

Comparative Study of Teachers' and Students' Perceptions of the Effectiveness of AI in English Language Teaching

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ABSTRACT

Aim of the Study: This study examines the effectiveness of AI in Pakistani ELT classrooms by performing a comparative analysis of ELT teachers and their respective students' perceptions regarding the effectiveness of AI in ELT. It also examines how institutional differences play an important role in shaping ELT teachers' perceptions about the integration of technology in education.

Methodology: The data was collected online using a Likert scale survey. The questionnaire asked questions related to the ease of use, usefulness, and effectiveness of AI in language learning and teaching. The obtained data was run through JASP software to get independent sample t-tests and descriptive statistics results. The results obtained were then analyzed using Davis's Technology Acceptance Model (TAM).

Findings: The findings reveal that both teachers and students have high perceptions regarding the usefulness of AI in ELT. However, teachers' and students' perceptions differ in some respects; students regard AI to be more effective and easy to use compared to their teachers. The findings also reveal that IIUI ELT teachers report lower institutional support compared to NUML teachers, showing that institutional factors also play an important role in shaping teacher's perceptions regarding the effectiveness of AI.

Conclusion: This research contributes a deeper understanding of AI acceptance in Pakistani ELT and provides deeper insights for educators and policy makers.

Keywords: Artificial Intelligence, ELT, Technology Acceptance Model (TAM).

1. INTRODUCTION

The use of AI technology in education sector is growing because it has the potential of making the education sector more efficient and time-saving. The use of AI in education sector has been on the rise across all levels, such as K-12 systems, thus transforming the learning process across various levels of learning (Moybeka et al., 2023). Learning using AI is likely to change the manner in which the teaching process is carried out (Moybeka et al., 2023). A UNESCO report claims that AI can transform knowledge access and make the educational process more inclusive (Panigrahi & Joshi, 2020). Consequently, AI

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technologies and educational software are increasingly used and accessed, which means it has already been incorporated in the teaching practice (Yasin & Safdar, 2025; Imran et al., 2025; Celik et al., 2022).

Also, in the English Language Teaching (ELT), AI transforms the work of both teachers and students by offering a personalized support to both parties. AI has the potential to provide a favorable learning experience to those who are learning English as a second language (Akbarani, 2023). It is an advantage to both teachers and students to use technology to enhance their language skills. The application of AI technologies like intelligent tutoring systems, adaptive feedback apps, and conversational chatbots in the field of second language acquisition (SLA) has transformed the way learning was once carried out through traditional methods of engaging in activities like providing personalized learner-centered experiences (Khan et al., 2025). Through its application, education gets more student-centered and empowers students (Ali, 2020.). As a teacher, AI tools can assist in changing a teacher role, which is from a transmitter of knowledge to a facilitator, particularly in encouraging students to learn on their own (Khan et al., 2025). Consequently, AI-assisted language learning (AILL) instruments can be used to address the limitations of the second language learning process through the promotion of independent and multimodal learning and context-sensitive scaffolding (Wang, 2023).

Educators in the Pakistani setting have adapted AI to their teaching methods, but there are also issues that do not facilitate its application in large volumes. The investigation carried out to determine the level of AI usage among educators in Pakistan revealed that the percentage of AI applications usage was as follows: the first place was taken by personalized learning applications (56%), then content generation (47%), grading (24%), and tutoring bots (13%) (Raza & Farooq, 2025). This is an indication that teachers in Pakistan have begun to use AI in their day-to-day teaching activities. Nevertheless, AI integration in education is also fraught with various concerns like data privacy concerns, algorithm bias concerns, and the problem of digital divide (Ribeiro, 2017). Moreover, other problems like cost limits and lack of infrastructure also hinder the full integration of AI in the Pakistani education system (Raza & Farooq, 2025).

