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Exploring Perceptions and Experiences: Integrating AI in English Language Teaching from the Perspectives of Learners and Educators

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Abstract: Exploring Perceptions and Experiences: Integrating AI in English Language Teaching from the Perspectives of Learners and Educators. **Purpose**: This study aims to explore learners' and faculty members' perceptions of the enactment of Artificial Intelligence (AI) technologies in English Language Teaching (ELT) based on the Community of Inquiry (CoI) Framework; in particular, intending to investigate the perceived benefits, challenges, and pedagogical implications of artificial intelligence adoption in the Indonesian education landscape. **Methods**: Using a mixed-methods sequential explanatory design, the study commenced with quantitative data collection through questionnaires issued to learners and educators. The next phase involved qualitative data collection through in-depth interviews and focus group discussions, which provided greater depth of insight into participants' experiences and attitudes. **Findings**: In this sense, it is significant that the positive impact of artificial intelligence on ELT was reported above. Educators also acknowledged the role of AI in enhancing traditional practices and facilitating classrooms that are more dynamic and student-centered. Nonetheless, there are concerns about privacy, data security, and whether AI-driven tools are culturally nuanced enough for language instruction. **Conclusion**: Such fears underscore the need for contextually appropriate implementation guidelines that adapt AI tools to align with pedagogy norms and moral codes found in local education systems. This work thus contributes to the growing literature on the implementation of AI technology in language education by providing empirical evidence of effective integration of this technology, particularly in Indonesia. The outcomes will serve not solely to inform educators and policymakers on the best practices surrounding AI integration throughout ELT but also to affirm the addressing of protection and cultural acclimatization challenges. Overall, the research sets forth a roadmap for AI's potential pedagogical role in shaping language instruction practice and policy.

Keywords: artificial intelligence, community of inquiry, english language teaching, experiences, perceptions.

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INTRODUCTION

With the exponential growth of Artificial Intelligence (AI), many sectors, including education, have been greatly impacted. The advancement of AI technologies and their application to educational practices have received considerable attention. AI could transform traditional pedagogical approaches in the context of ELT and offer innovative tools that can improve both teaching experience and learning experiences (Zhao & Lei, 2017). Applications of AI , such as intelligent tutoring systems, automated feedback tools, and adaptive learning platforms, have the potential to tailor learning to individual needs,

increase engagement, and offer timely support to learners (Luckin, 2018). But, the journey toward adopting AI in ELT deserves some caution due to several reasons involving the perceptions and experiences of both learners and educators.

The integration of AI in ELT is still relatively new in Indonesia, where empirical research regarding its contribution is still limited. Many of the unique challenges and opportunities of AI technology will apply to the educational landscape of the country. Considering the diversity of the students and educators in the ELT community, unequal access and usage of technology in education, and fast-moving pedagogy policies, the knowledge gained from this research to understand how stakeholders in ELT perceive and experience AI would provide much-needed insights that guide meaningful implementation (Dwii & John, 2024). This study seeks to fill some of this gap by inquiring in and through the perceptions and experiences of learners and educators in the tertiary education space of Indonesia with AI.

The Role of AI in Education

We have seen a growing body of literature on AI in education over the last ten years, as researchers study its potential to change the nature of what and how students learn (Zhao & Lei, 2017). AI sustainable value proposition AI technologies generate diverse advantages, including personalized learning, engagement level enhancement, and outcome performance improvement (Zhao & Lei, 2017). Intelligent tutoring systems, for instance, adapt to the individual needs of learners by offering personalized instruction and feedback that helps them progress through the material (VanLehn, 2011). Furthermore, AI-based analytics provide insights into the performance of students and help teachers recognize where to intervene (Siemens, 2013).

While these advantages exist, the incorporation of AI into education also sparks considerable concerns that focus on ethical considerations, algorithmic bias, and potential effects on educators' roles (Godiwada, 2023). Scholars are presenting AI as a force for automated learning and personalization, but they argue it needs to be addressed and examined critically in order to avoid unintended consequences. These inequitable learning experiences reflect a major concern about the potential for bias in AI algorithms, which often results from incomplete or unrepresentative training data (Su & Zhong, 2022). Additionally, there is a challenge for transparency in how AI systems make decisions, which further requires systems in place to ensure AI deployment aligns with values that define educational practice. Also, more and more focus is being placed on the fact that educators and learners should be part of AI development so that new technologies remain effective, ethical and general (Luckin, 2018)

AI in English Language Teaching (ELT)

This has included the use of AI based technologies for language learning and teaching in the field of ELT. That includes AI-assisted language learning applications, automated writing assessment systems, and speech recognition technologies, among other tools that are applied to support the language acquisition process and provide real-time feedback to learners (Swargiary, 2024). These technologies present various features such as personalized learning experiences, the automation of repetitive tasks, and the autonomy of learners in their language learning process (B. L. W., 2019).

