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Narratives of English Teachers Using AI Generative Tools

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Abstract

In recent years, the integration of AI generative tools in education has seen a significant surge, transforming traditional teaching and learning paradigms. The present study aimed to uncover the narratives of English Teachers in the use of AI generative tools using qualitative research design, the study explored the narratives of English teachers of SDO Masbate city in the use of AI generative tools along challenges, opportunities and skills, and Interventions. After the analysis of data, results revealed that Dependence on AI and Plagiarism, Technology and Connectivity, Responsibility and Impact & Integrity were the most prevailing challenges of using AI generative tools. While Creativity and Critical Thinking, Efficiency and Productivity, and vocabulary were the opportunities that are present in the use of AI. It was also revealed that skills such as Adaptability & Integration, Efficient Resource Management, and Innovation were enhanced. It was also found out that teachers handle challenges through responsible use, Ethical consideration & regulation and preservation of traditional method. Trainings, Workshops, and Support from DepEd and improvements in the facilities were the interventions proposed. The findings led to the following conclusions, that challenges such as Plagiarism and Dependency on AI worsen in the advent of these Artificial Intelligence tools. Skills such as creativity and critical thinking skills can be enhanced through the use of AI. It also provides opportunities to both learners and teachers. The use of AI generative tools has its pros and cons thus the DepEd should equip the teaching force to maximize its cons.

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Introduction

AI tools in education revolutionize teaching and learning by offering personalized experiences for students, facilitated by adaptive learning platforms and data analytics. Educators gain access to advanced teaching methods through intelligent tutoring systems, freeing up time for personalized instruction. These tools enhance student engagement with immersive experiences like VR and AR applications. Additionally, AI streamlines administrative tasks and provides valuable insights for informed decision-making. Moreover, AI promotes accessibility and inclusivity through features like speech recognition and translation services, extending educational opportunities beyond traditional classrooms.

According to John Dewey, "Education is not preparation for life; education is life itself." The dawn of Industrial Revolution has passed and we are now in the midst of it, marked by significant technological advancements, Dewey's perspective gains added relevance. This prompts us to carefully explore how technological advancements, particularly in AI, can be leveraged to improve the educational journey.

The Philippines is not new to these generative tools and along with the global modernizations of things, the country adapts to the changes as well. In fact, in an article of Franki Tabor, FRSA, it was stated that Philippines is world leader in AI generative tools adoption. It is evident that the job landscape is evolving because of the existence of AI, and not only the job landscape is evolving, but the field of education as well. According to Obenza, Salvahan, Rios, Solo, Alburo, and Gabila in their study University Students' Perception and Use of ChatGPT: Generative Artificial Intelligence (AI) in Higher Education, AI generative tools offer substantial advantages, particularly in management, but it was also stated in their study that there are concerns about the impact of generative AI on various aspects, including assignments, social interactions during coursework, the development of generic or transferable skills such as teamwork, problem-solving, and leadership skills, as well as the potential over-reliance on Generative AI technologies.

In connection with that, Masbate, as one of the Philippine provinces, embraces AI and adjusts to technological advancements as well. This prompts exploration into teachers' experiences with these tools. While AI greatly aids the teaching-learning process, it also presents risks, as highlighted in a study by Zhao and Bryant (2017) stressing the need for strategic integration of technology in education. The prevalence of AI tools, such as chatGPT, raises concerns about their dual nature. Some learners heavily rely on these tools jeopardizing the authenticity of their work. Language teachers are particularly affected by the widespread use of AI generative tools.

Through an exploration of the narrative of English teachers, this study seeks to uncover the challenges, and benefits associated with the adoption of AI in language education. By understanding the real-world experiences of teachers, we can gain valuable insights into the evolving landscape of AI-enhanced language instruction and its potential impact on pedagogy and learning outcomes. The present study aimed to gather the experiences of English teachers of Masbate City Division in using AI generative tools. Specifically, it sought to answer the following questions.

1. What are the challenges met by English teachers in using AI generative tools?

2. What are their experiences in using AI generative tools along opportunities and skills?
3. How do they handle the challenges and opportunities experienced in using AI generative tools?
4. What interventions can be undertaken by English teachers using AI generative tools?

The study was anchored on three main theories which the researcher believes to have a direct relation to the research. The Diffusion of Innovation Theory, The Cognitive Load Theory, and The Social Cognitive Theory. Each theory was presented in the succeeding subheading paragraphs.

Diffusion of Innovations theory offered insights into how teachers adopt and utilize AI generative tools in their practice. The theory suggested that innovations spread through a population in a predictable pattern, with certain individuals adopting them earlier than others. Diffusion of Innovations theory highlighted factors that influenced the adoption of new technologies, such as the perceived relative advantage, compatibility with existing practices, complexity, trialability, and observability. Teachers' lived experiences with AI generative tools may be shaped by how they perceive these factors. For example, they may find that the tools save them time in lesson planning but require a learning curve to master. Diffusion of Innovations theory provides a framework for understanding the varied experiences teachers may have with AI generative tools, from early experimentation to widespread adoption, and the factors that shape their decision-making process along the way.

Cognitive Load Theory (CLT) was highly relevant to the experiences of teachers using AI generative tools because these tools have the potential to either alleviate cognitive load for both teachers and students. CLT emphasized the limited capacity of working memory and the importance of managing cognitive load to facilitate learning. When teachers use AI generative tools, they must consider how these tools impact their own cognitive load as well as that of their students. For example, teachers may experience increased cognitive load if they struggle to understand how to use the tools effectively or if the tools introduce additional complexity to their instructional practices. Teachers also consider how AI generative tools impact students' cognitive load and learning experiences. For example, if a tool generates complex or ambiguous content, it may increase students' cognitive load as they try to make sense of the information. On the other hand, well-designed tools that provide scaffolded support and feedback can help reduce cognitive load for students, facilitating their engagement and understanding of the material. By considering principles of cognitive load management in the design and implementation of AI generative tools, developers and educators can work together to create tools that enhance teaching and learning experiences.

Social Cognitive Theory (SCT) offered insights into how teachers' lived experiences with AI generative tools are shaped by their social interactions, observations, and beliefs about these tools. SCT emphasized the importance of observational learning, where individuals acquire new behaviors and skills by observing others. Teachers' experiences with AI generative tools may be influenced by observing their colleagues or peers using these tools effectively. Positive experiences shared by other teachers can serve as models for adoption and implementation, while negative experiences may lead to skepticism or caution. It also suggests that individuals are more likely to engage in behaviors if they believe that doing so will lead to desirable outcomes. Teachers' experiences with AI generative tools are shaped by their expectations of the benefits and consequences of using these tools in their

teaching practice. For example, teachers may be more motivated to use AI generative tools if they believe that doing so will save them time, enhance student learning, or improve the quality of their instructional materials. It provides a framework for understanding how teachers' experiences with AI generative tools are influenced by their social interactions, beliefs, and perceptions of these tools. By considering the social context in which teachers operate and addressing factors such as self-efficacy, outcome expectations, social support, and feedback, educators and administrators can support the effective integration of AI generative tools into teaching practice.

Challenges and Ethical Considerations

AI Generative tools pose great potential in enhancing the teaching-learning process in the field of education but along with the pros come the cons and these cons are evident in the application of AI in the field of education.

Dupps Jr (2023) discussed the significance of education at all levels, emphasizing the integral role of the learning process in personal development. The author highlights the unique challenges and growth opportunities inherent in the educational journey, where the emphasis is not only on intellectual prowess but also on character development. The themes of originality, innovation, attribution, and intellectual property are identified as core tenets in academia's reward system and honor code. A challenge addressed in the paper is plagiarism, due to the use of generative AI. The author raises pertinent questions about ensuring the originality of AI-generated content and the detection and prevention of plagiarism. The intellectual property rights of authors and publishers are also scrutinized, considering the potential for AI to reproduce work without permission. Also, Dupps Jr's paper explored the multifaceted challenges posed by the emergence of AI Generative tools. It provides a understanding of the ethical, intellectual, and quality considerations that must be addressed as AI increasingly becomes prominent in scholarly content creation.