Despite these obstacles, AI continues to become implemented in various fields of instruction. English Language Teaching is one of them. With the incorporation of AI in teaching English as a Second Language, teachers can more effectively carry out their duties when it comes to lesson planning and grading. The majority of teachers think that this use of AI in this aspect would be positive to ELT and would be aligned with the international trends in educational technologies (Bibi et al., 2025). Likewise, learners of English as a second language express favorable views towards using AI-driven language learning tools because it is highly beneficial and also shares such user-friendly features as providing instant feedback, customized learning content, interactive learning to acquire skills, and delivering relevant learning content (Shahid et al., 2024). However, the teachers and students have their concerns about the quality of material produced by AI and the way of its ethical use. The obstacles to the introduction of AI in teaching are these issues. Thus, despite the benefits of AI, the disadvantages of its full implementation are too big, which is why it is not evident how effective it will be when used in teaching languages.

1.1 Problem Statement

While previous studies have been conducted to study the effectiveness of AI in ELT for either teachers or students, limited research has comparatively analyzed both groups within the same institutional context. This study addresses this gap by performing a comparative analysis of ELT teachers of NUML and IIUI and their respective students to understand their perceptions regarding the effectiveness of AI in English language teaching and learning. It also examines how institutional differences play an important role in shaping ELT teachers' perceptions regarding the effectiveness of AI in ELT.

1.2 Significance of the Study

This research aims to understand the differences in students' and teachers' perceptions regarding the effectiveness of AI in Pakistan. It also studies contextual factors to study the importance of technical assistance and professional development. The findings of this study can be used by educators and policy makers to address the gaps in teachers' and students' perceptions and to create policies which support the integration of technology in Pakistan. By comparatively analyzing, the contextual differences between the two groups from two different universities, this study highlights the role institutional support and technical assistance play in the integration of AI.

1.3 Research Objectives

This study has been carried out to examine the effectiveness of AI in Pakistani ELT classrooms by performing a comparative analysis of ELT teachers and their respective students' perceptions.

1.4 Research Questions

1. What are the perceptions of teachers and students on the effectiveness of AI in English Language Learning and Teaching?
2. How does the institutional context impact the use of AI in language classrooms?

2. LITERATURE REVIEW

This paper reviews the existing scholars whose literature is directly concerned with AI in education, it's incorporation with ELT context, effectiveness for teachers and students and barriers faced by teacher and students in AI integration.

AI's analytical power analyzes and explores large datasets of students and teachers, fostering advanced instructional practices and future learning methodologies (Wang, 2019). With its use, education becomes more student-centered and leads to the empowerment of the learners (Ali, 2020). As natural language processing, machine learning, and data analysis continue to evolve, AI has the potential to offer customized and adaptable learning journeys for individuals studying the English language (Akbarani, 2023). AI can bridge this gap by providing personalized guidance, automating repetitive tasks, and offering immersive learning experiences (Bekteshi, 2025).

Effectiveness of AI for Teachers

According to a study, *Teaching English in the Age of AI: Embracing ChatGPT to optimize EFL Materials and Assessment* (Koraishi, 2023), AI offers creative and diverse applications. It offers tailored texts designed according to the needs of learners, designs assessments for feedback, and allows teachers to add target vocabulary in already technology-designed prompts, thereby reducing the time and energy of teachers. According to Koraishi (2023), teachers play a role in creating customized materials, especially vocabulary-integrated texts, by integrating target vocabulary words that appeal to the different needs of their students.

According to Koraishi (2023) AI offers creative and diverse applications. It offers tailored texts designed according to the needs of learners, designs assessments for feedback, and allows teachers to add target vocabulary in already technology-designed prompts, thereby reducing the time and energy of teachers. Teachers create personalized lessons for students by generating material and lesson resources with the help of AI that cater to the individual needs of learners (Koraishi, 2023).

AI offers teachers multiple opportunities for improved instructional planning, implementation, and assessment, including automated essay scoring of their teaching, defining students' needs, familiarizing teachers with such needs, providing immediate feedback, and teacher intervention (Celik et al., 2022).

