

EXAMINING THE PERCEPTIONS OF EFL INSTRUCTORS ON AI
INTEGRATION IN AN ENGLISH PREPARATORY SCHOOL

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submitted by **NERMİN BOĞAZ** in partial fulfillment of the requirements for the degree of **Master of Science in Educational Sciences, Curriculum and Instruction, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences

Prof. Dr. Zeynep SÜMER
Head of Department
Department of Educational Sciences

Assist. Prof. Dr. Elif ÖZTÜRK
Supervisor
Department of Educational Sciences

Examining Committee Members:

Assoc. Prof. Dr. Nur AKKUŞ-ÇAKIR (Head of the Examining
Committee)
Middle East Technical University
Department of Educational Sciences

Assist. Prof. Dr. Elif ÖZTÜRK (Supervisor)
Middle East Technical University
Department of Educational Sciences

Assoc. Prof. Dr. Zeynep BİLKİ
TED University
Department of Foreign Language Education

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Nermin BOĞAZ

Signature:

ABSTRACT

EXAMINING THE PERCEPTIONS OF EFL INSTRUCTOR ON AI INTEGRATION IN AN ENGLISH PREPARATORY SCHOOL

BOĞAZ, Nermin

M.S., The Department of Educational Sciences, Curriculum and Instruction

Supervisor: Assist. Prof. Dr. Elif ÖZTÜRK

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This research study aimed to examine the perceptions of EFL Instructors on AI in education and AI integration into EFL instruction. An instrumental case study methodology was used in this qualitative research design. Purposive sampling was used to choose the sample and included 10 EFL Instructors working at a private university in Türkiye. Semi-structured interviews were used to collect data. All data was audio-recorded and then transcribed. Analysis of the data was carried out by using the software program MAXQDA. An inductive thematic analysis method was utilized in the data analysis process and the findings were presented with three main themes: perceptions of AI in education, perceptions of AI in EFL context, and future of AI in EFL. The results indicated that the EFL instructors are aware of the existence of AI. However, they had limited variability with specific AI tools designed for educational purposes and have not yet incorporated AI into their English course teaching. Most of the instructors have positive perceptions on the integration of AI in EFL and they mentioned that AI might reduce their workload and save their time. They also stated that AI can assist students to improve their language skills, create personalized learning environments and enhance learner

autonomy. However, instructors have some ethical, technical and pedagogical concerns about integrating AI in EFL. To eliminate these concerns, they highlighted the significance of trainings and suggested that there should be well-structured, self-paced and hands-on-learning trainings both for them and students.

Keywords: AI, AI tools, English Language Teaching, instructional design

ÖZ

İNGİLİZCE HAZIRLIK OKULUNDA YZ ENTEGRASYONUNA İLİŞKİN İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN ALGILARININ İNCELENMESİ

BOĞAZ, Nermin

Yüksek Lisans, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

Tez Yöneticisi: Dr. Elif ÖZTÜRK

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Bu araştırma çalışması, İngilizce öğretim görevlilerinin eğitimde YZ ve yabancı dil öğretimine YZ entegrasyonu hakkındaki algılarını incelemeyi amaçlamıştır. Nitel araştırma tasarımında, araçsal durum çalışması metodolojisi kullanılmıştır. Örneklem seçimi, Türkiye’deki özel bir üniversitede çalışan 10 İngilizce öğretim görevlisinin dahil olduğu amaçlı örneklem yoluyla gerçekleştirilmiştir. Veri toplama yöntemi olarak yarı yapılandırılmış görüşmeler tercih edilmiştir. Tüm veriler ses kaydına alınmış ve ardından yazıya dökülmüştür. MAXQDA yazılımı kullanılarak verilerin analizi gerçekleştirilmiştir. Tematik analiz yöntemi kullanılarak yapılan veri analizinde, bulgular üç ana tema altında sunulmuştur: eğitimde YZ’ye ilişkin genel algılar, yabancı dil eğitimi bağlamında YZ’ye ilişkin algılar ve YZ’nin yabancı dil eğitiminde geleceği ile ilgili görüşler. Bulgular, İngilizce öğretim görevlilerinin yapay zekanın varlığından haberdar olduğunu fakat eğitim amaçlı tasarlanmış belirli YZ araçlarıyla çeşitliliğe sahip olmadıklarını ve henüz YZ’yi İngilizce ders öğretimlerine dahil etmediklerini göstermiştir. İngilizce öğretim görevlilerinin çoğu YZ’nin yabancı dil eğitimi entegrasyonu konusunda olumlu algılara sahip ve yapay zekanın iş yüklerini azaltabileceğini ve zaman kazandırabileceğini belirtmişlerdir.

Ayrıca YZ'nin öğrencilerin dil becerilerini geliştirmelerine, kişiselleştirilmiş öğrenme ortamları oluşturmalarına ve öğrencilerin bağımsız öğrenmelerine yardımcı olabileceğini belirtmişlerdir. Ancak İngilizce öğretim görevlilerinin YZ'yi yabancı dil eğitime entegre etme konusunda bazı etik, teknik ve pedagojik endişeleri vardır. Bu endişeleri ortadan kaldırmak için eğitimlerin önemini vurgulamışlardır ve hem kendileri hem de öğrenciler için iyi yapılandırılmış, kendi hızlarında ve uygulamalı öğrenme eğitimleri olması gerektiğini önermişlerdir.

Anahtar Kelimeler: YZ, YZ araçları, İngilizce dil öğretimi, öğretimsel tasarım

To Myself

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LIST OF ABBREVIATIONS

AI	: Artificial Intelligence
AIEd	: Artificial Intelligence in Education
AISS	: Artificial Intelligence-Sample Sentence
ANN	: Artificial Neurol Network
AR	: Augmented Reality
CALL	: Computer Assisted Language Learning
EDM	: Educational Data Mining
EFL	: English as a Foreign Language
FLE	: Foreign Language Education
GPS	: General Problem Solver
IPA	: Intelligent Personal Assistant
LMS	: Learning Management System
VR	: Virtual Reality

CHAPTER 1

INTRODUCTION

In this chapter, the background of the study and problem statement, the purpose of the study, research questions, significance of the study, and definitions of terms are all presented.

1.1. Background of the Study

Artificial intelligence or AI for short was first introduced almost 60 years ago, but for a very long period, it was only a science fiction concept. AI is the kind of intelligence system that simulates human intelligence processes by machines, particularly computer systems, and it has become a widespread sort of technology in various fields including healthcare, finance, transportation, and education. AI refers to a broad category of technologies such as chatbots that offer real-time customer help to apps that suggest TV shows. A new AI tool is being created every second to help people to make things easier (Sánchez-Prieto et al., 2020). AI is being used more frequently to simulate human cognitive skills with more user-friendly and productive tools (Allam, et al., 2023).

In the world of today, education has been affected by various concepts such as social media, technological advancements, and globalization and AI is also one of them. (Schrader, 2015). The rapid development of AI tools has significant implications for education and learning as well and AI is expected to transform education. AI can make wise choices when compared to human judgment in educational contexts (Akerkar, 2014). To catch this trend, the integration of AI into the educational system is significant (Traoré, 2023). In recent years, many AI tools have been developed to enhance teaching and learning experiences, improve educational

outcomes, and meet the needs of diverse learners. According to Fazal et al. (2023), one of the most popular AI tools used by educators is ChatGPT. Researchers conducted studies to evaluate the efficacy of the tool and how to help educators and learners use the tool in their teaching and learning environments. For example, An et al. (2023) found in their study that educators have positive perceptions toward the use of ChatGPT in higher education and the increased use of ChatGPT can lead to a more diversified teaching and evaluation process. Moreover, their study showed that using AI tools helps educators to improve their teaching skills. Thus, educators should be trained in AI-based instruction, and it is suggested that the training materials be standardized to optimize the efficacy of AI-based teaching systems (Huang, 2018). In conclusion, the integration of AI plays a significant role in fostering understanding and shaping the perceptions of both students and educators.

Foreign language education is another field that has been affected by the revolution of AI and there are many AI tools developed to allow learners to practice a foreign language themselves by providing a great environment for learning English. According to their present English proficiency, career needs, or interests, learners have the opportunity to improve their language skills in a personalized environment. AI helps learners to improve their language skills in English with various platforms and tools and motivates them (Song and Song, 2023).

AI maximizes the effectiveness of English instruction with the help of practice and provides a chance to enhance English language proficiency. Plus, the availability of a variety of educational technologies facilitates the learners' comprehension of English (Nur, 2021). Pigai which is an AI-based tool helps the learners to improve their writing skills by providing feedback. The users suggest that although Pigai improves writing, there is still a need for human feedback. Another AI-based tool Smart RoamLingo is a smartphone application developed by researchers to help university students improve their writing skills by contextualizing and personalizing their EFL writing. Even with the positive outcomes, the users indicated that AI would deliver more relevant words and responses. As a tool, AI is constantly changing, which emphasizes the need for continued research to fully comprehend its implications (Hwang, et al., 2023)

AI technology has become more and more popular in online learning environments as a way to help students learn especially after the pandemic. But for educators, most of the AI tools are unfamiliar. They may lack the deep technical expertise needed to apply AI-based apps and tools to support their instruction and help students advance their digital AI skills. As a result, to apply and teach AI in their classrooms, educators need to gain the necessary digital capabilities. According to Zawacki-Richter et al. (2019), even though it has been available for a few decades years in the field of education, educators are still unsure about how to use it more broadly for pedagogical purposes and how it can truly have a significant impact on teaching and learning. Lim (2023) states that there is a need to enhance the digital literacy and self-efficacy of educators to better integrate AI into the curriculum. Although educators have strong critical thinking abilities, their digital literacy problem-solving skills are relatively weak. There is a positive relationship between AI readiness and the job satisfaction of educators. When the level of AI readiness of educators is high, this fosters their willingness to work. This offers valuable perspectives on efficiently incorporating AI into educational environments. (Wang et al. 2023). Enhancing the level of digital competency among educators will improve the standard of the digital competency of the students (Tondeur et al., 2023).

AI is a powerful tool to use in EFL classrooms to improve the language skills of learners. However, the trends, research issues, and applications of AI in language learning remain largely under-investigated (Huang, et al., 2023). Engagement and participation are the key points when it comes to learning a foreign language and AI has the potential to meet these needs with the help of self-regulated and personalized learning environments (Fredricks et al.,2016). Moreover, AI assists students to feel more comfortable and engaged in personalized learning environments, and this results in performing better in the target foreign language (Divekar et al., 2021). AI has been used in higher education for different purposes such as providing feedback, designing lesson materials and developing language skills both by instructors and students. Fowler (2023) states that academic institutions should contemplate introducing digital literacy programs to train instructors and learners with the essential skills to handle AI technologies responsibly. Although there are some studies conducted to evaluate the impact of AI and AI-based instruction in different

contexts, studies based on the perceptions of EFL instructors towards AI-integrated instruction are limited (Chen et al., 2020).

1.2. The Purpose of the Study

This study aims to explore the perceptions of EFL instructors at a private university in Türkiye regarding the integration of AI into their teaching practices. Specifically, the research seeks to examine their perceptions on the role of AI in education, the integration of AI into EFL instruction, and the potential implications for the future of AI in EFL contexts. By addressing these aspects, the study intends to identify perceived advantages, challenges, and the support needed in order to optimize the role of AI in foreign language teaching, offering insights which may guide teaching practices and policy development in EFL contexts.

1.3. Research Questions

In view of the purposes outlined above, this study specifically aims to answer the following research questions:

Research Question 1

What are the perceptions of EFL instructors in relation to AI in education?

Research Question 2

What are the perceptions of EFL instructors in relation to AI integration in EFL instruction?

Research Question 3

How do EFL instructors perceive the future of AI integration in EFL instruction?

1.4. Significance of the Study

AI is a potential tool that EFL instructors may use to help their students become more fluent in language, and research studies have been conducted to assess how

well AI technologies work in various topic areas (Kovalenko and Baranivska, 2024; Rukiati et al., 2023; Umar, 2024). The majority of the publications were written by writers outside the EFL, and there isn't much pertinent research on AI in EFL. Furthermore, not enough information is provided on the systems and instructional material, suggesting that subsequent study on AI needs to take the method's more thorough explanations seriously (Sharadgahand and Sa'di, 2022). Furthermore, to improve the system design of any AI-based tool, it is crucial to understand the cognitive viewpoints of the learners on AI in language acquisition (Wu et al., 2021).

There are many studies (Sharma et al., 2024; Li, 2020; Chen, 2024; Hwang et al., 2024; Dizon, 2020; Wei, 2023; Seo et al., 2021; Nghi et al., 2019; Suryani et al., 2019; El Shazly, 2021; Mizumoto and Masaki, 2023) to investigate the potential impact of the use of AI in higher education context for different disciplines. However, some of these studies investigated the attitudes of instructors rather than their perceptions while others presented perceptions of instructors from other disciplines. Furthermore, there are research studies investigating the awareness of K-12 educators on AI and AI tools (Alkanaana, 2022; Chen et al., 2020; Kuleto, 2021). However, studies regarding the perceptions of EFL instructors about AI and AI tools in English preparatory schools are quite limited in the literature (Sharadgahand and Sa'di, 2022). Karsenti (2019) states that there is an urgency to prepare educators for tomorrow's educational settings.

Examining the perceptions of EFL instructors is crucial, as evidenced by the growing design and use of AI tools in EFL. Although AI technologies have the potential to revolutionize teaching (Ullrich et al., 2022) (Hockly, 2023), their implementation requires careful consideration of ethical issues and the development of digital literacies for both teachers and learners. The integration of AI in EFL is a complex and multifaceted process, with both benefits and challenges. That's why, it is significant to understand how EFL instructors view, interact with, and contribute to their development will greatly influence their efficacy and uptake. Existing research has examined the integration of AI in K-12 EFL, highlighting both the opportunities and challenges that teachers may encounter (An et al., 2022). However, the effective use of these AI tools requires consideration of privacy, transparency, and teacher

preparation. (Woo & Choi, 2021) We may more effectively identify adoption barriers, pinpoint areas for development, and make sure AI solutions meet the real-world requirements of educators by investigating the perceptions of instructors. This emphasis is significant since instructors' perspectives not only improve the tools' usability but also greatly influence AI-driven innovations that are adapted to actual classroom settings. Beyond the classroom, AI-powered language learning tools have demonstrated the potential to enhance personalization, feedback, and assessment (Rashmi, 2023). As a result, hearing EFL instructors' perspectives fills a critical gap in the literature and offers a useful link between technology developers and the educational community. To provide insights on how to integrate AI and AI tools in English preparatory schools, more research studies should be conducted.

1.5. Definitions of Terms

AI: It refers to the simulation of human intelligence by machines or computer systems. (Sanoff, 2022).

AI Tools: They are tools and applications powered by AI technology. (Richer, 1989).

AI-integrated instruction: It is a type of instruction method that integrates AI into instruction. (Zhang and Luo, 2015).

AI Literacy: It is the ability to be able to use AI tools and technologies effectively. (Long, Magerko, 2020).

CHAPTER 2

LITERATURE REVIEW

This chapter presents a comprehensive review of the literature focusing on integrating AI in educational contexts, especially the use of AI in EFL context. Furthermore, it examines the awareness levels and perceptions of educators on AI and reviews the literature.

2.1. Artificial Intelligence (AI)

Artificial intelligence, shortened as AI, is an algorithm system that is designed to imitate human cognitive abilities such as problem-solving, automation, and accessibility via different tools and platforms (Wu et al., 1986). The concept of AI was established in 1936 by Alan Turing, a pioneering mathematician and computer scientist. Even though he did not specifically use the term “artificial intelligence” in his studies, he set the groundwork for AI that we use today. One of Turing's most important contributions to AI enhancement is the Turing Test proposed in 1950. In his paper titled “Computing Machinery and Intelligence.”, he proposed a test to determine whether a machine could simulate human behavior. During the test, a human evaluator utilizes a text-based interface to communicate with a machine and a human, without knowing which is which. The machine passes the Turing test if the evaluator is unable to distinguish the replies of the machine and the human. Although he was not able to access modern computing technologies and algorithms, his concepts set the foundation for future research into AI and its possible uses (Turing, 2004).

The term “AI” was coined by John McCarthy at the Dartmouth Conference (1956). Researchers from various disciplines came together at this conference to investigate

the possibility of creating machines that are capable of thinking and carrying out activities that are often associated with human intelligence. Thus, the conference marked as the formal beginning of AI research, and it has been a field of research since then. (Knapp, 2006). Following the Dartmouth Conference, AI researchers made great progress in creating fundamental AI methods and algorithms. During this period, Allen Newell and Herbert A. Simon completed two notable projects: the Logic Theorist (1956) and General Problem Solver (1957). The Logic Theorist is a thinking machine that could prove theorems in symbolic logic and General Problem Solver, GPS in short, is a computer program which intended to work as a universal problem solver machine. However, the progress of AI research slowed down due to reduced funding and enthusiasm for AI in the 1970s-1980s which is also known as AI winter. AI gained interest in the 1990s resulting in many advances such as image and voice recognition, natural language processing, and automated machines (Tecuci, 2012).

Even though AI has been around for more than 60 years, the field has recently experienced rapid growth and technological advancements that have a growing impact on many aspects of our daily lives (Tobin et al., 2019). Wu et al. (1986) states that AI has applications and tools that go beyond simple problem-solving and these include automation systems and improved accessibility. AI includes a variety of drivers and technologies such as big data, algorithms, machine learning, hardware, and computer vision. These technologies are accessible in a variety of applications (Zhang and Lu, 2021). Moreover, AI is increasingly being used in modern society, enhancing efficiency and comfort in people's lives in various fields such as industry, healthcare, and the economy (Verma, 2018).

AI has the potential to make changes and shape industries and increase efficiency and productivity (Mannuru et al., 2023). AI can improve efficiency by automating tasks and saving time and resources for businesses in the industry. It boosts employees' productivity by handling repetitive tasks and allows them to focus on more creative and higher-level responsibilities. Furthermore, AI helps businesses make intelligent choices by extracting useful insights from large and complicated data sets, particularly in areas like customer data analysis (Tacheva and

Ramasubramanian, 2023). In recent years, AI has positively impacted the development of healthcare via wearable health devices that estimate health status and automatic robotic surgery. Furthermore, automatic medical imaging is the most successful use of medical AI, particularly in image-based diagnosis fields like radiology, dermatology, and ophthalmology. AI-enhanced medical devices help doctors in surgeries, improve preventive healthcare, and detect illnesses by monitoring the signs and symptoms (Yu et al., 2018). AI has transformed the economy by replacing humans with machines to perform routine tasks like organizing work and activities, documenting and recording information, and inspecting equipment. Employees can now focus on the tasks that AI would be able to do better thanks to the time provided by machines (Huang et al., 2019). It can encourage innovation in a variety of economic sectors (Trajtenberg, 2019). Moreover, businesses that have used AI for a longer time produce more innovative solutions and come up with new ones when compared to traditional business settings (Rammer et al., 2022).

2.2. A Brief History of AI in Education (AIEd)

The term AIEd describes the application of AI technologies or systems in educational context, and it has the potential to transform traditional teaching methods. Although the use of AI in education has gained attention, especially over the last 25 years (Duarte et al., 2023), the use of AI in education dates back to the 1970s taking the form of computer-related systems. Computers started to be used more in educational settings mainly with the use of “skill and drill.” (Cairns and Malloch, 2017). The developments in computers and related technologies led to another phase in education called computer-aided instruction and learning (CAI/L), later taking the form of web-based and online education platforms such as ChatGPT, Education Copilot and Magic School. Chen et al. (2020) states that all these evolving technologies resulted in the evolution of AI and AI tools to be used for educational purposes.

In the 2000s, Augmented Reality (AR) and Virtual Reality (VR) technologies emerged in education and training. According to Tan et al. (2022) the number of

researchers increased who examined the utilizations of AR and VR technologies to provide trainees and students access to an immersive, interactive, and visual environment. Audibert et al. (2022) present that Machine Learning (ML), Deep Learning (DL), and Natural Language Processing (NLP) terms have gained attention and big companies like Apple, Google, Amazon, Microsoft, and Samsung have introduced AI-based personal assistants called Siri, Google Assistant, Alexa, Cortana, and Bixby, which can do a greater range of activities and comprehend natural language more effectively. While these technologies were not perfect in those years, they have come a long way in the past ten years.

According to Labadze et al. (2023), chatbots are another type of AI technology designed to personalize the learning experience for learners. ELIZA created in 1966 is one of the first chatbots which was able to mimic human-like responses. In 1995, A.L.I.C.E. (Artificial Linguistic Internet Computer Entity) chatbot using a natural language processing technique was developed. SmarterChild, IBM Watson Assistant for Education, Mitsuku, Tutorbot, and Woebot were developed and used for various educational purposes, including tutoring, language learning, mental health support, and general assistance in educational settings.

OpenAI, an AI research and deployment company, released the language model named Generative Pre-trained Transformer (GPT-1) in 2018 (Wang, 2019). Later, the company presented the ChatGPT model in 2022 as a free source. (OpenAI, 2022). Atlas (2023) presents that ChatGPT is a valuable source for educators and learners since it can detect grammar errors, summarize information, and save time. There are some concerns educators have about the integration of ChatGPT into educational settings because the students can copy and paste the information provided by ChatGPT as if their own work and this might result in plagiarism (Halaweh, 2023).

Overall, AIED has offered new potentials, challenges, and opportunities for advancements in education by creating more personalized learning environments, changing the role of educators, and developing more complex and beneficial educational systems (Xu and Fan, 2021; Zhai et al., 2020).

