EFL Pre-Service Teachers' Attitudes Towards Using AI Applications

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Abstract:
The discipline of artificial intelligence in education (AIED) has advanced significantly over the past few decades, and educators from many aspects of life are now interested in it because of its most recent affordances. Language learning is one of the many educational contexts and areas where diverse artificial intelligence (AI) technologies are increasingly being used to achieve various learning objectives. However, this intense and quick rise has caused some doubts regarding the teachers' ability to successfully integrate AI tools into their language sessions. To clarify some of the ambiguities surrounding this topic, this study examines the attitudes and viewpoints of English teachers. The case study design was used in this study to ascertain the general opinions of English teachers regarding artificial intelligence. The results of the study showed that, although they have certain concerns, teachers are generally positive about the acceptability and adoption of AI applications in language training and think that their use could aid in language acquisition.

Key Words: *Artificial Intelligence (AI), English Language Teaching (ELT), EFL Teachers' Attitudes*

Introduction:

Artificial intelligence has been used widely across various fields including education. AI applications had effective impact in developing education in general and EFL teaching in specific. Integrating AI into pedagogical practices has become a trend that drastically facilitated learning and teaching. Pokrivcakova (2023) indicated that AI affected teaching positively in various aspects in terms of personalizing learning and automating tasks. Moreover, AI applications made learning accessible to students.

Luckin et al. (2016) explained that the scientific community at some time considered that AI will entail negative consequences. However, no one can deny that the advancements in AI made life easier in various aspects. AI is defined as "the frontier of computational advancements that references human intelligence in addressing ever more complex decision-making problems" (Berente et al., 2021, 5). This definition emphasizes a few elements. AI is not a singular phenomenon or set of technology, but rather a multifaceted concept. It is not a device, program, or algorithm. The concept is a changing focus for evolving events, rather than a single phenomenon. AI represents a frontier (Berente et al., 2021).

The integration of AI into ELT is not an isolated phenomenon but forms part of a broader global shift towards technologically enhanced education. The rapid digital transformation of classrooms, especially accelerated by the COVID-19 pandemic, has highlighted the vital role of intelligent technologies in promoting accessibility, engagement, and efficiency within learning contexts (Chakravarti, 2023). AI has emerged as a potent tool for modernizing ELT by addressing the diverse learning profiles of students, enhancing teacher productivity, and enabling scalable and flexible educational models (Amin, 2023).

AI encompasses a variety of technologies, including natural language processing, computer vision, and machine learning. These words are connected to artificial intelligence, but have different goals and purposes. Some papers utilized the terms AI, NLP, computer vision, machine learning, autonomous robotics, and recommender systems interchangeably without precise definitions (Ofosu-Ampong, 2024).

The Statement of the Problem:

Even though artificial intelligence (AI) is becoming more and more integrated into international educational settings, many English language instructors are still unsure on how to use AI tools in the classroom. The potential of artificial intelligence (AI) in English language teaching (ELT) and teachers' preparedness, knowledge, and confidence in utilizing these technologies in authentic classroom settings are the subjects of this study.

The following questions have been raised by the researcher;

1. What is the level of awareness among English teachers regarding AI in education?
2. How do teachers perceive the use of AI in enhancing language learning?
3. What are the main challenges teachers face in adopting AI tools?
4. To what extent are teachers prepared and willing to incorporate AI in their teaching practices?

Aims of Study:

This study investigates English language teachers' attitudes toward the integration of Artificial Intelligence (AI) applications in English Language Teaching (ELT) classrooms through the following points:

1. To explore English language teachers' awareness of AI applications in education.
2. To investigate teachers' attitudes toward the integration of AI in ELT classrooms.
3. To identify challenges and concerns faced by teachers in implementing AI tools.
4. To assess teachers' willingness to use AI and their perceived training needs.

Significance of study:

The significance of a study investigating English language teachers' attitudes toward AI integration in ELT classrooms can be highlighted in relation to three key aspects: EFL teachers, EFL students, and EFL curriculum planners:

1. Significance for EFL Teachers:

• Recognizing and Addressing concerns:

The study can shed light on the particular worries, hesitancies, and reservations that EFL teachers could have about the use of AI. This knowledge is essential for creating focused professional development initiatives and support networks that successfully address these issues.

