

Exploring ESL Teachers' Perceptions of AI Tools in Language Classrooms: Opportunities and Concerns

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Abstract

AI is becoming increasingly common in the education sector, specifically in language teaching. This study examines how ESL teachers perceive using AI tools such as ChatGPT, Grammarly, and other platforms in their classrooms. Using a survey from 239 ESL teachers, the research centered on benefits identified by the teachers, such as fast feedback and support for lesson planning, as well as concerns, which included ethical issues, student over-reliance, and lack of training. The results show that while many teachers use the tools and understand their potential, most of them have never undergone professional training and have never been given suggestions on how to apply them. Many teachers are uncertain how to use AI in an ethical manner. This study therefore sets out the urgent need for colleges to design their policies, train on ethics, and provide support so that teachers and AI can develop synergistically in the ESL classroom.

Keywords

AI in ESL, teacher perceptions, ChatGPT, ESL teaching, artificial intelligence in education, language learning technology, digital tools in ESL, teacher training, ethical concerns, AI support

1. Introduction

1.1. Context of AI in Education

Artificial Intelligence (AI) has begun transforming diverse fields of education, including language teaching and learning. ESL teachers are now beginning to make use of AI tools like ChatGPT, Grammarly, and other platforms to help students with writing, grammar, vocabulary, and creativity. Such tools give fast feedback, generate materials for learning, and assist in planning lessons, which makes the job of the teacher easier and more engaging for students (Mohamed, 2024; Alharbi & Khalil, 2023; Chung & Jeong, 2024).

On the other hand, not all teachers feel ready for the introduction of AI into their classrooms. While some welcome AI with enthusiasm, others view the changes with apprehension. One major concern is that students might ask too much of AI to do the work for them or that they might not learn how to write independently (Shakil & Siddiq, 2024; Benek, 2025; Kalra, 2024). This ambivalence creates the need to understand how ESL teachers feel about AI tools and their ways of working with or against them.

1.2. How This Relates to ESL Classrooms

ESL teachers usually encounter a highly diverse set of learners, levels of language proficiency, and an overloaded classroom workload. AI tools can assist in these daily teaching matters. Teachers can create reading texts, give grammar feedback, or even monitor students' proceeding with writing tasks. According to Dilzhan (2024), many ESL teachers use ChatGPT to generate sample paragraphs or vocabulary exercises. These tools are particularly useful in large classrooms if regular feedback cannot be provided to individual students.

Others don't share the same experiences or disputes from teachers. This can cause some to regard AI positively as creative; others are uncertain or fearful of AI. According to Zainuddin et al. (2024), a good portion of educators fear AI would somehow diminish teacher presence in education or that students would become too dependent on technology. Others feel overwhelmed because they were never trained on its usage. These concerns show exactly why it is necessary to study what teachers feel on this very matter and what support they need.

1.3. Statement of the Problem

Whilst these AI tools have been introduced in education, many teachers, if not all, find themselves unprepared to make use of them. Most of the ESL teachers are exploring the AI on their own without any training or any instinctive governmental guidelines on it from the schools. This creates uncertainty and inconsistency in how AI tools are used in classrooms. Some teachers use these tools many times whilst others distance themselves just because they do not feel competent or due to ethical concerns (Rodrigues, 2025; Amirjalili, 2024; Davoodi, 2024). There is also little information about how ESL teachers view the advantages and setbacks of integrating AI into their instructional practice.

Without knowing teachers' considerations, it becomes near impossible to design relevant training programs or school policies. Hence, this research seeks to identify ESL teachers' perceptions—both positive and negative about the use of AI in language classrooms, aiming to assist schools and policymakers in understanding what kind of support teachers require to enhance the effective and responsible use of AI.

1.4. Purpose and Research Questions

Compared to other things, the main one aims to understand how ESL teachers feel about the use of AI tools in teaching. It further intends to find the benefits that it has, the obstacles facing their implementation, and the sorts of training or assistance required. This research uses a big dataset collected from 239 ESL teachers to analyze the answers:

1. What are ESL teachers' perceptions of the opportunities AI tools bring to their classrooms?
2. What concerns do ESL teachers have about using AI tools such as ChatGPT and Grammarly?
3. To what extent have teachers received any training or support from their institutions?
4. What kind of professional development do teachers feel they would benefit from with regard to AI use in ESL teaching?

1.5. Importance of the Study

The study is important because it brings out the voices of ESL teachers who employ, experiment with, or shy away from AI tools in real-world classroom settings. Many studies address the students' side of AI, but far fewer consider what teachers really go through and actually need. As Chounta et al. (2022) rightly put it, teacher attitude and readiness greatly influence the success of AI integration. If teachers feel uncertain or unsupported, they may refuse to use AI tools entirely or utilize them inappropriately in ways that do not benefit students.

With a better understanding of the perspectives held by teachers, further decisions regarding training programs, school policies, and classroom materials can be made by schools and educational leaders. This study will also point the way toward future research activities that make AI integration in ESL more ethical, effective, and teacher-friendly (Khajavi & Ezhdehakosh, 2025; Easter et al., 2023; Jeon, 2024).

2. Literature Review

2.1. Role of AI in Language Education

Artificial Intelligence is revolutionizing teaching methods across countries. In ESL settings, there is a growing use of AI tools to assist teachers in teaching grammar, writing, vocabulary, and speaking. AI tools such as ChatGPT and Grammarly provide writing samples, support grammar correction, and aid students in carrying out writing tasks. Mohamed (2024) pointed out that AI chatbots like ChatGPT lessen the workload of teachers and

make the class more efficient, as teachers can prepare content quickly, provide fast feedback, and, importantly, use AI to support personalized learning tasks for students.

