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Artificial Intelligence Use, Pedagogical Shifts, Benefits, and Challenges in ELT across Georgian Higher Education

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ABSTRACT

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) has motivated transformative shifts in pedagogical paradigms globally, including in the context of Georgian higher education. This study explores the integration of artificial intelligence (AI) tools into English Language Teaching (ELT) across higher education institutions in Georgia, focusing on pedagogical shifts, perceived benefits, and challenges in implementation. The study specifically examines instructors teaching General English, providing insights into classroom practices, lesson planning, and student engagement.

Applying a quantitative descriptive research design with exploratory elements, data were collected via a structured online survey completed by 105 English language instructors from multiple higher education institutions (nine HEIs) in Georgia. The findings reveal that AI integration is already widespread, with tools such as ChatGPT, Quizlet, and Quizizz commonly employed for lesson planning, gamified instruction, and enhancing student engagement. Enhanced vocabulary learning, improved writing support, and increased student engagement are the most frequently reported benefits.

However, several challenges persist, notably insufficient teacher training (53.3%), limited access to infrastructure (28.6%), concerns over AI reliability, and difficulty adapting AI-generated content to curricular goals. Despite the fact that over half of the instructors reported using AI to design more interactive lessons, a significant number still demonstrated limited strategic alignment between pedagogy and AI application. This study contributes to the growing body of research on AI in ELT by providing insights specific to the Georgian higher education context, including local challenges, infrastructure limitations, and instructor practices. It also highlights the urgent need for targeted professional development and institutional support to fully harness AI's pedagogical potential.

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Introduction

Over the past decade, technology has transformed education, fundamentally changing the way in which traditional teaching and learning are carried out. (Daud, *et al*., 2025). The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) represents a significant pedagogical shift, providing innovative technological tools that enhance learners' competencies across the core language skills: writing, speaking, listening, and reading (Syuhra *et al*., 2025).

Moreover, recent advances in AI have significantly influenced the field of education, including ELT. While educators are increasingly adopting AI tools, there remains a need to understand how these tools are being used in practice, what challenges they present, and how they impact teaching strategies and learner outcomes. This study investigates the integration of Artificial Intelligence into English Language Teaching in Georgian higher education, focusing specifically on instructors teaching General English, and critically examines the technological transformations, anticipated advantages, and contextual challenges associated with its implementation.

The findings are framed within the context of contemporary global developments and institutional responses, offering well-founded insight into the ways AI is transforming language education at both the theoretical and practical levels. It also aims to explore the current landscape of AI integration in ELT in Georgian higher education, focusing on practical use, benefits, and barriers.

Despite these challenges, the pedagogical potential of AI is undeniable. The research underscores that when implemented with proper guidance and ethical frameworks, AI can foster metacognitive engagement, facilitate differentiated instruction, and free educators to focus on complex cognitive tasks (Kristiawan et. al., 2024) Thus, understanding the multifaceted influence of AI in ELT – its transformative benefits, inherent constraints, and evolving pedagogical implications – is crucial for educators, policymakers, and researchers alike (Frazier, 2024).

Despite the growing interest in AI in education globally, its adoption in ELT within Georgian higher education remains limited and underexplored. Many instructors face practical challenges, such as limited training, insufficient infrastructure, and uncertainty about how to integrate AI meaningfully into classroom practices. This gap between technological potential and real-world application highlights the need for a systematic study to examine how AI is being used, what benefits instructors perceive, and what obstacles hinder its effective implementation in General English teaching. Understanding these issues can inform targeted professional development, institutional support, and evidence-based strategies to optimize AI-enhanced language teaching.

To guide this investigation, the following research questions were posed:

- What types of AI tools are currently used by English language educators in higher education?
- For what specific purposes do educators use AI tools in English Language Teaching?
- How frequently do instructors integrate AI tools into their teaching practice?

- What benefits do educators perceive in using AI for English language instruction?
- What challenges do educators face when integrating AI into their teaching?
- In what ways might AI tools be contributing to pedagogical shifts in ELT?

1. Literature Review

1.1 Pedagogical Shifts Enabled by AI in ELT

The incorporation of Artificial Intelligence (AI) into English Language Teaching (ELT) has led to notable changes in teaching methodologies. To support blended learning, interactive content creation, and differentiated instruction, AI tools are increasingly being used. As Neupane *et al*. (2025) argue, AI fosters adaptive learning pathways, enabling instructors to tailor lesson content based on learner progress and proficiency. This kind of personalization enhances learner-centered teaching approaches, providing support for both high-achieving and struggling students at the same time.

In the context of Georgian higher education, Moralishvili (2024) notes that the rise of AI use has accelerated the transition from traditional teacher-centered lectures to interactive and exploratory learning formats. AI tools are now employed not only to generate text, but to collaboratively build understanding, encourage iterative revision, and foster critical thinking skills. These results are also consistent with Al-Midlij and Alotaibi's (2023) study, which highlights the role of AI-supported scaffolding in fostering greater learner independence and empowering students within EFL environments.

For sure, the integration of AI by itself does not guarantee educational innovation: educators need both digital competence and pedagogical expertise to effectively incorporate AI into active learning approaches and align it with curriculum goals.

1.2 Benefits of AI in Language Learning

In both international and Georgian educational settings, the integration of AI in English Language Teaching (ELT) offers multiple advantages, among them facilitating vocabulary development, boosting learners' writing skills, and enabling individualized feedback mechanisms. AI-enhanced platforms like Quizlet, Quizizz, and Kahoot contribute to gamified vocabulary instruction, thereby promoting better retention and increased student motivation (Neupane *et al*., 2025).

A widely admitted advantage of AI in language education is its capacity to enable real-time formative assessment. Through instant feedback on grammar, textual coherence, and argumentative structure, AI-powered tools foster iterative writing and self-reflection. As a result, learners grow more independent from instructor support and gain greater confidence in exploring language use – especially within written tasks.

Another advantage, noted in the Elon University report 2024 (Watson & Rainie, 2025), is AI's ability to support multilingual learners through translation tools, pronunciation feedback, and scaffolded explanations. These features reduce anxiety and promote inclu-

sivity, especially for students with diverse linguistic backgrounds or learning needs.

According to Moralishvili (2024), in the Georgian context – where disparities in institutional resources and learner preparedness are significant – AI tools have demonstrated promise in expanding access to educational content and mitigating digital literacy challenges. Nevertheless, the transformative potential of such technologies is contingent upon the availability of reliable infrastructure and long-term investment in digital capacity building**.**

1.3 Challenges of AI Integration in ELT

Despite the growing optimism surrounding Artificial Intelligence (AI) applications in English Language Teaching (ELT), scholarly literature reveals a number of pressing challenges that hinder its flawless integration into pedagogical practice. These challenges include technical, pedagogical, ethical, and institutional dimensions, and collectively point to a need for more thoughtful, just, and contextually appropriate approaches to AI implementation in ELT.

