning English as a Foreign Language." *International Journal of Emerging Technologies in Learning* 17(19):278–90. doi: 10.3991/ijet.v17i19.32235.
- Pham, Anh Tuan. 2023. "The Impact of Gamified Learning Using Quizizz on ESL Learners' Grammar Achievement." *Contemporary Educational Technology* 15(2). doi: 10.30935/cedtech/12923.
- Phalaguna, I. B. G. (2025). Students' perceptions of AI grammar tools in English learning: A systematic review. *Edulingua: Jurnal Linguistics Terapan dan Pendidikan Bahasa Inggris*, 12(1), 66–74.
- Shi, J., Liu, W., & Hu, K. (2025). Exploring how AI literacy and self-regulated learning relate to student writing performance and well-being in generative AI-supported higher education. *Behavioral Sciences*, 15(5), 705. <https://doi.org/10.3390/bs15050705>
- Shin, Dongkwang, and Jang Ho Lee. 2023. "Can ChatGPT Make Reading Comprehension Testing Items on Par with Human Experts?" *Language Learning and Technology* 27(3):27–40.
- Smith, Bryan, and Ryan Peters. 2024. "The Effectiveness of Duolingo in Developing Receptive and Productive Language Knowledge and Proficiency." 28(1):1–26.
- Son, Jeong-Bae, Natasha Kathleen Ružić, and Andrew Philpott. 2023. "Artificial Intelligence Technologies and Applications for Language Learning and Teaching." *Journal of China Computer-Assisted Language Learning* 1–19. doi: 10.1515/jccall-2023-0015.
- Tao, Hernando Barrios. 2019. "2019 72 (12) 30 Artificial Intelligence And Education Challenges and Disadvantages for the Teacher 1." 72(February 2021).
- Tashakkori, Abbas, and Charles Teddlie. 2010. "Putting the Human Back in 'Human Research Methodology: The Researcher in Mixed Methods Research.'" *Journal of Mixed Methods Research* 4(4):271–77.

- Wei, Ling. 2023. "Artificial Intelligence in Language Instruction: Impact on English Learning Achievement, L2 Motivation, and Self-Regulated Learning." *Frontiers in Psychology* 14(November):1–14. doi: 10.3389/fpsyg.2023.1261955.
- Zakaria, N.Y.K., Hashim, H., and Jamaludin, K.J. (2025). Exploring the Impact of AI on Critical Thinking Development in ESL: A Systematic Literature Review. *Arab World English Journal (AWEJ) Special Issue on Artificial Intelligence*: 330-347 doi: <https://dx.doi.org/10.24093/awej/AI.19>
- Zhang, C., Alias, B. S., & Nordin, M. N. (2025). Effects of distributive leadership on teachers' job satisfaction in public schools: A systematic review. *Education Sciences*, 15(4), 412. <https://doi.org/10.3390/educsci15040412>
- Zhou, Yizhuo, Xuande Wu, and Kunyang Qu. 2024. "The Role of ChatGPT in English Language Learning: A Hedonic Motivation Perspective on Student Adoption in Chinese Universities." *Language Teaching Research Quarterly* 43:132–54. doi: 10.32038/ltrq.2024.43.08.