

## Artificial Intelligence in English Education: Higher Education English Lecturers' Perspectives on a New Pedagogical Approach

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### Article Info

### Abstract

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This study explores higher education English teachers' perspectives on the use of artificial intelligence (AI) tools in language instruction, considering both their potential benefits and challenges. A mixed-methods design collected quantitative data from 62 English teachers through an online questionnaire and qualitative insights from interviews with three English instructors. Findings indicate that 60% of teachers believe AI aids in lesson planning and grading, 69% consider it a useful feedback tool, and 67% feel it supports instruction in grammar and vocabulary. Nonetheless, concerns were evident, with 62% noting a reduction in real human interaction and 47% worried about student overreliance on AI affecting independent thinking. Qualitative data reinforced these trends, highlighting teachers' appreciation of AI's efficiency and pedagogical support alongside apprehensions about job security and diminished interpersonal engagement. Overall, the results suggest that AI can enhance teaching effectiveness if integrated thoughtfully, preserving essential human elements in language education.

#### Keywords

Digital pedagogy  
English language teaching  
Teachers' perspectives  
Educational technology  
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## Introduction

The term 'Artificial Intelligence' (AI) has lately become one of the most often encountered notions. This acknowledgment encompasses not just the realm of technology but also the domains of research and instruction, among others. The development of the AI concept has resulted in significant uncertainty (Kok et al., 2009). To avoid any misunderstanding, this research adopts a comprehensive definition of AI as “a growing resource of interactive, autonomous, and often self-learning agency that can handle tasks that would otherwise necessitate human intelligence and intervention for successful execution” (Floridi & Cowls, 2019, p. 4). However, as Hong (2023) argues, while generative “AI opens up many opportunities to substantial changes in teaching and learning, many of the effects are yet to be investigated” (p. 41)

Artificial Intelligence assumes several roles in our daily lives, often without our awareness. AI is integral to web searches, email management, appointment scheduling, traffic navigation, and personal recommendations. The pandemic has demonstrated our dependence on AI in healthcare, education, communication, and transportation (Akgun & Greenhow, 2022).

Currently, it is challenging to evade AI applications. Artificial Intelligence generally refers to the capability of computers to do tasks that often require human intelligence. It is no longer exclusive to science, technology, and engineering. Artificial intelligence enhances teaching through machine learning and innovative algorithms (Cheney-Lippold, 2017). For example, AI facilitates customized classes designed for each learner. It assesses their knowledge and gaps to formulate educational strategies. This enhances the efficacy and efficiency of education.

Although AI is intricate, its objective is straightforward: to be beneficial, innocuous, and truthful. As technology advances, researchers want to guarantee that AI serves the interests of mankind. By comprehending individuals and society, artificial intelligence (AI) may facilitate health, knowledge, and connectivity. Although initially unfamiliar, many AI applications today appear intuitive and user-friendly. Through diligent interdisciplinary collaboration, AI will continue to enhance lifestyles in secure and intelligent ways (Jobin et al., 2019; Iman et al., 2021).

Dhawan and Batra (2021) claim that AI-driven systems and technology have a lot of promise to change how colleges and universities work. According to their study of the United States Education Sector Report, the use of AI in US schools is expected to expand by around 48% between 2018 and 2022. In higher education, AI may be utilized to improve the learning experience, reduce dropout rates, and foster tailored learning environments for students (Pedro, 2020). The transformation of higher education through institutional modernization, pedagogical innovation, and the integration of artificial intelligence is accelerating, enabling more flexible, personalized, and effective learning experiences (Hughes et al., 2025). These developments provide practical guidance for designing and implementing comprehensive digital transformation initiatives tailored to higher education institutions. The Education Transformation Framework is built upon four fundamental pillars that support effective AI integration: student achievement, teaching and learning, a safe and connected campus, and academic research.

The growing integration of artificial intelligence has generated apprehension among educators regarding the responsible use of AI for pedagogical purposes. Examining the perspectives of students, educators, and other stakeholders represents a critical area for future research, as a deeper understanding of the effects of generative AI on language acquisition and instruction remains necessary (Koraishi, 2023; Mohamed, 2024). This study contributes to the existing literature by exploring the perceptions of higher education English instructors in a Middle Eastern context and by analyzing both the facilitating and inhibiting effects of AI on professional practice. The integration of quantitative and qualitative data provides a comprehensive understanding of AI's influence on English language instruction, offering insights capable of informing future technology integration strategies while preserving instructor autonomy and addressing student learning needs.

This study seeks to address this gap by investigating higher education English instructors' perceptions of AI technologies, analyzing both their perceived advantages as teaching assistants and possible risks to conventional pedagogical roles. Comprehending these impressions is essential for formulating successful AI integration techniques that improve instruction while maintaining educational quality.

