

How AI Is Ushering in a New Era in ELT: Teachers' Perspectives

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Abstract—The full potential and practical applications of an Artificial Intelligence-based language teaching and learning scenario still need to be fully understood. Previous studies have focused on theoretical concepts and specific tools or features, leaving gaps in understanding AI's overall impact and effectiveness from EFL teachers' perspective. Therefore, this study explores AI's potential for teaching, learning, and professional development in teaching English as a foreign language (EFL)/English as a second language (ESL). This quantitative study closely evaluated the opportunities and obstacles of AI in English Language Teaching (ELT) to gauge its transformative potential. This study would substantially contribute to the ongoing debate on the role of AI in teaching English through a comprehensive analysis of such factors along with the primary data collected through a semi-structured questionnaire. The study shows that AI-powered engagement strategies can transform education and training for EFL/ESL students and teachers. Therefore, its implementation is important. The participants believed that even if the application of AI in ELT has many disadvantages, AI benefits teachers' professional development and learners' academic achievement. This study can help teachers and policymakers make informed choices about using AI tools in ELT.

Index Terms—Artificial Intelligence (AI), English Language Teaching (ELT), EFL, Augmented Reality (AR), Virtual Reality (VR)

I. INTRODUCTION

AI denotes computer systems capable of performing tasks that historically required human intelligence, such as recognising speech, making decisions, identifying patterns, generating written content, steering vehicles, or analysing data (Martínez et al., 2023). It was first introduced in the 1950s when electronic machines and robots began solving complex problems in fields such as mathematics, translation, scientific research, and analysing chess moves. AI encompasses various technologies, including machine learning, deep learning, and natural language processing (NLP) (Fanni et al., 2023). ELT, a pedagogical discipline that focuses on imparting knowledge of the English language to non-native speakers, encompasses various activities and methodologies to develop English learners' linguistic, communicative, and cultural competence (Alptekin, 2002). Recently, AI (what was once a realm of science fiction) has dramatically influenced language teaching and learning in formal and informal settings. As a result, it is time for a thoughtful exploration of these critical issues, which are brimming with opportunities and inquiries, while investigating their potential from educators' perspectives. This research focused on AI-powered tools for adult learners in ELT from teachers' perspective, documenting the intriguing interplay between AI and ELT to unravel the prospects, dissect the challenges, and envision the future where technology empowers teachers to unlock the magic of language learning like never before. To fulfil this goal, the specific objectives of the study are as follows:

1. to investigate how EFL teachers are expected to utilise AI to shape the future of language education;
2. to evaluate how teacher-facilitated AI can tailor language learning experiences to individual needs and its impact on learning outcomes;
3. to analyse potential negative impacts of AI, such as job displacement for teachers, and propose solutions to address these concerns; and
4. to examine AI's ethical implications in ELT, with particular attention to data privacy, bias and the human role in education.

II. LITERATURE REVIEW

A. *ELSA Speak, FLOW Speak, Orai AI and QuillBot*

Though online tools have become indispensable for EFL skill teachers, speaking has mostly only been used for direct teacher evaluations conducted in-person, online, or through recordings. AI can now assess spoken English and provide learners with immediate feedback through voice-to-text, audio recordings, and speech recognition (Dodigovic, 2007). Since teachers invest hours creating lessons and preparing resources, class and teacher time are incredibly valuable. AI can drastically cut down on teachers' time producing materials, freeing them up to concentrate on building relationships with their students and keeping track of their development. Furthermore, AI can offer students more detailed and targeted corrections while teachers avoid overcorrecting mistakes in class because they respect their students' confidence (Bower et al., 2024). Since AI-generated feedback does not include human interaction, it reduces the possibility of students' feeling embarrassed by mistakes (Chen & Perez, 2023). This enables teachers to provide more comprehensive training on social standards and body language while students receive in-depth feedback from AI on specific issue areas. FLOW Speak is an AI-powered speaking practice tool that enables learners to practice vocabulary, expressions, phrases, and conversations with AI. FLOW Speak's voice analysis feature verifies grammar, speed, fluency, and pronunciation, which goes beyond what teachers can fix in the classroom in terms of both quantity and specificity (English, 2024). It offers learning content focused on work, health, feelings, food, sports, expressions, and more to fit classroom needs, and students can repeat a lesson or phrase unlimited times. It also helps teachers to find homework or practice materials directly related to their lessons. Voice Recognition Software like Google's Speech-to-Text and Microsoft's Azure Speech Service can analyse students' spoken language, providing instant feedback on pronunciation, fluency, and intonation, helping students practice in real-time (Nazaretsky et al., 2022). By integrating these AI tools and techniques, teachers can create a dynamic and interactive environment encouraging students to practice and improve their speaking skills.

A recent investigation revealed that individuals from cultures emphasising memorisation might exhibit traits commonly linked with introversion or shyness (Mishu et al., 2022). To the rescue, another study discovered that using AI-powered language learning applications such as ELSA Speak, Duolingo, and Orai AI significantly enhanced the speaking abilities of introverted EFL students and provided valuable insights into its integration process within EFL learning (Warman et al., 2023). As per a recent study, learners seldom exhibit creativity in their writing assignments, and their writing proficiency relies heavily on memorising pre-written materials. By treating writing solely as a finished product and expecting only that, educators overlook learners' developmental stages in writing activities, ultimately hindering their ability to indulge in creative writing (Siddiqui et al., 2023). To solve this problem, students can consider QuillBot, which can rephrase, summarise, compare, generate citations, and refine text while retaining the user's unique writing style with a built-in thesaurus and grammar checker (Fitria, 2021). Intelligent Essay Assessor can evaluate written assignments by analysing grammar, coherence, and content relevance. This speeds up the teachers' grading process and gives students detailed feedback on their writing skills.