However, with the rise of AI use in ELT, also comes challenges, especially relating to the pedagogical implications of AI. For example, although AI has the potential to facilitate personalized feedback, the validity and appropriateness of the feedback given, particularly for complex language tasks like writing and speaking, is in question (Shermis & Wilson, 2024). The aspect that will be discussed

next is the possible impact of AI on educators in this domain posed by fears around the potential substitution of traditional pedagogy and human communication in ELT classrooms (Traxler & Kukulska-Hulme, 2015). These concerns highlight the need to know how AI is seen and experienced both by learners and educators since their attitudes and experiences will shape the future of AI in ELT.

Community of Inquiry (CoI) Framework

One relevant framework is that of the Community of Inquiry (CoI) (Anderson et al., 2019), which offers an insightful view into how to examine the use of AI in English language teaching (ELT). Only through the CoI framework can we ensure that we build a collaborative environment where cognitive presence, social presence, and teaching presence can thrive. The CoI framework gives educators and researchers a way to understand better how these three facets of the learning experience are moderated by AI integrations (and vice versa).

Cognitive presence is defined as the ability of the learner to construct and confirm meaning through sustained reflection and discourse (Garrison et al., 2001). The learning environment, including the use of multimedia elements, can also be designed in ways to promote collaboration, personal reflection, and other processes that would enrich cognitive presence (Jou et al., 2018; Anderson et al. 2001), while AI technologies, such as intelligent tutoring systems and adaptive learning platforms, could facilitate personalizing learning in a way that benefits critical thinking and problem-solving (Satar, 202). The influence of such technologies on cognitive presence is determined by the design and implementation of such technologies, in addition to the perception of learners and educators regarding these technologies. Social presence, which refers to the ability of participants to identify with the community, communicate purposefully, and develop interpersonal relationships, is another critical component of the CoI framework (Garrison & Arbaugh, 2007). The use of AI in ELT can impact social presence in various ways. For example, AI-driven communication tools, such as chatbots and virtual assistants, can facilitate interaction and collaboration among learners, but they may also reduce the need for human (Satar, 2021). Understanding how AI technologies affect social presence is essential for ensuring that their integration into ELT supports, rather than undermines, the creation of a collaborative learning environment.

Teaching presence constitutes the third element of the CoI framework, and is defined as the design, facilitation and direction of cognitive and social processes in a way that is effective for the realization of meaningful learning outcomes (Anderson et al., 2019; Anderson et al., 2016). Automating redundant routines, providing real-time feedback, and utilizing data-driven analysis to inform instructional decision-making are just some of the ways in which AI technologies can enhance teaching presence (Luckin, 2017). The growing prevalence of AI in education also affects the role of educators, raising concerns about the potential deprofessionalization of teaching, as well as the need for educators to acquire new skills and competencies to successfully integrate AI into their teaching practice (Alam, 2021).

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potential deprofessionalization of teaching, as well as the need for educators to acquire new skills and competencies to successfully integrate AI into their teaching practice (Alam, 2021).

It is worth noting that the literature on AI use in education and ELT is growing (Tsai, 2022), but little is known about how learners and educators perceive and experience such use, especially in higher education, especially in Indonesia. All current literature has primarily centered on the technical side of Ai such as on AI tool development and evaluation rather than investigating the human aspects of Ai integration in education (Fengchun et al., 2021). Additionally, there is a limited number of studies addressing the influence of AI technologies on the CoI framework, especially concerning the overlap between AI and Cognitive, Social, and Teaching presence in ELT classroom.

This study aims to fill in these gaps by offering a qualitative exploration which investigates how language learners and language educators experience and perceive AI in Indonesian tertiary education context. By situating the research within the CoI framework, this research provides a new way of considering integration of AI in ELT and the nuanced way technology, pedagogy and human interplay. This clearly adds to the wider literature on Ai in Education by showing the possibilities and challenges in a developing country context, where the access to technology and educational resources might be somewhat of a challenge compared to developed nations.

This research seeks, above all, to explore the attitudes and perceptions of language learners towards the implementation of AI technologies in ELT classrooms, focusing on how language learners perceive the advantages and disadvantages of AI as well as the factors that drive them to engage with these technologies, and influence their academic performance. Second, it investigates educators sense making of AI integration in ELT by exploring those factors that influence their attitudes, concerns, expectations, and their overall willingness and capacity to use AI in their practice. Third, the research explores practical experiences of learners and educators on applications of AI in ELT environments, potential challenges and opportunities encountered, and the implications for the CoI.

The research is important to an audience both locally and globally. In such a context, this study is of considerable value to Indonesia, detailing its current ELT standings with respect to AI use and also reporting the perspectives of local students and teachers from a developing world perspective. This evidence should help inform future educational policy and practice, contributing to the development of approaches to integrate AI into ELT in Indonesia and globally effectively.

Internationally, this research adds to the existing literature surrounding AI and education, providing a unique perspective on the integration of AI in ELT through the CoI framework. These similar perspectives may help to incorporate different stakeholders into the crafting and rollout of AI-derived solutions, such as those that impact masses of people but need to be sensitive to the people who will be used as inputs. Also, this study illustrates the significance of addressing the social components of AI implementation and the necessity of a balanced methodology that recognizes the technical and pedagogical implications of implementing AI within education. The following research questions guided the journey throughout the study.

1. What are the attitudes and perceptions of language learners towards the integration of AI technologies in English Language Teaching (ELT) classrooms?
2. How do educators perceive the integration of AI in ELT, and what factors influence their

attitudes and experiences?