This study seeks to answer the following research questions.

1. How do higher education English teachers perceive the role of AI tools in supporting their teaching tasks and instructional practices?
2. What are teachers' concerns regarding the potential threats of AI to their professional roles and student learning?
3. How do teachers envision the future integration of AI in English language teaching in higher education?

## Literature Review

### An Introduction to Artificial Intelligence (AI)

There are many definitions of artificial intelligence. According to recent scholarship, AI refers to computer-based systems capable of performing tasks that typically require human intelligence — such as perception, reasoning, learning, and decision-making (Wang, 2019). It is the methodical development of systems that can carry out functions often associated with humans, including learning, judgment, and decision-making, according to Farrokhnia et al. (2023) and Xu et al. (2021). Similar to this, artificial intelligence (AI) is the use of computers and other machines to do tasks that are ascribed to and seem to be performed by humans (Ibrahim et al., 2024). In an attempt to clarify this idea, Russell and Norvig (2016) defined artificial intelligence (AI) as robots that attempt to mimic human cognitive abilities, including comprehending, learning, applying logic, or solving problems. According to Loder and Nicholas (2019), artificial intelligence (AI) is the ability of computers to carry out cognitive functions that are often associated with human brains, including learning and problem solving.

It has been shown that AI may effectively help with the resolution of challenging issues in a variety of fields, including education (Ouyang et al., 2022). It is difficult to define AI just from a technological perspective since it is not restricted to any one technology but rather serves as a catch-all word to represent a variety of technologies, from algorithms and apps to machine learning and neural networks (Baker et al., 2019). In support of this, Loder

and Nicholas (2019) contended that the term artificial intelligence (AI) encompasses a variety of unique methodologies, such as chatbots, IBM Watson, and pure machine learning. Farrokhnia et al. (2023) claim that ChatGPT, also known as the "Chat Generative Pre-Trained Transformer," is one of the most potent AI-powered chatbots. QuillBot, Grammarly, Quizlet, Turnitin, Knewton, Gradescope, and many other AI products might be utilised in education. Based on the OpenAI language model, ChatGPT can execute difficult tasks and provide replies that resemble those of a person since it has been trained on a vast dataset of human conversations (Susnjak, 2022).

### **Some Advantages and Disadvantages of Using AI in Education**

The study has highlighted both the advantages and disadvantages of adopting AI. Research on the advantages and difficulties of AI use by instructors, both pre- and in-service, is expanding (Salas-Pilco et al., 2022a). AI has many advantages for educators, including improved planning to meet the unique requirements of each kid, curriculum implementation via real-time feedback and instructor interventions, and enhanced evaluation (Celik et al., 2022). AI may help instructors with a variety of tasks to lighten their burden, such as automated grading and adaptive learning that pinpoints areas for development to provide students more targeted learning experiences (Salas-Pilco et al., 2022a).

More thorough learning is made possible by the use of AI (Sharma et al., 2019). It is already known that AI may greatly aid students in achieving their learning objectives more quickly and with more success, like in the case of learning languages (Rad et al., 2023) or music, particularly the piano (Li and Wang, 2023). Personalised learning materials, machine translation, AI writing assistants, chatbots, AI-powered language learning software, intelligent tutoring systems, and intelligent virtual reality are all examples of how artificial intelligence (AI) can be used in language instruction (Pokrivčáková, 2019).

Nevertheless, the use of artificial intelligence (AI) in the field of education has emerged as a contentious matter owing to the emergence of a number of novel educational issues and threats (Holmes and Miao, 2023). According to Celik et al. (2022), there are a number of obstacles that may be faced, including a lack of understanding among teachers or a restricted technological infrastructure at the school. Cost-effectiveness, cultural conflicts (Fahimirad and Kotamjani, 2018), data privacy and security (Pisica et al., 2023), and even artificial intelligence (AI) going out of control and dominating humans (Haseski, 2019) are some of the issues that are being discussed now. Even though students at universities today have the opportunity to learn in an environment that is both interactive and personalized, thanks to the implementation of AI solutions, the challenges that are faced in higher education, particularly in countries with a middle-income level, are connected to the fact that universities, on the one hand, strive to be innovative, but, on the other hand, frequently lack financial and other resources. An example of this would be the requirement for low-cost technologies that are capable of giving students with individualized assistance and services (Kuleto et al., 2021). In certain instances, this need has worked as an incentive to provide such technologies. At this time, there are several conversations taking on around the ethical implications of using AI in higher education (Crowe et al., 2017; Pisica et al., 2023). As an example, Crowe et al. (2017) made the observation that artificial intelligence may promote dishonesty and put academic integrity at risk.

