EFL Teachers' Insights on Incorporating AI in Language Education[*]

İngilizce Öğretmenlerinin Dil Eğitimine Yapay Zekanın Dahil Edilmesine İlişkin Görüşleri

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ABSTRACT: Recent advancements in Artificial Intelligence (AI) are transforming language education by enabling more effective instructional practices and enhanced learning outcomes. AI-driven technologies—including tutoring systems, personalized learning platforms, and automated assessment tools— have the potential to revolutionize classroom instruction. While the integration of these technologies is still in its early stages, the current mixed-methods study aimed to investigate English language teachers' awareness of and perspectives on the use of AI in language education. Quantitative data were collected from 437 participants through the administration of the AI Awareness Level Scale for Teachers via an online survey. Also, semi-structured interviews were conducted with 14 volunteer English teachers to gain deeper insights. The qualitative data were analyzed through content analysis, with interview recordings transcribed using MAXQDA 24. The findings yielded   a generally high level of AI awareness among English teachers which varied significantly based on age, gender, and educational background. The qualitative findings underpinned several perceived benefits of AI integration, including enhanced language skill development, increased student motivation, real-time feedback, and improved time efficiency. However, concerns were also raised regarding potential drawbacks such as over-reliance on technology, reduced human interaction, and ethical considerations. Overall, the participants of the study advocated for the meaningful and supportive integration of AI, emphasizing its role that complements rather than replaces the teacher's central role in the educational process.

Keywords: Artificial intelligence, EFL, foreign language education.

ÖZ: Yapay zekâ (YZ) alanındaki son gelişmeler, daha etkili öğretim yöntemlerini ve daha iyi öğrenme çıktılarını teşvik ederek dil eğitimini yeniden şekillendirmektedir. Teknoloji, sınıf içi eğitimde değişimlere yol açmıştır ve YZ odaklı teknolojiler, akıllı özel ders sistemleri, kişiselleştirilmiş öğrenme platformları ve otomatik not verme uygulamaları aracılığıyla sınıf içi eğitimde devrim yaratma potansiyeline sahiptir. Bu gelişmelerin henüz erken aşamalarda olduğunu göz önünde bulunduran bu karma yönteme dayalı çalışma, İngilizce öğretmenlerinin yapay zekanın dil eğitimine entegrasyonu konusundaki farkındalıklarını ve içgörülerini incelemeyi amaçlamıştır. Çevrimiçi bir anket aracılığıyla öğretmenler için YZ Farkındalık Düzeyi Ölçeği uygulanarak 437 katılımcıdan nicel veriler toplanmıştır. Daha derin içgörüler elde etmek için, 14 gönüllü İngilizce öğretmeni ile yarı yapılandırılmış görüşmeler yapılmıştır. Nitel veriler içerik analizi kullanılarak analiz edilmiş ve ses kayıtları transkripsiyon için MAXQDA 24 programında işlenmiştir. Bulgular, İngilizce öğretmenlerinin YZ teknolojileri konusunda yüksek düzeyde farkındalığa sahip olduğunu ortaya koymuş ve bu farkındalığın yaş, cinsiyet ve eğitim derecesine göre değiştiği sonucunu elde etmiştir. Nitel bulgular, YZ'nin dil becerilerinin geliştirmesi, öğrenci motivasyonunun artırması, anında geri bildirim vermesi ve zamandan tasarruf etme gibi çok sayıda avantajı olduğunun altını çizmiştir. Ancak, teknolojiye aşırı bağımlılık, insan etkileşiminin azalması ve etik kaygılar gibi potansiyel dezavantajlara ilişkin endişeler de dile getirilmiştir. Genel olarak, çalışmanın katılımcıları, YZ'nin eğitim sürecinde öğretmenin merkezi rolünü ikame etmekten ziyade tamamlayıcı bir rol oynadığını vurgulayarak, anlamlı ve destekleyici bir şekilde entegre edilmesini savunmuştur.

Anahtar kelimeler: Yapay zekâ, yabancı dil olarak ingilizce, yabancı dil eğitimi.

The increasing presence of technology has led to significant shifts in numerous aspects of life, and its impact on education is particularly profound. The growing integration of information and communication technologies in schools is not only improving traditional teaching methods but is also reshaping the teaching process, creating a more dynamic, interactive, and tailored approach that addresses the varied needs of today's learners. Education benefits from recent technological progress because digital learning platforms help students customize their studies according to their personal schedule and learning pace (Haleem, 2022). With the world becoming more interconnected through technological advances, the role of English language learning and teaching has become more prominent. The integration of technology has also transformed language education, moving the focus from grammar rules and memorization to effective communication (Eaton, 2010). It has promoted a shift from behavioral approaches to constructivist methods, emphasizing that languages are most effectively learned through active, real-world interactions (Wang, 2005). Although constructivism does not mandate the use of technology, its emphasis on learners actively constructing knowledge through experience has influenced the incorporation of technological tools in language education. Technology offers many benefits in language education. Traditional language classrooms often limit access to resources and real-world exposure to the target language, but digital tools and online platforms help overcome these barriers (Merzifonlu & Tulgar, 2023). Learners can interact with other speakers, enhance communication skills in authentic and meaningful contexts through collaborative learning, and construct knowledge independently (Jin, 2011; Kasapoğlu-Akyol, 2010; Parvin & Salam, 2015). Technology integration in language learning settings enhances interaction, promotes self-directed learning, and improves educational outcomes. It also helps motivate students, encourages active language use, supports collaboration, and enhances students' confidence in studying English (Rivera Barreto, 2018). Meanwhile, Artificial Intelligence (AI) is one of the most recent emerging innovations to revolutionize language instruction.

AI can be defined as the ability of machines to replicate human-like behavior. According to Ertel (2018), the primary goal is to create systems capable of understanding, reasoning, and learning autonomously. AI has the potential to transform education by influencing key areas such as teaching approaches, learning environments, school management, and evaluation techniques (Chiu et al., 2023). Some AI-driven technologies that improve learning outcomes and contribute to individualized instruction include intelligent tutoring systems, personalized learning platforms, and automated grading applications. AI-based learning platforms can track student progress and customize lessons to correspond with their individual needs (Hashim et al., 2022). With automated grading tools, students can receive immediate feedback on their assignments, helping them to identify and correct mistakes quickly, which is difficult in traditional crowded classrooms where time is limited (van der Vorst & Jelicic, 2019). Intelligent tutoring platforms help teachers manage administrative duties such as grading and tracking students' progress with less effort, which can reduce teachers' workload. For instance, Martin et al. (2023) states that teachers mainly rely on AI to enhance student engagement, automate assessment processes, and track the students' learning progress. Additionally, by analyzing these data such as attendance and assignment completion rates, teachers can detect early warning signs of academic