B. *Adaptive Algorithms and ChatGPT in Education*

Adaptive Algorithms cater to individual learners' needs by analysing their responses and moulding grammar lessons: for example, the system provides targeted practice if learners struggle with verb conjugations. According to Kusuma et al. (2024), ChatGPT is capable of generating detailed lesson plans that consist of activities and discussion questions, as well as course materials that consist of reading passages with accompanying comprehension and vocabulary activities, writing prompts, conversation starters, questionnaires and information gaps suitable to the students' level based on the inputs' topics or learning objectives.

C. *Advanced NLP, Speech Recognition, and Analysis, Immersive Learning With VR/AR*

Advanced NLP has many applications, such as Chatbots, voice assistants, sentiment analysis/opinion mining, and machine translation (Church & Rau, 1995). The language classrooms can simulate real-world scenarios by deploying VR/AR, where learners can acquire academic and socio-emotional competencies in real-life scenarios. VR technology allows learners to utilise their target language when navigating real-life situations such as job interviews, ordering food at a restaurant or negotiating a business deal (Hein et al., 2021). At the same time, it was noted that connecting translations to role-playing is beneficial in the simulation of real-world locations such as streets, shops, restaurants, museums, marketplaces or cultural events (Huang et al., 2021). Using AI, predictive learning models evaluate and analyse student data to determine their strengths, weaknesses, and underlying learning difficulties (Aggarwal, 2023). Also, AI-powered online content suggestions can see how students are doing, how actively they are learning, and what they need help with

(Yu et al., 2017). By looking at each student's unique learning data, AI can suggest to teachers which learning materials, exercises, and practice activities are appropriate for the student.

D. Impact of AI in General

The shift from computer-assisted language learning to intelligent computer-assisted language learning involves big data processing and machine learning algorithms (Yang, 2022). AI tools like Kialo Edu, Google Classroom, Microsoft Teams, Edmodo, and Flipgrid support group discussions and collaborative student participation in projects and assignments, fostering a sense of community among learners by allowing interaction and an exchange of ideas (Qadir, 2023). Another study asserts that unity can be promoted using target and native languages to preserve and share a common platform within a specific speech community (Akan et al., 2023). As language is essential for promoting cultural integration and diversity, Vygotskian autotelic agents can help learners' social interactions and use them as cognitive tools in EFL classrooms (Colas, 2022).

Teachers can use AI assessment tools, such as Gradescope, Socrative, Eduaide, GoFormative, Coursebox, ExamSoft, and Classpoint, to develop dynamic and captivating formative assessments. AI-powered tools like DreamBox and Knewton allow for personalising learning experiences by modifying task difficulty according to student performance, guaranteeing that every learner is suitably challenged, and providing immediate feedback.

When alternative technologies and methods are more user-friendly, teachers may not be persuaded to integrate AI and AR environments into their classes unless they believe they will improve their instruction. Furthermore, it may be challenging for the instructor to step in and meaningfully lead the class if the learning unit needs a defined framework. Additionally, classrooms may become noisy, and learners may become distracted by the AR aspects when teachers utilise AI to teach languages (Chen & Chan, 2019). Lastly, to successfully integrate AI applications into learning environments, educators must be knowledgeable about the technology being used and have a broad range of skills that enable them to direct AI-enhanced instruction (Ashley-Welbeck & Vlachopoulos, 2020).

III. METHODOLOGY

A. Research Hypothesis

Integrating AI in EFL education, facilitated by teachers, will enhance students' learning outcomes while addressing ethical concerns and mitigating potential job displacement impacts.

B. Subjects or Participants

210 teachers from the College of Languages and Translation at King Khalid University (Saudi Arabia) and the English Department at Khulna University (Bangladesh) responded to the questionnaire. Considering a 95% confidence level with a 5% margin of error, a total of 210 respondents were selected as the sample from 265 participants, using a simple random sampling technique. The sampling procedure used in this study follows Creswell's (2009) recommendations, as the results are meant to apply to a larger population. According to Creswell (2009), randomisation allows for a representative sample from a population, enabling generalisability to the entire population (p. 148). This quantitative study measured variables. Data was collected from primary sources by administering a survey (questionnaire) in June and July 2024. Thus, the research adopted interpretative phenomenological analysis and phenomenological approaches to comprehend and interpret participants' experiences (Tuohy et al., 2013).

C. Instruments

We used a five-point Likert scale to determine the level of the respondents' choice. The scale had five categories, coded as follows: 1 = strongly Agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly Disagree.

D. Data Collection Procedures

We used a written questionnaire to collect data from the respondents—before conducting the survey, we pre-tested the questionnaire on 20 respondents to check its validity and reliability. Based on the pre-test results, we made some necessary modifications to the questionnaire. After collecting the data, we interpreted and analysed it using SPSS, version 24.0. The results were then presented in a table and chart.