3. What are the experiences of language learners and educators with the practical implementation of AI technologies in ELT settings?
4. How do learners' and educators' perceptions and experiences with AI integration in ELT vary across different educational contexts, demographics, and cultural backgrounds?

METHOD

Research Design

We used a sequential explanatory mixed-method design for this study integrating quantitative and qualitative methods to give a comprehensive and nuanced understanding of the research problem (Creswell, 2017). As depicted in figure x, the sequential explanatory design consists of two separate phases, starting with a quantitative phase that systematically obtains wide-ranging quantitative data before a qualitative phase is conducted to further explain, elaborate, and contextualize the quantitative findings (Ivankova et al., 2006). This study design is especially beneficial because it supports a rigorous numerical examination of learners' and educators' perceptions/attitudes/experiences while also embedding qualitative data that provides rich context about factors shaping the responses and thus can be used to elaborate on the survey findings.

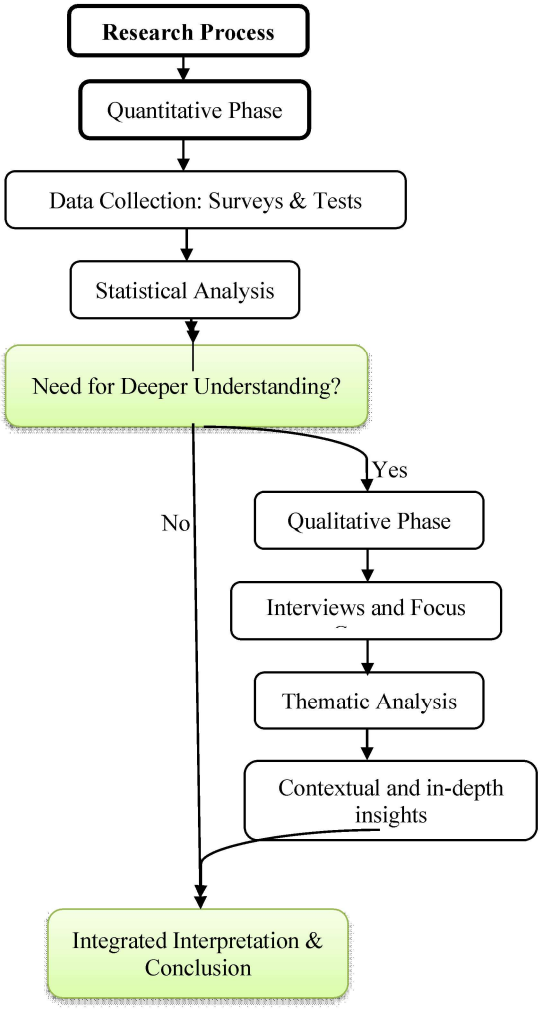

Figure 1. Research process

Participants

The participants of this study consist of Indonesian tertiary education students and lecturers who have implemented AI in their English Language Teaching (ELT) practices. Participants with experience were selected for the study, where purposive sampling was used to ensure the sample was representative and well-informed (Palinkas et al., 2015). Its participants were sampled from various Indonesian universities in terms of geographical locations, disciplines, and familiarity with AI in English Language Teaching (ELT). Direct Message (DM) was performed on educators in the Facebook Group Indonesian English Lecturer Forum and on students through WAGS in faculty.

Table 1. Participants' demography

Educators	Quantitative		Qualitative		Teaching Experience (years)				Age Ranges
	Male	Female	Male	Female	<5	5-10	10-15	>15	28-56
	8	21	1	2	1	11	6	11	
Learners	31	64	2	5					17-22

The quantitative phase sampled from a larger group to provide numeric significance, while the qualitative phase focused on a smaller, more homogeneous group to provide qualitative depth. For the quantitative phase, we had 95 language learners and 29 educators, and a total of 10 participants (7 learners and 3 educators) took part in qualitative interviews and focus groups (Table 1).

Data Collection Methods

Data were mined quantitatively to reveal perceptions and experiences of AI integration in ELT. Leveraging existing validated scales, the survey instrument was contextualized to serve the specific purposes set by the study. The quantitative questionnaire contained closed-ended questions (i.e., Likert scale items) in addition to few open-ended questions in order to access supplementary qualitative information (Grønmo, 2023). The researcher developed the instrument, while, the validity was determined via expert opinion. The surveys were sent electronically to facilitate distribution and ensure coverage, particularly considering the geographical diversity of the participants. The data from the survey included responses regarding participants attitudes towards AI in ELT, experiences using AI tools, and their views on the effect of AI on teaching and learning processes. The instrument was comprised 40 statements; 10 captured 1 research question. An example of a Likert scale statement to disclose educators' perception and attitude of AI integration: "I perceive AI as a valuable addition to traditional teachin methods in the ELT context".

Qualitative Phase

This was followed by the qualitative phase, which took place with the collection of in-depth interviews or focus groups with a sub-sample of participants. The second phase sought to illuminate the answers extracted in the quantitative phase more closely, specifically why participants felt the way they did and felt such things as well as experienced the use of AI in ELT (Merriam & Grenier, 2019). We used semi-structured guides to conduct the interviews and the focus groups to give flexibility in probing participants' views but ensuring that all topics of interest were covered. Qualitative data were gathered by using video conferencing software well suited to accommodate participants from different areas and to ensure comfort and ease.

