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English Teachers' Perceptions of AI Use: A Case Study

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Abstract

This research investigates the views of English instructors regarding the implementation of artificial intelligence (AI) as a support tool in education, emphasizing how useful and user-friendly they find it for classroom activities. Employing a singular case study approach, information was gathered via semi-structured interviews with four English teachers from two vocational schools, selected through purposive sampling. The discussions delved into the educators' encounters with AI tools in lesson planning, material development, assessment rubric design, and instructional support. The findings reveal that teachers perceive AI as easy to use, particularly for generating lesson plans, providing content inspiration, producing instructional materials quickly, and creating detailed assessment rubrics, with natural language interfaces such as ChatGPT and Gemini simplifying the learning process. In terms of usefulness, teachers regard AI as a positive collaborator that supports the creation of natural-sounding listening materials, serves as a learning medium, and helps deliver clearer explanations and feedback to students. These findings suggest that while AI is widely accepted as a practical teaching tool, its integration should remain teacher-centered, balancing efficiency gains with pedagogical judgment. Ethical and professional development implications for integrating AI in English language teaching are also discussed.

Keywords: Artificial Intelligence; English Language Teaching; Teacher Perceptions

INTRODUCTION

Education is increasingly embracing AI (artificial intelligence) as a way for schools to help prepare students for future needs and foster the growth of AI literacy in schools (Ng, 2021; Holmes, 2022). However, the promise of AI to transform education is often offset by a lack of certainty surrounding current AI technical capabilities, the pedagogical assumptions underlying its use, and the broader societal role of education (Holmes, 2022). Therefore, the employment of AI in the classroom should be considered a pedagogical change that influences instructional design, feedback practices, assessment methods, and teachers' ways of supporting students' learning experiences, in addition to the use of new technology (Chiu; 2022; Adams, 2023; Zhang, 2024).

As evidence grows that AI is able to support lesson planning, classroom management, assessment, etc. (Zhang, 2024), these frameworks are increasingly relevant to teacher preparation and classroom practice. At the same moment, the effectiveness of incorporating technology is still recognized heavily influenced by teacher factors—particularly knowledge, self-efficacy, pedagogical beliefs, and school culture—which determine whether technology is truly used as a meaningful pedagogical tool (Ertmer, 2010). Within the framework of technology acceptance, teachers' perceptions of perceived usefulness and the importance of how useful and easy to use a tool is stays essential remains critical, as these two constructs are

fundamental determinants in the realm of technology acceptance, where perceived usefulness often has a more substantial connection to actual usage compared to perceived ease of use.(Davis, 1989).

In the field of teaching English, AI has drawn attention in the area of English language instruction because of its potential to aid teachers in designing teaching materials, individualizing learning activities, and improving instructional support. AI proliferation in the education sector is seen in different domains, including learning, teaching, assessment and administrative work. This has created different roles and things that people learn but it has also caused big problems that need careful thinking about (Chiu, 2022). Furthermore, AI is also positioned not merely to automate teachers' tasks but to enhance human cognition, expand learning support, and place teachers at the center of new pedagogical decision-making (Holmes, 2022).

Nevertheless, the growing implementation of AI in education introduces ethical dilemmas that are intertwined with instructional methods. In educational institutions, concerns regarding AI extend beyond issues of privacy and discrimination, encompassing proper pedagogic methods, the rights of children, understanding AI, and the well-being of educators (Adams, 2023). Additionally, the existing literature highlights that the advancement and use of AI in education has often been done without sufficient ethical consideration, despite the significant implications for students, teachers and parents (Holmes, 2022). In line with this, the UNESCO guidelines stress that the use of generative AI in education and research must employ a human-centered approach that gives priority to people's autonomy, inclusiveness, equity, cultural and linguistic varieties, data protection, and capacity building for both teachers and institutions.

In teacher education, there is indeed great potential for AI, but the benefits depend heavily on teachers' readiness to understand, evaluate, and use it appropriately. AI is able to help create more customized learning experiences, support innovative teaching strategies, and enhance the effectiveness of assessments; however, challenges such as digital literacy, ongoing professional development, access gaps, privacy concerns, and the risk of reduced human interaction remain prominent (Zhang, 2024). Because of this, various studies emphasize that AI should serve to support and enhance the role of teachers, not replace them (Zhang, 2024).

