



AI INTEGRATION IN ENGLISH LANGUAGE TEACHING: INSIGHTS INTO ESP TEACHERS' VIEWS AND READINESS

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Abstract: This study investigates English teachers' perspectives on the integration of AI tools in language teaching, focusing on the benefits, negative sides, usage, readiness, and barriers they face. A qualitative approach was employed, utilizing an open-ended questionnaire distributed to 30 English teachers in higher vocational institutions in Indonesia. The thematic analysis of their responses reveals several findings. Teachers recognize AI's potential to support personalized learning, enhance skill development, and assist in lesson planning. However, concerns about over-reliance on AI and the lack of human interaction were also highlighted. Additionally, the study identifies barriers such as inadequate training, infrastructure limitations, and ethical concerns. Teachers emphasized the need for professional development programs, including technical training, AI integration in pedagogy, and ethical guidance. Institutional support in providing access to AI resources and managing workloads is also critical. The study suggests a balanced integration of traditional methods and AI-driven approaches.

Keywords: Artificial Intelligence (AI), english language teaching, teachers' perspectives.

INTRODUCTION

The digital age has greatly affected all aspects of human life, including education. Today's students, especially Generation Z and the upcoming Generation Alpha are technology-literate and digitally connected. Therefore, education must embrace technology as a significant part of students' lives. It is important to acknowledge that learning nowadays can happen not only in classrooms but also in a wider, technology-driven environment (Tobing et al., 2023).

The integration of Artificial Intelligence (AI) into education has received widespread recognition in recent times. AI refers to the ability of digital systems to perform tasks typically requiring human intelligence. AI technologies might cover computer vision, speech recognition, machine learning, big data, and natural language processing. In the context of education, these technologies are transforming the teaching and learning process, including teaching methods and strategies, student learning, assessment, as well as lesson administration (Chiu et al., 2023).

Ouyang and Jiao (2021) discuss three paradigms that explain the different roles of AI in education. The first paradigm suggests that AI can direct learning and views learners as recipients. In this paradigm, the AI system manages the learning process by delivering content in a particular structure and directing learners to achieve predefined learning objectives. The second paradigm perceives AI as a supporter of learning, and students act as collaborators. This model highlights the collaborative interaction between learners and the AI system, promoting a personalized and learner-focused experience. The AI functions as an assistant, gathering and analyzing data from learners to adjust and enhance their learning. The last paradigm emphasizes the role of AI as an empowering tool and considers learners as leaders. It sees education as a dynamic and interconnected system where learners, teachers, information, and technology must work together.

In English Language Teaching (ELT), the integration of modern applications, devices, and technological advancements into the classroom is

crucial to enhance the teaching and learning process. The use of computers and smart devices can facilitate English teachers to find, organize, and adjust learning materials that can improve students' learning experience (Mijwil et al., 2023). The role of technology, particularly AI, in ELT is significant. AI is said to be able to solve problems and complete tasks to meet specific goals without direct human input (Healey, 2020). AI tools provide opportunities for learning that are more personalized, flexible, inclusive, and engaging (Luckin et al., 2016).

English teachers can use smart platforms to create customized lesson plans aligned with the curriculum and learning goals, while also monitoring students' progress in learning. These platforms allow teachers to track student performance in real time, enabling them to provide specific guidance and feedback, which boosts teaching effectiveness. Additionally, these resources support collaborative teaching, overcoming traditional classroom limitations such as time, space, and access. Students can get many advantages, explore new learning methods, and engage in active communication (Yin, 2021).

Thanks to technology, learning can become more interactive, supportive, and adaptable for students. Son, Ružić, and Philpott (2023) outline various AI technologies that can be utilized to enhance language learning.

NLP enables machines to understand human language and has become a valuable tool for language learning. It supports applications like machine translation, where a source language is automatically converted into a target language (S. M. Lee, 2021). NLP could provide information for teachers on how textual features impact learners. This can guide them in selecting texts more effectively and designing lessons at different learning stages (Monteiro & Kim, 2020). A study conducted by Pérez-Paredes, Ordoñana Guillamón, and Aguado Jiménez (2018) involving 230 teachers in Spain and the UK to assess their use and perceptions of NLP technologies as open educational resources (OERs) revealed that teachers had limited knowledge of these technologies, which has caused inadequate utilization. According to their findings, online dictionaries and spell checkers are the most recognized tools by teachers.

