The Effectiveness of Applying AI to Online Teaching English: From Students and Teachers' Perspectives

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ABSTRACT

This study explores the applicability of Artificial Intelligence (AI) tools in teaching English online to university students participating in a case study at a University in Ho Chi Minh City. With the growing integration of AI in education, particularly in English Language Teaching (ELT), tools such as ChatGPT, Grammarly, and AI-based feedback systems are presented as ways to make teaching more effective and engaging for learners. This mixed-methods study examined how English lecturers use AI in online teaching and how students perceive it, particularly regarding motivation, independence, and adaptability. While instructors acknowledged that time efficiency and lesson plans were more effective with AI, students realized they were more engaged and had to learn independently, even though they had to adapt to it at first. This paper offers a rare local insight into Vietnamese higher education, highlighting both the opportunities and challenges of using AI in online ELT, and provides practical suggestions for teachers and institutions to apply AI responsibly to improve teaching quality.

Keywords: Artificial Intelligence (AI), English Language Teaching (ELT), online learning, higher education, effectiveness

Introduction

Over the past two to three years, the development of Artificial Intelligence (AI) has dramatically changed the landscape at the university level worldwide. In this context, English Language Teaching (ELT) has undergone significant change, especially as teachers have begun using AI tools in their online learning (Kasneci et al., 2023; Zawacki-Richter et al., 2019). Such technologies have opened new possibilities to enhance teaching efficacy, differentiate learning processes, and foster engagement among learners. Emerging applications and implications of AI have raised important concerns about how these applications influence education, particularly instructional settings, a secondary-order concern that is an urgent, time-sensitive issue for current and prospective educational practitioners and policymakers (Popenici & Kerr, 2017; Alam & Mohanty, 2023).

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The changes are accelerating due to universal forces, most notably the COVID-19 pandemic, which has required an overnight transition in how teachers educate students, who were formerly mostly in person. This transition brought both challenges and opportunities to higher education institutions and likely led to a reassessment of pedagogical tools and methods (Coman et al., 2020; Nambiar, 2020). Specifically, intelligent tutoring systems, chatbots, and automated assessment platforms are AI-based platforms that have been shown to benefit both students and faculty in virtual education environments (Heil et al., 2016; Jin & Im, 2023).

The field of ELT is especially pertinent to AI integration because the effectiveness of the language acquisition process depends on feedback, interaction, and practice, which can also be supported by AI apps (Chiu et al., 2023). Tools such as AI chatbots, pronunciation tools, and writing support can provide learners with on-the-spot, individualized feedback and reduce the workload for teaching staff (Crompton et al., 2024; Chiu et al., 2023). In addition, AI's ability to facilitate asynchronous learning meets the flexibility most university students need nowadays, especially in highly dynamic, busy urban spaces like Ho Chi Minh City (HCM). The focus on the context of Vietnam, and HCM City in particular, is evident in the integration of AI in higher education as part of a national approach to digitally transforming education. HCM City is the largest and economically vibrant city in Vietnam, with a concentration of universities that are piloting and implementing novel technologies in teaching and learning. Nevertheless, even with investments in infrastructure and administrative resources, some ELT instructors continued to encounter pedagogical, technical, and psychological barriers in the use of AI tools in the classroom (Al-Mughairi & Bhaskar, 2024). Data privacy and academic integrity issues, as well as a perceived loss of teacher agency, were frequently cited as barriers to widespread use (Wang et al., 2023).

In addition, the impact of AI tools on English language teaching outcomes is an ongoing topic of discussion. Although more recent research has noted the positive impact of AI, including learner autonomy and adaptive learning (Sun & Chen, 2016; Seo et al., 2021), others draw attention to the inability of AI to mimic the nuance that occurs in the interaction between a human learner and another human teacher (Chiu et al., 2023). The perceptions and experiences of the instructors, therefore, became an indispensable measure of the actual power that AI tools have on ELT effectiveness. Although there has been an increasingly significant number of international studies of this nature, there appears to be a lack of empirical research on the Vietnamese higher education environment, especially in cities such as HCM City. Knowledge about teaching methods and the perception of the pedagogical importance of AI in ELT teachers' online classrooms in HCM City can be of great importance for locally developing practice and aligning with the national policy. This area of research could also yield insights into the interconnection between technological innovations and the local teaching culture, supports, and students' expectations (Tuomi, 2018).

Literature review

The literature review follows a thematic arrangement that reflects the study's research questions and the contexts relevant to English Language Teaching (ELT) in Ho Chi Minh City. It starts with global definitions and trends of AI in education to lay the groundwork for the pedagogical environment of AI. The second part looks into the specific application of AI tools in ELT, including Chatbots, intelligent Tutoring systems, and AI feedback tools. The third segment examines teachers' thoughts covering attitudes, preparedness, and school-level issues. The fourth segment shifts to student experiences and learning outcomes, including engagement and ethical understanding. The last part zooms in on Vietnam, particularly HCM City, highlighting

local studies and physical facility upgrades, and specifying lapses therein. The structure will enable a logical progression from global to local, as it supports the study's aim to discover how ELT instructors at the University in HCM City use and perceive AI in online teaching.

