

# PEDAGOGICAL CHANGE IN THE AI ERA: INDONESIAN EFL TEACHERS' VOICES AND CONTEXTUAL CONSTRAINT

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## Abstract

This study examines how Indonesian English as Foreign Language (EFL) teachers perceive and negotiate pedagogical change arising from the integration of Artificial Intelligence (AI) into language instruction. This research uses an interpretive qualitative approach through semi-structured interviews with seven teachers from diverse institutional backgrounds in Sumatera. Thematic analysis identified six key themes: (1) pedagogical change through AI integration, (2) evolving teacher identity, (3) reflective professional agency, (4) contextual constraints, (5) students' engagement and critical awareness, and (6) the need for instructional support and teacher training. Findings indicate that AI tools, such as ChatGPT and Grammarly, have facilitated a shift toward more student-centered, project-based, and reflective teaching practices. Teachers reported a redefinition of their roles from content transmitters to facilitators and mentors, with an increasing emphasis on assessing learning processes rather than outcomes. However, AI integration was hindered by infrastructural limitations, unequal access to technology, and a lack of AI literacy. The study reveals that technological transformation in ELT is not merely technical but also shaped by contextual realities and teacher identity. It highlights the need for context-sensitive professional development and inclusive policy support that enhance teachers' adaptive capacities in an AI-mediated learning environment.

**Keywords:** *artificial Intelligence; contextual; pedagogical change; teacher; technology integration.*

## 1. Introduction

The rapid advancement of Artificial Intelligence (AI) has emerged as one of the most significant developments in education, reshaping instructional and learning practices across disciplines. In the realm of English Language Teaching (ELT), AI-powered tools are increasingly employed to personalize learning, automate assessments, and facilitate language input and interaction (Kovalenko & Baranivska, 2024; Ma & Chen, 2024). While these developments have sparked optimism about enhancing learner engagement and instructional efficiency, their integration also raises substantial pedagogical implications, particularly in settings marked by systemic and infrastructural constraints (Alghamdy, 2023).

In Indonesia, where English is taught as a foreign language and digital access varies across regions, integrating AI represents more than a technological innovation. It signifies a fundamental shift in how teachers design instruction, support learners, and negotiate their professional roles (Setyaningsih et al., 2024).

Despite the growing body of literature discussing the integration of AI in education, most of it focuses on the technological aspects or student outcomes, particularly in the context of language acquisition (Umar, 2024). While these studies offer substantial insights, the experiences of educators, who are pivotal in implementing pedagogical changes related to AI (Celik et al., 2022) and mediating student interaction, are frequently neglected. In Indonesia, where resources are scarce, implementing AI in English Language Teaching (ELT) poses a multifaceted challenge (Prasojo et al., 2020), encompassing institutional, infrastructural, and cultural dimensions (Kizilcec, 2024; Setyaningsih et al., 2024). These challenges significantly influence teachers' decision-making processes, instructional methods, and professional self-perception. There exists a paucity of research on how English as Foreign Language (EFL) teachers in Indonesia perceive and navigate their evolving pedagogical change in the context of AI. Neglecting teachers' perspectives can limit our understanding of educational transformation and overlook the emotional, ethical, and epistemological issues associated with emerging technologies. It is crucial to understand how Indonesian educators address the challenges posed by AI in teaching.

Although previous studies discuss AI integration in education, research rarely examines teachers' lived experiences and pedagogical adjustment, especially in resource-constrained EFL contexts such as Indonesia. The absence of such perspectives limits our understanding of how AI-driven change is negotiated at the classroom level.

Therefore, this study aims to explore Indonesian EFL teachers' perspectives and lived experiences in adapting their pedagogical practices to AI integration, with particular attention to the contextual constraints, instructional shifts, and professional considerations that shape their engagement with AI in ELT.

## 2. Literature Review

Pedagogical change is generally understood as a deliberate and sustained transformation in teachers' and lecturers' orientations, beliefs, and teaching practices, especially in the context of technology integration and a shift toward more participatory, student-centred learning (Wengrowicz, 2024). These changes extend beyond the adaptation of digital tools and encompass a reevaluation of the Teacher's role, teaching style, instructional goals, and their autonomy in making pedagogical decisions. Within this framework, teaching style plays a central role as a bridge between professional identity and perceptions of transactional distance across various learning environments, whether face-to-face, online, or blended.

