

AI in English Lessons: A Multiple Case Study

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International Journal of Science and Research Archive, 2026, 19(02), 084-089

Publication history: Received on 18 March 2026; revised on 02 May 2026; accepted on 04 May 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.2.0963>

Abstract

This study, AI in English Lessons: A Multiple Case Study, examined the use of AI tools by teachers to support English lessons, and their experiences in using them were determined. Six Junior High School teachers from two public schools in Casiguran, Sorsogon, participated in this study. Data were collected via interviews and observations, with findings interpreted through thematic analysis. The study revealed that the participants used generative and assistive AI tools such as Quillbot, Grammarly, ChatGPT, Copilot, Canva, Gamma, Google Gemini, PixelLab, Pixabay, and CapCut as an assistant to personalize content, activities, and instructional materials for English lessons. Challenges such as internet dependency and data inaccuracy were experienced, which were addressed through offline downloads, prompt revisions, and responsible use guidelines. Ethical practices included paraphrasing and properly citing AI-generated content. Six unique cases of teachers' characteristics in using AI tools were produced: Personalized Innovator of Literature Lessons, Productivity-Oriented Designer and Literacy Specialist, Guided Facilitator of Language Teaching, Comparative Validator and Ethical Language Educator, Multi-Tool Maximizer and Eclectic Language Teacher, and Balanced AI Partner for Language Teaching. Therefore, the researcher proposed the "Resource GuideFolio (RGF) for AI Integration in English Lessons" that can assist more English teachers in selecting and using various AI tools in their English lessons.

Keywords: AI Tools; English; Multiple Case Study; Sorsogon

1. Introduction

English is essential for developing students' communication skills, critical thinking, and cultural awareness. Hence, teachers employ strategies to enhance these skills. Today, they apply digital instructional materials, notably Artificial Intelligence, to create time-saving, personalized, engaging, and productive lessons.

1.1. Artificial Intelligence in Education

The rise of artificial intelligence (AI) is significantly influencing various fields, particularly education. Zúñiga et al. [1] define AI in communication studies as the ability of non-human entities to perform tasks and reason like humans. In education, AI enhances instructional materials and teaching strategies, allowing educators to prepare lessons efficiently and innovatively. UNESCO [2] emphasizes that AI can transform education and support the Sustainable Development Goal 4: Quality Education, promoting equity and inclusivity while advancing the Education 2030 Agenda.

1.2. Challenges in English Language Teaching and AI as a Support

In teaching English, challenges such as lack of vocabulary mastery, low concentration, and low motivation among students significantly impact learning. Studies by Songbatumis [3] and Ilomo [4] highlight the importance of varied teaching methods and the effective use of visual aids to enhance student interest and skill development. Additionally,

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AI tools have emerged as beneficial resources in English Language Teaching (ELT). Research by Kristiawan et al. [5] indicates that AI enhances students' writing skills and engagement through personalized learning opportunities. Overall, these studies advocate for a student-centered approach using AI to improve reading, writing, and speaking skills in English education.

1.3. AI in English Education in the Philippine Classroom

Various studies on AI integration in Philippine classrooms reveal that Filipino educators and students generally have a favorable attitude towards incorporating AI tools into teaching. Sibug et al. [6] identified that teachers feel prepared to utilize AI despite reservations. De Guzman et al. [7] noted positive sentiments from both teachers and students regarding Generative Artificial Intelligence in ELT instruction. Meanwhile, Peneyra et al. [8] reported mixed experiences among English language teachers, emphasizing benefits alongside challenges such as misinformation and ethical concerns. In the Philippines, the Department of Education (DepEd) [9] issued Memorandum No. 055 in 2025, granting free access to Canva for Education Premium for all teaching and non-teaching staff and students, requiring activation through official DepEd email addresses. This initiative, signed by Education Secretary Sonny Angara in 2024, aims to provide 100% free access to K to 12 schools, particularly benefiting teachers. Canva offers various features for creating documents, images, and videos, making it a widely used AI tool among Filipino educators.

