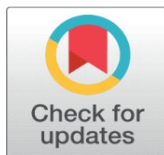


ENGLISH TEACHERS' PERCEPTIONS OF AI TOOLS: FRIEND OR FOE?

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ABSTRACT

The rapid advancement of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and QuillBot is reshaping the landscape of English Language Teaching (ELT). These technologies offer support in grammar correction, content generation, and personalised feedback, making them increasingly present in classrooms. This study examines the perceptions of English teachers regarding the integration of AI tools into their teaching practices. Using a mixed-methods approach, comprising surveys and interviews with school and college-level educators, the research uncovers a broad spectrum of attitudes. While many teachers appreciate AI's potential to enhance writing skills, provide immediate feedback, and foster learner autonomy, others express concerns about student over-reliance, reduced creativity, plagiarism, and the diminishing role of the teacher. Ethical implications and shifts in teacher-student dynamics also emerge as significant issues. The findings highlight that although AI tools are generally seen as beneficial, their effective adoption hinges on proper training, institutional support, and a balanced pedagogical approach. This study underscores the urgent need for professional development programs to help educators critically and confidently engage with AI, ensuring its thoughtful integration into the evolving digital classroom.

Keywords: Artificial Intelligence, Digital Classroom, English Language Teaching and Ethical Implications

1. INTRODUCTION

The integration of Artificial Intelligence (AI) into education has significantly transformed traditional teaching and learning practices, particularly in the domain of English Language Teaching (ELT). With the emergence of tools like ChatGPT, Grammarly, QuillBot, and other language-processing applications, English classrooms are witnessing a shift in instructional strategies, learner engagement, and assessment methods. These AI-powered tools assist in grammar correction, content generation, automated feedback, and personalised learning, offering educators new ways to enhance language instruction and support student learning outcomes.

However, this technological shift has sparked a complex set of responses from educators. While many English teachers recognise the advantages of AI in terms of increased efficiency, differentiated instruction, and improved learner autonomy, others voice concerns about over-reliance on technology, diminished creativity,

ethical risks such as plagiarism and data privacy, and the potential erosion of the teacher's role. These mixed reactions underscore a growing tension between the promises of AI and the pedagogical values that have traditionally shaped language education.

Understanding English teachers' perceptions is essential, as their attitudes greatly influence the extent to which AI tools are adopted or resisted in real-world teaching contexts. Despite the rising presence of AI in classrooms, there is a noticeable gap in research that specifically addresses how English educators interpret and engage with these tools within their professional practice.

This study seeks to explore English teachers' perceptions of AI tools in ELT, examining their awareness, usage patterns, perceived benefits, and concerns. It aims to answer a central question: Do English teachers perceive AI tools as supportive allies that enhance language instruction, or as disruptive forces that challenge the foundations of traditional pedagogy? By drawing insights from both qualitative and quantitative data collected from teachers at various educational levels, this research aspires to contribute to ongoing discussions on technology integration in ELT and to offer practical guidance for professional development, curriculum planning, and institutional policy-making in the age of AI-assisted education.

2. LITERATURE REVIEW

The integration of Artificial Intelligence (AI) into education has led to a paradigm shift in teaching and learning, particularly within English Language Teaching (ELT). AI-powered tools such as ChatGPT, Grammarly, and QuillBot are increasingly being adopted in language classrooms to assist with grammar correction, writing enhancement, personalised feedback, and content generation. These developments are part of a broader movement toward technology-enhanced learning that emphasises adaptability, efficiency, and learner-centred instruction.

Numerous studies highlight the pedagogical benefits of AI in ELT. [Kumar and Rose \(2022\)](#) note that AI tools can provide timely and individualised feedback, thereby reducing teacher workload while enhancing student outcomes. Similarly, [Ahmed et al. \(2023\)](#) observe that AI can tailor instruction to learners' proficiency levels, offering customised grammar support, vocabulary suggestions, and scaffolding for writing tasks. These capabilities not only support differentiated instruction but also foster greater student engagement and autonomy.

Despite these advantages, the literature also reflects significant concerns. Scholars such as [Mishra \(2021\)](#) argue that excessive reliance on AI may undermine students' critical thinking, originality, and linguistic independence. Generative AI tools that produce entire essays or assignments with minimal human input raise ethical concerns around academic integrity and plagiarism [Singh and Rao \(2023\)](#). These risks prompt educators to question the boundaries between technological support and intellectual dishonesty.