DDL relies on corpora to provide learners with authentic linguistic data which can encourage them to examine patterns in their target language (Pérez-Paredes, 2022). Research has explored practical applications of DDL, such as using corpus data for

essay writing correction (Tono et al., 2014), scientific report writing (Crosthwaite & Steeples, 2024), and extensive reading (Hadley & Charles, 2017). Tono, Satake, and Miura (2014) examined how corpus data are useful in writing correction and argued that overdependency in the use of the tools to correct writing is not advisable. In scientific report writing, Crosthwaite and Steeples (2024) found that DDL training could improve productive knowledge but not metalinguistic knowledge. Hadley and Charles (2017) discovered that using a DDL approach to enhance reading speed and lexicogrammatical knowledge in low-proficiency students led to less improvement compared to traditional methods. Thus, they recommended a more structured and supportive DDL approach tailored to the needs of these learners.

AWE provides students with feedback on their written work and helps them identify error types (C. Lee, 2020; Li et al., 2017; Ranalli, 2018; N. Zhai & Ma, 2022). Chukharev-Hudilainen and Saricaoglu (2016) demonstrated the effectiveness of automated causal discourse analyzers for evaluating essays by ESL students. However, Saricaoglu (2019) found no improvement in causal explanations among 31 ESL students using the tool. This indicates the need for teacher training to improve pedagogical strategies and combine feedback from teachers and the tool. This is supported by Han and Sari (2024) who observed better improvement in an experimental group of EFL students using both automated and teacher feedback compared to those relying solely on teacher feedback.

Studies on AWE tools, such as Grammarly, emphasize the impacts of teacher attitudes and skills on effective implementation (Koltovskaia, 2023; Link et al., 2014). These tools promote student autonomy, as noted by Link et al. (2014), who highlighted their benefits outside the classroom, and (Barrot, 2023), who found that Grammarly's automated written corrective feedback fosters autonomous learning. In a study of 31 Japanese EFL students, Dizon and Gayed (2021) found that Grammarly improved grammar use and lexical richness but had no significant impact on fluency.

CDA provides learners with automatic mediation and helps them analyze language-related issues (Ebadi & Saeedian, 2015; Mehri Kamrood et al., 2021; Qin & Zhang, 2018). Corrective feedback (CF) is a central aspect of CDA, assisting students in identifying errors and helping teachers better understand students' abilities (Ebadi &

Rahimi, 2019). Researchers have studied how computers can deliver effective feedback. Online feedback is beneficial because it can support many students simultaneously. In a small-scale study, Ebadi and Rahimi (2019) used Google Docs as a collaborative tool for online dynamic assessment with three EFL university students. They found that students had positive views of the process but experienced difficulties writing more complex texts.

Zhang and Lu (2019) investigated the use of a CDA listening test with 19 students at an American university and found that the test was successful for assessment and helped teachers provide more support for students based on their individual needs. Yang and Qian (2020) conducted a study using CDA as a teaching and assessment method to promote Chinese EFL students' reading comprehension. After four weeks of learning, they reported that students taught using CDA performed better than those taught using conventional teaching methods.

ITSs are AI-driven computer systems that provide personalized, interactive instruction without human teacher intervention (Liang et al., 2023). They support EFL learning as supplements to traditional methods or standalone self-study tools for learners of any age (Choi, 2016; Xu et al., 2019). By utilizing AI and machine learning, ITSs adapt to learners' needs, assess abilities, detect errors, and provide corrective feedback targeted at specific skills like pronunciation, vocabulary, or grammar (Amaral & Meurers, 2011; Choi, 2016). In another study, Xu et al. (2019) found that ITSs outperform traditional instruction in improving reading comprehension.

ASR is an AI-driven technology that converts spoken language into written text. It is widely used in applications like voice recognition, speech-to-text, intelligent personal assistants (IPAs), and notetaking apps (Evers & Chen, 2022). ASR has become increasingly accurate and prevalent in various industries over the past decade (Daniels & Iwago, 2017). In the context of Foreign Language (FL) learning, ASR has shown significant potential, particularly in IPAs like Alexa and Google Assistant, which offer learners the opportunity to practice speaking in a low-pressure environment, enhancing language skills (Tai & Chen, 2023). Studies conducted by Dizon (2020) and Chen, Yang, and Lai (2023) indicate that these tools improve L2 speaking proficiency and are effective for speaking and listening practice. Because of their abilities to provide immediate feedback and natural language interaction, they

become a valuable resource for language development.

ASR technology is increasingly used in messaging apps, software, and websites to improve L2 pronunciation by providing immediate, personalized, and autonomous feedback (Chen, 2011; Dai & Wu, 2023; Dizon, 2017). Studies show that ASR-based tools can enhance pronunciation and receptive vocabulary (Bashori et al., 2024) and offer practical ways to practice speaking, such as through apps like Speechnotes. Combining peer feedback with ASR also supports improvement (Evers & Chen, 2022). ASR is interactive and engaging for learners as they enjoy and benefit from practicing independently. Thus, it can boost learners' motivation and promote autonomous learning (McCrocklin, 2019; Tai & Chen, 2023). ASR can also be used in games and simulations, creating immersive learning environments and reducing anxiety (Forsyth et al., 2019). Additionally, ASR personalizes learning by adapting to individual needs and offering control over pacing and content (Chen et al., 2023). ASR is also useful in pronunciation practice, including improving vowel sounds for non-native speakers (Spring & Tabuchi, 2022), and can be applied in testing, such as oral assessments for speaking abilities (Cox & Davies, 2012).

