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## **Integrating Artificial Intelligence in English Language Teaching: A Study of Teachers' Practices and Students' Achievements**

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### **ABSTRACT**

*The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) is reshaping instructional practices and influencing students' academic achievement. This qualitative study investigates how AI is incorporated into English language classrooms, with a particular focus on teachers' practices and their impact on students' learning outcomes. The study explores how educators use AI-based tools such as intelligent tutoring systems, chatbots, and adaptive learning platforms to enhance teaching effectiveness and support student achievement. A qualitative research design was adopted, utilizing semi-structured interviews, classroom observations, and document analysis to gather data from college-level English language teachers and students. Thematic analysis was conducted to identify key patterns related to instructional practices, pedagogical adaptations, and perceived student outcomes. The findings indicate that teachers who integrate AI effectively tend to adopt more student-centered, interactive approaches, thereby promoting learner engagement and autonomy. AI tools were found to support personalized learning, provide immediate feedback, and increase access to diverse educational resources. However, challenges such as inadequate technological infrastructure, limited professional training, and resistance to technological change were also identified. The study concludes that successful AI implementation depends on institutional support, training, and balanced pedagogical integration.*

**Keywords:** Artificial Intelligence, English Language Teaching, Teachers' Practices, Students' Achievement, Qualitative Study, ELT.

### **Introduction**

The rapid advancement of artificial intelligence (AI) has significantly transformed educational practices worldwide, particularly in English Language Teaching (ELT). AI-driven technologies—such as intelligent tutoring systems, chatbots, automated feedback tools, and adaptive learning platforms—are increasingly being integrated into language classrooms to enhance both teaching and learning processes (Crompton et al., 2024). These developments have shifted traditional pedagogical approaches toward more personalized, interactive, and

student-centered learning environments, thereby redefining the roles of teachers and learners.

In Pakistan, English occupies a vital position as a second language and a primary medium of instruction in higher education. It is closely linked to academic achievement, professional advancement, and global communication. Despite its importance, many learners struggle to attain proficiency due to reliance on traditional teaching methods, limited access to quality resources, and insufficient exposure to authentic language use. Conventional teacher-centered approaches, which often emphasize rote memorization and examination-oriented learning, may not effectively foster communicative competence or critical thinking skills. In this regard, integrating AI into ELT offers a promising opportunity to address these challenges by enabling more innovative, learner-focused instructional practices.

From a pedagogical perspective, AI has the potential to transform teachers' roles from knowledge transmitters to facilitators of learning. Through AI tools, educators can design engaging instructional activities, monitor student progress in real time, and provide immediate, personalized feedback. Such capabilities support differentiated instruction by adapting content to individual learners' needs and proficiency levels, thereby promoting inclusivity and enhancing learning outcomes. Previous research suggests that personalized learning environments facilitated by AI can improve students' motivation, engagement, and overall academic achievement. However, the effectiveness of AI integration largely depends on teachers' practices, beliefs, technological competence, and the availability of institutional support.

Despite increasing interest in AI in education, there remains a lack of qualitative research examining how teachers practically integrate AI tools into their classrooms and how these practices influence students' achievement. Much of the existing literature focuses on quantitative measures, such as test scores and motivation levels, without sufficiently exploring the lived experiences and perceptions of teachers and students. A qualitative approach is therefore essential to gain deeper insights into classroom realities, pedagogical adaptations, and the challenges associated with AI implementation.

The central problem this study addresses is the gap between the potential benefits of AI technologies and their actual implementation in English-language classrooms in Pakistan. Although AI offers numerous advantages, its adoption remains limited due to inadequate technological infrastructure, insufficient professional training, and resistance to change among educators. Additionally, there is a scarcity of context-specific research that explores how AI integration affects both teaching practices and students' learning outcomes in this setting.

Accordingly, this study aims to investigate the integration of artificial intelligence in English Language Teaching, with a particular focus on teachers' instructional practices and students' achievements. It seeks to explore how teachers utilize AI tools in their classrooms, how these tools shape their pedagogical approaches, and how students' learning outcomes are influenced. By adopting a qualitative research design, the study captures the experiences, perceptions, and insights of both teachers and students.

To achieve these objectives, the study is guided by the following research questions: (1) How do English language teachers integrate artificial intelligence tools into their classroom practices?

