TEACHERS' PERSPECTIVES ON USING ARTIFICIAL INTELLIGENCE CHATGPT(AI) IN ENGLISH LANGUAGE TEACHING (ELT)

Wed Nasser Al Harbi

PhD researcher

Alharbi.wd5@gmail.com

Assistant Professor Dr. Popoola Kareem Hamed

Assistant Professor - College of Education - Al-Madinah International University, Malaysia

popoola.kareem@mediu.edu.my

المستخلص:

على الرغم من أن الجهود المبذولة لدمج الذكاء الاصطناعي في التدريس والتعلم مستمرة، إلا أن مواقف المعلمين المسؤولين عن الدرس تلعب أيضًا دورًا رئيسيًا في مدى جودة اعتماد التقنيات الجديدة. فنظرًا لافتقار بعض المعلمين إلى الخبرة في كيفية استخدام ادوات الذكاء الاصطناعي في فصول اللغة الإنجليزية وافتقارهم العام إلى المعرفة حول الشكل الذي ستبدو عليه الأدوات المعتمدة للذكاء الاصطناعي، فقد بحث عدد قليل فقط من الباحثين في كيفية إدراك المعلمين لاستخدام أدوات الذكاء الاصطناعي في فصولهم الدراسية. لذلك، هدفت هذه الورقة إلى التعرف على الدور المهم الذي تلعبه ادوات الذكاء الاصطناعي في تعليم وتعلم اللغة الإنجليزية. كما هدفت الدراسة أيضًا إلى استكشاف وجهات نظر المعلمين حول استخدام الذكاء الاصطناعي في تدريس اللغة الإنجليزية. ولتحقيق أهداف الدراسة الحالية استخدمت الباحثة منهج البحث الكمي، حيث قامت بتصميم استبانة كأداة لجمع المعلومات للإجابة عن أسئلة البحث. حيث شملت عينه البحث اربعون معلمة من معلمات اللغة الإنجليزية في المدارس الثانوية للبنات في المملكة العربية السعودية .بعد ذلك تم جمع البيانات وتحليلها باستخدام برامج تحليل البيانات

Abstract

Ongoing endeavours to include Artificial Intelligence (AI) ChatGPT into the realm of education necessitate the consideration of instructors' attitudes as a pivotal factor in the successful use of these emerging technologies. The insufficient familiarity of educators with the potential applications of AI chatGPT in the English language context, the low availability of academic research on instructors' viewpoints about the use of AI ChatGPT systems in educational settings can be attributed to a general lack of awareness among educators regarding the nature and functionality of these AI-integrated tools. Hence, the primary objective of this study is to ascertain the pivotal significance of Artificial Intelligence ChatGPT in the realm of English language instruction and acquisition. Additionally, the study seeks to examine the viewpoints of educators regarding the use of artificial intelligence (AI) ChatGPT in the context of English language instruction (ELT). In order to achieve the goals of the current study, the researcher utilized a quantitative research methodology. The researcher has developed a survey instrument in order to gather data that would address the study queries. The participants of this study consisted of 40 female English teachers employed in various high schools around Saudi Arabia. The data collected and analysed by utilizing the Statistical Package for the Social Sciences (SPSS.(

Keywords: artificial intelligence AI, ChatGPT, English language teaching ELT

Introduction:

Numerous educational institutions across the globe are actively endeavoring to alter students' perceptions of education as a whole, in response to the forces of globalization and the rapid progress of technology. The integration of artificial intelligence (AI) chatGPT into the contemporary school system would represent a significant milestone in enhancing and bolstering the educational process. Further research is required to broaden the scope of empirical investigations utilizing AI chatGPT in the context of English as a Foreign Language (EFL) disciplines. Kim, Cha, and Kim (2021) acknowledge the necessity for additional studies and highlight the existence of numerous unresolved inquiries pertaining to the application of this technological innovation in EFL pedagogy.

Mercader and Gairn (2020) posit that despite the extensive proliferation of AI-based education, instructors are not adequately prepared to implement it effectively. It suggests that teachers' capacity to effectively employ technology in educational settings and the assurance of high-quality teaching remain uncertain. Furthermore, according to academics, the instructors' attitudes in charge of the lesson significantly impact how well new instructional technologies are implemented (Fernández-Batanero et al., 2021). Despite decades of effort and professional development, some educators still have a negative perception of and reluctance to employ technology in the classroom (Prensky, 2008; Kaban & Ergul, 2020; Istenic et al.,2021).

While AI-enabled learning aids hold significant promise, the widespread integration of technology in education does not guarantee that teachers possess the necessary abilities to effectively incorporate technology into

their educational methods (Prensky, 2008; Kaban & Ergul, 2020; Istenic et al., 2021). Instead, they keep utilizing the same resources and instructional strategies, avoiding anything that could have unfavorable effects (Tallvid, 2016). Additionally, Zimmeran (2006) Additionally, it is worth noting that the introduction of new technologies might impose stress on instructors, thereby hindering their efforts to effectively incorporate technology into the classroom (Hébert et al., 2021). Given the circumstances, educators must acquire the necessary skills and knowledge to effectively utilize technology and seamlessly incorporate it into their instructional plans. Educators must also demonstrate openness to incorporating state-of-the-art technology into their instructional practices and acknowledge the advantages of educational technology and the opportunities it presents for enhancing learning outcomes. Lastly, when it comes to AI, many educators and administrators still have not used it to assist and improve learning. In today's world, technology is no longer a choice; it must provide complicated responses (Holland et al., 1993) and serve as the engine that propels our lives. Linguists explicitly recommend using educational technology in EFL teaching and learning to increase EFL learners' outputs and linguistic productivity. In reality, due to significant breakthroughs in multimedia technology, educational innovations are now widely used in EFL teaching and learning situations (Kim, Cha, and Kim 2019). In the last several months, ChatGPT has gained over one million users in just five days since its inception. Many individuals have utilized it to create quick texts or answer various inquiries.

