Teachers' Experiences of Integrating Artificial Intelligence into Language Learning

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Abstract

The development of artificial intelligence (AI) has brought changes to language-learning practice, particularly in planning, materials, feedback, evaluation, and personalization. Generative AI gives teachers the opportunity to develop more adaptive learning, but its integration also presents challenges related to teacher competence, pedagogical readiness, the accuracy of AI output, ethics, academic integrity, and the changing role of the teacher. This article aimed to describe and analyze teachers' experiences of integrating artificial intelligence into language learning on the basis of prior research. The study used a qualitative method with a literature-study approach, drawing on twenty scholarly articles on the experiences, perceptions, attitudes, readiness, practices, and challenges of language teachers and pre-service teachers in using AI. The data were analyzed descriptively through the identification, grouping, comparison, and interpretation of the findings. The results indicate that teachers use AI to design material, create activities, give feedback, support differentiated learning, assist evaluation, and increase the efficiency of their work. At the same time, teachers face challenges such as limited AI literacy, uncertainty about the accuracy of AI output, issues of ethics and academic integrity, and the need to maintain the human role in language learning. The study shows that meaningful AI integration depends not on the use of technology alone but on teachers' ability to combine AI with language knowledge, pedagogy, professional experience, and ethical consideration. The development of teachers' AI literacy, continuous training, and clear institutional policy are therefore needed to support the pedagogical and responsible use of AI in language learning.

Keywords: *artificial intelligence; language learning; teacher experience; AI literacy*

1. INTRODUCTION

The development of digital technology has entered a new stage with the arrival of artificial intelligence (AI), which is increasingly accessible to teachers and learners. Unlike earlier educational technology, which functioned mainly as a medium for delivering information or a means of communication, AI has the capacity to generate text, respond to questions, analyze language, produce learning material, assist evaluation, and provide interactive support. This development offers wide opportunities for education, including language learning.

Language learning is one field of education closely connected with the development of technology. Technology has long been used to support the skills of reading, writing, listening, speaking, and the mastery of vocabulary and grammar. The arrival of AI broadens these possibilities because learners can interact with a system directly and obtain responses that resemble communication with a human. Ji, Han, and Ko (2022), through a systematic review of conversational AI in language

education, showed the importance of considering the relationship between AI and the human teacher: AI can support the learning process, but its presence does not simply replace the role of the teacher.

This change has consequences for the work of teachers. Teachers are required not only to understand the material and strategies of language learning but also to understand how AI works, how it can be used to support learning, and how the risks of its use can be managed. Kohnke, Moorhouse, and Zou (2023) showed that the preparedness of university language instructors for generative AI has become an important issue as the use of such technology increases.

The presence of AI in language learning also changes the way teachers prepare for teaching. Teachers can use AI to generate activity ideas, create varied exercises, develop texts, compose questions, adjust the level of difficulty of material, or provide alternative learning resources. In certain contexts, AI can also be used to support differentiated learning. Christina and Panagiotidis (2024) discussed teachers' attitudes toward the integration of AI in foreign-language learning, particularly in supporting differentiated instruction and the flipped classroom.

Nevertheless, the use of AI is not always received uniformly by teachers. Differences in experience, knowledge, pedagogical beliefs, and institutional context cause teachers to hold different attitudes and approaches toward AI. Ghimire and Neupane (2024) showed that teachers' perceptions and experiences of integrating AI into English-language teaching and learning are an important aspect to understand, since teachers' experience can reveal both the benefits of the technology and the problems that arise when AI is applied in real classroom situations.

Al-Nofaie and Alwerthan (2024), through an appreciative inquiry into the implementation of AI for the development of language student teachers, showed that AI can become part of the process of professional and pedagogical development. This is important because the ability to use AI is needed not only by in-service teachers but also needs to be developed from the stage of pre-service teacher education.

Technological change also gives rise to a need for AI literacy. AI literacy does not mean only the ability to use AI-based applications but also includes an understanding of the capabilities and limitations of the technology, the ability to evaluate AI output, awareness of ethical issues, and the ability to determine AI use appropriate to learning goals. Research on AI literacy in assessment has shown the importance of equipping pre-service teachers with the ability to use AI to design effective examination questions for language learning (“Artificial Intelligence Literacy in Assessment,” 2025).

