The Use of Artificial Intelligence in English Language Instruction

Marcel E. Olor-Umbina[1], Merlyn L. Estoque[2]

[1]Graduate School Student, Surigao Del Norte State University
[2]Dean of the Graduate School, Surigao Del Norte State University

ABSTRACT

Artificial Intelligence (AI) is a rapidly evolving field aimed at replicating human intelligence in machines to perform various tasks. In education, it has increasingly been used by both teachers and students to enhance teaching and learning. Despite its potential, concerns about its application in classroom settings persist. This study aimed to determine the extent of AI use among English teachers and analyze their experiences in language instruction. A sequential mixed-methods design was employed, utilizing a researcher-made survey questionnaire and interview guide. The study involved 33 selected elementary teachers from Anao-aon District. Quantitative data were analyzed using frequency count, weighted mean, standard deviation, and One-Way ANOVA for Repeated Measures, while qualitative responses were analyzed thematically. Findings revealed that most respondents were aged 41–50, female, married, held MA units, and had 20–29 years of teaching experience. Quillbot was the most frequently used AI tool. However, AI was generally "Not Used" in teaching all macro skills—listening, speaking, reading, and writing. Age significantly affected AI use in writing, reading, and listening, while years of teaching experience and the type of AI tool significantly influenced all macro skills. Thematic analysis uncovered key themes: Prevalence of Non-Usage, Limited Knowledge of AI, Potential for Customization, Feedback Mechanism, Student Empowerment, and Engagement and Skills Development. Despite limited usage, AI demonstrated promising potential in enhancing language instruction.

Keywords: artificial intelligence, language instruction, macro skills, reading, writing, listening, speaking

I. INTRODUCTION

Artificial intelligence (AI) is a quickly developing field of study that aims to replicate human intellect in machines by giving them the ability to carry out a variety of activities, from easy to difficult. These days, using AI in education is essential to keeping up with the global educational trends. For a variety of reasons, many learners from Anao-aon district have trouble acquiring the English language. One of the reasons is the teachers use old teaching methods to teach English language. Hence, this study aims to determine the AI-based platforms being used by the teachers.

According to Rusmiyanto et al. (2023), using AI technologies, such speech recognition technologies and online teachers have been demonstrated to enhance students' speech and pronouncing abilities. Besides, Pazmiño and Lucas (2023) stated that integration of AI in education can change the way that educators and students engage with the curriculum. In a sense that, AI-driven technology can customize instruction, experiences, enabling pupils to participate in information according to their learning preferences and needs.

Fitria (2023) asserted that the most useful strategy for English language teachers is to use artificial intelligence (AI) in English language teaching (ELT). Moreover, artificial intelligence has the ability to provide personalized and flexible learning experiences for English language learners as machine learning, natural language processing, and data analysis advance. The majority of research that has already been done focuses mostly on educational contexts with abundant resources, ignoring the special potential and challenges that come with deploying AI technologies in environments with limited resources. The study conducted by Hartono et al. (2023) supported this and claimed that AI has an impact to the learning environment and overall academic performance of students in English.

However, there is only a limited number of formal literatures pertaining to the use of AI in terms of teaching and improving the macro skills of the students in the advancement of technology in education. This delineates the present study with the cited researchers to better understand the usage of AI towards the improvement of student's macro skills namely writing, reading, listening, and speaking.

Hence, this opted the researcher to determine the types of AI-based platforms that teachers used in language instruction in the schools of Anao-aon District as well as determine its usage to the improvement and development of student's macro skills pertaining to their writing, reading, listening, and speaking skills. Moreover, this study would employ convergence mixed method study to be able to analyze further the experiences of teachers in using AI in language instruction.

1.1 Literature Review

The Role of Artificial Intelligence in Language Processing

Artificial Intelligence (AI) plays a multifaceted and transformative role in the linguistic landscape. As Goldberg (2020) explains, AI—especially through Natural Language Processing (NLP)—enables machines to understand, interpret, and generate human language. This includes sentiment analysis, machine translation, language generation, and text summarization. NLP algorithms learn linguistic patterns and structures, allowing for applications such as chatbots and search engines to function effectively. Through these technologies, AI has reshaped how language is processed and used across communication platforms.

AI Applications in Language Technologies

AI-driven tools like Google Translate and DeepL use neural networks to provide increasingly accurate and nuanced translations. Sentiment analysis tools help businesses monitor social media and customer feedback, while voice assistants such as Siri, Alexa, and Google Assistant use NLP to interpret commands and respond intelligently. Advanced AI models like the GPT series generate human-like text, create summaries, and extract key information, facilitating content optimization and real-time understanding of language.

AI Integration in Language Learning

According to Filipenko (2023), AI holds great potential in improving education through personalized and engaging learning experiences. In language learning, AI helps generate custom materials, offers writing assistance, enables conversation through chatbots, and enhances instruction through learning apps. These tools can adapt to learners' individual needs, increase engagement, and foster autonomy, making language learning more effective and accessible across diverse contexts.

AI in English Language Classrooms

Studies (Hwang et al., 2020; Chen et al., 2020) stress the increasing role of AI in educational environments, particularly through NLP. However, researchers note that more integration is needed in actual classroom settings. AI tools like tutoring systems, chatbots, and VR environments create personalized experiences

that support skill development. Learners using these tools have shown improvements in their language proficiency, motivation, and confidence, citing their effectiveness and user-friendliness in enhancing language acquisition.

Artificial Intelligence in Writing and Speaking

AI's impact on writing is profound, offering real-time, automated feedback that enhances student performance. As Lichaee (2023) observes, many learners struggle with vocabulary and fluency in a second language; AI tools address these challenges by boosting writing skills and confidence. Similarly, AI supports speaking development. Gayed et al. (2022) highlight how AI speech tools help learners improve fluency and reduce cognitive load. Personalized, adaptive feedback allows learners to refine their pronunciation, vocabulary, and grammar in real-time, leading to greater speaking confidence and competence.

The reviewed literature revealed both similarities and differences in how Artificial Intelligence (AI) was perceived and applied in language and education. A common similarity among the sources was the acknowledgment of AI's transformative role through Natural Language Processing (NLP), which enabled applications such as machine translation, sentiment analysis, writing assistance, and speech recognition (Goldberg, 2020; Filipenko, 2023). All authors agreed that AI enhanced learning by personalizing instruction, increasing engagement, and providing immediate feedback. However, differences emerged in the emphasis of application—some focused on AI's general linguistic capabilities across platforms, while others emphasized its pedagogical integration, particularly in improving students' macro skills such as reading, writing, listening, and speaking (Chen et al., 2020; Gayed et al., 2022). Additionally, while some sources highlighted AI's potential, others cautioned that its effectiveness depended on thoughtful integration within classroom settings, alongside human instruction (Ito, 2023). In conclusion, AI was widely recognized as a powerful tool for advancing both language processing and education, but its success relied on balanced implementation that complemented rather than replaced human teaching.

1.2 Statement of the Problem

This study investigated the extent of use and help of Artificial Intelligence (AI) in English language instruction by elementary English teachers in Anao-aon District, Schools Division of Surigao del Norte, in terms of the English macro skills (writing, reading, listening, speaking). Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
1.1. Age;
1.2. Sex;
1.3. Civil Status;
1.4. Highest Educational Attainment;
1.5. Number of Years in Teaching English; and
1.6. Types of Artificial Intelligence (AI) Used in Language Instruction?
2. What is the extent of use of Artificial Intelligence (AI) by the elementary English teachers in English language instruction in terms of the following macro skills:
2.1. Writing;
2.2. Reading;
2.3. Listening; and
2.4. Speaking?

3. What is the extent of help that Artificial Intelligence (AI) provides these teachers in teaching the English macro skills?

4. Is there a significant difference in the extent of use of Artificial Intelligence (AI) by the teachers in terms of the 4 macro skills when they are grouped according to their profile?

5. Is there a significant difference in the extent of help that Artificial Intelligence (AI) provides teachers in English language instruction as to the 4 English macro skills when they are grouped according to their profile?

6. Why do teachers use or not use Artificial Intelligence (AI) in English language instruction?

7. Based on the findings of the study, what development plan related to artificial intelligence (AI)may be proposed?

II. METHOD

This study employed a sequential mixed-methods research design to comprehensively investigate the use of Artificial Intelligence (AI) in English language instruction among elementary school teachers. The research proceeded in two phases: a quantitative survey followed by qualitative focus group discussions (FGDs). Initially, a validated researcher-made questionnaire was distributed to 33 purposively selected English teachers from eleven public elementary schools in the Anao-aon District, Surigao del Norte, to assess the extent and helpfulness of AI use across the four macro skills—listening, speaking, reading, and writing. The second phase involved FGDs to explore in depth the contextual factors, challenges, and teacher perceptions behind AI integration, using a semi-structured guide. Data gathered were treated statistically using frequency counts, mean scores, and ANOVA, while qualitative data were analyzed through Braun and Clarke's six-step thematic analysis, allowing for triangulation and deeper interpretation of the findings.

