

## EMPOWERING ENGLISH TEACHERS WITH AI: TOOLS AND STRATEGIES FOR THE MODERN CLASSROOM.

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### **Abstract**

Today, English teachers face significant challenges, such as large classes, diverse student needs, and limited resources, even though the demand for English skills grows worldwide. Traditional methods often fall short, having a room for innovative solutions. This article explores how artificial intelligence (AI) tools—like grammar checkers (e.g., Grammarly), chatbots, speech recognition software, and adaptive platforms (e.g., Duolingo)—can help teachers personalize lessons, increase engagement, and improve learning outcomes. AI can take over tasks such as grading, provide real-time feedback, and support student independent learning, but challenges including bias, privacy concerns, and accessibility remain. Teachers can get benefits like efficiency and tailored learning, yet stress the importance of balancing AI with human interaction. The article suggests a balanced approach, combining AI with traditional teaching, and offers practical tips for integrating AI effectively.

**Keywords:** Artificial Intelligence (AI), teaching English.

### **Introduction**

Today, English has become important for global communication, opening doors to education, career opportunities, and cross-cultural collaboration across the globe (Adriansen et al., 2022). Its dominance in business, science, and the digital landscape has created a growing demand for fluent English speakers (Al-Smadi et al., 2020) by placing significant pressure on teachers of English as a Foreign Language (EFL) to come up with effective instructions (Omar Ali et al., 2024). As globalisation continues to shape our societies, innovative teaching methods are always in demand.

With AI becoming a big part of our world, the way we approach foreign language education is bound to change. This shift is inevitable, and it's going to completely transform traditional teaching methods (Aijun Yang, 2024). AI-powered tools offer a wide selection for both foreign language learners and teachers, helping to ease their efforts (Pokrivcakova, 2019). By providing personalised learning experiences, enhancing student engagement, and improving learning outcomes, AI can enable teachers to meet the diverse needs of their students in the modern classroom (Osama Koraishi, 2023).

The purpose of education extends beyond acquiring knowledge; it is a comprehensive process that includes learning concepts and applying them in practical contexts while developing social skills. Machines cannot teach emotional qualities such as empathy and sympathy, which are integral to personal development. Thus, no matter how advanced AI becomes or how many examples of its use exist, it cannot replace the irreplaceable role of educators (Nur Fitria, 2021).

### **Methodology**

This study is based on a quantitative research approach to give reliable information about the effectiveness of AI-powered tools in enhancing English as a Foreign Language (EFL) teaching. The primary method of data collection is a survey conducted on a widely used messaging platform—Telegram. This social media is found very useful with efficient distribution and collectable responses from a group of English teachers. The survey targets collecting data about the experiences, perceptions, and challenges of English teachers with the integration of AI tools in their classrooms.

#### *Research design*

This descriptive and exploratory study conducts a survey to examine how English teachers feel about and use AI tools (like grammar checkers, chatbots, and adaptive learning platforms) in their EFL classes. The survey will gather demographic data and details on their AI tool usage.

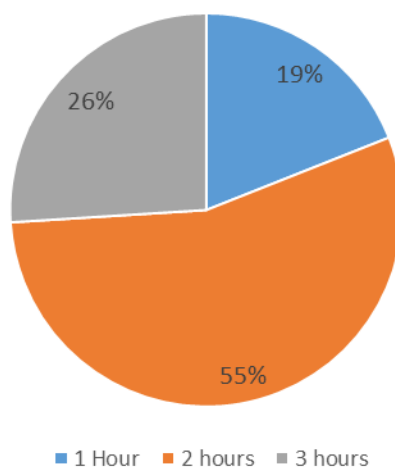
#### *Sampling*

This research focuses on EFL teachers in a non-English-speaking country. Participants are selected using purposive sampling because of their experience or interest in AI educational tools. Distribution via dedicated Telegram groups and channels for English language teaching professionals ensures a wide, relevant sample.

### **Results and Findings**

The analysis of AI usage among teachers revealed significant insights into both the frequency of AI utilization and the time spent on tasks with and without AI assistance.

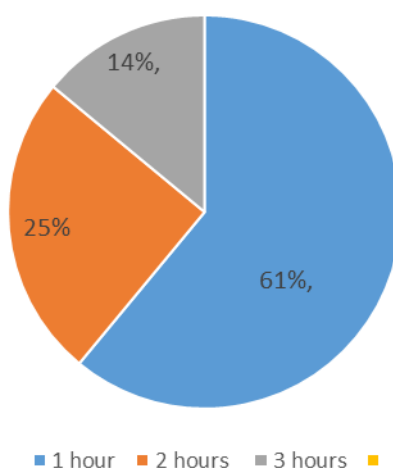
**Data about how much time teachers spend on planning a lesson without AI**



**Figure 1**

According to Figure 1, analysis of lesson planning time for a lesson reveals that 26% of teachers spent 1 hour on tasks, 55% spent 2 hours, and 19% spent 3 hours without help of AI.