Although the pedagogical affordances of AI in ELT are substantial, its successful adoption is often constrained by structural and human-capital limitations. Drawing on parallels from Gogiashvili and Demetrashvili's (2022) findings on online learning in Georgian higher educational institutions, the absence of consistently high-quality visual resources, disparities in digital literacy, and the prevalence of off-task digital engagement remain salient barriers. Similarly, Gogberashvili's (2021) study on Georgian students' attitudes toward online learning reported unstable internet connections, low motivation, and a demand for more engaging visual materials and interactive tasks – challenges that, if unaddressed, could equally hinder the effective integration of AI in ELT. Within AI-mediated learning environments, these constraints are further amplified by the requirement for stable technological infrastructure, equitable access to adaptive multimodal content, and sustained professional development for educators. Without addressing these interdependent factors, AI risks reinforcing existing instructional inequities rather than serving as a transformative pedagogical force.

According to Edmett *et al*. (2024), one of the most frequently voiced concerns is the lack of teacher readiness and training in using AI-based tools effectively. In the British Council's global teacher survey, although 76% of educators report using AI tools in some capacity, only 20% claim to have received adequate training for their integration into classroom instruction. The skills gap undermines the pedagogical potential of AI, and fosters resistance and uncertainty among educators concerning its sustained value in the educational context. As Waston and Rainie state (2025), the problem is made worse by the lack of readiness at the institutional level, even in the USA, where more than half of higher education leaders reported that their institutions were not well prepared to use AI in teaching and learning.

According to Syuhra and his co-researchers (2025), the digital divide is another critical barrier which widens existing inequalities between well-resourced and under-resourced

educational institutions. High-speed internet, updated hardware, and subscription-based platforms are often required by AI tools, making them unavailable to a large number of students and educators in low-income or rural regions. This unbalanced distribution of technological access threatens to reinforce socio-economic disparities in language learning outcomes, particularly in regions with scarce infrastructure (Özçelik, 2025).

From a pedagogical standpoint, AI integration in ELT remains largely rooted in traditional teaching approaches. While AI has the capacity to provide personalized and adaptive learning experiences, many current tools continue to mirror transmission-based practices – such as automated lectures and grammar correction – rather than promoting interactive, collaborative, or culturally responsive learning contexts.

In conclusion, researchers highlight potential drawbacks in excessive reliance on AI, particularly the risks of cognitive overload and reduced metacognitive engagement. Overdependence on AI-generated content or suggestions can lead learners to bypass crucial mental processes – such as planning, revising, and self-monitoring – thereby impeding sustained language development. These risks call for a measured approach in which AI serves as a complement to, rather than a replacement for, essential pedagogical practices.

Overall, although the integration of AI into ELT offers considerable potential, the prevailing scholarship advises prudence. In the absence of focused teacher training, comprehensive ethical frameworks, adequate infrastructural support, and pedagogical innovation, AI may continue and in some cases amplify existing challenges in language education. Future inquiry should therefore emphasize inclusive, contextually responsive, and ethically sound approaches to ensure that AI strengthens, rather than undermines, the human-centered foundations of language learning.

1.4 The Teacher's Role and Professional Identity in AI-Supported ELT

Another emerging theme is AI's influence on teacher identity and professional freedom. While AI tools promote productivity and innovation, they can also lead to insecurity about the teacher's evolving role. Crompton and Burke's (2024) research advocates for viewing AI as a "collaborative partner," rather than a substitute, underscoring the need for teacher agency in curating and contextualizing AI outputs. In their study of AI teaching assistants, Watson and Rainie (2025) note that while AI can manage repetitive instructional assignments, teachers remain central in fostering social-emotional learning, ethical reasoning, and culturally responsive teaching. This distinction is especially important in the Georgian academic space, where teacher-led interaction and social rapport are culturally significant.

As such, educators require not just technical training, but conceptual frameworks to integrate AI meaningfully while preserving core pedagogical values. Mavropoulou (2023) highlights that empowering teachers with AI knowledge increases their capacity to innovate, critique, and adapt tools to their classroom reality.

2. Methodology

2.1 Research Design

This study employed a quantitative descriptive approach with exploratory elements to understand how Artificial Intelligence (AI) is being integrated into English Language Teaching (ELT) across higher education institutions in Georgia. The research focused on identifying patterns of AI use, perceived pedagogical changes, reported benefits, and challenges faced by instructors, specifically those teaching General English. A structured online survey served as the primary data collection tool, designed to capture practical, experience-based insights from active ELT practitioners.

2.2 Participants

The participants were English language instructors from a range of public and private universities across Georgia. A total of 105 English language instructors from nine higher education institutions completed the survey, offering a wide geographic and institutional representation. Nearly 48% of participants were employed at private universities, 36% at public institutions, and the remaining worked across both sectors.

Demographically, the majority of respondents (92.2%) identified as female, while 7.8% were male – a distribution that reflects the female-dominated teaching workforce in English language education in Georgia. In terms of location, 83% of participants resided in Tbilisi, which is consistent with the concentration of accredited universities in the capital (GEOSTAT, 2024).

Regarding educational background, most instructors held at least a Master's degree, indicating a relatively highly qualified sample. The age distribution was led by respondents aged 36-46 years (41.9%), followed by those aged 47-57 (28.6%).

Teaching experience at the university level varied considerably. The mean was 15.02 years, ranging from 1 to 45 years of experience. This diversity provided valuable insight into how both novice and experienced educators engage with AI in their instructional practices.

2.3 Data Collection

Data were collected in May 2025 through a Google Forms questionnaire, which was distributed via professional academic networks, institutional mailing lists, and through direct outreach to educators. To ensure that respondents were university instructors, the questionnaire was specifically sent to institutional email addresses. This approach ensured a diverse and representative sample of instructors actively involved in university-level English language teaching.

Participation in the study was voluntary, and all responses were submitted anonymously to maintain confidentiality and ethical integrity.

2.4 Survey Instrument

The survey was specifically developed by the research team to address the study's objectives. It included a mix of closed-ended, Likert-type, and open-ended questions, several of which allowed respondents to select multiple answers. The questions were organized around four main themes:

- AI usage in ELT (e.g., tools used, purposes, frequency)
- Pedagogical shifts (e.g., changes in methods, lesson planning, classroom interaction)
- Perceived benefits (e.g., learning outcomes, student motivation, teaching support)
- Challenges and barriers (e.g., technical limitations, institutional support, ethical concerns)

Demographic questions were also included to help contextualize the findings. The survey was written in English and reviewed for clarity and relevance prior to distribution.

2.5 Data Analysis

Quantitative responses were analyzed using descriptive statistics (frequencies and percentages) to identify trends across each thematic area. Open-ended responses were subjected to basic thematic analysis, which allowed for the identification of recurring experiences, concerns, and attitudes toward AI use in ELT. The results are presented in the following sections, organized by tool usage, instructional benefits, pedagogical change, and integration challenges.

