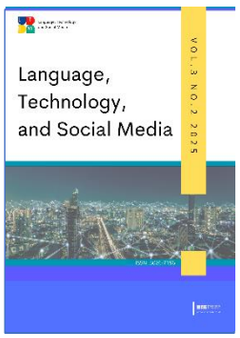

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Research Article

English Language and Literature Teachers on the Integration of Artificial Intelligence in the Philippine Classroom Context

Jaliyah Ashirae S. Peneyra*, Ralph Lawrence F. Paras, Shenry Grace B. Tan, and Joseph A. Villarama

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Abstract

Artificial intelligence (AI) in language education has brought significant changes to the academic system, reshaping the landscape of language teaching and learning, especially how language teachers plan, deliver, and assess their students' academic journey. This study determined the academic and personal experiences of eight English language and literature teachers on technology integration such as AI and explored the positive and negative influence of integrating AI in teaching and learning. Utilizing a phenomenological qualitative approach, participants were purposively selected and interviewed, guided by 10 open-ended questions. Data were coded and analyzed thematically, revealing key findings: AI for improved teaching and enhanced learning; encountered challenges and risks; ethical concerns; and shifts in teaching strategies and adaptation. Integration of AI in the classroom resulted in a positive impact on teaching and learning English language and literature, depending on critical engagement, responsible use, and teaching strategies to ensure the preservation of essential skills in English language and literature and academic integrity. As AI continues to influence educational practices, teachers play a crucial role in maintaining balance and guiding students to engage critically with AI-generated contents.

Keywords: Artificial Intelligence; Technology Integration; Language Teachers; Language Teaching; Language and Literature.

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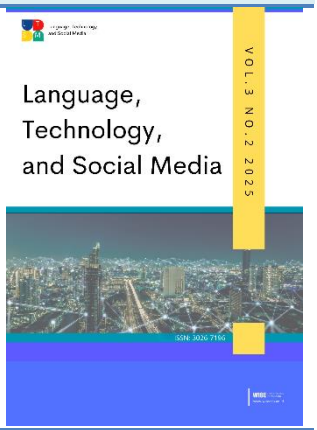

INTRODUCTION

The proliferation of Artificial Intelligence (AI) has impacted the education system, with language educators expressing their concerns that the overdependence on AI tools might potentially spark an increase in cognitive atrophy in this generation's learners. Nine out of 10 Filipino children whose age is 10, experience language learning poverty, unable to comprehend words and simple sentences appropriate for their age [1]. This can be traced back to 2022 when the coronavirus disease (COVID-19) pandemic caused a nationwide lockdown and forced school closures. After the closure, students effectively lost almost a year's worth of learning [2]. The application of technology in education enabled teachers and students to overcome the physical limitations in the classroom and allowed a versatile method of learning. This accelerated the adoption of technology-based educational tools for new and creative ways to encourage dynamic learning. But as this shift in pedagogical practices may threaten the learning outcomes of students, it is crucial for educators to keep up [3]. One of the most affected courses is the English language and literature class, which requires its students' analysis, conceptualization, and writing skills for them to excel [4].

In writing, Grammarly, one of technological applications, proved its usefulness by assisting in grammar correction, sentence structure, and word suggestions. Technology tool like that helps students learn syntax and structurization that familiarize them with the language; it also allows them receive personalized feedback that guides them through their language learning journey. Likewise, AI chatbots can simulate real-world conversations, enhancing students' communication skills and building their confidence in using the language [5]. There was a visible improvement in students' language proficiency while using AI tools [6], [7]. Thus, AI must be integrated into education to foster the bond between humans and AI, and to transcend the education system from the traditional [8], [9]. Harnessing the potential of these AIs enhances student engagement, response, and efficiency when it comes to learning language and literature [10].

