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EFL lecturers' reflections of AI use in classroom instruction

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Abstract. AI is increasingly used in language classrooms, yet EFL lecturers' experiences and reflections remain underexplored. This mixed-methods study examined lecturers' awareness, classroom practices, pedagogical adaptations, reflective approaches, professional development needs, and expectations regarding AI use. Thirty lecturers from four universities in Bengkulu, Indonesia, were purposively sampled. Data were collected via a validated questionnaire and semi-structured interviews and analysed using SPSS and thematic analysis. Findings showed that 76% of lecturers regularly used AI, with younger lecturers using it more than older ones ($p < .05$). Most found AI beneficial but expressed concerns about plagiarism and overreliance. The study highlights lecturers' experiences, reflective practices, and professional development needs for responsible AI integration. Future research should investigate students' engagement with AI and strategies to ensure sustainable, effective, and ethical use in language classrooms.

Introduction

Artificial intelligence is increasingly used in English language teaching to support students' learning needs (Ayala-Pazmiño, 2023; Ayeni et al., 2024; Gayed et al., 2022; Imran & Almusharraf, 2023). In classrooms, students often use ChatGPT, Grammarly, and QuillBot to complete assignments, revise texts, and check language accuracy. These tools provide quick feedback and encourage more independent learning (Chan, 2023; Harry, 2023; Holmes & Tuomi, 2022; Osamor et al., 2023; Rios-Campos et al., 2023; Tahiru, 2021). AI also supports diverse learner needs, making instruction more flexible and inclusive (Pokrivcakova, 2023; Ramirez & Esparrell, 2024; Schiff, 2022). The growing use of AI in EFL classrooms reflects a major shift in higher education. Technology is becoming an important part of teaching and learning across multiple language skills.

Recent studies show that AI enables real-time practice and personalized feedback, enhancing students' independent learning and critical thinking (Elshamly & Gameel, 2023; Mafara & Abdullahi, 2024; Wang et al., 2024). These features help students learn independently and think critically. As AI becomes common in EFL classrooms, it is becoming a part of language teaching (Ayeni et al., 2024; Selwyn, 2022; Wang et al., 2023; Ratnawati et al., 2024). Using AI also raises concerns, including plagiarism, academic integrity, and students' overreliance on technology. This makes clear policies and guidelines essential to ensure AI effectively supports learning.

Although AI is widely accessible, EFL lecturers differ in their frequency and confidence of use. Some integrate AI actively, while others remain cautious due to concerns about misuse (Agarwal, 2023; Alghamdy, 2023; Eken, 2024; Zhai et al., 2021). Most existing research has focused on AI's effects on students, with limited attention to lecturers' perspectives, experiences, and reflections in authentic classroom contexts (Mills et al., 2023; Rashmi, 2023; Stošić & Janković, 2023). Most studies have been conducted in high-tech, developed countries (Ayanwale et al., 2022; Chan, 2023; Holmes & Tuomi, 2022; Mills et al., 2023). In regions like Bengkulu, Indonesia, AI use depends heavily on local infrastructure, available resources, and institutional support. Studying lecturers in these under-researched contexts can provide valuable insights into how they integrate AI, adapt their teaching, and address pedagogical challenges (Dantas et al., 2022; Nguyen, 2023).

This research investigated how EFL lecturers in Bengkulu, Indonesia, integrate AI into classroom instruction, with particular attention to their awareness, teaching practices, pedagogical adaptations, reflective approaches, professional development needs, and expectations. Unlike much prior research that focuses on student outcomes and high-tech contexts, this study emphasises how lecturers apply, adjust, and evaluate AI in authentic classroom settings. By examining the practical and reflective dimensions of AI use, the study provides actionable insights, ethical guidance, and context-sensitive strategies to support effective and responsible integration of AI in EFL teaching.

The study addressed five main research questions:1) How did EFL lecturers in Bengkulu use AI in their teaching?, 2) What changes did lecturers make to their teaching because of student use of AI?, 3) What benefits did lecturers see from using AI in EFL teaching?, 4) What challenges and ethical concerns did lecturers face with AI use?, 5) What kinds of institutional support and policies did lecturers think were needed to use AI effectively?

This study contributes to research on AI in EFL education by offering local insights into lecturers' experiences. It identifies the benefits and challenges of AI use and underscores the importance of pedagogical support, ethical guidance, and professional development to ensure responsible integration in higher education.

