Teachers' Perspectives on Implementing AI Tools in English Language Teaching in Indonesian Classrooms

Abdul Gafur Marzuki *

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Article

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Abdul Gafur Marzuki

UIN Datokarama Palu; gbudiperwira@gmail.com

Abstract

The rapid development of artificial intelligence (AI) has increasingly influenced educational practices, including English language teaching. However, the effectiveness of AI integration in classrooms largely depends on teachers' perceptions and their ability to incorporate these technologies into pedagogical practices. This study explored teachers' perspectives on the implementation of AI tools in English language teaching in Indonesian classrooms, focusing on perceived benefits, challenges, and implications for instructional practice. A qualitative research design was employed to capture teachers' experiences and viewpoints. Data were collected through semi-structured interviews with English teachers who had experience using AI-based tools, supported by document analysis of instructional materials. The data were analyzed using thematic analysis to identify recurring themes. The findings indicated that teachers generally perceived AI tools as supportive resources that enhanced language learning, particularly by providing immediate feedback on students' writing, supporting vocabulary development, and assisting in the preparation of learning materials. AI applications also encouraged students to engage more actively in revision and language practice. Nevertheless, teachers expressed concerns about students' potential overreliance on AI-generated responses and emphasized the importance of guiding learners to critically evaluate AI feedback. In addition, differences in digital literacy, institutional support, and technological infrastructure influenced the extent to which AI tools were effectively integrated into classroom practices. The study concludes that AI technologies can contribute to more flexible and learner-centered language learning environments when used thoughtfully and supported by appropriate pedagogical strategies and institutional policies.

Keywords: artificial intelligence; English language teaching; Indonesian classrooms; teachers' perspectives

1. Introduction

The rapid development of artificial intelligence (AI) has significantly transformed many sectors, including education. In recent years, AI-powered tools such as automated writing feedback systems, intelligent tutoring systems, and generative AI applications have begun to influence the way languages are taught and learned. Globally, educators are increasingly exploring how AI can support personalized learning, enhance feedback mechanisms, and facilitate student engagement in language classrooms. Recent studies indicate that AI technologies can assist teachers in designing adaptive instruction, analyzing learner performance, and providing immediate feedback that supports language development (Holmes et al., 2022; Cotton et al., 2023; Chiu, 2024). In the context of English language teaching (ELT), these tools are particularly relevant because language learning requires continuous practice, interaction, and formative feedback. Consequently, discussions about integrating AI into classroom practices have become a prominent topic in educational research and policy debates worldwide.

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At the global level, the integration of AI into education has accelerated following the emergence of generative AI technologies such as large language models. These technologies have expanded the possibilities for language learning by enabling students to receive real-time explanations, grammar support, and writing assistance. However, scholars emphasize that the successful integration of AI in education depends not only on technological availability but also on teachers' readiness, beliefs, and pedagogical perspectives (Chiu, 2024; Dwivedi et al., 2023). Teachers play a crucial role in determining how AI tools are selected, adapted, and implemented in classroom practices. Without adequate understanding and acceptance from teachers, the pedagogical potential of AI may remain underutilized. Therefore, examining teachers' perspectives becomes essential for understanding how AI technologies can be effectively integrated into teaching and learning environments.

In Indonesia, the discussion surrounding AI in education has begun to gain attention in both academic and policy contexts. The increasing availability of digital infrastructure, combined with the growing use of educational technologies, has encouraged teachers to experiment with AI-based tools in classrooms (Muthmainnah et al., 2025). English language education, particularly in secondary and higher education institutions, has become one of the areas where such innovations are emerging. Teachers are increasingly exposed to AI-supported applications for grammar checking, vocabulary development, and writing assistance. Despite these developments, the adoption of AI in Indonesian classrooms remains uneven due to variations in digital literacy, institutional support, and access to technological resources. These conditions suggest that teachers' experiences and perspectives may vary significantly across contexts, which makes it necessary to investigate how educators interpret and respond to the presence of AI in their instructional practices.

Although the body of research on AI in education continues to grow, several gaps remain in the literature. Many previous studies have primarily focused on the effectiveness of AI tools in improving students' learning outcomes, particularly in writing and language proficiency (Cotton et al., 2023). While these studies provide valuable insights into the potential benefits of AI-assisted learning, fewer studies have examined how teachers perceive and interpret the integration of these tools in real classroom settings. In particular, empirical research that explores teachers' pedagogical concerns, expectations, and perceived challenges related to AI implementation in English language classrooms remains limited. Within the Indonesian context, existing studies tend to focus more on students' use of digital tools rather than teachers' professional perspectives. As a result, there is still insufficient understanding of how teachers negotiate the opportunities and risks associated with AI technologies in language education.