The study was conducted in the Municipality of San Francisco (formerly Anao-aon), a rural fifth-class municipality in Surigao del Norte with emerging but inconsistent digital infrastructure. Teachers who participated were drawn from a population of 98, and those selected had prior experience with AI in language instruction. Ethical protocols were strictly observed throughout the study, including informed consent, voluntary participation, and data confidentiality. Data collection tools underwent content validation by experts and reliability testing through pilot implementation. The study locale presented a compelling setting due to its combination of improving digital access and existing challenges, making it ideal for examining both the opportunities and limitations of AI in education. Ultimately, this mixed-methods approach enabled the researcher to develop a rich, evidence-based understanding of AI's role in shaping English language instruction in under-resourced public school contexts.

III.RESULTS AND DISCUSSION

Table 2.1 below shows the profile of the respondents in terms of age, sex, civil status, highest educational attainment, and number of years in teaching English.

Table 2.1 Profile of the Respondents

Profile		Counts	% of Total
Age	25-30	7	21.2 %
	31-35	2	6.1 %
	36-40	4	12.1 %

	41-50	12	36.4 %
	51-60	8	24.2 %
Sex	Male	8	24.2 %
	Female	25	75.8 %
Civil status	Single	8	24.2 %
	Married	25	75.8 %
Highest educational attainment	Baccalaureate Degree	8	24.2 %
	With MA Units	25	75.8 %
Number of years in teaching English	Less than 10 years	8	24.2 %
	10-19 years	12	36.4 %
	20-29 years	13	39.4 %

As shown in the table, the majority of the respondents were 41–50 years old (12 or 36.4%), followed by those aged 51–60 (8 or 24.4%), 25–30 (7 or 21.1%), 36–40 (4 or 12.1%), and 31–35 years old (2 or 6.1%). According to the OECD (2018), older teachers exposed to AI during its rise have adopted it as a teaching tool to meet the evolving demands of their students, striving to stay relevant in a rapidly changing educational landscape. In terms of sex, 75.8% were female (25) and 24.2% were male (8). Kim (2022) found that sex significantly influenced listening skills when using AI for English learning, though it had no notable effect on reading proficiency, suggesting that gender may influence how AI impacts specific language skills. Regarding educational attainment, 75.8% of the teachers held MA units, while 24.2% held only a baccalaureate degree. Le Corre (2022) emphasized that graduate studies enhance professional growth, aligning with Ramirez et al. (2021), who advocated for teachers to adapt to AI's transformative effects on classroom instruction. Most respondents (39.4%) had 20–29 years of teaching experience, followed by 10–19 years (36.4%), and less than 10 years (24.2%). Chounta et al. (2022) stated that more experienced teachers actively engage in professional development on AI despite recognizing the need for more ICT skills. This aligns with Burbules et al. (2020), Garzon et al. (2020), and Seufret et al. (2021), who noted that veteran educators embrace innovation to enhance instruction and address diverse student needs. Furthermore, Table 2.2 presents the types of AI tools used by teachers, including ChatGPT, Grammarly, Quillbot, Magic SAI, and others.

Table 2.2 , Types of AI Used in English Language Instruction

Types of AI used in English Language Instruction	Counts	% of Total
Chat GPT	6	18.2 %
Grammarly	15	45.5 %
Plagiarism Checker	9	27.3 %
Quillbot	16	48.5 %
Paraphrasing Tool	8	24.2 %
Paragraph Rewriter	9	27.3 %

Magic Sai	4	12.1 %

As seen in the table, most of the teachers used *Quillbot* in language instruction with 16 or 48.5% of the total sample size followed by Grammarly with 15 or 45.5%, then with Plagiarism Checker and Paragraph Rewriter with both 9 or 27.3%, Paraphrasing Tool with 8 or 24.2%, Chat GPT with 6 or 18.2%, and lastly with Magic Sai with 4 or 12.1%. Based on the results, most of these AI tools pertain to assisting with writing and editing tasks. These AI tools share common features and functionalities that aim to enhance writing quality, accuracy, and efficiency. This is in line with the study of Santi et al. (2023), which said that most language teachers utilized AI tools related to the macro skills to positively influence students' academic writing skills, particularly in aiding academic research and drafting processes. With this, students can improve their writing efficiency and accuracy, leading to enhanced writing skills and academic performance.

Extent of Use of Artificial Intelligence in English Language Instruction

The tables that follow illustrate the extent to which teachers utilize artificial intelligence in English language instruction, specifically in *writing, reading, speaking,* and *listening*.

Specifically, Table 3 shows the extent of teachers' use of Artificial Intelligence (AI) in English language instruction as to *writing skills*. The overall mean score is 2.12 with a standard deviation of 1.17, interpreted as "Disagree," and quantitatively described as "Not Used." This indicates that AI tools are generally not integrated by teachers into writing instruction. Specifically, the highest mean (2.24) was recorded in using AI for plagiarism detection, yet this still falls within the "Disagree" range. The lowest mean (1.82) pertains to the use of Natural Language Processing (NLP) exercises for writing practice, highlighting the minimal application of AI in interactive writing activities.

Table 3. Extent of the Use of Artificial Intelligence by the Teachers in English Language Instruction in terms of Writing Skills

Indicators	M	SD	VI	QD
As a language teacher, I use AI to…				
1. provide learners with assistance in writing prompts, sentence patterns, and word suggestions to help them with their composition.	2.15	1.28	Disagree	Not Used
2. include NLP exercises in which learners communicate to get writing practice, feedback, and conversations.	1.82	1.04	Disagree	Not Used
3. create writing assignments that identify patterns, trends, and frequently occurring mistakes in learners' work.	2.15	1.18	Disagree	Not Used
4. detect plagiarism to assist learners in their written work.	2.24	1.37	Disagree	Not Used
5. assist learners who can offer immediate feedback on syntax, spelling, punctuation, and style.	2.21	1.24	Disagree	Not Used
Overall Response	**2.12**	**1.17**	**Disagree**	**Not Used**

These findings suggest that while AI holds potential in enhancing writing instruction, such as in providing real-time feedback, supporting writing mechanics, and analyzing learner outputs, it remains underutilized in classroom settings.Further, Jiyanova et al. (2023) reported the importance of AI tools in detecting plagiarized academic writings. They further revealed that teachers should get knowledge of these emerging technologies in order to maintain academic integrity in learning environments. Hence, teachers should understand the capabilities of AI so that it can utilized to its fullest potential especially in writing (Hutson, 2024; Khalil & Er, 2023).On the other hand, the lowest value in the variable was indicator 2, "as an English language teacher, I include NLP exercises in which learners communicate to get writing practice, feedback, and conversations," with M = 1.82 and SD = 1.04. This means that language teachers did Not Use artificial intelligence (AI) in writing education when using NLP activities that allow students to write, get comments, and have discussions. With the lowest average score among the indicators, this one was Not Used and the teacher's responses demonstrated a moderate level of consistency. This is true to the study of Rusli & Makoto (2022), which observed insignificant results with NLP drills and practices as a means to support effective communication. The paper pointed out that schools must provide learners with prompt feedback and facilitate teachers in validating assessment outcomes of NLP activities to amplify the competence of students regarding such activities.

Table 4 . Extent of the Use of Artificial Intelligence by the Teachers in English Language Instruction in terms of Reading Skills

Indicators	M	SD	VI	QD
As a language teacher, I use AI to…				
1. help learners with their comprehension. These tools may analyze texts, create questions, and offer individualized feedback.	2.12	1.24	Disagree	Not Used
2. provide individualized challenges and recommendations for reading materials depending on learners' reading levels, interests, and progress.	2.09	1.21	Disagree	Not Used
3. help learners become more fluent readers, help them decode and pronounce new words, and make a wider range of books easier for them to access.	2.00	1.3	Disagree	Not Used
4. assess learners' reading proficiency, monitor their development over time, and pinpoint areas where comprehension and fluency need to be improved.	2.00	1.3	Disagree	Not Used
5. assess learners' reading preferences and offer personalized vocabulary building tasks and activities to improve word learning.	2.03	1.33	Disagree	Not Used
Overall Response	**2.05**	**1.26**	**Disagree**	**Not Used**

Table 4 shows the extent of teachers' use of AI in language instruction as to *reading skills.*The results revealed that the overall mean score for the use of AI in reading instruction was 2.05 with a standard deviation of 1.26, interpreted as "Disagree" and quantitatively described as "Not Used," indicating that language teachers generally did not utilize AI tools to support reading instruction. All five indicators

yielded similarly low mean scores, ranging from 2.00 to 2.12, suggesting minimal integration of AI tools in areas such as comprehension support, personalized reading recommendations, fluency development, reading assessment, and vocabulary instruction. This implied a lack of utilization of AI-powered resources like adaptive reading platforms, text analyzers, or voice-based assistants in actual classroom practices, despite the potential of such tools to personalize and enhance reading experiences. Bartoolo et al. (2020) emphasized the importance of incorporating AI to improve students' reading comprehension, arguing that AI can increase instructional effectiveness without requiring major pedagogical changes. Similarly, Dua et al. (2020) and Zhang et al. (2021) supported the idea that AI can augment traditional teaching strategies. Notably, the lowest values were found in indicators related to using AI to promote reading fluency and pronunciation (M=2.00, SD=1.3), and to assess reading proficiency and track learner progress—further underscoring the lack of AI application in crucial reading components. This underscored the need for teachers to explore AI integration to elevate reading competency and provide more meaningful learning experiences. In support, Venkat et al. (2021) and Akgun and Greenhow (2022) concluded that AI holds transformative potential to improve reading outcomes within existing educational frameworks and scale up student literacy development.