Effectiveness of AI for students

A systematic review of literature on incorporating Artificial Intelligence (AI) in English as a Foreign Language (EFL) studies the effect affective aspects including; motivation, engagement, attitude, as well as anxiety have on students' learning. It was found during the review that the application of AI in EFL education is still in its initial phase, but it has a good potential of positively influencing the emotional and psychological involvement of the learners in their language learning. The general result of the studies shows that AI is a promising factor in instilling positive affective results, and further detailed and longitudinal research is required to ascertain long-term effects of AI on EFL learning. According to Li & Akram (2023), the suggestions include providing ample professional development for teachers, technological assistance, adaptable curriculums, and resources for integrating artificial intelligence into English teaching at colleges in Pakistan (Firdaus & Nawaz, 2024).

Teacher-level barriers in AI integration

AI is being adopted in education but requires teacher's input for incorporation of material. Koraisi (2023) notes that ChatGPT is not flawless and necessitates the involvement and feedback of educators to be used effectively. Its current shortcomings, such as fabricating information with fake sources, requires teachers to actively engage in the use of AI-generated materials and resources, as it cannot function independently in its present state. ChatGPT is a recent technological development, and therefore, systematic studies evaluating its practical application and educational impact in EFL (English as a Foreign Language) contexts are still missing.

Additionally, there are moral ramifications for AI-assisted language learning, especially when it comes to learner liberty and data privacy (Nursyahida et al., 2024). Teachers have responsibility to protect student's privacy. Teachers should be professionally trained to use AI effectively in classrooms. According to Celik et al. (2022), "AI-based system failed to assess the complexity of texts when they included images". Their review further indicated that AI tools are context dependent and using them can be challenging. The lack of technological knowledge of teachers and the lack of technical infrastructure in schools are also some of the major challenges (Celik et al., 2022).

Student-level Barriers in AI integration

Instead of recognizing the positive aspects of using AI, researchers reported significant hurdles in its implementation which includes limited training of teachers, inadequate technological infrastructure and a strong curriculum. This study recommends that successful AI integration in Pakistani ELT context requires a strong teacher professional development, technological support, a very relaxant curriculum design and access to appropriate resources. Furthermore, a systematic review of the integration of artificial intelligence in English as foreign language classes for enhancing learners' affective factors revealed several limitations in the existing literature: insufficient guidance on appropriate instructional methods for AI integration, a lack of longitudinal research, and an overreliance on quantitative and quasi-experimental designs (Altwijri & Alghizzi, 2024). In addition to this, most of the studies did not clearly highlight the teaching approaches used, which in return limit the transferability of best practices. There should be a pilot testing before implementing the AI tools.

AI in Pakistani Educational Context:

Recent research exploring the impact of generative AI-based technologies on learning shows that university professors have a positive perception about the integration of AI (Bibi et al., 2025). Lecturers recognize AI's instructional benefits of AI; however, significant concerns remain regarding ethical issues, data privacy, and readiness for technology adoption. Despite the strong interest in AI training, there are significant concerns and challenges in its implementation, especially regarding technical expertise, infrastructure, and institutional backing. Bibi et al., (2025) which asserts that perceived usefulness, ease of use, and institutional support are key predictors of technology adoption in higher education in Pakistan.

Recommendations include developing digital infrastructure and internet connectivity, particularly in under-resourced areas; implementing capacity-building programs to train teachers and policymakers on AI applications; collaborating with technology providers to design AI tools aligned with Pakistan's sociocultural context; and revising national ECE policies to incorporate explicit guidelines on ethical and inclusive technology integration. However, teachers' showed concerns regarding data privacy and the authenticity of the material generated by AI. Similarly, students also highlighted the positive impacts of AI in language learning in improving their motivation and by providing autonomous learning opportunities. However, students' concerns with respect to AI generated content were different compared to the teachers.

