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Integrating AI in EFL Classroom: Exploring Students' Motivation Levels, Teachers' Perspective and Pedagogical Factors

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A B S T R A C T

The purpose of this study is to look into the integration of Artificial Intelligence (AI) technology in English as a Foreign Language (EFL) classrooms, with an emphasis on the impact on student motivation, teacher perspectives, and key pedagogical elements. The research uses an embedded design, which includes both qualitative and quantitative data gathering and analysis. This study concludes with recommendations for a balanced approach to AI integration, emphasizing the need for continued support and collaboration among educators, policymakers, and technology developers to improve teaching practices and student results

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INTRODUCTION

The 21st century has brought about a significant transformation in learning, where technological advances plays a crucial role in influencing how students learn and teachers instruct. In a recent study by Hapsari and Wu (2022) and Mushthoza et al. (2023), it was highlighted that Artificial Intelligence (AI) has the potential to revolutionise the educational landscape among various technological advancements. AI could enhance customised learning for learners, aligning with the precision education approach (Hart, 2016). Studies indicate that pupils' interactions with AI did not consistently provide favourable outcomes. Gallacher et al. (2018) discovered that AI chatbots do not possess the depth of engagement seen in human conversations.

Teachers seek to make learning better for their pupils, and they focus especially on teaching English as a foreign language (EFL) (Liando et al., 2023; Tatipang et al., 2022). One important area of research and discussion is how artificial intelligence affects the motivation of students studying English as a foreign language. Advancements in AI technology suggest that EFL teachers' roles in classrooms are being affected. There exist devices capable of carrying out activities typically handled by teachers. AI-powered programmes can provide grammatical comments on pupils' writing independently of an instructor. The feedback includes detailed yet concise explanations and examples, providing learners with an opportunity to grasp language within real-life contexts and tailored settings. Other EFL topics, such as speaking, writing, and vocabulary development, also have similar apps accessible in addition to grammar. Furthermore, these applications are accessible on mobile devices, enhancing convenience for learners (Stockwell, 2016) and offering genuine learning scenarios and self-regulation features (Persson & Nouri, 2018).

AI might be viewed as a valuable tool for both students and educators, as delivering comprehensive and personalized feedback to each student would be a challenging endeavor for a teacher. Conversely, AI appears to be assuming the responsibilities formerly held by instructors. AI provides individualized learning, suggesting that pupils can learn independently of a human teacher.

Artificial Intelligence (AI) tools are being introduced into EFL classrooms, offering potential benefits for learners and teachers, but also raising concerns about job security for teachers. The purpose of this study is to investigate how teachers see the use of this technology in the classroom. This project will also investigate the pedagogical considerations that should be made when integrating AI into instructional strategies. With its ability to provide individualised feedback—something that would be difficult for teachers to accomplish for each student—AI can be a useful tool for both educators and pupils. AI appears to be assuming the responsibilities of instructors. AI provides customized learning experiences, potentially enabling pupils to study independently of a human instructor.

Motivation plays a crucial part in the success of foreign language learners. When it comes to learning English, motivation plays a crucial role in determining whether students succeed or fail (Ai, Pan, & Zhong, 2021). Thuan (2021) posits that there exists a correlation between motivation and the acquisition of foreign

languages. Enhancing motivation can foster a heightened inclination towards learning, while engaging in learning activities can generate motivation. Furthermore, motivation serves as a catalyst for pupils to attain their objective in acquiring proficiency in the English language. By fostering such drive, students will exhibit a heightened level of interest and exert maximum effort in their pursuit of knowledge.

Furthermore, if teachers are able to provide motivation and assess the pedagogical aspects to be taken into account when incorporating AI into education for their pupils, it will enhance their eagerness in the learning process. Providing motivation in the process of learning English can help pupils recognise the advantages and objectives they will achieve by studying the language. Although students may be motivated to learn English, they have the ability to cultivate learning as a habitual practice. Consequently, pupils would use their utmost endeavour in the learning process to concentrate on their studies. In order to enhance students' academic performance in English, it is crucial for them to comprehend the instructional material provided by the teacher.

