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Teachers' perceptions of Artificial Intelligence use in English as a foreign language teaching at the basic education level

Percepciones de los docentes sobre el uso de la Inteligencia Artificial en la enseñanza del inglés como lengua extranjera en el nivel de educación básica

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Abstract

Artificial intelligence (AI) has increasingly gained relevance in educational contexts due to its potential to enhance teaching and learning processes. In the field of English as a Foreign Language (EFL), AI-based tools offer opportunities for personalized learning, formative assessment, and increased student engagement. The present study aimed to analyze English teachers' perceptions regarding the use of artificial intelligence in EFL teaching at the basic education level. A quantitative, descriptive, and cross-sectional research design was adopted. Data were collected through a structured questionnaire administered to 28 in-service English teachers working in basic education. The instrument included ten closed-ended items measured on a three-point Likert-type scale. The results revealed generally positive perceptions toward the use of artificial intelligence in lesson planning, classroom activities, assessment, student motivation, and differentiated instruction. Teachers also expressed a strong willingness to receive training in artificial intelligence for educational purposes. However, some reservations were identified regarding assessment processes, highlighting the need for pedagogical guidance and professional development. The findings suggest that artificial intelligence represents a valuable pedagogical support tool in EFL education, provided that its integration is accompanied by adequate training, ethical guidelines, and institutional support.

Palabras clave: Artificial intelligence; English as a Foreign Language; teachers' perceptions; educational technology; basic education.

Resumen

La inteligencia artificial (IA) ha adquirido una relevancia creciente en los contextos educativos debido a su potencial para mejorar los procesos de enseñanza y aprendizaje. En el ámbito de la Enseñanza del Inglés como Lengua Extranjera (EFL, por sus siglas en inglés), las herramientas basadas en IA ofrecen oportunidades para el aprendizaje personalizado, la evaluación formativa y el aumento de la participación estudiantil. El presente estudio tuvo como objetivo analizar las percepciones de los docentes de inglés respecto al uso de la inteligencia artificial en la enseñanza del EFL en el nivel de educación básica. Se adoptó un diseño de investigación cuantitativo, descriptivo y de corte transversal. Los datos se recopilaron mediante un cuestionario estructurado aplicado a 28 docentes de inglés en ejercicio que laboran en educación básica. El instrumento incluyó diez ítems cerrados medidos a través de una escala tipo Likert de tres puntos. Los resultados evidenciaron percepciones generalmente positivas hacia el uso de la inteligencia artificial en la planificación de clases, las actividades en el aula, la evaluación, la motivación estudiantil y la atención a la diversidad. Asimismo, los docentes manifestaron una alta disposición para recibir capacitación en inteligencia artificial con fines educativos. No obstante, se identificaron algunas reservas en relación con los procesos de evaluación, lo que pone de manifiesto la necesidad de orientación pedagógica y desarrollo profesional. Los hallazgos sugieren que la inteligencia artificial constituye una herramienta de apoyo pedagógico valiosa en la educación del EFL, siempre que su integración esté acompañada de una formación adecuada, lineamientos éticos y respaldo institucional.

Keywords: Inteligencia artificial; inglés como Lengua Extranjera; percepciones docentes; tecnología educativa; educación básica.

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Introduction

The rapid advancement of digital technologies has profoundly transformed educational practices worldwide, reshaping how teaching and learning processes are designed, implemented, and evaluated. Over the past decades, the integration of digital tools into education has evolved from basic technological support to more complex and intelligent systems capable of adapting to learners' needs. Among these emerging technologies, artificial intelligence (AI) has gained increasing attention due to its potential to enhance educational quality through personalization, automation, and data-driven decision-making. AI systems are now used to analyze learning behaviors, generate adaptive content, provide immediate feedback, and support assessment processes across different educational levels.

Artificial intelligence in education represents a shift from traditional, one-size-fits-all instructional models toward more flexible, learner-centered approaches. Through the use of algorithms, machine learning techniques, and large-scale data analysis, AI-enabled platforms can tailor learning experiences according to students' abilities, learning pace, and preferences. This capacity has positioned AI as a promising tool for addressing persistent educational challenges, such as learner diversity, low academic performance, and limited instructional time. However, the effectiveness of artificial intelligence in educational contexts does not depend solely on technological sophistication but also on pedagogical integration and human mediation.