The table below shows the extent of teachers' use of Artificial Intelligence (AI) in English language instruction for *listening skills*.

Table 5 Extent of the Use of Artificial Intelligence by the Teachers in English Language Instruction in terms of Listening Skills

Indicators	M	SD	VI	QD
As a language teacher, I use AI to…				
1. enhance listening skills that offer interactive listening activities, real-world conversations, and customized feedback.	1.91	1.26	Disagree	Not Used
2. evaluate learners' fluency, understanding, and pronunciation through listening exercises. Instant feedback and adjustments can be given.	1.97	1.33	Disagree	Not Used
3. adjust listening materials according to learners' skill levels and provide individualized content, vocabulary assistance, and comprehension tests.	1.88	1.22	Disagree	Not Used
4. incorporate podcasts and videos with interactive transcripts, subtitles, and comprehension tests.	1.91	1.21	Disagree	Not Used
5. develop and deliver listening tests that adjust difficulty levels, offer instant feedback, and continuously evaluate learners' listening comprehension abilities.	1.76	0.96	Disagree	Not Used
Overall Response	**1.88**	**1.17**	**Disagree**	**Not Used**

The results reveal a generally low utilization of AI in listening instruction, with an overall mean of 1.88 and a standard deviation of 1.17, verbally interpreted as "Disagree" and quantitatively described as "Not Used." All five indicators received low mean scores ranging from 1.76 to 1.97, highlighting minimal

integration of AI tools. The most common use is evaluating learners' fluency and comprehension through listening exercises (M=1.97, SD=1.33), suggesting that while AI use is limited, some teachers recognize its utility in assessment. This aligns with Sussmann's (2024) findings on AI's role in enhancing listening comprehension and pronunciation through features such as adjustable playback speed, varied voice options, and transcription services. Similarly, Karageorgakis (2024) emphasized AI's potential in teaching pronunciation by focusing on phonetic accuracy. In contrast, the least utilized application is the development and delivery of adaptive AI-driven listening tests (M=1.76, SD=0.96), reflecting a gap in the adoption of tools that offer real-time feedback and differentiated difficulty. This supports the assertions of Miljevic (2020) and Wei (2023), who stressed that AI-powered adaptive testing enhances learners' motivation, confidence, and language proficiency. Overall, the findings suggest that while awareness of AI's benefits in listening instruction exists, actual classroom integration remains limited, possibly due to teachers' lack of access, training, or familiarity with such technologies.

The table below shows the extent of teachers' use of Artificial Intelligence (AI) in language instruction for *speaking skills.*

Table 6. Extent of the Use of Artificial Intelligence by the Teachers in English Language Instruction in terms of Speaking Skills

Indicators	M	SD	VI	QD
As a language teacher, I use AI to…				
1. offer speaking practice through interactive exercises, pronunciation feedback, and conversation simulations.	1.64	1.03	Disagree	Not used
2. evaluate learners' pronunciation during speaking exercises and give them rapid feedback on their correctness, fluency, and intonation.	1.91	1.26	Disagree	Not used
3. assess learners' speech patterns and offer focused drills to help them become more proficient in the target language's pronunciation, stress, and intonation.	1.85	1.09	Disagree	Not used
4. allow learners to imitate and practice speaking in a natural way to create models of native speech patterns and accents.	2.03	1.13	Disagree	Not used
5. support group conversations, speaking exercises, and cooperative speaking projects.	2.09	1.21	Disagree	Not used
Overall Response	**1.9**	**1.09**	Disagree	**Not used**

The findings revealed that the overall mean response to the extent of AI use in teaching speaking skills was M=1.9 with SD=1.09, indicating that AI tools were generally not used by teachers, as reflected in the qualitative descriptor "Not Used." Mean scores across all five indicators ranged from 1.64 to 2.09, showing minimal integration. The highest score (M=2.09) pertained to the use of AI in supporting group conversations, speaking exercises, and cooperative speaking projects, suggesting that among the limited

applications, collaborative tasks were the most common. This aligned with the findings of Ali et al. (2023) and Wang et al. (2023), who emphasized that AI tools helped boost learners' confidence, interaction, and overall speaking performance through practice and feedback. However, the lowest mean (M=1.64) was for offering speaking practice through interactive exercises, pronunciation feedback, and conversation simulations, indicating significant underutilization of AI's potential in individual speaking development. This contradicted the studies of El Shazly (2021), Kim et al. (2021), and Zou et al. (2023), who argued that AI significantly improved linguistic output and communicative competence through personalized, interactive support. Gayed et al. (2022), Jeon (2024), and Lin & Mubarok (2021) further disclosed that AI tools enhanced speaking performance by offering learner-centered feedback and motivating sustained oral practice. Despite its promise, the data suggested that teachers lacked awareness, training, or access to AI tools, thereby limiting their ability to integrate such resources into speaking instruction—an issue that called for targeted curriculum integration to maximize AI's benefits in language learning.

Extent of Help that Artificial Intelligence AI) Provides to Teachers in Teaching the Macro skills in English

The tables that follow show the extent of help that AI provides to teachers in teaching the macro skills, such as *writing, reading, listening, and speaking.*

Table 7 below illustrates the extent to which AI helps teachers in teaching the English macro skills, specifically focusing on *writing skills*.

Table 7 . Extent of the Help of Artificial Intelligence to Teachers in Teaching the English Macro Skills in terms of Writing

Indicators	M	SD	VI	QD
As a language teacher, using AI helps me to…				
1. give each learner individualized criticism on their writing about the characters in a literary text listened to or read.	1.97	1.07	Disagree	Not Helpful
2. grade the writing assignments which allows me to save time while still giving students comprehensive feedback.	2.06	1.14	Disagree	Not Helpful
3. examine written examples to determine the language competency levels of students, enabling me to monitor their progress and adjust my lessons.	2.06	1.17	Disagree	Not Helpful
4. examine writing styles and mistakes in writing a friendly letter as a response to stories/poems read or listened to.	1.84	0.94	Disagree	Not Helpful
5. read and comprehend written material in comparing and contrasting people, places, and events in texts read.	1.94	1.3	Disagree	Not Helpful

Indicators	M	SD	VI	QD
6. identify instances of plagiarism in learners' work in order to support the norms of academic honesty.	2.12	1.02	Disagree	Not Helpful
7. help learners come up with writing prompts, concepts, or even short text segments to help with writing.	1.85	0.939	Disagree	Not Helpful
8. utilize a variety of mediums to revise writing for clarity, correct spelling, appropriate punctuation marks, transition/signal words.	2.36	1.19	Disagree	Not Helpful
9. assist learners in applying their knowledge in planning a composition using an outline/other graphic organizers.	1.94	1.25	Disagree	Not Helpful
10. increase the accessibility of using appropriate graphic organizers for pre-writing tasks.	1.85	1.12	Disagree	Not Helpful
Overall Response	**2.00**	**1.02**	**Disagree**	**Not Helpful**

The data captured the teachers' perceptions of AI's role in teaching the writing macro skills and revealed an overwhelmingly negative sentiment. The "Overall Response" registered a mean (M) of 2.00 with a standard deviation (SD) of 1.02, consistently interpreted verbally as "Disagree" and qualitatively described as "Not Helpful." This finding indicated a strong and consistent perception among the surveyed teachers that they generally did not find Artificial Intelligence helpful or were not utilizing it in various aspects of writing instruction. Table 7 presented ten specific indicators related to AI's helpfulness in writing instruction, all of which received a "Disagree" rating and a "Not Helpful" description, reinforcing the pervasive negative perception. Even for tasks commonly promoted as ideal for AI support—such as grammar checks, feedback, and plagiarism detection—teachers expressed disagreement regarding its usefulness. The lowest mean score (M=1.84, SD=0.94) was for Indicator 4, which involved examining writing styles and mistakes in writing a friendly letter in response to stories or poems, suggesting that teachers found AI particularly unhelpful in handling nuanced, genre-specific tasks. Conversely, Indicator 8, which focused on revising writing for clarity, spelling, punctuation, and transitions, received the highest mean (M=2.36, SD=1.19), though it still fell under "Disagree" and "Not Helpful," pointing to a slightly less negative perception in more mechanical areas of writing. Despite the widespread availability and sophistication of AI tools like Grammarly, teachers remained unconvinced of their helpfulness. These findings were supported by studies such as Ranade and Eyman (2024), who noted that concerns over bias, lack of transparency, hallucinated sources, and risks to privacy and intellectual property significantly influenced teachers' reluctance to integrate AI into writing instruction.