The urgency of integrating AI technologies into EFL classroom is paramount given the current educational landscape. As AI rapidly advances, it offers unprecedented opportunities to revolutionize language education by providing personalized, adaptive learning experiences that cater to individual student needs, thereby significantly enhancing learning outcomes. Without a clear understanding of how to effectively integrate AI into pedagogical practices, teachers might struggle to leverage these technologies, resulting in inefficient use of the resources and potential resistance to adoption. This research is urgently needed to bridge these gaps, ensure equitable access to high-quality English education, support teacher effectiveness and adequately prepare students for a future where digital and AI literacy are indispensable. Without it, the educational divide will continue to grow, leaving many students unprepared for the demands of the modern world. Therefore, this study aims to investigate the integration of AI technologies in EFL classroom, focusing on three critical areas: students' motivation levels, teachers' perspective and the necessary pedagogical factor.

The study presents a number of innovative developments in language instruction. Its creative application of sociocultural theory, which sees AI technologies as cultural mediators that improve individualised and collaborative learning experiences, is one of its main novelties. This theoretical framework offers a novel viewpoint on how artificial intelligence (AI) might support dynamic, interactive language learning. Additionally, the study uses the Expectancy-Value Theory (EVT) in a novel way to evaluate students' motivation levels in a methodical manner, providing a structured framework for comprehending how AI affects students' perseverance and engagement in language learning. This theoretical advancement of EVT within the context of AI-enhanced education is noteworthy.

The objectives of this study are to find out students' motivation levels using artificial intelligence in the classroom, how teachers perspective about the use of technology in the classroom and to look into the pedagogical factors to take into account when using AI in the classroom.

LITERATURE REVIEW

Artificial Intelligence (AI)

Aldosari (2020) defines AI as an intelligent programme that can do variety of activities. For example, people can ask AI-powered tools for help with academic questions and these technologies quickly respond with the necessary data. AI can be used in classroom to make intelligent decisions that are similar to those made by humans. Furthermore, AI is frequently used in language learning to improve students' language proficiency and subproficiency (Zhang & Zou, 2020; Xia et al., 2022). On desktops and mobile phones, a plethora of AI-assisted language learning resources are available to support language learners in their language learning pursuits. These resources are very helpful in enhancing different language learning abilities.

AI is now widely used in academia and education, making use of technology as a valuable and significant component (Giray et al., 2024). It is possible to create customised, personalised learning environment for each student, allowing them to navigate and organise the course material in accordance with their unique academic tasks, by utilising the leveraging effect of AI applications such as ChatGPT (Karaman & Goksu, 2024). Various algorithmic applications of AI in education can be seen as aimed at improving students; learning experiences. These include personalised learning system that ai to improve students' learning experiences, automated assessment system that help teachers evaluate students' knowledge, and facial recognition systems that provide insights into learners' behaviours (Remian, 2019).

Artificial Intelligence (AI) Tools and Technology Used in EFL

AI is a component in the progression of computer technology in language education and learning. The initial advancements focus on systems that prioritize the well-being of learners, according to their individual needs. In the next decade, there will be more precise computational designs with extra features like enhanced learning environments and collaborative tools. During the transition to the new millennium, advancements in computer technology have led to the emergence of artificial intelligence (AI) as a valuable tool for analyzing large amounts of data. In the specific context of this study, AI is used to analyze the linguistic data of learners (Godwin-Jones, 2017). In addition, advancements in Natural Language Processing (NLP) approaches have introduced new improvements in language acquisition. Natural Language Processing (NLP) enables computers to communicate using human language (Stone et al., 2016). In a more comprehensive explanation, NLP involves the analysis, comprehension, and generation of human language in both spoken and written forms (Lu, 2018). Using these technologies, gadgets driven by artificial intelligence can now communicate with learners, comprehend their speech, offer feedback on their spoken language, and assess their writing.

Artificial Intelligence (AI) to Learn Listening and Speaking

AI-powered listening and speaking applications provide students with a chance to engage in interactive and individualized language practice, allowing them to enhance and perfect their language skills. AI technology assists students in enhancing their oral communication skills through immediate feedback, focused exercises, and real-life practice situations (Wu, 2022). Through a variety of techniques, such as speech detection and evaluation, interacting conversation practice, accent reduction and pronunciation improvement, listening comprehension exercises, and natural language comprehension and response generation, AI can help students become more proficient speakers and listeners of English. AI technology, functioning as a peer or examiner, can accurately record and evaluate pupils' spoken English. AI can offer immediate feedback and recommendations for improvement by analyzing the pronunciation, intonation, and fluency of individuals and comparing them to those of native speakers. Furthermore, AI can engage in interactive conversations with pupils as virtual language tutors. These instructors employ natural language processing (NLP) to comprehend and react to students' verbal communication, offering an authentic and engaging practice setting (Hapsari & Wu, 2022).