Data Analysis Procedures

Quantitative Data Analysis

Statistical methods which include descriptive statistics, correlation analysis and regression analysis (Field, 2017) were used to analyze the quantitative data in order to identify patterns and relationships between the variables. Descriptive statistics (mean, standard deviation, frequency distribution) offered a summary of the general trends in participants' perceptions and experiences, and Correlation analysis was utilized to determine the strength and direction of associations between significant variables, such as attitudes toward AI in English Language Teaching (ELT) and demographic variables (e.g., age, teaching experience, and familiarity with technology). The analysis was conducted using statistical software such as SPSS, which facilitated the handling of large datasets and ensured the accuracy and reliability of the results. The findings from the quantitative analysis informed the design of the qualitative phase, particularly in identifying key areas for further exploration.

Qualitative Data Analysis

The qualitative data were analyzed using thematic analysis, a method that involves identifying, analyzing, and reporting patterns (themes) within the data (Braun & Clarke, 2021). The analysis followed a systematic process, including data familiarization involved thoroughly reading and reviewing interview transcripts to gain an in-depth understanding of the content., coding, theme development, and interpretation. Justification for the analytical methods The first step taken was data familiarization, that is, reading through the transcripts several times to gain an overview of the data. Open Coding: Open coding was done on the meaningful segments and relevant codes were written to assign them new labels. Themes: These codes were subsequently organized into higher-order themes that encapsulated the key data patterns. Peer debriefing was also performed to ensure the themes were representative of the data and adequately considered how they addressed the research questions. One of the tools that were used in qualitative analysis was NVivo, the software was helpful in organizing and storing data and would be useful whenever qualitative data management is anterior in research; it would enhance accurate representation of the descriptive methodology when there is an intent to conduct qualitative analysis.

Ethical Considerations

The research design incorporated ethical considerations as a critical component to follow research procedures that involved respect for and did not infringe on the rights and dignity of the participants. All subjects received information and gave written consent before participating in the study. Participants were given information about the study, what their inclusion would entail, and information about their rights to withdraw from the study at any time without consequence (Wiles, 2012). All participant data were anonymized, and all identifying information remained separate from data used in reports or publications resulting from this study. Data security included encrypted storage and secure data transmission.

■ RESULT AND DISCUSSION

The use of Artificial Intelligence (AI) in English Language Teaching (ELT) is a hot topic for educators and learners alike. The study examined the impact, benefits as well as challenges of AI in ELT by analysing the perceptions and experiences of both groups. The results are categorized by four overarching research questions for a holistic view of the role of AI in language education. It also links the findings with the Community of Inquiry (CoI) framework, which includes Cognitive Presence, Social Presence and Teaching Presence in the context of learning environments. In addition, we compare these results with Zhao & Lei (2017), which claimed that AI-based technologies

improve learner engagement but that teachers need to adapt to them pedagogically.

Attitudes and Perceptions of Language Learners Toward AI in ELT

The findings of the survey show that the learners have a relatively positive attitude towards AI in ELT. Students rated the general enthusiasm about novel AI-driven activities at an average of 3.2 on a 5-point Likert scale, whereas the potential benefits of AI in the context of language learning received an average score of 3.5. But students' enthusiasm is actually far lower than that of educators who showed much, much higher levels of interest and engagement with AI-powered tools, as you can see in Figure 2.

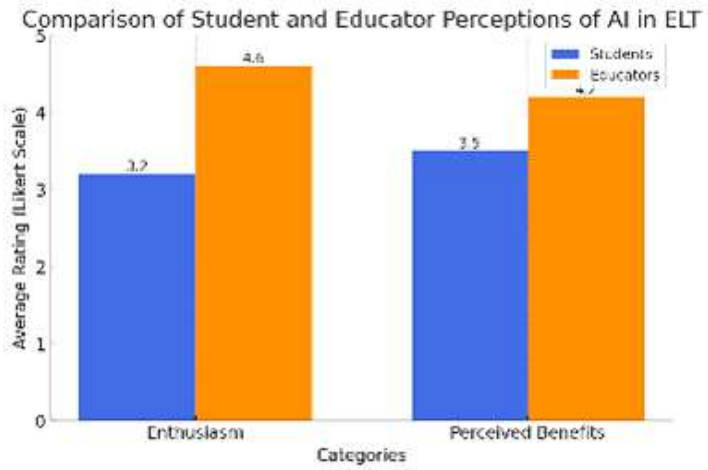

Figure 2. Comparison of student and educator perceptions of AI in ELT *(Students vs. Educators: Enthusiasm and Perceived Benefits)*

The differences in the responses of learners underscore the importance of customized strategies for increasing confidence and interest. Students liked AI-propelled devices like Grammarly and ChatGPT, particularly the manner in which they surveyed them with constant input, helped with composing ventures, and helped tailor their experience learning. However, others raised concerns over excessive reliance on AI, stating that they became too dependent on these tools, preventing them from developing their own writing.