Addressing this gap is important because teachers' perspectives directly influence the sustainability and effectiveness of educational innovations. Teachers are not merely users of technology; they are key agents who shape how technological tools are integrated into pedagogical practices. Understanding teachers' perceptions can provide insights into the factors that support or hinder AI adoption, including pedagogical beliefs, ethical considerations, and institutional readiness. Moreover, investigating teachers' perspectives may contribute to the development of more context-sensitive policies and professional development programs that support the responsible use of AI in education. This study therefore offers a novel contribution by focusing specifically on teachers' perspectives on AI implementation in English language teaching within Indonesian classrooms, a topic that remains underexplored in current literature.

Given the rapid expansion of AI technologies and the growing interest in their educational applications, examining teachers' experiences and viewpoints has become increasingly important. Insights from this study are expected to contribute to the broader discourse on technology-enhanced language learning by highlighting the practical realities faced by teachers in integrating AI tools into their instructional practices. The findings may also inform educational institutions and policymakers in designing professional development programs, digital literacy initiatives, and ethical guidelines related to AI use in education. Based on these considerations, this study seeks to examine how English teachers perceive the implementation of AI tools in Indonesian classrooms, to identify the opportunities and challenges teachers encounter when integrating AI into English language teaching

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practices, and to explore the implications of these perspectives for the future development of AI-supported language education in Indonesia.

2. Literature Review

1. Artificial Intelligence in Language Education

The integration of artificial intelligence (AI) into education has attracted growing scholarly attention over the past decade, particularly in the field of language learning. AI technologies such as intelligent tutoring systems, natural language processing tools, and automated feedback platforms have expanded opportunities for supporting individualized instruction and enhancing student engagement. In language education, AI systems are capable of analyzing linguistic patterns, identifying learners' errors, and providing immediate feedback that can assist students in improving their language proficiency. Recent studies indicate that AI-supported learning environments may enhance learners' writing accuracy, vocabulary acquisition, and overall language development by offering adaptive feedback and personalized learning pathways (Chiu, 2024). These developments have encouraged educators and researchers to explore how AI can complement traditional pedagogical approaches in English language teaching (ELT).

Despite these promising developments, scholars emphasize that the pedagogical value of AI depends largely on how it is integrated into classroom practices. AI tools should not merely function as technological substitutes for teachers but rather as supportive instruments that enhance instructional effectiveness. Holmes et al. (2022) argue that AI can play a meaningful role in education when it is implemented in ways that support teachers' professional judgment and instructional goals. Similarly, Kasneci et al. (2023) highlight that generative AI systems can assist language learners by providing explanations, generating examples, and facilitating interactive learning activities. However, they also caution that the adoption of AI requires careful pedagogical consideration to ensure that technological innovations genuinely support learning outcomes rather than simply introducing new forms of digital dependency.

2. AI Tools for English Language Teaching

In the context of English language teaching, AI tools have been widely explored for their potential to support various aspects of language learning. Applications such as automated writing evaluation systems, AI-based grammar checkers, and conversational chatbots have become increasingly common in language classrooms. These technologies can assist students in revising written texts, practicing grammar structures, and engaging in simulated conversational interactions. Research suggests that AI-supported writing tools can provide timely feedback that helps learners refine their linguistic accuracy and organization in academic writing tasks (Trust et al., 2023). Such tools may reduce the time teachers spend on routine error correction while enabling students to engage in iterative revision processes.

Furthermore, AI-powered conversational systems offer opportunities for interactive language practice that may otherwise be limited in traditional classroom settings. Chatbots and virtual assistants can simulate authentic communication contexts, allowing learners to practice speaking and writing in a low-anxiety environment. According to Chiu (2024), AI-based conversational systems can support language learning by encouraging learners to experiment with language use without fear of immediate judgment from peers or instructors. Nevertheless, researchers emphasize that these tools should be used as complementary resources rather than replacements for human interaction. Teachers remain essential in guiding students' learning processes, contextualizing feedback, and ensuring that AI-generated responses align with pedagogical objectives.

