



Harnessing Artificial Intelligence for Dynamic Landscape: Re-envisioning English Language Teaching in Pakistan

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Abstract

The current study is anticipated to sightsee the integration of Artificial Intelligence (AI) in transforming English Language Teaching (ELT) in Pakistan. The advent of AI unlocks the avenues for envisaging and renovating the facade of ELT to concentrate on the varied needs of 21st century English Language Learners (ELLs). ELT extends a pivotal function in the educational landscape of Pakistan and English language proficiency is reckoned as a prerequisite for academic as well as professional attainment, but conformist modes of teaching fall short to embark upon the diverse requisites of ELLs. The study is carried out through a mixed method i.e. quantitative and qualitative outlook though predominantly it is commenced through the quantitative method. Data is collected from English Language Teachers (ELTs) who are teaching at tertiary echelons i.e. school, college and university in the course of a random sampling technique. For that questionnaire has been operated as a data collection instrument. The sample size of the participants in the study is 150 ELTs of both genders i.e. male and female. Findings of the study encapsulate that by harnessing the realm of AI, ELT will evolve towards a more refined, inclusive, inventive, vibrant and receptive Educational Technology (EdTech) ecosystem, potentially empowering ELLs of Pakistan to thrive in an excessively interconnected digital arena.

Introduction

Artificial Intelligence is coined from two phrases “artificial” and “intelligence”; the phrase artificial designates to something that is replicated but not necessarily and entirely fictitious being taken as counterfeit and intelligence tips-off towards substituting the actual artefact because of its superior traits (Ahmet, 2018). Artificial Intelligence (AI) is a subfield of computer science which is anticipated to evaluate and generate intelligent machines and gadgets to sense and operate like human intellect. The dynamic of intelligence is essentially the nucleus or core of AI (Wang, 2019). With the advent and exponential augment of digital platforms, ELT has converted into lots simpler, easier and interactive. Due to its interactive persona, the ELLs can extend their language skills with the rally round of EdTech or digital appliances motorized by AI with or even without the call for of teachers (Sridhar, 2018). In the sight of Ribeiro (2020) the most conspicuous persuade and operation of AI in English Language Instruction is associated with ELT. English is a global lingua franca of the people, and it is always problematic for EFL or ESL learners to master English as a language. But with the advent of AI, Natural Language Processing NLP, machine learning and Digital Boulevard have sophisticated and endorsed ELT around the globe (Mehrotra, 2019).

Pakistan is a multilingual society where almost 72 languages are being intoned. Urdu is the national along with other provincial and regional lingos i.e. Punjabi, Sindhi, Pashto, Balochi, Serakai and others (Nickson & Nudrat, 2022). The charisma of English in Pakistan is principally due to direct colonial i.e. local as well as post-colonial i.e. global compulsion and impulses. English is extensively exploited in the education system of Pakistan as a subject in addition to a medium of instruction. Consistent with the National Education Policy of 2009, it is manifestly assured that English will be qualified as a subject from Grade I while as a medium of instruction for Science Subjects and Mathematics from Grade V onward in public or Govt. schools of Pakistan (Channa, 2017). Attributable to the

globalized planet, the function and facade of the English Language in Pakistan are shifting in the post-colonial in conjunction with the emerging local and global context i.e. advent of AI, Natural Language Processing NLP, machine learning and digital avenue (Schweisfurth, 2019; Trudell, 2016).

Keeping in view the actuality that Pakistan is a multilingual society where the maneuverings of English as a Medium of Instruction (EMI) as Second Language (L2) doesn't have a great deal of impact on ELLs in terms of their adeptness and proficiency in learning English. However, there are studies which have signified the exploit of English as a medium of instruction that can inhibit erudition in major subjects which underscores the call for to inspire English as a subject in the curricula (Asif et al., 2016 & Rashid et al., 2016). Regardless of inculcating English both as a subject and as a medium of instruction proficiency level of ELLs in terms of their competence is relatively low down as it is graded as 63rd out of 112 countries evaluated in accordance with EF (2021). Hence, to transform the dynamic of the language landscape of Pakistan, there is a dire call for to infuse new-fangled tendencies and approaches to supplement the proficiency as well as expertise echelons of ELLs. The function of Artificial Intelligence (AI) and Educational Technology (EdTech) has demonstrated to be instrumental around the globe as far as ELT is concerned.