The utilization of AI technology in language schools is well-regarded by academics and educators. Numerous studies have underscored the merits of

artificial intelligence (AI) in the domain of language acquisition, since it presents the potential for personalized instructional approaches. For instance, it has been demonstrated that AI systems can analyze students' language input, evaluate students' grammar, and provide complicated responses (Holland et al., 1993), as well as provide more effective grammatical feedback (Nagata, 1996). As computer technology develops, more recent studies show that AI has more to offer than was initially thought. Earlier AI research mostly concentrated on grammar. For instance, it has been demonstrated that using AI applications in language classrooms helps students by facilitating meaningful communication (Lu, 2018), assisting in productive roles (Tafazoli et al., 2019), improving speaking abilities (El Shazly, 2021), enhancing motivation (Yin et al., 2021), and improving reading comprehension (Bailey et al., 2021).

Problem statement:

The problem of this research is characterized as a shortage of studies that examined the viewpoint of EFL instructors on the efficacy of employing chatGPT AI in EFL classes, taking into consideration the conclusions and suggestions from earlier studies. Furthermore, given the low level of linguistic competency among English language learners and the prevalence of traditional ways of teaching and learning languages, EFL high school teachers must assess the efficacy of ChatGPT AI in their classes. As a consequence, the research looked into the practical uses of ChatGPT AI in the classroom as well as the possible educational advantages that these tools may offer to teachers.

Study questions:

The potential integration of artificial intelligence (AI) and its automated capabilities has the potential to emerge as a significant development in the

field of education. Technology development has brought up new expectations and problems for instructors and students. Therefore, this study aimed to investigate EFL teachers' perspectives on integrating AI ChatGPT in their classrooms. The study is based on the three following questions:

1- What perceptions do EFL teachers in Saudi Arabia have on the advantages of implementing AI technologies in the classroom?

2- How do EFL teachers in Saudi Arabia view the difficulties associated with implementing AI technologies in the classroom?

Study objectives:

This current study aims to achieve the following main goals:

- Highlight the perceptions of EFL teachers in Saudi Arabia on the advantages of implementing ChatGPT AI in the classroom.
- Define the most significant difficulties of integrating AI ChatGPT in EFL classrooms.

Significance of the study:

The significance of this study resides in the multitude of previous studies that have investigated instructors' attitudes towards the integration of technology in language courses. However, little study has particularly examined how EFL teachers perceive AI chatGPT. Since AI may be considered technology, viewing it within the context of technology as a whole should be pertinent. Aljohani, 2021; Azubi, 2019; Djiwandono, 2019; Huang et al., 2019; Muslem et al., 2018; still needed Owen et al. (2018) are only a few examples of studies that revealed instructors' evaluations of the use of technology in language classes were generally favorable. However, other studies also identified a number of educational administrators and policymakers who should investigate the potential for individualized

learning at higher education institutions, partially taking into account important concerns that need to be taken into account along with these positive results. For instance, Arnold and Ducate (2015) discovered that language instructors could still not take advantage of the pedagogical benefits of technology. Additionally, Susanto and Yosephine (2019) discovered that instructors might not fully utilize the benefits provided by technology because of the extra time and effort necessary.

By presenting the tools to accomplish personalized learning, the option of technology, and the success criteria, the study's findings might help direct the design and implementation of personalized learning practices. Educational administrators and policymakers should investigate the potential for individualized learning at higher education institutions. The use of AI and machine learning might be responsible for this shift. Through tailored instruction, students may improve their areas of weakness and gain mastery of the subjects and courses. As a result, a workforce with greater industry-specific competence will be produced. The study's results also might help identify future research topics in customized learning that are worth pursuing. More study is needed on using various tools and technology to support individualized learning.

Study limitations:

The limitations of most studies, including this one, must be considered when interpreting the current study's result. These limitations are outlined in the following points:

Objectives limitations: The main objective of this study is to investigate only the EFL teachers' perceptions of using AI ChatGPT in their EFL classrooms in Saudi Arabia.

Time constraints: The current study was conducted in a specific time zone, the second semester of the academic year 2023-2024.

Limited scope: The generalizability of the study findings to other populations of English as a Foreign Language (EFL) learners or students of different languages may be limited. This is due to the specific focus of the study on Saudi EFL learners and its conduction within the context of Saudi Arabia. The study took into consideration the unique characteristics of each participant, the Saudi educational system, and the specific linguistic difficulties encountered by Saudi EFL learners.

Lack of similar studies done in the field of the implementation of AI ChatGPT in EFT contexts: There is not much empirical research on the use of AI chatGPT in the teaching and learning of English as a Foreign Language, specifically on how well it improves the linguistic abilities of EFL learners, because this technology is so novel. Because AI chatGPT has only recently emerged, this difference is understandable. This work, however, seeks to bridge this gap by adding to the body of knowledge on the impact of AI chatGPT on language teaching and learning.