Artificial Intelligence (AI) to Learn Reading

Proficiency in reading is an essential aptitude for acquiring English language proficiency. With the continuous progress of technology, educational platforms and applications driven by artificial intelligence are becoming more prevalent in assisting students in enhancing their reading abilities. These platforms and programs, powered by artificial intelligence, include a variety of capabilities that can be advantageous for students aiming to enhance their understanding, lexicon, and overall reading proficiency. Huang et al. (2023) assert that AI-powered platforms and applications have a notable advantage in automating the grading process and offering feedback for reading comprehension activities. Students have the ability to submit their answers to reading assignments, and the platforms and application may automatically assess their work and offer feedback on areas that need development. This feature has the potential to be highly advantageous for pupils, since it enables them to promptly discover their strengths and limitations in reading comprehension (Huang et al., 2023).

Artificial Intelligence (AI) to Learn Reading

When considering another essential English proficiency, such as writing, it is important to note that there are numerous artificial intelligence (AI) technologies that significantly contribute to improving various areas of writing. One example of such a program is Grammarly, a highly acclaimed online grammar-checking application that is widely utilized globally and is accessible at no cost. Grammarly, in conjunction with AI-driven writing aids such as ChatGPT, provides a variety of functionalities that can greatly enhance writing proficiency.

First and foremost, Grammarly assists in detecting and rectifying grammatical faults, punctuation issues, and spelling mistakes. This feature is especially beneficial for students and authors seeking to create flawless written material.Furthermore, Grammarly offers recommendations for improving sentence structure and word selection, so enhancing the overall clarity and coherence of the text. This function is advantageous for anyone seeking to enhance their writing style and successfully communicate their views. In addition, Grammarly provides users with insights on writing tone and style, assisting them in maintaining a consistent and suitable tone in their writing. This feature is highly helpful in academic and professional writing, since it is crucial to keep the appropriate tone.

Difficulties and Challenges in Implementing AI

Vall and Araya (2023) argue that the use of AI language learning technologies is hindered by several problems and limits, which ultimately affect their effectiveness in facilitating language acquisition. A major issue with most AI-based language learning tools is the inherent absence of human connection. Although several programs provide chances for live conversation practice with native speakers or language teachers, the primary learning experience still consists of self-guided study without direct human interaction. The lack of real-time contact can be problematic for learners who need a personalized and dynamic learning environment. This limitation restricts their access to rapid feedback, cultural insights, and nuanced language usage, which are crucial for a thorough language learning experience.

Moreover, AI language learning techniques frequently encounter difficulties in reproducing the intricate cultural and contextual subtleties of language. This encompasses difficulties in accurately comprehending idioms, colloquialisms, and regional accents. Not capturing these subtle distinctions might result in misunderstandings or communication problems, particularly in situations that include intricate or specialized language usage. The restrictions impede the tools' capacity to enable genuine and culturally aware language learning experiences, which are crucial for proficient communication and cultural proficiency.

Furthermore, the efficacy of AI language learning technologies relies significantly on the presence of abundant data to train their algorithms. The dependence on extensive datasets might offer considerable obstacles for underrepresented languages or dialects that may lack adequate data. As a result, there can be a scarcity of resources or learning materials that are biased towards particular languages, which can restrict the inclusiveness and effectiveness of AI technologies in meeting the different demands of language learners. In addition, AI language learning systems are limited in their ability to comprehend and generate imaginative or unique linguistic material, such as poetry or fiction. These technologies may also have difficulties when it comes to jobs that demand a high level of language skill, such as complex grammar or vocabulary usage. This constraint hinders learners from effectively using language in sophisticated ways beyond simple communication, thereby affecting their overall progress in language proficiency.

Motivation in Expectancy-Value Theory

Motivation plays a crucial role in the learning process. It drives students to set goals, take action, and evaluate their progress in order to get better results in studying the English language (Thuan, 2021). Given their level of drive, students will exhibit a heightened level of concentration during the learning process. This is because they will do utmost effort to achieve their objective. In addition, they will also assess the outcomes to gauge their degree of comprehension. The pupils' commitment to learning English and achieving mastery is demonstrated via their diligent efforts. An efficacious framework for comprehending the factors that drive individuals in this context is the Expectancy-Value Theory. Expectancy-value theorists posit that motivational beliefs are derived from two fundamental sources: value and expectation.

