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Exploring ELT Instructors' Readiness for AI Integration: A Qualitative Study of Student Perceptions in Malaysian Higher Education

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Abstract

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) holds significant transformative potential, particularly through tools such as ChatGPT, which facilitate personalised instruction and interactive learning experiences. However, the effectiveness of such integration is contingent upon instructors' readiness to adopt and apply these technologies in pedagogically sound ways. This study explores the perceptions of Malaysian higher education students regarding the preparedness of their ELT instructors for AI integration. Employing a qualitative research design, data were gathered through semi-structured interviews with 47 purposively selected undergraduate students from a Malaysian higher education institution. Thematic analysis identified four salient themes, which include disparities in instructor readiness, inconsistent utilisation of AI tools, technical and infrastructural limitations, and student apprehensions concerning overreliance and ethical usage. The findings highlight the pressing need for comprehensive professional development initiatives, institutional backing, and robust pedagogical frameworks to enable effective AI integration. This study contributes to the ongoing discourse on AI in education by foregrounding student perspectives and offering practical recommendations to enhance ELT instructors' digital competence and instructional innovation.

Keywords: *Artificial Intelligence (AI), ChatGPT, ELT, Higher Education, Instructor Readiness, Professional Development*

Introduction

Background of The Study

The recent rapid development of artificial intelligence (AI) has paved the way for a growing interest in comprehending AI's applications, usage, and challenges, including issues and concerns across every aspect of human life. Specifically, ChatGPT, an application which OpenAI has progressively developed, was

introduced to the world in November 2020 and is designed to mimic human intelligence (Sindermann et al., 2021; Sun et al., 2021), conversations, and produce text responses according to user prompts. AI significantly impacts various aspects of life, influencing individuals through applications on smart devices and in sectors like manufacturing, transportation, healthcare, and more. As AI technology continues to advance, its full potential remains unknown (Sharadgah & Sa'di, 2022). According to Zhang and Chen (2021, p. 6), artificial intelligence is referred to as *"machines that can think and act like humans" and can do what originally only humans could do*. An exponential increment in the number of research studies exploring the application of AI across a myriad of different fields indicates that AI itself has a gigantic potential and roles in shifting the paradigms of industries, transforming traditional practices, and driving innovation in various domains, including education, healthcare, business, and technology. AI's capability to surpass certain computationally demanding, intellectual, and even creative limitations of humans unlocks new possibilities across various fields, including education, marketing, healthcare, finance, and manufacturing, ultimately enhancing productivity and performance (Dwivedi et al., 2021).

OpenAI, a pioneering organisation in artificial intelligence research, was founded in December 2015 by prominent figures such as Elon Musk, Sam Altman, Greg Brockman, Ilya Sutskever, Wojciech Zaremba, and John Schulman with the mission of ensuring AI benefits all of humanity. One of its groundbreaking creations, ChatGPT, was launched in November 2022 and rapidly gained global traction, reaching one million users within five days (Firat, 2023). The advancement of AI systems has reached a stage where machine intelligence can now efficiently handle tasks such as operating autonomous vehicles, managing chatbots, planning and scheduling, gaming, translation, medical diagnosis, and combating spam (Dwivedi et al., 2021). This is apparent whereby ChatGPT's emergence and usage has made significant impacts across various domains, including business and marketing (George & George, 2023; Raj et al., 2023), healthcare (Javaid et al., 2023; Sallam, 2023), technology and software development (Hörnemalm, 2023; Kalla et al., 2023), creative industries (Amankwah-Amoah et al., 2024; Rane, 2023a), finance (Khan & Umer, 2024; Rane, 2023b) and most importantly, education (Dempere et al., 2023; Lo, 2023; Montenegro-Rueda et al., 2023) by enhancing productivity, creativity, and accessibility. Therefore, the rapid development and cross-sector integration of AI technologies such as ChatGPT demonstrate their transformative potential, prompting a critical personal reflection on the profound implications these tools hold for enhancing learning, innovation, and human productivity.

In the education field, several recent research have attempted to uncover the benefits, potential, issues and concerns of integrating AI in education system's teaching and learning processes, focusing on how AI can enhance personalisation, streamline administrative tasks, foster student engagement, and address challenges such as ethical considerations, data privacy, and teacher adaptability. ChatGPT and related generative AI tools offer significant benefits in advancing teaching and learning that include personalised

tutoring (Ayeni et al., 2024), automated essay grading (AES) (Lee et al., 2023), language translation (Muñoz-Basols et al., 2023), interactive learning experiences (Chen et al., 2020; Zhai et al., 2021), and adaptive learning systems (Gligorea et al., 2023; Kabudi et al., 2021). These tools enable tailored instruction, efficient grading, broader accessibility, engaging interactions, and customised learning paths, enhancing educational outcomes and supporting teachers in delivering compelling learning experiences (Baidoo-Anu & Ansah, 2023). Nonetheless, research has identified several challenges and concerns regarding integrating AI in education. Scholars have identified several challenges and problems, including ethical considerations (Khreisat et al., 2024; Reiss, 2021), data privacy (Amo Filvá et al., 2021; Huang et al., 2023), and teacher adaptability (Kim, 2024; Luckin & Holmes, 2016). However, this does not hinder the further use of AI in education, as research has also found that AI brings numerous advantages to both learners and instructors inside and outside of the classroom setting.

Building on these advantages, the integration of AI in education continues to evolve, offering innovative solutions that extend learning opportunities beyond traditional classroom boundaries while empowering educators to focus on more meaningful aspects of teaching. These advantages include personalised learning(Alam, 2023; Tapalova & Zhiyenbayeva, 2022), real-time feedback (Holstein et al., 2019; Kim et al., 2018), tailored interactive teaching and learning activities(Ayeni et al., 2024; Nazaretsky et al., 2022), facilitation of speaking and discussion practice (Fathi et al., 2024; Zou et al., 2023), automation of assessments (Mizumoto & Eguchi, 2023; Owan et al., 2023), expanded information accessibility (Baidoo-Anu & Ansah, 2023; Zaman, 2023), and adaptive learning capabilities (Gligorea et al., 2023; Kabudi et al., 2021). These benefits are for learners and course instructors as AI technologies advance; their integration in education holds immense potential to transform teaching and learning processes, creating more efficient, inclusive, and engaging educational experiences for both learners and instructors. This can be seen in the context of English Language Teaching and Learning (ELT) as well where it has been found that the incorporation of AI into English Language Teaching (ELT) has the potential to transform language learning and instructional methods (Mabuan, 2024). In ELT, scholars identified prominent benefits and potentials of AI in English language instruction, which include personalised learning (Crompton et al., 2024; Edmett et al., 2023) , real-time corrective feedback (Crompton et al., 2024; Liu et al., 2023; Mohammadkarimi, 2024), enhanced speaking and pronunciation practice (Fathi et al., 2024; Kuddus, 2022), automation of assessments(Amin, 2023; Mushthoza et al., 2023), language translation and support (Rukiati et al., 2023), adaptive learning systems (Anis, 2023; Crompton et al., 2024; Lawrance et al., 2024), interactive learning tools(Fathi et al., 2024; Mushthoza et al., 2023; Tulasi & Rao, 2023), improved writing skills (Huang et al., 2023; Song & Song, 2023), and gamified language learning(Anis, 2023; Bhutoria, 2022; Moybeka et al., 2023). As such, the continued integration of AI into ELT not only enriches the teaching and