2.2.1. Roles of AI in Education

A new chapter in computer-assisted education has started with the development of AI. The roles of AI in education are changing as new technological tools and drivers are created. Hwang et al. (2020) describe the roles of AIEd as “intelligent tutor”, “intelligent tutee”, “intelligent learning partner” and “policy-making advisor”. AI integration in education creates new opportunities to enhance learning and teaching standards. In addition, AI integration into education is altering human knowledge, cognition, and culture.

According to Dignum (2021), education has been impacted by the developments of AI technologies in many different ways. These developments come with potentially beneficial tools such as virtual assistants which personalize education for the learners, and tracking systems that aim to help both the educators and learners. Additionally, AI has been used for various purposes in education including design and delivery of content, support, feedback, and assessment (Deeba et al., 2024).

In the age of AI, the traditional education system restricts personalized learning in certain ways. For example, there are many students with different learning styles, and it is almost impossible to create a unique curriculum for each student in a large group of classrooms. Thus, the potential of AI presents excellent chances for putting such a customized learning system into place (Annus, 2024). Luckin and Holmes (2016) present that more individualized and inclusive learning environments and, consequently more efficient learning environments can be built with the help of AI-based technologies including learner models, pedagogical models, and learning domain models.

Administration which includes tasks assigning assignments to the learners, reviewing and grading papers, and providing support and feedback to them is another area in education affected by AI technologies (Chen et al., 2020). Sharma et al. (2020) present that AIEd has enhanced institutional and administrative services, especially in distance and online education. Intelligent Tutoring Systems (ITTs) carry out various tasks like grading and giving students feedback on their work. These systems

help instructors improve their efficiency in administrative tasks and in tasks like guiding and assisting their learners to master their studies (Rus et al., 2013).

AIEd also plays a significant role in the assessment of the learners and AI-based technologies assist educators in many ways such as providing feedback, and grading papers and exams. With the help of automated grading systems, educators can spare more time on lesson planning and preparation (Adlawan, 2024). Moreover, the role of the teacher is shifting to a facilitator thanks to the automation of assessment (Holmes and Tuomi, 2022). According to Deeba et al. (2024), AI-based systems create a judgment-free environment that improves the performance of the students by creating a more comfortable learning environment for students.

2.2.2. Advantages of AI in Education

There are different advantages of AI integration into educational settings, and they can mainly be generalized as personalized learning environments, automated grading systems, immediate feedback, virtual help, enhanced tutoring systems, and improved engagement (Asokan, 2022).

To begin the personalized learning environments, AI creates individualized learning paths considering the goals, interests, and background knowledge of each individual. It adjusts the pace and materials to optimize learning outcomes for individuals. Plus, students are provided with constant feedback and assistance which maximizes their learning experience. Another benefit is predicting learners' performance based on homework completion and dropout rates which allows educators to detect at-risk learners (Chu et al., 2022).

Hwang et al. (2021) present that AI plays a significant role in improving engagement and motivating students since it provides interactive and adaptive learning experiences for students. Chen and Chung (2008) designed a personalized mobile English vocabulary system and investigated whether the system can enhance the learning motivation of the learners and promote their learning achievement or not.

The results have shown that the system promotes learning performances and interests of learners thanks to the effective and flexible learning mode for English vocabulary learning. Furthermore, the system prompts the learning motivation level of the students with the help of the self-inspection interface of the system. In their study, Neji et al. (2023) investigated the impact of chatbots on motivation levels. They also figured out that chatbots have a positive impact on the overall learning experiences of the students and enhance learner motivation.

Luckin et al. (2016) present that administrative tasks like grading and attendance are efficiently accomplished with the help of AI technologies since AI can automate routine tasks and enhance the efficiency of educational administration. AIED-based applications are being used in many colleges and institutions. To track student behavior such as assignment submission and attendance and to support those who are most likely to drop out of school, Educational Data Mining (EDM) is also being utilized. This allows the educators to focus on their teaching instead of spending their time on such tasks.

Another advantage of AI integration is enhanced accessibility. To provide access for people with disabilities, such as those with visual, auditory, motor, or cognitive impairments, digital systems and services must be designed with accessibility in mind. The utilization of AI has promise in expanding accessibility and elevating the standard of living of those with impairments (Chemnad and Othman, 2024). The significance of data visualization is increasing since it is more frequently used for data-driven reasoning and communication. Moreover, data visualization is also beneficial to everyone to increase accessibility, not only those who have impairments. It would be possible to utilize hands-free applications while cooking, creating, or playing sports, for instance, with flexible voice-activated solutions (Lee et al., 2020). AI applications enhance accessibility, including speech-to-text and text-to-speech technologies for students with special needs.

Last but not least, AI assists educators and administrators in analyzing data and providing insights to make teaching strategies and learning outcomes better. Acikkay and Akay (2009) used the support vector machine (SVM) to select students for a

School of Physical Education and Sports in Türkiye. The machine was able to classify the students and make %97.17 correct predictions about admission decisions based on a physical ability test, their scores in the National Selection and Placement Examination, and their graduation grade point average (GPA). Using an artificial neural network (ANN) model, Feng, Zhou, and Liu (2011) used enrollment data from 25 Chinese provinces as the training data to estimate registration rates in additional provinces. Course planning is aided by the use of ANN and machine learning techniques to forecast student course choice behavior. The researchers demonstrate that admission choices can be anticipated with high accuracy. Thus, administrative predictions such as admission for schools, students' academic performance, drop-out rate, and student engagement might be made by using AI-based solutions (Zawacki et al., 2019)

2.2.3. Disadvantages of AI in Education

AI has had a significant impact on practically every area, including research, economics, business, and transportation. However, because there is a lack of advanced software, hardware, and teacher training, the influence of AI on education has not yet been felt in the field of education. The fact that the current instructional software is neither sufficiently adaptable to imitate teaching nor responsive to students' needs is another factor. The more the influence of instructional software on education, the more it can reason about its teaching process, know what it is teaching, and which teaching approach to utilize (Woolf, 2010).

One of the disadvantages of the use of AI in educational settings is the lack of human interaction. AI-based tools are not yet able to provide the same level of empathy, emotional support, and personalized guidance. In their study, Tao et al. (2019) found that teachers hesitate not only that the robots will replace them but also the robots will not be able to monitor and guide the learners during their learning journey. They also think that robots can never succeed in making personalized efforts for each of the students like a human teacher. According to Mamatova (2023), the lack of human interaction might result in problems such as the feeling of isolation and

disengagement or a decrease in social and interpersonal skills since AI is not able to imitate complex human relationships.

Huang (2023) states that integrating AI technologies in educational contexts has raised concerns regarding data privacy and security. To personalize learning experiences, AI systems collect and analyze students' data including their personal details, academic records, behavioral data, and sometimes even their voices and videos. As stated in UNESCO's *Recommendation on the Ethics of Artificial Intelligence* in, in every step of their development, AI systems must protect, and promote human rights, fundamental freedoms, and dignity. (UNESCO, 2020). However, recent research studies highlighted that AI systems cannot ensure data privacy and security. Lu et al. (2020) present that protecting privacy and personal data against unauthorized disclosure, commercial exploitation, and other abuses is critically important. Therefore, governments should try to find a balance between the collection and protection of personal data in policy-making, implementation, and enforcement.

Yılmaz and Yılmaz (2022) conducted a study to investigate the views of university students on data privacy and ethical use of data in smart learning environments. They present that the majority of the students stated that they should be informed about how their data is protected and used, the privacy policy of the system, and who can access the data. Thus, it is significant to ensure data privacy and security while designing or integrating any AI technology into educational contexts (Marshall et al., 2020).

The potential of AIEd systems to increase educational equity and close achievement gaps between various student groups has frequently prompted the development of these systems. They also have the potential to fill existing gaps in educational settings by extending the advantages of one-on-one human tutoring to a larger audience. However, this is not the case since access to AI technologies is not as easy as it seems. Most AI systems require a mobile device, a high-bandwidth Internet connection, and edge computing devices. Thus, the cost of implementing and maintaining AI systems in educational settings can be high, making them

inaccessible to schools or families with limited resources as stated by Holstein and Doroudi (2022). According to Holmes et al. (2019), the limited data plans that AI products often offer restrict their application in educational environments. Due to their significant data processing requirements, these restrictions may prevent AI applications in education from reaching their full potential. Additionally, the cost and complexity of AI technologies increase since they need to be updated and maintained constantly to be effective.

Language is another barrier that limits the implications of AI tools in education since almost all of them are only in English. In their study, Finkelstein (2019) realized that African American students have more scientific reasoning when taught by an avatar that only speaks in their native language. Roshanaei (2024) states that AI has reduced biases in the recruitment process as interviews and evaluations are done through AI tools. However, it might create new biases when used in education and admissions.

2.3. Related Studies on Awareness and Perceptions of Educators on AI

AIED applications are on the rise and have gained attention in the last three decades; however, it still needs to be discovered to what extent educators use its full potential as stated by Zawacki et al. (2019). AI literacy just like digital literacy is a difficulty that hinders the applications of AI in educational contexts. According to Edmett et al. (2023), there is an urgent need to train educators to fill this gap since educators lack the appropriate pedagogical knowledge on integrating AI into their instruction (Lindler and Romeike, 2019; Sanusi et al., 2021). There are some challenges to AI use by educators and they can be stated as limited knowledge of AI algorithms, technical capacity, and lack of interest of teachers to use AI in their classrooms (Celik et al. 2020).

According to Ayanwale et al. (2022), research studies regarding teachers' readiness and intentions to use AI in their classrooms are quite limited. Thus, they designed a quantitative study with 368 Nigerian in-service teachers to examine their intuition and readiness. They found that willingness to teach with AI correlates with AI relevance while intention to teach AI is related to readiness to teach with AI. It is

also found that AI implementation is not related to the social good or anxiety level of the teachers.

Chiu and Chai (2020) stated that AI topics integration into the curriculum is crucial and designed a study to examine the perceptions of teachers about how to design an AI curriculum for K-12 schools. Their qualitative study with 24 teachers, 12 with teaching experience and 12 without teacher experience, revealed that teachers lack the technological and content knowledge on how to apply AI in their classrooms.

Ayanwale et al. (2022) found in their study that new technologies create unusual feelings for their potential users and AI creates anxiety for teachers. This anxiety generally results from misunderstandings of the concept, lack of technical knowledge, and exclusion of humans. Li and Huang (2020) categorized AI anxiety as learning anxiety, bias behavior anxiety, privacy violation anxiety, artificial consciousness anxiety, lack of transparency anxiety, ethics violation anxiety, job replacement anxiety, and existential risk anxiety. Moreover, Kin et al. (2020) figured out in their study that AI anxiety might negatively affect teachers since this might result in refusing its implementation in classrooms.

Kuleto et al. (2022) anonymously surveyed 152 primary and secondary teachers working in Serbia to examine their attitudes toward AI. According to the initial findings, teachers are more willing to implement AI in K-12 classrooms when they have a higher level of awareness and expertise about AI. Moreover, teachers believe that AI can assist them in monitoring and improving the performance of the students as well as in administrative tasks.

Another study was conducted by Galindo-Domínguez et al. (2024) to investigate whether there is a relationship between teachers' digital competence and their attitudes toward AI. A total of 445 primary, secondary, and higher education teachers took part in the study, and teacher digital competence and teachers' attitudes toward AI scales were used to collect data. The findings showed that teachers have a more positive attitude toward AI when they have more digital competency regardless of educational stage, sex, age, years of experience, or field of expertise. The other

finding of the research demonstrated that teachers lack practical expertise even though they feel ready to implement AI in educational contexts.

These findings suggest that further research on AI-based treatments to improve important aspects of teacher digital competency, such as information management, content creation, and problem-solving, might be worthwhile. Teachers' views on the usage of artificial intelligence in the classroom may improve as a result of the development of Teacher Digital Competence (Galindo-Domínguez et al., 2024).

There is a growing number of research studies stating that the use of AI in EFL has a promising future. It has many positive outcomes such as maximizing proficiency in the English language, translation, evaluation, acknowledgment, attitude, and recognition. However, research studies investigating the effectiveness of AI tools in the EFL context and the awareness and capability of EFL teachers are very limited Sharadgahand and Sa'di (2022). It is crucial to train teachers on how to implement and integrate AI into their teaching contexts Alkanann (2022).

In order to examine the perspectives of educators on the use of AI in English instruction in Pakistan, Firdaus and Nawaz (2024) designed a mixed-method research study. In this study, a convenience-based sampling strategy based on non-probability was employed to gather data from a sample of 110 EFL instructors. The quantitative data was collected by questionnaire whereas the qualitative data was handled via interviews. The results of this study show that most educators think that artificial intelligence is helpful and appropriate to be used for EFL. However, there are numerous challenges facing the use of this fairly new technology. The study shows that teachers have positive attitudes towards the use of artificial intelligence; yet the positive aspects of employing artificial intelligence in teaching English can be achieved by removing the challenges faced by teachers and students when using it. Zulkarnain and Yunus (2023) implemented a survey to investigate the attitudes of ESL primary teachers regarding the use of AI in their classrooms. The results showed that the attitudes of the teachers affected their intention to use AI. Thus, it is significant to consider the perceptions of the teachers in order to transform their working conditions and academic curricula effectively.

Schmidt and Strasser (2022) argue that although EFL teachers are aware of the benefits and drawbacks of digital technologies, the state of language learning programs today is inadequate in offering the kind of intelligent, adaptive practice environments that could effectively facilitate individualized, differentiated instruction in foreign languages. Thus, more research studies should be conducted to examine the perceptions of EFL teachers and provide insights on how to apply AI in their teaching contexts.

AI integration into EFL offers new and creative ways to improve teaching and learning. AI tools such as tutoring systems and advanced language processing technologies are already starting to revolutionize educational methods. These tools allow for learning experiences, immediate feedback, and personalized content delivery to meet the needs of English learners. To successfully incorporate AI into EFL context, it is essential to understand its advantages and challenges as well as implement it strategically for maximum effectiveness. With the help of AI, educators can develop effective and inclusive environments for language learning that enhance the overall educational journey (AlKanaan, 2022).

Kohnke et al. (2024) present in their paper that AI tools such as ChatGPT cause technostress in education that affects their well-being. They interviewed 16 instructors at higher education institutions in Hong Kong and identified the rapid development of AI technology, inadequate training, and lack of experience as contributors to technostress. To provide insights and reduce the challenges that EFL instructors might encounter while integrating AI, they designed a TPACK (Technological Pedagogical Content Knowledge (TPACK) model. They also suggest that future research could investigate the well-being of the teachers and the effective integration of AI.

Ponera and Madila (2024) designed a research study to investigate the awareness of instructors about the use of AI tools in higher education in Tanzania. An online questionnaire was applied to 207 academic staff at Moshi Co-operative University. According to the results, instructors had awareness of the use of AI tools in academia. However, the use of AI tools in academia is not common because it is not

officially recognized. The instructors suggested that the use of AI tools enhance learning and academic writing. ChatGPT, Bard AI, Grammarly and QuillBot were some of the AI tools defined by the instructors. The instructors also pointed out some difficulties of AI integration such as lack of experience with AI tools, perceptions on AI, and encouragement of plagiarism. Lastly, Ponera and Madila (2024) state that there should be training for instructors to implement AI effectively in higher education.

In their mixed-method research study with 15 English lecturers, Idham et al. (2024) found that they use AI for different educational purposes such as checking grammatical errors, paraphrasing and solving questions. They state that AI has some potential benefits including the detection of plagiarism and grammatical errors. However, it also has some drawbacks. For example, the English lecturers have to be digital literate to use AI and AI tools in their teaching environments. Moreover, the lecturers state that their job might be taken over by AI in the future. That's why, they have to improve their teaching skills continuously.

AI and AI tools assist language learners to improve their language skills such as writing or speaking. Khalaf (2021) examined the efficiency of a specific AI speaking tool called ELSA with 20 engineering students being non-English major students at preparatory-year Albaha university. In The results of the study showed that AI has improved the speaking and pronunciation skills of the students.

Similar to Khalaf's (2021) study, El-said (2023) investigated the effectiveness AI chatbot Duolingo on improving the oral skills of English language learners with 64 first year preparatory school EFL students. The participants were randomly divided into the control and experiment group. Experiment group received AI-based instruction while control group received traditional method of instruction. The results of the study showed that students in the experiment group showed greater improvement than the students in the control group. Khalaf (2021) suggests that AI tools should be integrated into instruction in preparatory schools to improve the English oral skills of the EFL students.

2.4. Related Studies on AI in EFL Context

AI has impacted various fields in recent years and reshaped traditional approaches and methodologies. English is one of the most common languages used around the world and the advancement of digital platforms and technology has made teaching and learning English easier than before. They provide the chance to increase English language proficiency for the learners (Shin, 2018). In the field of education and English as a foreign language (EFL), AI is a powerful tool that can completely change how languages are learned, taught, and understood by humans.

Wang (2019) states that AI can effectively reform the way of teaching and learning English. AI personalizes learning experiences, optimizes teaching strategies, and globally breaks language barriers by using machine learning algorithms, natural language processing techniques, and adaptive learning systems. Moreover, it provides a more effective, inclusive, and dynamic approach in EFL. AI will play an important role in the additional support system for teachers and learners of English along with user-friendly applications, high-quality content, support mechanisms, immediate feedback system, and global connect (Gawate, 2019).

Sharma et al. (2024) presents that AI technologies guide learners to improve their language skills such as grammar, pronunciation, vocabulary, and other language skills. Li (2020) examined an online platform, IELTS Liulishuo, which aims to correct the errors of non-native English speakers mainly focusing on two productive skills: speaking and writing. The platform provides immediate feedback based on the learners' performance after they take the mock IELTS exam. Additionally, the learners can receive a band score for descriptors such as grammar, fluency, vocabulary, and pronunciation. Thus, AI-powered software and applications can assist learners in improving specific language skills.

In another study by Chen (2024), the impact of AI on the reading efficiency of learners was examined. He designed an auxiliary reading system based on AI including a two-module English language and literature reading assistance system and a user-autonomous reading system. Plus, the system was able to enhance users'

reading autonomy, lower their reading burden, and improve the quality of reading resource sharing. The experimental results showed that an AI algorithm enhances the reading efficiency and quality of the readers besides assisting them in managing their time more effectively when reading English Language and Literature.

Hwang et al. (2023) created a mobile application, Smart RoamLingo, to help university students in writing in EFL (English as a Foreign Language). They divided the learners into two groups: the experiment and control groups. In the post-test, the experiment group significantly outperformed the control group. According to the interview conducted with the experiment group, the application was able to provide relevant feedback most of the time. Moreover, the application assisted the students not only in improving their writing skills but also in enriching their vocabulary by using learning strategies like rewriting and using AI-SS (AI-Sample Sentence).

Dizon (2020) aimed to investigate the effects of AI-powered tools on the listening and speaking skills of EFL learners. He included two groups as experiment and control in his study. The experiment group was exposed to a 10-week treatment of intelligent personal assistants (IPA). The results showed that speaking skills can also be enhanced thanks to AI-powered tools such as intelligent personal assistants (IPA) and the IPAs did not make much difference between the groups based on the listening skills.

To understand the impact of AI-mediated instruction on EFL students' motivation, Wei (2023) designed a mixed-method study including 60 university students. Those students were divided randomly into the experiment who received AI-mediated instruction, and the control group taught by traditional instruction. To evaluate the English level of the students, pre-tests, and post-tests were utilized, and the results indicated that the students in the experiment group outscored the control group students in all areas including grammar, vocabulary, reading, and writing skills. Also, these results highlight the potential positive impact of AI-mediated language instruction in motivating language learners, fostering autonomy, and maximizing language learning outcomes.

Seo et al. (2021) conducted a study to investigate the impact of AI on learner-instructor interaction in online learning environments. They examined the real voices of 11 instructors and 12 university students using a technique called "Speed Dating with Storyboards.". According to the results, students believed that AI would support personalized learning, and provide just-in-time support. The instructors believed that AI could help them by answering simple and repetitive questions and becoming more aware of the needs of their students. However, both students and instructors had some concerns regarding privacy, misleading, and social interaction issues.

Chatbots are computer programs simulating and processing human conversations in written or spoken forms. In their empirical study, Nghi et al. (2019) examined the efficacy of AI chatbots in learning a foreign language. 200 students took part in the study with 100 students in the experiment and control groups respectively. The experiment group used a Facebook chatbot and 10 periods of class meetings for learning English prepositions while the control group did the same without the help of a chatbot for 15 periods of class meetings. The findings showed that using AI chatbots in learning has a positive impact on the level of engagement and performance of the students. Most of the students believed that chatbots played a significant role in their learning journey by creating fun and excitement. They also indicated that chatbots allow them to interact whenever and wherever they want.

Kim (2019) designed a research study to investigate the impact of chatbots on EFL students' grammar skills. The participants were 70 undergraduate students taking a General English class at a university in Korea. The students were divided into two groups 36 in the chatbot group and 34 in the human group. Throughout 16 weeks, the human group students conversed with a human chat partner while the chatbot group had conversation sessions with a chatbot. To examine whether there is a change in the grammar skills of the students, pre-tests, and post-tests were utilized to collect data and then independent t-tests were applied. The main findings of the research indicate that in both groups, conversations with either chatbot or human dramatically improved the grammar skills of the students. Moreover, there was a significant difference between the two groups in terms of improvement based on the post-test results. The students using a chatbot outscored the control group and had

conversations with humans. Kim (2023) suggests that chatbots for EFL learning can assist learners in enhancing their academic skills by reducing the anxiety and stress levels of the students.

