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Reference Book Or Chatbot? Exploring Frequently Integrated Ai Tool, Its Impact In Transforming Elt Among College Language Instructors

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ABSTRACT

This study investigates the frequent integration of AI-powered reference tools and chatbots in English Language Teaching (ELT) and examines the influence on instructional practices among college-level female English language instructors.This mixed method research explores how AI supports teaching tasks, and reshapes pedagogical decision-making. Data collection while keeping the researchers accessibility a priority, through google form survey and semi-structured interview, reveal that instructors increasingly rely on AI for lesson planning, generating explanations, providing corrective feedback, and facilitating personalized learning. Findings reveal that AI improves teaching efficiency, fosters learner engagement, and expands quick access to language input; however, challenges regarding over-reliance on automated content, accuracy concerns, and gaps in teachers' AI literacy. The study concludes that the effective use of AI in ELT requires a balanced approach in which AI complements rather than replaces traditional pedagogical practices. Future implications emphasize the need for teacher training, ethical guidelines, and continued research on long-term impacts of AI-mediated instruction. Moreover, this research being delimited only to 3 particular districts, Kohat, Attock and Chakwal while to minor extant Mansehra also, of female government run colleges in pakistan may also be broaden for further study. Hence, this research contributes to emerging discussions on how AI technologies are transforming language education and the evolving role of instructors in technologically enriched learning environments.

Keywords: A Structured Abstract, Or Shorten It For A Conference Submission.

INTRODUCTION

The role of the teacher in a traditional classroom has undergone a profound transformation in recent years. With the rapid integration of Artificial Intelligence (AI) into education, teachers are now expected to navigate the challenges of reshaping conventional learning spaces into technologically advanced, AI-supported environments—often with limited resources. This paradigm shift has sparked critical debate regarding the evolving function of educators in maximizing learning outcomes amid technological constraints. The integration of Artificial Intelligence (AI) solutions in formal education, and more specifically in the classroom, has been lately in the spotlight

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as the potential solution for – nearly – every "problem". (Chounta,Bardone, Raudsep, & Pedaste, 2021).

Education system in Pakistan, government run colleges hold higher secondary level including XI-XII and, higher education level including BS or AD program simultaneously. Though, colleges in Pakistan serving as a threshold to universities, previously conducted research, almost addresses universities regarding AI integration. AI is being integrated into teaching as well as administrative operations in universities around the world. (Batool et al., 2025)

The present study is anchored in a triangulation of dual theoretical foundation combining Technological Pedagogical content Knowledge (TPACK) Mishra and Koehler (2006), and Roger's Diffusion of Innovation (DOI) (2003) theory providing a meticulous lens for comprehending the integration of AI tools in ELT. TRACK, offers a conceptual structure for examining the instructor's interplay between technological resources, pedagogical approaches and linguistic content knowledge as they incorporate AI based tools such as Chatbot, online highlights the interconnected relationship between technology, pedagogy, and content knowledge, suggesting that effective teaching with digital tools requires a balanced understanding of all three components(Technological Pedagogical content Knowledge). In the context of English Language Teaching (ELT), AI tools such as Chatbot, grammar corrector, and digital reference platforms reshape instructors' lessons designing, content delivery, and providing feedback. By using TPACK, this study examines college language instructors' integration of AI tools into their instructional practices and pedagogical decision-making. Complementing this, Rogers' (2003) Diffusion of Innovation theory illuminates the sociocultural and psychological factors that shape instructors' adoption of AI tools, emphasizing attributes such as perceived usefulness, ease of adoption, compatibility with existing pedagogical norms, and institutional influence. By integrating together, TPACK and DOI provide a comprehensive theoretical lens to analyze not only AI tools integration into ELT but also to ascertain the frequency of certain tools, ultimately shaping the transformation of language teaching in higher education landscape of college-level ELT.

Focused on eliciting these, this mixed method approach aims to explore frequently integrated AI tool and its impact on government female colleges instructors in transforming their traditional professional role regarding lesson designing and lecture preparation into innovative "teacher superpowers."(Holstein et al. 2017; Holstein et al. 2018). Moreover, to delimit the study, the sample population is purposive in nature limited only to English language and literature female faculty in Pakistani EFL environment.

Keywords: College, Chatbot, AI, ELT

BACKGROUND OF THE STUDY

AI has significantly revolutionized language learning and creative writing practices, offering innovative tools that enhance efficiency and learner engagement. However, this advancement has simultaneously redefined pedagogy, making teaching an increasingly demanding and creative profession—one that must adapt and innovate to remain indispensable in an age where machine-generated creativity challenges human originality. From supporting the automatic or semi-automatic assessment of students' performance and tracking of students' progress (Heffernan and Heffernan 2014; Luckin 2017) to providing students with personalized scaffolding and recommendations (Albacete et al. 2019; Tarus et al. 2018). Consequently, the wide range of AI applications

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raises the question of whether, how and to what extent AI technologies support the teachers to overcome the challenges they face as part of their work practice. (Chounta et al., 2021).

Karki and Karki (2025) in a research conducted in Nepal mentions the level of AI integration into the practice of university-level ELT teachers, which according to the researcher, varies depending on the teachers perception regarding technology in education. . While some fully welcome AI for its personalization and efficiency, others remain cautious or limited in their approach to more traditional methodologies (Karki & Karki, 2025). Since AI integration in ELT in Nepal is in an infant state, like Pakistan, contrary to the developed countries where AI technologies are superiorly advanced. This underlines the need for tailored approaches to integrating technology into teaching. Relating the responses of six Teachers (T1, T2… T6), there are three major degrees or levels of AI integration in ELT. They are minimal integration, moderate integration, and high integration. Minimal or limited use of AI relates mainly to supplementary or administrative tasks or occasional use of AI, focusing on its limitations rather than strengths. (Karki & Karki, 2025).

