

CHAPTER I

INTRODUCTION

This chapter consists of research background, problem identification, limitation of the study, research questions, research objectives, research significance, and the definition of terms.

1.1. Research Background

The digital revolution has transformed the education landscape globally, with Artificial Intelligence (AI) being one of the key drivers of this transformation. In Indonesia, the integration of AI in education is indeed growing, especially after the COVID-19 pandemic, with strong encouragement from the Ministry of Education, Culture, Research, and Technology for digital transformation through various programs. Haetami (2025) stated that while there has been progress in integrating AI into Indonesian education, particularly in the areas of institutional management and learning personalization, infrastructure readiness, and low AI literacy among teachers, particularly in remote and resource-poor areas, remain obstacles.

In the field of teaching English as a foreign language (EFL), AI is increasingly being used for various professional purposes, including lesson planning, instructional material development, assessment, and automated feedback. Applications such as ChatGPT, Grammarly, QuillBot, and other AI-based teaching tools have become part of contemporary teaching practices. While these tools can improve efficiency, flexibility, and instructional support, their integration also requires teachers to continuously adapt to changing technologies, remain digitally connected, and develop their professional competencies. Such demands may contribute to digital stress, digital

fatigue, technostress, blurred work-life boundaries, or other forms of strain when they are not appropriately managed (Nushi & Hosseinkhani, 2026). Therefore, AI integration in education needs to be examined not only in terms of productivity and instructional effectiveness but also in relation to teachers' wellbeing.

Although the Ministry of Education in Indonesia has initiated programs to accelerate digital transformation in schools, teacher preparation and professional development have often emphasized technical digital literacy and technology use. Less attention has been given to ongoing support for managing digital demands, emotional strain, and psychological adjustment during technological change. A World Bank study reported that professional development programs have often focused on the use of digital tools while giving less attention to teachers' psychological resilience and coping mechanisms in rapidly changing digital environments (Yarrow et al., 2022). This suggests that technological competence alone may not be sufficient to support teachers' wellbeing in increasingly digital teaching contexts.

Generation Z provides an important population context for exploring digital wellbeing in this study. Compared with Generation Y teachers, Generation Z teachers are often described as having greater familiarity with digital technologies because they have grown up within increasingly digitally connected environments, whereas Generation Y experienced technology adoption more gradually as part of their educational and professional development (Dumagay et al., 2025). This generational difference may contribute to greater familiarity and adaptability in using digital technologies, including AI-based tools, in teaching practices. However, this distinction should not be interpreted as evidence that Generation Z teachers are automatically more

digitally competent, psychologically resilient, or capable of maintaining healthy digital wellbeing. The concept of Generation Z as “digital natives” therefore needs to be treated critically. Being born and raised during a period of rapid digital development does not necessarily imply advanced digital competence, critical digital literacy, or healthy technology habits. Although Generation Z teachers may be familiar with digital technologies, they may still encounter digital overload, blurred technology boundaries, and other challenges associated with intensive digital engagement. Accordingly, generational membership in this study provides a demographic context rather than a predetermined explanation of teachers’ responses to AI-based technologies. Their actual patterns of AI use, emotional responses, self-regulation, professional judgement, and boundary management therefore need to be examined through their lived experiences.

Several studies have shown that Generation Z faces psychological stress, technology anxiety, and digital fatigue due to high expectations to always be connected and adapt quickly to technology. Although Generation Z teachers are often perceived as highly adaptable to digital technologies, this assumption does not necessarily guarantee psychological readiness in facing intensive technology use. Despite their familiarity with digital environments, they still have the potential to experience psychological stress due to excessive exposure to technology (Wajdi et al., 2024). Excessive exposure to digital media and information on social media causes cognitive fatigue, stress, anxiety, and even social isolation, even though they are known as the most digitally connected generation (Wulandari et al., 2025; Kaushalet al., 2023; Rayaginansih et al., 2024, & Perbani et al., 2024). In the context of the teaching

profession, these pressures become more complex due to the professional demands and pedagogical responsibilities directly related to the use of technology (Listiorini et al., 2025).