2.6 Limitations

This study focused specifically on instructors teaching General English, which means the findings may not be fully applicable to courses in English for Specific Purposes (ESP) or other specialized language programs. The data were based on self-reported responses from 105 university English instructors across nine institutions in Georgia, which could introduce biases related to participants' perceptions, memory, or willingness to report accurately. Additionally, while the survey captured a broad overview of AI integration, it did not include classroom observations or student perspectives, which might provide a more comprehensive understanding of actual AI usage and its impact on learning outcomes.

2.7 Ethical Considerations

The study followed standard ethical procedures for educational research. Participation was entirely voluntary, with informed consent implied by survey completion. No personally identifiable information was collected. All data were handled anonymously, and participants had the right to withdraw at any time by simply not submitting the form. The study was designed to ensure confidentiality, privacy, and academic integrity, in accordance with research ethics protocols.

3. Descriptive Analysis

3.1 Current Use of AI Tools in English Language Teaching

As part of a broader exploration into how Artificial Intelligence is being integrated into English Language Teaching, educators were asked which AI tools they currently use in their classrooms. Respondents could select multiple options, reflecting the variety of ways AI is blended into teaching practices. Interestingly, only one participant reported not using any AI tools at all, suggesting that AI adoption is already widespread in this field.

ChatGPT emerged as the most commonly used tool, with 86.7% of participants reporting regular use in their teaching. This was

followed, at a distance, by Quizlet with AI, and Quizizz, each used by about one in four teachers (26.7%) – especially for interactive tasks and gamified assessments.

Other tools mentioned included Gemini and Claude (each at 16.2%), Microsoft Copilot (10.5%), and more specialized platforms such as Twee and Genially (8.6%). A few educators also reported experimenting with tools like Brisk, Eduaide, Perplexity, and Curipod. There were also unique mentions of Grammarly, Kahoot, and ElevenLabs, reflecting the diversity of AI-based tools being explored to support teaching (see Fig. 1).

3.2 Purposes of AI Tool Use

Building on this, participants were asked about the specific purposes for which they use AI in their teaching. Respondents could choose multiple purposes, giving insight into the different roles AI plays in classroom activities.

The most common use was for content creation, such as generating tests, exercises, or discussion prompts – with 72 educators (68.6%) selecting this option. This was followed by using AI for conducting games and competitions (35.2%), and providing feedback to students (33.3%).

Other frequent uses included lesson planning, professional development, and managing classroom activities, each chosen by 30.5% of respondents. Less commonly, AI was used for grading (15.2%), assisting with research and data analysis (14.3%), and generating syllabuses (11.4%). A small number of participants reported using AI for grammar checking or correcting writing (1% each), while 12.4% stated they don't use AI tools at all (see Fig. 2).

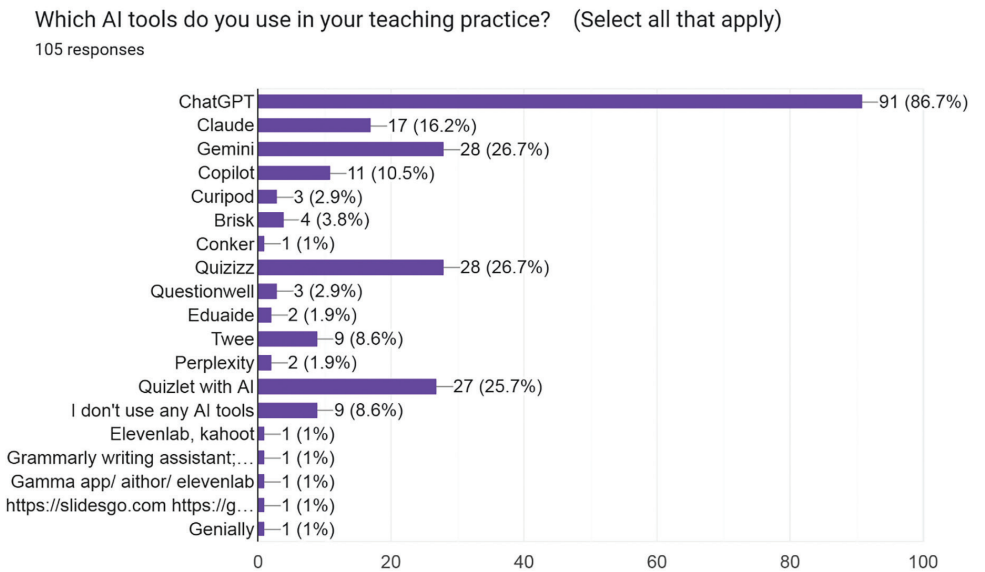

Figure 1. AI Tools Used by Educators

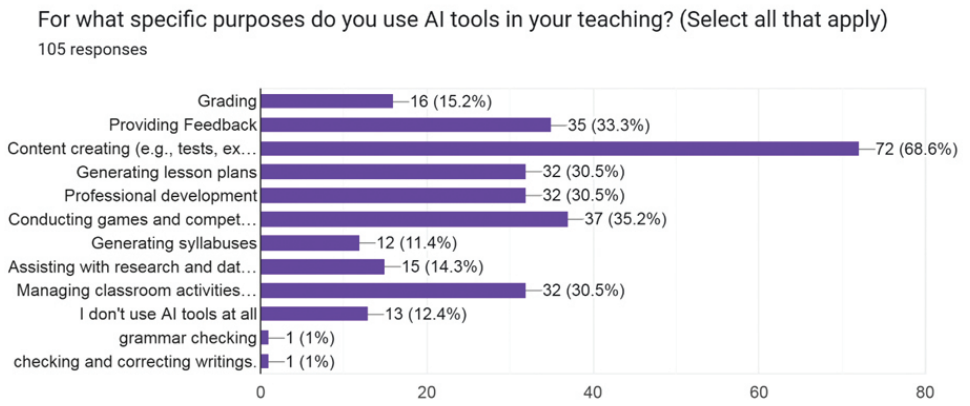

Figure 2. Distribution of Educators' Reported Purposes for Using AI Tools in Teaching

These results show that educators are applying AI in diverse ways, particularly in content generation and student engagement.

3.3 Frequency of Use

To better understand how integrated AI is in educators' teaching routines, respondents were also asked how often they use these tools.

As shown in Figure 3, most participants reported using AI on a weekly basis (41.9%), suggesting that it has become a regular part of their professional workflow. Another 16.2% use AI daily, and the same percentage selected "often," indicating more than occasional use.

On the other hand, 13.3% reported monthly use, while 11.4% said they use AI rarely. Only 1% indicated that they never use AI tools, reinforcing the broader trend of active engagement with these technologies.