Cognitive and Social Presence in AI-Enhanced Learning

This is also from a Cognitive Presence viewpoint, where AI tools give you automated feedback so that students can reflect on their writing and enhance their skills. This supports Zhao & Lei (2017) that AI-based technologies can increase students' motivation by giving automated feedback.

From a Social Presence perspective, students recognized the potential using AI-driven chatbots to engage in remote conversations and practice their skills. But they also said that AI-based interactions lack the humanity necessary for language learning to have real-world depth. This indicates that AI can be leveraged to make classes more engaging, but must be incorporated in a manner that does not replace teacher-student or peer interactions.

Personalization and Adaptivity in AI-Based Learning

Personalized and Adaptive Learning: Personalization is one of the significant benefits that AI brings to ELT. Such platforms powered by AI can customize exercises and provide feedback based on their specific learning patterns

and pace. Several students liked how AI could adapt learning to their needs, especially when it came to writing and practicing grammar. But some students argued that they need human feedback, particularly on speaking and pronunciation, at which AI is still limited.

Educators' Perceptions and Experiences with AI Integration in ELT

Educators were more enthusiastic about implementation than students (4.6 Likert-point average). But they had a huge difference in their confidence in using AI (level 2 through level 5). This indicates that although educators recognize the promise of AI usage, many do not feel prepared to leverage and integrate these technologies in their teaching practice.

As Figure 3 illustrates, there was some variation in confidence in using AI tools among educators. It is worth noting that whereas some had high confidence others did not, which suggested the need for continuing professional

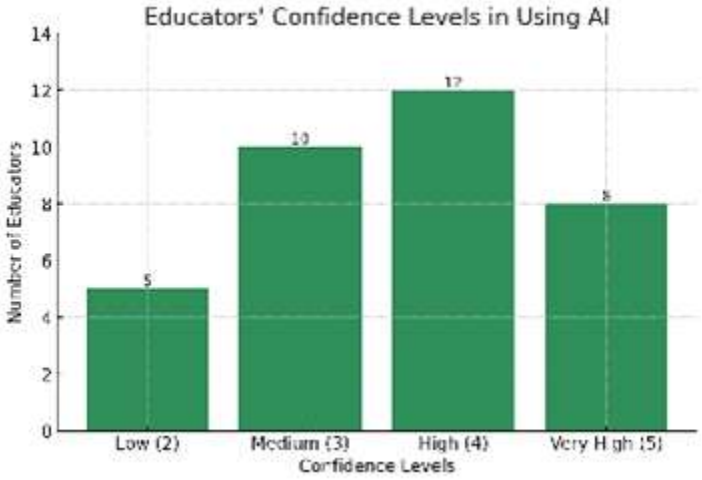

Figure 3. Educators' confidence levels in using AI

development and training programs. Educators also stressed that how effective A.I. can be depends on how it's put into practice and that institutional support is critical to maximizing the amount of benefits it can provide.

Teaching Presence and AI's Impact on Educators

On an Instructor Presence level, educators found that AI assisted in automating redundant tasks like grading, feedback generation and so forth, which opened up more time for them to engage in interactive and pedagogical strategies (v. tablets, tools, etc.). But for teachers there was alarm at the deprofessionalization of the people who had undertaken study and gained the theoretical and practical skills to teach languages. They feared that over-reliance on AI would limit thier ability to do what they were trained to do. These issues highlight one of the issues released in Zhao & Lei (2017), which indicates that teachers need to adapt their pedagogical practices to integrate AI-based tools into their teaching.

And while AI has clear utility in helping students learn a language, educators cautioned that a balance should be struck so that students don't give up human tutoring in favor of practicing with AI. While AI tools may offer speed and customization in ELT to some extent, educators believe that in an effective ELT environment it is the teacher facilitation that's irreplaceable.

AI and the Student-Teacher Relationship in ELT

A key area for discussion is whether AI changes the teacher-student relationship as it

exists in classical ELT. Although AI might help with feedback, assessment, or adaptive learning, it will not replace the mentorship, encouragement and emotional support that comes from teachers. Learners Many did mention that they wanted a blended approach, with AI as a tool, but not to replace traditional instruction.

And educators stressed that Ai should support rather than supplant teacher-student interactions. AI can manage technical and repetitive tasks, but it is impossible to substitute for a good teacher when it comes to deepening understanding, nurturing motivation, and engaging students.

Practical Experiences of Learners and Educators with AI in ELT

Overall, it has been a mixed bag but positive for both students and teachers in AI in ELT. Learners frequently used AI tools such as Grammarly and ChatGPT, particularly for writing tasks and grammar corrections. On a scale of 1 5, a report of a 3.8 average (of course with some outliers) was registered from the responses received on how much AI tools actually realize language learning. Teachers reported that the AI application currently has a moderately high mean score of 3.9) and is NOT USING for the purpose of a student-centered approach(negatively).

Interviews with learners showed numerous advantages of AI tools, such as personalized feedback, the ability to learn by themselves, and efficiency in accomplishing work. But there were complications, too, including technical issues such as unreliable internet connections and a need for better contextual awareness from A.I. systems. Teachers could be expected to run into similar issues, especially when it came to making sure that the tools themselves were inclusive and relevant to all students, no matter how comfortable they were using technology.