A chatbot is a software application that engages users in conversation through text or audio, simulating human interactions by asking and answering questions (Bibauw et al., 2019; Coniam, 2014). Chatbots are commonly used in industries like marketing, healthcare, customer service, and education, enabling users to interact with service providers (L. Fryer et al., 2020; Wang et al., 2021). They interpret user input, process the intent, and offer programmed responses (Kim et al., 2021). Originally developed in the 1960s with ELIZA, chatbots have developed significantly and now incorporate technologies like NLP, pattern matching, and neural machine translation (Huang et al., 2018). They are integrated into platforms like Facebook Messenger and can also feature human-like appearances (e.g., Replika), offering an immersive social experience with text, audio, and visual elements (Ayedoun et al., 2019). For beginners, chatbots are particularly useful because they can handle basic words and phrases with clear, formulaic structures. These user-friendly chatbots, such as those found in apps like Mondly, Memrise, Babbel, and Duolingo, support multimedia learning (audio, video, images) and allow students to practice in an anonymous, judgment-free

environment, which is beneficial for learners with anxiety (Schmidt & Strasser, 2022).

However, negative results regarding chatbots in language learning have been noted in the literature. Some studies suggest that the novelty of using chatbots may initially spark interest, but this tends to fade quickly (L. K. Fryer et al., 2017). Chatbots are criticized for their mechanical behaviour and lack of key communication elements (Smutny & Schreiberova, 2020), and for providing responses that may lack meaning or grammatical accuracy (Coniam, 2014). Additionally, empirical research on the impact of chatbots on language learning is limited (Kim et al., 2021), with calls for studies involving larger participant groups and longer durations (Bibauw et al., 2019). Researchers suggest that guidelines for teachers to integrate chatbots effectively should be developed (Smutny & Schreiberova, 2020). Recently, ChatGPT has attracted interest for its potential in education, despite concerns over factual accuracy. A pilot study by X. Zhai (2023) indicated that ChatGPT can produce coherent and informative text, suggesting it could enhance creativity and critical thinking if used carefully in language teaching.

While AI technologies offer diverse tools to enhance English language teaching, their effectiveness depends not only on their design but also on how they are implemented in the classroom. Teachers remain central to this process. They serve as mediators who integrate AI into pedagogical practices. They must ensure that technology aligns with students' needs and learning objectives. The interplay between AI and human instructors highlights the importance of teachers' roles in facilitating meaningful interactions, addressing challenges that AI cannot fully resolve, and fostering an engaging learning experience. Thus, exploring teachers' perspectives and readiness to embrace these technologies becomes crucial to understanding the potential and limitations of AI in ELT.

Teachers' positive perceptions can lead to enthusiastic integration, where teachers explore and exploit AI's potential to enhance the teaching and learning process. However, sometimes teachers have a lack of understanding or knowledge regarding the use of AI, which results in low confidence, doubts, or resistance to utilize them. In addition to that, teachers' readiness and competency level also play a crucial role in the successful AI integration. Teachers need an adequate level of digital literacy and specific training to support them in using AI tools effectively. Some of the knowledge needed

includes the functions of AI platforms/applications, how to align their use with learning objectives, and how to deal with ethical issues and data privacy.

Various studies indicate that English teachers face challenges in using technology effectively. When they want to adopt tools like chatbots and virtual reality, they must be able to assess their impact on learning. However, ensuring that these tools improve student outcomes is a difficult task since there is still limited research on education. Besides using technology effectively, teachers also need to focus on helping students obtain knowledge and skills. Even though teachers may know how to use technologies like machine translation, they often struggle to integrate them effectively into their lessons (Idham et al., 2024; Tobing et al., 2023).

In the Indonesian context, studying the integration of AI in ELT is essential due to the country's unique and diverse educational landscape. Indonesia has a vast geographical expanse with more than 17,000 islands and a population of nearly 250 million. It is known for its cultural and linguistic diversity, with more than 700 living languages. This condition presents significant challenges and opportunities for English language teaching, especially in the integration of advanced technologies like AI (Hamied & Musthafa, 2019).