## **Pre-Service Teachers' Use of Artificial Intelligence in The Classroom**

Compared to other sectors, the adoption rate of AI in teacher education is relatively modest, despite some advancements in this area (Salas-Pilco et al., 2022a). According to the report *Emerging Technologies and the Teaching Profession* (Vuorikari et al., 2020), which sparked debate about the potential effects of automation and digitalization on the teaching profession, teachers' proficiency with technology is insufficient to meet their present demands. However, it is obvious that in order to use technology in their teaching, educators must possess the necessary information, abilities, and mindset. Teachers must acquire certain ethical skills, pedagogical, digital, and technological competences, and data literacy as a result of the emergence of diverse AI processes, strategies, applications, and tools in education. They also need to rethink their perception of their job as educators. Use personalized learning, for instance, to provide students various learning resources according to their unique learning requirements (Akgun & Greenhow, 2022).

AI in education has the potential to modernize teaching and learning methods as well as the structure and evaluation of learning in educational establishments. According to research, educators should become proficient in utilizing AI in pedagogically rich, moral, and demanding ways. This means that they should promote knowledge of the features of AI tools so that students can choose, utilize, and assess them in the classroom. A teacher's research skill set should include the crucial ability to analyze data from AI technologies to support student learning with data-based feedback. Building connections with AI assistants that support but do not replace humans requires cooperation and leadership abilities, which are related to instructors' ethical competence in the AI context (Lameras and Arnab, 2022; Salas-Pilco et al., 2022b).

## **Methodology**

### **Research Design**

This study employs a mixed-methods research design that combines quantitative and qualitative approaches to examine higher education English instructors' perspectives on the use of Artificial Intelligence (AI) tools in English language teaching. The quantitative component consists of a survey questionnaire aimed at identifying general patterns and attitudes among educators, while the qualitative component uses semi-structured interviews to explore teachers' experiences, insights, and concerns regarding AI integration in greater depth. This methodological combination enables data triangulation, thereby enhancing the validity and overall comprehensiveness of the findings (Creswell & Plano Clark, 2018).

### **Participants**

The study employed a mixed-methods design, incorporating both a survey and semi-structured interviews. A total of 62 English language instructors from universities and institutes in the region participated in the quantitative phase. The sample consisted of 32 females (51.6%) and 30 males (48.4%), representing a wide range of ages (under 25 to over 55 years), teaching experience (2 to over 20 years), and academic qualifications (diploma to PhD). Of these participants, 54.5% worked in universities and 45.5% in institutes. Purposive sampling was used

to select instructors who actively used or were familiar with AI tools such as ChatGPT, Grammarly, and QuillBot in their teaching (Patton, 2015). To complement the survey data, three English language teachers participated in semi-structured interviews, providing deeper qualitative insights into their experiences and perspectives on AI integration in English language instruction.

### Data Collection

Quantitative data were gathered using a standardized questionnaire with Likert-scale items aimed at assessing instructors' perspectives of AI as both a supportive tool and a possible threat in English language instruction. The questionnaire was disseminated online to the participants, facilitating convenience and enhancing the response rate. Semi-structured interviews were performed with three instructors from the survey respondents to qualitatively examine their perspectives on the impact of AI technologies on their instructional practices and professional roles. Interviews were done online, recorded with consent, and transcribed verbatim for analytical purposes (see Appendix for the Data Collection Tools).

### Data Analysis

Quantitative data were examined using descriptive statistics, encompassing frequencies, percentages, averages, and standard deviations, to encapsulate instructors' perspectives regarding AI. The studies were conducted using SPSS version 27 to present an overview of overarching tendencies. Thematic analysis of qualitative data from interviews was conducted by Braun and Clarke's (2006) six-phase approach, encompassing data familiarization, initial code generation, topic identification, theme review, theme definition, and report production. The qualitative data were subsequently amalgamated with quantitative results to furnish a comprehensive grasp of the study issues and to discern converging and divergent trends in instructors' perspectives.

## Findings and Discussion

### A Quantitative Analysis of Teachers' Perspectives on AI Tools as Assistants and Threats in English Language Teaching

Table 1 outlines the demographic characteristics of the 62 English language teachers who participated in this study. The gender distribution is nearly balanced, with 51.6% female and 48.4% male participants.