One of the issues that arises from the massive use of technology in education is digital wellbeing, which refers to the condition of individual balance in interacting with technology in a healthy and productive way. In this study, digital wellbeing refers to teachers' ability to maintain a healthy and purposeful relationship with digital technologies while managing professional digital demands, emotional responses, professional functioning, and boundaries between professional and personal digital engagement. Büchi (2024) defined digital wellbeing as the relationship between digital media use and wellbeing, rather than instances in which one feels content with their use of digital media. Digital wellbeing is not only about reducing screen time, but also includes managing digital stress, setting technology boundaries, and creating a healthy relationship between personal and professional life in the digital realm. Digital wellbeing is not enough to simply limit access to technology but requires education and development of self-awareness so that individuals are able to manage the use of technology wisely (Roffarello & De Russis, 2023). In the context of education, digital wellbeing includes efforts to support the mental health of students and teachers, prevent technostress, and ensure that technology truly enhances the learning experience without causing negative impacts such as digital fatigue or anxiety (Passey, 2021; Hartley et al., 2024; Biggins & Holley, 2022).

Digital wellbeing should not be understood merely as a positive outcome of technology use. Rather, it reflects an individual's ability to maintain psychological,

emotional, and professional balance while responding to the digital demands created by technology integration. In educational settings, the increasing use of AI-based tools may expose teachers to continuous digital engagement, pressure to remain technologically updated, blurred work-life boundaries, cognitive overload, and digital fatigue. These conditions may lead to digital stress if they are not managed appropriately. Therefore, digital wellbeing and digital stress are closely interconnected, as digital wellbeing is achieved not by the absence of digital stress, but by teachers' capacity to effectively regulate and manage the challenges associated with digital technology (Zhang & Cao, 2025). This perspective highlights the importance of investigating not only the benefits of AI integration but also the psychological experiences that accompany its use in teaching practices.

In the present study, the use of AI-based tools is positioned as the professional and technological context in which digital wellbeing is experienced, rather than as the primary phenomenon by itself. Therefore, information concerning the types, frequency, and instructional purposes of AI use is presented to establish the context of participants' experiences and to clarify how AI becomes part of their daily teaching practices. The central concern of this study remains how Generation Z EFL teachers experience, interpret, and manage their wellbeing while engaging with AI-based tools. In this sense, instructional efficiency, workload, emotional responses, professional autonomy, technology boundaries, and responsible use of AI are considered insofar as they illuminate the participants' digital wellbeing. This distinction is important to ensure that the exploration of AI use does not overshadow the central phenomenon of digital wellbeing.

In Indonesia, research on teachers' digital wellbeing in the context of using AI-based tools in EFL teaching remains limited. Existing studies have more commonly examined the effectiveness of digital learning technologies, the adoption of learning management systems, teachers' and students' perceptions of AI, or the use of AI for instructional purposes (Muthmainnah, 2025; Nurchurifiani et al., 2025; Hidayati et al., 2025; Rahman et al., 2025). Comparatively less attention has been given to how EFL teachers experience and interpret the psychological, emotional, and professional dimensions of wellbeing while using AI-based tools.

Meanwhile, International research has begun to show that teachers' experiences with AI involve both positive and negative dimensions. EFL teachers have reported motivation, satisfaction, and increased instructional support, while also experiencing anxiety, stress, workload concerns, and technostress when adapting to AI-mediated teaching (Chang & Liu, 2024; Guo & Shen, 2024; Kohnke et al., 2024). Other studies have highlighted the importance of institutional support, digital competence, social networks, and emotional regulation in helping teachers adapt to technological change (Ünal et al., 2025; Heydarnejad & Çakmak, 2024). However, these studies provide limited insight into how Generation Z EFL teachers in the Ambon context subjectively experience and manage digital wellbeing while using AI. This limitation supports the need for an in-depth qualitative investigation.

To obtain an initial understanding of the phenomenon under investigation, the researcher conducted a preliminary study. The preliminary study was conducted involving eleven Generation Z EFL teachers (born between 1997-2012) from various schools in Ambon, Maluku Province. The participants were selected because they met

the characteristics relevant to the present study, namely being active English teachers born within the Generation Z age range and having experience using AI-based tools in English language teaching. Data were collected through an online open-ended questionnaire distributed via Google Forms. The preliminary study aimed to explore teachers' initial experiences, AI usage patterns, and perceptions regarding digital wellbeing, which subsequently informed the development of the research questions, instruments, and participant selection for the present phenomenological study.

