University of Ha'il
جامعة حائل

مجلة العلوم الإنسـانية

دورية علمية محكمة تصدر عن جامعة حائل

Arcif
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بسم الله الرحمن الرحيم

مجلة العلوم الإنسانية

للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حيث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر.

وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل " آرسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معيارا، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين –من مختلف بلدان العالم– من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقا للجودة والريادة في نر البحث العلي.

قواعد النشر

لغة النشر

1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
2- يكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
3- يكتب عنوان البحث وملخصه ومراجعه باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دوليًا، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقيًّا حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تنشر البحوث المقبولة بعد تحكيمها إلكترونيًّا لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

أولاً: شروط النشر

1. أن يتّسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلًّا من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانيا: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).

2. في حال (نشر البحث) يزوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .

3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقيًا أو إلكترونيًا، ويحق لها إدراجه في قواعد البيانات المحلّية والعالمية – بمقابل أو بدون مقابل– وذلك دون حاجة لإذن الباحث.

4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.

5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.

6. النشر في المجلة بتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولى وهي غير مستردة سواء أجيز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاَ: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).

2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها– جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث– إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.

3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط..

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملا أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.

5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.

6. يتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.

8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. .(Bold).

9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman)وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold) .

10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمينها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

مثال إيضاحي:

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السميري، ياسر. (2021). مستوى إدراك معلمي المرحلة الابتدائية للإستراتيجيات التعليمية الحديثة التي تلبي احتياجات التلاميذ الموهوبين من ذوي صعوبات التعلم. المجلة السعودية للتربية الخاصة، 18 (1): 19- 48.

Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). *The Saudi Journal of Special Education,* *18* (1): 19-48.

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (1,2,3 ....Arabic) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره – إن وجد – أسفله.

13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداء من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال– إن وجدت– في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظللة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام–APA

رابعا: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامسا: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلبا للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:

أ. البحث الذي تقدمت به لم يسبق نشره (ورقيا أو إلكترونيا)، وأنه غير مقدم للنشر، ولن يقدم للنشر في جهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.

ب. البحث الذي تقدمت به ليس مستلا من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراه.

ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.

د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).

3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.

4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.

5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.

6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولياً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.

8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك

خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أوليًّا وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغيا.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكّمين اثنين؛ على الأقل.

10. في حال اكتمال تقارير المحكّمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:

أ. قبول البحث للنشر مباشرة.

ب. قبول البحث للنَّشر؛ بعد التعديل.

ج. تعديل البحث، ثم إعادة تحكيمه.

د. الاعتذار عن قبول البحث ونشره.

11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.

12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث

13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.

14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.

15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.

16. لا ترد البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر

17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.

18. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنيّاً.

المشرف العـــام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. عبد العزيز بن سالم الغامدي

هـيـئـــة الـتـحـريـــر

رئيس هيئة التحرير

أ. د. بشير بن علي اللويش

أستاذ الخدمة الاجتماعية

أعضاء هيئة التحرير

فهرس الأبحاث

Optimizing AI Integration in EFL Classrooms: A SWOT Analysis

تحسين دمج الذكاء الاصطناعي في فصول اللغة الإنجليزية كلغة أجنبية: تحليل رباعي

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Abstract

This study critically assessed the integration of artificial intelligence (AI) within English as a Foreign Language (EFL) instructional contexts, aiming to outline the strengths, weaknesses, opportunities and threats (SWOTs) associated with its application. A mixed-methods research design was followed to synthesise qualitative insights from the content of semi-structured interviews with a purposive sample of eight EFL teachers, as well as quantitative evidence from the results of a broader survey of 260 participants. The qualitative component, rich with experiential narratives, complements the statistical analysis, providing a comprehensive perspective on the operational potential and constraints of using AI in EFL classrooms. Notably, the SWOT analysis, performed on the combination of interview responses and quantitative data, illuminates the strategic positioning of AI in language instruction, highlighting the innovation's transformative potential while acknowledging the intrinsic challenges and peculiarities inherent to educational AI-based systems. The findings are intended to guide the implementation of AI resources in EFL settings, advocating for approaches that enhance pedagogical outcomes and for using AI effectively in language education.

Keywords: Artificial Intelligence (AI), teachers, integration of technology in education, professional training, teachers' beliefs.

المستخلص

هدفت هذه الدراسة إلى تقييم دمج الذكاء الاصطناعي في تعليم اللغة الإنجليزية كلغة أجنبية، بهدف تحديد نقاط القوة والضعف والفرص والتحديات المرتبطة بتطبيقه. استخدمت الدراسة المنهج المختلط الذي يجمع بين المنهجين النوعي والكمي. تم إجراء تحليل المحتوى للموضوعات الرئيسية التي جمعت من خلال المقابلات الشبه منظمة مع مجموعة من المعلمين والمعلمات. وبعد ذلك، تم تحليل نتائج استبيان 260 معلمًا ومعلمة، بهدف توفير وجهة نظر شاملة حول الإمكانات التشغيلية والقيود المتعلقة باستخدام الذكاء الاصطناعي في فصول تعليم اللغة الإنجليزية كلغة أجنبية. توضح النتائج أن دمج الذكاء الاصطناعي في تعليم اللغة الإنجليزية يشكل نقاط قوة وضعف على حد سواء بسبب القيود المختلفة، مثل التأثيرات المترتبة على تكاليف التكنولوجيا الجديدة وسياسات الأمان والخصوصية وكذلك احتياج معلمي اللغة الإنجليزية كلغة أجنبية للتدريب وتطوير المهارات.

الكلمات المفتاحية: تنمية المهارات، المعلمين والمعلمات، دمج التقنية في التعليم، التدريب المهني، اعتقادات المعلمين.