Method

Research Design

A mixed-methods design was used to examine EFL lecturers' experiences, practices, and reflections on integrating AI in classroom instruction. Quantitative data were collected via a validated survey measuring lecturers' awareness, usage patterns, and perceived benefits and challenges of AI tools, while qualitative insights were obtained through semi-structured interviews exploring their lived experiences and pedagogical reasoning. This approach allowed the study to capture general trends and new perspectives, ensuring a comprehensive understanding of lecturers' practices and reflections (Creswell & Plano Clark, 2023).

Participants and Sampling Technique

The participants were 30 EFL lecturers who taught content and skills courses. All participants were actively teaching during the 2024/2025 academic year and had prior experience using AI for instructional purposes, ensuring that survey responses reflected informed engagement with digital pedagogical resources. Teaching experience ranged from 2 to 15 years.

Participants' AI engagement was categorised based on frequency and depth of use: 10 lecturers were classified as high users, 12 as medium users, and 8 as low users. To capture diverse perspectives on AI integration, eight lecturers were purposively selected for semi-structured

interviews. The purposive sampling strategy considered teaching areas and AI engagement levels to ensure that the qualitative data represented a wide spectrum of practices and reflections. From this group, eight lecturers were purposively selected for interviews based on their diverse engagement levels with AI tools.

Instruments and Data Collection

The study used two instruments: a survey questionnaire and a semi-structured interview. Both were designed to examine EFL lecturers' awareness, classroom practices, pedagogical adaptations, reflective approaches, professional development needs, and expectations regarding AI use.

The survey included 40 Likert-scale items divided into four subscales: instructional benefits, learner engagement, technical challenges, and ethical concerns. The items were adapted from Teo's (2011) and revised for AI contexts. The questionnaire was pilot tested to ensure its reliability and validity (DeVellis & Thorpe, 2021). A pilot test with six external lecturers showed Cronbach's alpha values above 0.85, indicating strong reliability.

The semi-structured interview complemented the survey by exploring lecturers' classroom practices, adaptations, reflections, and perceptions of professional development and institutional support. The instruments provided quantitative and qualitative insights into lecturers' experiences with AI integration.

Data Analysis

The study employed quantitative and qualitative data analysis techniques in line with its mixed-methods design. Quantitative data from the survey were analysed using descriptive and inferential statistics with SPSS software. Descriptive statistics, including frequencies, percentages, means, and standard deviations, summarised participants' responses across the six focus areas: awareness, classroom practices, pedagogical adaptations, reflective approaches, professional development needs, and expectations. Inferential analyses, including Pearson correlation and one-way ANOVA, examined relationships between lecturers' AI engagement levels and their reported practices and perceptions.

Qualitative data from the semi-structured interviews were analysed using thematic analysis following a six-step procedure. This involved familiarisation with the transcripts, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing the final report. Both inductive and deductive coding were applied to capture patterns related to the six focus areas. To ensure reliability, two researchers independently coded a subset of transcripts, achieving an inter-coder agreement of 0.87, with discrepancies resolved through discussion. Thematic categories were then compared with survey results to triangulate findings and enhance validity.

Engagement levels were operationally defined as high engagement, which referred to participants who frequently used AI tools across multiple courses and proactively adapted them for instruction; medium engagement, which referred to selective or occasional AI use; and low engagement, which referred to minimal or exploratory use. Ethical considerations, pedagogical adaptations, and reflective approaches were evaluated based on reported behaviours and illustrative examples from interviews.

Results and Discussion

Assumption Testing

Prior to inferential analysis, assumption testing was conducted. The Shapiro–Wilk test indicated that composite scores across the four subscales were normally distributed ($p > .05$). Levene's test confirmed homogeneity of variance across demographic groups ($p > .05$). These results met the requirements for using parametric tests such as independent samples t-tests and one-way ANOVA (Pallant, 2020).

AI Awareness and Integration Practices

The survey results indicated that EFL lecturers were generally familiar with AI and reported varied levels of use in their teaching. Among the respondents, 76% reported regularly using at least one AI application. ChatGPT was the most frequently used tool (70%), followed closely by Grammarly (68%) and QuillBot (40%), primarily for supporting writing instruction. Table 1 summarises lecturers' familiarity and frequency of AI use.

