Arab World English Journal
INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

Arab World English Journal (AWEJ) Volume 17. Number 2, June 2026 Pp.514 -533
DOI: https://dx.doi.org/10.24093/awej/vol17no2.32

Artificial Intelligence Integration in English Language Teaching: Current Practices, Perceptions, and Future Prospects among Saudi University Lecturers

Eman Mahmoud Ibrahim Alian
Department of English, Faculty of Languages & Translation,
King Khalid University, Abha, Saudi Arabia
&
Department of EFL Curricula and Instruction, Faculty of Education
Zagazig University, Egypt
Email: aalayan@kku.edu.sa

Ali Albashir Mohammed Alhaj
Department of English Language, King Khalid University, Abha, Saudi Arabia
Fellowship Trainee in Artificial Intelligence for Education and Research, University Education Development Center (UEDC), King Abdulaziz University, Jeddah, Saudi Arabia
Corresponding Author: alalhaj@kku.edu.sa

Dina Ali Abdalla Ali
Department of English, Faculty of Languages & Translation,
King Khalid University, Abha, Saudi Arabia
Email: dali@kku.edu.sa

Majda Babiker Ahmed Abdelkarim
Department of Translation, Faculty of Languages & Translation,
King Khalid University, Abha, Saudi Arabia
mabdelkarim@kku.edu.sa

Received:03/30/2026 Accepted: 06/19/2026 Published: 06/25/2026

Abstract

This study responds to the growing need to understand how artificial intelligence (AI) is reshaping English language teaching (ELT) in Saudi higher education. Despite the rapid advancement and increasing adoption of AI-powered educational technologies, empirical research examining university lecturers' practices, perceptions, and readiness for AI integration in ELT remains limited. Addressing this gap, the study investigates the extent of AI use among Saudi university English lecturers, explores their perceptions of its pedagogical effectiveness, identifies challenges associated with its implementation, and examines its prospects in language education. Using a quantitative descriptive research design, data were collected through a structured questionnaire administered to English lecturers at King Khalid University. The findings reveal a moderate to high level of AI adoption, with lecturers primarily employing AI tools for lesson planning, feedback provision, instructional support, and the promotion of learner autonomy. Participants generally viewed AI as a valuable pedagogical resource that enhances teaching efficiency, facilitates personalized learning, and improves student outcomes. At the same time, concerns regarding academic integrity, the reliability of AI-generated content, and the risk of excessive

dependence on AI technologies were evident, reflecting a balanced and critically informed perspective. The study also highlights important gaps in institutional readiness, including limited access to professional development opportunities and the absence of clear policy frameworks governing AI use in ELT. These findings underscore that effective and sustainable AI integration depends not only on technological availability but also on strong institutional support, continuous teacher training, and well-defined ethical guidelines. By providing empirical evidence from the Saudi higher education context, this study contributes to the emerging literature on AI-enhanced language education and offers practical insights for policymakers, educational leaders, curriculum developers, and teacher educators seeking to promote the responsible, effective, and pedagogically sound implementation of AI in higher education**.**
***Keywords*:** artificial intelligence, educational technology, English language teaching, institutional support, lecturers' perceptions, professional development, Saudi higher education, technology integration

How to cite: Eman Mahmoud Ibrahim Alian, E.M.I., Alhaj, A.A.M., Ali, D. A. A., & Abdelkarim, M.B.A. (2026). Artificial Intelligence Integration in English Language Teaching: Current Practices, Perceptions, and Future Prospects among Saudi University Lecturers. *Arab World English Journal, 17*(2):514-533. https://dx.doi.org/10.24093/awej/vol17no2.32

Introduction

The rapid advancement of artificial intelligence (AI) has significantly reshaped higher education, with English Language Teaching (ELT) standing out as one of the most dynamically evolving and impacted fields. In contemporary university contexts, AI-driven tools increasingly shape instructional practices, learner engagement, assessment strategies, and feedback processes. These developments have attracted growing scholarly attention to the need for systematic, pedagogically sound, and ethically responsible embedding of AI into ELT environments (Dwivedi et al., 2023; Kasneci et al., 2023; Zhai, 2022). Importantly, AI tools should not be conceptualized as neutral or purely technical instruments; rather, they function as sociotechnical systems whose effectiveness depends on how English lecturers interpret, adopt, and implement them within specific institutional and cultural contexts.

Within this broader transformation, educational policymakers worldwide have identified AI as a strategic driver of innovation in higher education. In Saudi Arabia, this orientation corresponds closely to the national agenda of Saudi Vision 2030, which emphasizes digital transformation, knowledge-based development, and technological advancement in education. In this context, English lecturers at Saudi universities play a pivotal role as key agents of change, mediating between technological innovation and pedagogical practice. Their beliefs, digital competencies, and instructional decisions significantly influence the integration of AI technologies to enhance instructional effectiveness, promote ethical awareness, and support sustainable educational reform (Baker et al., 2019; UNESCO, 2023). Consequently, understanding lecturers' perspectives is essential for capturing both the current realities and future trajectories of AI integration in ELT.

Despite the increasing availability of AI-powered applications—including generative AI systems, automated writing evaluation tools, and intelligent language-learning platforms— the integration of AI into English language teaching in Saudi universities remains uneven and multifaceted. Lecturers often face challenges in selecting appropriate tools that align with

curricular objectives, integrating them meaningfully into established pedagogical practices, and addressing concerns related to academic integrity, the reliability of AI-generated outputs, and ethical accountability. These challenges highlight the critical role of lecturers' professional expertise, digital literacy, and attitudes toward AI in shaping adoption patterns and instructional outcomes (Kohnke et al., 2023; Zhai, 2022).

Although previous research in Saudi higher education has examined technology integration and professional development, empirical studies specifically focusing on artificial intelligence in university-level ELT remain limited. In particular, there is a lack of systematic evidence regarding lecturers' current practices in using AI tools, their perceptions of pedagogical effectiveness, and their expectations for future integration. Addressing this gap is crucial, as lecturers' perceptions not only reflect existing instructional realities but also influence future adoption trajectories, institutional policy development, and professional training priorities (Zhai, 2022).

To address this gap, the present study investigates the use of artificial intelligence tools in English language teaching at Saudi universities by examining lecturers' current practices and future prospects. By foregrounding lecturers' perspectives, the study seeks to develop an in-depth understanding of how AI tools are utilized, the pedagogical and ethical challenges associated with their implementation, and the institutional conditions required for effective and sustainable integration (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). The findings are expected to inform policy development, curriculum design, and targeted professional development initiatives, thereby advancing AI-enhanced ELT practices in Saudi higher education (Kasneci et al., 2023; UNESCO, 2023).

A key dimension of this transformation is the growing prominence of generative AI, which represents a defining feature of contemporary educational practice. Generative AI systems are capable of generating linguistically natural and human-like outputs through advanced machine-learning algorithms and large language models, offering substantial potential for supporting language instruction (Kasneci et al., 2023). Within ELT contexts, these tools facilitate content creation, interactive learning, and personalized instructional pathways, thereby enhancing both teaching efficiency and learner engagement (Baidoo-Anu & Ansah, 2023).