The study of Riveiro and Thill (2021) explored the challenges posed by data-driven decisions made by AI and machine learning algorithms. The literature emphasizes the increasing influence of AI systems in shaping modern lives and the potential benefits they offer, while also addressing the complexities arising from their often opaque, "black-box" nature. The central theme of the literature revolves around the difficulties faced by end users in understanding the behavior of AI systems, particularly in complex cases where these systems operate as black boxes. The article highlights the potential consequences of this lack of understanding, including mistrust and misuse, a phenomenon known as the algorithm aversion problem. To address these challenges, the authors suggest a focus on transparency and interpretability as key factors in improving the interaction between AI systems and end users. Riveiro and Thill's work contributes to the ongoing discussions on AI transparency and interpretability. The literature prompts further exploration of methods and strategies to improve the transparency of AI algorithms, fostering a more informed and trusting relationship between users and AI technologies.

The emphasis given by Dalalah and Dalalah (2023) to the need for academia to address and mitigate academic dishonesty. The authors acknowledge that current academic integrity classifications partially address the issue of using AI applications but argue for a clearer understanding among staff, students, and journal authors regarding the compromised values when AI-generated texts are presented as original work. The research presented in this

paper holds significant implications for educational institutions, students, and researchers, as it sheds light on the nature of AI detection tools. The authors advocate for an understanding of the limitations of such tools, particularly in the context of ChatGPT, and the importance of providing clear guidance to stakeholders on the values compromised when AI-generated texts are misrepresented as original work. Dalalah and Dalalah's paper also contributes to the conversation about the ethical use of generative AI in academia. It underscores the need for educational institutions and journals to adopt effective detection tools while also educating their stakeholders about the complexities involved in identifying AI-generated content.

Southgate (2021) delves into the challenges posed by the integration of artificial intelligence (AI) in education, particularly focusing on the issues of deep fakes, authenticity, and authentication. The author prompts educators to reconsider their approach to teaching in the context of rapidly evolving technological landscapes. The literature singles out the specific concern of deep fakes in the age of AI. Deep fakes, which involve the use of AI to create realistic-looking but fabricated content, raise questions about authenticity and authentication in educational settings. Southgate suggests that the introduction of deep fakes challenges traditional notions of authenticity, pushing educators to critically examine the validity and integrity of digital content produced by students.

In connection with the challenges and considerations, Lim et al. (2023) acknowledge the transformative potential of Generative AI tools in elevating the rigor of knowledge assessment. However, they introduce potential threats that could render assessment redundant in certain scenarios. These instances include situations where no suitable solution can be found, where a solution is found but unavailable, or where the assessment focuses solely on the process (e.g., questioning) rather than the product (e.g., answer). The title itself, referencing "Ragnarök or Reformation," alludes to the contrasting and potentially extreme outcomes that Generative AI may usher in for education. "Ragnarök" suggests a catastrophic end, while "Reformation" implies a positive transformation. This framing sets the stage for a complex and paradoxical examination of the implications of Generative AI in the educational landscape. The paper contributes to the broader discourse on the future of education by offering insights specific to management education. By emphasizing the paradoxical nature of Generative AI's impact on assessment, the authors encourage a critical examination of the potential benefits and risks associated with the integration of advanced AI technologies in teaching and learning.

Michel-Villarreal et al. (2023) stated in their study that one obvious barrier is a Lack of Awareness and Understanding. In this regard, ChatGPT suggests that “if faculty, administrators, and students are not familiar with the technology and its benefits, they may be reluctant to explore its potential”. This issue is further compounded by the current lack of clear academic policies. For instance, this may hinder the progress toward the adoption of ChatGPT for teaching and learning purposes. Currently, academic staff wanting to develop innovative interventions using ChatGPT do not have a regulatory framework to guide them. This study provides data that there is still a need for Educators and even learners to familiarize themselves with the tools and the ethical use of such.

Göçen and Asan (2023) emphasized a critical aspect of generative AI tools, highlighting that if these tools are not deliberately structured to facilitate higher-order thinking or creativity, they may inadvertently encourage

plagiarism or the production of shallow, parroted outputs. This assertion underscores the importance of intentional design and pedagogical considerations in implementing generative AI tools to ensure they contribute positively to the learning process. The paper raises concerns about the unconscious or irresponsible use of generative AI tools, particularly in the context of assignments. The authors argue that such usage not only introduces errors into the learning process but also gives rise to ethical issues related to equity and fairness in educational institutions. This concern is grounded in the potential for generative AI tools to compromise academic integrity, violate intellectual property rights, and create an uneven playing field for students. This research encourages educators, administrators, and policymakers to approach the adoption of generative AI tools with a holistic understanding of their implications for teaching, learning, and academic integrity.

García-Peñalvo, Llorens Largo, and Vidal (2023) acknowledged the remarkable power and accelerated improvement of generative artificial intelligence. However, they draw attention to a critical aspect—the probabilistic basis of large language models. This probabilistic foundation implies a lack of inherent reasoning or comprehension capabilities, rendering these models susceptible to errors. The authors advocate for a cautious approach, emphasizing the necessity of contrasting generated content to identify and rectify potential inaccuracies. The paper also explores the notion that while many challenges associated with generative AI in educational contexts predated its emergence, the heightened power of these technologies demands a more proactive response. The authors argue that the potent capabilities of generative AI amplify existing problems, necessitating a thorough analysis of the challenges and a swift incorporation of these tools into teaching practices. By highlighting the inherent limitations of probabilistic language models, the authors underscore the importance of critical evaluation and verification of AI-generated content. The paper encourages a reflective and proactive stance to ensure that the integration of these advanced technologies aligns with the goals and values of effective education.

Anson (2022) reiterates the longstanding issue of student plagiarism and how it has evolved over the decades, particularly with the advent of the Internet. The author notes the heightened concerns among educators due to the ease of copying text from online sources. However, Anson argues that these challenges will pale in comparison to the complexities introduced by new developments in AI-based NLP systems, which are increasingly capable of producing text that is indistinguishable from that written by humans. The phrase "write" is placed in quotation marks, underscoring the notion that AI systems are not traditional authors in the human sense. Anson delves into the social construction of "fraudulent authorship," emphasizing how the perception of authorship is evolving in the face of AI-generated content. The article revisits and reexamines the social and ethical dimensions surrounding authorship in light of AI advancements. The revisitation undertaken by Anson invites a critical examination of the social constructs surrounding authorship, stimulating further dialogue on the ethical considerations in the age of advanced AI technologies.

Generative AI in Education

It is an undeniable fact that the we are past the dawn of AI, we are now in the age of Industrial Revolution and it is visible in all aspects. Education is not an exemption and the progress of technology does not discriminate. AI and technological advancements indeed present opportunities to improve our lives but along with it are the

challenges that it presents. As quoted from British Educator Anthony Seldon "Integrating AI into education poses profound challenges, demanding a delicate dance between technological innovation and the preservation of the essential human elements of teaching and learning."

The landscape of education is continuously evolving and amongst those at the forefront of the evolution is the undeniable influence of AI in the education system. Chassignol, Khoroshavin, Klimova, and Bilyatdinova stated in their 2018 publication titled "Artificial Intelligence Trends in Education: A Narrative Overview" (Procedia Computer Science, 136, 16-24), the integration of AI is reshaping not only the way we gather and disperse information but also our communication methods and behavioral patterns. Chassignol et al.'s article presents the overview trends that are now visible in the education system, it also provides information on the prospected changes that comes along with the use of AI, thus providing valuable inputs on how AI influences practices in education. The study explores ways on how AI contributes to the transformation of practices in education. By providing key inputs, this literature contributes to the present study. Chassignol er al.’s narrative provides deeper understanding on the benefits and challenges brought by the surge of AI generative tools or AI in general, thus paving the way for exploration in the field.