Table 1. Lecturers' familiarity and use of AI tools in EFL teaching

AI	Familiarity (%)	Regular Use (%)	Mean Frequency of Use (1=Never, 4=Often)
ChatGPT	85	70	3.2
Grammarly	80	68	3.1
QuillBot	60	40	2.5
Others	55	30	2.2

Interview data provided richer insight into how lecturers applied AI in their classrooms. Lecturers primarily used AI to support writing, especially in generating drafts, checking grammar, and providing automated feedback.

One lecturer shared: *I use ChatGPT to help students brainstorm ideas and organize their essays. It's a great starting point, especially for less confident writers*. Beyond writing, some integrated AI in vocabulary tasks, reading support, and speaking practice through chatbot simulations, suggesting a broader pedagogical adaptation.

Another lecturer highlighted AI's role in vocabulary and reading support:
"*Grammarly and QuillBot help students identify errors and improve word choice while reading and writing. It encourages them to notice patterns and self-correct.*"
A third lecturer emphasized AI's use in speaking practice and learner engagement:
"*I simulate conversations using chatbots so students can practice speaking in a low-pressure environment. It builds their confidence before live interaction.*"

AI was employed in language contents and via chatbot simulations. This indicates a broader pedagogical integration rather than isolated use. The depth of AI integration varied. Some lecturers reported occasional or supplementary use, while others embedded AI systematically in assessments and structured assignments. This suggests an emerging pedagogical shift from teacher-led instruction toward supporting independent, self-regulated learning.
EFL lecturers reported moderate to high awareness of used AI. These findings align with prior studies suggesting that language educators increasingly view AI as a means to support personalized feedback and learning (Chan, 2023; Wang et al., 2023). However, despite this familiarity, the actual integration of AI into teaching practices showed considerable variation, reflecting different degrees of digital readiness and pedagogical confidence among lecturers. These findings align with Idroes et al. (2023) and Mafara & Abdullahi (2024) observations that

educators' adoption of educational technologies is influenced by awareness and their perceptions of usefulness and self-efficacy.

This study also highlighted the critical role of contextual factors in shaping AI integration strategies. Institutional culture, technological infrastructure, and available support strongly influenced the extent and manner of AI use. Qualitative data indicated that lecturers adapted AI to specific language skills, particularly writing, demonstrating that pedagogical goals and resource availability shape integration patterns. These findings extend previous research by providing empirical evidence that environmental and contextual factors beyond individual readiness significantly support AI adoption in language classrooms (Elshamly & Gameel, 2023; Holmes et al., 2022; Rios-Campos et al., 2023).

This study adds new insights to EFL education and educational technology. It shows how lecturers understand and use AI tools in higher education, considering both their readiness and the institutional context. Unlike previous studies that focused only on tool use or specific teaching methods, this research looks at both survey data and in-depth classroom experiences.

These findings improve understanding of how technology is adopted in language education by showing how personal factors like awareness, confidence, and perceived usefulness and contextual factors such as institutional culture, infrastructure, and support work together. These findings support the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), which emphasize both personal and environmental influences on technology use (Venkatesh & Davis, 2022).

Practically, the study informs EFL curriculum designers, lecturers, and institutional policymakers about effective strategies for AI integration. Insights on skill-specific adaptation, particularly for writing instruction, can guide the design of context-sensitive AI-supported learning activities.

Identifying gaps in support and infrastructure provides guidance for professional development programs, workshops, and institutional policy planning. This ensures that AI adoption improves teaching quality and student learning outcomes.

Pedagogical Adaptation and Reflections

Survey data revealed positive attitudes toward AI's pedagogical potential. Respondents reported increased innovation and engagement, with mean agreement scores ranging from 3.2 to 3.4 (Table 2). These responses reflect openness to adapting instruction in response to AI's presence in learning environments.

Table 2. Lecturers' beliefs regarding AI and pedagogical adaptation

Survey Item	Mean	SD
AI tools have helped me innovate my teaching methods	3.4	0.6
AI integration has increased student engagement	3.3	0.7
I have adapted my lesson plans to incorporate AI	3.2	0.7

Interview data provided deeper insight into how lecturers operationalized AI within their classrooms. Many reported a shift from teacher-centred instruction toward inquiry-based and exploratory learning. As one lecturer noted, *before AI, I used to give more direct instructions, but now I encourage students to explore AI tools themselves to support their learning process.*

Pedagogical adaptations included redesigning writing assessments to emphasise process-oriented tasks, critical thinking, and originality. Some lecturers used AI-generated drafts as prompts for

peer review and collaborative editing sessions, fostering interactive and reflective learning experiences (Maria & Sujarwati, 2025; Widana, 2020).