In practice, AI tools are increasingly used by English lecturers to support lesson planning, material development, and the design of both written and oral language tasks. Their integration enables instructors to allocate more time to higher-order pedagogical activities such as scaffolding, individualized feedback, and learner mentoring. Furthermore, AI-driven systems can provide immediate and adaptive feedback on language use, supporting iterative revision and self-regulated learning. These capabilities contribute to the development of learner-centered environments that accommodate diverse proficiency levels and instructional needs (Cope et al., 2021).

Recent studies indicate that generative AI applications, such as ChatGPT, can enhance lecturers' efficiency in lesson preparation, material adaptation, and assessment design (Kasneci et al., 2023; Zhai, 2022). Additionally, AI-powered conversational tools promote authentic language interaction, thereby increasing student engagement and participation (Dwivedi et al., 2023). However, the existing body of research is largely Western-centric, underscoring the need for context-specific investigations within Saudi higher education.

In Saudi Arabia and similar Arabic-speaking contexts, the integration of AI tools in ELT is increasingly recognized as a transformative force in language education shaped by distinct cultural, social, and institutional factors. As such, concerns related to overreliance on technology, standardization of learning processes, and the preservation of pedagogical values may be

interpreted differently within local educational traditions. Therefore, responsible AI integration requires careful consideration of ethical principles, cultural expectations, and professional norms that govern teaching practice. (UNESCO, 2023).

Against this backdrop, the present study provides a comprehensive examination of English lecturers' perspectives on the integration of artificial intelligence (AI) in English language teaching (ELT) within Saudi higher education. Given the increasing adoption of AI technologies and the variations in institutional readiness, digital infrastructure, and professional preparedness across universities, the study employs a mixed-methods approach to generate both quantitative and qualitative insights into lecturers' experiences with AI-enhanced teaching practices (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). Specifically, it explores the extent to which AI tools are currently used in ELT, examines lecturers' perceptions of their effectiveness, benefits, and associated challenges, and investigates future directions for AI integration, including the professional development opportunities and institutional support required for successful implementation. By foregrounding lecturers' experiences, expectations, and concerns, the study offers a nuanced understanding of AI adoption in the Saudi context and contributes to the development of contextually relevant, ethically responsible, and sustainable strategies for integrating AI into English language teaching. In doing so, it provides valuable insights for policymakers, educational leaders, curriculum developers, and teacher educators seeking to maximize the pedagogical potential of AI while ensuring its responsible and effective use in higher education (UNESCO, 2023).

Literature Review

Artificial Intelligence in English Language Teaching: Concepts and Scope

Artificial intelligence (AI) is increasingly recognized as a transformative force in English language teaching (ELT), significantly reshaping instructional practices, assessment strategies, and learner engagement in higher education. In this context, AI is defined as the application of intelligent computational technologies—such as machine learning, natural language processing (NLP), generative AI systems, and adaptive learning platforms—to enhance language teaching and learning processes. In contemporary ELT classrooms, these technologies are operationalized through tools that provide automated writing feedback, facilitate pronunciation and speech recognition training, deliver adaptive grammar instruction, and personalize learning pathways based on students' proficiency levels and performance analytics (Kasneci et al., 2023; Zhai, 2022).

Global Trends in AI Integration in ELT

A growing body of international research indicates a rapid expansion in the adoption of AI technologies across ELT contexts in higher education. Empirical studies across diverse regions—including East Asia, Europe, and North America—underscore both the opportunities and challenges of AI integration in ELT, demonstrating its capacity to enhance instructional efficiency, provide timely and personalized feedback, and foster learner autonomy (Kohnke et al., 2023). AI-powered tools such as automated writing assistants, intelligent tutoring systems, and conversational agents support students' drafting, revision, and self-regulated learning processes, thereby extending learning beyond traditional classroom boundaries.

Despite these benefits, however, the literature also highlights persistent pedagogical and ethical concerns with scholars cautioning against risks such as algorithmic bias, overreliance on automated feedback, and the potential erosion of meaningful teacher–student interaction (Kasneci et al., 2023). These concerns underscore that the educational value of AI is not inherent in the

technology itself but is shaped by how it is pedagogically enacted. Accordingly, successful AI integration depends on lecturers' technical proficiency, pedagogical expertise, and ethical awareness, which enable them to critically assess AI tools and align their use with instructional goals.

Lecturers' Perceptions and Professional Judgment in AI-Enhanced ELT

Lecturers' perceptions are pivotal in shaping the adoption, implementation, and long-term sustainability of AI tools in ELT. Drawing on teacher cognition theory, educators' instructional decisions are influenced by their beliefs, prior experiences, institutional contexts, and sociocultural environments (Borg, 2006). Within AI-enhanced ELT, recent research indicates that although lecturers recognize the transformative potential of AI to enhance instructional effectiveness and promote student engagement, they also express concerns regarding its implications for academic integrity, learner autonomy, and professional identity (Kasneci et al., 2023).

Of particular concern is the increasing dependence of students on AI-generated content, which may undermine critical thinking and independent learning. These concerns highlight the importance of examining lecturers' perceptions not merely as attitudes but as key determinants of pedagogical practice and technology adoption.

AI-Supported Assessment and Ethical Considerations in ELT

Assessment represents one of the most complex and ethically sensitive areas of AI integration in ELT. AI-powered assessment tools offer significant advantages, including rapid feedback, scoring consistency, and scalability—particularly in large university classrooms. However, these benefits are accompanied by critical ethical challenges related to transparency, fairness, accuracy, data privacy, and accountability (UNESCO, 2023).

Automated scoring systems, for example, may struggle to capture linguistic nuance, creativity, and contextual appropriateness, raising concerns about validity and fairness. Moreover, issues related to academic integrity and the misuse of generative AI tools further complicate assessment practices. As highlighted in the literature, ethical judgment and contextual interpretation remain inherently human capabilities that cannot be fully delegated to algorithmic systems. Accordingly, AI-supported assessment should be framed as a complementary resource that augments—rather than substitutes—lecturers' evaluative responsibilities. Adopting a human-centered approach ensures that its implementation remains aligned with ethical principles, institutional regulations, and pedagogical goals. (Kasneci et al., 2023; UNESCO, 2023).

AI in Saudi University ELT Contexts

Despite the global expansion of AI in education, empirical research focusing on AI integration in Saudi university ELT contexts remains limited. Existing studies have largely addressed broader themes such as e-learning adoption, digital readiness, and technology-enhanced instruction, with relatively limited attention to AI-specific pedagogical practices and ethical considerations. Furthermore, the perspectives of English lecturers regarding institutional support, governance frameworks, and professional development for AI integration remain underexplored.