Mthethwa, Hlatshwayo, and Sibandze (2025) in a research study explored the role of Artificial Intelligence in transforming English language teaching in the context of Eswatini. The main objective of the study was to establish teachers' views on the role of AI in language teaching. The study adopted a concurrent mixed-methods design, consisting of twelve (12) consenting participants. Like Pakistan, Eswatini being a developing country, AI phenomena is newly embraced, expanding theoretically rather than practically in education sector. And, the main reason of not being able to pace with the new technology is lack of resources which support the use of technology. Most urban areas have a good internet connection, allowing both teachers and learners to use the internet for various educational and social purposes. As noted earlier, AI is a new phenomenon in Eswatini, and little studies have been conducted on using and implementing AI in teaching. Most people are still struggling to grasp the concept, including how it could transform livelihoods and education. (Mthethwa, Hlatshwayo, & Sibandze, 2025)

Similar to Pakistan, the status of English in Eswatini is that of a second language. According to Mthethwa (2014), there are two official languages in Eswatini, and English is one of them. While contrary to Pakistan which has launched its AI policy 2025, the absence of a policy on the use of AI in Eswatini has thwarted its official use in the education system and, by extension, in language teaching In the teachers' workshop programs, there is still no agenda addressing the emergence of AI in the education sector and how it could improve teaching. In Eswatini, there are still no guidelines for using AI. (Mthethwa, Hlatshwayo, & Sibandze, 2025).While for Pakistan, On July 30, 2025, Pakistan's federal cabinet approved the National AI Policy 2025; approval announcements highlighted an AI Council, a master plan/action matrix, AI Innovation and Venture Funds, and a headline target to train one million AI professionals by 2030. (Rao, 2025). Mthethwa (2014), further reinforced in his study the usefulness of AI in language pedagogy and highlighted the importance of AI in terms of personalized learning experiences, enhanced accessibility to materials, virtual teaching and learning affordances, automated assessment, and adaptive content. But, at the same time his study finds the benefits challenging to the existing language teaching approaches, such as pair-work, group discussion, where teachers have to be face-to-face with learners in a classroom environment.

On the other hand, a research conducted in Estonia, a small country with 516 schools on

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the K-12 level, with a bit less than 16 thousand teachers, Chounta, Bardone, Raudsep, and Pedaste (2021) indicates that teachers need support in order to be efficient and effective in their work practice. And, it is envisioned that AI can be used to provide this support. Estonia is promoting technological innovation in education. According to the Index of Readiness for Digital Lifelong Learning (IRDLL), Estonia was ranked first among 27 European countries .However, the results indicated AI was perceived as an opportunity for education, the survey responses suggested that teachers had limited knowledge about AI in practice. Hence, the teachers needed support in order to be efficient and effective in their work in practice.

Meylani (2024) examines peer-reviewed articles and reports using thematic coding and identified a positive enhancement of teachers' education through AI integration by providing personalized learning pathways, fostering critical thinking, and supporting ongoing professional growth. Technologies like Virtual Reality (VR), ITS, and AI-driven analytic have proven effective in promoting motivation and engagement among teachers. Though ethical challenges and concerns regarding data privacy were suggested to pay attention, AI literacy among teachers and integrating AI tools into classroom practices, was an evident gap in the study.

Similarly, Lin and Chen (2024) in their mixed method research study conducted to explore the effects of AI-integrated educational applications on college students' creativity and academic emotions from the perspectives of both students and teachers, verified that teachers and students had positive attitudes toward the benefits and challenges of AI applications. AI integration in educational applications had a dual-edged impact on college students' creativity and academic emotions. While, there were notable benefits in stimulating creativity and enhancing engagement, significant challenges such as creativity constraints, emotional disengagement, and performance anxiety were suggested to be addressed.

Kovalenko and Baranivska (2024) discusses the delicate balance between leveraging technology and retaining the essential human elements of teaching, suggesting ways to integrate AI tools without diminishing the role of traditional, interactive pedagogues. The research, thus, not only encompasses the exploration of AI's potential in language learning but also involves a comprehensive approach to tackling the scientific, practical, and ethical challenges inherent in integration. Likewise, Bouarroudj and Belhedri(2024) while, in the research revealed the use of AI in ELT serving a wide range of benefits, including personalized learning experience, providing an instant feedback and increasing learner's engagement, also mentioned challenges such as lack of infrastructure, privacy concerns and the insufficient teacher's training standing as an obstacle to effective and successful implementation.

Ul Ain and Azam (2025) in a study while investigating the impact of incorporating artificial intelligence in language education on students' and teachers' educational achievements, a systematic review method was used with PRISMA principles to identify 26 studies, through content and thematic qualitative analysis techniques. The study reviewed the researchers and found that AI-supported language learning has received increased focus in the education sector and other learning settings following the impact of the 2019 COVID-19 pandemic. Moreover, the integration of AI-powered language teaching and learning technologies may increase language learners' foreign language skills, such as writing, speaking, and reading, and their motivation to learn, creative writing abilities of AI language tools could also be boosted, but one of the critical areas that needed to be addressed in future, was focused upon entails the impact of AI-assisted skills acquisition in the workplace Ul Ain and Azam (2025) mentioned in the study,.