Resultantly, it shows that there is lack of studies comparing teachers' responses with their students' to interpret the differences in students' and teachers' attitudes in incorporating AI in language learning and to calculate the actual effectiveness of AI in language learning. The identified gaps in existing research, as perceived by teachers and students, show that the current research is much needed.

2.1 Theoretical Framework

In this study, Technology Acceptance Model (TAM) has been used. TAM has become an essential model of the human behavior in terms of the possible acceptance or rejection of the technology and it is popular in the fields of education, technology and AI research. Research has demonstrated that TAM is very dependable in forecasting teacher and student acceptance of digital tools (Teo, 2011). This is the theory proposed by Fred Davis (1986, 1989) in his doctoral thesis at his MIT Sloan School of Management. It is a dominating technology to explore the acceptability of new models of technology such as AI by the users. This is a two variable model where the two variables are the perceived ease of use (PEOU) and the perceived usefulness (PU). Davis described perceived usefulness, as the extent to which the individual is of the view that the utilization of the specific system would positively impact her/his job performance; the perceived ease of use was described as the extent to which the individual is of the view that the utilization of the specific system would be devoid of effort (Davis & Granic, 1989). Later development of TAM has incorporated the behavioral intention as a new variable, which was directly affected by the perceived usefulness of the system. Behavioral intention refers to the readiness of an individual to repeat a certain action and in our study, it will describe the likelihood of a student or teacher using an AI model in the future. In this manner, therefore, BI predicts the very real implementation of AI in language classrooms.

As a theoretical framework, TAM is employed to examine the acceptance of AI models in the language learning classrooms by teachers and students in two higher education institutions in Pakistan. The study is being done to comprehend the perception of teachers and students about AI and TAM is essentially a perception based model that concentrates on usefulness, and behavioral intention. It is applied to examine the reactions of the teachers and students towards the application of AI tools in the language classes. PU will inform about teachers and students believing that AI will be more effective in lesson planning and learning by students. PEOU means the ease of AI tools in language classes and the ease of comprehending and interacting with AI models by students. These two variables are put together to form user intention or behavioral intention and this defines whether the student will go ahead to use those AI models or not. Tam describes why other students and teachers readily embraced AI tools, whereas others remained suspicious and hesitant.

3. RESEARCH METHODOLOGY

This research is based on a qualitative research design in which data was collected using online questionnaires. The online questionnaire asked questions related to the ease of use, usefulness, and effectiveness of AI in language learning and teaching. It also targeted questions to analyze the level of institutional support provided to students and teachers of both universities to integrate AI in their learning and teaching practices. The questionnaire was designed in the form of a 5 point Likert scale, and

participants were required to choose from 1-5 where 1 represented strongly disagree, 2 represented disagree, 3 represented neutral, 4 represented agree, and 5 represented Strongly Agree.

The data were collected from four English Language Teachers, comprising two from the International Islamic University Islamabad (IIUI) and two from the National University Modern Languages (NUML), and their respective students. The student sample was 10 from both universities. The participants were selected using a random sampling method. Demographic information regarding teachers included name, teaching experience, and gender was also recorded. The questionnaire for both teachers and students comprised two sections: The first section included demographic information, and the second section included questions related to the ease of use of AI, its usefulness, its effectiveness in language learning and teaching, and institutional support. Data were collected via Google Forms, which were shared through online channels with the participants.

To analyze the first research question, the Likert scale data obtained after the data collection process were converted into a CSV file. In MS Excel, all additional elements, such as demographic information, were removed to clean the data. The computed scores of the cleaned Likert scale data were calculated using Excel. For this, the questions of the questionnaire were divided according to the four main themes: perceived usefulness, perceived effectiveness, perceived ease of use, and institutional support. First, the computed scores of the teachers' data from both universities were calculated using Excel. Then, in the same manner, the computed scores of students' data from both universities were calculated using Excel.

After the calculation of the computed score, the data were organized to make it ready to run for t-test. William Sealy Gosset' T-test model was used to analyze this data because t-tests are a reliable indicators to examine the difference in perception of two population which was similar to our study.