AI in Education: Definitions and Global Trends

Artificial intelligence can be defined as computer systems designed to perform tasks typically associated with human intelligence, including learning, reasoning, and processing language (Kasneci et al., 2023; Tuomi, 2018). All current AI applications in education are referred to as narrow AI (Tuomi, 2018), narrow AI being solutions tailored to a specific problem and having rather narrow abilities. This category was useful in conceptualizing the way AI tools responded in the teaching and learning experience. AI has become increasingly appreciated worldwide as a technology that could revolutionize higher education by improving teaching effectiveness and individualizing the student learning process (Zawacki-Richter et al., 2019; Seo et al., 2021). Intelligent technologies enabled the flexibility to match content to individual learners' needs, provided immediate feedback, and automated tedious reporting, helping both students and instructors. Such personalization enhanced learner motivation and helped offset the challenge of managing the ability differences characteristic of higher education. Nevertheless, there was an issue of concern connected to AI integration. As mentioned repeatedly, the most frequently cited risks were privacy issues, ethical considerations, and algorithmic bias (Zawacki-Richter et al., 2019). Seo et al. (2021) highlighted the need to ensure that human communication remained central to education, as it could strengthen social and emotional learning, thereby contributing to an individual's comprehensive development. At the international level, the impact of AI in higher education institutions was changing, with universities discovering its benefits through the adoption of tools such as intelligent tutoring systems, virtual assistants, and predictive analytics (Kasneci et al., 2023; Tuomi, 2018). The innovations show that there was a move towards more data and learner-centered education. Awareness of such definitions, advantages, dangers, and tendencies all over the world is most valuable when proceeding to address the role that AI could play in a particular subject that is of interest, like English Language Teaching, and particularly in the environment through which one is passing, like HCM City, where such digitalization was gaining momentum.

AI in Language Teaching (ELT): Tools and Applications

Artificial intelligence is revolutionizing ELT: a range of AI tools is supplementing the teaching process. Moreover, processors, AI usage, in the guise of intelligent tutoring systems (ITS), AI-conversational chatbots, and large language models, such as the popular ChatGPT, provided timely, personalized subject communication that promotes conversational practice and provides real-time feedback (Song et al., 2022). Not only do these AI solutions provide a personalized learning experience, but they also reduce much of the work instructors do by automating functions such as language drills, pronunciation correction, and even grammar testing. In practice, AI applications in real classrooms were used as supplements to traditional education. Using the example, Mekheimer (2025) demonstrated the role of AI-powered writing assistants, which enable students to improve their writing by offering targeted feedback on verbal blocks and syntax. Similarly, Chiu et al. (2023) have noted the growing use of AI-based language-learning websites, which can be tailored to learners' levels to facilitate improved interactions and motivation. The pedagogical consideration is crucial in the use of AI tools in ELT, as, despite their potential, they are increasingly necessary to make the technology replace human involvement in the development of cultural and communicative competence. The dynamism of this area suggests promising prospects for improving ELT, but also calls for future research on the most appropriate manner of applying AI tools to language learning, particularly in the

context of a diverse learning community such as HCM City.

Teacher Perspectives on AI Integration

Teachers' use of AI tools in English language teaching (ELT) is mixed, even contradictory, due to both excitement and concern. Recent studies have shown that students often see AI-mediated instruction as a means of enhancing their autonomy and perceived involvement in the language-learning process, due to the personalized and immediate feedback it provides (Crompton et al., 2024; Chiu et al., 2023). Precisely, chatbots, automatic writing evaluation tools, and pronunciation systems can be listed among AI applications that are supposedly capable of adapting to a learner's learning preferences and offering practice beyond the school or classroom. However, among the benefits, students have raised concerns about data privacy, the overuse of AI, and the cost of genuine human conversation in language learning (Pitts et al., 2025). Chiu et al. (2023) found that although AI tools provided students with a better overview and access to resources, they also wished for a human being to review more complex language output rather than systems, which are incapable of comprehending cultural background and nuance or detecting emotional tones. The key conclusions regarding the efficacy of AI in ELT indicate that, although it can be a potentially useful addition to ELT, its application requires a pedagogically well-crafted design and a sensible attitude towards its implementation. The importance of this topic in the context of the Vietnamese higher education community is that students have varying levels of digital literacy and access; therefore, it is worthwhile to determine their perceptions of the use and application of AI tools, whether in practical, moral, or inclusive terms.

