

HARNESSING AI FOR ENHANCED ENGLISH LANGUAGE TEACHING: INSIGHTS FROM SENIOR HIGH SCHOOL TEACHERS

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Abstract

The study investigates the integration of artificial intelligence (AI) in English language teaching among Senior High School teachers in Tanza, Cavite. Using a transcendental phenomenological approach, the research explores the lived experiences of ten English teachers selected through purposive sampling. Data were collected via in-depth interviews, classroom observations, and lesson plan analyses. The findings reveal that teachers employ various AI tools, such as Grammarly, Canva, Quillbot, and ChatGPT, to enhance personalized learning, provide immediate feedback, and create interactive learning materials. AI tools also support students with disabilities through features like automatic transcription and text-to-speech. However, challenges include connectivity issues, ethical concerns, and the risk of overdependence on AI. The study concludes that while AI can significantly enhance language learning by providing tailored educational experiences and fostering student engagement, it is crucial to address the digital divide and ensure ethical AI usage. Future studies could explore the impact of AI on language teaching in different educational contexts, particularly in private schools and higher education institutions, to gain a comprehensive understanding of its benefits and challenges.

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REVIEW OF LITERATURE

The educational landscape has undergone significant transformations due to globalization demands and rapid advancements in Artificial Intelligence (AI), particularly in the context of disruptions created by the pandemic (Luengo-Oroz et al., 2021; Toh & Floresca-Cawagas, 2018). In response, various countries are implementing strategic initiatives to equip future generations with the skills and knowledge necessary to thrive in the digital era (Touretzky et al., 2019). Acknowledging the inevitability and exponential growth of AI, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has published important documents focused on AI curricula (UNESCO, 2022a), guidelines on AI and education (UNESCO, 2022b, 2023a, 2023b, 2023c), as well as competency frameworks for both students (UNESCO, 2024a) and teachers (UNESCO, 2024b). These documents serve as indispensable guides for all AI initiatives, particularly in the fields of education and research.

The integration of AI in English Language Teaching (ELT) holds the potential to transform traditional educational structures (Ayala-Pazmiño & Alvarado-Lucas, 2023). Technological advancements in AI have enhanced accessibility and effectiveness in foreign language instruction. Jeon (2022) posits that the incorporation of AI-driven technologies, such as neural networks for speech recognition and machine learning, could revolutionize foreign language education. Furthermore, education professionals envision a future where administrative tasks are automated,

allowing students to learn at their own pace and facilitating a more efficient and accessible educational system.

In the Philippines, AI has the capacity to address educational challenges, thereby enhancing accessibility and efficacy. De La Salle University - Dasmariñas (2023) emphasizes its commitment to the UN's advocacy for equitable access to high-quality education and ongoing learning opportunities. This can be achieved through a comprehensive program that prioritizes academic success, social awareness, and personal growth, ultimately preparing students to become responsible and engaged citizens in an AI-driven world. Moreover, the Department of Education (DepEd) undersecretary Epimaco Densing III, during discussions about the proposed 2024 budget, noted that the administration is actively exploring alternative approaches to mitigate the issue of insufficient classrooms in public schools (Begas, 2023). This includes looking at technology, particularly AI, as a possible solution. One advantage of AI language models is their ability to support asynchronous learning, which Li and Xing (2021) found enhances student engagement by allowing them to ask questions and engage in discussions at their convenience. Additionally, Pérez et al. (2020), and Smutny and Schreiberova (2020) observed that conversational AIs are widely accepted in language education due to their ability to motivate learners.

The successful integration of AI tools in language education requires careful consideration of linguistic, cultural, and ethical factors. By examining emerging trends in AI and evaluating their suitability for educational contexts, educators can develop effective and culturally appropriate AI-driven interventions (Dalan, 2023). However, access to AI resources remains a challenge, particularly for schools and communities with limited financial means (UNESCO-UNEVOC, 2021). An analysis of the disparities and limitations

of AI integration in Philippine education reveals that while AI has the potential to transform education, its implementation faces significant obstacles.

AI tools for English language learning

Integrating AI with English language studies—including literature, linguistics, and cultural courses—can significantly enhance language proficiency. This approach allows students to engage with the subject matter in English, thereby improving their language learning effectiveness (Chen & Yuan, 2022). Estrellado and Miranda (2023) report a comprehensive compilation of digital tools and resources available to teachers and students in academic settings. These AI technologies can enhance the efficiency and customization of the educational process through various materials, such as e-learning platforms, digital pinboards, collaborative tools, and lesson planning software.

In addition, popular search engines like Google have become key research instruments for both educators and students. According to Tsai (2022), 94% of teachers indicate that their students primarily associate research with Google usage. Beyond traditional resources, learning can be reinforced with digital tools, such as flashcard generators, educational quiz programs like Quizlet, citation generators, plagiarism checkers, copywriting tools, and virtual assistants, all of which provide interactive support. These resources immerse learners and educators in vast knowledge, facilitating innovative teaching practices that reshape traditional instruction.

Geng et al. (2021) assert that AI integration in language learning requires educators' endorsement and the development of effective instructional strategies. For instance, in higher education, educators might utilize tools like

Grammarly as AI assistants alongside high-quality teaching materials. This integration allows for more informed revisions and a deeper understanding of the material. Additionally, students commonly use QuillBot, another AI tool designed to help avoid plagiarism through effective paraphrasing options (Fitria, 2021). Chun (2020) emphasizes that AI presents new opportunities for educators to enhance their teaching effectiveness, streamlining labor-intensive tasks like manual grading and allowing a focus on personalized instruction.