Introduction:

Artificial intelligence (AI) refers to a computer system's ability to independently assign, solve and complete tasks that traditionally would require human input or guidance (Haenlein & Kaplan, 2019). AI has been in existence, to some extent, since the creation of computers in the 1950s (Bentley, 2020). However, the technology has developed rapidly and continuously since then, becoming a far more prevalent and essential component across scientific, technical and academic domains. In the academic domain, the pedagogical integration of AI into the classroom has addressed some of the greatest educational challenges in recent years by transforming teaching and learning practices. Overall, AI has become a mainstream, global technology due to its enormous potential for facilitating individuals' lives as well as firms' and businesses' operations so they can stay ahead of their competitors and accelerate progress towards achieving a developed and sustainable world.

Basic forms of AI have been used in education and studied in that context since the 1980s. Recent related research follows two complementary channels: the development of tools for use in the classroom, and the use of AI 'to understand, measure and improve education' (Williamson & Eynon, 2020, p. 224). The current study was designed to investigate and enhance our understanding of the perceived strengths, weaknesses, opportunities and threats (SWOTs) associated with the use of AI in English as a Foreign Language (EFL) classrooms from the perspective of teachers in Medina, Saudi Arabia. Initially, in-depth semi-structured interviews were conducted with eight EFL teachers to gather qualitative insights. Following this, a SWOT analysis questionnaire was administered to 260 EFL teachers. The two approaches together combined qualitative and quantitative data to draw a comprehensive picture of AI's role in EFL education.

Despite its novelty, the AI domain has received significant attention in Saudi Arabia. Technological developments across the world and employment of the inclusive development plan and Vision 2030 in Saudi Arabia helped the government to recognise the need to support AI. Thus, the country invested in technology, especially in the education sector, to ensure those entering the workforce were adequately trained in technology in order to meet the needs of the labour market. Nevertheless, few Saudi universities and high schools now include AI as a subject in their curricula. Addition-

ally, few academic studies have examined the importance of AI in general or in the EFL context.

One of these limited studies was conducted by Tanveer et al. (2020), who described the positive influence of AI on motivating and guiding educational policymakers. The authors claimed AI implementation in education leads to education for sustainable development, which 'aims to promote the development of knowledge, skills, understanding, values, and actions necessary to build a sustainable world, to protect and preserve the environment, and [to] promote social equity and economic sustainability in developing nations' (UNESCO, 2019, para. 2). Simultaneously, Elhajji et al. (2020) discussed specific strategies for revolutionising teaching and learning methods by implementing AI in Saudi universities. Their research confirms that using AI in education can promote positive learning outcomes and educational quality.

AI in EFL Classrooms: An Overview

AI involves more complex functions than the simple use of a machine to collect data and save time on repetitive tasks (Watters, 2023). The technology includes a machine learning dimension within which 'a system is considered "intelligent" when it "learns" from the data it is fed' (Berendt et al., 2020, p. 312). One of the AI applications most commonly used in education is Intelligent Tutoring Systems (ITS), which was designed to provide 'automated, adaptive and individualised instruction' (Holmes & Tuomi, 2022, p. 543). Also commercially available are such applications as interactive chat systems for spoken and written languages, essay writing tools (Alharbi, 2023) and translation and paraphrasing functions (Dinneen, 2021), with new tools continually emerging. Google Expeditions, a specialised intelligent AI system used in the EFL classroom, enables students to engage in immersive role-playing games and to experience virtual reality simulations (Delgado et al., 2020). Despite the applications available related to ESL teaching and learning, research that assesses which AI technologies are most useful for EFL teaching and learning and that uncovers the kinds of problems that may arise in their implementation is lacking. Thus, a SWOT analysis was conducted to better understand the key positive and negative issues associated with using AI in the EFL Saudi context.

Andersen and Andersen (2017) asserted that teachers' perceptions of challenges and oppor-

tunities in schools can impact their professional development. For example, teachers' insights can significantly influence their acceptance of new approaches, techniques and activities. This, in turn, can affect their professional development because positive perceptions of novel approaches may better motivate them to engage in professional development and to learn innovative approaches to shaping students' learning environments and influencing student motivation. Hence, to equip teachers with the skills they need to organise and direct practical teaching activities, their perceptions of their own classrooms must be considered (Ismail et al., 2019).

Furthermore, teachers' views of and readiness to implement AI must be considered so the educators can be provided with the competencies to plan, diversify and manage practical-based AI teaching activities (Ismail et al., 2019, p. 4). According to Danielson (2007, p. 19), a teacher's planning and readiness to organise effective teaching strategies can be defined as a 'behind-the-scenes business' in designing the classroom learning environment. To keep that business operating efficiently, teachers must be open to testing new technologies, learning new repertoires of skills and experimenting with AI tools. At the same time, they must not only understand the potential of AI but also demonstrate an interest in implementing it.

Strengths of AI in EFL Classrooms

One strength associated with using AI in the EFL classroom is the technology's ability to improve pedagogical efficiency and feedback. AI uses an exceptionally large amount of data in its initial design and ongoing improvements, but it also generates new data in the form of instant feedback provided to students, which can be used by teachers to monitor student progress more effectively, eliminating the need to spend long hours marking individual student work, calculating grades and so on (Traxler et al., 2023). This automation of routine pedagogical tasks reduces teachers' time-on-task to allow them to concentrate on more creative and higher-level undertakings.

According to Alm and Watanabe (2023, p. 27), 'ChatGPT holds promise as a tool for differentiated explanation, dialogue practice and learner-driven knowledge construction when guided by principles of pluralism, equity and social justice'. In other words, if students engage critically with the tool and do not simply accept its feedback without critical consideration, the tool can have immense potential for deep kinds of learning about social

and political issues, such as language differences, class barriers and gender inequality. To some degree, the Freirean theory of pedagogy can complement the capabilities of AI by encouraging critical thinking and opening students to a wider range of roles and possibilities than they might encounter in a standard in-person teaching context (Alm & Watanabe, 2023).

