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INTEGRATING ARTIFICIAL INTELLIGENCE IN SECONDARY ENGLISH INSTRUCTION: REGULATORY PRACTICES AND ISSUES ENCOUNTERED

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Abstract

Artificial Intelligence (AI) became popular in the 21st century. With its features that mostly mimicked what humans can do or beyond humans' limits, its prevalence in multiple professional fields was simply noticeable and was also widely used in education. However, data on how teachers integrated these AI tools into their instruction was still insufficient. With that, the study collected further data on how high school English teachers incorporated AI tools in their English instruction. It also proposed a compendium of the regulatory practices on integrating AI tools in English instruction and addressing the issues encountered. The phenomenological research design, a qualitative research method, was used in this study. Ten English teachers participated in the study, which was held in a public integrated and a national high school in the Province of Bataan, Philippines. Purposive sampling was the method used to choose them. The researchers examined participant replies using Colaizzi's (1978) Descriptive Phenomenological Analysis (DPA). Results indicate that AI tools like chatbots enhance engagement and personalization but may affect critical thinking. AI boosts student engagement through gamification and personalized learning, optimizes tasks, and provides immediate feedback. However, challenges like tech access and proficiency underscore the need for professional development. The study offers a practical guide for integrating AI, addressing technology access and over-reliance, and providing interactive tools and personalized learning strategies, emphasizing ethical guidelines and professional training to improve teaching outcomes and student engagement. The proposed guide helps educators navigate AI in English language teaching.

Keywords: Artificial Intelligence (AI), issues, regulatory practices, secondary English instruction.

INTRODUCTION

The 21st century presents numerous opportunities, from invention to innovation, and people are fully cognizant of its ability to change the environment and the way of life. It is an era of innovative practices and opportunities to develop learners' skills, address their needs, and cater to their potentialities (Magno et al., 2016, Pecson, 2014). According to Solak (2024), these advancements included the process of education into consideration. Binu (2024) mentioned that the latest innovation in education technology was the notable transition towards Artificial Intelligence (AI). The shift was evident during the time of COVID pandemic and the so-called new normal. More so, Woodruff et al. (2023) highlight that AI's capabilities in image recognition and complex language understanding are vital for educators to enhance student learning.

Nonetheless, despite the benevolence of the AI creators, this enhancement to the teaching and learning process elicited both favorable and unfavorable feedback from the educational sector. Regardless of this criticism, students and people of all professions use the increasing amount of AI circulating online to their advantage. From its accessibility to its ability to minimize the time of online searching, AI has been well-accepted by the world of learning. With that, Saputra et al. (2023) proposed that educators, especially language teachers, find the use of AI to be an additional hand in

managing the learning process of their students. They can integrate into their teaching practices what capabilities AI has to offer.

Meanwhile, through reading various literature, a significant knowledge gap was found. Moybeka et al. (2023), Binu (2024), and Saputra et al. (2023) extensively discuss the advantages and functionalities of AI in education; however, they lack comprehensive analysis regarding the impact of various teaching methodologies on the efficacy and implementation of AI, along with the challenges faced during its integration. Despite extensive research on integrating AI in English language instruction, considerable information and practical gaps remain concerning the impact of different English teaching methodologies on the efficacy of AI technologies. While Moybeka et al. (2023) and Sun and Li (2020) broadly address the benefits and functionalities of AI in education, they often overlook the unique ways in which different pedagogical approaches influence the success and application of these technologies. The study intends to fill these gaps by exploring the interaction between educators' diverse teaching styles and the effectiveness of AI tools in English language instruction. As AI usually becomes seen and integrated into educational settings, it introduces transformative changes that redefine pedagogical approaches, offering data-driven insights that empower educators and personalized learning experiences for the students. According to eSchool News (2024), by treating AI as a collaborative tool, teachers can create dynamic, adaptive, and personalized learning environments that foster more profound understanding and prepare students for success in today's digital age.

Thus, this study explored all the accumulated teaching practices of English teachers. It sought to see the interaction between the varied teaching practices and the effectiveness of AI tools in teaching English. It was also essential to fully understand how these practices were employed to see whether they give another learning experience or merely mimic what classroom engagement can provide.

