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The Impact of AI Chatbot Tutors on ESL Teaching Practices at Philippine College Foundation

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Abstract:

This study explores how AI chatbot tutors, like ChatGPT, Cici, Siri, Alexa, or Google Assistant are affecting ESL (English as a Second Language) classes at the Philippine College Foundation. Using a mix of methods mainly focused on qualitative data, the research examined how these tools affect teachers' instructional methods, workload, classroom dynamics, and their perceptions of using AI. Data was collected through surveys and interviews with ESL teachers during the 2024–2025 school year.

The results revealed that AI chatbots led teachers to use more student-centered and interactive teaching styles. They also helped cut down routine tasks like correcting grammar and planning lessons. Teachers noticed that students were more engaged and motivated with chatbots, but they also worried about students relying too much on AI and getting only surface-level learning. Most teachers see AI as a helpful tool rather than a replacement, stressing the importance of proper training and ethical guidelines.

The study concludes that AI chatbot tutors can improve ESL teaching if used correctly. Teachers need support and should keep a balanced role in the classroom. Recommendations include offering training programs at schools, developing policies, and doing more research on how AI affects language learning in the long run.

Keywords **— AI chatbot tutors, ESL (English as a Second Language), instructional practices, teacher perceptions**

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I. INTRODUCTION

The rapid development of artificial intelligence (AI) technologies has transformed various fields, including education. In language education, particularly in English as a Second Language (ESL) context, AI chatbot tutors such as ChatGPT, Cici, Siri, Alexa, or Google Assistant are increasingly being adopted to support instruction. These tools are capable of simulating human conversation, delivering immediate feedback, and offering personalized assistance to learners. As their usage spreads, AI chatbot tutors are beginning to significantly influence the traditional dynamics of teaching and learning.

One of the most notable impacts of AI chatbot tutors is on the teachers' roles in the classroom. Traditionally, ESL teachers serve as the primary source of language input, feedback, and cultural knowledge. However, with AI now capable of addressing student queries and guiding language practice, teachers are transitioning into new roles, often serving as facilitators, monitors, or co-learners (Chocarro et al., 2021). This shift may require a rethinking of pedagogical strategies and classroom management approaches.

Moreover, AI tools are reshaping instructional methods in ESL. Studies have shown that AI chatbots can help learners improve grammar, vocabulary, and conversational skills by

providing constant interaction and corrective feedback (Xie et al., 2019). However, this integration raises concerns about how much of the instructional responsibility is shared or taken over by AI and how teachers adapt their methods accordingly.

Teachers' workload and lesson planning are also affected. While AI can generate learning materials and suggest exercises, thereby reducing some aspects of lesson preparation (Huang et al., 2022), it also adds pressure on teachers to learn new tools and redesign their teaching plans. The added responsibility of technology integration can either ease or complicate their workload, depending on available support and training.

The presence of AI chatbots in the classroom also influences teacher-student dynamics. With students having access to chatbot tutors, the traditional interaction between teacher and learner may diminish, or shift towards higher-order mentoring rather than basic language instruction (Cui & Zhang, 2021). This dynamic change may affect how students view authority, trust, and the need for human interaction in learning.

Another crucial factor is the teachers' perception and acceptance of AI tools. Yin et al. (2022) found that while many teachers acknowledge the usefulness of AI in classrooms, they also express concerns about its limitations such as lack of emotional intelligence and potential misinformation. In the Philippine context, where classroom teaching remains deeply interpersonal and human-centered, these concerns may be even more pronounced.

Several international studies have explored the effects of AI in education. For instance, Cui and Zhang (2021) examined how AI chatbots improved student motivation in Chinese EFL classrooms. Fryer et al. (2020) highlighted teachers' anxiety about their roles being replaced by intelligent tutoring systems. Godwin-Jones (2021) reviewed AI's theoretical promise for ESL learning, while Yin et al. (2022) analyzed factors affecting teachers' acceptance of AI in general classrooms. More recently, Perlado Lamo de Espinosa et al. (2023) studied AI chatbot usage in European university language courses, finding both opportunities and limitations.

