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ARTIFICIAL INTELLIGENCE AS A DIGITAL ASSISTANT FOR TEACHERS: STRATEGIES AND CHALLENGES IN ENGLISH LANGUAGE TEACHING

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Abstract.
The paper examines how AI can be deployed by the teachers in the classroom setting and the challenges they encounter. The present paper a quantitative design, which suggests the utilization of questionnaires to be distributed to the EFL instructors. The study employs the Technology Acceptance Model that implies the manner in which technology is embraced following the perceived usefulness and ease of use. Despite all the benefits AI provides, challenges such as the lack of training, insufficient facilities, and ethical concerns are likely to be encountered by educators. The results emphasize that the key to the most promising impacts of AI in education is the successful and cautious implementation of AI. The study provides insights and suggestions that can be applied by teachers, schools, and policymakers to utilize AI in ELT in a responsible way by identifying the strategies and issues that may be deemed as effective in it.

Keywords: Artificial Intelligence, English Language Teaching, Educational Technology

1. Introduction

The high rate of modernization of digital technologies has impacted the education sector of the global world greatly changing the way people used to teach and learn (Kalolo, 2019). Artificial Intelligence (Henceforth, AI) is one of the most potent technologies that have the potential to assist in making decisions, automatizing the daily routine, and personalizing the learning process. In education, AI-systems are being applied more and more to interpolate learner data, give adaptive feedback, and facilitate instructional planning (Sari et al., 2024). The changes have transformed the scope of technology in that it is no longer a supplementary aid in the teaching and learning process but rather a significant partner (Kolluru, Mungara& Chintakunta, 2018).

AI technologies have become a rather popular topic in language education, and English Language Teaching (Henceforth, ELT), in particular, because of the fact that they become useful in terms of the language skills development and the educational process efficiency (Mehmood, 2025). Applications based on AI can support teachers in the design of differentiated learning activities, immediate feedback, and tracking the progress of learners (Urazaliyevna, 2025). Automated writing analyzers, grammar checkers, speech recognition software and chatbots can

all be used to help students learn a language through interactive and customized methods (Murphy, 2019). These tools provide teachers with a possibility to work less and improve evaluation methods, to pay more attention to facilitation and support of learners.

With the rise of AI tools, they have already gained popularity in ELT not only as a support tool designed to assist learners but also as a digital assistant to teachers (Chang et al., 2023). Through these tools, teachers are able to plan their lessons, create instructional resources, analyze the performance of the students and monitor classroom operations more effectively (Kaswan, Kaswan 2024). Nonetheless, successful application of AI in ELT will also be determined by the attitudes, technological skills, and readiness of teachers to use such technologies (Murphy, 2019). The experience and use of AI as a digital assistant by teachers is thus critical to the meaningful and pedagogically sound integration (Chang et al., 2023).

2. Theoretical Background

2.1 -Artificial Intelligence as a Digital Assistant in ELT

The artificial intelligence in the form of a digital assistant is the application of intelligent systems that assist teachers in instructional, administrative, and pedagogical endeavors (Kalolo, 2019). In ELT, AI-based tools may be used in lesson planning, automatic evaluation, feedback creation, and classroom management (Kaswan et al., 2024). AI can also promote effective teaching by helping the teachers to make sound instructional decisions and customize the learning experiences to suit the needs of the students by offering them real-time insights on the student performance (Amin, 2023). In spite of such benefits, there are challenges associated with the introduction of AI in ELT. Educators can face challenges associated with insufficient training, inadequate technological support, and a question of the accuracy and reliability of AI-based comments (Lertputtarak & Samokhin, 2025). Considerations regarding certain ethical challenges like privacy of data, bias and dependence on automated systems in education using AI (Amin, 2023) suggest that the key to best implementation techniques should be a balance between the technological aspect and the educational one and the ethical concerns (Mehmood, 2025).

1.3 Statement of the Problem

Although there are certain opportunities of artificial intelligence in constructing English Language Teaching, the deployment of this system in classroom is offered in a highly disproportional and challenging way (Lertputtarak & Samokhin, 2025). Many teachers are unaware of how they can make learning, testing, and interaction with students easily with the help of AI (Luckin & Holmes, 2016). Other issues that complicate the implementation of AI in ELT are poor digital literacy, poor organizational structure, and fear of the safety and ethical use of data (Fitria, 2021). Therefore, AI , as Amin (2023) stated, has not been as effectively employed as a digital assistant to educators in the majority of learning institutions.