Since the field of education continuously evolves, the demands come along with it, Rusmiyanto et al. (2023) conducted a study entitled "The Role of Artificial Intelligence (AI) In Developing English Language Learner's Communication Skills". Rusmiyanto stated that the demand for good language use is more pronounced. It was also stated that good language use is essential in traversing the current global landscape. Rusmiyanto et al.'s study acknowledges Artificial Intelligence (AI) as a trigger for transformation in education, particularly in the field of language acquisition. It also acknowledges AIs promise to be a great educational tool in developing effective communication skills in learning English language. By shedding light into different ways AI helps in developing good communication skills among learners, the study adds additional inputs to the better understanding of how AI creates a ripple effect on the education system. This proves to be promising but along with the benefits come the challenges, as it promises ease for educators, learners, system, etc., it also gives way to different challenges such as plagiarism and issue on authorship.

Pokrivcakova (2019) explored contrasting perspectives on the role of artificial intelligence (AI) in foreign language education. The study presents a dichotomy between a dystopian view, envisioning AI as a controlling force dictating the learning process, and a utopian perspective, depicting learners in control of AI tools to enhance their understanding and organize learning activities. Pokrivcakova's work provides insights into the potential impact of AI-powered technologies in foreign language education and addresses the critical aspect of teacher preparation for this technological shift. The literature outlines two divergent scenarios, illustrating the polarized views on the future relationship between AI and language learners. The dystopian view anticipates a scenario where AI assumes authoritative control over the learning process. It envisions AI acting as a tutor, dictating the curriculum, pacing, and methodologies based on continuous data collection without the explicit consent of students. This perspective raises concerns about the potential loss of autonomy and personalization in education.

In contrast, the utopian vision offers a more optimistic outlook, portraying learners as empowered individuals

leveraging personal AI tools. In this scenario, AI functions as a supportive tool, aiding learners and teachers in understanding progress and organizing learning activities. This vision emphasizes a collaborative and learner-centric approach, where AI enhances the educational experience rather than dominating it. Pokrivcakova's study contributes valuable insights into the ongoing discourse about the integration of AI in education, specifically focusing on foreign language instruction.

Baidoo-Anu and Ansah's study, "Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning," published in the Journal of AI (2023), emphasizes the impact of ChatGPT, a generative AI tool, on education. The study details ChatGPT's extraordinary abilities, particularly its application within the field of education. The tool's competence in handling complex educational tasks prompts a reevaluation of existing educational practices. Mixed commentaries and feelings about the surge of ChatGPT surrounded the integration of AI in the teaching-learning process. By dissecting the role of ChatGPT in promoting teaching and learning, Baidoo-Anu and Ansah gives further addendums in the continuing discussions of incorporating AI in the teaching-learning process. Their work emphasizes the urgency of understanding the tool's capabilities and implications, urging educators and stakeholders to immediately deal with the possible innovations and challenges that comes with the integration of generative AI in educational settings. In the bigger picture, this study provides valuable insights on how AI generative tools, such as ChatGPT, might change the field of education, as it deals with the rapid growth of technology, Baidoo-Anu and Ansah's research paves the way for further researches, prompting researchers to assess with much scrutiny the potential upsides and downsides associated with the integration of generative AI tools in teaching and learning.

Anctil's study, "Higher Education in the Era of Generative AI," published in Pédagogie collégiale (2023), critically examines the impact of generative AI on higher education, particularly focusing on digital tools designed for paraphrasing and enhancing writing capabilities. The study sheds light to digital tools, such as Rephraser, employed for the automatic paraphrasing of plagiarized content. Anctil highlights a concerning trend where these tools have been utilized for at least five years, allowing users to evade plagiarism detection systems. This revelation brings the spotlight to the challenges posed by generative AI tools in maintaining academic integrity within higher education settings.

Furthermore, Anctil explores the role of other AI tools, including Grammarly and InferKit, in enhancing writing capabilities. With lesser effort from the writers, high scores through features like editing, proofreading, reworking, and task completion were easy picking with the help of such tools. Anctil's work also contributes to the ongoing conversation about the evolving landscape of higher education in the face of generative AI. The study serves a strong warning on how these tools can impact education, influencing the quality of writing and compromising the integrity of assessment processes. It prompts a critical reflection on the ethical use of AI in higher education, for if not leveraged, these tools will pose threats to integrity and authenticity.

Lazar et al. (2023) states that there is a limited attention given to the potential effects of generative artificial intelligence, particularly ChatGPT, on high school education. By taking a high school perspective, the research provides insights into the ways in which ChatGPT is influencing education, writing, and creativity at a crucial

stage of academic development. The study mentioned that not only higher education and business are affected by AI but high school students as well. This work by Lazar et al. proves important because it broadens the conversation on the consequences of generative AI, emphasizing the need for thorough understanding of what it will bring to different educational levels. Since most studies give much attention to higher education and business, Lazar et al. recognized the potential threats to the high school setting brought about by these AI tools.

Qadir (2023) focuses on the ethical concerns associated with the use of generative AI in Engineering Education, with emphasis on unethical and dishonest use of AI tools by the students. This has sprung from the capacity of generative AI tools, like ChatGPT, to provide help in generating quality contents, raising debates about integrity and responsible use of such tools in education. Qadir's claim about the current state of Generative AI "impressive yet flawed nature" raises the alarm for the education system. The study also claimed that ChatGPT is just the beginning and there is so much more to come. Qadir's work focused on engineering students but it is undeniable that the ethical concerns surrounding the use of AI Generative tools are the same in all levels.

Zhai (2022) addresses the broader theme of Generative AI and the consequences it can potentially bring for assessment practices in education. Zhai suggests that the widespread adoption and rampant us of Generative AI, represented by ChatGPT, can reshape traditional assessment types, particularly essays. This study aims to awaken the minds of policy makers and bring their attention to the transformative potential of Generative AI in reshaping or maybe changing educational assessment methods. As these technologies become more widespread, actions are immediately needed to address the threats to traditional assessment practices, urging thorough discussions on strategies and the ethical considerations associated with the ever-changing educational landscape. This research encourages a deeper exploration on the role of Generative AI, with emphasis on its potential to reshape assessment frameworks.

Van Slyke, Johnson, and Sarabadani (2023) stated the adoption rate of ChatGPT, its remarkable and widespread adoption makes it one of the most rapidly adopted technologies in history. This reflects the need to understand the multifaceted consequences and challenges arising from the integration of generative AI, extending beyond its immediate applications to broader societal impacts. This rapid emergence prompts the authors to engage in a comprehensive exploration of how to deal with such tools, brought about by the consequences of its integration to education. Also, Van Slyke et al.'s work contributes to the seemingly never-ending discourse on the role of generative AI in shaping information systems education. The study provides insights into the challenges posed by rapid technological adoption and prompts consideration of appropriate responses to ensure the responsible and ethical integration of generative AI in educational contexts

Barret and Pack (2023) highlight that Generative AI has the capacity to come up with academic texts that is on the level comparable to human capability, thus raising concerns about its potential misuse in educational contexts. The study recognizes the urgency of addressing the role of Generative AI in teaching and learning, emphasizing the need for a thoughtful and informed approach to its integration. By focusing on student and teacher perspectives, Barrett and Pack contribute to the literature by providing an understanding of how the stakeholders directly involved in the educational process perceive the use of Generative AI in the writing process. This

exploration goes beyond the technological capabilities of Generative AI and delves into the human dimensions, capturing the ethical, pedagogical, and practical considerations associated with its adoption. This study is a valuable resource for educators, as it sheds light on what seems to be a coexistence between technology and education. It implies that there is a need for a thorough discussion to develop ethical guidelines in the use of Generative AI in higher education.