By introducing AI in classrooms, teachers can maximize their time by aiding them in administrative work, grading papers, and improving tutoring [11]. However, language and literature teachers still find it challenging to operate AI but still attempt to adjust to this technology [12]. AI now has the power to accomplish complex tasks from scratch with just a click, offering efficiency and convenience. However, this advancement presents challenges in preserving the irreplaceable value of human effort. As AI-generated content becomes more prevalent, there is a growing concern that human originality and emotional depth may be overshadowed [13]. Without proper support and structured trainings to guide teachers on AI literacy, implementing AI might instead spark confusion and misconception, lead to frustration, and reduce teachers' confidence.

To address, further research must delve into each experience in using AI in the classroom. Most studies employ a survey methodology to explore the educators' perception, attitude, and acceptance of AI [14], [15], [16]. Yet despite the extensive research on AI technology in the field of language education, there are limited resources available regarding the experiences of the language and literature teachers who have integrated the usage of AI in their classrooms. Therefore, this study addressed the research gap by (1) determining the academic and personal experiences of English language and literature teachers on the integration of AI in teaching and learning, and (2) exploring the positive and negative influences of integrating AI in teaching and learning.

METHODS

Research Design

This study used a phenomenological qualitative approach [17], [18] to understand the teacher-participants' direct academic and personal experiences with integrating AI in their language and literature classes and explore the relevant meanings they attach to those positive and negative experiences on teaching and learning processes using AI.

Population and Sample

Following the recommended sampling strategy and size for qualitative phenomenological studies [19], [20], this research purposively selected eight licensed English language and/or literature teachers from various Junior High Schools in Science City of Muñoz, Nueva Ecija, Philippines. Selection criteria included the participants' teaching experience and their background in integrating AI into their language and literature instruction. For the purpose of maintaining confidentiality and ensuring anonymity, each participant was assigned a unique identifier in the form of the code "ELT" (English Language Teacher), followed by a numerical designation (e.g., ELT1, ELT2, etc.), which is used throughout the presentation of results.

Research Instrument

The instrument was composed 10 open-ended questions and was checked by experts, composed of registered guidance counselor, social science researcher, and language teachers. Specifically, the instrument contained: (1) informed consent form and data privacy clause; (2) guide questions on the academic and personal experiences on the integration of AI in teaching and learning; (3) guide questions on the experiences and positive and negative influences of integrating AI in teaching and learning.

Data Collection Procedures

After securing the consent forms from the participants, they were briefed as regards the goals of the study. Schedules were arranged with the participants for their face-to-face interviews depending on their availability and willingness to participate. Data collection through a series of recorded interviews were accomplished within four weeks.

Data Analysis Procedures

Thematic analysis was applied to identify patterns, categorize responses, and derive themes from the language and literature teachers' lived experiences. Data analyses for the two objectives were illustrated in Figures 1 and 2.

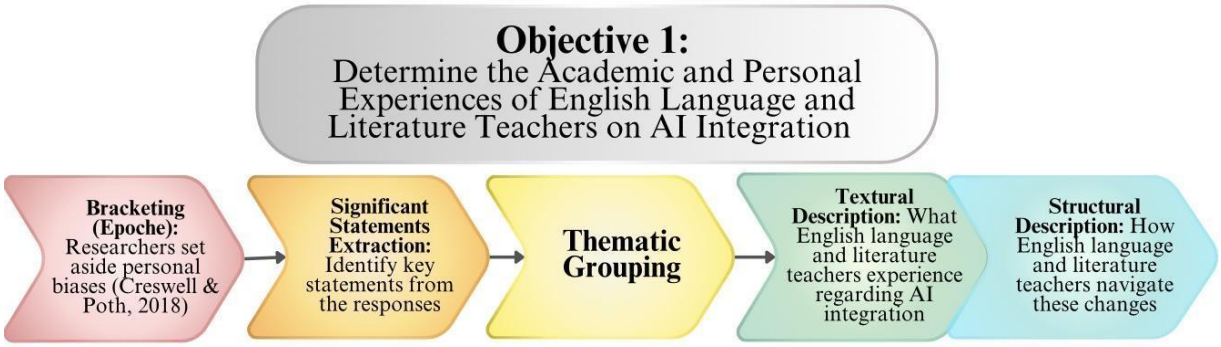

Figure 1. Data Analysis Approach—Objective 1

Figure 1 illustrates the procedures in determining the academic and personal experiences of language and literature teachers on AI integration, data were analyzed through: (a) using bracketing (Epoche) to set aside personal biases [20]; (b) extracting significant statements; (c) grouping statements into clusters of meaning; and (d) describing teachers' experience on AI integration. Meanwhile, Figure 2 explains the explore on positive and negative influences of AI integration in teaching and learning through: (e) examining teachers' responses; (f) coding and categorizing responses into themes [20]; and (g) describing and synthesizing findings.

