IJOEEL
International Journal of English Education and Linguistics

VOL. 08 NO. 01, JUNE 2026

RETHINKING ENGLISH TEACHING IN THE AI ERA: ENGLISH EDUCATORS' AI LITERACY AND PRACTICE

BONTISESARI[1], RENTA[2], IRMA RASITA GLORIA BARUS[3]
[1,2]*Universitas Pembangunan Nasional "Veteran" Jawa Timur*
[3]*Sekolah Vokasi, IPB University*
[1]bontisesari.bispro@upnjatim.ac.id, [2]renta.bispro@upnjatim.ac.id, [3]irmabarus@apps.ipb.ac.id

First Received: February 4, 2026 Final Proof Received: June 30, 2026

Abstract

This study examines English educators' AI literacy and teaching practices in the AI era, focusing on how English teachers and English lecturers understand, use, and ethically manage AI in English language teaching. Adopting a qualitative case study design, the study involved questionnaire data from 27 English educators and semi-structured interviews with five participants representing both secondary and higher education levels. The questionnaire explored educators' AI awareness, pedagogical use of AI, and ethical practices, while interviews provided in-depth insights into educators' experiences and professional decision-making. Questionnaire data were analyzed descriptively, and interview data were analyzed thematically. The findings indicate that English educators demonstrate moderate AI awareness and strong ethical sensitivity; however, their pedagogical use of AI remains cautious, selective, and largely teacher-mediated. AI tools were primarily used for instructional preparation and text-based language support, particularly in writing and reading. Student-facing AI use and assessment-related integration were limited due to concerns about academic integrity, overreliance, and learning quality. Despite high ethical awareness, many educators reported uncertainty in evaluating AI-assisted student work and establishing clear boundaries for acceptable AI use. The study concludes that English educators' AI literacy is pedagogical and contextual rather than primarily technical. Meaningful AI integration in ELT requires professional development and institutional support that prioritize pedagogical judgment and ethical guidance over technical training.

Keywords: AI literacy; artificial intelligence in ELT; English educators; English language teaching; teacher pedagogy

INTRODUCTION

The rapid advancement of artificial intelligence (AI) has begun to reshape educational practices across disciplines, including English language teaching (ELT). AI-powered tools such as text-generation systems, speech recognition applications, automated feedback tools, and adaptive learning platforms are increasingly accessible and used by English educators to support instruction, assessment, and learning activities. In ELT contexts, these tools are commonly associated with writing support, pronunciation practice, assessment assistance, lesson planning, and materials development (Karki & Karki, 2025). As a result, English teachers and lecturers are increasingly required to engage with AI not only as a technological resource but as a component that may influence everyday teaching practices and professional decision-making.

Alongside these developments, the concept of AI literacy has gained prominence in educational research. AI literacy is generally understood as educators' ability to understand AI technologies, evaluate their outputs, and engage with them in informed and responsible

ways (Ng et al., 2024; UNESCO, 2024) In ELT, AI literacy is particularly important because AI tools can directly affect learners' language production, feedback processes, and assessment outcomes. Consequently, English educators are expected not only to use AI tools but also to understand their capabilities, limitations, and ethical implications within instructional contexts.

Within ELT research, recent studies have begun to explore AI literacy among teachers and pre-service teachers, revealing uneven levels of preparedness. For instance, Chenqi et al. (2023) and Ayuningtryas and Emaliana (2025) report that while teachers demonstrate awareness of ethical issues related to AI, they often lack confidence in pedagogical and assessment-oriented uses of AI. Similarly, Seunmin and Kim (2024) show that AI literacy is closely linked to teacher efficacy and professional identity, suggesting that AI competence extends beyond technical skills to encompass teachers' beliefs and pedagogical decision-making. Despite these insights, there remains a limited amount of empirical research that specifically examines English educators' AI literacy from a pedagogical perspective, particularly across different educational levels, such as school teachers and university lecturers.

Despite the growing presence of AI in ELT, existing studies suggest that English educators' preparedness to engage with AI varies considerably. Previous research has reported generally positive attitudes toward AI use in language teaching; however, many teachers express uncertainty regarding their AI-related knowledge, confidence, and ethical decision-making (Karaduman, 2025). Even among in-service educators, AI use is often shaped by informal experimentation rather than systematic understanding or institutional guidance. The current literature has largely discussed teacher competence in AI use in terms of technical competencies, such as AI-assisted lesson planning and automated assessment (Case et al., 2025; Laoha et al., 2025). However, few studies have examined English educators' awareness of AI and their understanding of how to use it in everyday teaching practices, including ethical decision-making. This is the gap the present study addresses, focusing on awareness and understanding, rather than solely technical proficiency.

