

READINESS TO USE AI TOOLS IN ESL CLASSROOMS: PAKISTANI TEACHERS' PERCEPTIONS

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ABSTRACT

Technological advancement has benefited every domain of life. Its utilization in ELT landscape makes a preliminary to fully leverage its potential in the field. For which, it is vital to gain insights from diverse perspectives of teachers. Therefore, this study examined teachers' perceptions to use AI-assisted tools in ESL classrooms at graduate level by utilizing descriptive survey design. A five-point Likert scale questionnaire was distributed among 30 randomly selected teachers to explore the awareness, perceptions, and habits regarding AI in ESL classrooms. The responses were analyzed quantitatively using statistical procedure of frequency and percentage analysis. The research found that most of the teachers are acquainted with basic knowledge of AI. They had a positive attitude to incorporate AI tools in ESL classrooms. The results of the study contribute to a more detailed comprehension of AI's impact on English language teaching and learning.

KEYWORDS: Artificial Intelligence, ESL classroom, teachers' opinions, graduate level

1. INTRODUCTION

1.1. Background and Context

Artificial Intelligence (AI) as a technology develops software that can filter independent functions such as student search, computation, and knowledge. Such technology is capable of making smart devices that function and respond to something like human brain. They include online computer platforms and robots like computerized machines (Karsenti, 2019). In addition, it is a creative ability of computational tools which has enhanced attention to the progress of artificial intelligence (AI) technologies (Cheng & Day, 2014). AI may not mean to design amazingly smart computers that solve every problem, Joshi (2019) mentions, but it means building a machine that has capabilities to work like human beings. It aims to build computer systems that display human-like thinking abilities or demonstrate characteristics which are connected with human intelligence (Campeato, 2020).

Artificial Intelligence is also termed as Machine Intelligence (Mehrotra, 2019). It is the ability of machines to predict and show natural intelligence displayed by human beings. It can be considered that AI is about addition of human intelligence to machines for the execution of tasks. As a computer technology, AI employs utilization of smart machines and apps in scientific fields to behave intelligently like human beings. While, Whitby (2009) discusses that AI analyzes behaviors of human beings, animals and machines and endeavors to find newer ways of problem solving. However, Joshi (2019) states that AI may not mean to design amazingly smart computers that solve every problem, but it means building a machine that has capabilities to work like human beings. According to Campeato (2020) artificial intelligence aims to build computer hardware or software systems that display human-like thinking abilities or demonstrate characteristics which are connected with human intelligence traditionally.

In the realm of computer system AI can perform tasks which involve human aptitude such as understanding speech, awareness about language, planning and perception of visual signals. Devi et al (2020) argue that the demand for AI has increased to create a proficient system which is capable of solving complex problems like natural language

processing. As a language tutor AI offers various benefits such as individualized learning, tireless training, instant feedback and interesting activities which are needed to achieve linguistic knowledge and fluency within an atmosphere. AI is a digital endeavor to achieve human-level intelligence by use of different mechanisms of machines and it promises to provide efficient results in short time. It may mean a sequence of modern technologies that offer humans to sense, understand, perform, and learn using machines (Kaur & Gill, 2019). It can be considered as a branch of computer science that stresses upon the ability to think and behave like humans. The technology is being used to solve complex problems in a human-like manner (Sridhar, 2018).

English language is one of the most broadly used languages in the world. It is used in markets, tourism, jobs and international connectivity as the global language of communication (Lan et al., 2020). English language competency is an essential component for success in academic, social, and professional arenas in the modern globally incorporated community. Rich (2021) notes that the global importance of English language also makes it a language that is most widely studied. According to some estimates, adds the writer, there are around 2 billion learners of English language in the world. English language teaching (ELT) landscape has been growing since its beginning. With the advancement of digital technology ELT stage has also been changed. Being a transformative force, artificial intelligence (AI) has reshaped industries and redefined the ways of performing tasks in different sectors of life. According to Sharma et al (2024) AI technologies have brought revolution, like other fields of life, in the field of education, predominantly in pedagogical approaches to ELT, offering innovative solutions to language learning experiences. Bulger & Mayer-Schönberger (2018) highlight that AI-assisted technologies have emerged as a promising path for enhancing learning and teaching experiences, particularly language teaching. Similarly, Mehlhorn et al., (2020) write that language teaching benefits significantly from AI's capabilities as it offers unprecedented opportunities to support educators in delivering personalized instructions more effectively to diverse student populations. The development of technology has enhanced teaching and learning English language by providing digital platforms. It is believed the machines can perform the function of a teacher and may replace him in ELT classrooms (Shin, 2018). AI tools can be incorporated in ELT classrooms to facilitate learning and teaching. Such technological devices can be used in assistance of traditional teaching to increase efficiency and global competence (Fitria, 2021). Jati (2022) highlights the benefits of AI-assisted tools, which have modernized traditional teaching methods, as the tools give real-time feedback and individualized learning context. As an assistant of writing, AI demands teachers to focus on the higher level components of writing, which include creativity and content creation, while relieving him from detection of errors and grading their writings (Zawacki-Richter et al., 2019). Some studies point that AI tools do not assist students to improve their language skills but bring high considerations for students' languor and plagiarism (Kornfeld & Roy, 2021). Focusing on the impact of AI-driven tools on English language proficiency, this research aims to investigate the opinions of English language teachers regarding utilization of these tools for university level English language learners.