One of the primary factors that make the study of AI integration in Indonesia critical is the varying levels of digital infrastructure across the country. While big cities have access to high-speed internet and complete facilities, rural areas face significant barriers. These barriers include limited internet connectivity, lack of technological devices (such as computers or smartphones), and insufficient digital resources for both students and teachers. Other problems mentioned in several studies include too large classrooms, insufficient teaching materials, lack of interaction between teachers and students, limited teaching hours, low exposure to English, and low learning autonomy of students (Hamied & Musthafa, 2019; Madhakomala et al., 2022; Zein et al., 2020).

As Indonesia works toward modernizing its education system, integrating AI into the learning environment has the potential to bridge some of these gaps by providing personalized learning experiences, improving student engagement, and making education more accessible. However, addressing the challenges of unequal access to technology, enhancing teacher training, and ensuring equal distribution of resources across the

country are essential steps toward realizing the full benefits of AI integration. This study is crucial to understanding how AI can be leveraged to overcome these challenges and improve the quality of ELT, especially in higher vocational institutions.

There is a notable gap in existing research regarding the perceptions and readiness of teachers, especially in Indonesia, to integrate AI into their teaching practices, particularly within ELT. While global studies have explored AI's potential in education, few focus on how teachers in Indonesia perceive and are prepared to adopt these technologies in their classrooms. The limited research on this topic underscores the importance of this study, as it aims to provide valuable insights into the readiness of Indonesian English teachers to embrace AI and integrate it effectively into their teaching methods. By addressing this gap, the study will contribute to the growing body of knowledge on AI integration in education and offer valuable insights to guide future professional development programs for English teachers in Indonesia.

The objectives of this study are directly linked to understanding the perspectives and readiness of Indonesian English teachers regarding the integration of AI into their teaching practices. The research questions guiding this study include: (1) How do Indonesian English teachers perceive the potential benefits and the negative sides of using AI tools in teaching? (2) To what extent are Indonesian English teachers currently using AI tools in their teaching practices? (3) How is the readiness of English teachers to integrate AI into their teaching practices? (4) What barriers do the teachers face in integrating AI into their teaching practices? (5) What professional development or training do the teachers believe is necessary for effective AI integration?

METHOD

This study employed a qualitative research design to explore the perspectives of English teachers regarding the integration of AI tools in teaching within vocational higher education institutions in Indonesia. The participants consisted of thirty English teachers who have experience teaching in a specific educational context. The participants were selected purposefully to ensure their insights reflected a broad spectrum of experiences and challenges.

To collect data, an open-ended questionnaire was designed. It consists of six formulated questions aimed at understanding the teachers' perspectives on the use of AI in English language teaching. The questions include the benefits and negative sides of AI, the extent of its usage, the readiness of teachers, obstacles encountered, and the types of training necessary for effective integration. A pilot test was carried out with a small group of teachers to confirm that the questionnaire items were clear and easy to understand.

The questionnaire was distributed via Google Forms to facilitate easy access and ensure convenience for the respondents. This method enabled participants to provide detailed and thoughtful responses in their own time and pace.

Thematic analysis was used to analyze the collected responses. The analysis focuses on identifying and categorizing themes for each question to allow an in-depth understanding of the participants' perspectives. This approach provided valuable insights into the current state of AI integration in vocational English teaching in Indonesia and highlighted areas requiring further support and development.

Table 1. *Research participants*

No	Sex / Age (years old)	Teaching location (city, province)	Type of institution	Teaching experience (year)
1	Female / 41	Semarang, Central Java	Public	13
2	Female / 45	Bandung, West Java	Private	21
3	Male / 35	Semarang, Central Java	Public	10
4	Female / 44	Bekasi, West Java	Public	20
5	Male / 34	Semarang, Central Java	Private	10
6	Female / 34	Semarang, Central Java	Private	16
7	Male / 36	Semarang, Central Java	Private	8
8	Female / 40	Semarang, Central Java	Public	19
9	Female / 45	Tangerang, Banten	Public	14
10	Female / 49	Pangkep, South Sulawesi	Public	20
11	Female / 63	Semarang, Central Java	Public	38
12	Male / 40	Minahasa Selatan, North Sulawesi	Public	15
13	Female / 39	Semarang, Central Java	Public	5
14	Male / 43	Semarang, Central Java	Public	10

15	Female / 34	Gianyar, Bali	Public	1
16	Female / 52	Jakarta, Special Region of Jakarta	Public	20
17	Male / 36	Denpasar, Bali	Private	9
18	Female / 38	Tangerang, Banten	Public	15
19	Female / 44	Jakarta, Special Region of Jakarta	Public	15
20	Male / 40	Tangerang, Banten	Public	12
21	Female / 44	Makassar, South Sulawesi	Public	19
22	Male / 38	Tangerang, Banten	Public	15
23	Female / 31	Tangerang, Banten	Public	9
24	Female / 34	Tangerang, Banten	Public	6
25	Female / 40	Banyuasin, South Sumatera	Public	10
26	Male / 37	Yogyakarta, Special Region of Yogyakarta	Private	15
27	Female / 32	Semarang, Central Java	Public	10
28	Female / 41	Jakarta, Special Region of Jakarta	Public	15
29	Female / 35	Semarang, Central Java	Private	10
30	Female / 41	Surabaya, East Java	Public	24