In the field of English as a Foreign Language (EFL), artificial intelligence offers innovative solutions to long-standing challenges associated with language teaching and learning. EFL classrooms often consist of students with diverse linguistic backgrounds, varying levels of proficiency, and different learning styles. Teachers frequently face

constraints related to large class sizes, limited contact hours, and the need to provide individualized feedback. AI-based tools, such as intelligent tutoring systems, automated writing and pronunciation feedback platforms, speech recognition technologies, and conversational agents or chatbots, enable learners to practice language skills autonomously and repeatedly beyond the traditional classroom setting. These tools support the development of vocabulary, grammar, pronunciation, and communicative competence while allowing students to learn at their own pace.

Moreover, artificial intelligence has the potential to enhance formative assessment in EFL education. Automated feedback systems can provide immediate and consistent responses to learners' language production, reducing anxiety associated with error correction and encouraging experimentation with the target language. This immediacy of feedback is particularly valuable in language learning, where frequent practice and timely correction are essential for progress. At the same time, AI can assist teachers by reducing the workload associated with grading and material preparation, thereby allowing more time for pedagogical decision-making and direct interaction with students.

Despite these potential benefits, the successful integration of artificial intelligence in education largely depends on teachers' perceptions, attitudes, and readiness to adopt these technologies. Teachers play a central role as pedagogical mediators who decide how, when, and why AI tools are incorporated into classroom practices. Their beliefs about the usefulness, ease of use, and pedagogical value of artificial intelligence significantly influence its adoption and implementation. Positive perceptions and adequate training are therefore essential to ensure that artificial intelligence is used effectively, ethically, and in alignment with educational objectives rather than as a mere technological trend.

Teacher perceptions are particularly important in contexts where technological innovation is still emerging. While artificial intelligence has been widely studied and implemented in higher education and in technologically advanced educational systems, its integration at the basic education level remains limited in many regions. Teachers may experience uncertainty, lack of confidence, or resistance due to insufficient training, limited access to resources, or concerns related to ethical issues such as data privacy and the potential replacement of human roles in education. Understanding teachers' perceptions provides valuable insights into these concerns and helps identify the conditions necessary for meaningful and sustainable AI integration.

In Latin American countries, including Ecuador, the incorporation of artificial intelligence in education is still at an early stage, particularly within public basic education institutions. Although recent years have seen increased investment in educational technology and digital platforms, significant challenges persist. These include unequal access to technological infrastructure, limited connectivity in rural or marginalized areas, and insufficient professional development opportunities for teachers. As a result, the adoption of advanced technologies such as artificial intelligence often occurs unevenly, exacerbating existing educational inequalities.

In the Ecuadorian context, English language teaching faces additional challenges related to curriculum implementation, student motivation, and limited exposure to authentic language input. The integration of artificial intelligence into EFL teaching could contribute to addressing some of these challenges by providing students with increased opportunities for practice, interaction, and personalized learning. However, without a clear understanding of teachers' perceptions and readiness, the implementation of AI-based tools risks being superficial or ineffective.

Research focusing on teachers' perceptions of artificial intelligence in EFL education remains limited, particularly at the basic education level in Latin America. Most existing studies have concentrated on higher education contexts or have emphasized technological aspects rather than pedagogical implications. This gap in the literature highlights the need for empirical research that explores how teachers perceive artificial intelligence as a pedagogical tool, how confident they feel in using it, and what support they require to integrate it effectively into their teaching practice.

Therefore, this study seeks to contribute to the existing body of knowledge by exploring English teachers' perceptions regarding the use of artificial intelligence in EFL teaching at the basic education level. By focusing on teachers' viewpoints, this research aims to identify perceived benefits, challenges, and training needs associated with AI integration. The findings are expected to provide valuable insights for educators, school administrators, and policymakers interested in promoting innovative, inclusive, and pedagogically sound uses of artificial intelligence in English language education within public educational contexts.

Research Objective

The main objective of this study was to analyze English teachers' perceptions regarding the use of artificial intelligence in English as a Foreign Language teaching at the basic education level.

Research Question

What are English teachers' perceptions regarding the use of artificial intelligence in English as a Foreign Language teaching at the basic education level?

Theoretical Framework

Artificial Intelligence in Education

Artificial intelligence (AI) is defined as the set of computational systems capable of performing tasks that traditionally require human intelligence, such as reasoning, learning, decision-making, pattern recognition, and complex problem-solving (Luckin et al., 2016). In educational contexts, AI is expressed through technologies that analyze large volumes of data, model learning behaviors, and adapt teaching processes according to students' individual needs.