Tahiru (2021) explained that as AI technology advances, it can better help teachers in the classroom to make learning more efficient for students. Tahiru added that rapid technological advancements have enabled the development of sophisticated AI systems tailored to accommodate the specific needs of teachers and schools. For instance, these systems can help teachers plan classes and identify gaps in learning; AI also can suggest content based on student achievement data. Sumakul (2019) noted that AI offers new tools that may change the way educators conduct lessons but emphasised that educators must develop certain skills to work effectively with AI in education.

Kuflinski (2019) opined that AI technology has assisted in enhancing the efficiency of the traditional classroom experience without disrupting its core process. Moreover, studies have shown that using AI applications in EFL classrooms promotes reading comprehension (Bailey et al., 2021) and improves speaking skills (El Shazly, 2021). Other research has shown that student motivation to use AI had high validity (Delgado et al., 2020; Yin et al., 2021).

Recently developed educational AI applications use facial recognition software to evaluate students' engagement levels as they attend lectures (Kim et al., 2018). The system effectively provides real-time suggestions to academic lecturers as they present their lessons so that they can adjust their presentations and improve the value of the class. This system was designed to increase teachers' emotional awareness of the way students receive their choices regarding class materials and activities.

Luckin (2019) observed that AI can help to prioritise teaching strategies, focusing on human intelligence and making learning more precise in educational and language learning settings. To illustrate, AI can sort and analyse copious amounts of data from such sources as student progress reports and assignments. As Luckin explained, these data can be used to identify areas where students need extra work or support, saving teachers the considerable time needed to discover these issues

themselves. Yang (2021) agreed that AI can help schools, teachers and students better understand which learning needs to prioritise and highlighted the way teachers benefit from using data to adjust their lessons according to the needs of their students. This approach was proven effective in a study demonstrating that ESL programmes in Sri Lanka successfully employed AI as a data management and content development tool (Keerthiwansha, 2018). In addition, schools have used AI to assist students in focusing on independent learning outside the classroom by providing suggestions for practice and revision based on data from previously completed assignments.

Weaknesses of AI in EFL Classrooms

Researchers have also identified weaknesses in the use of AI in EFL classrooms. For example, the findings of a recent study confirmed that many students doubted the benefits of using computer-assisted learning in the classroom, believing that humans could better understand their needs and concerns (Kim et al., 2020). Indeed, students have pointed out that teachers, not computers, are responsible for planning and delivering lessons (Kim et al., 2020). As another weakness, some second language teachers still hesitate to implement AI in their classrooms.

Howard (2013) reported that many teachers indicated they lacked the training required to use available technological options. In other words, many teachers avoided using technology because they were unfamiliar with the programs or applications to which they had access. Indeed, EFL teachers' significant lack of training was the most obvious weakness (Pedro et al., 2019). Simultaneously, some perceive an AI program's collection of data to be a violation of privacy rights (Jones et al., 2019). Therefore, although AI in the classroom has various benefits, human factors may prevent its widespread adoption.

AI tools, though potentially transformative, are not exempt from technical difficulties. Alm and Watanabe (2023) indicated that frequent technical disruptions can significantly impede the flow of EFL classes. These interruptions stem from unreliable internet connections, software glitches or hardware malfunctions, each contributing to the loss of valuable instructional time and reduced student engagement.

The usability of AI tools is a critical factor for their successful adoption in educational settings. Dimitriadou and Lanitis (2023) claimed that many AI applications are designed without sufficient consideration of the end users' proficiency with technology, which can result in applications that are too complex and not sufficiently user-friendly for both teachers and students. Srinivasan and González (2022) warned that over-reliance on AI for language practice and feedback can marginalise the human elements crucial for language acquisition, such as social interactions and cultural differences. The results of a study by Gomez and Lewis (2019) support this viewpoint, revealing that the over-reliance on AI for language learning can hinder the development of critical communicative competencies in EFL learners.

Opportunities for AI in EFL Classrooms

The future of EFL education will be shaped by the potential of AI to deliver adaptive learning experiences. Alam's (2023) extensive review on adaptive learning technologies emphasised the ways AI systems can adapt educational content to the individual learner's needs and preferences. By continuously analysing student performance, AI can offer personalised feedback and adjust learning paths accordingly, an approach that will become an essential component of effective EFL instruction.

AI's role in facilitating innovative teaching methods in EFL classrooms cannot be overemphasised. AI applications have the capacity to enhance teaching methodologies by offering interactive and engaging learning experiences that were previously difficult or impossible to implement. As an illustration, students can be tasked with utilizing the Grammarly tool to review surface features, making corrections on any grammatical errors independently. This approach allows the teacher to allocate classroom time to engaging with students on the substantive aspects of their papers (Holmes & Tuomi, 2022).

AI also plays a critical role in providing language support for EFL students who require extra assistance. Yeh and colleagues (2022) showed that AI-driven tutoring systems can offer supplemental, on-demand linguistic guidance that is especially beneficial for learners struggling with certain language aspects. These systems can provide explanations, translations and practice exercises that complement classroom instruction, effectively bridging the gap in language support services.

An often-overlooked opportunity for employing AI in EFL education is making use of its ability to foster cross-cultural communication skills by

pairing learners with native speakers and with other learners around the world, facilitating authentic communication and cultural exchanges. Such interactions can enhance learners' understanding of diverse cultural contexts in language use. As globalisation continues to bring diverse cultures into closer contact, the importance of cross-cultural competencies in language education has become paramount (Lina, 2022).