RESULTS AND DISCUSSION

English teachers' perspective regarding the potential benefits of using AI tools in teaching

The survey results reveal that most teachers perceive AI as a helpful tool that enhances teaching and learning experiences. Many highlight the role of AI in providing personalized, flexible, and real-time feedback to students. AI is often seen as a tool to support and improve students' speaking, writing, listening, and reading skills, as well as boost their creativity and autonomy.

Three main themes identified from the teachers' responses include personalized learning, skill development, and teacher support. Many teachers perceive that AI tools offer flexibility and adaptability in learning by providing direct feedback and supporting independent and personalized learning (Teachers 2, 9, 18, 29). Students can adjust their learning rhythm and pace according to their individual needs. As mentioned by Teacher 2:

“The benefits of AI in English learning are huge. AI can adjust learning to individual needs, allowing learners to study anytime and anywhere. For practicing conversation, learners can use AI chatbots. AI can also help by providing real-time feedback.” (Teacher 2).

This finding is in line with a study conducted by Idham, Rauf, and Rajab (2024) who found that AI can personalize learning experiences and help students solve their learning difficulties. Most teachers also note that AI tools can foster skills development. The strongest agreement among teachers is AI tools are useful in improving writing skills, such as brainstorming, correcting grammar, and paraphrasing. AI tools also have a significant role in boosting speaking skills through applications such as voice assistants, chatbots, and speech recognition software. A survey conducted

by Nikonova et al. (2023) to students of higher technical institutions in Russia revealed similar findings that digital learning can improve students' engagement and learning outcomes. In the context of foreign language teaching, the use of AI tools can foster students' communicative competence.

Several teachers also mention that AI tools can give valuable support by functioning as an aid in lesson planning, material preparation, and assessment design. In other words, AI tools can support teachers' pedagogical preparation (Teachers 8, 11, 12). Teachers frequently utilize AI to design lesson plans, create assessments, find references, and brainstorm ideas. Tools like Gemini, ChatGPT, and text-to-speech applications are mentioned as helpful in these tasks. This finding aligns with Sotomayor Cantos, Varas Giler, and Castro Magayanes (2023) who highlighted that AI has reshaped English language teaching and learning by providing teachers with innovative tools to enhance learners' skills, particularly in speaking and writing.

In a nutshell, the teachers' responses indicate that AI is widely acknowledged to make a significant contribution to English language teaching, primarily for its ability to support teaching preparation and personalized learning. Most teachers integrate AI into both classroom instruction and teaching preparation activities. However, individual usage varies, with some teachers leveraging advanced AI tools while others limit their use to simpler applications.

English teachers' perspective regarding the negative sides of using AI tools in teaching

There are three main themes mentioned by the teachers when they are asked about the negative sides of using AI tools in teaching: hampered creativity and critical thinking, over-dependency and laziness, and lack of human interaction. The

survey indicates that the main concern among teachers is over-reliance on AI, which they believe inhibits students' critical thinking, creativity, and independent learning.

Teacher 11 expressed significant concern regarding the implementation of writing activities in her class. She stated that:

“The negative side of using AI is in learning writing. Since AI appeared, I don't give writing assignments to students anymore because most students submit their work with the help of AI. It does not reflect their own effort and writing ability. Even in face-to-face learning, when answering oral questions, they look for answers on their smartphones. AI makes students lazy to think. I now restrict students from opening their cellphones during class discussions. The cellphone can only be used when I allow it.” (Teacher 11).

Many teachers highlight that students tend to use AI tools for quick solutions, such as copy-pasting answers or generating essays, rather than studying the learning material. The dependency on AI tools can obstruct students' ability to think critically or to develop original ideas (Teachers 9, 10, 25, 26). In other words, the excessive reliance on AI for generating ideas and solutions can decline students' creative and cognitive skills (Teachers 4, 24, 30). Teachers also overwhelmingly agree that AI discourages students from exploring their ideas. This issue is particularly noticeable in writing tasks, where students are tempted to use AI tools like ChatGPT, Quillbot, and Grammarly to generate content without revision or effort (Teachers 15, 17, 26). Many teachers report that students become overly dependent on AI tools, leading to laziness in exploring materials, understanding concepts, or applying critical thinking (Teachers 8, 16, 22). Thus, it leads to another problem related to the validity and reliability of information. Many students are unaware that AI's content may contain unreliable information (Teachers 14, 18, 27). A study conducted by Idham, Rauf, and Rajab (2024) also discovered similar findings that even though AI is useful and helpful in language teaching and learning, it can also affect students' creativity.

