

# EXPLORING TEACHERS' ATTITUDES TOWARD THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

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## Abstract

The growing use of Artificial Intelligence (AI) in education has created new opportunities for enhancing teaching and learning processes, including in English Language Teaching (ELT). This study aimed to explore teachers' attitudes toward the integration of AI in ELT and identify the benefits and challenges perceived in its implementation. A qualitative descriptive design was employed involving six English teachers from an English course institution. The participants were selected through purposive sampling based on their experience with AI tools. Data were collected through questionnaires and semi-structured interviews. The questionnaire data were analyzed descriptively, while the interview data were analyzed using thematic analysis. The findings revealed that teachers generally held positive attitudes toward AI integration in ELT. They perceived AI as useful for lesson preparation, generating teaching ideas, creating learning materials, and improving instructional efficiency. Teachers also reported that AI helped increase creativity and save time in planning classroom activities. However, several challenges were identified, including inaccuracies in AI-generated content, difficulties in obtaining appropriate outputs, limitations in adapting materials to learners' needs, and restricted access to premium AI features. Overall, the study suggests that AI can serve as a valuable support tool in ELT when used critically and appropriately. The findings contribute to the growing discussion on AI integration in language education, particularly in non-formal learning contexts.

**Keywords:** artificial intelligence, teachers' attitudes, English Language Teaching, technology integration, ELT

## 1. Introduction

The rapid development of Artificial Intelligence (AI) has transformed various sectors, including education. In recent years, AI-powered applications such as ChatGPT, Gemini, DeepSeek, and other intelligent learning platforms have become increasingly accessible to teachers and students. These technologies offer opportunities to support instructional planning, provide instant feedback, facilitate personalized learning, and enhance classroom engagement. In the context of English Language Teaching (ELT), AI has emerged as a promising tool that can assist both teachers and learners in improving language learning outcomes through adaptive and interactive learning experiences (Ghimire & Neupane, 2024; Quoc Tran & Minh Nguyen, 2025)

The integration of AI into ELT has attracted considerable attention because of its potential to enhance teaching effectiveness and learner autonomy. AI tools can assist teachers in preparing instructional materials, generating learning activities, assessing student performance, and providing individualized support. Furthermore, AI technologies enable students to access immediate feedback and engage in self-directed learning beyond the classroom environment. Previous studies have reported that teachers generally perceive AI as a useful teaching aid that supports instructional efficiency, personalized learning, and student engagement (Omolara Babalola et al., 2025; Özkan et al., 2024). As AI technologies continue to evolve, understanding how teachers perceive and respond to these innovations becomes increasingly important because teachers play a central role in determining whether educational technologies are successfully adopted in classroom practice.

Despite the growing adoption of AI in education, its implementation is not without challenges. Teachers have expressed concerns regarding technological competence, lack of training, ethical issues, data privacy, overreliance on technology, and the potential impact of AI on critical thinking and teacher–student interaction (Alenezi & Alenezi, 2025). These concerns suggest that positive perceptions alone may not guarantee successful integration of AI into teaching practices. Therefore, examining teachers' attitudes, perceived benefits, and perceived challenges is essential for understanding how AI can be effectively utilized in ELT contexts.

Several previous studies have investigated teachers' attitudes, perceptions, and experiences regarding the integration of Artificial Intelligence (AI) in English language education. Quoc Tran & Minh Nguyen (2025) found that Vietnamese EFL teachers perceived AI as a valuable teaching aid that could enhance instructional practices, support personalized learning, and increase students' motivation in language learning activities. Ghimire & Neupane (2024) reported that English teachers recognized the potential of AI to improve instructional efficiency and facilitate personalized learning experiences. Similarly, (Alenezi & Alenezi, 2025) revealed that English language teachers generally demonstrated positive attitudes toward AI integration because it supported teaching practices and contributed to students' language development. Furthermore, (Hriňák, 2024) found that pre-service English teachers acknowledged the potential of AI to enhance learning activities and student engagement, although their levels of familiarity and readiness varied. Overall, these studies indicate that AI is increasingly viewed as a beneficial educational tool that can support teaching and learning processes in English language education.

