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Artificial Intelligence Tool as a Catalyst for Educational Innovation: Exploring English Teachers' Experiences and Adaptive Strategies in Teaching Learners in the Classroom

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APPROVAL SHEET

This dissertation entitled "ARTIFICIAL INTELLIGENCE TOOL AS A CATALYST FOR EDUCATIONAL INNOVATION: EXPLORING ENGLISH TEACHERS' EXPERIENCES AND ADAPTIVE STRATEGIES IN TEACHING LEARNERS IN THE CLASSROOM" is prepared and submitted by ROGELL KIM M. TICAR in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education major in English, to be examined and recommended for acceptance and approval for final oral examination.

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ABSTRACT

This descriptive phenomenological study investigated the experiences of 10 public secondary English teachers in the Davao region who integrated artificial intelligence (AI) tools into the classroom. Using a semi-structured interview and Colaizzi's analytical technique, the study revealed four main themes: Augmented Efficiency, Ethical Agency, Pedagogical Mediation, and Future Readiness. Participants using AI tools paved the way to improved workflow efficiency, helped in personalized learning, and enriched assessments. However, participants also raised concerns about academic integrity, the accuracy of AI outputs, and digital student inequities, while maintaining authentic teacher-student interactions. The participants emphasized a critical approach to AI-generated content. Further, an educational innovation, the A.C.T. Method (Analyze-Change-Transform), was developed based on the themes revealed by the study. The study concludes that AI is becoming a catalyst for educational innovation through responsible integration, which may be further improved by establishing institutional policies and providing continuous professional development to English teachers.

Keywords: *Artificial Intelligence, English, Education, English Teachers, Educational Innovation, Adaptive strategies, Philippines*.

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CHAPTER ONE
INTRODUCTION

- *The Problem and its Background*

Teachers and students no longer work with knowledge in the same way as before. Tech changed learning. With AI entering schools, old classroom routines were dropped. Now, learning feels livelier and even unpredictable. Innovation and flexibility in lessons that fit each student show up everywhere. English teachers are now moving away from their usual methods, using AI tools to help students learn language, speak more clearly, and deepen their thinking (Loor et al., 2024; Meylani, 2024; Tan, 2023). As artificial intelligence takes over more of the classroom, teachers are always forced to keep pace with the latest developments in English language learning.

What used to be heavy paperwork and tedious grading feels much lighter for English teachers once they start using AI tools, such as automatic essay checkers or tutoring apps that adapt to each student (Fitria, 2021). There is more time for important stuff, like real conversations and guiding students. Of course, these new AI tools raise concerns. How does a teacher's job change when AI handles parts of it? Will learners lose interest or get less out of school when screens do more? Some students might have less access, depending on where they live or study (Alwaqdani, 2025). Ethics raises concerns, too, such as using AI appropriately, protecting students' data, and ensuring teaching does not become cold and robotic.

This study takes a closer look at what it is really like for English teachers as they use AI tools in their everyday teaching. The experiences may come in different forms: how teachers use AI tools, how they adjust their habits, how they overcome roadblocks, and how they deal with surprises along the way. The goal is to determine how all this affects their lesson preparation, learning facilitation, and other teaching-related tasks. What emerges from their stories could help shape better teacher training, smarter education policies, and a careful, thoughtful use of AI tools in English classes.

- *Background of the Study*

Artificial intelligence in schools feels new in the Philippine education scene. Schools, especially in the West, use AI tools to assist teachers and support learners (Dos Santos, 2025). Some examples? Intelligent tutoring programs, apps that grade the assignments by themselves, generative text tools, and even things to help the teachers plan lessons or tackle paperwork. AI can take over dull, repetitive stuff for the students. It lets each person learn English their own way with quick feedback (Abdullah & Sultan, 2025). In this process, teachers can focus their energy on helping students achieve their goals as English language learners. However, AI brings headaches too. Not everyone gets the same shot at these tools, especially if families have less money. Teachers end up at tech workshops a lot, worrying about data privacy plus wondering how to keep that human side alive when kids spend hours with AI learning tools (Piotrowski, 2024).

English teachers still sit in the middle of all this, whether or not AI is around. Researchers and lawmakers keep pushing the same point (Nash et al., 2023). AI is there to help the teachers, not to take their place. Will these tools really work? That usually comes down to what teachers believe, what they know, and what happens as they try to use these systems day by day. There always seems to be a gap between big talk about AI and what happens in real classrooms. Plenty of teachers still say they get little training, feel unsure about how best to use AI, worry about fairness and bias, and find evidence of learning mixed when support is thin (Neff et al., 2024). We really need to pay attention to what the teachers think of training, smart design, solid policies, and training that make AI helpful at school.

On the ground, the teachers mention that AI tools help save time (Astika, 2025). They see this in lesson planning, creating quizzes, translating materials for students with different languages, and handling administrative work. All of this can make the workload lighter and help teachers feel less burned out, freeing them up for actual teaching, supporting students, and building their own creative lessons. Still, these positive points come with worries. Teachers raise concerns about leaning too hard on AI, kids missing out on real thinking when they misuse those tools, and grades losing meaning if AI takes over marking with no teacher checks (Hago Elmahdi et al., 2024).

It all depends on the setting. Factors such as school tech, clear rules, leadership, the teacher's comfort level with digital tools, and alignment with the curriculum all shape how AI is used (Kristiawan et al., 2024). Privacy and fairness matter a lot, too. In English teaching, there are both opportunities and risks (Piotrowski, 2024). AI tools like language models, smart reading tutors, and auto-feedback systems can provide writing feedback, suggest reading tracks that fit each learner, and support multiple languages. On the flip side, they might push students to sound too generic or hide why a student got a certain mark. Because English classes rely so much on real talk, feedback, and lessons that fit a student's background, teachers must stay closely involved, or things slip (Hockly, 2023).

Funny enough, despite all the talk about AI in schools, few studies examine what teachers go through, especially in English classrooms. Lots of reports collect lists of features or survey big groups, but not many really dig into daily stories of English teachers figuring out what works, what does not, and how to use AI for both simpler lessons and new ideas. Listening to actual teachers,

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learning how they figure out all the tech, and watching the little tricks they use every day can help schools build better training, smarter policies, and tools that really match what teaching looks like in real life.

This study will explore what English teachers really experience when they bring AI into their classrooms. Many teachers and stakeholders talk about artificial intelligence popping up everywhere in schools now, tailoring lessons to each student, grading papers, and even shaking up teaching styles (Fitria, 2021). Most of the talk circles around what these AI tools can do and how they might change how students learn. Hardly anyone stops to ask what it is like for the teachers who must deal with all this, especially English teachers. They deal with AI in the real world, not just in journal papers. Yes, studies keep highlighting how AI can make things run smoother or help schools try new things, but they skip over what really happens in a classroom. Stuff like having to change teaching styles, learning a bunch of new tech tricks, making judgment calls about what is right or wrong, and figuring out if the school backs them up. There is a missing piece here. We need more stories and research from the teachers themselves. Their voices matter. Without them, we cannot fully grasp how AI tools change what happens in class, shape what it means to be a teacher, or open doors to real change in education.

English teachers today face different challenges in class. One of the difficulties is how to leverage AI to help struggling kids in language class effortlessly. Artificial intelligence is changing fast. Some education experts call its use a must, while others say it can be more trouble than it is worth (Anayochukwu, 2025). Tech people say that once an AI takes off, machine learning and training just keep rolling, especially for students who hope to just coast by and pass their classes without much work. Consequently, educators must adapt to technological progress and seek ways to use artificial intelligence tools not solely for administrative duties but also to improve students' educational experiences (Loor et al., 2024). Educators should not just focus on paperwork but also on the quality of learning. Using AI smartly can create an engaging environment and foster critical thinking (Liu & Wang, 2024). They might also find that students' educational experience improves quickly. This situation requires balancing tech with a personal touch and understanding learners' needs.

DepEd oks use of AI in schools (Marcelo, 2024). Senator Angara posits that AI is beneficial not only for teachers but also for students' training in communicative skills. DepEd reviews competencies to integrate AI into basic education levels. Also, the Teacher Education Council (TEC), an attached agency, initiates curricular reviews as required under Republic Act 11713, otherwise known as the Excellence in Teacher Education Act, to improve teacher education programs and meet the current needs of tech-driven classrooms (Teacher Education Council, 2024).

Kristiawan et al. (2024) affirm that teachers' use of AI in their language classrooms greatly enhances students' learning. In their study, AI tools improve learner engagement and provide more learning opportunities for students with varying language proficiencies. Learning becomes increasingly personalized as AI tools adapt to learners' levels. Also, the study emphasizes that to achieve sustainable AI integration in classrooms, the government should focus on teacher training and provide resources for both teachers and students.

In Egypt, students' English listening skills improved significantly through an A.I.-based learning program (Ghoneim & Elghotmy, 2021). The study suggests that teachers using AI tools can refine students' receptive skills. The study also suggests that using AI tools can significantly improve students' listening skills.

In China, Yingsoon (2021) asserts that teachers' use of AI tools had a positive effect on students' speaking skills. In his study, Chinese learners have little interaction with the teacher during instruction, especially in large classes, resulting in limited speaking practice. However, due to using an AI tool, non-native learners can now interact and practice their speaking skills beyond the classroom. Students are not hindered by teacher and classmate interactions in the classroom when communicating in English, thanks to an AI-enhanced speaking tool.

In Indonesia, teachers use AI tools to help students read and understand texts more deeply. The students' improved reading test scores reflect how AI tools can support students' understanding of the text (Lestari et al., 2021).

In Vietnam, Tran (2023) found that teachers using AI tools in English language classrooms yielded favorable results in nurturing students' writing skills. Students who used the teacher's prescribed AI tool became more adept at achieving unity and coherence, using proper diction, and employing appropriate English grammar in writing tasks.

In the Philippines, Peneyra et al. (2025) learned that teachers using AI tools to support English language learning yield favorable learning outcomes. The research found that teachers using AI tools enhanced student engagement, promoted ethical use, and employed strategies fostering English language skills in a balanced manner.

In Davao City, Ignalig et al. (2024) assert that educators are already ethically using AI tools to enrich their students' learning. Also, there is a positive attitude toward educators using AI tools to facilitate students' learning.

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AI integration in schools has accelerated in recent years, yet the existing literature mostly centers on technical effectiveness, student achievement metrics, and adoption frameworks. Consequently, it neglects a nuanced understanding of secondary English teachers' first-hand experiences with AI tools in schools. Existing researchers routinely narrow "efficiency" to mere time reduction and relegate "innovation" to the appearance of new digital tools; such approaches disregard how educators operating under stringent time constraints and regulatory demands encounter these ideas amid pressures related to assessment accountability, issues about academic honesty, uneven infrastructural resources, and diverse needs of teenage learners. Beyond that, considerations around ethics and equity, including algorithmic bias, exhibit data privacy challenges and questions about intellectual authorship that are mostly theorized rather than examined through the teachers' professional practices. Regarding the method, survey instruments, alongside experimental models, overwhelmingly predominate but inadequately convey teachers' processes of interpretation, personal agency expression, or relational interplay throughout their engagement with AI applications for lesson planning as well as instructional delivery or feedback provision. This deficit is especially noticeable in English education because of its unique blend of dialogical teaching methods and complex writing development, intersecting with both the promises and dangers posed by artificial intelligence platforms. In response to these limitations across current studies, which lack grounded inquiry into teacher perspectives, this dissertation uses a phenomenological method to uncover how secondary English teachers perceive and apply AI technologies to achieve greater efficiency and better instructional outcomes. This study aims not only to advance professional understanding but also to inform relevant educational policies along with evolving professional practices in the field of learning English in Philippine schools.

The purpose of this study is to delve deeper into the lived experiences of high school English teachers regarding the use of AI tools in schools. Initially, it plans to examine how teachers perceive and use AI tools for lesson planning, instructional delivery, feedback provision, and evaluation within the limitations of public secondary schools. The study further seeks to evaluate the influence of AI adoption on teaching efficiency by considering factors such as time allocation, cognitive demand, workflow procedure organization, and perceived quality of instructional approaches. What is more, the study aims to identify the obstacles and favorable conditions that teachers face when using AI to fulfill professional duties. Hence, this investigation seeks to understand various contextual and ethical aspects of AI use, including institutional guidelines, infrastructural support systems, student heterogeneity, and concerns about academic integrity, which affect teachers' choices and experiences with the AI tools.

- *Theoretical Lens*

This study was anchored on the following theories and concepts:

Technology Acceptance Model (TAM) (Davis, 1989) proposes a framework centered on an individual's intention to use a piece of technology. This model stems from two main beliefs. Firstly, Perceived Usefulness (PU) concerns whether a person believes that using the system would help them perform better in their job (Davis, 1989). For instance, consider English teachers who believe AI tools can make teaching easier and more effective. These tools could save time on grading and preparing personalized lessons and provide fresh ways to practice language skills. Secondly, Perceived Ease of Use (PEOU) refers to the ease with which a person uses technology (Davis, 1989). An example of this is when the teacher finds it easy to teach students how to use an AI tool in their class. Thus, this theory speaks directly to what teachers think about AI, from their experiences down to how they feel about technology.

Technological Pedagogical Content Knowledge (TPACK) (Mishra and Koehler, 2006) provides a useful lens for understanding how teachers use and integrate technology in their classes, in three primary forms of knowledge: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). Using the TPACK theory, this study investigates how English teachers with a solid grasp of language instruction (CK and PK) and bridging competency in AI use (TK) can improve learning outcomes in their classrooms.

The SAMR Model (Substitution, Augmentation, Modification, Redefinition) (Puentedura, 2014) provides a framework for mapping how technology takes root in classrooms, from tech that swaps out old tools for new ones to ways that totally flip how students learn. English teachers, at substitution spots might grab an AI grammar checker instead of the dusty old dictionary or basic proofreading drills. Moving on to augmentation and modification, now you have got AI chipping in with instant feedback, with the option of using additional smart platforms that juggle tasks to suit each learner. Next, the redefinition step shows teachers using AI tools to create classroom moments no one could have imagined before, like creating custom, local-flavor dialog examples for speaking practice. By looking through the lens of the SAMR model, the study can explain how teachers pick up and run with AI and explore how far AI tools can push new ideas in English language teaching.

Diffusion of Innovation (Rogers, 2003) explains how users learn about and adopt new concepts and technologies in society. This theory explains how and why teachers use AI so differently. Some jump in fast, while others drag their feet when it comes to using AI in their classes. The study could explore what makes English teachers early adopters of AI and what makes others adopt AI later or not at all. In addition, this theory offers a glimpse into why some teachers use AI more than others. Factors such as school support, additional training, and concerns about AI's risks can affect how quickly teachers adopt it in their classrooms.

These four theories fit together as a lens of inquiry for this study. Each one looks at different sides of the English teacher's awkward dance with AI. Diffusion of Innovation is the big picture. It explains how new technologies, like AI, are adopted by

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teachers in waves. Some jump in right away; others hang back and watch from the sidelines. The Technology Acceptance Model (TAM) also examines what teachers really think about AI. If teachers see AI tools as useful, they will use them more. Moreover, TPACK shows how teachers progress from merely thinking about AI to actually using it in class. TPACK is all about mixing up what the teacher knows about English pedagogy. To boot, these theories examine the whole classroom, looking at how AI changes how teachers talk with students and with each other. It asks what happens when AI becomes just another part of the learning toolbelt. Hence, these theories create a roadmap for examining the significant experiences of English teachers using AI, ranging from teachers as a crowd to what each teacher thinks to how they integrate tech into their teaching and to how it all plays out in classroom settings.