The related studies highlighted the benefits of integrating AI in English Language Teaching (ELT), addressing challenges like low student motivation and engagement. However, there is no specific study that focused on AI integration in English lessons from preparation, execution, and evaluation of students. Thus, this study uniquely focuses on how specific AI tools assist teachers in preparing, executing, and evaluating English lessons, while exploring teachers' experiences and ethical concerns, making it particularly relevant for advancing ELT.

Further, the present study was specifically conducted in Sorsogon, Philippines. It was limited to the English teachers employed during the School Year 2025-2026, at the two secondary schools, located in Casiguran, Sorsogon.

Objectives

The main objective of this study was to describe how teachers integrate AI tools in preparing and executing English lessons, as well as evaluating students' learning. Their experiences were also highlighted regarding the use of AI in teaching English. Specifically, this study (1) examined how AI supports the development of English lessons; (2) determined the experiences of teachers in the use of AI in English lessons; and (3) proposed a guidebook about AI tools in English lessons based on the results of the study.

2. Methodology

The methodology highlights the step-by-step process for attaining the research objectives. It includes research design, sources of data, research ethics, research instruments, data collection, and data analysis.

2.1. Research Design

This study employed a qualitative research design with a case study approach. Multiple cases were examined to answer the research problem. This approach is used in this study to examine how AI supports the development of English lessons as implemented by the teachers. By using this research design, the researcher was able to determine the experiences of English teachers in using AI in enhancing their lesson delivery and execution. Specifically, it was used to determine a variety of contexts to determine a finding from the evidence observed.

2.2. Source of Data

The sources of data were mainly the six participants involved in this study. They were from two schools, and three participants were selected from each institution. Both schools are under the Department of Education - Schools Division of Sorsogon.

The six participants comprised the four grade levels in Junior High School. They were selected based on their subjects, grade level, AI tools used in their English lessons, and willingness to participate in the study.

2.3. Research Ethics

The researcher adhered to ethical standards while conducting the study, obtaining approval through a signed letter from the Dean of the Graduate School, Sorsogon State University. After permission from school principals, English

teachers completed a pre-survey to identify six participants who utilized AI tools in their lessons and agreed to partake in class observations and interviews. Participants were informed about the study's nature, and their consent was secured. The researcher requested permission to record interviews and photograph participants, ensuring that personal identities remained confidential throughout the research.

2.4. Research Instrument

The researcher used observation notes and an interview guide in collecting the data needed for this study. Specifically, a field observation for each participant during their English class was conducted by the researcher. The researcher used observation notes to record each phase of their English lesson development, from motivation, discussion, and evaluation. Additionally, an interview guide was used to determine the teachers' experiences in using AI. These research instruments were vital to answering the research objectives. These cited instruments underwent approval and evaluation by the committee. It was also validated before implementation.

2.5. Data Collection

The researcher commenced data collection after obtaining approval for the research instruments, executing the process from November 2025 to January 2026 during the third quarter English lessons. Two communication letters were drafted and approved, then personally delivered to the Principals of the selected schools to request participation from English teachers. A pre-survey was distributed to identify suitable participants, resulting in six teachers using AI tools in their lessons who agreed to join the study. The researcher scheduled observations and interviews, oriented participants, secured Informed Consent Forms, and requested permission for lesson plans and instructional materials. Interviews focused on the participants' experiences in using AI tools. After data collection, all materials, including lesson plans, presentations, photos, and audio recordings, were organized and compiled while ensuring the confidentiality of participants' identities and responses for research use only.

2.6. Data Analysis

The study utilized Braun and Clarke's [9] Reflexive Thematic Analysis (RTA) to analyze qualitative data through a six-phase process. Initially, observation notes, a documentary analysis of lesson plans and instructional materials, such as PowerPoint presentations, were performed to identify AI tools used by participants in their English lessons. Thematic analysis was then employed to code these tools, addressing the research objective of understanding AI's support in English lesson development. Interviews were also analyzed using thematic analysis, focusing on teachers' experiences with AI, including challenges and strategies. Final themes were derived through case typology, depicting each participant's unique experiences with AI tools in their English instruction.

