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Awareness and Use of AI Tools in Teaching English at University Level in Saudi Arabia

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ABSTRACT

The study examines the application of artificial intelligence in teaching English at the collegiate level. It inquires educators about artificial intelligence and its potential applications. Debate persists on the efficacy of teachers' utilization of AI tools. A standardized quantitative survey was administered to the English instructors at Qassim University. The results indicate a significant disparity between academic knowledge and practical skills applicable in real-world scenarios. 42.9% of participants have knowledge regarding AI, while 25.7% of that demographic utilized it frequently. Chatbots and automated writing evaluators were the predominant technologies. There was a decline in the utilization of adaptive learning and speech recognition technologies. The participants indicated that AI has the capacity to both encourage and personalize learning experiences. Issues also arose over ethics, training, and the cost of technology. A number of respondents indicated a readiness to employ these technologies, contingent upon adequate control and guidance from their educational institutions. This is accurate, despite concerns that AI may replace educators. The authors argue that the successful deployment of artificial intelligence requires strong infrastructure, ethical integration frameworks, and focused professional development. This also illustrates how AI is transforming educational institutions, cultural dynamics, and the responsibilities of educators across many nations, warranting further investigation.

Keywords: Artificial Intelligence; English Language Teaching; University Level; Educators' Awareness of AI; Educational Technology

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ARTICLE INFO

Received: 10 August 2025 | Revised: 21 August 2025 | Accepted: 1 September 2025 | Published Online: 22 October 2025
DOI: https://doi.org/10.30564/fls.v7i11.11574

CITATION

Othman, K., 2025. Awareness and Use of AI Tools in Teaching English at University Level in Saudi Arabia. Forum for Linguistic Studies. 7(11): 817–832. DOI: https://doi.org/10.30564/fls.v7i11.11574

1. Introduction

Artificial intelligence (AI) has garnered considerable interest in international educational discourse, particularly in English Language Teaching (ELT). Nonetheless, there exists a significant lack of empirical research regarding university-level English Language Teaching in Saudi Arabia. Current research predominantly focuses on the incorporation of AI in primary or secondary education or assesses broad technological trends, overlooking the distinct pedagogical settings, institutional constraints, and educator perspectives inside Saudi higher education. This gap is particularly evident due to the lack of evidence regarding university-level English teachers' knowledge of AI tools, their frequency of usage, and their perceptions of these tools. Global literature has examined the efficacy of AI instruments such as chatbots, automated writing evaluators, and adaptive learning systems. However, there exists a lack of understanding of Saudi university teachers' perceptions and implementations of these technologies, especially regarding their readiness, ethical considerations, and infrastructural challenges.

This research directly tackles this deficiency by utilizing a quantitative methodology to examine several critical areas, including the frequency of English instructors' use of AI tools, their knowledge of these technologies, the assessed advantages and disadvantages of artificial intelligence in improving educational quality and classroom interactions, the identification of commonly used and underutilized AI technologies, the evaluation of institutional readiness and support systems for AI integration, and the exploration of concerns regarding AI's potential to supplant traditional teaching roles and its effect on student motivation. The research also provides context-specific insights lacking in the current literature by concentrating on English language instructors at Qassim University and analyzing their responses to a standardized questionnaire.

The results reveal a discrepancy between theoretical comprehension and practical application, highlighting the need for professional development, ethical integration frameworks, and infrastructural support tailored to the Saudi university environment. This research paper addresses a gap in the literature by providing empirical evidence and practical recommendations to assist universities in Saudi Arabia in making informed decisions on the implementation of AI in English language instruction, curriculum development, and strategic planning. As AI technologies become more common in many areas of life, their use in schools has aroused a lot of curiosity and debate. AI offers flexible solutions for language learning, such as automated feedback systems and intelligent tutoring platforms, all of which aiming to improve personalization, learner independence, and the effectiveness of teaching.

Despite its potential, the use of AI-powered tools in English language education is still inconsistent because not enough people know about them, there are problems with the infrastructure, and there are worries about how well they work as teaching aids and the moral implications of using them. The study is important because it looks at how AI technologies are currently understood, used, and judged in English language learning settings. As schools try to use digital technologies and get students and teachers ready for a future in which technology is everywhere, it's important to quickly check their preparation, perceptions, and practical impediments. This research can help shape institutional policy, teacher training programs, and strategic planning on how to responsibly use AI. The study aims to:

a. Evaluate the knowledge and usage frequency of AI-driven English language learning aids among instructors and students.

1. What is the degree of acquaintance with and actual utilization of AI-powered tools in English language acquisition

b. Investigate perspectives regarding the use of AI and its prospective influence on instructional quality and classroom dynamics.

2. How do participants assess the advantages and constraints of AI in English language education

c. Ascertain the AI technologies that are predominantly utilized and those that are underexploited.

3. What types of AI technologies are most frequently exploited, and which remain underutilized

d. Assess readiness for AI integration and identify necessary institutional support mechanisms.

4. To what extent do educators and learners see their readiness to include AI into their pedagogical and learning methodologies
5. What institutional support is necessary to promote AI adoption

e. Investigate issues pertaining to AI's impact on the displacement of conventional teaching positions and its effect on student motivation.

6. What apprehensions are associated with AI's potential to displace human educators
7. What is the impact of AI integration on student motivation

2. Literature Review

2.1. Overview of Traditional and Modern Methods of English Language Instruction

Learning other languages requires understanding and optimizing non-native language acquisition. Foreign language teaching approach explains and supports its ideas. Both general and specific methods have changed. The main strategy is to analyze foreign language education patterns and characteristics across languages. All Western European languages taught in general education institutions in our country will have the same teaching materials, oral and written communication balance at different levels, and other elements. An educator's foreign language education knowledge is insufficient when faced with a foreign language's unique features. Experience and practice demonstrate that educators must develop and implement strategies, tactics, and instructional methods to assist students quickly learn foreign language phenomena. This innovative method teaches foreign language linguistic and speech phenomena. According to Seilova Abdimazhitovna, foreign language proficiency demands practical application and efficient study time. Work modalities (group, pair, solo, whole-class) can boost students' classroom engagement [1].