However, despite these contributions, there is a notable research gap. Most existing studies focus on student outcomes, AI functionality, or teacher perceptions in well-resourced, international contexts. There is limited research on how ESL teachers in the Philippines, especially in private institutions like Philippine College Foundation, are affected by the integration of AI chatbot tutors. Specifically, little is known about how these tools influence instructional strategies, workload, teacher roles, classroom interactions, and overall acceptance in localized, real-world teaching environments.

Given this context, this study aims to examine the impact of AI chatbot tutors on ESL teachers at Philippine College Foundation. It will explore how these technologies reshape teachers' roles, instructional practices, workload, teacher-student relationships, and perceptions in an ESL teaching setting, addressing a timely and under-researched area in Philippine education.

II. MATERIALS AND METHODS

This study utilized a qualitative-dominant mixed-methods research design to investigate the impact of AI chatbot tutors on ESL instruction at the Philippine College Foundation. The design allowed for an in-depth exploration of teachers' lived experiences while also incorporating measurable insights through quantitative data. The analysis and interpretation of findings were grounded in Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006), which emphasizes the integration of technology, pedagogy, and subject content in teaching. This framework served as the basis for analyzing how ESL teachers adjusted their instructional strategies, redefined their roles, and perceived the use of AI chatbot tutors in facilitating English language learning. It also guided the

categorization of responses regarding teachers' technological competence, pedagogical adaptations, and content delivery through AI tools.

Semi-structured interviews captured rich, detailed narratives about instructional strategies and teacher perceptions, while survey questionnaires with both Likert-scale and open-ended items revealed trends in AI usage, ease of integration, and effects on workload and student engagement. This combination ensured a comprehensive understanding of the topic, with triangulation enhancing the reliability and validity of findings.

The research was conducted at the Philippine College Foundation, a private institution offering ESL instruction across various academic levels. The school's openness to educational technology and its faculty's familiarity with AI tools, such as ChatGPT, made it an ideal setting for this study. Participants included eight purposively selected ESL teachers who had experience using AI chatbot tutors in their classes. Data collection involved the administration of surveys followed by in-person or online interviews, conducted over a two-month period. Quantitative data were analyzed using descriptive statistics, while qualitative responses were interpreted through thematic analysis to identify key patterns and insights.

III. RESULTS AND DISCUSSIONS

This chapter presents the results of the study organized by the research questions. Both qualitative and quantitative data are used to provide a comprehensive understanding of the impact of AI chatbot tutors on ESL instruction.

Research Question 1: How do AI chatbot tutors influence the instructional strategies of ESL teachers?

From the Interviews, teachers reported that AI chatbot tutors significantly influenced their instructional strategies. They adapted their lesson plans to include AI-generated writing prompts, interactive grammar exercises, and chatbot-driven dialogue simulations. Many participants highlighted the convenience of using chatbots for vocabulary practice and grammar review.

These findings indicate a clear shift in teaching practices toward more learner-centered and technology-integrated approaches. Teachers transitioned from being sole knowledge providers to facilitators of learning, using AI chatbots to personalize instruction, provide immediate feedback, and foster student autonomy. This aligns with the study of Xie et al. (2019)**,** who found that AI chatbots effectively simulated authentic conversations, enabling students to practice language skills more interactively and independently. Their research highlighted how AI-enhanced instruction increased students' motivation and allowed for differentiated learning, supporting the idea that chatbots can enhance classroom interactivity and responsiveness. Similarly, the current study confirms that when thoughtfully integrated, AI tools such as ChatGPT can make ESL teaching more dynamic and student-focused.

Research Question 2: What are the perceived benefits and challenges of using AI chatbots in ESL teaching?

Table 1. ***Teachers' Perceptions on the Use of AI Chatbots in ESL Instruction***

Statement	Percentage of Agreement
AI chatbots reduced lesson planning time	87.5%
Students were more motivated using chatbots	75%
Concerns about overreliance/inaccuracies in AI responses	62.5%

The table summarizes survey findings from (8) eight ESL teachers. The percentages represent the proportion of ESL teachers who agreed with each survey statement, based on responses from eight (8) participants. Specifically, 87.5% (or 7 out of 8 teachers) agreed that AI chatbots reduced their

lesson planning time. This indicates that the majority experienced time-saving benefits when using AI tools. Meanwhile, 75% (6 out of 8 teachers) observed that students were more motivated when engaging with AI chatbot tutors, suggesting a generally positive effect on student engagement. However, 62.5% (5 out of 8 teachers) also expressed concerns about overreliance on or inaccuracies in chatbot responses, indicating that while AI use is helpful, it also introduces instructional risks that require teacher oversight.