The Expectancy-Value Theory is extensively utilized in the field of psychological education to gain information into the focused on achievement motivations of individuals. It offers a cognitive and emotional awareness of the fundamental mechanisms that influence students' preferences, effort investments, and persistence in academic endeavors (Wigfield & Eccles, 2000; as cited in Yurt & Kaşarcı, 2024). As per the Expectancy-Value Theory, achievement decisions, effort, and perseverance are all directly influenced by expectations and task values. This theory posits that expectations and values are influenced by task-specific beliefs, including those concerning an individual's capabilities, the perceived challenge of tasks, as well as their objectives, self-schemas, and affective memories. Subsequently, an individual's perspective of their prior experiences and diverse socialization influences shape these social cognitive variables (Wigfield & Eccles, 1992). As defined by Eccles et al. (1983), achievement expectations are individuals' convictions regarding their future performance on given tasks. Ability beliefs pertain to an individual's subjective assessment of their present level of competence in a specific task, whereas achievement expectations are prospective in nature.

Teachers' Perspectives

The way teachers perceive a certain concept or practice in their teaching and learning processes plays a crucial role in the success of their students' learning. Based on a variety of prior studies, Cope & Ward (2002) stated that teachers' perspectives on learning and teaching greatly influence their teaching methods and students' learning approaches. All of these factors would ultimately impact the students' overall learning experience. Teachers' perspectives may not directly impact student learning, but they play a vital role in determining students' success in their educational pursuits. When it comes to incorporating learning technology, research reveals that teachers' perspectives align with its importance. Teachers' perspectives have been identified as crucial factors in how they incorporate technology into their classrooms, according to various studies (Ottenbreit-Leftwich et al., 2018). An interesting example of this idea can be seen in the research conducted by Deng et al., (2014).

Several studies have examined teachers' perspectives on incorporating technology in language classrooms. However, there is a noticeable gap in research when it comes to exploring EFL teachers' perspectives on AI. Therefore, given that AI can be seen as a form of technology, it is also important to consider

it within the broader context of technology. Firstly, it is worth noting that numerous studies have shown that teachers hold favourable views regarding the integration of technology in language classrooms. These studies include the works of Aljohani (2021), Alzubi (2019), Djiwandono (2019), Huang et al. (2019), Muslem et al. (2018), and Owen et al. (2018). In addition to these promising findings, however, some studies also brought attention to several issues that require consideration. As example, Arnold and Ducate (2015) discovered that language teachers were still unable to fully embrace the pedagogical benefits provided by technology. In a study conducted by Susanto and Yosephine (2019), it was discovered that the demanding nature of utilising technology may hinder teachers from fully capitalising on its benefits.

Pedagogical Factors in Implementing AI

From a pedagogical perspective, implementing AI tools can be a way of strengthening the quality of EFL education. Advanced chatbots and virtual learning coaches are linked to an improved capacity to offer personalised feedback in a way that encourages dialogue and assists students in strengthening their grammar. Additionally, AI-powered language assessment systems improve performance evaluations of learners and provide accurate recommendations based on needs that have been discovered. These developments raise student engagement and help them become more autonomous, which boosts learning results. Additionally, there are some benefits that arise from the use of AI in the EFL sector. This is due to the fact that AI makes it possible to construct customised learning environments and original methods for meeting the demands of individual students. Learning experiences are personalised and adapted to the skills and location of each student through the use of AI. The outcome is priceless one-on-one attention that can address certain learning goals and problems. Teachers have been using AI technology to provide students personalised feedback. With the help of artificial intelligence (AI), educators can leverage data-driven analytics and insight to provide individualised feedback to students based on their unique needs. This fosters student development and makes it possible to customise lessons (Vera, 2023). In order to motivate students to prepare ahead and evaluate their achievement, AI also makes it possible to track their individual growth and to keep up learner-centered dialogues (Wollny et al., 2021).

The study's dynamics and variables are made easier to understand by using the visual representation as a guide. The research framework is shown in the following figure, which provides readers with a visual guide to help them proceed through the conceptual terrain of the study.