In the practice of language learning, teachers also face the question of how far AI should be used. AI can help teachers save time, but excessive dependence can reduce professional thinking and creativity. Mananay (2024) discussed the effectiveness, challenges, and strategies of AI integration in language teaching, showing that the use of AI needs to be placed within a clear pedagogical framework.

Korkealehto and Ohinen-Salvén (2025a) showed that language teachers hold varied attitudes and approaches toward the integration of AI into their work. This difference shows that AI is not received as a technology with a uniform impact; teachers interpret AI on the basis of the needs of their work, their experience of using technology, and their beliefs about language learning.

Among in-service language teachers, Kic-Drgas and Kılıçkaya (2026) showed that AI can be used to support teachers' self-regulated learning. This broadens the understanding of AI, since the technology is used not only to help learners but also

as a means of teachers' professional development. Kılıçkaya and Kic-Drgas (2025) showed pre-service language teachers' experiences of integrating generative AI into practicum-based lesson study, indicating that the experience of using AI needs to be built through concrete pedagogical activity so that pre-service teachers learn to evaluate its benefits and limitations in practice rather than knowing the technology only theoretically.

The use of AI has also entered language learning at the secondary-school level. An et al. (2022) examined the behavioural intention of English teachers to use AI in middle schools, and Aldossari and Alsahil (2026) discussed the use and practices of AI by teachers of English as a foreign language (EFL) in secondary schools. This shows that AI is no longer only a concern of higher education but has become part of the discussion of language learning at various levels. Wang and Dai (2025) specifically examined the actual experiences of EFL teachers in China in AI-mediated instruction, which is important because it shows that the use of AI needs to be understood on the basis of teachers' actual experience rather than only their perceptions or intention to use the technology.

Teachers' experiences can also differ by language and cultural context. Żammit (2025) discussed secondary-school teachers' experiences of using generative AI for Maltese-language learning; Tan (2025) examined English language and literature teachers in the Philippine classroom context; and Sayıcı and Aydın (2025) discussed teachers' perspectives on using AI in foreign-language teaching. This diversity of contexts shows that AI integration needs to be understood as a phenomenon influenced by the educational environment and the characteristics of language learning. Kara and Aksu (2026) likewise examined teachers' perspectives on integrating new technologies in education and on embracing AI, while Hashim and Sulaiman (2026), through a systematic review, examined educators' perceptions and experiences of using AI in the English-language classroom.

Rafael (2025), through a meta-synthesis of the pedagogical practices and experiences of English-language teachers using AI, provided a broader picture of the patterns of AI use in learning, reinforcing the need to understand teachers' experience as an important source of information in designing strategies for AI integration.

On the basis of these various studies, teachers' experience is an important aspect in determining the success of AI integration. AI can provide various benefits, but its use also demands changes in teachers' competence, role, and way of thinking. This article therefore aims to analyze teachers' experiences of integrating artificial intelligence into language learning, including the forms of its use, the perceived benefits, the challenges faced, the changing role of the teacher, and the need for competence development and institutional support. Guided by this aim, the study addressed three research questions: (RQ1) In what forms do teachers use AI in language learning? (RQ2) What benefits do teachers experience from integrating AI? (RQ3) What challenges do teachers face, and how do their role and competence needs change?

2. METHOD

Research Design

This study used a qualitative method with a literature-study approach. The qualitative approach was chosen because the study aimed to understand teachers' experiences and practices of integrating artificial intelligence into language learning on the basis of published research findings.

Data Sources

The research data consisted of twenty scholarly articles provided as the principal references. This literature covered research on teachers' perceptions, teachers' experiences, readiness to use AI, pedagogical practice, pre-service teacher education, the use of generative AI, conversational AI, AI literacy, and the professional development of language teachers.

Data Collection

Data were collected through documentation, by reading and identifying the relevant information in each reference. Each article was analyzed in terms of its research focus, research subjects, learning context, form of AI use, teachers' experience, the benefits of AI use, the challenges, and the pedagogical implications.

Data Analysis

The analysis was carried out descriptively and interpretively. The first stage identified the main findings of each source. The second stage grouped the findings by related theme, including the early experience of using AI, the use of AI for lesson planning, the use of AI in the conduct of learning, evaluation and assessment, the personalization of learning, teachers' professional development, readiness and AI literacy, ethical challenges, the accuracy of information, academic integrity, and the changing role of the teacher. The next stage compared findings across studies to identify patterns, similarities, differences, and relationships, after which the findings were interpreted to obtain a comprehensive picture of teachers' experiences of integrating AI into language learning.