Student Perceptions and Learning Outcomes

The AI tools in ELT are not only invaluable but also a matter of concern to students because AI tools foster their critical thinking skills (Tran et al., 2025). Crompton et al. (2024) found that students at a Vietnamese university preferred options that included AI-supported features, such as automatic feedback, individual learning paths, and customized practice. These features were considered effective in achieving the desired effects of learner flexibility, higher motivation, and learner autonomy. A substantial increase in interaction was also reported by Wang et al. (2023) in group activities with AI, as participants reported no challenges during a multifaceted task under the AI. However, there were also undertones of anxiety in the two studies. The issues voiced by students included overdependence, the potential for cheating within the academic system, and privacy concerns about using AI tools. Notably, they noted that human direction still needs to be provided, particularly since AI-generated feedback is usually inert and lacks the culture and feeling that come with language use. These comments underscore the importance of integrating AI tools to humanize pedagogy, where personalization and productivity are not prioritized over ethicality and the complexity of teaching.

Vietnamese and HCM City Context in AI & ELT

The concept of AI in English teaching practice in Vietnam (particularly in HCM City) demonstrates the potential and the obstacles of studying in rapidly evolving urban environments. In Times of Significant Challenge, such as these: Challenges and opportunities of AI-driven language learning tools in the Vietnamese higher educational landscape (Pham & Dang, 2025).

Observed that the adoption of AI-driven language learning tools in the process of teaching and learning English among Vietnamese university students and educators is becoming increasingly common, although there are numerous challenges as discussed in the work (Luong, 2022). The specific implementation route for HCM City has been predetermined by the local digital

ecosystem, cultural norms, and resource constraints. Adding to this line of reasoning, Wang et al. (2023) also provided a comparative Latin American context, in which parallel Socioeconomic and institutional problems influenced AI adoption in language learning. Their findings echoed the message that the contextual considerations of teacher training, institutional support, and technology access were important globally and profoundly important in the Vietnamese context. The two lenses implied a need for both technological and human lenses in strategies to tap the full potential of AI in ELT for HCM City.

As the popularity of applying Artificial Intelligence to ELT has increased over the past few years, the literature has tended to focus on the classroom without distinguishing between in-person and online teaching modalities (Chiu et al., 2023; Crompton et al., 2024). This work identifies some benefits of AI use in improving learning, but in the majority of cases, it overlooks the unique challenges and opportunities that would be revealed by teaching English in online classes. Other researchers have previously examined students' or teachers' views on AI (Wang et al., 2023; Seo et al., 2021), and overall, these views are rather positive. The Vietnamese setting early (Pham & Dang, 2025; Chiu et al., 2023) contributions have identified the proliferating role of AI in higher education, but have not yet examined how it is being applied in online English teaching, which has taken on a particularly important role since the pandemic. Given this gap, the present research will focus on the practice in which instructors of online English learning courses are involved and on the experiences and perceptions of online ELT learners. The objective of the research is to provide evidence-based information on the application of AI in virtual classrooms in HCMC by examining its implementation in this context.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. How effectively do ELT instructors use AI tools in their online teaching?
2. What are the perceptions of teachers and students when applying AI to online English instruction?

Methods

The chapter explains the methods employed in the study, including the research design (mixed-method), research site, participants, data collection methods, data collection instruments, data analysis methods, and ethical issues. The articulation of all the parts is rational enough to render the research valid, reliable, and ethically acceptable. This chapter will contribute to the study's transparency and rigor by outlining the methodological procedures that will strengthen the credibility of the findings and enable their future replication. It also provides a background on how the research questions have been addressed using an appropriate and defensible methodology.

Pedagogical Setting & Participants

The study was carried out at a university and a non-state organization in HCM City, and the research location in Vietnam is a known institution for its dedication to innovation and the integration of educational technologies. There is a variety of English-medium programs in this university, particularly in the Faculty of Languages and International Cultures. The course that is the subject of this study, the Master of Arts in English Language Studies, is teaching- and research-oriented, enabling students to gain pedagogical knowledge and academic competence.

The system has a cohort size of 22-25 students, admitted 2-3 times a year. There are formal courses offered on campus and five other courses offered online. The reality that the university has adopted AI tools into its school curriculum and that the university setting is composed of technologically minded consumers creates a timely, connected atmosphere in which to consider how AI-dependent teaching is applied and productive in English language education. In this technology-friendly learning environment and with the active use of online and AI-assisted learning in the program, the researchers recruited individuals who worked at the university, mainly English-major postgraduate students and lecturers who taught English online with AI tools.

The authors selected participants from both English-major postgraduate students and English lecturers at a university, as the lecturers are directly involved in teaching and conducting online specialized English courses. During the study, 54 participants were divided into two groups: 30% were postgraduate students enrolled in the MAE in English Language Studies course at a university, and the rest were English lecturers. The student sample was selected via probability sampling, and a subset of the total number of students who attended English classes in which AI tools were used to learn the language. In the meantime, the sample of two lecturers was chosen purposively based on their experience with AI tools in teaching English online, which ensures the collection of a significant amount of qualitative information, especially in open-ended feedback.