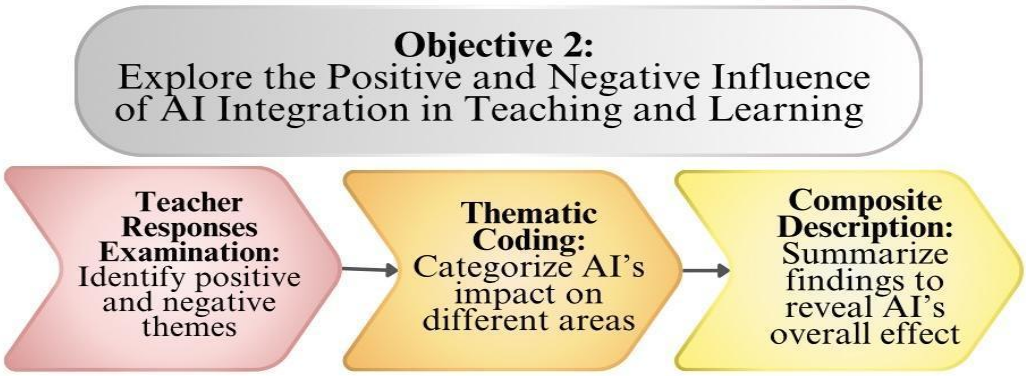

Figure 2. Data Analysis Approach—Objective 2

RESULTS AND DISCUSSION

The findings of this study offer a nuanced understanding of the lived experiences of English language and literature teachers regarding the integration of AI in their pedagogical practices. Through a phenomenological analysis, themes were inductively derived to capture both the perceived advantages and inherent challenges of using AI in the classroom. These thematic insights not only address the dual objectives of the study to uncover teachers' academic and personal experiences and to examine the influence of AI on teaching and learning but also contribute to a broader discourse on the implications of AI for language education. Each theme is presented with representative participant narratives and supported by existing literature to establish academic rigor and contextual grounding. The discussion is organized into thematic categories, beginning with the

affordances of AI in improving instructional practices and culminating with its implications on student learning and academic integrity.