• Determining Training Needs:

The study can identify particular areas where training is required by evaluating teachers' present AI-related knowledge and abilities.

• Promoting Peer Learning and Collaboration:

Teachers who are early adopters or who have favorable opinions about AI may be found through the study. By encouraging peer learning and cooperative exploration of AI tools, these people can develop into invaluable resources for their colleagues.

2.Significance for EFL Students:

• Assuring the Ethical and Effective Use of AI:

Teachers who possess knowledge and a positive outlook are more likely to employ AI technologies in ways that are both ethical and pedagogically beneficial to pupils, taking into account concerns like

data privacy and the growth of critical thinking abilities.
• Customizing AI Integration to Student Needs:
Teachers who understand AI's potential can better adapt its application to their students' various learning requirements, which could result in more individualized and successful language learning experiences.

- **Potentially Influencing Student Attitudes:**

  Teachers' attitudes can also influence students' perceptions of AI. Positive and enthusiastic teachers may encourage students to embrace AI as a valuable learning tool.

3. Significance for EFL Curriculum Planners:

- **Evidence-Based Curriculum Design:** The study can provide valuable data to inform the integration of AI into the EFL curriculum. Understanding teachers' perspectives on the feasibility and relevance of different AI applications can lead to more practical and effective curriculum design.
- **Identifying Suitable AI Tools and Resources:** The research can help curriculum planners identify specific AI tools and resources that are perceived as useful and effective by teachers, facilitating their adoption within the curriculum.

Literature review:
Early computer-assisted language learning (CALL) programs in the 1960s and 1970s are where the concept of incorporating technology into education first emerged (Luckin & Cukurova, 2019). However, the development of extremely complex educational systems has been made possible by the unparalleled advancements in AI capabilities, particularly in machine learning (ML) and natural language processing (NLP). These technologies enable previously unthinkable autonomous learning environments, offer customized education, and mimic human-like interactions (Kristiawan, Bashar, & Pradana, 2024).
As a driving force behind innovation, reform, and global change, artificial intelligence (AI) is radically changing the face of contemporary education. By providing dynamic, engaging, and customized learning experiences that address the many needs of modern learners, artificial intelligence (AI) is transforming conventional teaching approaches in the particular field of English Language Teaching (ELT) (Al-Hassan, 2023).
AI's incorporation into ELT is a part of a larger worldwide trend toward technologically enhanced education rather than a singular occurrence. The swift digitization of classrooms, particularly sped up by the COVID-19 epidemic, has brought attention to how important intelligent technologies are for fostering efficiency, accessibility, and engagement in learning environments (Chakravarti, 2023). By addressing the varied learning profiles of students, increasing teacher efficiency, and facilitating scalable and flexible educational models, artificial intelligence (AI) has become a powerful instrument for modernizing ELT (Amin, 2023).

2.2 Theoretical and Conceptual Framework

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) is reinforced by various learning theories that inform the design, implementation, and evaluation of AI-driven educational tools. Understanding these theoretical foundations is critical to assessing the effectiveness and potential of AI applications in language education.

Constructivism, which holds that students build their knowledge and understanding via experiences and reflection, is one of the key theories pertinent to AI integration (Vygotsky, 1978). Constructivist concepts are supported by AI technologies like adaptive learning platforms and intelligent tutoring systems, which give students options for active involvement, scaffolded support, and personalized

content. By tailoring assignments to each learner's needs, these systems enable students to acquire knowledge at their own speed and in accordance with their distinct cognitive profiles.

According to sociocultural theory, learning is mediated by cultural resources and is intrinsically social. Artificial intelligence (AI) tools, including chatbots and virtual worlds, can mimic real-world social interactions and make language learning easier by enabling meaningful conversation. This integration is supported by recent research; for instance, it has been demonstrated that AI tools improve the sociocultural and cognitive elements of EFL writing, facilitating both solo and group learning (Wang et al., 2021). Furthermore, AI's real-time feedback capabilities complement Vygotsky's Zone of Proximal Development by providing dynamic scaffolding when doing language tasks (Zhang & Zou, 2020).

Large datasets, the creation of increasingly sophisticated algorithms, and the current advances in computing power are the main causes of artificial intelligence's rise in the twenty-first century. Programmers explained that it is simpler to train systems by giving them exemplars for AI applications rather than creating those apps from scratch (Jordan & Mitchell, 2015). Pattern recognition systems are rapidly being developed using machine learning approaches, especially neural networks.