Moreover, different legal bases supported the main intentions of conducting this study. Both the 1987 Philippine Constitution and Republic Act (RA) No. 10533 prioritize quality education for all learners in the country; hence, recognizing the effectiveness of AI tools in teaching English can lead to a more straightforward and enhanced learning process for students. Another was the Executive Order No. 210, s. 2003, which authorized the English language as another medium used for instruction alongside Filipino instruction in response to the growing local and international industries. Additionally, according to DepEd Order (DO) No. 42, s. 2017, teachers were required to possess the necessary knowledge and experience. This standard aimed to ensure teachers are well-equipped to deliver quality education, particularly when utilizing AI tools to enhance their teaching practices. Also, according to DO No. 16 s. 2023, public schools and DepEd offices should be provided with technologies that pass quality, appropriateness, and equitability that would improve teaching and learning; AI has something to do with that. Moreover, the Curriculum Guide for English in the K-12 curriculum (DepEd, 2016) serves as a framework for teaching English that contains the different competencies needed to be developed. Furthermore, according to Sustainable Development Goal No. 4 (Quality Education), its goal was to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities

for all," thus, knowing the regulatory practices and issues with integrating AI into English instruction helped progress the said goal.

The researchers examined diverse educational approaches to collect data on AI-enhanced teaching and learning experiences. The evaluation also disclosed the difficulties encountered by educators during the integration process. This process included the fundamental component for developing solutions and support systems to aid educators in navigating the complexities of AI integration. This research also improved the effectiveness of English instruction and acquisition. As educators, the researchers believe this expertise is essential for providing accessible and effective education across all dimensions.

With those insights, the present study explored the integration of AI in English language teaching, highlighting the regulatory practices and issues secondary English educators encountered. The scope of this study was limited to the Grades 7-10 English teachers of a public integrated and a national high school in SDO-Bataan, Philippines for the School Year 2024-2025. The study investigated English teachers' regulatory practices and strategies for integrating AI into English language teaching. In addition, English teachers encountered issues when using AI tools and applications in their English language teaching processes. More so, the study also sought to assess the strengths of the approaches taken by English teachers when integrating AI into the subject matter. The researchers also proposed a compendium of best practices incorporating AI in English language teaching based on the study results.

RESEARCH METHOD

This study used a qualitative method, specifically the phenomenological research design, to gather and examine data related to AI integration in English language instruction based on the teachers' personal and professional experiences. It highlighted the regulatory practices and issues encountered by English teachers in a public integrated and a national high school in the Province of Bataan, Philippines.

Moreover, the study focused on the perceptual responses that were given by the 10 English teachers, regarding the integration of AI in secondary English instructions for teaching. The study also used semi-structured interviews as the data-gathering tools for the interviews conducted during the second grading period of the School Year 2024-2025. Only Grades 7–10 English teachers who volunteered were included in the study, limiting the scope to a specific group of educators. The study also used purposive sampling to select participants, which limited the generalizability of findings to a broader population, as participants were chosen based only on specific criteria. As for the data analysis, the gathered data were analyzed using the Descriptive Phenomenological Analysis (DPA) by Colaizzi (1978), highlighting the 7 phases to comprehensively present the patterns among the themes generated from the transcripts of interviews.

RESULTS AND DISCUSSION

Practices Employed by Secondary English Teachers that Regulate the Integration of Artificial Intelligence (AI) in their English Language Teaching

The DPA analysis of integrating AI in teaching the English language reveals various practices (i.e., strategies, tools, and outcomes) expressed by the participants.