- (2) What are teachers' and students' perceptions of the use of AI in English language teaching?
- (3) How do teachers perceive the impact of AI integration on students' language learning achievements?

The significance of this research lies in its contribution to the expanding body of knowledge on AI in education, particularly within developing country contexts. By emphasizing qualitative insights, the study provides a deeper understanding of the processes and experiences involved in integrating AI into ELT. The findings may assist educators in identifying effective practices and overcoming challenges associated with AI adoption, while also informing policymakers in developing supportive educational policies and initiatives.

Furthermore, the study offers practical implications for improving English language teaching and learning. Highlighting how AI can enhance instructional practices and student achievement encourages the development of more engaging and effective pedagogical strategies. At the same time, it underscores the importance of maintaining a balanced approach that integrates technological innovation with sound pedagogical principles, ensuring that AI complements rather than replaces human interaction in the classroom.

However, certain limitations must be acknowledged. As a qualitative study, the findings are based on a limited sample and may not be generalizable to all contexts. Additionally, the study relies on participants' perceptions, which may be biased. Variations in access to AI tools across institutions may also affect data consistency. Finally, the focus on college-level English language teaching may limit the applicability of the findings to other educational levels. Despite these limitations, the study provides valuable insights into integrating AI into ELT and contributes to advancing innovative educational practices.

### **Literature Review**

Artificial Intelligence (AI) has emerged as a transformative force in education, particularly in English Language Teaching (ELT), where it is increasingly used to enhance instructional practices and improve students' academic achievement. AI refers to computer systems capable of performing tasks that typically require human intelligence, including learning, reasoning, and decision-making (Crompton et al., 2024). In the context of ELT, AI-based tools such as intelligent tutoring systems, chatbots, automated writing evaluation software, speech-recognition applications, and adaptive learning platforms have significantly reshaped traditional teaching and learning processes (Sharadgah & Sa'di, 2022). These technologies support more personalized, interactive, and student-centered approaches, thereby redefining the roles of teachers and learners.

The integration of AI into ELT has led to a paradigm shift from teacher-centered instruction toward learner-centered pedagogy. Traditional English language teaching methods, particularly in developing countries, have often emphasized rote memorization and examination-oriented practices. However, AI tools enable teachers to create dynamic learning environments where students can actively engage with language through interactive activities and real-time feedback (Daud et al., 2025). This shift aligns with contemporary pedagogical theories that emphasize learner autonomy, engagement, and experiential learning. As a result, AI is increasingly viewed not only as a technological innovation but also as a pedagogical tool that enhances teaching effectiveness.

One of the most significant themes in the literature is the transformation of teachers' roles in AI-supported classrooms. In traditional settings, teachers primarily functioned as knowledge

transmitters; however, in AI-integrated environments, they act as facilitators, guides, and designers of learning experiences (Al-khresheh, 2024). Teachers are required to select appropriate AI tools, integrate them into lesson plans, and ensure their pedagogical relevance. Research indicates that teachers perceive AI as beneficial for reducing workload, particularly in tasks such as grading and feedback provision (Saleem et al., 2025). At the same time, teachers express concerns regarding the reliability of AI-generated content, ethical issues, and the potential overdependence of students on these tools (Crompton et al., 2024). These findings highlight that the effectiveness of AI integration depends largely on teachers' practices, beliefs, and technological competence.

From the perspective of student achievement, AI has demonstrated considerable potential to improve English language learning outcomes. One of the key advantages of AI tools is their ability to provide immediate and personalized feedback, which is essential for language acquisition (Sharadgah & Sa'di, 2022). For instance, automated writing evaluation systems help learners identify grammatical errors, improve sentence structure, and refine their writing skills, while speech recognition tools assist with pronunciation and speaking practice (Daud et al., 2025). Such tools not only enhance language proficiency but also increase learners' confidence and motivation, thereby improving academic performance.

Recent studies further support the role of AI in enhancing specific language skills. For example, Shah et al. (2025) found that AI-based tools significantly improved undergraduate students' reading proficiency by facilitating better comprehension and engagement with texts. The study highlighted that AI-enabled learning environments provide structured support and allow students to interact with reading materials more effectively. Similarly, Sulehri et al. (2025) examined the impact of ChatGPT on students' writing skills and reported notable improvements in grammar, vocabulary, coherence, and organization. However, the study also raised concerns about students' overreliance on AI tools, suggesting the need for a guided, balanced approach in educational settings. These findings reinforce the idea that while AI has the potential to enhance language learning, its effectiveness depends on how it is integrated into pedagogical practices.