For this purpose, IIUI teachers' data were placed with IIUI students' data and they were grouped together under one group. The data were fed into JASP software and run for an independent sample t-test. The variables were the four main themes according to which computed scores for the Likert scale data were collected: perceived usefulness, perceived effectiveness, perceived ease of use, and institutional support. The t-test results provided the t-value, p-value, effect size, and mean of teachers and students data using descriptive statistics. The t value assists in identifying the difference between the teachers and students data, the p value assists in identifying whether the difference is significant or not and the effect size d helps to identify the discrepancy in practical terms. In the same manner, NUML teachers' data were placed with NUML students' data, and they were grouped together under one group. The data were then run for an independent sample t-test, which provided the t-value, p-value, effect size, and mean of teachers and students data using descriptive statistics.

To analyze the second research question, only teachers' data were used because teachers are more reliable indicators of "contextual differences" because they understand institutional policies, availability of tools, and training. For this, the cleaned teachers' data from both universities were run separately for descriptive statistical analyses. The results were then reported in the form of a table, in which the means of teachers' data were analyzed.

The results obtained after performing independent sample t-tests and descriptive statistics were interpreted to analyze the research question using Davis's "*Technology Acceptance Model*."

4. DATA ANALYSIS

In order to respond to the first Research question, t-tests of the data of teachers and students of both universities were run. To begin with, the data of IIUI teachers and their students were subjected to a t-test. The findings presented t-value, p-value, effect size, and descriptive statistics. The t value assists in identifying the difference between the teachers and students data, the p value assists in identifying whether the difference is significant or not and the effect size d helps to identify the discrepancy in

practical terms. Comparison of the means of the responses of teachers and students was done using descriptive statistics.

IIUI Teachers' versus Students' Responses

Table 1: *Independent Samples T-Test (IIUI students versus teachers)*

	t	df	p	Cohen's d	SE Cohen's d
PU	0.418	10	.685	0.323	0.778
PEOU	0.645	10	.533	0.500	0.783
PE	2.019	10	.071	1.564	0.850
Context	0.868	10	.406	0.673	0.789

Note: PU= Perceived Usefulness, PEOU= Perceived Ease of Use, PE= Perceived Effectiveness

Descriptives

Table 2: *Descriptive Statistic Results*

	Group	N	Mean	SD	SE	Coefficient of variation
PU	Student	10	3.300	0.856	0.271	0.259
	Teacher	2	3.000	1.414	1.000	0.471
PEOU	Student	10	3.000	1.027	0.325	0.342
	Teacher	2	2.500	0.707	0.500	0.283
PE	Student	10	3.664	0.627	0.198	0.171
	Teacher	2	2.500	1.414	1.000	0.566
Context	Student	10	3.130	0.959	0.303	0.306
	Teacher	2	2.500	0.707	0.500	0.283

Note: PU= Perceived Usefulness, PEOU= Perceived Ease of Use, PE= Perceived Effectiveness

Perceived Usefulness

There is no significant difference between the responses of teachers and students towards the PU of AI (PU). Therefore, AI is useful in ELT as viewed by both teachers and students.

The t-value is 0.418 and the p-value is 0.685, higher than the common 0.05; the difference is not significant at all.

Similar views were also indicated by a small effect size ($d = 0.323$).

Perceived Ease of Use

The t-value is 0.645

The p-value was not below the standard of 0.05; hence, the difference was not statistically significant, at 0.533.

The effect size d , however, is 0.500, which indicates that there is a visible difference but not significant to be statistically proved. This demonstrates that there exists a slight variation in the perceptions of teachers and students on ease of use of AI.

Based on the data of the descriptive statistics, we concluded that the mean of students was greater than that of teachers and, thus, we concluded that students find AI easier to use than teachers.

Perceived Effectiveness

The t value was 2.019, the p value was 0.071, therefore, the difference was close to being significant but not below the alpha level of 0.05 or less, which was required.