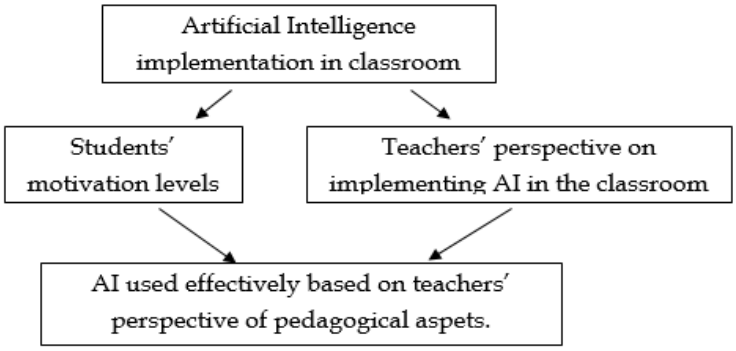

Figure 1. Conceptual Framework

The study's conceptual framework is predicated on the idea that incorporating artificial intelligence (AI) into EFL classes significantly affects teachers' and students' perceptions and motivation. According to this approach, AI tools and technology have the potential to completely transform EFL instruction by offering highly customised learning opportunities that are catered to the individual needs of each student. Artificial Intelligence has the capability to modify educational materials and assessments instantly, catering to students' various learning preferences, skill levels, and unique difficulties. By making learning more dynamic and relevant, this degree of personalisation is expected to promote student engagement. This could ultimately result in higher motivation and a more positive attitude towards learning English.

On the other hand, instructors' viewpoints have a significant influence on the effectiveness of AI integration in the classroom. The opinions of educators regarding AI technology are important since they affect how well these resources are integrated into the classroom. The integration process is significantly influenced by teachers' readiness to embrace AI, their familiarity with these tools, and their comprehension of the technology's possible advantages and drawbacks. Instructor input offers insightful information about the real-world difficulties they encounter and aids in determining what modifications to curriculum, classroom management, and teaching methods are required to better correspond with AI capabilities.

The framework places a strong emphasis on analysing the dynamic link that exists between teachers' opinions and students' motivation. In order to provide a comprehensive knowledge of the elements that lead to effective AI integration in EFL classrooms, the study will examine how AI affects students' motivation as well as how teachers view and administer these technologies. This entails figuring out the optimal techniques and pedagogical modifications needed to optimise AI's ability to improve language acquisition.

METHODOLOGY

By employing a mixed methods research methodology, one can achieve a harmonious blend of quantitative data and generalizable results with the intricate and meaningful context of individuals' lived experiences. One standard protocol calls for first gathering and analysing survey data, then conducting qualitative interviews to clarifying confusing, contradictory or unusual survey results (Cohen et al., 2018). The advantages of both quantitative and qualitative

data are included into this design: the former assures generalizability, while the latter offers contextual insights. It enables researchers to make optimal use of the advantages of both forms of data.

Due of the limited familiarity of EFL teachers with AI, this study utilised deliberate sampling strategy (Leavy, 2017). Purposeful sampling involves deliberately selecting people who are specifically suited to the objectives of the study. Nevertheless, in order to ensure accuracy and effectiveness, Creswell and Plano Clark (2011) argue that the selection process should take into account various factors, including the participants' familiarity and expertise in the subject matter of the study.

Therefore, the study included fifty senior high school students and four English as a Foreign Language (EFL) teachers who were chosen from senior high school at SMA Negeri Plus 2 Banyuasin III. The selection of those sample was based on their consistent use of various AI-powered applications in their teaching over the past two years.

Table 1. Demographics of the Interview Respondents

ID	Gender	Educational Background	Years of Teaching Experience
T1	F	Master's in English Education	5 years
T2	F	Master's in English Education	15 years
T3	M	Bachelor's in English Education	7 years
T4	F	Bachelor's in English Education	11 years

The researcher employed survey questionnaires to gather data: A standardized survey questionnaire will be given to EFL students who have used AI-based language learning tools in order to collect quantitative data. The purpose of the questionnaire was to gauge respondents' motivation for AI. One online tool for producing and distributing surveys is Google Forms. By letting respondents complete the survey online, it makes data collecting simple. The digital format of the responses is automatically kept and arranged, making data management and analysis easier.

The five-point ordinal Likert scale was employed in the questionnaire to gauge respondents' opinions of the significance of various workplace issues as well as their level of satisfaction or effectiveness. In addition to a midway that allowed respondents to select a "neutral" response, respondents were given the opportunity to express one of two extreme points of view: 1 for "strongly agree" and 5 for "strongly disagree" (Australian Public Service Commission, 2014). Following a thorough examination of every question included in the 2014 State of the Service Employee Census, 48 survey items were chosen and categorised based on the conceptual model and model constructs. The original Likert scale was recoded with 1 denoting "strongly disagree," 5 denoting "strongly agree," and 3 denoting "neutrality" in order to align the survey responses for this study.