learning experience but also signifies a change in thinking toward more dynamic, data-informed, and learner-centred language education.

Nonetheless, in providing a check-and-balance view on this, it is best to address that scholars have identified several challenges and concerns surrounding AI integration in education and ELT, specifically. In English Language Teaching (ELT), AI integration has been determined to cause disruptions, changing the roles of ELT instructors. AI integration and application have caused English educators challenges in terms of their pedagogical methods in teaching as well as student-support services (Barakina et al., 2021; Hutson et al., 2022; Owoc et al., 2019), signalling the end of teachers' roles in the academic profession (Weissman, 2023). This has created the risks of AI in diminishing the involvement of human teachers in the educational process (Rukiati et al., 2023), such as evaluating assignments and offering feedback to the students (Godwin-Jones, 2022; Huang et al., 2023). Mabuan (2024), in their study, investigated English language teachers' perceptions concerning the integration of ChatGPT in language learning. The expanding research on AI integration in education suggests its transformative potential in enhancing learning and teaching, while also emphasising the necessity of addressing ethical, privacy, and implementation challenges to ensure its responsible and effective use in educational contexts.

In conclusion, while AI integration in education offers several advantages, its limitations, such as diminishing the role of teachers, challenges in pedagogical approaches, threats to academic integrity, bias in decision-making, and exacerbating educational inequality, must be carefully addressed to ensure its responsible and equitable application in English Language Teaching and broader educational contexts. While previous studies highlight the benefits and challenges of AI in English Language Teaching (ELT), there is limited research on the specific impact of tools like ChatGPT on teacher roles, student engagement, and academic integrity, especially in underrepresented and resource-limited contexts, specifically in the Malaysian Higher Education Institutions setting.

AI integration in English Language Teaching (ELT) offers significant potential to transform teaching roles and improve learning outcomes. While existing studies have addressed aspects of AI adoption, there remains a limited in-depth exploration of ELT instructors' needs and readiness, particularly concerning teaching materials, pedagogical approaches, and implementation procedures (Sharadgah & Sa'di, 2022). Bekou et al. (2024) highlighted the absence of guidelines for educators to incorporate AI into classrooms, leaving them without clear strategies for successful adoption. This gap underscores the need for exploration and research to comprehensively describe AI-based teaching methods and materials to address ELT instructors' pedagogical, content, and ethical needs. This study aims to bridge the gap between theory and practice by focusing on these requirements, offering targeted insights to enhance ELT instructors' readiness in optimising student learning outcomes. Structured yet flexible AI implementation in ELT will ensure its full potential benefits for educators and learners (Bekou et al., 2024). Thus, this study examines ELT

students' perceptions of readiness for ChatGPT integration, focusing on its effects on instructional methods and student outcomes related to pedagogy, academic integrity, and equity.

Research Question

To investigate the specific areas for AI integration in ELT and to bridge the identified gaps, this study is driven by the following research question;

1. How do HEI students perceive their ELT instructors' readiness for AI integration in English language teaching?

Literature Review

Artificial Intelligence (AI) has experienced rapid and significant advancements over the past few decades, driving major changes across various fields (Holmes & Tuomi, 2022), including English Language Teaching (ELT) on a global scale, where notable progress has been achieved (Chan, 2021; Moorhouse & Yan, 2023; Rintaningrum, 2023). In response to the rapidly evolving market demands, many institutions have ramped up efforts to integrate AI across diverse disciplines (Hutson et al., 2022). However, this does not equate to universal acceptance (Yu, 2020), as concerns persist, with predictions suggesting that 400 to 800 million jobs could be displaced by 2030 due to AI and automation, sparking apprehension with each technological advancement (Bughin et al., 2017; Smithies & Smithies, 2017). Despite these concerns, research into the potential of AI and Natural Language Processing (NLP) for enhancing language learning and improving student outcomes continues to expand rapidly, reflecting growing interest in the field (Alhalangy & AbdAlgane, 2023; Alqahtani et al., 2023; Holmes & Tuomi, 2022; Huang et al., 2023). From another perspective, integrating AI in education does not signify the decline of traditional learning but instead marks a transformative era, enabling educators to achieve meaningful pedagogical improvements (Heaven, 2023).

Merits of AI In English Language Teaching and Learning

Integrating AI into English language learning provides substantial benefits for teachers and students by fostering more flexible, personalised, and inclusive learning environments. AI tools, such as ChatGPT, facilitate timely responses to students' progress, enhancing engagement and learning effectiveness (Schiff, 2022; Taneri, 2020). Intelligent tutoring systems further personalise education by adapting instruction to individual learning styles and paces, while fostering socio-emotional engagement through AI-driven agents that simulate social interactions to sustain motivation. In addition to improving student experiences, AI assists teachers by automating administrative tasks and analysing data, enabling them to concentrate on more complex roles, such as mentoring and guidance.

