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USE OF ARTIFICIAL INTELLIGENCE FOR PEDAGOGICAL PURPOSES IN EFL CLASSROOM IN NEPAL

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Abstract

The integration of Artificial Intelligence (AI) in English as a Foreign Language (EFL) classroom has emerged as a transformative approach to teaching and learning. This study aims to explore English teachers' perceptions, practices, and the pedagogical use of AI in EFL instruction in Nepal. This research employed a quantitative research design. A cross-sectional survey design was adopted to collect data from a representative sample of English teachers. The study findings reveal a growing yet moderate adoption of AI tools such as chatbots, virtual tutors, adaptive learning platforms, and automated feedback systems in ELT classrooms. These tools were found to enhance personalized learning, foster learner autonomy, and accommodate diverse learning strategies in EFL classroom. However, their utilization varies due to factors such as infrastructure limitations, insufficient training, and unequal access to resources. English teachers reported moderate engagement with AI for tasks like creating presentations, developing test items, and organizing instructional materials, reflecting both the potential and challenges of integrating AI into routine pedagogical practices. Findings highlight that AI-driven platforms like Grammarly, ChatGPT, and Duolingo offer innovative solutions for English language teaching, providing real-time feedback, improving writing skills, and gamifying learning experiences. Despite these advancements, challenges such as technical barriers, data reliability, and teacher preparedness persist. The study underscores the need for targeted professional development programs, enhanced institutional support, and equitable access to AI tools to maximize their impact on English language teaching.

Keywords: Artificial Intelligence, English Language Teaching, Educational Apps, Pedagogical Practices.

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has significantly transformed various sectors, and education is no exception. In recent years, AI has emerged as a powerful tool in language education, offering innovative solutions that enhance teaching and learning experiences. From personalized learning pathways to intelligent tutoring systems, AI technologies are reshaping how educators approach language instruction and how students engage with learning materials. As globalization continues to create a demand for multilingual proficiency, the importance of effective language education has become increasingly evident. Traditional methods of language instruction often struggle to meet the diverse needs of learners, who come from various backgrounds and possess

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different learning styles. AI presents an opportunity to address these challenges by providing adaptive learning environments that can tailor content to individual needs, thereby improving learner outcomes.

The 21st century has witnessed a significant convergence of technology and education, equipping educators with an unprecedented array of tools designed not only to disseminate information but also to fundamentally alter instructional methodologies (Dalton-Puffer, 2011; Hussherr & Hussherr, 2017; Warschauer & Healey, 1998, as cited in Bengsch, 2024). The world has undergone profound changes since the onset of the Covid-19 pandemic, which has reshaped perceptions and interactions with digital tools in language education (Son et al., 2020). This global integration of technology into educational frameworks is not merely an enhancement but a revolutionary shift in teaching and learning practices. Artificial Intelligence (AI) has emerged as a pivotal disruptive force, facilitating personalized learning experiences across diverse educational groups, including students, educators, and tutors (Lisa Plitnichenko, 2020, as cited in Yasmin & Mazhar, 2023).

The current state of language education is characterized by a transition from traditional static digital formats to dynamic, machine learning (ML)-powered interactions. This evolution challenges conventional pedagogical approaches (Bengsch, 2024), as the incorporation of advanced technologies paves the way for innovative, personalized, and engaging learning environments. Moreover, ML-powered tools enable students to receive immediate feedback, immerse themselves in language experiences, and leverage data-driven insights to improve their educational outcomes. However, these technological advancements necessitate a critical reassessment of educators' roles, compelling them to adapt and seek novel strategies for facilitating learning within this rapidly evolving digital landscape. While the promise of technology in education is substantial, it also raises questions about equity, accessibility, and the need for educators to maintain their essential roles as facilitators of critical thinking and human connection in the learning process.

The concept of 'Artificial Intelligence' was first introduced by John McCarthy during the Dartmouth Conference in 1956, marking its emergence as a separate academic discipline (Dincer & Bal, 2024). At its core, Artificial Intelligence is a branch of computer science focused on developing machines that possess an "artificial intelligent brain," enabling them to function and respond in ways reminiscent of human cognitive processes (Karsenti, 2019, as cited in Yasmin & Mazhar, 2023). While AI technologies draw inspiration from human sensory, learning, reasoning, and action mechanisms, they typically operate through different computational paradigms (Stone et al., 2016). AI has frequently been promoted as a "power tool" (Falk, 2020) capable of efficiently processing vast amounts of data, identifying patterns, retrieving specific information, and making large-scale decisions (Treviranus, 2022). This categorization of AI emphasizes its capacity to perform tasks similar to human actions, and its rapid advancement in recent years has led to significant impacts across various fields (Wang & Cheng, 2021).