Although most lecturers welcomed AI as a tool for innovation, they expressed caution regarding potential overreliance. One participant noted: "*Although AI helps with efficiency, I worry that students might rely too much on these tools and miss out on developing critical skills*".

These reflections show that lecturers use AI carefully, balancing innovation with control over teaching. The findings suggest that AI is viewed as a pedagogical enhancer rather than a replacement for traditional instruction. Positive attitudes and willingness to adapt teaching indicate lecturers' recognition of AI's potential to support student-centred learning, creativity, and autonomous skill development. At the same time, being careful about overreliance shows that lecturers think carefully about both the benefits and limits of AI in learning. This balance indicates that effective integration of AI in EFL classrooms requires ongoing pedagogical reflection, adaptation, and strategic instructional design.

The findings show that EFL lecturers adapted their teaching strategies in response to AI integration, reflecting both innovation and pedagogical caution. In line with Elshamly & Gameel's (2023) framework on technology adoption, lecturers reported modifying instruction to include AI to support writing tasks and develop learner autonomy. This adaptation involved balancing AI use with critical thinking activities, maintaining a human-centred approach to instruction. These findings are consistent with Ray & Ray (2024), who argue that although AI can support interactive and personalised learning, its effectiveness depends on appropriate guidance and the lecturer's help.

Lecturers' reflections indicated a gradual shift in attitudes toward AI, moving from initial scepticism to greater acceptance as familiarity increased. This transformation supports Selwyn's (2022) argument that educators' beliefs about technology shape their instructional decisions. Participants emphasised the value of reflective practice, raising concerns about overreliance on AI and the potential decline in authentic language use. These findings extend existing literature by underscoring the main role of teacher agency in AI adoption. As Koroban (2023) argues, pedagogical change is not solely driven by technological advancement but is shaped through educators' professional judgment and contextual negotiation.

This study provides new insights into AI integration in EFL. It shows how lecturers adapt and reflect, providing a clear view of AI use in classrooms. Unlike previous research that focused mainly on tool familiarity or isolated applications, this study emphasises the interaction between technological possibilities, teacher agency, and contextual factors. The findings advance understanding of technology adoption in education by showing how individual factors such as awareness, confidence, and perceived usefulness interact with institutional and environmental influences to shape teaching practices. This supports a socio-ecological perspective on AI integration in language education

The study offers guidance for curriculum designers, lecturers, and policymakers. Insights on skill-specific AI use can inform the design of learning activities, professional development programs, and institutional policies. By identifying challenges such as overreliance and gaps in ethical guidance, the research provides recommendations for supporting responsible and effective AI use in classrooms.

Benefits of AI Integration

Lecturers reported that AI provided substantial instructional benefits in EFL teaching. Analysis of interview data revealed three main areas where AI was perceived to be particularly advantageous: increased efficiency in teaching preparation, enhanced student writing support, and improved learner engagement.

Many lecturers emphasized that AI reduced the time and effort required to design teaching materials, check grammar, and provide routine feedback, allowing them to concentrate on higher-order instructional tasks, such as guiding idea development and promoting critical thinking. One participant remarked: "*AI saves time. I can focus more on guiding students than correcting every grammar error*".

This shows that AI handles routine tasks, allowing lecturers to focus on teaching activities that improve learning. AI's role in supporting students' writing skills was also prominent. Grammarly and QuillBot facilitated self-editing and revision, helping learners identify and correct errors independently. Lecturers noted that this not only improved linguistic accuracy but also increased learner autonomy.

AI integration positively influenced learner engagement. Students, particularly those with lower proficiency, were reported to feel less anxious and more willing to experiment with their writing when assisted by AI. This emotional shift reduced the fear of making mistakes and encouraged risk-taking, which are critical for developing writing proficiency.

