Viewpoints of Teachers about the Usage of Artificial Intelligence in ELT: Advantages and Obstacles

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Article Info	Abstract
   Keywords: 	The study aims to examine the viewpoints of teachers about using artificial intelligence and the perceived benefits and challenges of teachers using AI for teaching English in colleges in Pakistan. A mixed-method research approach is used in this study, and the population is English language teachers from the government colleges of Punjab. A non-probability convenience-based sampling technique was used in this study, and a sample of 110 English teachers was used to collect the data. 10 teachers from the government colleges of each division of Punjab were selected to conduct this study. A non-probability convenience-based sampling technique was used in this study, and a sample of 110 English teachers was used to collect the data. A survey questionnaire is used to get the quantitative data, and the interviews are used to manage the qualitative data. This research highlights that most teachers consider artificial intelligence appropriate and beneficial for use in ELT. However, there are so many hurdles to implementing this relatively new technology. The study shows that the teachers have positive attitudes toward the utilization of artificial intelligence, but the advantages of utilizing this artificial intelligence technology in teaching English can be maximized by overcoming the obstacles that the teachers and learners face while using it.

Introduction

The traditional approaches to teaching English have been widely criticized for their shortcomings and inadequacies (Akram et al., 2020; Ramzan et al., 2023a), and a crisis usually presents an opportunity for reforms. Artificial intelligence is being used to optimize English language teaching (ELT) due to the necessity of combining information technology with teaching the language (Akram & Abdelrady, 2023; Goddard & Melville, 2004; Ramzan et al., 2023b). As a result, a new foundation for creating an intelligent and customized English learning environment has been established (Abdelrady & Akram, 2022). Language skills help improve the teaching of English (Javaid et al., 2023) and expressive writing improves exposure and expressions (Javaid & Mahmood, 2023). Pronunciation plays a crucial role in learning (Ikramullah et al., 2023). Persuasion of a speaker who is leading and guiding further enhances perception and perspective (Ramzan et al., 2023). The swift progression of technology has unveiled novel prospects and possibilities inside the sphere of schooling (Akram et al., 2021a; Berente et al., 2021). As technology has developed, there has been a greater need than ever to understand how these technologies are used, implemented, and internally worked, especially when it comes to emerging technologies like artificial intelligence (Akram et al., 2021b; Marikyan & Papagiannidis, 2021; Ramzan et al., 2023). Artificial intelligence, or AI, is the integration of machine capabilities that imitate human intelligence and can make decisions using human-like skills. Building extremely

intelligent machines capable of making decisions is the main objective. By developing practical algorithms that allow virtual computers to demonstrate thinking, problem-solving, and learning capabilities, artificial intelligence (AI) advances information science.

Artificial Intelligence (AI) is the use of numerical and practical language processing and utilization with intrapersonal and interpersonal intelligence using computer-based systems and software (Arini et al., 2022). Virtual agents are used to translate and develop languages on an environmentally sustainable platform made possible by artificial intelligence. Algorithms and systems powered by artificial intelligence (AI) are gradually making their way into our culture to help humans make decisions and automate tasks (Cukurova et al., 2020). As a result, AI will undoubtedly alter the workforce and require new responsibilities from all of us, especially when it comes to coming up with plans to develop educated laborers and get them ready for careers that will require skillful AI interaction (Habbash, 2020).

Numerous scholars acknowledge that technology has the potential to bring about significant structural changes in the educational system, which are necessary to achieve notable productive gains (Fernández-Batanero, Román-Graván, Reyes-Rebollo, Montenegro-Rueda, & Health, 2021). Since this innovation blends digital learning materials with classroom education, it has the potential to facilitate both instruction and knowledge acquisition. The assortment of instruments comprises laptops and portable gadgets that augment the accessibility of current classes, experiences, and educational materials (Ouyang et al., 2021).

These resources support continuous learning, help students acquire 21st-century abilities, increase their motivation and engagement, and speed up the learning process while producing higher-quality learning results. In addition, technology can completely transform Education by presenting a brand-new model of integrated learning (Akgun et al., 2022; Ramzan et al., 2023c). This method links educators and their students with systems, resources, and professional knowledge. Its goals are to support individualised learning and improve teachers' instruction (Ahmadi & Reza, 2018; Al-Adwan et al., 2022). It is crucial to look at teachers' concerns and points of view on using AI in formal and informal learning environments to support the continuous improvement of teachers' practices through the application of cutting-edge teaching and learning approaches (Li & Yuan, 2018; Ramzan et al., 2023d).