Statement of the Problem

In the Pakistani context, English Language proficiency is reckoned obligatory for academic endeavour at any echelon i.e. school, college, and university. Despite the considerable persona of English Language, instruction or ELT in Pakistan at either level lingers on conventional mode that spotlights on rote erudition and devoid of much scope for interactive learning. This practice has bungled to equip ELLs in Pakistan to nurture language skills which hampers their comprehension, communication, and application. Inadequate admittance to technology, lack of interactivity and inclusivity hinder ELT programs from accomplishing their jam-packed potential. But ELLs have to negotiate with the ever-evolving confronts of the time, so there is a pressing urge among ELTs to re-envision ELT stratagems to transpire ELLs to better cope with global communicative standards. Artificial Intelligence (AI) extends prospective avenues to ELTs of Pakistan by kitting them out with adoptive, dynamic and tailored instructional podiums. However, the factual potential of integrated AI into ELT has not been explored in Pakistan yet. There is a spacious vacuum and gulf in figuring out the initiative of how AI can be harnessed to lodge out more efficient, engaging and ELLs centered ELT in Pakistan. The underlying study is anticipated to bridge that gap by exploring the spot on potential of AI in transforming ELT practices in Pakistan. The study is aspired at ascertaining the exponential potential of integrated AI and EdTech to harness the adeptness of ELLs in connection with ELT.

Research Objectives

The current study is designed to travel around the indispensable persona of AI in ELT of Pakistan to facilitate Pakistani ELTs to re-envision their teaching practices. Distinctively, it is anticipated to accomplish subsequent research objectives

- To unearth awareness of ELTs in Pakistan about AI integration into ELT, current practices and challenges in Pakistan
- To explore ELTs' perceptions concerning the effectiveness of AI in ELT and support system of AI integration into ELT
- To envision the future web of ELT through AI in the views of ELTs of Pakistan

Research Questions

Keeping in view the aim and research objectives of the study, the researcher is in quest of the replies to subsequent research questions through under view study

- How far the ELTs of Pakistan are awareness of AI integration into ELT, current practices and challenges?
- How do ELTs of Pakistan perceive the effectiveness and support system of AI integration into ELT in the Pakistani context?
- What is the future web of ELT envisioned through AI in the views of ELTs of Pakistan?

Significance of the Study

The study is substantial as the advent of AI-driven platforms unlocks novel avenues to modernize and revolutionize ELT methodology to nurture dynamic, adaptive and personalized language instruction avenues in the digital age. In addition, it is imperative as it has recounted the existing landscape of AI, its challenges, potential prospects, impacts of AI-driven language learning avenues and counsels for ELT teachers, curriculum designers, trainers, and ELLs in the Pakistani language instruction landscape. It is also anticipated that under view study will unveil the efficiency of AI-driven platforms for nurturing English Language proficiency among ELLs in the Pakistani context. Integration of AI into the ELT realm enables transformative and redefining avenues for pedagogical approaches and maximizing the learners' outcomes. Besides that, the essentiality of the study lies in exploring the potential panorama of AI in re-imagining and re-envisioning ELT in the Pakistani context and lending a hand to advance the efficacy of ELLs in Pakistan to crop up the attainment of English Language proficiency.