These findings indicate that AI integration extends beyond technical support, reshaping classroom dynamics and instructional focus. By automating routine corrections and supporting guided revisions, AI allows lecturers to dedicate more attention to personalized, higher-order feedback. This fosters student-centered learning and enhances teaching effectiveness, particularly in writing-focused activities. The observed improvements in student engagement and confidence suggest that AI contribute to cognitive and affective dimensions of language learning. This enables a more holistic and learner-responsive pedagogical approach.

Lecturers also reported that AI offered substantial instructional benefits in EFL teaching. The interview data identified three main areas where AI use was advantageous: increased efficiency in instructional preparation, enhanced student writing support, and improved learner engagement. Many lecturers noted that AI helped reduce the time and effort required to design lesson materials, correct grammar, and deliver surface-level feedback. These findings reflect earlier studies highlighting AI's potential to optimize routine teaching tasks and reallocate teacher attention to deeper learning outcomes (Zawacki-Richter et al., 2019).

Participants emphasized AI's role in improving students' writing, especially in revision and self-editing. Grammarly, Quillbot, and ChatGPT helped students identify and correct grammar and vocabulary errors on their own. This increased learner independence and reduced their reliance on teachers for basic corrections. One lecturer stated, "*AI saves time. I can focus more on guiding students than correcting every grammar error*", showing how AI allows more time for meaningful feedback. Similar to Pokrivcakova (2023); Harry (2023), lecturers noted that students using AI became more confident in handling writing tasks.

AI were also seen to enhance student motivation and emotional readiness in writing classes. Lecturers noted that students, especially those with lower proficiency, appeared more engaged and less anxious when using AI. With support from AI-generated feedback, learners were more willing to experiment with language and revise their work (Hirschi et al., 2025; Wang, 2024). This

shift is significant, given that writing anxiety is a persistent challenge in EFL contexts. AI created a low-pressure environment where students could practice and improve without fear of judgment.

These findings contribute to the growing body of literature on AI-assisted language learning by providing empirical insight into how EFL lecturers experience and reflect on AI integration in real instructional practices. Most previous studies focused on student views or experimental use of AI (Li et al., 2025; Xu, Yu, & Liu, 2025). This study fills a gap by exploring the benefits of AI from lecturers' perspectives. The data show that AI supports writing instruction and improves classroom interaction. This improves teaching quality and supports a more student-centered learning environment.

Ethical Concerns and Academic Integrity

Ethical considerations were a significant concern. Survey findings indicated high levels of concern related to plagiarism and academic honesty, with a mean score of 3.3 on AI-related plagiarism risk (Table 3). Notably, the mean response for clarity of institutional guidelines was only 2.4, suggesting a policy gap.

Table 3. Ethical and Academic Integrity Issues

Survey Item	Mean	SD
I am concerned about students' overreliance on AI	3.2	0.7
AI tools increase the risk of plagiarism	3.3	0.6
There are clear guidelines on ethical AI use at my university	2.4	0.8

These survey results indicate that lecturers recognize AI's potential to compromise academic integrity but perceive institutional guidance as insufficient. This gap suggests that ethical awareness is present, but policy support is lagging, creating uncertainty in how to manage AI use effectively.

Interview data confirmed this concern. Many lecturers encountered discrepancies between students' in-class and submitted work, raising doubts about authorship. As one lecturer noted: *Students sometimes submit AI-generated essays without proper understanding, which raises serious questions about honesty.*

These findings show a gap between how quickly AI is used and how slowly rules are developed to manage it. Lecturers must balance encouraging innovation with ensuring academic honesty, highlighting the need for clear policies and guidance on responsible AI use.

The study highlighted ongoing ethical concerns among EFL lecturers regarding AI use, particularly in relation to plagiarism, misuse, and academic integrity. These concerns are consistent with prior studies that have cautioned against the potential of AI to enable academic dishonesty when not appropriately regulated (Chan, 2023; Eden et al., 2024; Noy & Zhang, 2023; Tahiru, 2021). Many lecturers voiced apprehension about students' growing dependence on AI-generated content, fearing it could hinder authentic language acquisition and the development of critical thinking. This ethical dilemma shows the challenges of using AI responsibly in education Francesc, 2022; Mills et al., 2023; Selwyn, 2024).