Artificial intelligence technology is becoming more versatile and cost-effective than other digital tools because the prices are reducing (Tulasi, 2023). Scholars have been able to investigate the influence of AI on Education because of its widespread availability nowadays. This issue also contains English language instruction (Ramzan et al., 2023). Artificial intelligence (AI) devices are becoming increasingly common in our culture; therefore, the teachers need to grasp their benefits and limitations and how to use them to improve the teaching and learning process in various contexts. Because artificial intelligence (AI) is becoming commonplace in our daily lives, educators and students must develop the necessary competencies to interact with AI devices safely and effectively. AI in Education is becoming increasingly popular, with the primary goal of integrating digital skills and AI technology into the classroom.

Most of this field focuses on government policy or students' viewpoints (Choi et al., 2023). There are very few studies discussing the perspectives and role of teachers in the use of AI. Researchers have recently started looking into teachers' attitudes about AI, with a particular focus on how to help them successfully integrate AI into the classroom. Teachers play a critical role when it comes to bringing creativity into the classroom and developing fresh methods of instruction (Hamet & Tremblay, 2017). Understanding their attitudes and views on AI education is so crucial. Numerous things might have a favorable or unfavorable impact on the opinions and perceptions of educators. The viewpoints of teachers about the benefits of using AI and the hurdles which they face during this utilization are essential to be taken into consideration.

Literature Review

The capacity of artificial intelligence (AI) to enhance and partially automate research has ignited lively discussions in various scientific fields, such as health sciences, biology, management, and Education. Artificial intelligence (AI) applications are prevalent in modern society. AI is the manifestation of intelligence demonstrated by an artificial entity, typically a computer or machine, to tackle intricate issues. The field of study that arose from the

fusion of computer science and structural intelligence aims to develop highly efficient computers capable of solving problems with human-like abilities but at a significantly faster pace (Ørngreen & Levinsen, 2017).

Studies on mobile learning in Education demonstrate substantial progress worldwide, particularly in the context of Pakistan. Pakistani colleges and higher education institutes have adopted distance and remote teaching methods to conform with the global trend in Education towards learner-centered approaches, as evidenced by multiple research studies (Akram et al., 2022). Examining the educational system in Pakistan reveals that the policies and practices delineated by Akram (2020) and Akram and Yang (2021) hold notable implications. The Pakistani Ministry of Education has prioritized AI integration in response to the ubiquity and broad use of artificial intelligence technology among young people in Pakistan. The Pakistani government has acknowledged and backed many initiatives to use this technology. So many studies have been conducted in Pakistan to explore this relatively new field of artificial intelligence and its implications in different areas of life. The studies about the usage of this AI technology in Education and for English language instruction are also there.

Zhu (2017) conducted a study on the role of AI in enhancing English language reading and writing skills in college-level students. This study is performed with the students at the college level in Oman. The research concludes that using artificial intelligence technology to improve learners' reading and writing skills cannot be denied. Another study was conducted by Li and Yuan (2018). It is an experimental study to determine AI's impacts on learners' communication skills. Communication skills become better when you practice communication in that target language. According to the findings of this study, the students who were exposed to AI technology to learn communication skills performed better than the ones who did not get that exposure. These studies show that the importance of AI technology for in English language context cannot be denied.

AbdAlgane and Jabir Othman (2023) examined the views and experiences of students about artificial intelligence technology in Saudi Arabia's private universities. These students were from the management departments of selected universities. The study concluded that AI technology would significantly revolutionize the education system and have a substantial impact because almost 99% of these students used these AI tools daily.

Another study conducted by Al-Abdely et al. (2019) is about the willingness of students to adopt this AI technology. The results of this study show that most students were excited about using AI technology in classroom settings. A few of the participants of this study were confused about this integration as they were accustomed to the traditional teaching practices and the traditional environment of a classroom setting. They found it challenging to grasp the idea of utilizing AI for educational purposes. However, in contrast, most students showed signs of being well-prepared and ready to accept this innovation.