Advantages of using AI in English language learning

Given the global significance of English, particularly in regions where it is not the primary language, AI integration in English education is seen as a transformative moment in enhancing student engagement and teacher effectiveness (Dewi et al., 2021). AI assists teachers in providing personalized lessons, managing student progress, and assessing performance (LLS English, 2023). Additionally, AI can foster the development of various language skills through a range of exercises tailored to reading, writing, speaking, and listening (Ramdhani, 2021).

To create a personalized learning environment, the educational process must be tailored to meet each student's unique needs and capabilities. The AIContentfy team (2025) highlights that this involves leveraging data and insights to craft customized learning experiences that align with individual learning styles, preferences, and interests. Active involvement of stakeholders, including educators, is crucial throughout the development and implementation stages of AI in education (Langran et al., 2020; Qin et al., 2020).

Challenges faced by teachers using AI in English language learning

The foundational technologies of AI are under rigorous scrutiny. While some educators demonstrate enthusiasm for integrating AI, others express reluctance or anxiety (Chen & Yuan, 2022; Eslit, 2023; Fabro et al., 2024; Giray et al., 2024; Herminigildo et al., 2023; Obenza et al., 2023). There is a concern that overreliance on AI may hinder the development of critical and creative thinking skills (Santiago et al., 2023). Large Language Models (LLMs), generated from extensive textual data, encapsulate established language patterns, but they may also propagate biases present in their data sources (Brady et al., 2023), which can lead to misinformation or *hallucinations* (Crawford, 2023).

Fear surrounding AI's implications—particularly its potential effects on foreign language communication skills, including body language and expression—has also surfaced among educators (Amaral & Meurer, 2011). The Philippines faces significant challenges, such as insufficient internet access, digital literacy issues, and technology gaps, especially in rural areas, impeding equitable AI adoption in education. Ethical concerns regarding privacy, bias, and transparency pose risks for marginalized groups and could compromise student data security (Dalan, 2023). Despite the various AI tools available—such as chatbots, machine translation, bidirectional text-to-speech systems, and writing aids (Jiang et al., 2021)—important ethical considerations must be taken into account. The complex landscape of AI in education necessitates that instructors be acutely aware of their roles in protecting student welfare as they navigate the integration of evolving technologies (Melo, 2023). English teachers are particularly concerned about

the rapid expansion of AI and the absence of ethical guidelines governing its use.

Consequently, the adoption of AI is hindered by its susceptibility to misuse, including the potential for learners to exploit AI for unethical purposes. Although the integration of AI in education presents both advantages and challenges, it is essential for language educators to thoroughly understand these dynamics to prepare for future developments. Hockly (2023) explored the current applications of AI in ELT, examining the potential benefits and obstacles that AI poses for learners, educators, and educational institutions. Instances of malevolent misuse of AI also present significant risks (Hagendorff, 2020).

While AI promises to enhance English language learning experiences, it is vital to acknowledge and rectify existing gaps and limitations to ensure equitable inclusion in the Philippine educational framework. English language teachers must demonstrate advanced competencies that embrace cultural and linguistic diversity while fostering interconnectedness through globalization. Educational institutions must prioritize integrating AI-powered tools and resources into curricula and teaching methods to harness AI's transformational potential (Umali, 2024). Studies reveal readiness among educators to integrate digital resources after attending technological literacy seminars (Geng et al., 2021). Local studies show positive perceptions of generative AI tools among teachers and students (Arguson et al., 2023; Prestoza & Bantao, 2024).

Previous research predominantly focused on the technologies utilized in foreign language teaching and the engagement of students with AI tools, often overlooking senior high school education and the perspectives of Filipino language teachers. This study aimed to fill that gap, serving as a valuable resource for language learners and teachers to

promote responsible and intentional AI utilization, ultimately fostering a dynamic and student-centered learning environment that prepares learners for success in an AI-driven future.

METHODOLOGY

Objectives

This study aimed to investigate the use of AI by Senior High School English teachers in Tanza, Cavite. The central question was: “How have English language teachers integrated AI into language learning?”

Research questions

Specifically, it sought to answer the following sub-research inquiries:

1. What were the AI tools employed by Senior High School educators to facilitate language learning?
2. How did language educators incorporate AI into their pedagogical practices?

Methods

Transcendental phenomenology was employed as the research methodology, following the approach of Moustakas (1994). This qualitative research focused on the lived experiences of teachers and their use of AI tools in ELT. The researchers explored the internal process of awareness, focusing on the patterns and interactions between phenomena and the individual. Moustakas (1994) outlined a systematic process for analyzing phenomenological data. Co-researchers shared their personal experiences, and the researchers identified significant statements, grouped them into meaningful units, and categorized them into themes. These

themes were then combined to create a comprehensive description of the co-researchers' experiences, including textual and structural descriptions.

Participants in the study

The participants were selected using purposive sampling to ensure that individuals with direct knowledge and experiences of the phenomena are carefully chosen and included in the study. To gain a comprehensive understanding of individuals' life experiences, it is necessary to select participants from a homogeneous sample (Alase, 2017). Purposive sampling was utilized, with specific criteria set to identify the co-researchers. The criterion-based selection included: (1) Regular English language teachers who have been teaching for at least two years in Senior High public schools; (2) English teachers from three Senior High Schools in the Municipality of Tanza, namely Tanza National Trade School, Amaya School of Home Industries, and Tanza National Comprehensive High School; and (3) Language teachers who use AI tools to support language teaching.