1.4 Purpose of the Study

The study explores the use of Artificial Intelligence as a digital assistant in English Language Teaching and the strategies, perceptions, and experiences of the teachers (Lertputtarak and Samokhin, 2025). The study tries to identify possible methods of applying AI tools in the classroom instruction and to identify the challenges that teachers face during the process. Within the framework of this exploration, the research will be capable of contributing to the development of effective and responsible teaching practices founded on the help of AI in ELT (Seo et al., 2021).

1.5 Significance of the Study

The study has significance to different stakeholders interested in the education field. It is hoped that the results of this study will provide key strategies for using AI as a digital assistant in teaching English. As well as the challenges that teachers may encounter, thereby contributing to more effective integration of AI into the educational process.

1.6 Research Objectives

The study aims to:

1. Investigating how English language teachers incorporate Artificial Intelligence in the teaching process
2. Examining the issues and obstacles related to using AI in English Language teaching.
3. Assessing the effects of AI implementation on the effectiveness of teaching and student engagement.

1.7 Research Questions

The study is intended to answer the following questions:

1. How do English language teachers incorporate Artificial Intelligence in the teaching process?
2. What are the issues and obstacles related to AI in English Language teaching?
3. What is the effect of AI application in teaching and interaction with students in ELT?

1.8 Scope of the Study

The research targets the English language teachers and their application of Artificial Intelligence as a digital assistant in teaching. The research area is narrowed down to exploring the strategies, perception, and issues associated with AI integration in ELT classes. The research does not focus on assessing particular AI tools in a vacuum but is expected to investigate the general experiences of teachers with AI-based instructional activities.

2.2 Artificial Intelligence in Education

Artificial Intelligence has been a strong aspect of modern educational frameworks that transformed conventional teaching and learning process (Sari et al., 2024). In general, AI can be defined as computerized systems that are supposed to solve problems that can normally be solved by human intelligence, including reasoning, learning, problem solving and language processing (Mehmood, 2025).

In schools, AI technologies are applied in the instructional delivery, assessment, learner analytics, and administrative tasks. Intelligent tutoring systems, adaptive learning environments, automated assessment tools, learning analytics platforms, and others all fall under AI applications in education (Kolluru et al., 2018). These systems are based on the large volumes of data and algorithms to model the behavior of learners and customize the learning process and offer learners immediate feedback. Consequently, AI has altered pedagogical behaviors into more learner-centered, data-driven, and adaptable learning patterns (Murphy, 2019). Nevertheless, these systems can only work well depending on their design, implementation and alignment with pedagogical objectives of learning. AI is a modern tool which contributes to the development of the educational process. It does this by providing tailored support for teachers and students. It also helps to improve language learning by meeting the individual needs of learners (Hamudi, 2025:826).

Artificial Intelligence (AI): Refers to Computer-based systems, which can do the work that usually involves human intelligence, i.e., learning, reasoning, and language processing (Ali, 2018). In other words, it is a scientific field that aims to simulate human intelligence through electronic systems. These systems are capable of imitating human behaviour, actions, and language use (Al-Ubaidi, 2015, p. 87, as cited in Salih, 2025, p. 1642).

2.3 Overview of Artificial Intelligence in English Language Teaching

Artificial Intelligence has been attracting growing interest in the area of language education because it can be used to facilitate language acquisition processes (Urazaliyevna, 2025). AI-based tools are especially most suited to English Language Teaching since they can take as input natural language and analyze the output of learners and give each one individual feedback (Fitria, 2021). The features of AI as a useful support system in training language skills and improving the effectiveness of instruction allow the system to be applied in the educational

process (Lertputtarak & Samokhin, 2025).

Among the AI uses in ELT, there are conversational agents, automated writing assessment systems, grammar and vocabulary assistance, speech recognition systems, and adaptive reading systems (Muchran & Ahmar, 2019). These tools empower learners to apply language skills in interactive and customized ways which is usually not confined by the classroom time (Sajja et al., 2023). To the teachers, AI tools will assist in lesson planning, evaluation, giving feedback and tracking student progress (Enever, 2016). AI has been demonstrated to aid in developing the four main language skills - listening, speaking, reading, and writing (Ali, 2018).