This study aims to examine English teachers' and English lecturers' AI literacy and AI-related teaching practices using a simplified and practice-oriented framework. Specifically, AI literacy is conceptualized through three interrelated aspects: technical understanding, practical use, and ethical awareness. This conceptualization draws on existing discussions of AI literacy and responsible AI use in education (Ng et al., 2024; UNESCO, 2024) and is informed by principles of reflective and responsible engagement with AI (Nol & Heng, 2025). By aligning this framework, the study seeks to capture how AI literacy is perceived and enacted by English educators in real teaching contexts, rather than proposing new pedagogical models or advanced technical competencies. This study addresses the following research questions:

1. What levels of AI awareness and understanding do English teachers and English lecturers report in relation to English language teaching?
2. How do English teachers and English lecturers report the use of AI tools in their English teaching practices?
3. How do English teachers and English lecturers perceive and enact ethical, responsible, and critical use of AI in English language teaching?

IJOEEL
International Journal of English Education and Linguistics
VOL. 08 NO. 01, JUNE 2026

METHOD

Research Design

This study adopted a qualitative case study design with supporting descriptive quantitative data to explore English educators' AI literacy and teaching practices in the AI era. A case study approach was chosen to provide a contextualized and in-depth understanding of how AI literacy is perceived and enacted by English teachers and English lecturers within a specific educational context. This design is particularly suitable for exploratory research on emerging phenomena, such as the integration of AI in English language teaching, where practices, beliefs, and institutional guidelines are still evolving (Case et al., 2025). Although questionnaire data were collected to provide an overview of trends, the primary focus of the study was interpretive, aiming to understand educators' experiences, perceptions, and decision-making processes rather than to test hypotheses or establish causal relationships. Each research question was addressed by both instruments: RQ1 through questionnaire Section A and interview questions on awareness; RQ2 through Section B and interview questions on pedagogical use; and RQ3 through Section C and interview questions on ethical practices.

Participants

Table 1 presents the demographic profile of the participants. A total of 27 English educators participated in the questionnaire phase: 15 secondary school teachers and 12 university lecturers. For the interview phase, five of these educators volunteered to participate — three school teachers and two university lecturers. Table 1 presents the full demographic profile.

Table 1. Demographic of Participants

Variable	Category	n
Gender	Male	7
	Female	20
Age	25–34 years	6
	35–44 years	12
	45–54 years	6
	>55 years	3
Highest Education Level	Bachelor's degree (S1)	9
	Master's degree (S2)	15
	Doctoral degree (S3)	3
Professional Role	School teachers (SD/SMP/SMA)	14
	University lecturers	13
Teaching Context	Elementary & Junior High School	9
	Senior High School	3
	Higher Education	15
Years of Teaching Experience	5–10 years	12
	11–15 years	4
	> 15 years	11

Both school teachers and university lecturers were included to capture potential differences in AI literacy and practices across secondary and higher education contexts. These two groups

operate under different institutional policies, student age groups, and curricular demands, which may shape their AI awareness, pedagogical use, and ethical concerns. Including both levels allows the study to explore whether AI integration in ELT varies by educational stage, rather than focusing on a single setting.

Data Collection

A questionnaire was used to obtain an overview of English educators' perceptions and self-reported practices related to AI literacy in English language teaching. The instrument was adapted and modified from existing AI literacy frameworks and scales, with a focus on pedagogical relevance rather than advanced technical knowledge (Lintner, 2024; Ng et al., 2024). The questionnaire was conceptually informed by UNESCO's (2024) AI Competency Framework for Teachers, operationalized through ELT-relevant dimensions, and guided by discussions of AI literacy in language education (Nol & Heng, 2025).

In this study, AI literacy is understood as educators' basic awareness and informed use of artificial intelligence in English language teaching, drawing on existing discussions of AI literacy and responsible AI use in education (Ng et al., 2024; Nol & Heng, 2025; UNESCO, 2024). AI literacy is examined through three interconnected aspects: technical, practical, and ethical as shown in Figure 1.