Table 8 . Extent of the Help of Artificial Intelligence (AI) to Teachers in Teaching the English Macro Skills in Terms of Reading Skills

Indicators	M	SD	VI	QD
As a language teacher, using AI helps me to…				

1. teach phonics effectively by demonstrating understanding of sounds and their meanings for appropriate use of words.	2.12	1.36	Disagree	Not Helpful
2. improve learners' phonemic awareness abilities by displaying sensitivity to sounds in spoken language	2.12	1.36	Disagree	Not Helpful
3. support the vocabulary growth of my learners by inferring meaning of borrowed words using prefix.	2.12	1.36	Disagree	Not Helpful
4. improve learners' knowledge in distinguishing text-types according to purpose and language features	1.82	1.29	Disagree	Not Helpful
5. enhance learners' comprehension skills in reading by distinguishing text-types according to purpose and language features.	1.91	1.26	Disagree	Not Helpful
6. offer helpful materials to develop phonemic awareness.	2.22	1.32	Disagree	Not Helpful
7. increase learners' vocabulary growth by summarizing information conveyed through discussion.	1.91	1.26	Disagree	Not Helpful
8. encourage my pupils to acquire fluency in reading by reading aloud grade level appropriate text with an accuracy rate of 95-100%.	2.21	1.32	Disagree	Not Helpful
9. provide insightful observations about the reading comprehension abilities of learners by responding appropriately to the messages of the different authentic texts.	1.81	1.29	Disagree	Not Helpful
10. increase the accessibility to determine tone, mood, and purpose of the author.	2.03	1.21	Disagree	Not Helpful
Overall Response	**2.03**	**1.25**	**Disagree**	**Not Helpful**

Table 8 below illustrates the extent to which AI helps teachers in teaching macro skills, specifically focusing on *reading skills.* The overall mean score is 2.00, which falls under the category "Disagree", with a qualitative description of "Not Helpful." This means that, in general, the respondents do not find AI tools useful in helping them teach reading in the classroom. All ten indicators in the table received low mean scores, ranging from 1.79 to 2.27. This consistent pattern suggests that teachers do not use or are unfamiliar with how AI can support various aspects of reading instruction, such as giving feedback, identifying students' reading levels, or enhancing reading

comprehension. The lowest-rated item was Indicator 10, which stated that AI can help "match reading passages to the learners' skill level or comprehension level," with a mean of 1.79, showing strong disagreement among respondents. This could mean that teachers are either unaware that such AI tools exist, or they do not have access to them in their teaching context. On the other hand, the highest-rated item was Indicator 7, "offer learners the definitions of unfamiliar words or context clues," with a mean of 2.27. Even though this was the most positively rated item, it still falls in the "Not Helpful" category,

showing that even basic AI functions like providing vocabulary support are not fully recognized or utilized by teachers.These findings support the view of Chai and Kong (2022), who argued that while AI has the potential to personalize reading instruction and enhance vocabulary development, its usefulness is limited unless teachers receive proper training and access to these tools. Similarly, Bartolo et al. (2020) emphasized that AI can help improve comprehension and support instructional planning, but its effectiveness depends on how well teachers understand and integrate the technology into their practice.

Table 9 Extent of the Help of Artificial Intelligence (AI)to Teachers in Teaching the English Macro Skills in terms of Listening Skills

Indicators	M	SD	VI	QD
As a language teacher, using AI helps me to…				
1. incorporate a range of AI-powered listening exercises into my language instruction by noting significant details.	2.06	1.2	Disagree	Not Helpful
2. use AI-based exercises in my language classes that emphasize speech recognition.	2.24	1.3	Disagree	Not Helpful
3. improve the comprehension of word meanings among learners by identifying the elements of literary texts.	2.00	1.32	Disagree	Not Helpful
4. teach syntax by composing clear and coherent sentences using appropriate grammatical structures.	1.76	1.23	Disagree	Not Helpful
5. help learners recognize and identify speech sounds by inferring the speaker's tone, mood and purpose.	1.85	1.2	Disagree	Not Helpful
6. encourage the development of learners' critical thinking abilities in the areas of vocabulary, sentence structure, and speech sound recognition.	1.82	1.18	Disagree	Not Helpful
7. increase learners' desire to learn new words, grammar, and speech sounds and provide them with incentive to do so.	2.15	1.23	Disagree	Not Helpful
8. enhance the dynamic and captivating learning environment in the classroom where essential listening skills are taught.	2.09	1.1	Disagree	Not Helpful
9. reduce the amount of time spent in creating and delivering tests for the listening component.	2.12	1.14	Disagree	Not Helpful
10. assist learners in comprehending and successfully implementing sentence syntax rules.	1.82	1.31	Disagree	Not Helpful
Overall Response	**1.99**	**1.14**	**Disagree**	**Not Helpful**

The data revealed a consistent trend of disagreement among teachers regarding the helpfulness of AI in enhancing listening instruction, with mean scores ranging from 1.76 to 2.24 and all indicators qualitatively

described as "Not Helpful." The overall response (M=1.99, SD=1.14) reflected teachers' skepticism about AI's effectiveness in areas such as critical thinking, speech sound recognition, and classroom engagement. The highest-rated indicator (M=2.24, SD=1.3) referred to the use of AI-based exercises that emphasize speech recognition, yet even this score indicated general non-utilization. This suggested that while teachers recognized some potential in AI-supported speech recognition, it remained underused in practice. Danby (2024) emphasized that AI is not limited to generating text or answers but also offers valuable applications in speech recognition, particularly in conversational contexts. Supporting studies by Ghoneim et al. (2021), Yu et al. (2023), and Oripova (2024) highlighted that AI could enhance pronunciation, listening comprehension, and student motivation when integrated effectively. Conversely, the lowest-rated indicator (M=1.76, SD=1.23) involved AI's role in teaching syntax and grammatical structure, implying that most teachers did not rely on AI to support sentence construction or grammar instruction. Despite this, emerging research underscored AI's potential in this area. Andrews (2020) reported that AI can help students detect grammatical mistakes, suggest corrections, and simplify complex sentence structures, ultimately supporting clearer and more cohesive writing. Overall, while the data reflected a prevailing hesitancy among teachers to adopt AI in listening instruction, research suggested that AI tools hold promise for improving both receptive and productive language skills if integrated thoughtfully into classroom practices.

Table 10. Extent of the Help of Artificial Intelligence to Teachers in Teaching the Macro Skills in terms of Speaking Skills

Indicators	M	SD	VI	QD
As a language teacher, using AI helps me to…				
1. improve speaking activities' grammatical practice by reading with automaticity grade level frequently occurring content area words.	1.94	1.3	Disagree	Not Helpful
2. provide customized vocabulary exercises for improving speaking abilities by reading aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing, and intonation.	1.85	1.18	Disagree	Not Helpful
3. enhance pronunciation by asking and responding to questions about informational texts listened to.	1.85	1.03	Disagree	Not Helpful
4. evaluate accurately the understanding of spoken language by initiating conversations with peers in a variety of school settings.	1.81	1.04	Disagree	Not Helpful
5. provide a diverse array of speaking tasks that accommodate learners' different learning methods and competence levels.	1.91	1.26	Disagree	Not Helpful
6. improve learners' capacity to listen to spoken language and react appropriately when participating in speaking activities.	1.97	1.33	Disagree	Not Helpful

7. give learners interactive speaking assignments to improve their understanding of spoken language.	1.91	1.26	Disagree	Not Helpful
8. give learners insightful comments on their speaking skills about proper grammatical usage, vocabulary utilization, clear pronunciation, fluency, and comprehension.	1.82	1.07	Disagree	Not Helpful
9. minimize the time spend in creating speaking exercises that focus on particular grammar points.	1.97	1.07	Disagree	Not Helpful
10. facilitate the growth of learners' fluency by offering chances for frequent speaking practice and immediate feedback.	2.24	1.3	Disagree	Not Helpful
Overall Response	**1.93**	**1.11**	**Disagree**	**Not Helpful**

Table 10 illustrated the extent to which AI supported teachers in teaching English macro skills, specifically speaking, with an overall mean of M=1.93 and a standard deviation of SD=1.11. This indicated consistent disagreement across all ten indicators, with mean scores ranging from 1.81 to 2.24 and a uniform qualitative description of "Not Helpful." The lowest-rated item (M=1.81) referred to AI's ability to evaluate understanding of spoken language, while the highest-rated item (M=2.24) concerned AI's role in facilitating fluency through practice opportunities. These results suggested that teachers generally did not find AI tools beneficial for critical aspects of speaking instruction, such as pronunciation improvement, grammar application, and interactive speaking activities. The highest score (M=2.24, SD=1.30) was associated with Indicator 10, which stated that AI helps facilitate learners' fluency through frequent speaking practice and immediate feedback; however, this still fell under "Not Helpful," implying that the majority of teachers had not embraced such tools, despite their capacity to promote real-time fluency monitoring and practice. Tafazoli (2023) supported this potential, asserting that AI can positively and accurately evaluate spoken fluency and improve learners' ability to communicate effectively in various contexts. On the other hand, the lowest score (M=1.81, SD=1.04) was for Indicator 4, which involved AI's use in evaluating students' comprehension of spoken language through peer conversations. This echoed Xu's (2023) findings, which emphasized AI's role in gauging oral communication skills and informing instructional improvements. Despite teachers' current skepticism, the findings underscored the broader potential of AI integration in speaking instruction and the need for professional development to maximize its advantages across all language macro skills.