Literature review

The integration of artificial intelligence (AI ChatGPT) in foreign English language teaching and learning:

In the present day, which is marked by notable technical progress, the incorporation of artificial intelligence (AI) and its accompanying range of devices plays a vital role in promoting students' language development and maintaining their involvement in academic endeavors. Numerous research have provided evidence supporting the notion that this practice significantly improves the overall efficacy of the teaching environment within the classroom. Numerous researchers within the academic domain contend that the emergence of the digital era has exerted a significant influence on the fundamental nature of education, while also introducing new challenges, such as modifications to the conventional framework of educational institutions. The use of artificial intelligence (AI) into the educational process has been a customary procedure since its inception in the field. The utilization of artificial intelligence (AI) has promise in augmenting classroom activities through its ability to facilitate rapid learning and foster long-term information retention among students. With the growing significance of artificial intelligence (AI) in our daily lives, it has become usual for people to use the phrase "integration" when discussing the potential roles that various AI technologies could play in educational settings. To effectively integrate artificial intelligence (AI) into educational environments, it is crucial for educators and students to prioritize the investigation of new viewpoints and its potential benefits. There exist multiple occurrences.

Since the majority of instructors in the field agree that using artificial intelligence (AI) in some capacity is essential to giving students a top-notch education, Recent study suggests that the integration of artificial intelligence (AI) technologies in educational settings is demonstrating potential for enhancing outcomes for both educators and learners. This goal is achieved by providing more current materials for instructors and more readily available opportunities for students to engage in real-world situations. Students may perceive the process of acquiring a new language as more pleasurable and rewarding if they are able to avail themselves of a broader range of authentic resources, a prospect that improvements in technology may potentially facilitate.

AI ChatGPT provides an intelligent reality environment.

Artificially intelligent computer systems, such as chatbots, replicate human speech and language in auditory and textual modalities. These computers possess the capacity to facilitate a more genuine mode of contact through the ongoing improvement of their knowledge and perception, which is informed by prior conversational encounters (Haristiani, 2019). Numerous studies have provided evidence about the effectiveness of artificial intelligence (AI) chatbots in supporting the process of acquiring the English language for individuals who are non-native speakers of English, namely those categorized as English for Speakers of Other Languages (ESOL) learners. It has been demonstrated that introducing AI-driven chatbots to EFL students may enhance their written argumentation, reading comprehension, and spoken communication (Wang & Petrina, 2013). (Hong et al., 2016; Kim et al., 2019; and Guo et al., 2022) all referred Jiang 2022. According to research by Kim et al. (2019), using AI chatbots in the

classroom has increased students' levels of interest, motivation, and self-esteem.

It was integrated into this inquiry because technology has advanced to the point where it can be depended upon, and due to its substantial value, this resource holds the potential for utilization within educational environmentsThe utilization of artificial intelligence (AI) and speech recognition software presents an opportunity for students to enhance their English pronunciation skills with ease and few obstacles (Hwang et al., 2022). In a second study, Hwang et al. (2021 It has been suggested that using artificial intelligence (AI) for shape identification into real-world settings during student instruction could potentially facilitate the acquisition of Geometric principles that are contextually relevant to their everyday lives. The researchers believed that teaching students how to recognize forms using AI would help them understand these ideas. Research has demonstrated the utilization of technology within educational settings (Hwang et al., 2021), to improve academic achievement and maintain student motivation. The NLP's ability to interpret human language has considerably improved as a result of taking this instruction. he user's text is already academic.The linguistic model of the Generative Pre-trained Transformer 3 (GPT-3), which consists of 175 billion words, has the potential to be employed in the field of natural language processing (NLP) for the purpose of analyzing human language as input.

A comprehensive language model, exemplified by the Generative Pre-trained Transformer 3 (GPT-3) with its extensive parameter count of 175 billion (Brown et al., 2020), and human language can be used to teach NLP how to write new texts based on what humans have learned. More complicated concepts are unlocked and taught to users as they would in a

traditional classroom environment when their vocabulary expands (Lu et al., 2021). A Generative Pre-trained Transformer 2 (GPT-2) was used during the Q&A session (Lu et al., 2021). This has duties for both the creation of the questions and the analysis of the answers.

The brief question for the class was generated only after the artificial intelligence had been adjusted to the teachers' requirements. Ultimately, it served as a standard for evaluating the student projects that were turned in. If instructors use this strategy, they can discover that it is simpler to present the subject and that it is also simpler for them to evaluate the answers of their pupils. The AI in this scenario gains additional knowledge and abilities as it advances, just like it did in the previous one. Despite this, AI's skills might be applied in the classroom to motivate people to study more and enable them to teach others what they have learned.

Teachers' Perception of Using Artificial Intelligence in EFL Classrooms:

The fact that so many instructors still have a negative opinion of technology and would prefer not to use it in the classroom has prevented the complete adoption of AI (Prensky, 2008; Kaban and Ergul, 2020; Istenic et al., 2021) and other technologies. The use of new technologies by teachers can be intimidating (Zimmerman, 2006); they prefer to stick with the materials and methods they are already comfortable with (Tallvid, 2016); they are significantly impacted, and they resist attempts to implement technology in the classroom (Hébert et al., 2021).