difficulty and identify students who may be at risk of dropping out or falling behind. Therefore, teachers can provide interventions in time and offer the necessary support (Luckin & Holmes, 2016). With the time saved, teachers can focus more on improving lesson plans, adopting new teaching methods, and supporting students individually, ultimately raising the quality of both teaching and learning. AI-powered language learning applications such as Duolingo and Busuu help learners develop their speaking, reading, and listening skills and support vocabulary retention through structured lessons and interactive exercises (Hockly, 2023). Similarly, Wei (2023) demonstrates that AI-mediated Duolingo contributes significantly to students' language success, enhancing their motivation and self-directed learning abilities. Consequently, AI-based applications not only facilitate improved language acquisition but also foster independent and effective learning habits. AI-powered tools like Grammarly and Write & Improve support learners in enhancing their writing skills. For instance, Grammarly offers personalized suggestions to improve grammar, punctuation, and style, while Write & Improve provides automated feedback that encourages practice and self-correction. Rahman et al. (2022) and Syahnaz and Fithriani (2023) found that these tools significantly improve students' writing scores. They provide valuable immediate feedback, and this helps students develop their writing skills independently, motivating them to complete assignments more effectively.

Recent studies have explored the potential of AI-based chatbots, which replicate natural language. These tools create human-like conversations, offering students opportunities for interactive and meaningful exchanges outside the classroom. Chatbots can reduce student anxiety which affects their learning experience. Language learners can find traditional classroom environments intimidating due to their fear of making linguistic mistakes. They typically feel less pressure and stress without human intervention as they do not have to worry about being judged (Annamalai et al., 2023; Fryer et al., 2017). According to research by Chien et al. (2022) and Ebadi and Amini (2022), AI chatbots not only enhance motivation and participation but also provide a solution for students struggling with shyness. The students in these studies reported feeling more confident and willing to speak after using chatbots, as the bots allowed them to practice without the fear of judgment and worrying about making mistakes. This is especially valuable for shy learners, as they can practice and improve their skills anonymously.

While AI can enhance language teaching by offering dynamic and interactive learning opportunities, its successful integration depends on teachers' perspectives and their readiness to apply technological advancements. Teachers who embrace innovation and consider AI as a valuable tool may integrate it effectively into their teaching practices, using it to support classroom activities and student progress. On the other hand, teachers who prefer traditional methods might resist AI, perceiving it as a threat to their teaching style. Therefore, it is crucial to explore how teachers perceive AI and what factors influence their acceptance or resistance. An et al. (2023) discovered that teachers' technological competence is linked to their willingness to incorporate AI into their teaching. When teachers have a deeper understanding of digital tools and emerging technologies, they are more inclined to use AI-driven teaching methods. This direct relationship also highlights the importance of equipping teachers with the necessary technological skills. For instance, Uddin et al. (2024) revealed that teachers face

challenges in using AI-based e-assessment due to insufficient technical skills and the lack of appropriate training programs. Choi et al. (2023) found that teachers who hold constructivist beliefs are more open to adopting AI compared to those who follow traditional teaching methods. The study also indicated that teachers' acceptance of AI is significantly influenced by factors such as trust, usefulness, and ease of use. Among these, the ease of constructing educational AI tools was found to be the most powerful factor. This emphasizes that AI tools should be user-friendly and practical to gain widespread acceptance in the classroom. In other words, when integrating new technologies into their teaching, teachers are more inclined to use technology that is easy to understand and implement. When faced with complex systems, they may feel discouraged (Aldunate & Nussbaum, 2013). They are concerned that over-reliance on technology might reduce students' creativity and motivation (Bekou et al., 2024) and it can negatively impact the emotional connection between teachers and students (Uygun, 2024) while they think that AI may not completely take over the teacher's role (Yolcu, 2024).

Drawing on the insights of 10 Turkish AI specialists from various universities, Çetin & Aktaş (2021) explores future scenarios where AI plays a growing role, particularly in managing classrooms and schools. They state that teachers should develop both their pedagogical practices and AI literacy to ensure readiness for the future. Meanwhile, school principals need to strengthen their leadership skills and raise their awareness of how AI can be incorporated into all school operations to be ready for the changing educational landscape. In a relevant study, Dülger & Gümüşeli (2023) examined the views of both school principals and teachers in Istanbul on the role of AI in schools. Principals noted its usefulness in managing documentation but expressed concern over AI's limitations in handling flexible decision-making. Teachers appreciated AI's efficiency and support in educational delivery, including rapid access to information and assessment. Despite these advantages, both groups firmly believed that AI could not replace the emotional and empathetic dimensions of their professions.

Understanding teachers' perceptions and attitudes is key to exploring how AI can be effectively incorporated into language instruction, as it is among the newest technologies shaping language teaching. Given that research on AI in English language teaching is still at an early stage, growing interest in the field necessitates further studies on teachers' use of AI (Çelik et al., 2022). Since teachers are key figures in adopting AI technologies in classrooms, their perceptions significantly influence the success of implementation. By addressing their concerns and improving their readiness, AI integration in language education can become more effective. Therefore, the present study aims to contribute to the field by examining English teachers' perspectives, enhancing their AI awareness, and providing insights into the practical application of AI in English instruction through addressing following research questions:

1) What is the current AI awareness level among English teachers?

2) Do English teachers' AI awareness levels vary significantly based on gender, age, teaching experience, educational background, undergraduate degree program, and the grade level at which they teach?

3) What are the perceptions of English teachers on the use of AI in English language instruction?

Method

The study employs a convergent mixed-method design to achieve its objectives, combining both qualitative and quantitative data to gain a more thorough understanding (Creswell & Creswell, 2018). While qualitative methods allow for detailed exploration of specific cases, quantitative methods are useful for making generalizable conclusions (DeCuir-Gunby & Schutz, 2016). Oral and Çoban (2020) explain that in a convergent parallel mixed-method design, qualitative and quantitative data are equally prioritized, analyzed independently, and later synthesized during the interpretation stage, as demonstrated in Figure 1.

Figure 1

Convergent Parallel Mixed Methods Design (Creswell and Creswell, 2018)
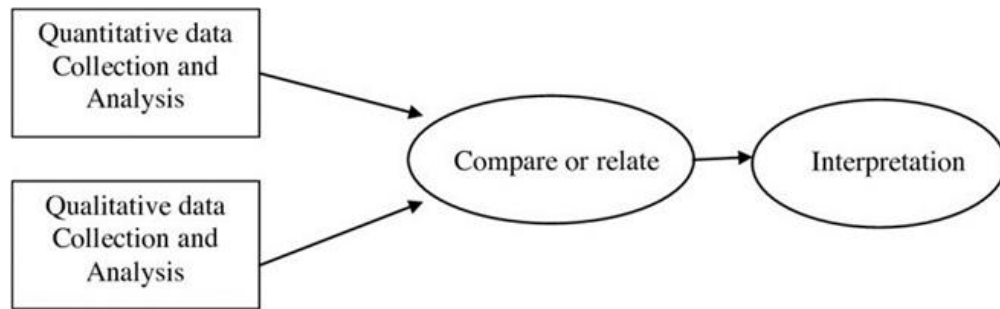
Note. (Based on Creswell and Creswell, 2018).