The development of pattern recognition applications, such as continuous speech recognition and handwriting identification, has been greatly aided by the availability of learning techniques (LeCun et al., 1998). With apps made to tailor learning experiences and assist teachers in different ways, the use of AI in education has expanded rapidly (Luckin et al., 2016).

Behaviourism focuses on observable behaviour changes resulting from external stimuli. AI applications in language learning, such as gamified drills and immediate feedback systems, embody behaviourist principles by reinforcing correct responses and guiding learners through progressive mastery. For instance, digital language learning platforms like Duolingo implement repetition, rewards, and correction to improve learner outcomes (Ahmad et al., 2022).

According to cognitivism, learning is a process of organizing the mind and digesting knowledge. AI programs examine the cognitive patterns of students, identify problems, and offer focused interventions to promote greater comprehension. According to research, AI can modify instruction based on cognitive input and tailor learning experiences (Chen et al., 2023), which promotes effective information transfer and retention.

The concepts of adaptive learning environments and personalized learning are also included in the conceptual framework of AI in ELT. AI-supported personalized learning entails adjusting educational experiences to each learner's unique learning preferences, interests, and areas of strength and weakness (Maity & Deroy, 2024). In order to keep training current, stimulating, and encouraging, adaptive environments use real-time data to adjust learning pathways.

As a result, AI's theoretical and conceptual foundations in ELT are diverse and incorporate constructivist, sociocultural, behaviorist, and cognitivist ideas. These pillars offer a strong framework for comprehending how AI tools can improve language learning results and experiences.

2.3 Customized learning platforms and intelligent tutoring systems (ITS)

One of the most significant uses of artificial intelligence (AI) in English language teaching (ELT) is Intelligent Tutoring Systems (ITS). By continuously adjusting to the learner's performance and offering focused, real-time feedback, these technologies mimic the function of a human tutor. ITS seeks to replicate the advantages of one-on-one tutoring by customizing the learning process, guaranteeing that students receive support that is specific to their requirements.

2.4. History and Evolution

Early Intelligent Tutoring Systems (ITS) like SCHOLAR and GUIDON concentrated on subject-specific training in areas like computer science and mathematics. ITS development began in the 1980s. By combining artificial intelligence and machine learning, ITS has broadened its purview to encompass language instruction in light of technological advancements.

According to recent studies, behaviorist ideas are incorporated into contemporary ITS by offering learners instant feedback and positive reinforcement, which gradually improves their language proficiency (Akyuz, 2020). Furthermore, ITS is designed using cognitive theories to identify learning challenges and provide tailored treatments that enhance understanding and memory (Chen et al., 2023). Socioculturally speaking, ITS build interactive settings that mimic real-world communication, encouraging language learning via deep engagement and mutual comprehension (Heidari Tabrizi & Jafarie, 2023).

These initial technologies sought to provide intelligent ITS have developed into increasingly complex platforms over time that can process data in real time and provide individualized training in a greater number of subjects. Utilizing adaptive algorithms and gamification components, modern ITS like Duolingo have benefited from AI advancements to improve learner engagement and sustain progress through individualized learning pathways (Al-Hassan, 2023).

The ability of ITS to adapt to each learner's unique performance is its primary innovation in language acquisition. These systems, in contrast to conventional, one-size-fits-all teaching approaches, modify task complexity according on students' progress, creating a more stimulating and effective learning environment (Kristiawan et al., 2024).

2.5 Machine Learning Algorithms

Modern ITS utilize various machine learning techniques, each contributing to the personalization of the learning process. Supervised learning involves training algorithms on labeled data, such as correct and incorrect grammar usage, to help the system provide specific feedback (Wang & Heffernan, 2021). For instance, in a grammar correction task, a supervised model will learn from a dataset of correct and incorrect sentences, using this data to offer accurate feedback on the learner’s input.

On the other hand, unsupervised learning enables the system to detect patterns in learner behaviour without explicit instruction. These patterns might include tendencies in a learner’s mistakes or preferred learning strategies, allowing the system to adapt accordingly (Maity & Deroy, 2024). Through these approaches, ITS continuously refine their instructional models, offering increasingly personalized experiences. The use of reinforcement learning, where the system learns by interacting with the environment and receiving feedback, is also becoming more common in language learning applications, where the system refines its approach based on how effectively the learner progresses (Giray, 2024).