Especially in big ESL classes, these advantages would serve well in terms of giving the one-on-one feedback. As Zainuddin et al. (2024) found, teachers perceived that AI has the potential to improve student performance if applied properly. On the other hand, Jeon (2024) described how AI tools could be employed in classrooms with young learners to enhance vocabulary development and basic sentence building.

In the dataset analyzed, the majority of teachers reported using AI tools for lesson planning, grammar support, or writing feedback. Below is a table showing the most often used tools.

Table 1: Most Frequently Used AI Tools by ESL Teachers

AI Tool	Frequency	Percentage
Grammarly	101	42.3%
ChatGPT	89	37.2%
MagicSchool	28	11.7%
Claude	9	3.8%
Grok	4	1.7%
Others	8	3.3%
Total	239	100%

Source: ESL Teachers’ Perceptions of AI Tools Dataset (2025)

These numbers lend credence to Dilzhan's and Chung and Jeong's studies from 2024, showing that Grammarly has been popular for correction of texts while ChatGPT is often used for brainstorming or sometimes rewriting texts (Dilzhan, 2024; Chung & Jeong, 2024).

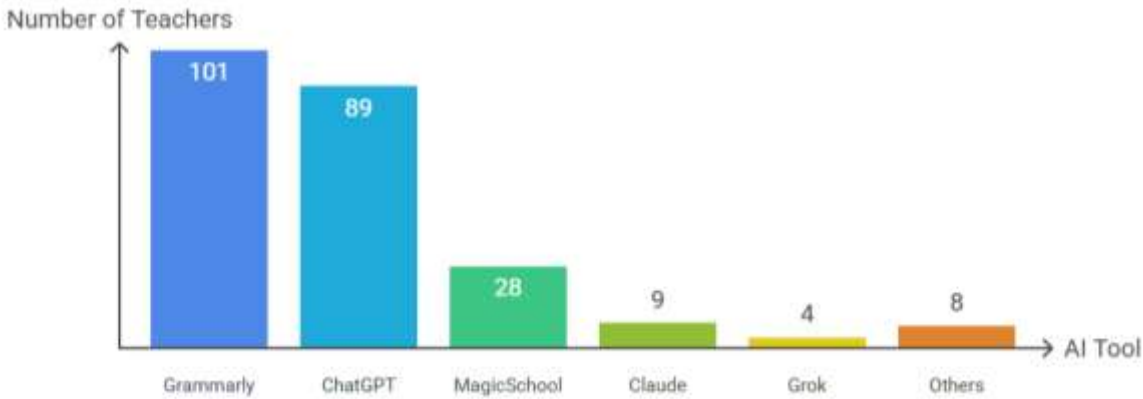


Figure 1: Most Used AI Tools

Source: ESL Teachers’ Perceptions of AI Tools Dataset (2025)

2.2. Perceptions of Teachers on AI Integration

AI is looked at as a valuable tool for ESL teaching, but teachers do not share a unanimous opinion. Some teachers are excited about the possibilities of AI to reinforce collaborative efforts, while others are unsure or concerned as to how it might affect the traditional ways of teaching. Kalra (2024) states that teachers view AI as a time saver and workload manager; on the other hand, they are concerned about the human interface in learning. Many of these teachers gave positive experiences about AI use in writing and feedback tasks; others, however, expressed doubts over whether students learn from the AI or they simply copied whatever the AI provided. This

matches the observations of Shakil and Siddiq (2024) that ESL teachers concern over ChatGPT's ability to reduce a student's critical thinking in writing.

Table 2: Teachers' Attitudes toward AI Use in the Classroom

Statement	Agree (%)	Neutral (%)	Disagree (%)
AI helps save teaching time	76%	16%	8%
AI improves student grammar and writing	69%	21%	10%
Students rely too much on AI for writing	64%	24%	12%
I am confident using AI tools in my lessons	41%	33%	26%
My school has clear policies about using AI in teaching	18%	40%	42%

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

While these numbers demonstrate that teachers value the benefits of AI, many still see it as a concern and feel unsure of institutional support in this condition (Khattak et al., 2025; Al-khresheh, 2024).