Participants

The study focuses on gaining insights into the awareness and viewpoints of English teachers working at various grade levels across Türkiye. A total of 384 participants proposed to provide a 95% confidence interval and maintain statistical reliability (Büyüköztürk et al., 2020; Ural & Kılıç, 2006). The survey was completed by 448 participants in this research, but 11 incomplete responses were excluded from the dataset. To gain a clearer understanding of the participant's profile, demographic details are provided in Table 1 and 2.

Table 1 reveals that the sample was predominantly female, and participants were mainly in their 30s and early 40s, indicating a mid-career population. The most frequently reported teaching experience range was 6–10 years. At the end of the online quantitative survey, participants were asked if they would be willing to take part in follow-up interviews. Then, teachers who volunteered were contacted via email, with detailed information provided regarding the interview process. A total of 14 teachers responded and agreed to participate. As a result, the convenience sampling method was applied, selecting interviewees based on their voluntary participation. The background information of these participants is provided in Table 2.

Table 1

The Demographic Details of the Participants

Variable	Group	n	Percent (%)
Gender	Female	339	77.6
	Male	98	22.4
Age	20-30	126	28.8
	31-40	216	49.4
	41-50	84	19.2
	+51	11	2.5
Teaching Experience	0-5 years	99	22.7
	6-10 years	136	31.1
	11-15 years	98	22.4
	16-20 years	62	14.2
	+21 years	42	9.6
Educational Background	Bachelor	332	76.0
	Master	101	23.1
	PhD	4	0.9
Graduation Program	ELT	336	76.9
	ELL	86	19.7
	Other	15	3.3
Grade Level They Teach at	Primary	89	20.4
	Secondary	205	46.9
	High school	129	29.5
	Other	14	3.2

Table 2

Background Details of the Interviewees

Participant	Gender	Educational Background	Graduation Program	Teaching Experience	Location	Grade Level They Teach at
P1	Female	MA student	ELT	3 years	Şanlıurfa	Secondary
P2	Male	BA	ELT	2 years	Batman	High school
P3	Female	BA	ELL	8 years	Konya	Primary/ Secondary
P4	Female	MA student	ELL	6 years	Konya	Secondary
P5	Male	BA	ELL	8 years	Konya	Primary
P6	Male	BA	ELT	9 years	Şanlıurfa	Secondary
P7	Female	BA	ELT	18 years	İstanbul	Secondary/High School
P8	Female	MA student	ELT	12 years	Konya	Secondary
P9	Female	BA	ELL	10 years	Düzce	High School

P10	Female	BA	ELT	4 years	Ağrı	Primary/ Secondary
P11	Female	PhD student	ELT	8 years	Kocaeli	High School
P12	Female	BA	ELT	9 years	Hatay	Secondary
P13	Male	BA	ELT	4 years	Van	High School
P14	Female	MA	ELL	5 years	Bilecik	Primary

According to Table 2, the interview group consists of 4 male and 10 female teachers. These teachers have a wide range of experience levels from 2 years of experience to the least to 18 years of experience the most. One participant holds a master's degree, and nine of them have bachelor's degrees. Furthermore, three participants are continuing their studies in master's programs, while one is pursuing a doctorate. This specific demographic range strengthens a broad representation of perspectives.

Data Collection Tools

This study employed both AI awareness scale for quantitative data and semi-structured interviews for acquiring deeper, qualitative insights. According to Bekhet and Zauszniewski (2012), combining both types of data strengthens the findings and increases the reliability of the results. In line with the study's objectives, the 'Teachers' Artificial Intelligence Awareness Scale' by Ferikoğlu and Akgün (2022) was used to collect quantitative data due to its relevance and contextual appropriateness. In other words, the scale is specifically designed to assess teachers' awareness and perceptions regarding the integration of AI technologies into educational settings. It is a multidimensional scale designed to assess a broad spectrum of AI-related knowledge including theoretical understanding, practical usage, beliefs, attitudes, and cognitive associations. In this study, it was carefully selected due to its meticulous development and validation process. Originally consisting of 78 items, the scale was refined through Exploratory Factor Analysis that eliminated 27 items with values below 0.40, resulting in a highly consistent 51-item version. A Kaiser-Meyer-Olkin (KMO) value of 0.983 together with a Cronbach's Alpha score of 0.986 validates the scale's high reliability. It is categorized into two parts: *the first* part focuses on demographic information, such as the teacher's background, *the second* consists of 51 AI-related items, organized into four sub-dimensions as *practical knowledge* (items 1–16), *beliefs and attitudes* (items 17–30), *the ability to associate* (items 31–40), and *theoretical knowledge* (items 41–51). Participants' opinions were measured using a 5-point Likert scale, ranging from strongly agree to strongly disagree. This framework allows for a detailed exploration of teachers' AI awareness from different perspectives. An online version of the scale was created using Google Forms. The link was shared with English teachers on WhatsApp and Facebook. All participants were given clear instructions and consent forms.

Semi-structured interviews were conducted to complement the quantitative data. Semi-structured interviews followed a guided but flexible format, allowing interviewers to adjust questions as needed and ask follow-ups, leading to a deeper understanding of participants' perspectives (Dömbekci & Erişen, 2022). To ensure the reliability of the interviews, a structured and systematic approach was followed throughout both the question development and analysis stages. The interview questions were developed

based on a thorough review of existing literature and theoretical underpinnings to align with the study's objectives. Initially, seven interview questions were drafted. These questions were then piloted with three EFL teachers currently working in the field to assess the clarity and comprehensibility of the items. An expert also reviewed the questions to ensure that they were aligned with the intended research goals. Several revisions were made based on their constructive feedback. The pilot study concluded that some questions might elicit similar answers. Therefore, those questions were combined into one well-structured question and the finalized interview schedule consisted of five well-structured questions. Participants were asked about their understanding of AI, their experiences with it in English language teaching, its advantages and disadvantages in language teaching, and their perspectives on its potential future role in education, including whether it could replace teachers. They were conducted in Turkish to ensure comfort and avoid language barriers. Drew (2014) suggests that using one's native language in interviews enhances clarity, confidence, and ease of expression. Participants' consent was also received to record their audios and each session lasted approximately 15 minutes. The process continued until data saturation was reached when further interviews did not provide new ideas.