AI also expands access to high-quality educational resources, particularly in underserved areas, by providing scalable solutions and real-time feedback for continuous improvement. Kostka and Toncelli (2023) highlighted that ELT teachers value ChatGPT for its ability to enhance vocabulary acquisition, writing skills, and real-time conversation practice. Similarly, other research demonstrates that AI tools enable personalised feedback and self-paced learning, making education more accessible. ChatGPT also supports grammar correction, reading comprehension, and cultural understanding, which allows teachers to prioritise critical instructional tasks. Mabuan (2024) concurred, noting that ChatGPT is a valuable tool for expanding vocabulary, improving fluency, and supporting conversational practice. AI-powered tools also democratise education by offering cost-effective, personalised learning solutions that reach a broader, more diverse audience than traditional methods (Rukiati et al., 2023). These platforms provide affordable alternatives to conventional courses, increasing access to quality learning experiences. For teachers, AI streamlines grading and provides real-time feedback, reducing their administrative workload and allowing them to focus on lesson planning and student interaction.

Moreover, AI enhances accessibility with 24/7 availability of learning materials, enabling students to learn at their own pace, regardless of location or schedule. By adapting lessons to student progress, AI keeps learners motivated and engaged, while analytics identify areas of difficulty, providing targeted support to enhance learning outcomes. AI's growing role in language learning highlights its potential to deliver individualised education, improve accessibility, and reduce teacher workload, empowering educators to focus on higher-level instructional tasks. These advancements are transforming how English language instruction is delivered, offering more efficient, equitable, and impactful learning experiences.

However, to maximise the benefits provided by AI in ELT, users need to address its limitations to prevent potential challenges, such as over-reliance on AI-generated content and biases in language models. While AI enhances language learning through automation and personalisation, it lacks the human touch necessary for nuanced instruction, cultural sensitivity, and the development of critical thinking. Teachers must integrate AI thoughtfully, using it as a complementary tool rather than replacing pedagogical expertise. Training and upskilling educators in AI literacy are crucial to ensuring its responsible and effective use in ELT. By addressing these limitations, AI can be harnessed to create a balanced, learner-centred approach that maximises its strengths while mitigating its risks, leading to a more inclusive and impactful English language learning experience.

ELT Instructors' Readiness Towards the Implementation of ChatGPT in ELT

The implementation of ChatGPT in ELT has garnered vast attention from the scholarly body in evaluating both ELT instructors' and learners' readiness to integrate AI-powered tools into their pedagogical practices, thereby reshaping traditional approaches to language education and opening new avenues for interactive,

learner-centred instruction. As addressed earlier, studies conducted show that ELT educators have demonstrated favourable perceptions of ChatGPT, recognising its capacity to enhance lesson planning, foster dynamic language activities, and provide individualised feedback (Can & Mangır, 2024; Ulla et al., 2023; Urazbayeva et al., 2024). In the context of ELT, ChatGPT is perceived as a beneficial instrument in developing innovative teaching material, content, collaborative ELT teaching and learning strategies, and implementing practical assessments (Kusuma et al., 2024). ChatGPT's capacity to emulate authentic conversational interactions is widely acknowledged for enhancing language fluency and comprehension (Al-Khresheh, 2024). Empirical research indicates that structured experimental applications of ChatGPT can markedly enhance educators' competence in incorporating this technology into their pedagogical practices (Urazbayeva et al., 2024). ELT instructors who participated in workshops and training sessions reported a marked enhancement in their confidence and proficiency in employing ChatGPT to develop instructional materials (Can & Mangır, 2024).

Despite widespread enthusiasm, several challenges have emerged, including the risk of excessive reliance on AI, academic misconduct, and the potential deterioration of students' skills (Al-Khresheh, 2024; Ulla et al., 2023). Multiple studies have emphasised concerns regarding the reliability and credibility of ChatGPT's outputs, underscoring the necessity for critical evaluation to detect potential inaccuracies (Mena Octavio et al., 2024; Ulla et al., 2023). As importantly addressed, both the technical and practical dimensions of implementation, including the necessity for extensive training and continuous support, are essential for successful integration (Can & Mangır, 2024). To make full use of AI in ELT, effective utilization of ChatGPT requires specialised AI skills, such as the ability to construct well-crafted prompts and to critically assess the content generated by the system (Mena Octavio et al., 2024) whereby ongoing professional development initiatives and workshops are vital for equipping ELT instructors with the essential skills to effectively utilise ChatGPT in ELT settings (Can & Mangır, 2024; Urazbayeva et al., 2024).

In conclusion, the consistent emergence of research that focuses on teacher readiness and perspectives regarding the integration of ChatGPT in language education reflects a sustained interest in understanding and enhancing ELT instructors' readiness for AI integration in ELT. This underscores the critical importance of equipping instructors with the necessary skills and knowledge to effectively utilise AI tools like ChatGPT, thereby ensuring that technological innovations are optimally leveraged to enrich language teaching and learning practices.

Methodology

Research Design

This study employed a qualitative research design using semi-structured interviews to explore students' perceptions of their English Language Teaching (ELT) instructors' readiness for integrating artificial intelligence (AI) into classroom instruction. This approach was selected to gain in-depth insights into students' lived experiences, evaluations, and interpretations (Galletta & Cross, 2013) of their instructors' preparedness, training, and implementation practices related to AI tools, such as ChatGPT. The semi-structured format allowed for consistency in questioning while offering flexibility to probe relevant issues as they emerged during the interviews (McIntosh & Morse, 2015).

Participants

The study involved 47 undergraduate students from a higher education institution (HEI) in Perak, Malaysia. Participants were selected using purposive sampling to ensure the inclusion of individuals (Campbell et al., 2020) who had substantial classroom exposure to ELT settings where AI was mentioned, discussed, or applied. This targeted sampling approach enabled the collection of rich, detailed perspectives from students who were meaningfully positioned to evaluate their instructors' AI-related competencies. Participants were assured of confidentiality, and pseudonyms were assigned to protect their identities in all reporting. Additionally, researchers shared the transcribed data with participants for verification, and they retained the right to withdraw from the study at any point without consequence.

Data Collection

Data were collected through face-to-face, semi-structured interviews lasting 30 to 45 minutes each. The interview protocol included open-ended questions that encouraged students to describe their observations of instructors' AI integration efforts, their experiences with AI-related teaching activities, and their views on the preparedness and confidence levels of ELT instructors in using AI tools. All interviews were audio-recorded with participants' consent and conducted in a private setting to ensure comfort and confidentiality.

Data Analysis

Thematic analysis was used to interpret the data. Audio recordings were transcribed verbatim and reviewed multiple times to ensure accuracy and familiarity with the content. Transcripts were then imported into ATLAS.ti, a qualitative data analysis software, to facilitate systematic coding and theme development. Segments of text representing meaningful ideas were coded and grouped into broader thematic categories.