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However, while the potential of AI is often highlighted, it is crucial to critically evaluate its limitations and ethical implications. The portrayal of AI as a mere tool can overlook the complex challenges it poses, including concerns about bias in data, the displacement of human jobs, and the need for accountability in decision-making processes. As AI continues to evolve, a nuanced understanding of its capabilities and challenges is essential for ensuring its responsible and equitable integration into society.

The education sector has experienced significant changes over the past decade, largely driven by AI (Ayoub, 2020). AI holds immense potential to further transform various aspects of education and educational systems, including admissions, administration, teaching and learning methods, evaluation, assessment, library management, and training and placements, among others (Bhise et al., 2023). In this connection, this article explores the multifaceted use of AI in language education, reviewing existing literature and reflecting on the implications for educators and learners. We examine various AI applications, including natural language processing, speech recognition, and intelligent tutoring systems, highlighting their benefits and potential drawbacks. Additionally, it considers the ethical implications of integrating AI into language education and the future trajectory of this evolving field. By synthesizing research findings and practical insights, this article aims to provide educators, researchers, and policymakers with a comprehensive understanding of how AI can enhance language education. The rapid advancement of artificial intelligence (AI) has introduced transformative possibilities across educational contexts, particularly in language learning and teaching. However, the integration of AI in English language education presents a range of challenges and opportunities that remain under-explored.

While AI tools, such as chatbots, virtual tutors, and adaptive learning platforms, promise personalized learning pathways and immediate feedback, questions persist regarding the effectiveness of these technologies in fostering language acquisition, enhancing student engagement, and supporting assessment practices. Existing literature highlights the potential benefits of AI for diverse learning styles and immersive language experiences, yet there is a critical gap in understanding the actual impact of AI on teaching methodologies, the perceptions and practices of teachers and students, and the broader educational outcomes. Furthermore, ethical concerns around accessibility, equity, and the shifting role of educators in AI-augmented learning environments demand thorough investigation. This research seeks to address these gaps by examining the perceptions, practices, and challenges associated with AI's integration into English language classrooms, providing insights into how AI can be effectively utilized to improve learning outcomes while ensuring ethical and inclusive educational practices.

LITERATURE REVIEW

Teaching how to use computers is not teaching about AI, nor is digital education. AI principles and functions can be taught without the use of IT. AI is reforming the fundamental practicalities of education, teaching, and learning (Yasmin & Mazhar, 2023,

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p. 10). AI in education, more than in any other application, has far-reaching consequences (Treviranus, 2022). The use of AI-based applications extends to various educational environ ments– from traditional schools to specialized language centres– aiming to support students, teachers, and schools to achieve their objectives more effectively (Southgate et al. 2018; Francesc et al. 2019). This development was further spurred by the COVID-19 pandemic, which led many educational institutions to become dependent on (AI-enabled) digital learning tools to continue their activities amidst restrictive measures (Smuha, 2022, p. 113). The discontinuity caused by the COVID-19 pandemic may offer an opportunity to reconsider not only how and when we deploy Artificial Intelligence to optimize and automate processes within education, but the course and design of education itself (Treviranus, 2022, p. 26).

The most commonly accepted rationale for incorporating AI into education is that it will free teachers from repetitive, routine tasks, allowing them to concentrate on actual teaching (Holmes et al., 2019). These tasks include tracking attendance, overseeing student progress, grading, and preparing reports. Some AI systems even generate standard messages for students, manage schedules, and remind teachers of tasks (Treviranus, 2022, p. 35). Rouhiainen (2019) predicts AI-powered learning platforms that will provide educators with useful insights into their students' learning preferences, abilities, and progress, along with recommendations for adapting their teaching strategies to suit individual needs. The vast amount of content generated by digital platforms, the Web, social media, and apps presents a challenge in terms of curation, organization, and filtering. However, this content can be a rich resource for educators, students, and researchers if effectively sorted and identified to meet specific needs (Treviranus, 2022, p. 35).