In accordance with Moustakas' framework, the researchers adopted the term 'co-researchers' to refer to participants, as they were integral to comprehending the fundamental nature of the phenomenon alongside the researchers. The researchers' primary goal was to make the co-researchers aware of their status and role. Ten co-researchers were chosen and labeled with numbers (C1-C10) to maintain anonymity and confidentiality.

Data collection

Data were collected from individuals who experienced the phenomenon under investigation. In phenomenological studies, data collection typically involves multiple in-depth

interviews with participants until data saturation is achieved. This research included 10 co-researchers, reflecting a participant size generally ranging from 2 to 25, which is standard in phenomenological research. The selection of these participants aimed to capture the homogeneity of the sample to provide a more comprehensive understanding of the phenomenon.

The researchers allocated four weeks for data collection, employing in-person or online interviews through Zoom. Semi-structured interviews were conducted in a series to ensure data saturation. A research protocol consisting of ten questions and ten follow-up questions was prepared to guide the semi-structured interview process. Prior to the main interviews, the researchers conducted pre-interviews to assess the willingness and openness of potential participants. Informed consent was obtained and signed by all co-researchers, and confidentiality of their responses was assured. The recorded interviews were transcribed, and the audio recordings served as a repository of research material for further analysis.

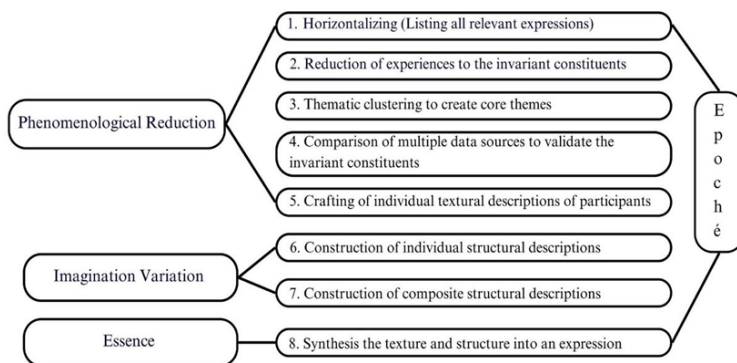
Classroom observations were conducted with each language teacher co-researcher, focusing on the AI tools and applications used during instruction. Additionally, lesson plans that incorporated Information and Communication Technologies (ICT) and AI tools were reviewed. To gain a comprehensive understanding of the topic, data triangulation was utilized, combining information from interviews, observations, and document analysis of lesson plans. Validation and cross-checking of the transcriptions were carried out in collaboration with the co-researchers to ensure accuracy and reliability in the findings.

Data analysis

In light of Moustakas' (1994) transcendental phenomenology, eight steps (Fig. 1) were followed in data analysis.

Figure 1

Steps in phenomenological analysis



The epoché represents bracketing the researchers' subjective feelings. Data included verbatim transcripts of interviews analyzed continuously, allowing insights from initial interviews to inform later ones.

1. Horizontalizing: The interview transcripts were reviewed, highlighting significant statements related to AI usage by language teachers. This step involved discarding personal judgments and redundancy to focus on unique horizons.

2. Reduction of experiences to invariant constituents: Insignificant statements were filtered out, retaining only those experiences relevant to AI usage in language teaching. These significant statements were then clustered into meaningful themes, each characterized by a singular meaning.

3. Thematic clustering to create core themes: The invariant constituents, or horizons, were thematized and

clustered to identify the core themes reflective of participants' experiences.

4. Comparison of multiple data sources to validate the invariant constituents: Themes from participant interviews were compared with observations to ensure accuracy and consistency across data sources.

5. Crafting individual textural descriptions of participants: Verbatim excerpts from co-researchers' interviews were used to describe their experiences in a narrative format, enhancing clarity and comprehension.

6. Construction of individual structural descriptions: This step focused on integrating textural descriptions with imaginative variation to develop a personal understanding of how experiences occurred.

7. Construction of composite structural descriptions: Textural descriptions were woven into a unified structure to explain how collective experiences unfolded, with each paragraph concluding with a structural analysis.

8. Synthesis of texture and structure into an expression: Narratives were prepared for each participant, capturing "what" occurred and "how" it happened. Common units of meaning were synthesized into composite descriptions, merging textural and structural insights to portray the essence of the phenomenon.

Trustworthiness

Trustworthiness was ensured through credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Ensuring trustworthiness in data interpretation was essential to providing valuable insights from the research. The findings were validated to accurately reflect the co-researchers' intended meanings, minimizing researcher bias. To enhance credibility, the study employed

prolonged engagement, persistent observation, data triangulation, and peer debriefing for external evaluation. Additionally, referential adequacy was achieved by comparing initial findings with original data, and supplementary materials, including documents and field notes, were maintained separately for context and future reference. Trustworthiness was ensured through triangulation, including data collection from interviews and class observations. Interviews with participants were conducted at different times to assess consistency. The phenomenological analysis began with epoché, where researchers suspended preconceived notions.

Moreover, member checking allowed participants to review initial findings and verify authenticity through verbatim files. Transferability was addressed by providing detailed descriptions of the phenomenon studied: the experiences of Senior High School language teachers in Tanza, Cavite, using AI tools during the 2022-2023 academic year. In terms of dependability, this was ensured by involving an independent researcher to assess consistency in findings and clearly delineating study processes. Confirmability focused on accurately representing co-researchers' responses rather than researcher perspectives. An external audit by an independent researcher verified that conclusions were based on collected data and ensured reflexivity throughout the research process. Finally, the Epoché process was consistently applied from horizontalizing to synthesizing findings, with documentation maintained at each stage, including an audit trail of lesson plans and observational analysis.