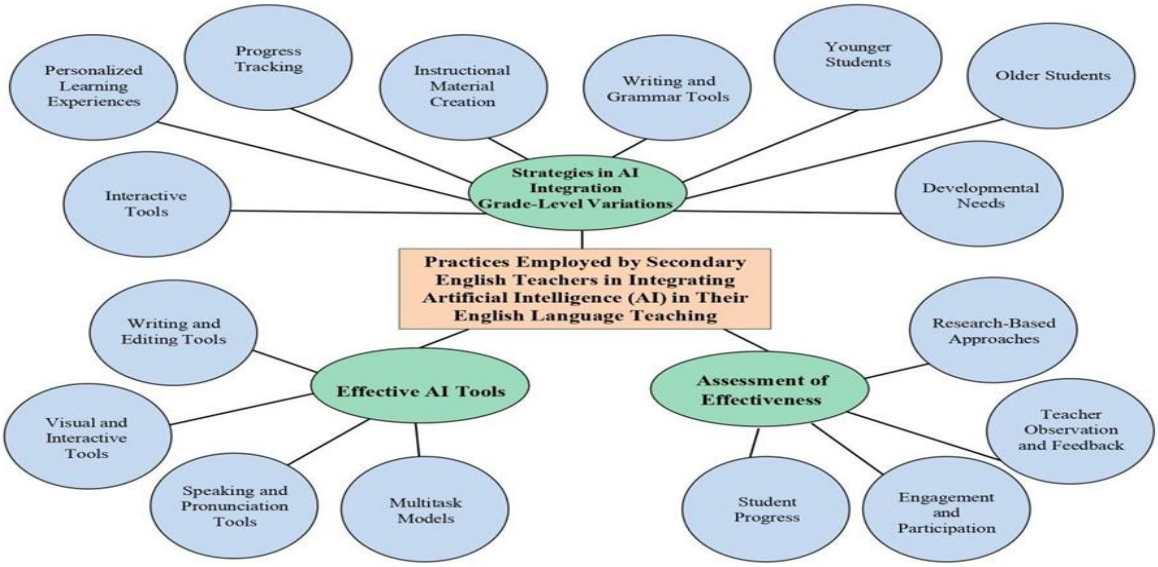

Figure 1. Practices Employed by Secondary English Teachers that Regulate the Integration of Artificial Intelligence (AI) in their English Language Teaching

Strategies in AI Integration. These focus on enhancing interactivity, personalization, and efficiency. Interactive tools such as chatbots, language apps, and multimedia are widely used to engage learners and foster collaboration. For instance, one participant shared, *"I use interactive AI tools like language apps and chatbots" (P1),* while another noted, *"I create games and simulations for classroom activities" (P2).*

As reiterated, AI has offered new possibilities for an enhanced learning process (Patel & Patel, 2024). These strategies pose differences depending on the AI tools used, as some have limitations, and others are primarily complicated for students to handle. These differences are even more evident when various learning styles and capabilities are considered to foster a more effective integration (Zainuddin, 2024).

Personalized learning experiences are also supported through AI, tailoring activities to individual skills and needs. This is evident from responses such as *"AI suggests activities based on skills" (P1)* and *"Feedbacking and personalized tasks like role-playing games" (P5).* Additionally, AI is utilized for progress tracking, where tools like analytics and plagiarism detection help monitor learners' achievements, as highlighted by *"I use AI for tracking progress and originality checking" (P1, P4).* Furthermore, participants leverage AI for instructional material creation, using platforms like Canva AI to design presentations, quizzes, and games, thereby streamlining teaching tasks. Writing and grammar tools such as Grammarly, ChatGPT, and Quillbot were also

emphasized for refining learner outputs and generating ideas, as one participant remarked, *"Grammarly checks grammar; ChatGPT generates ideas" (P6).*

According to Guangze (2024), tailored activities based on the learner's differences optimized the learning and teaching activity. AI can follow how a learner progresses, which helps build their confidence and actively engage with the subject matter (Patel & Patel, 2024). Likewise, Men (2024) states that real-time feedback helps students engage in authentic conversation and participate in a personalized learning environment. Liu and Wang (2024) also agree that AI tools create an engaging learning environment that enhances the students' learning outcomes with the help of personalized activities and feedback.