Data Analysis

First, the normality of the data distribution was examined to determine the appropriate statistical methods. Skewness and kurtosis values remained between -2 and +2, allowing the use of parametric tests for analysis, as suggested by George and Mallery (2011). Quantitative analysis was conducted using SPSS-27.0. To compare groups, different statistical tests were applied: the independent samples T-test offers analyses between two groups while one-way ANOVA provides analysis for three or more groups. When there was not enough data for parametric testing in variables, the Kruskal-Wallis H test, which serves as the non-parametric equivalent of one-way ANOVA, was used instead (Karagöz, 2010).

In the analysis of qualitative data obtained from semi-structured interviews, the descriptive content analysis method was applied. This method involves examining the data in depth to extract essential codes and themes, which ultimately shape the relevance of the findings (Büyüköztürk et al., 2020). There are four primary steps in this process: coding the data, identifying recurring themes, systematically organizing the themes, and finally, analyzing and interpreting the results to derive meaningful conclusions. In the first stage, the data was uploaded into the MAXQDA 24 program for transcription. Teachers' identities were protected by replacing their names with codes such as P1, P2, and P3, ensuring confidentiality throughout the study. The coding process involved reviewing all responses thoroughly to gain an understanding of the overall picture and then categorizing and identifying themes. Initially, the transcribed data underwent an in-depth reading process. Recurring words and expressions associated with AI were identified and highlighted. Following the initial coding of the interview data, a thematic analysis was conducted to uncover the themes. The codes were grouped into broader categories that reflected participants' shared perspectives. This process revealed several key themes, including the perceived practicality of AI, its role in improving skills, and concerns about it. Frequency of codes were noted to highlight the most prominent ideas. To maintain coding reliability, two experts

reviewed and coded the data using the research questions as a guide. They identified themes independently, during which new categories and codes emerged. The final coding was cross-checked by an experienced educator to confirm reliability. Table 3 outlines the most significant recurring themes identified in the interviews and presents a sample coding scheme applied in the content analysis.

Table 3

Coding Scheme Based on EFL Teachers' Opinions Regarding AI

Category	Code	Description	Frequency
Advantages	Improving Language Skills	Enhances grammar, speaking, writing, and pronunciation	6
	Saving Time	Helps with lesson planning and reduces workload	5
	Increasing Motivation	Makes learning more engaging and motivating	4
Disadvantages	Promoting Laziness and Over-reliance	Leads to dependency on AI, reducing critical thinking	9
	Reducing Human Interaction	Limits real communication and emotional connection	3
Future Considerations	AI Cannot Replace Teachers	Lacks human qualities like empathy and social support	10

The coding scheme in Table 3 summarizes the prominent themes. These themes portray a thoughtful evaluation from teachers, acknowledging AI's promise while recognizing its limitations. The coding scheme thus provides an organized approach to capturing complex teacher insights.

Ethical Procedures

The research process began with obtaining permission from the scale developers via email. Following this, ethical approval was obtained from Necmettin Erbakan University (Date: 13/10/2023, Number: 2023/419). Research permission was then granted by the Ministry of National Education. In line with ethical research protocols, participants were provided with comprehensive details about the study, including its aims, their rights, and the procedure for withdrawing from the research if desired. To ensure confidentiality, individual codes were assigned to all participants, ensuring that their identities remained anonymous.

Results

AI Awareness Level of EFL Teachers

To seek answer to the first research question about the AI awareness of English teachers, the study analyzed the average responses on the scale. Scores ranged from 55 to 255, with AI awareness levels classified as very low (55-95), low (95-135), medium (135-175), high (175-215), and very high (215-255).

Table 4

Test Results

Variable	n	Mean	SD	Kolmogorov Smirnov (p)	Skewness	Kurtosis	Cronbach's Alpha
Practical Knowledge	437	62.63	6.410	.000	.151	.472	.836
Belief/Attitude	437	48.97	8.034	.000	-.231	1.429	.885
Ability to Associate	437	35.65	5.166	.000	.066	1.481	.810
Theoretical Knowledge	437	40.02	4.975	.001	.220	1.154	.787
AI Awareness Level	437	187.60	19.945	.000	.517	1.108	.939

*p<0.05

Table 4 provides a comprehensive overview of the descriptive statistics, normality test results, and reliability measures. Although the Kolmogorov-Smirnov tests revealed non-normality, the skewness and kurtosis values suggest that the distributions are sufficiently symmetrical and fall within the accepted bounds of -2 to +2, indicating that parametric analyses are appropriate (George & Mallery, 2011). High Cronbach's alpha values (.787 to .939) demonstrated the strong reliability of the scales. As also demonstrated in Table 3, the test results revealed that the overall AI Awareness Level had a mean score of 187.6, which falls between the high category range of 175-215, corresponding to the high awareness category.

Demographic Influences on EFL Teachers' AI Awareness

The findings related to the second research question explore whether English teachers' levels of AI awareness vary significantly based on various demographic factors. These factors include gender, age, level of education, teaching experience, type of bachelor's degree program, and the grade level they teach. The statistical analysis conducted for this purpose provides insights into how these variables influence AI awareness levels among teachers.

Table 5

The Independent Samples t-Test Results for the Gender Variable

Variable	Group	n	Mean	SD	t	df	p
Practical Knowledge	Female	339	62.11	6.332	-3.222	435	.001*
	Male	98	64.45	6.375			
Belief/Attitude	Female	339	48.78	7.872	-.920	435	.358
	Male	98	49.63	8.578			
Ability to Associate	Female	339	35.13	5.187	-4.016	435	.000*
	Male	98	37.47	4.684			
Theoretical Knowledge	Female	339	39.80	4.916	-1.774	435	.077
	Male	98	40.81	5.123			
AI Awareness Level	Female	339	186.23	19.409	-2.697	435	.007*

	Male	98	192.36	21.120

*p<0.05

The study found that male English teachers demonstrate higher levels of practical knowledge and ability to make associations related to AI, with significant differences in both subscales (p<0.05). However, no significant gender difference is found in the belief/attitude subscale or theoretical knowledge. The overall AI awareness score indicated that male teachers have a higher AI awareness than female teachers, with a mean of 192.36 compared to 186.23, and the difference was statistically significant (p=0.007).

To explore whether there are significant differences in AI awareness based on academic qualification, Table 6 displays the findings of independent samples t-tests performed on data collected from teachers with varying education levels (Bachelor's, Master's, or Ph.D. degrees).