- *Conceptual Framework*

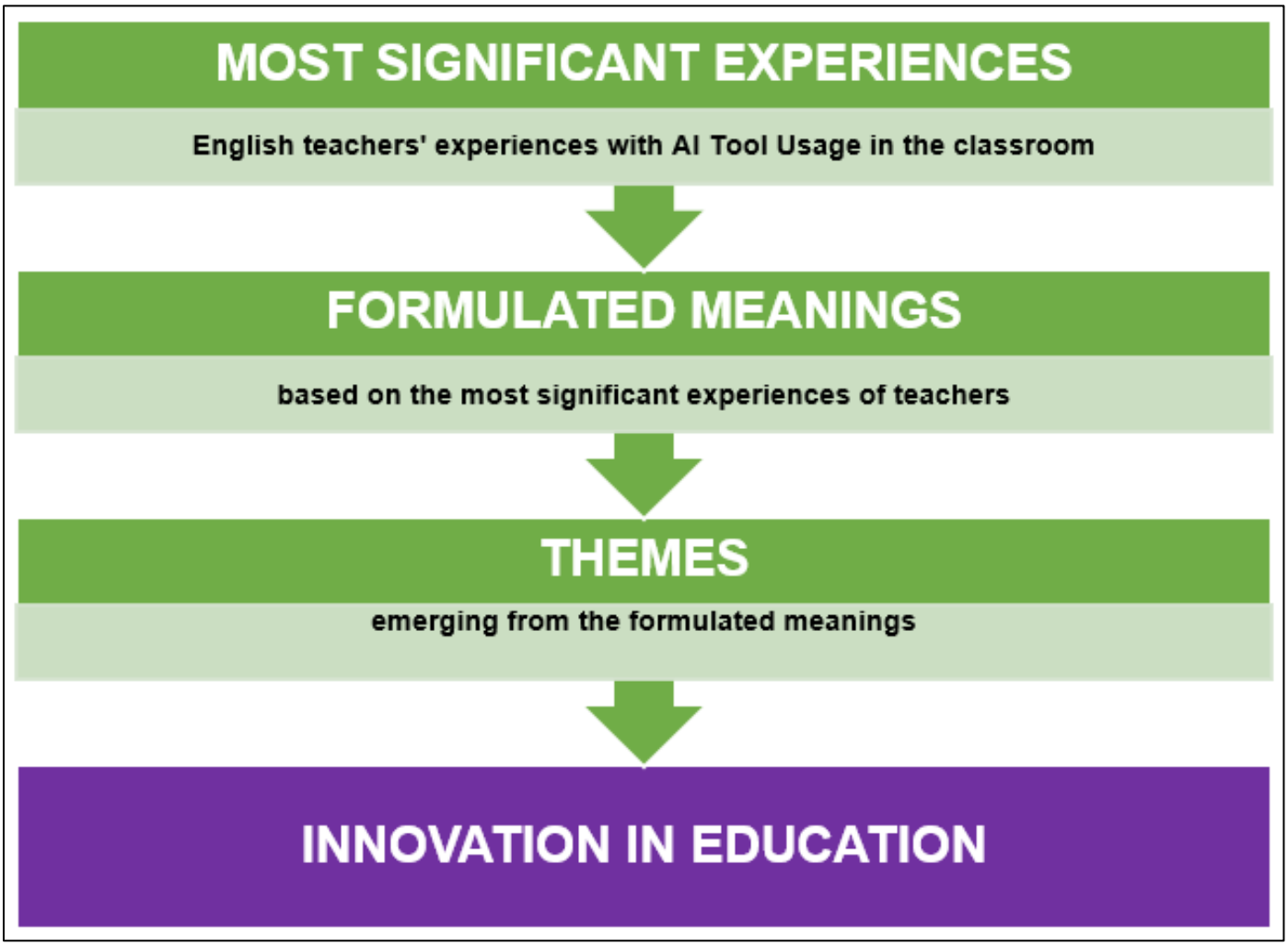

Fig 1 The Conceptual Framework of the Study

This study's framework painted a picture of how English teachers bring AI into their classrooms, turn those moments into lessons, and spark new ideas in teaching. The starting point was identifying the most significant experiences English teachers have with AI tools in the classroom to enhance teaching efficiency. Next, the study analyzed these moments to determine what they really mean. Those formulated meanings became themes, revealing the heart of how teachers use AI. All this was built to push teaching forward, integrating AI to help teachers work smarter and keep learning fresh and engaging.

The first stage of the study focused on the most significant experiences of teachers when introducing and using AI tools in lessons. Some experiences looked like breakthroughs, like smoother instruction, unique lessons for each student, and grading done in a snap, or other moments that trip them up, with tech glitches or sticky ethical questions regarding AI integration. By explaining what teachers really face, the study kept things grounded in the day-to-day realities of real classrooms.

After examining these significant experiences, the next stage was to cluster the meanings derived from them. The study went beyond just what happened and investigated what those stories really show. It asked how teachers see AI, what it has helped or hurt, and how it has shifted how they work. The study turned the most significant experiences into formulated meanings that exhibited real understanding, making sense of AI integration in English classes.

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The third stage probed for patterns that yielded themes. The third part looked for patterns, the kinds of experiences that kept showing up. Teachers may find they work more quickly or notice students become more involved in lessons. Some may talk about needing more training or about how the teacher's role keeps changing. Sorting these ideas into themes helped the study paint a picture of what it meant when English teachers tried out AI in class.

The final phase was to create an innovation based on the study's themes. This process converted themes into actions, developing a research-based method for AI integration to improve the teaching of English. The study's output aimed to change how lesson plans are made, letting students learn at their own pace, using data to monitor student progress, and encouraging teachers and students to work more closely together. The innovation may help shape new ideas for what teaching could look like, providing a path for teachers, school heads, policymakers, and other stakeholders to integrate AI to boost student engagement and improve learning outcomes.

➢ *The Central Question*

This descriptive phenomenological study was grounded on the central question, What is the essence of the lived experience of English teachers in using artificial intelligence tools in teaching learners?

➢ *Corollary Questions*

In this undertaking, the researcher was guided by the following corollary questions:

- How do English teachers describe their most significant experiences in using artificial intelligence tools to teach learners?
- What meanings may be formulated based on the most significant experiences of English teachers?
- What themes emerged from the formulated meanings?
- Based on the results of the study, what innovation in education can be developed?

➢ *Significance of the Study*

The results of the current study hold significant benefits for the following:

- Educators. This study offers a glimpse into how English teachers integrate AI into their classes. It is like getting a peek behind the curtain. The study points out both the good stuff and tough bits that come with using AI for lesson plans, getting work done faster, and keeping learners interested. The study will show stakeholders what is working and what is not, so they can try new things, make better choices, and squeeze the most out of these AI tools to help the students.
- Students. For students, this study spells out what it is like being in a classroom with AI-integrated and enhanced lessons. Teachers use AI, and students get feedback way faster. Lessons that fit them better, and more opportunities to join in different activities. The study shows how using AI can make learning feel more engaging and personalized, helping students learn in their own ways. The study aims to help students do better in school and become independent, lifelong learners.
- School Administrators. For school administrators, this study may be very helpful because it shows how AI is used in classrooms. They will see whether teachers are doing better work or whether the school is doing better overall. The findings can help them decide whether it is smart to invest in AI tools, provide teachers with the training and workshops they need, or set up rules to ensure a smooth integration of AI into their lessons. By listening to what teachers say, school leaders can align school goals with this new tech.
- Policymakers. This study shows policymakers how AI is changing schools today. The study highlights the importance of establishing policies for training teachers to integrate AI to improve teaching efficiency. The study will provide a blueprint for creating rules that will help everyone to use AI to make things better, not just faster, but fairer and more inventive too.
- Future Researchers. For future researchers, this study may provide a baseline for research on AI integration across different subject areas and educational levels. It provides a map of what English teachers go through with AI so that future researchers can examine other subjects, ages, or even schools in different places. They may follow these ideas to see what AI does over many years with new gadgets or how it really changes students' grades. There are many areas of educational research interests to explore, so this study is the first step into the whole world of tech in schools.

➢ *Scope and Delimitation of the Study*

The scope of this study was intentionally focused on exploring the lived experiences of secondary public school English teachers aged 25 to 60 with at least 2 years of teaching experience who integrate artificial intelligence (AI) into their classrooms to enhance teaching efficiency. These teachers had used AI to generate content for class activities, lesson plans, and grading assignments. The study included participants who were willing to return for validation of transcripts and themes, ensuring the accuracy of data. Teachers outside this specific demographic, with less than 2 years of experience and not familiar with AI integration in content generation, and teachers from other subject areas were excluded to maintain the study's focus.

The study used a descriptive phenomenological research design. The study explored how the teachers felt and thought about bringing AI into their classes to make teaching smoother. The approach let the researcher really get into how teachers saw things,

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picking up on emotional aspects, ethical dilemmas, and even professional challenges when they use AI with students. The main goal was to put the teachers first and share detailed stories from their perspective.

By skipping statistical analysis, the study delved into personal stories rather than reducing them to numbers. This way, the research got closer to how the teachers really see and handle AI in their classrooms, which can sometimes be a messy process, and to how their day-to-day struggles and wins help push new ideas in education. This decision aligned with the study's phenomenological focus on meaning-making rather than quantitative measurement.

➢ *Definition of Terms*

The following terms are defined operationally for a better understanding of the study:

- Artificial Intelligence (AI) tools. AI tools are digital applications or systems that use algorithms and machine learning to analyze data, generate content, or provide adaptive feedback. These tools are being used to support English teachers in planning, providing, and improving classroom instruction.
- AI Integration. Using AI tech and apps in class may refer to anything from lesson tools to testing methods. AI integration may improve teaching, make grading easier, and get students more involved.
- Classroom. The place where teachers and students meet. It can be an actual room or an online setup. For this study, the learning space in public secondary schools is where all this happens.
- English Teachers. Licensed professional teachers who teach English in public secondary schools. They are the focus of this study. Their stories matter most, especially how they use AI.
- Experiences. They refer to what English teachers live day to day, what they think about, and what they actually do in their professional practice. The ups and downs, wins and struggles with using AI before, during, and after lessons.
- Teaching Efficiency. This pertains as to how quickly and clearly a teacher runs things. Getting the job done faster with less stress and less busy work. AI often helps teachers plan and give feedback or grades.
- Innovation in Education. This refers to new technologies, methods, or approaches to teaching English.
- Public Secondary Schools. Schools run by the government for junior and senior high learners. That is where all the teaching with AI in this study takes place, specifically in the Davao region.
- Policymakers. They set the rules and guidelines on what teachers can do with AI and other tech in schools. They help shape what is allowed and what is not in schools.
- Students. Learners enrolled in public secondary schools are indirectly impacted by the teachers' use of AI tools in the classroom.

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CHAPTER TWO
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of the related literature and studies following the thorough, in-depth probe conducted by the researcher. The literature and studies in this chapter address different areas, concepts, generalizations, conclusions, and the various developments related to the study.

- *Artificial Intelligence in Education (AIED): Global and Local Perspectives*

Artificial Intelligence in Education (AIED) has quickly become a game-changer, shaking up the way teaching, learning, and school administration work worldwide. What started as smart tutoring programs and computer-aided lessons has grown into much more. Today, AIED covers adaptive learning apps, recommender tools, learning analytics, and now even generative AI. This new wave of AI can make lesson content and chat like a tutor would. These changes show how AIED went from being tested in labs to being used everywhere, with strong promises of efficiency, tailored learning, and new ideas in education (Wang et al., 2024).

Looking through the research, a few teaching benefits of AIED keep coming up. Personalization leads the pack. Here, the tech adjusts what comes next, makes things easier or tougher, and shows lessons differently based on what students need. Studies say this custom fit can pull students in and boost their grades. Intelligent tutoring systems push things further by giving students feedback right away, marking progress and letting teachers tweak lessons on the fly. These features align with recommendations from global policy groups, especially regarding ensuring feedback and assessment keep pace with learning (Tapalova & Zhiyenbayeva, 2022). AIED is not just for students, however. It also helps teachers by handling administrative chores, grading, and even writing lesson plans. That frees up the teachers to actually teach and guide their students more. With generative AI (think big language models), teachers now have more options for creating fresh material or chatting with learners, though this raises new concerns about the trustworthiness of the content and who really wrote it (Ouyang & Jiao, 2021).

Still, for every cool thing about AIED, challenges hang in the air. The digital divide stands out, making it tough for less-resourced places to keep up. Without better infrastructure, stronger connections, and proper teacher training, using AI in class could widen the gap rather than close it (Hesham et al., 2023). Ethics also comes into play, with big questions about keeping student data safe and avoiding algorithms that discriminate. AIED relies heavily on personal data, so issues such as consent, transparency, and data abuse prevention are crucial. You also run into problems when AI systems are built with limited local context, leading to cultural mismatches or bias. On the teaching side, some worry that relying too much on AI could push teachers to the sidelines or lead to lesson styles that just do not fit. Moreover, with generative AI, misinformation gets easier; these systems can sound smart while being totally wrong, so someone always needs to keep an eye on them (Nguyen et al., 2023).

To address these hurdles, major organizations such as UNESCO and the OECD have issued guidelines for the responsible use of AI in schools. UNESCO pushes for AI that puts people first, protects data, combats inequality, and helps teachers prepare for technological changes. OECD adds that clear rules, collaboration across fields, and opportunities for teacher growth all matter if schools want to use AI wisely (Huang, 2024). These guidelines remind everyone that AIED is not just a tech upgrade; it is also a question of fairness and policy.

In the Philippines, developments reflect what is happening worldwide but also bring homegrown problems. The Department of Education's Basic Education Development Plan (BEDP) 2030 plans digital change at the heart of its goals. Upcoming steps, like the Education Center for AI Research (E-CAIR) planned for 2025, show real buy-in for bringing AI into more classrooms (Plata et al., 2024). Even so, local studies keep pointing to ongoing issues: not enough tech gear in many schools, teachers who are not ready, plus a real need for tools that fit the Filipino cultures and languages. Experts suggest moving forward (but carefully), working with local data, making sure AI tools speak Filipino, and keeping data protection tight (Plata et al., 2024).

Consequently, the literature makes it clear that AIED holds great promise, but there is no shortcut around its complexity. Around the world, research shows AI can personalize learning, boost efficiency, and help more people get a shot at education. However, ethical pitfalls, fairness, and teaching style questions are still on the table. In the Philippines, policies and new initiatives show a real push toward AIED, though the outcome will depend on addressing the digital divide and putting teachers front and center as classrooms change. Looking ahead, research needs to focus on under-resourced schools, support teachers' ongoing learning, align AI with local needs, and assess whether policies actually work. From both global and Philippine perspectives, it is clear that the real impact lies in smarter governance, giving everyone a fair shot, and ensuring that both teachers and learners stay at the heart of all this tech.

- *AI Tools and Applications in English Language Teaching (ELT)*

Artificial Intelligence (AI) is increasingly impacting English Language Teaching (ELT). It is opening new doors for teaching, attracting students and helping them grow in language skills. Years ago, AI's role in ELT was a simple one, with grammar checkers and CALL systems, but things have changed a lot. These days, teachers and learners can use all sorts of AI-powered tools, such as intelligent tutoring systems, automated writing checks, adaptive learning platforms, chatbots, and tools that generate content on their

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own. Researchers have found that these tools not only help with language lessons but also boost learner independence, improve feedback, and make learning more personal, fitting different contexts and needs (Chandra et al., 2024).

Automated writing evaluation, or AWE, leads the way among these tech tools in ELT. Programs like Grammarly and Criterion give direct feedback on grammar, vocabulary, style, and how ideas fit together. After receiving feedback, students can keep refining their work and, bit by bit, improve their writing. The research backs this up, showing that getting quick, personal feedback helps students move forward, though there is some concern. Too much reliance on automated edits might prevent students from grasping the deeper lessons that only real teachers can offer, especially when it comes to details that only make sense in specific situations (Kovalenko & Baranivska, 2024). AI also steps in with speech tools. Apps like Duolingo's pronunciation checker or Google's speech recognition give students helpful feedback on how they sound, how smoothly they speak, and whether the tone is right or off (Akbarani, 2023).

Another area where AI is growing fast is chatbots and conversational bots. Tools such as ChatGPT and other chat-based systems help students practice speaking English. These bots give students the space to try out conversations, learn new words, and practice tasks without fear or pressure. For many learners, this brings more excitement and a hope that they can really improve, though sometimes the bots miss the mark in tricky contexts or cultural meanings (Vaishnav, 2024). Teachers are also finding ways to use AI to generate materials, such as lesson plans, worksheets, and practice sets, ensuring they are tailored to each group's skill level (Yusupova & Ismailov, 2024).

With AI running adaptive learning systems, the situation in ELT keeps changing. These systems watch how each learner is doing, then tweak what comes next so lessons fit better. Carnegie Learning's MATHia started as a math program, but there are English-based programs like Lingvist or ELSA Speak. These show how AI can shape paths for each student, helping them go at their own speed and meet their own needs. The studies show most students stick with it longer, and those who struggle can get further, faster (Alisoy & Sadiqzade, 2024).

Further, teachers get lessons that feel made just for them, more practice time, more independence, quicker checks on the work, and less time spent on routine grading or fixes. Teachers free up their days to focus on bigger things, like helping students think for themselves or speak better in real life. Nevertheless, there are still knots to untie. Some warn that AI, if taken too far, can take the "human" out of learning. Other concerns hang over ethical questions: students' data, the fairness of AI itself, and who gets left behind if the tech is unevenly distributed (Fitria, 2021).

In the Philippines, using AI in English teaching is just starting, but it looks hopeful. The Department of Education and various colleges are dipping their toes into AI learning tools, but significant obstacles remain. Things like slow internet or less access to new tech, especially in some places, keep growth from really kicking off (Plata et al., 2024). For English teachers, it is a balancing act: they need to learn about AI for themselves while also teaching the students how to use these new tools well and safely. Studies done closer to home remind everyone that AI use in classrooms needs to make sense for local cultures; fit all students, no matter where they live; and stay close to the country's natural language goals.

Bringing all of this together, research paints a clear picture. AI is changing how English is taught and learned. There are more ways to personalize lessons, give feedback, and let students practice in ways that work for them. Nevertheless, to make the most out of the AI, both teachers and leaders need to think carefully. They will have to juggle new tech with the basics of good teaching, pay attention to the culture around them, and keep a close eye on fairness and safety. For teachers, AI should work with them, not instead of them. For those calling the shots, investments in tech, training, and strict rules for data and privacy will be needed to ensure AI lifts everyone and keeps English classes open and fair for all.

- *AI Integration and Teaching Efficiency*

Bringing Artificial Intelligence (AI) into teaching has become the norm, especially as schools seek ways to get things done faster and more easily. When people talk about school efficiency, they really mean using resources more effectively, giving teachers more time, making boring admin tasks easier, and improving student learning without spending extra. AI is moving fast. What started as some tech experiments in labs is now all over regular classrooms around the world (Mounkoro et al., 2024).

Let us face it: one of the biggest ways AI saves teachers' time is by handling all those boring, repetitive chores. Things like grading simple tests, making up quiz questions, tracking how kids are doing, and even spitting out basic feedback. Talk about magic robots. Writing checkers like Turnitin's Revision Assistant or Grammarly? These things really cut down on the work teachers have to do and give students instant, useful feedback. That means teachers can finally put more of their attention on the real stuff, like helping kids who need it, leading class chats, and dreaming up fun learning games (Mandal, 2024).

Furthermore, it is not just about marking homework. AI programs that manage schedules or track attendance help teachers run smoother classrooms (Han et al., 2025). For instance, AI handles boring tasks so teachers can focus on real teaching; automated software helps with grading and giving feedback; and dashboards and AI tools make administrative work much less of a headache.