Handling Challenges

Alexander, Savvidou, and Alexander (2023) focused on the difficulties encountered by ESL lecturers in identifying essays or written assignments that are generated by AI rather than authored by the students themselves. This issue arises due to the increasing sophistication of AI in producing content that closely mimics human writing, posing a significant challenge for educators in second language education within higher education settings.

To address this challenge, the authors propose a multi-faceted approach. First, they underscore the importance of digital literacy training for ESL lecturers, enabling them to navigate the complexities of AI-generated writing and enhancing their ability to discern between authentic student work and AI-generated content. Second, targeted professional development is recommended to keep educators abreast of the latest advancements in AI and the evolving landscape of academic integrity. The article also advocates for the use of advanced detection tools to aid ESL lecturers in identifying AI-generated writing. Such tools can assist educators in maintaining the integrity of the assessment process. Additionally, the authors call for a comprehensive review of assessment policies and practices to ensure they align with the technological challenges posed by AI in the context of second language education.

Bahroun, Z., Anane, C., Ahmed, V., and Zacca, A. (2023) implied that the integration of GPTs in educational contexts, particularly in the development of AI chatbots, has the potential to enhance learning experiences through personalized interactions, intelligent feedback, and adaptive learning pathways. This raises questions about the impact of GAI on student engagement, motivation, and learning outcomes. Additionally, the association between GAI and terms such as opportunity, question, response, and assessment highlight the diverse applications of GAI in educational contexts. This implies that there is a need to give attention to the learners as well, due to the fact that there is a directly affected by the rise of AI generative tools.

Gayed, Carlon, Oriola, and Cross (2022) highlight the global significance of English as a Lingua Franca (ELF) and the increasing demand for tools that can support EFL learners in their language acquisition journey. They note that EFL learners often struggle to produce satisfactory output in their second language, and cognitive resources are frequently allocated to low-level writing tasks like word production and translation. This allocation hinders the availability of resources for higher-level writing tasks such as organization and revision. The central focus of the article is the investigation into the impact of an AI-based writing assistant on EFL learners. By utilizing such a tool, the study aims to understand how it influences the writing proficiency of learners, particularly in terms of alleviating the cognitive load associated with low-level writing tasks. The research contributes to the

field by shedding light on the potential benefits of AI-based writing assistants in supporting EFL learners. The authors suggest that these tools may help free up cognitive resources, allowing learners to focus more on higher-order writing skills like organization and revision. The study, therefore, provides insights into the ways in which technology can be leveraged to enhance language learning experiences.

Cao and Dede (2023) focused on addressing the impact of generative AI, particularly the introduction of ChatGPT, on the traditional model of education. The literature puts forth suggestions for educators in light of the challenges and disruptions posed by generative AI, emphasizing the need for a reevaluation of assessment methods and educational practices. The literature revolves around the transformative influence of generative AI, especially ChatGPT, on the educational landscape. Cao and Dede highlight a significant shift in the traditional approach to education, noting that the emergence of generative AI disrupts the conventional product-focused model. They argue that educators face challenges in accurately evaluating student learning based on submitted artifacts, as generative AI tools introduce the potential for plagiarism and formulaic products that may not reflect deep understanding. The literature suggests that some educational institutions have attempted to mitigate the risk of plagiarism by limiting student work to within the physical classroom under supervision. However, Cao and Dede assert that such measures offer only a superficial solution to the fundamental problem. They contend that formulaic products generated by AI tools may not adequately represent the complexity of real-world problem-solving or demonstrate a deep understanding of the subject matter.

Public Perception and Use Cases

Kelly (2023) stated that tools like ChatGPT, can produce responses to complex essay questions that closely mimic human-like understanding and insight. This achievement prompts a critical reflection on the distinctive roles of AI and human intelligence in the context of educational assessments. The successful completion of graduate-level exams by ChatGPT suggests a level of competence that raises questions about the traditional roles of human learners and educators in responding to and evaluating these types of assessments. The article sparks a broader conversation about the evolving landscape of education and assessment methodologies in light of advancements in AI technology. The example of ChatGPT passing exams from law and business schools serves as a concrete illustration of the evolving capabilities of generative AI. The article prompts educators, policymakers, and researchers to consider the potential impact of AI on educational practices and to explore the ways in which human learning and insight can be effectively integrated in an AI-enhanced educational landscape.

Martínez et al. (2023) The rapid adoption of generative Artificial Intelligence (AI) tools that can generate realistic images or text, such as DALL-E, MidJourney, or ChatGPT, have put the societal impacts of these technologies at the center of public debate. These tools are possible due to the massive amount of data (text and images) that is publicly available through the Internet. Sætra (2023) presented an argument in the article that while some individuals may exploit generative AI tools for dishonest purposes, the majority employ them as valuable resources for inspiration and assistance in creating outlines for texts, CVs, and other assignments. The author emphasizes that users often engage with these tools without a programming background or specific knowledge of AI, finding them immediately useful, particularly in the case of ChatGPT. The article provides a view of the role

of generative AI in education, acknowledging its potential for misuse while highlighting its positive impact on users' ability to obtain a basic overview of topics and create outlines for various assignments. By citing the accessibility of ChatGPT and its utility for individuals without specialized knowledge, the author reflects on the widespread adoption of generative AI in practical academic contexts. Sætra's work contributes to the ongoing dialogue surrounding the ethical implications and practical applications of generative AI in education. By addressing the dual nature of generative AI usage, the article prompts further exploration of responsible and beneficial ways to integrate AI tools in academic settings. The discussion invites educators, researchers, and policymakers to consider the balance between the risks and advantages associated with the widespread adoption of generative AI in educational practices.

Open Culture (2023) discusses the challenges that generative AI tools, exemplified by ChatGPT, may pose for educators in research-intensive higher education institutions. It raises questions about the authenticity of knowledge presented by students and peers, highlighting concerns about distinguishing between truly novel insights and recycled content generated by AI. The passage references Noam Chomsky, a prominent critic, who characterizes generative AI tools like ChatGPT as 'high-tech plagiarism' and suggests they serve as a way to avoid genuine learning. The statement by Chomsky sparks a debate on the nature of AI-generated content and its impact on traditional learning and evaluation methods, stating that it is challenging for educators to assess the authenticity and depth of knowledge presented by individuals. Chomsky's criticism raises broader questions about the role of such tools in the learning process and whether they facilitate genuine understanding or merely enable the replication of information.

Multidisciplinary Perspectives

Else (2023) discussed efficacy of ChatGPT in producing abstracts that convincingly imitate human-authored content. This capability raises concerns about the potential for deception within the scientific community, where the ability to differentiate between human and AI-generated work is crucial for maintaining the integrity of research and scholarly discourse. The article prompts a broader conversation on the evolving relationship between AI and traditional human endeavors, specifically in the context of academic writing. The challenges associated with discerning authorship in the age of advanced generative AI tools like ChatGPT lead to a reconsideration of the role of human input and expertise in scholarly activities. The literature calls for continued discussions on how to navigate the evolving landscape of academic authorship and maintain the rigor and authenticity of scientific endeavors in the face of advancing AI technologies.

Dwivedi et al. (2023) discussed the multidimensional nature of generative conversational AI, particularly represented by ChatGPT. Dwivedi and colleagues present a deep perspective, acknowledging the diverse opportunities that this technology presents, ranging from efficiency gains to innovative applications. Simultaneously, the authors highlight the ethical and legal challenges associated with the use of such AI, underscoring the potential for both positive and negative impacts across different domains. The paper contributes discourse on AI by bringing together perspectives from various disciplines, including information management, to offer a comprehensive understanding of the implications of generative conversational AI. By considering the

multifaceted nature of the technology, the authors encourage a holistic approach to assessing its role in research, practice, and policy. The paper provides a valuable resource for researchers, practitioners, and policymakers seeking to navigate the complexities of integrating such AI technologies into diverse domains while considering the ethical and legal implications. The literature stimulates ongoing discussions on how to harness the potential benefits of generative AI while responsibly addressing the associated challenges.