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Moreover, this study also recommended that AI can be combined with traditional teaching methods, such as role-playing or group discussion, in EFL teaching and learning At the moment, there is a shortage of thorough analyses on the prospects of language learning in the era of digital or AI language learning tools.(Ul Ain & Azam, 2025).Effective lesson planning is a fundamental aspect of EFL teaching. It enables teachers to create captivating and customized learning experiences that fulfil students' specific needs and educational goals (Zazkis et al., 2009). Despite the growing use of AI in education, research on its application in EFL teaching primarily focuses on areas such as feedback generation (Kryukova et al., 2024) and Chabot technology (Ebadi & Amini, 2024).

Keeping in view the previous studies, this studies fulfills the gap of exploring AI integration with reference to most frequently used AI tool by female English language and literature instructors in government run colleges on one hand, and its impact in transforming English Language Teaching with the prospect of teachers on the other. This study also highlights the Teachers preferences regarding AI tool and the prospect of AI integration in education by replacing traditional teaching methodologies. Certain reviews in the AI field concerning language learning have mainly concentrated on the effects of AI in language learning rather than on the prospects of language learning or education (Chen et al., 2020 & Makridakis, 2017).

RESEARCH QUESTIONS

Which AI tool/s is/are frequently integrated by female college English Language Teaching instructors?

How do female colleges ELT instructors balance AI tools with traditional reference material?

In what ways AI tools have transformed ELT for female instructors at college level?

What challenges and ethical concerns do female ELT instructors report?

Do any specific training or guidelines required for effective AI integration?

RESEARCH METHODOLOGY

This study employs a purposive sampling strategy based on the accessibility of the respondents with reference to researchers from Pakistan, mainly from district Kohat(15), Attack(6) and Chakwal(9). While, a small number from Mansehra district (2) also participated in the survey. The sample consisted of 32 respondents restricted to female gender, working in government institutes at college level under Higher Education Commission of Pakistan. Hence, the qualification, age and working experience of the respondents varied, their field of specialization i.e. English Language Teaching (ELT) was kept constant.

The paradigm applied for the study is the mixed method approach, where both the quantitative and qualitative data was collected and analyzed. Firstly, the quantitative data was collected through survey method and questionnaires were distributed among ELT female teachers working in government run colleges. The questionnaire was generated with the help of AI technology using google form and was distributed online also, for wide and prompt response. The survey questionnaire, overall contained 32 close-ended questions targeting quantitative data while, 2 open-ended questions, to fulfill the requirement of qualitative aspect. Furthermore, the questionnaire was designed meticulously to particularly identify frequency, reliance, influence and application of AI tools on one hand, while teachers perception and suggestions on the other. The

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quantitative data is represented through graphs and pie charts showing percentage using Microsoft Excel.

Secondly, a 7 minutes semi- structured interview was conducted including 3 participants, each from a targeted area. The interview was arranged via phone call and was recorded for further deeper study for thematic analysis.

Ethical consideration is observed by taking consents of participants verbally as well as on a written form. Moreover, confidentiality of the names and identification details were also assured to the participants.

Finding and Discussion

To understand the information of the questionnaires, the results were analyzed and each question's result generated in the form of percentage and pie charts were drawn for display. The first section of the questionnaire regarding age, qualification and work experience showed that all the female instructors were of 25 or above in age, while for qualification, minimum was BS(2), highest was that of PhD (1) while M.Phil. (12) and M.A (17), respondents were also included in the survey. Similarly the minimum work experience was of 1-3 year while maximum was that of 20 year(Fig1.1).

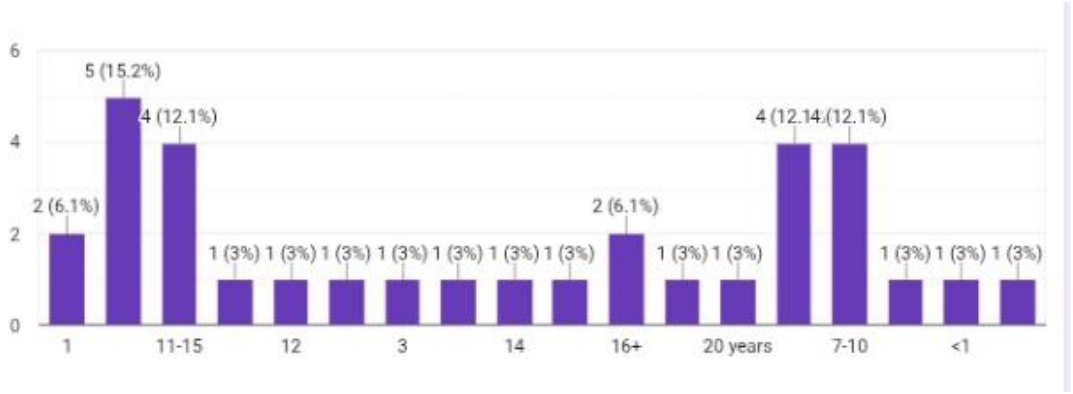

Fig: 1.1

The results regarding teaching English courses showed that highest number of respondents had an experience in teaching General English (ESL) (Fig:1.2) which may include language and literature both, seconding the research scenario conducted in Eswatini by Mthethwa, Hlatshwayo, and Sibandze (2025)

Fig: 1.2

The second part of the questionnaire dealt with the frequency of the usage of AI tools and the objective was the identification of most frequently AI tool used by the ELT female instructors. In this section total 6 questions, 5 with multiple choice options while 1 open ended question, was asked to confirm the tool. Answer to the first question regarding the frequency of Chatbot was positive with almost 40% confirming the often use of AI Chabot, positive results mentioned by Meylani (2024) in her peer review article regarding teachers' enhancement in professional life through AI integration. Moreover, 27.6% also mentioned to use AI Chatbot 2-3 times a month. While 25% mentioned its daily use.(Fig:1.3)