Othman found that technology influences EFL learners [2]. Academic technology needs AI chatbots. Chatbots connect with humans using natural language. AI-powered smartphone chatbots help pupils achieve. Chatbots can teach EFL by delivering course materials, leading discussions, and providing feedback. AI chatbots—apps kids use to ask questions and get answers—can supplement human educators as mobile devices grow. Technology and new teaching strategies have transformed English language learning [3]. The necessity to educate students their field's language, critical thinking, problem-solving, and communication drives this transformation. Digital tools, internet materials, and interactive platforms make English language learning interesting and effective [4]. Traditional English training doesn't match pupils' needs despite these developments. According to Efendi et al, many English programs utilize obsolete pedagogical techniques that don't incorporate new learning and research tools [5].

2.2. The Emergence of AI-Powered Tools

It is argued that AI is changing education by delivering new tools that boost learning across all disciplines. Real-time AI chatbots learn language well. These AI chatbots teach linguistic skills interactively without teachers [6]. Technology and education in the Global Education Monitoring Report concept note. He added technology must help schools in some cases [7]. They're not. ICT is essential to education and technology. ICT transforms education via digital tools, technologies, and platforms. Information and communication technology democratizes and globalizes education [8]. Digital learning promotes student engagement and analysis. Information and Communication Technology allows teachers personalize instruction. Students and teachers collaborate better. Modern society requires ICT literacy and problem-solving. ICT changes education, giving stakeholders new opportunities and problems. It must be skillfully incorporated to affect teaching and promote learning.

The UNESCO Global Education Monitoring Report found that students, instructors, and institutions have used digital tools more during the past two decades. Over 220 million 2021 students took MOOCs. Duolingo had 20 million daily users in 2023, whereas Wikipedia had 244 million in 2021. In 2018, 65% of 15-year-olds in OECD nations attended schools where principals agreed teachers had the knowledge and skills to use technology in the classroom, and 54% attended schools with an effective online learning platform, according to PISA. Their stock may have soared during COVID-19. Global internet usage climbed from 16% to 66% between 2005 and 2022. Internet education was used in 50% of lower secondary schools worldwide in 2022. Education in low-income countries and vulnerable people employs digital technologies sparingly [9].

2.3. Ongoing Difficulties Encountered by English Language Teachers

It is stated that students face many obstacles when learning English. Technology is a crucial part of modern life,

yet instructors face several problems when using it in the classroom. To encourage students to use technology-assisted learning, educators must first identify their obstacles and then find solutions. We can only ensure that pupils are learning using technology and engaged in high-quality, modern-era learning then. Thus, English teachers must choose and apply proper technology in the classroom if they want their pupils to progress with the times[10].

2.3.1. Language and Skills Difficulties (Phonology, Vocabulary, Grammar, Syntactic Structures, Tenses)

These difficulties and more are common issues for school dropouts[11]. Technical reasons include not enough English exposure in and out of the classroom, not enough grammar and rules and structures knowledge, not enough speaking partners, not knowing which accent or dialect correct, not enough resources are to fix their mistakes, and the influence of their native language. Personal factors include lack of interest, concentration, fear of scorn or criticism, shyness, lack of confidence, and social and cultural barriers.

2.3.2. Technology and Learning Environment (Infrastructure, Motivation, Cognition)

Many recommend using AI into language learning. AI-powered voice recognition, intelligent tutoring, and adaptive learning platforms are popular for teaching young children English. To keep kids interested, early education must customize learning, give timely feedback, and deliver intriguing information[12]. Starter English language learners struggle with reading comprehension, pronunciation, and vocabulary, but AI-driven tools may help[13]. AI's effectiveness in early English training is still unclear despite these developments[14]. Thorough subject study is crucial. AI may improve early English learning, but evidence on its use in genuine classrooms is few. AI tool technology has been extensively investigated. But little research has examined how these technologies improve primary school language learning[15]. Thematic reviews may synthesize research, highlight themes, and recommend new approaches.

Abdalgane and Othman call attention to the possible drawbacks of digital aids, software, and other technology during learning[16]. Technology may impair learning. A study on Spanish language students' digital writing tools indicated that novices might improve. Making human-sounding chatbots and virtual assistants requires NLP-using computers. AI has dominated customer service automation. Computer and technology companies' heavy use of AI has affected NLP. Chatbots can write and talk to people and other bots thanks to natural language processing[17]. AI has transformed worldwide education, especially ELT, according to Trinh Quoc Lap[18]. AI-powered technologies supported individualized learning, automated grading, and student engagement. Teaching may alter with AI chatbots, adaptive learning platforms, and automated feedback. Despite studies showing AI's advantages in ELT, adoption relies on digital skills, institutional support, and instructors' technological adaptability. For instance, studying "veterans" EFL teachers with over sixteen years of expertise is beneficial. In the late 90s or early 2000s, their educational system may have had little technological exposure while they were prepared to teach. According to Meiramova and Zagatova, AI technologies are making classrooms more dynamic and changing how we think, act, and practice[19].