Alshammari (2020) conducted a mixed methods study at a Turkish university to examine the impacts and effects of using artificial intelligence technology for language education by collecting and analyzing survey questionnaire data. The study indicates that artificial intelligence provides substantial advantages for learning languages; however, teachers have varying views on its use for educational activities. Much research in English as foreign language environments primarily examines learners' attitudes about using artificial intelligence technology, rather than investigating the teachers' preparedness, its pedagogical advantages, and their impact on improving the teaching process.

The growing utilization of artificial intelligence technology in the education sector relies on teachers' views towards using that technology. The research gap is there to explore the viewpoints of teachers who are the most important figures in implementing and utilizing this technology. Future research should focus on implementing these systems and relatively new technologies efficiently. The mixed method approach is used in this study to assess faculty members' willingness and acceptance of artificial intelligence, as outlined by the restriction. This study investigates teachers' viewpoints in Pakistani colleges regarding the increasing use and implementation of artificial intelligence technology. This study intends to examine English language teachers' perspectives on using artificial intelligence at colleges in Pakistan.

The following questions were considered for this purpose:
a.   What are the teachers' views about using artificial intelligence in ELT?
b.   What are teachers' views about the advantages and obstacles of using artificial intelligence?

Research Methodology

The study used a mixed methods approach to assess English teachers' viewpoints and implementation of artificial intelligence in Pakistani colleges. The mixed methods strategy integrates quantitative and qualitative data to provide diverse perspectives and interprets the data numerically and descriptively (Brynjolfsson & Mcafee, 2017). In mixed-method research, the data is collected and analyzed with the help of both qualitative and quantitative methods, and it was better to use this approach for this study. The approaches were not sufficient enough to answer the research questions separately. The study aims to investigate teachers' viewpoints on using artificial intelligence for ELT classroom environments by integrating quantitative and qualitative approaches in data collection and interpretation of that data. The task was completed using a comprehensive questionnaire with close-ended and open-ended questions and interviews.

According to Facer and Selwyn (2021), the mixed method approach can enhance the efficiency of data collection by increasing reliability and accuracy as the results of both types of data analysis can be cross-checked. This technique helps produce more reliable retab sults than using a single data collection and analysis method.

Participants

A population is a group of persons a researcher selects for inclusion in a research study. Kothari (2004) defines population as the entire collection of units from which a sample is selected. The sample selection involves choosing the study site, participants who will provide data, the sampling method, the required number of participants for research inquiries, and the process of recruiting participants. The population for this study is English language teachers from the English departments of the selected government colleges of Punjab.

The study exclusively involved all the male and female participants, and the only criterion of selection was being an English teacher. Participants were chosen by a nonprobability convenient sampling method. In this method, you chose a sample based on availability and easy accessibility. The teachers included in the study had diverse qualifications, ranging from a bachelor's degree to a PhD. The teaching experience, duration, and teaching backgrounds were also mixed. A sample size of 110 participants was considered for this research to collect the quantitative data. A non-probability convenience-based sampling technique was used, and a sample of 110 English teachers was used to collect the data. Ten teachers from the government colleges of each division of Punjab were selected to conduct this study.

After getting their consent, the researcher surveyed and sent questionnaires to all these participants. Of these 110 participants, 5 participants were contacted for the interviews, and they agreed upon it. The qualitative data was collected   from   these   participants   on   Zoom   and   Skype.

Data Collection Tools

In the data collection tools, a survey questionnaire was developed by integrating quantitative (close-ended) and qualitative (open-ended) questions. This questionnaire was developed using previous research on teachers' views about the usage of different technologies like computer-assisted language learning, mobile-assisted language learning, modern devices, etc. The reliability and consistency of the questionnaire items were improved by carefully choosing relevant items to assess the targeted concepts. The data was entered into SPSS 24 software for a reliability analysis test. The Cronbach's alpha test was considered to know about internal reliability, and the questionnaire showed that the reliability of the questionnaire items was .871. According to Kenchakkanavar and Science (2023) , an alpha score above .6 is acceptable for the items to be reliable. So, a score of more than .8 depicts that strong internal consistency and reliability are present in the questionnaire items. A ten-question survey was emailed to 110 teachers of English departments of the selected colleges. The questionnaire was developed, distributed, and assessed with Google Forms (www.google.com/forms). The instructors' survey questionnaire was distributed using Google Forms after obtaining initial permission from the heads of departments.