Codes were refined through iterative analysis, and thematic connections were visualised using the software's network mapping tools. Analytical memos were used throughout to document reflections and emerging insights.

Ethical Considerations

Prior to data collection, all participants were informed of the study's purpose, procedures, and their rights, including the right to withdraw at any time without penalty. Informed consent was obtained through a signed consent form, which assured participants of confidentiality, voluntary participation, and the use of pseudonyms (Participant) to protect their identities in all reports and publications. To ensure transparency and respect for participants' autonomy, interviewees were also given access to their transcribed responses for verification. All data were securely stored and handled in compliance with ethical research standards to maintain privacy and safeguard participant information.

Results and Findings

In this study, only sufficiently detailed and information-rich responses were included in the thematic analysis. This approach aligns with the principles of qualitative research, where the goal is to gain depth of understanding rather than generalisability (Creswell & Poth, 2016). Information-rich responses offer comprehensive, reflective, and contextually grounded insights into participants' experiences, perceptions, and reasoning. By focusing on such responses, the analysis generated more nuanced themes that accurately reflect the complexity of students' views on AI integration in ELT classrooms. This purposive selection of rich data also demonstrates the logic of maximum meaning yield (Patton, 2014), prioritising depth and quality over quantity when interpreting participant narratives. While this may limit the representativeness of the data across the full sample, it ensures that the themes generated are grounded in substantive, meaningful student reflections rather than superficial or incomplete statements. This approach is particularly suitable for studies aiming to explore emerging phenomena such as AI adoption in education, where variability in awareness and engagement levels among participants may lead to uneven response quality.

Discussion

This section presents the findings from the thematic analysis of students' perceptions regarding ELT instructors' readiness to integrate artificial intelligence (AI) in English Language Teaching (ELT) within Malaysian higher education institutions. The discussion is structured around three key elements identified by the participants: (1) perceptions of ELT instructors' readiness in integrating AI, (2) the impact of AI use on students' learning experience, and (3) students' perceptions of changing classroom dynamics. These

elements, supported by thematic categories such as the need for training, tool usage consistency, technical barriers, and shifts in student-teacher interaction, offer a nuanced understanding of the current state of instructor preparedness. Drawing on direct student accounts, the discussion highlights the pedagogical opportunities and implementation challenges of AI use in ELT. It also reflects the broader implications for institutional policy, professional development, and the need for targeted capacity-building initiatives to ensure instructors are equipped to navigate and adopt AI tools meaningfully in the classroom.

Perceptions of Students Regarding ELT Instructors' Readiness in Integrating AI in the ELT Classroom

The analysis of students' perceptions revealed four key themes relating to their evaluation of ELT instructors' readiness to integrate artificial intelligence (AI) into the classroom environment. These themes reflect students' awareness of their instructors' capabilities, support mechanisms, and the barriers surrounding AI implementation in English language teaching.

Need for Training and Readiness

Many participants highlighted an apparent disparity in instructors' preparedness for AI integration, with varied experiences indicating a lack of uniformity across classrooms. Some students described their lecturers as being in the early stages of AI adoption. For instance, Participant 17 stated that most of their ELT lecturers are still in the early stages of integrating AI tools like ChatGPT into their teaching practices and that "not all of them are confident in using AI, and this could lead to hesitation in trying new methods." Similarly, Participant 24 observed that while some lecturers have begun experimenting with AI, "there are also lecturers who are still hesitant… lecturers may need proper training and guidelines on how to incorporate AI tools in a balanced and ethical manner.". This need for professional development was echoed by Participant 27, who expressed that "most of my lecturers strictly avoid using AI… it depends if the lecturer does know what they are doing." Meanwhile, Participant 31 noted that "some lecturers are enthusiastic… Those who've attended workshops or training sessions seem more confident… Not all lecturers are on the same page.." Other participants that echo this perception towards ELT instructors' Need for Training and Readiness are Participant 2, Participant 4, Participant 5, Participant 8, Participant 14, Participant 18, Participant 19, Participant 28, Participant 29, Participant 32, Participant 33, Participant 34, Participant 36, Participant 38, Participant 39, Participant 40, Participant 44, Participant 45, and Participant 47. These responses underscore the pressing need for structured and equitable training opportunities to support ELT instructors' digital readiness.

Information Delivery and Usage

A second theme centred around how instructors currently use AI tools, particularly in delivering lessons and facilitating assignments. Participant 31 remarked that lecturers "often use AI tools like Turnitin to evaluate assignments… Also recommended Grammarly or Quill Bot… These tools help improve writing and ensure clarity." Others pointed to a more exploratory usage. Participant 17 noted that "some lecturers encourage us to explore AI for brainstorming… I would appreciate more structured guidance for writing and vocabulary." For Participant 24, AI tools like ChatGPT were presented as helpful resources: "In some of my classes, lecturers have encouraged students to use AI tools like ChatGPT to generate ideas… This has helped students improve their writing skills." On the other hand, some voiced concerns regarding the reliability of AI-generated content. Participant 27 stated, “Let’s say if the lecturer is researching using ChatGPT… the information given might not be valid… So, the lecturer might have to research more deeply..” Other participants which share this opinion regarding ELT instructors' use of AI tools in delivering lessons and facilitating assignments are Participant 2, Participant 4, Participant 6, Participant 10, Participant 11, Participant 12, Participant 13, Participant 14, Participant 15, Participant 18, Participant 28, Participant 29, Participant 30, Participant 33, Participant 34, Participant 36, Participant 40, Participant 41, Participant 44, Participant 45, and Participant 46. These insights reflect an emerging pattern in which AI is used in varying degrees and with inconsistent pedagogical direction.

Technical Barriers and Limitations

Students also reported limitations that hinder the seamless integration of AI in the ELT context. Participant 31 pointed out issues of access and affordability, noting that "some lecturers still worry about technical glitches… Not all students can afford full-feature subscriptions… AI bias and compatibility issues may arise.” Confidence in handling such challenges also appeared to be a concern. Participant 17 shared that "not all of them are confident using AI… They could use AI effectively with training and support.” In line with this, Participant 24 commented that "some lecturers may struggle due to limited familiarity… Training and support would help them manage AI tools more effectively.”

