

From Chalkboards to Chatbots

Language Educators' Needs, Struggles, and Adaptation in the AI Era

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Presentation Objectives

- Define the study's objectives.
- Present the core research questions.
- Outline the methodology used.
- Discuss key findings from the study.
- Conclude with implications for educators.

1. Introduction & Context

The New AI Challenge



AI rapidly transforms language education.



Educators face pressure to integrate AI.



Focus: First-year university EFL instructors.



Instructors face a dual responsibility.

Studies on Generative AI in Language Education

Several studies explored GenAI in Language Learning Contexts:

- **Findings:**
 - Teachers worried about undisclosed use; students were more tolerant of it.
 - Highlighted a lack of institutional policies and training.
 - Over-reliance can diminish learners' motivation, critical thinking, and authentic communication.
 - Unethical use by students may make it difficult for teachers to distinguish between learner and AI-generated work.
 - Hindering accurate assessment.
 - Accuracy limits, cultural biases, ethical issues.

The Research Gap

General Research

Existing research is often general.
Most studies focus on tools, not
teachers.

The Overlooked Gaps

Gap: Specific needs of EFL
instructors.

Gap: Overlooks cognitive &
emotional labor.

2. Research Questions

Guiding Questions

Research Question 1

What are the needs, challenges, and adaptations of EFL instructors integrating AI?

Research Question 2

How do instructors perceive the cognitive and emotional labor of this adaptation?

3. Methodology

Research Design



Survey (Quantitative)

N = 125

First-Year EFL Instructors



Interviews (Qualitative)