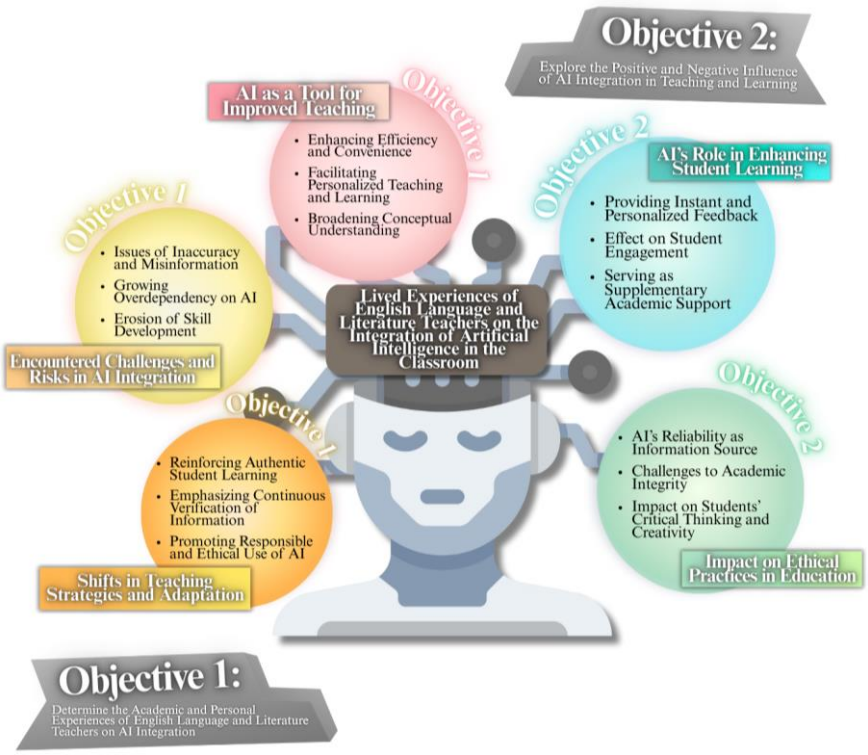

Figure 3. Thematic Analysis Findings

AI as a Tool for Improved Teaching

Enhancing Efficiency and Convenience

As AI becomes well-developed, its potential to collaborate with traditional pedagogical methods cannot be neglected. AI, as a tool used in educational settings, can help teachers provide a wide array of educational materials and creative images available to teachers. This way, teachers can spend less time preparing materials and focus more on the instructional aspect. As ELT2 and ELT5 stated:

"AI can be beneficial in lesson presentation and catering to diverse learning needs. Creating dynamic presentations and multimedia content using AI has improved student participation and has promoted interactive learning."

"What influenced me to start using this kind of digital help in teaching Grade 8 students is how simple it is to use. It doesn't take much time, and I've seen many fellow teachers using it too. It makes preparing lessons and activities easier and faster, which gives me more time to focus on my learners."

The emergence of AI tools paved the way not only to generating simple texts and collecting information on screen, but it has also widened its scope into carrying creative writing suggestions and image generation. Such tools can allow teachers to design engaging presentations and visual

content that both captivates and educates the learners, improving information retention while enhancing students' motivation in a classroom setting [21].

Broadening Conceptual Understanding

AI bots such as ChatGPT provide information that aids both teachers and students in comprehending complex ideas and breaking them down into simpler ones. This allows a deeper understanding of the said topic by examining various interpretations and approaches towards it. Teachers' views on AI enables them to broaden their imagination and explore a variety of possibilities in their lesson preparations. As ELT4 stated:

"It offers fresh insights, suggests alternative interpretations of texts, and provides innovative teaching strategies that I might not have considered otherwise. This expansion of ideas has enriched my lessons and encouraged a more dynamic classroom environment."

While AI-generated responses are capable of providing a wide range of information, it is still advisable to rely on one's understanding to foster creative thinking. AI models are bound by the data they collect from the internet and their users, it is incapable of exploring outside of their database and towards innovative thinking [22]. This signifies that AI's ability to provide general information can be the foundation for creating an alternative answer to a question.

Facilitating Personalized Teaching and Learning

Enforcing personalized learning requires the teachers to adjust the lessons and pacing to cater to the student's needs, preferences, and learning styles. Far from the traditional methods, incorporating AI in the system can accommodate a flexible method for both teachers and students. It allows students to receive real-time feedback on their learning process, showing them a multifaceted perspective and different approaches for students to expand on. Most respondents have expressed their belief that the use of AI in their teaching would encourage a more harmonious discussion with students and support their educational growth better. As ELT2 and ELT5 stated:

"AI gets me to open up a little more to technology augmentation of personalization learning. It solidifies my position of integrating regular education into modern tools for better access by students with varying learning styles, particularly for literature and language instruction."

"The drive to find innovative ways to truly connect with and engage each student is a constant, and it's this very experience that makes the potential of tools for personalized instruction and enhanced participation so compelling."

The findings shed light on the implications of combining AI with traditional teaching methods to assist students. Teachers bring empathy, understanding, and personalized attention, while AI can provide instant feedback, personalized learning pace, and offer additional support outside the classroom. Past studies explained that by harnessing the potential of AI in classroom management, teachers can create a customized support system called "blended learning" that can adapt to the unique learning styles and preferences of individual learners [23], [24].