While daily use is still limited, the results suggest that AI is no longer an experimental

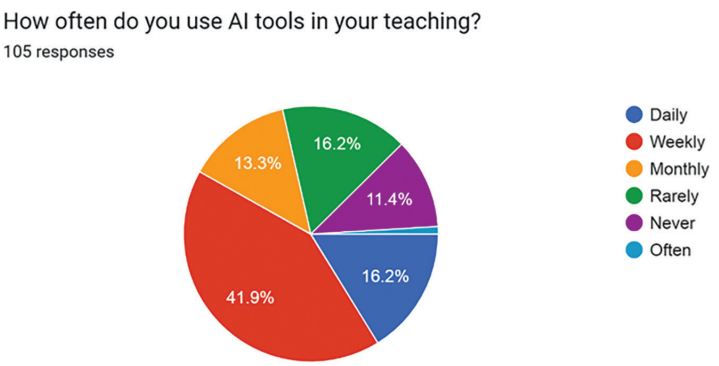

Figure 3. Frequency of AI Tool Usage in Teaching Among Surveyed Educators

addition for many teachers – it is becoming a routine support tool (see Figure 3).

3.4 Perceived Benefits of Using AI Tools in Teaching

After examining how often instructors use AI and for what purposes, the next section focused on where they believe AI has the most positive impact in English language teaching.

Among 105 respondents, vocabulary learning stood out as the area most positively affected by AI, with 68.6% of educators selecting it. Many noted the value of flashcards, personalized word lists, and gamified vocabulary practice in helping students retain new terms more effectively.

Test preparation was the next most frequently chosen benefit (61%), followed by writing (54.3%) and grammar instruction (51.4%). Educators emphasized how tools like ChatGPT and Grammarly assist with writing accuracy, grammar feedback, and idea generation – making writing support more accessible to learners.

In contrast, fewer respondents felt that AI tools were particularly effective for reading comprehension (41.9%), listening skills (23.8%), or pronunciation (21%). These results suggest that while AI is highly valued for language production and support, its use in more perceptual or interpretive skills is still emerging.

A small portion of respondents (8.6%) said they do not use AI tools at all, which may reflect barriers such as lack of training or confidence in technology use (see Figure 3).

Beyond academic skills, many instructors also reported that AI tools help boost student engagement and motivation. Over half (57.1%) said that AI made learning more interactive and personalized, while another 29.5% noted that it helped students track progress and set goals – key elements of learner autonomy.

However, some concerns were raised. About 13.3% of instructors feared that students might become overly dependent on AI, while 4.8% pointed out that AI lacks the human interaction needed for deeper motivation. Others mentioned confusion or distraction as potential drawbacks, and 17.1% were unsure about AI's overall motivational impact.

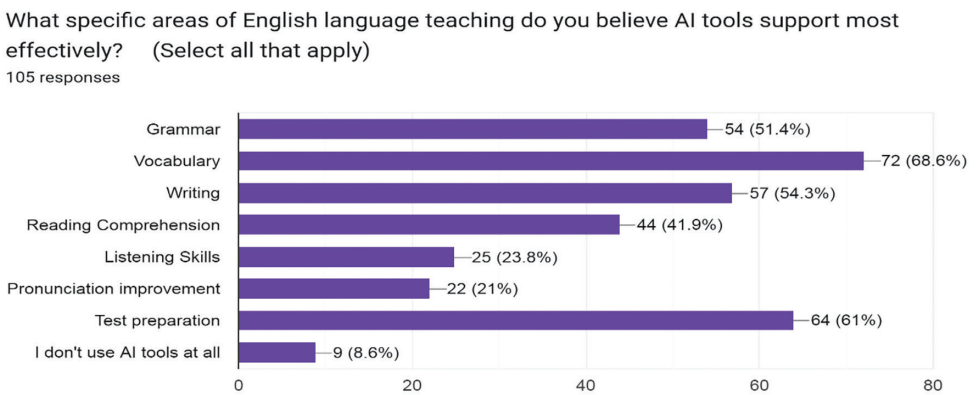

Figure 4. Teaching Areas Most Supported by AI

3.5 The Challenges of Integrating AI Tools in Teaching

While instructors recognize the growing importance of AI in education, their experience with using these tools is shaped by the challenges they face on a daily basis. To better understand these difficulties, the study asked two related but distinct questions. The first focused on the general challenges instructors encounter when using AI in their institutional context, while the second looked more narrowly at the specific difficulties of integrating AI into their teaching practice. Drawing on both sets of closed-ended data, as well as open-ended comments, the results offer a detailed picture of the main barriers instructors experience.

The most frequently mentioned issue was a lack of training and professional development, selected by 37 respondents (35.2%) in relation to classroom integration, and by 56 (53.3%) in the broader institutional context (see Figure 5). In both cases, instructors highlighted not only the absence of structured training, but also a general lack of guidance on how to use AI meaningfully in language teaching. Some felt that exploring and adapting AI tools required more time than their workload allowed. As one respondent wrote, "It needs time, and I do not have info about many AI tools." Others mentioned the need to carefully test and adapt AI-generated materials before using them in class, which can also be time-consuming.

Access and infrastructure issues were also common. In the teaching-specific question, 30 instructors (28.6%) reported limited access to necessary technology or resources, while 18 (17.1%) mentioned similar issues in the institutional-level question. Additionally, the high cost of certain AI tools was cited as a significant barrier by 33 respondents (31.4%), suggesting that while free tools like ChatGPT are widely used, many advanced platforms remain financially inaccessible for some instructors or institutions. In open comments, instructors described problems with Wi-Fi, outdated equipment, and students who struggled with digital tools. Some shared that even accessing free tools like ChatGPT was not always easy for students due to phone limitations or unfamiliarity with how such tools work. One participant commented, "Not everyone is familiar with ChatGPT or Google Gemini. Many students are unfamiliar with some of the basic features of their phones."

Instructors also expressed concern about the accuracy and appropriateness of AI-generated content. In the classroom-focused question, 20 respondents (19%) said they were unsure whether the content produced by AI tools could be trusted, and similar concerns appeared in open-ended responses. One teacher wrote, "There are some mistakes in the exercises provided by AI," while another added, "The answers generated by AI aren't always suitable." These statements reflect a careful, thoughtful approach among teachers, who see the potential of AI, but are not ready to rely on it fully without revision.

Several instructors also found it challenging to integrate AI tools into existing lesson plans, selected by 9 respondents (8.6%) in one question and 21 (20%) in the other. These difficulties often involved time constraints, the need to modify classroom activities, and

uncertainty about how well AI tools match curriculum goals. As one participant noted, "Students' comfort with technology varies, and sometimes the AI doesn't understand the context, which makes it harder to rely on it."

Concerns related to data privacy, plagiarism, and student motivation were also present. 15 instructors (14.3%) noted ethical concerns about student data, while a few worried about over-reliance on AI tools. Some wrote about the risk of students depending on AI for quick answers without critical thinking, and a few mentioned plagiarism as an issue. Additionally, six instructors (5.7%) said students were not motivated to use AI in learning tasks, and three (2.9%) mentioned resistance from students unfamiliar or uncomfortable with such tools.