Design of the Study

In this study, a mixed-methods research design was employed to provide the researcher with a clear picture of the effectiveness of AI tools in online English teaching and learning at a university, combining the quantitative research approach with the qualitative research design. The quantitative part was conducted among students majoring in English using a structured survey, and the qualitative part was conducted through semi-structured interviews with instructors working with the English language. Such a two-pronged method yields quantitative data and detailed insights into individuals' experience and perception, which can be triangulated to increase the validity of the results (Chiu et al., 2023).

Building on insights from previous research and the focus of this study, the following hypotheses were developed:

HP01: - Online teaching using AI tools leads to higher perceived teaching efficiency among instructors compared to teaching without AI tools.

- Teachers perceive AI-supported online teaching as more effective in enhancing student engagement compared to non-AI methods.

HP02: - Students who experience AI-supported online English teaching report increased motivation and autonomy in their learning process.

- Students face initial challenges in adapting to AI tools in online English classes, but gradually develop positive attitudes and effective learning strategies.

Given the use of AI to teach and learn English, the current study employed two main data-gathering tools: an online questionnaire and a semi-structured interview. Google Forms were used to develop the closed/open-ended questions. The purpose was to gain students' perspectives and levels of engagement with AI tools during English learning. A total of 54 postgraduate students of English were randomly selected to take part in the survey. To complement it, two English teachers were selected at random and interviewed, as they had practical experience with AI in online teaching. Such interviews made it possible to acquire

more personal and in-depth material on the very implementation of AI in real classrooms. Emails were sent to all participants, and they were asked to participate. The data produced by students were responses to the questionnaire, completed at their own pace, and they were asked to provide their full name and email address. The questionnaire was sent to lecturers, who were invited to complete it, and the consent statement was included. Electronic signatures were also used to highlight their transparency and the voluntary nature of their involvement.

Data collection & analysis

Data collection

To gain further insight into the application of AI tools in the online teaching of English, the present study collected data from both learners and educators who use these techniques. The data were collected in the summer semester, and it was voluntary for all participants, with complete assurance of confidentiality and privacy. To begin with, the online thirty-questionnaire was distributed to 54 postgraduate students of English with experience using AI-supported tools. The questionnaire included 30 closed-ended items on a 5-point Likert scale (Strongly disagree to Strongly agree) to gauge perceptions of motivation, engagement, independence, the challenges they encountered, and how their attitudes evolved over time. Simultaneously, data regarding the lecturer participants has been collected using open-ended questions in an online form. The lecturers were to respond to the question about the benefits, challenges, and experiences of using AI tools (including ChatGPT and DeepSeek) in their online English classes.

Data analysis

Data analysis was performed using a mixed-methods approach to provide a more comprehensive understanding by merging qualitative data (inspirations provided by the instructors) with quantitative data (collected through student questionnaires). Thematic analysis was performed on the lecturers' open-ended responses for the qualitative data. It was a systematic process of coding similarities in ideas, designs, and perceptions in answers. These codes were then grouped into broader themes based on primary concerns and observations of the instructors. The three developed criteria were teaching efficiency (e.g., time-saving, presenting materials), technical barriers (e.g., trouble with tools, internet, etc.), and impact on pedagogy (e.g., it changed the way of teaching and the interaction between teachers and students). The data were gathered quantitatively using an adequately designed questionnaire featuring a 5-point Likert scale, which included items such as Strongly disagree (1) and Strongly agree (5). This enabled the calculation of average scores across themes. This was performed statistically by calculation of the mean score, frequency distributions, and standard deviations. This was examined to determine current trends and the most common student perceptions regarding the use of AI in learning English. To obtain a clearer understanding of the extent and variety of students' experiences, the questionnaire items were grouped into five thematic categories representing key areas of AI-mediated language learning, such as the scope of students. Such agglomerates included:

- Interest & Engagement**:** Questions 1, 4, 9, 22, 28, 29
- Motivation: Questions 3, 7, 8, 27
- Autonomy & Independence: Questions 2, 5, 6, 10, 25, 26, 30
- Initial Challenges: Questions 11 to 19
- Attitude Shift / Adaptation: Questions 20, 21, 23, 24

This thematic classification enabled a more specific analysis of how much and how far AI integration can influence students' English language learning.

Ethical Considerations

The university's research committee issued ethical clearance. The rights of all participants were explained to them, including voluntary participation, anonymity, and data confidentiality. The identification data were not obtained, and all information was safely saved and used exclusively for research.

Findings

The interviews with two lecturers demonstrate the variety of ways AI is used in online English teaching. Both instructors indicated that they used AI-based tools such as ChatGPT, DeepSeek, Turnitin, Canva, and PowerPoint mainly for lesson planning, content creation, and plagiarism checking. The use of AI tools by the two lecturers was different in that the former used the tools three to four times per week, while the latter did not use the tools frequently since their online teaching schedules were limited. In the sphere of teaching efficiency, both lecturers admitted that the use of AI tools saved them time and enabled them to deliver more engaging materials. For instance, Lecturer 1 mentioned that the "time efficiency and effective knowledge" gained through AI, while Lecturer 2 thought these tools "save time, make lessons more informative, interesting, and interactive." Students believed that with the help of AI, they studied less tediously, became more motivated, and independent. They liked the personalized attention AI gave them, but also had initial difficulties adjusting to it. These findings show that AI enhances teaching productivity and increases student interaction. On the whole, the results indicate that AI can be an effective tool for teachers and learners when studying English online.