1.2 Problem Statement

Advancement of industries has influenced every sector of life and has made everyone to get familiarize with the rapid changes brought by it. The technological growth brought by latest industrial era has created new opportunities along with challenges. The purpose of technological advancement is to facilitate human efforts, as technology plays vital role in connectivity in the form of images, and written and oral texts. One of the major types of technology in modern era is artificial intelligence (AI). Like other sectors of life AI-assisted tools are being incorporated in English language teaching. The utilization of AI tools in EFL classrooms of Pakistan is an under-explored domain. The study aims to investigate the opinions and practices of Pakistani English language teachers about utilization of AI tools in EFL classrooms at university level.

1.3 Research Objectives

The research study is based on the following objectives.

1. To explore whether ESL teachers are ready to incorporate AI tools their classrooms at higher education level.
2. To investigate the perceptions of ESL teachers about the use of AI in ESL classrooms at higher education level.

1.4 Research Questions

The study was based on the following questions.

3. Are ESL teachers ready to incorporate AI tools in their classrooms at higher education level?
4. How do ESL teachers perceive the use of AI in ESL classrooms at higher education level?

2. LITERATURE REVIEW

2.1 AI in Education

The utilization of Artificial Intelligence (AI) into teaching and learning has brought a substantial shift in the educational landscape while offering both opportunities and challenges. The World Bank's published a report with

the title A-I revolution in Education in 2024, in which the members have highlighted 9 areas where AI can benefit administration, teachers and students in the Latin America and Caribbean (LAC) region (Molina, et al 2024).

Jia & Tu (2024) point that the use of Artificial Intelligence in classroom teaching provides a transformation opportunity for education, with the significant benefits and barriers. The researcher explored the utility of AI in classroom learning. The findings of the study highlighted both positive and negative effects. The positive effects included personalized learning, administrative efficiency, and adaptive assessments. Various risks along with benefits included ethical concerns, fear of job displacement, and the potential for impairing social inequalities.

The revolution of AI has changed the field of education with high pace. It offers game-changing opportunities for personalized learning. It supports the instructors in preparing daily lesson plans, and optimizes management of education. Alexandrowicz (2024) investigated the potential usages, benefits, and barriers of artificial intelligence (AI) tools for teachers at K-12 level by highlighting the perceptions of teachers. The study results reveal that teachers use A-I tools in preparation of lessons and utilize the tools in classroom activities. Various activities are also designed by administration in teachers training. The author also investigated the hurdles in the path of AI implementation, teachers preparation, which pose critical questions about ethical issues, pedagogical outcomes, and philosophical concerns the stake-holders must take into account. The study also highlights the need of A-I assisted activities to support competency of candidates to become effective teachers while understanding the potential of AI tools to support planning instruction and creating curricula. It suggests the need of such activities which help in developing critical thinking, creativity, and collaboration in carrying out academic tasks. The study stresses the need of embracing AI in the field of education cautiously and strategically. It is essential to recognize the power of A-I assisted tools and activities to transform education for both teachers and students.

Mariam, Adil & Zakaria (2024) provided detailed insights into the impacts of AI on governance of institutes at higher education level. Their study aimed to analyze the effects of Artificial Intelligence in educational systems and its impacts on governance of higher education institutions. The special stress was given upon aspects such as taking decisions, protection of data, and efficiency in administrative. The data of the study included the combining reviews of existing research studies, with case studies regarding AI's utilization in educational settings. Qualitative method was used to analyze the collected data. The findings reveal that AI integration in governance of higher education improves process of decision-making and improve operating efficiency by use of data-driven insights and automation. The study also points some hurdles and challenges in ethical concerns, security of data and shift in power dynamics inside educational institutes. The study concludes while emphasizing upon the need for clear and responsible AI governance to obtain equal benefits for all the stakeholders.