Teachers also express concerns about the lack of human interaction and emotional engagement in AI-based learning, which they consider essential for mastering communication skills. AI struggles with cultural nuances, idiomatic expressions, and emotional interactions, making its responses less effective in real-world communication (Teachers 2,

5, 27, 29). The absence of emotional and social engagement in AI interactions is a significant drawback. Teachers argue that language learning involves human communication, which AI cannot fully replicate (Teachers 24, 27). Liu (2023) in his study to investigate the application of AI in foreign language teaching also found similar findings. Despite the benefits of AI, there are some drawbacks of AI technology that must be recognized. AI cannot replace human teachers because of the lack of a humanized teaching approach.

To sum up, teachers widely acknowledge that AI has drawbacks in English language teaching, particularly in causing over-reliance, reducing critical thinking, and providing limited social and cultural interaction. The most agreed-upon concern is the detrimental impact of AI on student creativity, as well as its inability to replicate the nuances of human communication. Even though many teachers appreciate the advantages of AI tools, they emphasize the need for careful integration to ensure it complements rather than replaces traditional learning methods.

The current use of AI tools by Indonesian English teachers in their teaching practices

The survey highlights various AI adoption levels among teachers. Some show frequent use of AI, either for teaching practices, teaching preparation, or a combination of both (Teachers 1, 26, 29, 30). However, some teachers admit that they rarely use AI. They remain cautious or unfamiliar with AI tools and their applications (Teachers 4, 10, 17, 25, 28).

The survey also reveals several AI tools that the teachers often use. The most common tools include Chat GPT, Grammarly, Quillbot, Google Translate, DeepL, interactive AI tools such as Duolingo, and specialized AI tools such as Canva, Gemini, Talkpal, and Scite.ai. Four areas or activities in which the teachers commonly use AI include writing assignments, speaking practice, material development, and language practice. Idham, Rauf, and Rajab (2024) in their research conducted in the Indonesian setting also revealed similar findings. ChatGPT, Grammarly, and Quillbot become the top three AI applications frequently used by university teachers. AI tools are often utilized to improve writing skills, grammatical awareness, and translation skills.

Concerning teaching preparation, many teachers use AI primarily to prepare teaching materials, design lesson plans, and create student activities. For example, teachers often use

ChatGPT to generate ideas, develop exercises, create dialogues, and develop materials. Grammarly is used for grammar correction, writing enhancement, and spelling checks. Canva is used to make interactive presentations, and Quillbot is used for paraphrasing and simplifying complex texts.

The teachers also reported that AI tools can provide direct teaching support by integrating AI into their classroom practices. For example, using Duolingo for interactive learning, Talkpal for

speaking practice, or Google Translate for pronunciation drills (Teachers 9, 18, 27). One of the teachers also mentions Scite.ai as a tool to assist them in doing research. Overall, the teachers perceive that AI is a valuable complement to traditional teaching methods, especially for enhancing creativity, efficiency, and personalized learning. Picture 1 shows the distribution of AI Tools used by the teachers involved in this research.