2.6 Teacher and Learner Perspectives

Understanding the perspectives of both teachers and learners is crucial for the successful implementation of AI tools in English Language Teaching (ELT). Teachers' and students' perceptions shape how AI tools are used in practice, as these perspectives influence both the integration process and the overall learning experience.

Teacher Perspectives

Teachers generally report that AI tools help reduce administrative burdens, such as grading, lesson planning, and providing feedback. A survey by EdTech Magazine (2023) found that 68% of teachers believed AI made their work more efficient. AI systems are particularly effective in automating tasks like grading assignments and quizzes, freeing up teachers to focus on more complex, personalized interactions with students. Furthermore, AI's ability to provide real-time feedback has been noted as a significant enhancement, allowing teachers to track student progress without needing to manually review each task.

However, many teachers express concerns about data privacy and the fear that AI might replace them in the classroom. A study by Chakravarti (2023) highlighted that while teachers acknowledge the potential of AI to enhance education, there is significant apprehension about AI

systems potentially diminishing the teacher's role, particularly when it comes to providing the emotional and motivational support that AI cannot replicate. Consequently, professional development and training are essential to equip teachers with the necessary skills to integrate AI tools effectively into their teaching practices (Amin, 2023).

Pokrivcakova (2023) reported that there are positive attitudes in general among university students towards artificial intelligence. AI has the potential to facilitate performing various tasks. It increases productivity and efficiency in performing those tasks. However, the pitfalls in integrating AI require a wise balance between the merits and demerits. A lot of studies reviewed the attitudes of pre-service teachers towards using AI. Some respondents in these studies showed pessimistic attitudes towards using AI in teaching. They described it as being disastrous in terms that it cancels cognitive abilities.

Zhang et al. (2023) indicated the significance of considering the perceptions of university students of integrating AI into their teaching due to the prevalence of using AI in education. The acceptance of AI among pre-service teachers helps to identify the learning outcomes of their future students. Educational institutions and developers should consider usefulness and ease of use when selecting or developing AI applications for pre-service teachers.

Sanusi et al. (2024) 's study analyzed pre-service teachers' views and behavioral intentions to learn AI in teacher preparation programs, finding characteristics that may impact learning and promoting AI. This study developed a research model based on planned behavior theory and expanded it to include other constructs. The study assessed various elements, including basic knowledge of AI, subjective norms, AI for societal good, perceived self-efficacy, self-transcendent aims, personal relevance, AI anxiety, behavioral intention to learn AI, and actual learning. We conducted a validated questionnaire survey of 796 pre-service teachers in Nigerian universities. The study offers significant insights for practitioners, researchers, and policymakers when creating effective AI teacher education programs.

Taşçi and Tunaz (2024) conducted interviews with participants of EFL pre-service teachers about their insights into integrating AI into teaching. EFL pre-service teachers demonstrated the following benefits of incorporating AI into teaching: it saves time, supports individualized learning and it provides easy access to information. Nevertheless, they expressed some concerns about integrating AI into their teaching practices such as; overdependence on technology, data privacy, equity, reducing critical thinking skills and job displacement.

Yetkin and Ozer-Altinkaya (2024) investigated the beliefs and attitudes of pre-service English language teachers towards integrating AI into language education. The study involved 20 EFL pre-service teachers. The instruments of the study included focus-group interviews to cover the perceptions of the participants. The study concluded that pre-service English teachers have both favorable and negative sentiments toward AI integration. The participants' ideas about the employment of AI-based tools in language teaching were influenced by several aspects. A detailed analysis of each element sheds light on the intricacies of these beliefs. This study contributes to the increasing body of research on AI-integrated language instruction by exploring the views of PELTs. It provides significant insights for educators, curriculum designers, and technology inventors.

Lindade (2024) explored the perspectives of 17 pre-service EFL teachers enrolled in the second year training at the faculty of arts and humanities of the University of Porto, in Portugal. The study used a survey to cover the perceptions of the participants. The findings of the study showed that all EFL students use AI tools in their teaching to prepare interactive activities. Thus, the participants believe that Generative AI tools should be integrated in MA programs for EFL pre-service teachers.