Ethical considerations

To ensure ethical research, procedures were implemented to safeguard the well-being of participants.

Following De La Salle University Dasmariñas ethical protocols and DepEd guidelines, teacher co-researchers and school heads were provided with written consent forms. These forms informed them about the study’s goal and obtained their consent. Participation was voluntary, and signatures were required to validate their consent. Participants were assured that all findings would be treated with the highest level of confidentiality, ensuring their identities were not disclosed, particularly during data transcription. They were also given copies of the transcriptions. Numerical participant labeling was employed to preserve anonymity and confidentiality. Participants felt at ease during the interviews, as their schedules, interview preferences, and desired locations were considered. Respect for their responses was maintained at all times.

RESULTS

This section presents the analysis and discussion of the findings derived from the data gathered. Core themes, textual, structural, and composite descriptions of teachers’ experiences corresponding to the study’s two specific research questions were developed and presented using tables. Table 1 shows the core themes on the AI tools employed by Senior High School educators to facilitate language learning.

Table 1.
Core themes of English teachers’ integration of AI tools to facilitate language teaching

Core Themes	Description
T1 AI for Personalized Learning	Analyzing learners’ strengths and weaknesses to tailor lesson plans and provide individualized feedback.

T2	AI for Adaptive Learning Platforms	Adjusting content difficulty based on learner progress to enhance engagement and effectiveness.
T3	AI for Automated Assessments and Grading	Utilizing language assessment, automated grading, and interactive language practice activities.
T4	AI for Virtual Assistants	Integrating AI chatbots or virtual tutors for instant feedback, language practice, and answering questions.
T5	AI for Language Learning Applications	Developing AI-driven mobile apps for immersive experiences like real-time translation, pronunciation correction, and cultural insights.
T6	AI for Data-driven Insights	Leveraging AI to analyze learning data, identify patterns, and optimize teaching strategies.
T7	AI for Gamification and Simulation	Creating AI-powered language games and simulations for engaging and interactive learning.
T8	AI for Content Creation and Curation	Using AI to generate learning materials, curate authentic resources, and create personalized learning pathways.
T9	AI for Accessibility and Inclusivity	Implementing AI technologies to support learners with disabilities, offering features like automatic transcription, translation, and text-to-speech.
T10	Ethical and Cultural Considerations in AI Usage	Addressing ethical concerns in AI use, promoting cultural sensitivity, and ensuring responsible integration.

Table 1 shows the ten core themes related to the use of AI in English language teaching. These themes included personalized learning (co-researchers 1, 4, 5, 6, 7, 8, and 10), creativity enhancement (all co-researchers), automated assessment (all co-researchers), instant feedback (co-researchers 3, 4, 6, 7, 8, and 10), immersive experiences (co-researchers 1, 2, 5, and 9), data analysis and optimization (co-researchers 3, 4, and 5), interactive learning (co-researchers 2 and 3), personalized learning pathways (all co-researchers), accessibility for students with disabilities (co-researchers 6, 8, and 9), and various challenges (all co-researchers). Table 2 shows the textual descriptions of the AI tools

employed by Senior High School educators to facilitate language learning.

Table 2.

Textural descriptions of English teachers' experience using AI tools to facilitate language teaching

Participant	Textural Descriptions
C1	Grammarly, Canva, Quillbot, and other paraphrasing tools employed in teaching English resulted in idea generation and customization of teaching materials.
C2	Quillbot, Grammarly, Talkpal, and Perplexity were the AI tools incorporated in teaching, checking of grammar, structure and content of both lessons and students' outputs, while B-bytes and Trichea were used for interactive games.
C3	Grammarly, Canva, ChatGPT, Curipod, ELSA Speak, Invideo, SlidesGo, DALLE-E, and Perplexity generated interactive learning and created personalized teaching resources and assessments.
C4	Grammarly, Canva, TalkPal, and ChatGPT were employed in composition, proofreading, and language structures.
C5	Murf Ai, Curipod, Quillbot, Parlay Genie, Character AI, Canva, and Grammarly were used in synthesizing and data source evaluation.
C6	Canva, ChatGPT, Co-Pilot, and Quillbot were the AI tools employed in facilitating teaching, adapting lessons, and customization of lesson plans.
C7	Grammarly, Kahoot, ChatGPT, and Turnitin were the incorporated AI tools in teaching, data gathering, and writing assistance.
C8	Canva, ChatGPT, and Quillbot incorporated with translating tools, content and idea generators.
C9	Grammarly, Quillbot, and Plagiarism Checker facilitated language assessments, evaluating student performance and automated grammar checkers.
C10	ChatGPT, Co-pilot, Grammarly, Copyleaks, Get Pronounced, Canva Image Generator, and other phonological applications were used.

Table 2 lists the AI tools used by Senior High School teachers, the co-researchers. They utilized various AI tools to enhance language teaching. Grammarly, Canva, Quillbot, and Perplexity were employed for personalized learning and lesson creation. AI chatbots and virtual language tutors offered instant feedback, language practice, and answering questions. Adaptive learning platforms like Parlay Genie adjusted content difficulty based on student progress. These tools were integrated into lesson plans to supplement

classroom instruction and support self-directed learning. Specifically, co-researchers 1, 2, and 8 used AI to assist in lesson planning, analyzing learner strengths and weaknesses, and tailoring instruction accordingly. Co-researcher 3’s lesson plan incorporated Grammarly for engagement activities. AI-driven mobile applications like TalkPal, ELSA Speak, Get Pronounced, and AI translators were used for real-time translation and pronunciation correction. Co-researcher 4 used TalkPal to enhance students’ conversational skills, and Canva Write was used for visual representation in lesson plans.

