Using Artificial Intelligence in Foreign Language Teaching: Teachers' Perspectives

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ABSTRACT

Learners' achievements, motivation, and emotional states are closely linked to the roles and effectiveness of their teachers, while several challenges in foreign language classrooms hinder teacher efficacy. Artificial intelligence (AI) has the potential to offer substantial solutions by addressing individual student needs, expectations, and interests. However, the successful integration of AI in the English as a foreign language (EFL) teaching process depends on teachers' perceptions of these technologies. This study aims to investigate teachers' perceptions of AI usage within the EFL teaching framework. In this study that used a qualitative research design, the data were collected from seven EFL teachers via interviews. The study concluded that EFL teachers prefer using AI tools for various purposes, and believe that AI tools offer significant benefits in the EFL teaching process, while they experience several drawbacks regarding the use of AI tools in their classes. In light of the conclusions, several recommendations were also noted.

Keywords: AI, English as a foreign language, language instruction, perception, qualitative research