IV. RESULTS AND DISCUSSION

This part of the study describes and analyses the results, demonstrating how AI is ushering in a new era in ELT from the point of view of EFL teachers. The survey results comprehensively examine teachers' attitudes towards AI in language learning. Here is an analysis based on the data:

TABLE 1
TEACHERS' RESPONSES TO THE 20 QUESTIONNAIRE QUESTIONS AND THEIR AVERAGE

Note: (SA)= Strongly agree (A)= Agree (N)=Neither agree nor disagree (D)= Disagree (SD)= Strongly disagree

Statements	SA	A	N	D	SD
1. I believe AI will play a significant role in the future of language learning.	113	82	11	2	2
2. I am excited about the potential of AI to personalize the language learning experience.	67	108	29	2	4
3. I am concerned about the potential negative impacts of AI on language learning, such as job displacement for teachers.	50	80	55	21	4
4. I feel comfortable using AI-powered language learning tools.	57	116	29	6	2
5. I believe AI can effectively assess language proficiency.	48	103	44	15	0
6. AI-powered language learning tools can be more engaging and interactive than traditional methods.	55	86	50	17	2
7. AI can provide with more personalized feedback on language skills.	53	103	48	6	0
8. AI can help overcome shyness and practice speaking more confidently.	59	90	42	19	0
9. AI can help learn about different cultures more effectively.	58	114	32	6	0
10. AI can help learn languages more quickly and efficiently.	63	84	42	19	2
11. AI should replace teachers in the language learning classroom.	27	42	31	59	51
12. Classroom teaching should be completely devoid of the use of AI.	38	44	61	44	23
13. Teachers need training on how to integrate AI effectively into their lessons.	67	67	38	34	4
14. The future of language learning will involve a collaboration between teachers and AI.	72	63	40	32	3
15. The human touch will always be important in language learning, even with the rise of AI.	120	48	25	17	0
16. The development and deployment of AI should prioritize ethical considerations to prevent misuse.	84	82	38	4	2
17. Bias in AI algorithms is a severe issue that needs to be addressed to ensure fair outcomes.	67	84	55	2	2
18. AI systems should be transparent and explainable to build trust and accountability.	90	80	34	4	2
19. There should be regulations and guidelines to govern AI's ethical use.	97	69	40	2	2
20. Protecting privacy and data security is a significant concern regarding AI applications.	106	67	33	2	2
Total number of responses	1391	1612	777	313	107
Average	69.55	80.6	38.85	15.65	5.35

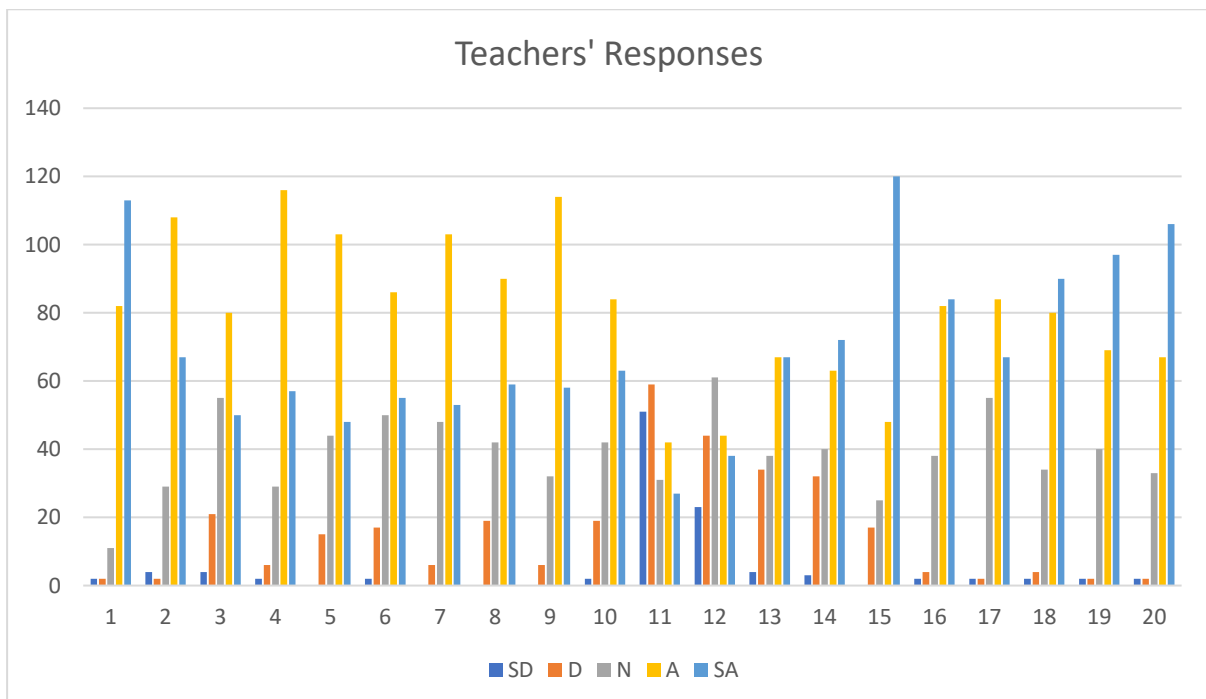


Figure 1. The Comparison of Results

A. Key Findings

1. *The positive view of AI's role:* 82 respondents agree, and 113 respondents strongly agree that AI will crucially impact the future of language learning. Also, many respondents (108 agree, 67 strongly agree) say they are excited about how AI can personalise their language learning.