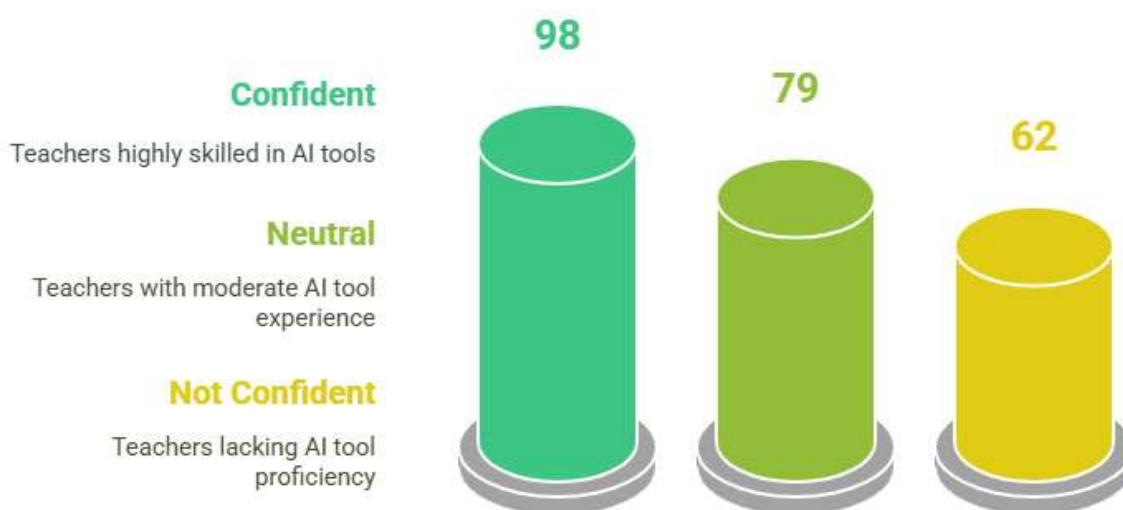


Figure 2: Teacher Confidence in Using AI Tools

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

2.3. Institutional Support and Training

One of the greatest inhibitions in the literature and in our data is the lack of training and support for teachers. To many ESL instructors, these AI tools are being used without attending any formal training. Chounta et al. (2022) report that teachers want to use AI but do not know how to properly use it because they were never trained. Alharbi and Khalil (2023) also discovered that students would often use AI tools more confidently than their teachers.

Our dataset backs up this issue. More than 80% of the teachers in our population responded that they had not been trained in relation to AI. When asked whether their school had clear guidelines or policies regarding the use of AI, the majority responded either "no" or "not sure." This leaves teachers on their own to figure things out and could cause much confusion, bad decisions, or misuse of AI tools (Dinc, 2024; Abedi et al., 2025).

They also reported that workshops, manuals, and peer support would be useful in learning to use AI in the classroom, a finding consistent with other studies that show professional development improves perceptions and actual use of the technology (Khajavi & Ezhdehakosh, 2025; Mishu et al., 2025).

2.4. Ethical and Pedagogical Concerns

While AI tools offer many benefits, they raise crucial ethical questions. Some teachers in the study had apprehensions that students might use AI to cheat or avoid thinking for themselves. Meanwhile, others were concerned about the occasional inaccuracies in AI responses, which made them reluctant to use these tools with beginners. These kinds of concerns are evident in the literature as well. According to Amirjalili (2024), teachers reported cases of students who submitted AI-generated essays without understanding the content. Likewise, Riquelme (2023) posits that certain teachers fear AI will stifle students' creativity and independence.

There are also concerns about the privacy of data, discrimination, and the quality of the AI-generated content themselves. As Darwin et al. (2024) argue, teachers need to be trained not just in the use of AI tools but also in managing ethical risks and guiding students toward responsible use. Without support, these issues will ultimately limit AI's success in ESL education.

Research overall suggests that AI can aid in language learning in various ways but needs to be handled with care. Teachers therefore take charge in ensuring that AI is used in ways that help in the students' growth. Schools need to provide training and clear guidelines to ensure that these new tools are helpful to both teachers and students (Mohammad Ali, 2023; Hossain & Al Younus, 2025; Xiao & Zhi, 2023).

3. Methodology

3.1. Research Design

The quantitative descriptive research design was tapped to explore the perceptions of ESL teachers with regard to AI tools being used in language classrooms. In fact, it tried to understand the opportunities and concerns that ESL teachers have with regard to the use of tools like ChatGPT, Grammarly, and some other AI-supported platforms. Structured conjoint online surveying was performed on a large sample of teachers across varied educational institutions. The quantitative approach was selected since capturing measurable data on trends, opinions, and behaviors is possible (Chung & Jeong, 2024). Finding patterns can help train programs, inform school policies, and identify research topics.

3.2. Participants

A total of 239 ESL teachers participated in the study. Teachers were engaged in the form of elementary secondary and tertiary institutions. Some were then considered experienced teachers while others were likely to be so in their careers yet. Such background distribution with respect to industry experience, age, and institutional background helped to bring in a very wide array of perspectives.

Regarding their knowledge of AI, responses varied, with some teachers saying they highly knew the technology, while others were new to it. Table 1 below shows the distribution of the participants regarding their AI familiarity.

Table 3: Participants' Self-Reported Familiarity with AI Tools

Familiarity Level	Frequency	Percentage
Extremely Familiar	52	21.8%
Very Familiar	41	17.2%
Moderately Familiar	78	32.6%
Slightly Familiar	48	20.1%
Not at All Familiar	20	8.3%
Total	239	100%

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

The data shows that the majority of the participants were at least moderately familiar with AI tools. However,

many felt the need for more training and guidance, which has also been posited by others (Kalra, 2024; Chounta et al., 2022).