Interactive platforms like Kahoot, B-bytes, ELSA Speak, Get Pronounced, and Talkpal offered engaging lessons, vocabulary drills, and language practice exercises. Parlay Genie, observed in some classrooms, adapted material difficulty in real-time, fostering student interest and performance. These applications were integrated into lesson plans to supplement classroom instruction and support self-directed learning.

Table 3 shows the structural descriptions of the AI tools employed by Senior High School educators to facilitate language learning.

Table 3.

Structural descriptions of English teachers’ experience using AI tools to facilitate language teaching

Participant	Structural Descriptions
C1	Incorporating Grammarly, Canva, and Quillbot for language teaching, tailoring lessons, and authenticating teaching materials for idea generation, grammar checking, and phrase construction, despite connectivity challenges.
C2	Integrating AI tools like Quillbot, Grammarly, Talkpal, and Perplexity to improve grammatical accuracy, structural integrity, and content quality, emphasizing accelerated revision and individualized feedback without reducing human interaction.

- C3 Employing Grammarly, Canva, ChatGPT, Curipod, ELSA Speak, Invideo, SlidesGo, DALL-E, and Perplexity to enhance language learning, promote active participation, and create personalized materials and evaluations.
 - C4 Using automatic transcription and text-to-speech functions with TalkPal, Grammarly, ChatGPT, and PDF Tender for special needs students, and Canva for visual reinforcement.
 - C5 Integrating Murf AI, Curipod, Quillbot, Parlay Genie, Character AI, Canva, and Grammarly for exploring literary themes, synthesizing material, grammar checking, and evaluating sources, while emphasizing responsible use.
 - C6 Employing Quillbot, Canva, ChatGPT, and Co-Pilot to create a dynamic classroom, balancing traditional and modern methods, improving preparation, resources, and information access, while considering misuse and resource availability.
 - C7 Creating activities to improve writing accuracy and plagiarism evaluation using Grammarly, Kahoot!, ChatGPT, and Turnitin.
 - C8 Using Canva, ChatGPT, and Quillbot to enhance reading and writing instruction, translation, and content conceptualization, motivating students while acknowledging gadget availability.
 - C9 Integrating Grammarly, Quillbot, and Plagiarism Checker for participatory and self-directed learning, providing immediate feedback, discovering writing styles, and promoting ethical composition, with a need for training.
 - C10 Using ChatGPT, Co-pilot, Grammarly, Copyleaks, Get Pronounced, and Canva Image Generator for real-time translation, pronunciation correction, specialized examples, grammar correction, and engaging multimedia resources, without over-reliance
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Co-researchers utilized a variety of AI tools to enhance language teaching. Grammarly was used for writing assistance, Canva for visual resources, TalkPal, ELSA Speak, Get Pronounced, and AI translators for phonological applications, Quillbot for paraphrasing, and Turnitin for plagiarism detection. These tools were integrated into lesson plans to create personalized learning experiences, foster creativity, and support student development. While leveraging AI, educators balanced efficiency with the integrity of student learning, addressing challenges related to technology accessibility and preventing over-reliance on AI.

Co-researchers 6, 8, and 9 emphasized the importance of availability and connectivity to AI technologies. Gadgets such as laptops with good technical specifications and cell-phones are essential not only in classrooms but also in

students' households. Additionally, there is a scarcity of DepEd-sponsored seminars on navigating and using various AI tools and applications for language learning.

Table 3 highlights the importance of teaching students about the misuse, overuse, and abuse of AI applications. During classroom observations, teachers emphasized ethical usage, addressing concerns around AI in language education, promoting equal opportunities, and ensuring responsible AI integration. This was particularly evident with Co-researcher 2 and Co-researcher 6, as shown in the transcripts below:

Co-researcher 2: "Incorporating AI to language teaching can actually lead to, of course, less humanized experience, depth of human interaction, the students can actually depend much on the use of AI, and of course AI could be costly, in terms of subscription."

Co-researcher 6: "Honestly, I believe we have a lot of concerns with AI. It's something that I use myself because I'd rather have them really use it than me feeling betrayed because I have no awareness that they're actually using it. It's inevitable, so might as well just integrate it in the class. But really, in my context, I still am very skeptical with the presence of AI right now, honestly. Despite all the benefits that I told you earlier, I think it's very predatory, I must say."

Co-researcher 10: "I think the number one challenge here is there are students who cannot use AI properly. They tend to search everything for AI and then just copy and paste it. There's a lot of AI tools that are really free, accessible. However, don't rely much on that particular AI. I'm always telling my students that AI is just a guide, AI is a trainer, but don't use or see AI as a teacher."

Box 1 presents the composite descriptions, combining the textural and structural descriptions of the AI tools

employed by Senior High School educators to facilitate language learning.

Box 1

Composite descriptions of English teachers of ai tools employed to facilitate language teaching

Language teachers employed AI to develop language learning materials, gather authentic resources, and customize learning paths to meet each student's individualized needs, while also incorporating traditional methods. AI is crucial for analyzing students' proficiency and areas for improvement, providing immediate translation, and offering accurate pronunciation correction and feedback. AI chatbots evaluate linguistic expression, assign scores automatically, and provide interactive learning. Additionally, AI facilitates text-to-speech and transcription for students with disabilities, identifies trends, and promotes gamification and simulation.

