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⊘ Research Article

A Survey on Artificial Intelligence Role in Transforming English Language Teaching

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Abstract

Artificial Intelligence (AI) has emerged as a powerful educational tool, offering innovative solutions to enhance learning outcomes across various disciplines. No reasonable explanation can convince today's generation to ignore artificial intelligence in their educational and social practices. In the realm of English language education, AI technologies are revolutionizing traditional teaching methods, providing personalized learning experiences while preparing learners for the demands of the globalized world. This study explored the role of artificial intelligence in transforming English language teaching in the context of Eswatini. The main objective was to establish teachers' views on the role of AI in language teaching. The study adopted a concurrent mixed-methods design, consisting of twelve (12) consenting participants. An open-ended questionnaire was used to collect data, which was later coded to allow inductive categories to emerge. Content analysis was used as a data analysis method. Furthermore, the qualitatively analyzed data were transformed into numerical values and were subjected to SPSS for descriptive statistics, mainly frequencies. The findings revealed that participants view AI as a helpful educational tool that could be used for English language teaching. The findings also revealed polarized views regarding whether or not AI is helpful. Some participants think AI is not helpful, and they will not use it for teaching. Others lament the fact that they are unfamiliar with AI and cannot use it in teaching. Based on the main findings, the study concludes by noting the value of using AI in English language teaching. There is a need for the adoption of AI to support English language teaching, especially in developing countries. These findings have implications for teaching and the development of an AI policy framework focusing on improving language teaching.

Keywords: Artificial Intelligence, English Language, Teacher Education, ESL, Language Technology

1. INTRODUCTION

The integration of Artificial Intelligence (AI) into education represents a paradigm shift in pedagogy, offering new avenues that enhance learning experiences and educational outcomes. Artificial Intelligence is increasingly important in our lives, revolutionizing the way we work, communicate, teach, and learn. In education, AI provides learners with a more personalized and engaging learning experience and helps teachers meet the needs of each student more effectively. In the domain of language education, particularly English language learning, AI technologies hold immense promise. This promise is encased in the transformative nature of AI in revolutionizing English language teaching from personalized learning journeys to innovative classroom practices and beyond. There is increasing recognition that these emerging technologies present immediate as well as far-reaching opportunities in the education system (UNESCO, 2023). Evidence of such opportunities are recognized in the following learning areas:

Personalized Learning: AI adapts to the learning pace and style of individual learners (Li & Wong, 2023). It provides personalized recommendations for content, learning paths, and activities based on learners' strengths and weaknesses. In this avenue, AI leans towards learner-centered approaches by extensively providing learners with individual learning spaces. While traditional teaching methods emphasized teacher-centered approaches, AI has formed part of the liberal teaching approaches that have put learners at the core of learning; hence, individual learning practices are prominent in AI.

Enhanced Accessibility: As a way of revolutionizing teaching and learning in English, AI-powered tools make English language material more accessible to learners with disabilities by providing adaptive technologies like speech-to-text and text-to-speech capabilities (Sain, 2024). This language conversion tool is essential not only in the provision of equal opportunities for learners but also in ensuring a non-compromised language content delivery to all learners. AI-powered language translation tools enable learners to practice real-world conversations. They can translate text, audio, or video content, making it accessible to a global audience (Sain, 2024).

Facilitation of Virtual Teaching: In most developing countries, accessing school facilities is at times impossible; AI enables virtual tutoring and teaching assistants; this provides learners with alternative ways of learning, including immediate feedback (Swiecki et al, 2022). AI can reach remote places, providing learners with the necessary learning experiences. Through AI, learners practice speaking, writing, and listening skills at any time, while receiving instant feedback.

Automated Assessment: Assessment is one of the major requirements in language teaching. It measures content mastery, including the milestones covered during teaching (Swiecki et al, 2022). Teaching without assessment invalidates the teaching process. AI assesses language skills more efficiently than traditional methods. Automated grading of assignments, quizzes, and language exercises saves time for educators while providing instant feedback to learners. It also ensures consistency in the grading pattern of the assignments, and the grading is not subject to the teacher's disposition, such as mood or depression.