GenAI has revolutionized foreign language instruction. Investigate the data using UTAUT model predictions. Teachers and students are compared on performance, effort, social impact, and conducive settings. Understanding GenAI stakeholder behavior in foreign language instruction began with the predictions[20]. Saudi Arabia evaluates a curriculum based on two Fourth Industrial Revolution learning theories. Digital learning, mathematics abilities, and learning pleasure and appreciation were improved in 112 female Qassim University students[21]. AITs helped students think more profoundly, logically, and multifacetedly about math. These improved their math CTSs[22]. AI tool usage in English language teaching (ELT) in Saudi Arabian universities is little studied, despite the worldwide emphasis on AI in education. Modern research ignores higher education's challenges and concentrates on technology and elementary and secondary education. Saudi university English language teachers' views, usage, and use of AI technology are unclear. There is little data on Saudi universities' usage of these technologies, their impact on teaching, and institutional support. A quantitative research of Qassim University English instructors' competence, use patterns, perceived benefits and disadvantages, and AI integration readiness addresses the gap. This technique offers crucial empirical data for Saudi English Language Teaching policy, curriculum, and training.

2.4. Academic Findings on AI Efficacy in Language Acquisition

2.4.1. Positive Impacts

Learning Outcomes and Facilitating Knowledge Acquisition." Users that engaged more actively with ChatGPT had markedly superior retention scores in comparison to infrequent users. This indicates that repeated practice with ChatGPT will enhance recall and memorization, hence reinforcing in-class learning. Following the adoption of ChatGPT, students exhibited significantly increased engagement [23]. The Role of AI in Language Acquisition: Academics, legislators, and teachers working on language development and AI integration can all benefit from this study's findings. To understand the long-term consequences of AI integration on language acquisition, longitudinal research must be conducted first [24]. The Impact of Artificial Intelligence on English Language Learning: Artificial intelligence in English language acquisition signifies a transformative development, improving the effectiveness of reading, writing, listening, and speaking, while concurrently augmenting learners' confidence in language mastery.

Artificial intelligence is crucial in this context for cultivating vital skills and motivating trainees. AI interactive technology enables tailored training and self-directed learning for both educators and students, thereby meeting diverse educational needs. By streamlining mundane tasks like grading and lesson planning and providing insightful recommendations, AI significantly enhances the efficacy of teaching [25]. Investigating how students' AI proficiency affects their AI-generated output quality, self-efficacy, and academic achievement: The results of this study show that having a good grasp of AI's technical aspects has a beneficial effect on AI self-efficacy, which in turn improves the quality of AI output. Improving students' knowledge and awareness of AI is crucial, since participants showed very little understanding of the technology. They should see an uptick in their grades after acquiring these abilities, which are fundamental for making assured use of AI [26].

2.4.2. Influencing Factors

Based on the results of this study, AI critical appraisal had a substantial negative effect on AI self-efficacy and AI output quality, whereas AI practical application had a substantial positive effect on both. These findings underscore the significance of understanding the use of AI and judiciously using AI technology. Furthermore, they propose that students maintain a robust knowledge of the potential issues related to the utilization of AI. A deficiency in technical understanding of AI, coupled with an unwarranted hypercritical stance, may result in a negative perception of AI, hence fostering feelings of inadequacy and sub-optimal outcomes in its application. Employing Gemini for Formative Evaluation in English Academic Composition - Essential Evaluations of the AI Tool's Effectiveness: This study distinguishes itself from previous research by focusing on the utilization of AI-powered tools like Gemini for enhancing language skill instruction and acquisition.

Previous research examined the efficacy of many prominent AI tools, like ChatGPT and Gemini, in improving students' writing skills through the utilization of feedback provided by these tools [27]. The authors advocated for the incorporation of tools in the instruction of writing skills, citing their effectiveness in delivering constructive feedback on students' work and offering recommendations for learner enhancement [28]. Findings from a Mixed-Methods Study on the Effects of AI-Enhanced Language Learning Tools on Second Language Acquisition. This study's results will be useful for language teachers, students, and AI researchers for a long time to come. Stakeholders may work together to provide more interesting, efficient, and welcoming language learning experiences by taking advantage of AI tools and fixing existing shortcomings [29].

The significance of learner-centered approaches in language teaching is highlighted by the increased levels of intrinsic motivation and autonomy displayed by participants. Challenges with a Focus on Need: A balanced integration of AI technologies with traditional ways is needed to address the overreliance on AI and the lack of conversational practice. Applications of generative AI-driven language tools in academic writing: A scoping review: The nascent domain of generative AI-driven language tools is advancing, with predominant research trajectories including: the enhancement of academic writing (functional elements, content creation, writing assistance, feedback on academic compositions, and educational environments for academic writing), hybrid writing as a strategy to effectively address AI-related challenges while leveraging the advantages of generative AI language tools, and the challenges and concerns associated with the

application of these tools, particularly regarding plagiarism issues related to AI-generated content [30].

2.4.3. Characteristics of AI Tools

Ways in which AI Bots Enhance Language Acquisition: Consequently, AI bots must transform language learning. This document addresses significant challenges, functionalities and implications of AI bots, and final reflections. This study examines the language acquisition capabilities of AI bots, including their advantages and disadvantages, as well as prospective advancements [31]. AI bots such as ChatGPT, Cloud, and Gemini provide students with feedback, engagement, and convenience. We examined the technologies, linguistic flexibility, and challenges associated with AI bots. We also evaluated the creation and integration of AI bots into formal educational training. The acquisition of language skills using AI bots is now feasible [20]. These technologies foster cultural comprehension, worldwide accessibility, and language proficiency. The development of AI bots for language instruction will expand, contingent upon the resolution of technological and ethical concerns. To eliminate obstacles, enhance AI bots in language training, and augment their effectiveness, collaboration among educators, policymakers, and technology developers is essential. Utilizing AI bots to create an interactive, multilingual environment necessitates innovative approaches, cultural transformations, and worldwide accessibility [32].