Based on the preliminary study conducted by the researcher, the results provide an initial overview of the use of Artificial Intelligence (AI) and the digital wellbeing of Gen Z EFL teachers in Ambon, Maluku Province. All respondents (100%) reported using AI-based tools in their English teaching practices, with most using AI two to three times per week. Several participants also reported using AI outside regular working hours for teaching preparation and related professional tasks. In addition, only 36.4% had participated in formal AI-related training, suggesting that teachers' engagement with AI was not always accompanied by structured institutional support. These initial findings established the relevance of examining not only how teachers use AI, but also how they experience and regulate its professional and personal demands. The preliminary study also revealed potentially relevant indicators of digital wellbeing concerns. Although participants generally perceived AI as beneficial for teaching efficiency, 63.6% reported pressure to remain updated with emerging technologies, 54.5% reported difficulties maintaining work-life boundaries, and 36.4% reported experiencing digital fatigue. Participants also raised concerns about dependence on AI-generated content, data privacy, and the quality of AI-generated information. These

findings did not indicate that all participants experienced severe digital stress, rather, they suggested that AI use involved different forms of professional and emotional negotiation that warranted deeper exploration.

Importantly, the preliminary findings should not be interpreted as evidence that all Generation Z EFL teachers experience serious digital stress or impaired wellbeing. The preliminary study involved eleven teachers and functioned primarily as an initial exploratory study to identify patterns, possible concerns, and the relevance of the phenomenon. The reported experiences of pressure, work-life boundary difficulties, and digital fatigue were self-reported experiences rather than measures of the severity or diagnosis of stress, burnout, or impaired wellbeing. Therefore, the preliminary findings established the existence of potentially relevant digital wellbeing concerns but did not determine the severity, persistence, or meaning of those experiences. The final phenomenological study subsequently revealed a more differentiated picture. The three selected participants generally described their AI use as manageable and beneficial, and none reported severe digital fatigue, emotional exhaustion, or substantial disruption to their personal lives. This difference between the preliminary and final findings is not treated as an inconsistency to be eliminated, but as an important indication that digital wellbeing may vary according to individual patterns of AI use, professional experience, self-regulation, and perceived control. The contrast therefore strengthens the rationale for phenomenological inquiry because numerical patterns from a preliminary questionnaire cannot fully explain why teachers exposed to similar technological demands may experience wellbeing differently.

Overall, this preliminary study indicates that although Gen Z teachers possess

good digital literacy and have routinely integrated AI into their teaching, they still face challenges in terms of formal training, institutional regulations, and maintaining digital well-being. These findings underscore the relevance and urgency of further research into how Gen Z English teachers interpret their experiences, the pressures they face, and the strategies they develop to maintain a balanced digital well-being amidst the increasing integration of AI into learning. Although the preliminary study indicated that Generation Z EFL teachers generally perceived AI positively, the findings also revealed that AI had become an integral part of their daily professional practices. The participants reported using AI-based tools repeatedly for lesson planning, material preparation, assessment design, feedback generation, and classroom activities. Moreover, several teachers acknowledged that AI-assisted work often extended beyond regular teaching hours, requiring them to continue preparing instructional materials after school. Such patterns do not necessarily indicate excessive technology use in terms of screen time; however, they demonstrate sustained digital engagement and increasing professional dependence on AI-based tools. According to digital wellbeing literature, continuous digital engagement may generate digital stress, making it important to understand how teachers maintain their wellbeing while integrating AI into their professional responsibilities.

Although previous studies have extensively investigated AI adoption, technology acceptance, teachers' perceptions of AI, and the pedagogical benefits of AI-assisted language learning, limited attention has been paid to teachers' lived experiences of maintaining digital wellbeing while integrating AI into their professional practices. Existing studies primarily emphasize technological

effectiveness, instructional innovation, or students' learning outcomes, whereas the psychological experiences of teachers remain underexplored. This issue is particularly important for Generation Z EFL teachers, who are often assumed to be digitally competent because they are digital natives. However, digital competence does not necessarily guarantee digital wellbeing. Understanding how Generation Z teachers experience digital wellbeing, encounter digital stress, and develop coping strategies is therefore essential for promoting sustainable AI integration in English language education.