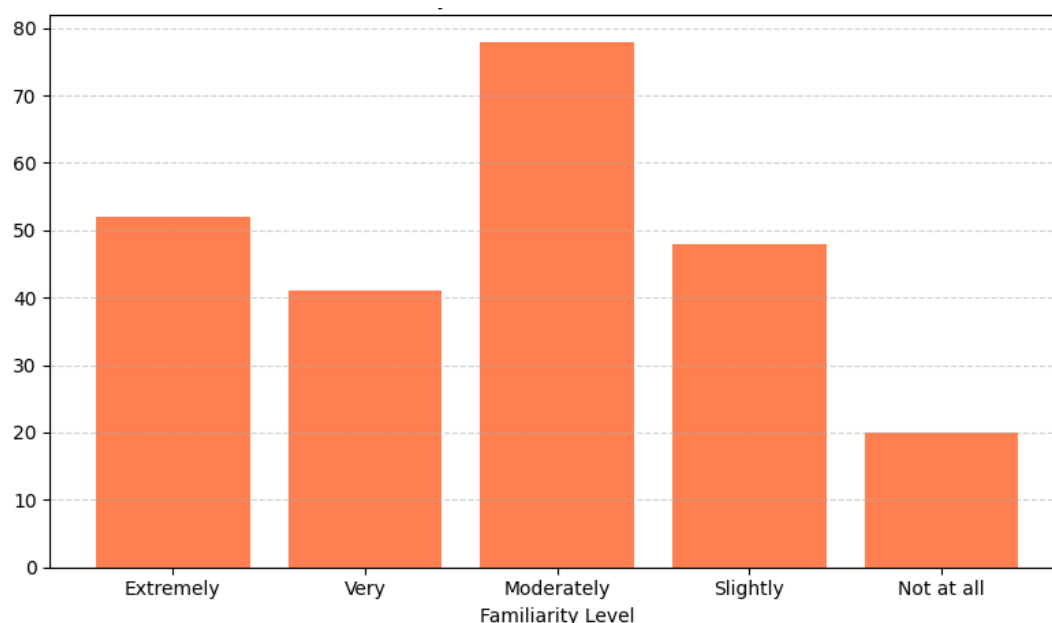


Figure 3: AI Familiarity Levels

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

3.3. Instrument and Procedure

The data were collected using a structured online questionnaire. The survey included 26 questions comprising several parts. It included multiple-choice questions, Likert-scale items, and open-ended prompts. The questions revolved around frequencies of AI tools usage by teachers, whether they used them for planning, their self-confidence in using AI, if their schools had any training, and what kind of support would be desirable.

The survey was disseminated through ESL teaching groups, mailing lists, and academic forums. Participation in the survey was voluntary. The respondents were told that their survey answers would remain anonymous and used only for research purposes. The survey was kept open for 2 weeks during early 2025, within which period 239 valid responses were recorded and analyzed.

3.4. Data Analysis

Data collected were then analyzed using Python. These data were subjected to various analyses: simple statistics, including frequencies and percentages, to provide insight into teachers' perceptions and usages of AI tools. Results were presented with the aid of charts and tables. Furthermore, some cross-tabulations were conducted to see the relationships between influencing factors, such as familiarity with AI and desire for training.

One of the proxies used was how often a teacher used the AI tools for lesson planning. The chart below shows the frequency of use amongst participants.

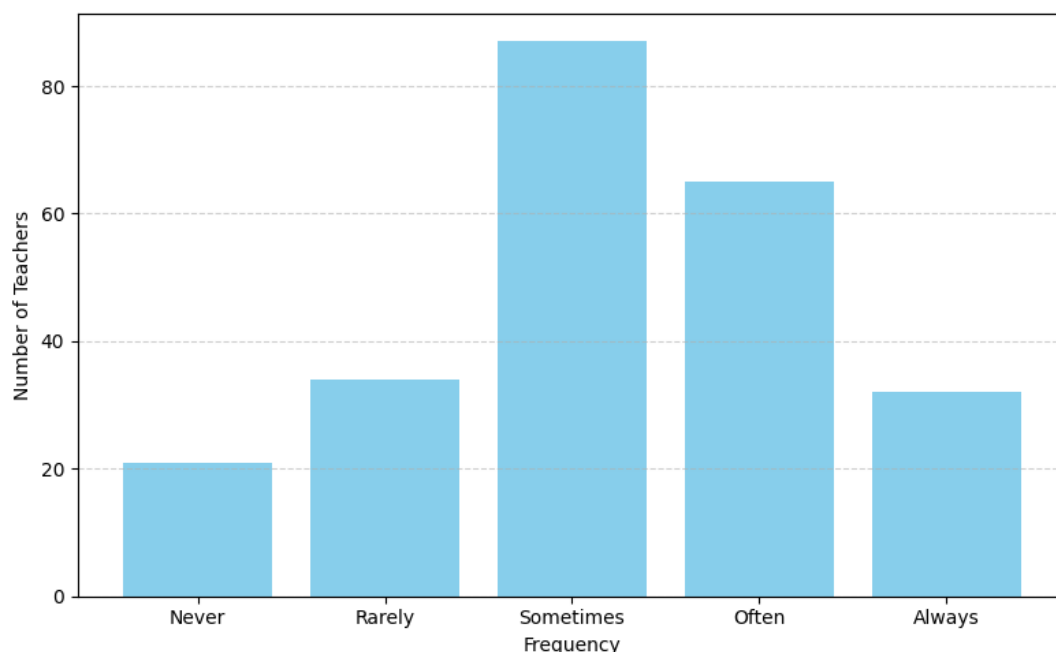


Figure 3.2: Frequency of AI Use in Lesson Planning

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

3.5. Ethical Considerations

Ethical considerations were observed during research. Participants were clearly informed of the purpose of the study and were then requested to give consent to complete the survey. No personal identifying data was collected. Responses were collected anonymously, and data were kept in a secure place. The research was designed for supporting ESL educators rather than assessing their performance, i.e., to better understand their needs and challenges when using AI tools in the classroom (Khajavi & Ezhdehakosh, 2025; Davoodi, 2024).

3.6. Summary of Methodology Findings

The data showed teachers exploring AI tools but painting a wide-ranging picture with their confidence and experience. Most teachers said they use these tools "sometimes" or "often," with very few saying, "all the time." Many expressed high interest in further training and support at the school level. This suggests the teachers are interested in AI but often feel unprepared or unsupported in it.