In recent years, the incorporation of artificial intelligence in education has been driven by the need to improve educational quality, address learner diversity, and promote more flexible and student-centered pedagogical models (Holmes et al., 2019). Unlike traditional approaches, AI is not conceived as a replacement for teachers, but rather as a pedagogical support tool that enhances instructional planning, assessment, and the continuous monitoring of learning processes.

Various international organizations have emphasized that the implementation of artificial intelligence in education must be guided by ethical, inclusive, and human-centered principles. UNESCO (2019) argues that AI should contribute to guaranteeing the right to quality education by promoting equity, inclusion, and the reduction of educational gaps. Similarly, the Organisation for Economic Co-operation and Development (OECD, 2021) highlights that the educational use of AI must be aligned with clear pedagogical objectives and preserve the central role of teachers as mediators of learning.

In the Latin American context, the incorporation of artificial intelligence into educational systems is still in a progressive stage of development. Studies conducted in

countries such as Colombia, Chile, Mexico, and Ecuador reveal a growing interest in integrating intelligent technologies into education, while also identifying challenges related to technological infrastructure, teacher training, and the digital divide (Cabero-Almenara et al., 2020; CEPAL, 2023).

In Ecuador, the use of artificial intelligence in education has been explored mainly in higher education and, to a lesser extent, in basic and secondary education. Recent research highlights the potential of AI to support teaching, assessment, and feedback processes, particularly in public education contexts where resources are limited. However, these studies also emphasize the need for clear educational policies and sustained teacher training programs to ensure the effective and ethical pedagogical use of these technologies.

From this perspective, artificial intelligence should be understood as a pedagogical resource embedded within a broader educational ecosystem. Its positive impact depends on factors such as instructional design, cultural contextualization, equitable access to technology, and the development of digital competencies among both teachers and students.

Artificial Intelligence in English as a Foreign Language Learning

The application of artificial intelligence in English as a Foreign Language (EFL) learning has experienced significant growth over the past decade, offering innovative solutions to persistent challenges in language teaching. AI-based tools include adaptive learning systems, intelligent tutoring systems, automated writing feedback tools, speech recognition technologies, pronunciation analysis platforms, and conversational agents or chatbots (Feng, 2025; Zhao, 2025).

One of the most significant contributions of AI to EFL learning is the personalization of the educational process. Intelligent systems collect and analyze learner performance data to adjust content, activities, and difficulty levels according to individual needs (Dai Jing & Mohamad Nasri, 2025). This approach is particularly relevant in heterogeneous classrooms, which are common in Latin American educational systems, where students display diverse levels of linguistic proficiency.

In Latin America, several studies have shown that the use of artificial intelligence tools in English language teaching contributes to improvements in linguistic skills, especially vocabulary acquisition, pronunciation, and written production (Prayogo et al., 2025). Research conducted in educational contexts in Colombia and Peru indicates that students perceive these tools as motivating and supportive, as they provide immediate feedback and opportunities for autonomous practice (Cabero-Almenara et al., 2020).

In the Ecuadorian context, recent studies suggest that the integration of digital platforms and AI-based tools in English language teaching fosters learner autonomy and strengthens communicative competence. Nevertheless, limitations related to insufficient specialized teacher training and unequal access to technological resources are also identified, particularly in public educational institutions.

Furthermore, artificial intelligence facilitates autonomous learning by allowing students to practice independently and at their own pace. Nation (2013) emphasizes that frequent exposure and repeated practice are essential elements in foreign language acquisition, and AI tools significantly expand these opportunities beyond the traditional classroom.

Creativity and Effective Learning in EFL

Creativity in education is commonly defined as the ability to generate original ideas, solve problems flexibly, and apply knowledge in novel and meaningful contexts (Larsen-Freeman, 2011). In English as a Foreign Language learning, creativity involves using the target language as a medium for expression, communication, and meaning-making rather than merely as an academic subject focused on grammatical accuracy.

Effective learning in EFL occurs when students actively engage in authentic and meaningful communicative situations. Ellis (2008) argues that second language acquisition is more effective when learning is interaction-based, contextualized, and reflective. From this perspective, creativity becomes an essential component of effective learning, as it promotes active participation and deeper cognitive engagement.