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Also, AI can be like a personal coach for every single student. Imagine an app that watches how the kid learns and changes the lesson just for them. That means kids move ahead at their own pace, and teachers do not have to scramble to help everyone at once. Some studies say these learning platforms can spot who is falling behind way faster. Then teachers help out the right kids at the right time, which totally makes the job (Yang & Bai, 2020). Plus, when AI spots trends in who is paying attention or struggling, teachers make smarter choices with far less hassle (Yang & Bai, 2020).

Moreover, things like ChatGPT can whip up lesson plans or worksheets in minutes. No more burning the midnight oil to get ready for class. Early reports suggest these tools could keep teachers from getting overwhelmed and let them spend more time helping students. However, using these tools mindlessly is risky. Teachers still need to double-check for mistakes, such as cheating or copying (Kim et al., 2022). AI integration provides personalized learning for every student, adaptive tools spot problems more quickly, and AI bots can create lesson plans in record time while teachers still have to watch for errors in content.

On another note, just getting faster does not mean the teaching is getting better. If teachers rely too much on machines, they might lose some of their own skills or miss chances for a real connection with students. AI can still mess things up, get biased, or give out goofy advice. So, all this talk about saving time? It has to be about helping teachers do more, not replacing them (Srinivasa et al., 2022). Hence, teachers still run the show, machines help out, and too much AI could make things worse for some schools.

Looking at the Philippines, schools are just getting started with using AI to make things more efficient. There are plans, such as the Department of Education's Basic Education Development Plan (BEDP) 2030, which call for schools to go digital and work smarter. The new Education Center for AI Research (E-CAIR), opening up in 2025, looks like a big move to bring these ideas to life (DepEd, 2025). However, big problems persist: many schools lack reliable internet or teachers ready to use the tech. Local studies keep saying get teachers up to speed on AI and make sure it aligns with what Filipinos care about in school, so nobody loses out.

AI could be a strong helper by speeding things up, personalizing learning, and giving teachers better information to work with. However, saving time does not always mean teaching is better. Teachers are still the heart of the classroom, leading, supporting, and helping culture grow. For AI to work just right, schools have to invest in the right stuff, from training to ethics. Only then can AI truly lighten the load and help the teachers do what they do best, while keeping the human touch forefront and center.

- *AI as a Driver of Innovation in Education*

AI is changing education, and not just by making teaching faster or easier but by shaking things up in a big way. Educational innovation is all about trying out new ideas and tools and really switching up how we all learn. School managers and other stakeholders say AI is not just another gadget that teachers use. It is a whole new way to think about teaching, grading, what gets taught, and who gets access to education (Tan, 2023). So, AI does not just make things fancier. It lets us try out stuff we never could before.

AI tools can monitor each student's performance and adjust to their needs. Apps like Knewton or DreamBox can shuffle lessons, set your pace, and give you just the right challenge. This scenario keeps students interested and gives teachers the chance to be more like coaches than talking textbooks (Rajput, 2025). Moreover, with AI's knack for predicting problems, schools can spot kids who might fall behind and help before things really go bad (Guan et al., 2020).

AI is also shaking up how we test people. Most old-school tests were about getting a final grade, but AI lets students get quick feedback throughout. Stuff like robot essay graders, smart tutors, and speech apps means teachers can check for real-world problem-solving and tricky stuff, not just memorizing facts. The whole idea of grading is getting a makeover, with the focus now on the journey rather than the result (Luo et al., 2025). On top of that, using bots to come up with new questions or make pretend real-life tests is making school a lot more like real life.

Additionally, Generative AI is letting both teachers and students "build" learning together. Smart chatbots like ChatGPT can spit out lesson plans, suggest cool ways to teach, or help students by chatting with them in real time. Classes can be more like group adventures, where everyone explores and discovers (Zhai, 2022). Plus, with AI-powered games, virtual worlds, and simulations, students can practice tackling real problems as if they were in a game. This situation combines thinking, feeling, and group work in ways that regular schools often cannot (Uzumcu & Acilmis, 2024).

As well, it is not just in classrooms. AI helps school leaders monitor student and teacher performance, allocate resources, and spot problems early. UNESCO (n.d.) says AI can help make things fairer, close learning gaps, and reach kids who might not have easy access to education by using cheap, easy tech. AI is not just a classroom toy. It can help whole countries rethink how schools run.

In contrast, AI is not everything in education. There are still issues regarding safety, data privacy, bias, and other concerns for teachers. Teachers need training to counter problems that may arise during AI integration (Guan et al., 2020). Also, you need good

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internet, training, and policies to make it work, and some places do not have those. Without these, the cool stuff AI brings may only help rich schools, leaving everyone else behind.

Accordingly, the research is detailed. AI is turning education into a new playground. It switches up teaching, testing, and even school rules. We get personalized learning, instant feedback, more creative ways to learn, and smarter policy decisions. However, for this AI dream to work, we need clear ground rules, proper teacher training, and strong policies. If we get this right, AI can help make schools fair and open for everyone, not just for the few.

- *Teachers' Perceptions, Experiences, and Attitudes Toward AI*

Bringing Artificial Intelligence (AI) into classrooms is not only about tech. It is just as much about people and culture, shaped by what the teachers see, feel, and think. Teachers are the boots on the ground when it comes to new teaching approaches, so what they do makes or breaks any effort to bring AI into schools. Research backs this up. Sure, AI tools could mean faster work, more help for each student, and fresh ideas. However, how much good they do really come down to what teachers make of them in real life (Konecki et al., 2024). Seeing AI from the teachers' perspective is key, since their buy-in determines how long AI stays in the school system.

Teachers' feelings about AI are mixed. Some see AI as a welcome helper. Lesson plans, grading, and even feedback, AI can take some of the weight off so teachers can actually spend time with real kids (Park et al., 2023). People get excited about the possibility that AI might help tailor work to each student and keep up with dozens of learners at once, which is not easy in big classes (Alwaqdani, 2025). At the same time, there is concern that AI is mysterious, like a black box that spits out results without really explaining how it arrived at them (Alwaqdani, 2025). Not knowing if AI's answers are right or fair makes teachers uneasy.

The teacher's actual time of use matters too. In places where teachers get solid training and access to working tech, some already use AI tools such as adaptive learning platforms, smart tutoring systems, and auto-grading apps. Once hands-on, these teachers warm up to AI quickly (Choi et al., 2023). On the flip side, in schools with unstable infrastructure, teachers complain about tech headaches, missing support, and barely any real training. That saps their confidence and makes using AI in the classroom a tough sell (Lin & Chen, 2024). Sometimes working with AI changes how teachers see their jobs. They stop being the only source of information and move into a more coaching role, helping students navigate AI-based learning spaces (Park et al., 2023).

Teachers may have mixed attitudes toward AI. The old Technology Acceptance Model (TAM) states that if teachers believe AI enhances their teaching and feel skilled enough to use it, they will likely adopt it (Ali et al., 2025). Some become more positive about AI when they notice it takes on boring, repetitive jobs and lets them dig deeper with their students (Ahmad et al., 2022). Nevertheless, concerns arise, such as the fear that AI will push teachers out, erode human connections, or compromise student privacy online (Louis & ElAzab, 2023). For many teachers, AI is welcome only if it helps, not replaces them.

Culture and setting matter a bunch as well. In many Western countries, AI gets the stamp of new. However, in places where tech is not as common, people do not trust it as readily (Vincent-Lancrin & Van der Vlies, 2020). Take the Philippines. The Department of Education is rolling out the Education Center for AI Research (DepEd, 2025). Some teachers there see AI as a way to bring classrooms up to speed and help students learn more. Others hesitate, pointing to low-tech skills and large gaps between city and rural schools. This circumstance shows that AI training cannot be one-size-fits-all. Local reality shapes what teachers need.

Training teachers is important here. Repeatedly, strong professional development emerges as a key factor in teachers' use of AI. Those who get real workshops try stuff out in class, then talk about how it went and say they are less stressed, more confident, and more convinced AI helps (Fissore et al., 2024). Letting the teachers steer the ship and co-designing how AI is used, rather than just taking orders, would build trust and ownership.

Then, what teachers think and experience with AI sets the course for where AI in school goes next. Lots of them see AI as an extra set of hands, but stories from the ground say whether it works depends on training, tech, and backup from school leaders. Teachers feel both pumped about AI's promise and worried about what could go wrong. If schools want AI to stick to, they need solid ethics, clear rules, and lots of hands-on support. At the end of the day, bringing in AI is not just about having tech ready; it is really about teachers feeling ready and wanting to give it a shot.

- *Adaptive Strategies Embraced by English Teachers*

The spread of Artificial Intelligence in schools, especially in English instruction, keeps changing how teachers run their lessons and how students learn the language. As AI continues to grow, English teachers work to keep up, tweaking their teaching practices to incorporate these new digital tools into regular classes (Delgado et al., 2020). These strategies help teachers get past tech hiccups, all while holding onto the core of language learning.

One main idea is blending AI with tried-and-tested teaching styles. Kim et al. (2022) point out that effective teachers link AI platforms to clear learning goals to help students improve their English and become more independent. Tools like grammar checkers, smart writing helpers, and chatbots provide personalized feedback and let students learn at their own pace. At the same time, teachers

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play huge roles. When they guide students, technology enhances, rather than replaces, a real, person-to-person connection. Kim (2024) explains how teachers' deep knowledge helps ensure that AI use keeps lessons on track.

Another big point is that teachers need to keep learning on their own and stay up to date with new tech. Because AI changes so fast, teachers have to keep updating their skills through training or teaming up with others. Amankulovich et al. (2024) say that teachers who participate in professional development become better at selecting which AI tools work for different kids. By doing this, they keep their edge and blend technology in more smoothly as things move forward.

Nevertheless, even with all the fancy technology, the teachers need to make sure their lessons focus on people first. Loor et al. (2024) discuss how talking, group work, and understanding different cultures really matter for language learning. So, teachers plan activities that get real conversations going, let students create their own stuff, and help everyone feel empathy in a room full of different backgrounds-making tech a helper, not the star.

At the same time, teachers must think hard about right and wrong when using the AI. With more tools that can write anything in seconds, trouble with cheating or privacy pops up. English teachers not only teach students to question what they use but also push for honest work and strong values, just like Putri and Natsir (2025) describe. Teaching students how to use AI within clear rules makes them smart and responsible, as well as tech-savvy, both in school and later on outside.

Teachers also have to be ready for bumps in the road, like broken devices, spotty internet, or days when nothing works right (Lawrance et al., 2024). Sometimes, people lean too much on the AI, so teachers need to change their plans on the fly, making sure everyone stays part of the lesson no matter what is happening in their building. It is about staying quick and creative, so learning keeps going everywhere.

Looking over studies now, the ways teachers adapt in English classes reveal many layers. Tech skills matter for sure, but it is just as important to think things through, stick to good values, and keep strong bonds between people, even with more screens in the room. So, bringing the AI into teaching moves things ahead but does not lose what has made language learning work for years-real conversation, creativity, and pushing for deeper thinking in today's classrooms.

- *Challenges and Ethical Considerations in AI Integration*

Teachers' readiness to use Artificial Intelligence (AI) tools really shapes how well AI takes root in schools. If teachers are not prepared or confident, AI can feel more like a headache than a help. That is where professional development and training matter most. These efforts have to ensure AI becomes a positive change, not just another hurdle. Studies often say AI can open doors for personalized learning, let teachers adjust lessons on the fly, and lighten admin burdens, but all of that only works if teachers feel skilled, brave, and in control (Roshan et al., 2024).

Learning to use AI in teaching is not just about knowing which buttons to push. Teachers need more. Real training needs to dig into how to use AI in lessons, handle its ethical questions, and think critically about what these tools can and cannot do. Some experts push for AI training programs that teach not only how to run AI systems but also how to judge whether a given tool fits, understand the feedback AI spits out, and then improve teaching methods to match (Cukurova et al., 2024). This idea gets called "AI literacy." In short, it means knowing how AI ticks, where it falls short, and what it means for students and learning (Ding et al., 2024). Without this deeper knowledge, teachers may use AI to tick off tasks rather than actually improve lessons.

There is another layer. Teacher training needs to cover the serious ethics behind AI use. AI pulls in huge piles of student data. That means teachers must know how to keep data safe, spot when algorithms are unfair, and ensure AI supports fairness and does not sideline anyone (UNESCO, n.d.). Training that encourages teachers to stop and think critically really matters here. It keeps teachers in the driver's seat, not just following AI suggestions. This sort of training builds teachers' sense of control and responsibility instead of making them feel like AI is bossing them around.

Research shows that teachers become more comfortable with AI the more they try it out, receive support along the way, and work with others. Al-Zyoud (2020) points out that workshops combined with mentoring and teamwork are much more effective than quick, one-off training. When teachers join communities of practice, swap stories, and mess around with AI tools together, they start feeling more upbeat and willing to try new ideas. This event aligns with a broader shift in teacher development towards ongoing, practical, and team-based training, leaving behind old-school, technical-only sessions.

Many countries and school systems are recognizing the need for real, AI-focused training. The Organization for Economic Co-operation and Development points out that preparing for AI requires full investment in developing teachers, not just buying new equipment (Artificial Intelligence and Education and Skills, n.d.).

Even with all this movement, big hurdles still trip things up. Many teachers cannot access this kind of AI-related training, especially in places where resources are stretched thin. The digital gap means city or well-off schools pile up opportunities while rural teachers miss out (DepEd, 2025). Sometimes, even if training happens, it focuses too heavily on tech skills and skips the real

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heart of lesson planning and ethics. That leaves AI sitting on the surface, never really woven into classroom life. According to research, what works better is training that fits real classroom situations, lasts over time, and aligns with what teachers face day to day (Nazaretsky et al., 2022).

Research comes back to one big point. How well AI is used in schools depends on the training and professional development for teachers. The best programs do not stop at showing how to work the tools. They dive into AI literacy, encourage reflection on right and wrong, and help teachers improve their lessons. Getting hands-on, working together, and building strong support matter a lot for building the kind of confidence that sticks. Letting teachers lead this change means AI becomes a true tool for progress and keeps educators at the heart of fair and creative learning.

- *The Role of AI in Shaping Students' English Language Learning and Outcomes*

The way Artificial Intelligence (AI) has gotten mixed into English language learning really changed the game. Students pick up language skills differently, now talk more, or even plug into the lessons in fresh ways (Jawaid et al., 2025). Teachers grabbed these AI tools and ran with them, finding new tricks to teach, test, and let students take the reins. People writing about AI in English language learning (ELL) keep pointing out big shifts in how kids experience language classes and what they learn. Still, it tossed in new challenges, some tricky ones. Teachers and policymakers must think hard about the best, most ethical ways to use it.

You may see it right away with personalized learning. AI-powered tools like adaptive language platforms, grammar checkers, and smart writing helpers deliver instant, personalized pointers on what the student nailed and what tripped them up. Kovalenko and Baranivska (2024) say that these AI tools identify each learner's strengths and weaknesses. So, you get to drill into just vocabulary or grammar or pronunciation, depending on what is holding you back. Getting these straight-up tips helps students keep tabs on their own progress and build a gut sense of how their learning is rolling along. Zhao (2025) even found that students spent longer on lessons when AI platforms tailored tasks to their level and style. A good match.

Efficiency and access got a major boost, too. Now, a student can hop onto smart platforms from anywhere, not just the school building. Virtual tutors, chatbots, and translation apps are not tied to a desk or the bell. Kids get to practice talking, reading, listening, and writing whenever they feel like it. Wei (2023) presented evidence for this phenomenon. These platforms let students stretch their independence. They do not always have to wait for the teacher. Plus, AI in the feedback loop makes life easier for teachers. Those boring correction jobs? AI covers that. Teachers are free to dig deeper, helping with tough stuff like figuring out context, big ideas, or sparking some creativity.

What about the results? Studies say students who use AI really step up their language chops. Sari (2023) saw it play out. When learners turned to AI-backed writing tools, their text became sharper, more logical, and stronger in word choice. Pronunciation software, speech recognition, and all that tech help kids spot those sound slip-ups and fix them in real time. Then you have intelligent tutoring systems and automated essay graders. They are doing ongoing assessments. Students receive feedback that actually builds them up, rather than just dropping the final score. With that, learners gain stronger language skills and greater confidence in speaking up.

But not everything's smooth sailing. Plenty of researchers point out some hazards here. Praveena and Anupama (2025) warn that if students lean too hard on AI for corrections and translations, they get too passive. They stop thinking for themselves-just take what AI spits out without questioning. That is the problem. Authentic language slips away. And factor in equity issues, data privacy, and transparency headaches. Not every school or student gets the same shot at AI-enhanced learning, especially if resources are thin. Some folks worry that these AI systems will remain fair and straightforward. Being mindful of ethical considerations is essential when using AI for ELL.

It is also important to look at how AI ties into motivation and letting kids steer their own learning ship. Sure, AI tools nudge students toward independence, but it depends on the tool. Kids need to know how to use feedback effectively and what it means in real-life speaking or writing. Moybeka et al. (2023) point out a key point. The best learning comes when AI works with, not instead of, a teacher. Teachers set things up so students do not just get stuck in a tech bubble-they help them reflect, work together, and aim for real conversations. Human guidance still matters, especially for keeping everyone motivated and tuned in to cultural nuances that tech misses.

All taken together, folding AI into English language learning changed things for better, made students more fired up, got them working on their own, and polished their skills. Personalized, data-driven learning is easier to build. Still, watch out for kids becoming too dependent on tech, ensure fair and ethical use, and make sure everyone has access. The studies are clear. AI does its best work when strong teaching gets mixed in. Use it smartly. When that happens, AI can really make English class click, helping lessons adapt, include, and get students thinking about their own growth.

