



Teachers' Attitudes toward the Use of Artificial Intelligence in ELT

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ABSTRACT

With the swift progress of Artificial Intelligence (AI), education in general, and English Language Teaching (ELT) specifically, has undergone tremendous changes. AI tools like ChatGPT, Grammarly, QuillBot, Duolingo, and automated assessment systems offer new possibilities for language teaching and learning, student interaction and engagement, and personalized learning. Although there has been an increasing implementation of the technologies that constitute artificial intelligence in foreign language teaching, teachers' attitudes towards foreign language learning AID are an important determinant of the successful implementation of these innovations. This present study seeks to explore the attitudes of the English language teachers (ELTs) towards the use of AI in ELT and to delve into the factors that influence these attitudes. A quantitative research design was utilized and a structured questionnaire was used, that was handed to 150 secondary schools, colleges and university educators of English language. Descriptive and inferential statistics were used in analyzing the data. The results indicate that the teachers' perception of the use of AI aids to teaching is positive overall, especially in the aspects of lesson preparation, language assessment, and personalized learning. But there were problems with academic honesty, too much on technology, privacy of data and lack of professional training. The study underscores the need for institutional support and professional development efforts to ensure the successful implementation of AI in ELT classrooms. The results further build on the literature on the use of technology to facilitate linguistic learning and offer suggestions for policymakers, language schools, and language teachers.

Keywords: Artificial Intelligence, English Language Teaching, Teachers' Attitudes, Educational Technology, Language Learning, AI Integration

Introduction

The century of the twenty-first is the period of the era in which Artificial Intelligence (AI) has become one of the most influential technological innovations. It is used in a variety of industries, such as medicine, industry, transportation, and education. AI-based tools in education are becoming common in recent years, designed to improve teaching and teach

(Luckin et al., 2016). Recent years have seen the proliferation of educational institutions that use AI-powered tools designed to enhance the teaching and learning process. The embedding of AI technologies has brought about significant changes in the Teaching and Learning of English (ELT), especially. New options for language learning have emerged with the introduction of applications based on Artificial Intelligence (AI) (Warschauer & Healey, 1998; Chiu et al., 2023). The use of intelligent tutoring systems, automated writing assessment tools, speech recognition systems, machine translation software, and generative AI models can facilitate a more customized learning experience and offer real-time feedback (Zawacki-Richter et al., 2019). These technologies can help students learn the language and assist teachers in lesson planning, assessment, and classroom management. With the growing accessibility of generative AI systems, particularly large language models, there is increasing discussion about what the future of language learning will look like (Kasneci et al., 2023). Advanced AI technologies enable teachers to produce lessons and assessments, explain grammar, and support language practice (Kohnke et al., 2023). In the ELT context, Artificial Intelligence (AI) is becoming increasingly ubiquitous. However, for AI to be effectively used in education more than just technological availability is needed; teachers need to accept and be willing to integrate it into their pedagogical practices (Davis, 1989). Educational technologies are highly dependent on teachers' decisions regarding adoption and classroom integration. Teachers' beliefs, attitudes, and perceptions have significant consequences on the effectiveness of technological innovations in education (Ertmer, 2005). Some teachers appreciate the use of AI because of its ability to personalize learning, provide instant feedback, and increase instructional efficiency, while others express concerns regarding ethical issues, over-reliance on AI, data privacy, and the possible reduction of human interaction in language learning and teaching (Holmes et al., 2019). Various teachers' attitudes towards AI are important for identifying the opportunities and challenges associated with AI integration in ELT. Therefore, understanding teachers' perceptions is crucial for successful AI adoption in language education (Nazaretsky et al., 2022). The current research investigates how English language teachers' attitudes are shaped towards the use of AI in ELT. It aims to explore the advantages, concerns, and readiness of teachers regarding AI integration in education. This study offers valuable contributions to the ongoing debate on the application of AI in language instruction and provides guidance for educational stakeholders aiming to encourage the effective and responsible use of intelligent technologies.