AI-driven learning systems have the potential to provide educators with valuable insights into their students' learning preferences, aptitudes, abilities, and progress, along with recommendations on how to tailor their teaching methods to meet individual needs (Bartoletti, 2022, p.80). The influence of AI in education is advancing rapidly. Despite these advancements, global and regional reports, expert consultations, and academic research consistently emphasize that the role of educators and human interaction in tutoring remains indispensable (ITU, 2020; UNESCO, 2018, 2019a, 2019b; UNICEF, 2020a, 2020b; Brossi et al., 2021; Cortesi et al., 2021, as cited in Brossi, et al., 2022). Nevertheless, AI-powered educational technology (ed-tech) can contribute to improving educational outcomes by creating more engaging and effective learning experiences (Hasse et al., 2019). Furthermore, AI has the potential to significantly enhance educational management, services, processes, and lifelong learning opportunities (Brossi et al., 2022). AI can redefine the role of teachers by allowing them to concentrate on addressing learning challenges instead of routine tasks such as grading. It also provides students with a platform to access information and ask questions independently. A common challenge for teachers is managing the diverse learning speeds of students; AI enables each learner to progress at their own pace. As a result, teachers can enhance

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AI-driven lessons by offering support and promoting human interaction (Yasmin & Mazhar, 2023).

While digital education is widespread, there is limited understanding of the unique principles of AI as a distinct field from general digital tools and technologies. Studies often conflate digital learning tools with AI, leading to a gap in recognizing AI's unique contributions, such as adaptive learning and real-time feedback, within English language learning contexts (Yasmin & Mazhar, 2023). Existing literature highlights AI's potential to support individualized learning through adaptive pathways, yet there is a gap in understanding how personalized AI-driven platforms impact English language learners' progress and preferences. The role of AI in offering tailored support based on student profiles and learning behaviors remains under-explored in language education (Bartoletti, 2022; Roche et al., 2023).Although AI tools are increasingly used for tasks like grading, attendance, and feedback, the ethical implications, especially regarding privacy and data security in language education, remain a significant gap. Limited research addresses how educational institutions should balance AI-enabled functionalities with ethical safeguards to protect student data and privacy (Brossi et al., 2022). Despite advancements in AI for automating repetitive tasks, there is a gap in research exploring how AI can complement rather than replace human teachers in language education. The balance between AI-assisted learning and the critical role of human interaction in effective language instruction requires further investigation (UNESCO, 2018; UNICEF, 2020a). While short-term benefits of AI are acknowledged, such as engagement and instant feedback, research is lacking on the long-term impact of AI on language acquisition. Few studies have explored how continuous AI support might influence sustained language proficiency and learner independence over time (Crompton & Burke, 2023).

The introduction of AI in language education necessitates reimagining language teaching curricula and equipping teachers with the required skills. A gap exists in research focusing on effective curriculum models for AI integration and assessing teachers' preparedness and training needs to utilize AI effectively in English language classrooms (Moorhouse et al., 2023). AI has the potential to enhance cultural relevance in language education; however, limited research exists on how AI-based platforms can adapt to and promote local linguistic and cultural contexts, especially in multilingual environments. More studies are needed to explore this dimension within diverse educational contexts (Tan, 2023). Most AI applications are developed in Western contexts and may not be directly applicable to non-Western, multilingual educational settings. There is a need for research on how AI tools can be adapted to align with the cultural, linguistic, and pedagogical needs of English language learners in these contexts (Southgate et al., 2018). These research gaps highlight the potential areas for further exploration to understand the transformative role AI could play in English language teaching, particularly in addressing challenges and maximizing opportunities in diverse educational contexts.

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Research Objectives

1. **To explore teachers' perceptions and practices** of the use of artificial intelligence in English language teaching and **investigate the impact of AI integration** on teaching methodologies and instructional approaches in English language classrooms.
2. **To identify commonly adopted AI-driven tools** and technologies and analyze their influence on lesson planning and pedagogical practices among English language teachers.