In classroom teaching artificial intelligence provides a transformative opportunity for education, with potential benefits and challenges. Ayala-Pazmiño (2023) highlighted both positive effects such as personalized learning, administrative efficiency, and adaptive assessments and various risks related to ethical concerns, fear of job displacement, and the potential for impairing social inequalities. AI driven technology has high potential to boost productivity in knowledge work. Consultants who use GPT-4 can complete much amount tasks, work speedily, and produce comparatively higher quality outputs than those without AI assistance (Utami et al., 2023). AI models not only can involve in context-aware complex conversations but also can create human-like texts. They can even help with coding tasks and generate content across different modalities such as images, text, audio, and video. The capability of AI is expected to grow continuously, enabling the development of progressively modern tools to support the education system (Molina et al, 2024). Likewise, the integration of AI in governance of higher education improves operational efficacy and decision-making results by using automatic and data-guided insights. Some challenges remain in ethical concerns, data protection and shift in power structure within institutions. Therefore, clear and responsible AI governance is essential to ensure equal benefits for all people involved (Mariam, Adil & Zakaria 2024).

2.2 AI in English Language Teaching

A study by Özçelik (2025) found the top three countries of research related to AI in teaching English language skills were China, Iran, and the USA, with positive impacts on language learning skills, especially writing and pronunciation. AI assisted tools are proficient to be adjusted as per to the needs of individual learner, and provide personalized feedback. Along with promising enhanced involvement, individualized approach of teaching makes language learning more beneficial (Sharma et al, 2024). AI tools enhance student motivation and engagement with possible distraction and reduction in interaction (Xiaofan and Annamalai, 2025). Moreover, the tools provide personalized feedback, and objective assessments improving language proficiency (Sharma et al, 2024).

Pazmiño and Lucas (2023) investigated the possible advantages and disadvantages of assimilating AI into English language teaching by applying a qualitative research design. Five English language teachers from five famous schools in Quito were selected as sample of the study. Semi-structured interviews were used to gather data from selected sample. Thematic analysis was used to analyze the data gathered through interview. The findings of the study showed that to gain benefits of AI tools into ELT environment teacher training and adequate infrastructure are essential. Integration of AI provides many benefits such as personalized feedback, objective assessments and enhanced language proficiency. However, there were negative impacts of AI on interpersonal interaction and emotional sustenance for

students. The ethical and practical integration of AI in language education require the growth of infrastructure, training of teachers, and policies to control privacy.

Mananay (2024) conducted a study to explore integration of AI into language teaching while using a quant-qual research design and mixed- method technouque. The results of the research indicate that the instructors think the usefulness of AI can be effective at multiple levels. Different AI tools and systems have unfixed ranks of perceived benefits but they wanted to use them positively. The choice of the kind of AI tool and its utilization as per its function varies among the teachers according to their perceived acceptance. The study further shows that AI technology is being extensively utilized to enhance language teaching through adaptive learning, interactive models, and individual level feedback. The teachers reported success in student engagement, enhancing language proficiency and learner's autonomy by tactical usage of AI.

Like other language skills, in the ever-evolving landscape of academic writing, emergence of AI - powered tools has revolutionized the way scholars and researchers approach their work. Students are motivated to use AI-based learning tools to assist them in academic research, to find topics and make drafts. Although the utilization of Gen AI tools in teaching academic writing in universities has increased but still the educators lack consensus to use them (Funabashi, 2024). Gururaj & Dsouza (2024) suggest AI-powered tools and technologies are beneficial for teaching academic writing skills, but they cannot perform like human judgment and critical thinking of learners. Moreover, they lack creativity, research, argumentation, ethics and originality (Aljuaid, 2024). Because of the utility of AI assisted tools and their potential benefits and drawbacks the debate about the utilization of AI tools to teach language skills has increased in developed ELT world.

Teng & Wang (2023) investigated the attitudes and beliefs of English for academic purposes users about the effects of of Generative AI (Gen AI) tools on writing for academic purposes at higher education level. The research focused on two major objectives; practitioners' perceptions about students' use of GenAI for their writing skill and the decisions of the practitioners about the utility of A-I tools into teaching practices. A mixed-method approach that combined qualitative semi-structured interviews with quantitative survey was employed in 22 universities in the UK. The findings of the study reveal the increase in utilization of Gen AI tools in teaching academic writing. Certain factors responsible were the positive attitude to the impact on students' writing skills, their individual use of the tools, and engagement of students. However, results of the study highlight a lack of consensus in opinions about role of GenAI in academic writing. Some practitioners opinioned the potential of AI tools for supporting student writing. However, a number of teachers showed their concerns about the potential negative impacts on learning. In addition, the universities of practitioners have started implementing policies regarding use of GenAI tools for academic writing, but practitioners considered them insufficient and inadequate. The study emphasized the need of clear policies and comprehensive teachers training.