Teacher perception is a key factor in the adoption and integration of new technologies in educational settings. The Technology Acceptance Model (TAM), proposed by [Davis \(1989\)](#), provides a framework to understand how users evaluate the usefulness and ease of use of a given technology. Studies suggest that educators are more likely to incorporate AI tools when they perceive tangible benefits and receive adequate institutional support [Zhou and Li \(2022\)](#). However, most existing research using TAM is situated within STEM disciplines, leaving a gap in

understanding how English language educators engage with AI tools in their specific contexts.

Recent investigations reveal a spectrum of teacher responses to AI integration. While some educators welcome these tools as aids for streamlining lesson planning and assessment, others express apprehension about losing the humanistic and interactive elements of teaching [Wang and Lee \(2024\)](#). The tension between embracing innovation and preserving pedagogical integrity continues to shape ongoing debates about AI's role in education.

Given this context, there is a noticeable lack of focused research on English teachers' perceptions, experiences, and concerns regarding AI in their teaching practices. Much of the existing literature emphasises student perspectives or general educational applications. This study seeks to fill that gap by exploring the attitudes of English teachers toward AI tools in ELT. By examining their views, this research aims to contribute to a more nuanced and practical understanding of how AI can be ethically and effectively integrated into English language classrooms.

3. METHODOLOGY

This study employs a descriptive and analytical methodology grounded in qualitative, literature-based research. Instead of collecting primary data through surveys or interviews, the research draws upon a wide range of secondary sources to examine English teachers' perceptions of Artificial Intelligence (AI) tools in educational contexts, particularly within English Language Teaching (ELT).

The data for this study were gathered from existing scholarly literature, educational reports, opinion pieces, teacher blogs, online forums, and reflective articles authored by educators. These sources were critically reviewed to identify recurring themes and trends related to the use of AI tools such as ChatGPT, Grammarly, and QuillBot in the classroom. Key areas of focus included perceived benefits, challenges, ethical concerns, levels of acceptance or resistance, and shifts in teacher roles and pedagogical approaches.

This non-empirical and interpretative approach enables a broad and flexible understanding of how AI integration is being discussed and debated within the ELT community. By synthesising diverse perspectives from academic and practitioner discourse, the study aims to present a balanced and comprehensive picture of current attitudes toward AI in English education. The findings serve as a foundation for further empirical research and inform ongoing professional and institutional conversations around the effective and ethical use of AI in language teaching.

4. FINDINGS AND DISCUSSION

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) has generated a spectrum of responses from educators, ranging from enthusiasm to scepticism. Based on a comprehensive review of existing literature, reflective writings, and discourse within ELT communities, several key themes have emerged regarding how English teachers perceive and respond to the use of AI tools such as ChatGPT, Grammarly, and QuillBot in their professional practice.

5. AI AS A SUPPORTIVE TEACHING ASSISTANT

A significant number of English teachers view AI tools as valuable allies in the teaching-learning process. These educators highlight several practical benefits:

- 1) Grammar and spelling support through tools like Grammarly, Idea generation and content development using ChatGPT, Vocabulary enhancement and paraphrasing assistance, personalised feedback that fosters independent learning
- 2) Time-saving features for lesson planning, grading, and classroom management
- 3) Such tools are particularly appreciated in large or remote classrooms, where providing individual attention to each learner is challenging. Teachers in under-resourced or high-enrollment contexts often rely on AI to fill instructional gaps and sustain learner engagement.

5.1. CONCERNS AND CAUTIONS: AI AS A POTENTIAL THREAT

Despite its benefits, many educators remain cautious about the growing role of AI in ELT. Several concerns recur across the literature and educator reflections:

- 1) Over-reliance on AI leads to reduced originality and critical thinking. Plagiarism and academic dishonesty, as students increasingly use AI to generate entire assignments, Loss of student voice, with writing becoming formulaic or lacking personal expression.
- 2) Reduced teacher authority, as students turn to AI tools for instant answers. Inaccuracies or biases in AI-generated content can mislead learners.
- 3) These concerns reflect a deeper unease about AI's impact on the intellectual and ethical dimensions of language learning.

5.2. ETHICAL AND PEDAGOGICAL DILEMMAS

The use of AI in classrooms raises several ethical questions:

- 1) How can academic honesty be maintained when students use AI to complete assignments? Should AI-generated content be permitted in formal assessments?
- 2) 2. Who bears responsibility for errors or biases in AI output?
- 3) Educators consistently call for clear guidelines and institutional policies to define acceptable use of AI in teaching and learning. Without such frameworks, teachers are often left to make case-by-case decisions, increasing inconsistency and uncertainty.