Trustworthiness

The validity of the interpretation was supported through the comparison of sources, so that conclusions were built on the tendencies emerging across the literature rather than on a single source.

Ethical Considerations

Because the study analyzed publicly available scholarly literature and did not involve human participants or personal data, the ethical requirements centred on academic integrity, the accurate representation of sources, and proper attribution.

3. RESULTS

The analysis produced eight interrelated themes that together address the three research questions, as summarized in Table 1. The themes were derived from the reviewed sources and are presented below with their supporting evidence.

Table 1

Themes, Core Focus, and Supporting Sources Derived from the Analysis

Theme	Core focus / analytic codes	RQ	Key supporting sources
AI becoming part of teachers' professional practice	Varied, non-uniform adoption shaped by needs and beliefs	RQ1	Ghimire & Neupane (2024); Korkealehto & Ohinen-Salvén (2025a); Wang & Dai (2025); Hashim & Sulaiman (2026)
AI in lesson planning and material development	Ideas, texts, exercises; teacher review and editing	RQ1, RQ2	Mananay (2024); Kohnke et al. (2023)

Theme	Core focus / analytic codes	RQ	Key supporting sources
AI for differentiated instruction	Varied difficulty, alternative explanations, flipped classroom	RQ1, RQ2	Christina & Panagiotidis (2024)
AI in developing language activities	Reading texts, questions, vocabulary, conversation practice	RQ1	Ji et al. (2022)
AI in evaluation and assessment	Item generation; validity and alignment remain the teacher's	RQ1, RQ3	"AI Literacy in Assessment" (2025)
AI as support for professional development	Self-regulated learning; reflection; pre-service training	RQ2	Kic-Drgas & Kılıçkaya (2026); Al-Nofaie & Alwerthan (2024); Kılıçkaya & Kic-Drgas (2025)
Teacher readiness and AI literacy	Preparedness, intention, school-level use, AI literacy	RQ3	Kohnke et al. (2023); An et al. (2022); Aldossari & Alsahil (2026); Kara & Aksu (2026)
Challenges: accuracy, ethics, and the teacher's role	Output accuracy, integrity, dependence, changing role, context	RQ3	Mananay (2024); Ji et al. (2022); Żammit (2025); Tan (2025); Rafael (2025)

Note. RQ = research question; AI = artificial intelligence; EFL = English as a foreign language. The themes and codes were derived from the reviewed scholarly sources.

3.1 AI Becoming Part of Teachers' Professional Practice

The analysis showed that AI has begun to be used in various professional activities of language teachers, not limited to classroom teaching but also including lesson preparation, material development, evaluation, the giving of feedback, and professional development. Ghimire and Neupane (2024) showed that teachers have varied experiences of integrating AI into English-language teaching and learning, so that AI has begun to be viewed as one resource that can help teachers carry out pedagogical tasks. Hashim and Sulaiman (2026), through a systematic review, similarly showed the range of educators' perceptions and experiences of using AI in the English-language classroom.

Korkealehto and Ohinen-Salvén (2025a, 2025b) showed that higher-education teachers hold different attitudes and approaches toward the integration of AI into their work, indicating that the acceptance of AI is not uniform; teachers adjust the use of technology to their own needs, experience, and professional beliefs. Wang and Dai (2025) gave particular attention to the actual experiences of EFL teachers in AI-mediated instruction, showing that teachers' decisions to use AI are influenced not only by the availability of technology but also by perceived value, learning needs, and professional judgment.

3.2 AI in Lesson Planning and Material Development

One of the most prominent experiences is the use of AI to help teachers design learning. Teachers can use AI to generate ideas for material, compose activities, develop example texts, create exercises, and adjust the level of difficulty of material. Mananay (2024) showed that AI has the potential to support various language-teaching activities; its use can help teachers prepare material and learning activities, but its effectiveness depends on how teachers direct and evaluate the output that AI produces.

Kohnke et al. (2023) showed the importance of language teachers' preparedness for generative AI. Teachers need to understand that AI output cannot be treated directly as ready-to-use learning material; material produced by AI still requires checking, editing, and adjustment to learning goals. Korkealehto and Ohinen-Salvén (2025a) likewise showed that language teachers use AI in various aspects of their work, so that AI has begun to be positioned as a tool supporting professional work, particularly in the preparation stage.