Threats of AI in EFL Classrooms

As AI is increasingly rolled out in EFL classrooms across the world, a number of threats remain. The major threats presented by using AI in EFL classrooms pertain to ethical considerations. One recent study identified problematic issues, such as 'flawed data, partially incomprehensible computational methods, narrow forms of educational knowledge baked into the online environments, and a reductionist discourse of data science with evident economic ramifications' (Perrotta & Selwyn, 2020, p. 256). Such processes can dehumanise students and teachers alike because users are often not consulted about the processes in which they are obliged to take part (Hillman, 2023). Even more worrisome, considerable biases are inherent in the data that AI uses in its algorithms; this means that a monocultural emphasis is being propagated across the world, with negative consequences for learners who have a different cultural background (Alm & Watanabe, 2023).

In addition, over-reliance on this technology can result in online learning displacing teachers, ultimately posing a threat to teachers' jobs (Traxler et al., 2023). Another threat related to AI use in EFL classrooms concerns data privacy and security matters.

One of the most significant threats presented by the integration of AI into EFL classrooms is the potential neglect of learners' emotional and social needs. Human teachers play a critical role in recognising and responding to the affective states of students, a nuanced aspect of teaching that AI systems currently lack the sophistication to replicate (Woolf et al., 2013). The absence of such emotional support within AI-driven classrooms can hinder the development of a positive learning atmosphere, potentially impacting student engagement and outcomes (Woolf et al., 2013).

Another threat is the potential for AI to promote a standardised approach to EFL instruction. While AI can efficiently handle substantial amounts of data and potentially personalise learning to some extent, the process risks the homogenisation of teaching practices (Tahiru, 2021). Such standardisation may jeopardise the accommodation of diverse learning styles, preferences and cultural backgrounds that is essential for effective language learning (Williamson & Eynon, 2020). The nuanced decisions that educators make, based on their professional judgment and personal interactions with students, may be oversimplified by AI algorithms, leading to an educational experience that fails to meet the unique needs of each learner.

Integrating AI in EFL Classes: A SWOT Analysis

Based on the analysis presented in the previous subsection, this subsection provides a SWOT analysis on the integration of AI in EFL classrooms. This analysis summarises the advantages and potential drawbacks of integrating AI in EFL instruction. These observations are presented in a SWOT analysis structure, detailed in Table 1.

Table 1
SWOT Analysis of Integrating AI in Smart EFL Classrooms

STRENGTHS	WEAKNESSES
• Enhances learner engagement / motivation • Improves pedagogical efficiency and feedback • Enhances accessibility and inclusivity • Personalisation at scale	• Technical disruptions • Lack of teacher training and preparedness • Complexity and lack of user-friendliness • Fewer face-to-face interactions
OPPORTUNITIES	THREATS
• Innovative teaching methods • Enhanced language support • Adaptive learning • Bridging support gap • Cross-cultural communication skills	• Over-reliance on technology leading to displacement of teachers • Lack of privacy and security • Neglecting students' emotional and social needs • Standardised approach to teaching

Research Questions

The educational use of AI is a rapidly growing field, with many potential benefits for students and teachers. However, research on the perceptions and readiness of Saudi EFL teachers relative to using AI in their classrooms is lacking. The research questions that follow were drafted to satisfy the general purpose and intentions of the study in response to that gap in the literature; specifically, the questions were designed to identify EFL teachers' perceptions of and readiness to use AI in the classroom.

1. What are the strengths, weaknesses, opportunities, and threats (of AI integration in EFL classrooms?

2. Is there a statistically significant difference at the alpha level of 0.05 in the SWOT factors identified by male and female EFL teachers?

3. Is there a statistically significant difference at the alpha level of 0.05 in the SWOT factors identified by EFL teachers with bachelor's degrees compared to those with postgraduate degrees?

Methods

Participants

To gain deeper insights into the specific experiences and perspectives of EFL teachers in Medina, Saudi Arabia, a purposive sample of eight participants was recruited. Through in-depth semi-structured interviews, these teachers had the opportunity to share their thoughts and experiences related to using AI in EFL classrooms for a SWOT examination. These interviews provided meaningful qualitative data that complemented the data gathered through the quantitative survey conducted on a larger sample of 260 participants.

Out of the 260 study participants, more were male (154, or 59.2% of the sample) than female (106, or 40.8%). Most participants held a bachelor's degree (166, or 63.8%), while the remaining 94 participants (36.2%) possessed postgraduate qualifications. As Table 2 illustrates, the sample size for each demographic variable totals 260 participants, accounting for 100% of the study sample. Additionally, all participants were public secondary school teachers.

Table 2
Descriptive Sample of Demographic Variables of Study

Gender				Education			
Males		Females		Bachelor's		Postgraduate	
n	%	*n*	%	*n*	%	*n*	%
154	59.2	106	40.8	166	63.8	94	36.2

Data collection

This study was designed as a synergistic combination of semi-structured interviews and a SWOT analytical framework, which together have provided a comprehensive understanding of the integration of AI into EFL instruction. The qualitative exploration was conducted carefully through a series of detailed, semi-structured interviews with selected participants who had direct experience with the implementation of AI in EFL classrooms. The interviews were intended to elicit in-depth insights into the participants' perceptions and experiences and the nuanced challenges and benefits they observed related to using AI in the EFL classroom. Upon completing the interviews, each session was transcribed verbatim, preserving participants' perspectives with the utmost fidelity. These abundant qualitative data were then analysed using thematic coding, through which patterns, ideas and frequencies were noted, leading to a preliminary understanding of the core aspects of the subject under investigation.

After the qualitative analysis, a SWOT anal-

ysis was performed to systematically classify the interview data according to strengths, weaknesses, opportunities and threats related to the use of AI in EFL settings. This framework allowed for a structured evaluation of the internal and external factors affecting the pedagogical integration of AI technologies. The strengths and opportunities identified through the interviews highlighted the potential enhancements AI can bring to EFL instruction.