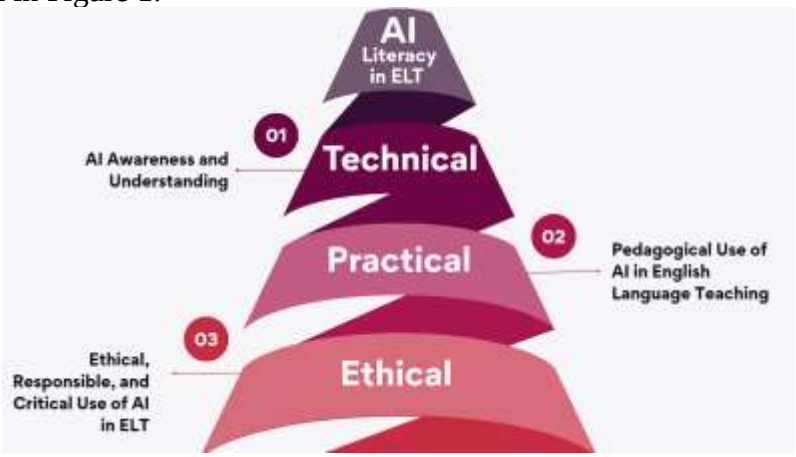

Figure 1. Conceptual Framework (Ng et al., 2024; Nol & Heng, 2025; UNESCO, 2024)

The technical aspect refers to educators' understanding of what constitutes AI in ELT, as well as their awareness of the capabilities and limitations of AI tools used for language-related tasks. The practical aspect focuses on how AI tools are applied in English teaching practices, including their use for instructional support, assessment, feedback, and lesson preparation. The ethical aspect concerns educators' awareness and enactment of responsible and critical AI use, encompassing issues such as academic integrity, data privacy, bias, and assessment-related considerations.

To reflect these dimensions, the questionnaire consisted of 37 items across three sections, plus demographic questions. Section A (5 items) examined participants' awareness and understanding of AI in the context of English language teaching using a 5-point Likert-type scale ranging from 1 (not familiar) to 5 (clear critical understanding). Section B (5 items) used multiple-selection questions to capture educators' pedagogical use of AI, including the types of tools used, purposes, teaching stages, primary users, and language skills supported. Section C (5 items) addressed ethical, responsible, and critical practices, such as evaluating

AI-generated content, maintaining academic integrity, and ensuring responsible use of AI in assessment and feedback, using a 5-point scale from 1 (do not know this practice) to 5 (apply regularly and evaluate impact on learning). Demographic information was also collected, including gender, age, educational background, teaching position, teaching context, years of experience, prior AI training, and frequency of AI use. Questionnaire data were analyzed descriptively using frequencies, percentages, and mean scores to illustrate overall trends within the case.

To deepen the understanding of questionnaire responses, semi-structured interviews were conducted with five English educators who volunteered to participate in follow-up interviews. These participants were selected through convenience sampling based on their willingness to be interviewed and availability. The samples consisted of three school teachers and two university lecturers. Although the selection was primarily practical, the participants represented different levels of AI awareness and teaching experience, which enabled a deeper exploration of contrasting practices and perspectives. The purpose of participant selection was not to generalize findings to all English educators, but to identify shared patterns, challenges, and practices within this particular case.

FINDINGS AND DISCUSSION

Findings

The findings are organized in accordance with the three research questions, which correspond to the technical, practical, and ethical aspects of AI literacy examined in this study.

AI Awareness and Understanding among English Educators

The questionnaire results indicate that English educators possess moderate foundational AI literacy, though levels of pedagogical confidence vary. In terms of conceptual understanding, most respondents reported at least basic familiarity with AI in English language teaching. Specifically, 73.7% of educators indicated some level of understanding of AI concepts, with 36.8% reporting a basic understanding and 36.8% reporting a clear or critical understanding of AI and its implications for ELT. However, 26.3% noted that their understanding remained limited, suggesting uneven depth of AI knowledge across participants. The result is shown in Figure 2.