Table 6

AI Awareness Differences Based on Teachers' Academic Degrees

Variable	Group	n	Mean	SD	t	df	p
Practical Knowledge	BA Degree	332	62.22	6.498	-2.367	435	.018*
	MA or Ph.D. Degree	105	63.91	5.971			
Belief/Attitude	BA Degree	332	48.60	8.207	-1.741	435	.082
	MA or Ph.D. Degree	105	50.16	7.370			
Ability to Associate	BA Degree	332	35.48	5.289	-1.286	435	.199
	MA or Ph.D. Degree	105	36.22	4.735			
Theoretical Knowledge	BA Degree	332	39.94	5.055	-.598	435	.550
	MA or Ph.D. Degree	105	40.28	4.726			
AI Awareness Level	BA Degree	332	186.67	20.216	-1.753	435	.080
	MA or Ph.D. Degree	105	190.57	18.849			

*p<0.05

The analysis in Table 6 indicates a statistically significant difference in practical knowledge scores (p=0.018<0.05), with teachers holding master's or doctoral degrees showing higher scores than those with a bachelor's degree. However, no significant differences are observed in other categories like belief/attitude (p=0.082), ability to associate (p=0.199), theoretical knowledge (p=0.550), or overall AI awareness scale (p=0.080).

In Table 7, the results of a one-way ANOVA are presented to examine the potential influence of teaching experience on various aspects of AI awareness. This analysis aims to identify whether the amount of professional experience contributes to variations in awareness and engagement with AI technologies in educational settings. The teaching experience variable was categorized into five distinct groups: 0–5 years, 6–10 years, 11–15 years, 16–20 years, and more than 21 years.

Table 7

Analysis of AI Awareness Based on Teaching Experience

Variable	Group	n	Mean	SD	Source of Var.	df	Mean Square	F	p
Practical Knowledge	0-5 years	99	63.26	6.316	BG	4	43.644	1.063	.374
	6-10 years	136	63.02	6.441	WG	432	41.062		
	11-15 years	98	61.76	6.758	Total	436			
	16-20 years	62	61.90	6.307					
	+21 years	42	63.00	5.785					
	Total	437	62.63	6.410					
Belief/ Attitude	0-5 years	99	50.38	7.777	BG	4	89.724	1.395	.235
	6-10 years	136	48.26	7.881	WG	432	64.305		
	11-15 years	98	49.17	8.687	Total	436			
	16-20 years	62	47.79	8.524					
	+21 years	42	49.24	6.469					
	Total	437	48.97	8.034					
Ability to Associate	0-5 years	99	36.75	5.528	BG	4	47.814	1.805	.127
	6-10 years	136	35.47	4.675	WG	432	26.494		
	11-15 years	98	35.55	5.356	Total	436			
	16-20 years	62	34.63	5.351					
	+21 years	42	35.43	4.870					
	Total	437	35.65	5.166					
Theoretical Knowledge	0-5 years	99	40.92	5.094	BG	4	36.644	1.487	.205
	6-10 years	136	39.40	4.730	WG	432	24.637		
	11-15 years	98	39.93	5.255	Total	436			
	16-20 years	62	39.79	4.760					
	+21 years	42	40.50	4.984					
	Total	437	40.02	4.975					

AI Awareness Level	0-5 years	99	191.31	20.725	BG	4	508.258	1.281	.277
	6-10 years	136	186.79	18.118	WG	432	396.785		
	11-15 years	98	186.41	22.531	Total	436			
	16-20 years	62	184.98	19.067					
	+21 years	42	188.17	18.207					
	Total	437	187.60	19.945					

*p<0.05

Based on the statistical findings presented in Table 7, there are no statistically significant differences in AI awareness levels among teachers with different years of experience. Teachers with 0–5 years of experience had slightly higher scores in practical knowledge (M = 63.26), compared to other groups, but the observed differences were not statistically meaningful (p = 0.374). The scores for practical knowledge (p=0.374), belief/attitude (p=0.235), ability to associate (p=0.127), theoretical knowledge (p=0.205), and overall AI awareness (p=0.277) suggest that teaching experience does not have a notable impact on AI awareness levels.

Table 8 explores the distribution of AI awareness levels among English teachers by age using the Kruskal-Wallis test. The Kruskal-Wallis H test, a non-parametric alternative to one-way ANOVA, is used when assumptions for ANOVA, such as normal distribution and sufficient sample sizes, are not met (Büyüköztürk, 2018). Given that the "51 and over" age group consists of only 11 participants, this test was applied for age groups.

Table 8

Assessing AI Awareness Across Age Groups: Kruskal-Wallis H Test Results

Variable	Group	n	Mean	SD	H	df	p
Practical Knowledge	20-30	126	63.44	6.174	3.722	3	.293
	31-40	216	62.21	6.481			
	41-50	84	62.40	6.754			
	51 and over	11	63.27	4.496			
	Total	437	62.63	6.410			
Belief/Attitude	20-30	126	50.95	7.446	13.531	3	.004*
	31-40	216	48.15	8.039			
	41-50	84	47.89	8.563			
	51 and over	11	50.82	6.720			
	Total	437	48.97	8.034			
Ability to Associate	20-30	126	36.99	5.259	11.493	3	.009*
	31-40	216	35.23	4.832			
	41-50	84	34.61	5.601			

	51 and over	11	36.73	4.315		
	Total	437	35.65	5.166		
Theoretical Knowledge	20-30	126	40.96	5.060	10.086	3	.018*
	31-40	216	39.45	4.880		
	41-50	84	39.88	5.064		
	51 and over	11	41.55	3.643		
	Total	437	40.02	4.975		
AI Awareness Level	20-30	126	192.35	19.883	12.962	3	.005*
	31-40	216	185.44	19.469		
	41-50	84	185.42	20.724		
	51 and over	11	192.36	15.455		
	Total	437	187.60	19.945		

*p<0.05

The statistical analysis using the Kruskal-Wallis H test demonstrates that practical knowledge scores do not significantly differ by age (p=0.293>0.05). However, a significant difference is observed in the belief and attitude subcategory (p=0.004<0.05). Post hoc analysis reveals that Turkish EFL teachers aged 20-30 (M=50.95) score significantly higher than those aged 31-40 (M=48.15) and 41-50 (M=47.89). Similarly, the ability to associate scores varies significantly (p=0.009<0.05), with younger teachers performing better than their older counterparts. Theoretical knowledge scores also present a notable gap (p=0.018<0.05), with those aged 20-30 surpassing those in the 31-40 age group. Lastly, the overall AI awareness scale reveals a notable difference (p=0.005<0.05), with teachers aged 20-30 (M=192.35) demonstrating higher awareness than those aged 31-40 (M=185.44). These results indicate that younger English teachers tend to be more knowledgeable and adaptable in integrating AI into their teaching practices.

Table 9 presents the results of a Kruskal-Wallis H test conducted to determine whether English language teachers' AI awareness and its sub-dimensions significantly differ according to their educational background. The participants were categorized into three groups: those with degrees in English Language Teaching (ELT), English Language and Literature (ELL), and other academic fields.