However, this change process is often hindered by habitual dispositions embedded in the Teacher's habitus. True transformation, therefore, requires contextual interventions and socio-professional support through reflective communities, such as Faculty Learning Communities. Pedagogical change should be seen as a reflective, contextual, and identity-oriented process that not only changes how teachers teach but also redefines who they are within the 21<sup>st</sup> century learning ecosystem.

The integration of Artificial Intelligence (AI) into English as a foreign Language (ELT) teaching has opened up new opportunities while also presenting complex challenges, as

highlighted in several recent studies. Al-Khresheh (2024) notes that AI, such as ChatGPT, can offer personalized learning experiences, instant feedback, and contextual simulations that facilitate both independent and interactive learning. In this context, AI serves not only as a tool but also as a catalyst for pedagogical transformation, particularly by enhancing the learning autonomy and engagement of traditionally passive students. However, alongside these benefits, researchers have also identified significant obstacles, including curriculum incompatibility, technological gaps, and ethical and linguistic concerns, that threaten teaching quality. Lai and Lee (2024) further observed that large language model (LLM)-based Chatbots influence not only students' language skill but also their cognitive and affective aspects. Nevertheless, the use of conversational AI in ELT still faces challenges related to dependability, accuracy, and academic integrity, underscoring the need for policy intervention and overall institutional preparedness. Moreover, several studies have begun to explore how integrating AI redefines the Teacher's role.

Beyond the technical challenges, some researchers have explored how AI can support deeper pedagogical aims, such as promoting social justice in language education. A social justice-based pedagogical approach, utilizing AI-generated storytelling, as described by Ramezanzadeh and Ebadi (2025), expands the role of AI in ELT from linguistic aspects to encompass ethical and emotional dimensions. By utilizing platforms such as *StoryNest*, students are encouraged to reflect on social issues, including discrimination and marginalization, through multimodal storytelling. This approach triggers deep emotional engagement, establishes a safe space for self-expression, and strengthens motivation and learning retention.

Grounded in Fraser (2009) social justice theory, AI supports the redistribution of digital access, cultural recognition, and political representation in the language learning context. Thus, recent literature suggests that AI in ELT not only enhances the technical effectiveness of language learning but also creates space for a more inclusive, reflective, and humanistic pedagogical transformation, provided that adaptive educational policies and comprehensive teacher training are in place.

While a growing number of studies have explored the integration of AI in English language teaching, much of the existing literature focuses predominantly on AI's functional capabilities or learner outcomes, particularly in well-resourced contexts. This focus often overlooks teachers' lived experiences in settings where infrastructural, cultural, and pedagogical constraints intersect. Few empirical works offer in-depth, teacher-centred insights into how AI shapes classroom practices and reconfigures teachers' pedagogical identities. Moreover, the interplay between technological innovation and contextual constraints, such as limited access, weak institutional support, and policy ambiguity, remains underexplored in AI-in-ELT scholarship. Addressing this gap, the present study shifts the focus from technological efficacy to teachers' professional meaning-making, offering a holistic perspective on AI integration that situates pedagogical change within localized, resource-limited environments.

In response to the aforementioned gaps, this study aims to investigate how Indonesian EFL teachers perceive and navigate pedagogical change amid the growing presence of AI in language education. Rather than focusing solely on technological adoption, this research foregrounds teachers' voices by exploring how they interpret, negotiate, and make sense of their shifting pedagogical roles in relation to AI-mediated instructional

practice. Specifically, the study aims to (1) examine teachers' conceptions of pedagogical identity in the context of AI integration and (2) identify the contextual constraints that shape their professional adaptation within the classroom and institutional environments. Specifically, this study attempts to address the following research questions:

1. How do Indonesian EFL teachers perceive the impact of AI integration on their pedagogical change and professional identity?
2. What contextual factors shape Indonesian EFL teachers' experiences in integrating AI into their teaching practice?

By adopting a qualitative approach, the study prioritizes depth over breadth, aiming to uncover the nuanced, often underrepresented experiences of teachers in resource-limited yet pedagogically dynamic contexts. Ultimately, the research aims to contribute not only to theoretical discussions of teacher identity and educational change but also to the design of more context-responsive professional development and policy support for teachers facing AI-driven pedagogical transformations.