Table 3.2: Frequency of AI Tool Use for Lesson Planning

Frequency	Number of Teachers	Percentage
Never	21	8.8%
Rarely	34	14.2%
Sometimes	87	36.4%
Often	65	27.2%
Always	32	13.4%
Total	239	100%

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

According to the table, a good number of teachers occasionally use AI. This supports that while the AI tools are getting accepted, their adoption remains sporadic and often unorganized (Mohammad Ali, 2023; Riquelme, 2023; Amirjalili, 2024).

4. Results

4.1. Frequency and Purpose of AI Tool Usage

The findings did indicate varied patterns of usage, with a majority of ESL teachers already employing AI tools in

their classrooms. Their purposes are for grammar checking, providing writing support, and designing lessons. According to the data, "sometimes" was the most common response to the question, "How often do you use AI for lesson preparation?" Only a few of them said, "Always," thereby suggesting an environment where AI is being explored but not yet accepted as a regular part of teaching for everyone.

Such a trend would therefore seem to align well with prior findings documented in the literature where teacher interest in AI was reported, but also uncertainty about how to apply it consistently in class (Mohamed, 2024; Zainuddin et al., 2024). It seems that most of them may still be trying to get their feet wet, so to speak.

Table 4.1: How Often Do ESL Teachers Use AI Tools in Lesson Planning

Frequency	Number of Teachers	Percentage
Never	21	8.8%
Rarely	34	14.2%
Sometimes	87	36.4%
Often	65	27.2%
Always	32	13.4%
Total	239	100%

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

The majority of teachers, per this table, use AI at least "sometimes." And only 13.4% report "always" using AI tools. Thus, further support and training would appear to be needed for AI training to be fully integrated into teaching practice (Kalra, 2024; Jeon, 2024).

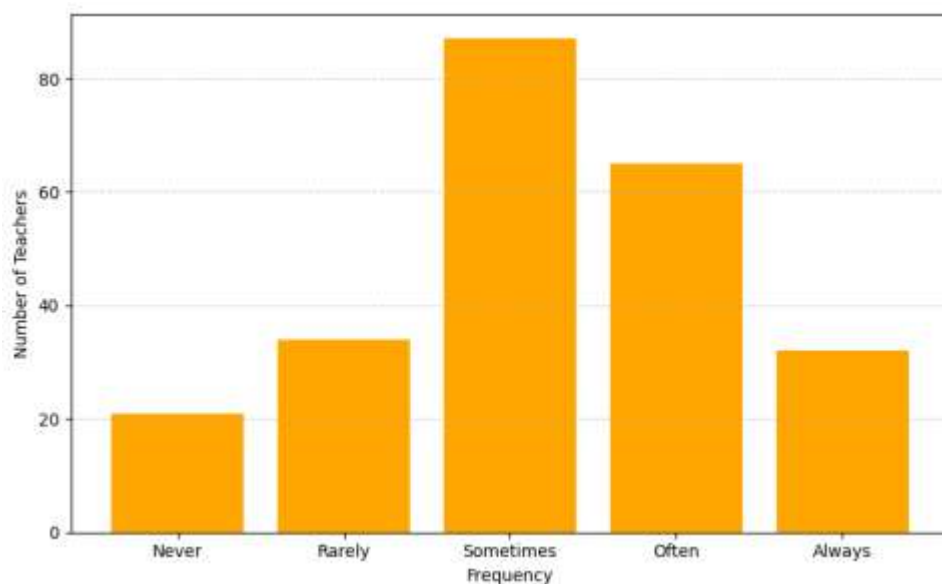


Figure 4.1: Frequency of AI Tool Use

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

4.2. Opportunities Identified by Teachers

Many teachers reported that these AI tools save time, generate ideas, and help improve the quality of student writing. One of the most often reported advantages was grammar correction, especially by Grammarly. Others liked that ChatGPT could generate text samples and writing suggestions for students. These tools are also helping teachers create engaging learning materials tailored to students (Mohammad Ali, 2023; Jeon, 2024).

The table below shows the areas in which AI was most useful, with grammar feedback and writing support deemed the most helpful tasks for AI.

Table 4.2: Perceived Benefits of AI Tools in ESL Teaching

Benefit Area	Rated Helpful (%)
Grammar Correction	81%
Writing Feedback	77%
Lesson Planning	65%
Vocabulary Building	52%
Speaking Practice	37%

Source: ESL Teachers’ Perceptions of AI Tools Dataset (2025)

These results agree with Alharbi and Khalil's research (2023), wherein both teachers and students experienced the benefits of AI tools for vocabulary and writing activities. However, fewer teachers say they use AI for speaking or listening, which may require more specialized tools or training.