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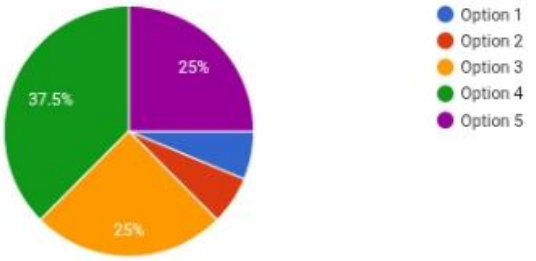

Fig:1.3

While the second, third and the forth question regarding the frequency of the use of automated Grammar correction tools (Grammerly, language tools), AI –powered assessment tools (auto- grading, plagiarism checkers with AI features), and the use of AI-based content generators (lesson plans, worksheets, prompts) the results showed that they were either rarely, once a month, or never used at all (Fig: 1.4; Fig: 1.5; Fig: 1.6)

Fig:1.4

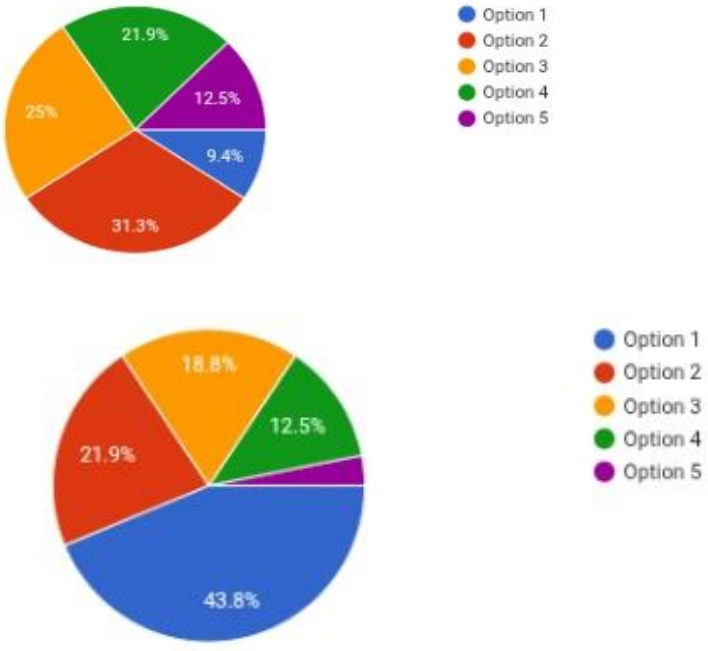

Fig:1.5

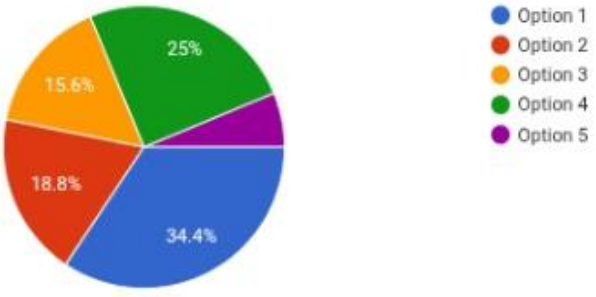

Fig: 1.6

While in this section, the last question was an open ended question where the respondents were asked to specify the frequently used AI tool and almost all the

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registered responses were in favor of Chatbot like ChatGPT, Deepseek or Meta AI. Hence, Chatbots and specifically ChatGPT is most frequently used AI tool among ELT female instructors in district Kohat, Attock and Chakwal particularly. Moreover, 2 of the respondents also mentioned using Grammerly and Duolingo.Here, Rogers' Diffusion of Innovation (DOI) theory (2003) cooperates at the bottom level which explains how new technologies spread among users and why adoption rate differs.The received data shows that adoption rate regarding particular specialized AI tools is lower as compared to Chatbot in general and ChatGPT in particular .This may also help the researchers to correlate it with the Technological Pedagogical Content Knowledge (TPACK) framework by Mishra & Koehler, 2006 which conceptualizes the importance and integration of Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK). During the interviews for in depth analysis, the main reason of respondents preference of ChatGPT over other tools was It's being "helpful" and "supportive" in making "work easier' and getting" new ideas within no time"

The second section of the questionnaire was designed to address the Research Question no2, where ELT teachers' integration of AI tools in their traditional teaching methodology was tried to be measured. The main objective was to compare the teachers' reliance on AI tools vs traditional reference books. Mthethwa (2014) in a research mentioned the same challenge of keeping a balance between AI integration and traditional teaching methodology challenging to the existing language teaching approaches, such as pair-work, group discussion, where teachers have to be face-to-face with learners in a classroom environment .Furthermore, this section also focused on AI integration in lesson planning and lecture preparation.

There were total 4 close-ended questions to be answered to get the data. The first question targeted the teachers' reliance on AI tools vs traditional reference books regarding ELT with particular reference to grammar.31.3% respondents strongly agreed while 25% agreed to rely on AI tools for grammar references rather than traditional methods of consulting books. Though, 21% also showed their disagreement to solely rely on AI tools for language pedagogy. (Fig: 1.7) During the semi-structured interview, the interviewees also showed their concern regarding the reliability of the information shared by AI tools.

"We cannot rely solely on AI Tools as the information provided is not always accurate or valid."