METHODOLOGY

This research employed a quantitative research design. A cross-sectional survey design was adopted to collect data from a representative sample of English teachers. For this study, the researcher purposefully selected Central Department of English Education of Mid-West University, Surkhet Multiple Campus of Tribhuvan University and community schools located at Birendranagar, Surkhet, Karnali Province, Nepal. The sample population in this research was 100 English teachers of Central Department of English Education of Mid-West University, Surkhet Multiple Campus of Tribhuvan University and government funded community schools at Birendranagar, Surkhet, Karnali Province, Nepal for quantitative data. A self-constructed instrument was employed in the research with various dimensions as teachers' perceptions, and practices towards using AI in English language teaching for quantitative strand. All items were on a five-point Likert scale measured from strongly disagree to agree strongly. The scale will be measured from 1 for strongly disagree to 5 for strongly agree for positive items and reverse scoring for negative statements. Data were collected using a structured survey questionnaire, designed specifically for this study. The questionnaire included both closed-ended and Likert-scale questions to measure teachers' perceptions of ICT as a tool for motivation, SEL-learning / individual learning, pedagogical activities, and professional development. Descriptive statistics were employed to analyze the collected data. Frequencies, percentages, mean scores, and standard deviations were calculated to summarize teachers' knowledge across the five ICT domains. By employing a robust quantitative methodology, this study provides valuable insights into the ICT knowledge of English teachers in Nepal. The use of stratified sampling and validated data collection instruments ensures that the findings are both reliable and representative of the broader population of secondary-level English teachers in Nepal.

Result Analysis and Interpretation

Use of Digital Devices for AI Use in the ELT Classroom

The integration of digital devices for Artificial Intelligence (AI) use in English Language Teaching (ELT) classrooms is transforming traditional pedagogical practipkjces. Digital devices such as smartphones, tablets, laptops, and interactive whiteboards serve as gateways to AI-powered tools like chatbots, virtual tutors, automated grading systems, and adaptive learning platforms. These innovations provide personalized learning

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experiences, enhance learner engagement, and support differentiated instruction, enabling students to learn at their own pace and style. Moreover, AI-driven applications facilitate real-time feedback, language assessment, and interactive content delivery, fostering a learner-centered environment.

Table 1: Use of Digital Devices for AI Use in the ELT Classroom (n=100)

Statements	Intensity					Mean	SD	Level
	N	R	S	O	VO			
Computer \Laptop	5	59	105	39	14	2.99	0.89	Medium
Language Laboratory /learning platform	38.3	23.0	19.4	14.4	5.0	2.25	1.24	Low
Slides/ PowerPoint	13.1	21.2	42.8	17.6	5.4	2.81	1.05	Medium
Computer Lab/ automated grading systems	14.4	22.5	41.0	17.6	4.5	2.75	1.05	Medium
Multimedia/projector	13.1	23.0	47.3	11.7	5.0	2.73	1.00	Medium
Use of digital boards	5.4	20.7	56.8	13.1	4.1	2.90	0.84	Medium
Tutorials/videos/ chatbots	23.0	19.4	41.4	12.2	4.1	2.55	1.09	Medium
Internet Quiz/ Task/ Online Games/ virtual tutors	18.9	25.7	31.1	20.7	3.6	2.64	1.12	Medium
Use of Smartphone/mobile	9.9	17.6	51.8	14.9	5.9	2.89	0.97	Medium
Web/blog	23.0	27.0	30.2	14.9	5.0	2.52	1.14	Medium
Total						2.70	0.81	Medium

The overall results of Table 1 show that the status of using digital devices to use AI in the ELT classroom is medium (Mean=2.70, SD=0.81) level. Based on the item-wise result, the status of using digital devices in the ELT classroom was found to be comparatively high in the computer/laptop (Mean=2.99, SD=0.89) and low in the language laboratory /learning platform (Mean=2.25, SD=1.24). Furthermore, the level of items was found as medium level in slides/ PowerPoint (Mean=2.81, SD=1.05), computer lab and automated grading systems when necessary in teaching (Mean=2.75, SD=1.05), multimedia/projector (Mean=2.73, SD=1.00), using of digital boards (Mean=2.90, SD=0.84), tutorials/videos (Mean=2.55, SD=1.09), internet quiz/ task/ online games (Mean=2.64, SD=1.12), using of smartphone/mobile (Mean=2.89, SD=0.97), and web/blog/ chatbots (Mean=2.52, SD=1.14), all fall within the medium range. This indicates that while digital tools are moderately incorporated into ELT classrooms, there is significant variation in the adoption of specific technologies, with some being more frequently utilized than others.