Significant Difference Between the Extent of Use of Artificial Intelligence (AI) by Teachers in English Language Instruction as to the 4 English Macro Skills When Grouped According to Profile

Table 11. Significant Difference Between the Extent of Use of AI by Teachers in English Language Instruction as to the 4 English Macro Skills When Grouped according to Profile

IV	DV	χ^2	df	p	Decision	Remarks
Age	Writing	14.34	4	0.006	Reject H_o	Significant
	Reading	11.88	4	0.018	Reject H_o	Significant
	Listening	12.53	4	0.014	Reject H_o	Significant

	Speaking	6.69	4	0.153	Do not Reject H_o	Not significant
Sex	Writing	3.2122	1	0.073	Do not Reject H_o	Not significant
	Reading	0.289	1	0.591	Do not Reject H_o	Not significant
	Listening	0.0365	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.2896	1	0.59	Do not Reject H_o	Not significant
Civil Status	Writing	3.2122	1	0.073	Do not Reject H_o	Not significant
	Reading	0.289	1	0.591	Do not Reject H_o	Not significant
	Listening	0.0365	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.2896	1	0.59	Do not Reject H_o	Not significant
Highest Educational Attainment	Writing	3.2122	1	0.073	Do not Reject H_o	Not significant
	Reading	0.289	1	0.591	Do not Reject H_o	Not significant
	Listening	0.0365	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.2896	1	0.59	Do not Reject H_o	Not significant
No. of Years in Teaching	Writing	11.04	2	0.004	Reject H_o	Significant
	Reading	16.46	2	< .001	Reject H_o	Significant
	Listening	9.24	2	0.01	Reject H_o	Significant
	Speaking	13.34	2	0.001	Reject H_o	Significant
Type of AI Used	Writing	17.7	4	0.001	Reject H_o	Significant
	Reading	15.5	4	0.004	Reject H_o	Significant
	Listening	11.9	4	0.018	Reject H_o	Significant
	Speaking	16.9	4	0.002	Reject H_o	Significant

The difference is significant when the p-value is less than 0.05 significance level

Table 11 illustrated the significant differences in the extent of AI use in English language instruction across the four macro skills—writing, reading, listening, and speaking—based on teachers' profile variables. The Kruskal-Wallis test revealed that age had a significant effect on writing (χ^2=14.34, df=4, p=0.006), reading (χ^2=11.88, df=4, p=0.018), and listening (χ^2=12.53, df=4, p=0.014), suggesting that younger and older teachers exhibited varying degrees of AI integration in these skills, while no significant difference was found in speaking (χ^2=6.69, df=4, p=0.153). Thus, the null hypothesis was rejected for the first three skills but not for speaking. These results aligned with Rad, Alipour, and Jafarpour (2023), who emphasized AI's positive impact on writing outcomes and noted age-related differences in writing engagement and outcomes. Choi et al. (2017) and Sharma et al. (2019) similarly confirmed age as a factor influencing reading and listening development through AI. In contrast, no significant differences were observed based on sex, civil status, or educational attainment (all p > 0.05), indicating that AI tools were equally accessible and effective across diverse demographic groups—supporting findings by Kim, Cha, and Kim (2021), Qiao and Zhao (2023), and Wei (2023). However, teaching experience significantly influenced all four macro skills—writing (χ^2=11.04, p=0.004), reading (χ^2=16.46, p<0.001), listening (χ^2=9.24, p=0.01), and speaking (χ^2=13.34, p=0.001)—with experienced teachers showing higher

integration levels, as supported by Ascetta and Harn (2022), and Graham et al. (2017). Additionally, the number of AI tools used significantly impacted all language skills, with results showing writing (χ^2=17.7, p=0.001), reading (χ^2=15.5, p=0.004), listening (χ^2=11.9, p=0.018), and speaking (χ^2=16.9, p=0.002), rejecting the null hypothesis. Tran (2023) emphasized that a greater variety of AI tools enriched personalized learning and skill development, but Ferlazzo (2024) and Knight (2024) argued that quality integration was more impactful than quantity, highlighting the importance of aligning AI tool selection with instructional goals. Overall, the findings underscored the interplay between age, teaching experience, and the number of AI tools used in effectively integrating AI into English language instruction.

Table 12 shows the significant difference in the extent of use of artificial intelligence by teachers in language instruction when grouped according to *age.*

Table 12 Multiple Comparison Test for Significant Difference in the Extent of Use of AI by Teachers in Language Instruction

Based on Age

DV	Age	Mean	χ^2 (df=4)	P	Remark
Writing	25-30[a]	2.71	14.34	0.006	Significant
	31-35[a]	2.2			
	36-40[b]	3.6			
	41-50[c]	1.63			
	51-60[d]	1.55			
Reading	25-30[a]	1.86	11.88	0.018	Significant
	31-35[a]	2			
	36-40[b]	4			
	41-50[c]	1.82			
	51-60[d]	1.6			
Listening	25-30[a]	1.6	12.53	0.014	Significant
	31-35[a]	1.8			
	36-40[b]	3.8			
	41-50[c]	1.63			
	51-60[d]	1.57			

The difference is significant when p-value is less than 0.05 significance level a,b,c,d Letter code for homogeneous grouping in the pairwise comparison

The Dwass-Steel-Critchlow-Fligner pairwise comparisons were conducted to determine which age groups significantly differ in the extent of AI use by teachers in language instruction across different age groups, specifically focusing on writing, reading, and listening skills. For the age group comparison in writing, reading, and listening skills, the 25-30 age group showed a significant difference compared to the 36-40, 41-50, and 51-60 age groups. Moreover, the 36-40 age group also differed significantly from the41-50 and 51-60 age groups. However, no significant differences were found between the 25-30 age group and the 31-35 age group. These findings suggest varying levels of AI utilization in writing, reading, and listening across these age brackets. Such findings contribute to a deeper understanding of how age

influences the integration of AI tools in language instruction, shedding light on potential strategies for optimizing AI use in schools.In addition, these results advance our knowledge of the ways in which age affects the use of AI technologies in language training. With the use of this knowledge, teachers may create plans for maximizing the use of AI in the classroom that can benefit from assistance and training to improve their AI literacy and integration abilities (Chen, 2014; Dhanapal et al., 2024; Prothero, 2024). Thus, providing teacher a much more comprehensive framework in teaching the class with AI-integrated lessons in improving the overall academic performance of students.

Significant Difference Between the Extent of Help of AI by Teachers in English Language Instruction as to the 4 English Macro Skills When Grouped According to Their Profile

The table below illustrates the significant difference between the extent of the help of Artificial Intelligence (AI) by teachers in English language instruction in terms of writing, reading, listening, and speaking when grouped according to their profile variables.

The results of the Kruskal-Wallis test indicate significant differences in the extent of the help of AI by teachers in language instruction across various factors. *Age* was found to have a significant impact on writing (χ^2=14.34, df=4, p=0.006), reading (χ^2=11.88, df=4, p=0.018), and listening skills (χ^2=12.53, df=4, p=0.014), with younger and older age groups exhibiting differing levels of AI integration in these areas. Hence, the null hypothesis was rejected. This signifies that the use of AI technologies to enhance these critical language abilities greatly depends on the age of the teacher. However, no significant difference was observed in speaking skills based on age (χ^2=6.69, df=4, p=0.153). Hence, the null hypothesis was not rejected. This signifies that there is no statistically significant difference in the help of AI to teachers for speaking abilities, and the observed differences are

Table 13 . Significant Difference Between the Extent of Help of AI by Teachers in Language Instruction as to the 4 Macro Skills and the Respondents' Profile

IV	DV	χ^2	df	p	Decision	Remarks
Age	Writing	14.34	4	0.006	Reject H_o	Significant
	Reading	11.88	4	0.018	Reject H_o	Significant
	Listening	12.53	4	0.014	Reject H_o	Significant
	Speaking	6.69	4	0.153	Do not Reject H_o	Not significant
Sex	Writing	3.21	1	0.073	Do not Reject H_o	Not significant
	Reading	0.28	1	0.591	Do not Reject H_o	Not significant
	Listening	0.03	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.28	1	0.59	Do not Reject H_o	Not significant
Civil Status	Writing	3.21	1	0.073	Do not Reject H_o	Not significant