This research gap is particularly significant within the framework of Saudi Arabia's Vision 2030, which prioritizes digital transformation, innovation, and the advancement of knowledge-based educational systems. In this national framework, English lecturers serve as key agents of change, mediating between AI technologies and pedagogical practice. Understanding lecturers' experiences, perceptions, and challenges is therefore essential to ensure that AI integration aligns with national priorities, enhances educational quality, and upholds ethical responsibility.

Research Gaps and Rationale for the Current Study

The reviewed literature reveals several critical gaps. First, empirical studies in this area remain limited, particularly in examining how AI tools are actually utilized in ELT classrooms from the perspectives of university English lecturers. Much of the existing research remains either conceptual or student-focused, with insufficient attention to lecturers' lived experiences and instructional practices. Second, the ethical dimensions of AI integration remain insufficiently explored. —including academic integrity, data privacy, and responsible assessment—have not been systematically explored. Third, future-oriented aspects such as institutional readiness, policy frameworks, and professional development needs remain under-investigated, particularly within Saudi higher education contexts.

Addressing these gaps, the present study adopts a comprehensive and context-sensitive approach to examine current practices, perceptions, ethical considerations, and prospects of AI integration in ELT from the perspectives of English lecturers in Saudi universities. By foregrounding lecturers' voices, the study offers deeper insights into how AI can be integrated effectively, responsibly, and sustainably in higher education, while fostering human capital development and aligning with national educational transformation objectives.

Previous Empirical Studies

Recent empirical research on artificial intelligence (AI) in English language teaching (ELT) underscores its expanding role in shaping instructional practices, assessment strategies, and learner engagement. A substantial body of literature has examined the use of AI-powered technologies in ELT, particularly in relation to writing support, automated feedback, and instructional material development. For example, Alsalem (2024) and Alzubi and Alelaiwi (2025) found that AI-driven applications, including automated grading systems and generative technologies, are widely perceived by English language teachers as valuable resources for enhancing lesson planning, assessment efficiency, and feedback delivery. Similarly, Abduljawad (2024) reported that tools such as InstaText can significantly improve students' writing performance, particularly in vocabulary use and mechanical accuracy. However, these technologies are generally viewed as complementary rather than substitutive, as teacher feedback remains essential for providing deeper, context-sensitive guidance. Collectively, these findings suggest that AI has become increasingly integrated into contemporary ELT practices, primarily as a supportive pedagogical resource.

Beyond practical implementation, a growing number of studies have examined English lecturers' perceptions and attitudes toward AI integration. Al-Biladi (2026) reported that while educators acknowledge the pedagogical potential of AI, they also face notable challenges, including technological constraints, insufficient professional training, and ethical concerns. Similarly, Alqaed (2024) reported generally positive engagement with AI applications, although participants expressed concerns about overreliance and the reliability of AI-generated outputs. These findings are consistent with broader research indicating that lecturers tend to adopt AI when it enhances instructional effectiveness, yet remain critically aware of its limitations. Importantly, variables such as teaching experience, technological competence, and access to training opportunities appear to play a pivotal role in shaping AI adoption. Alshaie et al. (2025) found that although EFL instructors demonstrate relatively high levels of AI competence, multiple barriers—such as institutional constraints, motivational factors, and language-related challenges—continue to hinder effective integration. These findings indicate that, despite increasing interest in AI, its adoption in Saudi universities remains uneven and context-dependent, requiring stronger institutional support, infrastructure development, and sustained professional training initiatives.

Furthermore, the literature increasingly highlights the prospects and emerging challenges of AI integration in ELT. Zainuddin (2024) underscored the importance of balancing AI integration with traditional pedagogical approaches to ensure holistic and meaningful learning outcomes. Across studies, recurring concerns include ethical considerations, the need for clear governance and regulatory frameworks, and the potential risks associated with overreliance on AI technologies. At the same time, AI is widely recognized for its capacity to enable personalized learning experiences, enhance student engagement, and support data-informed instructional decision-making. These perspectives suggest that the future of AI in ELT is contingent not only upon technological advancement but also upon responsible implementation, policy alignment, and continuous investment in teacher development, consistent with the principles of human capital theory.

Despite these valuable contributions, significant gaps remain in the existing literature. First, a considerable proportion of studies focuses primarily on students rather than English lecturers as central agents of AI integration, thereby limiting a comprehensive understanding of pedagogical decision-making processes. Second, empirical research within the Saudi university context remains relatively limited and fragmented. Third, prior studies tend to examine isolated dimensions of AI use—such as writing enhancement or automated assessment—without offering a holistic perspective that integrates both current practices and prospects. Accordingly, this study seeks to address these gaps by examining English lecturers' perspectives on AI tools in Saudi universities, with a dual emphasis on present applications and future implementation trajectories.

Method

Research Design

This study employed a quantitative descriptive research design to examine the current practices and future prospects of artificial intelligence (AI) tools in English language teaching (ELT) from the perspectives of English lecturers at Saudi universities. Quantitative data were collected using a structured questionnaire that examined lecturers' use of AI tools, perceived pedagogical benefits, associated challenges, and future expectations regarding AI integration in ELT. Such a design is well-suited for systematically capturing participants' perceptions, experiences, and attitudes within authentic educational settings without manipulating variables (Creswell, 2014). The study was conducted at King Khalid University during the 2025–2026 academic year, offering contextually grounded insights into the integration of AI within Saudi higher education. This localized approach aligns with recent scholarly and policy calls for context-sensitive research that accounts for institutional, cultural, and pedagogical dimensions influencing AI adoption in education (UNESCO, 2023). Overall, the design provides a coherent, evidence-based understanding of current AI tool utilization and their potential evolution in ELT within the Saudi context.

Instrument

Data were collected using a carefully designed structured questionnaire to capture Saudi university English lecturers' perspectives on the integration of AI tools in ELT. The instrument was conceptually grounded in the UNESCO (2023**)** framework for teachers' AI competencies and thoughtfully adapted to align with the pedagogical practices, institutional conditions, and cultural context of Saudi higher education. It consisted of 24 items organized into four interconnected dimensions: current AI integration practices, perceived pedagogical effectiveness, assessment-

related and ethical challenges, and future directions encompassing training needs and institutional support. This multidimensional structure enabled a holistic and context-sensitive understanding of both the current realities and future trajectories of AI use in ELT (Metwally & Bin-Hady, 2025).To enhance content validity, the questionnaire was reviewed by six experts in ELT, AI in education, and instructional technology, leading to refinements in item clarity and the adoption of a five-point needs-based Likert scale to improve response precision. The instrument's reliability was evaluated using Cronbach's alpha, a widely accepted measure of internal consistency in educational research. (Cronbach, 1951; Tavakol & Dennick, 2011). The results indicated a high level of reliability for the overall scale (α = .87), with subscale coefficients ranging from .806 to .858, demonstrating strong internal coherence across all dimensions. Notably, the perceived pedagogical effectiveness dimension yielded the highest reliability, reflecting consistent measurement of AI's instructional impact. These findings confirm that the instrument is both reliable and valid for assessing lecturers' perceptions. Overall, the questionnaire provides a robust empirical tool for investigating the integration of AI in Saudi university ELT within a theoretically grounded and contextually relevant framework.