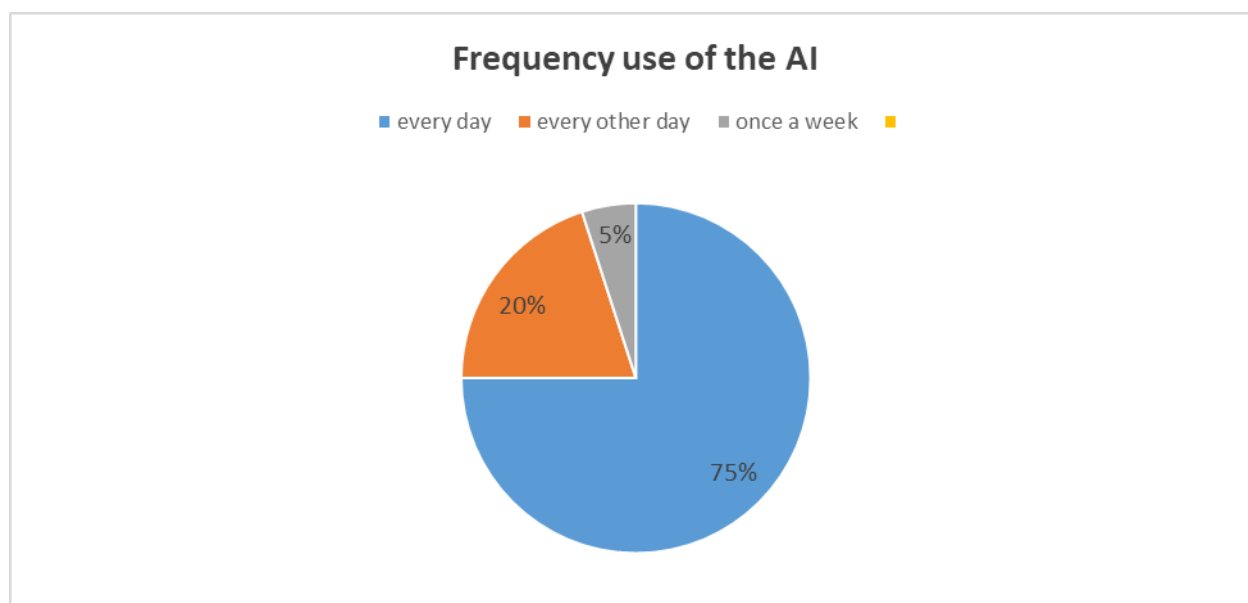
**Data about how much time teachers spend on planning a lesson with AI**



**Figure 2**

With AI, 61% spent 1 hour, 25% spent 2 hours, and 14% spent 3 hours as given in Figure 2. These findings highlight the growing use of AI in education and its potential to significantly enhance teacher productivity. Further research with a larger sample size and exploring different AI tools would strengthen these findings.



**Figure 3**

As for Figure 3, the data indicates that the majority of teachers, approximately 75%, use AI tools on a daily basis. A smaller percentage, 20%, reported using AI every other day, while only 5% of teachers use AI once a week. This suggests a high level of integration of AI tools in the daily routines of educators.

### Discussion and conclusion

The analysis of AI usage among teachers revealed significant insights into both the frequency of AI utilization and the time spent on tasks with and without AI assistance. According to the figure 1, analysis of data collection time for teaching reveals a significant impact of AI assistance. Without AI, 26% of teachers spent 1 hour on tasks, 55% spent 2 hours, and 19% spent 3 hours. With AI, 61% spent 1 hour, 25% spent 2 hours, and 14% spent 3 hours.

The findings highlight the transformative potential of AI-powered tools in English as a Foreign Language (EFL) teaching. The data shows that AI tools, such as grammar checkers, chatbots, and adaptive learning platforms, are increasingly being used by English teachers, saving time spent on repetitive tasks like grading and lesson preparation. The previous research also suggested that AI can enhance teacher productivity and efficiency (Pokrivcakova, 2019; Osama Koraishi, 2023). The reduction in time spent on administrative tasks allows teachers to focus more on personalised instruction and student engagement.

The survey results indicate that 70% of teachers use AI tools on a daily basis. This common use suggests that AI tools are not only accessible but also effective in addressing some of the common challenges faced by EFL teachers, such as large class

sizes and different student needs. The ability of AI to provide real-time feedback and personalised learning experiences is particularly beneficial, which traditional methods often struggle to obtain (Aijun Yang, 2024).

However, the study emphasises a key balance between AI and human interaction in the classroom. While AI tools can handle time-consuming tasks and provide data-driven insights, they cannot replace the emotional and social aspects of teaching, such as empathy, motivation, and cultural understanding (Nur Fitria, 2021).

Moreover, the findings give important considerations regarding the challenges of AI integration, such as potential biases in AI algorithms and privacy concerns. These issues must be addressed to ensure equitable access to AI tools. Future research should explore these challenges in greater depth, particularly in the context of non-English-speaking countries with limited resources.

In conclusion, this study provides valuable insights into the benefits and limitations of AI in EFL teaching. While AI tools have significant advantages in terms of efficiency and personalisation, their integration requires careful planning and a balanced approach. As AI continues to evolve, it is crucial for educators to stay alert and adapt their teaching strategies to get the full potential of these technologies.

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