Natural Language Processing (NLP): Pronunciation is an essential aspect of communication. A conversation between people with pronunciation difficulties is linguistically paralyzed. The interlocutors would not understand each other despite that they speak the same language. Artificial intelligence tools help learners to improve pronunciation, grammar, and vocabulary, all of which are crucial communication components. Chatbots and language Apps use NLP to engage learners in interactive conversations and ameliorate communication difficulties emanating from pronunciation problems (Ma, Skalna, & Muzam, 2022).

Adaptive Content: AI can personalize language exercises and quizzes based on the learners' strengths and weaknesses. It adapts difficulty levels, pacing, and content to improve learning outcomes (Lu, 2024). In addition, AI can curate learning materials from a variety of sources, according to the learner's interests and proficiency level. This ensures relevance and maintains learner engagement by providing multimodal advantages to learners while allowing for a deeper understanding of the target language.

Collaborative Learning: AI enhances learning by connecting learners with their groupmates for activities, discussions, and feedback, thereby promoting active usage and retention of vocabulary (Yugandahar & Rao, 2024). By leveraging AI's capabilities in personalization, adaptability, and interactivity, educators and learners significantly enhance vocabulary acquisition and retention outcomes (Yugandahar & Rao, 2024).

1.1. Artificial intelligence landscape in Eswatini

Viewed from the perspective of developing countries, Eswatini, just like most of the sub-Saharan countries, has embraced AI as a new phenomenon that is expanding mainly theoretically, with very little application in the education sector. Countries sharing the same economic status, like Eswatini, tremendously suffer from a lack of resources that support the use of technology for teaching and learning. This includes infrastructural equipment, enabling the delivery of high-speed internet and its sustainability. Most areas in Eswatini still do not have internet connectivity, while others connect with glitches and internet breakups. Most urban areas have a good internet connection, allowing both teachers and learners to use the internet for various educational and social purposes. As noted earlier, AI is a new phenomenon in Eswatini,

and not many studies have been conducted on using and implementing AI in teaching. Most people are still struggling to grasp the concept, including how it could transform livelihoods and education.

1.2. English language teaching (ELT) in Eswatini

The teaching of English in Eswatini is supported by both the Ministry of Education and Training documents and the curriculum developed by the National Curriculum Centre (NCC). In teaching, emphasis is placed on the mastery of the four language skills: reading, writing, listening, and speaking. The prescribed method for language teaching is the Communicative Language Teaching (CLT) approach, which, among other methods, emphasizes speaking and listening as critical components for developing learners' language proficiency. In the previous General Certificate of Education Ordinary (GCE O-level) curriculum, emphasis was placed on reading and writing; hence, there was a need to change both the curriculum and teaching methods. However, this does not mean other language teaching methods are not used - they are integrated within the Communicative Language Teaching methods.

The status of English in Eswatini is that of a second language (Mthethwa, 2014). According to Mthethwa (2014), there are two official languages in Eswatini, and English is one of them. The other is Siswati. According to the Ministry of Education and Training Policy (2011), teaching using English exclusively starts in grade 4. From the 1st grade to the 3rd grade, Siswati is used to bolster the understanding of English. Translanguaging is more prominent in the lower grades. After lower grades, teachers are expected to use English exclusively. Tertiary institutions such as universities look for a 60+ percentage for admission, even though some universities recently reviewed their policies regarding the grade of 60+ as an entry requirement for tertiary admission. Arguments debated are that only students coming to major in English should meet the requirement; those majoring in other areas, such as Science, Commerce, do not need to have 60+ grade or higher to qualify to enroll for such programs. This debate is quite controversial, as some argue that even though students may not specialize in English, they still need it across other courses because the courses are taught in English, too. The point of departure is how much English a student needs to do well in the other courses, apart from English, at a university. Hence, some people think a higher grade in English is still important even for programs other than English.

1.3. AI Policy in Eswatini

The absence of a policy on the use of AI in Eswatini has thwarted its official use in the education system and, by extension, in language teaching. In the teachers' workshop programs, there is still no agenda addressing the emergence of AI in the education sector and how it could improve teaching. Therefore, in the absence of a guiding policy in schools and institutions of higher learning, learners have used AI as a personal tool, advantaging them in prompting AI for assignments and classwork tasks. This has further brought challenges in the grading of various tasks, such as assignments. In Eswatini, there are still no guidelines for using AI.

2. REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

The technology industry has never been stagnant since its inception. There have been multiple theories explaining either the adoption or the use of technology. One of the theories is discussed by Venkatesh, Thong and Xu (2012). This is the extended Unified Theory of Acceptance and Use of Technology (UTAUT2). The theory predicts technology users in terms of whether or not they would accept and use technology in their innovations. Basically, this theory is all about behavioral intentions, which interrelate human and technology and the decisions they make regarding technology use. The theory assumes that the human condition determines what they can do about a given technology. If they note value in the technology and see its usefulness, users tend to appreciate and engage with it. AI is one of the most recent technologies, and from the human behavioral intention perspective, it is used by many to navigate daily tasks both at academic and non-academic. Our focus in this study is on the behavioral

intention to accept and use technological innovations in relation to AI and language teaching. This theory is also useful because of the exploratory nature of this study.

2.2. AI in English Language Teaching

AI has been used in language teaching for some time now. Shin (2018); Yugandahar and Rao (2024) observe that teaching and learning English is now easier because of the development of AI tools. This is because AI provides opportunities for improving English language skills and enhances English language pedagogy. Teaching becomes easier with the use of AI as learners use it for various academic purposes. AI also offers opportunities to personalize learning experiences and optimize classroom management (Yugandahar & Rao, 2024). Marr (2018) adds that AI ensures that world classrooms are open for speakers of various languages, including those with visual or auditory impairments. From this assertion, AI is embracing all types of learners. This view is further supported by Anis (2023), who states that AI enables teachers to develop teaching materials and activities according to learners' specific needs. There is little doubt that the integration of AI tools enhances learning, including advocating for meaningful pedagogical practices, fostering student learning outcomes (Mukhallafi, 2020).

The use of AI-powered tools has dominated English language teaching. For instance, a study by Dong (2023) examined the impact of AI-powered tools (Grammarly, Turnitin, and QuillBot) on the teaching process and assessment in a Foreign Language (EFL) classroom setting. A pre-test/post-test experimental design was used to measure the effectiveness of the tools on learners' writing skills. The findings of this study revealed that the use of the tools enhanced the teaching process by providing timely and individualized feedback, promoting student engagement, and increasing efficiency in grading. The tools also improved learners' writing skills, since their scores in writing improved. Thus, AI-powered pedagogy transforms teaching and offers practical applications for both learners and teachers.

There is evidence that the use of AI is entirely dominating the world these days. This domination is not only observed in research but also other spheres. The advent of robots that can do almost everything a human can do is an indication that AI is developing and changing the landscape. Robots are now used to teach pronunciation of not only English but also other languages. Learners no longer rely on the teacher for the correct pronunciation of words. In ESL/EFL contexts, most teachers are not native speakers of English, and this brings another dimension to their pronunciation that may also be incorrect. AI robots may not only correct pronunciation for learners but also for teachers who are not native English speakers. The propensity that AI gives immediate feedback in real time to learners cannot be overemphasized. It was one of the motivating factors for learners.

Some studies explored AI tools for improving the quality of instruction. Yugandahar and Rao (2024) examined the use of AI tools in improving instructional quality in English lessons to advance classroom management. The findings of the study revealed that AI tools ameliorate classroom management by streamlining administrative activities and personalizing learning experiences. In these studies, AI was found to enhance English courses and classroom management. Using ChatGPT in teaching of English language enhances language production and fluency through interactive dialogue practices. It promotes autonomous learning through the provision of language support outside the classroom and fosters a pleasant, unbiased learning environment. This view is further corroborated by Koraishi (2023), who asserts that AI tools assist in streamlining processes of curriculum and material development, offering a more learner-centered environment that caters to learners' individual needs. ChatGPT is a valuable tool for EFL teachers and offers assistance in numerous aspects of learners' learning practices.