5.3. TEACHER PREPAREDNESS AND PROFESSIONAL DEVELOPMENT

Another prominent issue is the lack of formal training on how to effectively integrate AI tools into teaching. Many teachers report feeling unprepared, which leads to either underuse or misuse of available technologies. There is a strong demand for:

- 1) Workshops and orientation programs, Ongoing professional development, Institutional support and resource access.

- 2) Peer exchange forums for sharing best practices.
- 3) Teacher readiness emerges as a critical factor in the ethical and meaningful integration of AI into ELT.

6. MIXED PERCEPTIONS AND EVOLVING ATTITUDES

The findings suggest that teacher perceptions are far from uniform. While some educators fully embrace AI, others remain sceptical or resistant. However, the majority appear to occupy a middle ground, acknowledging the utility of AI while emphasising the irreplaceable value of human guidance, emotional intelligence, and ethical judgment in teaching. This nuanced perspective reflects an evolving attitude: teachers are increasingly willing to experiment with AI tools, but they remain alert to the risks and limitations. There is also concern about equity and access, as not all teachers or students have the same level of familiarity with, or access to, these technologies.

6.1. THE CHANGING ROLE OF THE TEACHER

Perhaps the most significant theme is the redefinition of the teacher's role in AI-assisted classrooms. As machines take over tasks like correcting grammar or generating content, teachers are shifting from being primary knowledge providers to:

Facilitators of critical thinking

Mentors in ethical technology use

Designers of interactive and meaningful learning experiences

This transition demands not only technical adaptability but also a philosophical shift in how teaching and learning are conceptualised in the age of intelligent tools.

7. CONCLUSION

The increasing presence of Artificial Intelligence (AI) tools in English Language Teaching (ELT) has sparked a broad range of reactions among educators. On the one hand, tools like ChatGPT, Grammarly, and QuillBot offer practical support in areas such as grammar correction, writing development, and learner autonomy. On the other hand, these tools also raise significant concerns about originality, academic honesty, and the changing responsibilities of teachers.

This study reveals that English teachers' perspectives are shaped by multiple factors, including their familiarity with technology, access to training, and institutional support. While some educators actively welcome AI as a helpful addition to their teaching toolkit, others remain cautious or critical, pointing out risks such as student over-dependence, reduced creative thinking, and ethical dilemmas.

Rather than framing AI as inherently good or bad, the findings suggest that the key issue lies in how it is implemented. When used thoughtfully, AI can complement human instruction, improve efficiency, and support learners. However, without proper guidance, clear policies, and adequate teacher preparation, its use may pose more challenges than benefits. Teachers play a crucial role in shaping the responsible and effective use of AI in classrooms. Their insights, concerns, and experiences must be at the heart of any strategy for AI integration in education.

8. RECOMMENDATIONS

In light of the findings, the following practical steps are suggested to support the ethical and effective use of AI tools in English language classrooms:

- 1) Capacity Building for Teachers
- 2) Organise regular training programs to help teachers understand the capabilities and limitations of AI tools.
- 3) Encourage reflective practices that allow teachers to explore creative and context-specific uses of AI.
- 4) Thoughtful Integration into Curriculum
- 5) AI tools should be included in classroom practices in a way that supports — not substitutes — teacher-led instruction.
- 6) Design classroom activities where human judgment, empathy, and creativity are central. Clear Ethical Guidelines
- 7) Institutions should create specific policies outlining acceptable AI use in teaching, assignments, and assessments.
- 8) Rules should address issues such as plagiarism, authorship, and the use of AI-generated content in exams or essays.
- 9) Raising Student Awareness.
- 10) Conduct sessions or discussions with students on digital ethics, academic honesty, and responsible AI use.
- 11) Help students understand the importance of developing their voice and critical thinking, even when AI tools are available.
- 12) Active Teacher Participation in Decision-Making.
- 13) Involve teachers in institutional planning related to the use of AI in education. Respect teachers' professional insights when choosing tools or shaping policies. Promoting Human-AI Collaboration.
- 14) Adopt a balanced approach where AI handles routine or technical tasks, and teachers focus on nurturing creativity, emotional connection, and deeper learning. Use AI to support feedback and scaffolding, not to replace interactive teaching moments. Further Research and Context-Specific Studies.
- 15) Encourage more classroom-based research to understand how AI tools are used in real teaching situations.
- 16) Focus on diverse learning environments, including rural, under-resourced, or multilingual classrooms, where AI may have unique effects.

CONFLICT OF INTERESTS

None.

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