Additionally, Participant 27 acknowledged the simplicity and complexity of technical issues, stating that "sometimes AI provides misinformation… Some issues are easy; others are impossible to fix..” In addition to these accounts, several other participants drew attention to similar technical and infrastructural challenges impeding the effective integration of AI in ELT settings. These include Participant 4, Participant 9, Participant 10, Participant 11, Participant 12, Participant 23, Participant 26, Participant 29, Participant 33, Participant 38, Participant 39, Participant 40, Participant 41, and Participant 44, who highlighted concerns such as limited access, software reliability, and the lack of adequate technological support. These responses

reveal the infrastructural and practical challenges that must be addressed to optimise AI implementation in ELT classrooms.

Student-Centric Support

Lastly, students observed that AI tools, when appropriately used, can enhance student learning, though not without reservations. Participant 31 explained, "Turnitin discourages plagiarism and encourages students to develop writing and critical thinking… Grammarly helps with clarity… However, overreliance on AI may hinder spontaneous problem-solving." Echoing the desire for guided usage, Participant 17 expressed, "I'd like guidance on how to use AI tools for improving my writing and vocabulary… I believe with training, AI tools can become valuable." Similarly, Participant 24 acknowledged the benefits of tools like ChatGPT, noting, "Students use ChatGPT to check grammar and generate writing ideas… This has helped improve skills… But concerns about academic integrity persist." Finally, Participant 27 viewed the minimal use of AI as beneficial to self-development: "Lecturers avoid AI, so students use their potential… This has helped classmates understand their work better without AI.." Beyond these examples, numerous other participants expressed similar views on the value of AI as a supplementary learning aid that enhances academic writing, critical thinking, and learner autonomy when used with appropriate guidance. These include Participant 4, Participant 5, Participant 7, Participant 8, Participant 10, Participant 11, Participant 12, Participant 13, Participant 14, Participant 15, Participant 16, Participant 18, Participant 19, Participant 20, Participant 21, Participant 25, Participant 26, Participant 28, Participant 29, Participant 30, Participant 32, Participant 33, Participant 34, Participant 35, Participant 36, Participant 38, Participant 39, Participant 40, Participant 44, Participant 45 and Participant 47. These findings suggest that students value AI as a supplemental tool but also recognise the importance of balancing its use with critical engagement and ethical practice.

Impact of the Use of AI by ELT Instructors on Students' Learning Experience

The second thematic element focuses on how students perceive the impact of artificial intelligence (AI) tools, particularly those introduced by their instructors, on their learning experience in English language classrooms. Responses across the dataset highlighted both benefits and concerns, ranging from enhanced efficiency and engagement to apprehensions about overreliance and diminished critical thinking.

Enhanced Learning Efficiency

Many students acknowledged that AI tools had improved the speed and clarity of their learning processes. Participant 17 commented, "Tools like ChatGPT can help students practice writing, expand their vocabulary, and even receive instant feedback… AI tools like ChatGPT can provide instant suggestions and corrections, which is convenient and time-saving." This sentiment was echoed by Participant 23, who noted, "AI helps

enhance my writing by identifying grammatical mistakes and suggesting better ways to construct sentences… especially when I'm stuck and need quick feedback." Similarly, Participant 33 praised the refinement AI tools brought to writing: "AI helps enhance my writing… makes my writing more refined and well-structured." Participant 31's value lay in summarisation and quick access to ideas. As addressed, "ChatGPT gives me the key points straight away… Grammarly catches grammar mistakes and suggests better word choices… These tools make learning more interactive and personalised." These perspectives reveal that AI is perceived as a valuable support mechanism that contributes to learning efficiency through immediate, tailored input. In addition to these reflections, several other participants acknowledged shifts in peer collaboration dynamics resulting from AI integration in academic tasks. These include Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 13, Participant 14, Participant 15, Participant 18, Participant 21, Participant 22, Participant 24, Participant 25, Participant 27, Participant 28, Participant 29, Participant 30, Participant 32, Participant 33, Participant 34, Participant 35, Participant 36, Participant 37, Participant 38, Participant 39, Participant 40, Participant 42 and Participant 47. Their responses reflect varying degrees of acceptance and concern, with many acknowledging AI's potential to facilitate idea generation while cautioning against its overuse at the expense of authentic interpersonal interaction.

Increased Engagement and Interest

Several students described AI as a motivating factor in their learning journey. Participant 17 shared, "AI can provide personalised learning experiences… it helps me improve clarity and coherence in writing… I was quite satisfied with the experience because it made the learning process faster and clearer." Similarly, Participant 23 stated, "Using AI sparks new ideas related to the core topic… it instantly provided a variety of approaches to enhance my coding… improving my skills made me feel proud." Participant 33 highlighted the role of AI in stimulating exploration and creativity: "By using AI as a learning tool, I can easily look up a wealth of information… it sparks many new ideas.". Meanwhile, Participant 31 emphasised the convenience and stress reduction afforded by AI tools by stating, "ChatGPT helps me brainstorm ideas or practice conversational English… makes researching way faster and less stressful.". These responses suggest that AI contributes positively to student engagement by encouraging autonomy, experimentation, and creative exploration in learning. Beyond these individual experiences, additional participants also indicated that AI tools enhanced their motivation and interest in learning. These include Participant 5, Participant 13, Participant 15, Participant 16, Participant 22, Participant 24, Participant 25, Participant 27, Participant 29, Participant 32, Participant 36, Participant 39, Participant 40, and Participant 45. Their responses reveal that AI not only streamlines the learning process but also fosters learner autonomy, stimulates creativity, and encourages deeper engagement through accessible and responsive digital support.

Mixed Perceptions on Feedback Quality

Despite recognising the benefits of fast and automated feedback, several students questioned the depth and nuance of AI-generated input. Participant 17 acknowledged, "AI tools like ChatGPT can provide instant suggestions and corrections… but I still feel traditional feedback is more valuable in depth… lecturers give more personalised, detailed feedback." This concern was reiterated by Participant 23, who emphasised the human element, stating "Nothing compares to the guidance of a lecturer… lecturers understand our struggles, emotions, and learning styles." Participant 33 added, "AI provides quick help, but real feedback from lecturers is more impactful… AI lacks the personal touch that helps us improve beyond just fixing grammar." Finally, Participant 31 shared, "AI tools are great for quick and instant feedback… but they can feel robotic… they don't always get the nuance or creativity I'm going for." These reflections indicate that while AI can streamline feedback, its limitations in personalisation, empathy, and contextual understanding are still prominent concerns. In line with these reflections, several other participants expressed similar reservations regarding the limitations of AI-generated feedback when compared to human input. These include Participant 5, Participant 8, Participant 11, Participant 13, Participant 14, Participant 15, Participant 16, Participant 19, Participant 25, Participant 36, Participant 38, Participant 40, and Participant 44. Their responses reflect a recurring concern about the lack of emotional nuance, contextual understanding, and personalised depth in AI feedback, reinforcing the continued value of lecturer-driven responses in the learning process.