	Reading	0.28	1	0.591	Do not Reject H_o	Not significant
	Listening	0.03	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.28	1	0.59	Do not Reject H_o	Not significant
Highest Educational Attainment	Writing	3.21	1	0.073	Do not Reject H_o	Not significant
	Reading	0.28	1	0.591	Do not Reject H_o	Not significant
	Listening	0.03	1	0.848	Do not Reject H_o	Not significant
	Speaking	0.28	1	0.59	Do not Reject H_o	Not significant
No. of Years in Teaching	Writing	11.04	2	0.004	Reject H_o	Significant
	Reading	16.46	2	< .001	Reject H_o	Significant
	Listening	9.24	2	0.01	Reject H_o	Significant
	Speaking	13.34	2	0.001	Reject H_o	Significant
Type of AI Used	Writing	17.7	4	0.1	Do not Reject H_o	Not significant
	Reading	15.5	4	0.14	Do not Reject H_o	Not significant
	Listening	11.9	4	0.18	Do not Reject H_o	Not significant
	Speaking	16.9	4	0.20	Do not Reject H_o	Not significant

The results confirmed that a statistically significant difference existed when the p-value was less than the 0.05 significance level, suggesting that observed variations were not due to chance. In this context, Moyo, Intja, and Mangundu (2023) reported that teachers of different age groups preferred varying approaches to employing AI, which influenced the level of support they provided across the four macro skills and how they incorporated AI into their lessons. While age significantly affected AI integration in writing, reading, and listening, no significant differences were found across other demographic factors—sex, civil status, and highest educational attainment (all p > 0.05)—leading to a failure to reject the null hypothesis. This indicated that despite age-related variation, teachers' use of AI technologies in language instruction was statistically similar regardless of their sex, marital status, or educational background. Crompton et al. (2024) supported this, emphasizing that beyond demographics, equitable access to AI tools, addressing algorithmic biases, and sufficient teacher training were more pressing issues in AI integration. However, years of teaching experience significantly impacted all four macro skills: writing (χ^2=11.04, p=0.004), reading (χ^2=16.46, p<0.001), listening (χ^2=9.24, p=0.01), and speaking (χ^2=13.34, p=0.001), prompting

the rejection of the null hypothesis. This suggested that more experienced educators integrated AI differently and often more effectively than their less experienced peers, a finding echoed by Alam et al. (2022), Sakalle et al. (2021), and Shuguang, Zheng, and Lin (2020). These differences may have been shaped by factors such as educational philosophy, digital proficiency, and familiarity with instructional technologies. Xue and Wang (2022) posited that while novice teachers may show greater openness to experimentation with AI, veteran teachers tend to rely on tried-and-tested methods but may selectively adapt AI based on classroom needs. In contrast, the number of AI tools used showed no significant effect on any of the language skills: writing (χ^2=17.7, p=0.1), reading (χ^2=15.5, p=0.14), listening (χ^2=11.9, p=0.18), and speaking (χ^2=16.9, p=0.2), resulting in the failure to reject the null hypothesis. This indicated that whether teachers employed few or multiple AI tools, their extent of AI use in language instruction remained largely unaffected. Owan et al. (2023) highlighted that while AI enhances learning efficiency and personalization, it is the **quality**, not the **quantity**, of AI tool usage that determines its effectiveness. Similarly, Cope, Kalantzis, and Searsmith (2021) emphasized that educators should focus on integrating select AI tools aligned with their instructional goals rather than deploying numerous tools without purpose. Overall, these findings underscored the nuanced interplay between age, teaching experience, and pedagogical adaptation, emphasizing their influence on AI integration in English language instruction. Specifically, Table 14 below shows the significant difference in the extent of help of Artificial Intelligence (AI)by teachers in English language instruction based on their number of years in teaching.

Table 14 . Significant Difference Between the Extent of Help of Artificial Intelligence (AI)by Teachers in English Language Instruction as to Number of Years in Teaching

DV	NYT	Mean	χ^2 (df=2)	p	Remarks
Writing	Less than 10 years	2.5	11.04	0.004	Significant
	10-19 years	2.7			
	20-29 years	1.34			
Reading	Less than 10 years	1.75	16.46	< .001	Significant
	10-19 years	2.97			
	20-29 years	1.38			
Listening	Less than 10 years	1.52	9.24	0.01	Significant
	10-19 years	2.7			
	20-29 years	1.35			
Speaking	Less than 10 years	1.52	13.34	0.001	Significant
	10-19 years	2.7			

The results of the Multiple Comparison Test revealed significant differences in the extent of AI use for language instruction among teachers with varying years of experience. In writing instruction, a statistically significant difference was found (χ^2=11.04, p=0.004), with mean scores indicating varying levels of AI utilization: teachers with less than 10 years of experience had a mean of 2.5, those with 10–19 years had 2.7, while those with 20–29 years had a notably lower mean of 1.34. This variation pointed to differing levels of AI integration across experience groups. Similarly, significant differences emerged in reading

(χ^2=16.46, p<0.001), listening (χ^2=9.24, p=0.01), and speaking (χ^2=13.34, p=0.001) instruction. For reading, teachers with 10–19 years of experience reported the highest mean score (2.97), compared to 1.75 for those with less than 10 years and 1.38 for those with 20–29 years of service. These disparities underscored substantial differences in AI application across macro skills based on tenure. In both listening and speaking, significant differences further confirmed the presence of distinct patterns of AI adoption depending on teachers' length of service. Overall, these findings suggested that AI integration in language instruction was not uniform, with both newer and mid-career teachers showing higher usage than their more experienced counterparts. This highlighted the need for targeted support, professional development, and training initiatives tailored to educators at different stages in their careers to ensure equitable and effective use of AI tools in language teaching. The results also implied that while seasoned teachers might explore trends more deeply due to professional maturity, younger teachers tend to adopt innovations more readily due to greater exposure to evolving technologies in education.

Reasons Why Teachers Use/Do Not Use AI in Language Instruction

Table 15 presented the reasons teachers cited for either using or not using Artificial Intelligence (AI) in English language instruction, revealing diverse perspectives that were organized into several emerging themes. A majority of teachers reported not using AI due to limited exposure and insufficient training; many admitted unfamiliarity with AI tools and a lack of formal orientation, which resulted in a preference for traditional face-to-face teaching approaches. Additionally, barriers such as poor internet connectivity and limited access to digital devices were noted, making the implementation of AI tools impractical in some schools. This section also detailed the phenomenological analysis of interviews conducted with 33 selected language teachers from Anao-aon Central Elementary School, Diaz Elementary School, Magtangale Elementary School, Macopa Elementary School, Honrado Elementary School, Banbanon Elementary School, Oslao Elementary School, Balite Elementary School, Linongganan Elementary School, Amontay Elementary School, and Jubgan Integrated School. The interviews were conducted face-to-face and in full observance of ethical research standards, ensuring the credibility of qualitative data collection. Responses were coded and analyzed following Braun and Clarke's (2006) thematic analysis framework, which helped synthesize key themes from teachers' lived experiences in using AI across the four macro skills: reading, writing, listening, and speaking. The interviews spanned five weeks, from April 22 to May 18, 2024. To ensure impartiality, the researcher bracketed personal biases and did not use the data for self-interest or institutional scrutiny. Verbatim transcripts were documented (Appendix B), and additional field notes captured participants' behaviors and reflections during the sessions, supporting the objective interpretation of data and reinforcing the study's rigor in understanding the realities of AI integration in English language instruction.

Theme 1: **Prevalence of Non-usage and Limited Exposure**

This theme centers on the widespread experience and unfamiliarity among teachers with AI tools in language instruction. Responses reflect a cautious distance from the technology, often rooted in a lack of knowledge, values, skills, experience, or direction from teachers. Moreover, in the advent of technology, artificial intelligence has become an innovative technology that is affecting industries and our way of living and working. Since its conception, artificial intelligence (AI) technology has advanced significantly, from simple algorithms to complex systems with learning, reasoning, and problem-solving capabilities. Moreover, artificial intelligence (AI) in education goes beyond simple technological progress and fundamentally changes the nature of education. AI's contribution to education goes beyond conventional teaching techniques; it provides tailored learning opportunities and caters to a wide range of learning

requirements. However, not everyone can adapt to the ever-changing dynamics of technology, especially teachers who were not exposed to the shift in educational technology. In this theme, several responses were categorized in order to further discuss the experiences of teachers with AI in language instruction.

Meaning 1.1: Lack of Familiarity and Training

Several teachers discuss how reluctant they are to use artificial intelligence (AI) technologies in their language teaching methods, or how they do not use them at all. A significant percentage of those interviewed categorically declare that they either never use AI, have never used it, or have no experience using it in educational settings. People who acknowledge not knowing the potential benefits of AI or who show little interest in integrating AI into their teaching methods serve as another evidence of this reluctance. In this sense majority of the respondents said that,

R1: "I do not use AI because I'm unfamiliar with how it works

and I haven't received any training."

R33: "Until AI is officially endorsed by DepEd with clear training, I prefer not to use it in class."

Based on these responses, it was categorically identified that despite AI's ability to customize learning experiences, offer tailored feedback, and expedite educational procedures, majority of the teachers tend not to use it in language instruction.