This study offers new insights into how ethical concerns are handled in practice, adding a deeper perspective beyond theoretical discussions on AI and academic integrity. These strategies included discussing ethical AI use in class, creating assignments that reduce the risk of plagiarism, and encouraging students to reflect on their learning. This approach shows an increasing

awareness of the importance of adopting AI in ways that are ethical and focus on human values (Borenstein & Howard, 2021; Holmes et al., 2022; Schiff, 2022).

Institutional Support and Professional Development Needs

Lecturers expressed mixed perceptions of institutional readiness. Although they showed strong interest in professional development (mean = 3.6), ratings for training availability and policy clarity remained low, with most responses falling below 3.0 (Table 4).

Table 4. Institutional Support, Policy, and Professional Development

Survey Item	Mean	SD
My university provides adequate training on AI	2.6	0.9
Institutional policies on AI use are clear and accessible	2.5	0.8
There are sufficient resources to support AI integration	2.8	0.7
I am interested in further professional development related to AI use	3.6	0.5

Interview participants emphasized the urgent need for clear institutional guidelines and structured professional development. One lecturer stated, One lecturer commented: *We need official policies and workshops that not only explain AI tools but also set standards for their ethical use*.

This highlights that lecturers view formal guidance as essential for consistent and responsible AI integration. Without clear policies, educators may face uncertainty when making decisions about AI use in teaching and assessment.

Lecturers suggested hands-on workshops and peer learning as the best ways to train. They warned that without this support, the gap between AI use in classrooms and institutional rules could grow, forcing teachers to handle complex teaching and ethical issues on their own.

Lecturers suggested practical, hands-on workshops and peer learning forums as preferred formats for training. Without support, the gap between AI use in classrooms and institutional rules may grow, leaving educators to handle complex teaching and ethical decisions on their own.
These findings show that professional development is important for building skills and using AI responsibly. Training can help lecturers feel confident, make consistent decisions, and encourage ethical practices across institutions.

Many lecturers perceived institutional support as insufficient. Key gaps included the absence of clear guidelines, lack of training, and limited access to resources. This finding is consistent with studies that highlight the mismatch between rapid technological development and slower institutional adaptation (Chan, 2023; Mills et al., 2023; Selwyn, 2024). Without guidance from their institutions, lecturers often had to handle ethical and teaching dilemmas on their own.

Lecturers proposed several recommendations: structured workshops, collaborative platforms for peer sharing, and integration of AI literacy into ongoing professional development. These align with the literature on sustainable digital pedagogy (Biesta et al., 2015; Williamson & Eynon, 2020). This study highlights EFL lecturers' voices and offers practical suggestions for policymakers and institutions to support responsible, lecturer-informed use of AI in education.

Implications

This study offers practical insights into AI integration in EFL higher education, particularly within underrepresented regional contexts. Institutions should prioritize professional development programs that enhance lecturers' digital competence and support ethical use of AI in instruction. Clear, context-sensitive policies are essential to ensure responsible integration and

uphold academic integrity. Pedagogically, AI can support learner autonomy, improve formative feedback, and enable differentiated instruction aligned with digital pedagogy principles (Eden et al., 2024; Rios-Campos et al., 2023; Schiff, 2022).

The study highlights the real experiences of EFL lecturers in Bengkulu and offers practical, culturally relevant suggestions for using AI in language classrooms. These insights can guide institutional planning and teacher training, especially in low-resource and developing contexts. Future research should include students' views and assess how AI affects their learning to better understand its role in EFL education.

Conclusion

This study shows that EFL lecturers use AI tools in diverse ways, with different levels of awareness and confidence. They adapt their teaching by blending AI with activities that support critical thinking, learner autonomy, and meaningful language use, keeping instruction focused on students' learning needs. Lecturers recognize the benefits of AI in increasing student engagement, correction tasks, and opportunities for personalized learning. At the same time, they are concerned about potential overreliance, academic dishonesty, and the lack of clear institutional policies to guide ethical use. To support effective and responsible AI integration, institutions should provide targeted professional development, clear guidelines, and collaborative spaces where lecturers can share experiences and best practices. Curriculum designers and teachers should also consider skill-specific AI applications, while encouraging critical reflection and authentic language use. The findings suggest that with proper support, AI can enhance EFL teaching and learning while keeping teachers as guides and decision-makers. Future research should examine how students use AI across different proficiency levels and skills. It should also explore its long-term impact on autonomy, writing quality, ethical awareness, and its role in multimodal classroom activities.

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