Another important aspect discussed in the literature is AI's role in promoting learner autonomy and engagement. AI technologies enable students to learn at their own pace, access diverse resources, and receive immediate feedback, thereby encouraging independent learning (Crompton et al., 2024). This flexibility enables learners to take greater responsibility for their learning, thereby fostering autonomy and self-regulation. Studies indicate that students who engage with AI-based tools tend to show higher levels of participation and motivation compared to those in traditional classrooms (Al-khresheh, 2024). However, researchers emphasize that technology alone does not guarantee effective learning; rather, it is the interaction between technology, pedagogy, and learner engagement that determines educational outcomes.

Despite its numerous benefits, integrating AI into ELT presents several challenges, particularly in developing countries such as Pakistan. One of the primary issues is the inadequate technological infrastructure, including limited access to computers, internet connectivity, and digital resources (Saleem et al., 2025). These limitations hinder the effective implementation of AI-based tools and create disparities between institutions. Additionally, many teachers lack

the training and digital literacy skills needed to use AI effectively, which can lead to resistance or ineffective integration (Al-khresheh, 2024).

Another major concern highlighted in the literature is students' potential overreliance on AI tools. While AI can provide valuable support, excessive dependence may reduce learners' critical thinking and problem-solving abilities (Crompton et al., 2024). For instance, students may rely on automated writing tools to complete assignments without fully understanding the concepts. This can negatively impact their long-term learning and language development. Therefore, it is essential for teachers to guide students in using AI tools responsibly and to ensure that these technologies complement rather than replace traditional learning practices. Ethical considerations also play a crucial role in the discussion of AI in education. Issues related to data privacy, academic integrity, and bias in AI-generated content have been widely reported (Sharadgah & Sa'di, 2022). AI systems may produce inaccurate or biased outputs, leading to mislead learners and affecting the quality of education. Furthermore, the use of AI in assessments raises concerns about fairness and authenticity. These challenges highlight the need for clear policies and guidelines to regulate the use of AI in educational settings.

In Pakistan, integrating AI into ELT presents both opportunities and challenges. English is a key language for academic and professional success, yet many students struggle to achieve proficiency due to traditional teaching methods and limited exposure to authentic language use. AI has the potential to address these challenges by providing interactive and engaging learning experiences that extend beyond the classroom (Daud et al., 2025). However, the adoption of AI in Pakistani classrooms remains limited due to infrastructural constraints, lack of teacher training, and resistance to technological change (Saleem et al., 2025). Additionally, disparities between urban and rural institutions further affect access to AI-based learning resources.

A significant limitation in the existing literature is the dominance of quantitative research methods. Many studies focus on measurable outcomes such as test scores and performance indicators, often overlooking the experiences and perceptions of teachers and students. While such studies provide valuable insights, they do not fully capture the complexities of AI integration in real classroom settings (Crompton et al., 2024). Therefore, there is a need for qualitative research that explores how AI is actually used in practice and how it influences teaching and learning processes.

Qualitative research is particularly valuable in understanding the lived experiences of teachers and students. It allows researchers to explore how teachers integrate AI tools into their instructional practices, how students perceive these technologies, and how both groups interpret their impact on learning outcomes (Al-khresheh, 2024). Through methods such as interviews, classroom observations, and document analysis, qualitative studies provide in-depth insights into the dynamics of AI-supported learning environments.

Furthermore, there is limited context-specific research focusing on Pakistan, particularly at the college level. Most existing studies have been conducted in developed countries, where technological resources and institutional support are more readily available. Consequently, their findings may not be directly applicable to the Pakistani context. This highlights the importance of conducting localized research that considers the region's socio-cultural and educational realities.

In conclusion, the literature indicates that AI has the potential to significantly enhance English language teaching by improving instructional practices, supporting learner autonomy, and increasing student achievement. However, its successful implementation depends on factors such as teacher training, technological infrastructure, and institutional support. The inclusion of recent studies, particularly those by Shah et al. (2025) and Sulehri et al. (2025), provides valuable insights into the impact of AI on specific language skills and highlights both its benefits and challenges. Overall, there remains a need for qualitative, context-specific research to understand better how AI can be effectively integrated into ELT, particularly in developing countries like Pakistan.