Research Objectives

1. To investigate teachers' attitudes towards the use of AI in ELT.
2. To describe the perceived benefits of AI in language teaching and learning.
3. To explore challenges and concerns about the integration of AI technology.
4. To explore factors that influence teachers' willingness to use AI technology.

Research Questions

1. What do teachers think about the use of AI in ELT?
2. What benefits do teachers see associated with AI-assisted language teaching?
3. What do teachers think is at stake when AI is introduced into ELT?
4. What makes teachers less likely to accept AI technologies?

Significance of the Study

This study is of significant value because it helps understand the concerns of educators about the new technologies of AI in L2 education. The dissemination of the technology of Artificial Intelligence (AI) in teaching at educational institutions is gaining extensive popularity today, which makes it necessary to identify teachers' attitudes to it. The findings can assist

policymakers, curriculum designers, and teacher educators in developing strategies to promote responsible and effective AI integration. Furthermore, this study contributes to the growing body of research on Artificial Intelligence in language education by addressing the important role of teachers' perspectives in the successful implementation of emerging technologies. By identifying teachers' expectations, challenges, and levels of preparedness, the study aims to support the development of more inclusive, innovative, and learner-centered approaches to English language teaching in the AI-driven educational era.

Literature Review

Artificial Intelligence (AI) refers to the ability of machines or computer systems to perform tasks that generally require human intelligence, such as learning, reasoning, problem-solving, decision-making, and language processing (Russell & Norvig, 2021). In education, AI technology has made a significant impact by accelerating student learning, supporting administrative processes, and providing adaptive and personalized learning experiences (Luckin et al., 2016). The integration of AI into the education sector has increased the effectiveness of teaching and learning by enabling automation, flexibility, and learner-centered approaches (Zawacki-Richter et al., 2019). AI has demonstrated transformative potential in modern educational environments. AI-powered systems can help teachers monitor students' learning progress, analyze individual learning needs, and provide personalized guidance based on learners' strengths and weaknesses (Holmes et al., 2019). These intelligent features contribute to improving the level of personalization, engagement, and effectiveness of students' learning experiences (Chen et al., 2020). The use of Artificial Intelligence (AI) in English Language Teaching (ELT) has increased significantly during the last decade. AI-based language learning applications provide interactive and adaptive learning experiences that support learners in improving vocabulary, grammar, pronunciation, writing skills, and overall language competence (Kohnke et al., 2023). AI technologies have created new opportunities for both teachers and learners by offering more flexible and individualized approaches to language education (Chiu et al., 2023). Automated Writing Evaluation (AWE) systems allow students to receive immediate feedback on their writing performance, including grammar, organization, and language use, which can enhance the writing development process (Warschauer & Ware, 2006). Similarly, speech recognition technologies assist learners in improving pronunciation, fluency, and speaking skills through continuous practice and corrective feedback (Kukulska-Hulme, 2020). AI-powered chatbots also support conversational practice by allowing learners to participate in realistic language interactions and develop communication skills (Fryer et al., 2019). Generative AI tools have opened new possibilities for English language teaching. Teachers can use these technologies to prepare lesson plans, develop instructional materials, create assessments, explain language concepts, and provide personalized support to learners (Kasneci et al., 2023). Such AI applications may reduce teachers' workload while improving instructional efficiency and the overall quality of teaching (Kohnke et al., 2023). Teachers' attitudes play a crucial role in determining the successful adoption and integration of new technologies in educational contexts. According to the Technology Acceptance Model (TAM), users are more likely to adopt technology when they perceive it as useful and easy to use (Davis, 1989). Teachers' beliefs, perceptions, and confidence strongly influence their decisions to incorporate digital technologies into classroom practices (Ertmer, 2005). Many teachers recognize the educational benefits of technology, including increased student engagement, improved learning outcomes, and more effective teaching strategies (Teo, 2011). However, barriers such as inadequate training, limited technological skills, technical challenges, lack of institutional support, and resistance to change can negatively affect technology adoption (Ertmer, 2005; Hew & Brush, 2007). Recent studies have shown growing research interest in

