

A Systematic Review of EFL Teachers' Perspectives on Artificial Intelligence Technologies¹

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Abstract

Integrating Artificial Intelligence (AI) into education, especially in teaching English as a Foreign Language (EFL), has increased interest and curiosity among EFL teachers. This systematic review examines the perspectives of both pre-service and in-service EFL teachers regarding the use of AI in their teaching practices. The review focuses on studies published between 2021 and 2024. The Scopus database was reviewed, and 29 articles were analyzed. The study adopted a systematic review, and content analysis was utilized for data analysis. The findings revealed that the most commonly used research method in the reviewed literature was qualitative. EFL teachers generally regard AI tools as helpful in aiding language teaching, increasing student engagement, promoting personalized learning, and improving overall teaching efficiency. Moreover, AI is viewed as reducing the teacher workload by contributing to lesson planning, materials development, and providing feedback to students. However, the findings also show that EFL teachers are concerned about using AI tools in language classrooms. These include the potential for AI tools to promote cheating and plagiarism and the lack of adequate training for both students and teachers in utilizing AI effectively. Furthermore, the possibility of students' over-reliance on AI, potentially hindering their critical thinking and creativity, and ethical and privacy issues related to the handling of data by AI tools are also frequently cited concerns.

Keywords: Artificial intelligence, English as a foreign language, teachers' perspectives, systematic review.

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İngilizce Öğretmenlerinin Yapay Zekaya Bakış Açıklarına Yönelik Sistematik Derleme

Öz

Yapay Zekanın (YZ) eğitime, özellikle de Yabancı Dil Olarak İngilizce (YDİ) öğretimine entegre edilmesi, YDİ öğretmenleri arasındaki ilgi ve merakı artırmıştır. Bu sistematik derleme hem hizmet öncesi hem de hizmet içi İngilizce öğretmenlerinin öğretim uygulamalarında YZ kullanımına ilişkin bakış açılarını incelemektedir. Derleme, 2020 ile 2024 yılları arasında yayınlanmış çalışmalara odaklanmaktadır. Scopus veri tabanı incelenmiş ve toplam 29 makale analiz edilmiştir. Çalışmada sistematik bir inceleme benimsenmiş ve veri analizi olarak içerik analizi kullanılmıştır. Bulgular, incelenen literatürde yaygın olarak kullanılan araştırma yönteminin nitel olduğunu ortaya koymaktadır. YDİ öğretmenleri genellikle YZ araçlarını dil öğretimine yardımcı olmak, öğrenci katılımını artırmak, kişiselleştirilmiş öğrenmeyi teşvik etmek ve genel öğretim verimliliğini artırmak için yararlı olarak görmektedir. Ayrıca, YZ, ders planlamasına, materyal geliştirmeye ve öğrencilere geri bildirim sağlamaya katkıda bulunarak öğretmenlerin iş yükünü azaltmanın bir yolu olarak görülmektedir. Bununla birlikte, bulgular, YDİ öğretmenlerinin dil sınıflarında YZ araçlarını kullanma konusunda endişeli olduklarını da göstermektedir. Bunlar, YZ araçlarının hile ve intihali teşvik etme potansiyelini ve hem öğrenciler hem de öğretmenler için YZ'yi etkili bir şekilde kullanma konusunda yeterli eğitim eksikliğini içermektedir. Ayrıca, öğrencilerin yapay zekaya aşırı güvenme olasılığı, potansiyel olarak eleştirel düşünme ve yaratıcılıklarını engelleme ve verilerin yapay zekâ araçları tarafından işlenmesiyle ilgili etik ve gizlilik sorunları da sıklıkla dile getirilen endişelerdir.

Anahtar kelimeler: Yapay zekâ, yabancı dil olarak İngilizce, öğretmenlerin bakış açıları, sistematik derleme.

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Introduction

The recent surge in artificial intelligence (AI) in everyday life has sparked research interest in AI's educational applications and tools for teaching English as a Foreign Language (EFL). Technological advancements can transform traditional teaching methods by offering personalized learning experiences, immediate feedback, and opportunities for language practice. ChatGPT and other AI tools promise to enhance students' learning outcomes and teaching efficacy. Technological advances offer innovative tools that improve personalized learning, real-time feedback, and language practice, revolutionizing traditional teaching methods. As ChatGPT and AI tools demonstrate potential for improving student outcomes and teaching efficacy, researchers and educators increasingly explore their integration into EFL classrooms (Jeon, 2024; Tulasi & Rao, 2023; Young & Shishido, 2023)

Understanding its impact on teaching experiences through EFL teachers' perspectives becomes crucial as AI evolves because they are at the center of implementing these technologies. Their insights influence the current discussions on the role of AI in education, guiding both practical applications and theoretical understanding of its potential and limitations in various educational settings. Many studies (e.g., Kartal & Yeşilyurt, 2024; Oranga, 2023; Zadorozhnyy & Lai, 2023) have highlighted the beneficial aspects of AI in enhancing learning experience, offering personalized tutoring, and providing opportunities for practice in conversational skills and written communication. However, there are obstacles to overcome before AI can be effectively incorporated into EFL instruction. Some studies (e.g., Mohamed, 2023; Moybeka et al., 2023) have raised concerns about excessive reliance on AI, students' possible loss of intrinsic motivation, privacy concerns, and biases in AI technologies. Besides these negative effects, recent studies (e.g., Koraishi, 2023; Nguyen, 2023) have suggested how AI tools can be effectively integrated into EFL classes.

Though the possible impacts of AI tools on language learning have been examined from learners' perspectives, such as engagement (Xu & Li, 2024) and achievement (Wei, 2023), there is a significant research gap in teachers' perspectives on AI integration into their EFL classes. In the literature, few studies (e.g., Chiu et al., 2023) have conducted a systematic review of teachers' perceptions across diverse educational settings; however, no research has been found in an EFL setting. Therefore, this systematic review aims to fill this gap by providing EFL teachers' views, experiences, and attitudes toward AI integration based on the findings of existing research and provides a general picture of teachers' perspectives across multiple contexts.

Artificial Intelligence in Language Teaching

Artificial intelligence has become an integral part of language learning by replacing traditional pedagogical approaches. In this way, EFL teachers can resort to innovative sources and tools through AI technologies to enhance language learning in the classroom environment. As recent research has suggested, AI is transforming language teaching by introducing futuristic methods and techniques. For example, the studies (e.g., An et al., 2023; Rad & Roohani, 2024) found that EFL teachers could enhance learners' pronunciation accuracy, comprehensibility, and general attitudes towards language learning using AI tools.

Moreover, they can provide personalized feedback through these tools and increase learner engagement both inside and outside the classroom (Mohamed, 2023). AI's ability to provide personalized learning experiences in EFL instruction was also stressed by Amin (2023). Specifically, its ability to provide real-time feedback, recognize errors, and make suggestions highlights the transformative capacity of EFL classes instead of having to stick to traditional teaching techniques (Dong, 2023). The way these AI tools customize feedback according to each student also supports learners' language skills, such as pronunciation (Zekaj, 2023), and writing (Sögüt, 2024), thereby providing more targeted feedback. Moreover, Sögüt (ibid.) suggests the use of AI tools in EFL writing classes for initial teacher education programs because they may provide self-evaluation tools, reflective writing prompts, and immediate personalized feedback.