Table 9

Impact of BA Graduation Program on AI Awareness

Variable	Group	n	Mean	SD	H	df	p
Practical Knowledge	ELT	336	62.32	6.432	3.418	2	.181
	ELL	86	63.33	6.097			
	Other	15	65.60	7.008			
	Total	437	62.63	6.410			
Belief Attitude	ELT	336	48.68	7.747	2.102	2	.350
	ELL	86	49.59	8.577			
	Other	15	52.07	10.600			
	Total	437	48.97	8.034			
Ability to Associate	ELT	336	35.43	4.816	3.873	2	.144
	ELL	86	36.05	6.118			
	Other	15	38.53	6.151			
	Total	437	35.65	5.166			
Theoretical Knowledge	ELT	336	39.70	4.829	6.715	2	.035*
	ELL	86	40.80	5.151			
	Other	15	42.87	6.058			
	Total	437	40.02	4.975			
AI Awareness Level	ELT	336	186.38	19.457	5.165	2	.076
	ELL	86	190.40	20.106			
	Other	15	199.07	25.508			
	Total	437	187.60	19.945			

*p<0.05

As depicted in Table 9, the Kruskal-Wallis H test results for the BA graduation program variable show no significant differences in scores related to practical knowledge, belief and attitude, or ability to associate AI concepts. However, the theoretical knowledge subcategory reveals a significant difference, with teachers from non-ELT programs scoring higher than their ELT counterparts. Despite this, the overall AI awareness levels across the different groups remain statistically similar.

The Kruskal-Wallis H test was also conducted to determine whether AI awareness levels among English teachers vary depending on the grade levels they teach (e.g., primary, secondary, or higher education) and Table 10 shows the results.

Table 10

Results Based on the Grade Levels at Which Teachers Work

Variable	Group	n	Mean	SD	H	df	p
Practical Knowledge	Primary	89	62.40	6.686	2.460	3	.483
	Secondary	205	62.42	6.685			
	High school	129	62.92	5.977			
	Other	14	64.43	4.127			
	Total	437	62.63	6.410			
Belief Attitude	Primary	89	48.65	8.441	6.121	3	.106
	Secondary	205	48.40	8.315			
	High school	129	49.93	7.190			
	Other	14	50.57	8.401			
	Total	437	48.97	8.034			
Ability to Associate	Primary	89	35.19	5.300	2.989	3	.393
	Secondary	205	35.62	5.392			
	High school	129	35.88	4.762			
	Other	14	37.00	4.641			
	Total	437	35.65	5.166			
Theoretical Knowledge	Primary	89	39.87	5.279	.278	3	.964
	Secondary	205	40.12	4.910			
	High school	129	39.99	5.077			
	Other	14	39.86	2.983			
	Total	437	40.02	4.975			
AI Awareness Level	Primary	89	187.09	19.991	3.821	3	.281
	Secondary	205	186.84	20.780			
	High school	129	188.72	19.290			
	Other	14	191.86	12.390			
	Total	437	187.60	19.945			

*p<0.05

The analysis reveals that there are no significant differences in practical knowledge (p=0.483), belief and attitude (p=0.106), ability to associate (p=0.393), theoretical knowledge (p=0.964), or the AI Awareness Level Scale score (p=0.281). Therefore, it can show that the grade level at which teachers work does not substantially affect their AI awareness, and it highlights that AI-related competencies are not confined to a specific teaching level.

EFL Teachers' Insights on AI Integration

To enrich the study with qualitative perspectives, semi-structured interviews were used, supporting a more comprehensive data triangulation process. The focus of the third research question was to understand teachers' perspectives toward AI integration in English language

instruction. Based on the interviews, most participants (f=5) perceive AI as a tool that simplifies life and tasks. Several highlight its role in saving time (f=4), while some of them define it as a key to the future (f=2) or a system driven by algorithms (f=2). One participant (P2) associates AI with job displacement, stating that while it enhances convenience, it also threatens jobs that depend on human labor.

> "I am pretty excited about AI as it can deal with all the boring paperwork we always have. This is important because sometimes we get lost in all the formal work and do not have much time left for students." (P7)

Six interviewees reported no use of AI, while others incorporated it in various language teaching scenarios. For example, P1 used AI for simplifying material for younger students, and P2 tried to support dyslexic students with speech recognition. P7 regularly uses ChatGPT to stay updated on current language trends. While P9 used it to generate language project ideas such as Erasmus or E-twinning, P11 integrated AI into debate preparation, allowing students to adapt their language use based on roles, which led to greater student autonomy. P11 explains how she incorporates AI into lessons to improve students' language abilities.

> "During a classroom debate on 'Climate Change,' my students initially prepared speech drafts, which they later edited with AI support. After a while, the students did not need me to help them anymore because they learned how to use AI. They used it not just to find answers but to help them learn English in new ways." (P11)

P2 attempted to integrate Dragon, a speech recognition tool, to support dyslexic students in writing.

> "Our plan was to use Dragon, a speech recognition tool, to help dyslexic students with writing difficulties. However, it did not work as we hoped as the students quickly lost their interest and the program had trouble recognizing their speech." (P2)

In the third interview question, teachers were asked about the benefits of using AI in their teaching. The top benefit mentioned was improving language skills (f=6), with teachers emphasizing how AI can aid in learning speaking, writing, and grammar. AI's ability to improve language skills was seen as an essential tool in facilitating a more engaging and interactive learning experience. The responses were categorized into themes. Table 11 outlines the various advantages of AI as shared by English teachers.

Table 11

English Teachers' Opinions on the Positive Aspects of AI

Code	*f*
Improving language skills	6
Practical in terms of time	5
Motivation	4
Fosters imagination and creativity	2
Interaction	2
Immediate Feedback	1
Economic	1
Improving self-confidence	1

f= frequency

As summarized in Table 11., the teachers mainly viewed AI as a tool that could enhance various language skills, (f=6). They also appreciated its time-saving efficiency (f=5) and its motivational impact on students (f=4). Other noted advantages included fostering creativity (f=2), improving interaction (f=2), offering immediate feedback (f=1), providing economic benefits (f=1), and boosting self-confidence (f=1).

P2 provided an example of how AI can be used to enhance classroom activities, particularly in speaking lessons. In this case, students provide prompts to Dall-E to create images. These images are then analyzed as part of a classroom discussion, which helps students develop their speaking skills. P2 also noted how AI can be used to quickly generate writing topics suited to different student levels, helping teachers overcome moments when they're struggling to come up with ideas for assignments.