Encountered Challenges and Risks in AI Integration

Issues of Inaccuracy and Misinformation

While integrating AI into teaching, teachers encounter risks related to the inaccuracy and potential misinformation provided by these tools. Although AI provides immediate responses, teachers often find it challenging to fully trust the information generated. Therefore, fact-checking is done, or in some instances, teachers prefer to rely on more established and verified sources. As ELT1 and ELT6 stated:

"My personal experience of consistently verifying AI-generated content and finding inaccuracies has significantly shaped my views. While AI provides quick information, its reliability is questionable without rigorous fact-checking."

"...I do not rely and use AI tools in my class discussions. I would prefer to using verified and reliable references or sources."

One of the challenges in the use of advanced AI tools in English language teaching is ensuring the accuracy and quality of the content generated. Given that the English language comprises many complex meanings from various texts, AI often struggles to fully grasp or correctly understand these texts from their contextual meanings. This limitation raises concerns about AI being an accurate tool for language learning, which is why teachers do their part to ensure that AI-generated outputs are paired with human verification [25].

Growing Overdependency on AI

The capabilities of AI to give instant answers to a wide range of questions open up to the possibility for both teachers and students to become reliant on these tools, or in most cases, overly reliant. While AI offers convenience, it also risks replacing human effort. Because of this, their motivation for independent thought and deeper intellectual engagement is impacted. As ELT4 and ELT7 stated:

"...I've also noticed a downside: the convenience of AI can sometimes lead to overreliance, making me less inclined to engage in deep, independent thinking."

"...there's also a tendency for some users to rely heavily on AI for answers, which could impact the development of their independent critical thinking and problem-solving skills over time."

AI is recognized as a tool capable of providing assistance with anything that it is asked or instructed. Due to its efficiency, AI presents the risk of users, particularly learners, becoming excessively dependent on its use. Such overdependency may result in diminished use of their own cognitive abilities, leading to a preference for AI-generated responses over personal effort. Nonetheless, human thought processes remain distinct and cannot be fully replaced by AI [26].

Erosion of Skill Development

AI tools, when used without balance, may threaten the development of essential skills, such as critical thinking, creativity, and problem-solving. Teacher reflected concerns that students who

depend too heavily on AI may fail to challenge themselves. Over time, repeated reliance on AI may eventually erode the development of students' intellectual resilience and diminish their ability to provide a resolution to complex and unfamiliar problems because of the surface-level understanding that AI provides. In language learning, this dependency can inhibit the development of students' comprehension and writing skills. As ELT4, ELT6, and ETL8 stated:

"...there is a risk that excessive reliance on AI may hinder the development of higher-order thinking skills, such as critical analysis, creativity, and problem-solving. If students consistently turn to AI for difficult tasks instead of grappling with challenges themselves, they may struggle to develop the intellectual resilience needed for independent thought."

"Without balance, AI could stand-in the dependency, leading to surface-level understanding rather than deep mastery of concepts, weakening students' ability to tackle unfamiliar problems in the future."

"In terms of language development, students who are prone to using always these AI tools in paragraph composition does not match when orally asked about the content of such written output."

AI's capacity to process extensive datasets and generate rapid responses increases the likelihood of users developing an overdependence on the technology. This tendency may encourage individuals to choose AI solutions rather than exerting their effort in applying their own skills, fostering laziness and a decline in skill development. Excessive reliance on AI may weaken independent thinking, motivation, creativity, and decision-making abilities. Thus, it is important to complement the capability of AI in automating work with active human critical engagement to sustain the continuous development of essential cognitive and creative skills [27].

Shifts in Teaching Strategies and Adaptation

Reinforcing Authentic Student Learning

The challenges and risks associated with AI integration emphasize the need for the continuous development of authentic student learning within language and literature education. In response, teachers have adapted their pedagogical approaches to focus on human involvement with the learning activities and materials. AI, although being integrated with teaching methods, is intentionally limited in its use to prevent students' dependency on AI-generated content. Teachers place greater value on the learning and application process, wherein skills are developed, rather than solely on the final outputs. As ELT1 and ELT2 stated:

"I've also observed the ease with which AI can produce text that mimics human writing, which has reinforced my commitment to fostering authentic student writing skills. ... it has also strengthened my resolve to emphasize the development of core language and literature skills. I now prioritize in-class, device-free assessments to ensure students are actively engaging with the material. My pedagogical approach has become more focused on process over product, valuing the student's journey in learning rather than just the end result."