2. *Comfort and engagement with AI tools:* Most respondents (116 Agree, 57 Strongly Agree) expressed comfort with utilising AI-powered language learning tools. The perceived effectiveness of AI in evaluating language proficiency (103 Agree, 48 Strongly Agree) and delivering personalised feedback (103 Agree, 53 Strongly Agree) was also noted.

3. *Concerns and ethical considerations:* The potential negative impacts of AI, including the displacement of teaching jobs (55 Neutral, 80 Agree, 50 Strongly Agree), are a cause for concern. There is a strong consensus on the need to prioritise ethical considerations in AI development (84 Agree, 82 Strongly Agree) and to address algorithmic bias (84 Agree, 67 Strongly Agree).

4. *Human element and collaboration:* The human touch is still vital in language learning (48 Agree, 120 Strongly Agree). The future of language learning is seen as a partnership between teachers and AI (63 Agree, 72 Strongly Agree).

5. *Regulation and transparency:* The majority of respondents (69% Agree, 97% Strongly Agree) expressed strong support for implementing regulations and guidelines to oversee the ethical utilisation of AI. Additionally, a high percentage (80% Agree, 90% Strongly Agree) favour transparent and explainable AI systems.

6. *Areas of mixed opinions:* There is significant resistance (59% disagree, 51% strongly disagree) to AI replacing classroom teachers. Views are split on whether classroom instruction should exclude AI (61% neutral, 44% disagree, 38% strongly disagree).

Overall, the survey results demonstrate a favourable outlook towards utilising AI in language learning, emphasising the necessity for ethical considerations, transparency, and the enduring value of human teachers. The data indicates that while there is enthusiasm for AI's potential, there is also a strong call for a harmonious approach that integrates AI with conventional teaching methods.

B. Shaping the Future of Language Education

Out of 210 EFL teachers, a significant majority believe in the impactful role of AI in the future of language learning. Specifically, 54% strongly agree, and 39% agree that AI will play a significant role. Additionally, there is strong support for the collaboration between teachers and AI in language learning, with 72 participants (34%) strongly agreeing and 63 (30%) agreeing. This indicates a consensus on the importance of AI and its collaborative potential with educators in enhancing language learning in future.

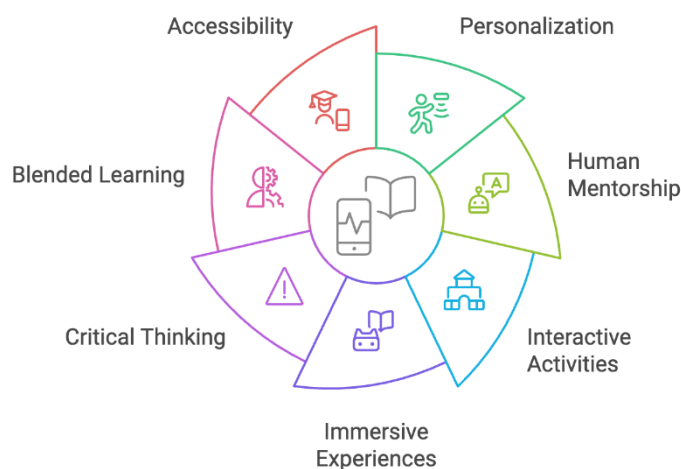


Figure 2. Future of AI-Supported Language Education

EFL teachers are responsible for establishing human connections as educators leverage VR/AR platforms for immersive learning experiences and cognitive tasks (Mallik & Gangopadhyay, 2023). They play a crucial role in creating a positive classroom environment, fostering emotional well-being, and building rapport through promoting critical thinking, creativity, problem-solving skills, open-ended discussions, and creative expression (Aker et al., 2018). AI can assist teachers in focusing on human-centred activities, while blended learning combines AI-powered activities with traditional classroom sessions for a holistic learning experience (Krakowski et al., 2023).

(a). Breaking Down Language Barriers

A significant number recognise AI's potential to boost confidence in breaking down language barriers. Specifically, 43% strongly agree, and 28% agree that AI can help students overcome shyness and practice speaking more confidently. Additionally, 28% strongly agree, and 54% agree that AI can help learn about different cultures more effectively.

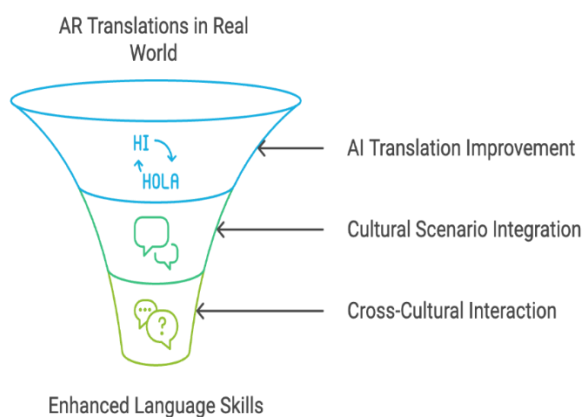


Figure 3. Role of AI in Breaking Down Language Barriers

EFL teachers have a crucial role in helping students effectively use the AR tool for translation. They add more to what the AR applications might not give but are useful to the students in understanding the culture and language and practical application (Schorr et al., 2024). Teachers must properly know their students so that they can adapt AR to their needs when designing learning environments. Learning should not strictly follow the set agenda of the AR designer but rather be individualised (Mohd Nabil et al., 2024). Moreover, teachers can use AR-supported and traditional translation methods to create a more interactive learning environment (Belda-Medina & Calvo-Ferrer, 2022). EFL teachers ensure AR technology is appropriately used and complement it with their support.