In light of this situation, it is crucial to assess how educators perceive the integration of artificial intelligence in their instructional methods, particularly regarding its perceived benefits and user-friendliness. These two factors are significant in understanding why educators either embrace, reject, or adapt to the incorporation of AI in activities like lesson creation and resource development, providing feedback, and creating assessments (Davis, 1989; Zhang, 2024). Furthermore, as AI increasingly becomes part of the classroom, teachers' understanding of the ethical dimensions and AI literacy also becomes even more important to ensure its use remains effective, safe, and centered on students' needs (Ng, 2021; Adams, 2023).

Based on this framework, this study focused on English teachers' perceptions of the use of AI as a teaching aid in the classroom. This focus is important because teachers play a key role in deciding whether AI will be used primarily as a technical tool or as a pedagogical resource that truly enriches the teaching and learning process (Ertmer, 2010; Holmes, 2022). This study aims to elucidate the prospects, obstacles, and moral concerns linked to the integration of AI in English language teaching by exploring teachers' perspectives on the practicality and worth of AI.

RQ1: How do English teachers perceive the effectiveness and user-friendliness of AI as a teaching aid?
RQ2: What are the opportunities, barriers, and ethical considerations that English teachers encounter while incorporating AI into their instructional methods?

METHOD

This study employed purposive sampling (Tajik et al., 2024) to thoroughly investigate English instructors' views on the application of AI tools within the educational environment. In this individual case study, data were gathered via closed-ended semi-structured interviews. The participants were interviewed in a sequence to verify and deeply investigate their perspectives about the utilization of AI in education.

The participants were grouped into two different targeted places. In this project, we conducted interviews and analyzed the responses. The recording was about 4 to 12 minutes long. This limit was set up due to the ease of uploading processes. After two weeks of developing the interview instrument, questions were asked to the four selected teachers from both schools. The participants were interviewed consecutively to capture their perspectives on Artificial Intelligence as a tool for aiding their lesson plans (W. Powell, S. Courchesne 2024), assessment rubrics (Riahi et al. 2026), the advantages of using AI (Onesi-Ogigagun 2024), and other aspects related to AI use in teaching in classrooms. A semi-structured interview was conducted to explore further teachers' perceptions of AI tools for teaching purposes.

RESULTS AND DISCUSSION

The function of artificial intelligence (AI) in the field of education is evolving, shaping how teachers approach both instruction and student learning. As AI technologies gain wider acceptance in classrooms, teachers form diverse perspectives on their integration and impact. This part of the study discusses the results, specifically concentrating on how educators view the benefits and user-friendliness of AI in aiding their instructional methods and improving the overall educational journey.

1. Perceived Ease of use

The participant noted that AI is helpful in their teaching, especially when it comes to writing lesson materials.

> *Kalau untuk penyusunan lesson plan, menurut Saya pribadi memang sangat membantu penggunaan AI* (Elin, Female, 30).

The finding is in line with W. Powell and S. Courchesne (2024): Generative AI has the potential to help teachers streamline lesson planning by making it quicker and easier to generate outlines. This also supports Kehoe, F. (2023). These tools can create customized educational content, saving teachers time and simultaneously improving the quality of instruction.

> *AI sebagai referensi atau inspirasi* (Ida, Female, 32).

This result corresponds with the research of Foley et al. (2025), who recommend new research directions based on current evidence on the topic. Kim et al. (2023) explain that AI-powered co-creative design tools can inspire new ideas by highlighting conceptual similarities during the design process.

> *Untuk kualitas dan relevansi konten sendiri AI itu sangat beragam, cukup cepat untuk membuatkan materi-materinya* (Ai, Female, 29).

This result corresponds with the research of Shu et al. (2025), who found that AIGC can efficiently create instructional videos, greatly reducing teachers' workload. This finding also supports Khan and Sujatha (2026), who observe that generative AI's use in course content creation is both emerging and evolving. Their study highlights that generative AI enables faster and broader development and refinement of high-quality course materials through iterative prompts and improvements.

> *Guru juga bisa meminta AI itu untuk mencarikan rubrik penilaian sampai ke detailnya* (Ai, Female, 28).