### **Research Design**

This study adopts a qualitative research design to explore the integration of Artificial Intelligence (AI) in English Language Teaching (ELT), with a particular focus on teachers' practices and students' achievements. A qualitative approach is considered appropriate because it allows for an in-depth understanding of participants' experiences, perceptions, and interpretations within real classroom contexts (Creswell & Creswell, 2018). Unlike quantitative methods, which emphasize measurement and statistical relationships, qualitative research seeks to explore complex phenomena through rich, descriptive data. In this study, the qualitative design enables the researcher to examine how teachers integrate AI tools into their instructional practices and how these practices influence students' learning outcomes.

The study follows an interpretive paradigm, which assumes that reality is socially constructed and that meaning is derived from individuals' experiences and interactions. This paradigm is particularly relevant for exploring educational practices, as it allows the researcher to understand how teachers and students perceive and make sense of AI integration in ELT.

### **Research Approach**

A case study approach is employed to investigate AI integration within a specific educational context. The case study method is suitable for examining contemporary phenomena in depth and within their real-life settings (Yin, 2018). In this research, the case concerns selected public-sector colleges in Sindh, Pakistan, where AI tools are being used or introduced in English-language classrooms. This approach allows for a holistic understanding of how AI is implemented, the challenges faced, and its perceived impact on students' achievement.

### **Research Setting and Participants**

The study is conducted in public-sector colleges in Sindh, Pakistan, where English is taught as a second language. These institutions provide a relevant context given the growing interest in integrating technology, including AI, into language teaching.

A purposive sampling technique is used to select participants who have direct experience with AI in ELT. The sample includes:

- **8–12 English language teachers** who use or are familiar with AI tools in their teaching practices
- **12–15 college students** who have experienced AI-supported English learning

Purposive sampling ensures that participants are selected based on their relevance to the research objectives and their ability to provide meaningful insights (Patton, 2015).

## Data Collection Methods

To ensure depth and richness of data, multiple qualitative data collection methods are employed:

### Semi-Structured Interviews

Semi-structured interviews are conducted with both teachers and students. This method allows flexibility in questioning while ensuring that key topics are covered. Teachers are asked about their experiences with AI tools, instructional strategies, challenges, and perceptions of students' achievement. Students are asked about their experiences, engagement, and perceived benefits or difficulties of using AI tools in learning English.

### Classroom Observations

Classroom observations are conducted to examine how AI tools are used in actual teaching practices. Observations focus on teacher-student interaction, types of AI tools used, student participation, and overall classroom dynamics. This method helps to validate interview data by providing real-time evidence of instructional practices.

### Document Analysis

Relevant documents such as lesson plans, teaching materials, and AI-generated content are analyzed to understand how AI is integrated into instructional design. This provides additional insights into teachers' planning and implementation strategies.

The use of multiple data sources ensures data triangulation, which enhances the credibility and validity of the study (Creswell & Creswell, 2018).

### Data Analysis Procedure

Data collected from interviews, observations, and documents are analyzed using thematic analysis, a widely used qualitative research method (Braun & Clarke, 2006). The analysis follows these steps:

1. **Data Familiarization** – Transcribing interviews and reviewing observation notes
2. **Coding** – Identifying meaningful units of data related to research questions
3. **Theme Development** – Grouping codes into broader themes such as teacher practices, student engagement, benefits of AI, and challenges
4. **Theme Review** – Refining and validating themes
5. **Interpretation** – Linking themes to research objectives and existing literature

Thematic analysis allows the researcher to identify patterns and generate insights into how AI integration influences teaching practices and students' achievements.

### Trustworthiness of the Study

To ensure the quality and rigor of the research, the study follows the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985):

- **Credibility:** Achieved through triangulation of data sources and member checking
- **Transferability:** Ensured by providing detailed descriptions of the research context
- **Dependability:** Maintained through a clear and systematic research process
- **Confirmability:** Supported by keeping records of data collection and analysis procedures

Ethical standards are strictly maintained throughout the research process. Participants are informed about the purpose of the study, and their informed consent is obtained prior to data collection. Participation is voluntary, and participants have the right to withdraw at any stage.