According to Lackin et al. (2016), In the past, educators have had general beliefs of artificial intelligence, as well as science fiction and media depictions of AI. Consequently, the individuals held the belief that artificial

intelligence (AI) would pose a threat to their employment prospects, rather than being utilized to facilitate the enhancement of educational practices and pedagogy (Luckin et al., 2016). The deployment of AI in many educational contexts is only one example of the considerable advances in the educational field that have raised instructors' expectations in recent research (Panigrahi, 2020). In light of this, a novel idea known as artificial intelligence in education (AIED) has been proposed (Roll and Wylie, 2016; Hrastinski et al., 2019; Petersen and Batchelor, 2019).

The perceptions of educators towards Artificial Intelligence in Education (AIED) systems exhibit variability contingent upon their pedagogical ideologies, instructional background, previous engagement with educational technology, and the perceived indispensability and efficacy of a particular technological intervention. (Gilakjani et al., 2013; Ryu and Han, 2018). All of these factors can affect their willingness to adopt new educational technology. Numerous research studies have been conducted to investigate the viewpoints of educators towards the integration of Artificial Intelligence in Education (AIED) it is evident that teachers often held expectations regarding the potential of AI to enhance the teaching and learning experience. These expectations revolved around AI's ability to facilitate a more efficient educational process by utilizing digitized learning resources and including multimodal interactions between humans and computers (Heffernan and Heffernan, 2014; Holmes et al., 2019). Furthermore, research suggests that AIED may greatly reduce instructors' administrative workload by taking over routine, easy activities (Qin et al., 2020).

Although these educators have high hopes for AIED, research has shown that before implementing AI in the classroom, instructors must first learn how to utilize technology and, more crucially, to properly incorporate it into

their curricula. In order to effectively integrate state-of-the-art technology into their instructional practices, educators must possess a comprehensive understanding of the importance of artificial intelligence (AI) and the potential benefits it can provide to the field of education. Furthermore, a significant number of educators and educational administrators have yet to include AI-based learning support into their instructional practices, perceiving it only as a little more advanced kind of educational technology. This perspective may potentially underestimate the substantial impact that AI can have inside the classroom setting. Consequently, prior to the effective implementation of an AI support system in the field of education, instructors must familiarize themselves with its functionalities and utilize it accordingly. The user's text is already academic and does not require any rewriting.

Advantages of integrating AI in ELT contexts:

In his work "Artificial Intelligence (AI)-Based Instructional Programs in Teaching and Learning English Language," Gawate (2019) claims that any benefits of AI-based English language teaching and learning Instructional programs include specific, consumer-friendly, need-based educational programs. The AI-based teaching program combines the objectives of the students and their contextual requirements. It is outlined with specific criteria and expectations for the students. Without considering the needs and support of the students, English language instruction and learning are ineffective.

Creating high-quality teaching and learning materials that address all linguistic levels, including hearing, speaking, reading, and writing, is now achievable because of the artificial intelligence support mechanism for

teachers and students. AI is crucial for English language students and teachers as an external support system. When AI includes humanized expertise, it will provide exact guidance anytime, anywhere. Although there are built-in AI-based services, educators' roles are still recognized.

Fast feedback system: Several AI-based systems may be created to learn English and get feedback. It may be applied to AI-based educational applications to measure and interpret the input by the requirements of the students, such as grading, review, cross-verification, and in-depth presentation. The achievement of the pupils is evaluated from every angle.

They are changing the teacher's function as a director and guide. Removing the teacher from the approach and replacing their role as a director and guide is challenging. Can handle and manage AI-based technologies that only alter the teacher's role in the ELT process. Teachers should guide and help students. Teachers can handle and manage such an AI-based application that requires a few manual tweaks. AI-related educational services can only help with English language teaching and learning.

Worldwide connectivity. It provides students with all the options for several AI-related educational systems. Artificial intelligence allows for the resolution of time and space restrictions. Knowledge from reputable organizations and other organizations can both be exchanged.

This is a genuinely fantastic opportunity to use AI-based education tools. It enables remote access using facial identification, voice recognition, and student mobility. In essence, AI-based solutions may be used to regulate all student actions. Additionally, English language teaching and learning are personalized. The course may be developed based on student desires and needs. It may be customized to be student-centered.

The AI-based learning platform enables students to study at their own pace, repeat lessons, and highlight concepts they struggle with to engage them in activities, meet their interests, etc. AI-based educational systems are specifically designed to increase the teaching and learning of English. It illustrates how the English course materials were developed based on student needs.

Methodology:

The study's aims were accomplished through the utilization of a descriptive-analytical research approach by the researcher. Descriptive analysis is a research method that aims to provide a comprehensive account of a particular phenomenon or the world at large. It seeks to address inquiries pertaining to the identification of key actors, the nature of the phenomenon, its spatial and temporal dimensions, and the degree to which it manifests. Description has a vital function in both the scientific method as a whole and in the specific context of educational research. This assertion has validity regardless of the objective, be it the identification and depiction of patterns and fluctuations in populations, the formulation of novel metrics for fundamental phenomena, or the characterization of samples in research endeavors aimed at uncovering causal effects.