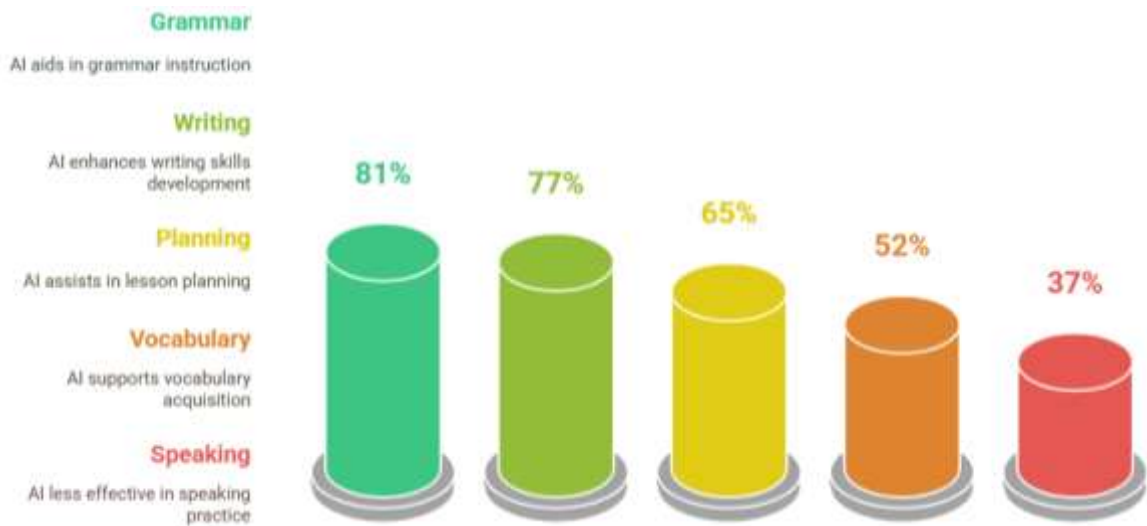


Figure 4.2: Benefits of AI Tools

Source: ESL Teachers’ Perceptions of AI Tools Dataset (2025)

4.3. Concerns Reported by Teachers

A majority of the teachers felt that AI was good for learning, yet many of them also expressed concerns. One of these issues was student overdependence on AI tools. A few mentioned that students used ChatGPT to generate the whole writing assignment, so there was very little original thinking and effort put in. Other teachers, though, were not sure how to check instances of AI use by students, so to them, the question arose regarding plagiarism and authenticity (Shakil & Siddiq, 2024; Amirjalili, 2024).

Another issue raised concerned the accuracy of the AI responses. Some teachers felt that though these tools might be a bit helpful, they were sometimes inaccurate and their answers often confused students; hence, these teachers were reluctant to recommend them to their students without supervision (Benek, 2025; Riquelme, 2023).

More than half of the teachers involved in the analysis said that they did not feel ready to train students in the responsible application of AI. This depicts a difference between technology use and teacher assurance when it

comes to handling ethical implications.

4.4. Training and Institutional Support

Another major issue arising from the survey was the lack of formal training or support from schools. Though many teachers were working with AI tools in one way or the other, very few actually received training or even policy documents concerning the use of AI in teaching. Over 80% of the respondents were not given any professional development relative to AI.

This finding supports studies stating that more efforts should be made by institutions to prepare teachers for AI adaptation (Chounta et al., 2022; Dinc, 2024). The teachers who participated in the study also showed a strong preference for future training, mainly through workshops, online courses, or peer collaboration.

Without clear support and training, teachers explore the use of AI on their own. This kind of unsupported autonomous exploration may give rise to inconsistent uses, instances of unethical judgment, and missed opportunities for enhancing the learning process.

5. Discussion

5.1. Understanding Teachers' Positive Experiences with AI

The results say that many ESL teachers are beginning to see the value of AI tools in their classrooms. Most teachers found AI useful for improving grammar correction, writing feedback, and lesson planning. Tools such as Grammarly and ChatGPT were used the most. These findings align with the position held by Mohamed (2024) and Alharbi and Khalil (2023) on AI in reduction of the massacre of workload on teachers and its support to students in writing tasks. Teachers liked AI tools because they helped save a lot of time, especially with respect to preparing contents and checking assignments.

Nonetheless, this analysis showed that most teachers used AI programs "sometimes." This means that, though they see the potential of AI, these tools were still not used in each lesson. In contrast, Jeon (2024) previously found that teachers used AI more in writing and grammar than in speaking and listening activities, which corresponds with the results in this study.

Table 5.1: Teachers’ Use of AI by Purpose

Purpose of AI Use	Frequency	Percentage
Grammar Checking	101	42.3%
Writing Feedback	89	37.2%
Lesson Planning	65	27.2%
Vocabulary Building	52	21.8%
Speaking Practice	19	7.9%

Source: ESL Teachers’ Perceptions of AI Tools Dataset (2025)

This table specifies how the tasks for which teachers rely on AI the most are writing and grammar. The lower scores for vocabulary and speaking seem likely to suggest that these areas still need support or have substandard AI tools to offer.