Figure 4 shows the average usage of AI tools among both learners and educators. Some of the more well-known AI tools we have being used by learners and educators include Grammarly, ChatGPT, and language-learning apps. Grammarly is a Logout form for real-time grammar checking; both groups want more, and that is why Grammarly is a game-changer in the ELT environment. ChatGPT, wonderful for conversational practice and content production, is a bit less employed because of its more general utilization. Duolingo (uses an adaptive approach and gamifies language learning). This highlights the diversity of AI tools used in ELT, each tool fulfilling different learning needs, and high usage frequencies indicate that AI tools are effective in enhancing teaching and learning activities.

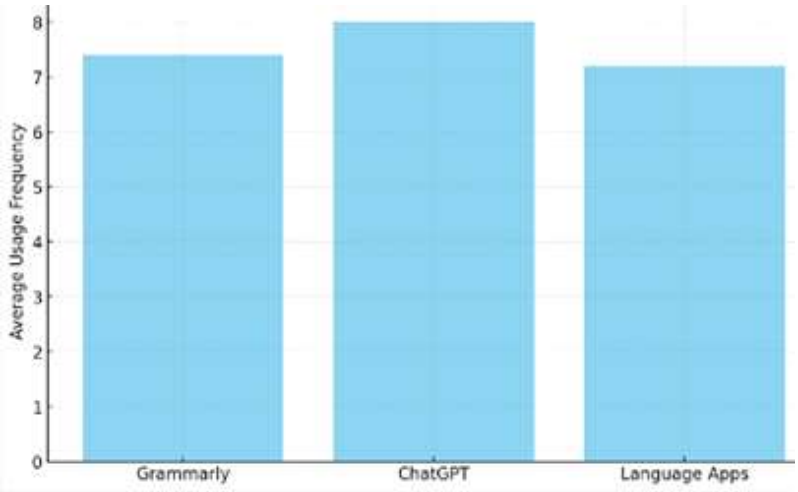

Figure 4. Common use of AI tools in ELT

Variations in Perceptions and Experiences Across Different Educational Contexts and Demographics

The study also diversifies the sample of study by looking at different educational settings, demographics, and cultures in terms of participants' perceptions and experiences of AI integration. Fifth, we detected friction in the different comparative reliance of different cultural communities on AI tools. Learners observed cultural effects on AI perception with an average rating of 3.5, referring to moderate acknowledgment of cultural dimension.

Also, educators understood that cultural and contextual factors may gain impact in AI tools' efficiency. Although this dichotomy is not directly captured in the quantitative data, it is likely that educators across different institutional contexts implemented different levels of institutional support and resources for AI, which would subsequently shape their perceptions and practices regarding AI integration in the classroom.

Learners claimed that their comfort level with AI tools and their view on its effectiveness were sometimes shaped by their cultural background. Students who come from countries with a more traditional approach to teaching might be more resistant to AI, while countries that are more advanced in tech use will welcome the inclusion of AI more readily. Teachers, by extension, must have also had to adjust their pedagogical practices these individual differences.

Figure 5 The relative influence of cultural and demographic factors on AI perceptions for learners compared to educators Learners rated these categories clustering between 3.5 and 3.8, suggesting that cultural factors are moderately present in their AI perceptions and are not dominant. Educators rated only slightly higher (around 4.0) the influence of cultural factors in determining the effectiveness of AI and its adoption in ELT. This indicates that educators are increasingly conscious of the importance of tailoring AI tools for varied cultural settings. In summary, the figure highlights the need for AI integration within teaching practices to be culturally responsive to the needs of diverse student groups, thus ensuring that AI is accessible and relevant to learners from rich, multifaceted backgrounds.Top of Form

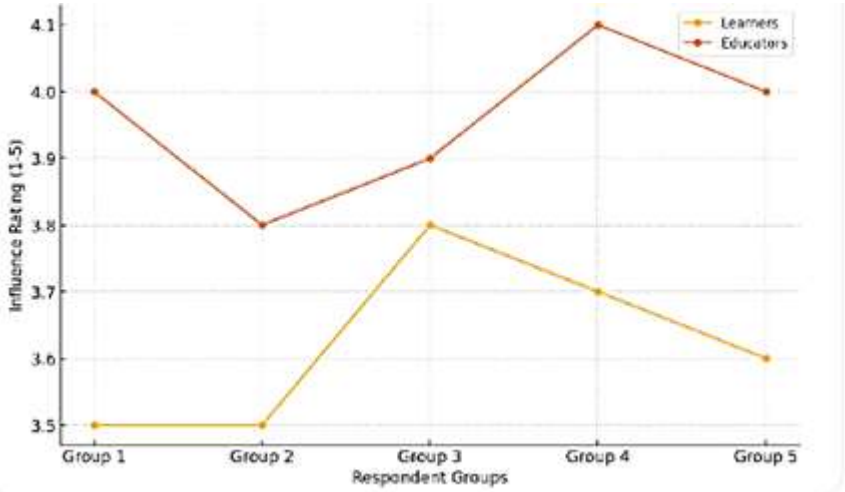

Figure 5. Influence of cultural and demographic factors on AI perceptions

Emerging trends in the field: How artificial intelligence has made its impact in Open English with an aim of extensive learning for teachers and students. This research provides insights into the perceptions and experiences of these two crucial stakeholders in the Indonesian context, which

adds new dimensions to the policy discourse. Getting this right means this section interprets the findings, contrasts these with what has been found previously in the literature and discusses the implications of the findings and the limitations of the study, including the actions taken to ensure validity and reliability of the research.