2.4.4. Challenges and Risks

Artificial Intelligence-Enhanced Smart Technologies for Progressive English Instruction in Higher Education in Kazakhstan: The educational experiment revealed that AI-powered smart devices enhance English language acquisition. Students in the experimental group utilizing personalized AI-assisted mobile applications exhibited greater engagement, motivation, and autonomy compared to those in the control group. The experimental group exhibited somewhat inferior initial exam results; but, after 15 weeks, their academic performance and knowledge improved. The investigation revealed students' heightened interest in smartphone education and positive sentiments toward AI-assisted learning [22]. These findings indicate that AI-driven customization enhances language acquisition. Effectiveness of Smart Technology: Research indicates that personalized learning settings including intelligent technologies can enhance student motivation, involvement, and linguistic proficiency. The experimental group demonstrated greater knowledge enhancement despite lower scores, indicating that customized, technology-facilitated learning can enhance long-term results [33].

3. Methodology

This study employed a quantitative research methodology to perform a comprehensive examination of university-level English instructors' understanding and perceptions about integrating Artificial Intelligence (AI) into English language training. The choice to employ a quantitative method stemmed from its capacity to generate objective and measurable data, which can be statistically analyzed to identify frequent patterns and trends within a certain group. This methodology is especially appropriate for research efforts aiming to generalize findings from a sample to a broader population. Consequently, the reliability and replicability of the research findings are enhanced.

3.1. Instrument Design and Validation

To capture a range of attitudes and impressions, each topic was formulated using a five-point Likert scale. The questionnaire was meticulously designed to address critical themes, including teachers' knowledge with artificial intelligence technology, expected pedagogical advantages, practical integration challenges, and preparedness for implementation in English language instruction. The questionnaire structure's themes are divided as follows:

Awareness

1. How familiar are you with AI-powered tools for English language learning?

Usage

2. Which AI tools have you used or encountered in English instruction?

Benefits and Challenges

3. What benefits do you associate with using AI in English instruction (e.g., personalization, engagement)?
4. Which of the following challenges do you consider most significant when integrating AI into English instruction?

Preparedness and Training

5. How prepared do you feel to integrate AI tools into your English teaching?
6. Do you believe educators should receive formal training on AI-driven teaching tools?

Impact and Adoption

7. Do you think AI could eventually replace human English instructors?
8. How does AI affect students' motivation to learn English?
9. Would you be willing to adopt AI tools in your teaching if adequate training is provided?
10. What is your overall opinion on the impact of AI in enhancing English instruction?

To calculate the reliability of the questionnaire, a Cronbach's Alpha was used and the result is 0.78, meaning the questionnaire is acceptable. A panel of five prominent university professors, highly proficient in English language pedagogy and educational technology, was convened to ensure the content validity of the instrument. The questionnaire items underwent a rigorous assessment by subject matter experts, who appraised them for clarity, relevance, and congruence with the study's objectives. Their feedback significantly improved the thematic cohesion, language, and structure of the articles. This expert validation method enhanced the construct validity of the instrument and ensured it appropriately represented the constructs under investigation.

3.2. Participants and Data Collection

The study concentrated on English language instructors currently employed at Qassim University in Saudi Arabia. We received 35 valid responses via an online questionnaire distributed through Microsoft Forms. The methodology utilized was purposive sampling, aimed at identifying individuals directly involved in university-level English language training, anticipated to have diverse levels of expertise with AI tools. This strategy ensured the attainment of research objectives while considering practical concerns such as access and availability throughout the survey period (July 21–July 30, 2025).

4. Results and Discussion

In this study, I utilized Microsoft Excel as the primary instrument for data analysis because of its capability to manage survey data in various formats. I utilized Excel to organize and classify the responses, calculate the frequencies and percentages, and compile the data from all questionnaire items. I employed Cronbach's Alpha to assess the internal consistency of the Likert-scale items, which can determine the instrument's reliability. I employed pie charts to visually represent the distribution of responses. They facilitated the visualization of the proportions among various answer groups. Results are illustrated as follows (**Table 1** and **Figure 1**):

Question 1: How well-versed are you in the use of AI-powered English language learning resources?

Discussion:

Table 1 and **Figure 1** show that a sizeable proportion of respondents selected the response ("Sometimes") 15 times, indicating a discernible trend. The results indicate that the majority of participants have a similar perspective or experience. The importance of this choice has to be investigated further in order to uncover the reasons behind this decision.

Question 2: Do you utilize or encounter any AI tool for the instruction of English?

Discussion:

Table 2 and **Figure 2** explain a consistent pattern observable throughout the responses: the majority of respondents selected the number "16". This pattern can be noticed consistently. This is an important finding since it revealed the majority of people who responded had the same notion or experience from their own personal experiences. In order to determine the factors that led to the occurrence of this phenomenon and the implications that it has for the incorporation of artificial intelligence into English lessons, additional research may be conducted.

Table 1. Frequency and percentage distribution of responses for Question 1.

Response	No.	Percentage of Frequencies (%)
Always	9	25.71
Sometimes	15	42.86

Table 1. *Cont.*

Response	No.	Percentage of Frequencies (%)
To some extent	6	17.14
Rarely	3	8.57
Never	2	5.71

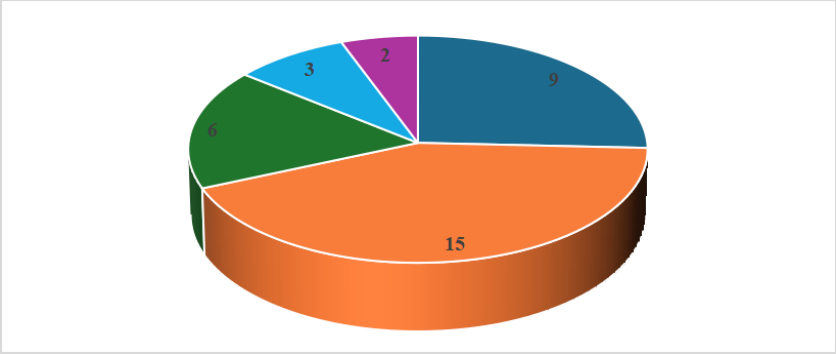

Figure 1. Frequency and percentage distribution of responses for Question 1.