But, the effect size d was 1.564, which is very large, meaning that there is a significant practical difference.

It demonstrates that the perception of teachers and students regarding the effectiveness of AI in learning a language differ significantly. Based on the data presented in the descriptive statistics, we are aware that students have a higher mean than the teachers, thus making us conclude that students view AI as more effective in language learning than their teachers.

Institutional Support

The t value is 0.868 with p value 0.406, indicating that there is no significant difference between the perceptions of teachers and students on the institutional context (Internet stability, AI training).

The effect size (d) was 0.673 and this indicates a medium effect hence the medium practical difference in the responses of teachers and students.

NUML Teachers versus Students' responses

Second, the data of teachers of NUML and their students were statistically tested by a t-test. The output provided the t- and p-values, result of the effect size and descriptive statistics. The t value is used to decide on the difference between the data of teachers and students; the p value is used to decide whether the difference is statistically significant and the effect size d tells us how significant the difference is in real life. The data of the descriptive statistics is used in comparison of the mean of the response of teachers and students.

Independent Samples T-Test

Table 3: *Independent Samples T-tests (NUML students versus teachers)*

	t	df	p	Cohen's d	SE Cohen's d
PU	0.611	10	.555 ^a	0.473	0.782
PEOU	1.710	10	.118	1.324	0.829
PE	0.975	10	.352	0.755	0.793
Context	NaN ^b				

Note: PU= Perceived Usefulness, PEOU= Perceived Ease of Use, PE= Perceived Effectiveness

^b The variance in Context is equal to 0 after grouping on Group

Descriptives

Table 4: *Descriptive Statistics Results (NUML students versus teachers)*

	Group	N	Mean	SD	SE	Coefficient of variation
PU	Student	10	3.650	0.669	0.211	0.183
	Teacher	2	3.250	1.768	1.250	0.544
PEOU	Student	10	3.600	0.843	0.267	0.234
	Teacher	2	2.500	0.707	0.500	0.283
PE	Student	10	3.396	0.829	0.262	0.244
	Teacher	2	2.750	1.061	0.750	0.386
Context	Student	10	3.130	0.282	0.089	0.090
	Teacher	2	3.000	0.000	0.000	0.000

Note: PU= Perceived Usefulness, PEOU= Perceived Ease of Use, PE= Perceived Effectiveness

Perceived Usefulness

The t value was 0.611 and the p value was 0.55 and this indicates that there was no statistically significant difference between teachers and students perception of the usefulness of AI.

The effect size (d) was 0.473 indicating a medium effect, thus, revealing a medium practical difference between teachers and students perceptions.

Descriptive statistics data show that the mean of students was a bit greater than the one of teachers, which means that teachers and students generally have the same attitude towards the utility of AI.

Perceived Ease of Use

The t-value = 1.710 and p-value = 0.118 indicates that there is no significant difference between the perceived ease of use among teachers and students which is statistically significant.

Nevertheless, the effect size d is 1.324 that demonstrates a very large effect, thus, presenting that there is a large difference in perceptions of teachers and students on the perceived ease of use of AI in language learning.

Based on the data on the descriptive statistics, the mean that students had was more than that of the teachers, meaning that students find AI easier to use than teachers.

Perceived Effectiveness

The t value is 0.975 and the p value is 0.352, indicating that teachers and students do not have a statistically significant difference in their perception about the effectiveness of AI in language learning and teaching.

The effect size (d) however, was 0.755 which is a large effect, thus, showing that there is a large difference in the perception of teachers and students on the effectiveness of AI in language learning.

Based on the descriptive statistics data, the mean of students was greater than that of teachers, which means that students believe that AI is more effective in language learning as compared to teachers.

Institutional Support

Context variance = 0, after grouping on Group.