"I mostly use AI for presentations, visualizing content, and even bringing in some class activities, but ensure that it does not dominate the teaching-human aspect. I ensure that students remain highly involved in debate and thinking critically, where AI is your complement and not your substitute."

To effectively adapt teaching strategies with AI integration, teachers should adopt a constructivist approach, promoting active student interaction with AI tools rather than being passive recipients of feedback. Relying too heavily on AI support can limit students' growth in critical thinking and problem-solving abilities. Therefore, teachers should facilitate purposeful engagement with AI, stimulating cognitive involvement and encouraging self-reflection to create deeper, more authentic learning experiences [28].

Emphasizing Continuous Verification of Information

Given the potential of AI to generate misleading and inaccurate information, teachers establish ways to make sure that AI-generated content is reliable and factual. The integration of AI into teaching now comes with the responsibility of pairing it with critical human involvement, such as Socratic questioning. Teachers don't simply rely on AI but actively validate the dependability of all information incorporated in their teaching. As ELT1 and ELT4 stated:

"This experience has instilled in me the importance of prioritizing critical evaluation and source verification, both for myself and my students."

"For complex topics, I curate AI-generated examples or analogies to make abstract ideas more relatable, enriching practical knowledge. However, I pair this with Socratic questioning—probing students to defend AI-generated responses, fostering critical analysis. I also design activities where AI supplements research (e.g., summarizing sources) but mandate original synthesis, preventing overreliance."

As students increasingly depend on instant access to information, learning environments must be redesigned to incorporate AI and provide stronger support. The growing complexity of learning and language emphasizes the need for both teachers and students to develop critical evaluation skills, particularly in comprehending and verifying information [16].

Promoting Responsible and Ethical Use of AI

Teachers acknowledge that, along with allowing their students to engage with AI comes the responsibility to guide them towards its mindful and ethical use. This responsibility extends not only to students but also to teachers themselves, especially when searching for effective ways to integrate AI in their teaching strategies. Teachers promote the use of AI as a tool for enhanced learning and not for shortcuts. As ELT4, ELT5, and ELT7 stated:

"Teachers should encourage students to engage with AI in ways that enhance learning, such as generating ideas or receiving feedback, while still requiring them to think critically and justify their reasoning… To nurture creativity, I limit AI use in brainstorming sessions, reserving it only after students exhaust their own ideas.

"I guide students on how to use these tools properly—more for learning than for shortcuts—so they become thoughtful users, not just passive ones."

"I focus on understanding my students' needs before integrating AI capabilities into our discussions."

To encourage the responsible and ethical use of AI in education, both students and teachers must participate in workshops on the use of generative AI (GenAI). This ensures that their perspectives support the continued importance of human intellect, rather than allowing AI to take over entirely. When using AI-generated content, it's essential to maintain a balance between utilizing these tools and critically engaging with their output. Clear guidelines must be established to promote proper usage and prevent over-reliance [29].

AI's Role in Enhancing Student Learning

Providing Instant and Personalized Feedback

Proper integration of AI in the classroom can significantly enhance student learning by providing real-time personalized feedback. Students benefit from immediate suggestions that help them improve their writing while preserving their unique voice, while AI's ability to cater students' individual needs further improves their understanding of their lesson without having to wait for their teacher's feedback. As a result, teachers have noticed improvements in students' performance and learning outcomes. As ELT4 and ELT7 stated:

"Learning outcomes have strengthened, particularly in writing, where AI's real-time suggestions help students refine drafts more efficiently while maintaining their unique voice."

"AI can personalize learning experiences, offering tailored content and feedback that caters to individual needs, which often increases student interest and motivation to learn. Furthermore, AI tools can provide immediate support and varied perspectives, potentially leading to improved understanding and better learning outcomes."

AI adaptive learning systems enhance student learning by adjusting lessons based on their performance. AI can act as intelligent tutors providing instant and accessible feedback support because of its availability at all times [30].