Besides increasing learner engagement and interaction with personalized and immediate feedback, AI technologies also have various benefits for both learners and teachers in language learning and teaching. For example, AI-driven tools provide gamified learning experiences that increase motivation and opportunities for self-regulated practice outside the classroom (Adipat, 2023). Since technology in education advances quickly, teachers must take a critical but pragmatic stance by considering learners' needs and expectations. Therefore, teachers are expected not to avoid but to integrate AI into their EFL classes and enhance their teaching strategies and language learning outcomes (An et al., 2023). Consequently, teachers need to recognize the potential of AI tools in supporting various stages of the language teaching and learning processes.

EFL Teachers' Perspectives on Artificial Intelligence

Several studies have investigated teachers' views, experiences, and attitudes toward AI integration in educational settings. First, regarding the benefits of AI technologies in language learning and teaching contexts, positive attitudes toward AI use in EFL classes were highlighted by Firdaus and Nawaz (2024), along with some obstacles during the procedure of implementation in the classroom. Similarly, Yudhiantara and Sugilar (2023) found that pre-service teachers studying English had favorable perceptions toward AI tools, such as *Quillbot*, because they facilitated language learning and teaching. A further suggestion was made by Adipat (2023), who claimed the integration of AI-enhanced

Phenomenon-based Learning (PhenoBL). In this way, speaking skills were aimed to be improved through interdisciplinary activities. Despite the positive perceptions and attitudes toward employing AI tools in language classes, several teachers stated the necessity of adequate AI training to effectively integrate the tools into lessons (Metwally & Hamad, 2023). Thus, teachers are expected to confidently navigate AI tools and adapt them to their course objectives, learners' needs, and expectations.

Second, regarding the challenges of AI technologies, teachers are concerned with the ethical issues of AI no matter how they highlight the importance of AI integration into language teaching. Specifically, they have concerns about fairness, transparency, and privacy (Simbolon, 2024). In addition, AI might lead to a lack of human interaction, limited exposure to target language, and potential prejudice (Mohamed, 2023). Misinformation, cheating, and exploitation of AI technologies are other issues (Lambert & Stevens, 2023). While integrating AI tools into language education, learners might tend to misuse these tools, leading to practical challenges in a given assignment, laziness, and lack of critical thinking. Finally, Arslan and Ilin (2018) explored pre-service EFL teachers' concerns and found that AI training for teachers was considered to decrease their concerns and increase their confidence in employing these tools. Therefore, teachers need to set boundaries and introduce regulations while adopting AI tools to address any possible challenges (Ho, 2024). To guarantee the ethical use of AI tools, these concerns in the literature should be taken into consideration. In this way, academic integrity can be ensured, and an engaging and interactive learning atmosphere can be fostered rather than depending entirely on AI tools.

Overall, the integration of AI has been acknowledged to improve EFL instruction, but also its potential to lead to ethical concerns has been emphasized. Therefore, this systematic review aims to explore various studies to analyze teachers' perspectives on AI in English language teaching. By synthesizing findings from a range of studies, this review seeks to uncover the perspectives of teachers regarding the integration of AI technologies in language education. In this regard, the following research questions were addressed:

1. What is the annual distribution of publications among the selected articles during the study period?
2. Which research designs are the most frequently employed in the literature?
3. What are the major findings from the literature that consider EFL teachers' perspectives on AI tools?

Methodology

Research Design

The study utilized a systematic review method, which can be defined as “the application of strategies that limit bias in the assembly, critical appraisal, and synthesis of all relevant studies on a specific topic” (Torgerson, 2003, p.8). Systematic review method was also utilized in this study because it attempts to reduce bias by identifying, selecting, analyzing, and summarizing relevant research on a given subject using systematic and explicit methods (Needleman, 2002). Beyond summarizing the results of the studies, they require a method that describes the steps for inclusion and exclusion, and strategies for identifying and analyzing the relevant research (Bronson & Davis, 2012). This study intends to provide a comprehensive and objective literature review by locating, evaluating, and combining research findings into a thorough comprehension, considering the definition and goals of systematic reviews.

Data Collection Procedure

To identify the studies, the Scopus database was chosen due to its broader coverage of the relevant studies. The following terms were sought to find these relevant research studies: ‘*EFL teacher perceptions of AI*,’ ‘*Artificial Intelligence and EFL teachers*,’ ‘*Artificial Intelligence English teachers’ adoption*,’ ‘*AI tools English as a foreign language teachers*,’ ‘*pre-service English language teachers and AI*,’ ‘*ChatGPT English language teacher perception*,’ ‘*chatbots and English teachers*,’ ‘*English language teachers’ viewpoints on AI*,’ ‘*English language teachers’ perspectives on AI*.’ Following the database search, several criteria were established to include the relevant papers for the systematic review. The inclusion criteria can be listed as follows:

1. Published between 2020-2024
2. Empirical studies
3. Related to EFL context
4. Related to EFL teachers

The included studies should be published between 2020-2024 to reach current issues. However, publishing year was determined as 2021 because no study was conducted in 2020. There is one article published in 2021 and two articles in 2022. The selected articles were mainly conducted in 2023 and 2024, with 13 articles published each year. Studies should include teachers as participants and their perception of AI in the EFL context. Moreover, only empirical studies were selected to offer a comprehensive and accurate understanding of the research questions. Furthermore, these studies should be related to EFL teachers and the EFL context.

The preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow (Liberati et al., 2009) was implemented for the systematic review. The process involved three steps: identification of possible studies,

abstract and title screening, and full-text assessment for eligibility. Figure 1 below provides an overview of the process, and the number of papers included and excluded in each step.

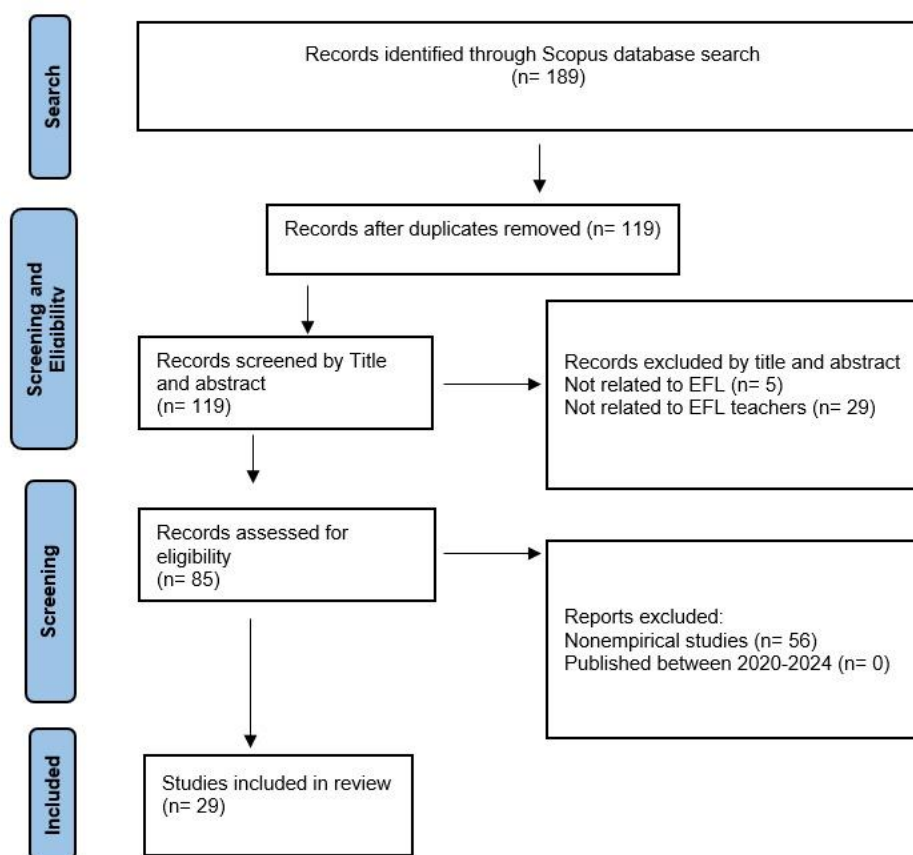


Figure 1. PRISMA flow diagram representing the data selection process (Adapted from Liberati et al., 2009)