- *AI and Student Engagement in English Learning*

Student engagement stands as an important cornerstone of language learning. It involves how students behave, feel, and think while learning. Right now, in English classes, Artificial Intelligence (AI) shows real promise for helping students engage more

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deeply. AI delivers lessons that adapt to each student. This situation means learning can feel more like a conversation and less like a lecture. Some studies have found that when students use AI tools, they feel more motivated, pay closer attention, and participate more often than with old-school methods (Le, 2024).

Personalization sits at the heart of how AI sparks the student's interest. Tools such as intelligent tutoring systems and learning platforms track each student's progress. Then they tweak the next activity, slow things down or speed up feedback to keep the challenge just right (Zainuddin, 2024). Think about apps like Duolingo or chatbots that help students practice English. These tools offer specific activities and quick corrections, making it easier to maintain the learning streak (Nguyen et al., 2024). By bending the lesson to fit, AI helps steer students clear of boredom or frustration that can come from one-size-fits-all activities.

AI also turns the classroom into more of a playground than a lecture hall. Gamification shows up in the form of points, levels, or badges, little things that help students push through rough patches or keep them coming back for more (Safdar et al., 2025). When English learning feels more like a game, students repeat the practice, which is key to picking up a new language. There is more. With virtual or augmented reality tools, learners are placed in real-world situations while remaining in the safety of their own space. Suddenly, using English starts to feel natural, boosting both their thinking and their emotional connection to what they are learning (Safdar et al., 2025).

Talking and sharing ideas matter too. Here, AI steps in through chatbots and conversation agents. These tools let students practice real English, anytime. No waiting for a teacher's turn or a quiet spot in class. They can chat away and get feedback without pressure from classmates watching. The research supports this, suggesting that it builds confidence and reduces nerves (Wei, 2023). The more students talk, the more likely they are to stick with English, picking up speed and smoothing out their grammar.

AI does more than help students directly. It also gives the teachers a boost. By crunching numbers and spotting patterns, AI highlights times when a student stops joining in or when a new plan is needed to stay on track (Chen et al., 2025). Teachers can see who is drifting and tweak lessons to pull more students back in. Early warning systems built on AI flag those at risk of tuning out so teachers can step in with a gentle nudge or a fresh approach. In this way, AI works with teachers to create a livelier classroom.

Of course, using AI is not all smooth sailing. Go overboard with games or let machines do too much, and lessons can feel robotic. That can suck the deeper thinking out of practice, turning it into drill after drill (Wang et al., 2023). Plus, not every student connects with AI. Some might see it as cold or confusing. There is also the issue of who gets access; tech like this usually costs money that not every school or student can spare (DepEd, 2025). Fixing these problems takes careful planning, fair rules, and teacher support to ensure AI stays a helper, not a replacement, for real communication.

In short, the research points to AI as a strong ally for getting students involved in English learning. Previous research supports personalizing lessons, adding games, creating rich new settings, and increasing opportunities for genuine conversation. AI backs up students and helps teachers do more to keep everyone on board. However, to really work, schools need to identify access gaps and ensure AI fits the setting. If used with care, AI can spark a fire in students, making English learning more engaging and authentic. Student engagement stands as an important cornerstone of language learning. It involves how students behave, feel and think while learning. Right now, in English classes, an Artificial Intelligence (AI) shows real promise for helping students take part more deeply. AI delivers lessons that adapt to each student. This means learning can feel, more like conversation and less like a lecture. Some studies have found that when students use AI tools, they feel more motivated, pay better attention, and join in more often compared to old-school methods (Le, 2024).

Personalization sits at the heart of how AI sparks student interest. Tools like intelligent tutoring systems and learning platforms track each student's work. Then they tweak the next activity, slow things down or speed up feedback to keep the challenge just right (Zainuddin, 2024). Think about apps like Duolingo or chatbots that help students practice English. These tools offer specific activities and fast corrections, making it easier to keep up the learning streak (Nguyen et al., 2024). By bending the lesson to fit, AI helps steer students clear of boredom or frustration that can come from one-size-fits-all activities.

AI also turns the classroom into more of a playground than a lecture hall. Gamification shows up in the form of points, levels, or badges, little things that help students push through rough patches or keep them coming back for more (Safdar et al., 2025). When English learning feels more like a game, students repeat the practice, which is key to picking up a new language. There's more. With virtual or augmented reality tools, learners get tossed into real-world situations, but they're still in the safety of their own space. Suddenly, using English starts to feel natural, boosting both their thinking and their emotional connection to what they're learning (Safdar et al., 2025).

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In short, the research points to AI as a strong ally for getting students involved in English learning. This is true through things like personalizing lessons, adding games, creating rich new settings, and growing chances for genuine conversation. AI backs up students and helps teachers do more to keep everyone on board. But to really work, schools need to look out for gaps in access and make sure AI fits the setting. If used with care, AI can light a fire for students, making English learning more energetic and real.

- *Synthesis*

Recent studies on Artificial Intelligence in Education (AIED) have shown just how much this technology could change the way teachers and students work, both worldwide and locally. Research keeps pointing out that AI boosts teaching efficiency, tailors and adapts learning, and keeps students more involved through interactive tools and even gamified classroom experiences. AI is now part of English Language Teaching (ELT), appearing as intelligent tutoring systems, chatbots, and software that checks writing on its own. With these tools, learners have more opportunities to work independently and build language skills, and teachers get a break from some of their routine work since these programs handle it for them. This shift means teachers spend more time on deeper learning tasks. AI is not just about speeding things up, however. It also introduces new ways to teach that align with important teaching theories, such as constructivist, sociocultural, cognitive, and connectivist approaches.

Furthermore, teachers in the field bring their own mix of hope and hesitation to AI. Most of what they think really comes down to which tools they have, how comfortable they feel trying new things, and how they manage their work alongside automated systems. Big questions keep popping up: privacy-fair algorithms, making sure everyone gets the same shot at using these new technologies. These worries do not go away. These are serious issues. Schools and policymakers need to guide how AI is used so it aligns with the culture and is handled carefully. Teacher training is especially important, as it keeps coming up in nearly every study. If teachers do not know how to use these AI tools or do not trust them, AI will not work well. Altogether, the research shows that AI in education can really drive new ideas and keep students interested, but what happens will depend on teachers' choices, smart policy supports, and ensuring the tech always aligns with what really matters in the teaching and learning process.

Artificial Intelligence in Education is shaking things up everywhere, changing the way teaching and learning look, thanks to AI tools that seem to get better every day. However, when you zoom in on places like the Philippines and Southeast Asia, things are not the same as in the rest of the world. Local policies, how quickly schools adopt new tech, and how it is actually used in classrooms can look different. AI tools like ChatGPT and Claude are popping up everywhere in language classes, and they really do help with lesson design, grading, and all those small chores teachers have to do every day. This occurrence means a lighter workload, less paperwork, and more opportunities for teachers to really connect with students in ways that feel personal and fun. Further, it is not just about making things faster. AI helps teachers mix things up. AI offers more ways for students to engage, rather than just sitting and listening. However, not everyone is sold on the idea of AI integration to enhance teaching efficiency. Some teachers get hyped about the new gadgets, while others worry. In addition, teachers and other stakeholders discuss controversial issues such as keeping data safe, stopping cheating, and ensuring everyone gets a fair shot, while teachers also worry about AI taking their jobs. Moreover, teachers need comprehensive training programs, support from school leaders and the institution, and policies in place to keep everyone safe and on track. If schools and teachers figure this out together, AI can give students a boost, making them more interested, more active, and even better at English. However, it only works if the school has good plans, watches for problems, and keeps giving teachers the tools and trust they need to keep up and do their best. This synthesis of the literature review reveals the complex interplay between AI integration and teacher efficiency, leading to innovation in education. The phenomenon of AI integration in English Language Teaching is driven by a tech-driven society that pushes schools to adapt, leading to significant challenges for both teachers and students. Addressing this issue requires a comprehensive approach that includes improving teachers' digital literacy, upskilling teachers in using AI tools, and providing better support systems for teachers. By incorporating teachers' lived experiences into education innovation, educational leaders can create more effective and equitable ICT- and AI integration practices that prioritize student growth and development.

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CHAPTER THREE
METHODOLOGY

This chapter presents the methods and procedures used to conduct the study and describes the essence of teachers' lived experiences. The researcher used the results of this study to develop an educational innovation.

- *Research Design*

A descriptive phenomenological research design fits this study well, providing a strong basis for the investigation. The focus was on getting to grips with how teachers actually live through and make sense of their teaching practices, making it a solid match for exploring teachers' experiences and how they manage the push-and-pull of bringing AI into English language teaching in public secondary schools. At the heart of phenomenology was a drive to peel back layers and grasp the real substance of these experiences by looking into the emotional, ethical, and on-the-job hurdles teachers face. This perspective provided rich insight into the factors that guide their choices and behavior when using AI tools.

Creswell and Creswell (2022) noted that the goal of descriptive phenomenological research is to delve into people's everyday realities, distilling common threads and viewpoints along the way. This kind of research is especially useful when we really want to see how participants process and make meaning out of events in their world. For this study, descriptive phenomenology opened the door for a closer look at teachers' personal and professional journeys with AI integration, exposing their reasoning, ways of thinking, and the ethical factors at play. By using this approach, the research went beyond simply reporting teacher experiences; it uncovered ideas that helped pave the way for new strategies for successfully weaving AI into English classes.

Creswell and Creswell (2022) also stressed the importance of ensuring participants' voices are heard in qualitative research, which aligns with the plan to capture teachers' perspectives on issues such as digital access and technology know-how. Using descriptive phenomenology, this study offered a thorough examination of how AI was making its mark in English classrooms and, ultimately, supported efforts to boost teaching efficiency and spark new approaches to learning.

- *Selection of Co-Participants*

In the context of the current study, the use of the purposive sampling technique was particularly suitable for several reasons. Purposive sampling, also known as purposeful or judgmental sampling, involves selecting participants based on specific characteristics that align with the research objectives (Ahmad & Wilkins, 2024). This method is ideal for qualitative phenomenological studies, where the focus is on understanding the in-depth experiences of a particular group of individuals who have direct knowledge of the phenomenon under investigation. In this case, purposive sampling ensured that only teachers with firsthand experience integrating AI into their English lessons were included, yielding more meaningful insights.

The study recruited ten (10) high school English teachers selected via purposive sampling, which was considered appropriate for qualitative research because of its capacity to identify individuals whose experiences were pertinent and detailed in relation to the focus of this study. The chosen participants were public secondary school educators aged 25 to 60 who had taught English for at least 2 years at either the junior or senior high level. Participants had recent familiarity with AI tools used in classes, as shown by having used or tested at least one AI tool during classroom practice in the previous school year. However, teachers who lack experience with AI tools in teaching or are currently on leave will not be included in this investigation. Employing a sample size of ten (10) participants reflected established phenomenological procedures favoring complete inquiry; this number was large enough to represent the diverse and nuanced realities faced by English teachers while permitting in-depth qualitative analysis that remained manageable and consistent with the objective of the study (Creswell & Creswell, 2022).

- *Research Setting*

The research was conducted in select public secondary schools in Davao City, where English teachers have begun exploring and integrating Artificial Intelligence (AI) tools into their classroom practices. These schools were equipped with varying levels of technological infrastructure, ranging from basic computer laboratories to internet connectivity. The setting provided a rich context for examining the teachers' lived experiences, reflecting the realities of educational environments where challenges such as limited resources, training gaps, and varying student digital literacy coexist with opportunities for innovation and enhanced teaching efficiency. By situating the study in these institutions, the research captured authentic insights into how AI integration was shaping English language teaching practices, pedagogical approaches, and classroom dynamics.

- *Research Instrument*

This study used a semi-structured interview guide as the primary tool for collecting data from English teachers on how they use Artificial Intelligence (AI) in their classrooms. The guide aimed to explore different aspects of AI in English teaching and how it changed teaching styles, improved efficiency, kept students engaged, and raised ethical questions for participants.

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The interview guide served as a flexible, practical tool for gathering responses. While it kept interviews on track, it let teachers speak openly, shared personal stories, and went into detail about what really goes on in the day-to-day work with AI. This open-ended approach was key, as it uncovered the full picture and captured all layers of teachers' experiences.

The interview guide questions matched the study's aims and the broader ideas behind the research. Each question was meant to help make sense of how AI has shaped English instruction today.

Building the guide followed several steps to ensure it aligned with the study's goals.

- Literature Review. The researcher had explored recent studies on AI in education, how teachers adopted new technologies, what drove new teaching approaches, and how digital changes shaped English Language Teaching (ELT) practices. This background helped establish the guide's themes.
- Thematic Organization. The questions fell under nine big topics. Each one is connected to both ideas from theory and real-world issues that came up when schools use AI
- Expert Validation. Academic experts of English language teaching and those who worked with qualitative research checked the interview guide. Their review ensured that the interview guide was clear, useful, and covered what it needed to.

The interview guide consisted of nine thematic sections, each containing open-ended questions designed to elicit detailed responses. Moreover, the interview guide was used during one-on-one interviews, either face-to-face or via a secure online platform, whichever the participant preferred and could accommodate. Each session was set to last around 45 to 60 minutes, enough time for participants to think things over and share their thoughts fully.

The researcher took an active approach, listening carefully and using gentle follow-up questions to clarify or deepen points. The aim was to gather data that's both detailed and meaningful, always keeping the study's goals in mind.

Once participants agreed, each interview was audio-recorded and then transcribed word-for-word. Names and any identifying details were removed from the raw data to protect identities. These transcripts stayed protected in encrypted digital files. Before any data analysis began, the researcher checked every transcript for accuracy and ensured nothing important was missing.

Sticking with best practices in qualitative research, the use of an interview guide followed strict ethical rules. Participants knew their rights, such as the freedom to take part or not, their privacy, and the right to leave the study at any time. The researcher secured the necessary approval from the institutional review board before any data were gathered.

➢ *Generation of Data*

The interview guide served as the instrument for this research. It was formulated to structure interviews so that richer insight into the meaning of teachers' lived experiences during encounters with AI integration in English instruction across secondary levels is gained. Twenty questions made up the tool; they were established based on a review of relevant literature, unbiased, and designed to elicit detailed accounts. These seek information on educators' motivations, emotions, and subjective reflections regarding their use of AI in English instruction. In addition, essential demographic details, namely age, sex, academic achievement level, and years spent teaching, were gathered from participants. This approach was intended to fully clarify backgrounds and help analyze how individual characteristics shaped their perceptions and interactions with AI-enabled English teaching practices.

➢ *Interview Schedule*

The data collection took place between October 27, 2025, and January 12, 2026. This research used one of two approaches for gathering data: either an online interview that was video-recorded or a face-to-face interview in which only audio was recorded with each co-participant to uncover firsthand perspectives of educators on teaching English with AI use. Upon completion of the initial screening survey, individuals who met the inclusion criteria were invited to participate in interviews in a secure, private setting to openly express their experiences. The purpose of these interviews was to examine underlying factors, emotions, and motives associated with teaching English using artificial intelligence integration. The findings inform future evidence-based educational reforms and policy developments.

➢ *Data Transcription*

To ensure that interviews in the current study accurately captured participants' experiences, the study adhered closely to Lincoln & Guba's (1985) four aspects of trustworthiness. All interviews, whether video or audio, were recorded and transcribed verbatim. This way, every bit of meaning or detail from the teachers' answers stayed in the record. For Credibility, the study included member checking, inviting teachers to review their transcripts. They cleared up anything lost in translation or set the record straight if needed, ensuring what was written reflected what they actually meant. For Transferability, the study shared descriptions about where these teachers work and what they go through day to day. Transferability may help readers think and reflect on whether the same findings may fit their own schools. Looking at Dependability, every step taken in research and every decision was recorded in an audit trail, so the whole process remained transparent and consistent. For Confirmability, the research kept the spotlight on what teachers actually said rather than on what the researcher assumed. Using reflexive journaling and peer debriefing, the

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interpretations avoided slipping into bias. All these steps were put together to help keep the research solid and genuine, letting the real voices of English teachers shine through.

➢ *Qualitative Data Analysis*

In this study, the qualitative data analysis followed Colaizzi's (1978) descriptive phenomenological method, aiming to provide a systematic means of uncovering the essence of lived experiences. This method followed seven sequential steps, designed to remain true to participants' words while uncovering the phenomenon's core. To achieve smoother, clearer work, NVivo 14 was chosen as the Computer-Assisted Qualitative Data Analysis Software (CAQDAS). NVivo will help with data management, coding, retrieval, and visualization, but it will not change the underlying use of Colaizzi's approach. This way, the process kept its backbone and got a strong record behind every analytic choice (Bazeley & Jackson, 2013; Morrow et al., 2015).

This study used NVivo 14 software to enable the organization, coding, and analysis of qualitative data in a more orderly way. Even though the analytic framework will follow Colaizzi's (1978) seven-step method, NVivo will primarily serve as a tool to ensure a smooth, reliable process. It let the researcher keep everything in one place, so transcripts stayed together, memos were linked, and the audit trail showed how coding choices were made. NVivo's hierarchical coding, visualization, and query features came in handy for clustering themes and pulling up the right data, ensuring important details were not missed. NVivo provided a setup that helped keep the process honest and maintain dependability and confirmability at the forefront of this study (Bazeley & Jackson, 2013; Woods et al., 2016).