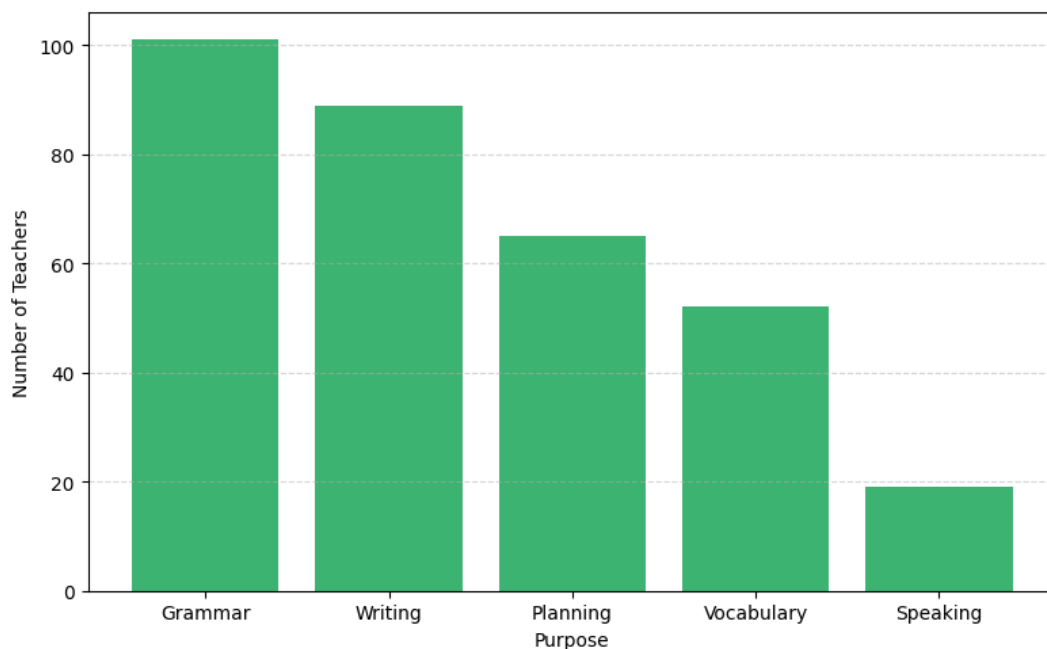


Figure 5.1: Purpose of AI Use

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

5.2. Revamping Teachers' Concerns and Uncertainties

Allowing for the positive power of AI, certainly coming with some concerns by the teachers: the major concern among teachers is that students might actually become too dependent on AI tools and allow them to just do the work for them rather than learning the skills themselves. This is upheld by Shakil and Siddiq (2024), who cautioned that if ChatGPT was allowed to run wild without the need for supervision, it would destroy the critical thinking of the student.

Another teacher concern emanated from an uncertainty of how to use AI tools. Most teachers felt unprepared to teach students the responsible use of AI. Such concern was especially high among those teachers with elementary or no training at all. Dinc (2024) stated that the training determines largely whether the teacher will feel confident enough to try out new technology.

Table 5.2: Common Concerns about AI Use in ESL Classrooms

Concern	% of Teachers Agreeing
Students over-relying on AI	64%
AI-generated responses are inaccurate	53%
Lack of teacher confidence	59%
No clear school policy on AI	68%
Difficulty assessing AI-assisted work	56%

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

These concerns underscore the need for guidance. Without policies or training opportunities, teachers are left to speculate about what is allowed or will prove effective.

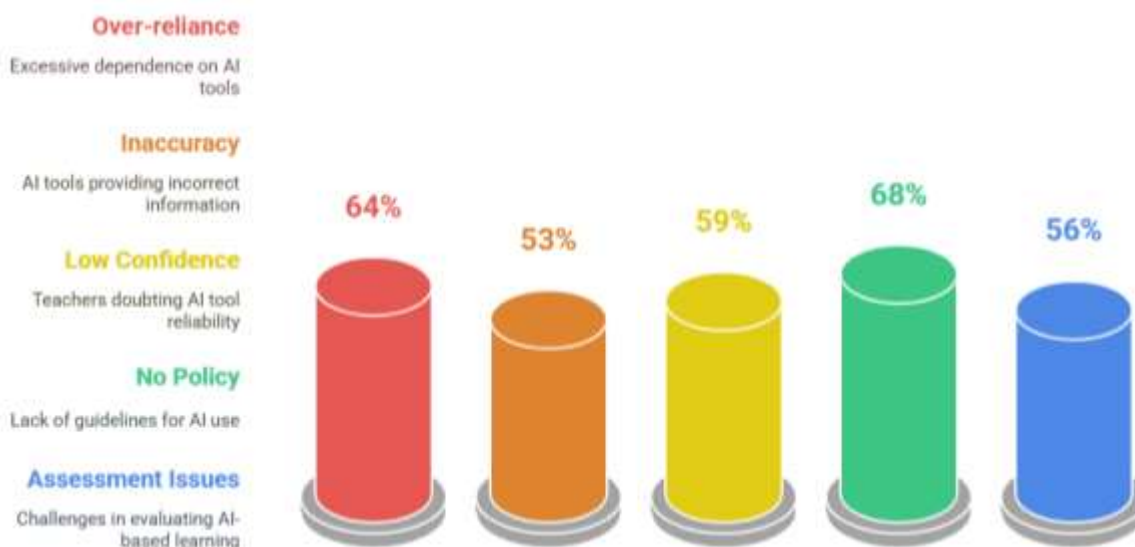


Figure 5.2: AI Concerns among Teachers

Source: ESL Teachers' Perceptions of AI Tools Dataset (2025)

5.3. The Problem of Missing Institutional Support

Another key issue that surfaced in the data was the fact that most teachers have not undergone professional training with respect to AI. In the dataset, over 80% of teachers said they had no professional development related to AI. In fact, most teachers said their schools neither had clear policies nor guidelines concerning the use of AI tools in the classrooms.

This lack of support presents a very big challenge. It implies that every teacher has to work the AI out on their own, which may mean inconsistent use or completely improper use. This resonates with the findings of Chounta et al. (2022) and Khattak et al. (2025). There too, teachers stated having felt unsupported and pleaded for clearer guidance from their school leadership.

When training is absent in schools, there is a higher chance that teachers will shy away from adopting the use of AI, thus hindering innovation and also denying students the benefits of good tools. Such trainings should, if offered, demonstrate to the teachers how to apply AI for everyday teaching tasks and also provide them with basic ethical safeguards to avoid common pitfalls such as plagiarism and the spread of misinformation (Davoodi, 2024; Riquelme, 2023).