Co-researchers highlight the benefits of AI technology in learning language skills and emphasize its appropriate application. Both educational institutions and students' households need access to high-quality smartphones and laptops. The Department of Education (DepEd) should provide instructors with training on AI applications and language learning technology, as well as students with instruction on the ethical use of AI. AI efficiently assesses the language, structure, and content of both student and class work

Language teachers use AI to enhance learning by providing customized examples, correcting grammar, ensuring academic integrity, and creating visual aids. AI tools offer real-time translation and pronunciation correction, creating immersive experiences. In advanced classrooms, students benefit from abundant digital resources and uninterrupted internet access.

Box 1 shows how AI enhances language learning with automatic grammar checks, improving writing skills, and providing prompt feedback. It helps avoid plagiarism through paraphrase assistance, fostering ethical writing practices. These tools create a collaborative and autonomous learning environment, improving lesson planning, presentation materials, and information retrieval. Educators balance efficiency with maintaining authenticity and quality in student learning. Addressing technology accessibility, proper utilization, educator training, and avoiding

overdependence on AI is crucial to enhancing the learning environment.

Table 4 shows the textual descriptions of English teachers' experiences in terms of integrating AI in language teaching.

Table 4

Textual descriptions of language educators in incorporating AI into their pedagogical practices

Participant	Structural Descriptions
C1	Using AI to produce personalized learning materials, curate authentic resources, and customize learning alongside traditional assessment methods.
C2	Integrating AI language games, simulations, and other AI tools to create formative and summative evaluations.
C3	Incorporating AI tools to create individualized lessons and assessments tailored to students' learning capacity, style, and progression.
C4	Incorporating AI tools for writing composition, proofreading, language structure enhancement, visual concept production, automatic transcription, translation, and text-to-speech.
C5	Leveraging AI for language evaluation through interactive exercises, question construction, paraphrasing, and grammar checking.
C6	Employing AI in lesson plans, feedback, and developing interactive content alongside traditional teaching methods.
C7	Using AI for data collection, writing, grammatical accuracy, interactive learning, and originality verification.
C8	Embracing translator and visual idea generator AI tools in teaching reading and writing skills while preserving traditional methods.
C9	Utilizing AI for writing assignments, assessments, paraphrasing, writing structures, and plagiarism checking, reinforcing conventional strategies.
C10	Employing AI to customize lessons, edit outputs, and create formative assessments while using traditional summative evaluations.

Table 4 illustrates how English teachers integrated AI in language teaching. Co-researchers extensively integrated AI tools into their language teaching practices, utilizing them for various purposes. These tools included AI-generated materials, curated resources, and personalized learning pathways. Classroom observations revealed the effective use of AI for individual and group needs, such as automated writing evaluations, personalized rubrics, and intelligent

tutoring systems. AI also supported learners with disabilities through features like transcription and text-to-speech.

Additionally, co-researchers employed AI for language assessment, automated grading, and interactive practice activities, such as virtual language assistants and computerized dynamic assessments. These integrations enhanced the precision and depth of grammar, structure, and content in student work. Specifically, co-researchers 1 and 2 used AI to generate materials and curate resources. Co-researcher 1 used Canva for assessments and personalized rubrics, while Co-researcher 2 leveraged Grammarly and Quillbot for grammar feedback.

Co-researchers 2, 4, and 10 integrated AI tools into intelligent tutoring systems, with Co-researcher 2 demonstrating their effectiveness in enhancing writing abilities. Co-researchers 4 and 9 used AI to support learners with disabilities, with Co-researcher 4 using Transcribe AI for transcription and Co-researcher 9 adjusting font sizes. Co-researchers 3 and 5 incorporated AI tools for speech recognition and chatbots, with Co-researcher 5 using Murf AI for voiceovers.

Co-researchers 6, 7, and 8 used ChatGPT and other virtual language assistants for various purposes, including idea generation, language practice, and answering learner questions. Co-researcher 2 used AI tools like Grammarly and Quizzes for assessments, while Co-researcher 10 used ChatGPT and Co-pilot to generate specific questions and organize AI-generated ideas.

Meanwhile, Table 5 presents the structural descriptions of English teachers' experiences in terms of integrating AI in language teaching.

Table 5*Structural descriptions of language educators in incorporating AI into their pedagogical practices.*

Participant	Structural Descriptions
C1	Incorporating AI tools and applications into pedagogical practices for teaching English for Academic and Professional Purposes involves generating language learning materials, curating authentic resources, and creating personalized learning pathways for lessons, despite the challenge of data connectivity in schools.
C2	Incorporating AI tools in teaching Practical Research to check grammar, structure, and content of lessons and student outputs, and creating AI-powered language games and simulations for more engaging and interactive learning.
C3	Incorporating AI tools in teaching Practical Research to create personalized materials and assessments that adjust content difficulty based on learner progress, enhancing engagement and effectiveness through dynamic and interactive learning.
C4	Incorporating AI tools in teaching English for Academic and Professional Purposes to aid in composition, proofreading, and language structure checks, supporting individual student needs and learners with disabilities through features like automatic transcription, translation, and text-to-speech.
C5	Incorporating AI tools in teaching 21st Century Literature from the Philippines and the World for language assessment, automated grading, and interactive language practice activities to enhance student skills.
C6	Incorporating AI in teaching Creative Nonfiction to identify learners' strengths and weaknesses, tailor lesson plans, and provide individualized feedback, while considering ethical concerns in AI use for language education.
C7	Incorporating AI in teaching Practical Research for data gathering, language practice, and writing compositions, aiding in answering learner questions while ensuring responsible AI integration.
C8	Incorporating AI in teaching Reading and Writing Skills using translator and visual idea generator tools, while addressing concerns about overdependence.
C9	Incorporating AI in teaching Practical Research for data analysis, pattern identification, and optimizing teaching strategies. This includes creating assessments and using grammar checkers for instant feedback on student outputs.
C10	Incorporating AI in teaching Oral Communication in Context using phonological applications to enhance speaking abilities, offering immersive experiences like real-time translation and pronunciation correction.