Creative activities such as storytelling, role-playing, digital content creation, and project-based learning enable students to use English in functional and contextualized ways. These strategies support the development of fluency, confidence, and communicative competence, which are fundamental in EFL contexts.

Artificial intelligence can enhance creativity by providing interactive, personalized, and multimodal learning environments. AI-based tools allow learners to explore language through simulations, adaptive tasks, and digital artifacts that encourage originality and self-expression (Akay, 2024). Additionally, automated feedback reduces fear of making mistakes, fostering a supportive learning atmosphere that encourages linguistic experimentation.

Educational Technology and Digital Innovation in EFL

Educational technology plays a crucial role in transforming teaching and learning processes. In the EFL field, digital tools such as virtual learning platforms, mobile

applications, multimedia resources, and online collaborative environments provide learners with access to authentic language input and promote communicative interaction (Holmes et al., 2019).

Digital innovation supports learner-centered pedagogical models by facilitating formative assessment, immediate feedback, and differentiated instruction. However, several authors agree that the mere presence of technology does not guarantee improved learning outcomes; its effectiveness depends on intentional pedagogical integration and active teacher mediation (Paniagua Urbáez et al., 2025).

In Latin America, digital innovation in education faces structural challenges related to connectivity, teacher training, and equity in access to technology (CEPAL, 2023). In Ecuador, these challenges are particularly evident in the public education system, where the implementation of emerging technologies requires strong institutional policies and sustained professional development strategies.

Artificial intelligence represents an advanced stage of digital innovation, as it enables dynamic content adaptation and personalized learning support. Nevertheless, its successful integration in EFL classrooms depends on teachers' active role as pedagogical mediators and ethical guardians of technology use (Wafa & Sulistyaningsih, 2025).

Previous Studies on Artificial Intelligence in EFL

Academic literature shows a growing interest in examining the impact of artificial intelligence on English language learning. Systematic reviews of international and Latin American studies report positive effects of AI-supported instruction on student motivation, engagement, and academic performance (Dai Jing & Mohamad Nasri, 2025; Prayogo et al., 2025).

Empirical research indicates that students who use AI-based tools often demonstrate significant improvements in language skills compared to those who receive traditional instruction (System, 2024). In Latin American contexts, these outcomes are influenced by institutional and socioeconomic factors, highlighting the importance of context-sensitive implementation.

In Ecuador, there is still a limited number of studies focusing on teachers' perceptions of artificial intelligence use in English language teaching. This gap is particularly relevant, as teachers are key agents in the adoption and adaptation of pedagogical innovations. Understanding their perspectives provides valuable insights into the opportunities and challenges associated with AI integration in public educational contexts.

In summary, previous research confirms the potential of artificial intelligence to enhance creativity, learner autonomy, and effective learning in EFL. At the same time, it emphasizes the need for ethical, inclusive, and contextually grounded implementation, supported by teacher training and institutional commitment.

Materials and Methods

Research Design

This study adopted a quantitative, descriptive, and cross-sectional research design aimed at analyzing English teachers' perceptions regarding the use of artificial intelligence (AI) in English as a Foreign Language (EFL) teaching. A quantitative approach was considered appropriate because it allows the systematic collection and analysis of numerical data to identify trends, patterns, and general attitudes within a specific population (Hernández-Sampieri & Mendoza, 2022). The descriptive scope of the research sought to

characterize teachers' beliefs and self-perceived readiness to integrate AI into their pedagogical practice without manipulating variables or establishing causal relationships.

The cross-sectional nature of the study implies that data were collected at a single point in time, providing a snapshot of current perceptions related to AI use in English teaching. This design is commonly used in educational research to explore emerging phenomena, such as the incorporation of digital technologies and artificial intelligence in classroom contexts (Salinas & De Benito, 2020).

Participants

The study population consisted of 28 English teachers working in basic education levels at a secondary school. All participants were actively teaching English at the time of data collection and had direct experience with classroom planning, instruction, and assessment. The sampling technique was non-probabilistic and intentional, as participants were selected based on their availability and relevance to the research objectives.

The inclusion of in-service teachers was essential, as educators play a central role in the effective integration of artificial intelligence into teaching and learning processes. Previous studies emphasize that teachers' attitudes, beliefs, and willingness to receive training significantly influence the successful adoption of educational technologies (Cabero-Almenara et al., 2020; Area-Moreira et al., 2023).