Data Analysis

For this study, the data analysis process was precisely arranged to ensure an examination of both the qualitative interview data and the results of the SWOT analysis questionnaire. Initially, an exhaustive transcription of the collected interviews was undertaken. This preliminary step was critical, as it transformed the spoken word into text that could be methodically analysed. Subsequently, the data were subjected to a thorough content analysis. This involved an iterative coding sequence, during which responses were analysed and categorised into emergent themes and patterns. The coding

framework was developed inductively, allowing the data to guide theme identification, and was simultaneously informed by the theoretical underpinnings of the SWOT analysis, ensuring that the strengths, weaknesses, opportunities and threats associated with the integration of AI in EFL education were comprehensively captured.

Following the identification of preliminary themes through open coding, the analysis proceeded to a more focused coding phase, during which those themes were aligned with the corresponding elements of the SWOT framework. This deductive step ensured that the data were systematically examined through the conceptual framework of the research, thereby facilitating a structured synthesis of the information gathered. To bolster the credibility and reliability of the analysis, a triangulation method was employed to cross validate the qualitative findings with the SWOT analysis questionnaire results. This methodological triangulation contributed to the development of a deeper understanding of the subject under study, providing a robust platform for interpreting the multifaceted implications of AI in EFL pedagogy.

The final phase entailed the performance of a rigorous thematic analysis to investigate the data in greater depth in order to clarify the details of the identified themes and their interrelationships within the SWOT categories. This comprehensive approach guaranteed that the resulting narrative not only was grounded in the empirical data but also resonated with the theoretical constructs that shaped the study's analytical trajectory. The findings were then meticulously documented, providing a detailed account of the analysis in the research process. This systematic approach to data analysis highlighted the study's contribution to the existing body of knowledge and informed future pedagogical strategies and policy decisions within the domain of AI-enhanced language education.

Results and Discussion

Results of Qualitative Data

Strengths of Using AI in Classroom

The topic of the first research question, teachers' strengths related to using AI in the EFL classroom, was a focus throughout the interviews, with each thematic area identified as relating to positionality towards AI in the EFL classroom. Teachers expressed positive views of AI in general, noting its advantages for both learners and educators. The participants considered the automation of

test grading to be valuable to students in providing them with immediate feedback; AI was also considered to benefit students by motivating them. The potential for learning that extends beyond the classroom was noted as well.

The immediate feedback element was emphasised by several EFL teachers. As Teacher 3 described, 'AI gives instant responses to students' language exercises, which is vital for their immediate learning needs.' Teacher 7 observed, 'Continuous feedback from AI helps students correct themselves on the spot and reinforces learning.' A common strength identified was the increased efficiency in handling routine tasks. 'AI systems take care of grading quizzes and giving feedback, saving me a considerable amount of time', Teacher 1 explained. Teacher 2 added, 'With AI managing attendance and assessments, I can dedicate more time to lesson planning and student interaction.'

The other theme that emerged was the ability of AI to personalise learning experiences. Teacher 8 noted, 'AI adapts to the student's learning, providing customised lessons.' Teachers 8 and 4 highlighted that students have different learning experiences and AI material can be selected accordingly, which is hard to achieve in a traditional classroom.

AI's role in encouraging student engagement was particularly praised. Teacher 5 stated, 'Gamified AI learning tools make my students more eager to participate.' Teacher 6 shared, 'The interactive nature of AI activities captures students' attention better than traditional methods of teaching and learning.'

Barriers to Implementation of AI in EFL Learning Environments

Some issues related to implementing AI in EFL learning environments were also mentioned, several of which were related to the potential of AI to distract from learning. For instance, Teacher 1 raised concerns about AI invading classrooms and impacting students' perceptions of the importance of the educator and the class subject. Meanwhile, Teachers 3 and 4 identified specific barriers to AI linked to the cost implications of new technologies, to EFL teachers' need for training on the productive use of AI in the classroom, and to AI's potential to be distracting. Teacher 3 stated, 'The cost of these new AI technologies is not just a line item; it's a formidable barrier for many schools.' Indeed, Teacher 8 suggested that educators were willing to embrace new technologies but had

training needs that had to be fulfilled. Moreover, Teacher 5 recognised the need for additional computing resources: 'The integration of AI is not just about software—we need the hardware to support it. Additional computing resources are not a luxury, but a requirement for these technologies to be effectively utilized in EFL contexts.'

Another attitudinal barrier was identified. Issues regarding AI as a perceived threat to educators' autonomy and job security were raised by four respondents. This indicates that the potential exists for educators to refuse to engage with modern technologies for fear of seeing their positions become obsolete as they are replaced by AI systems over time.

Teacher 3 differentiated between teacher-, learner- and resource-focused AI, shedding light on the broader dimensions of opportunities. The necessity for training was emphasised by three respondents; they highlighted that such development requires support through access to suitable resources for delivering learning with AI technologies. The discussion largely revolved around computer hardware. For example, the respondents did not delve into detailed conversations about the implications of AI on course design. Rather, they focused on the personalisation of learning, which they perceived as beneficial, and reiterated the importance of providing educators with support to fully influence the advantages of AI. The emphasis on training and development indicated that, collectively, the teachers interviewed felt they were not completely prepared to integrate AI into their EFL classrooms.

Teachers' Opportunity to Use AI in Their Teaching

Four of the eight teachers focused on teachers' opportunities to use AI in an EFL classroom. Teachers communicated throughout the interviews that both they and their students utilised various digital and online resources, from dictionaries to virtual assistants, such as Siri, to support teaching and learning. Participants welcomed the use of AI for its potential to make the subject more accessible and relevant, to provide access to extensive content, to offer support for students and to automate grading and administrative aspects of the teacher's role.

Teacher 5 observed that AI was seen as providing an opportunity to bridge educational gaps in under-resourced settings and adaptive learning. Teacher 7 commented, 'AI can provide high-qual-

ity educational resources to areas where such materials are scarce.' Finally, Teacher 8 concluded, 'With AI, we have the chance to democratise language learning, making quality education accessible to all.'