Despite these contributions, several limitations remain in the existing literature. Most previous studies have been conducted in formal educational settings, such as schools, universities, and teacher education programs, while non-formal educational contexts have received relatively little attention. In addition, many studies have focused primarily on general perceptions, acceptance, or experiences of AI integration, providing limited insight into how teachers perceive both the benefits and challenges of AI implementation within their daily teaching practices. Since teachers' attitudes play a crucial role in the successful adoption of educational technologies, further investigation is needed to understand how teachers evaluate AI integration in different instructional contexts. Exploring these issues in a specific educational setting may provide a more comprehensive understanding of the factors that support or hinder AI adoption in language teaching.

Therefore, this study aims to explore teachers' attitudes toward the integration of AI in an English course institution. The study focuses on English teachers working in a non-formal educational environment where communicative and student-centered approaches are commonly implemented. The novelty of this study lies in its focus on an English course context, which has been underrepresented in previous research on AI integration in ELT. Moreover, this study combines questionnaire and semi-structured interview data to provide both a general overview and an in-depth understanding of teachers' attitudes, perceived benefits, and challenges regarding AI integration. The findings are expected to contribute to the growing body of knowledge on AI adoption in English Language Teaching and offer practical implications for educators, institutions, and policymakers seeking to implement AI effectively in language learning environments.

## 2. Literature Review

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence, such as problem-solving, decision-making, language processing, and content generation (Russell & Norvig, 2021). The rapid development of AI technologies has significantly influenced various sectors, including education. In language education, AI-powered tools such as ChatGPT, Google Gemini, Grammarly, and other intelligent applications have increasingly been used to support teaching and learning activities. These technologies can assist teachers in preparing instructional materials, generating learning activities, providing feedback, and facilitating personalized learning experiences (Luckin et al., 2016). As AI becomes more accessible, its integration into English Language Teaching (ELT) has attracted growing attention among educators and researchers.

In the context of ELT, AI has been recognized as a valuable tool for enhancing teaching effectiveness and learner engagement. AI technologies can support teachers in designing interactive learning activities, generating teaching resources, and adapting materials to students' needs. Furthermore, AI enables greater efficiency in lesson preparation and administrative tasks, allowing teachers to allocate more time to instructional activities. Previous studies have suggested that AI has the potential to promote personalized learning by providing immediate feedback, individualized learning pathways, and flexible learning opportunities for students (Holmes et al., 2019). Despite these advantages, the successful integration of AI in ELT depends largely on teachers' readiness, attitudes, and ability to utilize AI tools effectively within specific educational contexts.

Teachers' attitudes play an important role in the adoption and implementation of educational technologies. Positive attitudes toward technology are often associated with a greater willingness to integrate technological tools into teaching practices, whereas negative attitudes may hinder adoption and effective use. In the context of AI integration, teachers' attitudes encompass their perceptions, beliefs, confidence, and willingness to use AI technologies in instructional activities. Understanding teachers' attitudes is therefore essential because teachers serve as key agents in determining how AI is implemented in educational settings and how its potential benefits can be maximized.

Several previous studies have investigated teachers' perceptions and attitudes toward AI integration in language education. Tran and Nguyen (2025) found that Vietnamese EFL

teachers viewed AI as a useful teaching aid that supported instructional practices, personalized learning, and student motivation. However, teachers also reported challenges related to the practical implementation of AI technologies in language classrooms. Similarly, Ghimire and Neupane (2024) reported that English teachers perceived AI as beneficial for improving instructional efficiency and supporting personalized learning, although concerns regarding technological competence, professional training, and ethical issues remained evident. In another study, Alenezi and Alenezi (2025) found that English language teachers generally demonstrated positive attitudes toward AI use because it supported language learning and teaching effectiveness. Nevertheless, participants highlighted several concerns, including technical limitations, educational implications, and the need for institutional support.