5.4. Teachers Want to Learn and Be Better Prepared

Nonetheless, in spite of the situation and lack of training, considerable numbers of teachers in the study were keen on further knowledge. Over 82% were willing to take part in professional development if given the opportunity. They want support in using tools like ChatGPT in ways that promote real learning not just quick answers. Some teachers suggested that session could be peer-led or held online, allowing them to learn together. This shows ESL teachers are willing to change. They are not against AI; they just want to use it rightly. If institutions listen and give them proper support, these teachers can lead the way in using AI ethically and effectively. Khajavi and Ezhdehakhosh (2025) further stress that with continuous training; teachers will be more inclined to investigate AI through their creativity.

6. Conclusions

6.1. Summary of Key Findings

This research probed ESL teachers' perceptions with respect to the use of AI tools in the classroom, with a focus given to perceived opportunities versus concerns. After collecting answers from 239 teachers, it became clear that there is some very heavy use of AI tools such as ChatGPT and Grammarly; especially teacher tools for

grammar correction, writing prompts, and lesson planning. In managing classroom tasks more efficiently, teachers consider these AI tools useful. They further claim that, from their perspective, AI provides enhancements to student writing, lessens their workload, and serves as an inspiration for improvisations in lesson designs. These views correlate with those of Mohamed (2024) and Alharbi and Khalil (2023), who affirmed that AI tools could aid language learning if appropriately applied.

At the same time, teachers express serious concerns. So many fear students become overly dependent upon AI, mainly when it is used for writing work, so they will not be able to think independently or to originate ideas by themselves. Other concerns include the correctness of AI-produced content and the ethical risks including plagiarism and queries regarding assessment of student work, which might be supported by AI. These concerns were also the issues raised by Shakil and Siddiq (2024) and Riquelme (2023), who further stressed the consequences of unregulated AI use in academic environments.

Among one of the most critical findings is the absence of continued classroom training and support on the institutional level. A vast majority of participants stated they had never had professional development or any kind of training related to the integration of AI in teaching. Most of them also reported that their institutions lack clear policies or guidelines regarding the use of AI in classrooms. These findings are worrisome, for they imply a majority of instructors are managing AI use in classrooms on their own without any real structured support or guidance. How do you expect a teacher to make good decisions without leadership from their school, and the outcome of such decisions will certainly affect both quality teaching and student learning (Chounta et al., 2022; Khattak et al., 2025)?

In spite of all these hurdles, teachers are strongly interested in further learning. Over eighty percent of them expressed willingness to attend training sessions should such be provided. This is indicative of the willingness of ESL teachers to embrace the new technology, but meaningful support, resources, and guidance are necessary for them to do so effectively.

6.2. Recommendations

Several recommendations can be posted against these conclusions. For one, educational institutions ought to focus on providing carefully structured professional development programs in the field of AI-related language education. This training should cover ethical use of AI tools such as ChatGPT, as well as methods to inform students about responsibly utilizing these tools for their benefit. It is argued in previous studies that hands-on training coupled with follow-up support enables teachers to build confidence and competency in using new technologies (Davoodi, 2024; Dinc, 2024).

Schools, secondly, should set and clarify policies related to AI use in classrooms. Benefits of the policies include instructing teachers and students about what can be done, what should not be done, and using AI tools without the risk of getting accused of dishonesty. Teachers will continue to remain timid about the use of these tools without proper policies, and students might in turn proceed with improper use and dishonesty.

Thirdly, AI should be introduced gradually, and its implementation should be supervised. Teachers were encouraged to test the AI-assisted tasks, such as grammar instruction and lesson planning, before Application in more advanced tasks like speaking or writing assessment. This will gradually develop teachers' confidence in the use of AI while maintaining academic integrity.

Last but not least, collaboration among teachers should be thus encouraged: teachers can help each other by sharing experiences, strategies, and concerns regarding AI implementation. Peer-organized workshops, online communities for professional development, or mentoring can support teachers as they continue to explore AI (Khajavi & Ezhdehakosh, 2025).

6.3. Limitations of the Study

This study brought forth many valuable insights, yet certain limitations still apply. For one, the data consisted almost entirely of responses to a self-reported survey, hence capturing the opinions and experiences of the

teachers at one point in time. Differences in how teachers use AI may emerge in practice versus what they reported. Also, the administered survey was not followed up with interviews nor class observations. These could otherwise have provided richer contextual insights as to how AI is being integrated into real teaching situations. Second, this study was limited to ESL teachers and did not take into account the students' voices. Since students are directly influenced by the manner in which AI is utilized in classes, their feedback would have offered insight into the overall impact of AI on the learning process. To conclude, the study probes only the principal faces of ChatGPT and Grammarly. Other AI assistants might be more prevalent in one subregion or educational context, which has gone undetected by the current study.

6.4. Suggestions for Future Research

Future research may focus on students' experiences with AI tools in ESL classrooms. Gaining insights on how students feel about AI, how they use it, and whether it has any effects on their learning would enable educators to make informed decisions concerning the successful integration of AI. Furthermore, studies can be created that investigate differences between how different groups of teachers, such as beginner and experienced, use AI tools, as well as what support they most require.

Conducting longitudinal studies that track teachers over time as they continue receiving training and practicing increased use of AI would also be worthwhile. This would provide a better view into the effects of professional development on growing confidence, the quality of teaching, and student outcomes in the long run.

How to expand the use of AI in language learning is what deserves further study in helping with more interactive tasks, such as speaking and listening, which are often more difficult to get assistance with from the AI tool at present.

Finally, the influence of institutional policies on willingness and ability to use AI may be studied. Schools with strong leadership and clear policies may set a good stage for the integration of AI, and a look into these might give model best practices that others can adhere to.

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