Study samples:

The study sample consists of 40 female EFL teachers were involved in this current study, they are working in different Saudi high schools, all the involved teachers share common characteristics such as; all teacher are female, they are all Saudi, all the teachers' major is English, their native tongue is Arabic, they all teach English as second language ESL. However, there are some differences in terms of teachers' academic degrees some of them hold Bachelor where is other hold Master degrees,

also there is a variation in terms of the years of experience, as well as a variation in teachers' ages.

The sample be chosen according to their familiarity with AI ChatGPT in their English classrooms. According to the novelty of the research topic, the researcher designed a survey questionnaire. It be designed on five points (05) using a Likert scale (strongly agree = 1 to dislike = 5 strongly). The survey aims to investigate the teachers' perceptions toward integrating AI ChatGPT in their EFL classrooms.

Study tools

The researcher distributed an online questionnaire designed by Google form; the questions created by the researcher to tackle the research questions. EFL teachers attempted to fulfil an online questionnaire form. Since online questionnaires are faster, low cost, can be distributed to broader participates groups, as well as it is easier than paper questionnaire in analysing the gathered data. To elaborate, the study used a three-part questionnaire, the first of which asked demographic information, after reviewing earlier research and the relevant theoretical framework. The opinions of EFL teachers regarding the advantages of implementing chatGPT AI in the classroom were the subject of the second section, which included 23 items total. These were broken down into three domains, "Personalized Feedback, Practice, and Adaptive Learning" (6 items), "Improve English Language Acquisition" (8 items), and "Increase Engagement, Motivation, Teaching Efficiency" (9 items).

Validity and reliability:

The items with an 81% agreement rate were kept when the scale was given in its original form to a panel of specialists in education and instructional

technology. Face validity was used to evaluate the validity of the items. Items that required correction were modified, and those that didn't have the necessary agreement rate were removed. The final version of the scale consists of 28 parts. The validity of the scale was ensured by this process. Additionally, an experimental sample of forty individuals completed the study questionnaire. The Cronbach alpha equation was used on the study sample to calculate the internal consistency stability coefficient between the tool and the study paragraphs.

Data collection:

The study's purpose was explained to the participants, and they were invited to participate voluntarily in order to collect data. The data collection phase lasted for five weeks. Following the conclusion of the data collection phase, statistical tests were conducted in SPSS using the data imported from Google Sheets in order to evaluate the reliability and provide answers to the research questions. The topics covered in the study were addressed, and the sample demographics were determined through the use of descriptive statistics, which include mean scores, frequencies, percentages, and standard deviations.

Results:

The items were arranged as shown in Table 1 in response to the study's first question, "What perspectives do EFL teachers have on the benefits of using ChatGPT AI in the EFL classroom?" Table 1 shows the means, standard deviations, and level (order of importance) for all domains along with the items that evaluate the relevance of the advantages and difficulties of using AI applications in the EFL classroom.

Table 1. EFL teachers' perspectives of ChatGPT AI Benefits in their EFL Classroom

Items	Mean	SD	Level	Rank
Practice, Adaptive Learning, and Personalized Feedback	4.03	0.578	High	1
Enhance Language Acquisition	3.81	0.345	High	3
Boost Motivation, Engagement, and Teaching Effectiveness	4.02	0.313	High	2
Scores total	3.95	0.165	High	

The means are displayed in Table 4 and range from (3.81-4.03). It was found that the domain of "Personalized Feedback, Practice, and Adaptive Learning" had the greatest mean (4.03), while the domain of "Improving Language Acquisition" had the lowest mean (3.81). The average advantage of utilizing AI apps in EFL classes was 3.95 overall. For every domain, the study sample's estimations' averages and standard deviations were computed separately as follows:

Practice, Personalized Feedback, and Adaptive Learning Field

The averages and standard deviations for the "Personalized Feedback, Practice, and Adaptive Learning Domain" are displayed in Table 2.

Adaptive Learning Domain, Practice, and Personalized Feedback

Table 2: Perceptions of Personalized Feedback, Practice, and Adaptive Learning by EFL Instructors

Rank	Statement	Mean	SD	Level
3	Personalized feedback and practice opportunities may be provided by AI-powered language learning apps based on individuals' individual learning needs and language competency.	4.11	0.812	High

4	Applications for AI-based language learning can combine the benefits of evaluation and feedback to enhance learning outcomes.	4.10	0.901	High
2	Applications for AI-based language learning can offer real-time feedback and direction to aid in internalizing linguistic patterns and improving language proficiency.	4.15	0.869	High
6	Applications for AI-based language learning can offer customized lessons and adapt to the demands and skill levels of each learner.	4.02	0.761	High
1	Artificial intelligence (AI)-based language learning programs may give students immediate feedback on their language proficiency, assisting them in identifying areas that require work.	4.17	0.884	High
5	The feedback provided by AI-based language learning apps is not always accurate, making it difficult to rely on.	4.06	0.812	High
	Scores total	4.10	0.578	High

"Personalized Feedback, Practice, and Adaptive Learning" was shown to be the most beneficial domain for AI use in EFL classes, according to the results. Table 5 presents the results, which indicate that the means varied between 4.02 and 4.17. The statement "AI-based language learning applications can provide instant feedback on students' language performance, helping them to identify areas that need improvement," at 4.17, was found in item (5), the item with the highest mean.

The statement in (4), "AI-based language learning applications can provide individualized learning experiences and adjust to students' needs and levels of proficiency," had the lowest score of 4.02. It is important to note that all of the elements were at a high level, as indicated in Table 5, and the total

score was high (4.10). This suggests that AI-powered language learning programs may successfully offer practice and tailored feedback in EFL courses.