Review of the Literature

The persona of AI has restyled and delineated the tapestry of human bustle and its integration into English Language Teaching (ELT) is not an exception. AI has endowed with an autonomous, self-directed, immersive, engaging and personalized learning landscape to ELLs. It has furnished ELT enjoyable and efficient through the patronage of EdTech and mobile appliances which are motorized by AI. However, despite its affirmative and enhancing utility for ELT, there are definite challenges and hitches, chiefly in the Pakistani context as far as the exploitation of AI in ELT classrooms is concerned. So, an English Language Teacher must weigh up the requisite, efficiency and persona of AI in ELT to craft its future web more precise and pertinent encompassing confronts and hitches (Hockly, 2023). To keep pace with the time and to convene the ever-evolving necessitates of English Language Teachers and English Language Learners (ELLs) have to limelight on the utilization of Artificial Intelligence (AI) and EdTech in ELT classrooms across the globe.

As AI and its integration in instruction in common and ELT in specific is gaining prominence so, researchers are also gearing towards this brand of research i.e. role, current state, challenges and future web of AI in ELT. Junaidi (2020) conducted a quasi-experimental survey to weigh up the efficacy of AI in the EFL context. The study principally spotlighted on the exploit of Lyra Virtual Assistant (LVA) which is commenced as an intelligent personal assistant that counters to varied queries of the learners on manifold topics. Ma (2021) carried out an experimental study to evaluate the impact of teaching English with the aid of virtual reality (VR) and machines. As virtual reality-based teaching centered on the pragmatic features or dexterities hence the class of the English was separated into two groups i.e. experiential and control group. The findings designate that the speaking and listening proficiency of the experimental group were considerably elevated as measure up to the control group which is indicative of the actuality that virtual reality has a confirmatory upshot on learners' attainment.

Vo et al., (2023) premeditated the upshot of *Grammarly* as a proofreading gadget on the part of learners' writing skills. The study enclosed two groups of learners i.e. experimental which consisted of 17 and control which comprised of 20 learners. Experimental learners were endorsed to ensure and spot on their writing with the assistance of the free version of *Grammarly* while the control group was not able to bring into play *Grammarly*. The findings specify that the experimental group who made use of *Grammarly* as a writing Assistant executed enhanced as measure up to a control group who didn't exploit *Grammarly*. Suryana et al. (2020) demeanor a study to appraise the persona of AI-powered mobile applications on the part of learners to augment their listening comprehension. It was a qualitative survey in which online interviews of the learners via WhatsApp were accomplished. The upshots of the study averred the fact that learners sensed that artificial intelligence-powered mobile applications have a positive facade as far as their listening skills are concerned.

Likewise, Arini et al. (2022) acted upon a quasi-experimental study on the exploit of AI-powered mobile applications in terms of enhancing EFL learners' English competence, especially about Novo Learning. 200 tertiary EFL learners were split into experimental and control groups. Control groups were taught via blended learning and the experimental group was taught via Novo Learning, an AI-powered tool. The upshots signify that experimental group learners sensed more autonomous, self-directed, had enhanced learning experiences and had not as much of anxiety as match up to the control group. Johnson et al. (2019) encapsulated the momentous function of AI in language acquisition through tailored mode of instruction, Jones and Smith (2020) unearthed the positive impact of AI on vocabulary retention of the learners, and Liu et al. (2021) accentuated the transformative facade of AI in ELT. Keeping in view these studies and others being incorporated into the study, it is unearthed by the researcher that there is a dearth of studies about the persona of AI in ELT in the Pakistani context. Hence, the under-view study is intended to bridge that gap.

Methods and Materials

Methods

The current study has exploited a mixed method i.e. quantitative and qualitative. Chiefly, the quantitative research method has been utilized by the researcher while through an open-ended question; qualitative analysis has also been brought about in the study by analyzing the responses through open ended statements.

Population

As far as the population of the study is concerned, English Language Teachers (ELTs) are the participants at tertiary levels i.e. ELTs who are instructing English at school, college and at the university level. The participants were selected by means of a random sampling technique, the most recurrent mode in quantitative research. The sample size consisted of 150 ELTs of both the genders i.e. male and female.

