



## TEACHERS' PERSPECTIVES ON INTEGRATING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

**Umirzokova Sevarakhon Ziyomitdin kizi**

*Uzbekistan state world language university, Tashkent. Teacher of "Integrated course of English language No1 department"*

**Abstract:** This article examines teachers' perspectives on integrating artificial intelligence (AI) into English language teaching (ELT). In the context of digitalization and globalization, AI technologies such as adaptive learning platforms, automated assessment systems, chatbots, and interactive applications are increasingly used in EFL classrooms. The study aims to identify teachers' attitudes towards AI, perceived benefits, challenges, and recommendations for effective integration. The research employed a mixed-method approach involving a questionnaire and semi-structured interviews with English teachers. Findings indicate that teachers generally hold positive attitudes toward AI integration, highlighting its potential to individualize learning, increase student motivation, and facilitate teaching efficiency. However, challenges such as limited infrastructure, lack of professional training, and concerns about data reliability were also reported. The study suggests that successful AI integration requires adequate teacher training, improved technological infrastructure, and clear pedagogical guidelines.

**Keywords:** Artificial Intelligence, EFL, teachers' attitudes, AI integration, digital education, ELT.

### INTRODUCTION

In the era of digital transformation, artificial intelligence (AI) has become one of the most influential innovations in education. AI-based tools and applications have changed the way teaching and learning processes are organized, especially in foreign language education. English as a Foreign Language (EFL) classrooms increasingly incorporate AI technologies such as adaptive learning platforms, automated feedback systems, virtual tutors, and chatbots. These tools offer new opportunities for personalized learning, immediate feedback, and interactive communication (Warschauer & Healey, 1998; Li & Hegelheimer, 2013).

In the context of globalization, English proficiency is no longer limited to linguistic competence; it also includes digital literacy, critical thinking, and communicative skills. Therefore, integrating AI into English language teaching is considered a promising approach to improve learning outcomes and prepare learners for modern communication environments. However, the success of AI integration largely depends on teachers' attitudes, as they are the primary agents of educational change. Teachers' perceptions, beliefs, and readiness determine how effectively AI technologies are used in classrooms (Ertmer & Ottenbreit-Leftwich, 2010).



This article explores teachers' perspectives on AI integration in EFL classrooms. It aims to answer the following research questions:

1. What are teachers' attitudes towards integrating AI in EFL teaching?
2. What benefits do teachers perceive from AI-based tools?
3. What challenges do teachers face in AI integration?
4. What recommendations do teachers propose for successful AI integration?

### Theoretical Background

AI refers to computer systems that perform tasks normally requiring human intelligence, such as learning, reasoning, problem-solving, and language understanding (Russell & Norvig, 2016). In education, AI supports adaptive learning, automated assessment, content generation, and personalized feedback. In language learning, AI tools can provide pronunciation practice, grammar correction, vocabulary learning, and interactive conversation simulations (Li & Hegelheimer, 2013).

The integration of AI in language teaching is supported by several theoretical frameworks. The constructivist theory emphasizes learners' active engagement in constructing knowledge through interaction and reflection (Vygotsky, 1978). AI tools, especially adaptive platforms and chatbots, provide interactive environments where learners can practice language in meaningful contexts. The communicative language teaching (CLT) approach also aligns with AI integration, as AI-based applications facilitate communication, real-life interaction, and task-based learning (Richards & Rodgers, 2014).

Teachers' attitudes towards technology integration can be explained through the Technology Acceptance Model (TAM), which highlights perceived usefulness and perceived ease of use as key factors influencing technology adoption (Davis, 1989). Teachers who believe that AI tools are useful and easy to use are more likely to integrate them into their teaching practices. Moreover, self-efficacy and technological pedagogical content knowledge (TPACK) are important factors affecting teachers' readiness for AI integration (Mishra & Koehler, 2006).