What distinguishes this study from prior research is its deliberate focus on teachers' pedagogical identity as a dynamic construct that is continuously shaped and sometimes disrupted by the emergence of AI in English Language Teaching (ELT). Rather than treating technology as a neutral instrument, the study critically explores how AI becomes entangled with teachers' beliefs, values, and professional agency. This nuanced perspective enables a deeper understanding of how innovation is interpreted and enacted in situated practice, particularly within the constraints of the Indonesian educational landscape. Furthermore, by highlighting the voices of teachers operating in diverse institutional contexts, the study offers insights that are often underrepresented in global discourse, which remains dominated by perspectives from technologically privileged environments. It is anticipated that the findings will inform not only scholarly discussions on AI and pedagogy but also policy frameworks and teacher development initiatives that are sensitive to the cultural, ethical, and infrastructural realities on the ground. As such, this research makes a timely and necessary contribution to the field by repositioning teachers as active sense-makers in an era of accelerating technological change.

### **3. Research Method**

#### **3.1 Research Design**

This study employs a qualitative design to examine Indonesian EFL teachers' perspectives on pedagogical change and the contextual challenges of integrating AI into English Language Teaching. Grounded in an interpretive paradigm (Gichuru, 2017; Pervin and Mokhtar, 2022), the research emphasizes participants' subjective experiences and meaning-making processes in response to AI-mediated instructional changes. This approach is considered suitable for capturing the complex, context-specific, and evolving nature of teachers' professional identities and agency.

#### **3.2 Participant and Sampling**

This study involves seven English as Foreign Language (EFL) teachers from various educational settings in Sumatra, Indonesia. Participants were chosen through criterion-based purposive sampling, ensuring they met two essential criteria: (1) active teaching status in either public or private primary or secondary school, and (2) prior or ongoing engagement

with AI-related tools in classroom practice. The sample comprised teachers from national, representing a wide range of pedagogical and institutional contexts. The participants' teaching experience spanned from 5 to 20 years, offering diverse perspectives on the evolution of professional identity over time.

Regarding gender distribution, the participants included five female and two male teachers, mirroring the gender dynamics prevalent in the Indonesian teaching profession. The deliberate inclusion of participants from diverse institutional types was based on the understanding that institutional culture and administrative structure significantly influence teachers' pedagogical changes, access to digital infrastructure, and openness to innovation. By capturing this diversity, the study aimed to reveal nuanced differences in how teachers navigate the integration of AI and identify variations in pedagogical transformation across localized contexts.

### 3.3 Materials and Instruments

The primary research tool in this study was a semi-structured interview protocol designed to investigate EFL teachers' perceptions of pedagogical change and the contextual challenges they encounter when incorporating AI into language instruction. The interview guide was crafted using conceptual indicators derived from established frameworks on educational technology integration, ensuring alignment with the study's theoretical foundation and research objectives. To begin the discussion, the researchers posed the following questions:

- (1) What is your understanding of AI technology in the context of English language education? (Holmes et al., 2019; Miao et al., 2021).
- (2) Have you ever used AI-based tools in teaching? If so, which ones and how did you use them? (Luckin et al., 2016; Selwyn, 2019).
- (3) What impact has the use of AI had on the way you deliver English material? (Ertmer et al., 2010; Mishra and Koehler, 2006).
- (4) How do you evaluate the effectiveness of learning when using AI assistance? (Holmes et al. 2019; Zhang and Aslan, 2021).
- (5) Do you notice any changes in your role as a teacher after integrating AI into your teaching? (Hattie, 2021; Kiril, 2020).
- (6) What are the main challenges you face when using AI in English Language instruction? (Selwyn, 2019; Yakob et al., 2023).
- (7) How do students respond to the use of AI in the process of learning English? (Blume, 2020; Zemliakova & Shakhmatova, 2023).
- (8) Do you feel the need to adjust the curriculum or assessment due to the use of AI? (Mishra & Kohler, 2006; Kimmons, 2016).
- (9) In your opinion, can AI replace the role of teachers in teaching English? Why? (Selwyn, 2019; Holmes et al., 2019).
- (10) What form of support or training do you need to optimize the use of AI in teaching? (Darling-Hammond et al., 2017; Miao et al., 2021).

Interviews were conducted using two methods: (1) an online format with open-ended responses, which allowed for asynchronous participation and flexibility, and (2)

individual written interviews, where participants elaborated in narrative form. All responses were collected over two weeks in June 2025.