3.3 AI for Differentiated Instruction

The findings showed that AI has the potential to support more differentiated learning. Learners have different language abilities, needs, and learning paces, and AI can help teachers provide variations of material or activities adjusted to those needs. Christina and Panagiotidis (2024) specifically connected AI with differentiated instruction and the flipped classroom, showing that AI can be used to support approaches that give greater room to differences in learners' needs.

Teachers can use AI to develop material at different levels of difficulty, provide additional examples, generate varied exercises, or supply alternative explanations. Decisions about the level of difficulty and the relevance of material, however, still require the teacher's judgment, so that differentiation does not mean merely producing material at different levels of difficulty but understanding learners' needs so that the differentiation is genuinely relevant.

3.4 AI in Developing Language Activities

AI can be used to generate various activities related to language skills. Teachers can use it to develop reading texts, comprehension questions, vocabulary exercises, grammar activities, conversation simulations, and writing tasks.

Ji et al. (2022) showed that conversational AI has potential in language education through interaction between learners and an AI system, which allows learners to obtain more flexible opportunities for interaction. This gives teachers the opportunity to broaden the environment of language practice, so that learners do not depend only on interaction with the teacher or classmates but can use an AI system as a practice partner. The teacher still needs to ensure, however, that such interaction is consistent with the learning goals and does not produce inaccurate language practice.

3.5 AI in Evaluation and Assessment

The analysis showed that AI has also begun to be used in the evaluation of learning. AI can help teachers generate questions, develop variations of items, provide initial feedback, and support the process of evaluation. Research on AI literacy in assessment has shown the importance of pre-service teachers' ability to use AI to design effective examination questions for language learning (“Artificial Intelligence Literacy in Assessment,” 2025), indicating that the use of AI in assessment requires particular competence.

It is not enough for teachers merely to ask AI to generate items. Teachers must understand the cognitive level, the suitability of the material, the validity of the questions, the level of difficulty, and the alignment of the items with the learning goals. AI therefore functions as an aid in the assessment process, while pedagogical decisions remain with the teacher.

3.6 AI as Support for Teachers' Professional Development

The findings showed that AI is used not only to support learners but can also help teachers develop their own competence. Kic-Drgas and Kılıçkaya (2026) showed the use of AI to support the self-regulated learning of in-service language teachers.

Teachers can use AI as a source of exploration, a partner for reflection, a means of seeking alternative learning strategies, or a tool for developing material, so that AI can become part of teachers' professional learning.

Al-Nofaie and Alwerthan (2024) showed that AI can be used in the development of language student teachers, indicating that the development of AI competence needs to begin in teacher education and continue to be developed as teachers carry out their profession. Kılıçkaya and Kic-Drgas (2025) showed pre-service language teachers' experiences of using generative AI through practicum-based lesson study, which allows prospective teachers to learn to use AI in a real learning context and to make pedagogical decisions, helping to build critical habits from the beginning of their professional career.

3.7 Teacher Readiness and AI Literacy

Readiness is one of the themes that recurs across the studies. Kohnke et al. (2023) showed that the preparedness of language teachers for generative AI is an important issue; teachers need knowledge of the technology together with pedagogical understanding in order to use it. An et al. (2022) showed that English teachers' intention to use AI is related to various factors that influence the acceptance of technology, so that the decision to use AI is not merely a matter of the availability of technology.

Aldossari and Alsahil (2026) showed the use of AI and the practices of EFL teachers at the secondary-school level, indicating that teachers at the school level are also beginning to face AI in everyday teaching practice, and Kara and Aksu (2026) showed teachers' perspectives on integrating new technologies and embracing AI. The principal ability teachers need is therefore not merely the ability to use AI but AI literacy, which encompasses the ability to understand the technology, use it, evaluate its results, understand its risks, and determine appropriate use.

3.8 Challenges: Accuracy, Ethics, and the Changing Role of the Teacher

One principal challenge in the use of AI is the possibility of inaccurate output. An AI system can produce information or text that looks convincing but is not always correct, and in language learning this issue can be important because language errors produced by AI may be learned by learners. Teachers therefore need to verify output before using it as learning material. Kohnke et al. (2023) and Mananay (2024) showed the importance of teachers' readiness to use generative AI critically: teachers need the ability to judge the quality of AI output, not merely the ability to generate it.