Confidentiality and anonymity are ensured by assigning pseudonyms to participants and keeping all data secure. The study also ensures that no harm—physical, psychological, or academic—is caused to participants. All data are used solely for research purposes.

While the qualitative design provides rich and in-depth insights, it has certain limitations. The findings are based on a relatively small sample and may not be generalizable to all contexts. Additionally, the study relies on participants' perceptions, which may be biased. Variations in access to AI tools across institutions may also affect data consistency. Despite these limitations, the qualitative approach is valuable for understanding the complexities of AI integration in ELT.

## **Results**

The findings of this study are presented according to the three research questions. Data collected through semi-structured interviews, classroom observations, and document analysis were analyzed using thematic analysis. Several recurring themes emerged, reflecting teachers' practices, perceptions, and experiences regarding the integration of Artificial Intelligence (AI) in English Language Teaching (ELT).

### **Research Question 1**

#### **How do English language teachers integrate artificial intelligence tools into their classroom practices?**

The analysis revealed that teachers use AI tools in diverse ways to support teaching and learning. Three major themes emerged: the use of AI for instructional support, the facilitation of student-centered learning, and the enhancement of assessment and feedback practices.

##### **Use of AI for Instructional Support**

Teachers reported using AI tools such as ChatGPT, grammar-checking applications, and online learning platforms to prepare lesson materials, generate examples, and explain complex language concepts. These tools were particularly useful in simplifying difficult topics and providing multiple explanations. One teacher stated:

"AI helps me explain grammar and writing more clearly because I can generate examples instantly and present them in different ways."

Classroom observations also confirmed that teachers frequently used AI tools during lesson planning and delivery, especially for vocabulary development and writing tasks.

##### **Facilitation of Student-Centered Learning**

Another key finding was that AI tools encouraged a shift toward more student-centered learning approaches. Teachers designed activities where students interacted with AI tools independently or in groups. For example, students were asked to generate essays, correct sentences, or engage in simulated conversations using AI applications.

Teachers reported that such practices increased student participation and engagement. As one participant explained:

"Students are more active when they use AI tools because they can explore and learn on their own rather than just listening to lectures."

Observations further indicated that students showed greater enthusiasm and involvement during AI-supported activities compared to traditional teaching methods.

##### **Enhancement of Assessment and Feedback Practices**

Teachers also used AI tools to provide immediate feedback on students' work. Automated writing evaluation tools were commonly used to check grammar, spelling, and sentence

structure. This reduced teachers' workload and allowed them to focus on higher-order skills such as content organization and critical thinking.

One teacher commented:

"AI saves time in checking assignments, and students also get instant feedback, which helps them improve quickly."

However, some teachers expressed concerns about the accuracy of AI feedback and emphasized the need for teacher supervision.

## **Research Question 2**

### **What are teachers' and students' perceptions of the use of AI in English language teaching?**

The findings indicate that both teachers and students generally hold positive perceptions of AI integration in ELT, although some concerns were also identified. Three major themes emerged: perceived usefulness, increased engagement and motivation, and concerns about dependency and limitations.

#### **Perceived Usefulness of AI Tools**

Teachers and students widely acknowledged the usefulness of AI in supporting English language learning. Teachers appreciated AI for its efficiency in lesson planning, content generation, and assessment, while students found it helpful for improving their language skills.

A teacher noted:

"AI is a powerful tool that makes teaching easier and more effective."

Similarly, a student stated:

"It helps me understand my mistakes and improve my writing and speaking."

#### **Increased Engagement and Motivation**

Both groups reported that AI tools made learning more interesting and interactive. Students particularly enjoyed using AI applications for writing, conversation practice, and vocabulary learning. This increased their motivation to participate in classroom activities.

One student shared:

"Learning with AI is more interesting than traditional classes because we can practice and get instant responses."

Teachers also observed that students who were previously less active became more engaged when AI tools were introduced.

#### **Concerns about Dependency and Limitations**

Despite the positive perceptions, participants expressed concerns about the overuse of AI tools. Teachers worried that students might become overly dependent on AI, which could hinder their critical thinking and independent learning skills.

A teacher explained:

"Some students rely too much on AI and do not try to think or write on their own."

Students also mentioned occasional issues with incorrect or irrelevant responses generated by AI, indicating limitations in its reliability. Additionally, lack of access to technology and internet connectivity was identified as a barrier for some students.