Grassini (2023) emphasized the potential impact on education and health. The literature acknowledges the remarkable proficiency of ChatGPT, highlighting its achievements such as passing the US bar law exam and amassing a large subscriber base shortly after launch. However, it also discusses the mixed reactions within the education sector, with some educators viewing it as a progressive step and others expressing concerns about its potential to reduce analytical skills and promote misconduct. The literature engages with the multifaceted nature of the impact of ChatGPT on education, recognizing both its potential benefits and the challenges associated with its use. By addressing concerns about reduced analytical skills and potential misconduct, the article prompts educators, researchers, and policymakers to critically evaluate the integration of AI technologies in educational settings. The article contributes to the nuanced understanding of the implications of AI and ChatGPT, encouraging a balanced exploration of their potential benefits and challenges in shaping the future of education. The literature serves as a resource for stakeholders seeking to navigate the integration of advanced AI technologies into educational practices responsibly.

Alasadi and Baiz (2023) explored the integration of AI in education, emphasizing the paradigm shift it has sparked in teaching and learning. The literature acknowledges the unparalleled opportunities and complex challenges associated with the incorporation of generative AI in educational and research contexts. The central theme of the literature revolves around the transformative impact of generative AI on education and research. Alasadi and Baiz discuss the opportunities that AI presents in enhancing teaching and learning experiences. Simultaneously, the article addresses the complex challenges and concerns that arise with the integration of generative AI in educational settings.

Alasadi and Baiz's work adds to the growing body of knowledge on the implications of generative AI in education. The article serves as a valuable resource for those interested in understanding the opportunities, challenges, and potential solutions associated with the integration of AI in educational and research contexts. The literature encourages a balanced and informed approach to leveraging AI technologies for the benefit of teaching, learning, and research in diverse academic disciplines.

Ratten and Jones (2023) shed light on the unique implications posed by generative artificial intelligence, specifically ChatGPT, for management educators. The literature emphasizes that, unlike other educational technologies that can be tracked, ChatGPT's superior abilities make it virtually untraceable when used, creating a dilemma for educators aiming to incorporate the technology while maintaining authenticity in learning. The article underscores the importance for management educators to promptly implement policies in response to this challenge. The central theme of the literature revolves around the distinctive challenges presented by ChatGPT in the context of management education. Ratten and Jones highlight the unparalleled capabilities of ChatGPT,

making it challenging to track its usage. This distinctive feature raises concerns about the authenticity of learning experiences and poses a dilemma for educators striving to stay relevant while ensuring genuine learning.

Ratten and Jones' work stands out for its focused exploration of the implications of ChatGPT in management education. The article serves as a valuable resource for management educators, offering insights into the unique challenges posed by generative AI in their field and proposing proactive measures to address these challenges.

Impact of AI on Education and User Expectations

Kohnke, Moorhouse, and Zou (2023) delves into the impact of generative artificial intelligence (AI) tools, particularly Large Language Models such as ChatGPT and DALL-E2, on the teaching practices of university language instructors. The literature acknowledges the pervasive influence of AI in various aspects of daily life and highlights the potential revolutionary impact of generative AI tools in education.

The literature centers on the preparedness of university language instructors in adapting to the new wave of generative AI tools. Kohnke et al. emphasize that while traditional AI has already enhanced living, learning, and working environments, the emergence of generative AI tools, particularly those based on Large Language Models, has the potential to revolutionize various domains. The case study explores the specific challenges and opportunities faced by language instructors in integrating generative AI into their teaching methodologies.

Kohnke et al.'s work stands out for its specific focus on language instructors and their preparedness for generative AI tools. By presenting a case study, the literature offers insights into the practical challenges and opportunities encountered by educators in the integration of AI technologies into language instruction. Rudolph, Tan, and Tan (2023) explores the impact of ChatGPT, an advanced chatbot, on student assessment in higher education. The authors acknowledge ChatGPT as the world's most advanced chatbot, capable of generating prose that closely resembles human writing. The study delves into the implications of ChatGPT for traditional assessment methods and raises questions about its potential role in reshaping educational evaluation practices. The central argument of the article revolves around two contrasting perspectives on ChatGPT. The provocative term "bullshit spewer" suggests skepticism or criticism regarding the tool's ability to produce authentic and meaningful content. On the other hand, the phrase "the end of traditional assessments in higher education" hints at the transformative potential of ChatGPT in challenging established evaluation methods.

The article appears to engage in a critical examination of ChatGPT's role in higher education assessments, navigating between the potential transformative benefits and the challenges associated with authenticity and meaningful learning outcomes. This work contributes to the ongoing discourse about the integration of AI in education and its impact on traditional assessment practices.

Epstein et al. (2023) highlighted the emergence of a new class of tools, colloquially referred to as generative AI, and focuses on their applications in producing high-quality artistic content across various domains, including visual arts, music, literature, video, and animation. The literature centers on the transformative potential of

generative AI in the creative processes employed by artists. Epstein et al. emphasize that generative AI tools, such as diffusion models and large language models (LLMs), have the ability to synthesize high-quality images and produce impressive prose and verse in diverse contexts. The article posits that the generative capabilities of these tools have the potential to fundamentally alter the way creators conceive and produce their artistic ideas, thereby reimagining the creative landscape.

Epstein et al. argue that understanding the impact of generative AI and making informed policy decisions require a comprehensive exploration of culture, economics, law, algorithms, and the intricate interaction between technology and creativity. The literature provides a unique perspective on the artistic implications of generative AI. By focusing on the synthesis of artistic media and the potential transformation of creative processes, the article contributes to the ongoing conversation about the role of AI in shaping artistic expression. Murugesan and Cherukuri (2023) explored the recent surge in interest and advancements in generative artificial intelligence (GAI). The literature delves into the notable developments, particularly the emergence of GAI-driven applications such as chatbots, automated writing, drawing, painting, and coding tools, and their impact on various domains, including education and research.

The literature revolves around the transformative influence of GAI on education and research, with a specific focus on OpenAI's Chat Generative Pretrained Transformer (ChatGPT), released in November 2022. Murugesan and Cherukuri highlight the widespread interest, opportunities, concerns, and challenges associated with GAI, emphasizing its profound implications for how we interact with computers, acquire information, and accomplish tasks.

The authors underline the need for a nuanced understanding of how GAI-driven tools, particularly ChatGPT, can be leveraged in educational settings. They emphasize the evolving nature of opinions and viewpoints as users explore new applications, uncover merits and drawbacks, and as developers continue to enhance these technologies. Murugesan and Cherukuri's work provides a comprehensive overview of the dynamic landscape of GAI in education. By addressing the promises and perils, the literature contributes valuable insights into the ongoing discourse on the transformative potential of GAI and the challenges that need to be addressed in educational contexts.

Method

Research Design

Since the main concern of the study is to shed light on the experiences of English Teachers in using AI generative tools, encompassing the challenges faced by the English Teachers of Masbate City Division, along with the opportunities and how they handle both. This study was in qualitative research design particularly phenomenological research method. In this study, the qualitative research approach in analyzing and understanding the experiences of English Teachers in using AI generative tools both challenges and opportunities and how they handle them, and actions that can be undertaken by the English Teachers of Masbate City Division

Respondents

The respondents of the present study were the Secondary English Teachers of SDO Masbate City both in Junior High School and Senior High School Department. Two teachers represented each school, one of which was coming from the Junior High School Department and another one from Senior High School Department. The respondents were those who are using AI Generative tools in their teaching regardless of their undergraduate majorship as long as they teach English. Seven secondary schools participated participate in the present study. With this, the total respondents of the present study were 10.

Sampling Method

The researcher utilized the purposive sampling and convenient sampling. Only Secondary teachers teaching English Subject in Junior High Department and Senior High School department with experience in using AI generative tools were included in the study. Only one teacher from each department were interviewed based on the teachers' availability. Teachers teaching other subjects were excluded.