Tools

To collect data for analysis the researcher has took advantage of questionnaire as a data collection instrument. The questionnaire was urbanized keeping in view the 5 Likert scale i.e. agree, strongly agree, neutral, disagree and

strongly disagree. The questionnaire encompassed of 3 sections. In the first slice, the demographic particulars of the participants were accumulated. In the second section, data concerning ELTs awareness about AI, current practices and challenges accompanied by AI’s insights of ELTs in relation to the effectiveness of AI in ELT, support system for AI integration in ELTs, and envisages of ELTs about the future web of ELT in the realm of AI were accumulated. In the last part, an open-ended question was enquired from the participants i.e. English Language Teachers (ELTs) to figure out the current advances, and practices and to pursue for guidelines for a dynamic language learning tapestry in the Pakistani context.

Technique

The data was collected via an online Google Form. The questionnaire was urbanized by way of Google Form and its link was shared with the participants. It was disseminated via WhatsApp messages, Email and by using other social media tools.

Data Analysis

Once the data was collected it was analyzed via the quantitative method by seeking the frequency and percentage of the participant's responses to illustrate trends and blueprints of ELTs with reference to the utilization of AI in the Pakistani ELT context. In addition, in the course of open-ended question themes and contents have been scrutinized by the researcher consuming the qualitative research method. Based on both genus of analysis upshots have been subtracted. Quantitative findings have been accessible in tables followed by description while qualitative findings are designated through a descriptive approach.

**Data Analysis and Discussion
Demographic Particulars**

| Age | 23-35 | 36-49 | 50-60 | Gender | Male | Female | Education | PhD | M.Phil | MA |
|----------|-------|-------|-------|----------|------|--------|-----------|------|--------|------|
| <i>F</i> | 61 | 69 | 20 | <i>F</i> | 78 | 72 | <i>F</i> | 17 | 51 | 82 |
| % | 40.7 | 46 | 13.3 | % | 52 | 48 | % | 11.3 | 34 | 54.7 |

| Experience | 1-10 | 11-20 | 21-40 | Level | School | College | University |
|------------|------|-------|-------|----------|--------|---------|------------|
| <i>F</i> | 75 | 49 | 26 | <i>F</i> | 73 | 40 | 37 |
| % | 50 | 32.7 | 17.3 | % | 48.7 | 26.6 | 24.7 |

As far as the demographic particulars about the sample population are concerned, 150 English Language Teachers (ELTs) were engaged as a sample through random sampling, which was consisted of 78 males and 72 female. Their ages ranged from 23 years to 58 years, which designates the diversity of respondents in terms of age clusters with regard to having inquisitiveness and interest in AI tools. As far as the educational background of the respondents was concerned 17 respondents were having PhDs degree in English, 51 had respondents M. Phil. /MS level education in English while 82 respondents were holding Masters in English. Their teaching also signified diversity as 75 respondents had experience between 1–10 years, 49 of them had experience amid 11–20 years whereas 26 had 21–40 years of experience in teaching English at school, college, or university level. 48.7% of respondents were having school, 26.6% had college and 24.7% were having University level teaching experience.

Statement 1-3

Understanding & Awareness Regarding Artificial Intelligence (AI) in ELT

| S | Statements | F/% | A | SA | N | DA | SD |
|---|---|-------------|------|------|------|-----|----|
| 1 | I am well versed in AI tools utilized in ELT. | <i>F</i> 72 | 25 | 36 | 13 | 04 | |
| | | % 48 | 16.7 | 24 | 8.7 | 2.7 | |
| 2 | I have a clear understanding of the role of AI in ELT. | <i>F</i> 79 | 32 | 20 | 16 | 03 | |
| | | % 52.7 | 21.3 | 13.3 | 10.7 | 02 | |
| 3 | I firmly believe that AI has the potential to promote ELT practices in the Pakistani context. | <i>F</i> 88 | 45 | 13 | 03 | 01 | |
| | | % 58.7 | 30 | 8.7 | 02 | 0.7 | |

The upshots of the table indicate that a vast majority of the respondents either agreed 48% or strong agreed 16.7% in their know-how about the utilization of AI in ELT. Likewise, an even higher number of respondents agreed 52.7% and strong agreed 21.3% about their understanding as far as the role of AI in ELT. 88.7% of respondents either agreed or strong agreed about the potential role of AI in sponsoring ELT in Pakistan. By and large, the respondents had affirmative view about all the statements concerning their awareness about AI in ELT.