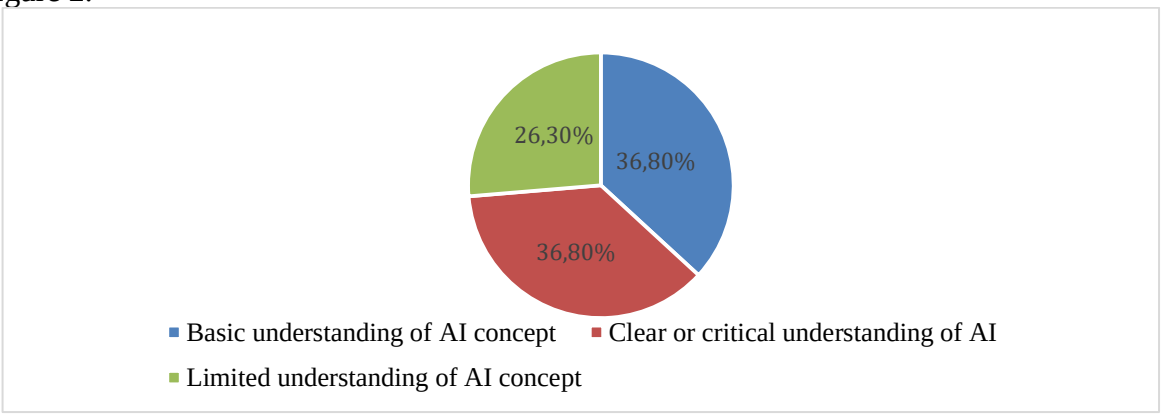

Figure 2. Conceptual Understanding of AI in English Language Teaching

Despite this general awareness, pedagogical AI literacy appeared less developed. While most respondents reported using AI for instructional preparation, such as lesson planning and

material development, fewer expressed strong confidence in identifying pedagogically appropriate contexts for student-facing AI use. Responses to items on pedagogical decision-making showed that educators were more cautious about integrating AI directly into learning activities, reflecting uncertainty about how AI can support deeper learning rather than surface-level task completion.

Regarding instructional focus, AI was most used to support writing and reading-related activities, with respondents indicating that AI-assisted feedback, idea generation, and text adaptation were among the most frequent applications. In contrast, fewer educators reported using AI to support speaking and listening skills, suggesting that AI integration remains concentrated in text-based language domains. The ethical and evaluative dimensions of pedagogical AI literacy also revealed notable gaps. Although a large proportion of respondents indicated awareness of academic integrity and overreliance concerns, fewer felt confident in evaluating student work that may involve AI assistance, particularly in writing tasks. This aligns with the tendency to prioritize teacher-controlled use of AI and structured classroom activities, rather than independent student engagement.

Table 2. Frequency of AI Use

Frequency of AI Use	n	%
Never	1	3.7
Rarely	3	11.1
Sometimes	9	33.3
Often	12	44.4
Very often	2	7.4

As shown in Table 2, data on the frequency of AI use indicate that most English educators have begun to engage with AI tools in their teaching practice. Nearly half of the participants (44.4%) reported using AI often, while an additional 7.4% indicated very frequent use. A further 33.3% reported using AI sometimes, suggesting emerging but not yet fully routinised integration. In contrast, smaller proportions of educators reported rare use (11.1%) or no use (3.7%) of AI in their teaching. Overall, these findings suggest that AI use among English educators is becoming relatively common, although the intensity of use varies, reflecting differing levels of confidence, pedagogical readiness, and contextual support for AI integration in English language teaching. Overall, the data suggest that while English educators demonstrate functional and conceptual AI literacy, their pedagogical and evaluative AI literacy is still emerging. The findings highlight a need for targeted professional development and institutional guidance to support educators in moving beyond personal AI use toward confident, ethical, and pedagogically grounded integration of AI into English language teaching.

Pedagogical Use of AI in English Teaching

The second research question examined how educators report using AI tools in their teaching practices. The findings indicate that English educators have begun to integrate AI into their pedagogical practices, though usage remains uneven and primarily teacher centered. Most respondents reported using AI to support lesson planning, material development, and task adaptation, with over 70% of educators indicating frequent or occasional use of AI for

instructional preparation. This suggests that AI is largely perceived as a practical tool for enhancing teaching efficiency rather than transforming classroom interaction. AI-generated worksheets, reading texts, and writing prompts were among the most reported applications, particularly across elementary and junior high school contexts.

In terms of classroom implementation, fewer educators reported encouraging direct student interaction with AI tools. Approximately 40–50% of respondents indicated limited or cautious use of AI in student-facing activities, especially for productive skills such as writing and speaking. Educators expressed concerns that unrestricted AI use might reduce students' cognitive engagement or lead to overreliance on AI-generated language. As a result, AI-supported learning was often embedded within controlled tasks, such as guided brainstorming, vocabulary support, or model text analysis, rather than open-ended composition. The finding also shows that AI was most frequently used to support writing and reading instruction, with more than 60% of educators reporting its use for generating ideas, improving text organization, or simplifying reading materials. In contrast, AI use for speaking and listening activities remained relatively low, reported by fewer than 30% of participants.