Despite the growing literature on AI integration and teacher wellbeing, several interconnected research gaps remain. First, a theoretical gap exists in the limited understanding of digital wellbeing as a multidimensional experience in AI-assisted EFL teaching. Existing studies frequently examine technology adoption, usefulness, workload, or technostress separately, whereas fewer studies explain how teachers negotiate these experiences within an integrated concept of digital wellbeing. Second, a population gap remains concerning early-career Generation Z EFL teachers. Although Generation Z is frequently discussed in relation to digital familiarity, limited attention has been given to how early-career teachers themselves experience and regulate the demands of AI-assisted teaching. Third, a contextual gap exists because evidence from Ambon and other parts of Eastern Indonesia remains limited, particularly regarding teachers' subjective experiences of AI-related wellbeing. The present study therefore focuses specifically on EFL teachers working in Ambon rather than claiming to represent Generation Z teachers across Indonesia. Fourth, a methodological gap can be identified because much existing research relies on surveys,

perception studies, or quantitative measures, while fewer studies use phenomenological inquiry to explore the lived meanings that teachers attach to digital wellbeing in AI-mediated teaching. Fifth, a practical gap concerns the limited attention given to institutional support for teachers' digital wellbeing, including ongoing professional development, guidance for responsible AI use, and support for managing digital demands. Taken together, these gaps indicate the need for an in-depth phenomenological exploration of how Generation Z EFL teachers in Ambon experience and maintain digital wellbeing while using AI-based tools in their professional teaching practices.

Beyond addressing these research gaps, this study also seeks to contribute a conceptual understanding of digital wellbeing in the context of AI-assisted EFL teaching. Rather than assuming that AI use inevitably results in technostress or, conversely, automatically improves teachers' professional lives, this study explores how digital wellbeing is constructed through teachers' lived experiences. Rather than conceptualizing digital wellbeing as the absence of technostress or as a direct consequence of AI use, this study conceptualizes digital wellbeing as a dynamic process through which teachers continuously negotiate professional autonomy, perceived control, critical evaluation of AI-generated outputs, and digital boundary management while integrating AI into their teaching practices. Consequently, this study contributes a phenomenological understanding of digital wellbeing as an actively negotiated professional experience rather than a fixed psychological outcome.

This study focuses on Generation Z English teachers for several important reasons. First, English teachers face high professional demands for mastery of digital

technology and AI, as language teaching requires intensive interaction, continuous assessment, and access to dynamic learning resources. Second, Generation Z, born between 1997-2012, are often considered digital natives who are adept at using technology. However, several studies have shown that this technical proficiency does not always align with readiness to face the psychological and emotional stress that arises from extensive technology use (Wulandari et al., 2025; Listiorini et al., 2025). Third, to date, research on the subjective experiences of Generation Z English teachers in Indonesia in maintaining digital wellbeing in the AI era is still very limited. Therefore, this study is expected to fill this gap and provide theoretical and practical contributions to the development of teacher education and training policies.

Based on these considerations, the present study focuses specifically on three Generation Z EFL teachers in Ambon, Maluku, and explores their lived experiences of digital wellbeing while using AI-based tools for teaching practices. AI use is examined as the technological and professional context of the phenomenon, while the central focus is placed on how teachers experience, interpret, and manage digital demands, emotional responses, professional autonomy, and technology boundaries. A phenomenological inquiry is therefore employed to capture the meanings that participants attach to their experiences rather than to assume that AI use produces either positive or negative wellbeing outcomes. Through this approach, the study seeks to provide a context-specific understanding of digital wellbeing among Generation Z EFL teachers in Ambon.

1.2. Identification of the Problem

Based on the previous research and the results of the preliminary study

conducted by researcher, several issues have emerged related to the use of Artificial Intelligence (AI) in teaching English as a foreign language. On the one hand, the use of AI applications such as ChatGPT, Grammarly, QuillBot, Canva, and automatic question generators makes it easier for teachers to prepare materials, design assessments, and manage the learning process. However, on the other hand, new issues have emerged, such as digital fatigue, the pressure to stay up-to-date with technological developments, and the difficulty of maintaining boundaries between personal and professional life.

A preliminary study conducted by the researcher among Generation Z EFL teachers indicated that most respondents routinely used AI in their teaching practices. Some participants also reported pressure to stay updated with technological developments, difficulties maintaining work-life boundaries, digital fatigue, and concerns regarding data privacy and AI-generated content. However, these preliminary findings should be understood as initial indicators rather than evidence of severe or uniform digital wellbeing problems. The variation suggested by these responses raises a more important question: why do teachers who use similar technologies experience their digital wellbeing differently? This issue is important to investigate because previous research has focused extensively on technology effectiveness, adoption, and perceptions, while the subjective meanings that teachers attach to their wellbeing while using AI remain less explored, particularly in the context of EFL teaching in Ambon.