(b). Assessment and Feedback

The questionnaire data shows that teachers have strongly agreed that AI can assess the proficiency of a language (48 Strongly Agree, 103 Agree). This means that, all-in-all, 151 of the participants feel that AI can improve assessment and feedback positively from the teachers' perspective. Thus, a large majority is positive. Feedback has some interesting uses related to AI. The concept of feedback, which originated in cybernetics, control, and system theory, forms the basis of AI since it appears to be the simplest explanation of human-machine communication. Mirchi et al. (2020) designed a Virtual Operative Assistant that provides feedback to students according to a performance criterion automatically they employed AI in simulation-based medical training. Using a formative teaching paradigm, they use AI and virtual reality to categorise pupils according to performance benchmarks for competency and provide feedback to help them improve. The application of AI to create tests in e-learning settings and create intelligent software to choose questions for online exams is examined by Janpla and Piriyaawong (2020) in the same subject of medicine. In a separate study, Saplacan et al. (2018) state that negative feelings (neglect, annoyance, ambiguity, need for confirmation, and discomfort) are among the issues that students in higher education face when they receive feedback from digital systems in learning scenarios. They concluded that "digital interfaces should also arouse positive emotions through their design" (p. 428) after conducting a qualitative study using a story dialogue method. Samarakou et al. (2016) conducted a study exploring an advanced assessment framework for engineering students, known as the Student Diagnosis, Assistance, and Evaluation System based on AI (StuDiAsE), emphasising continuous monitoring and evaluation of students' learning processes, leveraging AI techniques to enhance diagnostic capabilities and provide tailored support throughout the educational journey. AI has demonstrated its value in performance evaluation and personalised feedback using quantitative and qualitative data. Rodríguez-Ascaso et al. (2017) conclude with a study that focuses on self-assessment and adaptive learning systems: In the near future, we anticipate that adaptive e-learning systems will employ an integration of both automated and manual methods to identify users' interaction requirements, thereby enhancing accessibility effectively. This is especially important for students with different types of disabilities, like visual, hearing, and movement difficulties, as well as those without disabilities. Proof shows that these integrated methods allow all students to evaluate themselves and communicate their requirements precisely to their teachers when using e-learning materials. The following structure was created for the EFL industry by the paper's authors:

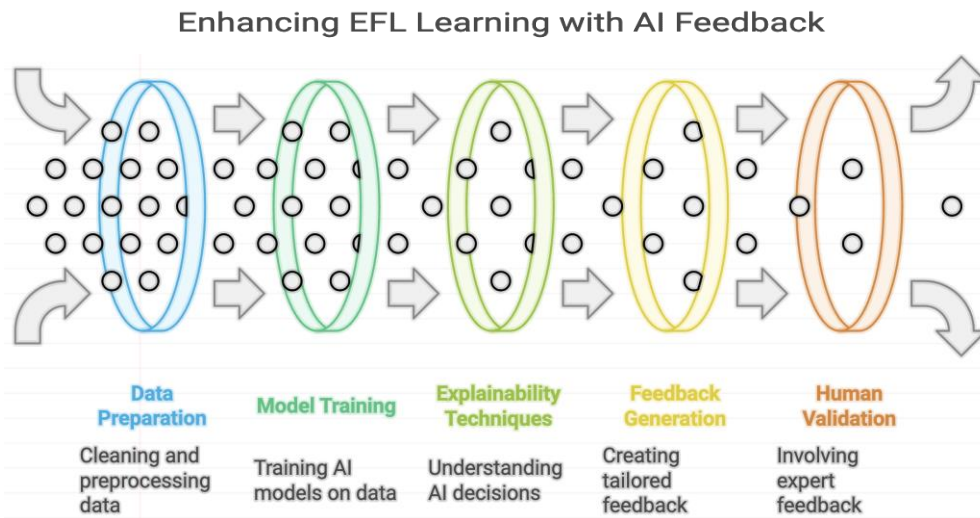


Figure 4. The Framework for Explainable AI (XAI) for Assessment and Feedback in EFL

Using XAI to provide assessment and feedback in EFL involves diverse data collection and preparation, model selection and training, and explainability. The AI insights produce actionable, constructive, and personalised feedback tailored to your needs. Human specialists confirm and improve on this feedback to add context. Finally, the user-friendly interface allows students to access their feedback, connect with the system, and monitor progress over time.

(c). Tailoring Language Learning Experiences to Individual Needs

Most of the participants of the survey are positive about AI's ability to customise language learning by helping the students personalise the language learning experience.