The second tool which was used in this study was interviews. The teachers who responded to the questionnaires were asked to participate in the interviews. Based on their willingness, 5 participants were selected for the interviews. These interviews were structured ones, encompassing some required domains. The interviews included the same questions, just like questionnaires, but the teachers had more room for narration and description of what they felt, thought, and believed. The qualitative data was collected from these participants on Zoom and Skype. In the

interviews, there were two main parts to answer the research questions accordingly. The questions in the initial part were about the viewpoints of these teachers about the usage and implantation of artificial intelligence technology for ELT. The questions in the second part were about preference for using artificial intelligence and the viewpoints about advantages and obstacles in using artificial intelligence.

The ethical considerations of the anonymity and confidentiality of the participants were maintained, and the participants were informed about it. The participants' consent was also obtained beforehand, and participation in this questionnaire was completely voluntary.

Data Collection

The questionnaire included the biographical and demographic details at the start. However, they were not needed for the current research study, so they are not fit to maintain the anonymity and confidentiality of the participants. The questionnaire had two types of data: the quantitative, which was statistical and numerical, including the close-ended questions, and the second type of data was qualitative, which included open-ended questions to know about the thought processes and viewpoints of English teachers in a more narrative and descriptive form about the utilization of artificial intelligence technology.

The qualitative, open-ended questions were designed to elicit candid responses from respondents regarding their viewpoints. The data collected from the survey questionnaire was analyzed to detect any concurrences or discrepancies in the findings during the interpretation phase. The data collected in the interviews was transcribed and coded for a thematic analysis of the data. The main and sub-themes were created after thoroughly analyzing the transcriptions. The triangulation of the findings entailed analyzing the relationship between the quantitative and qualitative dimensions regarding their overall importance. The closed-ended questions had two options: yes or no, while the open-ended questions required and necessitated an explanation.

Data which was collected with the help of these questionnaires covered the following domains;

- The queries where the participants were asked about learners' permission to use AI technology in classrooms during English lectures.
- The questions are to understand the usage of AI technology and its effectiveness or advantages in the ELT context, as perceived by the teachers.
- To collect information about teachers' preference for the educational use of artificial intelligence technology in ELT classrooms and the impacts of utilizing this technology on learning outcomes and student engagement.
- To explore and understand the teachers' viewpoints on the essential skills and facilities/resources needed to include artificial intelligence technology in the educational system. These queries about the hurdles and obstacles teachers face while using AI technology were also included.

All these questions sought to ascertain whether English teachers would support using artificial intelligence as an instructional instrument and teachers' viewpoints about the advantages and obstacles of using this technology.

Data Analysis

After the data collection, the data analysis was done. Data analysis is the stage where the researcher assesses all relevant data for the study and removes any irrelevant data. Levin (2014) defines data analysis as mainly centered on "data reduction," which means lowering and reducing the large amount of collected data into the manageable and required units for a study to understand it. Data integration is essential in mixed methods research to conduct an analysis. According to Escueta, Nickow, Oreopoulos, and Quan (2020), integrating data is integrating qualitative and quantitative data in various required combinations. For the quantitative part, the information was entered in SPSS 24 for descriptive statistics and frequencies. For the qualitative analysis, the coded data after the initial scrutiny of interviews was examined with a thematic analysis to know the main themes and sub themes.

Survey Questionnaires

The survey questionnaire was designed to investigate the viewpoints of the English teaching staff about the use of artificial intelligence in the classroom.

1-Use   of   AI   for   educational   purposes

The participants were asked about the purposes for which they use this AI technology .79 out of 110

respondents, 71.81%, acknowledged the importance of using AI for educational purposes. The participants used these AI tools for academic objectives, including remaining connected with students, accessing and correcting the tests, and devising the tasks, activities, and assignments. 31 out of 110 respondents, or 28.1%, responded negatively. The exact reasons for not using AI were given in the previous questions.