Threats to Teachers Related to Their Use of AI in Teaching

Teachers' concerns about job security surfaced throughout the interviews. Teacher 3 shared, 'There's a fear that AI might eventually replace teachers, which is disconcerting.' Teacher 8 added, 'The threat to our profession is real if institutions decide to cut costs by using AI instead of human teachers.'

Furthermore, concerns about privacy and data security emerged. Teacher 3 highlighted, 'I'm concerned about the storage and use of student data by AI systems', while Teacher 4 noted, 'There's always a risk of data breaches, which could compromise our students' confidentiality'.

A significant matter raised was the potential reduction in human interaction. Teacher 1 expressed, 'While AI can offer personalised learning, it lacks the human touch that is essential for language's social aspect.' Teacher 2 worried that 'students might become too reliant on AI, leading to decreased face-to-face communication with teachers and peers'.

Quantitative Results

The Statistical Package for Social Sciences and Humanities (SPSS, Version 23: Statistical Package for Social Sciences) was used to perform the necessary statistical analyses:

- an exploratory factor analysis to verify the construct validity of the study tool (questionnaire)

- a reliability coefficient using Cronbach's alpha

- descriptive statistics: mean, standard deviations, degree of appreciation and ranks for each item of the study tool

- independent sample t-test

Validity and Reliability

1.Validity

Construct Validity (Factor Analysis; Exploratory Factor Analysis)

The results as presented in Table 3 show that

all eigenvalues were greater than 1. All Kaiser–Meyer–Olkin (KMO) values were greater than 0.50, and all values from Bartlett's test of sphericity were statistically positive at the level of statistical significance (α = 0.05). All values of the factor were loaded on one factor, and their values exceeded 0.40. The results of the exploratory factor analysis indicated that the questionnaire had a high degree of construct validity. The survey items were developed specifically for this study, ensuring that they were tailored to the context and objectives of the research.

Table 3
Loadings (Correlations) Matrix for Items on Dimensions of Study Tool

No.	Item	Loadings
1	AI tools have improved the efficiency of EFL instruction in my classroom.	0.69
2	The use of AI has led to more personalised learning experiences for my students.	0.72
3	AI integration has increased student engagement and motivation related to learning English.	0.72
4	AI technologies provide accurate and immediate feedback in response to students' assignments and queries.	0.69
5	Educators are provided with inadequate training and support on ways to implement AI in EFL classrooms.	0.60
6	AI tools are too complex and are not user-friendly enough for both teachers and students.	0.51
7	Technical issues with AI tools frequently disrupt the flow of EFL classes.	0.45
8	Integrating AI in EFL instruction has led to fewer face-to-face interactions between teachers and students.	0.52
9	AI integration in EFL classrooms offers opportunities for more innovative teaching methods.	0.74
10	AI technologies will become essential tools for adaptive learning in EFL in the future.	0.75
11	The use of AI can help bridge the gap for students who require additional language support.	0.68
12	AI has significant potential for use in developing EFL learners' cross-cultural communication skills.	0.72
13	Over-reliance on AI can diminish the role of human teachers in EFL education.	0.56
14	Using AI in the EFL classroom puts attention to the emotional and social needs of EFL learners at risk.	0.49
15	Privacy and data security concerns regarding student information are heightened with AI use.	0.55
16	AI use in the classroom can lead to a standardised approach in EFL teaching that may not be suitable for all learners.	0.63
	Kaiser–Meyer–Olkin	0.834
	Bartlett's test of sphericity – chi-square	2218.734
	df	120
	eigenvalue	6.331
	Sig.	0.00*

*Statistically significant at 0.05 = α

2.Reliability

As Table 4 illustrates, all reliability coefficient values were high; percentages were acceptable because they were greater than the permissible limit (0.70). Thus, the study tool was suitable for the application to achieve the purposes of the research.

Table 4
Reliability Test (Cronbach's Alpha) for Variables

No.	Dimensions	No.	Cronbach's Alpha (Alpha Value [α])
1	Strengths	4	0.875
2	Weaknesses	4	0.818
3	Opportunities	4	0.827
4	Threats	4	0.766
	Overall	16	0.893

Results

Table 5 presents mean values ranging from 3.62 to 3.70, with standard deviations between 1.00 and 1.15. The overall mean was 3.65 with a standard deviation of 0.90. These results indicate a medium degree of variability.

Strengths

An analysis of the strengths associated with the use of AI in EFL instruction is summarised in Table 5. The results reflect teachers' perceptions based on four key items, with means ranging from 3.62 to 3.70 and standard deviations from 1.00 to 1.15. The overall mean was 3.65 with a standard deviation of 0.90, indicating a medium importance level for the recognised strengths of AI.

Table 5
Mean, Standard Deviation, Rank and Importance Level of Strengths Items

No.	Items	M	SD	Rank	Importance Level
1	AI tools have improved the efficiency of EFL instruction in my classroom.	3.65	1.15	2	Medium
2	The use of AI has led to more personalised learning experiences for my students.	3.62	1.00	4	Medium
3	AI integration has increased student engagement and motivation related to learning English.	3.70	1.03	1	High
4	AI technologies provide accurate and immediate feedback to students' assignments and queries.	3.64	1.06	3	Medium
	Overall	3.65	0.90		Medium

The item ranked highest in terms of strength was increased student engagement and motivation (M=3.70, SD=1.03), which suggests that the teachers found AI to be a significant contributor to maintaining and stimulating student interest in learning English. The overall medium importance level indicates that, while AI is seen as beneficial, it is not without its limitations or challenges in the EFL classroom.

Weaknesses

Table 6 presents the data related to the weaknesses associated with AI integration in EFL instruction, with an overall mean of 3.34 and a standard deviation of 0.74, which indicates a medium importance level for the identified weaknesses.