Table 1. Demographic Profile of Participant Teachers (N = 62)

Category	Sub-category	Frequency (N)	Percentage (%)
Gender	Female	32	51.6%
	Male	30	48.4%
Age	Under 25	6	9.7%
	25–34	24	38.7%
	35–44	25	40.3%
	45–54	5	8.1%

Category	Sub-category	Frequency (N)	Percentage (%)
Years of Teaching Experience	55 and above	2	3.2%
	2–5 years	20	32.3%
	6–10 years	13	21%
	11–15 years	20	32.3%
	20 years and above	9	14.5%
Educational Level You Teach	University	35	56.5%
	Institute	27	43.5%
Highest Level of Education	PhD	13	21%
	Master	17	27.4%
	Bachelor	29	46.8%
	Diploma	3	4.8%

In terms of age, the largest group (40.3%) fell within the 35–44 age range, followed closely by 38.7% aged 25–34. A smaller portion of participants were under 25 years old (9.7%), between 45–54 (8.1%), or aged 55 and above (3.2%). Regarding years of teaching experience, most respondents had either 2–5 years (32.3%) or 11–15 years (32.3%) of experience. A smaller number had 6–10 years (21.0%) or more than 20 years (14.5%) of teaching experience. Concerning the educational level they teach, a majority of teachers (56.5%) were affiliated with universities, while 43.5% taught at institutes. In terms of academic qualifications, the majority held a bachelor's degree (46.8%), followed by master's degree holders (27.4%), PhD holders (21.0%), and a small group with diplomas (4.8%). This diverse demographic profile provides a strong foundation for analyzing varying perspectives on the integration of artificial intelligence in English language teaching.

Table 2 shows the distribution of teacher responses to five statements about the use of AI in teaching. Most teachers agreed or strongly agreed that AI helps save time (60%) and provides useful suggestions (69.1%). A strong majority (67.3%) also believed AI supports grammar and vocabulary instruction. The use of AI tools in teaching was common, with 67.3% agreeing or strongly agreeing to using them. However, views on whether AI increases student engagement were more mixed, with only 50.9% agreeing or strongly agreeing.

Table 2. Teachers' Perceptions of AI as a Support Tool in English Language Teaching (N=62)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. AI tools help me save time when planning lessons or correcting work.	1 (1.8%)	7 (12.7%)	14 (25.5%)	18 (32.7%)	15 (27.3%)
2. AI provides useful feedback and suggestions for teaching materials.	0 (0%)	3 (5.5%)	14 (25.5%)	22 (40.0%)	16 (29.1%)
3. AI supports grammar and vocabulary instruction.	1 (1.8%)	7 (12.7%)	10 (18.2%)	26 (47.3%)	11 (20.0%)
4. I use AI tools to assist in my	2 (3.6%)	6 (10.9%)	10 (18.2%)	28 (50.9%)	9 (16.4%)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
teaching.					
5. AI increases student engagement and motivation.	2 (3.6%)	5 (9.1%)	20 (36.4%)	25 (45.5%)	3 (5.5%)

Table 3 presents the mean and standard deviation for each of the five items related to AI in English teaching. The highest mean was recorded for the item “AI provides useful feedback” ( $M = 3.93$ ), indicating that teachers find AI helpful in improving their materials. The lowest mean was for “AI increases student engagement” ( $M = 3.40$ ), suggesting mixed perceptions in this area. Overall, the means range from 3.40 to 3.93, reflecting a generally positive but varied view of AI as a support in teaching.

Table 3. Mean and Standard Deviation of Teacher Responses to AI Statements (N=62)

Item	Mean	SD
1. AI tools help save time.	3.74	1.07
2. AI provides useful feedback.	3.93	0.82
3. AI supports grammar/vocabulary teaching.	3.71	0.98
4. I use AI tools to assist in teaching.	3.66	0.99
5. AI increases student engagement.	3.40	0.88

Table 4 presents teachers’ perceptions of AI as a potential threat in English language education, measured through a five-point Likert scale (Strongly Disagree to Strongly Agree). The results indicate that many teachers express varying degrees of concern regarding the influence of AI on their profession. In response to the statement “I am worried that AI tools could replace English teachers in the future,” the majority of teachers either disagreed (38.2%) or agreed (32.7%), suggesting a divide in opinion. A smaller proportion strongly agreed (9.1%) or strongly disagreed (10.9%), while 10.9% remained neutral. This indicates that while the fear of replacement exists, a significant portion of respondents does not perceive it as an immediate threat.