Findings from lecturers (RQ1)

Two English language course lecturers filled out an online self-administered questionnaire with electronic informed consent. Their answers offered insightful information about the current application of AI tools in online English instruction. Both lecturers stated they used AI-based tools in their lessons, but they adopted them much less frequently, preferred various tools, and had their own experiences related to them.

According to Table 1, Lecturer 1 stated that she actively uses ChatGPT and DeepSeek, most frequently three to four times a week. She mainly uses these tools for lesson planning and content creation. She has also noted that through AI, she is a time and resource-wise instructor when it comes to delivering teaching materials. In particular, she emphasized time efficiency and the effective knowledge provided by AI. She also admitted, though, to another common problem in AI-generated responses: redundancy and predictability in suggestions. To counter this, she has been taught to tighten her prompts, and she now gives more unique results. In addition to these issues, she was interested in investigating how AI can be used creatively, specifically in providing a large number of perspectives and ideas that she would not be able to learn on her own. The fact that she is an open person to experimentation implies a future-oriented approach to teaching innovation. Conversely, Lecturer 2 said their use of AI tools was less frequent, occurring between 1 and 2 times a month. The primary cause was that she had few hours of online teaching contact. She also resorts to a wider range of programs, not only PowerPoint and Canva but also Turnitin and ChatGPT. The author also uses AI to generate content and lesson plans and to detect plagiarism. The benefits of AI for improving interactive, educational, and engaging lessons were familiar to her, yet her lack of technical knowledge was her initial obstacle. She never considered herself technologically talented, which is why she had

to make extra effort to get used to the idea of AI tools for teaching. The initial motive for her using technology in her teaching was her learning curve. Nevertheless, she claims she felt more at ease and wanted to use AI more frequently in both online and face-to-face classes. Lecturer 2 has accepted that AI is playing a more significant role in contemporary teaching and that modifications are required to keep up with emerging tools in the dynamic educational setting. Both speakers concur that AI tools can make a tremendous impact on the rates of student engagement and the quality of teaching work.

Table 1

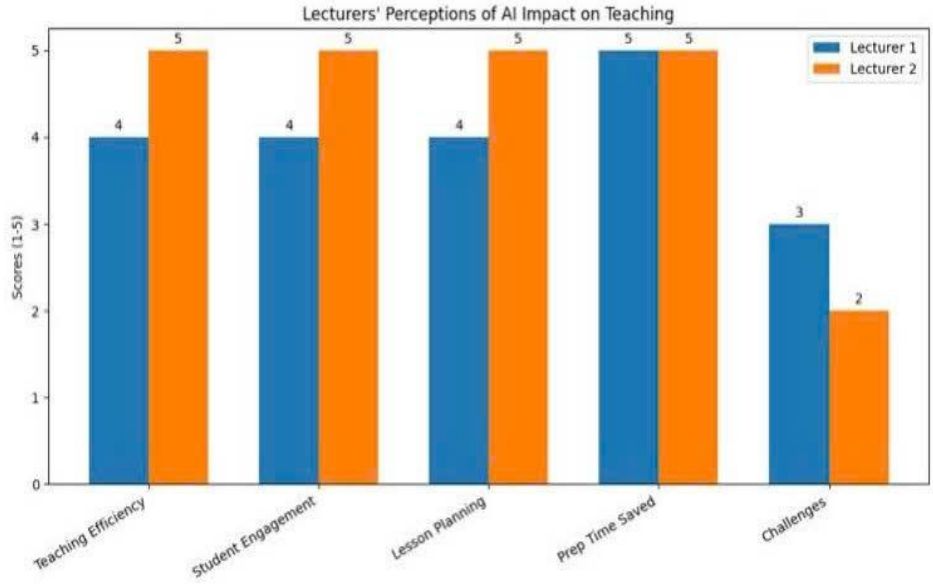
Lecturer Perspectives on AI Use in Online English Teaching

Aspect	Lecturer 1	Lecturer 2
AI Tools Used	*ChatGPT and DeepSeek*	*ChatGPT, Turnitin, Canva, Power Point*
Frequency of Use	*Yes, not often, three times or four times a week*	*I always use AI tools when I have online classes, but I do not usually have online classes, just once or twice a month.*
Impact on Efficiency	*Time efficiency and effective knowledge*	*These tools do not only help teacher save time in preparing their lessons and other kinds of paperwork but also provide them with ideas to make their lessons more informative, interesting and interactive.*
Challenges	*I often receive same ideas, same knowledge for a single question. I need to clarify my request more details*	*I am not a high-tech person so it takes me a lot of time to teach myself about AI tools and how to use them effectively.*
Future Intentions	*It's good to know how to use AI tools and explore them in my future online teaching as to my own, they can generate ideas and develop ideas in a specific ways such as new ideas that I have no chance to access, other ideas that I have no chance to communicate.*	*Though I am not really interesting in technology and do not feel comfortable with the change but I believe I will have to incorporate more AI tools in my future teaching, both online and offline, due to the convenience and effectiveness they offer. AI is an inevitable part of the future.*