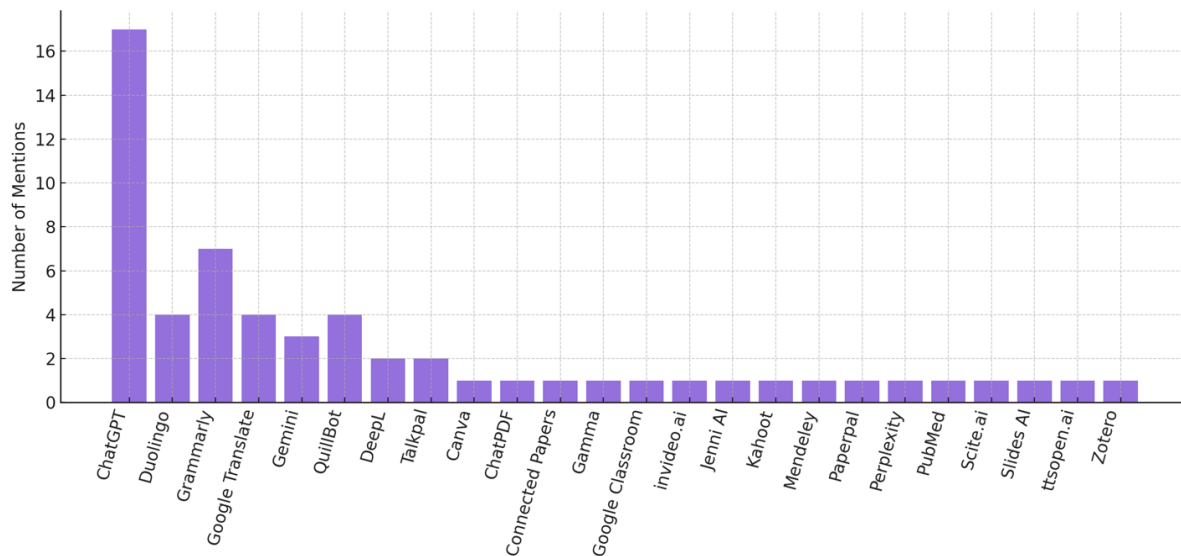


Figure 1. Distribution of AI tools used by the teachers

The readiness of English teacher to integrate AI into their teaching practices

The survey shows that the teachers express varying levels of readiness to adopt AI tools in teaching. Some feel highly prepared (Teachers 5, 10, 20, 30), while others admit limited readiness due to lack of training or familiarity (Teachers 9, 17, 25). This indicates that many teachers acknowledge the potential of AI to support their teaching practices, while they realize the gaps in knowledge or institutional support (Teachers 3, 24, 29). A minority of teachers are hesitant to use AI due to ethical concerns, fear of misuse by students, or a lack of understanding of AI's broader applications

“In the teaching and learning process, I rarely suggest using AI because I am afraid that students might use it unwisely. Maybe this is influenced by the students’ age and the nature of the learning material.” (Teacher 13).

“Perhaps teachers are not very familiar with AI tools that could be properly used — not only as writing aids but also to support teaching.” (Teacher 19).

The teachers also mention key factors that influence their readiness to integrate AI into their teaching practices. The most prominent factor is technological knowledge and digital literacy. They agree that a strong understanding and familiarity with AI tools and their applications can boost their confidence and enable them to explore and use AI tools in their teaching (Teachers 5, 26, 27). The next factor is access to infrastructure. Some teachers share the same view that the availability of devices like laptops and tablets, along with stable internet connections, directly impacts their readiness (Teachers 11, 21, 30). Teachers’ professional development and training also play an important role. Some teachers agree that training or workshops on AI usage are perceived as essential for effective integration (Teachers 18, 26, 27). Some teachers also reported that psychological factors such as open-mindedness and curiosity are fundamental. Teachers’ willingness to learn and adapt to technological advancements can foster their readiness (Teachers 6, 10, 28). In addition to that, other teachers acknowledged that institutional policies and support also hold significant importance. Workload management and

availability of premium AI tools also affect teachers' readiness for AI integration. A study conducted by Gyawali and Mehandroo (2022) in the South Asian context recognizes similar findings that inadequate infrastructure becomes one of the obstacles for English teachers to apply AI in their teaching practices.

To conclude, the readiness of English teachers to adopt AI tools is generally moderate to high, with significant variation based on individual and institutional factors. Most lecturers recognize the potential of AI to enhance efficiency and learning outcomes but stress the need for training, institutional support, infrastructure improvement, and workload management to ensure effective AI integration in teaching practices.

The barriers that English teachers face in integrating AI into their teaching practices

The study's findings also underscore common obstacles faced by English teachers when they want to integrate AI into their teaching practices. There is a widespread agreement that a lack of training and expertise is the main barrier experienced by teachers. They felt that they lacked knowledge on how to integrate AI effectively into their teaching practices, resulting in hesitation in using AI tools (Teachers 5, 6, 10, 12, 14, 15, 17, 18, 19, 22, 24, 25, 27, 30). Inadequate infrastructure and institutional support also become another barrier. Language labs that are not up-to-date, lack of network coverage, and limited funding for premium tools or equipment are some of the issues reported by the teachers (Teachers 4, 6, 9, 10, 12, 14, 15, 20, 23, 28, 29). Premium features in AI tools are often unaffordable without institutional support. Thus, high subscription costs discourage the extensive use of AI tools and applications.

A significant number of teachers also mentioned ethical concerns as a major obstacle. Plagiarism and over-reliance on AI have caused academic dishonesty and hinder student creativity (Teachers 3, 10, 13, 18, 19, 26, 27, 28, 29). Easy access to technology has made students bypass learning processes or misuse tools like automatic translators, which can affect the language learning process. The lack of institutional ethical guidelines also contributes to the inconsistent use of AI in language classes. This finding aligns with a study conducted by Lameris and Arnab (2022) who identified that ethical concerns such as bias, privacy violations, and data misuse become one of the key challenges in the implementation of AI in education.