After searching for key terms from the Scopus database, a total of 189 articles were obtained and irrelevant studies were extracted using the determined exclusion criteria. First, some of the articles ($n=70$) were extracted because of duplications, and then some articles ($n=34$) were removed because they did not relate to the EFL context ($n=5$) and EFL teachers ($n=29$). While carefully assessing the eligibility of the studies, non-empirical works such as book chapters, conference papers, and reports ($n=56$) were eliminated. After excluding the data according to the exclusion criteria, a total of 29 articles were left to analyze.

Data Analysis

All the selected studies were coded and analyzed following the content analysis method, which aims to evaluate, modify, extend, and generally enhance the applicability and validity of the current frameworks (Fingeld-Connett, 2013). This research utilized this method because it can employ textual analysis and enable data comparison, contrast, and classification (Fraenkel & Wallen, 2000). The findings were presented according to publication year, methods included in the study, and the research questions, and the table was listed in Word format. The table includes the authors' names, publication year, and AI's perceived benefits and challenges. Table 3 was filled out after carefully reviewing the selected articles based on descriptive information and findings (see the Appendix). The coding scheme consisting of the results from the selected studies was manually prepared. After the findings list was prepared, two main categories were set: Benefits of AI and Challenges of AI. The most frequently mentioned benefits and concerns were listed for each category, and the benefits and obstacles mentioned in similar words were written under the same subcategory. Therefore, the frequency theme-code schema was prepared with two main categories, 16 themes, and 138 codes.

Findings

Annual Distribution of Publications

Considering RQ1, the systematic review study was conducted by selecting articles from 2020 to 2024. Figure 2 displays the distribution of the focused research articles for the timeframe under consideration.

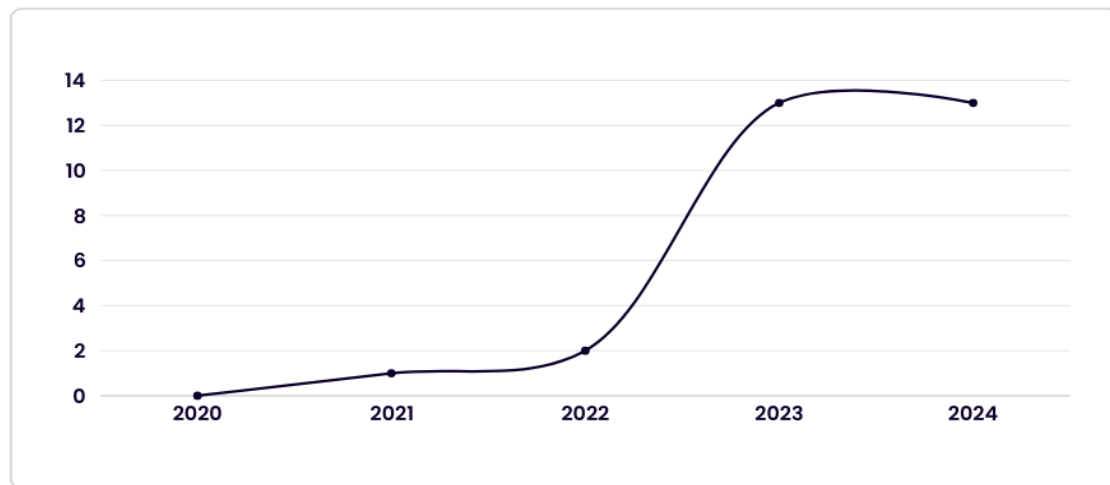


Figure 2. The number of articles per year

Studies were conducted about the year of publication, which revealed an apparent growth in the number of studies from 2020 to 2024. However, none of the selected articles were published in 2020. There is one article published in 2021 and two articles in 2022. The selected articles were mainly conducted in 2023 and 2024, with 13 articles published each year.

Research Designs in the Selected Studies

The analysis of the research methodologies used in these studies revealed a diverse approach to research. Considering RQ2, the studies were categorized into three main types: qualitative, quantitative, and mixed methods. Figure 3 represents the frequency of research methods used in the selected articles.

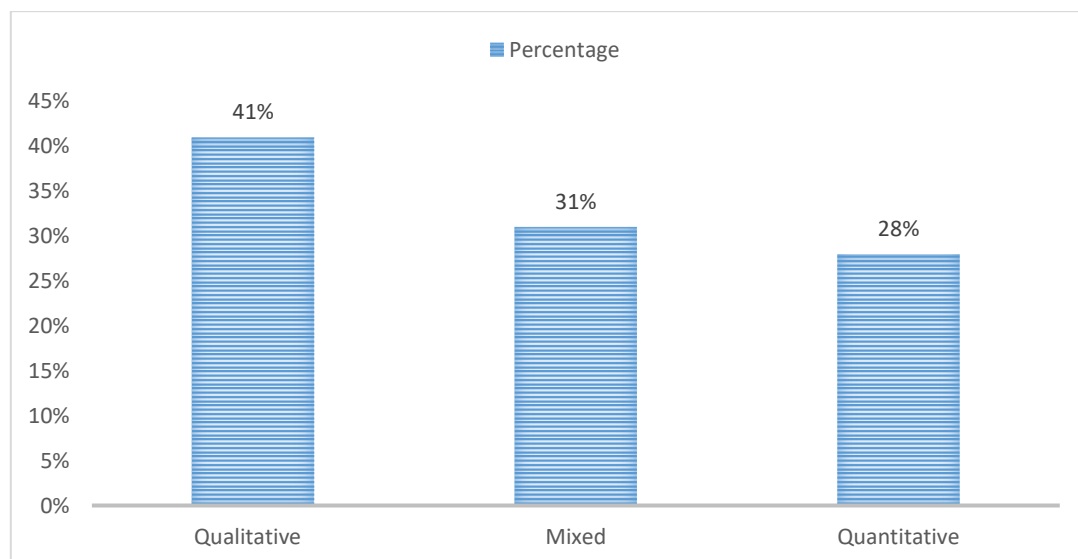


Figure 3. Utilized research methods in the selected studies

The qualitative method category represents the most significant proportion (41%) with 12 articles. With nine studies, the mixed method is the second most common research methodology utilized by the selected articles (31%). Finally, the quantitative research method is the least frequently employed methodology in the existing literature (28%) with eight studies. A small predisposition towards qualitative techniques is seen in the distribution of methodologies, which demonstrate the balanced use of different research approaches.

EFL Teachers' Perspectives on AI Tools

Teachers' perspectives on AI are listed and coded according to the benefits and challenges to address RQ3. Although teachers mostly believed that AI is useful in the language teaching process, they also had some concerns about its application. Following the perspectives of in-service and pre-service teachers, two themes and ten codes were explored.