- *Step 1: Familiarization*

The analysis took off with data familiarization. Data familiarization meant diving into data, aiming to deeply understand what participants had gone through. All transcripts were imported into NVivo for safekeeping and easy access. The researcher read each transcript again and again, listened to every audio file, and double-checked for accuracy, and nothing was skipped. NVivo's annotation and memo features came in handy for jotting down early thoughts, strong feelings, and lightbulb moments. These memos highlighted sections of the transcript, building a clear history of first impressions and ideas. It was not just about reading; it was about soaking up the rhythm, the voice, and the unsaid in each story while keeping themselves honest through a reflexive journal (Colaizzi, 1978; Bazeley & Jackson, 2013).

- *Step 2: Extracting Significant Statements*

In this part, every transcript piece that directly relates to the main phenomenon is extracted. Significant statements were highlighted and coded as nodes in NVivo, each node representing a single chunk of meaning. NVivo's node structure made it easy to tie these statements back to their home spot in the transcript, keeping things honest. The point was to create a large collection of statements, told in each participant's words, about what they have lived through (Colaizzi, 1978; Morrow et al., 2015).

- *Step 3: Formulating Meanings*

Looking more closely at the data, each significant statement needed unpacking to reveal its actual meaning. This process was like peeling away layers. The researcher tried not to let his own views color his analysis, focusing on bracketing personal opinions and connections. Using NVivo's node descriptions and memos, he wrote down these formulated meanings right next to the original quotes. The end goal was to keep the raw words and their meanings together, showing a clear path from what was said to what was meant. These meanings got put into plain, short language, ready for the next step (Colaizzi, 1978; Bazeley & Jackson, 2013).

- *Step 4: Organizing Theme Clusters*

After meanings were set, they got sorted into thematic clusters. This stage grouped similar meanings into bigger buckets, showing shared sides of experience. Groups then moved to another level, into broader categories, to grab the big idea. NVivo's parent node structure and visualization tools helped spot connections among themes. The researcher had to double-check across all participants to identify patterns and outliers. NVivo kept the entire structure grounded in real data, helping the analytical frame remain strong (Colaizzi, 1978; Bazeley & Jackson, 2013).

- *Step 5: Developing an Exhaustive Description*

Next, the researcher developed an exhaustive description. This step combined all the theme clusters into a single, long, detailed description. NVivo's query tools and framework matrices pulled up every bit of coded data for each theme, ensuring nothing slipped through the cracks. The exhaustive description brought out the fullness and messiness of the experience, painting a clear picture of what it felt like to live it. This step built a bridge between the noise of data and the single heart of the experience (Colaizzi, 1978).

- *Step 6: Producing the Fundamental Structure*

The exhaustive description then got boiled down to a fundamental structure. This event reduced a long story to bare bones, keeping only what really matters. NVivo's summary reports and framework matrices helped organize all themes and key quotes right into this final statement. The fundamental structure showed a single truth running through everyone's stories, while still recognizing that not all voices sound the same. The fundamental structure was not only a recap but also a careful phenomenological reduction showing the real core of the lived event (Colaizzi, 1978).

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- *Step 7: Validation by Participants*

Once the fundamental structure was pulled together, the researcher sent it back to participants for member checking. The reason was simple: to make sure the researcher understood it right and caught the spirit of what people lived. Feedback was taken into consideration when necessary changes were made to enhance the study's credibility. This step strengthened trustworthiness, making sure those who shared their experiences saw themselves in the results (Colaizzi, 1978; Lincoln & Guba, 1985).

➢ *Ensuring Trustworthiness*

To keep everything solid, the research included bracketing, audit trails, member checking, and thick description. NVivo supported trustworthiness by creating an audit trail that showed how coding, decisions, memos, and themes developed, thereby enhancing dependability and confirmability. All these parts worked together, so the findings not only meet but also meet high standards for credibility, transferability, dependability, and confirmability in qualitative research (Lincoln & Guba, 1985; Bazeley & Jackson, 2013).

➢ *Ethical Considerations*

Preserving participants' privacy, confidentiality, and anonymity was a crucial ethical objective for this investigation. This research complied rigorously with established ethical protocols to safeguard all co-participants' identities throughout data acquisition, analytical procedures, and dissemination. Any identifying information was redacted from the transcripts; pseudonyms replaced real names to maintain anonymity. Secure storage methods limited access to the principal researcher only, while video files were encrypted to reinforce confidentiality protections. Participants were notified of their rights, including the right to withdraw at any time, to ensure their consent was entirely voluntary and ethically sound. Ethical practices throughout conformed to the standards set by the University of Perpetual Help System DALTA's Institutional Review Board (IRB), upholding integrity at each stage of the inquiry. The ethical framework of this study prioritizes the welfare of the involved individuals. Ensuring transparency and trust were important for this investigation, guiding the study's research decisions.

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CHAPTER FOUR
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents findings from participants' lived experiences and provides a detailed analysis and interpretation of the data. This chapter includes the description of participants, significant statements, formulated meanings, theme clusters, an exhaustive description of the phenomenon, and the developed innovation in education.

- *Description of the Participants*

The research involved 10 English teachers from 3 schools. Each participant brought unique experiences and perspectives on using AI in teaching English. There were differences among them regarding their teaching tenure, grade levels they worked with, and their level of familiarity with digital tools, which offered meaningful context for understanding their lived experiences.

Participant 1 (Sky) works as a Teacher II in the Department of Education at School A. Sky has almost 8 years of teaching experience, including 6 years in a private school setting. Sky instructs Senior High learners in Grades 11 and 12. Her expertise includes subjects related to English, such as Media and Information Literacy, Creative Writing, and 21st Century Literature, as well as research-focused courses such as Practical Research 1 and 2. Sky considers herself well-versed in integrating technology into instruction, using digital platforms to promote engagement and academic growth.

Participant 2 (Ash) is a Senior High School Teacher I at School A with 3 years' experience in the education sector. Ash mostly teaches Grade 12 students, covering topics such as Creative Non-Fiction and Contemporary Arts. They regularly use technology during classroom instruction, reflecting greater ease in employing digital learning solutions.

Participant 3 (Brooke) holds the position of Secondary School Teacher II at School B, with more than 12 years' experience teaching Grade 7 English. Brooke shows confidence while employing technological resources throughout lesson presentations by leveraging online platforms that encourage student involvement.

Participant 4 (Quinn) holds the Teacher I role at School B, with 10 years' experience, primarily teaching ninth-grade students. Quinn efficiently integrates multimedia elements and educational apps into lessons, using online materials as well. Quinn believes that using the technology helps improve student comprehension, making the overall learning process more enjoyable.

Participant 5 (Rey) teaches English at School C, with 2 years of work experience there. Rey delivers lessons on a Grade 11 syllabus, including twenty-first-century literature, demonstrating knowledge by using the Google Classroom platform and conducting online assessments, as well as AI tools such as ChatGPT and QuillBot, indicating advanced ability in technological inclusion.

Participant 6 (Blair), who serves as a Teacher II stationed at School A, has a decade-long practice of instructing elementary to secondary learners in English language courses, consistently adopting technical tools to enhance classroom delivery and demonstrating strong competency in using digital tools to improve teaching outcomes.

Participant 7 (Shay), engaged as a teacher for Grade Eleven at School A, possesses 5 years of experience managing various subjects covering Oral Communication and English for Academic and Professional Purposes, including previously using Grammarly software and, more recently, transitioning to AI-integrated systems such as ChatGPT, demonstrating dedication to its use in classroom settings.

Participant 8 (Wren) performs duties as a Teacher II, having worked at School B for 8 years, educating Grades Nine through Ten, where technology adoption is a central strategy, ensuring lesson content remains engaging enough to motivate students' active participation throughout sessions.

Participant 9 (Kai) identified as a teacher from the Department of Education based at School C, with 2 decades of experience in using technology in the field, suggesting a somewhat traditional method; yet, a steady adaptation to new digital instruments has been observed in the teaching delivered lately.

Participant 10 (Jess) is serving as an English teacher at School C for a total of twelve years, spanning across grade levels from seven to twelve. Jess has instructed a range of subjects, including grammar, Philippine literature, World Literature, and Creative Writing. This participant reports a comfort level with computers, projectors, and online resources to enrich the classroom environment.

These study participants exemplified diverse backgrounds, spanning from two-year to twenty-year roles in junior and senior high school, tackling a wide spectrum of English curricular topics. Familiarity with modern technologies like AI tools varied among them: some exhibited advanced use of digital platforms and AI, while others showed medium or earlier-stage proficiency. This

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diversity offered an opportunity to gain a comprehensive view of the challenges and benefits of using AI tools in English teaching, thereby deepening insights into their individual teaching experiences.

During the data analysis stage, bracketing was used as an important attitude to set aside pre-existing views and biases, allowing a focus on participants' lived experiences (Cresswell & Creswell, 2022). This reflective approach ensured that interpretations were based solely on the data, rather than on personal assumptions. After bracketing, the researcher became familiar with the transcripts by reading them many times to gain a full understanding of the narrative content. By employing Colaizzi's (1978) data analysis strategy, the next step was identifying the most significant statements: phrases or sentences closely related to the event being studied. NVivo software assisted this procedure by systematically organizing and coding these statements, ensuring accuracy and traceability.

- *Corollary Question No. 1. How do English Teachers Describe their Most Significant Experiences in Using Artificial Intelligence Tools to Teach Learners?*

Table 1 presents the verbatim most significant statements from the transcripts, clearly capturing participants' genuine voices on AI integration in teaching. These significant statements in Table 1 form the foundation for the formulation of meanings and thematic clustering within later stages of the qualitative data analysis process. It was an essential part to ensure that findings were grounded in the data and not in the researcher's personal assumptions.

Table 1 Most Significant Experiences of English Teachers in using A.I. Tools to Teach Learners

	(Significant Statements)
1	Integrating AI tools has enhanced my effectiveness as a teacher by streamlining lesson planning, enabling timely and personalized feedback, and facilitating the creation of interactive, differentiated, and student-centered learning experiences.
2	AI increases the effectiveness of my instruction and helps me design interesting and productive learning exercises for my pupils.
3	I noticed how these AI tools helped me save time… the tools quickly became valuable in making lessons more interactive, efficient, and engaging.
4	I approached AI with curiosity and a willingness to explore, and over time it has made teaching more efficient, engaging, and enjoyable.
5	At first, using AI was exciting but new. It helped me prepare lessons faster and made activities more engaging, though I guided students to use it responsibly.
6	It offered better options and revisions, which made my work more efficient.
7	AI can be a helpful reference, but it doesn't replace the students' own analysis.
8	I noticed that students became more engaged, especially when activities were personalized or more creative than what I could usually prepare under time pressure.
9	It was daunting, as my skills in using it were basic.
10	Their writing became bland and generic, lacking their own voice.
11	AI enables me to create interactive, personalized, and student-centered lessons, making learning more engaging and fostering critical thinking, creativity, and 21st-century skills.
12	AI helps me generate examples, simplify texts, and create exercises for different student levels, making lessons more interactive and engaging.
13	In writing, I used AI to assist with rubrics, checking coherence and providing guided suggestions without replacing students' own work.
14	In a typical class, students submit a draft paragraph, run it through Grammarly, and then we discuss the suggestions together. I ask them why they agree or disagree with the suggestions, which helps them learn from the feedback instead of just accepting it.
15	AI serves as a support tool that enriches my instruction, makes tasks more efficient, and provides students with more interactive and personalized learning experiences.
16	Writing assessment
17	AI can automate some of the more time-consuming tasks, such as creating quizzes, grading assignments, and providing feedback.
18	One of the key challenges I faced in using AI tools is verifying the accuracy and relevance of AI-generated content.
19	Furthermore, some students may rely too heavily on AI-generated solutions rather than honing their own critical thinking and problem-solving abilities.
20	One of the challenges I encountered when using AI tools in my lessons was internet connectivity issues—both for me and my students.
21	Managing multiple platforms could feel overwhelming.
22	Initially, one of the challenges was training it to capture my tone and style, making its output more personalized.

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23	Another challenge is that some AI outputs are too complex or general for the students' level. I often need to simplify or adapt the text.
24	My students have generally responded very positively to AI-supported learning activities.
25	80% of my students responded positively to AI supported learning activities… while 20% were not in favor due to internet connectivity issue, and unavailable use of gadget.
26	I make sure to select and review AI-generated content to align with DepEd modules, textbooks, and the most essential learning competencies, while blending it with interactive, student-centered activities.
27	I started using them to create simple visual presentations like concept maps, timelines, and graphic organizers.
28	I am learning to effectively prompt AI in a way that it will provide strategies and activities that will suit multiple intelligences or differentiated instructions.
29	After students use AI, we discuss the outputs together. We talk about choices, alternatives, and improvements.
30	By utilizing AI technologies as supplemental tools rather than primary educators, I make sure they enhance rather than replace teacher-student interaction.
31	When AI tools are involved, I evaluate and monitor students' learning outcomes by combining AI-assisted feedback with traditional assessment methods such as written tests, oral recitations, classroom discussions, and portfolio assessments.
32	For assignments done at home, I pair the written assessment with an oral recitation.
33	After a writing activity with Grammarly, I ask students to submit another draft without AI and compare the two.
34	I require them to edit, rephrase, and genuinely understand the content before submitting anything.
35	I also establish strict criteria for originality, appropriate citation, and ethical use.
36	I design assignments that encourage originality, reflection, and personal input.
37	For beginners, I provide simpler examples, guided prompts, and step-by-step instructions generated with AI. For advanced learners, I use AI to create challenging exercises, open-ended activities, or creative projects.
38	I use AI to provide tailored feedback that addresses individual strengths, weaknesses, and learning needs.
39	AI is transforming my role by shifting me from content provider to facilitator, allowing me to focus more on guiding, personalizing, and engaging students while AI handles repetitive or time-consuming tasks.
40	AI takes care of routine tasks, like generating examples or checking grammar, so I can spend more time explaining concepts, guiding students, and giving feedback.
41	Routine tasks like grading and correcting grammar or writing can be automated, giving me more time to focus on developing higher order skills such as critical thinking, creative problem solving, and nuanced communication skills.
42	Ethically, I believe it's important to guide students in using AI responsibly, teaching them about academic honesty, data privacy, and the need to verify information rather than accept it blindly.
43	Pedagogically, AI should enhance learning without replacing critical thinking, creativity, or the essential teacher–student relationship.
44	I am very confident in my ability to use AI responsibly and effectively in teaching.
45	I envision a future where AI enhances English teaching by providing personalized learning, interactive materials, and efficient lesson support.
46	It will be fantastic but very daunting and concerning.
47	Schools should provide more training and professional development to help teachers use AI effectively… give clear policies on data privacy, academic integrity, and AI use… and provide access to reliable AI tools and ongoing technical support.
48	My advice is to start small and explore gradually, using AI as a support tool rather than a replacement for teaching.
49	From my experience, AI works best when it complements, not replaces, traditional teaching.
50	I like AI because it expedites the completion of some tedious tasks, but it has to be used judiciously and ethically.

The set of significant statements in Table 1 provides a detailed overview of participants' genuine experiences, highlighting the advantages and challenges of incorporating AI into teaching. These exact accounts provide an opportunity to access a deeper interpretation and thematic analysis, as found in the succeeding tables.

- *Corollary Question No. 2. What Meanings may be Formulated Based on the Most Significant Experiences of English Teachers?*

The next table presents the development from original significant participant statements to their formulated meanings, providing a more organized perspective on how insights are derived from the data. Every major statement had been thoroughly reviewed to capture its essential meaning, ensuring that the interpretation remained faithful to the original context while conveying the main idea in a concise, conceptual way. This procedure offered an opportunity to move data beyond descriptive reports towards analytical clarity, emphasizing patterns and connections that helped deepen understanding of the experience. By matching

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significant statements with the corresponding formulated meanings, Table 2 provides a clear connection between what participants have expressed and those meanings, which will serve as the foundation for a thematic analysis in the next stage.

Table 2 Meanings Formulated Based on the Most Significant Experiences of English Teachers

(Formulated Meanings)	
Significant Statements	**Formulated Meanings**
Integrating AI tools has enhanced my effectiveness as a teacher by streamlining lesson planning, enabling timely and personalized feedback, and facilitating the creation of interactive, differentiated, and student-centered learning experiences.	AI is experienced as an efficiency-enhancing aid that facilitates personalization and interactivity within learner-centered pedagogy.
Thus, AI increases the effectiveness of my instruction and helps me design interesting and productive learning exercises for my pupils.	Teachers perceive AI as augmenting pedagogical effectiveness and engagement in task design.
I noticed how these AI tools helped me save time… the tools quickly became valuable in making lessons more interactive, efficient and engaging.	Time efficiency and heightened learner engagement are salient benefits of AI integration.
I approached AI with curiosity and a willingness to explore, and over time it has made teaching more efficient, engaging, and enjoyable.	A disposition of exploratory openness supports positive transformation of teaching through AI.
At first, using AI was exciting but new. It helped me prepare lessons faster and made activities more engaging, though I guided students to use it responsibly.	Initial novelty yields motivation and productivity, tempered by ethical guidance needs.
It offered better options and revisions, which made my work more efficient.	AI functions as a generative editor that accelerates improvement cycles.
AI can be a helpful reference, but it doesn't replace the students' own analysis.	AI is positioned as scaffolding for critical analysis, preserving learner agency.
I noticed that students became more engaged, especially when activities were personalized or more creative than what I could usually prepare under time pressure.	Personalization via AI correlates with heightened student involvement.
It was daunting as my skills in using it was basic.	Limited AI literacy initially evokes apprehension.
Their writing became bland and generic, lacking their own voice.	Excess dependence on AI risks diminishing authentic voice and stylistic nuance.
Overall, AI enables me to create interactive, personalized, and student-centered lessons, making learning more engaging and fostering critical thinking, creativity, and 21st-century skills.	AI enriches language tasks under sustained pedagogical oversight.
AI helps me generate examples, simplify texts, and create exercises for different student levels, making lessons more interactive and engaging.	AI enables adaptive content creation across proficiency gradients.
In writing, I used AI to assist with rubrics, checking coherence and providing guided suggestions without replacing students' own work.	AI contributes to assessment design and writing support while preserving originality.
In a typical class, students submit a draft paragraph, run it through Grammarly, and then we discuss the suggestions together. I ask them why they agree or disagree with the suggestions, which helps them learn from the feedback instead of just accepting it.	Metacognitive decision-making is emphasized to prevent passive acceptance of AI outputs.
Overall, AI serves as a support tool that enriches my instruction, makes tasks more efficient, and provides students with more interactive and personalized learning experiences.	AI supports instruction efficiently while maintaining personalization.
Writing assessment	AI is incorporated into evaluative practices for writing.
AI can automate some of the more time-consuming tasks, such as creating quizzes, grading assignments, and providing feedback.	Automation reallocates teacher effort toward higher-touch instructional activities.
One of the key challenges I faced in using AI tools is verifying the accuracy and relevance of AI-generated content.	Quality assurance of AI output is a persistent vigilance task.
Furthermore, some students may rely too heavily on AI-generated solutions rather than honing their own critical thinking and problem-solving abilities.	Relying on AI threatens the development of independent cognitive skills.
One of the challenges I encountered when using AI tools in my lessons was internet connectivity issues—both for me and my students.	Structural inequities constrain equitable AI use.
Managing multiple platforms could feel overwhelming.	Tool proliferation introduces cognitive and logistical load.
Initially, one of the challenges was training it to capture my tone and style, making its output more personalized.	Aligning AI outputs with teacher voice requires iterative calibration.