The use of AI also presents issues of ethics and academic integrity. Learners can use AI to produce text, answer tasks, or complete academic activity without going through the expected learning process, which creates a challenge for language teachers because one goal of language learning is to develop learners' ability to produce language independently. Teachers therefore need to determine the limits of AI use in academic tasks and to design activities that still require thinking, reflection, revision, and the production of language by learners, so that assessment emphasizes process—discussion, staged drafts, reflection, presentation, revision, and explanation of the writing process—and AI becomes a reason to strengthen more authentic approaches to assessment rather than merely a threat.

The findings show that the integration of AI does not remove the role of the teacher but changes part of the teacher's function. Teachers increasingly act as directors, evaluators, facilitators, and makers of pedagogical decisions. Ji et al. (2022) emphasized the importance of collaboration between conversational AI and

the human teacher, indicating that AI is more appropriately understood as a supporting technology than as a substitute for the teacher; the teacher retains an important function in understanding learners' context, providing emotional support, managing social interaction, determining learning goals, judging learners' development, and making decisions on the basis of classroom conditions. Teachers' experiences also differ by educational context: Wang and Dai (2025) described EFL teachers in China, Żammit (2025) discussed secondary-school teachers in Malta, Tan (2025) examined the Philippine context, Sayıcı and Aydın (2025) discussed teachers' perspectives in foreign-language teaching, and Rafael (2025), through a meta-synthesis, drew together the patterns of AI use. These differences show that AI integration cannot be applied with a single identical model in all educational environments.

4. DISCUSSION

Teachers' experiences of integrating artificial intelligence into language learning show that AI is undergoing a shift of function, from an additional technology into part of the learning environment. This shift is visible in the increasingly varied use of AI for planning, material development, the conduct of learning, evaluation, the giving of feedback, and professional development. The experiences of various teachers show, however, that the presence of technology does not of itself produce pedagogical change; new technology provides benefit when teachers are able to connect it with learning goals, learners' characteristics, language material, and teaching strategy.

The use of AI in language learning has characteristics different from the use of technology in other fields. Language is a skill that requires practice, interaction, context, interpretation, and production. AI can therefore support language learning through the provision of examples, conversation simulations, writing practice, vocabulary development, or the giving of feedback, but the teacher retains responsibility for ensuring that such activity produces meaningful learning. Ji et al. (2022) showed the importance of the relationship between conversational AI and the human teacher: AI can provide an additional environment for interaction, but the teacher still determines the pedagogical direction of that interaction.

Teachers' experience also shows that AI has great benefit at the stage of lesson preparation. Teachers can use AI to obtain ideas about material, activities, questions, texts, or variations of exercises, which can reduce part of teachers' routine work. Efficiency, however, should not be equated with quality; material produced by AI still needs to be checked, because the quality of the language, the relevance of the content, the level of difficulty, and cultural suitability do not always match the needs of the class. Kohnke et al. (2023) showed that teachers' preparedness for generative AI is an important issue, since teachers need to understand not only how to use the technology but also how to evaluate its results.

The ability to evaluate AI output becomes a new form of professional competence for language teachers. Previously, teachers were accustomed to evaluating textbooks, internet sources, video, or digital material; with generative AI, teachers face a source that can produce new material automatically, which requires a more critical process of verification because material can look convincing even when it contains errors. Teachers need to maintain their position as the principal evaluator so that technology does not determine the quality of learning automatically.

Teachers' experience also shows the potential of AI in differentiated learning. Christina and Panagiotidis (2024) showed the relationship among AI integration,

differentiated instruction, and the flipped classroom. In language learning, differences in learners' ability are a frequent problem, and AI can help provide variations of material at different levels of difficulty or generate additional exercises, giving teachers more options for adjusting learning. Differentiation does not mean only producing material at different levels of difficulty, however; teachers still need to understand learners' needs so that the differentiation is genuinely relevant.

The use of AI also provides an opportunity to broaden learners' chances to practise language. In a conventional class, the time for interaction between teacher and learners is limited; conversational AI can provide additional opportunities for learners to practise language individually. Ji et al. (2022) showed that conversational AI can be examined as part of collaboration with the human teacher, so that AI can become an additional space for practice while the teacher remains responsible for the goals, quality, and evaluation of learning. The use of AI for language practice also has risks, however, since learners may receive inappropriate responses or become too dependent on the system, which can reduce their opportunity to develop the ability to think and produce language independently. Teachers therefore need to teach how AI is used critically: learners need not only to know how to give instructions to AI but also to be able to judge, improve, compare, and reflect on AI output.