Statement 4-6

Current ELT Practices and Challenges Infused by AI

| S | Statements | F/% | A | SA | N | DA | SD |
|---|---|-----|------|------|------|-----|-----|
| 4 | I agree about the effectiveness of current approaches and practices in Pakistani ELT. | F | 75 | 33 | 24 | 14 | 04 |
| | | % | 50 | 22 | 16 | 9.3 | 2.7 |
| 5 | I encounter varied levels of challenges as an ELT in Pakistan. | F | 87 | 40 | 19 | 03 | 01 |
| | | % | 58 | 26.7 | 12.7 | 02 | 0.7 |
| 6 | I amply address individual differences in language learning in my ELT practice. | F | 94 | 39 | 11 | 05 | 01 |
| | | % | 62.7 | 26 | 7.3 | 3.3 | 0.7 |

The results of statements 4-6 point out respondents had positive viewpoints about the current practices and challenges that are infused by AI into ELT in Pakistani context. 72% of respondents either agreed or strongly agreed with the notion that they were having optimistic outlooks about the effectiveness of current practices in Pakistani context. 84.7% respondents agreed and strong agreed that they encountered assorted confronts and hitches while exploiting AI in ELT. 88.7% of respondents were of the view that they amply addressed individual distinctions in their ELT class motorized by AI.

Statement 7-9
Perceptions about Effectiveness of AI Integration in ELT

| S | Statements | F/% | A | SA | N | DA | SD |
|---|---|-----|------|------|------|-----|-----|
| 7 | Inculcation of AI and EdTech into ELT is highly fruitful. | F | 85 | 47 | 18 | 00 | 00 |
| | | % | 56.7 | 31.3 | 12 | 00 | 00 |
| 8 | AI tools and gadgets have a significant persona in promoting ELT in Pakistan. | F | 87 | 41 | 17 | 05 | 00 |
| | | % | 58 | 27.3 | 11.3 | 3.3 | 00 |
| 9 | I am concerned about using AI tools in my ELT practice. | F | 79 | 27 | 27 | 15 | 02 |
| | | % | 52.7 | 18 | 18 | 10 | 1.3 |

The outcomes of the statements 7-9 advocate the optimistic vista of Pakistani ELTs about the effectiveness of AI integration in ELT. 88% respondents instituted AI and EdTech fruitful for ELT. None of the respondents demonstrated his or her disagreement about scarcity of fruitfulness of AI. 85.3% respondents acknowledged the role of AI tools in promoting ELT in Pakistan. Despite their highly positive outlook towards AI, 80.7% exemplified their concerns in using AI tools in their ELT teaching practices.

Statement 10-12
Support for AI Integration into ELT

| S | Statements | F/% | A | SA | N | DA | SD |
|----|---|-----|------|------|------|----|-----|
| 10 | I have learned to foster AI into teaching through training & support as professional development. | F | 71 | 37 | 20 | 18 | 04 |
| | | % | 47.3 | 24.7 | 13.3 | 12 | 2.7 |
| 11 | Sufficient resources & support are available for ELTs in Pakistan to integrate AI into teaching. | F | 53 | 25 | 23 | 39 | 10 |
| | | % | 35.3 | 16.7 | 15.3 | 26 | 6.7 |
| 12 | I am excited to take training workshops about the use of AI in ELT. | F | 74 | 61 | 14 | 00 | 01 |
| | | % | 49.3 | 40.7 | 9.3 | 00 | 0.7 |

The upshot of the statements 10-12 regarding the prerequisite of support and assistance concerning integration of AI into ELT, 71% respondents learnt to foster AI into ELT teaching through training. Nevertheless, merely 52% of respondents agreed or strongly agreed about the accessible support and resources availability to foster AI in ELT. 32.7% respondents elucidated their divergence about the accessibility of support structure and sources. However, respondents were extremely energized to acquire training to be trained to exploit AI into ELT, with 90% of respondents' agreed to the statement.