Effect on Student Engagement

Teachers observed that by incorporating AI into multimedia presentations and interactive learning activities in the classroom, lessons become more dynamic and relatable, which results in improved student engagement. Increased engagement is particularly evident among shy students who used AI as a guide before contributing ideas. As ELT2 and ELT4 stated:

"Students have been more interested in lessons where the integration of AI into well-designed multimedia presentations was used, which in turn increased their participation in class, understanding, and motivation to learn."

"The integration of AI has significantly boosted students' engagement by making literature and language lessons more interactive—keeping learners actively involved…. Also, I noticed increased participation from shy students who use AI-generated discussion prompts as a safety feature before sharing original ideas."

"AI will become a personalized language assistant, offering real-time writing feedback, adaptive grammar drills, and immersive conversation practice. Benefits include instant accessibility and tailored support, but risks include over-reliance on AI corrections and reduced human interaction."

Findings revealed that AI effectively increases student engagement and motivation in language learning through personalized learning. Further, improvements in participation, collaborative learning, and self-confidence in utilizing AI tools were realized [31].

Serving as Supplementary Academic Support

AI as an assistive tool has the potential to enhance teaching and learning through a combination with traditional teaching practices. When carefully administered, AI can aid in lesson planning, assessment making, and classroom activities, helping students engage more deeply while enhancing their ability to develop thoughtful, original, and critical thinking skills. As ELT1 and ELT4 stated:

"For instructors, AI can be a valuable tool for lesson planning and assessment, but it requires careful management to ensure it enhances, rather than hinders, student learning. The key is to maintain a balance, using AI as a supplement while prioritizing the development of core language and literature skills."

"I now blend traditional Socratic discussions with AI-assisted activities, helping to deeper engagement while ensuring students remain critical thinkers."

In-service English teachers utilized AI, specifically ChatGPT, as supplementary academic support, which helped with idea generation, lesson planning, and saved preparation time. However, they also emphasized the need to adapt, personalize, and evaluate ChatGPT's responses. Rather than fully relying on it, they used ChatGPT as a complement to their profession [32].

Impact on Ethical Practices in Education

AI's Reliability as Information Source

While AI integration in the classroom can offer real-time accessible information, it poses a threat regarding its accuracy and reliability as a source of information. Teachers emphasize the importance of examining AI-generated content through constant verification of sources. As ELT1 and ELT8 stated:

"Another concern is the potential for AI to provide inaccurate information, which I address by always emphasizing the importance of verifying sources."

"Drawbacks include the risk of over-reliance, the potential for inaccurate information, and the threat to the development of essential skills."

AI-generated responses may contain inaccuracies due to their limited knowledge base, inability to fully grasp complex contexts, and lack of critical thinking capabilities. AI systems particularly ChatGPT can sometimes produce responses that are irrelevant, inappropriate, or lacking in depth, stemming from algorithmic limitations in language processing and the constrained scope of the data they rely on Leunard et al. [33]. Therefore, continuous monitoring and rigorous source verification are essential to ensure the reliability of AI-generated content.

Challenges to Academic Integrity

A significant challenge in AI integration is preventing students from becoming overly dependent on AI tools, which can lead to learning outcomes lacking in deep understanding and academic dishonesty. Teachers address this through implementation. As ELT5 and ELT4 stated:

"One challenge I've faced is ensuring that students don't rely too much on digital tools to do the thinking for them. Some tend to copy answers without understanding."

"I have had to combat plagiarism concerns by using AI detectors strategically while focusing assessments on process."

Several studies have shown that AI, particularly ChatGPT, can generate human-like accurate responses to online examination questions without detection. Further, risks of plagiarism are present due to ChatGPT's capability to generate content similar to existing sources, which are then submitted by students who rely on them [34].