N = 20

Semi-structured Interviews

4. Key findings

Finding: AI Adoption is High

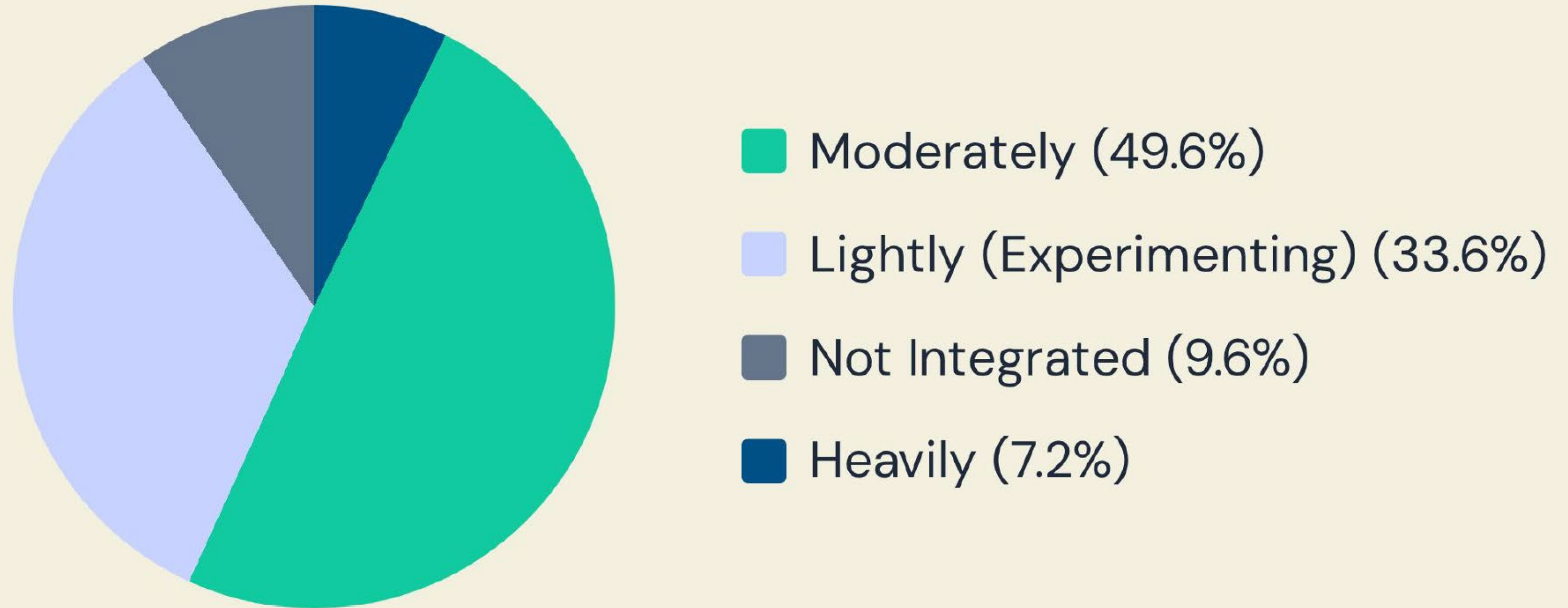
88%

of instructors use AI tools.

Common Uses:

- Vocabulary (89%)
- Grammar (86%)
- Reading (63%)
- Writing (58%)

Finding: Levels of AI Integration



Most instructors are embedding AI, but deep integration is still rare.

Finding: Teacher Perceptions of Student Attitudes

Very Positive

45.6%

Positive

38.4%

Neutral

16.0%

84% of teachers perceive students as positive or very positive toward AI tools.