Table 2. Frequency and percentage distribution of responses for Question 2.

Response	No.	Percentage of Frequencies (%)
Always	16	45.71
Sometimes	7	20
To some extent	1	2.86
Rarely	3	8.57
Never	8	22.86

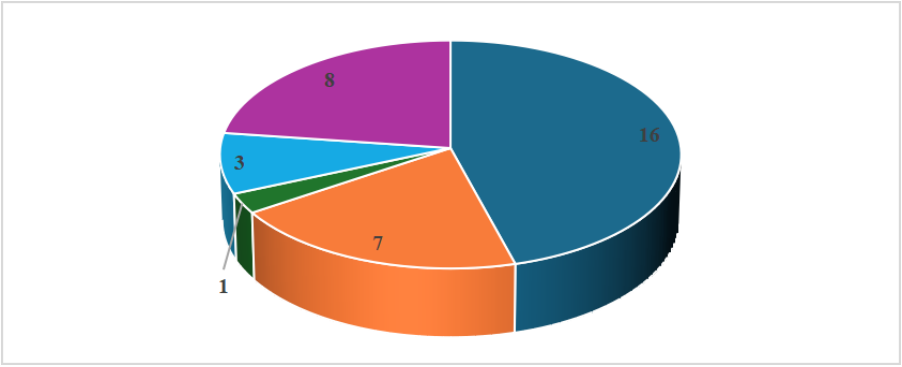

Figure 2. Frequency and percentage distribution of responses for Question 2.

Question 3: What AI tools have you utilized or encountered for the instruction of English?

Discussion:

Table 3 and **Figure 3** explain a consistent pattern observable throughout the responses: the majority of the participants selected the number "13" as their answers. This pattern can be noticed consistently. This is an important finding since it revealed the majority of people who responded had the same notion or experience from their own personal experiences. In order to determine the factors that led to the occurrence of this phenomenon and the implications that it has for the incorporation of artificial intelligence into English lessons, additional research may be conducted.

Table 3. Frequency and percentage distribution of responses for Question 3.

Response	No.	Percentage of Frequencies (%)
Chatbots (e.g., ChatGPT, Replika)	13	37.14
Automated Writing Evaluation (e.g., Grammarly, Turnitin)	9	25.71
Speech Recognition (e.g., Google Speech Recognition)	8	22.86
Adaptive Learning Platforms (e.g., Duolingo, Coursera)	2	5.71
None of the aforementioned	3	8.57

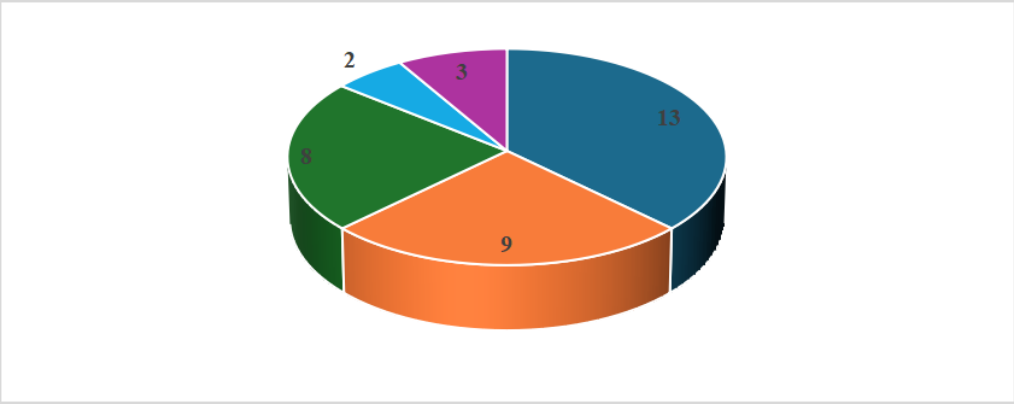

Figure 3. Frequency and percentage distribution of responses for Question 3.

Question 4: Which of the following challenges do you consider most significant when integrating AI into English instruction?

Discussion:

Table 4 and **Figure 4** indicate that "13" was chosen by the majority of participants. Such pattern suggests a common viewpoint or experience shared by participants in the survey. Additional research may investigate the variables leading to this choice and its relationship to the introduction of artificial intelligence into English language teaching.

Table 4. Frequency and percentage distribution of responses for Question 4.

Response	No.	Percentage of Frequencies (%)
Technical limitations (e.g., access, infrastructure)	13	37.14
Ethical concerns (e.g., plagiarism, data privacy)	7	20.00
Lack of teacher training	9	25.71
Resistance from educators/students	5	14.29
Other	1	2.86

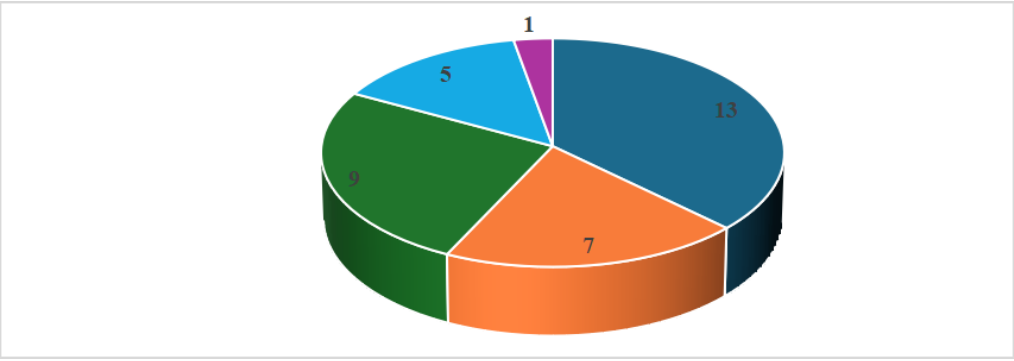

Figure 4. Frequency and percentage distribution of responses for Question 4.