3. Results and Discussion

Based on the analysis of data, the study revealed the following results:

3.1. Examining how AI tools support the development of English Lessons

The six participants used AI tools in the preparation, execution, and evaluation phases of their English lessons. It was noted during the interview that they paraphrase or edit and filter generated AI content before they incorporate them in their lessons. In the preparation phase, they combined generative and assistive AI tools such as Quillbot and Grammarly to prepare and edit lesson plans, ChatGPT and Copilot to generate ideas for the lessons and differentiated activities, Canva and Gamma for PowerPoint presentations, Google Gemini, Copilot, ChatGPT, Canva, and Pixellab for personalized images, Pixabay for downloading videos, and CapCut for editing or trimming videos. During the execution of their lessons, they integrated these AI tools through the presented PPTs and activities for students. Meanwhile, in the evaluation phase, they conducted the AI-generated students' activities, which were mostly from ChatGPT and Copilot. Google Gemini was also used in the evaluation to show a sample image as a guide for students and to generate a rubric for grading the students' outputs. This implies that English teachers are knowledgeable in using various AI tools in preparing their lessons and instructional materials in English.

Moreover, the findings signified that most of the participants used AI tools to generate visual materials like PowerPoint presentations, images, and videos to present and discuss their English lessons. Connolly [11] mentioned that visual aids created by AI transform abstract concepts into distinct pictures. With this, teachers are able to create infographics, concept pictures, and diagrams to assist with various learning styles. This supports the findings since the participants mainly used AI tools to generate instructional materials to support their English lessons, as well as to assist them in presenting the lessons creatively and interactively.

3.2. Experience of the Participants in using AI tools

The results revealed that the participants have positive experiences in using AI tools, but they encountered challenges as well. Hence, they shared their strategies to overcome these challenges. Further, they mentioned some ethical practices and perceptions on the role of AI in education.

Experiencing AI as a Tool for Personalizing Learning. The participants mainly used AI tools like ChatGPT and CoPilot to personalize their lesson content for English topics and to generate differentiated activities for students suited to their grade levels.

Experiencing AI as a Time-Saving Teaching Aid. The participants used AI tools to help them save time and effort in preparing their English lessons. As reiterated by a participant, "I find it easier to create lessons because of AI tools. It is less hassle and easier to use." (Case 2).

Experiencing AI as a Resource for Expanding Instructional Materials. AI tools such as Canva, Google Gemini, Pixellab, Pixabay, and CapCut greatly assisted the participants in generating and showing relevant images and videos connected to their English lessons so that students can better comprehend the topic, like short stories.

Experiencing AI as Internet-dependent and Prone to Errors. The participants experienced that AI tools basically require an internet connection for continuous use. This hindered them from presenting some activities in the classroom because their schools have limited internet access, especially for students. So, to overcome the lack of internet connection at school, the participants said that they download AI-generated data beforehand for offline use. Also, they observed that the data generated from AI still needs to be edited and reviewed. Some AI remarks need to be removed, and some texts or images are inaccurate based on the prompts they entered.

Experiencing AI as a Tool that Requires Payment and Verification. The participants found that most AI tools require payment and verification before using them. So, they opted to only use AI tools that are free. "The subscription payment is my major challenge. Some AI tools are not free, and the verification process as well; it is a hassle for me" (Case 5) mentioned.

Experiencing AI with the Need for Control and Monitoring. The participants are aware that their students might use AI irresponsibly in their outputs. With this observation, a participant highlighted that "I personally use some AI checkers to check my students' outputs, such as Turnitin, and zeroGPT. I ask my students to send the soft copy of their outputs like essays, for me to check their originality and AI content." (Case 3). Nevertheless, they consistently remind students to use AI as a guide only. A participant believed that the possible negative impact of AI relates to students' decrease in morality and exposure to misleading information.