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Another challenge is that some AI outputs are too complex or general for the students' level. I often need to simplify or adapt the text.	Pedagogical mediation contextualizes AI content.
My students have generally responded very positively to AI-supported learning activities.	AI can foster affective gains like motivation and self-efficacy.
80% of my students responded positively to AI supported learning activities… while 20% were not in favor due to internet connectivity issue, and unavailable use of gadget.	Differential access produces participation gaps.
I make sure to select and review AI-generated content to align with DepEd modules, textbooks, and the most essential learning competencies, while blending it with interactive, student-centered activities.	Curriculum alignment governs AI integration.
I started using them to create simple visual presentations like concept maps, timelines, and graphic organizers.	Multimodal and incremental design mitigates cognitive overload in AI contexts.
I am learning to effectively prompt AI in a way that it will provide strategies and activities that will suit multiple intelligences or differentiated instructions.	Prompt engineering emerges as a pedagogical competency.
After students use AI, we discuss the outputs together. We talk about choices, alternatives, and improvements.	Human dialogic processes remain central after AI use.
By utilizing AI technologies as supplemental tools rather than primary educators, I make sure they enhance rather than replace teacher-student interaction.	Instructional authority frames AI as supportive, not substitutive.
When AI tools are involved, I evaluate and monitor students' learning outcomes by combining AI-assisted feedback with traditional assessment methods such as written tests, oral recitations, classroom discussions, and portfolio assessments.	Hybrid assessment ecosystems verify authenticity and learning.
For assignments done at home, I pair the written assessment with an oral recitation.	Oral defenses triangulate the provenance of written work.
After a writing activity with Grammarly, I ask students to submit another draft without AI and compare the two.	Comparative artifact analysis reveals skill acquisition beyond AI aid.
I require them to edit, rephrase, and genuinely understand the content before submitting anything.	Policy-like classroom norms regulate ethical AI behavior.
I also establish strict criteria for originality, appropriate citation, and ethical use.	Active transformation of AI text fosters ownership and comprehension.
I design assignments that encourage originality, reflection, and personal input.	Task design prioritizes authenticity and metacognition.
For beginners, I provide simpler examples, guided prompts, and step-by-step instructions generated with AI. For advanced learners, I use AI to create challenging exercises, open-ended activities, or creative projects.	Differentiation via AI supports diverse learner trajectories.
I use AI to provide tailored feedback that addresses individual strengths, weaknesses, and learning needs.	AI mediates individualized feedback and task difficulty.
AI is transforming my role by shifting me from content provider to facilitator, allowing me to focus more on guiding, personalizing, and engaging students while AI handles repetitive or time-consuming tasks.	AI reconfigures teacher identity toward facilitation and mentoring.
AI takes care of routine tasks, like generating examples or checking grammar, so I can spend more time explaining concepts, guiding students, and giving feedback.	Efficiency gains allow pedagogy to emphasize advanced competencies.
Routine tasks like grading and correcting grammar or writing can be automated, giving me more time to focus on developing higher-order skills such as critical thinking, creative problem solving, and nuanced communication skills.	Future-oriented efficiency enables focus on higher-order skills.
Ethically, I believe it's important to guide students in using AI responsibly, teaching them about academic honesty, data privacy, and the need to verify information rather than accept it blindly.	Ethical governance is foundational to responsible AI use.
Pedagogically, AI should enhance learning without replacing critical thinking, creativity, or the essential teacher–student relationship.	The pedagogical telos is human intellectual development, with AI as aid.
I am very confident in my ability to use AI responsibly and effectively in teaching.	Competence in curation and ethics underpins confident AI practice.

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I envision a future where AI enhances English teaching by providing personalized learning, interactive materials, and efficient lesson support.	Future vision situates AI as adaptive engine; teacher preserves humanistic dimensions.
It will be fantastic but very daunting and concerning.	Ambivalence reflects promise and prudence in AI trajectories.
Schools should provide more training and professional development to help teachers use AI effectively… give clear policies on data privacy, academic integrity, and AI use… and provide access to reliable AI tools and ongoing technical support.	Institutional support structures are necessary for sustainable AI integration.
My advice is to start small and explore gradually, using AI as a support tool rather than a replacement for teaching.	Incremental adoption coupled with critical pedagogy facilitates effective entry.
From my experience, AI works best when it complements, not replaces, traditional teaching.	The teacher–student relationship remains the locus of meaning despite AI.
I like AI because it expedites the completion of some tedious tasks, but it has to be used judiciously and ethically.	Prudential use balances efficiency with moral and pedagogical integrity.

The paired display of significant statements and formulated meanings in Table 2 shows how the raw data were condensed into a clear interpretive insight. This organized connection provides a strong basis for identifying frequent patterns and developing themes, as summarized in Table 3.

- *Corollary Question No. 3. What Themes Emerged from the Formulated Meanings?*

The next table organizes the formulated meanings derived from participants' answers into four major themes that capture the complex influence of artificial intelligence tools in English teaching. As presented in Table 3, these key themes are Augmented Efficiency, Ethical Agency, Pedagogical Mediation, and Future Readiness, which highlight the layered ways an AI tool is seen within learning settings. The table nails down just how AI ramps up personalization, makes classes more active, and saves time, while also sparking vital conversations about honesty, ethical obligations, and letting students keep control of their learning. On top of that, the findings highlight the need for teaching strategies that ensure AI use aligns with learning goals and prioritizes the human side of education, while carefully considering future challenges such as fair access and backup from schools.

Table 3 Themes Emerging from the Formulated Meanings

Formulated Meanings	**Theme 1**
AI is experienced as an efficiency-enhancing aid that facilitates personalization and interactivity within learner-centered pedagogy.	**Augmented Efficiency**
Teachers perceive AI as augmenting pedagogical effectiveness and engagement in task design.	
Time efficiency and heightened learner engagement are salient benefits of AI integration.	
A disposition of exploratory openness supports positive transformation of teaching through AI.	
AI functions as a generative editor that accelerates improvement cycles.	
Personalization via AI correlates with heightened student involvement.	
AI enriches language tasks under sustained pedagogical oversight.	
AI enables adaptive content creation across proficiency gradients.	
AI supports instruction efficiently while maintaining personalization.	
AI is incorporated into evaluative practices for writing.	
Automation reallocates teacher effort toward higher-touch instructional activities.	
AI mediates individualized feedback and task difficulty.	
AI reconfigures teacher identity toward facilitation and mentoring.	
Efficiency gains allow pedagogy to emphasize advanced competencies.	
Formulated Meanings	**Theme 2**
AI is positioned as scaffolding for critical analysis, preserving learner agency.	**Ethical Agency**
Excess dependence on AI risks diminishing authentic voice and stylistic nuance.	
Metacognitive decision-making is emphasized to prevent passive acceptance of AI outputs.	
Quality assurance of AI output is a persistent vigilance task.	
Relying on AI threatens the development of independent cognitive skills.	
Instructional authority frames AI as supportive, not substitutive.	
Policy-like classroom norms regulate ethical AI behavior.	
Active transformation of AI text fosters ownership and comprehension.	
Ethical governance is foundational to responsible AI use.	
The pedagogical telos is human intellectual development, with AI as aid.	
Prudential use balances efficiency with moral and pedagogical integrity.	
Formulated Meanings	**Theme 3**

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Initial novelty yields motivation and productivity, tempered by ethical guidance needs.	**Pedagogical Mediation**
AI contributes to assessment design and writing support while preserving originality.	
Tool proliferation introduces cognitive and logistical load.	
Aligning AI outputs with teacher voice requires iterative calibration.	
Pedagogical mediation contextualizes AI content.	
Curriculum alignment governs AI integration.	
Multimodal and incremental design mitigates cognitive overload in AI contexts.	
Prompt engineering emerges as a pedagogical competency.	
Human dialogic processes remain central after AI use.	
Hybrid assessment ecosystems verify authenticity and learning.	
Oral defenses triangulate the provenance of written work.	
Task design prioritizes authenticity and metacognition.	
Differentiation via AI supports diverse learner trajectories.	
Formulated Meaning	**Theme 4**
Structural inequities constrain equitable AI use.	**Future Readiness**
AI can foster affective gains like motivation and self-efficacy.	
Differential access produces participation gaps.	
Future-oriented efficiency enables focus on higher-order skills.	
Competence in curation and ethics underpins confident AI practice.	
Future vision situates AI as adaptive engine; teacher preserves humanistic dimensions.	
Ambivalence reflects promise and prudence in AI trajectories.	
Institutional support structures are necessary for sustainable AI integration.	
Incremental adoption coupled with critical pedagogy facilitates effective entry.	
The teacher–student relationship remains the locus of meaning despite AI.	

- *Theme 1: Augmented Efficiency.* Augmented Efficiency describes the lived experiences of English teachers as they incorporate artificial intelligence (AI) tools into their English-language instruction. It reveals a major transformation in how instructional responsibilities are being managed and delivered. Participants clarify that AI offers an opportunity to amplify their ability to design lessons, evaluate student performance, and offer timely feedback at speeds and with precision not previously achieved. Furthermore, this augmentation goes beyond simple automation; it allows teachers to allocate more time to higher-order pedagogical activities, such as supporting critical thinking and encouraging creativity, while routine tasks like grading and content creation are streamlined. With this improved efficiency, educators are empowered to address diverse learner needs without sacrificing instructional quality. AI becomes a strategic partner in optimizing the teaching workflow and sustaining innovative classroom dynamics.

✓ Integrating AI tools has enhanced my effectiveness as a teacher by streamlining lesson planning, enabling timely and personalized feedback, and facilitating the creation of interactive, differentiated, and student-centered learning experiences.
✓ The best results I've seen from using AI into my instruction include increased productivity, better learning support, and increased student engagement. I can concentrate more on actual teaching and student interaction because AI helps me save time while creating lessons and materials.
✓ The benefits I've observed from using AI in my teaching include saving time on lesson planning, enhancing the quality and clarity of instructional materials, and making lessons more engaging and interactive for students. Overall, AI has made my teaching more efficient, flexible, and enjoyable, while helping students participate actively and learn more confidently.
✓ Using AI can make my instructions clearer, and it suggests a lot of activities. It can also provide legitimate resources. The best thing about it is that it helps me express my preferences and make content more engaging in just a short span of time.
✓ My first experience integrating AI tools into classroom instruction was both exciting and a bit challenging. At the beginning, I used AI mainly to support lesson preparation, creating worksheets, quizzes, and sample explanations. This helped me save time, but I was still careful to review and adjust the outputs to fit my students' level. When I started using AI-generated materials in class, I noticed that students became more engaged, especially when activities were personalized or more creative than what I could usually prepare under time pressure.
✓ AI can automate some of the more time-consuming tasks, such as creating quizzes, grading assignments, and providing feedback. This frees up my time to focus on more important things, like lesson planning and working with individual students.
✓ AI is transforming my role as a teacher by making me more efficient and freeing me from repetitive tasks like drafting materials or checking basic grammar. With these responsibilities minimized, I can focus more on meaningful interactions like guiding students closely, giving deeper feedback, and supporting their individual learning needs.

Augmented efficiency refers to how artificial intelligence tools streamline instructional processes, enabling English teachers to achieve higher productivity without sacrificing quality. The study by Kim et al. (2022) found that teachers who used AI-assisted lesson planning reduced their instructional preparation time, enabling them to access more interactive, student-centered activities.

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This improved efficiency shows that AI is not just a convenience; it acts as a major catalyst, shifting the teacher's effort towards advanced teaching tasks to further improve learner involvement and learning outcomes.

AI tools also augment efficiency by automating repetitive tasks, such as grading or providing feedback. According to Mandal (2024), teachers who used AI-driven assessment platforms had quicker turnaround times for student evaluations, enabling timely intervention for learners who struggle with the materials. This feature ensures instructional decisions are informed by real-time data, strengthening the responsiveness of the teaching practice. By reducing administrative burdens, educators can devote more energy to personalized instruction, underscoring AI's value as a partner in educational innovation.

Also, augmented efficiency goes beyond saving time, incorporating resource optimization and adaptive content delivery. Tapalova and Zhiyenbayeva (2022) found that AI-enabled platforms dynamically adjust learning resources based on students' performance, minimizing redundancy and maximizing relevance. Such augmented efficiency enables teachers to manage diverse classroom requirements without many manual changes, creating a more effective learning environment that is always present in classrooms. Overall, augmented efficiency ensures that innovation translates into actual educational impact by positioning AI as a strategic tool that further raises teachers' capabilities.

- *Theme 2: Ethical Agency.* Ethical Agency is a major aspect of English teachers' lived experiences with artificial intelligence (AI) tools, reflecting their responsibility to maintain fairness, transparency, and integrity in classroom practice. The teachers describe navigating dilemmas around data privacy, algorithmic bias, and potential overreliance on automated systems. It emphasizes the necessity of keeping human judgment at the center of pedagogical decision-making. Although AI offers efficiency and personalization, educators argue that ethical agency enables deliberate choices, enabling technology to be a supportive instrument rather than a determinant of learning outcomes. This process requires a critical evaluation of AI-generated content that protects students' information and promotes equal access to digital resources. In this way, it reinforces the teacher's role as a moral and professional guide in classrooms and other educational settings where technology is constantly evolving.

- ✓ *I believe it's important to guide students in using AI responsibly, teaching them about academic honesty, data privacy, and the need to verify information rather than accept it blindly. Pedagogically, AI can greatly enhance learning, but it also challenges me to ensure that students develop critical thinking, creativity, and understanding rather than over-relying on technology.*
- ✓ *It's important to ensure that AI is used to support learning without compromising academic integrity, privacy, or equity among students. Pedagogically, AI should enhance teaching and learning rather than replace human guidance, fostering critical thinking, creativity, and collaboration.*
- ✓ *AI can enhance learning, provide personalized practice, and make lessons more engaging, but it shouldn't replace critical thinking, creativity, or teacher guidance. Ethically, we must ensure students use AI responsibly, avoid plagiarism, and verify information rather than accepting everything at face value.*
- ✓ *We need to make sure that all students have equal access to AI tools and resources. If some students don't have access to these tools, it could create a digital divide and worsen existing inequalities.*

Ethical agency is significant when high school English teachers are using artificial intelligence tools in classroom instruction. It shows an educator's conscious responsibility for decisions that sustain fairness, transparency, and respect toward the learners. In a study conducted by Putri and Natsir (2025), the teachers emphasized that ethical considerations guide their use of AI, prioritizing student data privacy and consent. This thoughtful strategy offers an opportunity to present teachers not as passive users of technology but as active moral agents who protect integrity in the learning process while embracing innovation.

Exercising ethical agency also means critically evaluating outputs produced by AI rather than accepting them unquestioningly. Teachers need to assess whether recommendations align with pedagogical objectives and learner diversity. Akgun & Greenhow (2022) found that teachers sometimes intervene when AI feedback risks reinforcing biases or restricting creativity, indicating their role as ethical gatekeepers. By maintaining this evaluative approach, the teachers prevent technology from overshadowing human judgment, ensuring that AI works only as a supportive tool rather than a controlling force in education.

Finally, ethical agency empowers teachers to model responsible use of AI for students, fostering a culture of accountability and integrity among them. Cukurova et al. (2024) emphasized that when educators openly discuss the ethical implications of AI, such as plagiarism risks and algorithmic bias, it helps learners develop critical digital literacy skills. Such proactive practice transforms artificial intelligence from a mere technological aid into a platform for ethical dialogue, supporting values that sustain authentic learning experiences. By demonstrating ethical agency, educators ensure that innovation improves education without compromising its moral foundation.

- *Theme 3: Pedagogical Mediation.* Pedagogical mediation describes the dynamic position that English teachers are taking to connect technology and human interaction to improve learning experiences. Using descriptive phenomenological inquiry, teachers' narratives reveal how AI tools are employed not only as instructional aids but also as transformative mediators that shape classroom practices, foster learner engagement, and support differentiated instruction. This mediation requires adapting strategies for integrating feedback from AI systems, personalized learning paths, and interactive platforms while maintaining

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the humanistic aspect of teaching. Teachers must navigate challenges such as ensuring AI functionalities align with curricular goals and maintaining critical thinking and creativity. In this way, they position themselves as facilitators who harmonize technological affordances with pedagogical intent to create meaningful, student-centered environments. It is important to note that the balance between human and machine touch requires careful attention. Some educators find themselves, you know, struggling with trust in AI's recommendations or feeling unsure about its role in assessment, but overall, this mediation provides new approaches to teaching and learning.