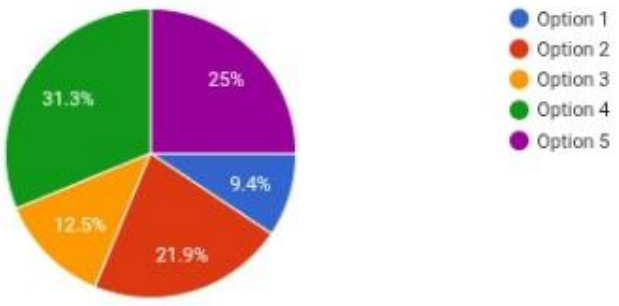

Fig: 1.7

The next question in the second part of the questionnaire was related to teachers' reliance on printed books and manuals regarding lesson planning.25% disagreed while 15.6% strongly disagreed to rely on printed books or manuals with reference to lesson planning. Although, at the same time 37.5 agreed that manuals or printed books played a part in lesson planning but, 15.6% were those who neither agreed nor disagreed to the statement.

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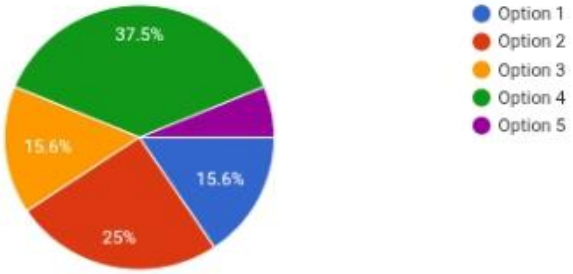
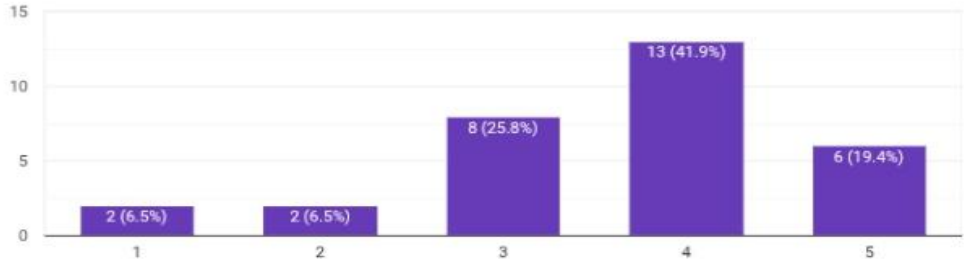


Fig: 1.8

Zazkis et al.,(2009)) already has mentioned the gap in his study regarding lesson planning which is the fundamental aspect of EFL teaching. It enables teachers to create captivating and customized learning experiences that fulfil students' specific needs and educational goals (Zazkis et al., 2009)

The third question was posed to measure the teachers' reliance on reference books regarding academic and theoretical material where almost 50% agreed and 19.4% strongly agreed to prefer books rather than AI tools. However 25% neither agreed nor disagreed the statement.(Fig:1.9)

Fig: 1.9



Teachers were also inquired about their preference of AI tool over reference books in case of quick examples or exercises which they require to add in their teaching practices, for which 43.8 % agreed and 31.3 % strongly agreed to the statement. While, 12.5% disagreed to it

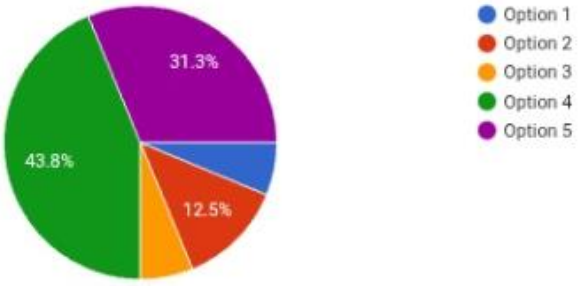


Fig:1.10

Finally, when the teachers were asked about their reliance on reference books as the final authority 40.6% strongly agreed, 15.6% agreed while 12% showed strong disagreement and only 6% showed disagreement to the question posed.

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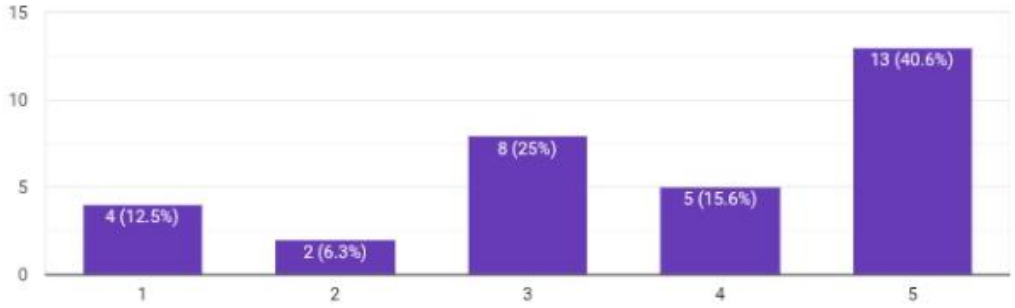

Fig:2.1

Thus, here the factor of trust hampers the respondents' perception regarding AI integration. According to Rogers' Diffusion of Innovation (DOI) theory (2003) the relative advantage, where AI tool is adopted to save time, provides instant explanation and enhances lesson planning.

"AI tools are helpful in ELT. They can provide learners with instant feedback, practice conversations, and even offer tailored language exercises."

But, at the same time, for final authority books are still considered the benchmarks.

"Human should rule technology as master, not should be slave of it"

As one of the major prevalent themes of the thematic analysis of the interview conducted was the lack of complete reliance on AI tools. Ul Ain and Azam (2025) also suggested in their study of combining AI with traditional teaching methods, such as role-playing or group discussion, in EFL teaching and learning. Similarly Kovalenko and Baranivska (2024) discusses the delicate balance between poising technology and maintaining the essential human element in teaching, while suggesting ways to integrate AI tools without minimizing the role of traditional, interactive pedagogues.