teachers' perceptions of AI integration in language education. Many educators consider AI a supportive tool that can enhance teaching practices and improve students' learning experiences (Nazaretsky et al., 2022). AI tools are particularly valued because of their ability to provide real-time feedback, personalized instruction, learning analytics, and assistance with routine educational tasks (Holmes et al., 2019). However, despite these advantages, teachers also express concerns regarding the ethical and educational implications of AI adoption. Some educators worry that excessive reliance on AI may negatively affect students' creativity, critical thinking, independent learning abilities, and problem-solving skills (Kasneci et al., 2023). Other concerns include issues related to academic honesty, data privacy, algorithmic bias, and the responsible use of AI technologies in educational environments (Zawacki-Richter et al., 2019). Furthermore, some teachers believe that excessive AI involvement may reduce meaningful human interaction, which remains an essential component of successful language teaching and teaching (Holmes et al., 2019).

Methodology

This study employed a quantitative research design to investigate English language teachers' attitudes toward the integration of Artificial Intelligence (AI) in English Language Teaching (ELT). The quantitative approach was selected as it enabled the systematic collection and statistical analysis of data regarding teachers' perceptions, experiences, and concerns related to AI adoption in language education. The participants of the study consisted of 150 English language teachers from secondary schools, colleges, and universities in England, selected through a convenience sampling technique. Among the participants, 60 were secondary school teachers, 45 were college teachers, and 45 were university teachers. Regarding gender distribution, 82 participants were male and 68 were female. In terms of teaching experience, 32 teachers had 1–5 years of experience, 48 had 6–10 years, 39 had 11–15 years, and 31 had more than 15 years of teaching experience. Data were collected using a structured questionnaire consisting of three major sections: demographic information, perceived benefits of AI in ELT, and challenges and concerns regarding AI integration. The questionnaire contained twenty items designed to examine teachers' attitudes toward AI adoption, perceived usefulness, ease of use, ethical considerations, and professional readiness. A five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was applied to measure participants' responses. The data collection process was conducted over a period of four weeks through electronic mail and online survey platforms. Participation was voluntary, and all respondents were informed about the objectives of the study before providing their responses. Ethical principles were carefully maintained by ensuring participants' informed consent, anonymity, and confidentiality throughout the research process. The collected data were analyzed using descriptive statistical techniques, including frequencies, percentages, means, and standard deviations. In addition, inferential statistical analysis was conducted to examine relationships between demographic factors and teachers' attitudes toward AI use in ELT. The interpretation of mean scores was categorized as negative attitude (1.00–2.49), neutral attitude (2.50–3.49), and positive attitude (3.50–5.00). The statistical outcomes were used to address the research questions and provide insights into teachers' perceptions, acceptance, and readiness regarding AI integration in English language teaching.

Limitations of the Study

Several limitations should be acknowledged. First is that the findings are not generalizable due to the use of convenience sampling. Second, social desirability bias can be an issue in self-reported answers to questionnaires. Thirdly, the study is based on teachers' perception instead of what happens in the classroom. Qualitative research and longitudinal studies could be integrated into future research to gain further understanding of the use of AI in ELT.

Results

Teachers' Overall Attitudes toward AI in ELT:

The first research question was designed to explore teachers' general attitudes towards the application of AI in the context of the English Language Teaching. The descriptive statistical analysis showed that most of the respondents were in a positive attitude towards the integration of AI. The overall mean score for attitude-related items was 4.02 (SD = 0.67), indicating a favorable perception of AI-assisted teaching and learning.

Table 1 summarizes teachers' responses regarding the perceived usefulness of AI.