Gururaj & Dsouza (2024) aimed to provide a comprehensive analysis about capabilities, advantages, and limitations of Artificial Intelligence (AI) tools in assisting academic writing. The data was gathered analyzing various articles in newspapers, journals, and websites that show the use of AI tools as assistant to academic writing. The study shows the categories of tools that have gained attraction in the academic environment for activities such as citation administration, content generation, linguistic analysis, optimizing the research and reading experience, simplifying citation and evidence gathering. Each of these tools controls machine learning models to assist writers in piloting the technicalities of academic writing, including referencing and proofreading. AI-powered tools and technologies are beneficial for academic writing. The study suggests that the tools should not replace human judgment and critical thinking of learners. Such AI- applications are useful to streamline academic writing, but prioritizing accuracy, quality, and originality is essential for completion of academic work.

The influence of AI upon English Language Teaching is multifaceted and profound with an offer of numerous benefits along with challenges. The technological devices have the capability to significantly change language teaching as it provides personalized instruction, immersive learning, and approach to high quality education (Sharma et al, 2024). However, to gain full benefits it is essential to address issues such as ethical concerns, teachers' attitudes and potential biases. Teachers can enrich language teaching and empower learners by embracing AI responsibly and collaboratively.

2.3 Research Gap

In the growing field of AI assisted language teaching and learning, comprehensive research about AI's impact across quality indicators on English language skills in higher education of Pakistan is still lacking. There exists a gap in thorough comprehension related to the nuanced implications of AI tools on different quality indicators of English language teaching. Some studies highlight positive impacts of AI tools on ELT and students' engagement, while others raise fears about their effectiveness on different language skills and potential consequences. Additionally, rare research highlights the efficiency of AI-based language tools in dissimilar educational environment. Moreover, further thorough studies are required to access the long-standing effects and viability of AI tools in English language instruction at the university level.

4.1 Research Design

Quantitative survey research design was utilized in the research study to explore the perceptions of Pakistani English teachers about utilization of AI tools in language classrooms at higher education level. Survey questionnaire are useful tools in investigating important attitudes and hobbies of a research sample in a particular research study (Creswell, 2012). Hence, the survey through questionnaire was conducted to achieve the objectives of the research study.

4.2 Population and Sample

The population of the research study was composed of ESL teachers of higher education level. They belonged to both genders, male and female, with experience of teaching compulsory English courses at university level. The study sample was composed of 30 ESL teachers selected from various government colleges of district Mansehra. The sample was selected through convenience sampling technique. It is a type of sampling technique in which the participants are chosen from a population on the basis of easiness of their access (Noor et al., 2022). The selection of sample also includes the availability of the participants and their inclination to take part in research (Wang & Cheng, 2020). The selected sample belonged to both genders who are currently serving in higher education department, and they have different experience of teaching at higher education level.

4.3 Research Instruments

A questionnaire based on five-point Likert, scale under five options of answers (strongly agree, agree, neutral, disagree and strongly disagree) was shared among the selected sample of teachers. The statements of the questionnaire were based on ELT background, ESL teaching experience, current practice of AI in classroom, perceptions and barriers regarding use of AI tools in ESL classrooms. The collected data was analyzed using statistical procedures.

4.5 Procedure

A self-made questionnaire, with 18 questions divided into three sections, was distributed among 30 English language teachers who currently teach at higher education level. It was design on the basis five-point Likert scale. When the questionnaire was made, it was distributed among 10 teachers to check reliability and validity, some minor changes were made after pilot testing. The modified finalized questionnaire was then distributed among the sample, approached both physically and online, via WhatsApp. The data was collected collected and the responses were analyzed using statistical procedures of frequency and percentage.

5. Findings

The research study aimed to explore the readiness of teachers to utilize AI based tools in English language classroom at graduate level. A questionnaire was distributed among the sample teachers. The questionnaire which was used as a research tool was divided into the following four parts.

- a) Familiarity with the concept of AI
- b) Opinions about usefulness of AI.
- c) Easiness to use AI tools in English language classrooms.
- d) Attitudes and Intents towards AI in English classrooms.

The detail of the responses has been discussed below.

(A)Familiarity of Teachers with AI

The results below show the teachers' responses to the following statements,

- 1) I am acquainted with the general concept of AI.
- 2) I am aware with the concept of AI in English language teaching.
- 3) I often encounter AI in language teaching although I do not used them.