The study employed a number of qualitative data collection techniques, such as literature research, document examination, and semi-structured interviews. In-depth insights into the experiences and viewpoints of teachers and students on AI in English as a Foreign Language (EFL) instruction were obtained

through semi-structured interviews. In order to comprehend the practical integration of AI, lesson plans and teaching materials were analysed as part of the document review process. Furthermore, by looking at earlier research and theoretical frameworks pertaining to AI in education, literature research provided contextual insights. When combined, these techniques sought to thoroughly investigate how AI affects EFL classroom instruction and student motivation. Consequently, the writer adopted the AI Use Motives Questionnaire developed by Yurt & Kaşarcı (2024).

RESULT

Students' Motivation Levels

Using the expectancy-value theory as a framework, the study explores the motivational factors that affect the use of Ai applications. This theory suggests that expectation and task value are the two fundamental aspects that determine motivation. There are four sub-dimensions that make up task value: attainment, intrinsic/interest, utility and cost. The 20 questionnaire items are classified based on these parameters and the mean scores for each item are included in the data.

Tabel 2. The Result of Students' Motivation Levels

Indicator	Item	Mean	Rating of Motivation Level
Expectancy	1	4.18	High Degree of Motivation
	2	4.14	High Degree of Motivation
	3	4.20	High Degree of Motivation
	4	3.96	High Degree of Motivation
Attainment	5	4.56	High Degree of Motivation
	6	3.98	High Degree of Motivation
	7	4.24	High Degree of Motivation
	8	4.46	High Degree of Motivation
Utility Value	9	4.16	High Degree of Motivation
	10	4.54	High Degree of Motivation
	11	4.58	High Degree of Motivation
	12	4.44	High Degree of Motivation
Intrinsic/interest value	13	4.26	High Degree of Motivation
	14	4.40	High Degree of Motivation
	15	4.06	High Degree of Motivation
	16	4.42	High Degree of Motivation
Cost	17	4.28	High Degree of Motivation
	18	4.08	High Degree of Motivation
	19	4.02	High Degree of Motivation
	20	4.18	High Degree of Motivation
Mean		4.25	High Degree of Motivation

The expectancy ratings show that most participants believe they can learn skills required to use AI application effectively. According to item 1 (4.18), participants appear to have faith in their capacity to learn AI skills. Item 2 (4.14) shows that participants' perspectives of their relative expertise in AI are based

on their belief that they know more than others. In item 3 (4.20) demonstrates that participants more so than their peers feel competent when using AI applications. Even if it is marginally lower, item 4 (3.96) nevertheless shows a favourable self-evaluation of their ability to employ AI in comparison to others. This somewhat lower score, meanwhile, might point too some variation in participants' confidence levels.

High score for attainment value show that participants place a high importance on competency and improving their use of AI. Item 5 (4.56) shows that participants think highly of being able to use AI effectively. The lowest score in this area, item 6 (3.98), indicates that although participants value learning and applying AI advancements, they do not place as much emphasis on this particular component. The significance that participants attach to remaining up to date on AI developments is shown in item 7 (4.24). item 8 (4.46) demonstrates a strong focus on improving AI usage skills, indicating that participants are driven to keep getting better.

High utility value scores show that users think using AI applications improves their everyday productivity and professional abilities. As reported by item 8 (4.16), people believe AI will advance their careers. The two highest score in this area, item 10 94.54) and item 11 (4.58), show that people think AI significantly improves their productivity and makes daily chores easier. Item 12 (4.44) demonstrates that participants view AI as helpful in a variety of courses and areas, demonstrating the technology's broad applicability and perceived utility.

The participants' consistent high scores for intrinsic and interest values indicate that they genuinely enjoy using AI applications and keeping up with developments. As shown in item 13 (4.26), participants find AI applications enjoyable to use. Item 14 (4.40) displays how individuals' encounters with AI are captivating. The lowest score in this category, item 15 (4.06), reveals that while people like learning about new developments in AI, they do not find it as entertaining as other aspects. Item 16 (4.42) implies that participants consider developing their AI abilities to be a fun process of learning.

The perceived time and effort commitment need to master AI applications is reflected in the slightly lower cost scores when compared to other aspects. Item 17 (4.28) represents that participants believe learning AI is well worth the investment. While people perceive learning AI to be very simple, item 18 (4.08) revels that there are certain hurdles involved. The lowest score in this dimension, item 9 (4.02), points out that while participants are driven to invest time in studying AI, they are also aware of the time and effort requirements. Item 20 (4.18) conveys that participants are prepared to invest a substantial amount of time and energy in advancing their AI abilities.

Teachers' Perspective on the Implementation of AI in the Classroom

The data pointed out that the findings of the research could be divided into two categories based on perceived usefulness: those for teachers and those for students. The main concern for educators is how the applications might facilitate instruction (Sumakul et al., 2022). Meanwhile, AI apps could support

students in developing their creativity and motivation in addition to aiding them in studying the EFL course topics.