The third part of the questionnaire is addressed to understand the influence of AI tools in ELT and the ways it has brought a transformation for female instructors at college level. In this section 6 questions were asked to get the desired data. Ul Ain and Azam (2025) pointed out the gap of the impact of AI-assisted skills acquisition in the workplace. Through this part of the questionnaire the researchers have tried to cover the gap at individual level in professional life. Though the previous researchers have confirmed the positive impact of AI integration in classroom environment (Bouarroudj and Belhedri, 2024; Meylani, 2024; Ul Ain and Azam ,2025 etc). The first question in this section was put forth to know whether AI integration had increased female college teachers' efficiency in lesson preparation? In response to it 40.6% agreed while 28% strongly agreed to it. On the other hand, 12.5% disagreed and 9.4% strongly disagreed. While 9.4% neither agreed nor disagreed.(Fig:2.2)

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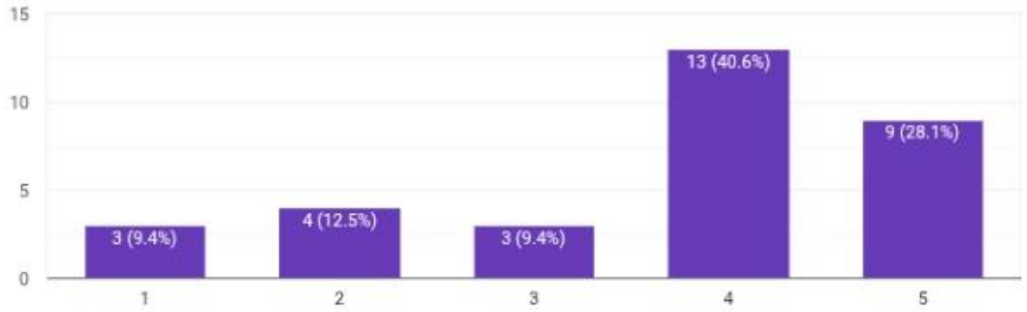

Fig:2.2

The second question was asked about the integration of AI if it had varied and personalized classroom activities. 31.3% strongly agreed while 34.4 agreed to it. Only 12.5% strongly disagreed while 9.4% disagreed to the statement. Here too 12.5% neither agreed nor disagreed.(Fig:2.3)

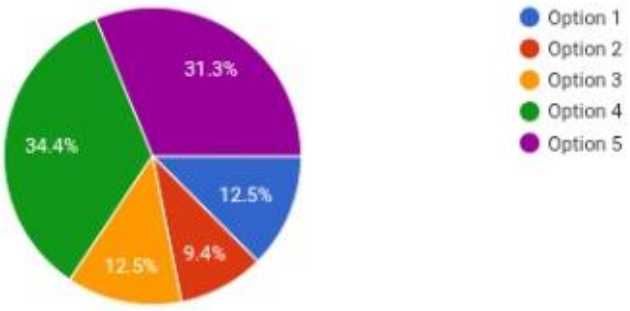

Fig:2.3

The next statement was to whether AI has changed the teachers' approach regarding students' work assessment. Here again the response was positive as 18.8% strongly agreed and 31.3% agreed while 6% strongly disagreed and 18.8% disagreed. Here too 25% did not show any responses to the statement.(Fig:2.4)

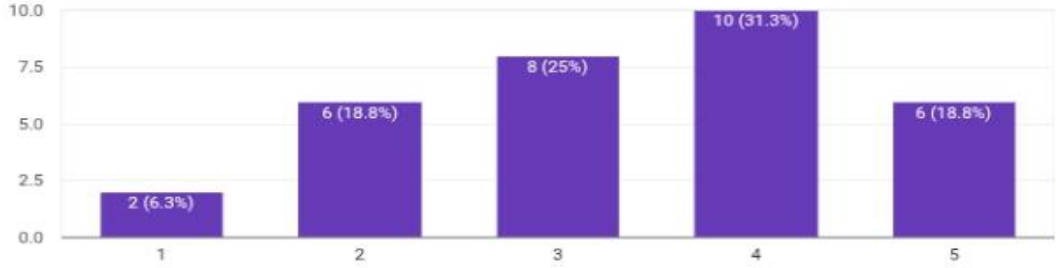

Fig: 2.4

In response to AI tools supporting differentiated instructions for diverse learner level 34.4% agreed and 28.1% strongly agreed to it while only 12.5% disagreed and 21.9% neither agreed nor disagreed. (Fig: 2.5)

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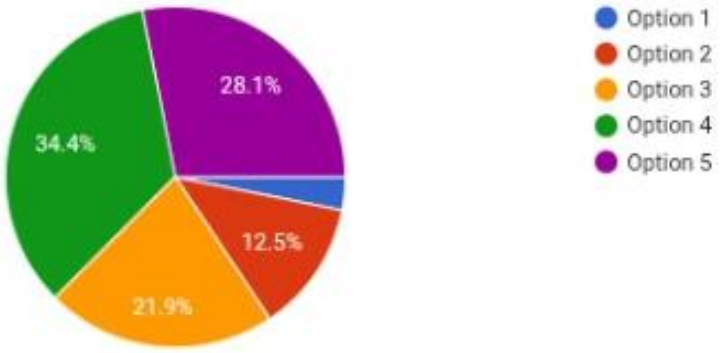

Fig: 2.5

Next the teachers were asked if they integrate AI generated material directly to classroom, to which 31.3% disagreed and 21.9% strongly disagreed. While 18.8% agreed and 9.4% strongly agreed.(Fig:2.6). Similarly when teachers were enquired about if AI output often require careful verification and editing before classroom use. 50% strongly agreed and 34.4% agreed while 9.4% strongly disagreed. (Fig: 2.7)