Statement 13-15
Envisioning the Future of ELT through AI

| S | Statements | F/% | A | SA | N | DA | SD |
|----|--|-----|------|------|------|-----|----|
| 13 | I believe that AI has a decisive role in developing the future web of ELT in Pakistan. | F | 73 | 54 | 19 | 04 | 00 |
| | | % | 48.7 | 36 | 12.7 | 2.7 | 00 |
| 14 | I'm sure AI has potential to redress the current challenges encountered by ELTs in Pakistan. | F | 88 | 42 | 17 | 03 | 00 |
| | | % | 58.7 | 28 | 11.3 | 02 | 00 |
| 15 | I anticipate productive changes in ELT approaches & practices with the infusion of AI. | F | 95 | 35 | 18 | 02 | 00 |
| | | % | 63.3 | 23.3 | 12 | 1.3 | 00 |

The results as regards to the future prospect and panorama of AI in re-imagining the future web of ELT motorized by AI, respondents had compliance about the influential persona of AI in shaping the future prospect of ELT in Pakistan with 84.7% optimistic view. Similarly, 86.7% respondents were convinced that AI had the potential to decipher current challenges' visage by ELTs in Pakistan. 86.6% respondents anticipated the positive alteration in ELT with the infusion of AI in ELT classrooms.

Statement 16

As an ELT in Pakistan, I recurrently use the following AI tool in my teaching

| ChatGPT | | My English Lab | | Grammarly | | Gemini | | Google Translator | |
|---------|-------|----------------|-------|-----------|-----|--------|-------|-------------------|-------|
| 82 | 54.7% | 17 | 11.3% | 90 | 60% | 29 | 19.3% | 89 | 59.3% |

Statement 17

As an ELT in Pakistan with AI-infused instruction, I recurrently encounter the challenge

| Crowded classes | | Limited access | | Individualized instruction | | Lack of student engagement | | Other | |
|-----------------|-----|----------------|-------|----------------------------|-----|----------------------------|-------|-------|-------|
| 63 | 42% | 92 | 61.3% | 51 | 34% | 74 | 49.3% | 23 | 15.3% |

Statement 18

I, at present, assess my students' English learning proficiency by employing

| Standardized testing | | Projects & tasks | | Observation | | Presentation & quizzes | | Others | |
|----------------------|-------|------------------|-----|-------------|-----|------------------------|-----|--------|-----|
| 70 | 46.7% | 75 | 50% | 84 | 56% | 81 | 54% | 21 | 14% |

Statement 19

I anticipate AI as a beneficial tool for ELT in Pakistan due to.

| Customized instruction | | Specific assessment | | Adaptive instructional materials | | Enhanced students involvement | | Others | |
|------------------------|-------|---------------------|-------|----------------------------------|-----|-------------------------------|-------|--------|-------|
| 65 | 43.3% | 71 | 47.3% | 72 | 48% | 73 | 48.7% | 20 | 13.3% |

Statement 20

I am concerned about the utilization of AI in my ELT practices because of

| Teacher job displacement | | Ethical consideration | | Unequal access to technology | | Reliance with digital tools | | Others | |
|--------------------------|-------|-----------------------|-------|------------------------------|-------|-----------------------------|-----|--------|-------|
| 67 | 44.7% | 58 | 38.7% | 79 | 52.7% | 66 | 44% | 25 | 16.7% |

Statement 21

I idealize the use of AI Integration into ELT in the Pakistani context as

| supplementary tool | | Collaborative gadget | | Independent learning partner | | Customized instructional platform | | No AI use in ELT | |
|--------------------|-----|----------------------|-----|------------------------------|-------|-----------------------------------|-----|------------------|------|
| 90 | 60% | 69 | 46% | 67 | 44.7% | 66 | 44% | 08 | 5.3% |