AI for educational purposes	Frequency	Percentage
No	31	28.1
Yes	79	71.8
Total	110	100.0

The participants were asked about their viewpoints on using AI technology for English learning activities and whether they support their students using it for classroom tasks. From these participants, 78 of the 110 (70.9%) participants preferred and kept using AI technology for English learning activities. Respondents preferred using mobile phones to enhance class engagement, student motivation, and learning results. 32 out of 110 (29.09%) of the participants responded negatively. They had contradictory views about the utilization of this technology.

2- AI technology improves the teaching and learning process

The participants were asked about the utilization of AI and its impacts on the learning and teaching process in English language classrooms. Most of the respondents were well aware of the benefits of artificial intelligence. 102 out of 110 respondents (92.72%) agreed that artificial intelligence technology can improve teaching and learning. They suggested that teachers should be appropriately trained, information and training should be customized to individual requirements, and activities focused on specific goals using AI should be introduced. Only 8 respondents, which accounts for 7.27%, disagreed that artificial intelligence may improve the teaching and learning process.

Facilitate teaching/learning process	Frequency	Percentage
No	8	7.27
Yes	102	92.7
Total	110	100

3- Use of AI as a pedagogical tool

The use of AI, along with other traditional teaching methods, is needed in this hour as we are becoming digital natives. Everyone uses gadgets, artificial intelligence tech, and tools so frequently. The teachers were asked whether they integrated this AI technology into their pedagogical practices and the old teaching strategies. 56 out of 110 respondents (50.9%) were in favour of using artificial intelligence as a pedagogical tool and were practicing it in English language classroom settings. In contrast, an almost equal number of respondents, 54 of 110 (49.09%), were uncertain about using AI as a pedagogical tool.

AI as a pedagogical tool	Frequency	Percentage
No	54	49.09
Yes	56	50.9
Total	110	100.0

4- AI being distracting or engaging

To know teachers' viewpoints, whether they consider the use of AI technology in the classrooms to be destructive or constructive, the participants asked the questions. 94 out of 110 respondents (85.45%) said that the usage of artificial intelligence was disruptive in the classroom, whereas 16 out of 110 (14.54%) did not agree. The participants primarily mentioned challenges regarding classroom management as the students get distracted while using gadgets and AI tools. They proposed that teachers and students need training to incorporate this technology efficiently into the school system. The exact responses are presented below.

AI distracts learners	Frequency	Percentage
No	16	14.54

Yes	94	84.45
Total	110	100.0

5- Allowing learners to use AI in the classroom

The first question was to determine if students were allowed to use artificial intelligence in the ELT classroom. According to the poll, 59 out of 110 teachers, representing 64.9%, allowed their students to use Artificial intelligence technology in their classes. On the contrary, 41.5% of teachers, 41 out of 110, prohibited using artificial intelligence technology in their classes. Figure 1 shows the frequency of the answers.

Permission to use AI in class	Frequency	Percentage
No	41	37.2
Yes	59	53.6
Total	110	100.0

6- The reasons for allowing or restricting AI usage

Many teachers responded that they allow students to utilise AI technology during class for academic purposes such as accessing the Internet, viewing instructive videos on YouTube, doing grammar exercises, using e-dictionaries and translation apps, searching for materials, and doing assignments. One respondent said that I allow students to use AI technology to capture their attention and concentration as the AI technology helps engage the learners.

The respondents who banned AI technology usage in their classes mentioned two primary reasons: lack of policies, management issues, and other issues of scarce organizational infrastructure and resources. Some participants believed that using AI technology is not encouraged by their colleges and distracts students. Several respondents expressed apprehension over management issues if AI technology was allowed in their classrooms. Monitoring the gadgets in the college was difficult since children played games, communicated with friends, and shared distracting content. Some participants perceived artificial intelligence technology as disruptive and detrimental to the educational experience. Despite that, most respondents allowed the use of AI technology in classrooms for academic reasons.

7- Supporting learners to use AI outside the classrooms

In the questionnaire, 81.7% of the respondents that is 90 out of 110, preferred utilising artificial intelligence for English learning activities beyond the classroom. These respondents indicated that students would gain from extra learning opportunities, improved access to resources, and higher motivation to complete work faster in less time. 20 out of 110 (18.1%) answered negatively and said they do not support using AI for classwork or homework. Some participants were indecisive about it, while some were totally against utilising AI for English learning activities in class and opposed their use outside of class due to worries about interruptions and loss of focus.