Tool Use Over Reliance

The fourth theme revolved around the potential overdependence on AI tools, which some students perceived as a threat to critical thinking and self-development. Participant 31 remarked, "One big concern is becoming too dependent on AI… I might not develop my own critical thinking or language skills.". This was supported by Participant 17, who cautioned, "If students rely too much on AI, they might lose the ability to think critically or write independently." Participant 23 added, "Relying on AI entirely without personal effort defeats the purpose of education… some classmates copied content from AI without rewriting it." Finally, Participant 33 stated, "The benefits of AI ultimately depend on how you use it… AI can be a great tool to assist with work, but not a replacement for personal learning effort." These perspectives highlight a collective awareness among students that AI must be used thoughtfully and in moderation to avoid undermining essential academic skills and autonomy. In addition to the participants previously mentioned, several others raised parallel concerns about the risk of excessive reliance on AI tools in learning environments. These include Participant 4, Participant 6, Participant 15, Participant 19, Participant 20, Participant 21, Participant 24, Participant 25, Participant 29, Participant 32, Participant 35, Participant 44,

Participant 45, Participant 46, and Participant 47. Their observations emphasise a shared apprehension that depending too heavily on AI may hinder the cultivation of essential academic competencies such as independent thinking, personal initiative, and authentic problem-solving.

Together, these themes present a nuanced understanding of AI's role in shaping students' learning experiences. While students largely appreciate AI's support, especially in speed, engagement, and accessibility, they also expressed a clear desire for balance, warning against overreliance and advocating for continued human involvement in learning.

ELT Students' Perceptions Towards Classroom Dynamics

The third analysis element focuses on students' perceptions of how integrating artificial intelligence (AI) into English language teaching (ELT) has affected classroom dynamics. The responses indicate shifting patterns of collaboration, changes in communication and participation, and a broader recognition of AI as a supportive, yet not dominant, tool in the learning environment.

Shift in Student Collaboration

Students stated that they observed a noticeable change in peer collaboration as AI tools became more integrated into academic practices. While some viewed this shift positively, others expressed concerns about reduced interpersonal engagement. Participant 44 remarked, "AI can help generate ideas, provide discussion prompts, and assist with research… However, overreliance on AI may reduce genuine brainstorming and critical thinking, as students might depend too much on AI-generated responses instead of actively engaging with their peers." Similarly, Participant 45 shared, "AI tools can help with group discussions by quickly generating ideas… However, some students rely too much on AI, which can reduce original thinking and interaction." These sentiments were supported by Participant 31, who explained, "Students can use AI-powered brainstorming tools to suggest relevant discussion points…. This is especially useful for tackling complex topics that require multiple perspectives." Participant 17 noted, "Groups could use AI to brainstorm ideas, check grammar, or summarise articles together… But if everyone relies too much on AI, it might reduce the depth of the conversation." In addition to these accounts, many other participants also shared their thoughts on how AI has affected peer collaboration. These include Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 13, Participant 14, Participant 15, Participant 18, Participant 21, Participant 22, Participant 24, Participant 25, Participant 27, Participant 28, Participant 29, Participant 30, Participant 32, Participant 33, Participant 34, Participant 35, Participant 36, Participant 37, Participant 38, Participant 39, Participant 40, Participant 42 and Participant 47. Their responses show that while AI helps generate ideas

and organise group tasks, it may also reduce real-time communication and limit opportunities for deeper student interaction.

Communication and Participation Trends

Integrating AI tools also influenced how students and lecturers communicate, both in and outside the classroom. For many, AI offered efficiency but simultaneously reduced direct interaction. Participant 17 observed, "There hasn't been much direct use or demonstration of AI tools… But if AI supports learning while lecturers stay actively involved, it could improve the relationship." In contrast, Participant 44 expressed concerns that "lecturers may use AI-generated quizzes and discussion prompts… However, increased reliance on AI may reduce direct communication, as students might turn to AI for answers instead of lecturers." For Participant 31, the impact was more personal: "AI has made learning more interactive… But I noticed I am less inclined to approach lecturers. As a result, they may become less familiar with students' specific needs." Similarly, Participant 45 highlighted a change in classroom interaction, noting, "Lecturers encourage discussions about AI-generated ideas… but some students rely more on AI, which could reduce direct interaction.". Other participants also noticed changes in how students and lecturers interact since the introduction of AI tools. These include Participant 2, Participant 4, Participant 6, Participant 8, Participant 10, Participant 13, Participant 14, Participant 18, Participant 19, Participant 21, Participant 24, Participant 25, Participant 27, Participant 28, Participant 29, Participant 30, Participant 32, Participant 33, Participant 34, Participant 35, Participant 36, Participant 38, Participant 39, Participant 40, Participant 42 and Participant 47. Their responses suggest that while AI makes communication faster and more structured, it may also lead to less face-to-face interaction and reduce opportunities for building closer relationships with lecturers.

AI As a Supportive Tool

Despite concerns, many students recognised the potential of AI to support, not to replace, learning when applied thoughtfully. Participant 17 expressed optimism, stating, "AI helps students generate ideas quickly or check grammar… I think AI can potentially increase engagement if used in a guided and balanced way." Likewise, Participant 44 described AI as a helpful classroom asset, noting, "AI can support collaboration… helps refine arguments, check grammar, and organise thoughts… but should not replace real interaction." This was reinforced by Participant 31, who said, "AI contributes to collaboration by helping groups generate ideas… This makes the learning experience more interactive and engaging." Finally, Participant 45 summarised the role of AI as supplementary, sharing, "AI is used more as a support tool… makes interactions more engaging, especially when lecturers encourage discussions around AI-generated ideas." Several other participants also viewed AI as a helpful addition to the learning process when used properly.