Enhancing the Field of Language Acquisition

The averages and standard deviations for the "Improving Language Acquisition" domain are displayed in Table 3.

Table 3: Perceptions of Enhancing Language Acquisition by EFL Instructors

Rank	Statement	Mean	SD	Level
9	Applications for AI-based language learning can help students improve their overall language skills.	3.85	0.966	High
8	Applications for AI-based language learning might significantly ease students' daily tasks.	4.01	0.905	High
12	Applications for AI-based language learning can showcase students' excellence and situational learning skills.	3.70	0.934	High
7	Applications for AI-based language learning can greatly increase students' vocabulary and grammatical understanding.	4.12	1.020	High
13	Students' pronunciation can be improved by using chatbots for pronunciation practice in AI-based language learning programs.	3.63	0.927	Medium
10	Applications for AI-based language learning can help students become more proficient writers and readers.	3.82	0.963	High
14	Students' listening abilities can be enhanced by AI-based language learning programs.	3.61	0.938	Medium
11	Applications for language learning powered by AI improve the speaking abilities of EFL students.	3.72	0.962	High

	Score total	3.81	0.345	High

The results indicated that among the advantages of AI applications in EFL classrooms, the "Improving Language Acquisition Domain" domain came in third. The findings are shown in Table 6, and they show that the means varied from 3.61 to 3.92. "Apps for AI-based language learning can greatly increase students' vocabulary and grammar." information," as stated by item (7), which got the highest mean score of (3.92). "Apps for AI-based language learning can enhance students' listening abilities," states item (14), which had the lowest score of (3.61). Table 6 shows that most of the items were at a high level, and the overall score was typically high (3.81). These points should be noted. This implies that AI-powered language learning applications can significantly improve language acquisition in EFL classes.

Boosting Motivation, Engagement, and Teaching Effectiveness:

Table 4 displays the "Increasing Engagement, Motivation, and Teaching Efficiency Domain" means and standard deviations.

Table 4: Perceptions of EFL Instructors Regarding Increasing Motivation, Engagement, and Teaching Effectiveness

Rank	Statement	Mean	SD	Level
15	AI tools increase the flexibility, accessibility, and convenience of language learning.	4.04	0.886	High
16	AI programs boost students' interest in and drive to study English.	3.98	0.907	High
17	Students may learn languages interactively even outside of the typical classroom environment with the help of AI technologies.	3.96	0.925	High
18	Teachers can save time by utilizing AI tools that offer instant feedback.	3.93	0.924	High
19	AI programs can employ games and interactive activities to increase the enjoyment and engagement of language learning.	4.67	0.912	High

20	Teachers can gain data-driven insights into their students' language learning progress with AI tools.	3.94	0.828	High
21	AI tools can give educators data-driven insights on the strengths and shortcomings of their pupils.	3.92	0.932	High
22	AI tools improve educational decision-making and efficiency in the classroom.	3.88	0.902	High
23	AI tools can help instructors save time by automating grading and repetitive work.	3.86	0.912	High
	Scores total	4.02	0.313	High

"Increasing Engagement, Motivation, Teaching Efficiency Domain" was the second most advantageous AI application in EFL classes, according to the data. Item 19, "AI applications can make language learning more engaging and fun through the use of games and interactive activities," ranked first with an average of (4.03), and item 23, "AI applications can save teachers time by automating repetitive tasks and grading," ranked last with an average of (3.82). Table 5 demonstrates that the mean ranged from (3.86–4.67). Table 6 makes it clear that all of the items were at a high level, and the overall score was typically high. This demonstrates how AI-driven language learning programs may successfully increase EFL students' interest, engagement, and teaching efficacy. With an aggregate mean of (4.02), Table 5 shows that teachers had a favorable attitude about deploying AI applications in the classroom. Additionally, the study's second question, "What perspectives do EFL teachers have on the challenges of using AI applications in the EFL classroom?" has been computed using the averages and standard deviations of the participants' responses. Table 5 presents the findings.

Table 5: Perceptions of the Difficulties of Using AI Applications in the EFL Classroom by EFL Instructors

Rank	Statement	Mean	SD	Level
28	Technical issues, including poor internet access, might make it more difficult to employ AI apps in EFL classes.	3.84	0.934	High
26	It can be costly to use AI technologies in the classroom, and schools might not have the funds to buy and maintain the required equipment.	3.91	0.907	High
24	It's possible that AI apps don't contain enough material to satisfy every student's demands.	3.92	0.876	High
27	AI programs may reduce the amount of time students spend interacting and speaking with one another in person when learning a language.	3.82	0.892	High
25	The authenticity of language learning experiences may be impacted by AI programs' lack of cultural sensitivity.	3.65	0.935	Medium
	Score total	3.83	0.259	High

Table 5 shows that the average number of problems related to adopting AI apps in EFL classes was 3.92. Item 24, "AI applications may not have enough content to meet the needs of all students," had the highest ranking (average: 3.92), while item 25, "AI applications may lack cultural awareness, which can impact the authenticity of language learning experiences," had the lowest average (3.65). All of the items in Table 5 were clearly at a high level, and the total mean for teachers' perceptions of the difficulties in utilizing AI applications was (3.83) to a high degree. This indicates that using AI apps in EFL lessons presented some difficulties for both teachers and students.