These results show general positivity of AI integration in ELT among educators and learners in varying degrees of enthusiasm, confidence, and perceived benefit. Educators were very enthusiastic toward AI and its use, while learners were more conservative in their enthusiasm and confidence. This misalignment points to a disparity in the extent to which educators see AI as a means of improving teaching and learning compared to learners who may require a more directed approach and clearer examples of how AI can benefit them in their learning experience.

However, the testimony from both groups indicates widespread use of and appreciation for AI tools like Grammarly and ChatGPT that provide immediate feedback on work and help students accelerate their writing and learning processes. However, others flagged potential concerns including over-reliance on AI, technical hurdles and lack of contextual understanding. Such findings echoed previous research which identified the sagacious nature of AI in education besides the potential utilisation of AI for improvement of leaning is likely to incur a double edge if the implementation is not careful (Zawacki-Richter et al., 2019; Cui & Teo, 2020).

The perceptions of AI were not only influenced by cultural and demographic factors, and both learners and educators recognized the impact of cultural background on their attitudes regarding AI. This corroborates with previous literature that highlights the need for cultural context in use and success of educational technologies (Mano, 2024). Cultural factors ranked in the moderate range for their influence include: (i) Practitioners' personal and professional attitudes towards AI (ii) Pressure on practitioners from government institutions and (iii) Social media content about AI; These findings suggest a belief-based approach to practitioners' reaction to technology integration in ELT and contributions to perceptions influencing adoption in general.

This finding concurs with past studies that have reflected upon teachers' generally positive perception of AI and optimism to implement it for favourable, educational, outcomes (Holmes et al., 2019). In contrast, the variability in educators' confidence levels in this study contrasts with some previous research where educators across studies reported generalized high degrees of confidence in their capacity to integrate AI (Mahlow, 2023).The reason for this difference may be due to a lack of training and resources available for different contexts emphasising the necessity of a more structured support for teachers.

The mild positive and belief of learners in employing AI tools in their studies match with the outcomes of other studies which show mixed reactions from the students particularly concerning their comfort and familiarity with the AI technologies (Salman & D. C. R., 2024). Like students described in previous studies, the learners in this study value the individualised feedback and learner autonomy afforded by AI tools but are also concerned about over-reliance on such technologies (Zavalevskyi et al., 2024). This cautious approach is evidence that students are aware of the potential benefits AI has but also that they deem the shortcomings of AI to be in developing independent language skills.

Cultural and demographic dimensions of AI adoption reflected here appear to resonate with literature more widely that indicates that cultural context is a determinant of attitude to technology (Mano, 2024). What this study adds is we can see a more complex picture of the reasons for the influences by demonstrating their influence in the Indonesian setting is only moderate. This indicates that even as culture matters, other

factors may be more significant power brokers of AI: access to technology and familiarity with AI in a particular niche, for instance.

These insights strongly corroborate positive views of AI in education, especially among teachers. However, it also highlights the wide differentials of confidence and middling enthusiasm of learners towards mobile learning, themes/considerations that current literature fails to sufficiently and very clearly address. Prior research has focused on the benefits of AI while not sufficiently acknowledging the difficulties, including potential over-dependence on AI and the need for contextual understanding. This study attempts to bridge this gap by presenting a more balanced perception by covering the advantages and disadvantages of AI integration and its impact on English Language Teaching (ELT).

Furthermore, there is a critique of the literature that tends to ignore the significance of ongoing development and teacher training, which are key components to effective AI adoption. Although numerous studies highlight the promise of AI, they do not necessarily offer practical guidance on how to overcome the challenges of implementing it (Holmes et al., 2019). The study highlights the need for ongoing professional development and institutional support to help educators feel confident about integrating AI tools into their teaching practice.

Comparison with Previous Studies on Technology Integration in ELT in Developing Countries

The study's findings were comparable with those of previous studies on the integration of AI and other educational technologies in ELT in developing countries, such as India and Philippines, (Khalid et al., 2022; Shaghaghi, 2022). Methods used in the Indian educational sector including AI-based or Automatic feedback systems and adaptive learning platforms are favorable to enhance students engagement and learning outcomes (Patel & Sharma, 2023). In much the same way, technologies can now provide personalized learning, enabling immediate feedback from AI tools and adaptive language exercises in the Philippine context (Dela Cruz, 2022). One of the main differences being that in India and Philippines, the institutional approach towards AI integration is quite stronger, where teachers are provided with resources and training through government-backed initiatives (Fernandez & Bautista, 2023). In contrast to the current study, participants in Indonesia reported differing levels of confidence in their ability to use AI, indicating that opportunities for professional development have not been equally implemented in all institutions.