These include Participant 2, Participant 4, Participant 5, Participant 6, Participant 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 12, Participant 13, Participant 14, Participant 15, Participant 18, Participant 19, Participant 21, Participant 22, Participant 24, Participant 25, Participant 27, Participant 28, Participant 29, Participant 30, Participant 32, Participant 33, Participant 34, Participant 35, Participant 36, Participant 38, Participant 39, Participant 40, Participant 42 and Participant 47. Their responses reflect the view that AI can improve idea generation, writing, and engagement, as long as it supports rather than replaces teacher guidance and student effort.

In summary, students' reflections on classroom dynamics indicate a delicate balance between innovation and human connection. While AI has introduced valuable tools for enhancing collaboration and participation, the findings highlight the importance of intentional guidance from instructors to ensure that technology complements, rather than replaces, human interaction in the ELT learning environment.

Conclusion

This study investigated how Malaysian higher education students perceive their ELT instructors' readiness to incorporate AI tools, particularly ChatGPT, into classroom instruction. Student feedback revealed four critical areas: the necessity for professional training, variation in instructional strategies and AI tool application, ongoing technical challenges, and the importance of guided, student-centred support to ensure ethical and practical AI use in English language teaching. The results underscore a pressing need for structured and inclusive professional development to strengthen instructors' digital literacy and AI preparedness. Variability in instructors' readiness was attributed to insufficient training, while inconsistencies in pedagogical approaches indicated a lack of clear ethical and instructional frameworks for AI use. This finding is in line with Zimmer and Matthews (2022), who identified instructors' insufficient training in utilising AI as one of the major factors influencing their readiness. Their study highlighted that many teachers, despite having basic digital skills, lacked the necessary training to effectively integrate digital tools for instructional purposes, often leading to inconsistent classroom practices and a reluctance to adopt new technologies. These challenges were compounded by technical constraints such as limited access, financial barriers, and concerns over the accuracy and reliability of AI-generated content. The concern over limited access to AI usage is a critically discussed factor. As noted by Lo (2025), limited access to AI tools, particularly due to regional restrictions, posed significant challenges for educators. Many were compelled to rely on alternative platforms with reduced functionality, which affected classroom implementation. Moreover, Lo (2025) also highlighted financial barriers, noting that certain advanced AI technologies required paid subscriptions or costly infrastructure, thus limiting widespread adoption. In addition, concerns

regarding the accuracy and reliability of AI-generated content were evident, as teachers frequently reported inaccuracies in representing newer English varieties and emphasised the need for manual corrections to ensure linguistic and cultural authenticity in the materials. Subsequently, AI integration was identified to be uneven across classrooms. The findings in the present study indicate that some instructors applied AI tools effectively, whereas others lacked strategic direction or demonstrated uncertainty in implementation. The absence of consistent guidance further contributed to ineffective usage. Infrastructural issues, including affordability, software limitations, and insufficient support, also hindered seamless adoption and pointed to the need for greater institutional backing and comprehensive training. From the learners' perspective, AI tools were acknowledged as applicable, especially in enhancing writing and critical thinking. Concerns were also raised about overreliance and the potential erosion of academic integrity, highlighting the need for ethically sound, student-focused implementation. Collectively, these insights indicate the absence of a coherent instructional strategy for AI integration in ELT contexts. These findings are consistent with Black et al. (2024), who identified significant gaps in ELT instructors' digital competence and noted that inadequate training, pedagogical ambiguity, and infrastructural limitations remain critical barriers to effective AI adoption. Their study further emphasised the importance of equipping instructors with the necessary skills to implement AI meaningfully while upholding pedagogical coherence and ethical standards. Therefore, this further validates that the successful integration of AI tools in English Language Teaching is contingent upon a comprehensive, multi-faceted approach that addresses professional development, institutional support, and infrastructural accessibility, while also ensuring the establishment of clear ethical and pedagogical frameworks. Without such systemic interventions, the effective, equitable, and sustainable use of AI in ELT classrooms is likely to remain fragmented and inconsistent.

Next, the analysis on the impact of AI usage by ELT instructors on students' learning experience in the present study underscored that while AI integration enhances learning efficiency and student engagement, it also presents challenges such as mixed perceptions of feedback quality and the potential for over-reliance on technological tools. As previously addressed in the findings section, AI integration in ELT benefits both learners and instructors in terms of learning efficiency and student engagement, where respondents addressed that AI in ELT has the potential to facilitate them in generating ideas both inside and outside of the classroom. Additionally, respondents acknowledged that apart from enabling both learners and instructors to streamline the learning process, it also enables learners to have more autonomy, be more creative, and engage more deeply with the existence of digital support. This corresponds to a study conducted by Chandra et al. (2024), which identified that AI-driven tools, such as intelligent tutoring systems, chatbots, and adaptive learning platforms, empower learners to take greater control over their learning process, promoting autonomy, creativity, and deeper engagement. These tools personalise content delivery based on learner performance and provide instant feedback, which enables students to progress at

their own pace and explore language in more interactive and meaningful ways. To add, a similar notion is addressed by Li (2020), where it was mentioned that the integration of AI into English language instruction enables learners to receive timely feedback, engage in autonomous learning, and access adaptive resources tailored to their individual needs and proficiency levels. According to the study, AI technologies support the transformation from passive reception to active exploration, allowing students to take charge of their learning while improving overall teaching efficiency and learner performance. Nevertheless, the respondents in the present study also highlighted a key concern related to the use of AI in ELT, where the usage must be balanced and monitored to avoid eliminating authentic interpersonal interaction between learners and ELT instructors, as well as over-reliance on its usage. These findings resonate with the work of Guan et al. (2025) and Almegren et al. (2025), where the former stated that excessive dependence on AI tools in language education risks diminishing student engagement, reducing opportunities for communicative interaction, and ultimately weakening the humanistic elements essential to language acquisition. Guan et al. (2025) also emphasised the importance of maintaining a learner-centred approach, recommending that AI be used as a supplementary tool rather than a replacement for the teacher's role, to preserve the interactive and social dimensions of language learning. Similarly, Almegren et al. (2025) correspondingly stated that while AI technologies offer valuable support for language instruction, excessive reliance may hinder the development of essential communicative skills and reduce opportunities for meaningful human interaction. Their study warned that if AI tools are not applied judiciously, they could promote passive learning behaviours and disengagement among students. To address this, Almegren et al. (2025) advocated for pedagogical strategies that blend AI with interactive teaching practices, ensuring that the use of technology enhances rather than substitutes the human element in education. Thus, this suggests that while AI holds significant potential to enhance student autonomy, creativity, and engagement in ELT, its integration must be approached with pedagogical intentionality, ensuring that it complements rather than compromises the human elements of teaching and learning.