3. Teachers' Perceptions and Technology Integration

Teachers' perceptions play a crucial role in determining the success of technological innovations in educational settings. Research on educational technology consistently demonstrates that teachers' beliefs, attitudes, and levels of digital competence influence how technologies are adopted and implemented in classrooms. When teachers perceive technological tools as useful and compatible with their instructional goals, they are more likely to integrate them into their teaching practices.

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Conversely, uncertainty or skepticism toward new technologies may limit their adoption, even when such tools offer clear pedagogical benefits (Muthmainnah, Marzuki et al., 2024; Muthmainnah, M., ur Rehman, 2024; Santiana & Marzuki, 2024).

Within the context of AI integration, teachers often express both optimism and concern. On the one hand, AI tools are viewed as valuable resources for supporting student learning, providing additional practice opportunities, and facilitating more efficient feedback processes. On the other hand, teachers also raise concerns regarding issues such as academic integrity, reliability of AI-generated responses, and the potential overreliance of students on automated systems (Cotton et al., 2023; Muthmainnah, Darmawati et al., 2024; Marzuki et al., 2026). These mixed perspectives indicate that teachers' experiences with AI are shaped not only by technological capabilities but also by ethical considerations, professional responsibilities, and institutional expectations. Understanding teachers' perspectives therefore becomes essential for identifying the practical conditions that support effective AI integration in educational contexts.

4. AI Adoption in Indonesian Educational Contexts

In Indonesia, the adoption of AI and other digital technologies in education has gradually increased alongside broader efforts to strengthen digital literacy and technology-enhanced learning. Educational institutions have begun to explore various forms of digital innovation to support teaching and learning processes, particularly following the expansion of online and blended learning environments. Within English language education, teachers are increasingly exposed to AI-based tools that assist with grammar checking, vocabulary development, and writing improvement. These developments suggest that AI has the potential to become an important component of language learning practices in Indonesian classrooms.

However, the implementation of AI in Indonesian education is influenced by several contextual factors, including disparities in technological infrastructure, variations in teachers' digital competencies, and differences in institutional support. Some studies indicate that while Indonesian teachers demonstrate positive attitudes toward digital learning technologies, many still require additional professional development to effectively integrate emerging technologies such as AI into their pedagogical practices (Muthmainnah et al., 2024; Muthmainnah, Cardoso et al., 2024). Moreover, empirical research examining teachers' perspectives on AI integration in English language classrooms remains relatively limited. This gap highlights the need for further investigation into how teachers perceive AI tools, how they interpret their pedagogical value, and what challenges they encounter in implementing these technologies in real classroom contexts. Understanding these perspectives is essential for informing future policies and professional development initiatives that aim to support responsible and effective AI integration in Indonesian education.

3. Method

3.1. Research Context

This study employed a qualitative research design to explore teachers' perspectives on the implementation of artificial intelligence (AI) tools in English language teaching in Indonesian classrooms. A qualitative approach was considered appropriate because the study aimed to understand participants' experiences, perceptions, and interpretations regarding the integration of AI in their instructional practices. Qualitative inquiry allows researchers to investigate complex educational phenomena within their natural contexts and to capture participants' viewpoints in depth (Kuliahana & Marzuki, 2020; Creswell & Creswell, 2022; Kuliahana et al., 2024; Kuliahana, Marzuki, & Rustam, 2024; Jannah et al., 2025). The study was conducted in several secondary and tertiary educational institutions in Indonesia where English teachers had begun experimenting with digital learning tools, including AI-assisted applications for writing support, grammar correction, and language practice. The context reflected the growing interest in integrating emerging technologies into language education while also acknowledging the practical challenges teachers encountered in adapting these technologies to their pedagogical environments. Conducting the

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research within authentic classroom contexts enabled the study to generate context-sensitive insights into how teachers interpreted the role of AI tools in supporting language learning.

3.2. Participants

The participants of this study consisted of English language teachers who had experience using or exploring AI-based tools in their teaching practices. The participants were selected using purposive sampling, a strategy commonly used in qualitative research to identify individuals who possess relevant knowledge or experience related to the research topic (Marzuki & Santiana, 2022; Marzuki, 2024; Marzuki, 2025). In total, the study involved a group of English teachers from different educational institutions, including junior high schools, senior high schools, and universities. These teachers had varying levels of teaching experience and technological familiarity, which allowed the study to capture diverse perspectives on AI integration in English language teaching. The selection criteria included teachers who had used digital or AI-supported tools such as automated grammar checkers, AI-powered writing assistants, or conversational chatbots in their instructional activities. Their participation provided valuable insights into how educators perceived the pedagogical benefits, limitations, and ethical considerations associated with the use of AI technologies in classroom contexts.