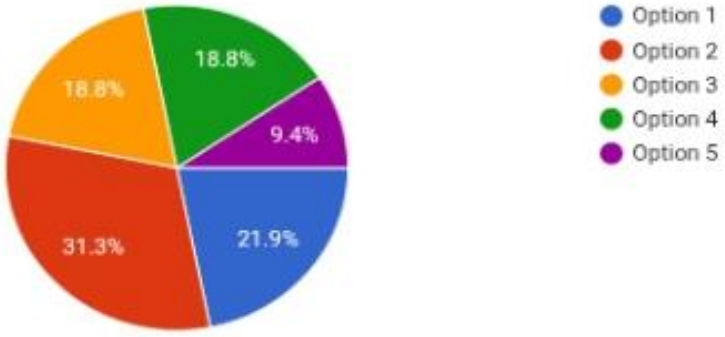

Fig 2.6

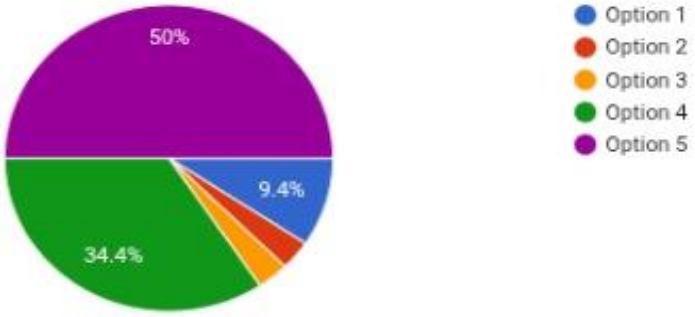

Fig:2.7

Thus, the survey findings reiterated that AI tools had a great impact on female college teachers' pedagogy. It not only has improved their lesson planning, assessment strategies, but has also helped the teachers in creating personalized and varied classroom activities. On the other hand here too teachers showed concern regarding complete reliance on directly teaching from AI generated material without verifying it. These findings rightly aligns with observability and complexity of ODI theory. As the visibility of benefits and success examples of AI use can effectively encourage others in workplace environment. Similarly the findings also corresponds to the element of Technological Pedagogical Knowledge (TPK)- understanding how AI tools influence teaching methods-

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in Technological Pedagogical Content Knowledge (TPACK) framework. But, on the other hand, an unavoidable percentage of non-respondents may refer to complexity associated with using or learning of AI tools and the unpredictability of AI tools' responses with particular reference to last two responses.

The second last portion of the questionnaire collected the data to answer question no 4 regarding challenges and ethical concerns of the female teachers with reference to AI integration. As far challenges 37% strongly agreed and 40% agreed about the challenge of reliability/ accuracy of AI- generated content. Similarly, 56.3% strongly agreed, 28% agreed over students' reliance on AI may reduce critical thinking and independent learning. Moreover, technical difficulties and access issues limiting AI usefulness was also a challenge to which 40% agreed and 21.9% strongly agreed. For ethical concerns academic integrity issue regarding student submitting AI generated work, 53% strongly agreed and 25% agreed and showed concern. Similarly, to data privacy 31.3% strongly agreed and 31.1 agreed it to be a concern. While regarding biasness in AI output 28% neither agreed nor disagreed.(Fig:2.8)

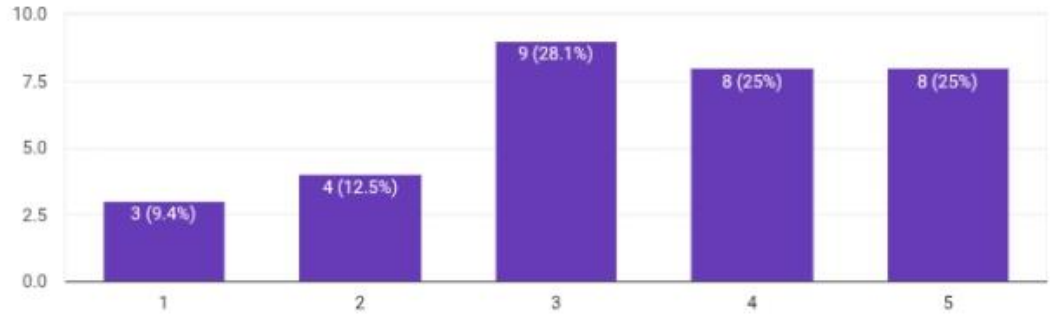

Fig:2.8

The last portion of the questionnaire deals with data collection regarding training needs and institutional support. The objective of the data collected from the portion is to analyze the teachers' need for adequate training for AI use in teaching, institutional support and its implications. This section comprised of 5 statements. The first statement regarding institution providing adequate training for using AI tools in teaching 37.5% strongly disagreed to it. While 18.8% disagreed and only 12.5% agreed to it. Similarly, in response to formal training relevant to pedagogical accuracy, ethical and legal aspect of AI in education, AI generated material into lesson planning there was a very high need response of more than 30% while, above 40% expressed their high need demand. Only 6% expressed their less interest in it (Fig: 2.9). Hence,more than 80% showed great interest in attending workshops if offered by the institute.(Fig:2.9)