Question 5: Which of the following do you consider the biggest challenge in using AI for English instruction?

Discussion:

According to the data shown in **Table 5** and **Figure 5**, the majority of those who participated in the survey chose the number "19" as their responses. As a result, it can be deduced that individuals who responded have a similar concept or experience. It is possible that in the future, research may explore the factors that led to this decision and how it affects the application of artificial intelligence in schools that teach English as a second language.

Table 5. Frequency and percentage distribution of responses for Question 5.

Response	No.	Percentage of Frequencies (%)
Technical limitations (e.g., access, infrastructure)	6	17.14
Ethical concerns (e.g., plagiarism, data privacy)	19	54.29
Lack of teacher training	3	8.57
Resistance from educators/students	3	8.57
Other	4	11.43

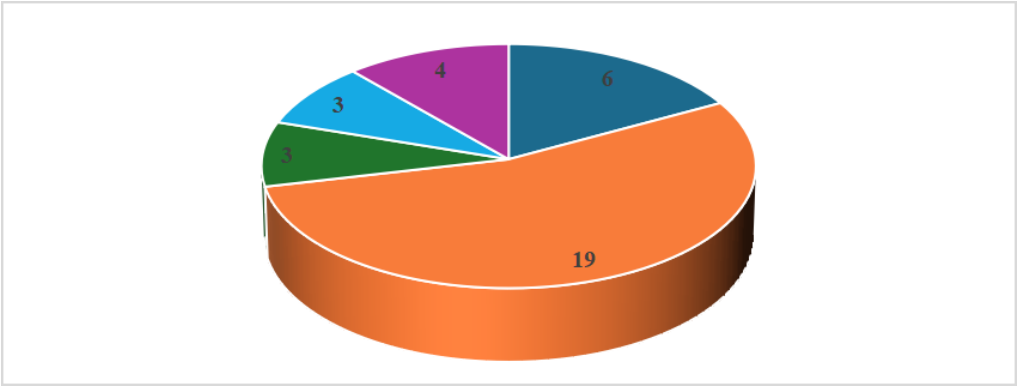

Figure 5. Frequency and percentage distribution of responses for Question 5.

Question 6: Should colleges offer training for educators on AI-driven English teaching tools?

Discussion:

In accordance with the data shown in **Table 6** and **Figure 6**, the majority of respondents chose the number "13" as their responses. Therefore, it can be deduced that the individuals who responded have a similar concept or experience. It is possible that in the future, research may explore the factors that led to this decision and how it affects the application of artificial intelligence in schools that teach English as a second language.

Question 7: Should colleges offer training for educators on AI-driven English teaching tools?

Discussion:

Table 7 and **Figure 7** explain a pattern which the majority of respondents chose "12". When this is taken into consideration, it is possible to draw the conclusion that the individuals who reacted most likely had the same experience or thinking. The reasons underlying this phenomenon and the consequences it has for the deployment of artificial intelligence in English classes are both topics that require further investigation, and there is a need for additional study to investigate these topics.

Question 8: Do you think AI could supplant human English instructors in the future?

Discussion:

In **Table 8** and **Figure 8**, it appears from the responses that there is a pattern in which the majority of the participants chose "15." This suggests that the majority of respondents had one or more experiences or perspectives in common with one another. There is a need for additional research to investigate the factors that are responsible for this phenomenon and the implications it has for the use of artificial intelligence in English education.

Table 6. Frequency and percentage distribution of responses for Question 6.

Response	No.	Percentage of Frequencies (%)
Always	13	37.14
Sometimes	13	37.14
To some extent	5	14.29
Rarely	4	11.43
Never	0	0

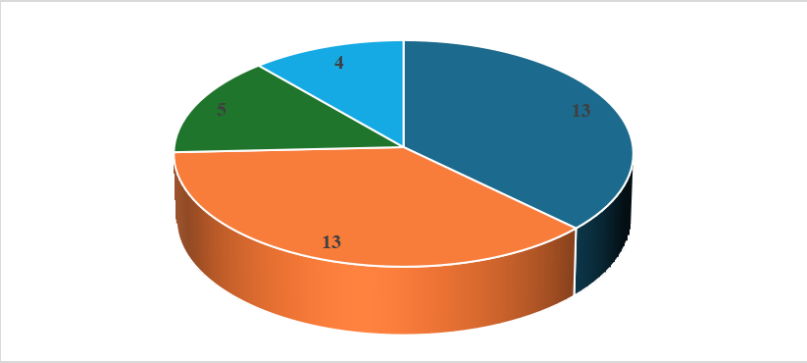

Figure 6. Frequency and percentage distribution of responses for Question 6.

Table 7. Table 7. Frequency and Percentage distribution of Responses for Question 7.

Response	No.	Percentage of Frequencies (%)
Strongly agree.	9	25.71
Agree.	12	34.29
Neutral.	2	5.71
Disagree.	9	25.71
Strongly disagree.	3	8.57

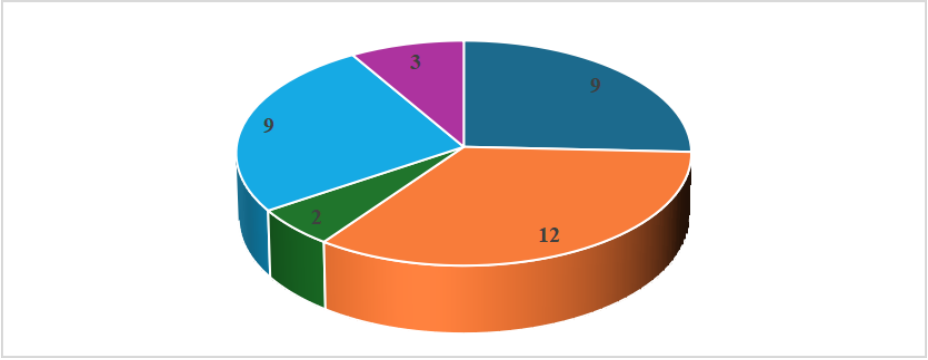

Figure 7. Frequency and Percentage Distribution of Responses for Question 7.