Tabel 3. The Perspective of EFL Teachers Regarding the Applicability of AI in EFL Classes (Sumakul et al., 2022)

Subject	*Perceived Usefulness*
Teachers	AI is able to support teachers in their teaching.
Students	AI is able to support students study their lessons.
	AI may foster students' creativity.
	AI has the potential to motivate students more.

When discussing changes in teachers' roles within the classroom, all participants acknowledged that AI might influence these roles, but they viewed the changes favorably. They were presented with examples of AI performing tasks typically done by teachers and asked for their perspectives. For instance, T1 expressed her satisfaction with AI apps because they alleviated some of the teachers' burdens, stating "So the more it reduces the work of the teacher, the happier I am". T4 however voiced some concern about AI's disruptive potential, saying "I am a little bit worried, to be honest. But I also need to embrace change and advancement". Despite her worries, she recognized the necessity of adapting to technological progress. Similarly, T3 emphasized the importance of integrating technology to enhance student learning, nothing that the primary role of a teacher is to facilitate student learning, with AI serving as a tool to aid in this.

All participants indicates that AI applications helped students understand lessons and language learning materials. Their perspectives were based on analyzing application features and observing students interactions with the applications. Both sources led to the conclusion that AI applications supported student learning. For instance T1 believed that Masterpiece Generator application would generally aid the learning process. T2 elaborated that the application could help students learn about parts of speech, like nouns and adjectives and assist them in writing short stories. She explained, "The application may help the students to get to know how to develop the plot of a narrative writing, how to begin a narrative essay and how to introduce the characters and setting of the story". Regarding the Elsa application, T4 commented "If students are serious about improving their English pronunciation, then ELSA seems to be a great help".

It's interesting to note that there was proof AI may encourage pupils' inventiveness. The interviews revealed—even though it wasn't said directly—that creativity surfaced when using the Plot Generator app to study. T3 claimed that the AI software enabled pupils "to think and produce their own writing," demonstrating creativity via the use of cognitive processes (thinking) and production (creating). T1 saw that, maybe as a result of the app's prompts, pupils had written stories she had never imagined: "There were stories that I had never imagined before. Most likely, the application's instructions gave them the idea".

Students' creativity was also stimulated by the imperfect language generated by the Ai application. As the AI's output was not always natural, students had to refine it to make it more realistic. T3 noted "… the students realized how bizarre the final story that the application generated then learned how they could make the story more realistic". T2 added "… the students will have to revise and edit the nonsense parts of the writing and add other characters to turn the story into a better narrative writing". The teachers' account indicate that the Ai application's flaws prompted students to engage in creative problem-solving. While some might argue that correcting AI-generated content is not true creativity, the process of identifying the issues, thinking critically and devising solutions involves creative thinking. As Bereczki and Kárpáti (2021) suggested classroom context.

Pedagogical Aspects to Comsider in Implementing AI in Classroom

The finding revealed that teachers hold positive views regarding the use of AI technologies in EFL classroom. Beyond these positive perspectives, several other factors need to be considered when incorporating AI into language classroom. The interview data from this study highlights two key aspects: students' motivational levels and teachers' technological and pedagogical knowledge.

According to the results, the AI applications utilized in this study may increase students' motivation. Enjoyment of the learning process is a symptom of intrinsic motivation in students and AI applications also have the ability to encourage learner autonomy. It was often remarked by participants that students relished using AI applications. T1 for instance, noticed that her students were enjoying themselves while using the program and asked the directly, "… most of them said yes". Similarly, T3 mentioned, "I observed my students were enthusiastic to write". Motivation initiates the learning process and helps sustain it. Given its importance, it is the teachers' role to maintain motivation throughout the learning process.

If a teacher finds that an application might not be suitable for students with low motivation, there may be internal or external factors or limitations in the application's pedagogical design (Rieland, 2017). It is the teachers' role to create activities that could help enhance their students' motivation. The teacher decides what technology to use and how to use it. If an application has been proven to have no benefits for students' learning, the teacher could choose not to use it or design activities that could improve the pedagogical potential of the application.