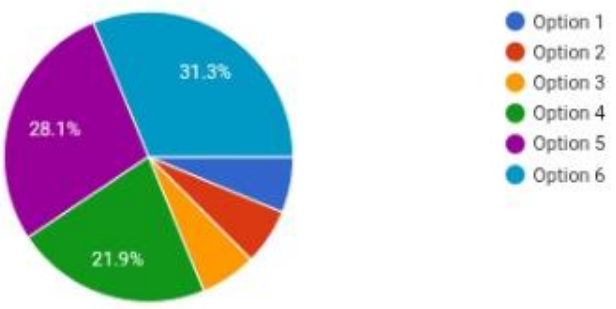

Fig: 2.9

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Bouarroudj and Belhedri(2024) in their study mentioned the lack of teachers' training as one of the challenges to addressed for a successful integration of AI in education. In this study the same challenge is being sorted out. The Technological Pedagogical Content Knowledge (TPACK) framework also conceptualizes the need of content, pedagogical and technological knowledge and the effective intersection of all the three to get the maximum out from the technological advancement. One of the interviewee registered her voice under the same theme as

"It may be useful in ELT if one is trained"

During the overall evaluation, more than 50% respondents registered positive impact of AI tools on ELT practice (Fig: 2.10)

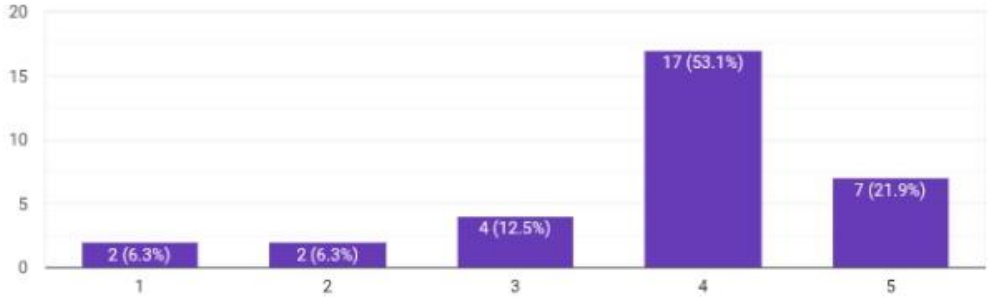

Fig: 2.10

Round about 60% respondents showed intention for increase in use of AI tools for next academic year. (Fig: 3.1)

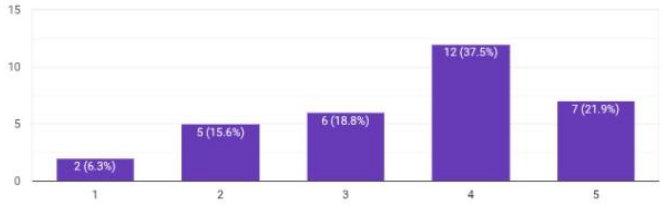

Fig:3.1

As far the rating of the overall reliability of AI tools is recorded, 50% of the respondents registered it moderately. About more than 28% had a low reliability rate while almost 30% showed reliability on AI integrated tools. (Fig:3.2) The same voice was heard in semi- structured interview as

"AI has both negative and positive impacts on ELT, we should use it for help but should not rely on it completely as it decreases our ability to be creative and can limit out critical thinking. We should become more practical than relying totally on AI."

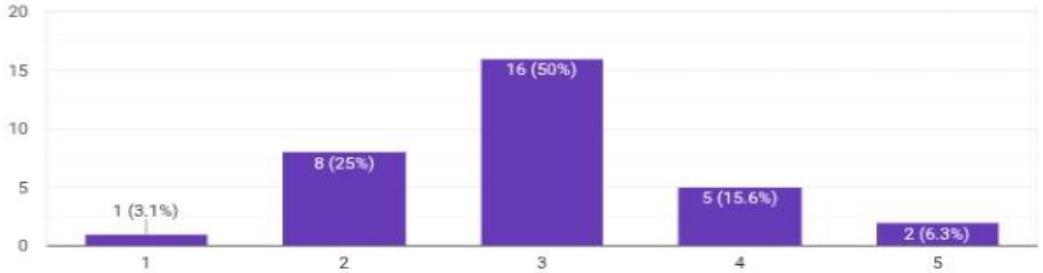

Fig:3.2

Findings of the present study revealed that chatbot like Meta AI in general and most

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importantly ChatGPT are the tools most frequently used than traditional reference books. Moreover, AI had a significant role in different pedagogical practices and lesson planning for teachers. Although the teachers appreciated AI integration and its efficiency, they also showed concern about the accuracy and the over reliance on the tools consequently hampering critical thinking. Complementing on this, the ODI theory supports and illuminates the sociocultural and psychological factors that shape instructors' adoption of AI tools, emphasizing attributes such as perceived usefulness, ease of adoption, compatibility with existing practices, and institutional influence. Therefore a need for training is loudly suggested by the female teachers at government run colleges in the districts of Kohat, Attock, Chakwal and Mansehra.

Future Direction and Conclusion

In conclusion, this study demonstrates that AI tools are increasingly transforming English Language Teaching by enhancing instructional efficiency, enriching lesson design, and supporting more responsive feedback practices among college instructors. While the integration of AI offers clear pedagogical value, the findings also emphasize the need for a balanced approach that blends AI-driven support with the critical judgement, contextual understanding, and interpersonal elements provided by human teachers. Looking ahead, institutions must invest in structured AI literacy training, develop ethical guidelines for responsible use, and incorporate AI-informed pedagogical strategies into curriculum planning to ensure sustainable and meaningful adoption. Future research should explore long-term impacts of AI on learner performance, teacher autonomy, and classroom interaction, as well as investigate the evolving role of educators in increasingly technology-mediated learning environments. Collectively, these implications highlight that the effective future of AI in ELT depends not on replacing traditional tools, but on strategically integrating them to enhance, rather than overshadow, sound pedagogical practice.

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