Support to use AI outside class	Frequency	Percentage
No	20	18.1
Yes	90	81.7
Total	110	100.0

Summarizing the participants' responses, it can be concluded that respondents had diverse viewpoints regarding the use of AI in the classroom. Most respondents were aware of the advantages of artificial intelligence technology, but some participants had concerns about it being disruptive and distracting. Still, many teachers use this technology in class for various reasons: searching for content, material, delivering and preparing lectures, devising activities, task and assignments, corrections, feedback and evaluations, etc. Most participants agreed that including artificial intelligence technology in the classroom might improve the teaching and learning experience. Several participants recognized that integrating artificial intelligence technology in the classroom could positively and negatively impact students' engagement. However, the positive impacts outweigh the negative ones.

Qualitative Interviews

After collecting qualitative data with the help of interviews, it was analyzed to understand the viewpoints and experiences of teachers about artificial intelligence technology and its utilization.

1-Impact of artificial intelligence: advantages and disadvantages

Participants were asked some questions about the usage of artificial intelligence and its impacts on the engagement and interest of students in the classroom activities and lectures. Most of the teachers shared that the students show more involvement and creativity when allowed to use these new technologies. Some respondents were unsure about it, and a few participants disagreed with the idea. But, considering the overall responses of the participants, the majority of them had positive views about the impacts of AI on students' engagement and involvement in studies. 84.5% of participants agreed that AI impacts students' participation positively, 10.5% were unsure about it, and only 5% disagreed with the idea and had contradictory views.

Most participants discussed that incorporating AI positively impacted their teaching experiences and the student's learning outcomes, resulting in increased student engagement, heightened enthusiasm and motivation, and enhanced availability of educational resources.

"For sure, using AI during my lectures is so helpful and beneficial. I have noticed an improvement in learning and teaching experience with the use of AI" (interviewee 4).

"Students experience increased engagement, responsibility, excitement, and dedication to their studies when they are allowed to use AI tools. I guess artificial intelligence can grant access to crucial information that facilitates learning. It is advantageous and boosts student enthusiasm" (interviewee 2).

"Using artificial intelligence technology in the classroom enhances student involvement and enthusiasm. These apps can be used for translation, verifying word meanings, communication activities, creative writing, and accessing more content, material, and information (interviewee 3).

According to the participants, the disadvantages of using artificial intelligence technology include disruptions and reduced focus, classroom mismanagement, and less focused learning, as shown in the direct responses below.

"I think students become distracted by using these gadgets and apps. They keep on doing the other stuff instead of focusing on studies" (interviewee 5)

"Students typically interact with multiple applications, indicating a lack of centralized management by the teacher" (interviewee 1)

"Using AI and other devices is usually disruptive rather than constructive as students do not utilize them for studying English and do other activities, social media, games, and more" (interviewee 3).

We have a large number of students in classrooms. Enrolment is enormous every year in the college. If we allow them to use these technologies, we cannot pay separate attention to each one of the students. We are aware of their advantages, but they do more harm than good because of these issues.

2- Preferences of teachers and purposes of using AI technology

Teacher's preferences for using artificial intelligence and the purposes for which they find these technologies effective was tried to be known. When the teachers were asked about the reasons for using this AI technology, 55.5% of the teachers responded that they use these technologies frequently for educational purposes and as a pedagogical tool. In comparison, 44.5% of respondents said they are uncertain about using this technology. The majority of the participants use them in their regular practice of teaching in the classrooms.

"This artificial intelligence technology has prepared for lectures so easy. I search for the material on my mobile, accessible everywhere. Things become easier for me" (interviewee 4).

"I give my students the quizzes and assignments on AI tools, and they show better learning outcomes" (interviewee 2).

"I believe these technologies have made our lives easier. The corrections of the tests, feedback on their papers, and corrections without much effort and with more perfection have become possible with this AI technology" (interviewee 3).