### Research Question 3

#### How do teachers perceive the impact of AI integration on students' language learning achievements?

Teachers generally perceived that AI integration has a positive impact on students' language learning, particularly in writing, reading, and speaking. Three key themes emerged: improvement in language skills, development of learner autonomy, and variation in impact due to contextual factors.

##### Improvement in Language Skills

Teachers reported noticeable improvements in students' language proficiency, especially in writing and grammar. AI tools helped students identify errors, expand vocabulary, and improve sentence structure.

One teacher stated:

"Students' writing has improved because they get immediate feedback and can correct their mistakes instantly."

Similarly, improvements in reading comprehension and speaking skills were observed as students engaged with AI tools for practice and interaction.

##### Development of Learner Autonomy

Another important finding was the enhancement of learner autonomy. Teachers noted that students became more independent and took greater responsibility for their learning. AI tools allowed them to practice outside the classroom and explore learning resources at their own pace.

A teacher commented:

"Students are now more confident and independent because they can learn anytime using AI tools."

##### Variation in Impact Due to Contextual Factors

Despite the overall positive impact, teachers emphasized that AI integration effectiveness varied depending on factors such as access to technology, students' digital literacy, and teacher competence. In institutions with limited resources, the benefits of AI were less pronounced.

One participant noted:

"AI is useful, but its impact depends on whether students have access to devices and the internet."

This finding highlights that while AI has strong potential to enhance learning outcomes, its success is influenced by contextual and institutional factors.

### Summary of Results

The findings of this study indicate that:

- Teachers integrate AI tools in ELT through instructional support, student-centered activities, and automated feedback.
- Both teachers and students have generally positive perceptions of AI, highlighting its usefulness and ability to enhance engagement.
- AI integration positively influences students' language learning achievements, particularly in writing, reading, and speaking skills.
- However, challenges such as overreliance, technological limitations, and lack of training affect its effective implementation.

Overall, the results suggest that AI has significant potential to improve English language teaching and learning, provided it is used in a balanced and context-sensitive manner.

### **Discussion**

The purpose of this study was to explore how Artificial Intelligence (AI) is integrated into English Language Teaching (ELT), focusing on teachers' practices, perceptions, and its perceived impact on students' language learning achievements. The findings are discussed in relation to existing literature and the study's research questions.

The results revealed that teachers integrate AI tools into their classroom practices primarily for instructional support, student-centered learning, and assessment. This finding is consistent with previous research indicating that AI technologies facilitate lesson planning, content generation, and real-time feedback (Daud et al., 2025; Sharadgah & Sa'di, 2022). The use of AI to generate examples, explain grammar, and support writing tasks demonstrates its practical value in enhancing instructional effectiveness. Furthermore, the shift toward student-centered learning observed in this study aligns with the argument that AI fosters interactive, autonomous learning environments (Crompton et al., 2024). Teachers' use of AI tools to engage students in independent and collaborative activities reflects a move away from traditional teacher-centered approaches, supporting contemporary pedagogical practices.

The findings also highlight that teachers play a crucial role in mediating AI integration. While AI tools provide significant support, their effectiveness depends on how teachers incorporate them into their teaching strategies. This supports the view that teachers' beliefs, competencies, and practices are central to successful technology integration (Al-khresheh, 2024). The study found that teachers appreciate AI for reducing workload and improving efficiency, particularly in feedback and assessment, which is consistent with earlier findings (Saleem et al., 2025). However, concerns regarding the accuracy of AI-generated content and the need for supervision indicate that AI cannot replace the teacher's role but rather complements it.

Regarding perceptions, both teachers and students generally demonstrated positive attitudes toward the use of AI in ELT. Participants perceived AI as a useful and effective tool that enhances engagement and facilitates learning. This finding aligns with previous research suggesting that AI increases learner motivation and participation by making learning more interactive and accessible (Crompton et al., 2024). Students' positive responses, particularly regarding immediate feedback and ease of learning, reinforce the idea that AI can create a supportive learning environment. However, the study also identified concerns about overreliance on AI tools, consistent with the existing literature, which warns that excessive dependence may hinder critical thinking and independent learning (Sharadgah & Sa'di, 2022). This highlights the importance of guided use of AI in educational settings.