Although previous studies consistently indicate positive teacher perceptions of AI integration, several gaps remain in the existing literature. Most studies have been conducted in formal educational settings such as schools and universities, while research focusing on English course institutions remains limited. In addition, previous studies have primarily emphasized general perceptions and acceptance of AI technologies without providing detailed insights into teachers' experiences in daily teaching practices. The teaching environment in English course institutions may differ from formal educational settings because these institutions often emphasize communicative language teaching, flexible learning environments, and student-centered instruction. Consequently, teachers' experiences, perceived benefits, and challenges related to AI integration may also differ.

Based on these gaps, the present study contributes to the existing literature by exploring teachers' attitudes toward AI integration within a non-formal English learning institution. Unlike previous studies that mainly focused on formal educational contexts, this study investigates teachers working in an English course setting where AI may be utilized differently to support teaching and learning activities. Furthermore, this study combines questionnaire and interview data to provide both an overview of teachers' attitudes and a deeper understanding of the benefits and challenges they experience when using AI in ELT. Therefore, the novelty of this study lies in its focus on a non-formal educational context and its comprehensive exploration of teachers' attitudes, perceived benefits, and implementation challenges related to AI integration in English language teaching.

### **3. Research Method**

This study employed a qualitative descriptive research design to investigate teachers' attitudes toward the integration of Artificial Intelligence (AI) in English Language Teaching (ELT). A qualitative descriptive approach was considered appropriate because it enables researchers to obtain comprehensive descriptions of participants' perceptions, experiences, and attitudes toward a phenomenon in its natural setting (Creswell & Creswell, 2022). The study was conducted at an English language course institution that adopts communicative and student-centered teaching approaches. The participants consisted of six English teachers who were familiar with or had experience using AI tools in teaching and learning activities. The participants were selected through purposive sampling because they possessed relevant knowledge and experience regarding the use of AI in educational settings (Patton, 2015).

Data were collected through questionnaires and semi-structured interviews. The questionnaire consisted of close-ended statements using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The statements focused on teachers' perceptions of AI usefulness, confidence in using AI tools, willingness to integrate AI into teaching practices, and perceptions of AI effectiveness in supporting English language learning. The questionnaire was administered to obtain an initial overview of participants' attitudes toward AI integration. Following the questionnaire administration, semi-structured interviews were conducted to gain a deeper understanding of participants' experiences and perspectives regarding the use of AI in ELT. The interview questions explored teachers' experiences with AI tools, perceived benefits of AI in teaching and learning, concerns related to AI implementation, and challenges encountered during classroom practice. Each interview lasted approximately 5-8 minutes and was conducted individually. With participants' consent, all interviews were audio-recorded and subsequently transcribed for analysis.

The research procedure was carried out systematically. First, participants who met the predetermined criteria were identified and invited to participate in the study. After obtaining informed consent, the researcher distributed the questionnaire and collected the completed responses. Subsequently, individual semi-structured interviews were conducted to obtain more detailed information related to participants' attitudes and experiences. The interview recordings were then transcribed verbatim to ensure the accuracy of the data. After all data had been collected, the questionnaire responses and interview transcripts were organized and prepared for analysis.

The questionnaire data were analyzed descriptively by examining the distribution of participants' responses to each statement. Considering the small number of participants, the findings were presented using frequencies and descriptive explanations rather than statistical inference. The interview data were analyzed using thematic analysis proposed by (Braun & Clarke, 2006). The analysis began with familiarization through repeated reading of the interview transcripts, followed by the identification of meaningful codes related to participants' experiences and perceptions. Similar codes were then grouped into broader categories and developed into themes. The themes were reviewed, refined, and interpreted to generate a comprehensive understanding of teachers' attitudes, perceived benefits, and challenges regarding AI integration in ELT.

#### **4. Result and Discussion**

This part presents the findings and discussion of the study on English language teachers' attitudes toward the integration of Artificial Intelligence (AI) in English Language Teaching (ELT). The findings are based on data collected through questionnaires and interviews. Questionnaire data are presented descriptively using frequencies and explanations of participants' responses, while interview data are analyzed thematically to identify key patterns and themes related to teachers' perceptions, experiences, benefits, and challenges of AI integration in ELT. The findings are discussed in relation to the research objectives and relevant literature.