Table 1. *Cronbach's alpha coefficient for assessing the reliability of the study instrument (n=92).*

Dimension/ Axis	Items	Cronbach's α
Current AI Integration Practices	6	.81
Perceived Pedagogical Effectiveness	6	.86
Assessment & Ethical Challenges	6	.81
Training & Institutional Support	6	.81
Overall Scale	24	.87

Population and Sampling

This study utilized a sample of 92 Saudi university English lecturers from King Khalid University, selected through a convenience sampling technique. Data were collected via an online questionnaire administered through Google Forms by the first researcher. Participation was entirely voluntary, and all respondents were informed of the study's objectives prior to their involvement. Informed consent was obtained electronically, and strict ethical measures were implemented to ensure participants' anonymity and confidentiality. No personally identifiable information—such as names, ages, or institutional identifiers—was collected. These procedures align with widely accepted ethical standards in educational research, particularly those emphasizing voluntary participation, anonymity, and data protection (Creswell & Creswell, 2018). Table 2 summarizes the demographic and professional characteristics of the participants, providing contextual information about the study sample.

Table 2. *Distribution of participants by gender, academic qualification, AI training, and teaching experience*

Variable	Category	Frequency	Percentage (%)
Gender	Female	72	78.26
	Male	20	21.74
AI Training	Yes	32	34.78
	No	60	65.22
Teaching Experience	< 2 years	4	4.35
	2–5 years	8	8.70

ISSN: 2229-9327

	> 5 years	80	86.96
Qualification	Bachelor's	4	4.35
	Master's	28	30.43
	PhD	60	65.22

Table 2 reveals several noteworthy patterns. The sample is predominantly female (78.26%), a distribution that may reflect common trends in English language teaching, although it should be interpreted cautiously within a single institutional context. Most participants hold doctoral degrees (65.22%) and report more than five years of teaching experience (86.96%), indicating a highly qualified and experienced cohort capable of providing informed and reliable insights. Despite their strong academic qualifications and professional experience, a substantial proportion of respondents (65.22%) reported having received no formal training in AI integration. This finding points to a clear gap between educators' expertise and their readiness to effectively engage with emerging technologies, echoing broader global concerns within the field of AI in education (UNESCO, 2023). The coexistence of high qualifications and limited AI training highlights the need for targeted and context-sensitive professional development initiatives. Overall, these characteristics enhance the credibility of the findings while highlighting the importance of institutional support, targeted training, and ongoing professional development to facilitate the effective integration of AI in English language teaching.

Data Analysis Procedures

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS), version 26. Prior to analysis, all questionnaire responses were carefully screened for completeness and accuracy, then coded and systematically entered into the software. Descriptive statistical techniques—including frequencies, percentages, means, and standard deviations—were used to summarize participants' demographic characteristics and identify patterns in lecturers' responses regarding the use of (AI) tools in ELT. This approach aligns with the study's aim of providing a clear and structured understanding of current practices, perceived benefits, associated challenges, and future expectations (Creswell & Creswell, 2018). To ensure instrument reliability, internal consistency was assessed using Cronbach's alpha coefficient in accordance with established methodological standards. The interpretation of the findings was guided by the study objectives and informed by established principles of educational research and statistical analysis (Creswell & Creswell, 2018). Overall, this analytical procedure offers a systematic, transparent, and robust foundation for examining lecturers' perspectives on AI integration within the Saudi ELT context.

Ethical Considerations

All ethical guidelines relevant to educational research were strictly followed throughout this study. Participation was completely voluntary, and participants were fully informed of the study's objectives and procedures before taking part. Informed consent was obtained electronically, and individuals were assured of their right to withdraw at any point without any consequences. To protect participants' privacy, anonymity and confidentiality were carefully maintained, and no personally identifiable information was gathered. All collected data were used solely for academic purposes and were securely handled in line with recognized ethical standards for research involving human participants.

Results and Findings

This section presents an integrated analysis and discussion of the quantitative data derived from the questionnaire. It is structured into three thematic subsections that correspond to the study's research questions. Collectively, these subsections explore the use of artificial intelligence tools in English Language Teaching (ELT), focusing on both current practices and future directions as perceived by English lecturers in Saudi universities.

Current AI Integration Practices

This dimension examines the extent to which Saudi university English lecturers integrate AI tools into ELT, with a focus on identifying the dominant patterns shaping their instructional practices. It explores the use of AI technologies in key pedagogical areas, including lesson planning, classroom instruction, assessment, and student feedback. Previous research suggests that AI tools are most commonly used to automate routine instructional tasks, support personalized learning, and enhance teaching efficiency, rather than to enable fully adaptive or data-driven pedagogical innovation (Ertmer & Ottenbreit-Leftwich, 2010; UNESCO, 2023). Furthermore, lecturers' practices are influenced by their technological competence, pedagogical beliefs, and institutional support, which collectively determine the depth and frequency of AI integration in ELT contexts (Borg, 2006). Understanding these practices offers valuable insight into current instructional trends and highlights areas requiring further professional development.

Table 3. *Five-point Likert scale coding and descriptive statistics (M, SD, Rank) for current AI integration practices in ELT*

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
1	I frequently incorporate AI tools (e.g., ChatGPT, Grammarly) into my English language teaching practices	0 (0.0%)	4 (4.3%)	16 (17.4%)	52 (56.0%)	20 (21.7%)	3.95	0.75	2
2	I integrate AI tools into my lesson planning and teaching materials.	0 (0.0%)	8 (8.7%)	8 (8.7%)	64 (69.6%)	12 (13.0%)	3.86	0.74	3
3	I utilize AI tools to enhance students' academic writing skills.	4 (4.3%)	16 (17.4%)	28 (30.4%)	40 (43.5%)	4 (4.3%)	3.26	0.94	5
4	AI tools are used in my classes to support vocabulary and grammar instruction.	4 (4.3%)	12 (13.0%)	36 (39.1%)	40 (43.5%)	0 (0.0%)	3.21	0.83	6
5	I encourage students to use AI tools beyond the classroom.	0 (0.0%)	4 (4.3%)	8 (8.7%)	60 (65.2%)	20 (21.7%)	4.04	0.69	1
6	I employ AI tools across both online and face-to-face teaching environments	0 (0.0%)	8 (8.7%)	36 (39.1%)	44 (47.8%)	4 (4.3%)	3.47	0.71	4
Overall Mean (Axis A)							3.63	0.46	-

Note. N = 92. SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree. Percentages are reported in parentheses.

ISSN: 2229-9327

As presented in Table 3, the overall mean score for this dimension (M = 3.63, SD = 0.46) indicates a moderate to high level of AI integration among lecturers. The highest-ranked practice is encouraging students to use AI tools beyond the classroom (M = 4.04, Rank = 1), suggesting a strong emphasis on promoting learner autonomy and continuous engagement with digital resources. This is followed by lecturers' regular use of AI tools in their teaching (M = 3.95, Rank = 2) and their integration of AI into lesson planning and instructional materials (M = 3.86, Rank = 3), reflecting the growing incorporation of AI into core teaching practices.