In this context, teachers' AI literacy becomes very important. AI literacy is not only a technical ability but the ability to understand how AI works and how its results should be treated; teachers need to know that AI produces output on the basis of data patterns and instructions, so that its results can have limitations. Research on AI literacy in assessment has shown the importance of pre-service teachers' ability to use AI to design effective questions (“Artificial Intelligence Literacy in Assessment,” 2025), showing that the use of AI in education requires particular knowledge. Assessment is one field that requires special attention: AI can help teachers generate items in large numbers or provide alternative assessment formats, but teachers still need to check whether the items genuinely measure the targeted competence, since excessive dependence on AI in designing assessment carries the risk that items do not match the learning goals or the learners' stage of development.

Teachers' experience also shows that AI integration is related to professional development. Kic-Drgas and Kılıçkaya (2026) showed the potential of AI in supporting the self-regulated learning of language teachers, which means AI can be a tool that helps teachers learn independently—exploring new strategies, requesting alternative activities, comparing approaches, or reflecting on lesson plans. The professional development of teachers cannot be handed over entirely to AI, however; teachers still need interaction with colleagues, teacher educators, professional communities, and institutions, and human experience is needed to discuss matters that technology cannot always resolve, such as the social context of the class, the teacher–learner relationship, school culture, and ethical issues. Al-Nofaie and Alwerthan (2024) showed the importance of AI experience in the development of language student teachers, and Kılıçkaya and Kic-Drgas (2025) showed the value of pre-service teachers' experience of using generative AI through practicum-based lesson study, which allows prospective teachers to learn to make pedagogical decisions and to build critical habits from the start of their career.

Another issue is teacher readiness. An et al. (2022) showed that teachers' intention to use AI is a phenomenon influenced by various factors; teachers may hold a positive attitude toward technology yet not use it intensively if they lack support, time, or sufficient knowledge, while conversely teachers may use AI because of environmental demands even when their readiness is inadequate. The

increased use of AI therefore needs to be accompanied by the development of teachers' capacity. Teachers' attitudes toward AI are also not simply positive or negative: a teacher may accept AI for one function but reject it for another—AI may be considered useful for generating ideas for material but less trustworthy for giving a final judgment of learners' ability. Korkealehto and Ohinen-Salvén (2025a) showed the range of higher-education teachers' attitudes and approaches toward AI, a difference that is reasonable because each function of the technology has different pedagogical consequences.

In language learning, the issue of academic integrity becomes increasingly important. The ability to produce text is a principal part of language learning, while generative AI can produce text in large quantities, which can make it difficult for teachers to determine whether a task genuinely reflects a learner's ability. Teachers therefore need to design assessment that places greater emphasis on process, such as discussion, staged drafts, reflection, presentation, revision, and explanation of the writing process, so that AI is seen not only as a threat but also as a reason to strengthen more authentic approaches to assessment. Mananay (2024) showed that AI integration in language teaching needs to attend to the effectiveness, challenges, and strategies of its use, confirming that the principal question is not whether AI should be used but how it is used appropriately.

Teachers' experiences in various national contexts show that there is no single pattern of AI integration that can be applied identically everywhere. Wang and Dai (2025) described the experience of EFL teachers in China; Żammit (2025) examined teachers of the Maltese language; Tan (2025) discussed the Philippine context; and Sayıcı and Aydın (2025) discussed teachers' perspectives in foreign-language teaching. These differences show that policy and strategy for AI integration must consider educational culture, the characteristics of the language, resources, and teachers' needs. The context of the language also affects teachers' experience, since AI may have different capabilities in handling different languages: languages with large digital data resources tend to have broader technological support than languages with limited digital resources, so that language teachers need the ability to judge the quality of AI output in the language they teach and not assume that every AI output has the same level of accuracy. At the secondary-school level, Aldossari and Alsahil (2026) showed that AI has begun to be used by EFL teachers, so that the transformation brought by AI is not confined to universities; school teachers also need support so as to use AI in a way suited to learners' development, where aspects of safety, privacy, supervision, and the formation of learning habits become increasingly important.