The findings on students' achievements indicate that AI integration has a positive impact on language learning outcomes, particularly in writing, reading, and speaking. This aligns with previous studies demonstrating that AI tools enhance language proficiency by providing personalized feedback and practice opportunities (Daud et al., 2025). The improvement in writing skills observed in this study supports the findings of Sulehri et al. (2025), who reported that ChatGPT significantly improved students' grammar, vocabulary, and coherence. Similarly, the enhancement of reading skills corresponds with the findings of Shah et al. (2025), who

found that AI tools positively influence reading comprehension among undergraduate students. These studies provide empirical support for the present findings and highlight AI's effectiveness in improving specific language skills.

Another important finding is the development of learner autonomy. Students who used AI tools were more independent and engaged in their learning, which supports the argument that AI fosters self-directed learning (Crompton et al., 2024). This increased autonomy allows learners to practice language skills beyond the classroom, contributing to sustained improvement. However, the study also found that the impact of AI varies depending on contextual factors such as access to technology, digital literacy, and institutional support. This finding is consistent with research conducted in developing contexts, which emphasizes that infrastructural and socio-economic conditions influence technological integration (Saleem et al., 2025).

Despite the overall positive findings, the study identified several challenges associated with AI integration. These include limited access to technological resources, lack of teacher training, and resistance to change. These challenges are widely documented in the literature and remain significant barriers to effective implementation (Al-khresheh, 2024). Additionally, ethical concerns such as academic dishonesty and data reliability were highlighted, supporting previous research that calls for responsible and regulated use of AI in education (Sharadgah & Sa'di, 2022).

Overall, the discussion demonstrates that the findings of this study are largely consistent with existing literature while also providing context-specific insights from Pakistan. The study contributes to the growing body of research on AI in ELT by emphasizing the importance of teachers' practices, student engagement, and contextual factors in shaping the effectiveness of AI integration. It also highlights the need for a balanced approach that combines technological innovation with sound pedagogical principles.

### **Conclusion**

This study concludes that integrating Artificial Intelligence (AI) into English Language Teaching (ELT) has a significant and positive impact on teaching practices and students' language learning outcomes. The findings reveal that teachers effectively use AI tools to support instruction, facilitate student-centered learning, and provide immediate feedback. These practices enhance student engagement, improve language skills, and increase learner autonomy.

The study also highlights that both teachers and students generally perceive AI as a valuable tool for learning. AI technologies make learning more interactive, accessible, and efficient, thereby improving students' motivation and participation. However, the findings also indicate that the effectiveness of AI integration depends on factors such as teacher competence, availability of technological resources, and institutional support.

Furthermore, the study emphasizes that while AI has the potential to improve language proficiency—particularly in writing, reading, and speaking—it should not replace traditional teaching methods. Instead, AI should be used as a supportive tool that complements teachers' instructional practices. Challenges such as overreliance on AI, lack of infrastructure, and ethical concerns must be addressed to ensure its effective and responsible use.

Overall, this research contributes to the existing literature by providing qualitative insights into how AI is integrated into ELT in the Pakistani context. It highlights the importance of

understanding teachers' practices and students' experiences to maximize the benefits of AI in education.

### Recommendations

Educational institutions should provide comprehensive training programs to enhance teachers' digital literacy and ability to integrate AI tools effectively into their teaching practices. Teachers need guidance on how to use AI pedagogically rather than relying on it solely for technical purposes.

Curriculum developers and policymakers should incorporate AI-based learning strategies into English language curricula. This includes designing activities that promote critical thinking, creativity, and effective use of AI tools. Teachers should encourage students to use AI tools responsibly and avoid overdependence. AI should be used as a supplementary resource, while maintaining emphasis on independent learning and critical thinking skills. Institutions, particularly in developing regions, should invest in improving technological infrastructure, including access to computers, internet connectivity, and digital resources. This will ensure equitable access to AI-based learning opportunities.

Clear policies and guidelines should be established to address ethical issues, including academic dishonesty, data privacy, and misuse of AI tools. These guidelines should promote responsible and transparent use of AI in education. Teachers should continue to adopt student-centered approaches supported by AI tools to enhance engagement and autonomy. Interactive and collaborative activities should be emphasized to maximize learning outcomes. Future studies should explore the long-term impact of AI on language learning and investigate additional factors such as learner anxiety, digital literacy, and socio-economic influences. Comparative studies across different educational contexts would also provide deeper insights.

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