The technologies of speech recognition will assist learners to enhance pronunciation and oral fluency and the technologies of writing support will assist in grammar accuracy, coherence and organization (Seo et al., 2021). Reading platforms differentiate the texts and tasks according to the level of proficiency of the learners and the listening tools give the exposure to the authentic language input. With the help of these applications, AI helps to make the learning process more interactive and personalized (Fitria, 2021).....

English Language Teaching (ELT): This is the art or practice of teaching English to the students whose primary language is not English (Enever, 2016).

2.4 AI as a Digital Assistant for Teachers in ELT

In addition to assisting learners, AI is starting to take the role of a digital assistant to teachers in English Language Teaching (Luckin & Holmes, 2016). Being a digital assistant, AI helps teachers to plan instructions, manage classroom, assess, and provide feedback (Seo et al., 2021). Indicatively, AIs may be used to create lesson content, propose learning experiences, manipulate student performance data, and process regular grading requirements automatically (Luckin & Holmes, 2016).

The AI use as a digital assistant enables the teacher to dedicate more time to high-level pedagogical tasks, including interaction, attending to the emotional needs of learners, planning meaningful communicative exercises (Lertputtarak & Samokhin, 2025). The teachers' capability to identify the learning gaps, evaluate progress, and arrive at information -based educational choices can be motivated through the use of AI- driven data (Kaswan et al., 2024). Nonetheless, the effectiveness of using AI as a digital assistant depends on the ability of teachers to interpret the information produced by AI and apply it in their teaching activities (Amin, 2023).

Digital Assistant: An artificial intelligence-based device or platform that assists educators with teaching, administrative or pedagogical activities (Sajja et al., 2023).

2.5 Teachers' Perceptions and Readiness for AI Integration

Educators are in the middle of the effective implementation of Artificial Intelligence in ELT (Chang et al., 2023). Their perceptions, attitudes, and willingness contribute greatly to the adoption and effectiveness of the use of AI tools (Murphy, 2019). Educators who believe AI to be helpful and convenient to work with tend to implement it in their teaching methods while those who think of AI as complicated or vague to use might oppose its implementation (Mehmood, 2025).

The digital competence, willingness to use technology, and knowledge of AI uses in pedagogical ways are part of teacher preparedness to integrate AI (Urazaliyevna, 2025). Development of the professionals and support of the institution are very important in creating this readiness (Kolluru et al., 2018). The teachers might not know how to synchronize AI tools with the curriculum objectives or even implement them in the classrooms without proper training and orientation (Sari et al., 2024).

2.6 Benefits of Artificial Intelligence in English Language Teaching

There are a number of possible advantages to AI integration in ELT both to the teachers and the learners. Personalization is amongst the greatest benefits (Kovalenko & Baranivska, 2024). The AI systems are able to adjust the learning contents and feedback according to the needs of individual learners, enabling students to work at their pace (Vera, 2023). This

individualization favors inclusive learning and differentiated teaching. AI is also more efficient in terms of assessment and feedback (Dugošija, 2024).

The automated assessment tools will allow an instructional intervention to help learners correct their mistakes and perform sufficiently in time by giving them immediate feedback (Loor, Solorzano, Katherine & Moreira, 2024). In the case of teachers, AI saves time in administration and helps teachers monitor the progress of students more effectively (Холбаев, 2025). Also, AI tools can be used to enhance learner motivation and engagement with the use of interactive features, gamifying, and providing feedback in real time (Yusupova & Ismailov, 2024).

2.7 Challenges and Ethical Considerations in AI Integration

Although there are possible advantages to it, there are a number of obstacles to the deployment of Artificial Intelligence in ELT. Some of the technical issues encountered are availing of reliable infrastructure, shortage of technology, and system inaccuracy (Firdaus & Nawaz, 2024). The pedagogical issues that may occur when using AI tools are the lack of alignment with instructional goals or the inability of teachers to use them effectively (Dugošija, 2024). The ethical issues are also important in the implementation of AI. The problems regarding the privacy of the data, its security, the prejudice of the algorithms, and excessive reliance on mechanical systems call into question the responsible use of AI in education (Karki & Karki, 2025). Educational institutions and teachers should make sure that AI applications are applied ethically, transparently, and in a manner that does not violate the rights and well-being of the learners (Gyawali & Mehandroo, 2022).