Table 1

Agreement	Strongly Disagree (F)	Strongly Disagree (%)	Disagree (F)	Disagree (%)	Neutral (F)	Neutral (%)	Agree (F)	Agree (%)	Strongly Agree (F)	Strongly Agree (%)
A1	0	0	2	7	0	0	13	43	15	50
A2	0	0	0	0	2	7	19	63	9	30
A3	0	0	2	7	7	23	19	63	4	13
SUM	0	0	4	14	9	30	51	169	28	93

Figure 1

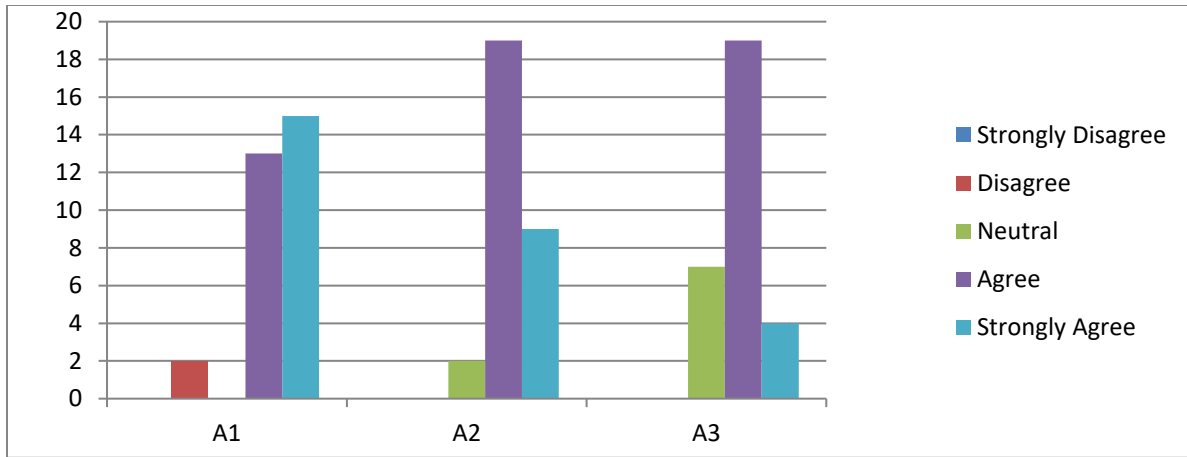


Table 1 shows frequency distribution and amount of teachers' acquaintance with the general concept of AI, their familiarity with the concept of Artificial Intelligence in English language teaching and their encounter with AI in language teaching classrooms.

The results show that 29 out of 30 (99.8%) teachers are aware of general concept of AI. 28 (99 %) out of 30 were aware of AI in ELT classrooms and 23 (74%) out of 30 have encountered AI in language teaching classrooms.

(B) Usefulness of AI

The following questions are included in this section.

- 1) I believe that use of AI tool saves time for preparing my lessons.
- 2) I believe that AI helps students in completing homework tasks.
- 3) I believe AI could improve participation of students ELT classroom.
- 4) I believe AI tools help teachers in achieving outcomes of learning.
- 5) I think AI tools assist in increasing overall learning.
- 6) In my opinion AI based tools help in customize learning for each student.

Table 2

Agreement	Strongly Disagree (F)	Strongly Disagree (%)	Disagree (F)	Disagree (%)	Neutral (F)	Neutral (%)	Agree (F)	Agree (%)	Strongly Agree (F)	Strongly Agree (%)
B1	0	0	0	0	0	0	18	60	12	40
B2	0	0	0	0	9	30	15	50	6	20
B3	0	0	2	7	6	20	14	47	8	27
B4	0	0	0	0	11	37	17	56	2	7
B5	0	0	6	20	5	17	9	30	10	33
B6	0	0	4	14	3	10	22	73	1	3
SUM	0	0	12	41	34	114	95	316	39	130

Figure.2.