Students in Pakistan don't get many chances to communicate in English. People usually don't interact in English frequently. This AI technology helps the students' communication skills as they can interact with the chatbots

and AI tools. One of the respondents had contradicting views. According to his views, using artificial intelligence is affecting learners' creativity. So, its use should be restricted. Students do not take an interest in the activities and rely on these apps as tools to do work for them instead of doing it themselves. He said,

"The creativity of students is declining because of AI. They don't do hard work and take help from this technology for trivial tasks. I don't allow them to use either inside the classroom or outside" (interviewee 5).

3- Hurdles and obstacles in using AI

The respondents were asked about the obstacles and hurdles during the usage of artificial intelligence technology in ELT. The participants had so many concerns and issues. The AI technology is relatively new, and 100% of the participants said that implementing AI in ELT has a long way to go. The problems are a lack of training, resources, infrastructure, organizational support, and encouragement from their departments to utilize this technology. The unavailability of devices and gadgets to use this technology, the non-flexibility of curriculum to include the usage of AI, the restraints of completing the syllabus, the poor connections to the Internet, etc., are the other issues mentioned by these participants in their interviews.

Most participants expressed a need for comprehensive pedagogical and technological training to incorporate artificial intelligence into their educational resources efficiently. Some participants were worried about the accessibility of resources in the classroom, specifically the Internet and suitable materials. The thematic analysis of the interview shows that most respondents used AI in their lectures to search for complicated terms online or on dictionary apps. Many facilitators concurred that integrating AI into their classes can significantly enhance students' motivation and focus.

Discussion and Findings

The study aims to examine teachers' perspectives on the use of AI in English language classrooms in colleges in Pakistan. The survey analysis shows that most respondents used AI technology in their classes and allowed their students to use it inside and outside the classrooms for different purposes. This result is consistent with the study conducted by Nayak and Singh (2021) at the Monash College of Malaysia. Most participants concurred that utilizing AI in classrooms may significantly enhance students' motivation and engagement. In that study, the researcher also concluded that teachers allow their students to use technology but prefer to permit them to use technologies outside the classroom more.

This study's findings are similar to those of the study conducted by Al Amiri et al. (2019) at a university in Turkey. In that study, the researcher concluded that teachers are aware of the importance and benefits of AI. However, they hesitate to implement it in their common practice because of their challenges. The implementation of technology without proper policies is not possible. In this current research, the teachers also shared that the advantages of using artificial intelligence technology cannot be denied. Most respondents had positive attitudes towards AI but also mentioned the hurdles they faced in implementing this AI technology in the interviews.

According to a study conducted by Lewis, Fretwell, Ryan, and Parham (2013) in the United States of America about the use of AI by teachers, many respondents mistakenly believed that the usage of technology to teach English was not supported by the higher authorities thus they forbade their students from using them. In the current study, the respondents who were hesitant or doubtful about utilizing artificial intelligence technology for educational purposes expressed that they considered AI technology a distraction in the classroom. They shared that the students in the classroom are in large numbers, and one teacher cannot pay attention to all the students while they are on their gadgets to check the usage of these AI tools.

Research conducted by Mohammed, Ali, and Alharbi (2021) in Bangladesh found that teachers considered AI an obstacle to classroom learning. These results are similar to the current study. The responses showed that the main worry of teachers was classroom management in both Pakistan and Bangladesh. Regulating the use of AI in classes was problematic because learners frequently switched to personal use of these devices provided to them to use AI for educational purposes, resulting in a loss of concentration. The majority of participants indicated a wish to use artificial intelligence technology for educational purposes within and outside of their classes, despite their concerns and anxieties.

The recommendations involved offering sufficient teacher professional development (Li & Akram, 2023), technological support, flexible curriculums, and the provision of resources for utilizing artificial intelligence in teaching English in Pakistan's colleges. The study shows that AI technology is extensively utilized in Pakistan and can be used to improve learning by integrating it into the classroom for teaching English.

Conclusion

The study suggests that using artificial intelligence for teaching can enhance students' language acquisition, engagement, and interest in classroom activities. The study indicates that utilizing AI in classrooms could potentially boost learners' motivation and interest. It also shows that the majority of teachers have positive perspectives and good experiences with the utilization of AI. The study contends that the usage of artificial intelligence technology has not been maximized to meet the technological and pedagogical requirements of learners and teachers who have become digital natives. The obstacles these teachers and learners face should be minimized to take full advantage of this artificial intelligence technology.

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