Research Instrument

The researcher formulated a semi-structured guide questions which aimed to gather the experiences of the secondary teachers of SDO Masbate City with experience in using AI generative tools. The interview covered the challenges faced by the English Teachers in Using AI generative tools, the experiences of the respondents along opportunities and skills, how they handle the challenges and opportunities in using AI generative tools and the interventions that can be undertaken by the English teachers using AI generative tools.

Data Gathering Procedure

The researcher secured a certificate and letter of request from the Graduate School of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology. Then, Approval of the Schools Division Superintendent in the Division of Masbate City was sought for the conduct of the study. Similar permission was obtained from the principals of all the secondary schools in the SDO Masbate city. The researcher set a schedule to visit each school to conduct an interview to the chosen and qualified teachers. The interview was recorded, transcribed, organized thematically, interpreted, and analyzed.

Data Analysis

The researcher analyzed the data immediately after all the data needed were gathered. Each interview was transcribed and analyzed. Codes were formulated based on the recurrence of words in the answers of the respondents. After coding, the data were thematically analyzed, breaking down the data into its component parts and then looking for patterns and themes that emerged from the data. The narratives of the respondents were examined in terms of structure, content, and meaning to uncover underlying themes, patterns, and insights. The

data analysis strictly followed the rule of anonymity, voluntary participation, informed consent, confidentiality, potential to harm, and the responses were treated with respect ensuring that the research was free from research misconduct. The researcher also looked for the implications of the results. Furthermore, findings of different researchers were utilized to support or contradict the findings of the present research. Avoidance of research misconduct was ensured and so was credibility, dependability, confirmability, and transferability. The results were purely based from the responses and remained uninfluenced by external individuals and even from the researcher.

On the narratives of English Teachers using AI generative tools, the researcher acknowledged and sought to set aside personal biases and assumptions related to AI tools. As a teacher, the researcher recognized that his experiences differ significantly from others, and approached this study with an open mind and willingness to learn.

- As someone who has always valued traditional teaching methods, the researcher initially approached the idea of using AI generative tools with skepticism, questioning their ability to effectively support learning.
- Having been trained in communicative language teaching approaches, the researcher initially doubted whether AI generative tools could facilitate authentic practice and meaningful communication in the classroom.
- Given the recent controversies surrounding AI technologies and their potential biases, the researcher was initially cautious about using AI generative tools in English classes, concerned about the accuracy and fairness of the generated content.
- As a teacher committed to promoting equity and inclusion, the researcher was mindful of the ethical implications of using AI generative tools, particularly in terms of data privacy and ensuring equal access to technology for all students.
- Having observed some teachers' reluctance to engage with traditional language learning activities, the researcher was hopeful that AI generative tools could offer new opportunities for the betterment of the teaching and learning process.

Results and Discussion

The responses to the question “What are the challenges of English teachers in using AI generative tools?” are given in Table 1.

Table 1. Challenges Met by English Teacher in Using AI Tools

Answers	Codes	Themes
R1: The students now I have observed that the students now are depending on this application that they, they tend to forget the importance of reading and practice, practice in writing	Depending	Dependence on AI and Plagiarism
R2: I’ve observed is they just copy and paste it.so if you ask them to write, say a reflection paper its very obvious”	Copy and paste	
R3: most students rely on AI whenever working with their	Rely	

Answers	Codes	Themes
school outputs"		
R4: Well, as a teacher, one of the challenges is that it makes me more very dependent"	Dependent	
R6: people rely much on AI, resulting to laziness and dependence."	Rely Dependence	
R7: They tend to rely on it, and they are submitting outputs that are AI generated"	Rely AI Generated	
R2: Well, the most basic would be the stable internet connection here at the school	Stable internet	Technology and Connectivity
R3: So far, the only challenge I faced is having an unstable internet connection in our workplace which is necessary in order to access AI generative tools."	Unstable internet	
R8: AI cannot able to ask what really I want, what I want to ask, no, asking for specific results sometimes are not available,	Not available	
R9: Internet connection	Internet	
R10: A lot of challenges in terms of internet connection since our room here is poor in internet connection. It is very hard for us to have our AI every day"	Internet Connection	
R1: it is very important that you know how to identify an original work from a work that is generated from Artificial Intelligence application like chatGPT"	Identify Original	Responsibility, Impact, Integrity
R3: a teacher should carefully scrutinize their outputs first	Scrutinize	
R4makes maybe lazy in crafting my own work."	Lazy	
	Own	

The responses to the question "What are the experiences in using AI generative tools along opportunities and skills?" are given in Table 2.

Table 2. Opportunities and Skills along the Use of AI Tools

Answers	Codes	Themes
R5: I believe the with AI, one can focus more on creativity and critical thinking	Creativity Critical	OPPORTUNITIES Creativity and
R7: The podcast there should be questions that are to test their higher order thinking skills"	HOTS	Critical thinking
R8: yes there are more generated activities"	Generated activities	
R10: it helps me to be creative and interactive to my students"	Creative Interactive	
R2: it's helps us to be efficient and efficiency somehow leads to us being more productive because the less time we	Efficient Productive	OPPORTUNITIES Efficiency and

Answers	Codes	Themes
spend on one specific task"	Less time	Productivity
R3: AI makes my work more convenient	Convenient	
R6: it somehow lessens the workload	Lessen	
	Workload	
R1: the students may learn to enhance their vocabulary using chatGPT	Enhance Vocabulary	OPPORTUNITIES Vocabulary and Learning
R4: it will just help me in terms of getting some ideas"	Getting some ideas	SKILLS
R7: it helped me add or, add a, supplement to the lesson, whenever I am away"	Supplement	Adaptability and Integration
R8: Opportunities, tools bring to your teaching practice, yes there are more generated activities	More generated activities	
R10: it helps me more in my teaching, benefits, it helps me to be creative and interactive to my students"	Creative Interactive	
R2: it's helps us to be efficient and efficiency somehow leads to us being more productive because the less time we spend on one specific task	Efficient Productive	SKILLS Efficient Resource Management
R3: AI makes my work more convenient	Convenient	
R6: it somehow lessens the workload	Lessen	
R9: Convenient and efficient to use.	Workload Convenient Efficient	
R7: my learners are answering tasks, worksheets, activities from the module plus they are listening podcasts. It's helpful for them, to have teacher even if I'm not around.	Helpful Teacher	SKILLS Innovation

The responses to the question "How do they handle the challenges and opportunities experienced in using AI generative tools?" are given in Table 3.

Table 3. Handling Challenges Met by Teacher in Using AI Generative Tools

Answers	Codes	Themes
R5: I always remind my students that they will only use AI for, uhmmm, let's say, for them to get information about something, they're not gonna use it to get answers.	Remind	Responsible use
R6: I set myself as example, when I get a certain material that I get in the AI I give credits to the owner and cite it as much as possible."	Use	
R10: I still make sure that once they use canva they still make it as their own and they do not, just use canva and take it as their own.	Example	

Answers	Codes	Themes
	Use Own	
R2: First is the regulation of the information and second is uhmmm, minimizing the potential misuse of the tool *R4: always reminding my students that do not be too dependent on that"*	Regulation Information Misuse Reminding Dependent	Ethical Consideration and Regulation
R1: I still believe in hand written outputs, in essays written originally"	Hand Written Originally	Preservation of Tradition Methods

The responses to the question "What interventions can be undertaken by English Teachers using AI generative tools?" are given in Table 4.