Table 4. Teachers’ Perceptions of AI as a Threat in English Education (N=62)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am worried that AI tools could replace English teachers in the future.	6 (10.9%)	21 (38.2%)	6 (10.9%)	18 (32.7%)	5 (9.1%)
2. AI reduces the amount of real human interaction in language learning.	4 (7.3%)	13 (23.6%)	5 (9.1%)	26 (47.3%)	8 (14.5%)
3. My students rely too much on AI tools, and this reduces their	4 (7.3%)	10 (18.2%)	16 (29.1%)	18 (32.7%)	8 (14.5%)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
independent thinking.					
4. The use of AI tools in education might lead to the deskilling of English teachers.	3 (5.5%)	12 (21.8%)	15 (27.3%)	22 (40.0%)	4 (7.3%)
5. I feel uncertain about how to adapt my role as a teacher with the rise of AI.	8 (14.5%)	19 (34.5%)	11 (20.0%)	16 (29.1%)	2 (3.6%)

Regarding the statement “AI reduces the amount of real human interaction in language learning,” nearly half of the teachers (47.3%) agreed, and 14.5% strongly agreed, indicating a clear concern about the diminishing role of interpersonal communication. Only a small minority strongly disagreed (7.3%) or disagreed (23.6%).

The statement “My students rely too much on AI tools, and this reduces their independent thinking” also drew attention, with 32.7% agreeing and 14.5% strongly agreeing. However, a notable 29.1% chose a neutral stance, reflecting some uncertainty or variability in students’ behavior across contexts. For the item “The use of AI tools in education might lead to de-skilling of English teachers,” the largest group (40.0%) agreed, and 27.3% were neutral. This indicates a moderate level of concern about the long-term impact of AI on teachers’ professional roles and competencies. Lastly, in response to “I feel uncertain about how to adapt my role as a teacher with the rise of AI,” 34.5% disagreed and 14.5% strongly disagreed, while 29.1% agreed. This suggests that while many teachers are confident in their ability to adapt, a significant number still experience uncertainty. Overall, the responses reflect a balanced but cautious perspective, where teachers acknowledge the usefulness of AI but remain concerned about its broader implications on pedagogy, professional identity, and student development.

Table 5 provides the descriptive statistics—mean and standard deviation—for the same five items. These values offer a quantitative summary of the teachers’ overall perceptions.

Table 5. Descriptive Statistics of Teachers’ Perceived Threats of AI in English Education (N=62)

Item	Mean	SD
1. I am worried that AI tools could replace English teachers in the future.	2.82	1.21
2. AI reduces the amount of real human interaction in language learning.	3.16	1.08
3. My students rely too much on AI tools, and this reduces their independent thinking.	3.13	1.08
4. The use of AI tools in education might lead to the deskilling of English teachers.	3.04	1.00
5. I feel uncertain about how to adapt my role as a teacher with the rise of AI.	2.56	1.08

The highest mean score ( $M = 3.16$ ) corresponds to the statement “AI reduces the amount of real human interaction in language learning,” indicating a general agreement with this concern. This is followed closely by the items “My students rely too much on AI tools, and this reduces their independent thinking” ( $M = 3.13$ ) and “The use of AI tools in education might lead to de-skilling of English teachers” ( $M = 3.04$ ), both suggesting moderate agreement.

The statement “I am worried that AI tools could replace English teachers in the future” had a slightly lower mean ( $M = 2.82$ ), indicating a more mixed response, leaning toward neutrality or slight disagreement. The lowest mean was found in the item “I feel uncertain about how to adapt my role as a teacher with the rise of AI” ( $M = 2.56$ ), reflecting that while some uncertainty exists, many teachers do not strongly feel threatened or disoriented by AI's growing presence. The standard deviations across all items ranged from 1.00 to 1.21, indicating a moderate level of variability in responses. This suggests that while general trends can be observed, teachers' opinions are not uniform and may vary based on individual experience, exposure to AI tools, or institutional context. Together, the two tables provide both a qualitative and quantitative understanding of teachers' views. They reveal a cautious optimism—teachers acknowledge the value of AI while remaining alert to its potential risks and challenges.

### **A Qualitative Analysis of Teachers' Perspectives on AI Tools as Assistants and Threats in English Language Teaching**

This section presents key insights from interviews conducted with five English teachers regarding their experiences and perceptions of AI tools (e.g., ChatGPT, Grammarly, Quillbot, etc.) in their teaching tasks, instructional strategies, and feedback processes. The qualitative data highlight both the benefits and concerns teachers have about AI's impact on their professional roles. The three teachers shared varied but insightful perspectives on AI tools:

#### ***How AI Helps Teaching Tasks***

*T1: “In terms of lesson planning, AI gives me a creative idea about how to adapt and adjust different teaching activities and materials in classroom settings. With regard to the instruction, AI makes our task easier by providing many useful tools to teach, and further, helps to explain the topics in many different ways. Last but not least, AI helps the teachers to get productive comments and suggestions from the students to apply a better strategy in their classroom environment.”*