A further difference lies in the perception of the importance of cultural and demographic factors for AI adoption. Although this study showed only a moderate influence of cultural background on learners' perceptions of AI (mean score: 3.5), studies in the Indian (Gupta, 2023) and Philippine (Santos, 2024) contexts recently highlighted stronger cultural resistance to technology in traditional classrooms. In India, for illustration, some students and educators are still skeptical of AI tools (Raj & Mehta, 2023), in favor of the more traditional form of teaching in the country. Similarly, for instance, studies reveal that veteran teachers' reluctance to adopt AI is driven by the anxiety that it will replace humans (Santos, 2024). These findings differ from the current study in that while Indonesian educators generally welcomed the potential of AI, they listed evidence of inadequate training as a significant barrier to effective enactment. This means that institutional support and professional training may be even more important than culture in explaining how AI is adopted and used.

The uniqueness of the Indonesian Context and Consistency with Previous Research

Although this research shows similarities with studies conducted in other developing nations, it also casts lights on the characteristics

of AI adoption in ELT context of Indonesia. The main difference is that Indonesian educators are relatively excited about it despite the challenges they face when adopting Ai tools. In contrast to studies in other parts of the world, such as India and the Philippines, which reported concerns from educators that AI could substitute traditional teaching roles (Fernandez & Bautista, 2023; Santos, 2024), educators participating in this study generally perceived AI as complementary to human instruction rather than as a substitute. This is a particularly interesting finding because it shows Indonesian ELT professionals are able to see the potential for artificial intelligence tools to support pedagogical practices rather than supplant it. In addition, given the growing familiarization of Indonesia with digital learning tools (Mano, 2024), we found Indonesian Students had a more balanced perspective than those from studies of language learners from other developing countries in acknowledging the benefits and risks of AI for language learning.

Furthermore, the moderate impact of culture on AI perceptions noted herein is in distinct contrast to other studies reporting stronger cultural barriers in other regions of the globe (e.g., Gupta, 2023; Raj & Mehta, 2023). This is perhaps owing to Indonesia's fast paced digital transformation as well as their strengthening state support on education technology (Yusuf, 2023). What is the area that we can learn from more settled research in already? Well, one of these is the problem in providing equal access to both the training and the tools of AI. Similar to India and the Philippines, our research points out that the access to the AI tools is not uniform across educational institutions some schools and universities are better positioned than others. It reflects that awareness of the trend of AI adoption in the Indonesian education sector continues to increase because broader educators and learners should benefit from this trend. Nonetheless, this is important research contributing to the broader discussion of AI in ELT as it indicates how Indonesia is slowly opening up to discussions of AI integration, but also shows the need for continued promotion and training around AI integration to aid in responsible implementation.

Limitations of the Research

While this research provides insights into the ways that learners and educators imagine and experience it, it is limited. First, the research is limited to the context, namely from the cultural context and sophistication that only conducts research in the university context in Indonesia. As such, the results do not necessarily extrapolate to another international setting and especially to nations with different technological infrastructures, let alone a different educational ecology.

Second, the data were self-reported, and thus, are subject to biases such as social desirability bias and recall bias. Even though a crime victim questionnaire with qualitative and quantitative methods bias these methods to some degree, it might not be 14 enough to eliminate the bias all together. Future studies could overcome this shortcoming by analysing observational data or by using more objective measures of AI use and effectiveness.

Third, this research only focuses on the perceptions and experiences of learners and educators, ignoring the perception of other stakeholders; administrators and some policymakers. Further research should also explore these perspectives and engage stakeholders to ensure a comprehensive portrait of the issues and opportunities related to AI integration in ELT.

■ CONCLUSION

This study has enriched the journey toward understanding the implementation of Artificial Intelligence (AI) in English Language Teaching (ELT), particularly in the context of Indonesian

universities, through the eyes of both learners and educators. The findings show that though learners have a positive attitude towards AI, their eagerness and confidence in using AI tools are average. This indicates a cautious optimism, as learners understand the potential advantages of AI in bettering their language learning experience, especially concerning personalized feedback/direct learning, yet still struggle with fears of over-reliance, and the necessity of human interaction.

While, educators are more positive than average to think if AI would actually be able to improve teaching at school. The diversity in their confidence levels suggests one of the major challenges in the readiness of teachers to adopt AIs in their teaching practices successfully. Creating wider AI-based gaps highlights the requirements of continuous professional evolution and also institutional support to boost educators' confidence and implement AI tools in classroom successfully.

The analysis also showed a medium effect of cultural and demographic aspects on AI attitudes, whereby educators are more sensitive to how AI should be Culturally Responsive such that it can fit into context-specific educational needs. This finding highlights the need for AI tools that are not just technologically adept but also culturally and contextually appropriate.

Given these results, future research might explore a broader range of models and strategies used in training to increase educator confidence—and impact using AI tools in language learning in broader cultural contexts. More studies to explore these risks and create guidelines to balance out the overuse of AI and the indispensable human part of teaching are still needed. The emergence of AI in education is a topic of growing interest within the academic literature, and the information provided in this study adds to this growing body of work, helping to map the benefits and challenges of integrating AI into ELT.

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