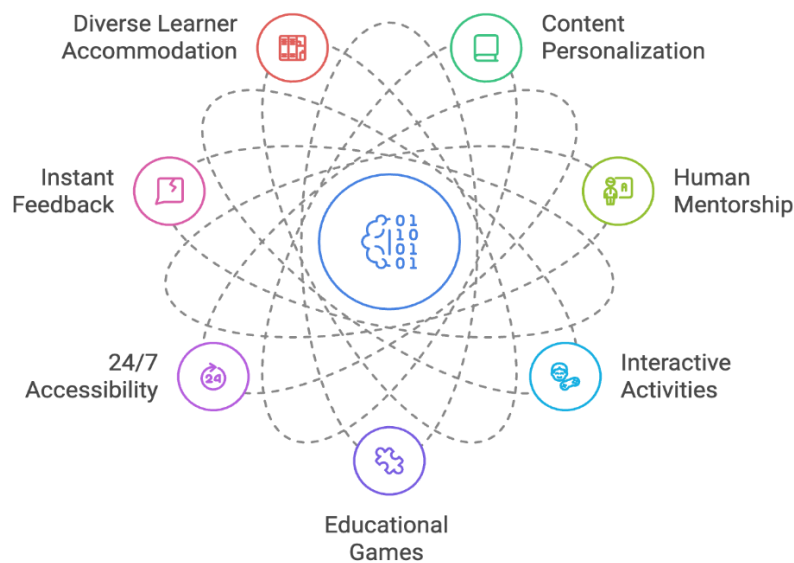


Figure 5. AI Factors Influencing Individual Language Learning Experiences

As AI tools offer 24/7 accessibility and flexibility for students to learn independently, teachers should encourage learners to use AI to personalise learning by adjusting students' content, pace, and difficulty and providing efficient feedback and assessments, especially for homework and exam preparation (Nazaretsky et al., 2022). By combining AI efficiency with human mentorship, diverse interactive activities can be offered to cater to students' individual needs and learning styles (Bajaj & Sharma, 2018).

C. AI and the Democratisation of Language Learning Opportunities

A notable number of participants found AI-powered language learning tools are more engaging and interactive than traditional methods, with 55 participants (26%) strongly agreeing and 86 (41%) agreeing.

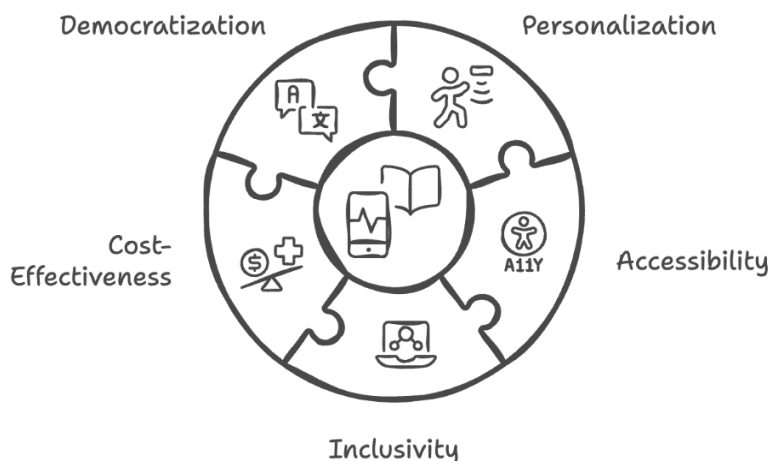


Figure 6. AI-Supported Factors Related to the Democratisation of Language Learning Opportunities

AI can offer unbiased information and personalised recommendations and assist teachers in customising learning experiences for individual students. G. Lawton’s study showed a significant gap in student access to digital tools: while some had no issues, others struggled to access technology. As the discrepancies are reduced due to the falling cost of digital tools and AI services, soon, every student will have equal access to the necessary technology (Lawton & Bessinger, 2023). AI integration in education can make it more inclusive and reshape testing and assessment methods to align with diverse language learning styles, educational paths, and job opportunities. Neurodivergent individuals, like those with autism or attention deficit hyperactivity disorder (ADHD), may struggle in traditional academic systems. With features like speech recognition and translation, AI technology can assist people with disabilities. Nevertheless, though AI may widen the technology and skills gap, it may also revolutionise education by providing access to quality content and support for mastering new skills (Stiglitz & Bajaj, 2023). AI technology has changed language learning by making it more flexible, tailored, and affordable for working people no matter where they are or when they want to learn. To democratise and bring accessibility to language learning, affordable, interoperable tools need to be offered.

Enhanced Learner Engagement

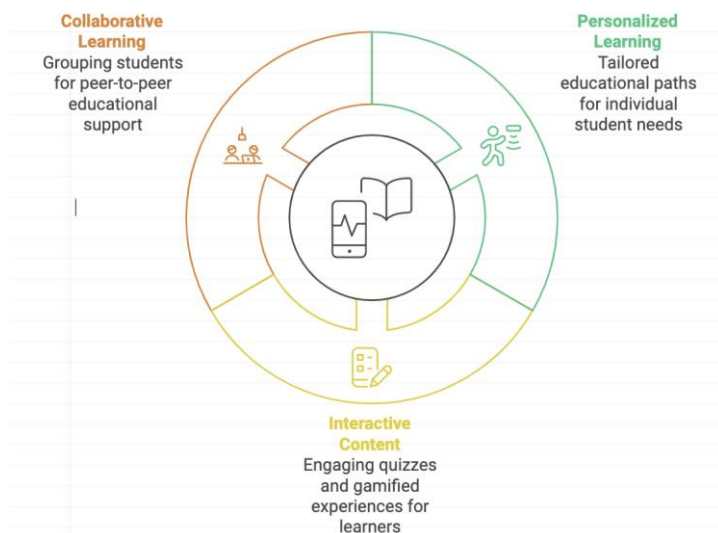


Figure 7. Factors Promoting Learner Engagement

In language education, effectively engaging learners presents a formidable challenge to teachers. However, AI can also make this process efficient by assessing student performance metrics and individual learning means. This analysis allows the creation of personalised learning paths through platforms like Quizlet and Kahoot, enhancing the design of learning content with great specificity. Personalisation makes the material more relevant and increases student engagement (Empowering Educators With AI Tools That Transform Teaching, 2024). To create an engaging and responsive learning environment, teachers should add interactive content – quizzes, flashcards, gamified learning experiences, etc. These tools adapt to the pace of student progress, making the learning process enjoyable and effective (DeVilleville, 2024). AI tools and techniques can help facilitate collaborative learning by putting a student with a peer who is more competent than him. He can also put himself in a team or group with students possessing varying strengths and weaknesses (Shi et al., 2024).