It is not a secret that language teachers are now looking for better teaching methods, strategies, or tools. Some teachers view AI as a better way to develop teaching materials to use in the teaching of language, and quite a lot of teaching materials are now obtained through using AI, and these materials may be modified to suit the learner's academic level and condition. The teachers' role is crucial in this regard because, at times, materials retrieved from AI need modification to suit the learners' disposition. Learners by themselves may not determine materials that are appropriate for their use and needs. As a result, they may be overwhelmed by the myriad materials they retrieve and fail to sieve what they need from what they do not. The teachers' experience counts in the selection of teaching materials from AI and in developing an appropriate curriculum.

Overall, it is noted that AI is an important tool for promoting language skills across the globe. Efforts to use AI in improving English language teaching are evident in this non-exhaustive literature review. The AI promise of knowledge acquisition, viability, and usefulness is underscored by the empirical findings demonstrated in these studies.

3. METHODOLOGY

3.1. Design and Procedure

The study adopted a mixed-methods design. Choosing designs may be influenced by the type of study, nature of the research questions, and data collection procedure. The mixed methods were appropriate because of the triangulation effect it has in corroborating the findings. Also, the instrument had binary data options (yes or no), which needed descriptive statistics for analysis. As noted by Johnson and Christensen (2012), "mixed research sees positive value in both the quantitative and qualitative views of human behavior" (p.35). In Social Sciences, humans are very dynamic and have their views influenced by many factors, ranging from personal to cultural beliefs. The use of only quantitative or qualitative research could be limiting at times, yet a full complement of the methods could enlighten the study even better. The mixing of the methods intensifies the understanding of emerging concepts, such as the AI phenomena in this study. Overall, the study leaned 80% to qualitative research and only 20% to quantitative research.

3.2. Research Questions

The study was based on the following questions on artificial intelligence;

1. Do you think artificial intelligence is a good educational tool?
2. Do you think artificial intelligence helps teach language skills?
3. Do you think artificial intelligence will replace English language teachers?
4. Will you use artificial intelligence in teaching the English language?
5. In which language skills do you think artificial intelligence would be effective?

All the research questions focused on the participants' views of AI as an educational tool, its usefulness in teaching the English language, and evaluating the language skills most likely to benefit from the use of AI. As noted earlier in the study, in Eswatini, AI is not officially used. So the research questions were befitting in this context, and the study was necessary because it would establish AI's role in terms of its usefulness in English language teaching. Furthermore, there was no literature found in Eswatini on both AI conceptualization and its use in English language teaching.

3.3. Participants

The study consisted of a group of twelve (12) in-service teachers. They were enrolled in a Postgraduate Certificate in Education (PGCE) at a university. The participants already possessed B.A. degrees and were advancing for the purpose of securing a teaching qualification. Among their majors was English, which they also taught in schools. Based on this background, the participants were conveniently chosen. The participants' demography consisted of five (5) males and seven (7) females, all middle-aged consenting adults. Their ages were between 25 and 30 years. All the participants had, on average, taught for at least three (3) years in various schools around the country. Some knew about artificial intelligence even though they were not very familiar with using it.

3.4. Sampling

Because the study focused on postgraduate students doing a certificate in education, convenient sampling was appropriate. The sample consisted of all the students taking English curriculum courses in both semesters 1 and 2. All the students were in-service teachers and had been exposed to the use of AI within a language class.

3.5. Instruments

An open-ended questionnaire was developed by the researchers in line with the objective of the study. There were six (6) main items, apart from demographic information. The questionnaire had categorical "yes or no" questions. The questions were binary. After the participants selected either yes or no, they had to justify their choices. Therefore, every response was accompanied by a reason.

3.6. Validation of Instruments

Before the questionnaire was administered, it was validated by three experts, and certain items were modified to suit the study. For instance, the following item: "Do you think AI would replace teachers? was modified to: Do you think AI would replace English language teachers? The change in the item ensured the specificity of the investigated variable rather than being general. Such changes on the questionnaire validated the instrument, without subjecting it to a reliability coefficient.