Instrument

Data were collected using a structured survey questionnaire titled Teacher Survey on the Use of Artificial Intelligence. The instrument consisted of 10 closed-ended items designed to measure teachers' perceptions of AI use in English teaching. Each item was

formulated as a declarative statement and evaluated using a three-point Likert-type scale: Disagree, Agree, and Totally agree.

The survey items addressed key dimensions related to AI integration in EFL, including instructional planning, classroom activities, assessment, student motivation, vocabulary development, participation, differentiated learning, language skills development, academic performance, and teachers' willingness to receive training. The use of a Likert-type scale is widely recognized as an effective method for measuring attitudes and perceptions in educational research due to its simplicity and clarity for respondents (Creswell & Creswell, 2021).

To ensure content validity, the questionnaire items were aligned with existing literature on artificial intelligence in education and EFL teaching. Similar instruments have been used in recent studies examining teachers' perceptions of digital and AI-based tools in language education contexts (García-Peñalvo et al., 2021; Morales-Romero & Andrade-Vargas, 2022).

Data Collection Procedure

The survey was administered digitally using Google Forms, allowing for efficient data collection and easy access for participants. Prior to data collection, teachers were informed about the purpose of the study and assured that their responses would be treated confidentially and used exclusively for academic purposes. Participation was voluntary, and informed consent was obtained implicitly through survey completion.

The online format facilitated participation regardless of time and location constraints, which is particularly relevant in contemporary educational research involving digital

technologies (Area-Moreira et al., 2023). The data collection process was conducted over a defined period, ensuring that all participants responded under similar conditions.

Data Analysis

The collected data were analyzed using descriptive statistical techniques, including frequencies and percentages, to summarize teachers' responses for each survey item. This approach allowed for the identification of general trends and dominant perceptions regarding the use of artificial intelligence in English teaching.

Descriptive statistics are appropriate for studies aiming to explore attitudes and perceptions, as they provide a clear and accessible representation of participants' viewpoints (Hernández-Sampieri & Mendoza, 2022). The results were organized into tables and interpreted in relation to the research objectives and existing literature on AI in EFL education.

Ethical Considerations

Ethical principles were observed throughout the research process. Participants' anonymity was preserved, and no personal or identifying information was collected. The study adhered to ethical guidelines for educational research, ensuring respect, confidentiality, and responsible data management (Creswell & Creswell, 2021).

Analysis of results

This section presents the results obtained from the Teacher Survey on the Use of Artificial Intelligence, applied to 28 English teachers at the basic education level. The findings are organized according to each survey item, combining quantitative results with

interpretative analysis to provide a clear understanding of teachers' perceptions regarding the use of artificial intelligence in English teaching.

Table 1. *I think I could use artificial intelligence to help plan my English classes*

Response	Frequency	Percentage
Disagree	3	10.7%
Agree	12	42.9%
Totally agree	13	46.4%
Total	**28**	**100%**

The results show a strong positive perception regarding the use of artificial intelligence for lesson planning. A large majority of teachers (89.3%) expressed agreement or total agreement, indicating that AI is perceived as a valuable support tool for organizing instructional content and activities. The low percentage of disagreement suggests minimal resistance to AI-assisted planning among participants.

Table 2. *I feel able to use artificial intelligence in simple classroom activities, even with limited technology*

Response	Frequency	Percentage
Disagree	5	17.9%
Agree	14	50.0%
Totally agree	9	32.1%
Total	**28**	**100%**

Most teachers (82.1%) reported feeling capable of using artificial intelligence in basic classroom activities despite technological limitations. This result suggests that teachers perceive AI tools as adaptable and accessible, even in contexts with restricted resources.

However, the presence of some disagreement indicates that technological confidence varies among educators.

Table 3. *Artificial intelligence would help me create more dynamic and motivating activities for my students*

Response	Frequency	Percentage
Disagree	2	7.1%
Agree	11	39.3%
Totally agree	15	53.6%
Total	**28**	**100%**

Teachers demonstrated a highly positive perception of AI as a tool for increasing student motivation. More than half of the respondents totally agreed with this statement, reflecting confidence in AI's potential to enrich classroom dynamics and foster student engagement through interactive and personalized activities.