Moderate levels of use are observed in employing AI tools across both online and face-to-face contexts (M = 3.47, Rank = 4), indicating flexibility in instructional delivery. However, relatively lower mean scores are reported for the use of AI in supporting academic writing (M = 3.26, Rank = 5) and in enhancing vocabulary and grammar instruction (M = 3.21, Rank = 6), suggesting that more specialized or pedagogically intensive applications of AI remain less developed. Overall, these findings indicate that while AI tools are increasingly embedded in general instructional practices, their use in deeper, skill-specific language development requires further support and targeted professional training.

Perceived Pedagogical Effectiveness

This dimension explores how Saudi university English lecturers perceive the pedagogical effectiveness of AI tools in enhancing teaching quality, student engagement, and learning outcomes within ELT. It focuses on lecturers' judgments regarding the extent to which AI applications support effective instructional practices, create more interactive and personalized learning environments, and contribute to students' language development. Existing literature suggests that when AI tools are thoughtfully aligned with pedagogical objectives, they can enhance learner motivation, encourage active participation, and improve instructional efficiency (UNESCO, 2023). However, the success of AI integration extends beyond technological capabilities alone; it is deeply shaped by lecturers' pedagogical beliefs and attitudes, which play a central role in guiding decisions about technology adoption and classroom implementation (Borg, 2003). Within this framework, this dimension captures lecturers' overall evaluations of the instructional value, practical usefulness, and educational impact of AI tools in the Saudi higher education ELT context.

Table 4. *Five-point Likert scale coding and descriptive statistics (M, SD, Rank) for perceived pedagogical effectiveness of AI tools*

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
1	AI tools to enhance students' engagement in English language learning.	0 (0.0%)	8 (8.7%)	16 (17.4%)	60 (65.2%)	8 (8.7%)	3.73	0.73	5
2	AI tools support students in improving the accuracy and organization of their writing.	0 (0.0%)	8 (8.7%)	16 (17.4%)	44 (47.8%)	24 (26.1%)	3.91	0.88	4
3	AI tools effectively support learners with different levels of English proficiency.	0 (0.0%)	4 (4.3%)	12 (13.0%)	44 (47.8%)	32 (34.8%)	4.13	0.80	2

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
4	AI tools contribute positively to students' independent and autonomous learning.	4 (4.3%)	8 (8.7%)	4 (4.3%)	44 (47.8%)	32 (34.8%)	4.00	1.06	3
5	Using AI tools makes English language teaching more efficient.	0 (0.0%)	4 (4.3%)	0 (0.0%)	60 (65.2%)	28 (30.4%)	4.21	0.66	1
6	AI-supported instruction improves overall learning outcomes in English language courses.	0 (0.0%)	4 (4.3%)	8 (8.7%)	64 (69.6%)	16 (17.4%)	4.00	0.66	3
Overall Mean (Axis B)							4.00	0.60	-

The findings presented in Table 4 reveal a high level of perceived pedagogical effectiveness of AI tools among Saudi university English lecturers (M = 4.00, SD = 0.60). This result is consistent with previous studies indicating that AI technologies, when effectively integrated into teaching practices, can enhance instructional efficiency, student engagement and overall learning outcomes (Kasneci et al., 2023; UNESCO, 2023). Notably, the highest-rated item—related to improving instructional efficiency (M = 4.21)—suggests that lecturers strongly value AI tools for their ability to streamline teaching processes and reduce workload. This finding aligning with previous research on technology-enhanced learning environments (Zhai, 2022). Similarly, lecturers expressed strong agreement that AI tools support learners with varying levels of English proficiency (M = 4.13), highlighting their potential to facilitate differentiated and personalized instruction, which is a key principle in modern ELT pedagogy.

Moreover, lecturers recognized the contribution of AI tools to fostering autonomous learning and improving overall learning outcomes, reflecting the perspective of human capital theory, which emphasizes the development of learners' skills and competencies through educational technologies (Becker, 1993). However, the relatively lower mean score for student engagement (M = 3.73) suggests that, while AI tools enhance several aspects of teaching and learning, their effectiveness in promoting active interaction may still depend on how they are pedagogically implemented. This finding reinforces the view that teachers remain central to the effective use of technology, as their beliefs, strategies, and classroom practices ultimately determine how AI tools are utilized (Borg, 2003; Ertmer & Ottenbreit-Leftwich, 2010). Overall, the results indicate that AI tools are widely perceived as valuable pedagogical supports that enhance, rather than replace, teacher-led instruction in ELT

Assessment & Ethical Challenges

This dimension explores Saudi university English lecturers' perceptions of the integration of artificial intelligence (AI) tools in assessment practices within English language teaching (ELT), with a particular focus on the ethical challenges accompanying their use. It examines how lecturers utilize AI-supported applications in the design, administration, and evaluation of assessments, while critically addressing key ethical considerations such as academic integrity, the accuracy and reliability of AI-generated outputs, transparency in assessment procedures, and fairness in grading and feedback. By emphasizing these concerns, the dimension reflects lecturers' growing awareness of both the pedagogical benefits and potential risks associated with AI-assisted assessment. Moreover, it underscores the importance of responsible AI implementation, robust ethical

governance, and the establishment of clear institutional policies to ensure that AI-supported assessment practices remain valid, equitable, and pedagogically sound. This approach aligns with established research design principles and international frameworks that advocate for human oversight, transparency, and accountability in the use of AI in education. (Creswell, 2014; UNESCO, 2023).

Table 5. *Five-point Likert scale coding and descriptive statistics (M, SD, Rank) for assessment practices and ethical challenges*

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
1	AI tools are useful for giving students timely and constructive feedback.	0 (0.0%)	0 (0.0%)	20 (21.7%)	52 (56.5%)	20 (21.7%)	4.00	0.66	4
2	Feedback generated by AI helps students revise and improve their work.	0 (0.0%)	0 (0.0%)	20 (21.7%)	68 (73.9%)	4 (4.3%)	3.82	0.48	5
3	The use of AI tools raises concerns regarding academic integrity in English language teaching.	0 (0.0%)	4 (4.3%)	16 (17.4%)	48 (52.2%)	24 (26.1%)	4.00	0.78	4
4	Students may become too dependent on AI tools rather than developing their own language skills.	4 (4.3%)	12 (13.0%)	0 (0.0%)	20 (21.7%)	56 (60.9%)	4.21	1.22	3
5	When AI tools are used, it can be difficult to ensure that students' work is original.	0 (0.0%)	4 (4.3%)	4 (4.3%)	40 (43.5%)	44 (47.8%)	4.34	0.76	2
6	Clear ethical guidelines are needed to regulate the use of AI in English language assessment.	0 (0.0%)	0 (0.0%)	4 (4.3%)	16 (17.4%)	72 (78.3%)	4.73	0.53	1
Overall Mean (Axis C)		4.10						0.35	—

Note: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree. Percentages are based on total responses (N = 92).