### **3.4 Data Analysis**

Thematic analysis was employed to interpret the qualitative data (Byrne, 2022), using a six-phase framework. This process began with familiarization through repeated reading of the interview responses, followed by initial coding to identify meaningful units of information. Codes were developed inductively, allowing themes to emerge organically from the data rather than being imposed a priori. Subsequently, codes were organized through axial coding into broader thematic categories related to pedagogical change, teacher identity, professional agency, and contextual barriers. These themes were then reviewed, refined, defined and named to ensure internal coherence and theoretical relevance.

Data were analyzed manually without the use of qualitative software to facilitate close textual engagement. To bolster the analysis's trustworthiness and credibility, a second researcher independently reviewed and coded approximately 25% of the data. Discrepancies were addressed and resolved through collaborative dialogue, thereby supporting intercoder reliability and the validity of thematic interpretation. This iterative, reflective process ensured that the findings accurately reflected the nuanced perspectives of the participating teachers.

## **4. Results and Discussion**

This study examined how Indonesia EFL teachers perceive and navigate pedagogical changes and shifts in their professional identity resulting from the integration of AI in the classroom, along with the contextual factors influencing their experiences. The findings provide valuable insights into both the transformative potential of AI in teaching practices and the complex challenges that hinder its effective adoption in under-resourced educational settings.

### **4.1 Results**

The data analysis revealed six primary themes that encapsulate pedagogical change and contextual constraints. These themes likely represent key areas where educational practices have evolved or adapted in response to various challenges or limitations within the teaching environment. The identification of these themes suggests a comprehensive examination of the complex interplay between pedagogical approaches and the contextual factors that influence their implementation.

Further exploration of these six themes would provide valuable insights into the specific nature of the pedagogical changes observed and the particular constraints that educators face. This information could be crucial for understanding how teaching methods are evolving, identifying the obstacles that impede progress, and determining which strategies might be effective in overcoming these challenges. Additionally, examining the relationship between these themes could reveal patterns or trends in educational transformation, potentially informing future policy decisions and professional development initiatives for educators.

### **Theme 1: Pedagogical Change through AI Integration**

The integration of AI has reshaped classroom practices, enabling more student-centered and project-based learning. The teachers reported utilizing tools such as Grammarly, ChatGPT, and Duolingo to scaffold students' writing and speaking tasks. These tools enhanced instructional flexibility, enabling a shift from direct content delivery to more personalized learning experiences. As one Teacher the Teacher emphasized:

*"I'm more flexible, able to give more project-based assignments, and I use AI tools to help students structure or refine their work."*

This finding aligns with Ertmer et al., (2010), who argue that technology use becomes transformative when it supports pedagogical innovation. In this context, AI functions not merely as a tool but as a catalyst for pedagogical shift, encouraging teachers to rethink classroom engagement and instructional design.

### **Theme 2: Negotiating Teacher Identity in the Age of AI**

The teachers noticed a significant transformation in their professional identity. Instead of merely serving as a content provider, she now embraces the roles of the facilitator and mentor, as echoed by Setyaningsih et al., (2024) and Hattie (2021). With AI handling technical tasks like grammar correction and providing instant feedback, the teachers can focus on guiding students toward a deeper understanding and application.

*"I now take on more of a role as a facilitator or mentor rather than just a material presenter."*

This transformation illustrates that teacher identity is not static but continuously shaped by evolving pedagogical relationships, reflecting Fraser's (2009) framework of recognition and voice in education.

### **Theme 3: Professional Agency and Reflective Adaptation**

The teachers demonstrated strong professional agency in adapting their assessment practice. They no longer focus merely on the final product but emphasized students' learning processes, including the rationale behind AI-assisted work. This changed in perspective reshaped how they evaluates students' work. Instead of focusing only on the final result, she now pays attention to how students learn and develop their ideas. She's interested in understanding why and how students use AI tools in their assignments. This approach demonstrates that the interviewee is actively involved in the overall learning experience.

*"I focus more on assessing the process and creativity, not just the final result".*

This reflective stance demonstrates their initiative in maintaining pedagogical integrity while embracing AI. It also aligns with Mishra and Koehler's (2006) TPACK framework, which emphasizes the thoughtful integration of technology, pedagogy, and content. The teachers were deliberate and reflective in ensuring that the use of AI aligned with sound teaching practices and subject matter knowledge. Their approach exemplifies the balance advocated by the TPACK model, where effective teaching with technology requires

coherence between technological knowledge, pedagogical knowledge, pedagogical methods, and disciplinary understanding.