Table 4. *Artificial intelligence could help teachers to assess English learning*

Response	Frequency	Percentage
Disagree	4	14.3%
Agree	13	46.4%
Totally agree	11	39.3%
Total	**28**	**100%**

The results indicate that most teachers view AI as a useful tool for assessment purposes. A combined 85.7% of respondents agreed or totally agreed, suggesting that AI-based assessment is perceived as supportive for evaluating student performance and providing feedback. Nonetheless, some hesitation remains regarding full trust in automated assessment processes.

Table 5. *I am willing to receive training to learn how to use artificial intelligence in my teaching practice*.

Response	Frequency	Percentage
Disagree	1	3.6%
Agree	8	28.6%
Totally agree	19	67.8%
Total	**28**	**100%**

This item received one of the strongest positive responses. An overwhelming majority of teachers expressed willingness to receive training, highlighting openness to professional development and recognition of the need to strengthen digital and AI-related competencies for effective classroom integration.

Table 6. *Artificial intelligence would help students understand English vocabulary better*.

Response	Frequency	Percentage
Disagree	2	7.1%
Agree	10	35.7%
Totally agree	16	57.1%
Total	**28**	**100%**

Teachers largely agreed that AI can support vocabulary acquisition. The high percentage of total agreement suggests that educators recognize AI's capacity to provide repeated exposure, contextualized practice, and immediate feedback, which are essential elements for vocabulary learning.

Table 7. *The use of artificial intelligence could improve student participation in English classes*

Response	Frequency	Percentage
Disagree	3	10.7%
Agree	12	42.9%
Totally agree	13	46.4%
Total	**28**	**100%**

A significant majority of teachers perceived AI as a factor that could enhance student participation. This finding suggests that AI-supported activities are viewed as engaging and capable of encouraging more active involvement in English classes, particularly among less confident learners.

Table 8. *Artificial intelligence would help students with different learning speeds*

Response	Frequency	Percentage
Disagree	1	3.6%
Agree	9	32.1%
Totally agree	18	64.3%
Total	**28**	**100%**

This item reflects strong agreement regarding the role of AI in addressing learner diversity. Teachers clearly perceived AI as an effective tool for differentiated instruction, capable of adapting content and pacing to meet individual student needs.

Table 9. *Artificial intelligence would help develop reading, writing, listening, and speaking skills in English*

Response	Frequency	Percentage
Disagree	2	7.1%
Agree	11	39.3%
Totally agree	15	53.6%
Total	**28**	**100%**

Most teachers believed that AI can contribute to the development of all four language skills. The high level of agreement suggests that educators view AI tools as versatile resources that support integrated language learning through multimodal and interactive practices.

Table 10. *The use of artificial intelligence would help improve students' academic performance in English*

Response	Frequency	Percentage
Disagree	3	10.7%
Agree	10	35.7%
Totally agree	15	53.6%
Total	**28**	**100%**

The results indicate a generally positive perception of AI's impact on academic performance. More than half of the respondents totally agreed, suggesting that teachers associate AI-supported instruction with improved learning outcomes, efficiency, and student achievement in English

Discussion

The purpose of this study was to explore English teachers' perceptions regarding the use of artificial intelligence in EFL teaching at the basic education level. The results reveal an overall positive attitude toward the integration of AI in pedagogical practices, particularly in lesson planning, student motivation, differentiated instruction, and language skills development.

One of the most relevant findings is the strong agreement among teachers regarding the use of artificial intelligence as a support tool for lesson planning and classroom activities. This suggests that educators perceive AI not as a replacement for their professional role, but as a complementary resource that can enhance instructional efficiency and creativity. The positive perception aligns with the idea that AI can reduce teachers' workload related to planning and material preparation, allowing more time for pedagogical decision-making and student interaction.

The results also indicate that teachers believe artificial intelligence can contribute significantly to creating more dynamic and motivating learning environments. Motivation is a critical factor in foreign language learning, and the perception that AI-based tools foster engagement suggests that teachers recognize their potential to make English learning more interactive and student-centered. This perception is particularly relevant in basic education contexts, where maintaining student interest is a persistent challenge.

Another important finding relates to differentiated learning. Teachers showed strong agreement that artificial intelligence can support students with different learning speeds. This perception highlights AI's capacity to adapt content, pacing, and feedback according to individual learner needs, which is essential in heterogeneous classrooms. Addressing

learner diversity is a central concern in EFL education, and AI is perceived as a valuable resource to respond to this challenge more effectively.