Table 4. Interventions That Can Be Undertaken When Using AI Tools

Answers	Codes	Themes
R3: I think, trainings and workshops about AI should be conducted *R6: I will answer seminars and training but, I think the most needed by the teachers is or are workshops because kung workshops, they teach, teachers, hands-on.* *R7: They need to be, they need to have orientation, proper usage of AI"* *R10: I hope the DepEd or our division office would have a specific training about AI so that the teachers would be much aware of how helpful AIs are.*	Trainings Workshops Seminars Training Workshops Hands-on Orientation Proper use Training	Trainings, Workshops, and Support from Institution
R5: I think it would be better if the school will ensure that the internet connection inside the classroom will be strong enough for the teachers and the learner to use AI not just ai but also other applications online." *R7: I think the support from the school, it will be helpful if the school*	Ensure Internet connection Classroom	Improvements in facilities

will provide every classroom technological tool for the learners	
	Classroom Technological tool

Innovations and technological advancement have been on the rise and is rapidly changing the landscape of Education. Along with the advancement comes these AI generative tools that present both boon and bane in the teaching-learning process. Since it has become accessible for both the learners and teachers, it presents a massive impact on the field of education. Through interview, the teachers have shared their experiences with regard to the use of AI, the analysis of their narratives shed light to the use of AI generative tools, may it be an opportunity, challenges or the overall experience in the use of such tools.

Challenges Met by Teachers in Using AI Generative Tools

In recent years, the integration of artificial intelligence (AI) generative tools into educational settings has promised revolutionary transformations in teaching and learning. These tools, leveraging advanced algorithms and machine learning, offer educators unprecedented opportunities to enhance content creation, personalize instruction, and engage students in creative ways. However, amidst this promise lie a set of challenges that teachers must navigate to effectively utilize the full potential of AI generative tools in their classrooms.

Dependence on AI and Plagiarism

R1**:** The students now I have observed that the students now are *depending* on this application that they, they tend to forget the importance of reading and practice, practice in writing
R2**:** I've observed is they just *copy and paste* it.so if you ask them to write, say a reflection paper its very obvious
R3: most students *rely* on AI whenever working with their school outputs
R4: Well, as a teacher, one of the challenges is that it makes me more *very dependent*"
R6: people *rely* much on AI, resulting to laziness and dependence.
R7: They tend to *rely* on it, and they are submitting outputs that are *AI generated*

Technology and Connectivity

R2: Well, the most basic would be the stable *internet connection* here at the school
R3: So far, the only challenge I faced is having an *unstable internet connection* in our workplace which is necessary in order to access AI generative tools.
R8:AI cannot able to ask what really I want, what I want to ask, no, asking for specific results sometimes are *not available*
R9: *Internet connection*"
R10: A lot of challenges in terms of *internet connection* since our room here is *poor* in *internet*

connection. It is very hard for us to have our AI every day

Responsibility, Impact, and Integrity

R1: it is very important that you *know how to identify* an original work from a work that is generated from Artificial Intelligence application like ChatGPT
R3: a *teacher* should carefully *scrutinize* their outputs first
R4: makes maybe *lazy* in crafting my *own work*.

Dependence on AI and Plagiarism which were evident on the statements of R1, R2, R3, R4, R6, and R7, codes such as rely which was mentioned 3 times among the themed answers, dependence/dependent which was also mentioned 3 times, copy and paste and AI generated were both mentioned once, all these codes led to the aforementioned theme. This implies that teachers are noticing the rampant use of AI and are aware of the risks when these tools are being used. This agrees with the study of Rusmeyanto et al. (2023) that the use of AI gives way to plagiarism and issue on authorship. Furthermore, Anson (2022) reiterated the longstanding issue of plagiarism and how it evolves overtime. The finding also adds to the claim that Cao and Dede made on 2023, they stated that AI tools introduce the potential for plagiarism. These statements prove that the issue of reliance and plagiarism is existent along with the advent of AI generative tools. Technology and Connectivity which were evident in the statements of R2, R3, R8, R9, and R10, the term internet has been repeated in 4 out of the 5 responses clustered and just varied on the word accompanying it, may it be unstable, stable, connection, another term is presented is not available which meant the exact resource or activity was not available when using AI. These responses imply that the challenges do not only fall under the umbrella of originality and authenticity, there is also a challenge in using the tools in aiding the teaching-learning process. The use of the tools is not fully utilized due to connectivity issues. According to Martínez et al. (2023). These tools are possible due to the massive amount of data (text and images) that is publicly available through the Internet. Without the help of stable and strong internet connection these tools or data which are available for the public cannot be accessed. Responsibility, Impact, Integrity as evident in the narratives of R1, R3, and R4. Codes such as Identify, original, scrutinize, lazy, and own were generated. All were mentioned once respectively, all codes led to the third theme presented on the table. These responses imply that teachers should know how to differentiate the difference between AI generated and original outputs. Also, teachers should be religious in analyzing the validity of outputs. R4s response though states that even in the part of the teachers, laziness and dependence are also evident.

The findings add to the claim of Social Cognitive Theory that people are more likely to engage in behaviors if they believe that doing so will lead to desirable outcomes. In the issue of dependence and plagiarism, there are learners that depend on the use of the tools because they are benefiting form it. Also, the theory suggests that positive experiences serve as model for adoption and negative experiences make an individual a skeptic. It can be implied that if the use of the tools is repetitive, there is a benefit that is gained from it. Aside from the first theme, the second can also be related to the theory because, teachers see the benefit of these tools and the 2nd challenge is hindering them from utilizing the full potential presented by AI tools.

All in all, the responses highlight the challenges along the use of AI in education, from the authenticity to the connectivity concerns and the integrity in utilizing such tools to enhance the process of teaching and learning.

Opportunities and Skills along the Use of AI Generative Tools

In an era defined by rapid technological advancement, the emergence of artificial intelligence (AI) generative tools represents a paradigm shift in the landscape of education. These innovative technologies offer educators and different opportunities to create, explore, and collaborate in ways previously unimaginable. By the use of AI, individuals can cultivate a diverse array of skills and unlock new pathways to knowledge acquisition and creativity. A plethora of opportunities arise along with these tools and not only opportunities but skill as well.

Creativity and Critical Thinking

R5: I believe the with AI, one can focus more on *creativity* and *critical thinking*
R7: The podcast there should be questions that are to test their *higher order thinking skills*
R8: yes there are more *generated activities*
R10: it helps me to be *creative* and *interactive* to my students

Efficiency and Productivity

R2: it's helps us to be *efficient* and *efficiency* somehow leads to us being *more productive* because the less time we spend on one specific task
R3: AI makes my work more *convenient*
R6: it somehow *lessens* the *workload*

Vocabulary and Learning

R1: the students may learn to *enhance* their *vocabulary* using ChatGPT

Adaptability and Integration

R4*:* it will just help me in terms of *getting* some *idea*
R7: it helped me add or, add a, *supplement* to the *lesson*, whenever I am away
R8: Opportunities, tools bring to your teaching practice, yes there are *more generated activities*
R10: it helps me to be *creative* and *interactive* to my students*"*

Efficient Resource Management

R2: it's helps us to be *efficient* and *efficiency* somehow leads to us being more *productive* because the *less time* we *spend* on one specific task

R3: AI makes my work more *convenient*

R6: it somehow *lessens* the *workload*

R9: *Convenient* and *efficient* to use.

Innovation

R7: my learners are answering tasks, worksheets, activities from the module plus they are listening *podcasts*. It's *helpful* for them, to have teacher even if I'm *not around*.