1.3. Scope and Limitation

This research focuses specifically on three Generation Z EFL teachers working in formal educational institutions in Ambon, Maluku, Indonesia. The participants were

born between 1997-2012, actively teach English, and have experience using AI-based tools in their professional teaching practices. The study focuses on their lived experiences, challenges, and coping strategies in maintaining digital wellbeing while using AI-based technologies for teaching. The AI technologies considered in this study include, but are not limited to, ChatGPT, Grammarly, QuillBot, Canva AI, and other AI-based teaching assistant tools. Digital wellbeing is examined as an ongoing process involving teachers' perceived control and self-regulation, emotional balance, professional functioning and autonomy, and management of boundaries between professional and personal digital engagement. Data was collected from those who can be reached online, especially through the distribution of open-ended questionnaires, Semi-Structured Interviews, and reflective Journals.

This study does not include teachers from other generations or those who have not used AI. Due to time and location constraints, this study was not involve direct observation but instead relied on honest reflections of the teachers' own experiences in answering the open-ended questionnaire, semi-structure interview, and reflective journal. Because this study involves only three participants from Ambon and adopts a phenomenological design, the findings are not intended to statistically represent Generation Z EFL teachers in Indonesia as a whole. Instead, the study seeks to provide a context-specific and in-depth understanding of how the selected participants experience and interpret digital wellbeing in AI-assisted teaching. Any implications beyond the Ambon context should therefore be considered cautiously and understood as analytically transferable rather than statistically generalizable.

1.4. Research Questions

Based on the background of the research above, the research questions are formulated below:

1. How do Generation Z EFL teachers use AI-Based tools in their teaching practices?
2. How do Generation Z EFL teachers experience digital wellbeing while using AI-based tools?
3. What challenges do Generation Z EFL teachers encounter in maintaining digital wellbeing while using AI-based tools?
4. What coping strategies do Generation Z EFL teachers use to maintain their digital wellbeing?

1.5. Objectives of the Study

Based on the statements of the problems, the objectives of this study are:

1. To explore how Generation Z EFL teachers use AI-based tools in their teaching practices.
2. To investigate how Generation Z EFL teachers experience digital wellbeing while using AI-based tools.
3. To identify the challenges encountered by Generation Z EFL teachers in maintaining digital wellbeing while using AI-based tools.
4. To describe the coping strategies used by Generation Z EFL teachers to maintain their digital wellbeing

1.6. Significance of the study

There are two types of significance of the study, namely, theoretical

significance and practical significance, as explained below:

1.6.1. Theoretical Significance

This study contributes to the development of theoretical studies in the field of English language education, especially related to the concept of digital wellbeing in the context of Generation Z who work as teachers. So far, the concept of digital wellbeing has been discussed more in the general context of students, while studies on how young teachers build digital balance amidst technological pressures, especially AI, are still limited. The findings of this study are expected to broaden the understanding of the relationship between digital competence, emotional stress, and self-regulation strategies in teaching practice. In addition, the results of this study can also enrich the literature on the impact of the use of AI-based technology on the psychosocial health of EFL teachers, as well as add a context-specific perspective from EFL teachers in Ambon, Maluku, which may contribute to the limited literature on digital wellbeing in Eastern Indonesia.

1.6.2. Practical Significance

Practically, the results of this study can be a reference for educational institutions, policy makers, and teacher training developers in designing programs that not only focus on improving technological skills but also pay attention to aspects of teacher digital well-being. Information on the challenges and coping strategies used by generation Z EFL teachers can be used as a basis for formulating more humanistic and sustainable institutional policies. This study is also expected to provide insight for other young teachers in understanding the importance of maintaining a balance between digital demands and mental health in carrying out daily professional tasks. Thus, this

study not only has academic value, but also has a real impact on developing the quality of education that is more in favor of teacher welfare.

1.7. Definition of terms

To avoid confusion and provide a clear understanding of this study, there are conceptual and operational definitions of terms as follows:

1.7.1. Conceptual Definition

1. Digital Wellbeing

Conceptually, digital wellbeing refers to a healthy and purposeful relationship between individuals and digital technologies in which technology use supports rather than undermines psychological, emotional, and professional functioning. Büchi (2024) conceptualizes digital wellbeing as the relationship between digital media use and wellbeing, rather than simply the feeling of being satisfied with digital media use. Roffarello and De Russis (2023) further emphasize conscious self-regulation, healthy digital habits, and the ability to manage technology use appropriately, while Knight et al. (2023) highlight that digital wellbeing is also influenced by social and organizational conditions.