Interestingly, 17 instructors (16.2%) stated they do not face any challenges integrating AI into their teaching. A few also wrote in the open-ended comments that they had not used AI yet, but planned to explore it in the future. Others shared that, although some issues existed, they actively worked to check and adapt materials, or sought out more information on their own.

Overall, the findings show that while many instructors are open to using AI in their teaching, they encounter a variety of practical and pedagogical challenges. These include limited training, access, and resources, concerns about content accuracy and ethical issues, and the need to adapt AI tools to fit curriculum goals and maintain teaching quality. Instructors view AI as a supportive tool that should complement, rather than replace, traditional classroom practices.

3.6 Pedagogical Shifts in English Language Teaching through AI Integration

One of the first things the survey looked at was how teachers are combining AI tools with different teaching methods. The survey findings indicate that group activities and discussions (47.6%) are the most frequently combined teaching method with AI tools in English language teaching (Chart 1). Other widely adopted approaches include interactive exercises and games (36.2%), project-based learning (35.2%), and direct instruction (34.3%), while peer reviews (9.5%) and lecture-based AI-assisted examples (9.5%) remain less common. Notably, 20% of respondents reported not integrating AI tools with any specific teaching method, reflecting varying levels of AI adoption. These findings suggest that AI tools are contributing to a pedagogical shift by enabling more interactive, collaborative, and student-centered approaches in General English classes. For example, the high prevalence of group activities and discussions (47.6%) reflects how AI can facilitate communication, idea exchange, and collaborative problem-solving, rather than simply delivering content. Similarly, the use of interactive exercises, games, and project-based learning illustrates that AI supports more exploratory and engaging learning experiences. While not all instructors have fully adapted their teaching methods, these trends indicate that AI is helping to move practices beyond traditional teacher-led instruction toward more dynamic, learner-focused pedagogies (see Figure 6).

To ensure meaningful integration, 48.6% of teachers choose AI tools that align with

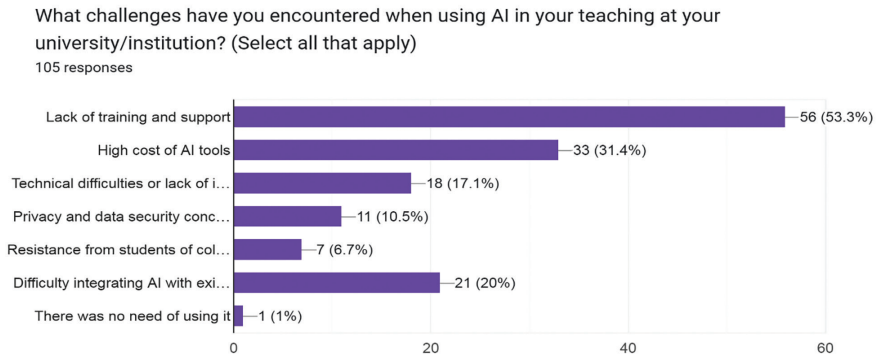

Figure 5. The Challenges of Using AI Tools in Teaching

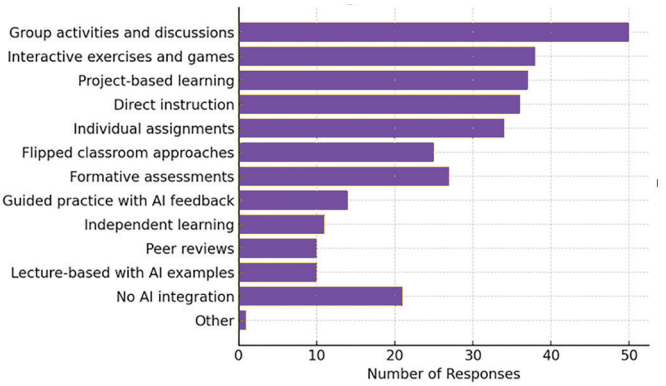

Figure 6. Teaching Methods Combined with AI

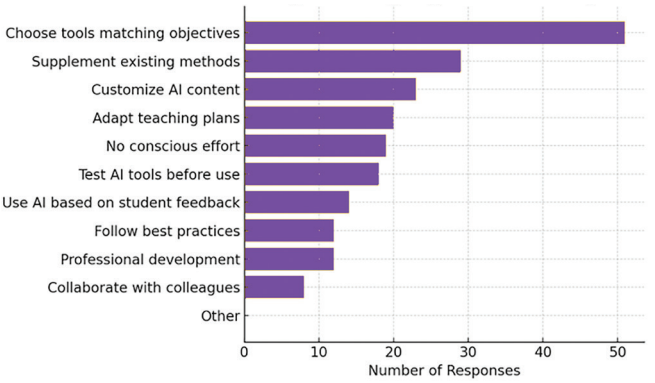

Figure 7. Strategies for Aligning AI with Teaching Goals

lesson objectives, while 27.6% supplement existing teaching methods, and 21.9% customize AI-generated content (Chart 2). However, 18.1% of educators do not consciously align AI tools with pedagogy, and collaboration (7.6%) or professional development (11.4%) were rarely reported, suggesting a gap in structured support and training (see Figure 7).

AI tools have influenced teaching by providing interactive examples (41%), helping present complex ideas (30.5%), and enabling multimedia content creation (24.8%) (Chart 3). 25.7% of respondents reported greater flexibility in teaching, and 22.9% used AI to generate practice materials. Yet, 20% indicated no impact on content delivery, showing mixed experiences with AI integration (see Figure 8).

More than half of respondents (54.3%) stated that AI helped create more interactive lessons, while 37.1% used AI to generate additional practice material. However, 27.6% indicated their teaching approach had not changed, revealing that AI's transformative impact is not universal. Personalized learning (25.7%) and instant feedback (22.9%) were moderately reported, with only 13.3% supporting differentiated instruction using AI (see Figure 9).

Teachers remain central in guiding AI use: 54.3% help students understand AI tools and 44.8% ensure ethical and responsible usage. While 37.1% provide context and guidance and 31.4% select appropriate tools, 11.4% believe teachers do not play a significant role, showing varying perceptions of teacher responsibility (see Figure 10).

In practice, the most common teacher roles include integrating AI into lesson plans (37.1%) and introducing students to AI tools (36.2%). However, 16.2% do not guide students, and 14.3% admit this is due to their own lack of AI knowledge, indicating a need for targeted professional development to strengthen educators' confidence in AI-based teaching.

4. Discussion

This study aimed to explore how English language instructors at Georgian universities, specifically those teaching General English, use AI tools in their teaching, what benefits they perceive, and what challenges they encounter. The findings reflect not only increasing interest and experimentation with AI tools, but also highlight the gaps in training, infrastructure, and classroom adaptability. The insights from this survey largely correspond with prior research, while also revealing context-specific concerns related to Georgian higher education.