Grade-level Variations. These variations in AI usage reflect its adaptability to different learner needs. For younger learners, AI tools focus on guided interactions and gamified learning, fostering basic language skills through engaging methods, as noted by *"Game-like AI apps for basic skills" (P1).* In contrast, older learners benefit from advanced collaborative work and research tools like feedback platforms. Activities are often tailored to developmental and cognitive levels, ensuring relevance and accessibility for diverse learners; one participant stated, "*Activities vary by developmental and cognitive needs" (P8).*

Students may struggle to focus when subjects do not spark curiosity, leading teachers to use gamification to engage them (Yang, 2024). AI can personalize instruction to meet diverse learning needs and styles (Moybeka et al., 2023), with tool selection based on student's cognitive abilities and technical skills (Zainuddin, 2024). This approach highlights the need for varied teaching methods and AI usage to accommodate different learners (Yang, 2024).

Effectiveness of AI Tools. The participants highlighted specific AI tools they find compelling for teaching. Writing and editing tools like Grammarly and Quillbot aid in improving grammar and refining outputs, while ChatGPT assists in generating ideas and prompts. Visual and interactive tools, including Canva AI, Kahoot, and Quizizz, enhance engagement and adaptability, as one participant mentioned, *"Canva for visuals; Kahoot for quizzes and engagement" (P8).* Additionally, speaking and pronunciation tools such as Google Assistant and Elsa Speak provide real-time feedback on pronunciation, facilitating oral language development.

Teachers can use AI tools like Grammarly and Quillbot to automate tasks, enhancing efficiency (Chanpradit et al., 2024). AI also boosts student engagement through tools like ChatGPT, Canva, and Kahoot!, fostering creativity and interactivity (Chiu, 2024; Rezkyana & Agustini, 2022; Sari et al., 2020). However, human judgment remains crucial, and post-editing is often necessary (Chanpradit et al., 2024; Lee & Davis, 2024).

Assessment of AI's Effectiveness. This reflects learner progress, engagement, and participation improvements. Participants noted enhancements in skills, quiz

scores, and learner motivation. For instance, one shared, *"Students are motivated and less shy during interactive sessions" (P8).* Teachers also recognized improved grammar, vocabulary, and learning outcomes due to AI's visual and auditory aids. Moreover, research-based approaches like classroom action research are employed to validate AI's impact, ensuring evidence-based practices in teaching, as described by *"Conduct classroom-based action research to validate effectiveness" (P5).* Overall, the integration of AI demonstrates its potential to transform English language teaching by fostering interactive, personalized, and impactful learning experiences.

AI tools boost student engagement and cooperation, helping teachers connect with students. Tools, like Kahoot!, enhance interaction and create a fun learning environment (Sari et al., 2020). AI and digital design tools expand creative possibilities and improve learning outcomes (Zhao et al., 2024). Indeed, AI integration can revolutionize English language teaching through interactive and personalized learning.

The findings underscore the revolutionary influence of AI integration in English language instruction, accentuating its capacity to promote interactive, personalized, and efficient learning experiences. Educators employ AI tools such as chatbots, Grammarly, and Canva AI to augment engagement, customize activities according to learners' abilities, monitor progress, and develop educational resources. Younger learners gain advantages from gamified and structured tools, whilst older learners utilize sophisticated research and writing resources. The efficacy of AI is evidenced by enhanced student advancement, motivation, engagement, and skill acquisition, substantiated through classroom action research. AI facilitates creative, learner-centric pedagogical methods.

Issues Encountered by Secondary English Teachers in Using AI in Their English Language Teaching Processes

The teacher-participants highlight key issues they encountered in using AI in their English language instruction.