Discussion

The results of this study demonstrate that English as a Foreign Language

teachers in the Saudi Arabia are excited about the benefits of using ChatGPT AI in the classroom. The findings demonstrate that AI-driven language learning programs may successfully enhance language learning in EFL classes and provide customized practice and feedback to teachers. Additionally, the results provide a range of informative viewpoints about the application of AI in EFL courses.

Benefits of AI apps in EFL Classrooms: According to the current survey, most respondents concur that utilizing AI apps in EFL lessons provides a number of advantages. For each area, the mean and standard deviations were computed separately in order to study the reactions of EFL teachers to the use of AI applications in the classroom. According to the current survey, most respondents concur that utilizing AI apps in EFL lessons provides a number of advantages. For each area, the mean and standard deviations were computed separately in order to study the reactions of EFL teachers to the use of AI applications in the classroom. Table 4 displays the overall mean and standard deviations for the benefits of using AI apps in the EFL classroom across all domains. The value of 3.95 indicates that the participants were using AI apps to a significant extent, which is consistent with research from [2, 10, 24, 25], which showed that all teachers had positive opinions about using AI in the classroom because it improves student learning and teaching.

individualized Feedback, Practice, and Adaptive Learning Domain: The majority of respondents to the current study believed that AI-based language learning programs could successfully offer adaptive learning and individualized feedback in EFL classes. This finding is consistent with research conducted by Jiang et al. [2] and Mukhallafi [24], which highlighted a range of efficient AI strategies for English language

instruction and learning. Along with emphasizing the pupils' development and adjusting the level of difficulty to suit their aptitudes, they also gave them recommendations and individualized comments.

Enhancing Language Acquisition: The research revealed that the subjects identified artificial intelligence applications as a means of enhancing language learning. The results demonstrated that EFL teachers had a good perception of AI-powered language learning applications since these tools may significantly improve language acquisition in EFL classes. This outcome is consistent with the findings of [2, 25], which summarized and identified six key applications of AI and demonstrated its significance in assisting with the teaching and learning of English as a foreign language. Furthermore, when students used AI applications to practice speaking English, they typically felt positively about interactive activities that improved their speaking skills.

Increasing Student Engagement, Motivation, and Teaching Effectiveness: The current study shown that the use of AI apps in EFL classes raises student motivation, engagement, and effectiveness of instruction. With an overall mean of (4.02), it also showed that the majority of teachers had a favorable attitude about utilizing AI applications in the classroom. This suggests that AI-driven language learning programs can effectively increase the level of engagement and interest among students as well as the efficacy of the instruction in EFL classrooms. The results of Sumakul et al. [10], which imply that all instructors had positive thoughts on the deployment of AI in the classroom because it increases student learning and instruction, are consistent with their forceful use of AI applications and their perception of their usefulness. It also implies that

instructors' technological and pedagogical knowledge should be taken into consideration when integrating AI into EFL courses.

The Difficulties of Using AI Applications in EFL Classrooms: The current study found that using AI applications in EFL classes presents a number of difficulties for both teachers and students. These difficulties include a lack of cultural awareness, which can affect how authentic language learning experiences are, internet connectivity issues, and a shortage of content to meet the needs of all students. In addition, schools might not have the funds to buy and maintain the required technology due to its high cost. The findings corroborated the research conducted by Abalkheel [19] about AI's potential to enhance the effectiveness and quality of teaching; yet, EFL instructors still face a number of obstacles.

Conclusion:

The study looked at the opinions of EFL teachers about the use of ChatGPT AI in EFL classes. The results repeatedly demonstrated that teachers appreciate the usefulness of AI applications in the classroom. This is due to the possibility that AI may streamline administrative duties, offer data-driven insights to improve teaching tactics, and customize the learning experience for every student. Consequently, the findings of this research can add to our knowledge of the usefulness of AI in EFL instruction and learning as well as the field of English language education. Furthermore, the participants' favorable opinions of AI-based language learning programs indicated that these resources may rapidly offer feedback on students' language competency, helping teachers to pinpoint areas that need work, personalize lessons, and adjust to changing circumstances. Several participants also emphasized the value of AI applications for EFL

classrooms, emphasizing how they may save teaching time while enhancing student engagement and enjoyment through games and interactive exercises. In conclusion, this study highlights the significance of incorporating AI applications into EFL teaching. They are highly beneficial for deep learning, pleasure, creativity, understanding, and academic success. Furthermore, quick feedback, interactive instruction, and AI technology may boost students' confidence while speaking English, improve their language proficiency, and motivate them more.

Recommendation:

Based on the study's conclusions, the researcher suggests the following:

• Encouraging educators to develop educational software with an AI foundation by highlighting the benefits of using AI applications and their significance in English language instruction.

• Setting up training workshops to encourage educators to use AI tools in their English language instruction.

• Educating schools teacher about the drawbacks of Al applications and the importance of feedback and human interaction in language learning rather than only depending on them.