The results in Table 5 reveal that Saudi university English lecturers hold overall positive yet cautious perceptions regarding the use of AI tools in assessment practices, as reflected by a high overall mean (M = 4.10, SD = 0.35). Lecturers generally acknowledge the pedagogical value of AI, particularly in providing timely and constructive feedback (M = 4.00) and supporting students' revision processes (M = 3.82). However, some reservations remain about the depth and reliability of AI-generated feedback. At the same time, ethical concerns are strongly emphasized, with high agreement that AI use raises issues related to academic integrity (M = 4.00), student overdependence (M = 4.21), and difficulties in ensuring the originality of students' work (M = 4.34). Most notably, the highest-ranked item highlights an overwhelming consensus on the necessity of clear ethical guidelines and institutional policies to regulate AI use in assessment (M

= 4.73), indicating that responsible implementation is a critical priority. Overall, these findings suggest that while lecturers recognize the practical benefits of AI in enhancing assessment efficiency, they strongly advocate for ethical governance, transparency, and human oversight to ensure that AI-supported assessment practices remain fair, valid, and pedagogically sound, in line with established research and international guidelines (Creswell, 2014; UNESCO, 2023; Zawacki-Richter et al., 2019).

Training & Institutional Support

Within the dimension of training and institutional support, lecturers' perspectives reveal growing expectations for universities to assume a proactive and strategic role in guiding the integration of artificial intelligence (AI) into English language teaching (ELT).This includes providing well-structured professional development programs and clearly articulated implementation frameworks to facilitate the effective, ethical, and responsible use of AI in educational contexts. Such institutional initiatives are widely perceived as critical for ensuring that AI applications enhance, rather than undermine, pedagogical quality and teachers' professional autonomy. Moreover, aligning institutional AI policies with national educational priorities and internationally recognized ethical guidelines is essential for promoting coherence, transparency, and accountability across higher education systems. These findings reinforce the view that sustainable AI integration extends beyond the mere availability of technological tools and instead depends on informed institutional leadership, continuous capacity-building, and a shared commitment to ethical educational practices. This perspective is strongly supported in the literature, which emphasizes the central role of teacher cognition, institutional readiness, and ethical governance in shaping successful technology adoption in education (Borg, 2003; UNESCO, 2023).

Table 6. *Five-point Likert scale coding and descriptive statistics (M, SD, Rank) for training needs, institutional support, and future directions*

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
1	I need formal training to use AI tools effectively in English language teaching.	8 (8.7%)	0 (0.0%)	8 (8.7%)	56 (60.9%)	20 (21.7%)	3.86	1.04	5
2	Regular professional development programs on AI in ELT should be provided.	0 (0.0%)	0 (0.0%)	12 (13.0%)	48 (52.2%)	32 (34.8%)	4.21	0.66	2
3	My university has clear policies guiding the educational use of AI tools.	0 (0.0%)	12 (13.0%)	36 (39.1%)	28 (30.4%)	16 (17.4%)	3.52	0.93	6
4	Strong institutional support is essential for successfully integrating AI into ELT.	0 (0.0%)	0 (0.0%)	4 (4.3%)	60 (65.2%)	28 (30.4%)	4.26	0.53	1
5	AI tools will play an increasingly important role in English language teaching at Saudi universities.	0 (0.0%)	4 (4.3%)	12 (13.0%)	52 (56.5%)	24 (26.1%)	4.04	0.75	4
6	The integration of AI into English Language Teaching (ELT) aligns	0 (0.0%)	0 (0.0%)	12 (13.0%)	56 (60.9%)	24 (26.1%)	4.13	0.61	3

SN	Statement	SD (1)	D (2)	N (3)	A (4)	SA (5)	M	SD	Rank
	with Saudi Arabia's strategic goals for digital transformation in higher education								
Overall Mean (Axis D)							4.00	0.44	-

Table 6 illustrates Saudi university English lecturers' perceptions of training needs, institutional support, and future directions for integrating AI into ELT., showing an overall high level of agreement (M = 4.00, SD = 0.44). The findings clearly highlight the pivotal role of institutional support, with lecturers strongly agreeing that it is essential for successful AI integration (M = 4.26, SD = 0.53). This underscores the expectation that universities should actively facilitate and guide the adoption of AI technologies. Likewise, the strong emphasis on the need for ongoing professional development programs (M = 4.21, SD = 0.66) reflects lecturers' recognition that continuous training is crucial for developing confidence and proficiency in using AI tools effectively, a factor closely associated with facilitating conditions in technology adoption (Creswell, 2014; UNESCO, 2023). Lecturers also expressed strong agreement that AI integration aligns with Saudi Arabia's digital transformation agenda (M = 4.13, SD = 0.61), indicating awareness of broader national priorities such as Vision 2030. In addition, the perception that AI will play an increasingly important role in ELT (M = 4.04, SD = 0.75) suggests a generally optimistic outlook toward its future use. However, slightly lower agreement regarding the need for formal training (M = 3.86, SD = 1.04) points to differences in lecturers' current skill levels and experiences, reflecting variations in teacher cognition and readiness (Borg, 2006). More notably, the relatively lower rating for the availability of clear institutional policies (M = 3.52, SD = 0.93) reveals a gap in governance and strategic direction, highlighting the need for structured ethical frameworks and institutional guidance (UNESCO, 2023). Overall, while lecturers demonstrate positive attitudes toward AI, the findings suggest that institutional readiness is still evolving with variations in responses further indicating differing levels of preparedness among lecturers. These results emphasize that effective AI integration is not merely a matter of access to technology, but also depends on well-structured training, clear policies, and sustained institutional support, consistent with prior research on responsible and pedagogically sound AI adoption in education (Borg, 2003; Creswell, 2014; UNESCO, 2023)

Discussion

The findings of this study offer comprehensive insights into the three research questions addressing current practices, lecturers' perceptions, and future prospects of AI integration in ELT. With respect to current practices, the findings indicate a moderate to high level of AI use among Saudi university English lecturers, with applications concentrated primarily on lesson planning, instructional support, and the promotion of learner autonomy rather than on more transformative pedagogical innovations.This pattern is consistent with recent empirical research suggesting that AI tools are predominantly utilized as supportive instructional aids, particularly in writing assistance, automated feedback, and assessment efficiency (Abduljawad, 2024; Alsalem, 2024; Alzubi & Alelaiwi, 2025). In terms of lecturers' perceptions, the findings reveal a generally positive evaluation of AI's pedagogical effectiveness, but also notable ethical concerns. This balanced perspective aligns with prior studies indicating that while educators recognize the benefits of AI, they remain cautious about issues such as reliability, overdependence, and academic integrity (Al-Biladi, 2026; Alqaed, 2024). Regarding prospects, lecturers emphasized the critical

importance of institutional support, professional training, and policy alignment, echoing earlier findings that underscore the pivotal role of institutional readiness in facilitating effective AI integration (Alshaie et al., 2025).