Following the discussion on the impact of AI usage on students' learning experience, further analysis of classroom dynamics revealed additional insights into how AI integration has reshaped interactions and participation in English language teaching. One notable shift observed was in peer collaboration. While AI tools were recognised for their ability to facilitate idea generation, research support, and task organisation, concerns were also raised regarding reduced interpersonal engagement. The use of AI-powered brainstorming tools and content generators allowed for faster and more structured group discussions. However, it also led to apprehensions about diminishing critical thinking and meaningful peer-to-peer exchanges. Students acknowledged that although AI contributed positively by simplifying complex discussions and offering multiple perspectives, excessive dependence on such tools could undermine organic interactions and limit the development of collaborative problem-solving skills. This dual impact reflects a

broader challenge in balancing technological efficiency with the cultivation of authentic peer collaboration, as highlighted by a recent study by Zhang et al. (2025), which found that dependency on AI tools has a significant negative relationship with critical thinking. Their study revealed that excessive reliance on AI-generated solutions can diminish individuals' capacity for independent analysis and reflective thinking, thereby undermining their critical thinking and problem-solving abilities. Zhang et al. (2025) emphasised that while AI tools offer efficiency and immediate access to information, they may inadvertently discourage students from engaging in deep cognitive processes necessary for critical evaluation and autonomous decision-making. Similarly, Gawlik-Kobylińska (2024) reported that frequent use of AI tools can foster behaviours bordering on addiction, ultimately detracting from students' ability to participate meaningfully in traditional collaborative and problem-solving activities. The study noted that such over-reliance on AI not only diminishes critical thinking but also reduces student engagement in organic team-based learning environments. This indicates that although AI provides a significant contribution in terms of learning, where learners and instructors benefit from generating ideas, support in research work, and task organisation, the use of AI needs to be balanced and monitored to avoid diminishing human interaction, collaboration, and critical thinking. In addition, shifts in communication and participation patterns between students and lecturers were also identified. AI tools were seen as enhancing efficiency by offering quick access to learning resources and structured activities such as quizzes and discussion prompts. Nonetheless, this increased convenience occasionally came at the cost of reduced direct communication. Some students indicated that they were less likely to engage in face-to-face consultations with lecturers, potentially weakening the rapport and personal connections necessary for effective learning support. Although AI-enabled interactions contributed to a more streamlined classroom environment, they also risked limiting opportunities for deeper discussions and reducing students' willingness to seek personalised feedback. These findings suggest that while AI can streamline instructional processes and foster interactive learning, careful consideration is required to preserve the relational aspects of the student-lecturer dynamic**.** Findings from studies conducted by Sumak et al. (2024) and Rizvi (2023) further strengthen this view. Sumak et al. (2024) identified that although AI tools enhance learning efficiency through automation and personalisation, their extensive use may inadvertently reduce opportunities for meaningful face-to-face interactions, weakening the student-teacher relationship and diminishing the collaborative learning environment. Similarly, Rizvi (2023) underscored that while AI promotes personalised learning and optimizes administrative tasks, it can also diminish human interaction within classrooms. The study cautioned that excessive automation might erode the crucial role of educators in fostering personal connections and in nurturing students' social and emotional development. Therefore, although AI technologies present considerable opportunities for enhancing educational efficiency, deliberate strategies are required to safeguard the interpersonal and cognitive dimensions of the learning experience. Despite these concerns, there is widespread recognition of

AI's value as a supplementary tool among students. When used intentionally, AI is regarded as an effective aid for refining arguments, checking grammar, and organising thoughts. Students acknowledged that AI enhanced the learning experience by fostering idea generation, supporting collaborative work, and encouraging more engaging classroom interactions, particularly when lecturers facilitated discussions around AI-generated content. However, it was consistently emphasised by the students that AI should remain a supportive element rather than replacing traditional instructional methods. The perspectives gathered underscore the importance of integrating AI in ways that complement human interaction, promote active engagement, and maintain the integrity of collaborative and communicative practises within the ELT classroom. The need for a balanced approach in AI usage has been emphasised by several studies focusing on a similar matter. Guan et al. (2025) highlighted the importance of a holistic integration approach that encourages collaboration between teachers, students, and AI to support, not replace, human interactions in language learning. Their study found that AI-assisted teacher-student interactions can improve language proficiency while maintaining personal connections, creating a learning environment that balances technology and human support. Hence, these findings reinforce the need for a balanced approach that leverages AI's strengths without compromising the essential human elements of language learning. Furthermore, Tian (2023) also stressed the importance of balanced human-AI collaboration in language education. By developing an instructional design model grounded in activity theory, Tian's study highlighted that AI could support lower-level learning tasks, such as grammar and vocabulary. At the same time, human teachers remain central in fostering higher-order skills like critical thinking and creativity. The study emphasised that effective collaboration between teachers and AI can optimise instructional design, ensuring that AI enhances, rather than diminishes, meaningful teacher-student interaction.

This study contributes to the growing discourse on AI in education by centring student voices in evaluating instructor readiness. It calls for a balanced, inclusive, and context-sensitive approach to AI adoption, one that empowers ELT instructors through continuous training and equips them to harness AI as a complementary tool rather than a replacement. As AI continues to reshape educational landscapes, ensuring that instructors are both competent and confident in its use will be critical to fostering meaningful, ethical, and practical language learning experiences (Karataş & Ataç, 2024; Wang & Xing, 2024).

Future research should expand on these findings by incorporating the perspectives of ELT instructors themselves to provide a more holistic understanding of readiness and implementation challenges. Comparative studies across different institutions and countries could uncover contextual factors influencing AI adoption, as highlighted by Lucas et al. (2025). Additionally, longitudinal research tracking the impact of targeted professional development programmes on instructor competence and student outcomes would offer valuable insights. Exploring the ethical dimensions of AI use in ELT, particularly regarding academic

integrity and data privacy, also remains a critical area for further investigation. These directions will help ensure that AI integration in ELT is both practical and inclusive.

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N.M.M.N. conducted all aspects of the research, including conceptualisation, methodology, data collection, formal analysis, writing, original draft preparation, and writing, review and editing. The work was completed solely by the author.

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The data that support the findings of this study are available from the corresponding author, N.M.M.N., upon reasonable request.

Conflicts of Interest

The author declares no conflict of interest.

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