2.8 Theoretical Perspectives on AI Adoption in Education

To determine how AI is adopted in ELT, it is necessary to have a theoretical framework that will explain the way teachers perceive and accept the new technologies (Karki & Karki, 2025). Technology Acceptance Model is one of the useful frameworks to analyze the adoption of technology based on the perceived usefulness and the perceived ease of use (Loor et al., 2024). This model suggests that teachers will be motivated to implement AI tools more when they perceive that the tools can provide a better teaching experience and are user friendly (Холбаев, 2025). Such theoretical view can be used to clarify differences in adoption behaviors of teachers when applied to AI-assisted ELT (Kovalenko & Baranivska, 2024).

Educators who regard AI as facilitative of the instructional purpose and can be accommodated within their teaching activities are more likely to implement it in the classrooms (Enever, 2016). On the other hand, having negative views with respect to complexity or low usefulness may slow down the adoption, despite the institutional support (Ali, 2018).

2.9 Research Gaps in the Literature

Despite the fact that the literature reveals the increasing role of Artificial Intelligence in English Language Teaching, there are a number of gaps (Ali, 2018). The main issue is that a significant number of studies are concerned with the learning results, whereas minimal attention is paid to the experience, techniques, and the difficulties of using AI as a digital assistant by teachers (Gyawali & Mehandroo, 2022). Also, there is the lack of studies which are based on quantitative and qualitative methods and offer a full picture of AI integration in the real classroom setting (Karki & Karki, 2025). Moreover, although theoretical models of technology acceptance are popular, more context-specific studies are needed that could investigate the applicability of the models to the issue of AI adoption to ELT (Dugošija, 2024) . The gaps need to be addressed in order to create practical and pedagogically based strategies on AI integration.

3. Methodology of the Study

In this study, the analysis framework is based on the Technology Acceptance Model (TAM) which highlights Perceived Usefulness (PU)and Perceived Ease of Use (PEOU) as the main factors of the teacher's behavioral intention (BI)to use artificial intelligence tools. Further factors like AI usage frequency, perceived effectiveness and perceived challenges associated with technical, pedagogical and ethical concerns, are included as indicators of educational settings.

The study employs a quantitative approach which is distributed among 122 English language teachers in different educational institutions including schools, colleges and other institutions in different regions of Iraq. Those (Male/female) teachers are of different age- groups participate as study- questionnaire respondents that is designed to explore the use of Artificial Intelligence as a digital assistant in English Language Teaching and the strategies, perceptions, and experiences of the teachers. The study also tries to identify possible methods of applying AI tools in the classroom instruction and to identify the challenges that teachers face during the process.

Technology Acceptance Model (TAM): This is a theoretical model applied to explain the acceptance and adoption of technology by users depending on the perceived ease of use and perceived usefulness (Muchran & Ahmar, 2019)

4. Data Analysis

4.1 Results and Discussion

The results of the study have revealed several important indicators that reflect how AI tools are employed among groups of participants. The findings have demonstrated that males are the most frequent users of AI tools, with 59.0% of the72 participants reporting that they use them as explained below in Table (1). This, clearly, reflects a noticeable presence of AI tools in their teaching practices compared to other groups.

Table 1. Gender Distribution

Gender	Number	Percentage
Males	72	59.0%
Females	50	41.0%
Total	122	100%

Analyzing the results according to the age groups indicates that the category between 30-40 years old has appeared as the most active in using AI tools with the frequency 39 out of 122 participants. Additionally, this can be the result of their extensive experience this age group has in using modern communication technologies including the internet and online systems used in teaching English. These enable them access resources, videos, and teaching materials. This indicates their awareness of the importance that these tools have in making the learning process much easier and more effective. The frequency of using AI according to the participants' age is illustrated in Table (2)

Table 2. Age Distribution

Age Group	Frequency	Percentage
25–30	26	21.33%
30–40	39	31.96%
40–50	29	23.77%
50–60	20	16.39%
Others	8	6.55%
Total	**122**	**100%**