AI-powered tools can provide feedback to enhance the pronunciation skills of EFL learners and ORAI is one of those tools. Suryani et al. (2019) implemented qualitative research to examine the efficacy of ORAI. 35 students took part in the research who were in the third semester of English students at IKIP Siliwangi, and the data were collected by observation and through interviews with the students. According to the results, ORAI creates a better learning environment than in-class practice in terms of accessibility, comfortability, technicality, and integrated learning. The majority of the students stated that the use of ORAI assisted them in pronouncing correctly and motivated them to practice more with the help of feedback.

Another potential use of AI in EFL is assessment and evaluation. Automated Essay Scoring (AES) is a specialized computer system, and a method of educational assessment applied to natural language processing. It aids educators in assigning scores to essays written for educational purposes. In their study, Mizumoto and Masaki (2023) tested the reliability and accuracy of ChatGPT. They asked GPT-3 to automatically score 12200 essays and compared the results to benchmark levels. According to the findings, GPT has a certain degree of accuracy and reliability. It can be used as a potential supplement to human evaluation. Additionally, AI language models like ChatGPT may be used as powerful AES instruments, possibly changing the way that evaluation and feedback are written for both research and practice.

In his mixed-method study, El Shazly (2021) found that one of the other potential impacts of the use of AI in EFL education is reducing the anxiety level of the learners by creating personalized learning environments. the main purpose of the study was to examine the impact of AI on the speaking anxiety level of the learners and 48 undergraduate students in an EFL in Egypt class took part in the research study. To assess the anxiety level of the learners, pre-tests, and post-tests were

applied over 8 weeks, and the IELTS speaking evaluation rubric was used to measure the speaking level of the learners. The results showed that AI facilitates interaction and oral communication skills of the learners and reduces the anxiety level of the learners by providing an engaging, flexible, and learner-centered environment.

2.5. Summary of the Literature Review

Above mentioned in the literature, AI has recently gained attention in almost every field and is being increasingly used to automate routine and daily tasks. (Tobin et al., 2019; Wu et al., 1986). Moreover, it has the potential to make changes by increasing efficiency and productivity in the workplaces with variety of different tools created to serve many services (Zhang and Lu, 2021).

When it comes to the field of education, AI has been a very popular term among educators and researchers in the last two decades (Duarte et al., 2023). However, the existence of AI in education dates back to 1970s in the form of web-based platforms and computers used in educational settings. With the enhancements in technology, Augmented Reality (AR) and Virtual Reality (VR) terms emerged in education and training in 2000s. AR and VR technologies was the focus of many studies in the field of education (Tan et al., 2022). As technology enhances, new forms of technologies and related research started to be conducted. In the late 2000s, big companies like Apple, Google and Amazon introduced a new tool called AI-based assistants like Siri and Google Assistant (Audibert, 2022). In 2018, Generative Pre-trained transformer (GPT-1) was introduced by OpenAI and this improvement was the beginning of a new era in the field of education (Wang, 2019). Overall, the adventure of AI in education began with computer systems and has now followed a path towards AI tools, new ones of which are produced every day.

Based on the literature review, AI has many different roles in education. Hwang et al. (2020) called these roles “intelligent tutor” or “policy making advisor”. In fact, the roles of AI in education can vary greatly depending on the way it is used. Research studies conducted so far has showed that the main roles of AI in education be listed as creating individual learning environments for students, automating

administration tasks and assessing the learners (Dignum, 2021; Deeba et al., 2024; Luckin and Holmes, 2016; Chen et al., 2020).

To integrate AI into instruction, the awareness level of the educators is a significant issue. However, the literature also points out that educators are not aware of the potential of AI and how to integrate it into their teaching settings due to lack of training and exposure (Zawacki et al., 2019; Lindler and Romeike, 2019; Sanusi et al., 2021; Celik et al., 2020).

In conclusion, the research studies which examines machine learning, neural networks, support vector machines, genetic algorithms, deep learning, decision trees, expert systems, natural language processing, data mining, cloud computing, and edge computing indicates the rapidly expanding possibilities of AI in EFL. However, it is evident that AI in the realm of EFL is still in its early stages. The research landscape reveals significant gaps, particularly concerning the awareness of EFL instructors. Furthermore, there exists a lack of clarity and consensus on what constitutes AI within EFL, compounded by the fact that many contributors to this discourse are from outside the EFL discipline. Future research must continue to bridge these gaps, fostering a more comprehensive and nuanced understanding of the role of AI in enhancing language learning and teaching (Sharadgah and Sa'di, 2022; Ponera and Madila, 2024; Idham et al., 2024; Khalaf, 2021; Kohnke et al., 2024).

CHAPTER 3

METHODOLOGY

3.1. Research Design

This study aimed to gather information for instructional methods and the construction of effective AI tools by examining the perceptions of EFL instructors at a private institution regarding the integration of AI tools in language teaching and learning activities. The study also aimed to explore the viewpoints, experiences, preferences, and difficulties that EFL instructors have when using AI tools, acknowledging their critical role in the process. To achieve these aims, an instrumental qualitative research method was utilized in the present study.

Qualitative research studies investigate the quality of relationships, activities, events, or materials (Fraenkel et al., 2012). The goal of qualitative research studies is to find out how people make sense of their world (Merriam & Tisdell, 2016) and enables researchers to carry out comprehensive investigations on a broad range of subjects (Yin, 2011). The nature of qualitative research studies is to find answers to “how” and “why” questions. Moreover, they are conducted to gather comprehensive information about a subject while considering participants' perspectives, find explanations for certain behaviors, or examine topics (Creswell, 2013).

There are several forms of qualitative research studies and case studies are one of them. A case study “explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case themes” (Creswell, 2013, p.97). Thus, it is the most appropriate research form

for this study since it allows researchers to gain in-depth knowledge of a certain subject which is the use of AI in EFL classrooms in the present study (Fraenkel et al., 2012).

A case study can be classified differently based on the different viewpoints. According to Stake (1995), a case study can be classified as an intrinsic case that stems from the professional or personal interest of a researcher in a particular situation, an instrumental case, which is chosen to comprehend a certain occurrence; and a collective case, when the researcher selects several sites of a problem. Yin (2003) suggests that three types of case studies: exploratory, descriptive, and explanatory. The purpose of exploratory case studies is to formulate research questions and hypotheses or evaluate a methodology. A specific phenomenon is described in its natural environment in descriptive case studies. Explanatory case studies examine a situation's cause and effect relationship, examining how it occurred and the underlying causes.

The current study is an example of an instrumental case study according to the perspective of Stake (1995) since the main aim of the research is to investigate the perceptions of EFL instructors on AI integration in an English preparatory school at a private university in Türkiye. Since this case study focuses on a specific case, the case study design provides an effective framework to investigate this phenomenon in a real-life context. To comprehensively address the research questions, an in-depth analysis of the data is necessary to uncover the perspectives of the instructors and examine the case with all its distinctive features, complexities, and underlying dynamics.

3.2. Context of the Study

According to Yin (2003), researchers use the case method because they want to "cover contextual conditions-believing that they might be highly pertinent to (the) phenomenon of study," and emphasizes the significance of the context (p.13). Consequently, it is essential to explain the case's context and related information (Creswell, 2013).

This study was carried out at an English Preparatory School in a private university located in Ankara, Türkiye. It was established in 2009 as a foundation university. The university offers English-medium instruction across five faculties and a total of 23 departments. According to the 2022-2023 academic year data, the institution serves approximately 4,450 students. Known for its modern educational approach and qualified academic staff, it is recognized as one of the reputable higher education institutions in Türkiye. The institution places great emphasis on English as the primary medium of instruction across its faculties. Students enrolled in undergraduate programs are required to demonstrate proficiency in English to succeed in their respective departments. For those who do not meet the necessary language requirements, the university offers a comprehensive English preparatory school, which serves as a crucial step in ensuring academic success. The preparatory school focuses on equipping students with the language skills needed to survive in an English-medium academic environment, reflecting the dedication of the university to foster global competencies. English education is considered as a cornerstone to preparing students for both academic and professional excellence.

The case of this study is the perspectives EFL instructors working at this private institution in Türkiye regarding the integration of AI tools in language teaching and learning activities. The use of AI in educational settings, particularly in EFL instruction, varies, including tools for personalized learning, AI-powered language learning applications, and automated feedback systems. The EFL instructors in this context play a crucial role in integrating AI into curriculum and instruction in preparatory schools, with their diverse educational backgrounds, teaching experiences, and varying levels of familiarity with AI providing a rich source of data. This context allows for a deeper understanding of the practical implications, benefits, and challenges of using AI tools in language learning, as well as how AI can be effectively integrated into teaching practices in a private educational setting.

3.3. Participants

This study aimed to investigate the perceptions of EFL instructors about the use of AI in education in a preparatory school. The study sample consisted of 10 EFL

instructors working at a well-known private university. The EFL instructors had to give a minimum of 12 or 20 hours a week depending on their duties. Some of the instructors may have extra duties such as curriculum coordination, testing, and teacher training and development. The data was collected from in total 10 participants, 5 females, and 5 males, during the 2024-2025 Spring Term. The average age of the participants was 33.56.

In the present study, purposive sampling was utilized to reach the participants. In purposive sampling, choosing the participants will most effectively assist a researcher in comprehending the study phenomenon (Creswell, 2013). The rationale behind purposive sampling is that a case study requires an in-depth analysis of a phenomenon. The concentration on in-depth comprehension and insights through "information-rich case" is where purposeful sampling derives its strength and rationale. These information-rich cases provide data that are significant to the purpose of the study (Patton, 2002, p. 46). To get the most related and plentiful data (Yin, 2018), the following pre-determined criteria were set.

EFL Instructors were required to:

- currently teach full-time (give a minimum of 12 hours of English class per week)
- work at a private university as an EFL instructor
- be willing to participate voluntarily

The rationale behind giving a minimum of 12 hours of English class was that they have frequent and direct contact with the students. This allows them to observe the processes, challenges, and responses to implementing AI in EFL. This interaction is significant for the research to gather valuable data. The instructors were required to work at a private university as an EFL instructor since private university instructors are expected to use and integrate AI into their teaching practices. Another reason for this choice is that the participants are expected to be familiar with AI technologies designed for teaching foreign languages, which is very important in terms of the focus and objectives of this research study.

Furthermore, EFL instructors were selected as participants due to their exceptional ability to use AI into language acquisition-related teaching methods. EFL instructors frequently work with interactive and student-centered pedagogical approaches that would greatly benefit from AI-based tools like adaptive learning platforms, automated feedback systems, and language-specific resources, in contrast to general faculty members or instructors in other disciplines.

Other criteria was being willing to participate voluntarily since the researcher wants the participants to take part voluntarily in the research study to make sure that the data provides more engaged and insightful responses.

3.4. Data Collection Instruments

3.4.1. Semi-Structured Interviews

The main data collection instrument of the current study was semi-structured interviews conducted to investigate the perceptions the use of AI as a learning tool in EFL education of EFL instructors working at a private university. Semi-structured interviews involve a series of questions designed to elicit specific answers from the participants (Fraenkel, 2012). Before the interview questions were formed, research questions and literature reviews were revisited. Then, the interview questions were formed by the researcher by considering the literature and research questions. After the questions were formed, expert opinion were obtained from an academician specializing in technology integration in education. Moreover, a pilot study was conducted to test the clarity of the interview questions of the current study (Yin, 2011). After expert opinion and pilot study, the interview questions were revised based on the feedback provided. For example, one of the questions was split into two separate questions as it questioned two different aspects. Another question was rephrased to make it clearer.

The interview consisted of 16 questions in total. (see Appendix B). Some of the interview questions are listed below:

- 1. Have you ever heard about the term “Artificial Intelligence (AI)?**

2. What does AI mean to you and which programs or technologies come to your mind when you hear this term?
3. Do you use AI for educational purposes? If so, can you provide examples? If not, why not?
4. What are your initial opinions regarding the use of AI in language learning and teaching practices?
5. How familiar are you with AI technologies currently used in education?

3.4.2. Document Analysis

In case studies, documents are often used to expand on the findings obtained from the primary data sources (Yin, 2003). Since this research is a case study, it aimed to complement the main findings derived from semi-structured interviews conducted with the instructors. To achieve this, coursebooks and materials used by the participant instructors in their English preparatory school were analyzed to determine the extent to which AI integration was present. Nevertheless, the institution does not require instructors to prepare and follow detailed lesson plans, as teaching primarily follows structured coursebooks that outlines daily or weekly units to be covered. For this reason, instead of individual lesson plans, the researcher conducted a document analysis of the coursebooks provided by the institution. The aim was to identify any references to AI tools, applications, or integration within the instructional resources. The examinations showed that no explicit or implicit references to AI were present in the coursebooks which highlights a gap in the curriculum regarding AI integration.

The data collected through document analysis was thematically analyzed by the researcher to better understand the resources and instructional framework instructors operate within. These findings helped triangulate the data obtained from the interviews and provided further insights into the institutional support for AI integration.

3.5. Data Collection Procedures

To make sure that the present study doesn't cause any psychological or physical harm to the participants and the institution, the required forms for ethical

considerations and associated permits were submitted to the Middle East Technical University Human Subjects Ethics Committee. After that, approval was received considering the suitability of ethical issues for the current investigations (see Appendix A). To ensure confidentiality, the identities of the participants were not shared with other individuals.

The research started collecting data after receiving the approvals of the Ethics Committee. All possible participants were informed of the research study and the volunteer participants were contacted. After obtaining consent forms from the participants, 10 EFL instructors were interviewed (See Appendix C). The interview date and time were scheduled according to the availability of the EFL instructors. The data collection process approximately took four weeks (from 9th June to 11th July). The data were collected during the spring semester of the 2023-2024 academic year in the present study.

All the interviews were conducted online through Zoom which allows the users to connect with video, audio, and chat. To prevent data loss and obtain more reliable data, participants' agreement to audio recording was also requested before the interviews. Every participant consented to the audio recordings being made. The participants were also made aware of their right to end the interview at any moment.

The interviews were conducted in Turkish which is the native language of the participants to make them feel more comfortable and reduce the anxiety of expressing their thoughts on a specific topic in another language during the interview process. Each participant was interviewed one by one and the interviews were recorded to be transcribed later and labeled as P1, P2, P3.... P10. The length of the interviews ranged from 15 to 35 minutes.

All the interviews were transcribed by Microsoft Word Document Transcription tool. The researcher listened to all the recordings and went over the transcripts to control and make necessary corrections in the defective parts and to familiarize herself with the data. Then, she translated the purposefully selected sections into English during data analysis.

Table 3. 1. Dates and Durations of Interview

Dates and Durations of the Interviews

<i>Participants</i>	<i>Interview Dates</i>	<i>Duration</i>
<i>Participant 1</i>	June 9, 2024	25 min. 02 sec.
<i>Participant 2</i>	June 10, 2024	14 min. 40 sec.
<i>Participant 3</i>	June 11, 2024	21 min. 35 sec.
<i>Participant 4</i>	June 12, 2024	22 min. 49 sec.
<i>Participant 5</i>	June 13, 2024	20 min. 51 sec.
<i>Participant 6</i>	June 14, 2024	21 min. 16 sec.
<i>Participant 7</i>	June 30, 2024	34 min. 24 sec.
<i>Participant 8</i>	July 5, 2024	25 min. 47 sec.
<i>Participant 9</i>	July 9, 2024	23 min. 13 sec.
<i>Participant 10</i>	July 11, 2024	29 min. 41 sec.

3.6. Data Analysis

According to Braun and Clarke (2013), interpretive qualitative analysis allows us to gain a deeper understanding of the data unlike descriptive analysis. A thematic analysis method was used to examine the data for this qualitative case study (Braun and Clarke, 2013).

Thematic analysis is a widely used method in qualitative research, particularly in the social sciences. This method focuses on identifying, categorizing, and interpreting patterns or themes within the data, offering a systematic approach to analyzing textual information (Krippendorff, 2013). Thematic analysis provides various advantages for researchers. Firstly, it allows for flexibility in applying theoretical frameworks and is adaptable to various forms of data, whether textual, visual, or audio. Secondly, it is accessible for both novice and experienced researchers, offering a straightforward entry point into qualitative analysis. Lastly, thematic analysis is valuable for deriving insights from large amount of data, enabling researchers to make sense of complex information in a structured and replicable manner (Braun and Clarke, 2013). Inductive thematic analysis was used in this study since the topics came from the data itself, independent of any past theoretical frameworks or presumptions.

A six-step procedure for carrying out thematic analysis in qualitative research is proposed by Braun and Clarke (2006). The first step for the researcher is to

“familiarize yourself with the data” by transcribing, reading, and rereading the data in order to gain a comprehensive grasp of it. The second step is “generating initial codes” is to locate and establish codes that are based on noteworthy details that could be connected to the study questions. The third step named as “searching for themes” involves the researcher going over the codes and grouping them into possible themes that could be representative of larger patterns in the data. In the next step “reviewing themes”, themes are refined to make sure they appropriately represent the data and are pertinent to the study objectives. This may entail dividing, merging, or eliminating some themes. In the fifth stage, “defining and naming themes,” the researcher must analyze each theme in-depth and give each one precise definitions and appropriate titles. In order to finish the report, the researcher chooses strong data extracts for the sixth phase, “producing the report,” connects them to the research questions and literature, and then provides a coherent analysis.

Following the transcription of all the data, the thematic analysis approach was applied to evaluate the data using all the stages suggested by Braun and Clarke (2006). The MAXQDA (2024) software was utilized to code the qualitative data. The researcher created her own codebook based on the findings and literature since a codebook was not created to analyze the current study. After coding the whole data, another researcher and supervisor of the thesis engaged in the coding process. Then, the themes were organized under five categories: 1) perceptions of AI in education, 2) perceptions of AI in EFL AI in educational practice, 3) future of AI in EFL.

3.7. Trustworthiness

According to Lincoln and Guba (1985), trustworthiness is the convincing part of a research paper that makes it worthwhile to read and review. The Guba (1981) strategies were used to ensure the validity of this investigation. Several strategies were used to preserve credibility, including extended engagements and prolonged engagement.

Prolonged engagement was carried out. In order to gain a deeper understanding of the participants, the researcher talked to them for a considerable amount of time and established a relationship with them in their natural settings.

Thick, detailed descriptions provided the transferability in trustworthiness. An in-depth explanation of the study's background as well as the methods used for data collecting and analysis was provided. The setting, participants and context of the study were all thoroughly explained (Creswell, 2013).

Creswell (2013) suggests that "by employing a good-quality tape for recording and by transcribing the tape" (p. 253), the qualitative study's dependability could be improved. In that regard, all of the study's data were carefully recorded and transcribed. Additionally, according to Creswell (2013), intercoder agreement is employed to establish dependability in qualitative research, which is defined as "the stability of responses to multiple coders of data sets" (p. 253). Also, it was conducted to finalize the codes and themes identified in the research.

A reliability audit was conducted to ensure the trustworthiness of the study. The supervisor of the research being respectable, knowledgeable, and experienced in the field of education, supervised and guided all the procedures of this study (Guba, 1981).

3.8. The Role of the Researcher

Creswell (2014) states that qualitative research requires the researcher to be deeply involved with the experiences of the participants since it is inherently interpretive. This involvement brings significant personal and ethical considerations to the research. Researchers are encouraged to acknowledge and reflect on their biases, values, and personal backgrounds—such as gender, history, culture, and socioeconomic status (SES)—as these factors shape the interpretations formed during the study. Creswell (2014) emphasizes that such reflexivity is essential for ensuring that the research process is transparent and grounded in the context of the perspectives of the researchers.

To be more specific, I graduated from the English Language Teaching department at Middle East Technical University. After my graduation, I started working as an English Language Teacher at a private school and as an instructor at a private

university afterwards. I have gained various insights related to the teaching profession throughout this process. My engagement in this study was both personal and professional because I have six years of experience teaching English language, and I have a strong interest in integrating AI tools into instruction. My experience gave me a unique perspective on how AI may affect teaching the future of EFL. As a language teacher, I am so interested in AI and AI tools designed to assist EFL learners to improve their language skills. I had a chance to make my students use AI tools such as ChatGPT, Gliglish and Quill Bot. I have observed that AI tools helped my learners to improve their language skills and motivated them during their language learning journey.

As the primary researcher for this thesis, my role involved conducting a comprehensive investigation into AI in EFL. I was responsible for designing the research framework, which included formulating research questions, developing methodologies, and selecting appropriate data collection techniques. I conducted literature reviews to ensure a thorough understanding of existing research and identified gaps that my study aimed to address. My tasks included collecting and analyzing data, utilizing both qualitative and quantitative methods as required, and interpreting findings in relation to the research objectives. Additionally, I was involved in synthesizing the results, drafting the analysis and discussion sections, and ensuring the research adhered to ethical standards. My role was crucial in shaping the direction and depth of the study, contributing to the generation of meaningful insights and recommendations based on the research outcomes.

3.9. Limitations of the Study

There are some limitations of the present study. Firstly, the data was collected in the 2024-2025 Spring Term which is a specific short time. There might be some developments in implementing AI in preparatory schools in the future and changes in the perceptions of EFL instructors. Plus, the participants of the present study are EFL instructors working at a private university. There might be differences in the implementation of AI into curriculum and instruction in other private universities.

The second limitation is technology-specific limitations. The research focuses on certain AI techniques and applications utilized at one of the private universities in Türkiye. The policy and support of the institutions for AI integration might differ among universities. Thus, the findings might not be generalized to other universities with different technical setups.

Although there are some limitations of the study, the researcher believes that the study provides significant findings by examining the case through organized and systematic data collecting and analysis.

CHAPTER 4

RESULTS

This chapter presents the outcomes of the data analysis and interpretation. There are three main themes: perceptions of AI, perceptions of AI in EFL and future of AI in EFL. The codes assigned to each theme were supplied with the tables. These tables include the identified themes, corresponding codes and the number of participants who expressed similar viewpoints.