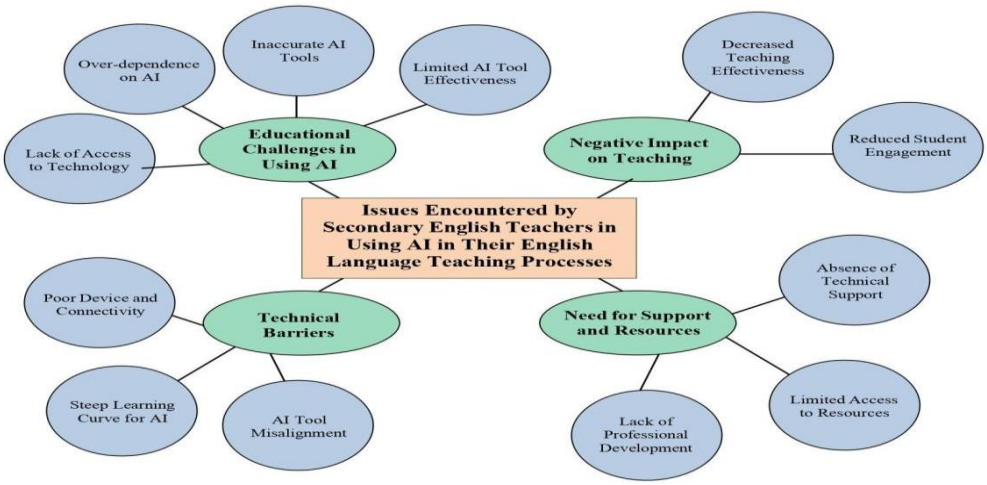

Figure 2. Issues Encountered by Secondary English Teachers in Using AI in Their English Language Teaching Processes

Educational Challenges in Using AI. The study's findings indicate various educational problems associated with utilizing AI systems for English language instruction, as articulated by the participants. A critical concern is the deficiency of technology access, affecting both students and educators. Several participants highlighted that some students do not have access to reliable devices or a stable internet connection, which creates disparities in learning opportunities. For example, Participant 1 noted, *"Not all students have devices or reliable internet connection at home,"* which can lead to gaps in participation and hinder learning.

As reiterated, AI integration in education faces challenges such as privacy concerns, digital incompetency, implementation issues, expert shortages, and technology addiction (Jamshed et al., 2024). It also risks enabling cheating, reinforcing biases, and compromising personal data (Bailey, 2023).

Another prominent challenge is the over-dependence on AI. Many participants observed that students rely too heavily on AI tools, which turn into creativity and critical thinking. Participant 1 mentioned, "Over-reliance on AI leads to lack of critical thinking and creativity," emphasizing the concern that AI tools, while helpful, might reduce the opportunity for students to develop these essential skills. Participant 2 also noted, *"Students depend too much on AI for answers,"* which may limit their engagement with other learning materials and develop independent problem-solving abilities.

The dependence on AI increases as a widespread computing technology, which enhances the potential of both industrial and social sectors' sustainability development (Lin et al., 2022). However, overdependence on AI tools is a risk that teachers and students experience. For students, this may hinder learning and critical thinking. At the same time, for educators, AI-generated lesson plans may result in low-quality content if not properly reviewed and refined for optimal educational value (Bailey, 2023). More so, Mao et al.'s (2024) study suggest that over-reliance on AI can impair students' cognitive skills as they may become too dependent on AI-generated information.

Negative Impact on Teaching. As technical difficulties arose, many participants noted how these issues disrupted lessons and decreased student focus. Participant 1 explained, *"Technical challenges slow down lessons and make students disengage,"* suggesting interruptions can diminish the learning experience.

As mentioned, AI in education encounters technical challenges that may impede student engagement and learning efficacy. Principal challenges encompass reliability since AI systems may fail or disseminate false information, perplexing students (Goteka, 2024). Also, excessive reliance on AI may impair critical thinking and problem-solving abilities (Goteka, 2024; The British Council, 2024).

Technical Barriers. Participants shared frustrations with inaccurate AI tools that produce distorted or irrelevant outputs. For instance, Participant 2 remarked, *"AI does*

not get images right, leading to distorted visuals," describing how AI-generated images can sometimes be far from what is intended, leading to confusion and disengagement among students. Furthermore, Participant 3 raised concerns about the effectiveness of AI tools, stating, *"ChatGPT is limited in checking writing outputs,"* indicating that AI tools, while powerful, may not always be able to address the full scope of student needs.

Generative AI tools, while powerful, face accuracy issues that compromise reliability. "Hallucinations" occur when models produce factually inaccurate outputs due to training data patterns, potentially generating false citations (Evans et al., 2024). Also, poor-quality or biased training data can lead to misleading results (Evans et al., 2024), with studies showing that many platforms produce incorrect or irrelevant responses (Magesh et al., 2024).