Table 5 shows how AI tools were used in language education. Co-researchers modified instructional content based

on learner performance, using AI to provide tailored learning experiences. For subjects like English for Academic and Professional Purposes and Creative Nonfiction, co-researchers 3, 4, 5, and 7 found Curipod and other AI tools helpful for collaborative lesson creation, sharing, and generating interactive activities. In Practical Research, co-researchers 2 and 7 integrated AI tools like ChatGPT, Grammarly, and Turnitin into the curriculum, emphasizing responsible AI use. Co-researchers 7 and 8 used translator and visual idea generator tools to enhance Reading and Writing skills, though they expressed concerns about dependency. Co-researcher 10 used AI to analyze learner performance and identify effective instructional tactics for speaking practice. Learner-generated context-based AI tools provided one-on-one tutoring and immediate feedback for phonological exercises, used by co-researchers 2, 4, and 10 in teaching Oral Communication.

Despite efforts to integrate AI tools, co-researchers faced challenges. Co-researcher 1 noted connectivity issues, co-researcher 6 encountered ethical concerns, co-researcher 7 focused on teaching responsible AI use, and co-researcher 8 feared overdependence on these tools.

Co-researcher 1: “We do not have a wide internet connection for our particular lessons and then students also as well, do not have internet in accessing their outputs, so those have internet so they could be able to use those AI tool, but those do not have, then they could.”

Co-researcher 6: “It is hard to detect if the student is the genuine writer or maker of ones’ world. . . transparency is hard. Too much accessibility is dangerous if not inside the school, then outside, there is a danger in identity theft and all.”

Co-researcher 7: “. . . we might as well integrate tools that are necessary for them to be equipped. I think it helps

them be more familiar, helps them gain some access. But I think we really need to find a way as to how to regulate it for the responsible usage.”

Co-researcher 8: “Overreliance or overdependence on these AI tools of the students, because it is easy for them to use Quillbot or any other tools that can make their work easier. Some of them will not synthesize or analyze and try on their own. That’s one claim. Maybe that is why other teachers may not allow the use of AI tools in their subject, any subject they teach, not just in English.”

Box 2

Composite descriptions of language educators in incorporating AI into their pedagogical practice

Integrating AI in teaching English for Academic and Professional Purposes, Practical Research, 21st Century Literature, Creative Nonfiction, Reading and Writing Skills, and Oral Communication involves a complex interplay of technology, pedagogy, and learner engagement. Personalized AI-driven environments enhance language learning by tailoring experiences to individual trajectories. Adaptive systems adjust task difficulty, feedback, and content. Speech recognition technology improves pronunciation and listening skills, providing immediate feedback on pronunciation, fluency, and phonetic precision. These tools significantly increase spoken language practice with real-time corrections and recommendations, often not possible in traditional classrooms due to time constraints or teacher availability. However, challenges include connectivity issues, ethical usage, responsible information sharing, and fear of overdependence.

Box 2 highlights the use of AI in collaborative English language learning to tailor instruction and assessments, support written and spoken communication, shape class content, and develop materials. Personalized AI-driven environments enhance learning by customizing experiences to individual paths. Adaptive systems adjust task difficulty, feedback, and content presentation to meet learners’ needs. AI technologies analyze vast linguistic data, providing educators with insights into student progress and areas for improvement. Data analytics and machine learning help identify performance patterns, personalize learning pathways, and offer targeted interventions.

In collaborative research, teachers use AI to tailor instruction and assessments, support communication, shape content, and develop materials. AI-driven environments enhance learning by customizing experiences to individual paths. Adaptive systems adjust tasks, feedback, and content to suit learners' needs. AI-powered tools also promote collaborative learning through virtual classrooms with chatbots and editing tools, fostering peer interaction, problem-solving, and knowledge sharing. These environments enhance linguistic skills and critical competencies like critical thinking, communication, and teamwork. However, challenges include data connectivity and ethical, responsible tool usage, such as avoiding overdependence.

DISCUSSION

The study revealed that language instructors integrated AI to augment traditional teaching approaches. AI was used to create materials, curate resources, and personalize learning paths. It evaluated students, offered translations, and provided feedback on speech, pronunciation, and fluency. Additionally, AI systems assisted in language assessment and provided interactive instruction. Teachers also employed text-to-speech and transcription technologies, particularly to support learners with disabilities. AI was integrated into various areas, including lesson plans, language assessments, data analysis, composition, proofreading, and language structure checking. The development of speaking abilities and content adaptation were emphasized. While co-researchers highlighted the importance of appropriate AI integration, they also noted challenges such as connectivity issues, misuse, overuse, and abuse of applications; unavailability of gadgets and resources; irresponsible AI tool usage; incorrect acknowledgment of sources; insufficient

training and seminars; a less humanized teaching experience; fear of predatory use; and concerns regarding transparency and information sharing.

AI tools employed to facilitate language learning

Interviews with 10 English teachers revealed the use of conventional teaching methods alongside AI technologies, emphasizing the importance of proficiency in AI tools as highlighted by UNESCO (2022b). AI supports asynchronous learning, allowing students to learn at their own pace, thereby increasing engagement and collaboration (Li & Xing, 2021).