References

Arnold, N., & Ducate, L. (2015). Contextualized views of practices and competencies in call teacher education research. Language, Learning and Technology, 19(1), 1–9. http://dx.doi.org/10125/44394

Bailey, D., Southam, A., & Costley, J. (2021). Digital storytelling with chatbots: mapping L2 participation and perception patterns. Interactive Technology and Smart Education, 18(1), pp. 85-103. https://doi.org/10.1108/ITSE-08-2020-0170

Brown, T., Mann, B., Ryder, N., Subbiah, M., Kaplan, J. D., Dhariwal, P., & Amodei, D. (2020). Language models are few-shot learners. Advances in neural information processing systems, 33, 1877-1901.

Djiwandono, P. I. (2019). How language teachers perceive information and communication technology. Indonesian Journal of Applied Linguistics, 8(3), 608–616.

El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. Expert Systems, 38(3), e12667. https://doi.org/10.1111/exsy.12667

Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., and Montenegro-Rueda, M. (2021). Impact of educational technology on teacher stress and anxiety: a literature review. Int. J. Environ. Res. Public Health 18:548. doi: 10.3390/ijerph18020548

Gilakjani, A. P., Leong, L. M., and Ismail, H. N. (2013). Teachers' Use of Technology and Constructivism. Int. J. Mod. Educ. Comput. Sci. 5, 49–63. doi: 10.5815/ ijmecs.2013.04.07

Haristiani, N. (2019, November). Artificial Intelligence (AI) chatbot as language learning medium: An inquiry. In Journal of Physics: Conference

Series, 1387(1), 012020. IOP Publishing. https://doi.org/10.1088/1742-6596/1387/1/012020

Hébert, C., Jenson, J., and Terzopoulos, T. (2021). "Access to technology is the major challenge": teacher perspectives on barriers to DGBL in K-12 classrooms. E-Learn. Digital Media 18, 307–324. doi: 10.1177/2042753021995315

Heffernan, N. T., and Heffernan, C. L. (2014). The ASSISTments ecosystem: building a platform that brings scientists and teachers together for minimally invasive research on human learning and teaching. Int. J. Artif. Intell. Educ. 24, 470–497. doi: 10.1007/s40593-014-0024-x

Holland, V. M., Maisano, R., Alderks, C., & Martin, J. (1993). Parsers in tutors: What are they good for? CALICO Journal, 11(1), 28–46. https://doi.org/10.1558/cj.v11i1.28-46

Hrastinski, S., Olofsson, A. D., Arkenback, C., Ekström, S., Ericsson, E., Fransson, G., et al. (2019). Critical imaginaries and reflections on artificial intelligence and robots in postdigital K-12 education. Postdigit. Sci. Educ. 1, 427–445. doi: 10.1007/s42438-019-00046-x

Hwang, G.-J., Xie, H., Wah, B. W., and Gaševic´, D. (2020). Vision, challenges, roles and research issues of artificial intelligence in education. Comput. Educ. Artif. Intell. 1, 10001. doi: 10.1016/j.caeai.2020.100001

Kim, H. S., Cha, Y., & Kim, N. Y. (2021). Effects of AI chatbots on EFL students' communication skills. 영어학, 21, 712-734.

Lu, X. (2018). Natural language processing and Intelligent Computer-Assisted Language Learning (ICALL). The TESOL encyclopedia of English language teaching, 1–6. https://doi.org/10.1002/9781118784235.eelt0422

Luckin, R., & Holmes, W. (2016). Intelligence Unleashed: An argument for AI in education.

Mercader, C., and Gairín, J. (2020). University teachers' perception of barriers to the use of digital technologies: the importance of the academic discipline. Int. J. Educ. Technol. High. Educ. 17:4. doi: 10.1186/s41239-020-0182-x

Nagata, N. (1996). Computer vs. workbook instruction in second language acquisition. CALICO journal, 53-75.

Panigrahi, C. M. A. (2020). Use of artificial intelligence in education. Manage. Account. 55, 64–67. doi: 10.1371/journal.pone.0229596

Prensky, M. (2008). Backup Education? Too many teachers see education as preparing kids for the past, not the future. Educ. Technol. 48, 1–3.

Qin, F., Li, K., & Yan, J. (2020). Understanding user trust in artificial intelligence- based educational systems: evidence from China. Br. J. Educ. Technol. 51, 1693–1710. doi: 10.1111/bjet.12994

Roll, I., and Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. Int. J. Artif. Intell. Educ. 26, 582–599. doi: 10.1007/s40593-016- 0110-3

Tafazoli, D., María, E. G., & Abril, C. A. H. (2019). Intelligent language tutoring system: Integrating intelligent computer-assisted language learning into language education. International Journal of Information and Communication Technology Education, 15(3), 60-74. https://doi.org/10.4018/IJICTE.2019070105

Tallvid, M. (2016). Understanding teachers' reluctance to the pedagogical use of ICT in the 1: 1 classroom. Educ. Inf. Technol. 21, 503–519. doi: 10.1007/s10639-014-9335-7

Wang, Y. F., & Petrina, S. (2013). Using learning analytics to understand the design of an intelligent language tutor–Chatbot lucy. Editorial Preface, 4(11), 124–131.

Yin, J., Goh, T. T., Yang, B., & Xiaobin, Y. (2021). Conversation technology with micro-learning: The impact of chatbot-based learning on students' motivation and performance. Journal of Educational Computing Research, 59(1), 154-177. https://doi.org/10.1177%2F0735633120952067

Zimmerman, J. (2006). Why some teachers resist change and what principals can do about it. NASSP Bull. 90, 238–249. doi: 10.1177/019263650629 1521