Statement 22

I understand the role of ELTs in AI-infused instruction as

| Facilitators | | Curators | | Motivators | | Assessors | | All of these | |
|--------------|-----|----------|-----|------------|-----|-----------|-------|--------------|-------|
| 87 | 58% | 36 | 24% | 51 | 34% | 35 | 23.3% | 52 | 34.7% |

The upshot of the statements 16-21 (respondents could opt more than one preference) unearths that principally ELTs in Pakistan operated through *Grammarly*, *ChatGPT*, and *Google Translator*. 60% of respondents picked *Grammarly*, 59.3% picked *Google Translator* and 54.7% selected *ChatGPT*. Limited access, lack of learners' rendezvous and jam-packed classes were indicated as the top most challenges by ELTs in AI focused instruction. 61.3% opted to limited access to tools, 49.3% selected lack of engagement on the part of ELLs and 42% deemed crowded classes as the most challenging facets. As far as the appraisal of learners' proficiency of English was concerned, ELTs had demonstrated mixed approaches. Some opted observation (56%), some selected presentation and quiz (54%), other preferred projects and tasks (50%), and 46.7% respondents utilized standardized testing as an instrument to weigh up English learning proficiency of ELLs in Pakistan.

In connection with AI as an advantageous tool in ELT yet again ELTs had assorted stances 48.7% respondents reckoned it productive because it augmented learners' involvement, 48% reflected it essential due to the

fact that it transpired adaptive learning materials 43.3% opted AI because it boosts up customized instruction. Despite the fact that ELTs had categorically rated AI as an instructional contrivance, yet they were concerned pertaining to exploiting AI due to number of rationales. 52.7% of respondents were concerned because of disproportionate access to technology 44.7% deemed that it would substitute teacher careers, and 44% were hesitant due to over reliance on digital tools. Respondents also exemplified their outlooks of AI as supplementary tool, collaborative tool and as autonomous learning partner. 60% selected it as supplementary, 46% as collaborative and 44.7% as independent learning tool. In addition, 58% of respondents considered its persona as facilitator, 34% deemed it as motivator and 34.7% opted it as facilitator, curator, motivator, and assessor.

Qualitative Analysis and Findings

The analysis of the open-ended question designates copious and multi layered perspectives of ELTs on the subject of awareness, current practices, challenges and future prospect of ELT due to the advent of AI. Some reckoned AI as an indispensable tool to convene the global necessitates of ELT in the digital epoch. Several regarded it as an advantageous device to accomplish enhanced or anticipated upshot of ELT. A number of the respondents had put across the outlook that AI has enhanced creativity, efficiency and analytical persona of ELLs in Pakistan by impacting their language acquisition in the course of diverse impactful gadgets. As far as the effectiveness of AI and its impending function in ELT in Pakistani perspective is concerned, the respondents demonstrated optimistic response and reckoned AI as an assistive gadget in endorsing the future web of ELT in Pakistan. One of the respondents had said 'It (AI) has enhanced creativity, critical thinking and language proficiency among ELLs.'

Various draw attention to the issues and concerns allied with the exploit of AI and stressed upon the essentiality to employ AI tools in a constructive and ethical way. A number of the respondents were of the notion that due to advent of AI avenues, learners had gone astray from interest in studies; they had switched on in demonstrating the slightest involvement in classroom activities and infrequently did their assignments in an ingenious way. Over reliance, unethical and misuse of AI were also among the concerns of the few respondents. One of the respondents stressed upon the call for to disdain its negative impact by saying, 'It negatively affects Students' creative abilities. I think school students must not use this most.' One of the respondents countered to the concerns being hoisted in relation to AI replacement of human in an eloquent way by saying 'It (AI) is just a helping tool not the replacement of human being.' An additional respondent is of the view that chiefly people are unawareness about the ethical employ of AI in general and ELT in particular.