Necessity for Support and Resources. Participants ultimately underscored the necessity for support and resources to surmount the hurdles encountered. Many educators articulated that professional development is essential for effectively integrating AI tools into their pedagogy. Participant 1 recommended, *"We need workshops on tech integration and troubleshooting,"* highlighting that ongoing training to use AI tools effectively is essential for teachers. Additionally, several participants underscored the need for technical support to resolve issues promptly. Access to reliable internet and devices was also seen as critical to improving the effectiveness of AI in the classroom, as noted by Participant 5, who suggested, *"The DepEd may focus on strengthening their computerization program."*

The incorporation of AI in education presents advantages as well as obstacles. The absence of fundamental technological infrastructure, including inadequate hardware and inconsistent internet connectivity, obstructs the effective use of AI in education (Vivek et al., 2024).

The research identifies multiple educational obstacles encountered by secondary English educators when employing AI tools for language instruction. Critical concerns encompass restricted access to technology, as numerous students lack dependable gadgets and internet connectivity, resulting in inequities in educational prospects. Educators noted that learners excessively depend on AI, which impairs their critical thinking and inventiveness. Technical challenges, like erroneous AI outputs and sluggish internet connectivity, impede lessons and obstruct student involvement. Moreover, AI systems frequently fail to satisfy all educational requirements, frustrating educators and learners. Participants underscored the necessity for professional development, enhanced access to technology, and support structures to facilitate AI incorporation in the classroom.

Strengths of the Styles Used by Secondary English Teachers in Integrating AI in Teaching the English Language

The participants' findings suggest a range of strengths and strategies for integrating AI into English language teaching, focusing on enhancing student engagement, learning, and teacher effectiveness.

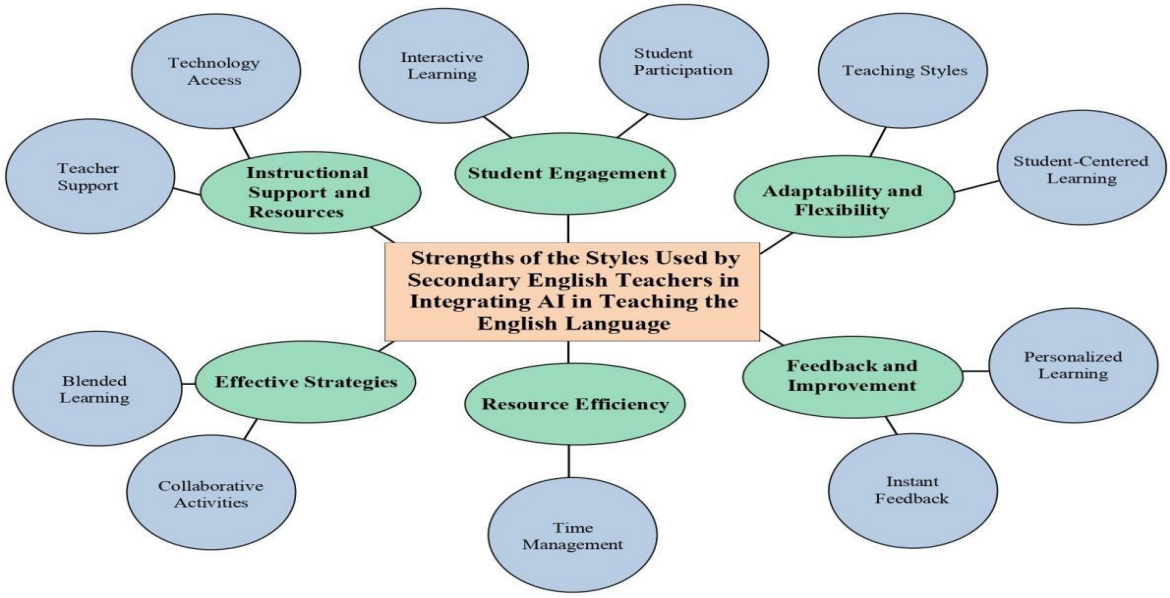

Figure 3. Strengths of the Styles Used by Secondary English Teachers in Integrating AI in Teaching the English Language