In analyzing the 2nd research question, only the data of teachers were utilized since teachers are the best sources of information on the issue of contextual differences due to the fact that they have knowledge of institutional policies, the availability of tools, and training. To this end, the data of the cleaned teachers of both universities were analyzed separately to perform descriptive statistics analyses. The outcome was subsequently documented as a table where the means of the data of teachers were compared.

Table 5: Means of IIUI and NUML teachers' data

Items	Mean (A)	Mean (B)	Perception A/B
AI-generated content saves time	4	4	High / High perception
I adapt AI-generated lesson plans to fit local	4	3	High / Neutral perception

Note: N=2, A= Teacher A (NUML), B= Teacher B (IIUI)

The outcome of the descriptive statistics was that teachers A and B had high perception that AI-generated lesson plans saved their time. Also, the findings indicated that the two teachers had a high perception that the AI-generated content was as per their expectations.

The findings revealed that Teachers A and B perceived differently when it comes to adapting AI-generated lesson plans to meet the needs of local students. Teacher A perceived that it was very easy to adapt AI-generated content to the needs of local students, whereas Teacher B perceived it as neutral. Equally, Teacher A had a neutral view of students who were more engaged in AI-adapted lesson plans than Teacher B who had a stronger view.

Teacher A and B had a low perception of the necessity of having formal training on the use of AI tools effectively. Moreover, Teacher B had a less favorable opinion of their university as being able to offer sufficient technical assistance with AI in the classroom than Teacher A who was neutral.

DISCUSSION AND FINDINGS

The research problem of this paper was to find out the variation in the perception of teachers and students on the use of AI in language learning classrooms at NUML and IIUI. The information that we have gathered up to this point is tabulated under three major themes which are perceived usefulness, perceived ease of use and perceived effectiveness. The context now comes into play; we introduce an extraneous variable, institutional support, in an attempt to explain the contextual variation in responses that we have obtained. Our questionnaire-gathered data demonstrates that there is a uniform trend in the perception of students towards AI as more positive than that of teachers. This shows that there is a generation gap between students and teachers in the acceptance of AI in the language learning classrooms.

- The level of perceived usefulness (PU) (Davis & Granic, 1989):

In both institutions, there was a high positive attitude towards the usefulness of AI to both teachers and students. This implies that they consider AI as an advantage and benefit of language learning classrooms. Responses of students were a bit more favorable in both institutes which indicate that they have more direct academic advantages when using AI, such as receiving assistance in vocabulary tasks. Perceived usefulness is one of the predictors of technology acceptance, according to the technology acceptance model, the perception of usefulness implies whether students and teachers will keep using AI in the future and the answer is yes, both students and teachers are accepting AI tools and they will keep using them in the future. The student response is a bit more which indicates that students are enthusiastically adopting AI tools in their language learning as compared to teachers.

- Perceived ease of use (PEOU) (Davis & Granic, 1989):

Based on the answers we received regarding both universities, it is evident that students felt that AI is simpler to use compared to teachers and it implies that the latter might be experiencing technical challenges and require the support of the institutions or formal training to keep using AI in the future. With low perceived ease of use in the technology acceptance model, the likelihood of users utilizing AI in future also diminishes and low perceived ease of use in teachers indicates that their perceived behavioral intention to use AI in future is also low. This could be defeated through formal training and workshops to assist teachers in overcoming this challenge. Conversely, students are enthusiastic in this aspect, implying that in their case AI is user-friendly and they are embracing the dynamics of language learning classrooms.

- Perceived effectiveness (Davis & Granic, 1989):

Based on the information we have gathered to this point, the fact that students perceived AI highly indicates that they believe that AI is more efficient than teachers. Students consider AI to be helpful as it assists them in their grammar, vocabulary, and writing. They are specifically created to help students in their written work, and AI tools such as Grammarly assist them. There are teachers who feel that AI is less effective due to their concerns about plagiarism as it jeopardizes students' creativity. Perceived effectiveness is a significant factor in TAM and is also related to perceived usefulness and perceived ease of use. Based on the data we obtained it can be seen that the perception of AI effectiveness among

students is a bit higher than among teachers which indicates that they accept AI and it means that they will further use it in the future. Conversely, the low perception of AI among Teachers indicates that Teachers are reluctant to keep using AI.