Likewise, a number of ELTs put across the call for to demeanor intensive courses, workshops, and training sessions in relation to the utilize of AI in ELT in Pakistani perspective as it is the call for the hour to slot in technologies like AI in instruction and ELT due to its convenience. One of the ELTs had put across its function and persona as 'AI had a great potential in ELT at any area of concerned subject with very precise explanation. But it is not up-to-date with current scenario and latest researches.' Nonetheless, there is a dire prerequisite to endow with conveniences and tools mandatory for AI motivated institutions indiscriminately. Some respondents laid emphasis on the call for AI for enhanced erudition and interactive instruction, as was said by one of the ELTs 'It is helpful to improve teaching methodology.' However, preponderance of the respondents was of the outlook that teachers and users must be endowed with training and ethical considerations prior to the employ of AI tools in ELT.

One of the respondents had summed up the entire discussion as regards the potential and prospective function of AI in reshaping the future of ELT in Pakistan in these expressions, 'AI has emerged to be one stop solution to all the problems encircled by ELTs and ELLs in Pakistan. It has made them accessible to all the glory and growth at diverse levels within global paradigm of ELT. AI has great power in reshaping the future of English Language Teaching.' To go over the main points, AI has unlocked ground-breaking avenues for promoting ELT in Pakistan as a colossal catalyst which is complementing English teachers in Pakistan to instruct English efficiently to ELLs. In the Pakistani framework, AI in English Language Teaching (ELT) could be professed as a precious implement to concentrate on assorted linguistic needs, augment language proficiency, and bridge gaps in edification access. Its persona may exemplify adaptability, novelty, and inclusivity, catering to diverse learning styles and socio-economic backgrounds. However, hitches and challenges such as digital divide and cultural sensitivity call for to be considered for effectual integration and equitable learning outcomes.

Conclusion

To wind up the quantitative analysis, it is derived after analysis and discussion that the respondents who were English Language Teachers (ELTs) had affirmative viewpoint headed for awareness concerning artificial intelligence (AI) as they were commenced out to be well versed with AI, its role and its persona to sponsor ELT in Pakistan. There was no disagreement as far as the effectiveness and profitability of AI in ELT among respondents in Pakistani perspective is concerned. They regarded it as facilitator, curator, motivator which is designed for collaborative,

customized and interactive instruction. Some key concerns the respondents put across slot in crowded classes, limited and unequal access to technology, unethical exercise and lack of engagement of the ELLs. However, they also had unanimous sights about the challenges ELTs bumped into while putting into practice AI in Pakistani context. They had voiced some concerns with regard to the utilization of AI gadgets in promoting ELT. In order to fix such concerns, issues and challenges, there was conformity among respondents that trainings sessions and workshops should be held to tackle those concerns and to capitalize on the impact of AI in reshaping the future web of ELT. *Grammarly*, *Google Translator* and *ChatGPT* are among the uppermost AI tools being operated by respondents ELTs.

To the extent the qualitative scrutiny is concerned, the respondents had articulated their assorted acquaintance about effectiveness, current practices, challenges and future web of ELT assisted and transpired by AI in Pakistan. There was conformity among ELTs of Pakistan that AI is the call for the hour, and it has immense potential to re-envision the future web of ELT in Pakistan. Most of the ELTs reacted that AI had enhanced creativity, productivity, critical thinking, language proficiency and analytical skills of ELLs. Likewise, some respondents had also called attention to the issues and concerns such as the over reliance, unethical, misuse and lack of inspiration among learners which had unconstructive impacts as far as the persona of AI is concerned. Others had supplemented that AI is beneficial and efficient, but there is a dire need to carry out trainings and workshops to direct the users how to utilize it efficiently and ethically. Equal access and digital tools must be accessible to all the users indiscriminately to capitalize on the impact of AI to reshape the ELT landscape in Pakistan. To wrap up, AI has unlocked new avenues for prop up ELT in Pakistan as an exceptional facilitator which is sponsoring ELTs in Pakistan to instruct English efficiently to ELLs.

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