The data suggest that while educators recognize the pedagogical potential of AI, its classroom application remains cautious, scaffolded, and closely mediated by teachers to maintain learning quality and academic integrity

Ethical, Responsible, and Critical AI Practices in ELT

The third research question examined how educators perceive and enact ethical, responsible, and critical use of AI. Regarding perceptions, the survey results indicate a relatively high level of ethical awareness among English educators regarding the use of AI in teaching and learning. A substantial majority of respondents—approximately 70–80%—reported being concerned about issues related to academic integrity, particularly plagiarism and students' overreliance on AI-generated content. These concerns were most strongly associated with writing tasks, where educators expressed difficulty in distinguishing between students' original language production and AI-assisted output. This suggests that while AI is increasingly present in English classrooms, ethical considerations remain central to educators' professional judgment.

Regarding enactment, the findings reveal uncertainty in translating ethical concerns into consistent pedagogical practice. Around 50–60% of educators indicated that they were unsure how to clearly explain acceptable versus unacceptable AI use to students. While many respondents acknowledged the importance of ethical AI use, fewer reported having explicit classroom guidelines or assessment criteria addressing AI-assisted work. This gap reflects a broader lack of institutional direction, leaving educators to rely on personal judgment rather than shared standards when managing ethical issues related to AI.

Professional concerns were also evident in educators' perceptions of their evolving roles. Approximately 60% of participants expressed concern that unregulated AI use could undermine core language learning processes, such as critical thinking, problem-solving, and independent writing skills. However, fewer than 25% agreed with the notion that AI would reduce the importance of English teachers. Instead, most educators emphasized that AI reinforces the need for teacher mediation, ethical guidance, and instructional scaffolding. Overall, the results suggest that English educators demonstrate strong ethical sensitivity

toward AI use but require clearer institutional policies and professional support to confidently address ethical challenges in practice.

Insights from Interviews on AI Awareness

To complement the survey findings on AI awareness, semi-structured interviews explored how educators understand AI concepts, distinguish AI tools from other digital tools, and identify appropriate versus problematic pedagogical situations. The interview questions also asked about perceived limitations and risks of AI in ELT. Most interviewed educators demonstrated basic to clear conceptual understanding of AI, consistent with the survey finding that 73.7% reported at least basic familiarity. However, their ability to articulate critical awareness varied. An elementary school teacher explained:

> *"I know ChatGPT can generate texts, but I didn't realize that AI also includes automated feedback tools or pronunciation apps. I think I only use the tip of the iceberg."*

This comment reflects the survey finding that some educators have a narrow view of AI, focusing primarily on text generation. In contrast, a university lecturer demonstrated a more critical understanding:

> *"I am aware that AI tools are not neutral. They carry biases from training data, and their outputs need constant evaluation, especially for language learners who cannot yet judge accuracy."*

Regarding pedagogical awareness, educators showed uneven confidence in identifying when AI use is appropriate. A junior high school teacher stated:

> *"For grammar practice or generating reading passages, AI is very helpful. But for teaching creative writing or fostering original thinking, I am not sure if AI should be involved at all."*

A senior high school teacher added:

> *"I can see where AI might be problematic — for example, if students use it to translate whole paragraphs instead of trying to write themselves. But I don't always know where to draw the line."*

When asked about limitations and risks, most interviewees mentioned over-reliance and reduced learner engagement, echoing the survey data. However, fewer discussed issues, such as data privacy or algorithmic bias, are discussed spontaneously. An English lecturer noted:

> *"I worry about bias, but to be honest, I haven't examined how the AI tools I use handle non-native English varieties. That is a gap in my own awareness."*

Thus, interview insights confirm that while English educators possess functional AI awareness, their understanding is often incomplete — skewed toward text-based generative AI, with less attention to other AI applications, critical evaluation, or socio-ethical dimensions. This suggests that professional development should go beyond basic definitions to address pedagogical judgment and critical AI literacy.

Insights from Interviews on Pedagogical Use

Consistent with the survey finding that over 70% use AI for instructional preparation, most interviewees described using AI for lesson planning, worksheet generation, and adapting materials. A junior high school teacher explained:

"I use ChatGPT almost daily to create reading comprehension questions. It saves me hours. I just copy a text and ask for ten multiple-choice items with an answer key."

Another teacher added:

"I use AI to simplify news articles for my students. I paste the original and ask for a version at the grade 10 level. That has been very useful."