D. Potential Negative Impacts of AI

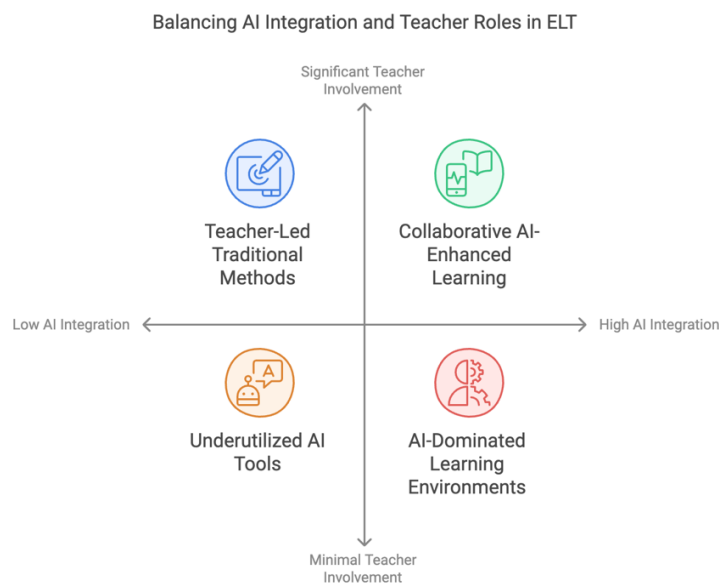


Figure 8. Balancing AI Intervention and Human Touch

Though investing in AI-powered virtual tutors can enhance productivity by providing personalised learning and tailored feedback (Hasibuan et al., 2023), concerns about the job displacement of ELT teachers due to AI usage have been raised (Singh & Singh, 2022). We need transparent communication (Chaudhry, 2023), upskilling programs, and a balanced use of AI as an educational tool to address these issues. Though AI-powered ELT holds significant potential due to ongoing technological advancements (Martínez et al., 2023), teachers' digital literacy is essential for effectively addressing the pedagogical challenges in today's educational landscape. Phrases like "lifelong learning", "twenty-first-century skills", "workplace readiness", and "digital transformation" have become commonplace in higher education. The COVID-19 pandemic has highlighted the importance of digital learning, online teaching, machine learning, and AI in higher education. Educators can leverage AI for immersive learning experiences, including virtual and augmented reality platforms, to meet the demand created by budget constraints (Mallik & Gangopadhyay, 2023). EFL teachers are responsible for establishing human connections as AI takes on more cognitive tasks. Positive teacher-student relationships are essential for establishing a conducive classroom environment, enhancing psychological well-being, and cultivating bonds between students and their teachers. (Aker et al., 2018). In the AI era, encouraging critical thinking and creativity is crucial. This can be achieved through blended learning, which combines AI-powered activities with traditional classroom sessions (Krakowski et al., 2023), promoting problem-solving skills, open-ended discussions, and creative expression for a holistic learning experience while focusing on human-centred activities.

Collaboration between educators, AI developers, and researchers, along with regular monitoring and feedback, is essential for enhancing practical AI-powered activities and curricula (Cisterna et al., 2022). AI will not replace human teachers; it will change how human teachers in ELT classrooms teach. According to Hsu (2020), to maximise EFL teacher productivity, we must acknowledge AI's impact and adequately support teachers in developing new skills. Furthermore, AI technology automates admin tasks, corrects grammar, delivers tailored content, and manages drills, freeing teachers to focus on quality education (Marrhich et al., 2021). Teachers should seamlessly integrate AI tools, troubleshoot technical issues, and adapt to evolving technologies to choose appropriate tools for learning objectives and student empowerment (Wang et al., 2023). EFL teachers require data analysis skills to utilise AI-generated data for students. Staying current with AI developments in ELT and partnering with AI experts can benefit students and teachers (Lameras & Arnab, 2021).