The findings of the study have shown that specific AI tools are common among participants. Of these tools, ChatGPT stands as the most preferred, with 83.0% of participants choosing it, indicating its widespread recognition and usability for tasks like writing assistance, paraphrasing, and even editing. Contrary to this, 0.1% of the participants has preferred Duolingo, reflecting moderate usage and possibly interest in its features. In general, the findings suggest that while a few AI tools dominate usage, there is still some diversity in preferences, likely influenced by ease of use, accessibility, and perceived effectiveness of each tool. The preferred AI tools' percentages are clearly displayed in Table (3).

Table 3. Preferred AI Tools

Tool	Frequency	Percentage
ChatGPT	99	83.0%
Grammarly	8	5.7%
Duolingo	1	0.1%
Others	14	11.2%
Total	122	100%

At the educational level, the findings have shown that are the AI tools are most frequently used by those who hold the Master degree. They rank first in using the AI tools with frequency 77.0%. They have more familiarity with technology and they are more aware of using modern teaching strategies which emphasize the effective use of AI tools to enhance the students learning activities. This stresses that they often engage in academic research, scientific writing and digital tools for analysis and communication. No doubt, this experience makes their use of AI tools more natural and easier. The frequency of using AI technologies according to educational level is depicted in Table 4.

Table 4. Education Level

Level	Frequency	Percentage
Bachelor	12	9.8%
Master	94	77.0%
Doctorate	16	13.1%
Total	122	

As shown in Table (5) below, colleges participants have used AI tools more frequently than those from other institutions. They have the frequency 76 with the percentage 62.3%. This may be attributed to the specific needs of the college teachers as they help them save time and efforts when analyzing the student's performance, preparing the lessons, grading and creating materials as well.

Table 5. Institution

Institution	Frequency	Percentage
Primary	2	1.6%
Secondary	12	9.8%
Preparatory	32	26.2%
College	76	62.3%
Total	122	**100%**

Further, the results indicate a noticeable variation in the participants' familiarity with the use of AI tools. Only 32 participants, with the 27.6 % percentage, has appeared as being extremely familiar with AI tools, which suggests that a small portion of the group has advanced experience in using AI tools. Meanwhile, stated that they are not familiar with AI tools at all which means that those teachers need more exposure and training to use them. The 80 participants, with the 66.8% percentage reflect the less frequent exposure to AI usage during the teaching process. Only 32 of the participants with the percentage 27.6% seem to be extremely familiar with AI when teaching English. This appears clear when looking at the following table.

Table 6. Familiarity with AI Tools

Familiarity	Frequency	Percentage
Extremely familiar	32	27.6%
Somewhat familiar	80	66.8%
Not familiar	10	5.6%
Total	122	100%

Further, the findings have revealed varied patterns in the frequency of AI usage among participants. Only 20 of them, with percentage 16.7%, use AI daily stressing that regular and intensive use of AI tools is, to some extent limited among the teachers of English. However, 75 participants, with the percentage 61.1%, use AI tools from time to time, showing that they use AI tools basically for some occasional or specific tasks. No doubt, this indicates a significant variation in the use of AI tools pointing to opportunities for training and encouragement to promote consistent adoption. The percentage of how often each AI tool is used by English language teachers is explained in Table 7.

Table 7. Frequency of Using AI Tools

Frequency	Frequency	Percentage
Daily	20	16.7%
Weekly	27	22.2%
From time to time	75	61.1%
Never	0	0.0%
Total	122	100%

Additionally, the findings of the study indicate that teachers encounter many difficulties when using AI tools in English language teaching. These difficulties include:

1. The lack of adequate technical knowledge and expertise. The item " Using AI tools is hindered by the lack of technical knowledge and expertise "has a mean score of (3.25), indicating that most participants agree that insufficient technical skills are a major challenge. The relatively high SD (1.15) suggests variation in participants' opinions.
2. The item "AI tools produce inaccurate or biased materials" recorded the highest mean score (3.36), revealing strong agreement that AI tools may produce inaccurate or biased materials. The low SD (1.6) shows that participants' opinions are fairly consistent.
3. The students' total dependence on using AI tools reduce their critical thinking. With a mean of (3.16), participants agree that the students intensive use of AI limits their ability of critical thinking. The SD of (1.21) reflects a considerable variety in opinions.
4. When AI tools are used, some ethical issues are aroused. This item has a mean of (2.05), showing that the use of AI tools raises some ethical issues in English teaching. The SD (1.9) indicates a moderate variability in responses.