The findings also indicate that the integration of AI in ELT is currently situated within a developmental stage characterized by increasing adoption alongside institutional and pedagogical constraints. Although lecturers actively engage with AI tools and acknowledge their instructional value, their use remains largely limited to efficiency-oriented and supportive functions rather than transformative, data-driven pedagogical innovation. This interpretation is consistent with previous research indicating that AI is primarily employed to enhance instructional efficiency and feedback processes, rather than to fundamentally reshape teaching methodologies (Abduljawad, 2024; Alsalem, 2024). Moreover, the coexistence of positive perceptions and ethical concerns reflects lecturers' critical awareness of both the opportunities and risks associated with AI, particularly in relation to academic integrity and student dependency. Similar tensions have been reported in earlier studies, highlighting educators' cautious engagement with AI technologies (Al-Biladi, 2026; Alqaed, 2024). In addition, the identified gaps in training and policy clarity support findings from the Saudi context that point to a disconnect between awareness of AI technologies and their effective classroom implementation (Alshaie et al., 2025). Overall, these results suggest that while AI adoption is progressing, its full pedagogical potential remains dependent on enhanced institutional readiness and strategic support.

The strong emphasis on institutional support and professional development observed in this study is aligned with prior research demonstrating that organizational readiness is a key determinant of successful AI implementation (Alshaie et al., 2025; Alhaj & Albahiri ,2020). Furthermore, the findings align with human capital theory, which underscores the role of continuous professional development in enhancing individuals' capacity to adapt to technological change (Becker, 1993). The identified need for training and capacity-building highlights the importance of investing in lecturers' competencies to maximize the pedagogical benefits of AI (Zainuddin, 2024; Alhaj et al.,2026).Additionally, the ethical concerns raised in this study extend existing theoretical frameworks by emphasizing the need to integrate ethical governance into models of technology adoption, supporting recent calls for responsible and human-centered AI integration in education (Al-Biladi, 2026; UNESCO, 2023).

From a practical standpoint, the findings underscore the need for higher education institutions in Saudi Arabia to adopt a strategic and comprehensive approach to AI integration in ELT. Universities should prioritize the development of continuous professional training programs that enhance lecturers' technical, pedagogical, and ethical competencies, as recommended in recent studies (Alzubi & Alelaiwi, 2025; Zainuddin, 2024). In addition, there is a pressing need to establish clear institutional policies and ethical guidelines to regulate AI use, particularly in areas such as assessment practices and academic integrity, a concern consistently highlighted in both this study and previous research (Al-Biladi, 2026; UNESCO, 2023 Altamimi,2024). Strengthening institutional support systems—including digital infrastructure, technical assistance, and administrative guidance—is also essential to bridge the gap between AI awareness and effective implementation (Alshaie et al., 2025). Furthermore, aligning AI initiatives with national priorities such as Saudi Arabia's Vision 2030 can enhance the strategic relevance and sustainability of AI adoption in higher education. Overall, these findings demonstrate that successful AI integration depends not only on technological availability but also on structured training, policy alignment, and sustained institutional commitment.

Finally, this study is subject to certain limitations that should be acknowledged. The use of convenience sampling and the focus on a single institutional context—King Khalid University—limit the generalizability of the findings. As such, the results should be interpreted as context-specific rather than representative of all Saudi universities. Future research is therefore encouraged to adopt more rigorous sampling strategies, such as stratified or multi-institutional designs, to enhance external validity and provide a more comprehensive understanding of AI integration in ELT across diverse educational contexts (Creswell, 2014; Elmotri et al., 2025).

Conclusion

This study provides important implications for both theory and practice in integrating AI into ELT. This study offers a comprehensive exploration of the current practices, perceptions, and prospects of AI integration in ELT from the perspectives of Saudi university lectures. The findings indicate that AI tools are becoming increasingly embedded in everyday teaching practices, particularly in areas such as lesson planning, feedback provision, and the promotion of learner autonomy. However, their use remains largely supportive rather than transformative, suggesting that the full pedagogical potential of AI has yet to be realized. Lecturers generally view AI as a valuable resource that can enhance teaching efficiency, support personalized learning, and improve student outcomes. At the same time, they express thoughtful concerns regarding academic integrity, potential overreliance on AI, and the reliability of AI-generated outputs, reflecting a balanced and critically informed perspective. Importantly, the study highlights that the effective and sustainable integration of AI is not solely dependent on access to technology, but is strongly shaped by institutional factors such as professional training, policy clarity, and organizational support. Despite growing awareness and positive attitudes, gaps remain in terms of structured training opportunities and comprehensive institutional frameworks, indicating that AI adoption is still in a developmental phase within the Saudi higher education context. These findings underscore the need for a coordinated and strategic approach that integrates pedagogical alignment, ethical considerations, and continuous capacity building. Ultimately, aligning AI integration with national digital transformation goals reinforces its significance as a key driver of innovation in higher education and its potential to enhance both teaching quality and student learning experiences**.**

Study Implication

This study offers significant theoretical and practical implications for the integration of AI in ELT contexts. It highlights the need for universities to move beyond basic adoption toward more strategic and pedagogically meaningful implementation. Accordingly, institutions should prioritize continuous professional development to enhance lecturers' technical and instructional competencies. The findings also underscore the importance of establishing clear policies and ethical guidelines, particularly in relation to assessment practices and academic integrity. In addition, strengthening digital infrastructure and providing adequate technical support are essential for the successful integration of AI in educational settings. From a theoretical perspective, the study reinforces the significance of facilitating conditions, as proposed by the Unified Theory of Acceptance and Use of Technology (UTAUT), and highlights the role of human capital development in shaping technology adoption. Overall, the effective integration of AI requires a balanced approach that combines technological innovation, ethical responsibility, and sustained institutional commitment.

Funding: The authors declare that no funding was received for this study.
Acknowledgments: The authors would like to express their sincere appreciation to the journal's editorial board and anonymous reviewers for their insightful comments, constructive feedback, and careful guidance during the revision process, which greatly enhanced the quality of this manuscript.
Conflicts of Interest: The authors declare that there are no conflicts of interest related to the publication of this study.
Authenticity Statement: This manuscript represents original work that has not been published previously and is not under consideration for publication elsewhere.
Artificial Intelligence Statement: During the preparation of this manuscript, AI tools were used only to assist with language editing, grammar correction, and improving readability. All research design, data collection, analysis, interpretation, and conclusions were conducted independently by the authors. The authors carefully reviewed and revised all AI-assisted content and take full responsibility for the accuracy and originality of the manuscript.