4.1. Perceptions of AI in Education

This section presents how aware EFL instructors are of AI technologies and tools and how they conceptualize AI. It is significant to understand how they conceptualize AI since it influences their willingness and capacity to integrate AI technologies into their instruction. Although the use of AI and AI tools dates back much further, in the last 3 years it has become more widely heard and used in almost every field. The research results also showed that all of the instructors had heard of this term before and were familiar with it through different means.

4.1.1. Awareness of AI

The following analysis explored awareness of AI of EFL instructors, including how they have learned about AI, and their perceptions of its relevance and usefulness. Understanding AI allows educators to explore innovative teaching strategies, such as personalized learning and automated assessment tools, to enhance student engagement. Additionally, being aware of AI's potential challenges, such as ethical considerations and data privacy, empowers educators to guide students in using these technologies responsibly.

Table 4. 1. Awareness of AI

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Awareness of AI</i>	AI Familiarity (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10)	10
	Limited Variability with Specific AI Tools (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10)	10
	Perceived Examples of AI (P1, P2, P3, P5, P8, P9, P10)	7

4.1.1.1. AI Familiarity

All of the instructors reported that they have heard about AI and AI technologies before the interview through different channels such as personal interest and media exposure rather than formal training. P2 mentioned hearing the term before and noted that it has become very common lately:

Well, I see it everywhere these days (P2).

P3 shared how they first came across ChatGPT and AI in a TV show. ChatGPT was the main topic of the program. Plus, the program covered it's history and its place in AI debates, especially in media:

Yes, I've heard the term AI before. I heard it before on a television program. In a television program about technology, the chat focused on GPT. This was a technology program that talked about how ChatGPT was used, or rather how it came into existence, and gave some information about it. I can say that I heard it there first (P3).

P4 highlighted that AI, particularly programs like ChatGPT has been started to use in education and other areas of our lives:

With the development of technology, we are actually using it everywhere, especially in our field of education. Especially these AI programs, ChatGPT's, have entered the field of education more and more. It is present in many areas of our lives right now (P5).

P6 mentioned that AI is a popular discussion topic in classes besides its role in daily life:

I've heard of the term AI. I see the term AI in daily life, especially in the news. We also had a writing question at prep school. Apart from that, I started my master's degree. We also talk a lot in classes there (P6).

Similar to P6, P7 stated that AI is being used in different sectors for different purposes as well as daily tasks:

Yes, I have heard of AI. Especially in the last 2 years, I know that it has been used in various areas like in medicine, technology, maybe I can say technology in the health sector. We also use it frequently in medicine production and naturally in education. At the same time, I see that it is also used frequently in other areas, content producers on social media also use it frequently when making memes or we can actually say various entertainment areas. So, they edit videos and so on, I think it is more common in these areas (P7).

4.1.1.2. Limited Variability with Specific AI Tools

This section explores how familiar the instructors are with particular AI tools utilized in educational practices. Although all the instructors stated that they have general familiarity with AI, they seemed to know less about specific AI tools designed for educational purposes. Being aware of the AI tools designed for education is significant since it affects how it is incorporated into language instruction. An analysis of Table 4.1 indicates that the instructors' familiarity with AI tools specifically designed for educational purposes lacks variety. In this regard, P1 commented:

Even though publishing houses and other organizations are working on these developments, I feel the need for more training. Currently, I use these tools very minimally and cannot provide a wide range of examples. As an instructor, I still lack sufficient knowledge in this area (P1).

P2 stated not knowing a lot about the AI tools specifically designed to be used in the field of education and suggested that everyone can use them if they want since they are easy to use:

I am not very knowledgeable about them. I haven't used it before but I think it's probably easy to use. If I want, I can simply go to the website and use it. I can ask it to create a text for me. Oh, I just remembered. I used it once last year in the summer, in fact, okay, I remember it now. I asked it to create a reading material for me. The text was good, I could adjust its level to the level I wanted. So, I think it's very easy to use, everyone can use it (P2).

While they are generally aware of AI and its broader applications, they struggle to provide diverse examples of tools tailored to education, suggesting limited exposure in this area. This lack of variability in familiarity could pose challenges in effectively utilizing AI tools to enhance teaching practices. P4 expressed limited variability with AI tools created for educational purposes:

This is something new for me. I can't say that I am much more knowledgeable than a standard person (P4).

Some of the instructors mentioned that they feel incompetent, and they need to improve themselves to effectively integrate AI tools into their instruction. In this sense, P3 stated:

I can't say that I have a good command of it at this point, but I hope I will improve myself and I think I need to improve at this point (P3).

Furthermore, several instructors acknowledged the need for targeted training to better understand and use these tools, as well as to guide their students in employing them outside the classroom. Similar to P3, P9 stated that in this process, they primarily needed to learn through trial and error:

Also, we as instructors are not very knowledgeable so we need to integrate more, etc., reinforce the process with a little trial and error, learn and then make additions. In other words, we don't know exactly yet either (P9).

Integrating AI tools might improve learning outcomes of the students and teaching practices of the instructors, but it doesn't seem possible till there is enough training both for the instructors and students. P6 highlighted the importance of training by saying:

There are many tools that can be useful, but since I don't know them all, I can't always recommend something to them. My students mostly recommend

something to me and I learn from them because they think there is something like that (P6).

4.1.1.3. Perceived Examples of AI

In this section, instructors shared the AI tool that came to their minds first, or that they used in class, or heard about in their daily lives. Although the rapid developments in the field of AI especially in hardware and computing power leads to the creation of new AI tools almost every second, ChatGPT is the most common AI tool mentioned by 7 instructors as it can be seen in Table 4.1 Moreover, many AI tools have been designed for use in the field of education to assist educators in many ways. P1 emphasized its automatic association with AI due to its widespread popularity, stating:

So of course, ChatGPT comes to my mind automatically. I mean, because it's the most common one. (P1).

P3, while being aware of other AI tools, recognized ChatGPT as the most notable one:

As I just said, I have heard of ChatGPT. Apart from that, there are many programs (P3).

P5 also highlighted ChatGPT's dominance in discussions about AI, noting:

The ChatGPT that I know most and is the most common is the first thing that comes to my mind. In fact, maybe it's the only thing that comes to my mind. Students often use it too (P5).

Some participants, like P8, linked ChatGPT to a broader ecosystem of AI tools, adding examples such as DeepL and tools for creating pictures:

Honestly, in the chat section, ChatGPT comes first, of course, followed by DeepL. There are a few more programs, but I can't remember their names. There are tools which create pictures; I know them (P8).

P9 offered a more diverse perspective on AI applications, encompassing face recognition systems, smart homes, and chatbots, though ChatGPT still took precedence:

When I hear about AI, the first thing that comes to mind is ChatGPT, which is the most popular, but I don't know, face recognition systems, smart homes, chatbots, these are dozens of things that come to mind (P9).

P10 concluded by reiterating ChatGPT's relevance in education:

Well, ChatGPT I guess I can say that because it is very popular. At this point, because it is used a lot in our field" (P10).

While large language models such as ChatGPT stand out for their capabilities in natural language processing tasks, they are not the only option as AI tools or applications. There are many other AI tools that specialize in different areas such as image processing, natural language understanding and translation. In this sense, P1 mentioned that there might be other AI tools but wasn't sure that whether they are exactly AI tools or not:

I think about it, the ones we use the most. Actually, I think Google Translate is a kind of AI in itself. Can it be considered? I don't know if we can put the search engine directly in the category of AI, but I say so.

P6 also presented other examples of AI tools such as Word Tune and QuillBot and stated giving mini trial lessons to their students on how to use them by saying:

I showed ChatGPT, QuillBot and Word Tune to the students and said that you can use ChatGPT to prepare your own vocab activity, here is how to write an instruction and how you can do outside class study in GPT. We practiced writing in QuillBot and practiced paraphrasing there. There are writing tones there. Formal academics looked at them, and in Word Tune, too, there are more synonyms changing places (P6).

P7 provided particular examples of AI-powered language learning tools such as Cambly, Elsa and ImmerseMe and highlighted the importance of these programs in providing students feedback:

For example, there are various applications that we use in education, such as zoom, etc. I give examples of technology-integrated applications. Applications like Cambly and Elsa come to my mind as programs and algorithms because algorithms also work with AI. For example, I show students such practices as ImmerseMe and I help them use them effectively,

especially in the process of giving and receiving feedback, as if there was a teacher in front of them (P7).

4.1.2. Definitions and Understanding of AI

AI is the general term for robots, especially computer systems, that mimic human cognitive processes. However, definitions of AI can change and adapt based on its uses experiences with it. This section explores how EFL instructors define AI based on their experiences. Most of the participants perceive AI as a technological tool when they are asked to come up with a definition. P3 defined AI as robots integrated with AI and stated:

When I hear the term AI, I think of robots with integrated AI (P3).

Similar to P3, P6 described AI as a tool which can replace human behavior:

What it means to me is that it states that we can use computers with human support. I mean it is something that can actually make decisions on its own (P6).

P9 elaborated on this perspective by linking AI to devices that mimic human intelligence in order to carry out tasks effectively:

When I think of AI, what comes to my mind is that computers or machines can do things that human beings do with their intelligence, with certain residences, etc. (P9).

Furthermore, P10 considered AI as a larger technical ecosystem rather than just robots:

The first thing that comes to my mind is robots and so on. Well, generally speaking, but when it comes to technology, you know, the internet and computers, they are indispensable in all of our lives, and especially now that we are instructors, they have started to be used as well (P10).

P1 openly stated they were having trouble grasping the limits of AI and questioned its uses:

If you are aware, I am having a hard time even defining the applications of AI. For example, is Voscreen AI or just a random application? Does communication need to be mutual for there to be AI? That's why I can't give a positive answer to your question (P1).

P2 also struggled in distinguishing between AI-made tools and those that operate as AI and stated:

For example, Open English is not AI. To be AI, it must respond to what the other person says in an interactive and constructive way. It must instantly respond based on needs. That's why none of these are AI, though maybe they were created with AI (P2).

P5, while recognizing AI's potential, also admitted to struggling with a concrete explanation:

I think it is something that will make our lives much easier if we use it well, but I can't provide a proper definition (P5).

4.1.3. Applications of AI in Education

This section focused on the use of AI technologies for educational purposes. The analysis was based on participant replies to two main questions: whether they use AI for educational purposes and what examples of AI integration they provide in their instruction.

Table 4. 2. Applications of AI in Education

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Applications of AI in Education</i>	Materials Development (P4, P5, P6, P7, P8, P9)	6
	Testing (P3, P4, P7, P8)	4
	Absence of AI Integration into Instruction (P1, P2, P3, P4, P5,P6, P7, P8, P9, P10)	10

As Table 4.2 illustrates, most of the instructors noted that they utilize AI tools in some capacity for designing learning and assessment materials. From improving

lesson preparation and material production to giving prompt feedback, these educators listed a variety of applications. AI is being used in education to help instructors and students with more individualized support and a more efficient use of technology. There are AI tools which specifically create lesson materials based on the level of the students. At this point, P4 pointed out using an AI tool to create material for their lesson. Plus, they highlighted the quality of the material prepared by AI as well as creating it in a very short time:

I used it once to prepare something for a lesson. It was very useful. I didn't have such a pinpoint material for that exact lesson, he prepared it in about 3 minutes (P4).

P5 noted that they use AI for different purposes from summarizing a text to preparing reading comprehension questions:

Yes, I use it. I use it for many things. I mean, I can use it to summarize a text. After that, I can use it to paraphrase anything. There is a reading task in the class. For example, I need to find comprehension questions for this, and I don't have enough time for this reading. I use it to prepare reading comprehension questions for students at this level (P5).

Just as P4 and P5, P7 reported not only using AI to give feedback to the performance task of the students especially when they don't have so much time but also encouraging students to use it as well:

I use it for educational purposes, especially when I don't have much time for students' writing and speaking performances, I encourage students to use it (P7).

In addition to these ways, P9 shared how they train AI to design specific materials by saying:

Yes, I use it for educational purposes. Since AI speeds up the process a lot, when I want to learn something or get inspired, I go and train ChatGPT a little and learn from it. For example, I need to prepare a presentation on a topic, but I am not sure what it could be, I train ChatGPT and ask it questions and direct it to prepare something by saying, "I want to prepare a presentation on this topic" (P9).

Although seven of the instructors stated that they use AI for educational purposes, three of them said that they don't use it for educational purposes. At this point, P1 also stated that they feel incomplete since they don't know how to use AI effectively:

Well, to be honest, I don't use it. I feel a little lacking in this regard (P1).

Building on the perspective of P1, P2 stated that they don't use AI for educational purposes since they don't need it. However, the participant pointed out that there are some students who uses AI to write articles:

I haven't used it myself, but I know that I have students who have used it. I didn't need it. I know that they get help when they write their articles etc. before, but I didn't get help (P2).

4.1.3.1. Materials Development

Table 4.2 demonstrated that 6 out of 10 instructors reported using AI for developing educational materials. They provided various examples of how AI assists them in creating and adapting materials for their teaching. P4 and P8 stated that AI can be used to design learning materials to be used in and out of the classroom:

We can use it to prepare materials for our students. Apart from that, I use it to quickly find a speaking question or writing question (P4).

If a text is to be prepared and I want certain words to be included in it, I have it write a text for reading. Then I edit it and I have it write speaking questions. I have it write questions to use in class. I use AI in such places to give homework (P8).

AI also makes the process of preparing materials much faster than before and saves time for instructors. At this point, P9 stated:

Let's say I'm in a very busy period and there is a 3-page reading text and I don't have time to read it. I copy and paste the questions and ask them to find the answers to these, I say, although this education is the purpose, this teaching is the purpose, I can use it in a way (P9).

In addition to enhancing the material preparation process, AI prepares materials that are appropriate for both the outcomes of the lesson and the level of the students when

given the right instructions. P7 highlighted how AI designs qualified specific learning materials while reducing time spent on it:

It becomes a perfect time-saving tool for us. I worked in the materials department for 3 years. So, preparing a material would really take a long time. Now, by giving those specifications we just mentioned, we can have much better materials prepared than the ones we prepared, even in terms of content (P7).

In addition to P7, P6 stated how AI prepares not only learning materials quickly but also lesson plans with simple prompts:

For example, it prepares an incredibly effective lesson plan and materials. At the Upper Success level, I tell it to prepare a 150-word holiday-themed fill-in-the-blank that includes the ABCDE words, and when I press enter, it prepares a very nice material (P6).

4.1.3.2. Testing

The data in table 4.2 showed that another use of AI in educational practice was testing. 4 out of 10 instructors mentioned that they use AI to create test questions to evaluate students' performance. P3 shared their experience with an AI-generated test and stated that AI could be integrated in the process of evaluation and assessment by saying:

A sample test was created for the upper intermediate level. It was an exam created by giving various commands by AI, so AI was used in preparing an exam. We can perhaps talk about an integration in terms of creating and writing tests (P3).

In a similar vein, P7 talked about how AI makes it easier to create test questions or quizzes:

I also sometimes use it to prepare a test or exam question about a text I like. I'm not in the exam unit, I'm not talking about official exams in schools, but I prepared a quiz or a material like this, it helps me in a more practical way (P7).

Using AI to create tests can save instructors a great deal of time and effort, which is one of the major benefits of incorporating AI into educational procedures. AI can

automate repetitive procedures and create a wide range of level-appropriate questions. Instructors have Many have emphasized how AI saves time, stressing that they can now spare more of their attention to individualized instruction instead of putting in long hours preparing assessments tools. In this regard, P4 and P8 highlighted how AI can reduce the time spent on designing assessment tools:

I think it will reduce the workload of people working in testing and evaluation. I don't know, even some exams. I think we can create a pool and have it done directly based on AI (P4).

We spend hours at work preparing for the exam. Why should we try to do things that can be reduced to minutes at a time? That's why I think it should be used in the process of test creation (P8).

4.1.3.3. Absence of AI Integration into Instruction

Table 4.2 demonstrates that EFL instructors didn't integrate AI into their teaching practices although they frequently use AI tools to design learning and assessment materials, they stated that they didn't integrate AI into their teaching practices. P4 noted that they didn't integrate AI into instruction since the syllabus is very full and there is no time to spare for AI-integration:

I didn't, to be honest, I thought about it a lot, but you know, Ted's style of talking about something is always there while explaining this topic, while trying to use that topic, and then something else came up, so there was no opportunity to do it (P4).

Just like P4, P6 mentioned not having any time to integrate into their teaching:

I haven't actually had time to start a design using any tools yet (P6).

Additional to these perceptions, P7 emphasized that they could not integrate because the programs of preparatory schools were very intense. They stated that there was very little space for the teacher to move:

No, and since we can't actually. Because the programs of the preparatory institutions are very intense. There is very little space for the teacher to move (P7).

P5 explained that they were not sure whether she integrated it at first, but then decided not to and that there was no reason for it:

But I guess its use in class hasn't been implemented yet? There is no example of in-class use, I can't give you an example, did I? I didn't, there is no answer to the question of why I didn't (P5).

4.2. Perceptions of AI in EFL Context

In this section, the perceptions of EFL instructors toward the use of AI in language teaching are presented. It is significant to obtain the opinions of EFL instructors regarding the use of AI in foreign language education because it is obvious that AI accelerates and facilitates the language learning and teaching process and offers students an individualized learning environment. When EFL instructors were asked what their initial thoughts were about AI in EFL, most of them were positive while others were hesitant. Below are some of the instructors' initial thoughts on the integration of AI into foreign language teaching.

Table 4. 3. Perceptions of AI in EFL Context

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Perceptions of AI in EFL Context</i>	Positive Perceptions (P1, P2, P3, P5, P6, P9, P10)	7
	Negative Perceptions (P4, P7, P8)	3

4.2.1. Positive Perceptions

Based on the data in table 4.3, 7 out of 10 instructors have positive perceptions toward AI integration into language instruction. AI can assist language instructors to improve their instruction in different ways such as planning for lessons, developing language materials and designing tests to assess the performance of the students. This section will examine their views and viewpoints of the ways in which AI might benefit language instruction. P1 noted that AI use in language teaching practices will be very common by saying:

Here, the first thought that comes to my mind is that it will become widespread. I think the idea of integrating AI into language instruction is very reasonable (P1).

P3 highlighted that all kinds of technologies should be integrating into EFL context since integration of AI into language instruction might accelerate the process:

I think that all technologies should be used in language teaching and learning. I also think it will make the language learning process a little easier (P3).

Similar to P1 and P3, P9 also mentioned that AI can make language learning and teaching more practical than before:

So, AI is one of the things that makes our lives easier and I think it is very logical and practical in language learning and applications (P9).

Additional to these perceptions P9 stated how AI can improve language skills of the students by saying:

Speaking can be done with AI. But it's not something I've tried. You know, speaking practice can be done with AI, too (P5).

P6 and P10 noted that AI could personalize learning and improve learning outcomes of the students, especially in the language learning process:

It will individualize learning and personal learning will go much further (P6).

I find it very valuable. For example, I want to learn French and I am very interested in it. I can learn it even with AI. I know that. In this respect, it is interesting, valuable and timesaving (P10).

4.2.2. Advantages of AI For Instructors

In this section, the potential advantages it provides to instructors are presented. This part presents how AI assists instructors in areas such as time management, lesson planning, grading, and feedback provision, ultimately reducing workload and increasing efficiency in their classroom practices.

Table 4. 4. Possible Advantages of AI Integration for EFL Instructors

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Possible Advantages of AI Integration for EFL Instructors</i>	Timesaving (P1, P2, P3, P5, P6, P7, P8, P9, P10)	9
	Effective Feedback (P2, P4, P6, P7, P10)	5
	Less Workload (P3, P7, P10)	3

4.2.2.1. Timesaving

When table 4.4 analyzed, 9 out of 10 instructors stated that AI assists them to save time. Since teaching requires both in-class and out-of-class work, it is very important for instructors to manage their time well for both. AI can save instructors time by supporting them in preparing lesson plans, preparing materials suitable for lesson content, or preparing tests to track students' progress. In this regard, P1 and P5 stated:

When it comes to technology from an instructor's perspective, the first thing that comes to mind is practicality and time saving (P1).

So, it's something that saves a lot of time. As I said before, I repeated it a lot, but it's something that takes seconds to prepare a reading text, CTRL C, and paste it there (P5).

Just like P1 and P5, P9 stated that there is a limitless source for different language skills AI saves times for instructors. Furthermore, they can reach to these sources without searching for them for hours:

First, it is time saving. As an instructor, we have access to unlimited resources because no matter how much we communicate on different platforms, sometimes things can be limited, but now we have access to a very unlimited resource and for speaking, listening, vocabulary, everything, things that used to take us hours to research or things we couldn't do ourselves, we can now do in maybe 30 seconds by entering the right prompt (P9).

P6 even mentioned that there may not be a need for printable materials or books since everyone can reach out or create any material they need in seconds with the help of AI:

I try to identify it with the class but let me think about it when I am at work with the material. It prepares a word formation material that used to take me a day in seconds, and this is an incredible time saver. I mean, maybe there are no more materials or books. Because there is instant access to all of them (P6).

P7 noted that AI not only prepares materials in seconds, but also prepares them very close to their intended purpose:

It becomes a perfect time-saving tool for us. I worked in the materials department for 3 years. So, preparing a material would really take a long time. Now, by giving those specifications we just mentioned, we can have much better materials prepared than the ones we prepared, even in terms of content. In fact, in that sense, it has an advantage (P7).