Such findings are in line with previous studies highlighting that insufficient resources and technical support often restrict the effective integration of technology in language classrooms. Table (8) represents participants' challenges and concerns related to the use of artificial intelligence in teaching English. Each item reflects a specific issue, and the responses are summarized using descriptive statistics.

Table 8. Difficulty Items

Item	N	Mean	SD
Using AI tools is hindered by the lack of technical knowledge and expertise.	122	3.25	1.15
Sometimes, AI tools produce inaccurate or biased materials	122	3.36	1.06
Total dependence on AI limits the student's critical thinking competence.	122	3.16	1.21
Ethical issues have been aroused as AI tools is used in teaching English	122	3.05	1.09

Despite all the above-mentioned difficulties, the findings of the study have demonstrated that participants hold highly positive perceptions toward the use artificial intelligence in teaching English. Most of the participants believe that AI tools make them more productive and help them perform tasks more easily and quickly. This item is reported with the mean (3.61) and its SD (0.94) indicates low variability in the teachers' responses. AI tools have been perceived effective in simplifying complex language concepts, enhancing lesson clarity, and saving instructional time once teachers become familiar with their use. Therefore, the item "AI technologies helps me save time and effort when planning my lesson" is reported with the mean (3.82) and the SD (0.91) indicates low variability in the teachers' responses. In addition, participants expressed strong interested in using AI in their teaching activities. The majority have reported feeling motivated and enthusiastic about integrating these tools into their teaching practices, as they boost the students' involvement and participation. Respondents also indicated a willingness to recommend or invite their colleagues to use AI tools, reflecting a high level of confidence in their instructional value. This item is reported with the mean score (3.51) and SD score (0.79), which relatively reflects low variability in the responses.

Notwithstanding the practical and technical difficulties, the teachers' positive perceptions surpass these challenges. They are aware how AI tools may support teaching effectiveness, improve classroom interaction, and develop English language learning. Addressing the identified challenges through proper training, technical support and resource provision could further encourage the effective and sustained use of AI tools in English teaching. Table (9) explains how the participants felt about using AI tools in Teaching English.

Table 9. Teachers' perception of AI tools

TAM Item	N	Mean	SD
Artificial Intelligence help teachers prepare lessons quickly and easily.	122	3.41	1.05
Using AI tools makes me a more productive teacher	122	3.61	0.94
Using AI technologies helps me teach effectively.	122	3.71	1.11
AI technologies helps me save time and effort when planning my lessons.	122	3.82	0.91
I find it easy to learn how to operate AI technologies.	122	3.41	1.22
I can simply interact with AI tools.	122	3.51	1.12
It is easy to get AI tools doing what I want.	122	3.30	1.13
I intend to make use of AI technologies in the next semester.	122	3.52	0.88
I am interested in utilizing emerging AI tools when they are available	122	3.72	1.01
I would advise my colleagues to attempt using AI tools	122	3.51	0.79

when teaching English			

Furthermore, the results of the study have indicated that using intelligence tools in teaching English has a positive influence on learning resources by expanding the range and quality of materials available for teaching and learning. AI tools, such as GPTChat, Quillbot,etc, provide learners with exposure to authentic language use, real-life contexts, and diverse learning inputs resulting in improving the quality of the learning outcomes. These tools also make teachers, with the mean of (3.61), more productive. AI tools also help participants teach effectively and save their time and effort when planning their lessons. This item is reported with the mean of (3.71) when SD (1.11) indicates moderate variability in the participants' responses. The highest mean score was (3.82) for the item which suggests that using AI tools help teachers save time and effort when planning lessons and the SD (0.91) indicates low variability in the participants' responses. The integration of AI tools also is easy for some teachers as reported with the mean of (3.28) when the SD of this item is (1.21) indicates moderate variability in their responses.