*T2: “AI tools like ChatGPT and QuillBot have helped me to do my lesson planning, generate engaging content, and provide grammar feedback more efficiently and easily in a short time.”*

*T3: “AI tools have been really helpful in my teaching tasks. They've made lesson planning easier by suggesting ideas and organizing content. Tools like “editing,” which works like Grammarly, have also improved my writing, which helps me give clear feedback to students. Additionally, AI tools save me time by assisting with tasks like summarizing information or generating quiz questions. Overall, these tools make my teaching more efficient and effective, allowing me to provide timely and specific feedback to students.”*

#### **Positive Support for Teaching & Learning**

*T1: “As far as I am concerned, AI can help English teachers to improve their teaching methods and*

*strategies in terms of reading, writing, and vocabulary tasks and testing as well. Also, it constructs a significant resource for both teachers and students in the process of learning.”*

*T2: “AI can further support English teachers by enabling real-time language assessment, adaptive learning paths, automated feedback, and enhanced student engagement.”*

*T3: “In the future, AI can help English teachers in many ways. It can create personalized lessons for students, making learning more fun and effective. AI can also grade assignments and give instant feedback, saving teachers time. Additionally, AI is also a huge risk for the future’s job opportunities for English teachers in particular, as almost everything now can be done through AI.”*

### **AI Reducing Teachers’ Role**

*T1: “In my perspective, I can not believe that AI makes the role of teachers less important in their context. On the contrary, AI facilitates our task as teachers to provide creative and inventive ideas to teach. Human approaches and strategies in teaching remain significant.”*

*T2: “Yes, AI is assisting with grammar correction, writing feedback, and reducing some routine tasks I used to handle directly. For example: if I ask my students to write a paragraph, they just give the title to ChatGPT and copy and paste it on a paper!”*

*T3: “Yes, I think AI is changing my role as an English teacher in some ways. For example, AI can grade some assignments and provide feedback on grammar and spelling.”*

### **Concerns About AI Replacing Jobs**

*T1: “In many tasks, AI can help us as teachers, for instance, grading and grammar correction, which can affect some job opportunities. But many fundamental elements of teaching, such as critical thinking and cultural aspects, can not be replaced by AI.”*

*T2: “It depends on the task, I think. For example, AI may replace roles like test grading or basic tutoring. However, human interaction, cultural context, and personalized guidance still require teachers.”*

*T3: “I’m a little worried that AI might change some teaching jobs, but I don’t think it will replace English teachers completely. AI can do some tasks like grading and feedback, but it can’t understand students’ feelings or encourage them to learn.”*

### **Additional Concerns or Notes**

*T1: Emphasizes the importance of human strategies and cultural aspects*

*T2: Students misuse AI by copying AI-generated content*

*T3: AI improves efficiency but may reduce teacher roles in some aspects*

## Discussion

This study investigated higher education English teachers' perceptions of AI tools as both supportive aids and potential threats in the teaching of English. The combined results from quantitative and qualitative methods reveal a cautiously optimistic view, where teachers acknowledge the usefulness of AI in instructional planning and assessment, yet express reservations about its influence on pedagogy, student independence, and job security.

### AI as a Helpful Assistant in Teaching

Survey findings revealed that a majority of teachers believe AI tools support teaching efficiency—60% agreed or strongly agreed that AI helps them save time in lesson planning and feedback, while 69.1% reported that AI provides useful suggestions for teaching content. These positive perceptions align with recent literature emphasizing AI's role in reducing teacher workload and enhancing lesson design. Findings from Machado et al. (2025), who surveyed 151 educators in higher education and reported that automated systems were perceived to involve less cognitive effort and lower workload compared to manual systems. Teachers with advanced ICT skills viewed the manual system more favorably, seeing it as enabling better performance. Perceptions of mental demand in the automated scenario varied depending on the teacher's educational level.

Interview narratives echoed these findings. Teachers described how tools like ChatGPT and Grammarly assist in generating content ideas, simplifying grammar feedback, and preparing quizzes—an observation consistent with Mulaudzi & Hamilton (2025), who emphasize AI's potential to personalize and streamline instruction. Their study, based on interviews with 50 university lecturers across five countries, revealed that AI tools were most commonly used to support differentiated instruction, generate quizzes, and deliver automated feedback on grammar and writing. Educators reported that AI helped reduce repetitive tasks and allowed them to focus more on student interaction and curriculum design. For example, T3 stated: *"AI tools make my teaching more efficient and effective, allowing me to provide timely and specific feedback to students."* Similarly, T1 emphasized the creative inspiration that AI brings to lesson adaptation.