Table 6
Mean, Standard Deviation, Rank and Importance Level of Weaknesses Items

	Items	M	SD	Rank	Importance Level
1	Training and support for educators on how to implement AI in EFL is inadequate.	3.81	1.05	1	High
2	AI tools are too complex and are not user-friendly enough for both teachers and students.	2.86	1.19	4	Medium
3	Technical issues with AI tools frequently disrupt the flow of EFL classes.	3.32	0.96	3	Medium
4	Integrating AI into EFL instruction has led to fewer face-to-face interactions between teachers and students.	3.38	1.03	2	Medium
	Overall	3.34	0.74		Medium

The most significant weakness identified was the lack of adequate training and support for educators on ways to implement AI (M = 3.81, SD = 1.05). This suggests a clear need for better professional development and resources to equip teachers with the skills necessary to effectively use AI in their instruction. The item rated lowest pertained to the complexity and user-friendliness of AI tools (M = 2.86, SD = 1.19), indicating that while there were concerns about the accessibility of AI, it was not perceived as the most critical issue.

The overall medium importance level of the weaknesses suggests that, while notable concerns did exist about the integration of AI into EFL instruction, they were considered manageable rather than insurmountable.

Opportunities

As Table 7 shows, EFL teachers perceived several opportunities related to the integration of AI in the classroom. The items ranged in mean scores from 3.68 to 3.83, with standard deviations from 0.95 to 1.08, and all items ranked as high in importance. The highest rated opportunity was the potential for using AI to develop learners' cross-cultural communication skills (M=3.83, SD=0.95), indicating that the teachers viewed AI as a powerful tool for enhancing students' ability to engage with diverse cultures. The overall mean for opportunities was 3.77 with a low standard deviation of 0.83, indicating a high level of agreement among teachers about the positive implications of AI.

The results imply that, while EFL teachers recognise the potential of AI to innovate and support teaching methods, they remain cautious about its implications.

Table 7
Mean, Standard Deviation, Rank and Importance Level of Opportunities Items

No.	Items	M	SD	Rank	Importance Level
1	AI integration in EFL classrooms offers opportunities for more innovative teaching methods.	3.68	1.02	4	High
2	AI technologies will become essential tools for adaptive learning in ESL in the future.	3.79	1.08	2	High
3	The use of AI can help bridge the gap for students who require additional language support.	3.77	1.07	3	High
4	AI has significant potential for use in developing EFL learners' cross-cultural communication skills.	3.83	0.95	1	High
	Overall	3.77	0.83		High

Threats

The perceived threats related to the use of AI in EFL classrooms (see Table 8) had a lower overall mean (3.57) with a standard deviation of 0.79, suggesting that teachers still perceive significant risks associated with AI use but with less accord than the opportunities. Privacy and data security concerns (M = 3.77, SD = 0.92) were rated at the highest importance level, reflecting high awareness of the potential misuse of student data. The threat of AI leading to a standardised teaching approach was also rated highly (M = 3.70, SD = 0.93), suggesting fears that AI may not accommodate individual learner differences.

Table 8
Mean, Standard Deviation, Rank and Importance Level of Threats Items

No.	Items	M	SD	Rank	Importance Level
1	Over-reliance on AI can diminish the role of human teachers in EFL education.	3.18	1.24	4	Medium
2	Using AI in the EFL classroom puts attention to the emotional and social needs of EFL learners at risk.	3.61	1.05	3	Medium
3	Privacy and data security concerns regarding student information are heightened with AI use.	3.77	0.92	1	High
4	AI can lead to a standardised approach in EFL teaching that may not be suitable for all learners.	3.70	0.93	2	High
	Overall	3.57	0.79		Medium

The results of an independent sample t-test were used to answer the second question – Is there a statistically significant difference at the alpha level of 0.05 in the SWOT factors identified by male and female EFL teachers? As shown in Table 9, no statistically significant difference existed at the degree of significance (α = 0.05) between males and females in optimising AI in EFL classrooms, with none of the t-test values showing a statistically significant result. This is evident from the convergence of the mean values for the responses of the male and female sample, indicating that both male and female teachers held similar views on the optimisation of AI, which suggests that any use of AI in EFL classrooms should be applicable to all teachers, regardless of the gender of the sample.

Table 9
t-Test Results

Dimensions	Group	N	M	SD	Value t	df	Sig.
Strengths	Male	154	3.62	0.93	0.815	258	0.416
	Female	106	3.71	0.86			
Weaknesses	Male	154	3.38	0.72	0.967	258	0.335
	Female	106	3.29	0.76			
Opportunities	Male	154	3.72	0.86	1.17	258	0.237
	Female	106	3.84	0.79			
Threats	Male	154	3.55	0.79	0.392	258	0.696
	Female	106	3.59	0.80			
Overall	Male	154	3.57	0.68	0.517	258	0.606
	Female	106	3.61	0.58			

The results of an independent sample t-test were also used to answer the third question: Is there a statistically significant difference at the alpha level of 0.05 in the SWOT factors identified by EFL teachers with bachelor's degrees compared to those with postgraduate degrees? Table 10 shows a statistically significant difference in the reported strengths at the level of significance ($\alpha = 0.05$) due to education level (bachelor's vs. postgraduate). This difference favors those with bachelor's degrees, as their mean response was higher than those with postgraduate education.

Similarly, a statistically significant difference existed at the level of significance ($\alpha = 0.05$) in the reported weaknesses due to education (bachelor's vs. postgraduate). Again, bachelor's degree holders had higher mean responses, indicating greater concern. However, no statistically significant difference existed in the perception of opportunities or threats related to AI based on education level. This

was evident from the convergence of mean values for the bachelor's and postgraduate degree groups. Interestingly, despite these specific differences, a statistically significant difference also existed in the overall category ($\alpha = 0.05$), with bachelor's degree holders expressing slightly more negative views of AI in general.