However, when asked about student-facing AI use, educators expressed much more caution. A senior high school teacher stated:

"I rarely let students use AI directly in class. Maybe for brainstorming or checking grammar after they have written a draft. But I always ask them to show me their original work first."

This aligns with the survey finding that 40–50% of educators reported limited student-facing use. A lecturer elaborated on the reasoning:

"I allow students to use AI for idea generation, but they must submit a process log showing their own writing before and after AI feedback. That way, I can see what they actually learned."

Interviewees also described the stages of learning where AI is integrated. Most reported using AI during preparation (teacher side) or practice (controlled tasks), but rarely during assessment or open-ended production. A lecturer summarized:

"AI is a helper for me, not a tool for students to use freely. I control when and how it appears in my classroom."

Overall, interview insights confirm that pedagogical use of AI remains teacher-centred, task-specific, and heavily mediated. While AI is valued for efficiency in lesson preparation and reading/writing support, its use in student-facing, speaking/listening, or assessment contexts is limited by technological concerns and pedagogical uncertainty.

Insights from Interviews on Ethical Practices

The survey results reveal a high level of ethical awareness among English educators across educational levels, particularly concerning academic integrity and responsible AI use. Overall, more than 70% of respondents indicated concern about students' potential overreliance on AI, especially in productive skills such as writing. These concerns were strongly reflected in interview responses from elementary and junior high school teachers, who emphasized students' developmental readiness. An elementary school teacher explained,

"At this level, students may use AI without understanding the language, so I limit AI use and focus on guiding them step by step."

Similarly, a junior high school teacher stated,

"My concern is that students will depend on AI answers instead of trying to think and write on their own."

Ethical concerns became more complex at the secondary and higher education levels, where assessment and authorship were central issues. Approximately 68% of senior high school teachers and lecturers reported difficulty in identifying AI-generated content in students' writing assignments. A senior high school teacher noted,

"It is increasingly difficult to differentiate between students' original work and AI-assisted writing, especially when the language quality suddenly improves."

An English lecturer echoed this concern, stating,

"AI challenges our traditional understanding of plagiarism and originality, which

creates uncertainty in assessment practices."

These findings indicate that as students engage in more advanced academic tasks, ethical concerns shift from supervision to evaluation and academic integrity. The results also highlight educators' uncertainty in addressing these concerns pedagogically. Around 60% of respondents reported lacking clear institutional guidelines or assessment policies related to AI use. This lack of support was consistently mentioned across educational levels. A junior high school teacher remarked,

"There is no clear policy, so teachers decide individually how to handle AI."

Likewise, a lecturer commented,

"Without institutional direction, we rely on personal judgment rather than shared standards."

What emerges from these interviews is that while English educators are highly sensitive to ethical issues surrounding AI, they require clearer policies, professional development, and institutional support to confidently manage ethical challenges in English teaching.

Discussion

This study found that while English educators possess moderate conceptual AI awareness and strong ethical sensitivity, their classroom practices remain cautious, selective, and largely teacher-mediated. These findings indicate that AI literacy in ELT is best understood as pedagogical and contextual rather than primarily technical. Although participants demonstrated moderate conceptual awareness of AI tools and strong ethical sensitivity, their classroom practices remained cautious, selective, and largely teacher-mediated. This suggests that AI literacy in ELT is shaped more by pedagogical judgment, professional responsibility, and contextual constraints than by technical proficiency alone. Such a finding supports Lintner's (2024) argument that AI literacy must be interpreted in domain-specific ways and adapted to professional contexts such as language teaching.

Educators' emphasis on ethical considerations over advanced technical knowledge reflects their prioritization of academic integrity, learning quality, and meaningful student engagement. Many participants deliberately limited student-facing AI use—particularly in productive skills such as writing—due to concerns about overreliance and reduced cognitive engagement. This pedagogical caution aligns with UNESCO's (2024) AI Competency Framework for Teachers, which positions ethical judgment, reflective decision-making, and learner-centered considerations as core competencies for educators working with AI.

These findings are broadly consistent with previous research showing that teachers often demonstrate stronger ethical awareness and conceptual understanding than confidence in pedagogical implementation of AI. Studies by Chenqi et al. (2023) and Seunmin and Kim (2024) similarly report that educators' AI literacy is closely linked to professional identity and concern over preserving pedagogical authority in AI-enhanced classrooms. In contrast to research focusing on pre-service teachers (Ayuningtryas & Emaliana, 2025; Karaduman, 2025), the present study shows that in-service English educators may possess practical familiarity with AI tools but still lack structured pedagogical frameworks for integrating AI into classroom interaction and assessment. This suggests that teaching experience does not guarantee pedagogical confidence in AI use, particularly in the absence of institutional guidance.