3.7. Ethics and Data Collection

Participants completed a questionnaire. In the process, all ethics were followed during the study. The participants were advised that the exercise was voluntary. Also, a consent form was signed by each of the participants, and the right to withdraw from the study was explained. The questionnaire was distributed, and the participants were asked to submit it the following. On average, the questionnaire required twenty (20) minutes to fill. Since the participants were also interested in the findings of the study, the return rate was one hundred (100) percent.

3.8. Data Analysis

A sequential mixed-method data analysis was used in the study. This method suited the study in that the quantitative data analysis emanated from quantifying the qualitative codes. Data was analyzed using the following data analysis methods:

1. Content analysis: The first stage involved segmenting the data to identify meaningful analytical units. Inductive as opposed to a priori code segmentation was used in the data coding, and descriptive words and categorical names were used to label the codes.

2. Descriptive statistics: The next stage was quantifying the categorical "yes" or "no" data, which was later analyzed using the Statistical Package for Social Sciences (SPSS) and in particular, the descriptive statistics, with a focus on frequencies.

Table 1. Responses to Open-Ended Questions

AI Prompts	Participants Responses
Is AI a good educational tool?	• Yes, it is a good tool; it provides information mostly to learners. • Yes, because it has made teaching and learning easier in that information is retrieved and dispatched faster. • Yes, it helps ease the workload in research; it gives precise and good results. • No, it is not. Learners easily misuse it. It deceives teachers that learners know content, yet they retrieve it from AI. • Yes, it broadens learners' thinking beyond what they learn in a classroom. However, there is a need to control it to discourage laziness. • Yes, it easily gives out accurate information quickly with its sources. • Yes, it provides interactive activities and feedback. • Yes, it helps learners with the skills necessary to understand content. • Yes, it makes research easier. • Yes, it explains concepts and improves understanding, sometimes better than the teacher.

AI Prompts	Participants Responses
	• Yes, it makes the learning process easier and faster because of access to vast information.
	• Yes, it supports both teachers and learners by providing additional support.
Is AI a helpful tool in the teaching of language skills?	• Yes, it could be done in the comfort of our homes.
	• Yes, because you get the right construction of language.
	• Yes, AI helps teach language skills.
	• Yes, it can be used to create lessons/learning resources and assessments.
	• Yes, it provides the learner with whatever skills he/she want to learn.
	• Yes, it can be used as an educational source or reference.
	• Yes, it presents information in both written and oral form. It can cover all the language skills.
	• Yes, it could be helpful, especially in listening skills.
	• Yes, as said above, it makes learning easier; thus, language could be taught effectively.
	• Yes, it could be helpful; it provides information where needed in the language skills.
	• Yes, it helps learners to customize learning.
	• Yes, because AI is able to translate different languages.
Will AI replace English language teachers?	• Yes, it will because it works like a human mind.
	• No, the teacher is needed as a human resource to monitor the learning process.
	• No, AI will not replace teachers; they are needed to guide how to use AI.
	• No, AI cannot replace teachers of English, it can only enhance learning.
	• No, a teacher comes with live interaction and develops the AI.
	• No, a language teacher can understand the learner's social background while AI will not. Also, AI cannot understand the learner's experiences.
	• No, it will not. The teacher understands the learning atmosphere, including learners' emotions.
	• Yes, AI will replace English language teachers because learners rely on AI.
	• No, AI will help teachers to be more effective in their teaching.
	• No, AI cannot replace teachers because it has limitations. Learners on their own may not know how to use it.
	• Yes, because AI can perform all duties of a teacher.
	• No, AI does not have empathy, care and passion; cannot advise, comfort or even motivate.
Will you use AI for teaching English?	• Yes, it serves as a resource to fill gaps in content.
	• Yes, it makes teaching easier by proving examples.
	• Yes, it improves language skills.
	• Yes, it would make the class more interesting.
	• Yes, to get new ideas, subject matter, and trends.
	• Yes, for additional information to the prescribed text.
	• Yes, it can offer personalised learning experiences.
	• Yes, it is another way of reaching out to learners.
	• No, I do not have much knowledge about it.
	• Yes, it is a new learning tool we need to embrace.
	• Yes, because it can easily assist in learning of the language skills.
	• Yes, nowadays it provides vast amount of information.
Can AI support English language learning?	• Yes, learners can draw many examples from AI.
	• Yes, AI has a pool of information.
	• Yes, it can improve many language skills.
	• Yes, it delivers more interesting knowledge.
	• Yes, it is capable of developing all skills.