Table 8. Frequency and Percentage Distribution of Responses for Question 8.

Response	No.	Percentage of Frequencies (%)
Affirmative.	11	31.43
Likely affirmative.	15	42.86
Indifferent.	4	11.43
Likely negative.	4	11.43
Negative.	1	2.86

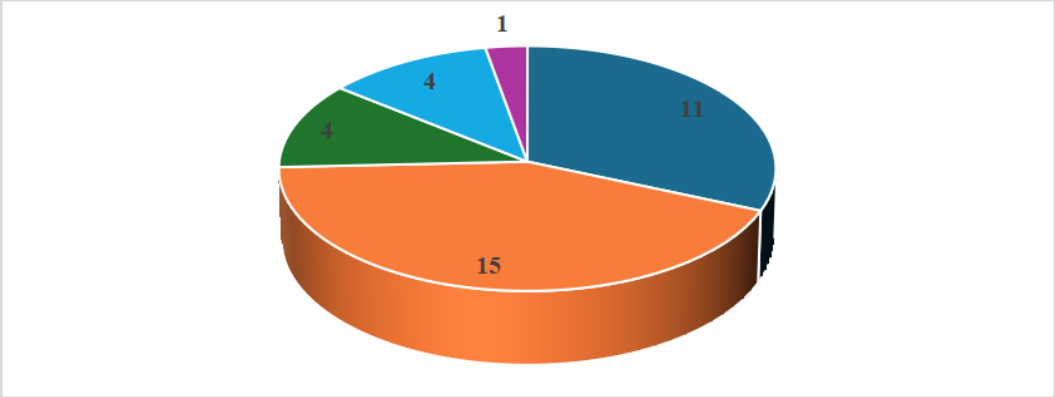

Figure 8. Frequency and Percentage Distribution of Responses for Question 8.

Question 9: What is your perspective on the impact of AI on students' motivation to study English?

Discussion:

As a result of the fact mentioned in **Table 9** and **Figure 9**, the majority of participants chose "16". The responses show an obvious pattern of shared central viewpoint or experience among the responses. Integrating AI into English language instruction would be beneficial so it is recommended to conduct additional research to investigate the factors affecting this integration.

Table 9. Frequency and Percentage Distribution of Responses for Question 9.

Response	No.	Percentage of Frequencies (%)
Substantially enhances motivation.	16	45.71
Marginally enhances motivation.	14	40.00
No impact.	4	11.43
Marginally diminishes motivation.	0	0
Substantially diminishes motivation.	1	2.86

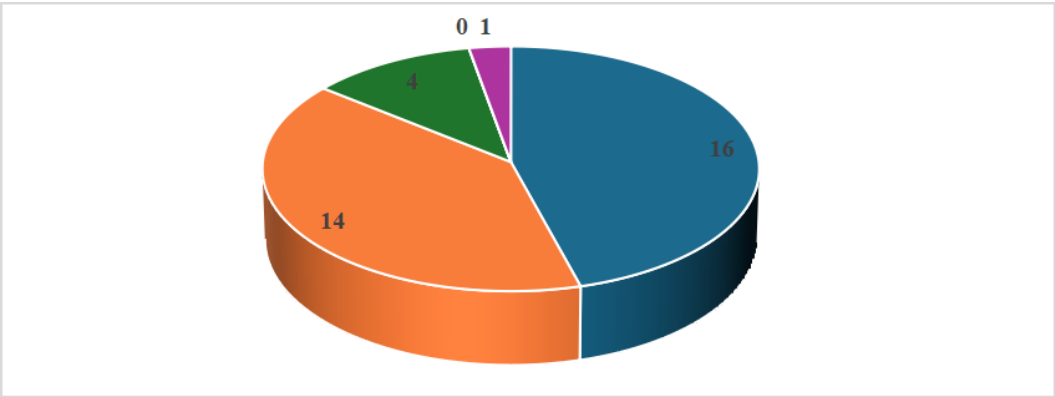

Figure 9. Frequency and Percentage Distribution of Responses for Question 9.

Question 10: Would you be inclined to include AI tools into your English instruction if provided with enough training?

Discussion:

Table 10 and **Figure 10** display results showing that the majority of those who responded selected "20" as demonstrated by the responses. This demonstrates that the individuals who responded brought a particular style of thinking or experience to the table. Why this decision was reached and what it signifies for the implementation of AI in English lessons could be the subject of a subsequent investigations.

Table 10. Frequency and Percentage Distribution of Responses for Question 10.

Response	No.	Percentage of Frequencies (%)
Affirmative	11	31.43
Likely affirmative.	20	57.14
Neutral.	3	8.57
Likely negative.	0	0
Negative	1	2.86

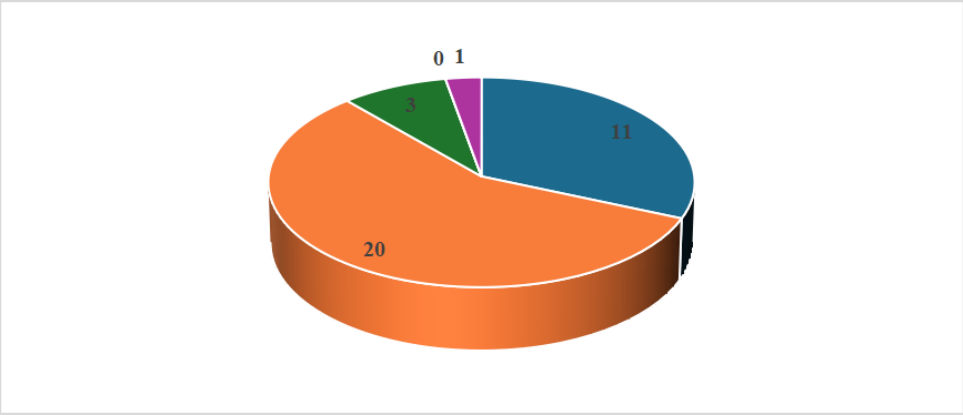

Figure 10. Frequency and Percentage Distribution of Responses for Question 10.