#### **Theme 4: Contextual Constraints to AI Implementation**

While perceptions are generally positive, several contextual challenges have surfaced. These challenges include unequal access to digital tools among students, limited AI literacy, and occasional inaccuracies in AI outputs.

*"Not all students have adequate devices or know how to use AI properly."*

These findings align with Selwyn (2019) and Kizilcec (2024), who highlight issues of digital divides and institutional preparedness in low-resource settings. This evidence reinforces the view that AI integration is not only a technical process but also a socio-political challenge that reflects broader inequities in access, infrastructure, and policy support.

#### **Theme 5: Student Engagement and Critical Awareness**

Students, particularly those with a penchant for technology, generally showed enthusiasm for AI-assisted learning. However, teachers also raised concerns about students' overreliance on AI and emphasized the importance of fostering critical digital literacy.

*"Most are enthusiastic...but there are also some who become too dependent, so I have to remind them to keep thinking critically."*

This finding illustrates teachers' dual responsibility: to foster engagement and cultivate critical digital literacy, echoing the social justice lens of Ramezanzadeh and Ebadi (2025) and Blume (2020), which foregrounds student agency and reflective judgment in AI-mediated learning.

#### **Theme 6: Need for institutional support and professional development**

Teachers emphasized the importance of practical training, user-friendly platforms, and locally relevant guidelines to support the effective integration of AI into classroom practice

*"I need practical training, not just theory, but how to actually use it in the classroom."*

This finding aligns with Miao et al. (2021), who recommend structured, hands-on, and context-sensitive professional development programs to empower teachers in the digital age. Such initiatives are essential for strengthening teachers' confidence, pedagogical competence, and adaptive capacity when engaging with AI-based tools.

## **4.2 Discussion**

This study examined how Indonesian EFL teachers perceive and navigate pedagogical changes and shifts in their professional identity resulting from the integration of AI into the classroom, along with the contextual factors that influence their experiences. The findings provide valuable insights into both the transformative potential of AI in teaching practices and the complex challenges that hinder its effective adoption in under-resourced educational settings.

#### **4.2.1 Interpreting the finding concerning RQ1: Pedagogical Change and Identity Negotiation**

The data revealed that teachers' pedagogical roles are undergoing significant transformation with the integration of AI. Participants reported shifting from content transmitters to facilitators and mentors, adopting more student-centered and process-oriented approaches. These findings resonate with the theoretical perspective asserting that pedagogical identity is not fixed but dynamic and contextually constructed (Fraser, 2009).

The redefinition of roles aligns with the TPACK framework (Mishra and Koehler, 2006), which emphasizes the integration of technology, pedagogy, and content knowledge. The implementation of AI tools such as ChatGPT and Grammarly has facilitated differentiated instruction and promoted students' autonomy and creativity. Educators have noted a shift in focus toward formative assessment and critical thinking, indicative of a more reflective, process-oriented approach to teaching. This transformation in role perception aligns with Hattie's (2021) assertion that technology should enhance, rather than supplant, teachers' professional judgment. The increasing sense of professional agency among teachers, evident in their adaptation of teaching strategies, assessment criteria, and engagement with the limitations of AI, demonstrates an emerging capacity to negotiate pedagogical identity rather than passively conform to technological change.

The evolution of pedagogical identity also encompasses the moral and emotional dimensions of teaching, particularly when faced with rapidly changing expectations. As Setyaningsih et al. (2024) suggest, integrating AI often disrupts established teaching routines, compelling teachers to reassess their self-perception, purpose, and classroom dynamics. This transformation is especially pronounced in under-resourced settings, where technological adaptation is not merely optional but is laden with emotional, institutional, and epistemological tensions.

#### **4.2.2 Interpreting the finding concerning RQ2: Contextual constraints.**

While participants generally had a positive attitude toward AI, they identified several contextual constraints that limit its effective implementation. These include limited digital infrastructure, unequal access to devices, insufficient AI literacy among students, and occasional inaccuracies in AI outputs. These challenges highlight ongoing digital divides (Selwyn, 2019) and institutional unpreparedness. They also align with Kizilcec's (2024) observation that infrastructure and school culture play a decisive role in shaping the trajectory of educational technology adoption.