4.2.2.2. Effective Feedback

Based on the data in table 4.4, 5 out of 10 instructors outlined that AI could help both instructors and students by providing effective feedback. Feedback is an indispensable part of the language learning and teaching processes in terms of progress. The timeliness and effectiveness of feedback also plays an important role in this process. In this sense, P7 noted how AI can provide effective feedback for language learners based on their demands:

Some AI applications can give very qualified feedback to students' writing work, and you can even determine its focus. I mean, just giving an example, you can get feedback by saying, evaluate the writing in terms of subject verb agreement and content, evaluate in terms of level-appropriate vocabulary usage (P7).

Although instructors give feedback to their students, sometimes there may not be enough time for detailed feedback or the teacher may not have time to give feedback to the extra writing practice prepared by the student. P10 mentioned that AI can

provide the greatest support and support the learning process by giving feedback to the student when the instructors don't have enough time to provide feedback:

AI was giving feedback to the writings and paragraphs. It is a great thing, and it will save our time. If there is a technology that can give the student much higher quality feedback, why wouldn't we use it? Instead of giving the student very fast feedback, I would prefer the AI to give much more detailed feedback (P10).

In addition to these perceptions, P6 elaborated that in addition to providing feedback on students' writing practices, AI can also provide great support to instructors during the exam evaluation process. It is a known fact that the exam evaluation process can be very challenging for instructors in terms of both time and effort:

When we use any AI tool in class, sometimes it is very easy to report it and get the result. You know, you don't look at it for 2 hours to see whether it is right or wrong. With one click, it downloads it to an Excel file and says, this is your student's performance (P6).

There are AI tools that can provide feedback on specific language skills such as writing, speaking, or pronunciation. Furthermore, since we only need a device and an internet connection to use these tools, we don't have to be physically present. P4 mentioned that her students no longer go to the speaking center which is an office set up in the university to give feedback on students' speaking:

The new version of AI is pretty good. In fact, my students were using it to get a lot of overall feedback and to do a lot of speaking practice. A few of them don't go to speaking centers anymore (P4).

4.2.2.3. Reduced Workload

When table 4.4 analyzed, 3 out of 10 instructors indicated that AI could reduce their workload. Participants suggested that AI saves instructors a lot of time on routine tasks such as providing feedback and preparing materials and exams. In fact, while it saves time, it also reduces the workload of instructors to some extent by automating routine tasks for them. P4 emphasized that every unit of the institution can benefit from AI saying:

For example, we used to chase people to record authentic materials that we prepared for listening tasks. Now AI can do the recording for us, and it can be fixed and fine-tuned. So, it would be very useful in terms of recording (P4).

P9 focused on how AI could address the heavy workloads faced by instructors, allowing them to allocate their time more effectively:

We have a lot of workloads. I mean, especially sometimes, there were exams, there were extra administrative or unit duties, so instead of spending 3 hours on something, we could do it in 3 minutes and spend the remaining time focusing on something else (P9).

4.2.3. Advantages of AI For Students

AI offers many potential advantages not only for instructors but also for students learning foreign languages. In this section, the perceptions of instructors on the advantages that AI can offer to students in the foreign language learning process.

Table 4. 5. Possible Advantages of AI Integration for EFL Students

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Possible Advantages of AI Integration for EFL Students</i>	Personalized Learning (P3, P4, P5, P6, P7, P8, P9, P10)	7
	Improving Language Skills (P2, P3, P5, P7, P8, P10)	6
	Learner Autonomy (P1, P4, P7, P8)	4
	Special Needs (P1, P3, P4, P5, P6, P9, P10)	7
	Differentiation (P1, P2, P6, P7, P8, P9, P10)	7

4.2.3.1. Personalized Learning

An analysis of Table 4.4 reveals that 7 out of 10 instructors stated that AI personalizes learning. Each student has unique learning styles and the time and environment they need to learn something might differ. P1 stated that AI can consider the individual differences of students and offer them the learning environment that suits their levels and learning styles:

I think that personalized learning will be groundbreaking and very individualized and will go much further. I think it creates a lot of personalized space for students, I think it will create space for them to be unique (P1).

Similar to P1, P3 noted that AI can assist learners outside of the classroom by saying:

I think its biggest advantage may be that it allows students to more easily review the points and topics they have learned more actively, especially outside of class (P3).

P7 emphasized the importance of students having a means through which they can communicate, even if it is artificial, and being able to prepare materials that are relevant to their interests:

There is also a communication channel for students, even if it is an artificial communication, and I think this can train students to use that language actively and give commands. Again, reading, watching, listening to and creating content in line with their interests will contribute significantly to language learning (P7).

P5 also highlighted that AI can motivate and encourage the students through their language learning journey. By motivating the students, AI can even boost their self-esteem:

So maybe if the student can achieve something a little more thanks to him, his self-confidence might increase. I can think of a psychological dimension. I think I can say these things (P5).

4.2.3.2. Improving Language Skills

When table 4.4 analyzed, 6 out 10 instructors noted that AI assist the students to improve different language skills. Many AI tools have been developed for students learning foreign languages in different ways. For example, students can improve their speaking skills by using an AI tool or their writing skills by receiving feedback on their essays as P2 and P9 stated:

There are many AI technologies developing for listening. It can help them understand difficult texts and it can be beneficial for them in this respect (P2).

Students can even sit down and chat. It's a device like that, there are robots for it. On a few sites, it speaks directly to you, AI, which is a great thing. Using AI, students can work and improve themselves even more. They can get higher scores, which I think is a very useful thing (P9).

Additional to these, P3 and P5 pointed out that students can benefit from certain AI tools without paying any fee which could contribute to reducing the cost of education:

In fact, speaking practice is the most difficult activity and study to add color to students, so it will be an activity where speaking practice can be done more easily, faster, without leaving home and most likely without paying a fee, using AI technology (P3).

With AI, it is a speaking practice name, as I said, it is a practice thing and without paying any money, without being subject to a fee, and while it is difficult to create this environment in our country, it can have such an advantage (P5).

4.2.3.3. Learner Autonomy

Based on the data in table 4.4, 4 out of 10 instructors outlined that AI could improve learner autonomy. AI tools allow students to practice at their own pace and at their own time and place. P1 noted that AI helps students take responsibility for their own learning and become autonomous over time:

It falls into what we call excessive knowledge. The student does not need his teacher. Students also reinforce learner autonomy. I don't know about this, but I know for a fact that even self-efficacy is positively affected by this point. AI can provide positive things to the student at this point. It can provide learning determination and autonomy (P1).

In the same way, P7 mentioned that AI can create a more productive area for the students by saying:

In other words, they can get support from there in many issues that we do to make them autonomous. This also lightens our burden. It also opens a more productive area for the student (P7).

P8 shared their experience on how students use AI to check their mistakes in a writing task and improve their language skills:

I have some students, for example, who use this AI in this way. They write an essay, then they take it. They send it to the AI and say, these are the mistakes in my essay. Can you show me? How could this work be written better? This is of course a very positive thing (P8).

4.2.3.4. Special Needs

Table 4.4 demonstrates that 7 out of 10 instructors indicated that AI could help students with special needs. These special needs could be visual impairment, hearing impairment, ADHD or dyslexia. AI can prepare individualized materials for these students by taking their special needs into consideration. In this section, examples and suggestions given by instructors on how AI can be used for students with special needs are presented. P1 stated that she previously had a visually impaired student in their class and that if there had been AI at that time, they could have helped her student more quickly:

For example, I had a visually impaired student in the past. I had to decide very quickly and adapt it to that course. Then, for example, ChatGPT would make my life much easier. I could reach my student much faster (P1).

P9 shared perceptions on supporting students with disabilities and explored how AI could play a transformative role in making education more inclusive. They shared an instance where they worked individually with a student who faced challenges with physical writing or speaking:

I had students who had problems with speaking or writing physically. I preferred to support them in an individual class.

Based on this experience, P9 suggested how AI may offer cutting-edge solutions to help students with a range of difficulties. For instance, they have ideas for technologies that would help students with visual impairments by incorporating accessible elements into regular classes. Additionally, they explained how AI could take the role of human assistance in things like writing:

I imagined that for a visually impaired student, maybe there are things they use themselves, or if there is an AI similar to that, it integrates it during the lesson every day, or for example, my student cannot write at work, maybe he writes with a command instead of my or a friend's physical support. Something that makes the process easier can be considered (P9).

P10 shared their experience with a visually impaired student and how AI assisted them especially during exams:

Now I can give an example, for example I had a visually impaired student, he was in the integrated school. After a few weeks I said why didn't we get support from AI, normally since we are visually impaired, my student, for example, would read the readings to his friend next to him, they would read the questions from where he answered. I saw that it put a lot of burden on the friends next to him. For example, we even started to do the exams like that. What do we do with visually impaired exams? The instructors don't read them either, we read the AI very well. What does it do with the questions and exams, for example, this time the student does not have any difficulty, without needing anyone else's help, he participates in the lesson thoroughly, he learns English. It is a very, very nice thing. Since I experienced it firsthand, for example, it made our job very easy. For both our student and the instructor come, for example, they are very tired, normally the exams take a very long time (P10).

Based on the experience, P10 noted that using AI as an assistant for the student made the students comfortable and navigate through the tasks easily than before:

The student felt comfortable. Also, for example, he can go back. I say, he doesn't understand, the instructor doesn't have to repeat. As an example, this was very useful for one of my visually impaired students (P10).

P3 and P4 pointed out that students with special needs can be introverted in the classroom environment and hesitate to engage in the lesson. At that point, AI can help those students to feel more comfortable and create an appropriate learning environment for them:

Our students with special needs can sometimes be a little more introverted in the classroom environment, they cannot express themselves or do not want to take the floor or do not want to answer questions in any way, do not want to take part in our in-class activities, therefore these students can actively participate in the speaking studies that I mentioned earlier. Because there will only be the program and themselves there. Therefore, even if the student

makes a mistake, since he is on his own and no one is watching him, and there is no witness in any way, he will be able to study his lesson comfortably, put it into practice and perhaps participate in the feedback process comfortably. I think that using this AI technology will be much more beneficial for them (P3).

For such shy students who cannot show themselves in class, they do not have anywhere else to practice speaking. I do not think they go to the Speaking Center either because they speak with a human being there. It may provide them with better practice (P4).

Furthermore, AI can also support students with special needs by preparing materials outside of class. P4 gave an example how an AI chatbot would help a student with dyslexia:

I think when students say to ChatGPT, "I have dyslexia, can you give me spelling practice?", I'm sure they'll come up with something suitable. So yes, I'm sure it'll be very useful for them (P4).

Likewise, P6 suggested that AI would be helpful for students with eyesight problems and design materials according to their needs:

If the student has a problem with his eyesight, he can adjust the font size himself and make the text bigger and do something easier like that. Because for example, when I give a hard copy in class, one student in my class cannot say such problems, I usually do not think of something like let me print some of them in a bigger font size. Therefore, students can suffer from this, he can make his thing bigger. He can make his font size bigger; he can progress at his own pace in his own passion, he could do something he did not understand. Students who cannot ask in class may come to a position where they can understand by going through it a few more times (P6).

4.2.3.5. Differentiation

When table 4.4 analyzed, it can be seen that 7 out of 10 instructors reported that AI can differentiate their instruction or the learning materials. Differentiation means diversifying the learning process to meet the needs of individuals. Instructors can differentiate the content, process, products or learning environment. Differentiation can be made by producing different content according to the areas of interest of students. Activities in the classroom can be diversified. In this regard, P2 stated that

AI can provide great support to both instructors and students, especially in this context, both in providing different learning resources and in accelerating the process:

Of course, it supports different learning styles and preferences. In other words, it can produce something for us on any subject we want. After all, it can answer any question we want on any subject we want. I can ask the question according to different preferences, in other words, in the way I want, and it can give me an answer according to me. I can also ask the question by changing it. I can ask it from my own perspective. If I have learned what my teacher gave me, I can rewrite the question from my own perspective. I can ask him to answer me that way (P2).

In addition, course materials can be differentiated according to the needs of students. Considering that each student learns in a different way, course teaching can also be differentiated. Through adaptive learning systems, AI can analyze students' strengths, weaknesses, and learning paces, providing personalized content and support. This approach not only enhances student engagement but also ensures that no learner is left behind. P4 suggested how AI can contribute to this kind of differentiation by saying:

Students can learn a little bit on the content in this method, that is, students who learn better by writing or learn better by listening have more content at this point and more tailored content. That is, they can determine the number of words. They can determine the level of difficulty, which can be such a benefit (P7).

P10 highlighted that AI is adaptable in providing students with a range of imaginative and varied assignment alternatives, encouraging a diversity of learning strategies. They emphasized how various learning styles might be accommodated by offering students a variety of tasks to show their performance. According to P10, this adaptability makes AI in education especially advantageous since it allows students to present and explore their learning in ways that suit their individual interests and skills:

It offers students different task opportunities. Students can write it down, create their own poem, record their own voice, or create a poster—visually or digitally. They may participate in so many different ways. That's why I find it very useful to be able to do this (P10).

4.2.4. Negative Perceptions

An analysis of table 4.3 reveals that 3 out of 10 instructors have negative perceptions on the use of AI in language learning and teaching practices. They had some concerns about its effectiveness and some ethical considerations. P4 shared their ideas on how the way AI is used determines how it develops, just like other applications. Moreover, the primary concern of P4 was student behavior and noted misuse of AI is a significant issue in terms of ethics:

So, I don't think it will be much different from other applications. Because as I said, it progresses in the direction we use it. The abuse part is the first thing that comes to students' minds I think students will abuse it. We need to take some precautions against plagiarism, but we can't. Turnitin helps to some extent. I think we need to teach students how to use this potential to their advantage. I think there should be a ratio between applications (P4).

P7 pointed out that AI cannot replace a real teacher and can only be used as an additional option when a real teacher cannot be reached:

In fact, they are very qualified, but of course they cannot replace a real person. I think so, especially in the learning and teaching processes, the support and guidance of a person is very important and necessary for the cognitive and emotional development of students, but I think it is useful and meaningful for students in situations where there is no teacher or instructor, in other words, in terms of homework, as an additional resource (P7).

P8 mentioned that AI can sometimes hinder students' learning because it can do anything that the students ask for without questioning:

If students try to have AI do their homework without learning anything, that's where things get a little complicated. Because it completely erases the production part of the student's reading and understanding (P8).

Furthermore, EFL instructors has some concerns regarding the integration of AI into their teaching practices. Then, their concerns about integrating AI into the course process will be divided into categories and examined. The analysis begins with whether they have integrated AI into any part of their teaching practices. Then, it continues with the analysis of their concerns such as ethical, pedagogical and technical.

Table 4. 6. Concerns About AI Integration in EFL

<i>Theme</i>	<i>Code</i>	<i>N</i>
<i>Concerns About AI Integration in EFL</i>	Ethical Concerns (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10)	10
	Pedagogical Concerns (P1, P2, P4, P6, P7, P10)	6
	AI Literacy (P4, P6, P7, P8, P9, P10)	6
	Technical Problems (P5, P9, P10)	3

4.2.4.1. Ethical Concerns

As illustrated in table 4.6, all instructors expressed ethical concerns about AI integration into instruction. The concerns revolve around issues such as plagiarism and data privacy. Plagiarism was the most common concern among the instructors. P1 especially indicated that students at the preparatory schools use AI to do their assignments:

What I have observed so far is that students at the preparatory school copy and paste the information that does not belong to them. Sometimes, they make AI write some of their articles. Is this ethical? It is not ethical at all. The information or idea does not belong to the student. (P1).

P4 noted that plagiarism is a significant issue, and institutions should take precautions to prevent this.

We need to take precautions against plagiarism (P4).

Moreover, P5 stated that students aren't even aware that what they are doing is plagiarism. So, we also need to train them:

Not us, but our students are not fully aware of the plagiarism, so they can actually do their homework, assignments, exams, etc. by using AI (P5).

P6 and P10 highlighted that we shouldn't rely on the information that AI provides since it is not reliable and accurate:

I ask AI some questions daily, but I always check the answer because there is such a large information network that I may have written data there at one time. I may have written an entry about someone on Wikipedia, and if I am asking about that person, ChatGPT may give me what I wrote. I should definitely check the answer (P6).

Should we trust everything written on the internet? No, I think these require some education on internet ethics, in other words, training on how to use the internet (P10).

P7 pointed out another important point about AI and plagiarism. There is still no clear judgement whether AI is a source of information or not:

You know, we've always said that plagiarism is the use of an idea or an interpretation without citing the source. For example, in our classes, there are discussions going on right now about whether the real ChatGPT is a source or not (P7).

4.2.4.2. Pedagogical Concerns

As shown in table 4.6, 6 of the instructors reported that they have pedagogical concerns regarding AI integration into their teaching practices. Their main concern of the instructors is that AI may lead to some skill loss such as critical thinking and problem-solving. P1 shared their concerns about how knowledge is processed and maintained, as well as how AI may affect permanent learning by saying:

Since the exposure time to information is very short, it can store it in short-term memory, but it may not be well incorporated into the long-term processing process of that information. Now, since it will be fast in that process, there may not be very permanent learning in AI (P1).

Moreover, P2 and P7 highlighted that it may even hinder learning and reduce students' sense of curiosity:

It may reduce students' enthusiasm for research. It may lead to laziness (P2).

Discovery is a very important point in this language learning process. It can hinder the process (P7).

In the field of language learning, genuine engagement and motivation are mostly dependent on human connection. In areas like language acquisition, which is

inherently personal and communicative, the capacity of instructors to emotionally connect with their students frequently improves the learning process. Some of the instructors shared their concern about lack of human interaction. This emotional connection component appears to be one of the main drawbacks of AI. While AI offers efficiency and innovative teaching methods, it cannot entirely replace the human touch that fosters deeper learning and connection. In this sense, P4 and P7 shared their experience by saying:

Some students never liked it, they say, "Are we going to talk to a robot?". Some want that human connection (P4).

And of course, we need to realize that AI may not appeal to students as much as a teacher, at least emotionally and spiritually, from a pedagogical perspective. Of course, this can be improved in the future, but at the current stage, students also need that emotional background and support (P7).

P10 outlined that instructors should decide in line with the outcome of lesson while integrating AI into their teaching practice. If they don't align, it can be a waste of time both for the instructors and for the students:

For example, it is not just using a platform, the aim is to make it suitable for language teaching. Here, instructors also need to be very selective. I mean, the objective of the course, but I wonder if that application is completely a waste of time (P10).

4.2.4.3. Digital Competency

When table 4.6 analyzed, 6 of the instructors shared their concerns about digital competency of themselves and their students. Digital competency is actually a very important factor as it affects the integration process into the course for both students and instructors. At this point, P4 pointed out that there are some students who prefers not using any AI tools by saying:

In terms of technology usage, we say that the last generation was born with technology, but they are only like that when they use their phones. There are some students who say, "Don't touch me, I'll just use Google Translate." It can be difficult to adapt to them. There are students who will rightfully complain, "Do I have to use this?" (P4).

While instructors who are inadequate in this regard have problems with integration into the course, students who are not competent in this regard may not be able to benefit from a course in which AI is integrated. In line with this, P9 shared their concern about whether the students can even do basic research on a certain subject:

It is a skill to be able to do research like this, or when there is a certain subject or something, where to find that information, how to find it, I don't know, he needs to write something on a subject. I am worried about whether he can go to the right database, the right place and do that search (P9).

Similar to P9, P7 also had concerns about digital literacy level of the learners:

Because many students don't even know how to use the internet, they still want note-taking material. You know, you say it's on the internet, but you don't know where it is, where you can find it, etc. They don't even know how to use a search engine (P7).

Although the instructors were aware of the potential of AI in language teaching and learning, they think they lack the technical expertise and training necessary to effectively use AI tools in the classroom. This lack of AI literacy poses a significant barrier to adoption since educators may find it challenging to comprehend the complexities of AI systems without enough support and tools. Some of the instructors highlighted the importance of training the students on how to effectively use AI tools. P8 elaborated on a significant challenge on instructors willingness to integrate AI into their instruction. P8 noted that this resistance might be the result of teachers' reluctance to adopt new technology, which could lead to other obstacles to the effective integration of AI:

Either this potential difficulty could just be, in my opinion, or it could be the difficulty created by instructors who do not want AI in curriculum and teaching integration. I can't think of another difficulty, to be honest. Yes. They may say things like, "How are we going to use it?", "Don't make trouble for us." (P8).

Similarly, P10 especially noted that the older generation of instructors might resist to integrate AI technologies into instruction due to lack of enthusiasm:

Also, the older generation of instructors are not very enthusiastic about using technology. Even if we integrate it completely, some instructors will not use

it or will not want to use it. They will show resistance there, in other words, they will not want to use it (P10).

4.2.4.4. Technical Problems

According to the data in table 4.6, 3 of the instructors shared their concerns about technical problems while integrating AI into teaching practices. Since not all students may have equal access to AI technologies or the abilities required to utilize them successfully, this raises concerns about equity in education as P9 stated:

First, there is no equality of opportunity. When we think about the country, there are still students whose access to the internet, technology, and computers is restricted. Of course, many students currently have smartphones, but for example, do they have the internet or maybe the internet does not work properly in the building they are in. For example, in the workplace where I currently work, the internet and other normal connection access is restricted due to the physical location (P9).

Similar to P9, P4 noted that AI integration requires at least one device and internet connection to be available. The concerns regarding the incorporation of AI reflect a larger worry about upholding academic justice and integrity in learning contexts:

So, our schools' infrastructure, technology, internet connection, whether each child has a technological device, we need to be sure about them. Because even if one of them has a problem, we, the institution I work for, can have problems in that sense. In general, our students come to most classes with all their technological phones, even smartphones, or tablets, etc. Or we have an internet connection, but even if one of them has this problem, it becomes a problem, so we need to plan that infrastructure by thinking about all of the students' devices, as I said (P4).