#### 4.1 Teachers' Attitudes toward the Integration of Artificial Intelligence in English Language Teaching

Teachers' attitudes toward the integration of Artificial Intelligence (AI) in English Language Teaching (ELT) were examined through a questionnaire consisting of 20 statements. The statements explored participants' perceptions regarding the usefulness of AI, confidence and willingness to use AI, perceived effectiveness of AI in language teaching, institutional support, and concerns related to AI implementation. Given the small number of participants ( $n = 6$ ), the findings are presented using frequencies and descriptive interpretations to identify patterns of responses.

To facilitate interpretation, the questionnaire findings were grouped into four major dimensions: perceived usefulness of AI, confidence and willingness to integrate AI, perceived effectiveness of AI in ELT, and concerns regarding AI implementation. Note: SD= Strongly Disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly Agree.

##### 4.1.1 Perceived Usefulness of AI in ELT

The first dimension examined teachers' perceptions of the usefulness of AI in supporting English language teaching. The results are presented in Table 1.

**Table 1.** Teachers' Perceptions of the Usefulness of AI in ELT ( $n = 6$ )

| Statement                                                            | N | A | SA |
|----------------------------------------------------------------------|---|---|----|
| AI tools are useful in supporting English language teaching          | 0 | 3 | 3  |
| AI can help teachers prepare teaching materials more efficiently     | 0 | 3 | 3  |
| AI can provide personalized learning experiences for students        | 2 | 3 | 1  |
| AI helps reduce teachers' workload in lesson planning and assessment | 0 | 4 | 2  |

The findings demonstrate a highly positive perception of AI usefulness among the participants. All six teachers agreed that AI tools are useful in supporting English language teaching and that AI can help teachers prepare teaching materials more efficiently. Similarly, all participants agreed that AI helps reduce teachers' workload in lesson planning and assessment. These responses indicate that teachers perceive AI as a practical tool that supports instructional preparation and teaching-related tasks.

Although responses regarding personalized learning were slightly more varied, the overall pattern remained positive. Four participants agreed or strongly agreed that AI can provide personalized learning experiences, while two participants selected neutral responses. The absence of negative responses suggests that none of the participants rejected the potential of AI to support individualized learning. Collectively, these findings indicate that teachers perceive AI as a useful resource that can support instructional efficiency and facilitate learning processes.

The findings align with previous research reporting that teachers view AI as a valuable educational technology capable of enhancing teaching practices and supporting learners' individual needs (Tran & Nguyen, 2025). The results also support Ghimire and Neupane (2024), who found that teachers recognized the contribution of AI to instructional efficiency and personalized learning.

#### 4.1.2 Confidence and Willingness to Integrate AI

The second dimension focused on teachers' confidence in using AI tools and their willingness to integrate AI into classroom practices. The results are presented in Table 2.

**Table 2.** Teachers' Confidence and Willingness to Integrate AI (n = 6)

| Statement                                                          | N | A | SA |
|--------------------------------------------------------------------|---|---|----|
| I feel confident using AI tools in my teaching practice            | 2 | 3 | 1  |
| I am willing to integrate AI tools into my English teaching        | 1 | 4 | 1  |
| AI should be included as part of modern ELT practices              | 1 | 3 | 2  |
| My institution supports the use of AI in English teaching          | 2 | 3 | 1  |
| I need more support and training to use AI effectively in teaching | 1 | 3 | 2  |

As shown in Table 2, teachers generally demonstrated positive levels of confidence and willingness toward AI integration. Four participants agreed or strongly agreed that they felt confident using AI tools in their teaching practices, while two participants remained neutral. Notably, none of the participants expressed a lack of confidence in using AI. This finding suggests that AI technologies have become relatively familiar to the participating teachers, although varying levels of confidence remain evident.

A similarly positive pattern was observed regarding willingness to integrate AI into English teaching. Five participants agreed or strongly agreed that they were willing to use AI in their teaching practices, while only one participant selected a neutral response. Likewise, five participants agreed or strongly agreed that AI should be included as part of modern ELT practices. These findings indicate that participants not only recognize the value of AI but also demonstrate readiness to incorporate it into their professional practice.