These changes ultimately alter the role of the teacher. Teachers are no longer only providers of material but become curators, evaluators, facilitators, and directors of technology use: AI can help produce material, but the teacher determines which material is fit to use; AI can give answers, but the teacher helps learners understand whether those answers are correct; AI can produce writing, but the teacher helps learners understand the thinking process and language ability needed to produce it. Teachers' experience of integrating AI thus shows that the future of language learning is not determined by the sophistication of technology alone. The decisive factor is teachers' ability to control the use of technology within a pedagogical framework: the teacher remains the principal actor who determines learning goals, selects strategies, understands learners, evaluates results, and builds pedagogical relationships. The integration of AI should therefore be directed toward a collaborative model among teacher, learners, and technology, in which AI provides support while the human retains the pedagogical and ethical function; this approach is consistent with the understanding that conversational AI needs to be placed in a

collaborative relationship with the human teacher (Ji et al., 2022). AI is thus not positioned as a substitute for the teacher but as a technology that can broaden teachers' professional capacity when used critically and responsibly.

Implications. The findings suggest that AI literacy should become part of language teachers' professional competence and of pre-service teacher education; that AI should be integrated on the basis of learning goals and learners' needs rather than for its own sake, with the teacher retaining the role of evaluator and pedagogical decision-maker; that assessment should be redesigned to emphasize process and authenticity in response to generative AI; and that institutional support—training, professional communities, and clear policy on ethics, privacy, and the limits of AI use—is needed to make AI integration pedagogical and responsible.

Limitations and Suggestions. This study was based on a qualitative synthesis of twenty scholarly sources rather than on primary fieldwork; its findings therefore reflect the analyzed literature and are not derived from direct observation of teachers or classrooms. Future research could examine teachers' experiences of integrating AI empirically, through case studies, interviews, classroom observation, and lesson study in Indonesian schools and universities, and could compare experiences across languages, levels, and conditions of access and institutional support.

5. CONCLUSION

On the basis of the review of twenty references, it can be concluded that teachers' experiences of integrating artificial intelligence into language learning show an increasingly broad development. AI has been used in various activities, from lesson planning, material development, and the composition of activities, through differentiated learning, conversational practice, evaluation, and the giving of feedback, to teachers' professional development.

The use of AI offers a number of opportunities for language teachers. Technology can help reduce routine work, provide alternative material, generate varied activities, support differentiated learning, broaden opportunities for language practice, and help teachers explore learning strategies, and AI can also become a means of professional learning that helps teachers develop their knowledge and skills independently.

Teachers' experience also shows various challenges, however, including limited AI literacy, difficulty in evaluating AI output, the possibility of errors in information, issues of ethics and academic integrity, privacy, dependence on technology, and uncertainty about the limits of AI use in learning. The use of AI therefore requires professional ability more complex than mere technical skill. The findings also show that teacher readiness is an important factor in the success of AI integration: teachers need continuous training, practical experience, opportunities for collaboration, and institutional support, and pre-service teacher education also needs to include AI literacy and the experience of using AI pedagogically.

AI integration also changes the role of the teacher. Teachers do not lose their role in learning but rather face the need to carry out new functions as directors, curators, evaluators, facilitators, and makers of pedagogical decisions. AI can help produce material and information, but the teacher remains responsible for the quality, relevance, accuracy, and pedagogical value of its use. The integration of artificial intelligence into language learning therefore needs to be directed toward critical, pedagogical, contextual, and responsible use. The success of AI integration is determined not by how much technology is used but by how appropriately it is used to support learning goals and learners' development. The strengthening of

teachers' AI literacy, continuous professional development, pre-service teacher education, professional collaboration, and clear institutional policy are important parts of building sustainable AI integration in language learning.

Declarations

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Author Contributions.

Fitrah Al Fhatin (F.A.F.): conceptualization, research design, methodology, literature identification, data collection, data analysis, interpretation of findings, and writing—original draft. Akmal Khairani (A.K.): literature analysis, interpretation of findings, writing—review and editing, and critical revision of the manuscript. Both authors reviewed and approved the final version of the manuscript.

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Conflict of Interest.

The authors declare that they have no conflict of interest related to the research, authorship, or publication of this article.

Data Availability.

This study analyzed publicly available published literature; no new empirical data were generated, and all sources analyzed are listed in the References.

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