Teachers' perceptions of AI differed slightly based on their education level. Bachelor's degree holders reported significantly greater concerns about AI-related weaknesses in the classroom, and they also had a slightly more negative overall view of AI compared to teachers with postgraduate degrees. It's possible that this difference stems from factors such as varying levels of experience or differences in how technology is addressed within teacher education programs. Interestingly, there was no significant difference between the groups in how they perceived AI's opportunities or potential threats. Table 10 provides the detailed statistical results.

Table 10
t-Test Results

Dimensions	Group	N	M	SD	Value t	df	Sig.
Strengths	bachelor's	166	3.78	0.75	3.09	258	0.002*
	postgraduate	94	3.43	1.10			
Weaknesses	bachelor's	166	3.44	0.60	2.76	258	0.006*
	postgraduate	94	3.18	0.91			
Opportunities	bachelor's	166	3.83	0.70	1.67	258	0.097
	postgraduate	94	3.65	1.02			
Threats	bachelor's	166	3.60	0.67	1.01	258	0.312
	postgraduate	94	3.50	0.98			
Overall	bachelor's	166	3.66	0.49	2.75	258	0.006*
	postgraduate	94	3.44	0.83			

* Statistically significant at ($\alpha = 0.05$).

The qualitative and quantitative results revealed a complex landscape regarding the opportunities for using AI in EFL classrooms. The participants generally welcomed the use of digital tools and AI, viewing technology as an assistant rather than as a threat to the traditional teaching paradigm. This positive attitude

towards integrating AI into EFL classes aligns with several reports that highlight the potential of AI to revolutionise teaching (Kim et al., 2018; Kuflinski, 2019).

The overall medium importance level assigned to the strengths of AI suggests that EFL teachers rec-

ognise the benefits of AI but also maintain a critical stance towards its application in educational settings. The highest ranked strength was increased student engagement and motivation, which indicates that teachers valued AI's ability to make learning more interactive and to meet student needs, potentially leading to better learning outcomes. These results are compatible with previous research regarding the strength of integrating AI into EFL classrooms (Alm & Watanabe, 2023; Delgado et al., 2020; Tahiru, 2021; Yin et al., 2021).

The results also emphasise training and development by highlighting a critical gap between the opportunities presented by AI and the teacher's ability to take advantage of them. The findings imply that for AI to be more widely accepted and utilised effectively in EFL settings, a concerted effort must be made to provide training programmes for teachers. This training should cover not only the technical aspects of AI tools but also pedagogical strategies for integrating these technologies in a way that complements traditional teaching methods.

At the same time, the call for access to appropriate resources, particularly in computer hardware, suggests that while the teachers were forward-thinking, support was lacking. This disparity resonates with findings from Howard (2013), who indicated that without proper training, the potential of AI cannot be fully realised, and its integration might even be counterproductive. The results also indicate the disruption caused by technical issues and the decrease in face-to-face interactions between teachers and students. These seem to be consistent with the findings from other research by Alm and Watanabe (2023).

The integration of AI in EFL classrooms has been heralded for its potential to personalise learning and provide immediate feedback. However, the results indicate concerns exist regarding privacy and data security with AI use. This outcome is in line with the findings reported by Perrotta and Selwyn (2020), who revealed that the deployment of AI technologies is not without significant risks, particularly concerning ethical considerations.

The results highlighted a critical concern that the algorithmic nature of AI may not be sufficiently sensitive to the complex and subjective dimensions of language education. Moreover, teachers are pro-

foundly entrenched in their experiences and comprehension of their students' needs. The complex decisions teachers make drawing from interactions, observations and implied knowledge of their students' capabilities and needs cannot be easily quantified by AI systems. These results are consistent with those of other research endeavours, such as those from Tahiru (2021) and Woolf et al. (2013).

Conclusion and Recommendations

In conclusion, while AI presents several strengths that can enhance EFL instruction, its weaknesses must be addressed through comprehensive training, better-designed tools and strategies that preserve the essential role of the teacher. As AI continues to evolve, ongoing research and feedback from teachers will be critical in shaping its role in language education.

While some concerns were noted, not the least of which related to the potential for AI to supplement live teaching by humans, the teachers were broadly optimistic about the potential for AI to contribute to the EFL classroom. Advantages were identified for both students and teachers. The participants held positive views towards using AI in the EFL classes. However, resource-based and training-related implications were noted as barriers to integrating AI into classroom teaching and learning, and recommendations were made for relevant training and development and for classrooms to be appropriately equipped.

Along with making recommendations linked to the need for training and development, also recommended was an audit, not only to assess teachers' existing skills and abilities but also to fully consider the implications of AI for course design, delivery and assessment, as well as pertaining to teachers' interactions and work with their students. This involves identifying appropriate AI technologies, embedding them as relevant in curricula and designing new courses to maximise the usefulness of the technology. This information can be used to design the training and ongoing development of EFL teachers. Such training might usefully encompass AI in its definitional respects, its potential to support language learning, its limitations and the technical aspects of new related technologies. In addition, developmental work should focus on the central role of the educator. AI's limitations and potential as a set of educational tools

should be made clear and transparent to ensure that AI is not overused and to reinforce the vital role of language specialists and teachers. Teachers, policymakers and AI developers must work collaboratively to manage ethical considerations and the risk of undermining the human-centric nature of education.

Limitations of the Study

This study provided valuable insights into the integration of AI in EFL classrooms through SWOT analysis. However, it was not without its limitations. One significant constraint was the reliance on a limited sample of EFL teachers, which may not have accurately represented the entire teaching population. To enhance the generalizability of the findings, the study might have benefited from a larger and more diverse sample encompassing a wider range of geographic locations, teaching experiences, and levels of familiarity with AI.

Moreover, the research's cross-sectional design meant that it offered only a view of AI integration at a single point in time, limiting its ability to track changes. These limitations highlighted the need for further research to offer a more comprehensive understanding of AI's role in EFL education.

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