All these lecturers reported a significant change in the process of lesson planning and instructional design with the help of AI, despite the variations in the frequency of their use. Lecturer 1 spent her time on how AI optimized teaching facilities and made her work preparation quicker. The argument put forward by Lecturer 2 is that AI tools are not very time-consuming, less dull, and more informative and interactive. They did have certain concerns,

though. The most frequently cited issue was repetitive AI delivery, in which case an instructor would have to develop more skills (and actual competence) in prompt engineering to generate diverse, possibly deep output. The learning process accompanying the implementation of these tools was also noted (in particular, for less technology-savvy instructors). These observations underscore the need for professional development or institutional support to help teachers make better use of AI tools. To illustrate these points, chart 1 below shows the views of two lecturers on the application of AI to make teaching more efficient and involve students in their online English classes.

Chart 1
Lecturers' perceptions of AI Impact on teaching



It is important to note that both lecturers cautioned against overusing AI. Though they saw that it is indeed a tool that can complement other means of teaching, they believed that it should not be used as a substitute for teaching methodology or human contact in the classroom. They did not view AI as a substitute for pedagogical knowledge and teacher-pupil interaction; furthermore, they viewed it as a useful complementary tool. Overall, this experience of lecturers can support Research Question 1 and confirm Hypothesis H01: the effect of AI tools on teaching efficiency and student engagement can be positive. The outcomes are aligned with the utility and deliberations regarding the complications of introducing AI into English language teaching. With a thoughtful, moderate mindset, the teacher will be able to consider AI without sacrificing the main principles of a successful teaching practice.

Findings from students' RQ2:

There were a total of 54 valid responses. The students were asked to rate their degree of agreement with each statement on a 5-point scale (1 = strongly disagree, 2 = disagree, 3 = Neutral, 4 = agree, 5 = strongly agree). The summary of the average scores of each of the thematic categories is presented in Table 2 below:

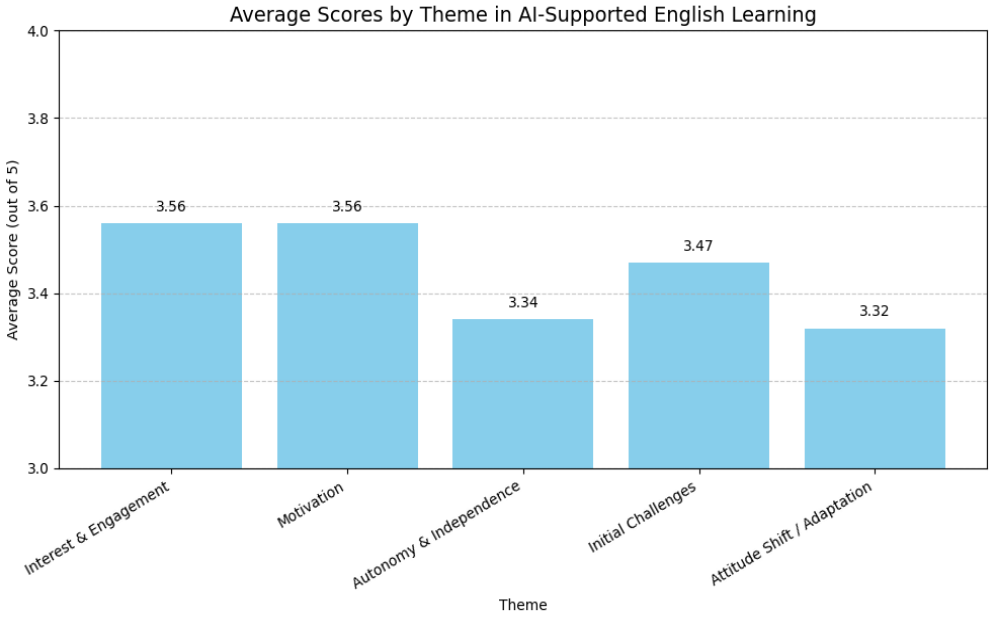
Table 2

Overall Theme Scores

Theme	Question Numbers	Average Score (out of 5)
Interest and Engagement	Q1, Q4, Q9, Q22, Q28, Q29	3.56
Motivation	Q3, Q7, Q8, Q27	3.56
Autonomy & Independence	Q2, Q5, Q6, Q10, Q25, Q26, Q30	3.78
Initial Challenges	Q11–Q19	3.47
Attitude Shift / Adaptation	Q20, Q21, Q23, Q24	3.32