> "For example, students generate images using Dall-E by typing in prompts, which are later shown on the board. The class then examines the image to discuss its story and guess the prompts that might have been used to create it" (P2)

P10 asserts that AI can contribute to more innovative thinking and expand students' worldviews.

> "It could enhance practicality in classroom. It can promote learning by experiencing, possibly leading to innovative methods. It may even generate ideas that students might not normally consider. It can broaden their perspectives and help them think in bigger ways. After all, it's a smart technology that knows how to search everything online." (P10)

The drawbacks of AI, according to English teachers, were discussed in response to the fourth interview question. The coded disadvantages are shown in Table 12 below.

Table 12

The Negative Aspects of AI According to Teachers

Code	f
Causing laziness and over-dependence	9
Lack of human interaction	3
Inhibiting creativity	2
Fear of job loss	2
Ethical concerns	2
Misinformation	1
Inequality	1

f= frequency

As can be seen in Table 12, the disadvantages reported by participants primarily centered around AI encouraging laziness and over-reliance on technology (f=9). Furthermore, the lack of human interaction (f=3) and the potential for AI to hinder creativity (f=3) were also frequently mentioned.

> "Laziness. Students are already depending on the internet for their homework. Now, with AI tools, it's easier to submit work that isn't truly their own. There are even cases where people have used it to write their master's theses, academic articles, or book chapters. It's becoming a serious ethical problem." (P13)

Fewer teachers expressed concerns about job loss, ethical issues, misinformation, and inequality. For instance, P10 highlights that AI could diminish the social aspect of learning. She believes that eye contact, spontaneous discussions, and casual socializing are integral to a rich learning environment. On the other hand, P4 raises concerns about AI potentially reducing intellectual effort. She argues that when information is easily accessible, both students and teachers may stop challenging themselves, weakening their problem-solving and analytical abilities. This dependence on AI could hinder the development of essential cognitive skills, limiting creativity and active participation in the learning process.

One of the key discussions in the interview was whether AI could completely replace teachers in the classroom. According to the majority of teachers (f=10), AI cannot yet take over the role of human teachers in the classroom due to its lack of social interactions. They emphasized that teaching is not just about delivering information but also about building connections, understanding students' emotions, and fostering motivation. According to P13 and P14, teachers not only educate but also inspire, support, and act as mentors, guiding them in their personal growth.

> "Teaching, for me, is a social activity. That's why I don't believe anything can ever replace the teacher. It is special when a teacher looks a student in the eye and explains something. Students need that kind of connection. Without it, something is missing. Without looking at students, without being there for them, teaching loses its full effect." (P14)

P6 believes that AI cannot take a teacher's place because it struggles with surprising situations in class.

> "Machines do not have human qualities. In teaching, the most important thing is interaction. Students do not always follow the rules exactly. Sometimes they break rules or act differently every day. However, AI follows the rules and programs assigned to it. How will AI handle unexpected situations? Teachers listen to students' problems and share their emotions. Can AI fulfill that role?" (P6)

Discussion and Implications

The quantitative findings of this study reveal that Turkish EFL teachers demonstrate a high level of AI awareness, with an average score of 187.60 on the Artificial Intelligence Awareness Level Scale. This result is consistent with several prior studies on AI awareness and readiness among teachers (Nazaretsky, 2022; Zhao et al., 2022; An et al., 2023; Kaplan-Rakowski et al., 2023). For instance, Zhao et al. (2022) analyzed AI literacy among 1013 Chinese teachers, revealing that most had moderate to high levels of understanding and AI competency. Nazaretsky et al. (2022) further reported that teachers had high confidence in AI-based education (M=3.8) and recognized its potential to assist both students and teachers. A study by An et al. (2023) investigated EFL teachers' attitudes toward integrating AI into their classrooms. The findings showed that all measured factors scored above 3 on a 5-point scale, indicating that teachers generally held positive views on AI. The results also indicated that teachers possessed adequate knowledge of AI technologies and expressed a willingness to incorporate them into their teaching practices. Additionally, Kaplan-Rakowski et al. (2023) found that teachers were widely supportive of AI, agreeing with 14 out of 15 statements on a Likert scale measuring attitudes toward AI in education. Luckin et al. (2022) suggest that teachers with greater AI readiness tend to integrate AI more effectively into their teaching. These findings collectively can reinforce the idea that AI

awareness among educators is growing, with English teachers demonstrating readiness to incorporate AI into their classrooms. Given the demonstrated high level of AI awareness and positive attitudes among Turkish EFL teachers, providing in-service training programs and resources for AI integration might accelerate the modernization of language education. Some training programs can build on their existing readiness to enhance teachers' practical skills. Moreover, education leaders may foster collaborative platforms where experienced teachers can share best practices and innovations related to AI integration.

However, the findings of this study contrast with those of Chounta et al. (2022). They found that Estonian teachers had lower self-reported AI knowledge. Nearly half (47%) admitted to having minimal AI familiarity, and 35% rated their knowledge as moderate, while only 6% considered themselves highly knowledgeable in AI. Interestingly, when tested on basic AI principles, 60% answered correctly, highlighting a potential mismatch between teachers' self-perceptions and their actual AI literacy. Likewise, Lindner and Berges (2019) highlight that teachers, despite their curiosity about AI, often lack detailed knowledge of its principles and applications. Their views and assumptions about AI tend to be formed by media stories rather than technical education or professional exposure. They also pointed out that teachers' views and assumptions about AI tend to be formed by media stories rather than technical education or professional exposure. Teachers' insufficient knowledge of artificial intelligence might cause them to convey misconceptions to students (Coşkun, 2024). Therefore, it is essential to address and resolve these knowledge deficiencies. These findings might suggest that there is a need for targeted professional development and teacher training programs that clarify misconceptions and avoid bias.

The current study also examined how various demographic factors, such as gender, age, educational background, and teaching experience, influence AI awareness among teachers. The analysis showed that male teachers had significantly higher AI literacy, greater practical competence, and better associative thinking abilities than female teachers. One possible reason for this is that women may have had fewer opportunities or less encouragement to explore AI-related tools, leading to lower confidence levels. These results are consistent with Hopcan et al. (2023), which found that female teacher candidates exhibited more AI-related anxiety, and Nyaaba et al. (2024), which reported that male pre-service teachers used AI tools more frequently. Additional support comes from Demiröz and Türker (2020), who found that male English teachers had superior technological skills in classroom settings. Furthermore, Mahdi and Al-Dera (2013) observed that female teachers incorporated ICT tools into their lessons less frequently. However, Wang et al. (2023) presented contrasting findings, reporting that AI readiness among Chinese teachers did not differ significantly between genders. These findings highlight that further research is needed to explore contextual factors that may influence gender differences in AI readiness across diverse cultural and educational settings.