A key issue emerging from the findings is the disconnect between ethical awareness and pedagogical certainty. While most educators expressed concern about plagiarism, authorship, and student overreliance on AI, fewer felt confident in evaluating AI-assisted student work or articulating clear boundaries for acceptable use. This was especially evident in the writing assessment. Notably, ethical concerns varied systematically by educational level: elementary teachers focused on developmental readiness and supervision, whereas secondary and tertiary educators grappled with assessment validity and the definition of authorship in AI-assisted writing. This suggests that AI literacy frameworks and institutional policies should be sensitive to students' age and academic maturity. Interview data further revealed that ethical concerns varied across educational levels, ranging from developmental readiness and supervision at lower levels to authorship and assessment validity at higher levels. These challenges echo concerns raised by Case, Liu, and Mintz (2025), who argue that insufficient institutional readiness often leaves educators relying on personal judgment rather than shared pedagogical standards.

Despite these challenges, educators did not perceive AI as diminishing the role of English teachers. Instead, participants consistently emphasized the continued importance of teacher mediation, ethical guidance, and instructional scaffolding. This reinforces the view that AI does not replace teachers' professional roles but rather intensifies the need for pedagogical leadership and ethical oversight in AI-enhanced learning environments (Laoha et al., 2025).

The findings highlight the need for professional development that prioritizes pedagogical and ethical AI literacy, rather than technical training alone. Consistent with Nol and Heng (2025), effective professional learning should support educators in designing AI-informed language tasks, evaluating AI-generated content, and guiding students toward responsible and critical AI use. Such an approach recognizes AI literacy as a reflective and developmental process shaped by educators' pedagogical values, teaching contexts, and professional identities. Specifically, professional development programs should include guided practice in designing AI-mediated writing and reading tasks that preserve student agency, case-based training on evaluating AI-assisted student work and communicating acceptable use policies to students, and collaborative workshops where educators across educational levels share strategies for ethical AI integration. Without such targeted support, the gap between ethical awareness and pedagogical practice is likely to persist. Ultimately, meaningful AI integration in ELT depends less on teachers' technical skills and more on their pedagogical judgment, supported by institutional guidance and professional learning that prioritizes ethical, reflective practice.

CONCLUSION AND SUGGESTION

This study examined English educators' AI literacy and teaching practices in the AI era, focusing on technical understanding, pedagogical use, and ethical awareness. The findings indicate that English teachers and lecturers demonstrate moderate AI awareness, strong ethical sensitivity, and cautious, teacher-mediated use of AI in English language teaching. AI tools were primarily used to support instructional preparation and text-based language activities, while student-facing use—particularly in productive skills and assessment—remained limited due to concerns about academic integrity, overreliance, and learning quality.

Taken together, the findings indicate that English educators' AI literacy is pedagogical and contextual rather than primarily technical. Educators prioritized ethical judgement, instructional responsibility, and student development over advanced technical expertise. This reinforces the view that meaningful AI integration in ELT depends on pedagogical decision-making rather than solely on tool mastery. Consequently, AI literacy in language education should be conceptualized as a practice-oriented construct grounded in classroom realities and professional values.

Several limitations should be acknowledged. First, the qualitative case study design involved a relatively small sample (27 questionnaire respondents, five interviewees), limiting the generalizability of findings to broader populations of English educators. Second, the convenience sampling of interview participants may have introduced self-selection bias, as volunteers might have had a stronger interest in AI than non-volunteers. Third, data were collected through self-reported questionnaires and interviews, which may not fully capture actual classroom practices. Future research could complement self-reports with classroom observations or analysis of lesson plans and student work. Fourth, this study did not examine how AI literacy develops over time; longitudinal research would help understand whether pedagogical confidence increases with experience and professional support.

From a practical perspective, professional development should prioritize pedagogical and ethical AI literacy over technical training alone, and institutions are encouraged to provide clear guidelines and shared assessment practices. Specifically, professional learning initiatives should help educators design AI-informed language tasks that preserve student agency, evaluate AI-assisted student work fairly and transparently, and guide learners toward responsible, critical, and ethical AI use. Future research could complement self-reported data with classroom observations, analysis of lesson plans, or student work samples. Comparative research across different institutional and national contexts would further show how pedagogical and contextual factors shape AI integration in ELT.