Chart 1

Average score by theme in AI- AI-supported English Learning



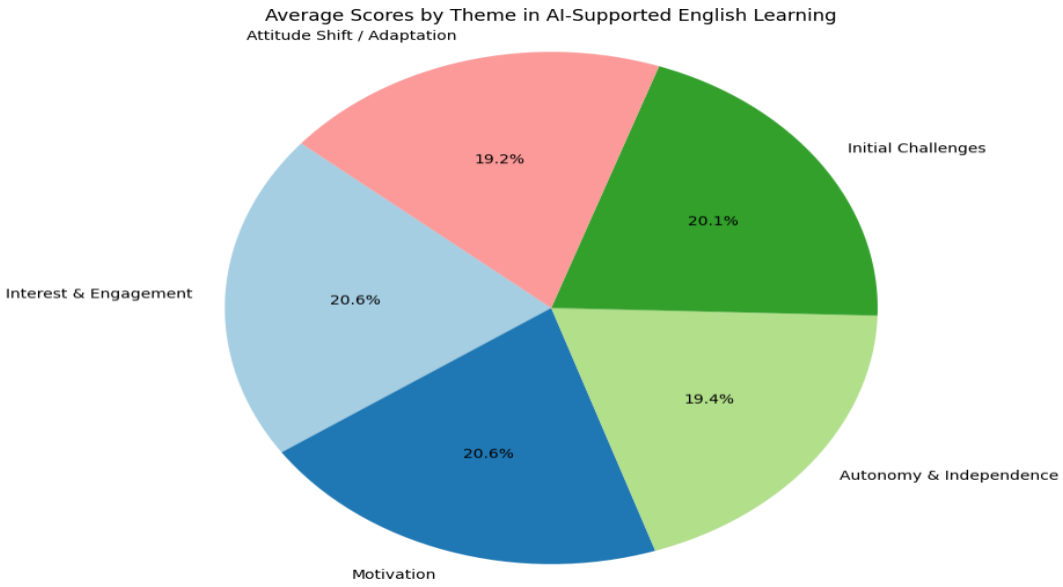
According to this bar chart, the authors aim to devise 30 questions to address five themes and demonstrate that 100% of students were positive about the use of AI tools in the learning process, especially regarding interest and motivation. Regarding interest and engagement (Questions 1, 4, 9, 22, 28, 29), most students reported increased concentration and stimulation during lessons with AI-based devices than in conventional lessons, though initial striving led to a slightly lower mean of 3.56. Regarding the domain of Motivation (Questions 3, 7, 8, 27), the learners shared that AI motivated them to complete tasks, actively access learning resources, and develop more structured study patterns, with a good mean score of 3.56. As to Autonomy and Independence (Questions 2, 5, 6, 10, 25, 26, 30), a significant number of students seemed to be empowered to take the lead on their learning and utilize AI tools outside the classroom, but a range of students still needed a guide or were not sure, which resulted in an average score of 3,34. In the section on initial challenges (Questions 11, 19), the participants acknowledged

the initial complexity, including technical problems, limited knowledge, and an inability to use organizational tools independently. However, not everyone got stuck with these obstacles, and the average score was 3.47. Lastly, in the theme Attitude Shift / Adaptation (Questions 20, 21, 23, 24), students commented that they felt more comfortable and developed a liking for AI tools over time, but some remain sceptical. This theme averaged a lower number of 3.32.

Based on (54) valid student responses, the findings show that the effectiveness of applying AI to teaching English online is shown in a pie chart 2 as below:

Chart 2

Average score by theme in AI-Supported English learning



It is shown that a clear figure of the impact of AI-based remote English education as an improvement is described by these 54 valid student answers. Learners reported that AI tools helped them focus more on their assignments, complete them, and browse learning content on their own. The highest average score of 3.78 fell under the autonomy and independence theme, indicating that many students felt they were in a position to take care of their own learning. Not all participants expressed confidence in their ability to employ AI effectively, which means that not all learners feel prepared. Though they were initially widespread, problems like unfamiliarity with the tools and technical difficulties were common, and teachers were initially required to help them out, but these problems reduced as they continued to use the tools. This gradual yet constant change in perception is evident in the average of 3.32 out of 5 for attitude shift and adaptation, with most students developing a more favourable view of AI tools.

In general, the results indicate that AI-based online teaching of English will enhance students' independence and interest. These benefits tend to occur over a long period, and so they will be accompanied by emotional and technological challenges. Eventual success arises as students grow weary of the challenges they initially face when using AI tools through frequent use and exposure, and are thus empowered to be more self-dependent and independent in their use of AI tools.

Overall, the results indicate that online English teaching with AI enhances students' independence and motivation. These benefits tend to occur over a long period, and so they will be accompanied by emotional and technological challenges. Eventual success arises as students grow weary of the challenges they initially face when using AI tools through frequent use and

exposure, and are thus empowered to be more self-dependent and independent in their use of AI tools.