Guan et al. (2025) examined the readiness of K-12 pre-service teachers to integrate AI applications into their teaching practices by exploring their attitudes, intentions, AI literacy and self-efficacy. The

study concluded that there is lack of readiness among the participants to incorporate AI applications into teaching. Thus, the study underscores the significance of training. The idea that AI training programs could cultivate positive dispositions for both K–12 and higher education teachers has been supported empirically in the research setting of AI-integrated education from the perspective of pre-service teachers (Yang et al., 2024), thereby supporting teachers in transitioning from traditional to AI-based instructional.

Learner Perspectives

From the learners' viewpoint, AI tools offer substantial benefits, particularly in fostering autonomy and flexibility. Many students report that AI tools boost their motivation and confidence, especially in practicing speaking and writing outside of traditional classroom settings. A 2023 survey by Pearson found that 74% of students found AI tools helpful for improving their language skills. AI-powered applications like Duolingo and ELSA Speak provide students with personalized learning experiences, allowing them to work at their own pace and revisit concepts as needed.

However, some students express concerns about the impersonal nature of AI interactions. Despite the personalized content these tools provide, the lack of human connection remains a significant drawback for many learners. This impersonal interaction can lead to over-dependence on the technology, where students may feel less inclined to engage in face-to-face interactions or seek teacher assistance when necessary (Tufekci & Gungor, 2023). A significant portion of students (42%) in the Pearson survey were uncertain about trusting AI feedback without validation from a human teacher, indicating that students still prefer human oversight in their learning process.

2.7. Ethical and Pedagogical Considerations

To guarantee the proper use of technology in teaching and learning, a number of pedagogical and ethical issues are brought about by the integration of AI in education.
Algorithmic Bias AI systems are not impervious to prejudice. Unfair or discriminating results may result from these systems' inadvertent reflection of biases in their training data. For example, learners from a variety of linguistic backgrounds are at a disadvantage since voice recognition systems frequently have trouble understanding non-native accents. Amin (2023) argues that this bias can be detrimental, particularly in language learning, where fair and accurate feedback is crucial for progress. To mitigate this, it is essential for AI developers to ensure that their training data is diverse and representative of different linguistic and cultural groups.
Security of information
In order to work well, AI solutions in education frequently need to gather a lot of user data. Data privacy is seriously threatened by this. Establishing comprehensive privacy policies and making sure that data is safely stored with explicit instructions on who can access it and how it will be used are essential tasks for institutions. According to Amin (2023), educational institutions must enforce strict data security standards in order to safeguard students' rights. Additionally, students should have control over how their information is handled and must provide informed consent for its usage.

3.Methodology

3.1 Participants

This study adopts a descriptive analytical research design, which is well-suited for investigating existing phenomena and analysing participants' perceptions. The research was conducted at Zawia University comprises all stages. This setting was deliberately chosen as it represents a typical public educational context in English department, where access to advanced technologies like Artificial Intelligence (AI) remains limited. Within this context, the study targeted 15 English language teachers who were randomly selected from those who expressed willingness to participate. These educators offer a variety of experiences and perspectives on the application of AI in English Language Teaching (ELT), having worked at various educational levels. The

decision to concentrate on English language instructors was made since AI has a big impact on language instruction through tools like adaptive learning platforms, speech recognition software, and translation apps. The researcher was able to collect data in a natural environment, investigate the attitudes and preparedness of the teachers toward integrating AI, and pinpoint any obstacles they might encounter while implementing these technologies in the classroom thanks to the descriptive analytical technique.

3.2 Instrument

The main instrument used in this study is a questionnaire designed by the researcher to explore teachers' attitudes toward the use of Artificial Intelligence applications in the English Language Teaching (ELT) classroom. The questionnaire consists of 15 declarative statements, and participants are required to respond to each item with either Yes or No. This closed-ended format was chosen to make the instrument simple, quick to complete, and suitable for participants with varying levels of comfort with research tools.