Benefits of AI

Eight codes were defined and examined, considering the benefits of AI concerning RQ3. Figure 5 shows the most frequently mentioned advantages of integrating AI into language classrooms.

Table 1. Benefits of AI by pre- and in-service EFL teachers

Category	Themes	Codes (f)
Benefits of AI	aiding language teaching	15
	enhancing student engagement and motivation	12
	promoting personalized learning and feedback	12
	saving time for teachers	10
	improving teaching efficiency	9
	providing support for lesson planning	7
	reducing workload and stress	5
	contributing to professional development	3

The most common benefits include aiding language teaching ($f=15$), enhancing students' engagement ($f=12$), promoting personalized learning and feedback ($f=12$), helping teachers save time ($f=10$), improving teaching efficiency ($f=9$), providing support for lesson planning ($f=7$), reducing workload and stress ($f=5$), and contributing to professional development ($f=3$).

Challenges of AI

To answer RQ3, eight codes related to the challenges of integrating AI into language classrooms were explored and examined. Table 6 shows the most common challenges of AI mentioned by EFL teachers.

Table 2. Challenges of AI by pre- and in-service EFL teachers

Category	Themes	Codes (f)
Challenges of AI	over-relying on AI	15
	promoting cheating and plagiarism	10
	raising ethical and privacy concerns	10
	lacking understanding or training in AI	9
	declining creativity and critical thinking	9
	not aligning with cultural and contextual needs	6
	facing technical and resource barriers	5
	disrupting classroom dynamics	4

The possibility that students could become overly dependent on AI tools was the drawback that was mentioned the most ($f=15$). Facilitation of plagiarism and cheating ($f=10$), ethical and privacy concerns ($f=10$), lack of adequate teacher preparation for incorporating these tools into the classroom ($f=9$), and potential harm to students' critical thinking and creativity ($f=9$) were other noteworthy challenges related to AI. The findings also revealed that teachers believed that some of the AI outputs did not align with cultural and contextual needs ($f=6$). Lastly, it was found that teachers faced some technical and resource barriers ($f=5$), and some AI tools disrupted classroom dynamics ($f=4$).

Discussion

RQ1. The annual distribution of publications among the selected articles

In this study, 29 articles retrieved from the Scopus database were reviewed, and the results of the studies were examined and coded in terms of annual publication, research designs, and the benefits and challenges of AI. The main results showed that there has been a continuing increase in research on AI integration in language teaching in the last four years. This finding may be due to the recent popularity of AI tools and their potential contribution to language learning.

RQ2. The Most frequently employed research designs among the selected articles

Regarding the most employed research design, there is a gap in the number of quantitative studies, most of the reviewed studies employed qualitative and mixed methods (e.g., Chuah & Kabilan, 2021; Kemelbekova et al., 2024; Marzuki et al., 2023; Yeh, 2024). The qualitative research method was the most common methodology because the reviewed studies focused on explaining EFL teachers' thoughts and concerns about AI tools (Dehghani & Mashhadi, 2024; Octovio et al., 2024; Zhang et al., 2023). This distribution indicated a slight predisposition towards qualitative

and mixed methodology, which allows researchers to explore the deeper reasons and concerns related to integration of AI tools in EFL classrooms. However, balanced use of different research approaches may ensure a comprehensive examination of the research questions from multiple perspectives.

RQ3. The perspectives of EFL teachers on AI tools

The synthesis of the selected articles revealed that EFL teachers' perspectives on AI tools were analyzed under two main categories: the benefits and challenges of AI tools. The most frequently mentioned benefits in these studies were giving personalized feedback to students, enhancing their engagement, reducing teachers' workloads, and improving teaching efficiency and quality. EFL teachers mostly believed that integrating AI tools would benefit both teachers and students. Teachers find these tools beneficial because they can be used for lesson planning, creating materials, and improving the teaching process (e.g., Alrishan, 2023; Ghafouri et al., 2024; Sumakul et al., 2022)

Further, teachers evaluated students' work and gave them personalized feedback with the cooperation of these tools in the lessons. Thus, teachers reduced their workload by preparing tasks faster, evaluating students practically, and giving personalized feedback with AI tools. Studies (e.g., Al-Khresheh, 2024; Dakakni & Safa, 2023; Ghafouri, 2024; Hazaymeh et al., 2024; Kemelbekova et al., 2024) also supported these claims, revealing similar advantages of AI tools. Another main finding considering the benefits of AI tools is providing instant feedback and facilitating interactive learning environments, which increases students' motivation and participation (Hieu & Thao, 2024; Sumakul et al., 2022). Integrating AI tools into the curriculum fostered motivation and participation because students could access the tools whenever needed. Thus, they can receive individualized feedback for their work in a short time. However, students should be trained on how to use these tools effectively, and teachers should facilitate students while AI tools are used because feedback received from AI might not be appropriate for all students (Chuah & Kabilan, 2021; Guo & Wang, 2023; Kohnke et al., 2023; Moorhouse, 2024).

Another benefit of AI mentioned in the reviewed articles was enhancing teaching efficiency and quality. Studies by An et al. (2022) and Dehghani and Mashhadi (2024) highlighted that AI tools could support teaching processes, improve instructional quality, and support professional development. This aligns with the findings of Ulla et al. (2023), which showed that AI offers varied teaching resources and procedural guidelines for teachers. Therefore, it can be claimed that AI supports teachers and students in the language teaching and learning processes. In this regard, AI enhances teachers' technological and pedagogical knowledge and contributes to enriching their perspectives (Alrishan, 2023; Sumakul et al., 2022). In addition, teachers can use AI tools to develop stimulating activities for different learner groups, clarify challenging concepts, build interaction among students, and enhance students' self-expression abilities (e.g., Ghafouri, 2024; Kartal, 2024; Lee et al., 2024). Consequently, the quality and efficiency of teaching can be enhanced through AI tools that support professional development and provide innovative learning opportunities for learners.

As for the challenges of AI, the most frequent challenge was related to students' over-reliance on AI tools. In this sense, it was noted that too much dependence on AI for guidance would have negative impacts on students' basic language skills and problem-solving abilities. Likewise, teachers had some concerns that over-reliance on AI tools would reduce students' creativity and critical thinking skills, which was also another challenge perceived by the teachers (e.g., Al-Khresheh, 2024; Dakakni & Safa, 2023; Hieu & Thao, 2024; Moorhouse, 2024). In addition, the teachers expressed that AI could increase cheating and plagiarism among learners. It was also claimed that submitting AI-generated content would have adverse effects on students' academic integrity and learning processes (Mohammadkarimi, 2023). By supporting this claim, some studies (e.g., Cong-Lem et al., 2024; Dakakni & Safa, 2023; Kartal, 2024) noted that cheating and lack of originality were other challenges that could be encountered in the language teaching process. Raising ethical and privacy concerns was another challenge for the AI mentioned by the teachers. In this regard, it was found that the storage and use of students' data could lead to the theft of private data on students' identities and performance. Therefore, some studies recommended designing policies to protect private data on students (e.g., Dakakni & Safa, 2023; Fassbender, 2024; Kohnke et al., 2023).