### Methodology

The study involved 60 English language teachers working in secondary schools and language centers. The participants were selected through purposive sampling to include teachers with varying levels of teaching experience and technological proficiency.

The research used a mixed-method approach:

- **Questionnaire:** A 20-item Likert-scale questionnaire measured teachers' attitudes towards AI integration, perceived benefits, and challenges.
- **Semi-structured interviews:** 10 teachers were interviewed to gain deeper insights into their experiences and opinions.

Data were collected over a period of two months. The questionnaire was distributed online, and interviews were conducted via video calls. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through thematic analysis.



## Results

The findings indicate that the majority of teachers (approximately 78%) hold positive attitudes towards AI integration. They believe that AI can enhance teaching efficiency, provide personalized learning, and increase student engagement. Teachers stated that AI tools make lesson planning easier and allow them to monitor students' progress more effectively.

Teachers reported several benefits of AI integration, including individualized learning, immediate feedback, enhanced motivation, and time-saving. AI platforms can adapt to each learner's level and provide customized tasks, while automated correction tools help students identify mistakes and improve their performance. Interactive AI applications and gamified activities increase student interest, and AI tools reduce the time required for grading and administrative tasks.

Despite positive attitudes, teachers highlighted several challenges. Insufficient infrastructure such as unreliable internet access and lack of devices hinders AI implementation. Teachers also noted a lack of professional training to use AI tools effectively. Concerns about data reliability and accuracy were mentioned, as some AI systems may provide incorrect or biased information. Ethical issues such as data privacy, plagiarism, and misuse of AI tools were also reported.

## Discussion

The study's findings align with previous research showing that teachers generally view AI integration positively but face practical barriers (Zawacki-Richter et al., 2019). The positive attitudes are associated with the perceived usefulness of AI tools in facilitating personalized learning and enhancing classroom engagement. However, the challenges indicate that successful AI integration requires not only technological readiness but also pedagogical and institutional support.

The study also confirms the relevance of TAM and TPACK frameworks. Teachers' willingness to adopt AI is influenced by their perceived ease of use and confidence in applying AI tools. Professional development programs that focus on AI-related pedagogical strategies can enhance teachers' technological competence and encourage more effective integration.

## Conclusion and Recommendations

In conclusion, AI integration in EFL classrooms is perceived positively by teachers and is considered a promising approach to modernizing English language education. AI tools can support personalized learning, improve student motivation, and increase teaching efficiency. However, challenges such as limited infrastructure, lack of training, and ethical concerns must be addressed.

### Recommendations:

1. Provide continuous professional development for teachers on AI tools and pedagogical strategies.
2. Improve technological infrastructure in schools, including internet access and devices.



3. Develop clear pedagogical guidelines for AI integration in language teaching.
4. Promote ethical use of AI, focusing on data privacy and academic integrity.
5. Encourage collaborative learning communities among teachers to share best practices and experiences.

#### REFERENCES:

1. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *\*MIS Quarterly*, 13\*(3), 319–340.
2. Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *\*Journal of Research on Technology in Education*, 42\*(3), 255–284.
3. Li, Z., & Hegelheimer, V. (2013). Mobile-assisted grammar exercises: Effects on self-editing in L2 writing. *\*Language Learning & Technology*, 17\*(3), 135–156.
4. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *\*Teachers College Record*, 108\*(6), 1017–1054.
5. Richards, J. C., & Rodgers, T. S. (2014). *\*Approaches and methods in language teaching\** (3rd ed.). Cambridge: Cambridge University Press.
6. Russell, S., & Norvig, P. (2016). *\*Artificial intelligence: A modern approach\** (3rd ed.). London: Pearson.
7. Vygotsky, L. S. (1978). *\*Mind in society: The development of higher psychological processes\**. Cambridge, MA: Harvard University Press.
8. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *\*Language Teaching*, 31\*(2), 57–71.
9. Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *\*International Journal of Educational Technology in Higher Education*, 16\*(1), 39.