Another aspect to consider when integrating AI technology in language classrooms is the readiness of the teacher. This readiness involves the teachers' technological and pedagogical knowledge regarding the applications. This issue was raised by T3, the coordinator if the writing classes that used Plot Generator. She mentioned that the other teachers under her coordination might not feel comfortable using the application because they did not prepare the teachers on how to teach with it. When asked about what she would do differently in the next semester regarding the issue, she said two things: "1. Will train the teachers better. 2. Will provide lesson plans for the teachers". These align with the idea

that teachers need to be assisted and supported when working with technology (Ding et al., 2019).

Some teachers might be familiar with or even attracted to the use of educational technology, but many others might not be. Even though they are well-equipped with pedagogical knowledge, they might struggle when dealing with technology. This could relate to the new instructional challenges faced by teachers when working with AI technology, as mentioned by Wilson et al. (2021). Providing teacher training or technological assistants to teachers who lack technological knowledge might fill this gap.

DISCUSSION

A complicated and dynamic viewpoint among academics and educators is revealed by the landscape of research on the integration of Artificial Intelligence (AI) technologies in language classes. To compare and contrast this study with earlier research, the researcher chose literature from a variety of international sources. This study attempts to fill a vacuum in the literature by using the expectancy-value theory to evaluate students' motivation levels, which was not done in any of the previous investigations.

Ebadi and Amini (2022) conducted a significant study to investigate how AI-assisted language learning affects EFL learners' engagement. They used surveys to get information on motivation and social presence, and they tracked how students interacted with the AI tool. The results showed that learners' motivation and engagement with their studies were much increased by the AI technology. Similar to this, Carpio et al. (2015) looked into how learners' motivation and learning outcomes were affected by a language acquisition strategy driven by AI. According to their findings, the AI-assisted method enhanced learning outcomes by having a beneficial impact on learners' motivation. Though interesting, these research did not look at the particular motivational reasons that lead to these results, like expectation and worth.

Xu et al.'s Chinese study from 2022 was concerned with how AI-assisted language learning affected English language learners' speech and interactions. The outcomes showed that by actively involving learners in interactive language learning activities, the AI tool with speech recognition improved learners' language learning accomplishments. This is consistent with past studies by Zhou & Li (2023) and Ali et al. (2023), which discovered that the usage of chatbots boosted student motivation and promoted the investigation of novel ideas. It was seen that students competed with one another, refining their knowledge and rephrasing questions based on instructor comments in order to arrive at the right answers ahead of their peers. These results imply that expectancy plays a significant role in motivating students since students' competitive behaviour and engagement seem to be driven by their expectation of success.

The use of AI in language instruction has also been the subject of recent study, which has raised important questions and produced a range of findings. According to studies by Rieland (2017), Zawacki-Richter (2019), and Sumakul (2019), there are pedagogical design flaws in AI applications, and teachers utilising AI in the classroom lack adequate pedagogical skills. These results highlight the

need for more research that takes into account practical implementation strategies, teacher roles, and the pedagogical frameworks necessary for successful AI integration in language learning environments, in addition to investigating the technical capabilities and potential benefits of AI. Ding et al. (2019) also suggested that instructors require sufficient assistance and training in order for them to fully understand the potential of AI to improve their classrooms.

CONCLUSION AND RECOMMENDATION

First off, the findings showed that AI applications significantly raise students' motivation and involvement in their English language studies. According to the statistics, students thought AI technologies were helpful in helping them reach their language learning objectives. Furthermore, the majority of teachers' opinions about AI technology in EFL classes were favourable. Teachers realised that artificial intelligence (AI) may improve learning results by personalising learning experiences, meeting the needs of each individual student, and giving quick feedback. Pedagogical issues were another important area of the study's emphasis. In order to optimise the advantages of AI applications, the research stressed the need for developing a positive learning environment and using efficient teaching techniques. While artificial intelligence (AI) can be a potent tool, teachers pointed out that its efficacy depends on how well it is incorporated into the curriculum and how much it supports conventional teaching methods.

FURTHER STUDY

This study has a number of inherent constraints that affect the depth and generalizability of the findings. Due to the study's heavy reliance on participant interviews and questionnaires, it is possible that some biases and limitations will be introduced. A significant drawback is the difficulty in conducting a detailed analysis of useful implementation strategies or assessing the actual effects of AI interventions in educational contexts. The study looks at how AI can increase students' motivation to learn English, although it may not fully represent the subtleties and efficacy of various implementations in real-world settings.

As a result, these constraints may limit the study's findings, affecting their generalizability and offering a relatively restricted viewpoint on the subject. All things considered, these drawbacks show how much more research is required to fully comprehend the wider ramifications and practical implications of AI applications in EFL instruction. This research should use larger, more varied samples and more thorough methodology.

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