Teachers who incorporated AI tools like ChatGPT, Copilot, and Bing Chat significantly improved language teaching by providing feedback and language practice, potentially transforming traditional educational structures (Ayala-Pazmiño & Alvarado-Lucas, 2023). Quillbot, Murf AI, and Perplexity facilitated personalized learning and lesson creation, while Canva and DALLE-E supported visual learners with tailored lesson plans and individualized feedback. Turnitin, Plagiarism Checker, and Copyleaks ensured academic integrity, and Grammarly provided comprehensive grammar checks, editing, and proofreading. Platforms like Parlay Genie adapted content difficulty based on learner progress.

The integration of AI into language learning requires teacher support and tailored teaching strategies (Geng et al., 2021). AI tools like Canva Write and Character AI analyzed learning data, identified patterns, and optimized teaching strategies. Engaging tools like B-bytes, Curipod, and Kahoot! introduced interactive language games and simulations, making learning more enjoyable and effective. Virtual reality simulations enabled students to interact with

native speakers, hone conversational abilities, and explore different cultures (AIContentfy, 2025). Conversational AIs motivated learners to engage in language settings (Pérez et al., 2020; Smutny & Schreiberova, 2020). For transcription, translation, and pronunciation needs, TalkPal and Get Pronounced offered automatic and real-time solutions, especially for those with speech difficulties.

Incorporating AI into language pedagogical practices

AI was integrated into English Language Learning environments to teach. Incorporating AI into English Language Learning environments involves teaching subjects like English for Academic and Professional Purposes, Practical Research, 21st Century Literature, Creative Nonfiction, Reading and Writing Skills, and Oral Communication. This integration requires a complex interplay between technology, pedagogy, and learner engagement. Geng et al. (2021) assert that AI integration in language learning requires educators' support and effective instructional strategies. AI tools support students with disabilities in composition, proofreading, and language structure checking, including automatic transcription, translation, and text-to-speech. However, AI may struggle with context comprehension and precise translations due to the evolving nature of languages (LLS English, 2023).

In Practical Research, AI verifies grammar, structure, and content, and develops language games and simulations to enhance learning. AI also assisted in data analysis, pattern discovery, and teaching method optimization. Langran et al. (2020) highlighted AI's role in creating customized educational resources and assessments that adapt to student progress.

AI integration in English education is seen as transformative in enhancing student engagement and teacher effectiveness (Dewi et al., 2021). In Creative Nonfiction, AI adapts lesson plans and provides personalized feedback, considering ethical implications. In 21st-Century Literature, AI enhances skills through language assessment, automated evaluation, and interactive practice. For Oral Communication, AI assists in developing speaking abilities and providing immersive experiences, such as real-time translation and pronunciation correction. AI can foster the development of various language skills (Ramdhani, 2021).

While some educators embrace AI, others express reluctance or anxiety (Chen & Yuan, 2022; Eslit, 2023; Fabro et al., 2024; Giray et al., 2024; Herminigildo et al., 2023; Obenza et al., 2023). The study revealed challenges in integrating AI tools, including connectivity issues, ethical concerns, overreliance, lack of resources, insufficient training, and the need for technical expertise (Melo, 2023). Enhancing critical and creative thinking and avoiding overreliance on AI tools are equally important challenges for language teachers (Santiago et al., 2023). Ultimately, AI tools are aids and should not replace the human agency of a language teacher (UNESCO, 2024a, 2024b).

CONCLUSIONS

The integration of technology tools and applications in teaching English in Senior High School offers numerous benefits for both educators and students. Teachers can enhance the learning experience, promote student engagement and proficiency, and use AI for creating and designing educational materials. Platforms like Grammarly, Canva Write, Quillbot, and ChatGPT support writing instruction by providing grammar and spell-checking tools, writing

guides, and idea generation assistance. Tools like Co-pilot, TalkPal, and ELSA Speak customize instruction and assist students in written and spoken communication, influencing class content and creating educational materials. AI's innovative approach to visual reinforcement and design empowers educators to create dynamic and engaging learning experiences that inspire creativity and foster collaboration.

Deploying AI in Senior High School language education requires understanding both AI technologies and the pedagogies that support language learning. By leveraging these resources effectively, educators can empower students to become confident and proficient communicators in English, equipped with the skills needed to thrive in an interconnected and multicultural society. Educational institutions should develop strategies to address the ethical guidelines associated with AI in language teaching and prioritize efforts to tackle the digital divide. Academic discourse among educators and policymakers is necessary to preserve the human element in teaching and learning. By addressing AI integration issues collaboratively, educators and stakeholders can harness AI's transformative potential to optimize language education practices and empower learners for success in a digitized world.

There is a demand for training and seminars focused on the proper implementation of AI technologies and applications. Future studies should explore the firsthand experiences of educators and students in private schools and Higher Education Institutions to gain a comprehensive understanding of AI's impact on language teaching and learning. The integration of AI in English language learning environments involves a complex interplay of technology, pedagogy, and learner engagement. Personalized AI-driven environments can enhance language learning by providing experiences tailored to individual learning trajectories.

Adaptive systems modify task difficulty, feedback methods, and content presentation. Speech recognition technology enhances pronunciation and listening abilities, enabling learners to engage in vocal interaction with AI systems and receive immediate feedback. These tools significantly increase the quantity of spoken language practice and provide real-time corrections and recommendations, often not possible in traditional classroom settings due to time limitations or teacher availability.

Finally, incorporating these tools presents challenges such as connectivity constraints, ethical usage, responsible information sharing, and the fear of overdependence. Given the challenges in integrating AI into language teaching, future studies could explore how AI integration advances or hinders the realization of the UN's Sustainable Development Goal 4 (SDG 4). This goal aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, especially in developing countries.

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