- ✓ *I ensure that AI tools support rather than replace meaningful teacher–student interaction by using them as complementary resources rather than substitutes for instruction. For example, I utilize AI to generate lesson ideas, provide personalized feedback, or create interactive exercises, while I remain actively engaged in facilitating discussions, guiding critical thinking, and monitoring student progress.*
- ✓ *I use AI tools in a way that complements what we do in class, not replaces it. To keep teacher–student interaction meaningful, I always talk to my students after they use the tool, asking them to explain their answers, share their ideas, or reflect on what they learned.*
- ✓ *I review and adapt AI-generated content to fit my lessons, combine AI with traditional teaching methods, and guide students to use AI responsibly.*
- ✓ *I started by carefully selecting AI tools that align with specific learning objectives and student's needs. I also combined AI activities with traditional methods to maintain critical thinking and creativity, ensuring AI support rather than replaces learning.*
- ✓ *I focus on teaching students responsible use of AI. I guide them on how to ask clear questions in ChatGPT, how to evaluate outputs, and how to use Grammarly suggestions to learn rather than copy.*
- ✓ *I make sure to set clear expectations for how AI tools should be used. I emphasize that they are meant to assist you, not to replace your own thinking and effort.*
- ✓ *AI is transforming my role as a teacher by making me more efficient and freeing me from repetitive tasks like drafting materials or checking basic grammar. With these responsibilities minimized, I can focus more on meaningful interactions like guiding students closely, giving deeper feedback, and supporting their individual learning needs.*
- ✓ *AI is changing my role by encouraging me to think differently about how lessons are delivered. Instead of being the only source of information, I now collaborate with technology to create activities that challenge students to explore and think critically.*

Pedagogical mediation emphasizes the teacher's responsibility for connecting artificial intelligence tools to meaningful learning experiences. Instead of allowing the technology to control instruction, teachers interpret and modify AI outputs to align with curriculum goals and learner needs. Based on the research by Kim et al. (2022), teachers noted that AI-generated lesson plans are initial drafts rather than outcomes and require intentional customization to maintain pedagogical integrity. This process shows how mediation is not passive. It is a conscious activity in which technology is shaped to support human-focused education.

Effective pedagogical mediation also involves finding a balance between automation and genuine interaction. Kovalenko and Baranivska (2024) found that although AI tools offer immediate feedback and tailored recommendations, teachers step in to contextualize these results within broader learning objectives. Because of this intervention, educators stop over-dependence on algorithmic advice, which helps keep instruction dialogic and reflective. In such an adaptive method, teachers act as mediators, harmonizing technological efficiency with the relational and cognitive aspects of language learning.

Also, pedagogical mediation offers the opportunity to access transformation by enabling teachers to turn AI from a technical instrument into a collaborative partner during the learning journey. Kim (2024) observed that when educators use AI thoughtfully, they create space for students to engage critically with technology, thereby encouraging metacognitive awareness, including digital literacy skills. Through guided meditation practices, the teachers improve their instructional delivery while cultivating learners' abilities to question and assess content generated by AI systems. Fundamentally, pedagogical mediation ensures that innovation supports rather than replaces the essential human nature in teaching.

- *Theme 4: Future Readiness.* Future readiness emphasizes the active efforts of English teachers to prepare themselves and their learners for the evolving digital environment. According to phenomenological accounts, high school English teachers see AI integration not simply as a technological movement but as a transformative opportunity to develop students' adaptability, critical thinking skills, and digital literacy. This preparedness means accepting ongoing professional learning, rethinking pedagogical methods, and building resilience to overcome the uncertainties that rapid progress brings. By using AI tools for personalized instruction, immediate feedback, and collaborative environments, teachers position themselves as forward-thinking facilitators who equip students for both future academic and working requirements. This process ensures that education keeps pace with a technology-driven, AI-based world.

- ✓ *The future of English teaching with AI integration will enhance and transform learning without replacing teachers. AI will be able to analyze strength, weaknesses, and learning pace, allowing me as teacher to design personalized lessons and targeted exercises based on learning competencies. Routine tasks like grading and correcting grammar or writing can be automated, giving me more time to focus on developing higher order skills such as critical thinking, creative problem solving, and nuanced communication skills. Also, I envisioned that in the future AI can identify areas where the students struggle, such as grammar*

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like the simple use of subject verb agreement and provide targeted exercise to help them improve quickly. AI supports efficiency and continuous feedback, but I remain essential for guiding students in understanding cultural nuances, tone, and the emotional aspects of language.

- ✓ *AI is transforming my role as a teacher by shifting some of my focus from solely delivering content to facilitating personalized and interactive learning experiences. It allows me to spend less time on repetitive tasks like grading or material preparation, giving me more time to engage with students, guide critical thinking, and provide individualized support.*
- ✓ *Schools should provide structured training on AI tools, including workshops, tutorials, and best practice guides, to ensure teachers can use them effectively and responsibly. Ongoing technical support and access to up-to-date resources are also essential. Additionally, schools should establish clear policies on ethical use, data privacy, and academic integrity, helping teachers and students navigate AI in a safe and educationally meaningful way.*
- ✓ *I envision a future of English teaching that demands quality outputs. With the use of AI, learners will either overly rely on it or use it as a scaffold, hopefully, the latter will be more prevalent. This shift will enable teachers to be more demanding. As teachers become highly competent in using AI, they'll have less time spent on preparations and more time for enhancing learners through feedback. Consequently, teaching English will become more effective and demanding.*
- ✓ *I'm constantly learning new things about AI and how to use it effectively in the classroom. I attend workshops, read articles, and experiment with new technologies.*

Future readiness means teachers and learners must be equipped with skills and competencies that help them succeed in a world that is becoming increasingly digital and interconnected. Artificial Intelligence (AI) tools act as a catalyst for this change by providing opportunities to access personalized learning experiences and are being used to help students develop critical thinking abilities. As Rajput (2025) explained, when AI is integrated into classroom instruction, it prepares learners for future challenges by promoting adaptability and technological literacy. English teachers who use these tools not only improve their instructional strategies but also demonstrate behaviors of Future Readiness. This process ensures that students can develop the capacity needed to navigate a complex, technology-driven environment.

The concept of Future Readiness goes beyond technical proficiency; it includes the ability to adapt to evolving pedagogical trends and global developments. Through AI-powered platforms, educators can analyze student performance data, identify learning gaps, and apply targeted interventions, which are essential for preparing learners for future academic or professional needs. Amankulovich et al. (2024) note that AI-supported adaptive strategies strengthen resilience and enhance problem-solving capabilities. These are also important aspects of Future readiness. When using such tools, English teachers may create dynamic environments that encourage creativity, collaboration, and lifelong learning, as those skills are now indispensable in the 21st century.

Plus, Future Readiness asks for a shift in the mindset of educators, so innovation together with continuous learning becomes important within the teaching practice itself. AI tools provide new opportunities toward professional growth via automated assessments or a real-time feedback system while also giving access to worldwide resources; these things enable them to remain up-to-date about the latest trends emerging globally. Nazaretsky et al. (2022) state that if educators integrate AI into classes, they will demonstrate a proactive approach to future readiness, thereby ensuring that both themselves and their students are prepared to face the uncertainty of the rapidly changing world. Such a relationship between technological progress and pedagogical innovation clearly shows the transformative potential of AI in shaping educational systems ready to meet future demands.

- *Corollary Question No. 4. Based on the Results of the Study, what Innovation in Education can be Developed?*

Table 4 Innovation in Education: A.C.T. Method

Title of Innovation:	A.C.T. Method (Analyze-Change-Transform Method)
Innovation Category:	Curriculum, Instruction, and Delivery
Name of Innovator:	Rogell Kim M. Ticar
DepEd Region:	11
Date of Implementation:	June 2026 – March 2027

➢ *Overview*

A.C.T. Method, which stands for Analyze-Change-Transform, is a teaching innovation developed from ideas and reflections shared by English teachers who use artificial intelligence in classroom environments. Using the themes, namely augmented efficiency, ethical agency, and pedagogical mediation shown in the research, A.C.T. supplies a set process for the students so that they will deal with content produced through AI in a way that is sensible and responsible. The initial stage is Analyze, where learners put the AI-generated information into an A.C.T. chart, check whether the facts are correct, verify them against acceptable sources, and clarify any words they do not understand. This activity addresses issues of information accuracy, helps students become good at recognizing factual information, and also pushes back against blind trust in AI-generated materials. Also, it helps students expand their vocabulary and encourages firmer use of digital tools.

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In the Change phase, this aligns with how teachers focus on students' ethical agency and real learning activities. Students rewrite whatever the AI gives in their own words, show their own perspectives, and fit the topic to their actual life context. The research explains how this step aligns with the value of having students use metacognitive thinking, allowing them to explain the logic of their views and ensuring that each student can independently define ideas. The process of turning AI writing into their own style helps learners to get a greater understanding, do better on reading and writing, as well as stop copying and avoid depending too much on automated content.

In the final Transform stage, the current study emphasizes preparing students for Future Readiness, in which they produce original outputs, results, and/or performances that demonstrate their learning. Through activities such as essays, videos, speaking presentations, or other creative works, they use their improved knowledge to produce authentic work that is their own. Teachers take on a new role as guides on the journey toward using AI responsibly, encouraging sharp thinking, new ideas, and active learning. So, it is clear that the A.C.T. Method provides a strong framework in which artificial intelligence works alongside judgment, ethical development, and evolving education. It is an innovation based on research that closely aligns with the study's results and helps both teachers and students in the classroom through enhanced AI tool use.

- *Innovation Description*

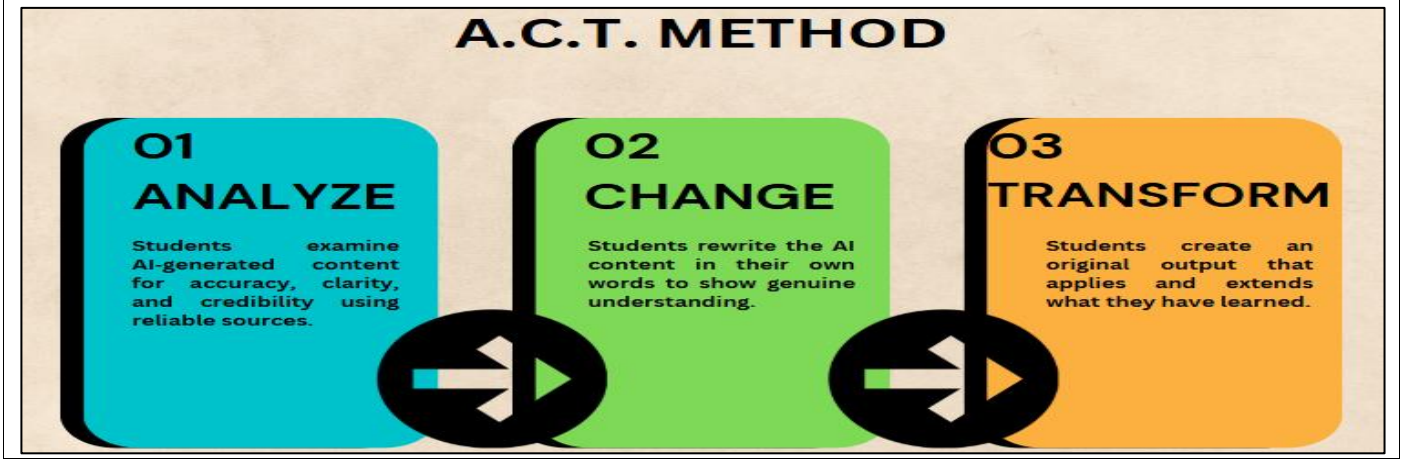
The A.C.T. Method, which stands for Analyze, Change, and Transform, is an educational innovation designed to help students use AI-generated content more responsibly and with critical thinking skills. As artificial intelligence is increasingly used in education, teachers are having difficulty leading students to interact with generated information in automated ways while still allowing them to make sense of it, judge it, and be original. In this case, the A.C.T. Method provides a plan that views AI not as a replacement for thinking but as a tool students must question, refine, and use to develop their own ideas. It serves as support for understanding texts and as a way for students to look back and think again on their work, helping them improve their engagement in digital text activities.

During the Analyze phase, students' activity is to place the AI-generated writing in an A.C.T. chart. In this, their work involves examining the content for correctness, checking whether it is related, and ensuring it fits by consulting reliable sources, searching for words they do not know, and identifying any wrong ideas or information left out. This method focuses on getting students to think in a questioning way and teaches information literacy by helping them verify rather than just trusting whatever an AI gives. Their vocabulary increases, and their reading becomes stronger because they are told to study and look for the real idea.

Next, the Change phase means that the student rewrites what they analyzed in the style of their speaking or writing. It helps students put meaning together in their brains and relate what they read to things they already know. This part tells them not to use AI-generated phrases, thereby preventing copying and encouraging deeper thought. They are learning to use their voice, becoming clear and writing with more purpose.

In the Transform section of the method, students have to create their own product using what they have learned. This process can write essays, share thoughts and make digital projects or performances; here, it focuses on using ideas, making new stuff, and thinking on your own. Teachers serve as guides to learning, and students can show that they understand by producing work in their own way, which is meaningful to them. Following these stages, the A.C.T. Method uses AI to help students learn in a deeper way than just fast-paced tech use.

Altogether, the A.C.T. Method is a straightforward and effective teaching improvement that aligns with the proper use of AI technology. It helps students with critical thinking steps and supports them in developing the ability to use digital information with care and to create and evaluate information well.



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➢ *Sample Student Output:*

A.C.T. Method		
Analyze	**Change**	**Transform**
AI-generated content: "To avoid communication breakdown, a person must use strategies like asking for clarification, using non-verbal cues, simplifying language, and checking for understanding. Communication breakdown happens when the message is not clear, when the receiver misunderstands the information, or when barriers such as noise, culture, and emotion interfere." Student analysis: The info is accurate based on other sources I reviewed. Clarification involves tossing the questions out there so the message comes out clear. Non-verbal hints include things like hand waving and facial expressions. Stuff like background noises, cultural gaps, and how you feel will mess up communication.	Communication problems pop up when folks don't get what the other person is saying; either the message was muddled, or there were all sorts of blockers. To dodge that, ask stuff, go over the main points, wave your hands, or talk more simply. You could also check if the buddy actually caught your meaning.	To keep conversations from going sideways, I will toss out a question when things get fuzzy, use easy words, and then nod or something so they know I get it. Sometimes, I repeat main ideas to make sure they actually picked up what I meant. These moves just let me talk with people in a way that clicks more. Student Proposed Performance Task: The group will present a short role-play demonstrating how two people prevent a communication breakdown through clarification, repetition, and non-verbal cues.

➢ *Innovation Statement*

The A.C.T. Method aims to prepare students to engage with content generated by artificial intelligence more thoughtfully, primarily by guiding them through steps that involve analyzing, adapting, and transforming what they see. The main aim of the approach is to prevent students from being passive when encountering digital resources; the hope is that they will develop important skills for evaluating, verifying, and understanding what is presented. In the Analyze part, the method aims to improve information literacy by encouraging learners to question AI responses, check across different sources, and seek confirmation of accuracy.

Another main goal of this technique is to help learners achieve genuine comprehension by turning AI-generated ideas into their own words. In the Change stage, students are invited to engage actively with information, avoiding merely copying or simple paraphrasing so that they can learn at a deeper level. By this, students improve their own thinking, become aware of metacognition, and can present ideas from their unique perspectives and situations.

Consequently, this method aims to inspire independence, creativity, and actual learning through the Transform phase. Learners should produce original outputs that demonstrate what they have understood, thereby proving mastery and providing practical application. It is also for building students into confident, sensible, and well-prepared individuals who use AI without losing creative thought, ethical choices, or advanced cognitive skills.

➢ *Implementation Procedure*

- *Process Flow / Framework*

The A.C.T. Method application in schools begins with the Analyze phase. In this stage, teachers show their students AI-generated materials related to the lesson being discussed. The students are supposed to put these texts on their A.C.T. chart, and they begin checking for accuracy and vocabulary use. Checking if reliable sources support the ideas is also required. Instructors help students with steps such as confirming information, searching for unknown words, and cross-checking these facts with modules, books, or reliable online sources. This period is training students to read with critical minds and to be careful users of AI, so that their thinking is enhanced by the tech rather than supplanted by it.

Next, in a Change stage, learners use their earlier analysis results to rewrite for AI-made output, putting it in their own language. The teacher acts as a guide and sometimes asks, "Can you make this easier to explain?" or "How do you understand this statement personally?" with structured rewrites that let students absorb the concepts well and show them with their own style. This process allows them to build comprehension and own their learning, including making communication more authentic.

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The last stage is called the Transform, and at this stage, students will apply what they have understood by creating an original work or presentation. For example, writing short paragraphs, creating visuals, taking part in a skit, or making a project can be done if they show what was studied. Teachers evaluate the output using rubrics that focus on creativity, clarity, and originality. During the Transform period, learning is not just about AI support anymore; it really guides students toward advanced thinking and work that reflects true understanding.

- *Project Management*

The project is being organized to use the A.C.T. Method as an instructional tool, which aims to help students examine AI-generated content and make alterations based on their own ideas before producing original output. Implementation occurs as teachers bring the A.C.T. chart to the students and provide the necessary resources, such as a sample template, examples of texts, and reference materials. These needed materials are created in advance and placed conveniently so that students can access them, serving as guides as they apply the method in classroom situations.