4.3. Future of AI in EFL

The role of educators is changing as AI becomes more prevalent in educational settings. This section looks at how educators see their roles in an AI-integrated classroom. AI is expected to play an increasingly significant role in the future of education. While its potential to revolutionize learning environments is undeniable, questions remain about the extent to which AI will replace or complement traditional teaching methods.

Table 4. 7. Future of AI in EFL

<i>Theme</i>	<i>Code</i>	<i>N</i>
Future of AI in EFL	Optimistic Views (P2, P4, P5, P8, P9, P10)	6
	Skeptical Views (P1, P3, P6, P7)	4

4.3.1. Optimistic Views on AI

Most of 10 instructors have positive and forward-looking perspectives regarding the potential of AI to enhance their roles and improve language teaching. These instructors believe that AI can serve as a powerful tool to support and supplement their teaching efforts, rather than replace them. P4 mentioned that AI is not going to take their places in a short time period by stating:

I don't think anything will happen to us. Frankly, I don't think AI will take our place or robot teachers or anything like that, and I don't think it will happen for a long time (P4).

Similar to what P4 stated, P5 noted that there will always a need for a human being in classrooms no matter how much AI and AI technologies enhances:

So, no matter how much AI increases, I think there should be a human being, an instructor, in the classroom. I believe it will remain that way. I mean, I hope so, I think it will (P5).

P6 emphasized the importance of the instructor being a role model and demonstrating the practical application of technology in the classroom. It suggests that simply telling students to use certain tools is not enough:

I think there should be an exemplary practitioner. In other words, instead of constantly telling students to use this and that, there should be someone who uses it in class and shows them and says, "Look, I use it like this. If you want, try it if it suits you, you can use it like this" because it is very different from classical methods. In AI, I think the instructor should apply it in real life and show them that it was like this and that (P6).

In language classrooms, the interaction between the instructor and the students plays a significant role in their improvement. AI and AI tools cannot establish this relationship because they do not yet have emotional intelligence. P9 highlighted the importance of teacher-students rapport by stating:

I don't believe they can replace us. Because I don't think that the psychological and emotional support that teacher-student rapport provides can be found in AI, so it can provide information very well. But ultimately, I don't think they can replace us if they can't reach the emotional level that can replace me, who makes eye contact with the student and directs them to something that supports them (P9).

Additional to these viewpoints, P10 elaborated that at least a human presence will be needed during the formal education process. P10 also noted that their role in an AI-integrated classroom is guiding the students and assisting when they need help:

I mean, I don't think the human factor will be eliminated. There is always a need for a teacher for learning, at least for formal learning. There is a need for a person there, I can say that I think AI cannot take that place (P10).

4.3.2. Skeptical Views on AI

Some of the participants displayed a more cautious view, expressing concerns about the implications of AI on the teaching profession, fearing that overreliance on AI may diminish the human element in language education. At this point, P1 commented on the potential risks by stating that AI can perform some tasks better than instructors, but cannot mimic the emotional connection and role modeling that educators provide, and that if the educator cannot establish an emotional bond with the student, AI can replace them:

But of course, it is dangerous. If it is not developing well, there is also someone there who knows too much. If you do not touch the feelings of the students, if you do not understand them, if you are not their role model, if you only teach English, yes you can be a little anxious. Because there is an AI that does it better than you (P1).

From a different perspective, P3 shared their concern about deployment and stated that there might need for less EFL instructors in institutions:

Yes, I'm starting to think that the future role is going to be a little bit less employment rate in terms of EFL instructors. I'm very worried that employment will go down. I'm scared at this point (P3).

Moreover, the training required for instructors to use AI effectively and integrate it into their lessons is increasing. The participants stated that they need training to use AI technology and tools effectively. In fact, it is significant to receive training on how to use AI effectively, because this training that instructors will receive will show them the potential advantages of AI in the process of learning and teaching a foreign language. At this point, P3 noted that only a few instructors in their institution have knowledge about AI and AI tools:

For example, if we are 50 people, I think that around 5 to 10 of our instructors have at most a little or more knowledge of this AI technology, so I think that perhaps this training should be made more widespread for instructors at this point (P3).

P5 shared similar concerns, emphasizing a sense of urgency:

I think there should be education. I mean, I think we are already late (P5).

Additionally, P10 noted that there is no such course based on AI-integrated instruction in undergraduate curriculum by stating:

I think we need a lot of education. I think everyone is doing something right now. For example, we didn't take this course in college because there was no such thing (P10).

Furthermore, the instructors shared several ideas on to structure the trainings to ensure effective learning. P1 emphasized the significance of self-paced learning combined with hands-on practice by stating:

It should be self-paced and depend on hands-on practice (P1).

P3 proposed a collaborative learning environment through seminars integrated with small group discussions:

Various seminars can be given, or various small groups can be formed and a more intensive study process can be carried out within those small groups (P3).

P9 suggested that the training should be target-oriented and focus on a specific topic such as how to integrate AI to speaking lessons effectively:

For example, I think there should be more specific, targeted and application-oriented training, such as the most practical methods of AI for speaking lessons (P9).

P10 further stressed the need for regular and frequent training sessions, including seminars and webinars:

There are millions of different AI tools that are being used that we don't know about, so there should be much more frequent training, much more seminars and webinars (P10).

4.4. Summary of the Results

The analysis of semi-structured interviews demonstrated that there are main findings under five themes that are prominent in the study. The first one is that EFL instructors are familiar with AI and AI technologies, but they have limited familiarity with the AI tools that are specifically designed for educational purposes. Thus, they don't integrate AI into their teaching practices. The most common AI tool among the instructors is ChatGPT and they use it for designing evaluation materials and developing materials. The definitions of the instructors for AI vary among them. Most of them define it as a technological tool, while few struggle to find a proper definition for the term. Therefore, it is a must to train the instructors on AI tools and how to integrate them into their teaching practices.

Second one is that most of the instructors have positive perceptions toward AI integration in EFL while some of them have negative perceptions toward AI. The instructors who have positive perceptions on AI integration are aware of the potential benefits while the instructors with negative perceptions have some concerns regarding the use of AI.

Thirdly, instructors have four concerns about AI integration regarding ethical, pedagogical and technical aspects of AI and AI literacy. The ethical concern of the instructor is the issue of plagiarism which is a significant issue in academic life. The second concern is pedagogical, and the instructor suppose that AI may not provide human connection, and it plays a big role in language learning. The instructors also shared that both the students and they aren't literate of AI which is an obstacle to use and integrate AI tools effectively. Lastly, technical issues might cause problems in the integration process such as inadequate internet connection or devices.

Another finding in this study is that instructors view AI as a support tool for both them and students. AI can assist instructors to plan lessons, create materials and grading. According to instructors, AI saves time, provides effective feedback and reduces workload. Moreover, AI can support students in terms of creating personalized learning environment, improving their language skills, enhancing learner autonomy, designing materials for students with special needs and differentiation.

Another crucial finding is that the instructors are aware that they need training to effectively integrate AI into their teaching practices. They suggested that there should be seminars, webinars and workshops on how to use AI and AI tools. They also noted that these trainings should be well-structured, require hands-on learning and self-paced.

Lastly, the instructors have different point of views regarding the future of AI in EFL contexts. Most of the instructors were optimistic and suggested that AI cannot replace them while some of them were skeptical and stated that AI can take their place, and they might lose their jobs.

CHAPTER 5

DISCUSSION

In this chapter, the findings of the study are presented by referring to the research questions and in the context of the body of existing literature. Based on the results of the current study, implications are made for the future use of AI in education preparatory schools and recommendations are provided for future research.

5.1. What are the perceptions of EFL instructors in relation to AI in education?

The results of the study indicated that although all instructors were familiar with the existence of AI due to media exposure or personal interests, they had limited variability with AI tools designed for educational purposes. As Zawacki et al. (2019) stated it still needs to be discovered to what extent educators use its full potential. Unlike earlier research studies, (Sharma et al., 2024; Li, 2020; Chen, 2024; Hwang et al., 2024; Dizon, 2020; Wei, 2023; Seo et al., 2021; Nghi et al., 2019; Suryani et al., 2019; El Shazly, 2021; Mizumoto and Masaki, 2023) that predominantly examined the awareness of level of educators on AI in higher education context this study provides insights into the familiarity of EFL instructors working at preparatory schools.

When asked to give an example of an AI tool, it was seen that the first AI tool that came to the mind of most instructors was ChatGPT. When the literature is reviewed, it can be seen that ChatGPT was the focus of most studies on the integration of AI into education. However, they focused on the general impact of ChatGPT in education (Zheltukhina et al., 2024) instead of how it might possible influence EFL instruction. The findings of the study revealed that EFL instructors frequently use this specific AI tool especially in materials development and testing. Participants

indicated that they only recommend ChatGPT and other AI tools such as Quillbot, ImmerseMe, and Elsa for their students to use. Furthermore, the AI tool examples they gave for lesson planning and material preparation did not go beyond ChatGPT, indicating that they have limited variety in AI tools designed for use in education.

Moreover, the majority of instructors considered AI as a technological tool as Chen et al. (2020) have also found that AI is the combination of intelligent systems, computer technologies and robots to support administrative tasks. Some of the participants struggled to define AI since it is a growing phenomenon. In particular, they were unsure of what exactly a tool needed to be an AI tool. This finding extends the research of Masters (2019), which also found defining AI is complex for educators.

AI can be used for educational purposes, especially in the material development and test preparation process. Previous studies have found that AI speeds up the material and test preparation processes. Moreover, AI creates time for instructors to provide more opportunities to their students' needs by performing routine tasks such as administrative tasks (Adrawan, 2024; Luckin et al., 2016). The participants mentioned that they also used AI for educational purposes in order to create teaching materials and testing tools.

What is more, the participants stated that they have not yet integrated AI or AI tools into their lessons. The reason for this is that the curriculum applied in preparatory school is so intensive that there is no space or time left for AI integration. This draws attention to a serious structural limitation since the strict curriculum design places a strong emphasis on achieving preset learning objectives in a limited amount of time, overshadowing chances for creative approaches like integrating AI into instruction.

5.2. What are the perceptions of EFL instructors in relation to AI integration in EFL instruction?

When it comes to the integration of AI into language education, it has been revealed that instructors had different perceptions. Most of the participants had a positive

perception on the integration of AI into language education. Participants with positive perceptions stated that AI can revolutionize the language teaching process and offer many benefits to both students and them in terms of time and quality. AI has the potential to positively affect the language teaching process (Konecki et al., 2024; Uygun, 2024; Ezekiel & Akinyemi, 2022; Aghaziarati et al., 2023).

According to the results, one of these benefits is that AI is time-saving because it does routine tasks very well. AI tools save instructors time in preparing lesson plans, creating course materials, creating evaluation studies and following students' development. When the literature is examined, it is supported by other studies that AI is especially time-saving and reduces workload (Perks, 2020).

Another benefit of the integration of AI into foreign language education is that it can provide effective feedback. AI plays a significant role in assessment of the learners since it can assist instructors by grading papers and exams and provide effective feedback (Adlawan, 2024). Another noteworthy benefit of incorporating AI into foreign language instruction is its capacity to provide useful feedback. According to Adlawan (2024), AI is essential for evaluating students since it can help teachers grade papers and tests and provide thorough, insightful feedback.

This study also highlighted the flexibility of AI in education. These findings build upon the research of Alam (2021), which demonstrated that an internet connection and a mobile device are enough to use any AI tool anytime and anywhere. Additionally, the study emphasized that instructors and students do not need to be physically present in a specific location, as AI enables remote accessibility and functionality.

According to the results of the study, instructors highlighted that AI could also support EFL learners in different ways. One of those was creating personalized learning environments. The results of the current study were congruent with Chen and Chung's (2008) study. In their study, they designed a personalized AI tool for teaching vocabulary to students learning foreign languages. Their study showed that students who worked with the AI tool showed an increase in their learning performance thanks to the flexible learning environment.

Additionally, AI tools not only improved students' language skills but also increased their motivation. Some participants also stated that AI could positively affect student motivation. As it was also stated by Sharma et al. (2024), participants stated that AI tools developed specifically for foreign language skills would support students in developing their language skills.

Thanks to AI, students would be able to access the support they need to develop the language skills they need both in and outside the classroom. Moreover, as some participants stated and as reported in the literature, AI tools can help make learning accessible to everyone (Zhang and Lu, 2021).

The literature includes studies based on how AI impacts learner autonomy. Wei (2023) found in his study that AI fosters learners' autonomy and maximizes learning outcomes which was also stated by some of participants in the current study. The participants also mentioned that students could take their own responsibility for learning since AI tools allow them to practice at their own place, time and extent.

Previous literature included research studies focused on the impact of AI on students with special needs. In their study, Chemnad and Othman (2024) have found that AI has the potential to improve accessibility and raise the quality of life for people with disabilities. Similar to this study, Lee et al. (2020) suggested that AI can support students with special needs. Participants of the current study also shared some examples of how they integrate AI to help their students with special needs. In addition to the literature, some of the participants stated that students with special needs may be shy in the classroom environment and hesitate to ask for support, so they can feel more confident and improve their language skills thanks to the learning environments created by AI.

Another way that AI could help EFL learners was that it could differentiate learning materials according to their needs and interests. Schmidt and Strasser (2022) stated in their study that AI would assist language instructors to create differentiated instructions for their students. In addition to the literature studies, participants offered suggestions on how AI can be used for differentiation. For example, one

suggested that a course addressing the same learning purpose could be prepared using different AI tools, while another stated that differentiated materials serving the same purpose could be prepared by AI in a very short time.

The findings of the current study showed that the EFL instructors had some concerns regarding the use of AI in the EFL context. The common concern of all participants was ethics. There are previous studies in the literature which emphasized the ethical concerns of EFL instructors. Tiwari (2024) conducted a research study with 14 university- level English teachers to examine their perceptions toward AI in EFL context and found that the teachers have ethical concerns related to AI usage. Similarly, Nazim (2024) found that AI brings ethical considerations although it has the potential to help EFL learners. In the current study, the issue of plagiarism was mentioned by most of the instructors and suggested that ethical codes should be created in order to prevent it.

Another concern of most of the participants was pedagogical concerns. AI-based tools are not yet capable of providing the same level of empathy or emotional support like a real human. In another study, Mamatova (2023) stated that lack of human interaction might cause problems such as isolation or decrease in social skills. Similarly to these findings, some of the participants pointed out that AI lacks human interaction which is really significant in the language learning process. Moreover, the instructors might not have enough pedagogical knowledge in order to integrate AI into their teaching practices (Lindler and Romeike, 2019; Sanusi et al., 2021).

Digital competency plays a significant role in the implementation process and the findings show that most of the participants don't consider themselves or their students as AI literate. Celik et al. (2020) found that limited knowledge of AI algorithms and technical capacity might hinder the instructors to integrate AI. Furthermore, some of the instructors stated that older generations of them would not be so willing to integrate AI. This might be because of lack of interest or knowledge, and it would affect the willingness of them. There are some studies which suggest that there is a correlation between AI readiness and intentions to use it in teaching practices. For instance, Ayanwale et al. 2022 conducted a research study of 368

teachers to examine their readiness and intention to use AI and figured out that there is a link between these two. Similarly, Kuleto et al. (2022) surveyed 152 teachers to examine their attitude and found that teachers are more willing to integrate AI when they are more aware of its possibilities and implications.

The other concern of the instructors is technical problems. It is a known fact that in order to use AI tools, an internet connection, a mobile device and, if the application is paid, a certain fee is required. If any of these are missing or cannot be met, the AI tool will not be accessible and usable. Therefore, during the AI integration process, all of these must be met by the institutions and the necessary infrastructure must be provided. It must also be ensured that all students benefit from it equally. Both stated by the participants and found in the literature that technical problems may cause obstacles in the use or integration of AI. In order to prevent these, the configuration must be planned very well (Holstein and Doroudi, 2022).

According to data gathered in the current study, another significant thing to consider while integrating AI into EFL context effectively was training both the instructors and students. All the participants pointed out that they need training to effectively integrate AI into their teaching practices. Considering that all participants stated that they felt inadequate regarding AI tools, it is clear how important training is. Similarly, Kohnke et al. (2024) and Ponera and Madila (2024) found in their studies that the instructors had lack of experience with AI tools and adequate training although they were aware of the possible positive impacts of AI on students' learning.

5.3. How do EFL instructors perceive the future of AI integration in EFL instruction?

The instructors had concerns about their future role in the age of AI. Some instructors stated that they feared losing their jobs because AI could prepare materials and tests, prepare lesson plans, or evaluate papers faster than a human, and that this would make them less employable in institutions. Tao et al. (2022) found that teachers hesitate that robots will replace them. Contrary to the findings of Tao,

et. Al, (2022), the present study found that most of the instructors noted that AI cannot replace them because it cannot establish an emotional bond with students like them and how important this bond is.

In addition to the literature, participants also made suggestions on how the training required for effective integration of AI should be structured. They suggested that the training should be at your own pace and based on hands-on practice. Another suggested that a variety of seminars could be given or that various small groups could be formed, and a more intensive study process could be carried out within these small groups. Another suggestion was that there should be more specific, targeted and application-oriented training, such as the most practical AI methods for speaking classes. Another participant stated that there are millions of AI tools that they may not know even their names yet and their number is increasing every day. Therefore, there should be much more frequent training, much more seminars and webinars.

The other significant point in the integration process of AI into teaching practices is the future role of the instructors. The role of the instructors should be well-defined as it can affect the integration process of AI. In the current study, it was stated that in a learning environment where AI is integrated, the future role of an instructor should be a facilitator, and they should support students in their development as individuals who take responsibility for their own learning. In line with the current findings of the study, Holmes and Tuomi (2022) and Ramani (2022) also suggest that the role of the teacher is shifting to a facilitator. Apart from the literature, one of the participants suggested that the role of the instructor should be prompt engineer by referring to the importance of creating prompts while using certain AI tools such as ChatGPT. Another participant suggested that the instructor should be an example practitioner in order to set an example for the students and should be able to guide the students.

5.4. Implications

This study documented the perceptions of EFL instructors working at a private university on AI, AI integration into teaching practices, how AI assist instructors and

students in language teaching and learning and future perspectives on AI. Thus, the results of the study lead to implications for education.

5.4.1. Implications for Practice

The findings of this study indicate that the integration of AI into EFL offers significant advantages for both instructors and learners. As AI continues to advance, it becomes increasingly essential for EFL instructors to adapt to these technological developments. Educators must explore effective strategies for incorporating AI into their teaching methods and prepare their students to leverage these tools for optimal learning outcomes.

Considering that university students are already utilizing AI in various contexts, the integration of AI, especially in the English preparatory schools of universities, holds considerable importance. Such integration has the potential to maximize learning benefits and align educational practices with technological trends. The semi-structured interview data provide important insights and suggest that incorporating AI into curriculum and instruction can significantly enhance both the teaching process and student engagement.

Here are some key considerations and recommendations for those who will use or integrate AI into their teaching practices:

- Considering that some instructors have expressed a need for AI literacy and training, training should be organized for both instructors and students to get acquainted with AI tools, understand their benefits, and incorporate them into their courses or learning processes. These training sessions would be more beneficial if they were hands-on practices. Moreover, discussions could be held during the trainings on how each AI tool was used and how it could be integrated into the curriculum and instruction. Another issue that instructors expressed was these training should be well-structured. It is of great importance that training on AI is carried out in focus groups and are well structured. Additionally, these trainings can be planned as self-paced, providing instructors with a more flexible learning environment.

- The biggest concern of the instructors regarding the integration of AI was the issue of ethics. AI ethical codes should be created regarding the ethical use of AI and these ethical codes should be shared with both instructors and students. In addition, students should be subject to training on this issue and should be supported in complying with the determined ethical rules. While interaction with AI as a tool that supports the learning process should be supported, its misuse should be prevented through the training provided and clear rules shared.
- As stated by instructors and mentioned in the literature, AI can be very useful for students with special needs when used correctly. For example, visually impaired students can benefit from voice-over tools, video subtitle support tools for hearing impaired students, or spelling exercises for dyslexic students. Moreover, since AI contributes to the continuation of learning outside the classroom, it can provide individualized learning environments for students who cannot go to school due to physical or environmental conditions. In addition to students with special needs, AI can also be used to differentiate the learning processes of students with different learning styles. Reading passages at different levels that support the same learning outcome can be quickly prepared and presented to students thanks to AI.

5.5. Recommendations for Further Research

The current study is believed to make a significant contribution to the literature on the use of AI tools in EFL in preparatory schools. Since AI is still evolving, there is still much to be researched in this area to understand its full potential and possible implications. In order to guide educational researchers' future research into these and related topics, the implications for future research are examined in the following section.

First of all, the data sources of the current study are limited to semi-structured interviews of EFL instructors at a private university. Despite the rich data in the study collected from EFL instructors, observations in the classroom environment would enrich the data. Moreover, semi-structured interviews with preparatory

students would assist the researcher to gain insight on the impact of AI on students' learning, motivation and language skills.

Secondly, a single case study design was utilized in the current study. A multiple case design can be used to get a broad perspective by comparing and contrasting the subject of interest over numerous cases.

Thirdly, this study investigated the perceptions of EFL instructors on the use of AI in their teaching practices during the 2023-2024 Spring Term and the data collection procedure was completed in 5 weeks. That's why the current case in this study represents the perceptions of EFL instructors in that teaching period. The policy of the university or the perceptions of the instructors might have changed on time. A longitudinal study including observations in the classroom environment can be conducted to observe the long-term effect of AI on the changes of perceptions of EFL instructors.

Fourthly, age was not a primary variable in the current study. Therefore, a comparative study which investigates the relationship between the age of EFL instructors and their perceptions towards AI interaction into their teaching practices would be conducted. It is possible that the age range between instructors might affect their perceptions, adoption rates and comfort with AI technologies.