According to Walter (2024), it is important for teachers to embrace the future of artificial intelligence in the classroom and its relevance to critical thinking in modern education. He further revealed that AI improves learning processes by fostering the development of critical and computational thinking abilities, which are closely related to machine learning and educational robots. Additionally, AI has demonstrated a great deal of promise in terms of promptly delivering solutions for students with special education needs, enhancing both their everyday lives and school experiences. Hence, it is important for teachers to be able to integrate AI into the class discussion as its myriad possibilities cannot be taken for granted.

Meaning 1.2: Pedagogical Skepticism

In this theme, AI is perceived not only as a technological shift but a challenge to long-held beliefs about effective teaching. Teachers feel AI may not align with the development needs of the students in language learning. As teachers said,

R5: "I rely on traditional methods because I believe face-to-face instruction is more effective."

R11: "I haven't used AI tools. I feel it's not suitable for elementary learners."

R31: "AI seems useful, but I am more comfortable with manual lesson planning and activities."

This problem is multifactorial, and we can discuss these responses based on the multilevel aspects as to why these teachers use AI, but only on a limited aspect. It is not bad not to use AI, given the premise of its danger to education. However, several things might be causing this low level of involvement, such as a lack of thorough understanding of the entire array of AI tools available (Zaghlool et al., 2023), restricted access to these resources (Bruzzano, 2024), or apprehension about the best ways to include AI into their teaching methods (Fahimirad, 2018).

As of now, educators are cautiously yet optimistically viewing AI as they recognize its potential but have not yet completely accepted or investigated it. This perception shows that teachers can benefit from more training and instruction to increase the amount of AI technologies they utilize in their classrooms. Teachers can better utilize AI to deliver individualized learning experiences, more accurate and timely feedback, and ultimately improved student results by knowing more about the various applications and advantages of AI in language education.

Meaning 1.3: Policy and Institutional Ambiguity

This sub-theme highlights how policy silence or ambiguity on AI integration creates hesitation. Teachers are willing to follow the standard operating procedures and guidelines in using AI, but teachers need clarity and direction. This is a strong argument for issuing clear national or regional AI integration guidelines. As one teacher said,

R18: "No use of AI yet because I'm unsure which tools are allowed by DepEd."

According to the United Nations Educational, Scientific, and Cultural Organization (2024), globally, educational systems are rapidly integrating artificial intelligence capabilities. Though their fast adoption comes with hazards, they also bring enormous potential to improve and broaden learning. This is because they are being utilized without the regulatory frameworks that are necessary to safeguard students and instructors and guarantee a human-centered approach to employing these technologies in education.

This idea was in line with the study of Grassini (2023), who believed that AI is shaping the future, and it is in our hands to decide whether we use it in good or in bad. To explain, it is easy to believe that AI has no future discrepancies. But it is also sure that AI has a future utility to both students and teachers in the sense that teachers can easily assess students with their essays, poems, prose, and the like. Students can also know what ideas to form when writing a paragraph or text, and conceptualize stories for a play.

Hence, what teachers and schools should do is to provide stronger regulations about the utilization of AI in language instruction, learning, and the like. As of today, the Philippine Education system is developing AI policies is a positive first step toward controlling AI use overall and in education specifically (Department of Education, 2019). Although the policies lay the groundwork for more industry-specific AI laws, which are necessary for education, these regulations are a start in the right direction toward optimizing the potential and reducing the risks and problems posed by AI technology.

At the end of the day, teachers have access to a vast quantity of valuable data that improves students' learning. However, we must educate learners how to synthesize data, and what these data mean to us. Artificial intelligence is taking the place of knowledge teaching and has made education more accessible. Algorithms will be central to all of our future stories, but if we are not careful, they may eventually completely replace humans.

Theme 2: Lack of Resources and Institutional Support

This theme reveals how infrastructural deficits, such as unreliable internet, absence of devices, and limited technological resources, constrain the use of AI regardless of teacher willingness.

Meaning 2.1: Infrastructural Deficiency

The adoption of AI is not just about teacher readiness, but about foundational infrastructure. These responses indicate that equity in access is critical to the development of students' academic performance, particularly in the improvement of language learning. As the participants cited,

R3: "AI is not used in my classroom due to the lack of internet and devices in our school."

R21: "My school lacks internet, so integrating AI is not practical."

R25: "I want to try using AI, but our school lacks the facilities."

R8: "My classroom doesn't have the tools needed for AI, so I have not used it yet."

Teachers must choose AI resources that complement their pedagogy and learning goals while offering chances for students to participate actively in the learning process (Knight, 2024). Furthermore, this is in lieu of the studies of (Gayed et al., 2022; Jeon, 2024; Lin & Mubarok, 2021), which disclosed that AI-based resources for language learning can be beneficial additions to classroom contexts, providing

students with extra opportunities to practice and improve their language abilities by providing personalized feedback, increasing motivation to practice spoken English, and improving speaking performance.

According to Crompton et al. (2024), while other factors may affect how AI influences the macro skills of students, teachers should recognize that there are a lot more difficulties in integrating AI that should be addressed, including making sure that AI resources are fair and available to all students, addressing potential biases in AI systems, and giving teachers the assistance and training they need to successfully incorporate AI into the classroom.

Meaning 2.2: Observational Awareness and Vicarious Exposure

Some teachers observe the usage of AI vicariously through colleagues, indicating informal learning environments. However, intimidation due to a lack of confidence or competence blocks their adoption, even when tools are visible within their ecosystem. As one teacher disclosed,

R28: "I've seen other teachers use AI, but I haven't tried it yet because I feel intimidated."

The majority of the teachers who were interviewed admitted to having no experience or knowledge about AI in language instruction, indicating a lack of familiarity with the topic. Moreover, others who had not used AI expressed skepticism or disinterest in incorporating it into language instruction. These disadvantages are seen daily in the teaching journey as teachers worry about misuse and unforeseen repercussions, lack of training, unfamiliarity, and doubt about its advantages. According to Merod (2024), relatively few teachers considered using AI as a "not very urgent" requirement in language instruction. The interviewed teachers believed that as of now, AI is not that big of a deal to be included in their mode of instruction, so they tend not to use it or never use it anyway.

Theme 3: Cautious Use and Limited Integration

In this theme, teachers describe tentative, cautious engagement with AI, often self-initiated and personal, rather than institutionally supported or pedagogically embedded.

Meaning 3.1: Use of AI for Teacher Support

In this sub-theme, there are only three (3) teachers who believed and recognized the potential usefulness of AI as a supporting tool in teaching, but emphasized the need for thorough monitoring, proper implementation, and close supervision, especially for new teachers. The teachers said that,

R2: "I use Quillbot occasionally to paraphrase reading materials, especially when simplifying texts."

R10: "I use AI like ChatGPT for idea generation when I'm preparing my lesson plans."

R19: "I've used Grammarly and Quillbot to improve my own writing but not directly in my teaching."

These teachers use AI as a personal productivity tool rather than a classroom resource. The engagement is shallow, supportive of their workload, but disconnected from pedagogy or student interaction. Tiwari (2023) said there is potential on AI to revolutionize education delivery and has already been applied in personalized learning and adaptive testing. He further revealed that AI can have a significant influence on customized learning by tailoring the learning process to each student's needs and improving learning results. The study concluded that a thorough grasp of both technology and the educational process is necessary for the effective integration of AI in the classroom. According to the author, AI can revolutionize higher education by providing more individualized and flexible learning opportunities, which would eventually improve student learning results.

Meaning 3.2: Conditional and Contextual Use

The use of AI is often determined by situational factors such as connectivity or time constraints. AI is used ad hoc, indicating experimentation rather than structured integration. As some teachers cited,

R13: "I used AI to generate reading comprehension questions, but only when I had stable internet access."

R24: "I once used AI to summarize articles for supplementary reading materials."

Using AI technology can be quite expensive, particularly for institutions with limited funding, such as colleges, universities, and institutes (Mhlanga, 2020). People who lack access to modern personal devices like computers, cellphones, tablets, internet connectivity, and ICT skills—such as staff, instructors, and students—may find it difficult to use AI technology effectively. According to Chen et al. (2020), this emphasizes how important it is to include them in training programs in order to enhance their skills and keep up with developments that promote educational institutions. According to Park et al. (2023), many AI systems rely on large amounts of structured, semi-structured, and unstructured data, which are not always readily available in educational settings.

Meaning 3.3: Doubts About Accuracy and Reliability

In this theme, it captures the essence of how artificial intelligence was utilized in classroom instruction, specifically in language teaching. In here, teachers clearly showed how artificial intelligence aids in identifying knowledge gaps in students, which enables teachers to give more focused feedback to enhance learning results. Students are guaranteed to receive the assistance they require to close those gaps and achieve academic success thanks to this focused feedback. Accuracy and measurement allow teachers to better adapt their teaching strategies to the requirements of their pupils, which improves learning results. Trust in AI remains a barrier. Teachers hesitate to rely on tools whose content they cannot fully verify, especially in an instructional context where accuracy is paramount. They said,

R4: "I think AI can help, but I'm hesitant because I'm unsure of the accuracy of the content it provides."