To keep this new method running effectively, project management strategies are implemented. Some of these strategies involve planning, making materials, orienting teachers, and documenting every stage. Also, the team that manages implementation is responsible for sharing resources, identifying potential risks, and monitoring how the method is performing in classrooms. Ongoing review and gathering of feedback let the school assess how well the A.C.T. Method is working and make changes in how it is used based on what happens in classrooms. Recorded results, together with the sharing of new ideas, is used to sustain and further improve the method.

In the process, the teachers serve as the center by observing how students interact with the A.C.T. Method and checking progress as implementation continues. They guide using the A.C.T. chart and ensure that students understand analyzing, changing, and transforming. Teachers also collect feedback from students to determine whether the new approach suits their learning style and whether comprehension and unique outputs are increased. Continuous feedback and practical insights are used to add value and ensure the A.C.T. Method remains useful for student learning goals.

- *Timeline*

The A.C.T. Method is composed of three sections that occur during one grading period. During Phase 1, called Preparation, taking place in Weeks 1-2, there is teacher orientation and training that includes the A.C.T. chart and templates provided with the guidelines. In Phase 2, referred to as the Implementation from Weeks 3 to 8, students participate in the Analyze, followed by Change, then Transform steps in some lessons, while teachers reflect each week or hold quick meetings to address difficulties observed. Phase 3, also known as Evaluation and Improvement (weeks 9 to 10), focuses on collecting student samples, analyzing results, reviewing feedback, and making strategy changes for the next grading period.

- *Resource Utilization*

The A.C.T. Method needs simple, usable resources that can be used consistently across classrooms. Some of the resources include A.C.T. chart templates, available in both paper and digital formats. Also, example AI texts are used for analysis, teaching guides for the teachers and rubrics to check student work at every step. There are times when schools also provide extra reading materials, devices, or printed copies for rooms where internet connections and/or computers are not available. More assistance, such as brief coaching, vocabulary lists, and reliable source collections, helps both the teachers and students make the A.C.T. Method work.

- *Progress Monitoring*

The A.C.T. Method requires continuous review of students' work, classroom activities, and teachers' reflections to determine how well innovation supports the learning process. Teachers are examining the filled A.C.T. charts, checking whether the students' analyses are correct, and evaluating the clarity and uniqueness of the transformed outputs as evidence of understanding. The teacher's regular reflection is documented in the DepEd Daily Lesson Logs that teachers prepare each time. This process allows noting observations, difficulties, or progress during the period. These ongoing reflections, together with student feedback and classroom evidence, help identify specific areas where adjustments may still be needed to ensure the A.C.T. Method remains efficient and suitable for learners' needs.

➢ *Sustainability Plan*

The sustainability of the A.C.T. Method depends on continuous enhancement of the teachers' capacity and steady integration into ordinary classroom routines. Schools may sustain such innovation by embedding the A.C.T. process into lesson-planning procedures and encouraging teachers to use the Analyze, Change, and Transform phases in literacy-related activities year-round. When educators regularly employ this method, it becomes a natural aspect of their teaching practice. In this way, students' ability to interact critically with AI-generated content is strengthened, supporting longer-term learning goals.

Ongoing professional development is another major component for sustaining. Regular educational sessions, school-based INSETs, and professional learning communities provide opportunities for teachers to access new strategies. These events allow

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them to reflect on how to use or adjust the method based on classroom experience. With these opportunities available, the A.C.T. Method can continue to adapt to learners' needs and remain relevant as education trends evolve, especially given the growing use of digital tools and AI in basic education.

A stable system for resources is needed, too, to support both staff members and students while applying the A.C.T. Method. Among those resources are keeping updated templates for charts related to the A.C.T. procedure; lists of references; example texts made by an AI technology; assessment rubrics, all must be accessible easily through printed forms or digitally online. Some schools create shared collections that include samples produced by learners or guided by guiding questions, along with best practices, to help strengthen use across grade levels.

Lastly, regular monitoring, including gathering feedback, also plays a crucial role in ensuring the A.C.T. Method remains effective and suitable over time. Teachers' written reflections, which already form a section in DepEd Daily Lesson Logs, provide valuable insights into how lessons are used in class, showing not only the problems learners face but also the instructional strengths present. Input gathered from pupils helps determine whether the method still supports comprehension, as well as the originality of the outcomes, in the work they do themselves. With these observations, school leaders may make timely modifications so that A.C.T. remains a sustainable innovation that supports long-term improvement in instruction and academics.

➢ *Exhaustive Description*

The lived experience of integrating artificial intelligence tools into English classrooms unfolds as a dynamic, gently optimistic process, marked by efficiency, engagement, and ethical consideration. Teachers point to tangible reductions in workload, a refreshed ability to tailor student learning, and a shift toward facilitating advanced cognitive skills among students. This experience extends beyond mere technical adoption, representing instead an evolving pedagogical posture that maintains student agency and teacher discretion even as it adjusts to practical realities such as connectivity issues, platform fatigue, and unclear policies. The phenomenon is situated within four core themes: Augmented Efficiency, Ethical Agency, Pedagogical Mediation, and Future Readiness.

➢ *Augmented Efficiency*

- *Textural Description*

Teachers perceive shifts in time that directly shape their instructional approach. Lesson planning tends to unfold with greater adaptability, while examples and tiered exercises appear at pivotal moments, and tedious responsibilities are shifted out of the spotlight, allowing the focus to shift toward explanation, individualized support, and prompt feedback. A significant redistribution of energy results in greater efficiency, enhancing student-centered instruction and deepening classroom discussions.

✓ *Integrating AI tools has enhanced my effectiveness as a teacher by streamlining lesson planning, enabling timely and personalized feedback, and facilitating the creation of interactive, differentiated, and student-centered learning experiences.*
✓ *I noticed how these AI tools helped me save time… the tools quickly became valuable in making lessons more interactive, efficient and engaging.*
✓ *AI takes care of routine tasks, like generating examples or checking grammar, so I can spend more time explaining concepts, guiding students, and giving feedback.*

- *Structural Description*

AI tools take on repetitive jobs like making quizzes and running grammar checks, which lets teachers concentrate on more complex skills. As time goes by, the teacher's job gradually shifts from providing all the material to acting as a facilitator who steers analysis and encourages voice, while AI steps in to provide practical support for learning. This reliance on efficiency enables students to engage more deeply and receive education tailored to their needs.

➢ *Ethical Agency*

- *Textural Description*

Many teachers notice that some AI-supported writing often slips into a kind of standard smoothness, and they respond by shaping routines meant to guard authorship, check claims, and foster thoughtful decision-making. In everyday classroom moments, ethical guidance is subtly embedded, and students become practiced at judging suggested edits, adjusting provided text, and defending their decisions in ways that reveal their reasoning.

✓ *AI can be a helpful reference, but it doesn't replace the students' own analysis.*
✓ *Their writing became bland and generic, lacking their own voice.*
✓ *Ethically, I believe it's important to guide students in using AI responsibly, teaching them about academic honesty, data privacy, and the need to verify information rather than accept it blindly."*

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- *Structural Description*

Ethical norms are formed through a blend of oral defenses, comparative drafts, and clear benchmarks for originality and citation. Teachers, in most cases, present AI as an assistant, not a complete replacement, embedding reflective habits that discourage simply accepting AI-generated work. These structures quietly move ethics from a general idea into habits that become part of everyday classroom life.

➢ *Pedagogical Mediation*

- *Textural Aspect*

AI outputs rarely hit the mark straight away, so teachers step in to shape the content to fit their curriculum, cater to their preferred tone, and adjust it to the intended level. They rely on practical multimodal tools to keep things from becoming too much for their students. Prompting now stands as a teaching skill, in which educators draw on methods to support multiple intelligences and adapt lessons for diverse learners. However, amid all these adjustments, the classroom remains purposefully centered on people, as teachers fine-tune materials according to local goals and how ready their students are.

✓ *I make sure to select and review AI-generated content to align with DepEd modules, textbooks, and the most essential learning competencies, while blending it with interactive, student-centered activities.*
✓ *I am learning to effectively prompt AI in a way that it will provide strategies and activities that will suit multiple intelligences or differentiated instructions."*
✓ *I started using them to create simple visual presentations like concept maps, timelines, and graphic organizers.*

- *Structural Description*

Pedagogical mediation takes shape through cycles of fine-tuning AI-generated outputs, synchronizing the curriculum, and using varied scaffolding methods. Teachers step in to break down dense text, shift the classroom tone, and prepare activities to spark fresh thinking and personal reflection. The craft of prompt engineering is, in this setting, an important skill that lets educators tailor learning and address the different directions their students may take, prioritizing teacher insight so that AI becomes a helpful partner rather than a replacement.

➢ *Future Readiness*

- *Textural Aspect*

The experience is shaped by underlying system realities and the supportive structures that institutions offer. How people connect and whether they can get their hands on devices directly affect who gets involved, while the rules in place make clear what is ethically acceptable. Teachers build their confidence in responsible tech integration by taking advantage of professional learning opportunities. Looking ahead, there is this cautious optimism; teachers balance hopefulness with level-headedness and lean toward gradually weaving in new tools, planning to enrich rather than fully replace familiar classroom routines.

✓ *One of the challenges I encountered when using AI tools in my lessons was internet connectivity issues, both for me and my students.*
✓ *80% of my students responded positively to AI supported learning activities… while 20% were not in favor due to internet connectivity issue, and unavailable use of gadget.*
✓ *Schools should provide more training and professional development to help teachers use AI effectively… give clear policies on data privacy, academic integrity, and AI use… and provide access to reliable AI tools and ongoing technical support.*
✓ *It will be fantastic but very daunting and concerning."*

- *Structural Description*

Future readiness grows from structures such as training programs, explicit policies, and hands-on technical support that institutions put in place. Teachers, driven by worries about fairness, end up crafting low-bandwidth versions and asynchronous choices for learners. There is a lingering uncertainty as teachers see AI as a flexible platform for personalization, while remaining cautious about letting dependency take root. The approach that maintains innovation without undermining the classroom's relationships is gradual adoption. Many teachers describe a clear decrease in workload, more opportunities to tailor lessons to each student, and a shift toward a role of helping and building advanced skills. All this is not only about using new technology but also about a changing pedagogical approach that maintains student agency and the teacher's judgement while adapting to real limitations such as connectivity, platform fatigue, and unclear rules. What occurs over four central areas: Augmented Efficiency, Ethical Agency, Pedagogical Mediation, and Future Readiness.

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- *The Central Question. What is the Essence of the Lived Experience of English Teachers in Using Artificial Intelligence Tools in Teaching Learners?*

✓ *The Fundamental Structure*

English teachers see AI tools as a way to improve teaching and increase learner involvement. To integrate it in the classroom, there must be managed guidance and ethical accountability. The job of the teacher changes from being only a facilitator of learning to also guiding critical thinking, promoting new ideas, and making lessons varied. Support from the institutions helps teachers blend tech-driven ideas while keeping a human touch in teaching English.

✓ *Verification*

To ensure the study's credibility, the researcher went back to participants for member checking. Participants were asked to review the descriptions and structures of their experiences. Participants were encouraged to check whether the summary description made sense in light of their experience using the AI tool for English teaching. The improvements suggested by the participants were also implemented, thereby enhancing the study's trustworthiness.

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CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents a summary of the research findings, bringing together the lived experiences of English teachers as they incorporate AI tools into their classrooms. It provides conclusions drawn from these findings and practical recommendations for supporting responsible, efficient, and future-oriented AI integration in English teaching.

➢ *Summary*

The significant findings of the study are as follows:

- *The Description of English Teachers' Most Significant Experiences in Using Artificial Intelligence Tools to Teach Learners*

English teachers report that their most significant experiences with AI tools have positively changed the way they work, leading to more efficient, more personalized, and more engaging teaching in classroom settings. They mention that an AI tool helps simplify lesson planning, handles monotonous tasks like grading and providing feedback, and creates more interactive and personalized learning activities for students. The teachers explained that AI helps put students at the center of instruction, encourages creative and critical thinking, and optimizes instructional preparation, allowing them to spend more time on higher-level teaching work. However, teachers also mention some hiccups, such as internet issues, awkward AI tools, and the ongoing need for clear institutional rules so that students do not rely too much on AI and can keep their work authentic.

- *The Formulated Meanings Based on the Most Significant Experiences of English Teachers*

Formulated meanings indicate that teachers regard AI as a tool to increase efficiency and support pedagogical activities, offering an opportunity to enrich teaching but requiring ethical oversight. AI is recognized as a creative technology that supports flexible content creation, individualized feedback, and differentiated instruction, enabling teachers to become better facilitators of creative and critical thinking and problem-solving. However, these meanings emphasize a strong focus on preserving learner agency, aligning with curriculum requirements, and vigilance regarding quality or originality. Also, ethical management and responsible usage become vital for authentic learning experiences.

- *The Themes Emerged from the Formulated Meanings*

Four main themes were identified: Augmented Efficiency, which shows an artificial intelligence's role in making tasks more streamlined and improving engagement; Ethical Agency, stressing that the teachers have responsibility to maintain academic integrity and direct proper use of AI; Pedagogical Mediation, indicating the necessity for teachers to adapt as well as place AI outputs into context while ensuring meaningful teacher-student interaction; and Future Readiness, focusing on preparing educators and learners for technology-based environment by ongoing professional development, equal access opportunity, and flexible strategies. These themes together show the various impacts of AI tools on teaching methods, as well as how educators' roles are changing in digital learning contexts.

- *The Essence of the Lived Experience of English Teachers in Using Artificial Intelligence Tools in Teaching Learners*

The essence of the lived experience of English teachers who use AI tools is balancing the efficiency AI provides with their duty to maintain ethical and meaningful education. Educators consider AI a valuable collaborator, helping streamline activities and support personalized, engaging teaching. However, they remain attentive to guide students towards responsible use, originality, and critical thinking. Consequently, AI becomes transformative not because it replaces teachers, but because it reinforces teachers' role as facilitators of thoughtful, ethical, and learner-centered learning.

➢ *Conclusion*

Based on the findings of the study, the following conclusions were drawn:

- The descriptions English teachers provide of their most significant experiences show that AI tools have particularly transformed their teaching approaches. These tools are being used to make instruction more efficient, personalized, and engaging. AI gave them opportunities to streamline time-consuming tasks such as lesson planning, grading, and providing feedback. This circumstance allowed the teachers to focus further on higher-order teaching duties and meaningful interactions with the students. At the same time, the teachers recognized that AI enables more student-centered learning, which supports creativity, critical thinking skills, and differentiated instruction. Although there are many advantages, they also mentioned challenges such as technical difficulties, tool limitations, and the need for clearer institutional guidelines. It highlights that effective usage needs both technological support and ethical boundaries for authentic student learning.
- The formulated meanings of teachers' experiences show that AI is valued as an efficiency-increasing tool and as a pedagogical collaborator that enriches teaching and learning. Teachers view AI as a creative and flexible support system that provides opportunities to access individualized feedback, customized content, and multiple instructional approaches. Finally, it helps them move toward roles focused on facilitation, inquiry, and problem-solving. These meanings highlight that AI can enhance instructional quality and should be used responsibly. There are requirements for preserving learner autonomy, proper alignment

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with the curriculum standards, and maintaining originality and academic honesty. It emphasizes the necessity of balanced integration, where technological progress coexists with ethical and instructional integrity.

- The four emergent themes, including an Augmented Efficiency, Ethical Agency, Pedagogical Mediation and Future Readiness, together show how AI is transforming pedagogical practices and the role of teachers inside digital learning environments. These themes indicate that AI is being used to make teaching more efficient and engaging. However, it also allows educators to uphold ethical standards and to direct students' use of technology responsibly. Teachers should mediate AI outputs to maintain meaningful instructional relationships and support learning that remains contextual or authentic. Also, the findings highlight that sustained professional development alongside equitable access to technology and flexible strategies are key to preparing both educators and learners in an educational landscape increasingly led by AI. Member checking further strengthened the credibility of these themes by validating interpretations that accurately reflected participants' experiences.
- The lived experiences of English teachers using AI tools indicate a major transition toward more efficient, personalized, and ethically considerate classroom practices. These teachers regard AI as a strategic partner that enables them to reduce time spent on routine tasks such as lesson planning and grading, allowing them to focus more on developing students' HOTS through creative class activities. Nevertheless, effective integration of AI tools requires intentional alignment with curriculum objectives to preserve meaningful teacher-student interaction. While there is increased engagement, adaptability, and flexibility by using AI technologies, teachers must also ensure student agency and originality are safeguarded, as well as address issues like connectivity problems and unequal access among the students. Thus, the essence of high school English teachers' experiences shows a balanced perspective: AI improves teaching without diminishing the human aspect of education, and teachers become responsible facilitators of AI tools' educational potential in the classroom.

➢ *Recommendations*

Based on the conclusions drawn, the following possible actions are recommended:

- The teachers may engage in continuous AI literacy training and apply flexible approaches to ethically and effectively integrate AI tools into English classes.
- Students may use AI tools as learning aids to better understand critical thinking and creative classroom tasks.
- School administrators may provide structured training, clear policies, and technical support to maintain responsible, more efficient AI integration in English classes.
- Policymakers may create comprehensive rules and regulations governing ethical AI use and ensuring equal access for teachers and learners.
- Future researchers are encouraged to validate the current study's findings using additional qualitative and quantitative methods to examine how AI tools are used across different contexts, levels, and subject areas.
- Policymakers, school administrators, teachers, and other stakeholders may integrate the developed educational innovation in the curriculum, instruction, and delivery.

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