One key finding was the widespread use of ChatGPT, which was reported as the most frequently used tool among language instructors, being mainly applied for practical classroom purposes, such as generating vocabulary lists, writing prompts, discussion questions, and tests. Many instructors also reported using AI to develop worksheets and quizzes, plan lessons, and create in-class activities like games and competitions. To a lesser extent, AI was also used to support feedback and research tasks. These results align with Mena Octavio *et al*. (2024), who found that ChatGPT is often favored for its

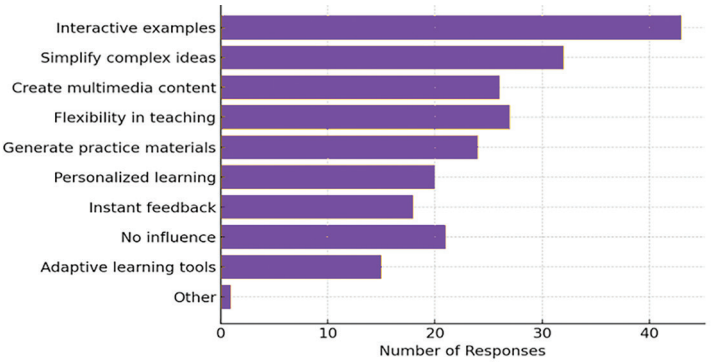

Figure 8. Influence of AI on Content Delivery

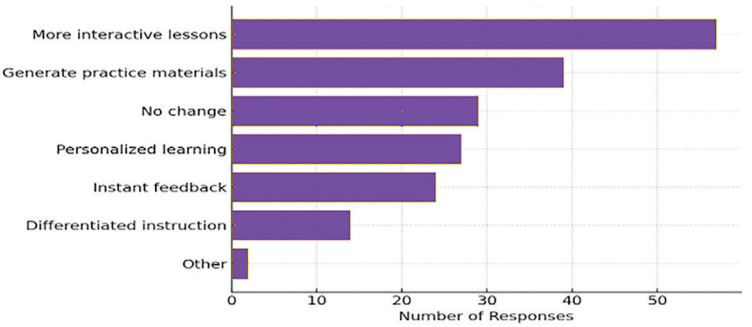

Figure 9. Changes in Teaching Practices

speed, convenience, and ability to personalize tasks in language education. They emphasize its effectiveness in three key areas: lesson planning, in-class implementation through prompt creation, and assessment.

Peikos and Stavrou (2025) also highlight how ChatGPT can assist educators in preparing lesson materials and creating assessment tools like quizzes and rubrics, adapted to different student levels. In addition, instructors in our study reported using tools such as Quizizz and Quizlet with AI – especially for gamified vocabulary practice and interactive learning. This supports findings by Ly Thi Thu Nga and Dang Hoang Ha (2024), who note that features like adaptive learning and gamified elements (e.g., matching games and competitive quizzes) help make vocabulary learning more dynamic, motivating, and enjoyable for students.

In terms of frequency, a majority of instructors use AI tools either weekly (41.9%) or often/daily (32.4%), with only 16.2% indicating rare or no use. These figures suggest that AI has become a regular tool in many educators' professional routines. Yet, the fact that daily use is still relatively limited points to an ongoing transition phase. This gradual adoption curve is in line with Zawacki-Richter *et al*. (2019), who emphasized that AI integra-

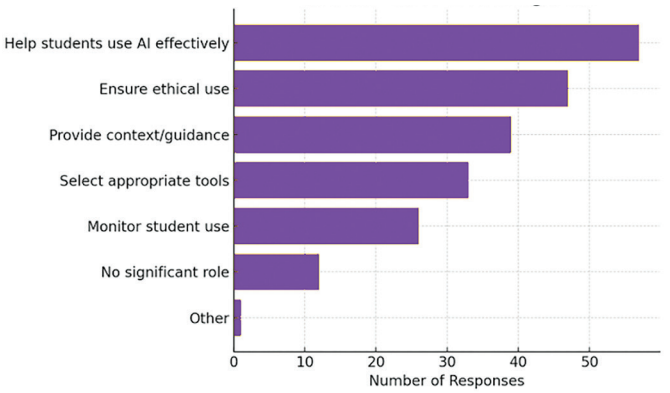

Figure 10. Teachers' Roles in AI Integration

tion in education often begins with cautious and partial use, especially when professional development is lacking.

The responses from Georgian university instructors highlight a strong belief in the benefits of using AI tools in English Language Teaching. The most widely recognized benefit was in vocabulary learning, with nearly 69% of respondents emphasizing how tools like flashcards, word lists, and gamified activities enhance student retention. This aligns with the findings of Ly Thi Thu Nga and Dang Hoang Ha (2024), who demonstrated that gamified platforms such as Quizlet can significantly boost motivation and make vocabulary learning more interactive and enjoyable.

Writing and grammar were also frequently mentioned, with over half of the instructors highlighting how tools like ChatGPT and Grammarly support writing development through grammar correction, prompt generation, and feedback. These observations echo the work of Holmes *et al*. (2019), who argue that AI-driven writing support helps reduce learner anxiety and makes written expression more accessible, particularly for less confident language learners.

On the other hand, instructors expressed more caution about the benefits of AI for skills like listening, reading, and pronunciation. These areas were selected far less frequently, suggesting that while AI is widely accepted for productive skills, its role in receptive or interpretive learning is still limited in practice. Some educators voiced concern about over-reliance or confusion caused by AI, reflecting a need for balanced, well-integrated use of these tools in classrooms.

In terms of motivation, over half the respondents felt that AI tools made lessons more interactive and personalized – helping students stay engaged and even track their own progress. These benefits are supported by Wang and Tahir's (2020) meta-analysis, which found that game-based AI tools like Kahoot, Quizlet and Quizizz increase learner motivation and focus.

Still, not all feedback was positive. Some instructors expressed concern about stu-

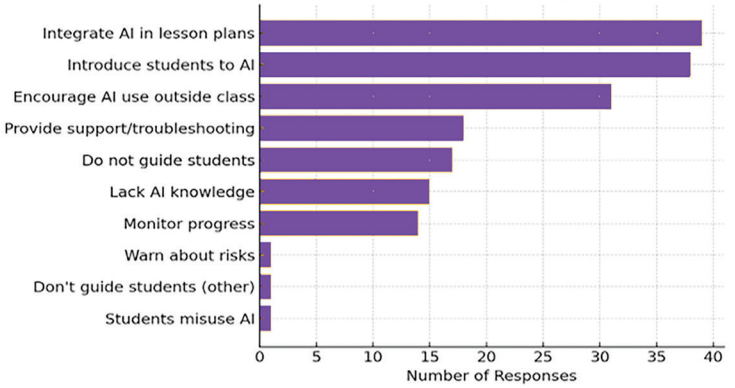

Figure 11. Teachers' Personal Involvement

dents becoming too reliant on AI, and a few were unsure about how much it actually helps with engagement. These concerns are echoed in the work of Zhai *et al*. (2024), who warn that overusing chatbots in class may reduce creativity and independent thinking.