R32: "I experimented with AI for vocabulary enhancement, but only as a reference."

Researchers have found that the interactive flexibility, immediacy, and accuracy of AI have created new potential for students to create individualized language learning communities that meet a range of learning requirements and increase macro skills development effectively (Yang, Li, & Li, 2024). This facet has the capacity to meet a variety of learning demands and enhance the effectiveness of instruction, which might lead to a more enhanced framework in teaching macro skills to students.

Shiohira (2021) supported that artificial intelligence (AI) has a broad variety of applications, and this range is only expected to grow in the future, specifically in skills development. As we've seen, the incorporation of AI into social, political, economic, and educational spheres has also given rise to moral, ethical, and legal issues that affect people at all educational and professional levels. With these skills, students are able to be at par with global standards and become globally competitive.

Theme 4: Ethical and Instructional Concerns

Artificial intelligence served as the driving force behind the advancement of educational learning for this couple of years. The majority of students and teachers learned about the capabilities and power of AI, which is crucial to a wide range of sectors, including teaching, lesson planning, assessments, and the like. However, the majority of the teachers believed that although AI offers both great potential and moral challenges to personalize education and provide innovative pedagogies, it also brings up concerns like lowering critical thinking, data privacy, and the inability of students to emotionally connect to the subject per se. As some teachers said,

R7: "I don't use AI since I don't see any clear guide on how to integrate it into DepEd's curriculum."

R12: "I see AI as a distraction because students might rely on it too much and not develop critical thinking."

R30: "I do not use AI because I believe students must learn from real human examples and discussions."

True enough, Huang (2023) reiterated that public concern over AI ethics in the educational sector has grown as a result of the extensive usage of AI in education. The rapid development of intelligent processing technology, privacy infringement and data leakage risks emerge, that is why a lot of people are discouraged to use AI in education because of these reasons. Hence, ensuring the privacy of student data is a pressing issue that has to be taken seriously.

Moreover, data privacy leakage is not only the main problem of AI in education. There were concerns about AI's limitations in nuanced language and the real intentions of writers. This means that when a teacher uses AI in writing an article and uses AI to analyze an article that he read, there is a risk that the AI's interpretation could deviate from the actual intent of the original writer. In response, some teachers said,

R14: "I don't use AI tools due to concerns about data privacy and the safety of student information."

R26: "I don't know how AI works, and I'm afraid I might give my students the wrong information."

In the study of Gilat and Cole (2023), writing standards and quality have been greatly changed by AI writing tools. By offering instantaneous grammatical and spelling corrections, these technologies raise the content's overall correctness. However, most of the time, AI does not totally give writers the amount of depth a write-up needs. Writers need to understand that they need to be in charge and know when to employ AI-generated recommendations wisely, or else their uniqueness and authenticity might be compromised. Many people wonder if AI is taking the place of human authors in the writing industry, given their notable achievements. However, even while more prosaic types of writing are in danger from AI, human authors are still superior in areas like originality, emotional nuance, problem-solving, and critical thinking.

Theme 5: Interest and Openness to Future Use

Amid the hesitations and constraints, a thread of optimism and openness emerges. Some teachers are interested in AI but recognize the need for support and preparation. In this theme, there is only one teacher who believed and recognized the potential usefulness of AI in the future, but emphasized the need for thorough monitoring, proper implementation, and close supervision, especially for new teachers. Some teachers said that,

R20: "I am interested in AI, but I need proper training and support to use it confidently."

According to Parks & Oslick (2024), the use of AI in writing not only gives them an idea of what to write in their essay, but also empowers them to be more creative based on the generated idea that AI has given them. For students, generative AI is a tool to complement, not to replace, their skills. They say they would prefer to work autonomously and think AI can improve their ideas rather than depending only on it. What matters is that instead of letting generative AI take the place of their writing abilities, students are using it to enhance their professional growth deliberately. Instead of taking the place of their effort and critical thinking, they regard it as an additional instrument.

Additionally, the utilization of AI by teachers in their writing outputs is an essential tool in the new mode of learning. AI tools are appreciated for providing students with various options to improve their writing, fostering autonomy and self-directed learning. Some teachers believed that AI helps students choose from a variety of options for correcting and improving their writing, and as mentioned by one teacher,

R9: "AI is promising, but I lack the skills and confidence to explore it fully."

R17: "I believe in human interaction when teaching languages, so I don't depend on AI."

Torres et al. (2022) believed that by educating students about the different ways and alternatives available for students to enhance their writing and outputs, they become empowered writers seeking for creative

means in writing the paper they are working on. It is important for students to introduce a variety of writing correction methods enabling them to select the best strategy for their unique writing projects and giving them constructive criticism that will help them write better, while also being delivered in a timely manner, are aspects teachers need to consider when correcting their papers. The objective is to increase students' capacity for self-evaluation and writing improvement so they are not dependent on outside comments alone. This is consistent with the overarching goal of fostering students' capacity for autonomous writing and metacognition.

Basically, one can argue that we now live in a new age when producing a write-up is expected to be easy and convenient in the presence of AI. In our daily lives, artificial intelligence is advancing at an exponential rate. Writing may be greatly automated using AI writing solutions like WordHero, giving you more time for other crucial activities to create an academic writing that is more engaging for readers and to produce material in less time are some advantages of employing these technologies. Others may think that AI is harmful to students' writing skills because it kills their creativity, but it is a matter of leverage and moderation.

Theme 6: Positive Perception from Minimal Use

Participants in this category acknowledge the potential benefits of AI in language learning and their positive perception of the usage of AI in language learning. They recognize AI's ability to identify areas of improvement, provide targeted exercises, and offer convenience in practice sessions, leading to improved pronunciation, intonation, and speaking skills. Specifically, teachers in this category recognize AI's potential to enhance learning experiences. They highlight benefits such as immediate feedback, improved engagement, and personalized learning. In terms of the use of AI in teaching listening skills to the students, the teachers expressed their thoughts about AI's usage and said,

R16: "AI tools help me check grammar in outputs I prepare for learners. It saves time."

R29: "I use plagiarism checkers like Turnitin to help my pupils write original essays."

This technological aspect of AI really embodies positive learning behavior, as teachers expressed satisfaction in using AI in enhancing students' listening skills. As mentioned by Hassani, Navi, & Ahmadi (2016), the utilization of AI in enhancing students' listening skills demonstrated how well the AI works to give English language students immersive language learning experiences through realistic scenarios and interactive dialogues with embodied agents, which helps them improve their speaking and listening abilities. This result entails that students gain confidence and proficiency in their English language abilities because of this AI-driven method, showing a significant improvement in their capacity to understand and communicate in the language. This result demonstrates how AI has the ability to completely transform language learning by offering individualized learning experiences that are tailored to the preferences of each student.

Artificial intelligence (AI) technologies provide efficient assistance for remote learning and teaching. These systems may personalize the learning process for students, automate repetitive work for instructors, and facilitate adaptive evaluations. In addition, AI can also be utilized by language teachers to provide timely, relevant, and authentic feedback to students regarding their outputs in English. AI programs that assist teachers and students by continuously giving feedback on how well pupils are learning and how far they have come toward their learning objectives are an important aspect that teachers should apply to their course of teaching, since it justifies the purpose of AI in language instruction.

It is important to consider incorporating AI-based language learning activities into the curriculum. This strategic integration enables students to engage in natural and interactive speaking practice, thereby

enhancing their language proficiency in a technologically enriched environment. The development of AI tools should prioritize the inclusion of constructive feedback mechanisms tailored to individual learner needs to help them improve learning.

The diagram that follows encapsulates the reasons why elementary English teachers use or do not use Artificial Intelligence (AI) in teaching English, particularly in this study, the English macro skills of *Reading, Writing, Speaking,* and *Listening.*

IV. CONCLUSIONS, AND RECOMMENDATIONS

The study concluded that while most elementary English teachers in the Anao-aon District were experienced female educators aged 40–50, the use of Artificial Intelligence (AI) in language instruction remains limited. Although some teachers reported using tools like Quillbot, the majority did not integrate AI into their teaching, citing minimal perceived benefit to students' development of macro skills. The findings revealed that age, years in service, and specific AI tools used significantly influenced both the extent of AI use and its perceived helpfulness, while other profile variables had no significant effect. The study also uncovered underlying reasons for low AI integration, including lack of institutional support, limited exposure and resources, ethical concerns, and uncertainty about instructional effectiveness—though a few teachers expressed openness to exploring AI in the future.

In light of these findings, school administrators are encouraged to treat this research as a baseline for developing professional development initiatives. Training programs, workshops, and practical demonstrations should be provided to equip teachers with skills and confidence in integrating AI tools effectively. Teachers are encouraged to explore various AI platforms, regularly evaluate their impact on student outcomes, and communicate with parents about AI's role in learning. Parents, in turn, should collaborate with teachers and guide their children's use of AI tools at home, fostering responsible and effective use. Future researchers should consider conducting longitudinal studies to assess the sustained impact of AI on language learning outcomes, particularly in macro skills such as speaking, listening, and reading comprehension.

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