Regarding assessment, although most teachers expressed positive perceptions, a slightly higher level of disagreement was observed compared to other items. This suggests that while teachers recognize AI's potential in assessment processes, some reservations remain, possibly related to concerns about reliability, fairness, or the need for human judgment in evaluating language learning. These findings indicate that assessment may be one of the areas where teachers require more guidance and training to fully trust and adopt AI-based solutions.

The willingness to receive training emerged as one of the strongest results. This demonstrates teachers' openness to professional development and their awareness of the need to acquire new competencies to integrate artificial intelligence effectively and ethically into their teaching practice. This finding reinforces the idea that successful AI implementation depends not only on technological availability but also on sustained teacher training and institutional support.

Overall, the discussion of results suggests that English teachers view artificial intelligence as a promising pedagogical tool that can enhance teaching effectiveness, student engagement, and learning outcomes, provided that adequate training and contextual adaptation are ensured.

Conclusions

Based on the findings of this study, it can be concluded that English teachers at the basic education level generally hold positive perceptions regarding the use of artificial intelligence in EFL teaching. Teachers recognize AI as a valuable support resource for lesson planning, classroom activities, assessment, and the development of language skills.

The results indicate that artificial intelligence is perceived as particularly beneficial for increasing student motivation, promoting participation, and addressing differences in learning speed. These aspects are essential for effective English language teaching, especially in diverse and resource-limited educational contexts.

Another important conclusion is that teachers demonstrate a high level of willingness to receive training in artificial intelligence. This reflects a proactive attitude toward innovation and professional growth, as well as an understanding that effective AI integration requires pedagogical and technological competence.

However, the findings also suggest that some areas, such as assessment, may require further clarification and support to ensure teacher confidence and appropriate use. Therefore, while perceptions are largely positive, successful implementation of artificial intelligence in EFL education depends on structured training programs, clear pedagogical guidelines, and institutional commitment.

In summary, artificial intelligence represents a significant opportunity to enhance English language teaching, but its impact will depend on thoughtful, ethical, and context-sensitive integration led by well-prepared educators.

Recommendations

Based on the results and conclusions of this study, several recommendations are proposed:

First, educational institutions should design and implement continuous professional development programs focused on artificial intelligence in English language teaching. These programs should address both technical skills and pedagogical strategies to ensure meaningful classroom integration.

Second, schools should promote the gradual and contextualized use of AI tools, prioritizing those that support lesson planning, student engagement, and differentiated instruction. This approach can help teachers gain confidence and experience before adopting more complex applications such as automated assessment.

Third, institutional policies should be developed to guide the ethical and responsible use of artificial intelligence in education. These policies should emphasize data privacy, transparency, and the complementary role of teachers in AI-supported learning environments.

Finally, future research is recommended to explore the impact of artificial intelligence on student learning outcomes through experimental or mixed-methods designs. Additionally, qualitative studies focusing on teachers' experiences and challenges could provide deeper insights into the process of AI integration in EFL classrooms.

Limitations of the Study

Despite the relevance of the findings, this study presents certain limitations that should be considered when interpreting the results. First, the sample size was relatively small and limited to 28 English teachers from a single educational context, which restricts the generalizability of the findings to other institutions or regions. Second, the study relied

exclusively on self-reported data collected through a questionnaire, which may be influenced by social desirability bias or subjective perceptions rather than actual classroom practices. Third, the quantitative and descriptive design did not allow for an in-depth exploration of teachers' experiences, challenges, or contextual factors influencing the use of artificial intelligence. Future research could address these limitations by including larger and more diverse samples, incorporating qualitative methods such as interviews or observations, and examining the impact of AI-based tools on student learning outcomes.

Pedagogical Implications

The findings of this study have important pedagogical implications for English language teaching in basic education. The generally positive perceptions expressed by teachers suggest that artificial intelligence can be effectively integrated as a complementary tool to support lesson planning, differentiated instruction, and student engagement. Educational institutions should therefore promote professional development initiatives that focus on the pedagogical use of AI rather than solely on technical skills. Additionally, the results highlight the importance of developing clear institutional guidelines and ethical frameworks to ensure responsible and equitable use of artificial intelligence in EFL classrooms. By aligning AI integration with pedagogical objectives and contextual needs, schools can enhance the quality of English language education and support more inclusive and effective learning environments.

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