### AI as a Threat: Concerns and Limitations

Despite enthusiasm for AI's capabilities, teachers voiced clear concerns about its limitations and unintended consequences. In the survey, 61.8% of participants agreed or strongly agreed that AI reduces real human interaction, and nearly 47% expressed concern about student over-reliance, which can inhibit independent thinking. These results are supported by Zawacki-Richter et al. (2019), who cautioned that while AI technologies are a great help in educational settings, they also run the danger of impairing students' communication, teamwork, and critical thinking abilities if they are misused or improperly incorporated. According to their research, too

much automation might cause students to get disengaged from social learning processes and limit their access to meaningful conversation and human input.

Interview responses reinforced this caution. T2 remarked: *“If I ask my students to write a paragraph, they just give the title to ChatGPT and copy-paste it on a paper!”* Likewise, T3 acknowledged AI’s role in grading and correction but noted the impact on traditional teacher roles. These observations support the findings of Nguyen and Goto (2024), who found that while AI may expedite academic activities like idea development, grammatical correction, and writing aid, it also promotes superficial participation. More than 45% of students in their survey of Vietnamese undergraduates acknowledged utilizing ChatGPT and other AI technologies to do whole tasks, sometimes without fully comprehending the subject matter. The authors cautioned that, particularly if AI is used as a shortcut rather than as a complement, this over-reliance might impair students' capacity for critical thought, information synthesis, and creative thought.

Furthermore, almost 47.3% of teachers polled expressed concern that AI would result in teacher deskilling, a concern supported by previous research. According to Williams (2024), if professional development and institutional policies are not implemented to counteract the automation of fundamental teaching duties, it may undermine teacher agency and competence.

### **Human Aspects Cannot Be Replaced.**

A recurring theme in both datasets is the irreplaceable value of the human teacher. Teachers consistently highlighted that AI lacks emotional intelligence, cultural sensitivity, and the ability to inspire learners, critical elements of effective language education. T1 emphasized, *“Human approaches and strategies in teaching remain significant.”* This aligns with Gupta et al. (2024), who argue that AI should complement, not replace, the teacher’s role in promoting communicative competence, cultural understanding, and motivation.

### **Toward Balanced Integration**

The findings support a balanced and ethical integration of artificial intelligence in English education. Teachers demonstrate a willingness to adopt AI when supported by clear guidelines, professional training, and pedagogical frameworks that preserve meaningful human involvement. It aligns with recent research highlighting the growing role of artificial intelligence in language education, where AI-powered systems increasingly provide personalized, adaptive, and engaging learning experiences for students (Zawacki-Richter et al., 2019).

### **Conclusion**

This study examined the perspectives of higher education English teachers on the potential benefits and risks of Artificial Intelligence (AI) technologies in English language instruction. The quantitative results showed that most people believed AI helped organize lessons, teach grammar, and provide timely feedback. But there were worries about less interaction between people, students relying too much on AI, and the possibility of professors losing

their skills. These qualitative insights added to and improved on these results. Teachers liked how efficient and creative AI was, but they stressed that robots can't replace important parts of language instruction like critical thinking, cultural awareness, and emotional support. The mixed-methods findings show how important it is to have a balanced approach that takes advantage of the benefits of AI while keeping the human parts that are so important to teaching and learning. This study shows how important it is for colleges and universities to train their teachers, have ethical rules, and think about how they employ AI. AI isn't going to take the position of English instructors, but it is changing their jobs, which means that schools need to be proactive, well-informed, and flexible in how they respond. The future of AI in English instruction will rely on both the technology itself and how teachers choose to use it.

## **Recommendations**

Based on the findings from this study, several practical and pedagogical recommendations can be made to better integrate Artificial Intelligence (AI) tools into English language teaching at the higher education level:

### **Promote Teacher Training and AI Literacy**

Institutions ought to offer organized professional development programs to furnish educators with the competencies required to utilize AI tools in their instruction successfully and ethically. These programs must encompass both technology utilization and pedagogical integration, as well as classroom management measures. Additional AI technologies, in conjunction with various professional development methodologies, should be investigated among educators across diverse topics to facilitate the generalization of this research's findings and enhance its credibility. (Younis, 2024).

### **Develop Clear Institutional Policies on AI Use**

There is an increasing necessity for colleges and institutions to create explicit standards and ethical policies regarding the utilization of AI by educators and students alike. These regulations must encompass academic integrity, plagiarism, and responsible usage to avert excessive dependence or misuse of generative AI technologies such as ChatGPT and QuillBot (Williams 2024).

### **Maintain the Human Dimension in Language Teaching**

AI can make teaching better and lighten the strain, but it can't take the place of things like emotional intelligence, cultural context, and mentoring. So, teachers should make sure that students can still talk to one another, think critically, and communicate well in class.