Lack of understanding and training was another difficulty in integrating AI into EFL teaching. Since the lack of training on the effective use of AI tools caused EFL teachers to resist using AI tools, EFL teachers could not sufficiently benefit from these tools. Consequently, the ineffective use of AI tools also prevented teachers from benefiting from personalized learning and tailored feedback opportunities. Moreover, studies (e.g., Alhalangy & AbdAlgane, 2023; Novawan et al., 2024; Zhang et al., 2023) revealed that these difficulties had negative impacts on both students and teachers. Hence, designing training programs for teachers and students on the effective use of AI was proposed by many scholars (e.g., An et al., 2022; Kohnke et al., 2023; Moorhouse, 2024; Zhang, 2024).

Concerning the findings of the review study and teachers' perceptions regarding the benefits and challenges of AI, some inferences and suggestions can be made for further studies. To exemplify, this review study indicated that there is a need for addressing AI tools and literacy in teacher training programs. In line with this need, teacher education curricula should integrate training on how to use AI tools effectively. Thus, it can be suggested to design professional development programs integrating AI tools with self-paced courses, mentorship, hands-on activities, and workshops. Accordingly, the teachers can learn how to use AI technologies as a supplemental tool in their lessons. Thus, the

benefits of AI can be maximized by providing differentiated instruction to learners, as suggested by Ghafouri (2024) and Zhang et al. (2023).

Another suggestion of this study could be linked to the integration of positive psychology into AI-based instruction to enhance students' learning and address their emotional needs (Ghafouri, 2024). In this regard, the effects of AI should be explored through both positive and negative emotional factors such as resilience, well-being, and anxiety. The exploration of these factors would help teachers boost student motivation and engagement in language learning. Accordingly, teachers should adopt the facilitator role by providing emotional support and guidance to learners.

These findings also indicated the importance of institutional support and the need for a technological infrastructure to eliminate barriers to the integration of AI tools into language teaching. In this vein, it could be beneficial to ensure cooperation among institutions to provide funding for AI tools. That is why, policies for AI developers and educators should be designed to provide equal opportunities for each student and teacher in different teaching contexts.

Conclusion

This study reviewed empirical studies covering EFL teachers' perspectives on AI. The studies were conducted from the Scopus database with the determined PRISMA inclusion criteria and analyzed through content analysis. The results showed that there was a gradual interest in the topic, with a continuing increase in the number of published articles between 2021-2024. Furthermore, the most preferred methodology was the qualitative method used in the reviewed articles. EFL teachers were aware of the benefits of integrating AI into their classrooms. The findings revealed that teachers see AI as beneficial in aiding the teaching process, helping teachers in the teaching process, enhancing student engagement, and promoting personal learning. However, EFL teachers mostly mentioned that using AI tools has some concerns and challenges. The findings of the reviewed articles revealed that teachers were mostly concerned about the excessive use of AI tools. When we implement the tools in lessons and outside the classroom, students may become overreliant on these tools. Furthermore, these tools have the potential to promote plagiarism and cheating because students may use the AI-generated work and present it as their own work. Another mostly mentioned concern is that these tools may cause ethical issues and violate students' data privacy.

The results of the reviewed articles showed important implications for EFL teachers while using AI tools in language classes. The results indicated that AI tools can benefit EFL classrooms by aiding the teaching process. EFL teachers can create lesson plans and give individualized feedback to their students in a short time. Furthermore, these tools can increase students' motivation and enhance teaching efficiency. Students can access the tools whenever possible, and they can get support for their learning process with customized materials. These advantages suggest that AI tools have the potential to change the outdated methods of teaching English and become more effective and practical for both teachers and students. However, educational institutions need to invest in teacher training programs to effectively integrate these tools into the curriculum. In this way, educators reach the essential skills for implementing these tools and overcoming the possible problems while using them in the class.

The results indicated that AI tools have the potential to change language classrooms with their benefits and advantages. However, the study also revealed that strict policies and guidelines are needed to secure students' privacy and data. Also, systems should be created to guarantee students' ethical behaviors and the potential of cheating in the lessons while using AI tools. Hence, EFL teachers can create more secure learning environments for their students. Furthermore, integrating the traditional approaches with AI tools can minimize the negative effects of these tools on students' creativity and critical thinking skills. Furthermore, teachers can see AI tools as additional resources for creating materials and helping students in the learning process. Developers of educational programs designed for future educators should also include courses on how they can teach subjects where AI tools are involved. The teacher training programs should be designed according to the challenges encountered by EFL teachers. Training programs should focus on how EFL teachers effectively integrate these tools while paying attention to ethical issues and overuse by students. For instance, students can be informed of ethics and have strict rules regarding the overuse of these tools.

Limitations and Further Suggestions

There are several notable limitations in the current study. Firstly, this study focused only on articles published between 2021-2024. Unfortunately, other relevant studies published outside this timeframe were not included. This limitation could impact the thoroughness of the current literature review. Furthermore, this study searched for the related articles in only one database. Consequently, this resulted in the exclusion of various related articles available in other databases. Moreover, we focused on only one database, which limited the study to only analyzing 29 articles. Because the study was restricted to analyzing 29 articles, this may limit the scope and findings of the research. Finally, this review does not mention where the studies are based. This limitation may affect the generalizability of the study.

Future studies should include studies from different geographical and cultural backgrounds. This can provide a more general and effective understanding of how cultural factors affect the attitudes and the success of AI in language

education. Furthermore, future studies can focus on providing a secure environment for students in education by addressing the issues mentioned in this research. In this direction, researchers can conduct studies by incorporating policymakers to create guidelines on ethics and plagiarism. Finally, investigating teachers' perspectives, needs, and concerns regarding AI integration will provide practical perspectives for creating successful educational initiatives and assistance systems.

Ethics Committee Approval

Ethics committee approval is not required for this study because systematic review methodology is utilized.

Author Contribution

All the authors contributed to the conception, design, and practice of the study

Conflict of Interest

There is no conflict of interest.

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Appendix

Table 3. Lists of the selected research articles

Authors	Year	Method	Participants	Perceived Benefits of AI	Challenges of AI
Al-Khresheh	2024	Qual	46 English language teachers	<ol style="list-style-type: none"> 1.fostering personalized learning 2.facilitating instant linguistic interaction 3.enhancing learning through contextual and scenario-based engagements 4.enhancing classroom dynamics through supplementary support 5.Enhancing analytical skills and structuring thought processes 	<ol style="list-style-type: none"> 1.over reliance on ChatGPT 2. the risk of curbing student creativity 3. inability to completely comprehend and convey the cultural nuances inherent in English language instruction. 4.inability to replicate the spontaneity of genuine human interactions
Cong-Lem, Tran & Nguyen	2024	Qual	31 EFL teachers		<ol style="list-style-type: none"> 1. Plagiarism concerns 2. lacking originality of ideas 3. Potential of cheating 4. poor motivation and learning attitudes
Dehghani & Mashhadi	2024	Quan	234 Iranian EFL teachers	<ol style="list-style-type: none"> 1. easy to use 2. Enhanced student learning outcomes 3. improve learning efficiency 4. better educational results 5. enhance teachers' ELT performance 6. Increase teaching efficiency 7. produce better outcomes 	<ol style="list-style-type: none"> 1. user-interface design, functionality, and reliability are the mentioned concerns 2. Not user-friendly for educational purposes in language teaching 3. access to AI is limited in the country 4. Becoming over reliant 5. AI may not be reliable, credible, accurate, and trustworthy
Hazaymeh, Bouzenoun & Remache	2024	Quan	46 EFL instructors	<ol style="list-style-type: none"> 1. personalized feedback 2. adaptive learning 3. improving language acquisition 4. increasing students' engagement, motivation and teaching efficiency 	<ol style="list-style-type: none"> 1. lack of cultural awareness 2. lack of internet connectivity 3. Being unable to maintain the necessary technology because it is expensive
Hieu & Thao	2024	Qual	9 EFL teachers	<ol style="list-style-type: none"> 1.enhanced student engagement 2. personalized learning experiences 3. potential for professional development 4. improvement in language proficiency 5. reduction in teachers' workload 6. promotion of technological adoption 7. fostering of critical thinking and creativity 	<ol style="list-style-type: none"> 1.over-reliance on AI 2. difficulties in aligning AI outputs with cultural contexts, 3.integration challenges with established teaching methods 4.quality and accuracy of AI-generated language 5.impact on students' creativity 6. technical and resource limitations, 7. ethical considerations
Ghafouri	2024	Quan	30 Iranian English language learners and six EFL teachers	<ol style="list-style-type: none"> 1. promoting the students' self-expression skills 2. Teaching students the coping strategies required for the long-term language learning process 3. enhancing collaborating, 4. providing a basis for assessing the learners' progress 5. Helps teachers in the teaching process 6. AI is capable of generating varied lists of activities and tasks which align with different educational needs. 7. personalized feedback to students 	Does not focus on the concerns