Use of AI Tools and Materials in the ELT Classrooms

Teachers' practices in using AI tools and materials in ELT classrooms include producing texts with word processing programs, using email for communication, capturing and editing digital photos, videos, or graphics, developing online test items, organizing computer files into folders and subfolders, sending files via email to students or colleagues, creating presentations with simple animations and incorporating video or audio clips, creating and maintaining blogs or websites, and participating in social networks. The result of this section is shown in Table 2.

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Table 2: Use of AI Tools and Materials in the ELT Classroom (n=100)

Statements	Intensity					Mean	SD	Level
	N	R	S	O	VO			
Produce a text using a word processing program.	14.9	24.8	43.2	12.6	4.5	2.67	1.02	Medium
Use emails to communicate with others.	12.6	24.3	43.7	14.9	4.5	2.74	1.01	Medium
Capture and edit digital photos movies or other graphics.	16.2	32.4	36.9	11.7	2.7	2.52	0.99	Medium
Developed test items online.	20.3	33.3	29.3	14.9	2.3	2.45	1.04	Medium
Organize computer files in folders and subfolders.	9.0	22.1	45.5	15.3	8.1	2.91	1.03	Medium
Send a file through email to students or teachers.	18.5	31.5	34.2	13.1	2.7	2.50	1.02	Medium
Create a presentation with simple animation functions.	11.3	30.2	41.4	14.4	2.7	2.67	0.95	Medium
Create a presentation with video or audio clips.	8.1	25.7	46.8	17.1	2.3	2.80	0.90	Medium
Create and maintain blogs or websites.	18.9	39.2	27.0	12.6	2.3	2.40	1.01	Medium
Participate in social networks.	6.3	24.8	44.1	17.6	7.2	2.95	0.98	Medium
Total						2.66	0.81	Medium

The overall results of Table 2 show that the level of using digital tools and materials in the ELT classroom (Mean=2.66, SD=0.81) was found to be medium. Based on the item-wise result, the status of using AI tools and materials in the ELT classroom was found to be comparatively high in participation in social networks (Mean=2.95, SD=0.98) and low in developing test items online (Mean=2.45, SD=1.04). Moreover, the level of all remaining items also was found to be medium as producing a text using a word processing program (Mean=2.67, SD=1.02), using emails to communicate with others (Mean=2.74, SD=1.01), capturing and editing digital photos and movies or other graphics (Mean=2.52, SD=0.99), organizing computer files in folders and subfolders (Mean=2.91, SD=1.03), sending a file email within someone another student or teacher (Mean=2.50, SD=1.02), creating a presentation with simple animation functions (Mean=2.67, SD=0.95), creating a presentation with video or audio clips (Mean=2.80, SD=0.90), and creating and maintaining blogs or web sites (Mean=2.40, SD=1.01). This suggests that while teachers moderately integrate AI tools into their teaching practices, there is variability in the frequency of use across different activities, highlighting areas for potential improvement, particularly in developing test items online and maintaining blogs or websites.

Use of AI in Pedagogical Practices in the ELT Classrooms

Teachers' practices regarding the use of AI in pedagogical practices in ELT classrooms regarding using grammar checker, pronunciation, Duolingo, and paraphrasing software, virtual classrooms with Zoom, Teams, Google Meet, Google Hangouts, etc., using as ChatGPT/ chatbots, using educational apps, suggesting students about internet surfing for English Language learning and ethical issues in using digital resources, and preparing materials to use with an interactive whiteboard. It is shown in Table 3.

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Table 3: Status of Using AI in Pedagogical Practices (n=100)

Statements	Intensity					Mean	SD	Level
	N	R	S	O	VO			
Using grammar checker, pronunciation, Duolingo, and paraphrasing software QuillBot	19.8	32.0	31.1	14.0	3.2	2.49	1.06	Medium
Use of learning management system tools like Google Classroom	14.0	31.5	33.8	17.1	3.6	2.65	1.03	Medium
Use virtual classrooms with Zoom, Teams, Google Meet, Google Hangouts, etc.	9.5	24.8	43.7	15.8	6.3	2.85	1.01	Medium
Using ChatGPT/ chatbots	17.1	33.8	31.5	13.1	4.5	2.54	1.06	Medium
Using educational apps such as	8.1	20.3	48.6	15.8	7.2	2.94	0.99	Medium
Suggest students about internet surfing for English Language learning	7.2	27.0	44.1	18.0	3.6	2.84	0.93	Medium
Suggest students about ethical issues in using digital resources	8.6	28.8	40.1	18.5	4.1	2.81	0.97	Medium
Prepare materials to use with an interactive whiteboard	36.9	7.7	32.0	18.0	5.4	2.47	1.30	Medium
Total						2.70	0.88	Medium