Further, the participants practiced ethics in using AI by paraphrasing generated AI results before integrating them into their English lessons, and they always cited them in their lesson plans. Also, most of the participants said that they allow students to use AI, but they constantly remind them to use it responsibly. Chaushi et al. [12] enumerated in their study about the pros and cons of AI in education, the disadvantages of AI in education. The increasing use of AI could result in less human interaction, which would affect the students' acquisition of vital social skills. Additionally, there is worry regarding reliance on technology, with the possibility that excessive reliance could impede the development of a well-rounded skill set that includes interpersonal skills as well as digital proficiency. This result supports the findings that students' dependence on AI can be crucial to their learning and personal development. In general, the participants practiced ethical ways to balance the use of AI in their daily lessons to avoid dependence. They still make sure to do and prepare their lessons with or without AI assistance.

Additionally, the six participants perceived the role of AI as mainly an assistant in their daily teaching routines. They still believed that teachers can teach without AI. They see it as a power and partner in teaching, not a replacement for them. They mainly used it to ease workloads and save time on lesson preparation.

Generally, the results imply that proper orientation on AI literacy and guidelines for teachers is needed in education. Although teachers positively viewed AI as a great assistant in teaching, their experiences reflect that relevant policies on AI use in schools were not yet fully implemented, and overreliance is still seen as a factor that may affect teachers' efficiency at work. More ethical practices should be observed in using AI, even by teachers, and clear programs on AI use in schools are imperative and relevant.

With the examined use of AI tools, together with the participants' cited experiences, this study determined six unique cases of teachers' characteristics in using AI tools to support their English lessons. Thus, a case typology was produced: Case 1 - The Personalized Innovator of Literature Lessons; Case 2 - The Productivity-Oriented Designer and Literacy Specialist; Case 3 - The Guided Facilitator of Language Teaching; Case 4 - The Comparative Validator and Ethical Language Educator; Case 5 - The Multi-Tool Maximizer and Eclectic Language Teacher; and Case 6 - The Balanced AI Partner for Language Teaching.

3.3. Research Output

Based on these results, the researcher proposed a guidebook to address the third objective of this study. The experiences of English teachers in using AI tools, their perceptions about it, along with their AI-integrated lesson plans and instructional materials, served as the foundation for the guidebook. It mainly aims to give teachers advice and information about which AI technologies are suitable to employ when creating their English lesson plans and instructional materials. Additionally, it provides samples of English lesson plans and AI prompts that can help them enhance lesson content, discussion, and student learning assessment. Specifically, it includes the following sections: Rationale, Objectives, AI Tools used for English Lessons, Ready-to-use AI prompts, AI-supported Lesson Plans in English, Benefits of using AI in teaching, and References.

4. Conclusions

Based on the findings, the following conclusions were drawn:

- The participants used generative and assistive AI tools such as Quillbot, Grammarly, ChatGPT, Copilot, Canva, Gamma, Google Gemini, Pixellab, Pixabay, and CapCut as an assistant to personalize content, activities, and instructional materials for English lessons.
- The participants experienced various benefits of using AI tools, but they encountered challenges such as internet dependency and data inaccuracy, which were addressed through offline downloads, prompt revisions, and responsible use guidelines. Ethical practices included paraphrasing and properly citing AI-generated content.
- A guidebook was proposed to assist more English teachers in selecting and using various AI tools in their English lessons.

Recommendations

Based on the conclusions, the study recommended the following:

- Schools may encourage teachers to discuss AI integration in teaching during Learning Action Cell (LAC) sessions or workshops to share and discuss how AI tools can assist them in their lessons, thus helping other teachers as well.
- Schools may provide a stable internet connection for teachers to prepare and execute their lessons well. Meanwhile, teachers may implement AI rules in the classroom and set boundaries regarding AI use.
- The Department of Education may expand programs on AI literacy among teachers and provide more free and accessible AI tools.
- The guidebook was recommended to assist more English teachers in using AI tools to support the development of their English lessons.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in this study.

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