5. Conclusion and Recommendations

5.1. Conclusion

This research investigated the perceptions of the university-level English instructors in Saudi Arabia of artificial intelligence, how they use it, and how much they understand about it. The results indicate that there is a significant gap between understanding how something works in theory and knowing how to use it in practice. That is why it is important to seek advice from trusted individuals and participate in professional development activities tailored specifically to your needs.

Many survey respondents believe AI has the potential to be incredibly beneficial in education, especially in terms of making things more personal, interesting, and efficient. However, it is difficult to implement this technology due to infrastructural issues, ethical concerns, and a lack of expertise. Many individuals use chatbots and automated writing evaluations, highlighting both the positive and negative aspects of AI, especially when compared to how badly adaptive learning systems and speech recognition technologies are employed. Strong governance is the most effective way to address moral problems such as preserving people's privacy and ensuring schools are honest. Many people are concerned that AI will take their employment, but it is critical to see technology as a tool for learning.

A complete plan that includes all of these elements—strict teaching, better infrastructure, and the cultivation of moral values—is required for higher education to be fully and permanently integrated. Teaching moral concepts is critical in this approach. If we want to pursue adaptive pedagogy, ethical innovation, and digital literacy, we must put these approaches into practice. To effectively use AI in English language instruction, you must devise a method that keeps students engaged while simultaneously making the most of the technology.

5.2. Recommendations

A recommendation made by this study is to train instructors in controlled environments on how to employ artificial intelligence technologies in real-world scenarios. Before they use it to its full potential, this will build their confidence, alleviating their concerns of shifts and providing them control.

Infrastructure and teacher development programs must improve. Budgeting for these issues is both practical and moral. In tight financial circumstances, we should seek joint funding for government, educational, and private programs. Training programs must include pedagogical adaptability

beyond technical education, forcing educators to rethink their responsibilities in hybrid learning environments where human oversight meets computer intelligence. We need infrastructure and a clear philosophy to position AI as a partner rather than a substitute for human educators. Ethical reasoning and critical digital literacy should be part of professional development and student courses. AI affects student motivation, so educational institutions should use affective feedback systems and goal-tracking frameworks for tailored learning to keep students engaged.

Institutional readiness is dynamic. Diagnostic tools that measure individual and organizational readiness can help customize support systems, from basic orientation to AI-assisted sessions. Mentorship and peer cooperation should aid implementation. This will allow instructors to debate challenges, find solutions, and advance together.

Equitable and sustainable AI use in English language instruction requires a methodical approach. We want to quickly engage with technology from a rudimentary understanding. Immersive, task-oriented learning programs should use AI resources as practical tools in authentic educational environments. Such measures may improve people's tool competency and reduce their anxiety about using them.

Showing real success stories builds trust. Educational stakeholders can address skepticism and theoretical ambiguity by integrating varied AI-enhanced education examples, such as chatbots helping students practice communication and algorithms providing writing feedback. Curriculum designers must balance narrative-driven persuasion with diversity. Underutilized technologies like adaptive learning platforms and speech recognition systems should be part of the digital instructional design framework, not just supplements.

5.3. Recommendations for Further Studies

Based on the most important results of looking at how people think about, use, and integrate AI in English language learning settings, more study is needed to build on these results. As AI technologies quickly improve and become more common in schools, we need a whole research agenda to help us better comprehend the theory, put it into practice, and deal with new teaching difficulties that come up. The suggested studies can be classified as follows;

a. Long-Term Impact

- Longitudinal research investigating the effects of AI technology on students' learning capacity, information retention, and skill acquisition.
- A teacher-centered investigation analyzing the influence of AI on instructional methodologies, professional identity, and the evolving function of educators.
- A research agenda to deal with new teaching problems that come up as AI becomes more common in schools.

b. Comparative & Cross-Cultural Studies

Research that investigates variations among environments, cultures, and educational systems:

- Cross-cultural studies to make sure that AI tools work well for pupils from different social, cultural, and language backgrounds.
- Comparative experimental designs that evaluate the efficacy of AI relative to conventional teaching approaches to inform pedagogical choices.

c. Ethics & Tool Evaluation

Research that examines ethical issues and evaluates the quality and equity of AI tools:

- Ethical and psychological research regarding AI's influence on student motivation, creativity, trust, and academic integrity.
- AI tool evaluation frameworks that set requirements for educational value, usability, and transparency to help stakeholders make smart choices.

Finally, AI tool evaluation frameworks make it easier to choose and use technology by being more organized and fairer. By setting standards for educational value, usability, and transparency, these kinds of studies help stakeholders make informed choices that suit the requirements of learners and the goals of the curriculum.

Funding

This work was funded by the Deanship of Graduate Studies and Scientific Research at Qassim University (QU-APC-2025).

Institutional Review Board Statement

This study did not require ethical approval. Due to local regulations and institutional protocols, studies involv-

ing human subjects were exempt from ethical review and approval procedures.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study. In compliance with institutional norms and national laws, patients/participants or their legal guardians/next of kin were not mandated to furnish formal informed consent to participate in this study.

Data Availability Statement

All data supporting the findings of this study are fully included within the article. No additional datasets were generated or analyzed during the current study.

Acknowledgments

The researcher would like to thank the Deanship of Graduate Studies and Scientific Research at Qassim University for financial support (QU-APC-2025).

Conflicts of Interest

The author declares no conflict of interest inside the author's organization.

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