E. AI's Ethical and Societal Implications in ELT

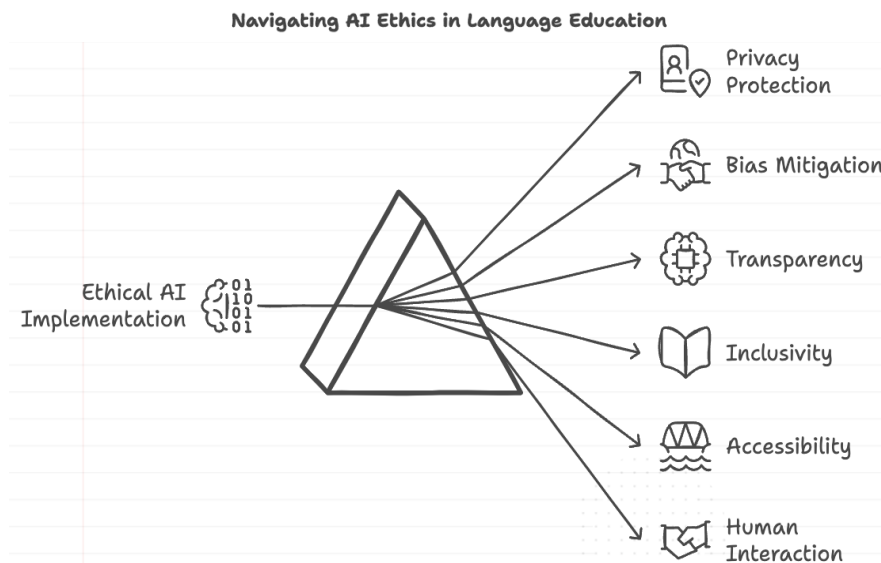


Figure 9. The Outcome of AI's Ethical Implementation

Survey participants have a clear consensus on the need for ethical frameworks, transparency, and privacy protection in AI to build trust and ensure fairness. The questionnaire analysis shows privacy and data security concerns and calls for implementing ethical governance and mitigating bias in AI applications to ensure fair and responsible use. AI relies on complex algorithms, but human biases can lead to errors, recognising that the impact of AI depends on its use. For example, AI can be biased due to algorithms and training data, leading to problems in natural language processing, like cultural stereotyping (Reyero Lobo et al., 2022). Joy Buolamwini, a researcher at MIT and the founder of Algorithmic Justice League, has created a film called *Coded Bias*, which exposes racial and gender bias in AI-driven facial recognition systems. Therefore, the promotion of inclusivity and accessibility for diverse learners should place particular emphasis on language support, cultural sensitivity, and the implementation of accessibility features (Fernández, 2022). Regularly auditing datasets and machine outputs is essential to detect biased representations or unfair prejudices and ensure AI tools' ethical and effective functioning (de Laat, 2021). Once identified, developers, educators, and policymakers should address this issue through research, learner-centric innovation, responsible policies, and improved design practices to prioritise ethical and inclusive choices (Kessing, 2021). Developing offline AI tools is crucial for accessibility in low-bandwidth regions and areas with limited internet connectivity (Mannuru et al., 2023). In addition, it is advisable to contact local organisations or community networks to improve internet access and provide alternative learning solutions for expanding the availability of such tools to communities that would otherwise be left out (Kamalov et al., 2023).

It may not always be possible to understand exactly how the AI algorithms – called “black box” algorithms – come to their conclusions (Balasubramaniam et al., 2022, pp. 44- 46). Students and their parents/guardians must receive clear information about data collection practices and be allowed to refuse or withdraw consent (Bryan et al., 2023). Explainable AI builds AI tools that explain their decisions in clear terms. This advances fairness, determining whether discrimination occurs (Larsson & Heintz, 2020). To ensure data security of data and integrity, encryption, and access control, educators should routinely audit data practices and comply with the regulatory framework to secure the related data and adhere to legislation (Bertino et al., 2021). These complex considerations require continuous analysis and dialogue among educators, technologists, and policymakers to ensure the responsible integration of AI into ELT (Saliju & Deboi, 2023). Kazimzade and Miceli (2020) note that the proposal of data governance principles and frameworks for AI systems in education is very useful.

Children may have hindered socioemotional development if they become overly reliant on AI (Li & Huang, 2020). On the other hand, understanding how the brain works and using user-friendly applications can make EFL learning more accessible (Ul Azam Chowdhury & Mishu, 2019). Therefore, it is important to restrict students' use of AI tools, encourage human contact, maintain a balance of human supervision, maximise emotional intelligence, and offer possibilities to engage in human-computer interactions to harness technology's advantages while developing interpersonal competence and independent cognitive abilities.

V. CONCLUSION

A. Findings

Based on data from primary and secondary sources, we can conclude that EFL teachers are convinced that AI tremendously affects language acquisition, breaks down language barriers, and democratizes language learning today. The questionnaire result affirms that AI is expected to shape the future of language education, tailoring language learning experiences to individual needs and impacting learning outcomes. Participants recognise potential negative impacts of AI

and support guidelines to ensure ethical considerations, address biases, and protect privacy and data security in AI applications.

B. Implications

We must prepare our students and educators for the changing world of AI-powered language learning by adopting a holistic yet flexible approach involving critical thinking and responsible use of technology. Identifying and implementing practical solutions, such as equipping learners with digital literacy skills and understanding the ethical implications of AI that cater to the evolving needs of the industry, is essential. This also includes promoting responsible interactions with AI tools and raising awareness of cultural considerations. Working together, teachers, researchers, and app-makers can share good techniques and tackle new issues. Learning a language using AI is effective but should not replace human teachers. EFL teachers must prioritise human values, critical thinking, and responsible development to prepare for the AI-powered language learning landscape. Cooperation, adaptation, research, and development in AI-powered language learning can create a more personalised and engaging learning experience, making language acquisition accessible and empowering for everyone. The rapid evolution of AI technology has brought forth many challenges in drawing long-term conclusions. This technology's dynamic nature presents complexities in comprehending its nuances and implications, necessitating a nuanced approach to analysing its impact. The challenges inherent in predicting the long-term outcomes of AI technology stem from its complex and multifaceted nature, making it difficult to fully comprehend its effects on various domains. A comprehensive and interdisciplinary approach is required to effectively understand and address these challenges.

C. Recommendations for Future Research

- Conducting an in-depth exploration of the influence of AI on distinct language competencies such as listening, speaking, reading, and writing.
- Explore the potential of AI for teenagers' personalised language learning based on action research.
- Develop ethical frameworks for responsible development and use of AI in ELT.

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