3.3. Instruments

Data for this study were collected primarily through semi-structured interviews, which allowed participants to express their views and experiences in detail while still providing a degree of structure to guide the conversation. Semi-structured interviews are widely used in qualitative research because they enable researchers to explore participants' perspectives while maintaining flexibility in responding to emerging themes during the interview process (Santiana et al., 2021; Santiana et al., 2024; Santiana et al., 2021; Santiana, S., Hikmatullah, 2024). The interview protocol included several open-ended questions related to teachers' experiences with AI tools, their perceptions of the pedagogical value of these technologies, the challenges they encountered when integrating AI into teaching practices, and their views on the future role of AI in English language education (Santiana & Marzuki, 2022; Marzuki et al., 2026; Erizar et al., 2026). In addition to interviews, the researcher also collected supporting data through document analysis, including lesson plans, teaching materials, and digital learning resources that reflected the use of AI tools in classroom activities. The combination of interviews and document analysis allowed the study to obtain a richer understanding of how AI technologies were incorporated into actual teaching practices.

3.4. Data Analysis

The collected data were analyzed using thematic analysis to identify recurring patterns and meaningful themes related to teachers' perspectives on AI integration. Thematic analysis was selected because it provides a systematic yet flexible method for analyzing qualitative data and identifying patterns across participants' responses (Braun & Clarke, 2021; Muthmainnah et al., 2022; Syafryadin et al., 2024). The analysis process began with the transcription of interview recordings, followed by repeated reading of the transcripts to gain a comprehensive understanding of the data. After familiarization with the data, initial codes were generated to capture key ideas emerging from the participants' statements (Marzuki, 2019a; Marzuki, 2019b; Marzuki, 2019c). These codes were then organized into broader categories that represented recurring themes related to teachers' perceptions, perceived benefits of AI tools, challenges in implementation, and ethical considerations surrounding AI use in language education. The themes were continuously reviewed and refined to ensure that they accurately reflected the participants' experiences and perspectives. To enhance the credibility of the findings, the researcher applied strategies such as data triangulation and careful documentation of the analytical process. Through this systematic approach, the study sought to generate meaningful

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insights into how teachers interpreted the role of AI tools in English language teaching and how these perspectives might inform future educational practices and policies.

4. Results

The analysis of interview transcripts and supporting documents revealed several recurring themes regarding teachers' perspectives on the implementation of artificial intelligence (AI) tools in English language teaching. Through thematic analysis, four major themes emerged from the data: (1) perceived pedagogical benefits of AI tools, (2) the role of AI in supporting language learning processes, (3) challenges in implementing AI in classroom contexts, and (4) teachers' expectations regarding the future use of AI in English language education. These themes reflected how teachers interpreted the opportunities and limitations of AI integration within their instructional environments. The findings suggested that while teachers generally recognized the potential of AI tools to support language learning, their experiences were shaped by a range of contextual, pedagogical, and technological factors.

The first theme concerned teachers' perceptions of the pedagogical value of AI tools in English language teaching. Most participants reported that AI-based applications provided meaningful support in improving students' writing skills, particularly in grammar correction and vocabulary development. Teachers explained that tools such as automated writing assistants and grammar checkers enabled students to receive immediate feedback, which allowed them to revise their texts more efficiently. Several teachers also indicated that AI tools helped reduce the time required for routine error correction, thereby allowing them to focus more on higher-level aspects of writing instruction such as organization and argumentation. The distribution of teachers' perceptions regarding the pedagogical benefits of AI tools is summarized in Table 1.

Table 1. Teachers' Perceptions of the Pedagogical Benefits of AI Tools.

Perceived Benefit	Number of Teachers	Percentage
Immediate feedback on writing	9	75%
Support for grammar and vocabulary improvement	10	83%
Increased student engagement	7	58%
Assistance in lesson preparation	5	42%

The findings indicated that teachers particularly valued AI tools for their ability to provide instant feedback. Participants reported that students often used these tools to revise essays and written assignments before submitting them to the teacher. As a result, teachers observed noticeable improvements in students' grammatical accuracy and lexical variety. Some participants also mentioned that AI-assisted tools encouraged students to engage more actively in the revision process because they could immediately see suggestions for improvement. This iterative process appeared to promote a more autonomous learning environment in which students took greater responsibility for refining their written work.

