

# Facing Challenges and Involvement of Teachers Teaching English Language Using AI in Current Scenario

<sup>1</sup>Mrs. C. Umarani and <sup>2</sup>Dr. N. Ramakrishnan,

<sup>1</sup>Research Scholar, <sup>2</sup>Professor & Head,

<sup>1,2</sup>Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, India

**Abstract:** The rapid integration of Artificial Intelligence (AI) in education has significantly influenced English language teaching and learning. AI-based tools such as chatbots, grammar checkers, speech recognition software, and adaptive learning platforms have transformed traditional pedagogical practices. However, despite its potential, the adoption of AI poses several challenges for English language teachers, including lack of technical knowledge, inadequate training, ethical concerns, and infrastructural limitations. This study aims to examine the level of involvement of English language teachers in using AI tools, identify the challenges they face, and analyze their perceptions toward AI-assisted teaching in the current educational scenario. A descriptive survey method was adopted using a structured questionnaire administered to English teachers. The findings reveal that while teachers recognize the effectiveness of AI in enhancing language skills, significant barriers hinder its optimal use. The study highlights the need for professional development and policy support to ensure effective integration of AI in English language education.

## I. INTRODUCTION

Artificial Intelligence (AI) has emerged as a transformative force in the field of education, particularly in English language teaching and learning. AI-driven applications such as automated assessment tools, intelligent tutoring systems, chatbots, speech recognition software, and language learning applications have reshaped traditional pedagogical practices by enabling personalized learning, instant feedback, pronunciation practice, and learner autonomy. These technologies support learner-centered instruction and help address individual differences, thereby enhancing both teaching effectiveness and learning outcomes in English language classrooms. Despite these advancements, the successful integration of AI in English Language Teaching (ELT) largely depends on teachers' acceptance, preparedness, and level of involvement. In the current educational scenario, English language teachers are expected to integrate AI-based tools with conventional teaching methods. However, various challenges such as limited technical knowledge, inadequate training, insufficient infrastructure, and ethical concerns related to data privacy and overdependence on technology hinder effective implementation. Therefore, the present study aims to examine the challenges faced by English language teachers and analyze their involvement in using AI tools for teaching English in order to promote effective and responsible integration of AI in education.

### NEED FOR THE STUDY

The rapid integration of AI tools in English language teaching necessitates an understanding of teachers' readiness, involvement, and perceptions. Many teachers currently lack adequate training and technical expertise to effectively incorporate AI into classroom practices, which can limit its potential to enhance language learning outcomes. Identifying the challenges faced by teachers can guide policymakers and educational administrators in designing targeted professional development programs, ensuring teachers are well-equipped to adopt AI-driven instructional strategies. This study also contributes to existing literature by providing a teacher-centered perspective on AI-based English language teaching, offering insights to improve teaching effectiveness and support the meaningful integration of technology in the digital age.

### OBJECTIVES OF THE STUDY

1. To find out the level of facing challenges and involvement of teachers teaching English language using AI is meagre
2. To find out facing challenges and involvement of teachers teaching English language using AI with respect to Gender.
3. To find out facing challenges and involvement of teachers teaching English language using AI with respect to Locality
4. To find out facing challenges and involvement of teachers teaching English language using AI with respect to Type of School

### HYPOTHESES OF THE STUDY

1. The level of facing challenges and involvement of teachers teaching English language using AI is meagre.
2. There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Gender
3. There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Locality
4. There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Type of School

### METHODOLOGY OF THE STUDY

The study adopts a **descriptive survey method** to collect quantitative data from English language teachers.

### RESEARCH DESIGN

- Descriptive and analytical in nature

**SAMPLE AND TOOL USED FOR THIS STUDY**

**SAMPLE**

- The sample consists of **50 English language teachers**
- Sampling technique: **Simple Random Sampling**

**TOOL USED FOR THE STUDY**

- A **structured questionnaire** developed by the researcher
- Five-point Likert scale (Strongly Agree, Agree, Disagree to Strongly Disagree)

**ANALYSIS**

**Hypothesis 1**

**Descriptive analysis on**“The level of facing challenges and involvement of teachers teaching English language using AI is meagre.”

S. No	Description	Teachers Involvement
1	N	50
2	Mean	116.42
3	Median	117
4	Mode	117
5	Standard Deviation	8.79
6	Range	31
7	Minimum Score	99
8	Maximum Score	130
9	Theoretical Mean	80.5

It is observed that the overall level of facing challenges and the involvement of teachers teaching English language using AI is low. This indicates that teachers experience a moderate degree of challenges and demonstrate moderate involvement in the use of AI tools for English language teaching. Hence the hypothesis is accepted.

**Hypothesis 2**

“There is no significant difference in AI-based English language teaching effectiveness among teachers with respect to Gender.”

Gender	N	Mean	Standard deviation	Calculated ‘t’ value	Table ‘t’ value at 5%level	Level of significant
Male	17	120.06	8.927	0.711	1.96	Not Significant
Female	33	118.21	8.587			

It is observed that the calculated t-value (**0.711**) is **less than** the table value (**1.960**) at the 0.05 level of significance. Hence, the difference is **not significant**. Therefore, the hypothesis stated “There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Gender “is Accepted.

**Hypothesis 3**

“There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Locality”

Locality	N	Mean	Standard deviation	Calculated ‘t’ value	Table ‘t’ Value at 5% level	Level of significant
Rural	31	118.74	9.342	0.101	1.98	Not Significant
Urban	19	119	7.652			

It is observed that the calculated t-value (0.101) is less than the table value (1.980) at the 0.05 level of significance. Hence, the difference is not significant. Therefore, the hypothesis stated “There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Locality “is Accepted.

**Hypothesis 4**

“There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Type of School”

Source of Variation	SS	DF	MS	Calculated 'F' value	Level of Significance
Between Groups	6.981	2	3.491	0.043	Not Significant
	3779.199	47	80.408		Significant
Total	49	49			

It is observed that the calculated F-value (0.043) is less than the critical value (3.00) at the 0.05 level of significance. Hence, the difference is not significant. Therefore, the hypothesis stated “There is no significant difference in facing challenges and involvement of teachers teaching English language using AI with respect to Type of School “is Accepted.

**N, MEAN AND S.D VALUES FOR IN FACING CHALLENGES AND INVOLVEMENT OF TEACHERS TEACHING ENGLISH LANGUAGE USING AI WITH RESPECT TO TYPE OF SCHOOL**

Type of School	N	Mean	Standard deviation
Govt	11	116.91	8.288
Govt –Aided	29	116.1	7.925
Private	10	116.8	12.173

**EDUCATIONAL IMPLICATION**

The study highlights the need for strengthening teachers’ competence in using AI tools for English language teaching. Professional development programmes and hands-on training should be provided to enhance teachers’ technical skills and confidence. Teacher education curricula must incorporate AI literacy and digital pedagogy to prepare teachers for technology-integrated classrooms. Educational institutions and policymakers should ensure adequate infrastructure, ethical guidelines, and administrative support for the effective use of AI. Since no significant differences were found based on gender and locality, equal training opportunities should be provided to all teachers to promote inclusive and effective AI integration.

**CONCLUSION**

The study reveals that English language teachers face a moderate level of challenges and show moderate involvement in using AI tools for teaching English. Although teachers recognize the benefits of AI in enhancing language learning, limitations such as lack of training and infrastructural support hinder its effective implementation. The absence of significant differences with respect to gender and locality indicates that these challenges are common among teachers. The study concludes that focused teacher training, institutional support, and clear policies are essential for the successful integration of Artificial Intelligence in English language education.

**References**

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