The codes and themes were encompassed by two main fields which were opportunities and skills. Opportunities were discussed first and there were 3 prevailing themes. The themes were generated from the codes that were evident in the answers of the respondents. Creativity and Critical thinking were the theme of R5, R7, R8, and R10. Creative/creativity was mentioned twice in the responses, interactive, critical, HOTS and generated activities were all mentioned once, all codes led up to the theme of Creativity and critical thinking. The responses imply that there are great potentials in the use of AI tools, the teachers were able to see potential as they use these tools. Potentials that will not put education to risk but potentials that will aid the teaching-learning process. This claim was supported by Pokrivcakova (2019), in the two divergent scenarios presented in the study, it was stated that, AI functions as a supportive tool, aiding learners and teachers in understanding progress and organizing learning activities. The second prevalent theme in opportunities were Efficiency and productivity, codes such as efficient, less time, productive, convenient, less time and workload were generated based on the responses of R2, R3, and R6. The respondents expressed great feedbacks on the use of AI generative tools, one of which can be highlighted as being a catalyst of efficient and effective teaching along with giving ease to the teachers in handling workloads. Vocabulary and Learning were shed light upon by the response of R1 with codes such as vocabulary and enhance. This response proves that there are great benefits in using AI generative tools, along with skills enhancement. This claim is backed by Rusmiyanto et al.'s study acknowledged AIs promise to be a great educational tool in developing effective communication skills in learning English language, along with this was the study of Gayed et al. (2022) that highlighted the increasing demand for tools that can support EFL learners in their language acquisition journey. Diffusion of innovation theory governs these opportunities because there is a benefit that is gained from the use of tools however, there is still a need to align the ideas they get with the objectives they have in their lessons. It is convenient and efficient but it also has to be effective. Social Cognitive Theory also governed the idea the if the tool saves time in an individual working hour, then it motivates the individual to use it. The third theme which was vocabulary and learning, was supported by Cognitive load theory, it is said that when a tool generates a complex content there is an increase in cognitive load, thus resulting to ambiguity. The claim in vocabulary and learning is the opposite because, learning was evident in the statement because the learner knew how to navigate and use the tools.

In line with skills there were also 3 prevalent themes. First was adaptability and integration, the response of R4, R7, R8, and R10 were coded and led towards the aforementioned theme, codes such as getting some ideas, supplement, more generated activities, and creative and interactive. These tools are really there to aid and not to replace educators, these tools can supplement and improve the teaching and learning process. It can be viewed as

a friend and not an enemy of education. The second prevalent theme was efficient resource management, the theme was present in the responses of R2, R3, R6, and R9. Codes such as efficient (2), productive, convenient (2), lessen workload. The responses imply that there are educators who are burdened by heavy workload and AI tools give them relief and aid them in developing and crafting materials. AI tools were not seen as burden but as helpful companions is developing a meaningful class. Last theme was innovation which was evident in the response of R7 with codes such as helpful and teacher. This implied that in certain instances that there is no teacher around, AI tools can be of great help in bridging the absence. Also, even in the absence of a teacher, AI do not only pose threats but also opportunities as quoted from British Educator Anthony Seldon "Integrating AI into education poses profound challenges, demanding a delicate dance between technological innovation and the preservation of the essential human elements of teaching and learning."

Again, SCT proves to be true in these claims, because of the motivation to use the tool which saves time for teachers in preparing and supplementing their lessons.

Handling Challenges and Opportunities in Using AI Tools

In the dynamic landscape of modern society, the integration of artificial intelligence (AI) tools has emerged as a pivotal force driving innovation and transformation across diverse sectors. From education to healthcare, business to governance, AI technologies offer opportunities to streamline processes, enhance decision-making, and revolutionize human experiences. However, alongside these opportunities come a host of challenges that necessitate careful consideration and strategic planning to navigate effectively.

Responsible Use

> R5: I always *remind* my students that they will only **use** AI for, uhmmm, let's say, for them to get information about something, they're not gonna **use** it to get answers.
> R6: I set myself as *example*, when I get a certain material that I get in the AI I give credits to the owner and cite it as much as possible.
> R10: I still make sure that once they **use** canva they still make it as their own and they do not, just *use* canva and take it as their *own*.

Ethical Consideration and Regulation

> R2: First is the *regulation* of the *information* and second is uhmmm, minimizing the potential *misuse* of the tool
> R4: always *reminding* my students that do not be *too dependent* on that

Preservation of Tradition Methods

> R1: I still believe in *hand written* outputs, in essays written *originally*

The first prevalent theme was Responsible use, with codes such as remind (1), use (2), example (1), and own (1). The responses led to the theme of responsible use because all were anchored on the thought of using AI not to cheat the system but to aid them in coming up with quality outputs and materials. This simply implied that teachers can have different ways of dealing with challenges, various actions can be undertaken and that teachers are already doing what they can to avoid the misuse of AI tools. Second theme was Ethical consideration and regulation with the codes regulation, information, misuse, reminding and dependent. The claims relate to the statement of *Göçen and Asan (2023***)** that if these tools are not deliberately structured to facilitate higher-order thinking or creativity, they may inadvertently encourage plagiarism or the production of shallow, parroted outputs. This assertion underscores the importance of intentional design and pedagogical considerations in implementing generative AI tools to ensure they contribute positively to the learning process. The third theme was Preservation of traditional methods with codes hand written and originally. This claim implied that in the midst of technological advances there are still educators that choose to stick with the old ways of assessing learners. This claim is related to the study of Zhai (2022) who suggested that the widespread adoption and rampant us of Generative AI, represented by ChatGPT, can reshape traditional assessment types, particularly essays. This respondent is somewhat reluctant to transition into more modern ways. The responses can be related to Diffusion of Innovation theory where it was stated that there are factors that influence the adoption of new technologies especially in terms perceived relative advantage and compatibility with existing practices. Again, the tools save them time but there is a need for the learners as well as the teachers to make it only supplemental and no over rely on such tools.

Interventions That Can Be Undertaken by English Teachers Using AI Generative Tools

In the ever-evolving landscape of language education, English teachers are increasingly turning to artificial intelligence (AI) generative tools as allies in their quest to foster language proficiency and literacy skills among learners. These innovative technologies offer a wealth of interventions that transcend traditional teaching methodologies, providing educators with new avenues to engage, inspire, and empower students in their language learning journey. From personalized feedback to immersive language experiences, AI generative tools hold the promise of revolutionizing English language education, enriching both teaching practices and student outcomes.

Trainings, Workshops, and Support from Institution

> R3: I think, *trainings* and *workshops* about AI should be conducted
> R6: I will answer **seminars** and *training* but, I think the most needed by the teachers is or are *workshops* because kung *workshops*, they teach, teachers, *hands-on.*
> R7: They need to be, they need to have *orientation, proper usage* of AI
> R10: I hope the DepEd or our division office would have a specific *training* about AI so that the teachers would be much aware of how helpful AIs are.

Improvements in Facilities

> R5: I think it would be better if the school will *ensure* that the *internet connection* inside the

classroom will be strong enough for the teachers and the learner to use AI not just ai but also other applications online.

R7: I think the support from the school, it will be helpful if the school will provide every *classroom technological tool* for the learners

First intervention thought of by the teachers in the use of AI tools was Trainings, Workshops, and Support from Institution which was the theme of the answers of R3, R6, R7, and R10. The following codes were generated from the answers, trainings (3), Workshops (2), Seminar (1), hands-on (1), orientation (1), and proper use (1). There is a big need to introduce these tools thoroughly to the educators since it has been around for quite some time, it is imperative to provide the teachers with necessary trainings to enhance their skills in using AI tools. Michel-Villarreal, R. et al. (2023) stated in their study that one obvious barrier is a Lack of Awareness and Understanding. In this regard, ChatGPT suggests that "if faculty, administrators, and students are not familiar with the technology and its benefits, they may be reluctant to explore its potential". This issue is further compounded by the current lack of clear academic policies. For instance, this may hinder the progress toward the adoption of ChatGPT for teaching and learning purposes. It was also backed by Barret and Pack (2023) who highlighted that Generative AI has the capacity to come up with academic texts that is on the level comparable to human capability, thus raising concerns about its potential misuse in educational contexts. The study recognizes the urgency of addressing the role of Generative AI in teaching and learning, emphasizing the need for a thoughtful and informed approach to its integration. Next, in second was Improvements in facilities as suggested by R5 and R7. The codes that led up to the theme were ensure, internet connection, classroom (2), and technological tool. The poor connectivity and shortage of equipment still prove to be a challenge to the teachers.

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