The overall results of Table 3 show that the level of using AI in pedagogical practices (Mean=2.70, SD=0.88) was found to be a medium proficiency level. Based on the item-wise result, the status of using AI in pedagogical practices was found to be comparatively high in using educational apps (mean=2.94, SD=0.99) and low in preparing materials to use with an interactive whiteboard (mean=2.47, SD=1.30). Moreover, the level of remaining items also medium as using grammar checker, pronunciation, Duolingo, and paraphrasing software QuillBot (Mean=2.49, SD=1.06), using learning management system tools like Google Classroom (Mean=2.65, SD=1.03), virtual classroom with Zoom, Teams, Google Meet, Google Hangouts, etc. (Mean=2.85, SD=1.01), using ChatGPT/ chatbots (Mean=2.54, SD=1.06), suggesting students about internet surfing for English language learning (Mean=2.84, SD=0.93), and ethical issues in using digital resources (Mean=2.81, SD=0.97). This suggests moderate integration of AI tools in teaching practices, with notable strengths in using educational apps and virtual classroom platforms, but room for improvement in interactive whiteboard material preparation and other ICT-related tasks.

FINDINGS AND DISCUSSION

It has been argued that AI tools is emerging, capable of creating diverse content such as text, images, and computer programs (Kukulska-Hulme et al., 2023; Liu, 2024). In this connection, the findings demonstrate that the integration of digital devices for Artificial Intelligence (AI) use in English Language Teaching (ELT) classrooms is at a medium level overall (Mean=2.70, SD=0.81). In this regard, Khadka and Shahi (2025) found that English teachers in western Nepal revealed moderate ICT proficiency across hardware usage, educational software, and internet surfing. The use of internet-based quizzes,

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tasks, and online games (Mean=2.64, SD=1.12) and web-based tools like blogs and chatbots (Mean=2.52, SD=1.14) remains moderate, suggesting room for improvement in integrating these interactive tools for engaging learners in AI-supported activities. The findings are further supported with the claim that AI-driven platforms like ChatGPT, Google Bard, Bing, QuillBot, and Gradescope have recently gained significant attention in the education sector (Lim et al., 2023). Likewise, tutorials and videos (Mean=2.55, SD=1.09) and automated grading systems accessed through computer labs (Mean=2.75, SD=1.05) were also found to be moderately utilized, indicating their gradual adoption in ELT classrooms which are aligned with the research findings that tools like Google Classroom, Microsoft Teams, Zoom, and Adobe can be integrated with the Canvas API to create a centralized learning hub, allowing teachers to communicate with students through messaging, audio, and video. Additionally, students can collaborate via chat groups, video calls, and messaging tools (Bhise et al., 2023).

The findings highlight the potential of digital devices to transform ELT classrooms through AI-enabled innovations. AI is reshaping language education by introducing interactive content, chatbots, and intelligent tutors that create personalized and adaptive learning experiences, shifting away from traditional teaching methods (Li & Yu, 2021). Teachers are increasingly incorporating tools such as virtual tutors, adaptive learning platforms, and automated grading systems, but the variation in usage levels suggests disparities in infrastructure, access, and teacher proficiency. The findings are aligned with the other research findings that AI integration has sparked significant interest and debate among educators and researchers alike (Crompton & Burke, 2023; Huang et al., 2023; Rebolledo Font De La Vall & González Araya, 2023; Liu, 2024). AI-powered instructional tools highlight their capacity for transformative impact, aligning with the learner-centered and interactive approaches of contemporary language teaching (Tan, 2023; Yeşilyurt, 2023).