Lastly, the current study explored the perceptions of EFL instructors on AI in EFL in their teaching practices. Further studies might also focus on the potential of specific AI tools on students' different language skills and how AI affect their motivation level while learning a foreign language.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

<p>UYDULAMALI ETİK ARASTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER</p> <p>DÜMLÜPİNAR BULVARI 06800 ÇANKAYA ANKARA/TURKEY T: +90 312 210 22 91 F: +90 312 210 75 59 ueam@metu.edu.tr www.ueam.metu.edu.tr</p>	<p> ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY</p>
Konu: Değerlendirme Sonucu	06 MAYIS 2024
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)	
İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu	
<p>Sayın Elif Öztürk Danışmanlığımı yürüttüğünüz Nermin Boğaz'ın "<i>İngilizceyi Öğretim Görevlilerinin Yapay Zeka Entegrasyonuna Yönelik Tutumlarının İncelenmesi: Öğretimde Yapay Zeka Entegrasyonuna Yönelik Öneriler</i>" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0244-ODTÜİAEK-2024 protokol numarası ile onaylanmıştır Bilgilerinize saygılarımla sunarım</p>	
Prof. Dr. Ş. Halil TURAN Başkan	
Prof. Dr. İ. Semih AKÇOMAK Üye	Doç. Dr. Ali Emre Turgut Üye
Doç. Dr. Şerife SEVİNÇ Üye	Doç. Dr. / Murat Perit ÇAKIR Üye
Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL Üye	Dr. Öğretim Üyesi Müge GÜNDÖZ Üye

B. SEMI-STRUCTURED INTERVIEW QUESTIONS

1. “Yapay Zeka (YZ)” terimini duydunuz mu?
2. Yapay zeka size ne ifade ediyor ve bu terimi duyduğunuzda aklınıza hangi programlar veya teknolojiler geliyor?
3. Yapay zekayı eğitim amaçlı kullanıyor musunuz? Eğer kullanıyorsanız, örnekler verebilir misiniz? Eğer kullanmıyorsanız, nedenini belirtebilir misiniz?
4. Yapay zekanın dil öğrenme ve öğretme uygulamalarında kullanımı hakkındaki ilk düşünceleriniz nelerdir?
5. Eğitimde şu anda kullanılan yapay zeka teknolojilerine ne kadar hakimsiniz?
6. İngilizce dil öğretim uygulamalarınıza herhangi bir yapay zeka teknolojisi entegre ettiniz mi? Eğer ettiyseniz, örnekler verebilir misiniz?
7. Sınıf dışında kullanmaları için öğrencilerinize herhangi bir yapay zeka aracı veya teknolojisi öneriyor musunuz? Eğer öneriyorsanız, örnekler verebilir misiniz?
8. Yapay zekanın İngilizceyi yabancı dil olarak (EFL) öğretimine entegrasyonu hakkında endişeleriniz var mı?
9. Yapay zekanın EFL müfredatına ve öğretimine entegrasyonunun potansiyel zorlukları hakkında ne düşünüyorsunuz?
10. Yabancı dil öğretiminde yapay zeka kullanırken hangi etik konuların göz önünde bulundurulması gerektiğini düşünüyorsunuz?
11. Yapay zekanın yabancı dil öğretimi bağlamına entegrasyonunun potansiyel avantajları hakkında ne düşünüyorsunuz?
12. Yapay zeka teknolojileri yabancı dil öğrenen öğrencilere ne tür bir destek sağlayabilir?
13. Yapay zeka teknolojisinin yabancı dil öğrenen öğrencilerinin farklı öğrenme stillerini ve tercihlerini destekleyebileceği yollar nelerdir?
14. Yapay zeka teknolojilerinin kullanıldığı bir sınıfta bir İngilizce Öğretim görevlisinin rolü nedir?
15. İngilizce öğretim görevlilerinin yapay zeka teknolojilerini öğretimlerine etkili bir şekilde entegre edebilmesi için ne tür bir eğitime ihtiyaçları olduğunu düşünüyorsunuz?
16. Artan yapay zeka teknolojilerini göz önünde bulundurarak İngilizce öğretim görevlilerinin gelecekteki rolü ve yerini nasıl görüyorsunuz?

C. INFORMED CONSENT FORM

Haziran 2024

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Bilimleri Yüksek Lisans öğrencisi Nermin Boğaz tarafından Dr. Öğr. Üyesi Elif Öztürk danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, üniversitelerin dil okullarında görev alan öğretim görevlilerinin dil öğretiminde yapay zeka kullanımına yönelik algılarını ve görüşlerini anlamak ve değerlendirmektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizinle yapay zeka teknolojisi ile ilgili sorulardan oluşan bir mülakat yapılacaktır. Yaklaşık olarak 20 dakika sürmesi beklenen bu röportajda size 10 açık uçlu soru yöneltilecektir ve bu sorulara neden belirli bir cevap verdiğiniz sorulacaktır. Daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınızın ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yanda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Mülakat sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Bilimleri Bölümü yüksek lisans öğrencisi Nermin Boğaz (E-posta: nermin.boğaz@odtu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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D. TURKISH SUMMARY / TÜRKÇE ÖZET

Yapay zeka veya kısaca YZ ilk olarak yaklaşık 60 yıl önce tanıtılmıştır ancak çok uzun bir süre boyunca yalnızca bir bilim kurgu kavramı olarak kullanılmıştır. YZ, özellikle bilgisayar sistemleri olmak üzere makineler tarafından insan zekası süreçlerini simüle eden bir tür zeka sistemidir ve sağlık, finans, ulaşım ve eğitim dahil olmak üzere çeşitli alanlarda yaygın bir teknoloji haline gelmiştir. YZ, televizyon programları için içerik öneren uygulamalardan gerçek zamanlı müşteri yardımı sunan sohbet robotlarına uzanan geniş bir teknoloji kategorisini kapsamaktadır. İnsanların işleri daha kolay hale getirmesine yardımcı olmak için her saniye yeni bir YZ aracı tasarlanmaktadır (Sánchez-Prieto vd., 2020). YZ, daha kullanıcı dostu ve üretken araçlarla insan bilişsel becerilerini simüle etmek için daha sık kullanılmaktadır (Allam vd., 2023).

Günümüz dünyasında eğitim, sosyal medya, teknolojik ilerlemeler ve küreselleşme gibi çeşitli kavramlardan etkilenmiştir ve YZ de bunlardan biridir (Schrader, 2015). YZ araçlarının hızlı gelişimi, eğitim ve öğrenme için de önemli etkilere sahiptir ve YZ'nin eğitimi dönüştürmesi beklenmektedir. YZ, eğitim bağlamlarında insan yargısıyla karşılaştırıldığında akıllıca seçimler yapabilir (Akerkar, 2014). Bu eğilimi yakalamak için, YZ'nin eğitim sistemine entegre edilmesi önemlidir (Traoré, 2023). Son yıllarda, öğretim ve öğrenme deneyimlerini geliştirmek, eğitim sonuçlarını iyileştirmek ve çeşitli öğrencilerin ihtiyaçlarını karşılamak için birçok YZ aracı geliştirilmiştir.

Yabancı dil eğitimi, YZ devriminden etkilenen bir diğer alandır ve öğrencilerin İngilizce öğrenmek için harika bir ortam sağlayarak yabancı bir dili kendi başlarına pratik yapmalarına olanak tanıyan birçok YZ aracı geliştirilmiştir. Öğrenciler, YZ sayesinde mevcut İngilizce yeterliliklerine, kariyer ihtiyaçlarına veya ilgi alanlarına göre kişiselleştirilmiş bir ortamda dil becerilerini geliştirme fırsatına sahiptir. Ayrıca, YZ öğrencilerin çeşitli platformlar ve araçlarla İngilizce dil becerilerini

geliştirmelerine yardımcı olur ve onları motive eder (Song ve Song, 2023). Sunduğu pratik desteğiyle İngilizce eğitiminin etkinliğini en üst düzeye çıkarmakta ve İngilizce dil yeterliliğini geliştirme şansı sunmaktadır. Ayrıca, çeşitli eğitim teknolojilerinin mevcudiyeti, öğrencilerin İngilizceyi anlamasını kolaylaştırır (Nur, 2021). YZ aynı zamanda İngilizce öğretim görevlilerinin öğrencilerinin dilde daha akıcı olmalarına yardımcı olmak için kullanabilecekleri potansiyel bir araçtır ve YZ teknolojilerinin çeşitli konu alanlarında ne kadar iyi çalıştığını değerlendirmek için çalışmalar yapılmıştır (Kovalenko ve Baranivska, 2024; Rukiati ve diğerleri, 2023; Umar, 2024).

Bu çalışma, özel bir kurumdaki İngilizce öğretim görevlilerinin dil öğretimi ve öğrenme faaliyetlerinde YZ araçlarının entegrasyonuna ilişkin tutum ve görüşlerini inceleyerek öğretim yöntemleri ve etkili YZ araçlarının inşası için bilgi toplamayı amaçlamaktadır. Aynı zamanda, öğretim görevlilerinin YZ araçlarını kullanırken sahip oldukları bakış açılarını, deneyimleri, tercihleri ve zorlukları araştırarak, eğitim ortamını ve pedagojik teknikleri etkilemedeki kritik rollerini incelemektedir. Bu araştırmanın bir diğer amacı yabancı dil eğitiminde YZ araçlarının kullanımıyla ilgili olası faydaları veya dezavantajları belirlemektir.

Bu çalışmada Türkiye’de yer alan bir özel üniversitenin yabancı diller okulunda YZ ve YZ araçlarının kullanımıyla ilgili İngilizce öğretim görevlilerinin görüşlerini sunduğu için büyük önem taşımaktadır. Ayrıca, YZ’nin müfredata ve eğitime nasıl entegre edileceğine dair öngörüler sunmakta ve bunları yabancı dil okullarındaki İngilizce derslerinde kullanmanın olası avantajlarına ve öğretim görevlilerinin bunları kullanırken karşılaşılabilecekleri zorlukları incelemektedir. YZ’yi kullanan ve öğretim uygulamalarına entegre eden kişiler oldukları için öğretim görevlileri birinci elden deneyimlerini sunmaktadırlar. Bu nedenle onların görüşleri, İngilizce derslerini etkili bir şekilde yürütmenin etkileriyle ilgili YZ ve YZ tabanlı eğitimin faydalarını ve dezavantajlarını belirlemek için çok önemlidir. Bu araştırma çalışması İngilizce öğretim görevlilerinin yabancı dil eğitiminde YZ entegrasyonu hakkındaki algılarını ve endişelerini araştırmada önemli bir rol oynamaktadır. Bu çalışmada aşağıda bulunan sorulara cevap aranmaktadır.

Araştırma Sorusu 1

İngilizce öğretim görevlilerini eğitimde yapay zekaya ilişkin algıları nelerdir?

Araştırma Sorusu 2

İngilizce öğretim görevlilerini eğitimde yapay zeka entegrasyonuna ilişkin algıları nelerdir?

Araştırma Sorusu 3

İngilizce öğretim görevlileri, yabancı dil eğitiminde yapay zekanın geleceğini nasıl algılıyor?

ALAN YAZIN TARAMASI

"YZ" terimi John McCarthy tarafından Dartmouth Konferansı'nda (1956) ortaya atılmıştır. Çeşitli disiplinlerden araştırmacılar, insan zekasıyla sıklıkla ilişkilendirilen düşünme ve faaliyetleri yürütme yeteneğine sahip makineler yaratma olasılığını araştırmak için bu konferansta bir araya gelmişlerdir. Bu nedenle, konferans YZ araştırmasının resmi başlangıcı olarak kabul edilmiştir ve o zamandan beri bir araştırma alanı olmuştur (Knapp, 2006).

YZ 60 yıldan uzun süredir var olmasına rağmen, alan son zamanlarda günlük hayatımızın birçok yönü üzerinde giderek artan bir etkiye sahip olan hızlı bir büyüme ve teknolojik ilerlemeler deneyimlemiştir (Tobin vd., 2019). Wu vd.'ye (1986) göre, YZ'nin basit problem çözmenin ötesine geçen uygulamaları ve araçları vardır ve bunlar arasında otomasyon sistemleri ve gelişmiş erişilebilirlik yer almaktadır. YZ, büyük veri, algoritmalar, makine öğrenimi, donanım ve bilgisayar görüşü gibi çeşitli sürücüler ve teknolojiler içermektedir. Bu teknolojilere çeşitli uygulamalarda erişilebilmektedir (Zhang ve Lu, 2021). YZ, modern toplumda giderek daha fazla kullanılmakta ve endüstri, sağlık ve ekonomi gibi çeşitli alanlarda insanların yaşamlarında verimliliği ve konforu arttırmaktadır (Verma, 2018).

Bilgisayar destekli eğitimde yeni bir bölüm, YZ'nin geliştirilmesiyle başlamıştır. Yeni teknolojik araçlar geliştirildikçe YZ'nin eğitimdeki rolleri de değişmektedir.

Hwang ve diğeri (2020), eğitimde YZ'nin rollerini "akıllı öğretmen", "akıllı öğrenci", "akıllı öğrenme ortağı" ve "politika oluşturma danışmanı" olarak tanımlamaktadır. Eğitimde YZ entegrasyonu, öğrenme ve öğretim standartlarını geliştirmek için yeni fırsatlar yaratmaktadır. Ayrıca, YZ'nin eğitime entegrasyonu insan bilgisini, bilişini ve kültürünü değiştirmektedir. Dignum'a (2021) göre, eğitim, YZ teknolojilerinin gelişmesinden birçok farklı şekilde etkilenmiştir. Bu gelişmeler, öğrenenler için eğitimi kişiselleştiren sanal asistanlar ve hem eğitimcilere hem de öğrenenlere yardımcı olmayı amaçlayan izleme sistemleri gibi potansiyel olarak faydalı araçlarla birlikte gelmektedir. Ek olarak, YZ, içerik, destek, geri bildirim ve değerlendirme tasarımı ve sunumu dahil olmak üzere eğitimde çeşitli amaçlarla kullanılmıştır (Deeba ve diğeri, 2024).

YZ'nin eğitim ortamlarına entegrasyonunun farklı avantajları vardır ve bunlar temel olarak kişiselleştirilmiş öğrenme ortamları, otomatik notlandırma sistemleri, anında geri bildirim, sanal yardım, geliştirilmiş ders verme sistemleri ve iyileştirilmiş katılım olarak genelleştirilebilir (Asokan, 2022). Hwang ve diğeri (2021), YZ'nin etkileşimli ve uyarlanabilir öğrenme deneyimleri sağladığı için katılımı iyileştirmede ve öğrencileri motive etmede önemli bir rol oynadığını ortaya koymaktadır. Chen ve Chung (2008), kişiselleştirilmiş bir mobil İngilizce kelime dağarcığı sistemi tasarlayarak sistemin öğrencilerin öğrenme motivasyonunu artırıp artıramayacağını ve öğrenme başarılarını teşvik edip edemeyeceğini araştırmıştır. Sonuçlar, sistemin İngilizce kelime dağarcığı öğrenimi için etkili ve esnek öğrenme modu sayesinde öğrencilerin öğrenme performanslarını ve ilgi alanlarını teşvik ettiğini göstermiştir.

YZ, araştırma, ekonomi, iş ve ulaşım dahil olmak üzere hemen hemen her alanda önemli bir etkiye sahip olmuştur. Ancak, gelişmiş yazılım, donanım ve öğretmen eğitimi eksikliği nedeniyle, YZ'nin eğitim üzerindeki etkisi henüz eğitim alanında hissedilmemiştir. Mevcut öğretim yazılımının öğretimi taklit edecek kadar uyarlanabilir olmaması ve öğrencilerin ihtiyaçlarına yanıt vermemesi başka bir faktördür. Öğretim yazılımının eğitim üzerindeki etkisi ne kadar fazlaysa, öğretim süreci hakkında o kadar fazla akıl yürütebilir, ne öğrettiğini ve hangi öğretim yaklaşımını kullanacağını o kadar iyi bilir (Woolf, 2010). Tao ve diğeri (2019) çalışmalarında, öğretmenlerin yalnızca robotların kendilerinin yerini alacağından

değil, aynı zamanda robotların öğrenme yolculukları sırasında öğrencileri izleyip yönlendiremeyeceğinden de çekindiklerini ortaya koymuştur. Ayrıca, robotların her bir öğrenci için bir insan öğretmen gibi kişiselleştirilmiş çabalar göstermede asla başarılı olamayacağını bulmuştur. Mamatova (2023), çalışmasında insan etkileşiminin olmaması, YZ'nin karmaşık insan ilişkilerini taklit edememesi nedeniyle izolasyon ve kopukluk hissi veya sosyal ve kişilerarası becerilerde azalma gibi sorunlara yol açabileceğini ortaya koymuştur.

YZ son yıllarda çeşitli alanları etkilemiştir ve geleneksel yaklaşımları ve metodolojileri yeniden şekillendirmiştir. İngilizce, dünyada kullanılan en yaygın dillerden biridir ve dijital platformların ve teknolojinin ilerlemesi, İngilizce öğretmeyi ve öğrenmeyi eskisinden daha kolay hale getirmiştir. YZ araçları öğrenciler için İngilizce dil yeterliliğini artırma şansı sağlarlar (Shin, 2018). İngilizce Dil Öğretimi alanında, YZ dillerin insanlar tarafından nasıl öğrenildiğini, öğretildiğini ve anlaşıldığını tamamen değiştirebilen güçlü bir araçtır. Sharma ve diğerleri (2024), YZ teknolojilerinin öğrencilerin dil bilgisi, telaffuz, kelime bilgisi ve diğer dil becerileri gibi dil becerilerini geliştirmelerine rehberlik ettiğini ileri sürmektedir. Li (2020), ana dili İngilizce olmayan kişilerin hatalarını düzeltmeyi amaçlayan ve esas olarak iki üretken beceriye odaklanan IELTS Liulishuo adlı çevrimiçi bir platformu incelemiştir. Platform, öğrencilerin deneme IELTS sınavına girdikten sonra performanslarına göre anında geri bildirim sağlamaktadır. YZ destekli yazılım ve uygulamalar öğrencilerin belirli dil becerilerini geliştirmelerine yardımcı olabileceğini ortaya koymuştur. Kim (2023), İngilizce öğretimi için sohbet robotlarının, öğrencilerin kaygı ve stres seviyelerini azaltarak akademik becerilerini geliştirmelerine yardımcı olabileceğini öne sürmektedir. El Shazly (2021), karma yöntemli çalışmasında YZ'nin öğrencilerin etkileşimini ve sözlü iletişim becerilerini kolaylaştırdığını ve ilgi çekici, esnek ve öğrenci merkezli bir ortam sağlayarak öğrencilerin kaygı düzeyini azalttığını bulmuştur.

Eğitimde YZ uygulamaları yükselişindedir ve son otuz yılda ilgi görmüştür ancak, eğitimcilerin tam potansiyelini ne ölçüde kullandıklarının hala keşfedilmesi gerektiği

Zawacki ve diğerleri (2019) tarafından belirtilmiştir. Dijital okuryazarlık gibi YZ okuryazarlığı da YZ'nin eğitim bağlamlarında uygulanmasını engelleyen bir

zorluktur. Edmett ve diğerklerine göre (2023), eğitimcilerin YZ'yi öğretimlerine entegre etme konusunda uygun pedagojik bilgiye sahip olmaması nedeniyle bu boşluğu doldurmak için eğitimcilerin eğitilmesine acil ihtiyaç vardır (Lindler ve Romeike, 2019; Sanusi ve diğerkleri, 2021). Eğitimciler tarafından YZ kullanımında bazı zorluklar vardır ve bunlar YZ algoritmaları hakkında sınırlı bilgi, teknik kapasite ve öğretmenlerin sınıflarında YZ kullanmaya ilgi duymaması olarak belirtilebilir (Celik ve diğerkleri, 2020). Ayanwale ve diğerkleri (2022) çalışmalarında yeni teknolojilerin potansiyel kullanıcıları için alışılmadık hisler yarattığını ve YZ'nin öğretmenler üzerinde kaygı yarattığını bulmuştur. Bu kaygı genellikle kavramın yanlış anlaşılmasından, teknik bilgi eksikliğinden ve insanların dışlanmasından kaynaklanmaktadır. Li ve Huang (2020) YZ kaygısını öğrenme kaygısı, önyargılı davranış kaygısı, gizlilik ihlali kaygısı, yapay bilinç kaygısı, şeffaflık eksikliği kaygısı, etik ihlali kaygısı, iş değiştirme kaygısı ve varoluşsal risk kaygısı olarak kategorize etmiştir. Dahası, Kin ve diğerkleri (2020) çalışmalarında YZ kaygısının öğretmenleri olumsuz etkileyebileceğini çünkü bunun sınıflarda uygulanmasını reddetmeye yol açabileceğini bulmuştur.

Sonuç olarak, makine öğrenimi, sinir ağları, destek vektör makineleri, genetik algoritmalar, derin öğrenme, karar ağaçları, uzman sistemleri, doğal dil işleme, veri madenciliği, bulut bilişim ve uç bilişimi inceleyen araştırma çalışmaları, İngilizce öğretiminde YZ'nin hızla genişleyen olasılıklarını göstermektedir. Ancak, İngilizce öğretimi alanındaki YZ'nin hala erken aşamalarında olduğu açıktır. Alan yazısı, özellikle yabancı dil eğitimcilerinin farkındalığıyla ilgili olarak önemli boşlukları ortaya koymaktadır. Ayrıca, yabancı dil eğitimi içinde YZ'nin neyi oluşturduğu konusunda netlik ve fikir birliği eksikliği vardır ve bu söyleme katkıda bulunanların çoğunun yabancı dil eğitimi disiplininin dışından olması gerçeğiyle daha da kötüleşmektedir. Gelecekteki araştırmalar, bu boşlukları kapatmaya devam etmeli ve YZ'nin dil öğrenimini ve öğretimini geliştirmedeki rolüne ilişkin daha kapsamlı ve ayrıntılı bir anlayış geliştirmelidir (Sharadgah ve Sa'di, 2022).