In this study, digital wellbeing is understood as an ongoing process through which Generation Z EFL teachers maintain a healthy and purposeful relationship with AI-based tools while carrying out their professional teaching responsibilities. This process is reflected in four interconnected dimensions: (1) perceived control and self-regulation over AI use, including the ability to determine when, why, and how AI is used; (2) emotional balance, including the management of confidence, frustration, anxiety, or other emotional responses

associated with technology use; (3) professional functioning and autonomy, referring to the extent to which AI supports teachers' work without replacing their professional judgement and pedagogical decision-making; and (4) boundary management, referring to the ability to regulate digital engagement across professional and personal time.

These dimensions are interconnected rather than treated as separate definitions of digital wellbeing. Technostress, digital fatigue, burnout, emotional wellbeing, and work-life balance are therefore understood as related concepts that may describe particular experiences or conditions within or surrounding digital wellbeing, but they are not treated as interchangeable terms. Similarly, responsible and ethical use of AI is considered a practice that supports professional autonomy and healthy technology engagement rather than a synonym for digital wellbeing itself. Thus, digital wellbeing in this study concerns how teachers negotiate technological demands while preserving emotional balance, professional agency, and appropriate boundaries in their AI-assisted teaching practices.

2. Generation Z EFL Teachers

Generation Z English teachers in this study refer to educators born between 1997-2012 who teach English as a Foreign Language (EFL) in contexts where English is not the primary language. This age range follows the classification proposed by Pew Research Center (Dimock, 2019). Generation Z is widely recognized as the first generation to grow up fully immersed in digital environments, with extensive exposure to the internet, smartphones, and digital

technologies from an early age. Despite their high familiarity with technology, they still have the potential to experience psychological stress due to excessive exposure to technology (Wajdi et al., 2024). Due to this extensive digital exposure, they are often associated with the characteristics of digital natives, a term introduced by Prensky (2001) to describe individuals who are highly familiar with digital technologies because they have grown up in technology environments and still have the potential to experience psychological stress due to excessive exposure to technology (Wajdi et al., 2024).

3. Artificial Intelligence (AI)-based tools

Artificial Intelligence (AI)-based tools refer to digital applications that utilize artificial intelligence technologies, including machine learning, natural language processing (NLP), and generative artificial intelligence, to perform tasks that normally require human intelligence. Within educational contexts, AI-based tools assist teachers in designing instructional materials, generating lesson plans, creating assessments, providing automated feedback, facilitating classroom management, and supporting language learning through adaptive and intelligent features (Kasneci et al., 2023; Liu & Dai, 2024). These tools function as intelligent assistants that enhance teaching effectiveness and learning experiences.

1.7.2. Operational Definition

1. Digital Wellbeing

In this study, digital wellbeing is operationalized as the ability of Generation Z English teachers in Indonesia to manage the demands of using AI-based

technology in learning, maintain mental and emotional health while carrying out teaching duties, and strike a balance between personal and professional life amidst intensive technology use. Related data was obtained through participant narratives in an open-ended questionnaire, Semi-Structured Interviews, and a Reflective Journal.

2. Generation Z EFL Teachers

In this study, Generation Z English teachers are active educators in Indonesia who meet the criteria, such as being born between 1997-2012, teaching English in schools or formal educational institutions, and using at least one AI-based tools (e.g., ChatGPT, Grammarly, Quillbot, or other AI-based teaching assistant) in learning activities. Identification of participants meeting these criteria was conducted through screening questions in an online questionnaire.

3. AI-based tools

In this study, AI-based tools refer to artificial intelligence applications utilized by Generation Z EFL teachers to support their professional teaching practices. These include applications such as ChatGPT, Gemini, Grammarly, QuillBot, Canva AI, MagicSchool AI, and other AI-powered educational platforms. AI-based tools are operationalized through several indicators, including the types of AI applications used, frequency of use, instructional purposes, preferred AI tools, AI integration across English language teaching activities, and teachers' lived experiences while utilizing AI-based technologies in classroom practices.