However, the findings also reveal that positive attitudes do not necessarily imply complete preparedness. Five participants agreed or strongly agreed that they required additional support and training to use AI effectively in teaching. This result suggests that although teachers are generally receptive to AI integration, they still perceive the need for further professional development to maximize its pedagogical use. Furthermore, four participants agreed or strongly agreed that their institution supports the use of AI in English teaching, while two participants remained neutral. This distribution may indicate differences in participants' experiences with institutional policies or support systems related to AI implementation.

#### 4.1.3 Perceived Effectiveness of AI in English Language Teaching

The third dimension examined teachers' perceptions of AI effectiveness in enhancing teaching and learning processes. The results are presented in Table 3.

**Table 3.** Teachers' Perceptions of AI Effectiveness in ELT (n = 6)

| Statement                                                               | N | A | SA |
|-------------------------------------------------------------------------|---|---|----|
| AI can improve students' engagement in English learning                 | 0 | 4 | 2  |
| AI can make classroom activities more interactive and interesting       | 1 | 3 | 2  |
| AI can improve the effectiveness of English language teaching           | 2 | 2 | 2  |
| The benefits of AI outweigh its challenges in ELT                       | 2 | 4 | 0  |
| Overall, I have a positive attitude toward the integration of AI in ELT | 1 | 2 | 3  |

The findings indicate that participants generally perceived AI as an effective tool for enhancing English language teaching. All six teachers agreed that AI can improve students' engagement in English learning, with two participants expressing strong agreement. Likewise, five participants agreed or strongly agreed that AI can make classroom activities more interactive and interesting. These responses suggest that teachers perceive AI as capable of enriching classroom experiences and increasing student participation in learning activities.

Participants also reported favorable views regarding the overall effectiveness of AI in language teaching. Four participants agreed or strongly agreed that AI can improve the effectiveness of English language teaching, while two participants remained neutral. Furthermore, four participants agreed that the benefits of AI outweigh its challenges, whereas two participants selected neutral responses. Notably, no participant disagreed with either statement. These findings indicate that participants generally view AI as beneficial for teaching and learning despite acknowledging the existence of certain challenges.

The overall attitude item further supports this interpretation. Five participants agreed or strongly agreed that they had a positive attitude toward AI integration in ELT, while one participant remained neutral. The absence of disagreement across this item suggests that teachers generally hold favorable perceptions of AI adoption in language education.

#### 4.1.4 Concerns Regarding AI Integration

Although the overall findings indicate positive attitudes toward AI integration, the questionnaire also explored participants' concerns related to AI implementation. The results are presented in Table 4.

**Table 4.** Teachers' Concerns Regarding AI Integration in ELT (n = 6)

| Statement                                                      | SD | D | N | A | SA |
|----------------------------------------------------------------|----|---|---|---|----|
| AI may reduce the role of teachers in the classroom            | 1  | 2 | 2 | 0 | 1  |
| I find AI tools difficult to use in teaching                   | 1  | 2 | 3 | 0 | 0  |
| Limited training is a barrier to using AI in ELT               | 1  | 0 | 4 | 1 | 0  |
| Lack of access to technology limits AI integration in teaching | 1  | 1 | 3 | 1 | 0  |
| AI may create ethical issues                                   | 0  | 0 | 1 | 2 | 3  |
| Students may misuse AI tools in learning English               | 0  | 0 | 0 | 4 | 2  |

As presented in Table 4, concerns related to AI integration varied across the participants. Regarding the possibility that AI may reduce the role of teachers in the classroom, three participants disagreed or strongly disagreed, two participants remained neutral, and only one participant strongly agreed. This pattern suggests that most participants do not perceive AI as a replacement for teachers. Instead, AI appears to be viewed primarily as a supporting tool that complements instructional practices.

Similarly, participants generally did not consider AI tools difficult to use. Three participants disagreed or strongly disagreed with the statement, while three participants selected neutral responses. No participant agreed that AI tools are difficult to use. These findings indicate that participants did not perceive technological complexity as a major obstacle to AI integration.