Instructional Support and Resources. This emerged as a critical theme, with participants highlighting how vital professional development and technology access are to maximize the benefits of AI. For instance, Participant 1 focused on the need for "*professional development workshops focusing on technology integration*" to help teachers navigate AI tools while stressing the importance of "*reliable technology and high-speed internet*" for students and teachers to utilize AI tools fully. Furthermore, access to *instructional guides or technical support teams* would facilitate troubleshooting and resolving technical issues, thus maintaining seamless classroom operations. Akram et al. (2022) delineate obstacles to technology integration in schools, including sluggish internet connectivity and power interruptions. Hence, professional development is essential to surmount these hurdles. As Sharma (2024) observes, AI improves educational expertise and teamwork in educator training. Also, Aljemely (2024) posits that teaching must be engaging, customized, and centered on practical applications of AI, enabling educators to optimize AI's capabilities.

Student Engagement. It is another key theme, with many participants noting how AI tools, especially those incorporating gamification and interactive learning, increase student participation. Participant 6 shared that AI "*personalizes lessons*" *and* "*makes students more engaged,*" with interactive activities driving greater involvement and making learning feel more like a fun challenge than a purely academic task.

Research supports the positive impact of AI tools on student engagement, mainly through gamification and interactive learning. Buckley and Doyle (2014) found that gamified learning boosts student learning, with effects on participation varying by motivation type. Similarly, Alenezi (2023) notes that AI-powered gamification enhances motivation, engagement, and learning outcomes. Sangarsu (2023) adds that AI-driven personalized learning, intelligent tutoring, and virtual reality improve student engagement and academic performance.

Adaptability and Flexibility. Teaching Styles were seen as crucial in shaping how effectively AI could be integrated into lessons. By leveraging AI tools like ChatGPT, *"creativity in writing and independent problem-solving"* are promoted, fostering a more student-centered approach to learning. This adaptability lets the learners study at their own pace, which helps boost their confidence, as mentioned by Participant 1. Li et al. (2024) note that tools like ChatGPT offer personalized learning, fostering self-monitoring and aligning with student interests. Likewise, Vivek et al. (2024) adds that AI enhances self-paced learning through tailored questions and adaptive assessments. Similarly, Akavova et al. (2023) emphasizes that AI personalizes learning, boosting engagement, motivation, and outcomes.

Effective Strategies. These include blended learning, which combines traditional and AI-assisted instruction. Participant 1 shared that *"blended learning"* allows students to access materials at their own pace, making the learning experience more personalized. Collaborative activities also proved effective when combined with AI, as noted by Participant 6, who found that *"AI tools combined with collaborative activities"* maximize both engagement and learning. As articulated by Ouyang et al. (2023), incorporating AI enhances student performance, engagement, and satisfaction. Also, Light and Pierson (2014) observed that AI improves engagement without necessitating substantial alterations in teaching methods, providing adaptable practice problems suitable for many environments.

Resource Efficiency. AI is seen as a time-saving tool. Participant 4 noted that *"AI helps streamline tasks, such as checking essays, which reduces workload and increases efficiency in lesson preparation."* This efficiency allows teachers to focus on more impactful aspects of instruction. Rasheed et al. (2024) indicated that ChatGPT significantly decreases the teaching workload by generating credible answers, providing personalized and real-time responses, and facilitating complex learning tasks.

Feedback and Improvement. These are vital components of AI integration. AI's ability to provide *"instant feedback"* was frequently mentioned, with Participant 8 emphasizing how it helps students immediately understand what they need to improve, creating an interactive and supportive learning environment. Additionally, Participant 1 highlighted that *the "interactive features of AI tools spark curiosity,"* fostering an environment where students feel motivated to deepen their learning.

Integrating AI in English language teaching boosts engagement, personalization, and teacher efficiency. Key factors include professional development and reliable technology. AI tools for gamification, interactive activities, and blended and personalized learning enhance outcomes. More so, AI reduces workload and provides instant feedback, creating an interactive environment. As Oladele Jegede (2024) highlighted, AI personalizes content, boosting engagement and language acquisition.