Overall, most instructors recognized AI's potential to support language learning, especially for vocabulary, writing, and learner motivation. At the same time, instructors were aware of AI's limitations, such as content accuracy, ethical concerns, and its reduced role in receptive skills. They emphasized the need to guide students, review AI-generated materials, and ensure that AI complements, rather than replaces, traditional teaching.

Instructors were also asked about the challenges they face when integrating AI into their teaching, and the results confirmed that lack of training and institutional support remains the most significant barrier. This issue was raised in both open-ended and multiple-choice questions, with 35.2% and 53.3% of instructors, respectively, selecting it as a major difficulty.

Many instructors noted in their open-ended responses that they lack information about the tools available, and even those willing to explore AI often feel underprepared.

These findings are consistent with the results of Zawacki-Richter *et al*. (2019), who emphasize that successful integration of AI in education depends on ongoing, structured professional development. They also align with Zhu and Wang's (2025) observation that language educators often struggle to stay informed about the latest developments, how to adapt to new tools and methods, and how to select AI tools that align with specific learning goals. As Zhu and Wang note, an adaptive mindset is essential for both educators and learners so as to fully benefit from AI, enabling more personalized and innovative learning experiences.

Another frequently mentioned barrier was the lack of access to necessary technology or infrastructure, including poor internet connectivity and limited access to devices. Nearly 30% of instructors cited this issue,

and it was echoed in open-ended comments about weak Wi-Fi.

In addition, some instructors pointed to unfamiliarity with tools like Gemini or ChatGPT, as well as the high cost of certain AI platforms, highlighting parallel challenges related to both digital skills and financial constraints.

These findings align with Zhu and Wang's (2025) observations, which emphasize that, despite the motivational and interactive potential of AI tools in EFL learning, educators face ongoing obstacles, such as technological limitations, cost concerns, and the difficulty of keeping pace with rapidly evolving AI tools and methods.

Concerns about content reliability were also raised. Some instructors mentioned that AI-generated materials often contain mistakes, or are not fully suitable for their students' needs. As one teacher commented, "You need to be very careful, because there are some mistakes in the exercises provided by AI." These findings align with Chen *et al*. (2023), who report similar issues and emphasize the need to fact-check and adapt AI-generated writing materials, particularly in writing instruction. Additionally, Zhu and Wang's (2025) systematic review notes that educators face challenges related to ensuring reliability and accuracy of AI tools, stressing the importance of selecting tools that align well with learning objectives, and the need for an adaptive mindset to critically evaluate outputs.

Other challenges included adapting lesson plans, which 20% of instructors mentioned, as well as ethical concerns (e.g., data privacy and plagiarism), and student resistance to using AI tools. These areas, although cited less frequently, reveal important practical and ethical dimensions of AI use in education. Some teachers noted students' unwillingness to engage with certain tools, or expressed fears about AI being misused for copying or to avoid critical thinking. Such concerns echo the warnings offered by Luckin *et al*. (2016), who argue that without careful planning, AI can encourage surface learning rather than deep engagement. Similar concerns are also reflected in recent literature, where issues such as varied technology acceptance, ethical risks, and the need for responsible integration are emphasized (Zhu & Wang, 2025).

It is worth noting that some instructors reported no significant challenges, and a few even stated that they had not yet used AI, but were open to exploring it. These responses suggest that, while barriers exist, a portion of instructors feel confident enough to experiment, even in the absence of formal support.

The findings of this study reveal that while AI tools are increasingly incorporated into English language teaching to enhance interactivity, engagement, and efficiency, their integration is not always strategic or pedagogically driven. Although nearly half of educators consciously select AI tools that align with their lesson objectives, a substantial proportion do not actively plan for AI use. These findings echo Edmett *et al*. (2024), who highlight that despite AI's acknowledged potential in reshaping education, teachers often lack sufficient training and support to integrate AI effectively.

As Latsabidze (2026) emphasizes, effective AI use requires educators to understand active learning strategies and theories, as AI alone cannot foster meaningful learning experiences. Similarly, Mavropoulou *et al*. (2023) argue that teachers' pedagogical knowledge is key to leveraging AI's full potential in language teaching. The gaps identified in this study, where 16.2% of teachers do not guide students in AI use, and 14.3% lack knowledge about AI tools, underscore the need for targeted professional development.

The survey results also align with recent evidence that AI can enhance language learning by providing interactive, adaptive, and personalized experiences (Ghafar. *et al*., 2023); (Seyedi. *et al*., 2024); (Umar, 2024). AI-powered tools have been shown to improve students' speaking, writing, and comprehension skills through real-time feedback, conversational simulations, and adaptive learning paths. However, 27.6% of teachers reported no change in their teaching approach, despite their using AI. Furthermore, teachers' roles remain central to AI-based instruction, with most respondents emphasizing their responsibility in guiding students, ensuring ethical use, and contextualizing AI tools for learning.

From a broader perspective, the World Economic Forum (2023) predicts that 75% of companies will expand their AI use over the next five years, while Bharadwaj *et al*. (2023) found that preventing students from cheating with generative AI tools has become a top instructional challenge for faculty. These trends emphasize the urgent need for educators to equip students with AI literacy and related competencies. But without sufficient training and intentional use, AI risks becoming an add-on tool rather than a catalyst for pedagogical innovation.

The findings of this study reinforce the position of Crompton and Burke (2024) that AI should be seen as a collaborator rather than a replacement for teachers. Teachers play a critical role not just in integrating AI into lessons, but also in guiding students on its ethical and effective use, ensuring that AI supports, rather than undermines, educational goals.

Conclusion

Current Use of AI Tools in English Language Teaching

The findings show that AI tools are already widely adopted in English Language Teaching, with only one teacher reporting no use. ChatGPT stands out as the most commonly used tool, highlighting its central role in lesson preparation and instructional support. Other tools, such as Quizlet, Quizizz, and platforms like Grammarly and Kahoot, are used more selectively, often for specific activities or experimentation. This variety suggests that teachers are exploring different AI tools based on their needs and preferences.

Content creation emerged as the most common reason teachers use AI, showing that many rely on it to speed up the creation of teaching materials, such as exercises, tests, and prompts. AI is also used to support interactive learning and student

feedback. Meanwhile, moderate use of AI for lesson planning and classroom management suggests it is slowly becoming part of teachers' broader workflow. A small group of teachers reported no use across the main categories, showing that adoption is still uneven.

In terms of frequency, the largest group of educators reported using AI weekly, indicating that it has become a regular part of teaching practice rather than an occasional add-on. A notable portion use AI daily or "often," reflecting a growing reliance on these tools. At the same time, some teachers remain cautious, using AI only rarely, or monthly. With only a very small number reporting no use at all, AI appears to be shifting from a new technology to a standard part of everyday teaching.