Table 1: Teachers' Perceptions of AI Usefulness in ELT

Statement	Mean	SD
AI improves lesson preparation	4.28	0.64
AI enhances teaching efficiency	4.19	0.72
AI supports personalized learning	4.15	0.69
AI helps assess students effectively	3.98	0.81
AI increases learner engagement	3.92	0.77

The findings indicate that teachers strongly agreed that AI improves lesson preparation and teaching efficiency. A lot of the respondents indicated that AI-powered platforms minimize preparing time and help create educational material.

Perceived Benefits of AI in ELT:

The second research question explored the benefits teachers associate with AI integration. The results demonstrated that respondents recognized numerous pedagogical advantages.

Among the identified benefits were:

- Faster lesson planning and content creation.
- Immediate feedback for language learners.
- Enhanced personalized instruction.
- Enhanced student motivation and engagement.
- Access to learning resources is enhanced.

Some 82% of the respondents stated that using AI tools helps teachers make teaching content more efficiently. Similarly, 79% said that AI enables personalized learning experiences by tailoring the level of learning. Additionally, teachers pointed out the value of grammar and writing tools powered by AI. Auto-corrective feedback systems were mentioned as a means for students to independently detect and self-correct by many respondents, which in turn led them to believe that learner autonomy could be promoted.

Teachers' Concerns Regarding AI

Although overall attitudes were positive, several concerns emerged from the survey findings.

Table 2: Teachers' Concerns Regarding AI Integration

Concern	Mean	SD
Students may become overly dependent on AI	4.31	0.61
AI may facilitate academic dishonesty	4.26	0.67
Data privacy issues exist	4.11	0.75
AI may reduce critical thinking skills	3.98	0.81
AI may replace teachers in the future	2.71	0.94

Student reliance on AI technologies was the most highly rated concern. The teachers voiced concern about students using AI-generated answers instead of practicing their language skills. Academic honesty also was a serious concern. A significant number of respondents were concerned that students might use AI to copy and paste answers without understanding. These worries are in line with today's discussions about generative AI tools in learning. Interestingly, teachers were not in agreement with the idea of human teachers being replaced by AI. The relatively low mean score for this statement indicates educators' using AI mainly as a support rather than a replacement for their expertise.

Factors Influencing AI Adoption:

The fourth research question explored variables impacting teachers' receptivity to AI technologies.

The survey results showed that there are several significant influences such as:

- Professional training opportunities.
- Institutional support.
- Availability of technological resources.
- Digital literacy skills.
- Experience using educational technology.

A significant difference was found between teachers who did and did not receive technology-related training in their attitudes. Attitudes were significantly more positive for teachers who reported receiving technology-related training than for those who did not receive formal training. In the same way, teachers in technologically outfitted schools had higher levels of acceptance of AI. The results indicate that positive attitudes towards AI are linked to confidence in digital tool usage. Instructors who use teaching technologies on a frequent basis are less hesitant to use AI in teaching.

Differences Based on Teaching Experience:

A review of teacher experiences showed some minor differences in attitudes towards AI. The attitudes of teachers with less than 10 years of experience were slightly positive compared to the rest of the teachers. Teachers in their 20s and 30s were more likely to try out new technologies and use AI in learning activities. But there were also some subtle benefits of AI that even the most seasoned educators were aware of, such as easing up administrative tasks and aiding in assessment processes.

Discussion

This study concludes that the attitudes of the English language teachers towards the use of Artificial Intelligence in ELT are generally positive. These findings align with prior studies on the growing awareness of the potential of AI technologies in education. The most notable finding is about the importance of AI for lesson preparation. Teachers said that AI can help them create teaching resources, develop activities, and create assessments. This showcases the increasing importance of AI in education as a technology that enhances productivity. Note that there is a positive perception of personalized learning, too. Participants acknowledged the possibility of AI systems to adapt to the needs of a variety of learners by providing individual feedback and learning trajectories. These are useful in the language class when students have a variety of proficiency levels. The results also show that teachers see the potential to use AI to increase learner engagement. Interactive AI-applications give students the chance to learn independently, get instant feedback and practice constantly. While these were favorable, issues of academic honesty became very apparent. Teachers reported