Ghafouri & Mahdavi Zafarghandi	2024	Mixed	12 English language teachers	<ol style="list-style-type: none"> 1. increased sense of self-efficacy among the teachers 2. influences students' achievement and engagement in learning L2 content 3. help language teachers develop lesson plans 4. save teachers' time and energy 5. reduce their work demands 6. Make teachers focused and organized 7. Provides personalized and adaptive feedback, enhancing writing quality and accuracy, facilitating self-regulation and metacognition, increasing motivation and engagement 	<ol style="list-style-type: none"> 1. the ethical issues may include the rights and privacy issues, 2. Promotes plagiarism and cheating, 3. Lacks critical thinking and creativity. 4. The impact on the teacher–student and student–student relationships 5. Impact on the role and identity of the teacher and the student 6. the alignment of ChatGPT with the curriculum is hard to balance 7. the accuracy and coherence of the ChatGPT outputs 8. the consistency and appropriateness of the ChatGPT feedback 8. the trustworthiness and credibility of the ChatGPT
Kemelbekova, Degtyareva, Yessenaman, Ismailova & Seidaliyeva	2024	Mixed	11 EFL teachers and 51 Abai University students	<ol style="list-style-type: none"> 1. Enhance in oral communication skills 2. Improving vocabulary and grammatical concepts 3. improving comprehension skills in a foreign language 4. Assessing students' language proficiency 5. personalized exercises tailored to students 6. Giving individualized feedback 7. interactive speaking practice 8. Increasing motivation and convenience of language learning 	<ol style="list-style-type: none"> 1. data privacy 2. algorithmic bias 3. the possibility of overreliance on AI 4. lacking critical thinking and human judgment 5. limited ability to process the context and meaning of language 6. Lack of effectiveness in teaching complex language skills such as speaking and listening comprehension
Lee, Jeon & Choe	2024	Mixed	97 Korean pre-service English teachers	<ol style="list-style-type: none"> 1. interaction opportunities 2. authentic communication settings 3. affective support. 4. Global Englishes awareness 	<ol style="list-style-type: none"> 1. Not easy to teach non-standard Englishes in Korea
Moorhouse	2024	Qual	10 beginning teachers and 17 first-year English language teachers	<ol style="list-style-type: none"> 1. Aid to their language teaching 2. Useful for creating grammar and vocabulary exercises and reading passages for comprehension activities. 3. Time saving for creating and checking their materials 	<ol style="list-style-type: none"> 1. Students may become over reliant. 2. Students should be trained about using AI 3. Limited understanding of how AI tools work or could be used
Novawan, Ikeda & Walker	2024	Qual	7 English Teachers	<ol style="list-style-type: none"> 1. Enrich teachers' perspectives and knowledge 2. provide teachers with ready-to-use learning materials 3. assist the process of materials development 4. helping generate new materials 5. helps teachers create a dynamic learning environment that encourages engagement, connection, and communication. 6. Offering immediate feedback to students 7. comprehensive evaluation and reduced subjectivity during grading. 8. Offering tailored evaluation to students 	<ol style="list-style-type: none"> 1. Lacking guidance to students while using the tools 2. without reference, guide, and policy can lead to uncertainty and bias in facilitating learning 3. Plagiarism 4. Dishonesty 5. Laziness 6. Over reliance on technology 7. lack of sufficient preparation in adopting AI tools into the lesson plan, teaching practices, and evaluation strategies

Octovio, Argüello & Pujola	2024	Qual	An EFL teacher with 10 year of experience	<ol style="list-style-type: none"> 1. useful for lesson planning and creating tasks for classes of different ages and levels 2. offering original ideas for facilitating the management or implementation of tasks in the classroom 	<ol style="list-style-type: none"> 1. a range of useful strategies are needed to ensure the reliability of the information 2. The quality of the information offered by ChatGPT is a concern 3. The possible biases in terms of gender, origin or any other type should also be considered
Yeh	2024	Qual	13 in-service EFL teachers	<ol style="list-style-type: none"> 1. facilitate the creation of customized instructional content for language teaching 2. enriching the oral and auditory dimensions of language learning 3. facilitate uniquely tailored educational experiences 4. Creating a spectrum of resources that range (adaptive picture books to thematic karaoke exercises) 5. wide array of language skills 6. Offers a more personalized approach to language instruction 	<ol style="list-style-type: none"> 1. Ethical issues surrounding the use of AI 2. without direct measurement of learning gains 3. overdependence on AI
AbdAlgane & Othman	2023	Quan	twenty tertiary-level EFL instructors	<ol style="list-style-type: none"> 1. enhance students' critical thinking, debate, and argumentation skills 2. AI could assist in EFL education and teaching 3. provides feedback to both instructors and learners 4. Increased motivation in EFL learners' participation in classrooms 	<ol style="list-style-type: none"> 1. requires technology-based knowledge, speedy internet connection, and financial capabilities
Alhalangy & AbdAlgane	2023	Quan	41 EFL teachers	<ol style="list-style-type: none"> 1. helps EFL students improve their linguistic abilities 2. utilizing AI could facilitate the ELT process 3. Improves student engagement 4. reduces the stress of trial and error in learning 5. instruction is more flexible and comprehensive with AI 	<ol style="list-style-type: none"> 1. both teachers and students face difficulties when using AI in English language training 2. AI can cause boredom and a decline in motivation
Alrishan	2023	Quan	280 pre-service EFL teachers	<ol style="list-style-type: none"> 1. perceived ease of use 2. usefulness for professional development 3. supports the teachers in improving their profession, material development, and finding valuable resources for professional knowledge and skills 4. Can be used for personal growth 5. Learning Value 	Does not focus on the concerns
Dakakni & Safa	2023	Mixed	6 English teachers and 6 students	<ol style="list-style-type: none"> 1. Can be used for evaluation 2. open to AI with overhaul of learning objectives 3. can be used to complete overhauling of learning objectives 	<ol style="list-style-type: none"> 1. Promotes laziness 2. Misuse of AI leading to cheating and plagiarism 3. Kills creativity and original work 4. Waste of time if students would use it to cheat 5. It is ineffective to use AI
Fassbender	2024	Qual	2 secondary English teachers	<ol style="list-style-type: none"> 1. Useful for planning 2. Improved instruction 3. Makes assessment easier 4. completed tasks with greater speed 5. Decrease in teacher workload 	<ol style="list-style-type: none"> 1. data privacy 2. Ethical issues because students use AI but state that it is their original work 3. completely removing humans from the writing process 4. lack of clarity