Regarding the use of AI tools and materials in English Language Teaching (ELT) classrooms, the findings indicate at a medium level (Mean=2.66, SD=0.81). By enabling teachers to devise more effective, tailored pedagogical strategies that align with students' individual needs, interests, and competencies, AI can uplift the overall efficiency of school management and education systems (Brossi et al., 2022).The English teachers demonstrate medium-level engagement in organizing computer files in folders and subfolders (Mean=2.91, SD=1.03) and creating presentations with video or audio clips (Mean=2.80, SD=0.90), suggesting that these tools are perceived as effective for organizing and presenting teaching materials in visually appealing ways. Tools like chatbots, virtual language exchange platforms, and AI-driven discussion forums support a constructivist approach, encouraging students to engage actively in their language learning journey (Singha et al., 2024). The findings are further supported that AI has been effectively utilized in various ways to enhance language education, providing innovative tools that can significantly transform teaching and learning processes (Uysal & Yüksel, 2024). These tools facilitate interactive and personalized learning experiences (Lee et al., 2022), offer immediate feedback (Fu et al., 2020), and promote authentic language practice (Bibauw et al., 2019). Roe et al. (2023) emphasize the necessity of establishing

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clear guidelines and transparent regulations for the use of technology in educational settings. The moderate use of other tools, such as emails for communication (Mean=2.74, SD=1.01), creating presentations with simple animation functions (Mean=2.67, SD=0.95), and producing texts using word processing programs (Mean=2.67, SD=1.02), reflects their integration into routine pedagogical activities. Teachers also make moderate use of digital tools for capturing and editing digital photos, videos, or graphics (Mean=2.52, SD=0.99), which can enhance the visual and interactive aspects of lesson delivery. The findings are aligned with research findings by Ray (2023) demonstrates that AI tools can significantly improve student productivity in skill-based tasks. For example, Lakkala et al. (2022) emphasize the effectiveness of the Poetry Machine in assisting students with poem revision, while Su et al. (2023) highlight digital storytelling as a valuable method for teaching EFL students. Platforms like Duolingo, as noted by Maria et al. (2018), offer personalized language courses that provide instant feedback across various language skills, further enhancing the learning experience.

Regarding the findings of practices such as developing test items online (Mean=2.45, SD=1.04) and creating and maintaining blogs or websites (Mean=2.40, SD=1.01) show comparatively low levels of use. These findings suggest that while teachers recognize the potential of AI tools for content creation and assessment, limited technical expertise, lack of training, or inadequate institutional support may hinder their adoption of more advanced practices. In this regard, it has been argued that language Tools has recently been integrated into Microsoft Word and Google Docs, serving as an official grammar and style checker (Puspitasari & Tsara, 2022). Google Translate also plays a significant role by offering text, voice, and image translations. Its deep learning algorithms improve the quality of machine translation, enabling EFL students to engage with authentic materials while learning English (Birdsell, 2022).

Regarding the use of AI in pedagogical practices in ELT classrooms, the findings indicate at a medium level (Mean=2.70, SD=0.88). The highest usage was observed in using educational apps (Mean=2.94, SD=0.99). In this connection, it has been claimed that educational technologies increasingly leverage data and predictive models to provide analytical insights and support to students, instructors, and administrators alike (Baker & Inventado, 2014; Luckin & Cukurova, 2019, as cited in Kizilcec & Lee, 2022). Within this framework, AI techniques can be applied for a wide range of purposes in education (Kulkarni, 2019). Similarly, moderate use of virtual classrooms with platforms such as Zoom, Teams, Google Meet, and Google Hangouts (Mean=2.85, SD=1.01) reflects the growing adoption of these tools for facilitating synchronous and asynchronous teaching, especially in the wake of increased remote learning demands. The findings aligned with the research claim that though many studies highlight user perceptions of tools like ChatGPT and Grammarly, their actual impact on performance is under-researched (Barrios-Beltran, 2024). Dewi et al. (2021) evaluated platforms like Duolingo, Google Translate, and Grammarly, finding them useful in enhancing language proficiency. Fitria (2021) endorsed Grammarly for improving writing skills, and Toncic (2020) noted that AI grammar checkers can significantly reduce teachers' grading workloads. Duolingo’s

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gamified elements, such as points and leaderboards, enhance motivation for self-paced learners (Ünal & Güngör, 2021). However, van Dis et al. (2023) pointed out that AI still grapples with challenges like bias, accuracy, and data reliability, which must be addressed before it can be fully accepted in both education and the workplace (Lobalsamo, 2024).