The questionnaire focuses on several key areas:

- Teachers' general knowledge about AI in education
- Their personal experiences (if any) using AI tools
- Their readiness and willingness to incorporate AI applications in future teaching
- Potential challenges or concerns they associate with using AI in the classroom

No.	Statement	Yes	No
1	I am acquainted with Artificial Intelligence (AI) applications in education.		
2	I have confidence in AI can improve the learning experience in English language teaching.		
3	I have used AI-based tools in my teaching preparation.		
4	I consider AI can help improve students' language skills effectively.		
5	I am confident in using AI tools in the classroom.		
6	I am open to integrating AI applications into my teaching methods.		
7	I think AI can provide personalized learning experiences for students.		
8	I feel that AI tools could replace traditional teaching methods in some aspects.		
9	I am concerned that AI will reduce human interaction in the classroom.		
10	I consider AI can be a beneficial tool for apprentice assessment.		
11	I believe AI can save time in lesson planning and preparation.		
12	I have received adequate training to use AI tools in the classroom.		
13	I feel that AI applications are too difficult to assimilate into my teaching.		
14	I am uncertain about the moral implications of using AI in instruction.		
15	I would like to accept more training on in what way to use AI tools in my instruction.		

By addressing these dimensions, the questionnaire aims to capture a clear picture of teachers' current attitudes and the factors influencing their views. The simplicity of the "Yes/No" response format allows for straightforward data analysis and avoids ambiguity in interpreting responses.

3.3Aim of the Questionnaire

The primary aim of the questionnaire in this study is to assess the attitudes of English language teachers toward the integration of Artificial Intelligence (AI) applications in the English Language Teaching (ELT) classroom. More specifically, the questionnaire seeks to explore the following key areas:

1. Teachers' Awareness of AI in Education: To determine the extent to which teachers are familiar with AI technologies and their applications in the field of language teaching.
2. Perceived Usefulness of AI in ELT: To understand teachers' beliefs about the potential benefits of AI applications in enhancing language learning.
3. Readiness and Willingness to Use AI: To assess how open and prepared teachers are to adopt AI technologies in their classrooms.

4. Findings and Discussion

The findings of this study are derived from the responses to the 15 statements included in the questionnaire. The data provides valuable insights into the attitudes and perceptions of English language teachers regarding the integration of Artificial Intelligence (AI) applications in the English Language Teaching (ELT) classroom. This section will present the key findings followed by a discussion of their implications.

4.1Findings

The data collected from the 15 English language teachers at zaw5a 4n5vers5ty reveals the following:

No.	Statement	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	I am familiar with Artificial Intelligence (AI) applications in education.	10	66.6%	5	33.3%
2	I believe AI can enhance the learning experience in English language teaching.	12	80%	3	20%
3	I have used AI-based tools in my teaching practice.	5	33.3%	10	66.6%
4	I think AI can help improve students' language skills effectively.	13	86.6%	2	13.3%
5	I am confident in using AI tools in the classroom.	8	53.3%	7	46.6%
6	I am open to integrating AI applications into my teaching methods.	10	66.6%	5	33.3%

7	I think AI can provide personalized learning experiences for students.	15	100%	0	0%
8	I feel that AI tools could replace traditional teaching methods in some aspects.	13	86.6%	2	13.3%
9	I am concerned that AI will reduce human interaction in the classroom.	10	66.6%	5	33.3%
10	I think AI can be a useful tool for student assessment.	13	86.6%	2	13.3%
11	I believe AI can save time in lesson planning and preparation.	12	80%	3	20%
12	I have received adequate training to use AI tools in the classroom.	6	40%	9	60%
13	I feel that AI applications are too complicated to integrate into my teaching.	10	66.6%	5	33.3%
14	I am unsure about the ethical implications of using AI in education.	13	86.6%	2	13.3%
15	I would like to receive more training on how to use AI tools in my teaching.	15	100%	5	0%

4.2Discussion

The findings of this study provide a clear picture of the current attitudes of English language teachers toward AI in education, with several key implications:

1	I am familiar with Artificial Intelligence (AI) applications in education.	10	66.6%	5	33.3%

The first item in the questionnaire indicated that: A majority of the surveyed English language teachers (66.6%) reported familiarity with AI applications in education, suggesting a general awareness of the technology's presence within the broader educational discourse. However, a notable minority (33.3%) indicated a lack of familiarity, highlighting a potential initial barrier to widespread adoption.

In the following table the results indicated that:

2	I believe AI can enhance the learning experience	12	80%	3	20%

	in English language teaching.				

A substantial majority (80%) of teachers expressed a positive belief in AI's potential to enhance the learning experience in ELT. This optimistic outlook suggests a receptiveness to exploring the pedagogical benefits that AI might offer in language instruction.