Guo & Wang	2023	Mixed	5 Chinese EFL teachers	<ol style="list-style-type: none"> 1. ChatGPT produced a larger amount of feedback than teachers 2. Compared to teachers, ChatGPT need less time to read and evaluate essays and give feedback 3. sufficient amount of feedback on various aspects of student writing in a very short period 4. provided more praise than the teachers 5. provide more summaries than the teachers 6. ChatGPT lessen their feedback burden and reduce their workload 	<ol style="list-style-type: none"> 1. directive feedback instead of informative and query feedback compared to the teachers 2. Feedbacks are too lengthy, 3. difficult for students at a low language proficiency level to read and comprehend 4. difficult to locate 5. incapable of identifying certain writing problems 6. lack of knowledge about the class and students could cause inappropriate feedback
Kartal	2024	Qual	12 English student teachers	<ol style="list-style-type: none"> 1. Access to information 2. Enhancing learning experience 3. generate creative ideas for the assignments for students 4. design activities for different levels 5. clarify complex concepts for students 6. Timesaving when preparing lessons 7. Suggesting a wide range of interactive activities 	<ol style="list-style-type: none"> 1. responses that lack depth or are overly simplistic 2. lacks originality and creativity 3. May cause laziness 4. over reliant on technology 5. a decrease in creativity and thinking skills 6. Becoming too dependent on AI is a risk 7. May hinder students' independent thinking 8. should be a supplementary resource rather than primary sources of information
Kohnke, Moorhouse & Zou	2023	Qual	12 university instructors	<ol style="list-style-type: none"> 1. offering individualized instruction, 2. Individualized feedback 3. Individualized assessment. 	<ol style="list-style-type: none"> 1. ethical concerns, plagiarism and digital citizenship. 2. lack of motivation to complete self paced courses due to busy schedules 3. teachers lack of training to use AI effectively 4. Feeling overwhelmed by the technical aspects of AI. 5. Develop guidelines and policies about data privacy, algorithmic biases and the responsible use of AI.
Marzuki, Widiati, Rusdin, Darwin & Indrawati	2023	Qual	4 EFL writing teachers	<ol style="list-style-type: none"> 1. combination of AI tools can foster a more comprehensive learning environment 2. Enhances students' creativity and ability to generate ideas 3. offer various angles or perspectives when struggling with writer's block 4. shows students various ways to express their thoughts more effectively 5. enhances students' vocabulary 6. Helps sts foster a clear, logical flow of thoughts 7. better phrasing, removing redundancies, and enhancing coherence 8. Instant feedback 9. improvement in students' use of transition words and phrases 	<ol style="list-style-type: none"> 1. not always promote deep or critical thinking about a topic 2. Becoming overly reliant on the suggestions provided by the tool 3. Limits willingness to think creatively or innovatively 4. could sometimes result in overcomplicated language 5. could lead to awkward or excessively formal writing 6. Might slow students' vocabulary acquisition over the long term
Mohammadkarimi	2023	Mixed	67 EFL teachers	<ol style="list-style-type: none"> 1. teachers mostly acknowledged that AI is beneficial for students 2. problem-solving activities, plagiarism detection tools should be used for efficiently addressing AI-related academic dishonesty 	<ol style="list-style-type: none"> 1. AI poses certain challenges and risks for students that need to be carefully addressed or even avoided. 2. Academic dishonesty is an issue

Sütçü & Sütçü	2023	Mixed	35 EFL teachers	<ol style="list-style-type: none"> 1. decrease workload 2. Useful for lesson preparation, 3. improving student motivation 4. encourage autonomous learning 5. contribute to the development of language skills 6. student assessment tool, 7. Useful giving feedback 	<ol style="list-style-type: none"> 1. Teachers' limited understanding of AI 2. Undermining students' research abilities, 3. Students potential to becoming over dependent on AI and 4. Promoting cheating 5. Potential for reducing job opportunities
Ulla, Perales & Busbus	2023	Mixed	17 EFL teachers for the online survey and 3 volunteer participants for the interview	<ol style="list-style-type: none"> 1. creating language lessons and activities and answer questions 2. a multitude of advantages in language teaching 3. helpful for writing 4. resource for language lessons and activities 5. Due to its supportive and convenient nature, it is a valuable source for language teaching 6. encompassing diverse activities, efficient time allocation, essential materials, and procedural guidelines 	<ol style="list-style-type: none"> 1. Not trusted for the accuracy and dependability of the information 2. cross-referencing and evaluating the information provided by ChatGPT is necessary 3. excessive reliance is a risk 4. impede students from developing their writing and language abilities 5. Fosters a lack of critical thinking 6. May lead students to cheat or plagiarize
Zhang, Schießl, Plöbll, Hofmann & Gläser-Zikuda	2023	Quan	452 pre-service teachers	<ol style="list-style-type: none"> 1. Useful and easy to use 	<ol style="list-style-type: none"> 1. ethical and educational concerns to AI 2. anxiety to use AI-based educational tools 3. While using AI based educational tools, students' needs and preferences should be considered 4. Training on how to use AI in the lessons is necessary
An, Chai, Li, Zhou, Shen, Zheng, & Chen	2022	Quan	470 EFL teachers	<ol style="list-style-type: none"> 1. AI is helpful to their teaching 2. easy to use 3. improves their teaching efficiency and quality 	<ol style="list-style-type: none"> 1. Teachers should be trained about how to integrate these tools into the lessons 2. Technological Knowledge is also necessary 3. Teachers need support in case of a technological hiccup
Sumakul, Hamied & Sukyadi	2022	Qual	4 EFL teachers	<ol style="list-style-type: none"> 1. help teachers in the teaching process 2. Increase in students' motivational levels 3. Increase in teachers' technological and pedagogical knowledge 4. helps the students understand the lessons and the language learning materials 5. build students' creativity 	<ol style="list-style-type: none"> 1. May replace teachers in the future
Chuah & Kabilan	2021	Mixed	142 English teachers	<ol style="list-style-type: none"> 1. Helpful for teaching and learning activities 2. accuracy in the corrective feedback 3. increasing social and teaching presences 4. Seen as a facilitator or teaching assistance to guide the students 5. Scaffolding students in their learning 6. simulating human-like social interactions 	<ol style="list-style-type: none"> 1. Responses should be improved 2. Some responses are not accurate 3. Chatbots should cover a more natural discourse 4. group conversations are elicited in chatbots