Proposed Compendium of Regulatory Practices in Integrating AI in English Language Teaching

The proposed compendium is a practical guide designed to assist educators in navigating the complexities of integrating AI into English language teaching. Based on the study's findings highlight regulatory practices and address the issues educators encounter when integrating AI into their classrooms. The researchers aim to provide replicable strategies and actionable recommendations for enhancing teaching and learning outcomes.

Likewise, the compendium delineates integrating the outcomes of this investigation into an organized framework. It demonstrates a systematic advancement that arranges the essential elements of AI incorporation in English language instruction.

Specifically, the introduction establishes the basis for comprehending AI's function in contemporary schooling. It underscores its capacity to improve educational results while accentuating the necessity for regulatory measures to tackle ethical and practical
issues.

Moreover, the section on regulatory techniques utilized by English teachers emphasizes strategies and approaches identified in the study. These strategies encompass interactive tools, customized learning experiences, and diversified approaches adapted to learners' developmental and cognitive stages. These examples underscore educators' adaptability and ingenuity in utilizing AI for educational objectives.

Also, the compendium examines the challenges faced by English educators. The findings indicate substantial difficulties, including restricted access to technology, excessive student dependence on AI tools, and technical obstacles such as connectivity problems and inadequate training. These concerns underscore the necessity of rectifying disparities in access and facilitating professional development for educators.

Meanwhile, the advantages of contemporary teaching methodologies with AI integration underscore the efficacy of blended learning approaches, gamified experiences, and educators' flexibility in integrating AI into their pedagogical

practices. These strengths illustrate how AI might enhance conventional teaching methods to promote student engagement, creativity, and collaboration.

Based on these findings, the recommendations for compendium development provide pragmatic strategies to tackle problems while optimizing the advantages of AI integration. This entails formulating ethical standards for AI implementation, allocating resources for technical assistance, and creating professional development programs to empower educators with the necessary competencies for efficient AI utilization.

The conclusion integrates these elements, encapsulating the study's results and implications for forthcoming research and practice. By providing the findings in this organized style, the compendium offers educators a clear and actionable framework for navigating AI inclusion safely and effectively.

Furthermore, to elucidate the principal outcomes of the study, the researchers emphasized the regulatory procedures and challenges English educators face in using AI in their instruction. These approaches exemplify the strengths and achievements of AI integration, illustrating how educators have modified their instructional methodologies to optimize its advantages.

Conversely, the encountered concerns elucidate the challenges that impede effective integration, providing a clear insight into the areas necessitating focus. The subsequent table encapsulates these data, offering a detailed summary of the strengths and challenges recognized by the participants.

Finally, the compendium delineates essential criteria for the efficient integration of AI into secondary English instruction, offering pragmatic ways that tackle both regulatory standards and the challenges faced by educators. Each guideline improves teaching and learning experiences via interactive tools, customized learning pathways, effective material development, and comprehensive assessment techniques. For example, educators can tailor activities according to students' requirements utilizing AI-driven suggestions or enhance the development of educational materials with applications such as Canva AI and Quizizz. These tactics enhance engagement and improve learning outcomes while addressing differentiated instruction, resource constraints, and diverse student competence levels. Educators can reconcile traditional and AI-driven methodologies by implementing these tactics, facilitating significant and novel learning experiences while addressing prevalent challenges.

CONCLUSIONS

The study found that via chatbots and language apps, AI enhances interactivity, personalization, and efficiency in English language teaching. However, over-reliance can hinder critical thinking and cognitive development. Educators encounter obstacles, including restricted access to technology, overreliance on AI, and technical

issues, highlighting the necessity for professional development and improved resources. AI enhances student engagement via gamification and interactive learning, delivers individualized experiences, and optimizes activities, offering rapid feedback while complementing conventional teaching techniques. The study provides a pragmatic framework for incorporating AI into English language instruction, tackling challenges such as restricted technological access and excessive dependence on AI technologies while underscoring the need for ethical standards, technical assistance, and professional development to improve educational results and student involvement.

To effectively integrate AI in English language teaching, teachers and administrators may balance the use of AI tools with traditional methods to avoid over-reliance, invest in technology access and professional development, leverage AI for engagement and personalized learning, and use the compendium for strategies and ethical guidelines to enhance teaching outcomes and student engagement.

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