concerns regarding the potential of students completing assignments using the content generated by AI without any genuine learning. Teachers mentioned their concerns about students using AI-generated content without learning. This worry is one of many that are swirling in education about academic integrity and the age of generative AI. Similarly, fears regarding excessive student dependence on AI highlight the need for balanced implementation strategies. While AI can facilitate learning, overreliance may limit opportunities for critical thinking, creativity, and independent problem-solving. Therefore, educators must establish clear guidelines regarding responsible AI use. Privacy of the data is another matter of concern. Educational institutions need to adhere to ethical and legal guidelines, as AI systems can potentially gather and process user data. Clear policies and safe technological security are crucial in safeguarding the information of users. A significant result of the study is that teachers feel that AI is not a threat to their job. The majority of the respondents were against the idea of AI replacing teachers. Rather, they saw AI as a supportive tool to strengthen the effectiveness of instruction. This opinion is in agreement with the modern theories of education which focus on the irreplaceable value of human interaction in language learning. Losing interpersonal communication, motivation, cultural understanding and emotional support are things that AI can't do. Professional development is also emphasized in the study. The teachers who participated in the training showed higher levels of positive attitude towards the use of AI. The discovery has implications for institutions to allocate resources into holistic training programmes to build the technological skills and confidence of educators. Moreover, the appropriateness of institutional support in terms of successful integration of AI seems to be essential. Teachers' attitudes to using innovative tools can be greatly affected by the technological resources and support they receive and administrative encouragement. Overall, the results indicate that AI can have a significant impact on the improvement of ELT if used sensibly and responsibly. AI is not just about replacing teachers but about complementing their efforts; it can be a tool to aid in teaching and learning.

Pedagogical Implications:

The study has a number of implications for educational stakeholders. The first step is that teacher training institutions should integrate AI literacy into the teacher training curriculum. Teachers require hands-on experience with AI tools in the classroom, as well as in the context of teaching and assessing specific content areas. Second, policy makers should create explicit guidelines for the ethical use of AI in an educational setting. These policies can contribute to the resolution of plagiarism, academic integrity and data protection issues. Thirdly, schools and universities should focus on investing in technological capabilities that can facilitate the use of AI tools for learning in an equitable manner. Support systems can help implement effectively and minimize barriers to implementation. Finally, curriculum developers are encouraged to think about integrating AI competencies into the language learning curriculum. Students need to not only learn how to use AI technology, but how to also critically and responsibly assess and apply information created by AI.

Conclusion

The impact of Artificial Intelligence on education is reshaping the teaching and learning landscape across the globe, especially in the context of English Language Teaching (ELT). With the advent of more and more accessible AI technologies, knowing a teachers' attitude to using them will be important for their successful implementation. Based on the results of this quantitative study, it can be concluded that the attitudes of English language teachers towards AI in ELT are in the positive aspect. Many benefits were identified, such as better preparation of lessons, better teaching efficiency, adaptation of the learning processes, and more

involvement of students. Meanwhile, teachers voiced their concerns about academic integrity, students relying on AI to assist them, the protection of data and student privacy, and the threat AI poses to critical thinking. The concerns underscore the importance of responsible and ethical implementation strategies. Important also, teachers weren't seeing AI as a replacement for human teachers. Rather, they saw AI as a tool that can augment teaching and learning and support the teacher in their role. The results also underscore the need for professional training and institutional support in influencing the teachers' attitudes towards AI technologies. Therefore, capacity development and investments in technology should be given priority by educational stakeholders. AI's application in language education is expected to continue to increase with its ongoing development. Future studies could look at the impact of these on learners, the role of AI in the classroom, and the potential impact of using AI in the ELT sphere long term. These studies will help enhance the understanding of the responsible and effective uses of AI in language teaching and learning.

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