Genişletilmiş Özet

Yapay zekânın (YZ) günlük yaşamda kullanımının artması, YZ'nin eğitim uygulamalarına ve Yabancı Dil olarak İngilizce (YDİ) öğretimi araçlarına yönelik araştırmaya ilgiyi arttırmıştır. Teknolojik gelişmelerin hızla ilerlemesi, dil öğretiminde YZ'nin kullanımını daha da cazip hale getirmiştir. Teknolojik gelişmeler, kişiselleştirilmiş öğrenme deneyimleri, öğrencilere daha hızlı geri bildirim sağlanabilmesi ve öğrencilerin dil pratiği yapmalarına olanak sunması dil öğretimi alanında ilgi çekmiştir. ChatGPT ve diğer yapay zekâ araçları, öğrencilerin öğrenme çıktılarını ve öğrenim süresinde etkinliğini artırmayı destekleyebiliyor. Öğretmenler artık YZ teknolojilerini öğretimlerine entegre ederek dil edinimini geliştiren yenilikçi kaynaklara ve sistemlere erişebilirler. Öğretmenlerin görüşleri, YZ'nin eğitimdeki rolü hakkındaki tartışmaları etkilemekte ve hem pratik uygulamalara hem de çeşitli eğitim ortamlarındaki potansiyelinin ve sınırlamalarının teorik olarak anlaşılmasına rehberlik etmektedir. Birçok çalışma (örneğin, Oranga, 2022; Zadorozhnyy & Lai, 2023), öğrenme deneyimini geliştirmede, kişiselleştirilmiş özel ders sunmada ve konuşma becerileri ve yazılı iletişimde pratik yapma fırsatları sağlamada YZ'nin faydalı yönlerini vurgulamıştır. Bununla birlikte, YZ'nin YDİ öğretimine etkili bir şekilde dahil edilebilmesi için aşılması gereken engeller vardır. Bazı çalışmalar (örneğin, Mohamed, 2023; Moybeka ve diğerleri, 2023) YZ'ye aşırı güven, öğrencilerin olası motivasyon kaybı, verilerin kullanımına yönelik endişeleri ve YZ teknolojilerindeki önyargılar hakkında endişelerini dile getirmiştir. YZ'nin öğrencilerin dil gelişimini nasıl etkilediğini incelemeye ek olarak, son çalışmalar (örneğin, Koraisi, 2023; Nguyen, 2023) YDİ öğretmenlerinin sınıfta YZ teknolojilerini benimsemeyi ve kullanmaya yönelik düşüncelerini daha da araştırmıştır. Son araştırma bulgularının da gösterdiği gibi, YZ eğitimdeki dönüştürücü potansiyeli ile dil öğretimi yeniden şekillendirmektedir. Çalışmalar YZ güdümlü araçların öğrencilerin telaffuz doğruluğunu, anlaşılabilirliğini ve dil öğrenimine yönelik genel tutumlarını iyileştirmedeki umut verici etkisini göstermektedir. Her öğrenciye kişiselleştirilmiş geri bildirim vererek, bu YZ tabanlı araçlar sınıf içinde ve dışında dinamik ve ilgi çekici öğrenme deneyimleri sağlayabilir.

Araştırmanın amacı kapsamında ele alınan araştırma problemleri aşağıda verilmiştir:

- Araştırmada seçilen makaleler arasındaki yayınların yıllara göre dağılımı nedir?
- Mevcut literatürde en sık kullanılan araştırma yöntemleri hangileridir?
- YDİ öğretmenlerinin YZ araçlarına bakış açılarını göz önünde bulundurarak mevcut literatürden elde edilen başlıca bulgular nelerdir?

Araştırmanın amacına yönelik bu sistematik derleme hem hizmet içi hem de hizmet öncesi İngilizce öğretmenlerinin eğitim uygulamalarında YZ kullanımına ilişkin bakış açılarını incelemektedir. İnceleme, 2020 ile 2024 yılları arasında yayınlanan çalışmalara odaklanmaktadır. Scopus veri tabanı incelenmiş ve toplam 29 makale analiz edilmiştir. Çalışmada sistematik bir inceleme benimsenmiş ve araştırma YZ araçlarının eğitim alanında kullanımının avantajlarını ve öğretmenlerin endişelerini kapsamaktadır. Araştırma yöntemi olarak içerik analizi kullanılmıştır. Bulgular, incelenen literatürde yaygın olarak kullanılan araştırma yönteminin nitel analiz olduğunu ortaya koymaktadır. Nitel araştırma yöntemi en yaygın yöntemdir çünkü incelenen çalışmalar EFL öğretmenlerinin YZ araçları hakkındaki düşüncelerini ve endişelerini açıklamaya odaklanmıştır. Sonuçlar, son beş yılda dil öğretiminde YZ entegrasyonu üzerine yapılan araştırmalarda sürekli bir artış olduğunu göstermiştir. Bu bulgu, YZ araçlarının son zamanlardaki popülerliğinden ve dil öğrenimine potansiyel katkılarından kaynaklanıyor olabilir. Araştırmanın sonucundaki bulgular YDİ öğretmenlerinin genellikle YZ araçlarını dil öğretimine yardımcı olmak, öğrenci katılımını artırmak, kişiselleştirilmiş öğrenmeyi teşvik etmek ve genel öğretim verimliliğini artırmak için yararlı gördüklerini ortaya koymuştur. Ayrıca, YZ, ders planlamasına, materyal geliştirmeye ve öğrencilere geri bildirim sağlamaya katkıda bulunarak öğretmenlerin iş yükünü azaltmanın bir yolu olarak görülmektedir. Bununla birlikte, bulgular, YDİ öğretmenlerinin dil sınıflarında YZ araçlarını kullanma konusunda endişeli olduklarını da göstermektedir. Bunlar, YZ araçlarının hile ve intihali teşvik etme potansiyelini ve hem öğrenciler hem de öğretmenler için YZ'yi etkili bir şekilde kullanma konusunda yeterli eğitim eksikliğini içermektedir. Ayrıca, öğrencilerin YZ'ye aşırı güvenme olasılığı, potansiyel olarak eleştirel düşünme ve yaratıcılıklarını engelleme olasılığı ve YZ araçları tarafından verilerin işlenmesiyle ilgili etik ve gizlilik sorunları da endişeler arasındadır. Öğretmenlerin YZ'ya yönelik bilgilerinin ve eğitimlerinin eksik olması, yabancı dil derslerine nasıl entegre edecekleri konusunda bilgilerinin yetersiz olması, öğrencilerin yanlış ve fazla kullanımına karşın nasıl bir önlem alacaklarını bilmemeleri konusunda da öğretmenlerin endişeleri bulunmaktadır.

Bu çalışma yalnızca 2020-2024 yılları arasında yayınlanan makalelere odaklanmakta ve bu dönemin ötesinde yürütülen diğer ilgili çalışmaları göz ardı etmektedir. Bu durum, incelemenin bütünlüğünü etkileyebilir. Ayrıca, çalışma yalnızca bir veri tabanını içerdiğinden diğer veri tabanlarındaki araştırmalara erişilememiştir. Mevcut çalışma sadece 29 makale ile sınırlıdır, bu da bulguların genişliğini ve derinliğini kısıtlayabilir. Son olarak, bu çalışmada dahil edilen çalışmaların coğrafi bağlamı belirtilmemiştir, bu da bulguların genellenebilirliğini etkilemektedir. Gelecekteki çalışmaların daha kapsamlı olması için çeşitli veri tabanlarını içermesi önerilebilir; bu da ayrıntılı bir literatür taramasıyla sonuçlanabilir. Farklı coğrafi ve kültürel geçmişlerden gelen araştırmaların dahil edilmesi, çeşitli faktörlerin dil öğretiminde YZ'nin kullanımını ve öğrencilerin dil öğrenimindeki başarıları nasıl etkilediğine yönelik daha kapsamlı bir araştırma sunabilir. İleride yapılacak çalışmalar YZ kullanımına yönelik politikaları ve etik yönergeleri incelemeye

odaklanabilir. Son olarak, öğretmenlerin YZ kullanımına yönelik eğitim almaları bu araçların daha etkili ve doğru kullanılabilmesine katkı sağlayabilir.