Another important aspect pointed out by the teachers is overwork and time constraints. For example, Teacher 11 admits that she has a relatively high teaching load. She stated that:

“The main obstacle is time. My workload is overwhelming — I teach 48 hours per week. It is very difficult to find time for self-development.”
(Teacher 11)

Many teachers acknowledged the importance of allocating time to enhance their professional skills, as they need opportunities to explore new tools and plan effective teaching approaches. In this context, support from their institutions plays a vital role.

In summary, training and expertise gaps have become the primary barrier, as mentioned by nearly half of the respondents. This indicates the urgent need for institutional investment in AI training. Infrastructure and support deficiencies, such as poor facilities, insufficient internet access, and a lack of funding for premium tools, also hinder AI adoption. Another barrier is related to ethical issues. The teachers have a high concern regarding plagiarism, misuse, and students' over-reliance on AI tools.

The professional development program that the teachers need for effective AI integration

The analysis of the teachers' responses reveals that there are several professional development programs expected by the teachers. Most teachers emphasize the need for technical training on specific AI tools, such as ChatGPT, Grammarly, Duolingo, and multimedia tools, focusing on basic operations, advanced features, and troubleshooting (Teachers 3, 5, 6, 8, 9, 10, 12, 17, 18, 19, 20, 22, 23, 24, 25, 27, 28, 29, 30). According to the teachers, training on the integration of AI in pedagogy in the form of hands-on workshops for practical use in language teaching is very important. The teachers seek guidance on incorporating AI into specific English skills such as speaking, writing, reading, and listening. They also want to obtain more knowledge on how to design lesson plans and create interactive materials by using AI (Teachers 6, 11, 12, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30).

This finding is in line with research conducted by Tobing et al. (2023), who explored the use of Artificial Intelligence in ELT and found that teachers often failed to integrate AI effectively into teaching. Thus, they need teacher training that focuses on enhancing teachers' ability to

incorporate AI tools alongside traditional teaching methods.

Concerning ethical and privacy concerns, some teachers mentioned that they need ethical training that covers topics such as data privacy, copyright issues, plagiarism, and responsible AI use (Teachers 1, 3, 5, 13, 18, 19, 26, 27, 29). They highlighted the need for training to detect AI-generated student work and suggested that Ethical guidelines for using AI responsibly in academic contexts should be made. Several teachers also recognized the need for specialized and contextual training, such as research and publication using AI, material creation and assessment design using AI, and focused workshops for using AI to develop innovative teaching materials (Teachers 4, 5, 6, 12, 14, 27, 28, 29). A few teachers also noted the importance of troubleshooting and problem-solving skills since understanding how to resolve technical issues could enhance the usability of AI tools (Teachers 5, 24, 29).

In conclusion, there are five professional development programs highlighted by the teachers: technical training (focusing on the use of specific AI tools and features), AI integration in pedagogy (using AI for teaching English skills and creating AI-enhanced materials), ethical and privacy training (including plagiarism and data privacy), specialized training contexts (such as research and interactive classroom integration) and troubleshooting skills (basic problem-solving training for AI tools).

CONCLUSION

The findings of this study highlight both the potential benefits and challenges of integrating AI tools in English language teaching from the teachers' perspectives. On the positive side, teachers acknowledge AI's advantages in supporting personalized learning for students, enhancing students' skill development, and providing teachers with valuable assistance in lesson planning and material preparation. These tools are perceived as particularly effective in improving writing and speaking skills and fostering creativity and autonomy. However, teachers also recognize that over-reliance on AI may weaken students' critical thinking and creativity. The absence of human interaction in AI-based learning and concerns about ethical issues further emphasize the need for a balanced approach to integration.

The findings also shed light on the need to address barriers such as training gaps, infrastructure deficiencies, and ethical concerns to

enable effective integration of AI into teaching practices. Teachers urge the need for targeted professional development programs that include technical training, AI integration into pedagogy, ethical guidance, and specialized workshops focusing on specific teaching goals and contexts, such as writing, speaking, and research integration. It is also critical for educational institutions to support teachers by ensuring access to various AI applications and managing teachers' workloads to promote teachers' readiness and confidence in utilizing AI as a complementary tool in their instructional strategies.

It is worth mentioning that balancing traditional and AI-driven methods can maximize benefits while mitigating drawbacks. An example of best practice involves starting with traditional direct instruction to ensure students grasp foundational concepts. Subsequently, AI tools can be utilized for student practice, followed by classroom activities like group work to deepen engagement and critical thinking.

Despite the valuable insights gained from this study, it is important to acknowledge certain limitations. The reliance on self-reported questionnaire data from 30 English teachers in higher vocational education institutions presents potential response bias and limits the generalizability of the findings due to the small sample size. Future research could address these limitations by using alternative data collection methods (such as classroom observations or interviews), involving a larger and more diverse sample, and by exploring students' perspectives to further enrich the field.

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AI integration in english language teaching: Insights into ESP teachers' views and readiness