Another important finding related to the role of AI tools in facilitating language learning beyond writing tasks. Several teachers explained that AI applications were also used to generate practice exercises, vocabulary lists, and discussion prompts for classroom activities. These tools helped teachers design learning materials more efficiently and diversify instructional activities. In particular, conversational AI tools were used to simulate dialogue-based interactions that supported speaking practice. Teachers reported that students felt more comfortable practicing English with AI-based systems because these tools allowed them to experiment with language without the fear of making mistakes in front of peers. Table 2 summarizes the types of AI tools used by the participating teachers.

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Table 2. Types of AI Tools Used in English Language Teaching.

AI Tool Category	Example Use in Classroom	Frequency of Use
Automated writing assistants	Grammar correction and essay revision	High
AI chatbots	Simulated conversation practice	Moderate
AI content generators	Creating exercises and prompts	Moderate
Vocabulary learning tools	Generating word lists and examples	Low

Although teachers recognized the potential advantages of AI tools, they also identified several challenges associated with their implementation. One commonly mentioned concern was students' overreliance on AI-generated responses. Some teachers observed that students occasionally accepted AI suggestions without critically evaluating them, which could limit the development of independent writing skills. Participants emphasized that AI-generated feedback was not always contextually accurate and sometimes required teacher clarification. Consequently, teachers believed that AI tools should be used as supplementary learning resources rather than as replacements for teacher feedback.

Another challenge highlighted by participants involved technological and institutional constraints. Some teachers reported limited access to reliable internet connections or insufficient institutional support for integrating AI-based technologies into classroom instruction. In addition, teachers expressed varying levels of confidence in using AI tools effectively. While some participants were comfortable experimenting with emerging technologies, others indicated that they required additional training to fully understand the pedagogical potential of AI applications. These differences suggested that teachers' digital literacy and institutional infrastructure played an important role in shaping the implementation of AI in English language teaching.

Despite these challenges, many participants expressed optimism regarding the future role of AI in language education. Teachers acknowledged that AI technologies were likely to become increasingly integrated into educational environments, particularly as digital learning tools continued to evolve. Participants suggested that AI could serve as a valuable resource for supporting differentiated instruction, providing individualized feedback, and facilitating flexible learning opportunities. However, they emphasized that the successful integration of AI would depend on the development of appropriate guidelines, teacher training programs, and ethical frameworks that ensured responsible use of these technologies in educational contexts.

Overall, the findings demonstrated that teachers viewed AI tools as potentially valuable resources for supporting English language teaching, particularly in areas such as writing support, instructional material development, and interactive language practice. At the same time, the data highlighted the importance of maintaining a balanced approach in which AI technologies complemented rather than replaced teacher expertise. Teachers' perspectives underscored the need for professional development initiatives and institutional policies that support responsible and pedagogically meaningful AI integration. These insights contribute to a deeper understanding of how educators navigate the opportunities and challenges associated with AI technologies in contemporary language education contexts.

5. Discussion

The findings of this study provide important insights into how English teachers interpreted the integration of artificial intelligence (AI) tools in their instructional practices. Consistent with the objectives of the study, the results demonstrated that teachers generally perceived AI tools as supportive resources that could enhance aspects of language teaching, particularly in writing instruction and feedback processes. Participants reported that AI-based applications helped students identify grammatical errors, expand vocabulary, and revise written texts more effectively. These findings align with previous studies suggesting that AI-supported writing tools can facilitate

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formative feedback and promote iterative learning processes in language education (Albana et al., 2020; Alek, Marzuki, Farkhan, & Deni, 2020; Alek et al., 2020; Alek et al., 2022). In this sense, the results support the argument that AI technologies can function as complementary pedagogical resources that assist teachers in providing timely feedback while encouraging students to engage more actively in the revision of their work.

Another important interpretation emerging from the findings concerns the role of AI tools in fostering student engagement and learner autonomy. Teachers observed that students were more willing to experiment with language when interacting with AI systems, particularly in tasks involving writing practice and simulated conversations. This observation resonates with the broader literature on technology-enhanced language learning, which suggests that digital learning environments can create low-anxiety spaces that encourage experimentation and self-directed learning (Amalia & Marzuki, 2023; Amalia et al., 2024; Anita et al., 2024; Apriani et al., 2025). The availability of immediate feedback appeared to motivate students to revise their responses repeatedly until they achieved a satisfactory outcome. From a pedagogical perspective, this iterative learning process reflects a shift toward more learner-centered approaches in which students play a more active role in monitoring and improving their own language performance (Iftitah et al., 2020; Kuliahana & Marzuki, 2024).