The Teacher also expressed concern about students' overreliance on AI tools, emphasizing the urgent need to promote critical digital literacy alongside the adoption of technology. This finding resonates with Blume (2020) and Zemliakova and Shakhmatova (2023) concerns about the ethical and epistemological risks associated with uncritical AI use. Institutional support was found to be limited, particularly in terms of practical training and access to user-friendly, context-sensitive guidelines. These findings align with Miao et al. (2021) recommendations, which emphasize that professional development should be structured, hands-on, and localized to facilitate effective AI integration in diverse educational contexts.

#### **4.2.3 Comparison with previous studies**

The findings corroborate and extend existing research on the transformative role of AI in teaching practice. In contrast, much of the extant literature focuses on student learning outcomes or technical punctuational (Umar, 2024). This study emphasizes the pedagogical changes and identity-based dimensions associated with AI adoption. Consistent with Ramezanzadeh and Ebadi (2025), it suggests that AI can foster inclusive and reflective pedagogies, provided that institutional and pedagogical conditions are conducive. Moreover, it challenges the techno-optimist narrative and perceives AI solely as a tool for efficiency, revealing the nuanced tensions and reflective practices that arise during its implementation.

#### **4.2.4 Implications for the theory, practice, and policy**

Theoretically, this study contributes to our understanding of pedagogical change as a dynamic construct socially and contextually negotiated rather than static or individually determined. In practice, these findings underscore the need for teacher education programs and in-service training to extend beyond technical instruction by incorporating modules on pedagogical reflection, the ethical use of AI, and adaptive assessment strategies. For policymakers, this study emphasizes the urgency of addressing infrastructure gaps and of designing an inclusive, responsive framework for integrating AI into schools tailored to each context.

#### **4.2.5 Limitations**

This study has its limitations. The sample size was relatively small and geographically restricted to the Sumatra region, potentially limiting the applicability of the findings to broader Indonesian or global contexts. Furthermore, the reliance on self-reported narratives, while rich and reflective, may be influenced by social desirability bias. Future research could incorporate classroom observations or longitudinal designs to complement self-reported data and capture evolving practice over time.

Future research should explore the intersection of AI, pedagogy, and identity across various educational levels and regions in Indonesia, drawing on insights from pre-service teachers, administrators, and policy actors. Examining how students interpret and internalize AI-supported learning could further illuminate the broader pedagogical ecosystem. Finally, experimental or mixed-method studies could evaluate the measurable impact of AI-related professional development programs on teacher practice and student outcomes.

### **5. Conclusion**

This study examines the perceptions and adaptations of Indonesian EFL teachers to pedagogical changes and shifts in their professional identity resulting from the integration of Artificial Intelligence (AI), as well as the contextual constraints that impact their practice. The findings indicate that teachers are experiencing a substantial transformation in their instructional roles, transitioning from knowledge transmitters to facilitators and reflective practitioners. AI tools, such as ChatGPT and Grammarly, have enabled more student-centered approaches, personalized learning, and process-based assessment, highlighting a redefinition of pedagogical identity in the era of AI. Nevertheless, this transformation is accompanied by challenges. Limited digital access, unequal student readiness, and a lack of

structured institutional support have emerged as significant contextual barriers impeding the optimal integration of AI in English language teaching.

The study offers important theoretical and practical insights. Theoretically, it supports the view that the teacher's identity is dynamic and continuously negotiated within evolving technological landscapes. In practice, the research underscores the need to develop context-sensitive teacher training programs that prioritize not only technical proficiency but also the ethical, pedagogical, and reflective aspects of AI use. For policy, the findings call for more inclusive and equitable educational reforms that ensure access to digital infrastructure and ongoing professional development in under-resourced settings.

While this study offers important insights, it is limited by its small, regionally specific sample and its reliance on self-reported accounts, which may not fully reflect the dynamics of classroom implementation. Future research could adopt a more comparative orientation, for instance, examining how teachers in different institutional settings or regions negotiate AI-related pedagogical change. Studies could also trace teachers' agency trajectories over time to understand how their beliefs, practices, and identity evolve as AI becomes more embedded in ELT. Incorporating classroom observations or multimodal data would further capture how AI is enacted, resisted, or recontextualised in everyday practice.

Overall, this research elucidates the intricate experiences of Indonesian EFL teachers as they engage with AI integration within a multifaceted educational environment. By prioritizing teachers' perspectives, the research offers a contextualised account of how technological innovation intersects with pedagogical identity, professional judgement, and systemic constraints. These findings provide an empirical basis for developing more nuanced, human-centred AI frameworks that recognise teachers not merely as technology adopters but as active agents shaping the future of ELT.

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