YÖNTEM

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırma çalışmaları ilişkilerin, aktivitelerin, olayların veya materyallerin kalitesini araştırmaktadır

(Fraenkel vd., 2012). Nitel araştırma çalışmalarının amacı insanların dünyalarını nasıl anlamlandırdıklarını bulmaktır (Merriam ve Tisdell, 2016) ve araştırmacıların çok çeşitli konularda kapsamlı araştırmalar yapmalarını sağlamaktadır (Yin, 2011). Nitel araştırma çalışmalarının doğası "nasıl" ve "neden" sorularına cevap bulmaktır. Dahası, katılımcıların bakış açılarını göz önünde bulundurarak bir konu hakkında kapsamlı bilgi toplamak, belirli davranışlar için açıklamalar bulmak veya konuları incelemek için yürütülmektedirler (Creswell, 2013).

Bu çalışmanın konusu, özel bir üniversitede çalışan İngilizce öğretim görevlilerinin eğitim ortamlarında YZ kullanımına ilişkin bakış açıları ve görüşlerini ortaya koymaktır. Eğitim ortamlarında YZ kullanımı, kişiselleştirilmiş öğrenme platformları, YZ destekli dil öğrenme uygulamaları, otomatik notlandırma sistemleri ve öğrencilerin belirli dil becerilerini geliştirmeyi amaçlayan araçlar gibi çeşitlilik göstermektedir. İngilizce öğretim görevlileri çeşitli eğitim geçmişleri, öğretim deneyimleri ve YZ ile ilgili farklı bilgi derecelerine sahip olmaları nedeniyle YZ'nin hazırlık okullarındaki müfredatı ve eğitime entegre edilmesinde önemli bir rol oynamaktadırlar ve yabancı dil eğitiminde YZ kullanımının pratik etkilerini ve zorluklarını anlamak için zengin bir veri kaynağı sağlamaktadırlar.

Çalışma örneği, tanınmış bir özel üniversitede çalışan 10 hizmet içi İngilizce öğretim görevlilerinden oluşmaktadır. İngilizce öğretim görevlileri, görevlerine bağlı olarak haftada en az 12 veya 20 saat ders vermek zorundadır. Bazı öğretim görevlilerinin müfredat koordinasyonu, test ve öğretmen eğitimi ve gelişimi gibi ek görevleri olabilir. Veriler, 2024-2025 Bahar Dönemi'nde toplam 10 katılımcıdan, 5 kadın ve 5 erkek olmak üzere toplanmıştır. Katılımcıların ortalama yaşı 33,56'dır.

Mevcut çalışmada veri toplamak için yarı yapılandırılmış görüşmeler yürütülmüştür. Yarı yapılandırılmış görüşmeler, katılımcılardan belirli yanıtlar almak için tasarlanmış bir dizi soru içermektedir (Fraenkel, 2012). Görüşme soruları oluşturulmadan önce, araştırma soruları ve literatür incelemeleri yeniden gözden geçirilmiştir. Daha sonra, görüşme soruları araştırmacı tarafından literatür ve araştırma soruları dikkate alınarak oluşturulmuştur. Sorular oluşturulduktan sonra, şu anda eğitimde teknoloji entegrasyonunu inceleyen başka bir akademisyen tarafından

kontrol edilmiştir. Ayrıca, mevcut çalışmanın görüşme sorularının netliğini test etmek için bir pilot çalışma yürütülmüştür (Yin, 2011). Uzman görüşü ve pilot çalışmanın ardından, görüşme soruları sağlanan geri bildirimlere göre yenilenmiştir ve toplamda 16 sorudan oluşmaktadır.

Tüm görüşmeler, kullanıcıların video, ses ve sohbet yoluyla bağlantı kurmasını sağlayan Zoom aracılığıyla çevrimiçi olarak gerçekleştirilmiştir. Veri kaybını önlemek ve daha güvenilir veriler elde etmek için, görüşmelerden önce katılımcıların ses kaydına onay vermeleri istenmiştir. Tüm görüşmeler Microsoft Word Document Transcription aracıyla yazıya çevrilmiştir. Tüm verilerin yazıya geçirilmesinin ardından, Braun ve Clarke (2006) tarafından önerilen tüm aşamaları kullanarak verileri değerlendirmek için tematik analiz yaklaşımı uygulanmıştır. Nitel verileri kodlamak için MAXQDA (2024) yazılımı kullanılmıştır. Araştırmacı, mevcut çalışmayı analiz etmek için bir kod kitabı oluşturulmadığından, bulgulara ve literatüre dayanarak kendi kod kitabını oluşturmuştur. Tüm verileri kodladıktan sonra, başka bir araştırmacı ve tezin danışmanı kodlama sürecine dahil olmuştur. Temalar belirlendikten sonra, tüm veri analizi yapılmak üzere araştırmacı tarafından kodlanmıştır.

BULGULAR

Yarı yapılandırılmış görüşmelerin analizi, çalışmada öne çıkan üç tema altında ana bulguların olduğunu göstermiştir. Birincisi, İngilizce öğretim görevlilerinin YZ ve YZ teknolojilerine aşina olmaları, ancak eğitim amaçlı özel olarak tasarlanmış YZ araçlarına sınırlı aşinalıkları olmasıdır. Bu nedenle, YZ'yi öğretim uygulamalarına entegre etmemektedirler. Öğretim görevlileri arasında en yaygın YZ aracı Chat GPT'dir ve bunu değerlendirme materyalleri tasarlamak ve materyal geliştirmek için kullandıklarını belirtmişlerdir.

Öğretim görevlilerinin YZ tanımları arasında farklılık göstermektedir. Çoğu bunu teknolojik bir araç olarak tanımlarken, birkaçı terim için uygun bir tanım bulmakta zorlanmaktadır. Bu nedenle, öğretim görevlilerine YZ araçları ve bunları öğretim uygulamalarına nasıl entegre edecekleri konusunda eğitim vermek zorunludur.

İkincisi, öğretim görevlilerinin çoğunun yabancı dil eğitiminde YZ entegrasyonuna karşı olumlu tutumlara sahip olması, bazılarının ise YZ karşı olumsuz algılara sahip olmasıdır. YZ entegrasyonuna karşı olumlu tutuma sahip öğretim görevlileri potansiyel faydaların farkındayken, olumsuz tutuma sahip öğretim görevlilerinin YZ kullanımıyla ilgili bazı endişeleri bulunmaktadır.

Üçüncüsü, öğretim görevlilerinin YZ entegrasyonu ile ilgili YZ okuryazarlığı, etik, pedagojik ve teknik yönleriyle ilgili dört endişesi yer almaktadır. Öğretim görevlilerinin etik endişesi, akademik yaşamda önemli bir sorun olan intihal sorunudur. İkinci endişe pedagojiktir ve YZ'nin insan bağlantısı sağlayamayacağını ve insan bağlantısının dil öğreniminde büyük bir rol oynadığını düşündüklerini belirtmişlerdir. Öğretim görevlileri ayrıca hem öğrencilerin hem de kendilerinin YZ konusunda okuryazar olmadıklarını ve bunun YZ araçlarını etkili bir şekilde kullanmanın ve entegre etmenin önünde bir engel olduğunu ortaya koymuştur. Son olarak, yetersiz internet bağlantısı veya cihazlar gibi teknik sorunlar entegrasyon sürecinde sorunlara neden olabileceğini belirtmişlerdir. Bu çalışmadaki bir diğer bulgu da öğretim görevlilerinin YZ'yi hem kendileri hem de öğrenciler için bir destek aracı olarak görmeleridir. YZ öğretim görevlilerinin ders planlamalarına, materyal oluşturmalarına ve notlandırmalarına yardımcı olabilir. Öğretim görevlilerine göre YZ zamandan tasarruf sağlamak, etkili geri bildirim sunmakta ve iş yükünü azaltmaktadır. Ayrıca, YZ'nin öğrencilere kişiselleştirilmiş öğrenme ortamı oluşturma, dil becerilerini geliştirme, öğrenci özerkliğini artırma, özel gereksinimli öğrenciler için materyal tasarlama ve farklılaştırma konularında destek olabileceğini öne sürmüşlerdir.

Beşinci bulgu, YZ ve teknolojileri geliştikçe öğretim görevlilerinin rollerinin de evrildiğidir. Tüm katılımcılar, YZ'nin bütünleştirildiği bir sınıfta rollerinin yol gösterici olduğunu öğrencilere öğrenme yolculuklarında rehberlik etmeleri gerektiğini belirtmişlerdir. Katılımcılar ayrıca rollerini uygulayıcı ve yönerge mühendisi olarak değerlendirmektedir.

Bir diğer önemli bulgu ise öğretim görevlilerinin YZ'yi öğretim uygulamalarına etkili bir şekilde entegre etmek için eğitime ihtiyaç duyduklarının farkında

olmalarıdır. YZ ve araçlarının nasıl kullanılacağına dair seminerler, web seminerleri ve atölyeler olması gerektiğini önermişlerdir. Ayrıca bu eğitimlerin iyi yapılandırılmış olması, uygulamalı öğrenmeyi gerektirmesi ve kendi hızınızda ilerlemeniz gerektiğini belirtmişlerdir.

Son olarak, öğretim görevlilerinin yabancı dil öğretimi bağlamlarında YZ'nin geleceği konusunda farklı bakış açıları vardır. öğretim görevlilerinin çoğu iyimser yaklaşarak YZ'nin onların yerini alamayacağını öne sürerken, birkaçı şüpheli yaklaşarak ve YZ'nin onların yerini alabileceğini ve işlerini kaybedebileceklerini belirtmişlerdir.

TARTIŞMA

Çalışmanın sonuçları, tüm öğretim görevlilerinin kişisel ilgi alanları veya başka araçlar vasıtasıyla YZ terimine aşina olmalarına rağmen, farklı amaçlar için tasarlanmış YZ araçlarına aşina olmadıklarını göstermiştir. Zawacki vd., (2019), eğitimcilerin tam potansiyelini ne ölçüde kullandıklarının hala keşfedilmesi gerektiğini ileri sürmüştür. Bir YZ aracına örnek vermeleri istendiğinde, çoğu öğretim görevlisinin aklına gelen ilk YZ aracının Chat GPT olduğu görülmüştür. Literatür incelendiğinde, Chat GPT'nin YZ'nin eğitime entegrasyonuna ilişkin çoğu çalışmanın odak noktası olduğu görülmektedir (Zheltukhina ve ark., 2024). Chat GPT'ye ek olarak, Quillbot, Microsoft Copilot ve Elsa, birkaç öğretim görevlisi tarafından sunulan diğer YZ araçlarıdır.

Dahası, öğretim görevlilerinin çoğu YZ'yi teknolojik bir araç olarak değerlendirmiştir. Chen vd., (2020) de çalışmalarında YZ'nin idari görevleri desteklemek için akıllı sistemler, bilgisayar teknolojileri ve robotların birleşimi olduğunu ortaya koymuştur. Katılımcıların bir kısmı, büyüyen bir olgu olan YZ'yi tanımlamakta zorluk çektiklerini belirtmiştir. (Masters, 2019). YZ, özellikle materyal geliştirme ve sınav hazırlama sürecinde eğitim amaçlı kullanılmaktadır. Alan yazın taramasındaki çalışmalar, YZ'nin materyal ve sınav hazırlama süreçlerini hızlandırdığını bulmuştur. Dahası, YZ, öğretim görevlilerinin idari görevler gibi rutin

görevleri yerine getirerek öğrencilerinin ihtiyaçlarına daha fazla fırsat sunmaları için zaman yaratmaktadır (Adrawan, 2024; Luckin ve diğerleri, 2016).

YZ'nin yabancı dil eğitimine entegrasyonu söz konusu olduğunda, öğretim görevlilerinin farklı görüşlere sahip olduğu ortaya çıkmıştır. Katılımcıların çoğu, YZ'nin dil eğitimine entegrasyonuna karşı olumlu bir tutuma sahiptir. Olumlu tutumlara sahip katılımcılar, YZ'nin dil öğretim sürecini devrim niteliğinde değiştirebileceğini ve hem öğrencilere hem de kendilerine zaman ve kalite açısından birçok fayda sağlayabileceğini belirtmişlerdir. YZ'nin dil öğretim sürecini olumlu yönde etkileme potansiyeli vardır (Konecki vd., 2024; Uygun, 2024; Ezekiel & Akinyemi, 2022; Aghaziarati vd., 2023). Bu faydalardan biri, YZ'nin rutin görevleri çok iyi yaptığı için zamandan tasarruf sağlamasıdır. YZ araçları, öğretim görevlilerinin ders planları hazırlama, ders materyalleri oluşturma, değerlendirme çalışmaları oluşturma ve öğrencilerin gelişimini takip etme konusunda zamandan tasarruf etmesini sağlamaktadır. Literatür incelendiğinde, YZ'nin özellikle zamandan tasarruf sağladığı ve iş yükünü azalttığı diğer çalışmalarla desteklenmektedir (Perks, 2020). YZ'nin yabancı dil eğitimine entegre edilmesinin bir diğer faydası da etkili geri bildirim sağlayabilmesidir. YZ, öğrencilerin değerlendirilmesinde önemli bir rol oynamaktadır çünkü öğretim görevlilerine kağıtları ve sınavları notlandırarak yardımcı olmakta ve etkili geri bildirim sağlamaktadır (Adlawan, 2024). Ek olarak, fiziksel olarak herhangi bir yerde bulunmaları gerekmeyecektir çünkü bunun için tek ihtiyaçları bir internet bağlantısı ve bir mobil cihazdır (Alam, 2021).

Çalışmanın sonuçlarına göre, öğretim görevlileri YZ'nin yabancı dil öğrenen öğrencileri farklı şekillerde de destekleyebileceğini vurgulamaktadır. Bunlardan biri kişiselleştirilmiş öğrenme ortamları yaratmaktır. Mevcut çalışmanın sonuçları Chen ve Chung'un (2008) çalışmasıyla uyuşmaktadır. Çalışmalarında, yabancı dil öğrenen öğrencilere kelime öğretmek için kişiselleştirilmiş bir YZ aracı tasarlamıştır. Çalışmaları, YZ aracıyla çalışan öğrencilerin esnek öğrenme ortamı sayesinde öğrenme performanslarında artış olduğunu gösterdi. Ek olarak, YZ araçları yalnızca öğrencilerin dil becerilerini geliştirmekle kalmamış, aynı zamanda motivasyonlarını da artırmıştır. Bazı katılımcılar ayrıca YZ'nin öğrenci motivasyonunu olumlu etkileyebileceğini belirtmiştir. Sharma vd. (2024) tarafından da belirtildiği gibi,

katılımcılar özellikle yabancı dil becerileri için geliştirilen YZ araçlarının öğrencilerin dil becerilerini geliştirmelerine destek olacağını belirtmiştir. Benzer şekilde, Kohnke vd. (2024) ve Ponera ve Madila (2024) çalışmalarında öğretim görevlilerinin YZ araçlarıyla ilgili deneyim eksikliği ve yeterli eğitime sahip olmadıklarını, ancak YZ'nin öğrencilerin öğrenmesi üzerindeki olası olumlu etkilerinin farkında olduklarını buldular. Literatüre ek olarak, katılımcılar ayrıca YZ'nin etkili entegrasyonu için gereken eğitimin nasıl yapılması gerektiği konusunda önerilerde bulundular. Eğitimin kendi hızınızda ve uygulamalı pratiklere dayalı olması gerektiğini önerdiler. Bir diğeri çeşitli seminerler verilebileceğini veya çeşitli küçük gruplar oluşturulabileceğini ve bu küçük gruplar içinde daha yoğun bir çalışma sürecinin yürütülebileceğini önerdi. Bir diğeri öneri ise konuşma sınıfları için en pratik YZ yöntemleri gibi daha spesifik, hedefli ve uygulamaya yönelik eğitimler olması gerektiğiydi. Başka bir katılımcı henüz isimlerini bile bilmediğimiz milyonlarca YZ aracı olduğunu ve sayılarının her geçen gün arttığını belirtti. Bu nedenle, çok daha sık eğitim, çok daha fazla seminer ve eğitim olması gerektiğini belirttiler.

Mevcut çalışmanın bulguları, İngilizce öğretim görevlilerinin YZ'nin yabancı dil öğretme kullanımına ilişkin etik, pedagojik, teknik ve YZ okuryazarlığı konusunda endişeleri olduğunu göstermiştir. Üniversite öğrencilerinin halihazırda çeşitli bağlamlarda YZ'den faydalandığı düşünüldüğünde, özellikle üniversitelerin İngilizce hazırlık okullarında YZ'nin entegrasyonu önemli bir öneme sahiptir. Bu tür bir entegrasyon, öğrenme faydalarını en üst düzeye çıkarma ve eğitim uygulamalarını teknolojik trendlerle uyumlu hale getirme potansiyeline sahiptir. Bu çalışmada entegrasyon sürecine dair bazı öngörüler sunmaktadır.

Bazı öğretim görevlilerinin YZ okuryazarlığı ve eğitimine ihtiyaç duyduklarını ifade ettikleri göz önüne alındığında hem öğretim görevlilerinin hem de öğrencilerin YZ araçlarıyla tanışmaları, faydalarını anlamaları ve bunları derslerine veya öğrenme süreçlerine dahil etmeleri için eğitim düzenlenmelidir. Öğretim görevlilerinin dile getirdiği bir diğeri konu da eğitimin nasıl yapılandırılması gerektiğiydi. YZ eğitiminin odak gruplarında yapılması ve iyi yapılandırılması büyük önem

taşımaktadır. Ek olarak, bu eğitimler kendi hızlarında planlanabilir ve öğretim görevlilerine daha esnek bir öğrenme ortamı sunması beklemektedir.

YZ eğitimi aldıktan sonra, öğretim görevlileri öğrenme sonuçlarını iyileştirmek, eğitimi kişiselleştirmek ve öğretim görevlilerinin iş yükünü azaltmak için YZ tabanlı araçları sürece kademeli olarak entegre edebilirler. Her kurum, YZ'nin müfredata dahil edilmesi için politikalar belirlemeli ve bu politikaları izlemek için YZ ekipleri kurmalıdır. YZ'nin ders ve öğrenme süreci üzerindeki etkilerini araştırmak için hem öğretim görevlilerinden hem de öğrencilerden düzenli geri bildirimler toplanabilir. entegrasyon süreci bu geri bildirimlere göre yapılandırılabilir.

Öğretim görevlilerinin YZ'nin entegrasyonu ile ilgili en büyük endişesi etik sorunuydu. YZ'nin etik kullanımıyla ilgili YZ etik kodları oluşturulmalı ve bu etik kodlar hem öğretim görevlileriyle hem de öğrencilerle paylaşılmalıdır. Ayrıca, öğrenciler bu konuda eğitime tabi tutulmalı ve belirlenen etik kurallara uymaları desteklenmelidir. Öğrenme sürecini destekleyen bir araç olarak YZ ile etkileşim desteklenirken, verilen eğitim ve paylaşılan net kurallarla kötüye kullanımı önlenmelidir.

Yabancı bir dil öğrenmek ve bu sürecin olumlu ilerlemesi, öğrencinin maruz kaldığı süre ve yaptığı uygulama ile doğru orantılıdır. Ayrıca dil öğrenimi sınıfın dilinde devam etmeli ve bu süreç öğretim görevlileri tarafından desteklenmelidir. YZ'den önce öğretim görevlileri tarafından ek kaynaklarla yürütülen bu süreç, YZ sayesinde daha keyifli ve üretken hale gelebilir. Her dil becerisi için ayrı ayrı geliştirilen YZ araçları vardır. Öğretim görevlileri tarafından oluşturulan bir YZ havuzu, öğrencilere sınıf dışında dil becerilerini uygulama ve geliştirme fırsatı sağlayabilir. Ayrıca, YZ öğrencilerin ihtiyaçlarını çok iyi analiz edebildiği için, her öğrenciye bireysel ihtiyaç ve ilgi alanlarına uygun, kişiselleştirilmiş bir öğrenme ortamı sağlayabilir.

Öğretim görevlilerinin belirttiği ve literatürde de belirtildiği gibi, YZ doğru kullanıldığında özel gereksinimli öğrenciler için çok faydalı olabilir. Örneğin, görme engelli öğrenciler seslendirme araçlarından, işitme engelli öğrenciler için video altyazı destek araçlarından veya disleksili öğrenciler için yazım egzersizlerinden

faýdalanabilir. Ayrýca, YZ sınıf dıřında öğrenmenin devamına katkıda bulunduğundan, fiziksel veya çevresel kořullar nedeniyle okula gidemeyen öğrenciler için bireyselleřtirilmiř öğrenme ortamları saėlayabilir. Özel gereksinimli öğrencilere ek olarak, YZ farklı öğrenme stillerine sahip öğrencilerin öğrenme süreçlerini farklılařtırmak için de kullanılabilir. Aynı öğrenme sonucunu destekleyen farklı seviyelerdeki okuma parçaları YZ sayesinde hızlı bir řekilde hazırlanabilir ve öğrencilere sunulabilir.

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YAZARIN / AUTHOR

Soyadı / Surname : BOĞAZ
Adı / Name : Nermin
Bölümü / Department : Eğitim Bilimleri, Eğitim Programları ve Öğretim /
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