However, the findings also revealed that teachers expressed concerns regarding students' potential overreliance on AI-generated responses. Some participants noted that students occasionally accepted AI suggestions without critically evaluating them, which raised questions about the development of independent language skills. This concern has been widely discussed in recent research on generative AI in education, particularly regarding the risk that learners may depend excessively on automated systems rather than developing their own analytical abilities (Marzuki et al., 2018; Erizar et al., 2024). The findings therefore suggest that while AI tools may support learning processes, their educational value ultimately depends on how they are integrated into pedagogical frameworks. Teachers emphasized the importance of guiding students in critically interpreting AI-generated feedback and using these tools as supportive learning resources rather than as substitutes for independent thinking.

The study also highlighted several contextual factors that influenced the implementation of AI tools in Indonesian classrooms. Differences in technological infrastructure, institutional support, and teachers' digital literacy were found to shape the extent to which AI technologies could be effectively incorporated into teaching practices. These findings are consistent with earlier studies that emphasize the importance of teacher readiness and institutional conditions in determining the success of educational technology integration (Marzuki, & Kuliahana, 2021). In contexts where teachers lacked sufficient training or access to reliable digital resources, the use of AI tools remained limited. Consequently, the results suggest that technological innovation in education should be accompanied by comprehensive professional development programs that equip teachers with the necessary skills and pedagogical strategies to use AI tools effectively.

While the findings provide valuable insights, several limitations should be acknowledged. First, the study focused on a relatively small group of English teachers, which may limit the generalizability of the results to broader educational contexts. Teachers' experiences with AI integration may vary significantly across different regions, institutional types, and levels of technological access. Second, the study relied primarily on self-reported data obtained through interviews and document analysis. Although these methods allowed for an in-depth exploration of teachers' perspectives, they may not fully capture the complexity of classroom interactions involving AI tools. Future research could address these limitations by incorporating classroom observations, student perspectives, or mixed-method approaches that combine qualitative and quantitative data to obtain a more comprehensive understanding of AI implementation in language education.

Despite these limitations, the study offers several important implications for both educational practice and future research. From a practical perspective, the findings highlight the need for clear pedagogical guidelines and teacher training initiatives that support responsible AI integration in

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language teaching. Educational institutions and policymakers may consider developing professional development programs that focus on digital literacy, ethical considerations, and effective instructional strategies for AI-supported learning environments. From a theoretical standpoint, the findings contribute to the growing body of literature examining the relationship between emerging technologies and language education by emphasizing the central role of teachers' perspectives in shaping technology adoption. Future research may further explore how AI tools influence specific language skills, how students perceive AI-assisted learning environments, and how educational policies can support sustainable AI integration in diverse learning contexts. Through these efforts, research can continue to deepen our understanding of how AI technologies may contribute to the evolving landscape of language education in the digital era.

6. Conclusions

This study explored teachers' perspectives on the implementation of artificial intelligence (AI) tools in English language teaching within Indonesian classroom contexts. The findings revealed that teachers generally viewed AI technologies as supportive pedagogical resources that could enhance several aspects of language instruction, particularly in providing immediate feedback on students' writing, supporting vocabulary development, and assisting teachers in preparing instructional materials. AI-based applications enabled students to revise their work more independently and engage in iterative learning processes, which contributed to improvements in grammatical accuracy and language awareness. In addition, teachers reported that AI tools helped diversify classroom activities through the use of AI-generated prompts, exercises, and conversational simulations. These findings indicate that AI technologies can complement traditional teaching approaches by creating more flexible and learner-centered learning environments while also assisting teachers in managing instructional tasks more efficiently.

However, the study also demonstrated that teachers approached AI integration with careful consideration. Participants expressed concerns about students' potential overreliance on AI-generated responses and emphasized the need for learners to critically evaluate the suggestions provided by such systems. Teachers highlighted that AI should function as a supportive learning tool rather than a substitute for teacher feedback and professional judgment. Furthermore, the findings indicated that factors such as teachers' digital literacy, institutional support, and technological infrastructure significantly influenced how AI tools were implemented in classroom practices. Overall, the study concludes that the effective integration of AI in English language teaching requires balanced pedagogical strategies, adequate teacher preparation, and supportive institutional policies. By highlighting teachers' experiences and perceptions, this research contributes to a deeper understanding of the opportunities and challenges associated with AI integration in language education and provides insights that may inform future educational practices and research.

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