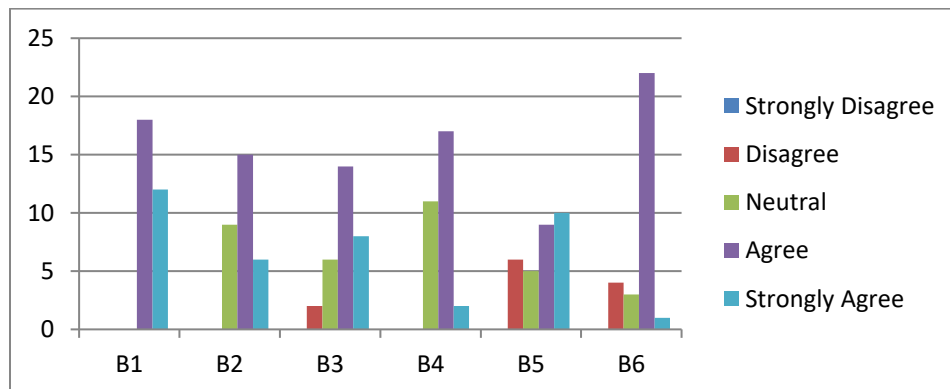


Table 2 presents results of teachers' opinion about usefulness of AI as its usage saves time for preparing lessons, its help for students in completing homework tasks, its ability to improve participation of students ELT classroom, assistance for teachers in achieving learning outcomes, its help in increasing overall learning and its ability to support customize learning for each student. The results show that 30 out of 30 (100 %) of the teachers agreed that utilization of the modern tools saves time in preparing lesson plans. 15 (50%) teachers agreed that AI helps students in completing homework tasks, 6 among them strongly agreed to the statement whereas 9 teachers remained neutral to the statement. 14 teachers believed AI could improve participation of students ELT classroom, more than 8 among them strongly agree to the statement. 2 teachers disagreed with the point and the remaining 6 were neutral in their responses about AI enhancement of students' participation in ELT Classrooms. 19 out of 30 agreed that AI tools assist teachers in achieving learning outcomes whereas 11 remained neutral in the statement. 19 (63%) believed that AI tools help in increasing overall learning, 05 were neutral and the remaining 6 disagreed to the statement. 23 teachers strongly agreed that AI tools help in customize learning for each student. 3 remained neutral whereas 4 showed disagreement to the idea.

(C)Easiness of Use

The statements included in the section were,

- 1) I believe AI tools are easy to incorporate in ELT classrooms.
- 2) I have the ability to gain proficiency in using AI assisted devices in ELT classrooms.
- 3) I am confident to find solutions of problems related to AI in ELT classrooms.

Table. 3

Agreement	Strongly Disagree (F)	Strongly Disagree (%)	Disagree (F)	Disagree (%)	Neutral (F)	Neutral (%)	Agree (F)	Agree (%)	Strongly Agree (F)	Strongly Agree (%)
C1	0	0	2	6	12	40	15	50	1	3
C2	0	0	0	0	18	60	11	37	1	3
C3	0	0	2	6	12	40	15	50	1	3
SUM	0	0	4	12	42	140	41	137	3	9

Figure: 03

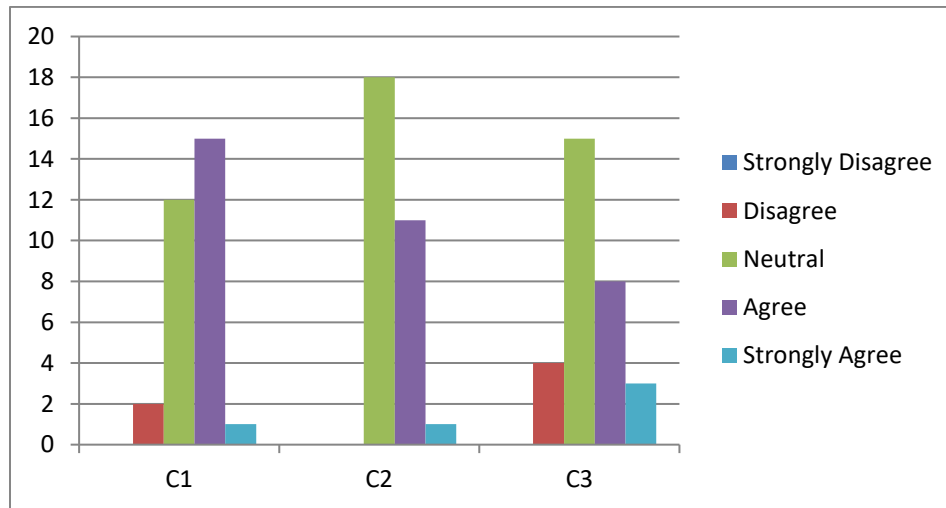


Table 3 shows teachers' opinions about AI tools being easy to incorporate in ELT classrooms, their perceived ability to quickly become proficient to utilize the tools in their English language classrooms, and their confidence to find solutions of the related problems. The results show that 15 (50%) teachers agreed and 01 strongly agreed to easiness of AI tools to incorporate in ELT classrooms, 12 (40%) out of 30 remained neutral, and 2 (06 %) disagreed about the idea. 11 (33 %) of the teachers agreed and 1 (3 %) strongly agreed to express their ability to quickly become proficient in using AI tools in ELT classrooms. 18 (60 %) remained neutral. 40 % of the participants remained neutral in expressing confidence to find solutions of problems related to AI in ELT classrooms. 15 (50%) agreed to the statement, 3 % strongly agreed and 06 % disagreed.

(D)Attitudes and Intentions

The following questions were included in part D.