REFERENCES

Ahimsa, A. F. H., & Khawa, D. (2025). The Impact of Artificial Intelligence on English Language Teaching: Opportunities and Challenges in Technology Era. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, *13*(1), 191–201. https://doi.org/10.24256/ideas

Ayuningtryas, V., & Emaliana, I. (2025). Are Pre-Service EFL Teachers Ready for AI-Assisted Assessment? The Role of Assessment Literacy in the Digital Era. *PANYONARA: Journal of English Education*, *7*(2), 267–294. https://doi.org/10.19105/panyonara.v7i2.21416

Batubara, M. H. (2025). Harnessing Artificial Intelligence for English Language Learning: A Systematic Literature Review. *Journal of Linguistics, Literature and Language Teaching (JLLLT)*, *4*(2), 107–122. https://doi.org/https://doi.org/10.37249/jlllt.v4i2.853

Case, R., Liu, L., & Mintz, J. (2025). Integrating AI Technology into Language Teacher Education: Challenges, Potentials, and Assumptions. In *Computers in the Schools* (Vol. 42, Issue 2, pp. 93–99). Routledge. https://doi.org/10.1080/07380569.2025.2458950

Chenqi, L., Guoqing, L., & Xiangchun, H. (2023). Measuring Artificial Intelligence Literacy of Pre-service Teachers at a University in Northwest China. *Proceedings - 2023 12th*

International Conference of Educational Innovation through Technology, EITT 2023, 100–105. https://doi.org/10.1109/EITT61659.2023.00027

Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*, *55*(6), 2503–2529. https://doi.org/10.1111/bjet.13460

Karaduman, C. (2025). Pre-Service EFL Teachers' Perceived AI Literacy and Competency: The Integration of ChatGPT Into English Language Teacher Education. *SAGE Open*, *15*(3). https://doi.org/10.1177/21582440251379712

Karki, B., & Karki, T. M. (2025). Integrating AI in English Language Teaching: Challenges and Opportunities. *Dristikon: A Multidisciplinary Journal*, *15*(1), 13–28. https://doi.org/10.3126/dristikon.v15i1.77118

Laoha, R., Chomthong, W., & Pongpanich, W. (2025). Artificial Intelligence and English as a Foreign Language (EFL) Teachers' Competencies: A Systematic Review. *Higher Education Studies*, *15*(3), 262. https://doi.org/10.5539/hes.v15n3p262

Lintner, T. (2024). A systematic review of AI literacy scales. *NPJ Science of Learning*, *9*(1). https://doi.org/10.1038/s41539-024-00264-4

Liu, H., Li, Y., & Luo, W. (2024). Artificial Intelligence in English Language Teaching. *Proceedings of the 3rd International Conference on Education, Language and Art*, 120–131. https://doi.org/10.2991/978-2-38476-214-9_16

Ng, D. T. K., Wu, W., Leung, J. K. L., Chiu, T. K. F., & Chu, S. K. W. (2024). Design and validation of the AI literacy questionnaire: The affective, behavioural, cognitive and ethical approach. *British Journal of Educational Technology*, *55*(3), 1082–1104. https://doi.org/10.1111/bjet.13411

Nol, S., & Heng, E. (2025). Artificial Intelligence (AI) Literacy: A Necessity in Modern Language Education. In *Journal of English Learner Education* (Issue 17).

Rukiati, E., Arief Wicaksono, J., Taufan, G. T., & Suharsono, D. D. (2023). AI on Learning English: Application, Benefit, and Threat. *Journal of Language, Communication and Tourism*, *1*, 32–40. https://doi.org/https://doi.org/10.25047/jlct.v1i2.3967

Seunmin, E., & Kim, A. (2024). The Impact of AI Literacy on Teacher Efficacy and Identity: A Study of Korean English Teachers. *Proceedings of the 32nd International Conference on Computers in Education. Asia-Pacific Society for Computers in Education*.

Syuhra, M. N., Chandra, N. E., & Rosalina, E. (2025). Artificial Intelligence in English Language Teaching: A Systematic Literature Review of Tools, Impact, and Challenges. *Voices of English Language Education Society*, *9*(1), 193–205. https://doi.org/10.29408/veles.v9i1.29745

UNESCO. (2024). AI Competency Framework for Teachers. In *AI competency framework for teachers*. UNESCO. https://doi.org/10.54675/zjte2084