English teachers also reported medium-level engagement in suggesting students surf the internet for English language learning (Mean=2.84, SD=0.93) and addressing ethical issues in using digital resources (Mean=2.81, SD=0.97). The findings are further supported that while educators generally have a positive view of ChatGPT's role in education (Limna et al., 2023; Rudolph et al., 2023), ethical concerns and limitations persist (Willems, 2023; Zhai, 2022). For instance, ChatGPT is praised for easing researchers' workloads, allowing more time for new experiments (Fulford, 2023, as cited in Lobalsamo, 2024). Other activities, such as using learning management system (LMS) tools like Google Classroom (Mean=2.65, SD=1.03), ChatGPT/chatbots (Mean=2.54, SD=1.06), and grammar checkers, pronunciation tools, Duolingo, and paraphrasing software QuillBot (Mean=2.49, SD=1.06), also fall within the medium range. These findings highlight the gradual incorporation of AI-driven tools in teaching and assessment practices, although the usage of advanced tools like ChatGPT is still developing. Concerns are mounting about students using large language models (LLMs) like ChatGPT for completing exams and other academic tasks, which are meant to objectively assess their grasp of classroom content (Yu, 2023). AI tools such as personalized apps, intelligent tutors, and adaptive chatbots contribute to a dynamic learning experience tailored to students' needs. Teachers can provide more targeted feedback and instruction through machine learning and natural language processing (Zhu, 2020). Research indicates that educators generally have a positive outlook on using chatbots in language education (An et al., 2023; Pokrivčáková, 2019; Sütçü & Sütçü, 2023). Tools like ChatGPT enable users to customize conversations based on preferences in style, detail, and language (Lee & Chen, 2024). Kohnke et al. (2023) found that ChatGPT is useful for explaining vocabulary, generating word lists, and creating sample sentences across various genres.

The lowest usage was noted in preparing materials for interactive whiteboards (Mean=2.47, SD=1.30). This finding may reflect challenges such as limited technical expertise, lack of resources, or the need for more targeted training in using interactive technologies effectively in classrooms. In this regard, some educators express reluctance to incorporate AI into their teaching and assessment practices (Barrios-Beltran, 2024). Criticism of AI in English Language Teaching (ELT) identifies several key issues. Gallacher et al. (2018) argue that AI does not serve as a valid instructional tool. A prevalent concern is the unnatural and at times inappropriate language generated by AI, which often lacks contextual relevance (Sumakul et al., 2023; Wilson et al., 2021). Furthermore, the challenges of integrating AI into classrooms may stem from the limited educational design of AI applications (Zawacki-Richter et al., 2019) and teachers' insufficient knowledge regarding effective AI usage (Sumakul, 2019). Zhai (2022)

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highlights that while AI has significant potential to deliver relevant and targeted information it often falls short in providing the emotional support and interpersonal connections that are crucial for effective teaching. Dincer and Bal (2024) note that AI's ability to facilitate personalized learning, reinforce concepts, and provide accessible resources holds great promise for language acquisition.

CONCLUSION

The integration of Artificial Intelligence (AI) tools in English as a Foreign Language (EFL) classroom in Nepal holds significant potential to transform traditional teaching and learning practices. This study reveals that the use of AI-driven tools and resources in pedagogical activities remains at a moderate level, reflecting both emerging adoption and persistent challenges. AI technologies such as virtual tutors, adaptive learning platforms, grammar checkers, and interactive tools like chatbots offer opportunities for personalized, engaging, and efficient language learning experiences. However, the varied usage levels across different tools highlight disparities in access, infrastructure, teacher proficiency, and institutional support. Despite these challenges, the findings underscore the growing role of AI in reshaping language education. Tools like learning management systems, digital storytelling platforms, and AI-enabled applications for communication, assessment, and content creation are gradually becoming integral to EFL classrooms.

Teachers are using AI related tools to develop tailored teaching strategies, improve student engagement, and streamline administrative processes. Nevertheless, the limited use of advanced technologies, such as interactive whiteboards and AI-powered assessments, signals a need for targeted training, technical support, and resource allocation. While AI tools present immense potential for fostering learner-centered and interactive education, concerns related to ethical issues, data reliability, and the contextual appropriateness of AI-generated content must be addressed. Effective integration of AI in EFL classrooms requires a balanced approach that combines technological advancements with teacher training, policy support, and infrastructure development. By addressing these gaps, AI can be harnessed to create inclusive and innovative language learning environments, enhancing both teaching effectiveness and learner outcomes in Nepal’s EFL context.

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