Finally, when asked about how AI tools be improved to better support educators in their teaching practices, the majority of them (79), with percentage (64.8%), believe that the use of AI tools enhances accuracy and reliability in teaching English. This high percentage suggests that educators strongly recognize the effectiveness of AI in delivering topics more clearly and reducing misunderstanding. Artificial intelligence helps teachers present the teaching materials in a more precise, authentic and structured manner. On the other hand, the item "Improving AI adaptability to learners' proficiency levels and learning needs" recorded a much lesser frequency (9) and percentage (7.4%). This suggest that relatively few teachers perceive current AI as being sufficiently adaptable to diverse learners' abilities and needs. While educators estimate the general effectiveness of AI tools, they believe that available AI tools lack flexibility or personalization, particularly for learners with different proficiency levels or learning styles. The teachers' opinions toward AI technologies are explained in Table 10:

Table 10. Teachers' Opinions Toward AI technologies be improved to better support educators

Improvement	**Frequency**	**Percentage**
Enhancing the accuracy and reliability of AI-generated educational content	79	64. 8%
Providing comprehensive training and professional development for teachers	19	15.5%
Improving AI adaptability to learners' proficiency levels and learning needs	9	7.4%
Strengthening data privacy, security, and ethical safeguards	15	12.3. %
Total	122	100%

The disparity between the high percentage for accuracy and reliability and the low percentage for adaptability highlights an important gap. Although artificial intelligence devices are widely accepted as effective teaching tools, their potential may not be fully realized due to limitations in addressing individual learner differences

Using AI tools in teaching has a positive impact on the students 'learning outcomes. The mean score of this item (3.67) indicates that the students' learning outcomes improve because lectures become clear, authentic, real and engaging. As learning resources, AI tools help students understand and practice English better by using a variety of cognitive and linguistic skills which support diverse learning styles. With the SD (1.13), this item shows moderate variability in the participants' responses. The highest mean (3.56) is given equally to the items "Using AI tools makes me a more productive teacher " and " AI technologies helps me save time and effort when planning my lessons". This indicates that using AI tools makes teachers more productive as

these technologies enable them present linguistic information in an organized and attractive way which increase the students 'attention. No obvious despair in the SD recorded for these two items; SD (1.12) for the former and SD (1.15) for the latter reflect moderate variability in the participants' responses. However, the lowest mean score (3.28) is given, as in the table below, to the item "I find it easy to learn how to operate AI technologies". This indicates that teachers face no difficulty and find it easy to learn how to operate AI technologies, which encourages and enhance regular and frequent usage in the classroom. Relatively, the SD recorded for this item (1.21) reflects the highest variability in the participants' responses as illustrated in Table 11:

Table 11. Impact of AI Tools on learning resources

Item	N	Mean	SD
My student learning outcomes become better when I use AI technologies.	122	3.67	1.13
Using AI tools makes me a more productive teacher	122	3.56	1.12
Using AI technologies helps me teach effectively.	122	3.50	1.10
AI technologies helps me save time and effort when planning my lessons.	122	3.56	1.15
I find it easy to learn how to operate AI technologies.	122	3.28	1.21

The study shows a strong preference for AI Conversational agents, such as ChatGPT, as the most effective in the teaching process, with (72.95%) of respondents selecting this option. In contrast, AI-based pronunciation and speaking applications and AI tools for lesson planning and instructional design received, respectively, only 4.92% and 1.64%. This notable disparity suggests that participants perceive AI conversational agents as significantly more influential than other AI supported tools. This is due to the fact that AI conversational agents facilitate real-time interaction, instant feedback, and adaptive responses, which come in line with the most influential communicative learning theories. It is not un expected that these features can support the learners' engagement and motivation via triggering authentic communication and personalized enhancement. By comparison, AI-powered grammar and writing support tools (e.g., Grammarly) tend to emphasize particular types of skills rather than holistic learning experience. Therefore, teachers perceived them as supplementary rather than essential to the learning process. This refection is clearly indicated by their lower percentage 7.38% shown in Table (12):

Table 12. Most Effective AI Tools on Learning Process

Option	Frequency	Percentage
AI conversational agents (e.g., ChatGPT)	89	72.95%
AI-powered grammar and writing support tools (e.g., Grammarly)	9	7.38%
AI-based pronunciation and speaking applications	6	4.92%
AI tools for lesson planning and instructional design	2	1.64%
Others	16	13.11%
Total	122	100%

Although AI tools have become increasingly significant for supporting the learners' comprehension and engagement, the study findings demonstrate some challenges which impede their effectiveness in teaching English. Of these identified challenges is the occurrence of inaccurate or pedagogically unsuitable AI-generated outputs, reported with 33.3% of participants. This stands as the most important challenge and focus that many AI materials do not necessarily cope with the students' levels leading to place additional responsibility on the teachers to verify and correct possible in accurate material before presentation.