- 1) I like to use AI tools in ELT classrooms.
- 2) I have a favorable attitude of enhancing AI's influence upon ELT
- 3) I feel comfortable to use AI in ELT classrooms.
- 4) I intend to incorporate AI in my ELT lessons.
- 5) I am likely to explore AI's usage in ELT classrooms.
- 6) I will utilize AI tools in my ELT classroom if get a chance.

Table 4

Agreement	Strongly Disagree (F)	Strongly Disagree (%)	Disagree (F)	Disagree (%)	Neutral (F)	Neutral (%)	Agree (F)	Agree (%)	Strongly Agree (F)	Strongly Agree (%)
D1	0	0	0	0	16	53	10	30	4	13
D2	0	0	6	20	4	13	16	53	4	13
D3	0	0	4	13	7	23	15	50	4	13
D4	0	0	8	26	3	9	17	56	2	7
D5	0	0	0	0	4	13	18	60	8	27
D6	0	0	0	0	7	23	15	50	8	27
SUM	0	0	18	59	41	134	91	299	30	100

Figure: 04

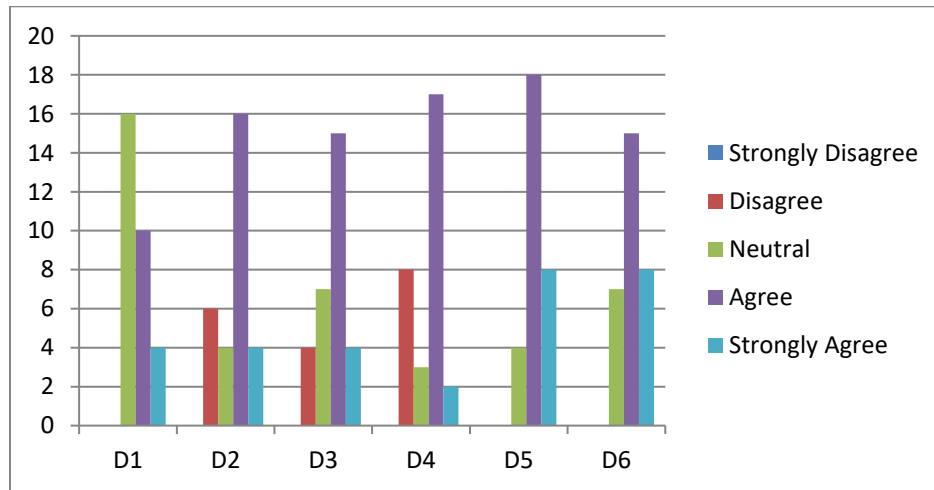


Table 4 shows the results of teachers' attitudes and intentions to use AI in ELT classrooms. The results bring to forefront that 16 out of 30 (53%) teachers remained neutral to like to use AI tools in ELT classrooms, 14 (47%) showed their likeness and 04 (7%) of 30 strongly agreed in favor of using AI in ELT classrooms. 16 (53 %) teachers showed favorable attitude of enhancing AI's influence upon ELT. 04 strongly agreed to the statement and 06 showed their disagreement and 04 (7%) remained neutral. 15(50%) teachers were comfortable with the use of AI in ELT classrooms and 04 strongly agreed with the statement. 07(23%) were neutral in their response and 04 disagreed with the idea.17 (57%) teachers agreed to show intention to incorporate AI in their ELT lessons and 02(6%) strongly affirmed. 03 (10 %) were neutral and 08 disagreed to the point. 18 (60 %) out of 30 teachers were likely to explore AI's usage in ELT classrooms. 08 teachers strongly agreed to the point where as the remaining 04 (13 %) were neutral. 15 (50 %) teachers showed their agreement to try to incorporate AI in ELT classroom if given the opportunity. 08 (26%) showed strong agreement whereas 07 (23%) were neutral in their intention to try to use the tools.

6. DISCUSSION

6.1 Familiarity of Teachers with AI

The findings of the research reveal Pakistani teachers' familiarity with the concept of AI. From the results it can be observed that 100% of the teachers have awareness with conception of artificial intelligence and artificial intelligence in education. The results are supported by An et al. (2022) whose participants also contained knowledge of AI. It can be seen further from the table that 74% of the teachers have encountered AI in their English language classrooms, which means that teachers have started utilization of the new technological in their teaching English.

6.2 Usefulness of AI

The results showed that 100 % of the teachers agree that use of AI tool saves time for preparing my lessons I believe that use of AI tool saves time for preparing my lessons. 70% teachers agree that AI helps students in completing homework tasks. 69% teachers believe AI could improve participation of students ELT classroom. 71% agreed that AI tools assist teachers in achieving learning outcomes. 63% believe that AI tools help in increasing overall learning. 73% strongly agreed that AI tools help in customize learning for each student. Thus, integration of AI in ELT classrooms is essential for effective and successful language teaching.