This result corresponds with the research of Riahi et al. (2026), who discovered that educators tend to perceive AI-created rubrics as a valuable initial resource for designing assessments, particularly as the tool can swiftly generate organized rubrics that contain well-defined criteria and levels of performance. Moreover, this finding supports the insights shared by Diez and others, who state that educators can create assessment standards, performance goals, and competencies through an intuitive interface, while the AI formulates a detailed rubric tailored to the needs of various courses or subjects.

> *Gemini dan ChatGPT itu menggunakan bahasa yang alami jadi proses belajarnya pun cenderung singkat* (Ai, Female, 29).

This finding is consistent with Baskara (2025), who found that about 75% of students reported spending more time practicing English independently outside of regular class hours. This finding also supports Gomez-Cabello (2024), who noted that Gemini provided much faster responses than ChatGPT-4.

2. Perceived Usefulness

The participant described AI as very useful and effective.

> Bisa dikatakan, AI sebagai kolaborator yang positif (Elin, Female, 32)

This finding aligns with Gawlik-Kobylińska (2024), who identified benefits such as increased efficiency, improved work quality, and the generation of new ideas. It also supports Yan (2025), who argues that the aim should be to develop systems capable of acting as effective and reliable collaborators.

> *Bisa disesuaikan, misalkan kita buat media bahan listeningnya itu dengan bantuan AI biar suaranya lebih natural seperti native* (Ida, Female, 32).

This result corresponds with the research of Fitria (2023), who noted that the software can convert written content into audio in multiple languages, including English with different accents like British and American. It also corroborates the insights of Bakkouche (2026), who remarked that ElevenLabs most accurately mimicked human speech in numerous aspects related to prosody and speaker identity, although the differences among systems varied based on different assessment criteria.

Saya membutuhkan AI sebagai media pembelajaran (Ai, Female, 29).

This result is in agreement with Chen (2023), who mentioned that AI technologies are invariably available to support users, drawing from the educational theories that are incorporated in their tutoring frameworks. It also substantiates the findings of Kestin (2025), who observed that learners experience a significantly higher rate of learning in a shorter timeframe when utilizing an AI tutoring system compared to conventional active learning in classroom settings.

Sekarang ini kita perlu menggunakan AI supaya siswa juga bisa mendapatkan penjelasan yang lebih baik (Yudi, Male, 47).

This finding aligns with Onesi-Ogigagun (2024), who noted that systems powered by artificial intelligence are capable of evaluating student assessment answers instantly and delivering prompt feedback. It also corroborates the findings of Pahi (2024), who indicated that while some teaching assistants were reluctant to entirely embrace the feedback guidelines—especially regarding the provision of encouragement—the cooperative feedback interaction between teaching assistants and ChatGPT improved the overall feedback quality, mainly in terms of precision and clarity when elucidating concepts.

CONCLUSION

This research examined the viewpoints of English teachers regarding the use of artificial intelligence as a support tool in teaching, highlighting its perceived advantages and simplicity of use, along with the opportunities, challenges, and ethical issues that arise. The findings show that teachers generally perceive AI tools as easy to use and beneficial across various teaching tasks, including lesson planning, material development, and assessment rubric creation. Teachers also perceive AI as useful, functioning as a collaborative partner that supports the production of natural-sounding listening materials, serves as an additional learning medium, and helps provide clearer explanations and more responsive feedback to students. The results demonstrate that perceived advantages and perceived simplicity of use significantly influence teachers' willingness to accept and incorporate AI in the instruction of the English language, aligning with the Technology Acceptance Model (Davis, 1989).

Beyond usability and usefulness, the study highlights that AI's benefits are best realized when teachers remain central to pedagogical decision-making, using AI as a supportive tool rather than a replacement for their professional judgment. This is in line with previous studies emphasizing that AI should enhance, not substitute, the teacher's role. However, careful attention to ethical considerations, such as ensuring content accuracy, protecting student data, and maintaining meaningful human interaction, remains essential as AI use expands in the classroom. Due to the small size of the sample and the singular focus of this study, the results should not be widely applied. Future investigations are recommended to involve a broader and more varied group of teachers from various educational levels and school environments, and to further explore how continuous use of AI impacts teaching methods, student results, and teacher professional growth over time.

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