In the third item of the questionnaire:

3-	I have used AI-based tools in my teaching practice.	5	33.3%	10	66.6%

A minority of the participants (33.3%) indicated having practical experience with AI-based tools in their teaching, contrasting with the majority (66.6%) who have not. This discrepancy underscores a potential gap between theoretical understanding or belief and actual implementation in ELT classrooms.

In the fourth item of the questionnaire: I think AI can help improve students' language skills effectively.

An overwhelming majority (86.6%) of teachers believe in AI's effectiveness in improving students' language skills. This strong conviction suggests a significant level of trust in AI's potential to positively impact language acquisition outcomes.

A significant majority of the surveyed teachers demonstrated a foundational **familiarity with AI applications in education (66.6%)**, suggesting a general awareness of the technology's presence in the broader educational landscape. This awareness appears to translate into a positive outlook regarding AI's potential pedagogical benefits, with a substantial **80% believing AI can enhance the learning experience in ELT**. This optimistic view is further reinforced by the **86.6% who think AI can effectively improve students' language skills**, indicating a strong belief in AI's capacity to positively impact learning outcomes. Notably, there is a **unanimous agreement (100%)** among the teachers that **AI can provide personalized learning experiences for students**, highlighting a key perceived advantage of this technology in catering to individual learner needs.

However, the data also reveals a considerable gap between awareness and practical application. While a strong belief in AI's potential exists, only a minority of teachers **(33.3%) report having used AI-based tools in their own teaching practice**, contrasting sharply with the majority **(66.6%) who have not**. This disparity suggests potential barriers to adoption, which are further illuminated by the **66.6% who feel that AI applications are too complicated to integrate into their teaching**. This perception of complexity presents a significant hurdle that needs to be addressed for wider implementation.

Furthermore, while a slight majority **(53.3%) express confidence in using AI tools in the classroom**, a substantial **46.6% remain unconfident**, indicating a need for support and training to build teacher efficacy. Despite these challenges, a notable **66.6% of teachers expressed openness to integrating AI applications into their teaching methods**, suggesting a willingness to explore and adopt AI if adequately supported.

Interestingly, a strong sentiment exists regarding AI's transformative potential, with **86.6% feeling that AI tools could replace traditional teaching methods in some aspects**. However, this view is counterbalanced by a significant concern, as **66.6% of teachers are worried that AI will reduce human interaction in the classroom**, highlighting a critical consideration regarding the socio-emotional aspects of learning.

Regarding practical applications, a large majority **(86.6%) perceive AI as a useful tool for student assessment**, indicating an acceptance of AI's role in evaluating learning. Additionally, **80% believe AI can save time in lesson planning and preparation**, suggesting a recognition of its potential to streamline teacher workload.

A critical finding pertains to professional development: a significant **60%** of teachers reported that they have not received adequate training to use AI tools in the classroom**,** while an overwhelming 100% expressed a desire to receive more training**.** This underscores a clear and urgent need for comprehensive professional development initiatives. Finally, a substantial 86.6% of teachers indicated uncertainty about the ethical implications of using AI in education, highlighting the importance of addressing ethical considerations in training and implementation strategies.

In conclusion, while there is a positive attitude toward the potential of AI in ELT, the successful integration of AI into classrooms requires addressing the barriers of training, accessibility, and teacher support. Schools and educational authorities should take steps to ensure that teachers are adequately prepared and confident in using AI to enhance the educational experience for their students.

5.Conclusion

This study explored the attitudes of English language teachers toward the integration of Artificial Intelligence (AI) applications in English Language Teaching (ELT). The findings revealed a generally positive perception of AI's potential to enhance language learning, particularly in areas such as personalized instruction, student assessment, and saving time in lesson planning. While most teachers expressed openness to using AI tools, many also reported limited practical experience and highlighted concerns related to training, tool complexity, and the possible reduction of human interaction in the classroom.

The teachers demonstrate a clear interest in AI and a belief in its capacity to improve learning outcomes and streamline certain tasks. However, this positive outlook is tempered by a significant lack of practical experience, a perceived complexity in using AI tools, and a notable absence of adequate training. Furthermore, concerns regarding the reduction of human interaction and uncertainties surrounding ethical implications represent critical considerations that need to be addressed.