6.3 Easiness of Use

The findings of the study bring to limelight 53% teachers perceived agreed about the easiness of incorporating AI tools in ELT classrooms. The percentage further shows that 40% remained neutral, and the remaining disagreed to the idea. It means that many teachers are indifferent about the tools' easiness. 60% of the teachers were neutral in their perceptions about becoming fully proficient in using AI in ELT classrooms, which means that they have doubts about level of difficulty of the technology. However, 59% teachers have confidence to find solutions of problems related to AI in ELT classrooms, which suggests that in-spite of difficulty teachers consider their-selves capable to become efficient in using AI in English pedagogy.

6.4 Attitudes and Intents

The findings of the study point out that that 53% teachers remained neutral to like to use AI tools in ELT classrooms, 47% showed their likeness. This means that teachers have attraction towards AI tools. However, a considerable amount has indifferent attitude to use the devices in the classrooms. 66 % of the teachers have favorable attitude of enhancing AI's influence upon ELT, with 20% disagreement. This means that most of the teachers consider the use AI enhances ELT. 62% teachers were comfortable with the use of AI in ELT classrooms, but 13 % opposed the idea, while others remain neutral. 63% teachers showed their intention to incorporate AI in their ELT lessons but 24% disagreed to the point. 87% teachers were likely to explore AI's usage in ELT classrooms whereas 13 % were neutral. 76 % teachers showed their agreement to try to use AI in ELT classroom if they are given the opportunity. This shows that maximum percentage of teachers have a likely intent to incorporate AI in ELT classrooms.

7. Implications of the Study

The findings of the study reveal teachers' opinions value while using AI tools in ESL classrooms. The responses gathered from teachers provide valuable insight on the basis of their perceived effectiveness, easiness to utilize and attitudes can be helpful understanding teachers' perspectives about the field, and thus support active integration of the technology in ESL classrooms. Teachers attitudes regarding AI area are important as they can affect its acceptance and implementation; hence, impact the learning and teaching methodologies. The attitude of teachers influence their teaching methodologies to attain learning outcomes. Their opinions about AI decide whether these tools improve or hinder the teaching process in classrooms. Teachers' perceptions can also help policymakers and institutions to identify barriers to us AI in the institutes and thus help planning in solving them. Providing training to language instructors and favorable environment to use AI can minimize shortcomings, and motivate the teachers for integrating AI into their lesson plans. The field of AI in education will further develop in coming years. Therefore, addressing teachers' concerns and perceptions, and taking measures to address their concerns is essential to ensure effective integration of AI-assisted tools in English language classrooms.

8. Recommendations

The study is restricted as it solely gathers the perceptions of teachers about AI in ELT classrooms in general. Research can be conducted regarding teachers' attitude towards AI in specific English language skills listening, speaking, reading, and writing, also vocabulary and grammar. Empirical studies can also be conducted to investigate the impact of AI-assisted toll to teach English language overall or specific language skills. Thus, can be added to the research field that which research tools are more useful to be utilized in ELT classrooms. As the research is limited to higher education level, multiple studies can be conducted at other level of teaching English. Furthermore, future research can also highlight the benefits and challenges of using AI tools in ESL classrooms. Lastly, the perceptions of students can also be gathered, specially about their participations and achievement.

9. CONCLUSION

Based on the analysis of the gathered data, the following conclusions are drawn.

- 1) Almost all the teachers are acquainted with the general concept of Artificial intelligence and AI in ELT. Most of the teachers have also encountered AI in ELT classrooms.
- 2) All the teachers agree that use of AI tool saves time for preparing their lessons. More than half teachers agree that AI helps students in completing homework tasks. Teachers believe AI could improve participation of students in ELT

classroom. They further opinion that AI tools assist teachers in achieving learning outcomes and AI tools help in increasing overall learning and customize learning for each student.

3) More than half teachers agreed to easiness of AI tools to incorporate in ELT classrooms but few disagreed whereas some remained neutral to the point. Almost half of the teachers agreed to express their ability to quickly become proficient in using AI tools in ELT classrooms. Half of the teachers showed confidence to find solutions of problems related to AI in ELT classrooms.

4) Teachers have a favorable attitude towards using AI in English Language classrooms. Almost half of them showed their interest of using AI tools in ELT classrooms. Teachers are also comfortable with using the advanced tools while teaching. They also have intention to incorporate them the modern devices. A few showed disagreements to explore the utility of the modern technology in their teaching whereas more than half of them affirmed their intention.

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