### **Encourage Balanced Student Use of AI**

Teachers should tell students how to utilize AI tools properly, including for feedback, brainstorming, and revision,

instead of as a way to do all of their work quickly. Students should be able to think for themselves and not just copy and paste when they do classwork and tests.

### **Foster a Culture of Reflection and Innovation**

Colleges and universities should encourage students to think about how instructors' roles are changing in AI-supported classrooms. Teachers should have the freedom to try new things, share what works for them, and use AI in ways that are in line with their professional identity and beliefs.

### **Suggestions for Further Research**

This study opens several avenues for future exploration:

#### **Longitudinal Studies on AI Integration**

Future studies should look at how integrating AI affects the long-term effectiveness of teachers, the learning outcomes of students, and the way schools do things. Longitudinal studies would help keep track of how teachers' views and the way things work in the classroom change over time.

#### **Comparative Studies Across Educational Levels or Regions**

Comparative studies in various nations, areas (like urban vs. rural), or levels of education (like secondary vs. tertiary) might provide us with more generalizable information about how context affects how people use and think about AI in ELT.

#### **Student Perspectives on AI in Language Learning**

Although the study's emphasis was on instructors, future research might look at how students see and utilize AI technologies in their education, especially concerning autonomy, motivation, and ethical issues.

#### **AI and Assessment Design in ELT**

Investigating how AI techniques, such as automated grading, feedback creation, and test security, might enhance or transform assessment procedures in language instruction is becoming more and more important.

#### **Exploring Ethical Implications and Bias in AI Tools**

More research might look into how built-in biases in AI-generated content or algorithms might affect language instruction, especially in universities with a lot of different languages and cultures.

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## Appendix. Data Collection Tools

### 1 - Quantitative Method: Questionnaire

This study used a structured questionnaire to collect quantitative data from participants. The questionnaire was designed to assess participants' perceptions of artificial intelligence (AI) tools in English education. It consisted of 10 items divided into two sections:

Section 1: Demographic information (e.g., age, gender, teaching experience, education level, teaching context).

Section 2: Likert-scale statements (5-point scale: Strongly Disagree to Strongly Agree) measuring:

### Artificial Intelligence in English Education: Higher Education Lecturers' Perspectives on a New Pedagogical Approach

*Dear Teacher,*

Thank you for taking the time to participate in this questionnaire. Your insights and experiences are invaluable to our research on the role of Artificial Intelligence (AI) in English language teaching.

Your honest responses will help us better understand how AI is influencing education now and how it may shape the future of teaching and learning. We sincerely appreciate your support and dedication to the teaching profession.

### Section 1: Demographic Information

Table 1. Demographic Profile of Participant Teachers

Category	Sub-category
Gender	Female
	Male
Age	Under 25
	25–34
	35–44
	45–54
	55 and above
Years of Teaching Experience	2–5 years
	6–10 years
	11–15 years
	20 years and above
Educational Level You Teach	University
	Institute

Table 2. Teachers' Perceptions of AI as a Support Tool in English Language Teaching

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. AI tools help me save time when planning lessons or correcting work.					
2. AI provides useful feedback and suggestions for teaching materials.					
3. AI supports grammar and vocabulary instruction.					
4. I use AI tools to assist in my teaching.					
5. AI increases student engagement and motivation.					

Table 3. Teachers' Perceptions of AI as a Threat in English Education

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am worried that AI tools could replace English teachers in the future.					
2. AI reduces the amount of real human interaction in language learning.					
3. My students rely too much on AI tools, and this reduces their independent thinking.					
4. The use of AI tools in education might lead to the deskilling of English teachers.					
5. I feel uncertain about how to adapt my role as a teacher with the rise of AI.					

## 2 - Qualitative Method: Semi-Structured Interview

### *Dear Teacher*

This interview is designed to identify your perceptions about AI as a Helper or Threat to English Teachers: Present and Future Perspectives. Your responses to the interview will be kept confidential and used only for research purposes. Thanks for your contribution

### *AI as a Helper:*

1. At present in which respects have AI tools (e.g., ChatGPT, Grammarly, QuillBot, etc.) helped you in your teaching tasks, involving lesson planning, instruction, or giving student feedback?
2. Looking to the future, how do you think AI could positively support English teachers in improving teaching and learning processes?

### *AI as a Threat:*

1. Currently, do you believe that AI is reducing your role as an English teacher in your teaching context? If yes,

in what ways?

2. Regarding the future, are you concerned that AI might replace certain teaching roles or decrease job opportunities for English teachers? Why or why not?