Impact of AI Tools on Student Motivation

Overall, teachers view AI as having a positive influence on student motivation. Many highlighted that AI makes learning more interactive and personalized, helping students stay engaged and take more responsibility for their own learning. However, several concerns were raised, including the risk of students becoming overly dependent on AI, and the loss of meaningful human interaction. Some teachers also noted that AI can occasionally confuse or distract students. A group of educators remained unsure about AI's impact on motivation, suggesting that results may depend on student ability, attitudes, and how the tools are used.

Challenges of Integrating AI Tools in Teaching

Despite its increasing use, teachers face several challenges when integrating AI into their practice. The most common barrier is the lack of training and institutional support, leaving many teachers to figure out AI tools on their own. Time constraints make this even harder, as teachers must invest additional effort to test tools or adjust AI-generated materials.

Access-related issues, such as limited devices, unstable internet, or the cost of certain platforms, also affect adoption, especially for students with weaker digital skills. Teachers expressed concerns about the accuracy and appropriateness of AI output, often feeling the need to double-check and revise the materials. Other issues include aligning AI with curriculum goals, dealing with different student comfort levels, and managing privacy or plagiarism risks. Still, some teachers reported no major problems, showing that experiences vary widely and depend on available support and classroom conditions.

Pedagogical Shifts in English Language Teaching through AI

The findings indicate that AI tools are supporting more interactive and student-centered teaching approaches. Many teachers use AI to enhance group work, discussions, and interactive activities, suggesting that AI is contributing to more communicative and participatory learning environments. Teachers also frequently combine AI with project-based learning, games, and exploratory

tasks, showing a shift away from more traditional, teacher-centered instruction.

A large portion of educators choose AI tools based on their lesson objectives, reflecting intentional and purposeful integration. Others use AI to supplement what they already do, or adapt AI-generated content to better fit their teaching style. However, some teachers do not make conscious pedagogical choices when using AI, revealing a need for more guidance and professional development. Low levels of collaboration among teachers also point to a lack of institutional structures that support shared learning about AI.

AI's Influence on Classroom Instruction

Many teachers reported that AI helps them make lessons more interactive and easier to understand. AI is often used to create examples, explain difficult concepts more clearly, generate multimedia content, or produce extra practice activities. These uses suggest that AI is helping teachers diversify their materials and adjust lessons more easily to student needs.

At the same time, a significant number of teachers said that AI has not changed their content delivery or overall teaching approach. While some teachers use AI for personalized learning or immediate feedback, these practices are not yet widespread. Teachers also continue to play an important role in guiding students' AI use, helping them to understand the tools, choose appropriate ones, and use them ethically. However, some teachers do not provide such guidance, often because they feel unprepared or lack confidence with AI. This highlights the ongoing need for professional development to help teachers fully harness AI's potential.

Recommendations

Given that AI adoption is widespread but uneven, institutions should develop comprehensive policies that define how and when AI tools should be used in English language instruction. These guidelines should help teachers at all comfort levels to understand best practices and ensure consistent, purposeful integration across classrooms.

Teachers are using a diversity of tools, from ChatGPT and Quizlet to Kahoot, based on individual preferences and needs. Institutions should offer targeted training that helps educators understand when and why to use specific tools for particular pedagogical goals. This approach will empower teachers to make informed decisions, rather than adopting AI tool use randomly.

Since content creation is the most common use case for AI, institutions should develop templates, prompts, and protocols that help teachers efficiently generate high-quality exercises, tests, and learning materials. Creating a shared storage of proven AI prompts and workflow patterns could enhance productivity across the English department. While teachers show moderate adoption for lesson planning and classroom management, these areas represent significant opportunities for growth. Targeted support and training in these domains could streamline administrative work and allow teachers to dedicate more time to personalized instruction and student engagement.

With the largest group of teachers using AI weekly, and many using it daily, AI is becoming a standard practice. Institutions should create communities of practice,

where teachers can regularly share successes, troubleshoot challenges, and collectively refine their AI integration strategies. At the same time, while most teachers have adopted AI, some remain selective or infrequent users. Rather than viewing this as resistance, institutions should recognize these teachers as valuable voices for maintaining critical perspectives on AI's limitations. Offer them voluntary professional development, and create space for dialogue.

Given concerns about student over-reliance on AI, teachers should receive guidance on designing assignments and activities that strategically balance AI use with independent skill development. This might include requiring students to use AI for specific phases of work, while completing others without technological support, ensuring they develop core competencies alongside tool literacy.

Because outcomes appear to depend on student ability, attitudes, and implementation methods, institutions should conduct ongoing research to identify which student populations and use cases generate the strongest positive effects on motivation.

The lack of training and institutional support is the most significant barrier to AI adoption. Institutions must invest in structured professional development programs that go beyond one-time workshops. These programs should include hands-on training with popular tools, time for experimentation during work hours, and ongoing coaching to help teachers build confidence and competence with AI technologies. Professional development should help educators map specific pedagogical objectives to appropriate AI applications, ensuring that tool use serves learning outcomes rather than driving instruction. Additionally, professional development should help teachers reflect on their teaching philosophy and learning goals as the foundation for AI integration, emphasizing that AI is a means to strengthen student-centered, interactive learning rather than an end in itself.

Since limited devices, unstable internet, and platform costs create barriers, institutions should conduct an audit of technology infrastructure and develop equitable solutions. This might include investing in more reliable connectivity, ensuring adequate device access, or negotiating institutional licenses for commonly used platforms.

Given teachers' concerns about the accuracy and appropriateness of AI output, institutions should establish clear protocols and policies for using AI. Developing templates, checklists, and peer-review processes can help teachers efficiently verify content, while building their own critical evaluation skills. Teachers also need clear institutional guidance on plagiarism detection, data privacy, ethical AI use, and how to help students understand these issues. Providing templates for student agreements and explaining institutional policies around data and academic integrity will help teachers navigate these concerns with confidence.

While this study provides valuable insights into how teachers are currently utilizing AI in English language instruction, significant gaps remain in our understanding of AI's impact on language education. Future research must examine how AI affects stu-

dents, as the current findings indicate that some students demonstrate increased motivation, while others experience confusion or distraction. Moreover, while teachers report that AI enhances engagement and material creation, empirical evidence demonstrating whether students actually achieve stronger English language skills through AI-supported instruction remains limited.

Research utilizing validated assessment instruments, writing samples, and performance-based measures is needed to determine if AI integration genuinely improves language acquisition, critical thinking, and communication skills, or if perceived benefits reflect only motivational effects.

Furthermore, qualitative investigations are needed to understand teacher decision-making processes, including the cognitive and contextual factors that influence whether educators choose to integrate AI purposefully, or adopt tools without clear pedagogical alignment.

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