Impact on Students' Critical Thinking and Creativity

AI, when used properly, enhances students' metacognition through active comparison of their ideas and reasoning with instant AI-generated feedback with varying perspectives. While the growing dependence of students on AI to generate assignments and tasks can lead to the decline of students' independent thinking, creativity, and the development of essential skills, which comes from reflection upon ideas, as students may bypass the learning process and accept AI-generated content without question. This not only undermines academic integrity but also erodes the ethical values of personal effort and authenticity, which are fundamental to meaningful learning. To address this, teachers implement process-based assessments to promote genuine learning and ethical academic practices. As ELT1, ELT4, and ELT8 stated:

"Most importantly, AI has nurtured metacognition that students now more consciously compare their own critical thinking with machine outputs that deepening their analytical skills."

"One major concern is students' growing dependence on AI for critical tasks, like generating essay drafts or analyzing texts, which can undermine their development of original thought and close-reading skills. I have noticed some learners accepting AI interpretations at face value without questioning biases or exploring subtext. Another issue is the erosion of creative

struggle. When AI instantly provides metaphors or thesis statements, students miss the cognitive growth that comes from wrestling with ideas. My solution has been implementing AI-free brainstorming phases before permitting tool use, ensuring students engage deeply first."

"The primary challenge is the temptation for students to rely on AI to generate complete assignments, bypassing the learning process."

AI writing tools provide real-time personalized feedback that caters to students' individual needs, helping them reflect upon their work and improve it by utilizing AI-generated suggestions [35]. Students showed concerns about over-reliance on AI potentially hindering their ability to develop essential skills independently, all while bypassing the learning process [36].

CONCLUSION

The AI integration in teaching and learning of English language and literature brought with it both positive and negative impacts. English language and literature teachers reported experiencing greater efficiency and convenience in lesson preparation, immediate access to information, enhanced student engagement, and opportunities to personalized teaching approaches. Likewise, AI encouraged more diverse and creative ideas that might not have been explored otherwise. Nevertheless, teachers also encountered concerns about overdependence, a potential decline in skills development, and heightened threats to academic integrity and originality without active human involvement and proper guidance from teachers. Such impacts call attention to the critical need for balance between critical engagement and the use of AI-generated outputs. While AI can be a valuable tool for both teachers and students, it must not replace essential skills such as independent thinking, critical analysis, creativity, and conceptual mastery. Users must engage actively with AI tools rather than relying on them passively. In response to these challenges, teachers have adapted their strategies to mitigate the risks associated with AI. They emphasize fact-checking and critical evaluation of AI outputs, prioritize authentic student learning, promote responsible and ethical use, and focus more on learning and application processes rather than solely on final products. Although AI integration has proven effective in enhancing teaching and learning, further improvements can be achieved through the implementation of programs that promote critical literacy and uphold clear standards for academic integrity. As AI continues to influence educational practices, teachers play a crucial role in maintaining balance and guiding students to engage critically with AI-generated content. This study encourages future researchers to expand their scope by refining and tailoring the current framework to encompass and give an overview of the experiences of English language and literature teachers at all educational levels to address the unique challenges and experiences faced by teachers in their teaching journey.

LIMITATIONS

While this study provided insights into the lived experiences of language and literature teachers on the integration of AI in the classroom, it inflicted several limitations. First, the study focused solely on eight licensed Junior High School English language and literature teachers in Science City of Muñoz, Nueva Ecija, Philippines, which limited the overall generalizability of the findings to teachers in other fields, regions, school levels, and educational settings. Since the data were

qualitatively approached, they may be subjective and based solely on perceptions and experiences of the selected participants; hence, quantitative lens and/or mixed methods approach may be explored to provide further validation on the findings.

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AUTHOR CONTRIBUTION

Authors contributed to all parts of this research equally. J.P. worked on the methodology, instrument, data collection, analysis, results and discussion, editing, and visualization. R.P. focused on the literature review, instrument, data collection, analysis, results and discussion, and editing. S.T. contributed to the introduction, instrument, data collection, analysis, and results and discussion. J.V. guided the group by supervising the conceptualization, methodology, instrument development and validation, editing, and review process.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors declare that no generative AI tools were used in the writing, editing, data analysis, or graphic design processes of this manuscript. All content was independently developed by the authors, who assume full responsibility for the originality, accuracy, and integrity of the work.

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