Perceived usefulness (PU) is the level of usefulness, which is defined in the TAM, where the user is convinced that the use of the technology will enhance his or her work performance. As per our first question, whether AI-generated plans save time or not. The question is directly connected with the perceived usefulness. It poses a direct question on whether the teacher believes that the AI lesson plans are saving them time or not. In the replies, both educators select high, which implies that they believe that AI lesson plans are indeed helpful in language classes. This high positive image demonstrates that efficiency in time is one of the key factors that can encourage instructors to embrace AI in language teaching classrooms. Perceived usefulness is high, leading to high behavioural intention to use AI tools in teachers. The second question we posed in this respect is that whether the quality of materials created by AI meets their expectations and both teachers answered high which implies that they believe that AI is an effective and valuable teaching tool. AI is coming up with quality materials on their behalf and this implies that it aids them to uphold academic standards and improve the overall teaching and learning process. The quality of the lessons provided by the AI is satisfactory; hence, it enhances their intention to use AI in future to plan their lesson.

The other significant concept in TAM is perceived ease of use or PEOU, which refers to how easy the teachers think it would be to use AI. To that, we put teachers the following question: Do I need formal training to be able to use AI tools effectively, To this question they gave 2, which is low perception, meaning that they do not agree with the idea that teachers require some sort of formal training in order to be able to use AI tools in their lesson planning. This question directly corresponds to ease of use, i.e. whether a person is sure that a system is devoid of effort. The low perception showed that the teacher believes that AI tools are easy to use and that they can be utilized without any guidance or training. All they have to do is to take the directions provided by the system and feel free to discover them independently. Tam notes that when the user is convinced that a system is easy to use, his/her behavioral intention to use the system in future is higher and the teacher response is an indicator of his/her readiness to use AI in her plans to teach students.

Institutional support is a very important variable in TAM since it influences the perceived usefulness and perceived ease of use. Teachers are also more ready to use and learn new AI tools in their language classes when institutions promise to provide the necessary technical assistance and training opportunities to use the technology. Our information sources are teachers of NUML and IIUI, which leads to the conclusion that one of the teachers has a highly neutral attitude towards AI, implying that technical support is partially accessible or highly inconsistent, and teacher B reports low, which means that she is not receiving the support of her institution clearly. This low level of support is an obstacle to the adoption of AI tools. These reactions indicate that institutional support is not being fully provided which is adversely impacting on the long-term adoption of AI tools in language classroom in IIUI.

CONCLUSION

This study comparatively examined ELT teachers' and students' perceptions of the effectiveness of AI in language learning. The data were collected from four English Language Teachers, comprising two from the International Islamic University Islamabad (IIUI) and two from the National University Modern Languages (NUML), and their respective students. The student population was 10 from both universities. The study used Likert scale data and analyzed it using JASP software to get t-test results and descriptive statistic results. This data was then analyzed using Davis' Technology Acceptance Model (TAM). The findings showed that both teachers and students generally perceived AI as a useful tool in ELT. However notable differences were seen in ease of use and effectiveness of AI. Students perceived AI as much easier to use and effective as compared to teachers in language learning. This indicates a generational gap

between students and teachers in how AI is accepted in language learning classrooms. The study also showed that IIUI teachers reported lower institutional support compared to NUML teachers, showing that technical assistance and professional development also play an important role in shaping teachers' perceptions regarding the integration of AI. By highlighting the differences between teachers' and students' perceptions and the role of contextual factors, this research contributes a deeper understanding of AI acceptance in ELT and provides deeper insights for educators and policy makers.

6.1 Limitations

However, this research was limited to small sample size. Future research can use a large data sample and adopt a mixed-method approach to understand the reason behind teachers' reservations and students' higher acceptance of AI.

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Conflict of Interest

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