Responses regarding implementation barriers showed a relatively balanced distribution. Most participants selected neutral responses concerning limited training and lack of access to technology, suggesting that these issues may not be experienced uniformly across the participants. Nevertheless, the presence of agreement on these items indicates that some teachers still encounter challenges related to training opportunities and technological resources.

The strongest concern identified in the questionnaire was related to ethical issues and the possibility of student misuse of AI tools. Five participants agreed or strongly agreed that AI may create ethical issues, while all participants agreed or strongly agreed that students may misuse AI tools in learning English. These findings suggest that although teachers generally welcome AI integration, they remain cautious about how AI technologies are used in educational contexts.

Overall, the questionnaire findings reveal that the six participating teachers hold predominantly positive attitudes toward the integration of AI in English Language Teaching. Participants recognized the usefulness and effectiveness of AI in supporting teaching and learning processes, demonstrated willingness to adopt AI in their instructional practices, and expressed confidence in using AI tools. At the same time, concerns related to ethical issues, student misuse, training needs, and implementation challenges indicate that positive attitudes alone are insufficient to ensure successful integration. Effective implementation of AI in ELT requires adequate support, professional development opportunities, and responsible use of AI technologies within educational settings. The findings therefore suggest that teachers perceive AI as a valuable instructional resource while remaining mindful of the considerations necessary for its effective and sustainable use in English language teaching.

## **4.2 Perceived Benefits and Challenges of Artificial Intelligence in English Language Teaching**

The interview findings revealed that teachers generally perceived Artificial Intelligence (AI) as a beneficial tool that supports teaching practices while simultaneously presenting several implementation challenges. The analysis generated two major themes: (1) perceived benefits of AI integration and (2) perceived challenges of AI integration in English Language Teaching (ELT).

### **4.2.1 AI as a Source of Instructional Ideas and Creativity**

A prominent benefit identified by participants was AI's ability to generate ideas for teaching activities and instructional materials. Participants described AI as a useful resource for brainstorming lesson content, creating learning activities, and providing alternative approaches to classroom instruction. According to P3, AI is *"very helpful because it can provide a wide variety of ideas for teaching activities, such as games and interactive learning."* Similarly, P1 explained that AI helps generate ideas and information, particularly when teaching topics that are less familiar.

The findings suggest that AI functions as a pedagogical support tool that expands teachers' access to instructional resources and creative teaching strategies. Rather than replacing teachers' professional judgment, AI appears to facilitate the lesson-planning process by offering suggestions that can be adapted to specific learning contexts. This finding supports

previous research indicating that teachers perceive AI as a valuable resource for enhancing instructional design and classroom innovation (Tran & Nguyen, 2025).

Participants also highlighted AI's contribution to the development of creative learning materials. For example, P4 stated that AI enables the creation of *"an interesting Visual Generation picture for a kid class,"* while P3 noted that AI-generated images can support speaking activities through picture-description tasks. These responses indicate that AI can assist teachers in diversifying learning materials and creating more engaging classroom experiences.

#### **4.2.2 AI as a Tool for Efficiency and Lesson Preparation**

Another significant benefit concerned efficiency. Participants consistently reported that AI helped reduce the time required for lesson preparation and administrative tasks. P2 described AI as *"time-saving and more efficient in designing the activities with a topic-related base,"* while P4 explained that AI *"saves me time on admin stuff"* and assists in preparing report comments and lesson plans.

Similarly, P6 reported that AI helps create lesson plans, worksheets, and vocabulary-related materials, while P5 highlighted its usefulness in generating technology-supported activities that reduce reliance on printed materials. These findings indicate that teachers view AI as a practical tool that streamlines routine tasks and increases productivity. The ability of AI to generate instructional content rapidly appears to be particularly valuable in supporting teachers' workload management.

The findings align with the questionnaire results, in which all participants agreed that AI helps reduce teachers' workload and supports the preparation of teaching materials. Together, the questionnaire and interview data suggest that efficiency is one of the most highly valued advantages of AI integration in ELT.