Interview data revealed that teachers perceived chatbots as time-saving tools that allowed for faster feedback and increased student participation. This supports findings by Jia et al. (2023), who emphasized that AI chatbots can streamline repetitive instructional tasks and encourage student autonomy by offering immediate responses. However, teachers in this study also expressed concerns over chatbot limitations, such as the inability to understand emotional cues and cultural context, a concern echoed by Fryer and Carpenter (2006), who warned that the mechanical nature of AI interactions could hinder the development of meaningful communication skills. Additionally, some teachers reported instances of students becoming overly dependent on chatbot-generated answers, leading to surface-level learning, a risk similarly observed by Perlado Lamo de Espinosa et al. (2023) in their analysis of chatbot use in European language classrooms. The integration of qualitative and quantitative data confirms that while AI chatbots offer substantial support in classroom management and student motivation, effective implementation requires careful monitoring and human guidance. Teachers in both the current and cited studies emphasized the importance of human oversight to preserve the quality and depth of ESL instruction.

Research Question 3: How do ESL teachers at Philippine College Foundation perceive the integration of AI chatbots into their classrooms?

Table 2. ***ESL Teachers' Perceptions on AI Chatbot Integration and Institutional Readiness***

Theme	Supporting Statement	Frequency (n=8)	Percentage
Positive perception of AI chatbots	"AI helps speed up tasks like feedback and revisions."	7	87.5%
Need for teacher training	"We need proper training before using AI regularly in class."	6	75%
Support for integration with limits	"Chatbots are helpful, but they shouldn't replace the teacher."	6	75%
Importance of clear policies	"Guidelines will help prevent students from misusing chatbots."	5	62.5%

This is supported by the following themes and numerical data drawn from interview responses and survey results. Most ESL teachers expressed a positive perception of AI chatbots, acknowledging their potential to enhance classroom instruction, as noted in the interviews. They viewed AI tools as helpful supplements that could support repetitive tasks and offer real-time feedback. Despite their optimism, many stressed the importance of proper training, clear institutional policies, and ongoing technical support. Teachers are generally open to adopting AI chatbot tutors but remain cautious, highlighting that their acceptance largely depends on institutional readiness and alignment with educational values.

These findings are consistent with the work of Yin et al. (2022), who found that teacher acceptance of AI technologies is strongly influenced by their perceived ease of use, usefulness, and the presence of institutional support systems. Similarly, Kim et al. (2021) emphasized the role of teacher training and policy frameworks in ensuring responsible AI integration in Asian educational contexts, including the Philippines.

Thus, while the promise of AI chatbot tutors is evident, their successful adoption depends not only on technological readiness but also on institutional commitment to equipping teachers with the necessary skills and ethical guidance.

IV. CONCLUSIONS

The study concludes that AI chatbot tutors can enhance ESL instruction by streamlining processes, supporting differentiated instruction, and fostering student motivation. However, their effectiveness is contingent upon thoughtful integration, adequate training, and teacher oversight. AI should be positioned as a complement to, not a substitute for, human teaching, particularly in contexts where emotional intelligence, cultural understanding, and ethical judgment are essential.

In light of these conclusions, several recommendations are proposed. First, continuous professional development programs should be provided to help teachers integrate AI tools effectively and understand their limitations. Second, educational institutions should establish clear guidelines and policies for ethical and responsible AI use in classrooms. Third, a balanced instructional model that combines AI-assisted learning with traditional methods should be promoted to avoid overreliance on technology. Fourth, students must be educated on using AI tools critically and ethically, ensuring they engage meaningfully with content. Finally, future research should investigate the long-term impact of AI chatbots on student learning outcomes and explore their use in other academic disciplines and institutions.

Thus, the integration of AI chatbot tutors in ESL instruction presents both promising opportunities and considerable challenges. With the right balance of human guidance, technological support, and institutional backing, AI tools can enrich the educational experience for both teachers and learners.

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