The unanimous desire for more training underscores a fundamental prerequisite for successful AI integration in ELT classrooms. Without sufficient professional development, the existing enthusiasm and recognition of AI's potential may not translate into meaningful and effective implementation. Addressing the perceived complexity of AI tools and providing clear guidance on ethical considerations are also crucial for fostering teacher confidence and promoting responsible adoption.

In essence, while English language teachers in this sample are receptive to the idea of AI in ELT, realizing its full potential necessitates targeted interventions focused on practical training, user-friendly implementation strategies, and a thorough consideration of the pedagogical and ethical dimensions of AI integration. The gap between awareness and application, coupled with the expressed need for support, highlights the importance of a well-planned and comprehensive approach to facilitate the meaningful adoption of AI in ELT classrooms.

The study concluded that although teachers recognize the value of AI in education, successful integration depends on adequate professional training, institutional support, and efforts to address challenges related to usability and ethical considerations. Enhancing teacher readiness and providing

ongoing guidance will be essential for making AI a supportive and effective component of modern ELT practices.

6.Recommendations

Based on the findings and analysis in previous parts, the following recommendations are proposed to enhance the effective integration of AI applications in English Language Teaching (ELT) and to address the attitudes of teachers toward these technologies:

1. Provide Comprehensive Teacher Training Programs

It is essential that schools and educational institutions offer continuous, hands-on training for English teachers to familiarize them with AI tools and how they can support classroom instruction. Teachers who receive proper training are more confident and open to using AI (Liu & Lee, 2020). These programs should combine both technical and pedagogical aspects of AI, enabling teachers to integrate AI tools without compromising the human element of teaching (Jang, 2023).

2. Emphasize the Role of AI as a Supportive Tool, Not a Replacement

Policymakers and school administrators should clearly communicate that AI is designed to support rather than replace teachers. This would reduce resistance and fear among educators and encourage a more open attitude toward technological integration (Chen & Lee, 2021). Teachers must feel that they are at the center of the educational process, with AI functioning as a partner to ease their workload (Vogt & Lowry, 2021).

3. Develop Ethical Guidelines for AI Use in Education

Before implementing AI tools in classrooms, educational authorities must create explicit ethical frameworks and data protection regulations due to concerns about algorithmic bias and data privacy (Kumar & Sharma, 2023). Transparency and trust should be ensured by providing teachers with information regarding the collection, use, and storage of student data (Jones, Peters, & Riley, 2021).

4. Design AI Tools That Reflect Pedagogical Principles

To guarantee that AI applications are in line with good pedagogical standards, tech developers and educators should work together. Tools that only provide static information will not be as helpful as those that encourage customization, student involvement, and language practice based on real-world interaction (Alves & Silva, 2022; Chang & Zhao, 2020).

5. Increase Accessibility in Low-Resource Contexts

It is essential to give under-resourced schools the digital resources and infrastructure they require in order for AI to assist inclusive education. The digital divide will only widen in the absence of fair access (Smith, Patel, & Kim, 2021). Governments and non-profit organizations can be very helpful in offering open-source or inexpensive AI solutions that work well in a variety of educational settings.

6. Promote an Innovative ELT Culture

Institutions should create environments that support AI exploration in ELT. By encouraging teacher collaboration, sharing success stories, and recognizing innovative ways, a positive culture surrounding the use of AI can be established (Jones, 2022). Innovation should be fostered by leadership that values teacher agency and technology.

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Appendix 1

Questionnaire

No.	Statement	Yes	No
1	I am familiar with Artificial Intelligence (AI) applications in education.		
2	I believe AI can enhance the learning experience in English language teaching.		
3	I have used AI-based tools in my teaching practice.		
4	I think AI can help improve students' language skills effectively.		
5	I am confident in using AI tools in the classroom.		
6	I am open to integrating AI applications into my teaching methods.		
7	I think AI can provide personalized learning experiences for students.		
8	I feel that AI tools could replace traditional teaching methods in some aspects.		
9	I am concerned that AI will reduce human interaction in the classroom.		
10	I think AI can be a useful tool for student assessment.		
11	I believe AI can save time in lesson planning and preparation.		
12	I have received adequate training to use AI tools in the classroom.		
13	I feel that AI applications are too complicated to integrate into my teaching.		
14	I am unsure about the ethical implications of using AI in education.		
15	I would like to receive more training on how to use AI tools in my teaching.		