#### **4.2.3 Limitations of AI-Generated Outputs**

Despite the reported benefits, participants emphasized that AI-generated outputs are not always immediately usable. A recurring concern involved inaccuracies and inconsistencies in AI-produced content. P1 explained that AI-generated worksheet questions sometimes require revision because they may contain grammatical or spelling issues. Similarly, P5 stated, *"AI sometimes makes grammar mistakes, so I need to recheck the content before applying the materials in class."*

Participants also reported difficulties with AI-generated visual materials. P3 noted that images occasionally contain layout problems, while P6 explained that AI-generated pictures do not always correspond to the intended topic. These findings indicate that teachers cannot rely entirely on AI-generated outputs and must carefully evaluate and modify the materials before classroom implementation.

The findings demonstrate that teacher expertise remains essential in AI-assisted instruction. Although AI can generate content quickly, participants emphasized the importance of reviewing and refining the outputs to ensure quality and appropriateness for learning purposes.

#### 4.2.4 Contextual and Accessibility Constraints

Another challenge concerned the contextual suitability of AI-generated materials. Participants noted that AI suggestions do not always align with students' needs, classroom conditions, or learning objectives. According to P4, many AI-generated materials are "*too text-heavy and complex*" for younger learners and therefore require substantial adaptation before use. Similarly, P2 emphasized that not all suggested activities fit the topic being taught or the dynamics of a particular class.

The findings suggest that successful AI integration depends on teachers' ability to evaluate whether AI-generated materials are appropriate for specific educational contexts. Consequently, AI should be viewed as a support tool rather than a complete instructional solution.

In addition, participants identified accessibility issues related to the availability of advanced AI features. P5 explained that useful functions are often restricted to paid versions of AI platforms, while institutional support for purchasing subscriptions remains limited. Although mentioned by only one participant, this concern highlights the potential influence of financial factors on technology adoption and sustained use.

Overall, the interview findings reveal that teachers perceive AI as a valuable resource that supports creativity, lesson preparation, and instructional efficiency. However, the findings also demonstrate that effective AI integration requires careful evaluation of generated outputs, adaptation to classroom contexts, and adequate access to technological resources. These results complement the questionnaire findings by showing that teachers' positive attitudes toward AI are accompanied by a realistic awareness of the practical challenges associated with its implementation in ELT.

### 5. Conclusion

This study explored teachers' attitudes toward the integration of Artificial Intelligence (AI) in English Language Teaching (ELT) and examined the benefits and challenges perceived by teachers in using AI for teaching and learning activities. The findings indicate that the participating teachers generally held positive attitudes toward AI integration. The questionnaire results showed that teachers perceived AI as a useful and effective tool that supports teaching activities, facilitates lesson preparation, enhances student engagement, and contributes to more efficient instructional practices. Most participants also expressed willingness to integrate AI into their teaching and considered AI an important component of contemporary English language education.

The interview findings further revealed that teachers perceived several benefits from using AI in ELT. AI was regarded as a valuable source of instructional ideas, creative learning activities, and teaching materials. In addition, AI helped teachers save time, reduce workload, and improve the efficiency of lesson planning and classroom preparation. These benefits suggest that AI can serve as a supportive tool that assists teachers in designing more engaging and effective learning experiences.

Despite these advantages, the study also identified several challenges associated with AI integration. Teachers reported that AI-generated content sometimes contains inaccuracies and therefore requires careful review before classroom use. Participants also highlighted

difficulties in obtaining suitable outputs, adapting AI-generated materials to specific learner needs, and accessing advanced AI features due to subscription costs. These findings indicate that the successful implementation of AI in ELT depends not only on the availability of technological tools but also on teachers' ability to evaluate, adapt, and effectively utilize AI-generated resources.

Overall, the findings suggest that AI has considerable potential to support English language teaching when used appropriately and critically. While teachers generally demonstrate positive attitudes toward AI integration, ongoing professional development, institutional support, and responsible use of AI technologies remain essential to maximize its educational benefits and address the challenges associated with its implementation. Future research may involve a larger number of participants and different educational contexts to provide a broader understanding of AI integration in English language teaching.

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