AI Prompts	Participants Responses
	• No, because language skills need interaction with the teacher.
	• Yes, learners can practise the language skills through AI.
	• Yes, it is another perspective towards learners' acquisition of knowledge.
	• Yes, it makes research easier and straight to the point
	• Yes.
	• Yes, in AI you can be able to learn a language by yourself.
	• Yes.
Which language skills would AI benefit the most? (Rank)	• Reading, listening, writing, speaking (no justification for ranking)
	• Writing (only one item ranked).
	• Reading, writing, listening, speaking
	• Writing, reading, speaking, listening
	• Reading, writing, listening, speaking
	• Listening, speaking, writing, reading
	• Reading, writing, speaking, listening
	• Listening, writing, speaking, reading
	• Writing (only one item ranked)
	• Writing, reading, listening, speaking
	• Writing, speaking, reading, listening
	• Writing, speaking, reading, listening

4. RESULTS AND DISCUSSION

The study set out to establish teachers' views on the role of artificial intelligence in transforming English language teaching.
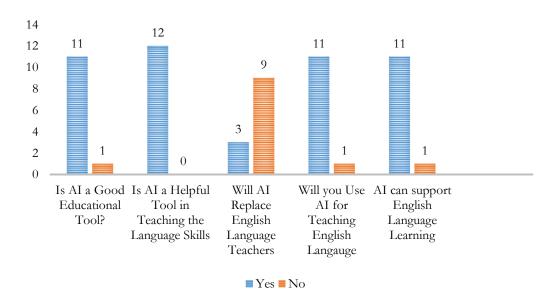

Figure 1. Summary of the Participants' Responses as Outlined by the Research Questions

4.1. Research Question 1

This research question established whether participants considered artificial intelligence (AI) a good educational tool. The findings revealed that the majority of teachers considered AI a good educational tool. The reasons advanced were that AI provides vast information to learners, it makes teaching and learning easier, it helps ease workload in research, and it broadens learners' thinking skills beyond what they learn in a classroom. Also, it improves understanding, sometimes better than the teacher, and it provides

interactive activities and feedback. These findings corroborate studies conducted by scholars such as Shin (2018); Yugandahar and Rao (2024). The scholars also noted that the information is provided in an easy and accessible manner when using AI. That is, learners do not have to struggle to access information. They also noted the interactive nature of AI as an advantage to learners and a tool that develops language skills. Furthermore, they also realized that AI is a research tool that could assist both teachers and learners. However, one participant did not hold the view that AI is a good educational tool. The participant posits that AI is not a good tool because learners misuse it. This participant further noted that when learners use AI to retrieve information, it deceives teachers into believing that learners have engaged and mastered the content, yet they may not have understood it.

4.2. Research Question 2

The second research question sought to establish if artificial intelligence is helpful in teaching language skills. All twelve (12) participants agreed that AI is a helpful tool in teaching language skills. The reasons given were that AI can be used in the comfort of our homes, learners get the correct language structure, it presents information in both written and oral forms, it can be used to create lessons and learning resources, including assessments tasks. It is helpful in listening and writing skills; makes learning easier, and helps learners customize learning. Fitria (2021) also noted that apart from AI improving writing and speaking skills, it offers a comfortable learning atmosphere where learners improve language skills. AI not only improves language skills; it promotes creativity, increases motivation and attention, enhances learners' experience, and assists teachers in designing teaching processes according to the needs of individual learners (Crompton et al, 2022). Autonomy and adaptability are some of the benefits of using AI (Cano, 2021).