Discussion

The findings of this paper confirm the growing presence of artificial intelligence in English language instruction and learning, especially in online settings. The results, based on the lecturers and students, validate the first research hypothesis (HP01.1), which states that AI tools can be used to achieve higher teaching effectiveness. The lecturers who took part in the research expressed that AI-based technologies (ChatGPT, DeepSeek, Canva, etc.) have helped them prepare lessons, present material, and think creatively. This observation is supported by the study by Kasneci et al. (2023), which shows that AI use helps with lesson planning, reduces teachers' workload, and ensures personalized learning materials.

The second hypothesis (HP01.2), which posited positive effects on students' motivation and engagement, was supported. They also felt more engaged in acquiring learning activities, especially in written and oral exercises. It is consistent with those of Chiu et al. (2023), who note that AI-aided language learning in three-dimensional spaces encourages higher rates of student input and student expression. The positive study results regarding students' use of AI are also consistent with previous studies showing that technology can enhance active learning when properly implemented (Wang et al., 2021).

Although these are some advantages, challenges have also been identified. The first encounters of students with AI tools created misunderstandings and even frustration due to technical issues or unfamiliarity. These initial-level challenges are also consistent with Chiu et al. (2023) and Song et al. (2022), who noted that live AI systems sometimes cause classroom disruption, particularly when poorly implemented. In addition, the research indicated an overreliance on AI tools, especially for writing. This is similar to Crompton et al. (2024) advising that excessive reliance on AI will inhibit the development of independent language in students and neutralize academic honesty.

In this research, educators felt that there is a need to balance the use of AI and human delivery. Despite the fact that AI was an appealing resource that saved time and energy, it strengthened the idea that, in the process of effective teaching, there should be teacher involvement to clarify, provide feedback, and motivate. This is consistent with what Uygun (2024) said about teacher scaffolding, namely that it should be used to create consistency and amplify effects in AI-enhanced learning. The findings can also be applied to broader theoretical debates. One of them would be a warning, as provided by Popenici & Kerr (2017), that one should not regard AI as a solution that would replace educators, but rather as a supplement to pedagogical approaches. This is also reflected in the sentiments of the lecturers in this research, who said they are interested in taking the state of AI use more seriously, but also desire an authentic nature to the educational experience and access to tutors for students. Even though the outcomes are encouraging, they also show a flip side to the coin regarding AI in education. Pham and Dang (2025) claim that AI will never replace human values and creative and judgmental elements of education. Rather, this must be incorporated into a blended learning approach, in which human teachers and machine support can be employed to leverage the distinct inputs each can provide. In conclusion, this paper has validated that AI-based methods can improve English language study by making teachers more efficient and motivating students. Such implementation of AI in online English teaching did not emerge in a vacuum, though, and its efficiency is connected to thoughtful integration, subsequent follow-up, and the recognition of its advantages and limitations as a method of instruction.

Conclusion

The processes of introducing AI-enabled tools into online English teaching were studied, with an emphasis on lecturers' personal experiences and students' attitudes towards them (Chiu et al., 2023; Song et al., 2022). Besides, AI integration has brought both challenges and opportunities to higher education institutions, and it is likely to result in a reassessment of pedagogical tools and methods (Coman et al., 2020). In this research paper, HP01.1 and HP01.2 were confirmed in the answer to RQ-1, as lecturers expressed a positive attitude toward using AI tools, such as ChatGPT and DeepSeek, to improve teaching performance, lesson planning, and student engagement. The students reported a higher degree of motivation, active engagement, and autonomy, which confirms Hypothesis HP02 and demonstrates that, over time, AI can positively influence learners' motivation and autonomous learning. Although the results of the study may provide valuable information on integrating AI into language teaching, it is essential to acknowledge the study's limitations. The sample is self-selective, which reduces the generalizability of the findings, and the poor response rate among lecturers is partly due to the survey being conducted in the context of these factors. Therefore, the outcomes may not fully reflect the greater student and teacher base. Further research needs to use larger, more diverse samples and take into account demographic variables to perform subgroup analyses of the impact of AI on foreign language learning.

Based on the results and established hypotheses, the present research will offer practical suggestions for effective AI applications in English language teaching. Second, educating teachers and students on the application of AI tools with meaningful, practical goals is not only beneficial to instructors but also to learners, making teaching more efficient and engaging when users are well trained (Kasneci et al., 2023). Structured instructions can help avoid abuse and overdependence, especially among the students (Wang et al., 2023). Third, a teacher combines AI applications with other instruction to ensure high-quality face-to-face communication and to make the most of AI benefits, such as personal feedback and time-saving (Wang et al., 2021). Finally, the broader representation of the community and demographics (age, proficiency, and experience with AI) should be included in future research to gain a more comprehensive picture of the effects AI may have on learners. There is also a need to explore the long-term effects on student performance that extend beyond immediate effects (Seo et al., 2021; Wang et al., 2023).

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Biodata

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