The independent sample t-test analysis revealed that teachers with master's or doctoral degrees scored significantly higher in practical AI knowledge than those with a bachelor's degree. This might be because higher education programs can provide more opportunities to engage with current and emerging technologies. These programs may also emphasize staying updated with new technologies and AI awareness. Supporting

this, Ferikoğlu and Akgün (2022) show that teachers with higher education levels are better at keeping up with technological advancements. Another significant finding from the study revealed that younger English teachers, specifically those aged 20-30, exhibited greater awareness and proficiency in AI than their older colleagues. This is likely because they have grown up in an increasingly digital world and received more recent training that includes AI applications. Similar conclusions have been reached in other studies (Demiröz & Türker, 2020; Ferikoğlu & Akgün, 2022; Chan & Tsi, 2023), reinforcing the consistency of findings across different research contexts. They support this finding, showing that younger teachers find it easier to integrate digital tools into their work. Similarly, Deniz (2022) notes that younger individuals experience lower AI-related anxiety, further explaining their readiness to embrace these innovations. This implies that lifelong learning opportunities should be emphasized to help older educators bridge the digital gap. Educational organizations might consider mentorship programs pairing younger, tech-savvy teachers with more experienced colleagues to facilitate peer support and knowledge sharing. In line with the findings of Mahdi and Al-Dera (2013) and Demiröz and Türker (2020), the current research discovered no significant differences in teachers' AI awareness when considering the grade levels they teach or their teaching experience. This could mean that teachers' engagement with AI is less about their teaching context and more about their exposure to and attitudes toward emerging technologies.

Interviews with 14 English teachers highlighted that AI improves language learning, saves time, provides immediate feedback, and boosts creativity and student motivation. These results align with findings from Adıgüzel et al. (2023) and Zulkarnain and Yunus (2023), who reported that AI fosters engagement and participation, and enhances communication skills. Similarly, the research in Pakistan by Firdaus and Nawaz (2024) showed that AI helps improve communication skills, particularly where students have limited chances to use English, which echoes the benefits seen in the current study. In a similar vein, Adıgüzel et al. (2023) emphasized the potential of AI chatbots to improve communication skills in language learning, improving effectiveness, productivity, and student engagement through personalized support. The study found that while AI in education offers several benefits, it also raises concerns such as over-reliance, loss of human interaction, inhibiting creativity, and job loss fears among Turkish EFL teachers. Teachers expressed worries that AI might hinder critical thinking by offering immediate solutions to problems and could lead to job loss as it automates tasks. Additionally, unequal access to AI technologies may deepen educational inequalities. These concerns are in line with the findings of researchers like Chounta (2022) and Cong-Lem et al. (2024), who warned that AI might hinder interaction, critical thinking, and creativity, and might lead to unhealthy reliance on technology. When asked about AI's potential to replace teachers, most of the teachers (f=10) in this study expressed the belief that AI cannot fully substitute human educators, largely because it cannot offer the social interaction and emotional intelligence that are crucial to effective teaching. Teachers argued that AI can assist with some educational functions but cannot replace human traits such as empathy, cultural understanding, and the ability to build relationships and trust. These human qualities play a crucial role in developing a student's personal and academic development, making AI a limited tool in the classroom. This view corresponds with earlier studies (Chounta, 2022; Çetin &

Aktaş, 2021; Dülger and Gümüşeli, 2023; Katemba, 2020; Sumakul et al., 2022) where participants pointed out that AI may help with instructional delivery but fails to meet the emotional and cultural needs of students.

Contrary to the findings of this study, Edwards and Cheok (2018) assert that AI-powered robot teachers will eventually take over many teaching roles, reducing the need for human educators. They argue that robot teachers could replace human instructors altogether. Their research emphasizes that AI-based robot teachers can help address financial constraints in the education sector, as hiring and maintaining human teachers is often costly and complex. However, while they acknowledge the possibility of large-scale job losses, they also suggest that AI's integration into education will lead to the emergence of new career opportunities for educators, potentially in AI development, curriculum design, or technology-assisted learning facilitation.

Fitria (2021) highlights that AI lacks the natural intelligence inherent in humans and should be seen as a tool to enhance teachers' abilities. Thus, AI tools may reduce teachers' workloads by managing tasks like grading or attendance tracking, but the core of teaching—guiding students toward success and fostering meaningful learning—remains a human responsibility. Yolcu (2024) further emphasizes that although AI will not entirely replace teachers, those who effectively integrate AI into their lessons will likely outperform those who do not. In conclusion, the findings of the study reinforce the idea that AI offers advantages in language instruction, including enhanced engagement, immediate feedback, and improved communication skills although there are concerns about over-reliance, diminished human interaction, and job security. The results align with previous research emphasizing AI's supportive role rather than its potential to replace educators and maximize benefits in education.

Conclusion

This study concludes that most participants have a high level of AI awareness, acknowledging its strengths and limitations in language instruction. Notably, significant differences in awareness levels were observed based on gender and age, indicating that these demographic factors may influence how AI is perceived and understood. Teachers holding postgraduate qualifications scored notably higher in practical AI knowledge, highlighting the role of advanced education in fostering effective AI application in classrooms. Interviewees identified several positive outcomes of using AI including improved student performance in language skills, time efficiency, instant feedback, increased student interest, and self-confidence. On the other hand, they also cited some drawbacks such as overdependence on technology, reduced interpersonal communication, diminished creativity, and various ethical concerns.

While AI offers valuable support, it is currently incapable of independently managing classrooms. To ensure successful AI integration, teachers must improve their technological knowledge and AI literacy skills. In this regard, providing in-service training programs can facilitate this process. Further research is needed to determine the readiness of both teachers and students to integrate AI into their learning environments. Additionally, broadening research to include all educational stakeholders such as students, parents, and administrators is crucial for evaluating AI's impact on roles and responsibilities within education. Since students' perspectives were not included in the present study, future research should explore AI's impact on language skills from their

viewpoint. Longitudinal studies can further track AI's long-term effects in ELT, evaluating its sustainability. As AI's role in English language teaching continues to develop, it is crucial to investigate future challenges and develop practical solutions. By analyzing potential barriers such as data privacy concerns, algorithmic bias, and educational inequality, researchers and educators can create clear guidelines to ensure AI's responsible and effective integration into language learning. Overall, there is a clear need for established guidelines to govern the responsible use of AI technologies. Since teachers play a pivotal role in this process, their perspectives should be central to policy development.

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Statement of Responsibility

Seher Üretmen and Cemile Doğan worked collaboratively on the design of the study, Seher Üretmen was responsible for data collection and analysis, while Cemile Doğan contributed to the literature review and discussion. Both authors participated in writing and revising the manuscript and approved the final version for submission.

Conflicts of Interest

The authors state that there are no potential conflicts of interest regarding this article.

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