4.3. Research Question 3

This research question determined if the participants think AI will replace teachers in the teaching of English. Nine (9) participants did not believe that AI would replace them. They advanced the following reasons: a teacher is needed as a human resource to monitor the learning process, a teacher comes with live interaction and develops the AI, a teacher can understand the learner's social background while AI cannot, and a teacher understands the learning environment, including learners' emotions. Also, AI does not have empathy, care, or passion; it cannot advise, comfort, or even motivate. Three (3) teachers agreed that AI will replace teachers, citing the following reasons: that AI works like a human mind, AI performs the teacher's duties, and learners now rely on it. What is noted in this finding is that in every technology inception study, some teachers have shown skepticism that technology would replace them. Such fears have been allayed by scholars Fotos & Browne (2013), who assert that the fear of technology replacing teachers in the classroom is a fallacy; what is likely to happen is that teachers using technology will replace those who do not. This means teachers will replace each other, because technology needs a human being behind it.

4.4. Research Question 4

The fourth research question interrogated whether participants would use AI for teaching English language. Eleven (11) participants agreed that they would use AI in their teaching experiences. Some of the reasons they forwarded were that AI fills content gaps in teaching, it is easier to provide examples for anything using AI, it improves language skills, and it offers personalized learning experiences. These reasons are also alluded to by some scholars, such as Shin (2018); Yugandahar and Rao (2024). They report the improvement of language skills through the use of AI. There was, however, one teacher who declared she/he would not use AI in teaching English; he/she is unfamiliar with AI. The teacher admitted that she/he does not know about it. This highlights the need for staff development workshops on the use of AI, noting that AI cannot be left to chance; teachers need proper training on how to use it before they apply it in class. It is noted, though, that the teacher who does not intend to use AI for language teaching, in research question 2, agreed that AI is a helpful tool in teaching English language skills. However, he/she does not intend to use it.

4.5. Research Question 5

The last question required the participants to rank language skills in which they think using AI could be more effective. The language skills were reading, writing, listening, and speaking. Table 3 shows the summary of the ranking per language skill.
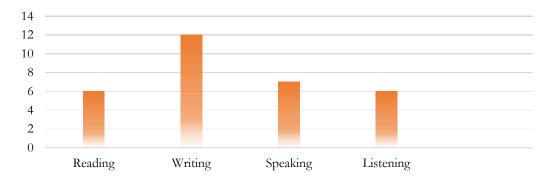

Figure 2. Ranked Language Skills

Figure 2 shows that participants considered artificial intelligence to be more effective in writing skills. Speaking was ranked the second skill that could benefit from the use of AI. There was a tie between reading and listening, where the participants believed these skills could benefit equally from the use of AI. Several studies acknowledge writing as the most beneficial skill in AI. This benefit is realized by the presence of language editing tools. AI writing tools enhance efficiency by automatically suggesting, correcting, and optimizing content. The AI writing tool is also noted by Punar Özçelik and Yangın Ekşi (2024) to assist writers by generating accurate and coherent text based on specific keywords or prompts. It saves time and effort, allowing writers to create engaging content. Writers can focus on higher-level tasks while streamlining the writing process.

Overall, most teachers agreed that AI is a good educational tool. It is useful in the acquisition of language skills. As noted at the beginning of the study, most scholars highlight the importance of AI in terms of personalized learning experiences, enhanced accessibility to materials, virtual teaching and learning affordances, automated assessment, and adaptive content. These benefits are not only challenging the existing language teaching approaches, such as pair-work, group discussion, where teachers have to be face-to-face with learners in a classroom environment. These benefits advance a trajectory in which teachers have to view emerging technology tools positively and weigh their relevance and usefulness in advancing teaching. The benefits of using AI are much more than the drawbacks, such as a lack of gadgets, network, and internet glitches that thwart the efficacy of AI in advancing knowledge acquisition.

5. CONCLUSION

It can be concluded that AI is an important tool for education. Literature in this study has shown that the benefits of using AI are not limited only to language acquisition; it is useful across disciplines. It can also be concluded that teachers need empowerment in technology or emergent technology tools. This will boost their confidence in using AI to support teaching. Despite the use of AI in advancing educational goals, the teacher's presence remains essential in class to deal with management, creativity, and emotional nuances in language education. For instance, AI cannot exhibit emotions such as sympathy, empathy, and other types of feelings, which are also essential in influencing a learner's academic posture.

Research Ethics. The study was conducted with the consent of participating adults, who agreed to participate. They completed a consent form, and their rights to withdraw from the study were explained.

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