The second challenge, reported with 27.8% of respondents, is related to the insufficient digital or technical skills among teachers. This refers to those teachers who have difficulties in

operating technical equipment or integrating AI technical tools in their teaching practices. Reliable internet access is essential for accessing online resources, streaming educational videos, and using interactive platforms. Limited connectivity may cause problems during the lessons, waste time, and hinder teachers from incorporating AI into their teaching practices.

Further, the item "additional time required to learn and implement AI tools effectively," identified by 11.1% of respondents, represents the least significant impediment for improving the teachers' potentials in using AI tools in the classroom when compared with the item " occurrence of inaccurate or pedagogically unsuitable AI-generated outputs," which records the highest percentage of 33.3%. This indicates that a considerable number of the respondents recognize the threat that AI tools may represent as unreliable, imprecise or mistaken materials may be generated when using these technologies. This can be eradicated if teachers should make sure to present AI- generated materials with adequate verification and review, and encourage learners to consider this type of materials critically in order to avoid misconceptions.

To sum up, these challenges suggest that while AI applications have a significant role in improving teaching and learning, their effectiveness is constrained by technical, infrastructural, and content-related issues. Table 13 will best demonstrate barriers encountered by teachers when using AI technologies.

Table 13. Challenges encounter the use of AI tools

Challenge	Frequency	Percentage
Insufficient digital or technical skills among teachers	34	27.8%
Limited availability of technological resources or internet connectivity	27	22.2%
Occurrence of inaccurate or pedagogically unsuitable AI-generated outputs	41	33.3%
Additional time required to learn and implement AI tools effectively	14	11.1%
Other	7	5.6%
Total	122	100%

4.Conclusion

In conclusion, the study reveals a typical positive perception of using AI tools in teaching English and strong reliability for the measurement tool. However, the negative relationship between prior AI use and perceived importance emphasizes the need for meticulous, strong integration of AI technologies in teaching English practices. This indicates that successful implementation of AI technologies requires extensive training, reasonable standards and constant of AI tools development. Prospective research ought to focus on discovering how encounter with AI tools influences perceptions toward AI tools and what factors improve acceptance and educational outcomes.

Apparently, male teachers, particularly those aged 30- 40, and those teaching in colleges are the most frequent users of AI technologies, highlighting their experience and familiarity with technology, the internet technologies the contemporary communicative platforms. High-level teachers, such as those with the master's degree, show preference to use AI tools particularly GPTChat and QuillBot due to their efficiency and adaptability. Duolingo and Grammarly, on the other hand, are much less frequently used, most likely because of the participants lower awareness or specialized usability.

However, these AI tools, in general, are judged to be of great benefit for the majority of those who teach languages. Particularly, they are seen essential for making teaching English effective and improving the learners' linguistic outcomes. Therefore, teachers feel positively to use these tools frequently as they can implemented to turn teaching English into a much more productive and adequate process. This is due to the fact that these AI tools, specifically those conversation ones, are mainly interactive, adaptable and feedback-driven.

Notwithstanding these advantages, the productive intermingling of AI tools is impeded by several obstacles, including inaccurate or teaching unsuitable material, the teachers'

insufficient technical skills, minimal resources, time restrictions, and bad internet connectivity. Differences in the frequency of using AI tools unfolds differences in familiarity and professional support. It is clear that overcoming these problems and obstacles leads to enhance expected outcomes and results of teaching and learning processes as well.

All in all, the study results underscore that the real value of AI tools in teaching English can be optimized through focused professional development, enhanced technology, and thorough examination of the learning material. Eliminating these issues enhances the frequent and effective use of AI technologies for better maintenance and improvement of the English teaching excellence.

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