Dr. Eman Mahmoud Ibrahim Alian is an Assistant Professor at the Faculty of Languages and Translation, King Khalid University, and a faculty member in the Department of Curricula and EFL Instruction, Faculty of Education, Zagazig University. Her research interests include Applied Linguistics, technology-enhanced language learning, literature teaching, and translation studies. She is actively engaged in research exploring the intersection of language education, digital technologies, and translation. ORCID: https://orcid.org/0009-0008-7542-2685

Dr. Ali Albashir Mohammed Alhaj is a university Professor of Translation Studies at King Khalid University, Saudi Arabia, and previously served at Jazan University for 13 years. He holds four PhDs in Translation Studies, Linguistics, and English Literature and was awarded the AI in Education and Research Fellowship in 2025. He has published more than 280 research articles indexed in Scopus and Web of Science and authored over 60 books, 15 of which have been translated into 10 international languages. His research interests include artificial intelligence in education, TESOL, translation studies, applied linguistics, and Qur'anic translation. He is the recipient of the King Khalid University Excellence Award for Scientific Research and Academic Excellence (2020 and 2025). ORCID: https://orcid.org/0000-0003-4845-176X

Dr. Dina Ali Abdalla Ali is an Assistant Professor at the Faculty of Languages and Translation, King Khalid University, Saudi Arabia. She holds a PhD in Applied Linguistics/TEFL, with research interests in second language acquisition, psycholinguistics, EFL teaching methodologies, and language assessment. Her work particularly focuses on code-switching and multilingual classroom interaction. She is committed to advancing language learning and teaching practices in diverse educational contexts. https://orcid.org/0009-0008-7525-302

Dr. Majda Babiker Ahmed Abdelkarim is an Assistant Professor of Translation Studies in the Department of Translation, College of Languages and Translation, King Khalid University, Saudi Arabia. She holds a PhD in Translation Studies from Omdurman Islamic University and an MA in Applied Linguistics from Nile Valley University, Sudan. She has extensive teaching experience spanning higher education and secondary education in Saudi Arabia, Sudan, and Yemen. Her professional interests include translation studies, applied linguistics, academic research, and

freelance translation. She serves on several academic and quality assurance committees and received the Best Teacher Award from Jazan University. https://orcid.org/0009-0002-8130-7284

References

Abduljawad, S. (2024). Examining the impact of artificial intelligence (AI) tools on Saudi Arabian ESL students' writing skills. *Erudita: Journal of English Language Teaching*, *4*(2), 102–115. https://doi.org/10.28918/erudita.v4i2.8784

Al-Biladi, W. S. (2026). AI integration in English language teaching: Exploring EFL teachers' perceptions and challenges in Saudi universities. *UB Journal for Humanities, 5*(1), Article 16. https://doi.org/10.65073/1658-9343.1146

Alhaj, A. A. M., Abdelkarim, M. B. A., & Alian, E. M. I. (2026). Artificial intelligence integration in Saudi TESOL: Students' perceptions, ethical readiness, and institutional implementation needs. *International Journal of Learning, Teaching and Educational Research, 25*(3), 19–46. https://doi.org/10.26803/ijlter.25.3.2

Alhaj, A. A. M., & Albahiri, H. M. (2020). Using pedagogic video to enhance English for specific purposes teaching program (ESP) for Saudi university students: A new prospective approach. *Arab World English Journal (AWEJ) Special Issue on CALL*, *6*, 302–317. https://doi.org/10.24093/awej/call6.20

Alqaed, M. A. (2024). AI in English language learning: Saudi learners' perspectives and usage. *Advanced Education*, *25*, 125–142. https://doi.org/10.20535/2410-8286.318972

Alshaie, F. S., Bin-Hady, W. R. A., Rashed, R. Q. G., & Madani, O. (2025). AI competence and quality of English education. *Cogent Education*, *12*(1). https://doi.org/10.1080/2331186X.2025.2585559

Alsalem, M. S. (2024). EFL teachers' perceptions of AI grading tools in writing assessment. *Cogent Education, 11*(1). https://doi.org/10.1080/2331186X.2024.2430865

Altamimi, R. N. (2024). Instructors' views on the content validity of English for medical purposes achievement tests at universities in Saudi Arabia. *Arab World English Journal, 15*(4), 418–432. https://dx.doi.org/10.24093/awej/vol15no4.26

Alzubi, A. A. F., & Alelaiwi, A. S. (2025). Exploring EFL university teachers' perceptions of AI-generative tools in Saudi Arabia: A mixed-methods study. *Discover Computing, 28*, Article 282. https://doi.org/10.1007/s10791-025-09793-x

Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative AI: Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Education and Information Technologies, 28*(11), 1–22. https://doi.org/10.1007/s10639-023-11853-9

Baker, T., Smith, L., & Anissa, N. (2019). *Educ-AI-tion rebooted: Exploring the future of artificial intelligence in schools and colleges*. Nesta.

Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis* (3rd ed.). University of Chicago Press. https://doi.org/10.7208/chicago/9780226041223.001.0001

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81–109. https://doi.org/10.1017/S0261444803001903

Cope, B., Kalantzis, M., & Searsmith, D. (2021). Artificial intelligence in education and knowledge assessment. *Educational Philosophy and Theory, 53*(12), 1229–1245. https://doi.org/10.1080/00131857.2020.1728732

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297–334. https://doi.org/10.1007/BF02310555

Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., ... Wright, R. (2023). Opinion paper: So what if ChatGPT wrote it? Multidisciplinary perspectives on opportunities, challenges, and implications of generative conversational AI for research, practice, and policy. *International Journal of Information Management, 71*, 102642. https://doi.org/10.1016/j.ijinfomgt.2023.102642

Elmotri, B., Harizi, R., Boujlida, A., Elyasa, Y. M., Garrouri, S., Amri, F., Malik, F. H., & Al-Humari, M. A. (2025). The impact of AI-generated feedback explicitness. *Arab World English Journal, 16*(1), 384–402. https://dx.doi.org/10.24093/awej/vol16no1.26

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education, 42*(3), 255–284. https://doi.org/10.1080/15391523.2010.10782551

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G. L., Günnemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences, 103*, 102274. https://doi.org/10.1016/j.lindif.2023.102274

Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELC Journal, 54*(2), 537–550. https://doi.org/10.1177/00336882231162868

Metwally, A. A., & Bin-Hady, W. R. A. (2025). Probing the necessity and advantages of AI integration training for EFL educators in Saudi Arabia. *Cogent Education, 12*(1). https://doi.org/10.1080/2331186X.2025.2472462

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2*, 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

UNESCO. (2023). *Guidance for generative AI in education and research*. UNESCO.

Zainuddin, N. M., Mohamad, M., Zakaria, N., Ainil Sulaiman, N., Jamaludin, N. A., & Omar, H. (2024). Trends and benefits of online distance learning in the English as a second language context: A systematic literature review. *Arab World English Journal Special Issue on CALL, 10*, 284–301. https://doi.org/10.24093/awej/call10.18

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Artificial intelligence in higher education: A systematic review of research. *International Journal of Educational Technology in Higher Education, 16*(1), 39. https://doi.org/10.1186/s41239-019-0171-0

Zhai, X. (2022). ChatGPT and science learning. *Journal of Science Education and Technology, 31*(6), 865–873. https://doi.org/10.1007/s10956-022-09998-5