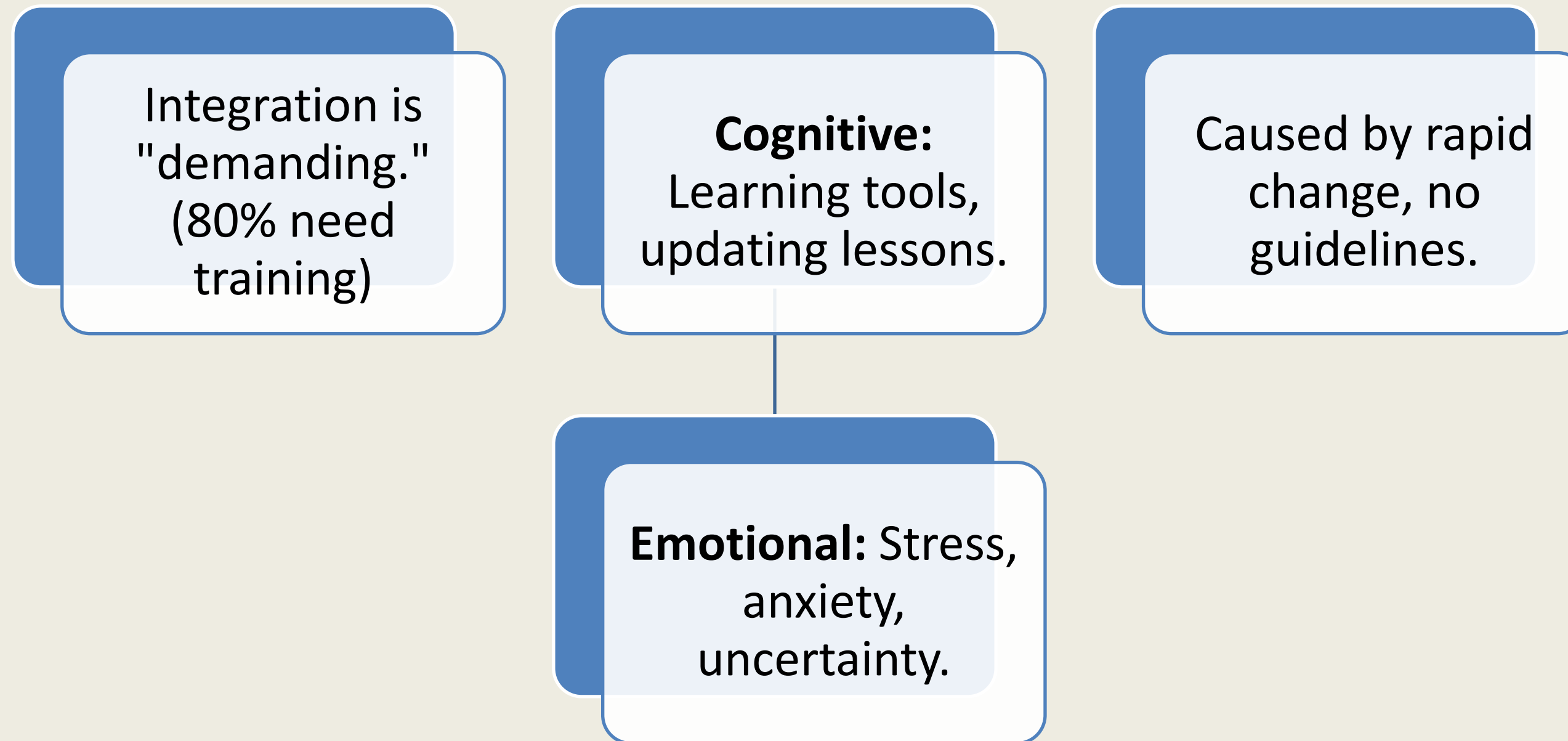
Finding: What Teachers Need

-  **Targeted Training / Workshops (80%)**
-  **Access to Paid AI Tools (68%)**
-  **Clear Institutional Guidelines (66%)**
-  **Peer Collaboration (29%)**

Finding: Key Challenges for Teachers

-  **Accuracy / Reliability Concerns (61%)**
-  **Ethical Concerns (Plagiarism) (58%)**
-  **Technical Difficulties (45%)**
-  **Limited Access / Infrastructure (29%)**

Finding: Cognitive & Emotional Labor



5. Discussion

The specific needs, challenges, and adaptive processes of first-year university EFL instructors integrating AI:

- **High Demand for Training and Support:**

The most significant need reported by first-year university EFL instructors was for targeted training and workshops (80%).

- **Top Concerns are Accuracy and Ethics:**

The primary challenges instructors reported were accuracy/reliability concerns (61%), which included occasional hallucinations, and ethical concerns (58%), such as plagiarism and inappropriate learner dependence.

- **Infrastructure and Technical Difficulties are Obstacles:**

Instructors faced technical difficulties (45%) and limited access/infrastructure (29%), including inconsistent internet availability.

- **Teachers are Adapting Gradually:**

Instructors have developed adaptive processes, including gradually integrating AI tools and tailoring the integration based on classroom readiness and institutional support.

- **Need for Institutional Vision and Early Student Orientation:**

Adaptive strategies also included the introduction of AI tools to first-year students during orientation to foster responsible usage and autonomous learning.

The cognitive and emotional labor involved in adapting to AI-driven educational environments:

- **High Cognitive and Time Demand:**

Integrating AI is demanding, requiring continuous effort from teachers. It includes designing effective lessons that do not replace critical thinking or interpersonal skills, and monitoring student AI use.

- **Significant Emotional Stress and Responsibility:**

Teachers reported a mix of strong emotions, including stress and anxiety due to the rapid changes and lack of support/guidelines. Many felt an increased responsibility to safeguard learners' creativity, ethical awareness, and motivation.

- **Teachers Lack Sufficient Guidance and Support:**

The findings stress that while teachers are actively adopting AI tools and are ready for change, they frequently feel compelled to do so in the absence of sufficient guidance.

- **Need for Context-Specific, Policy-Driven Frameworks:**

The successful transition requires teachers to reconfigure their identities and philosophies. It is critical that teachers be made aware of the institution's frameworks regarding ethical AI use, data privacy, and quality assurance to prevent risks. Furthermore, AI integration models must be tailored to context (e.g., cultural sensitivities and institutional missions).

- **Enthusiasm for Potential, Despite Challenges:**

Despite the emotional and cognitive strain, EFL teachers expressed hope and optimism for AI's potential in enhancing engagement and individualizing learning. They view themselves as key players in shaping a successful and culturally sensitive AI environment.

6. Conclusion



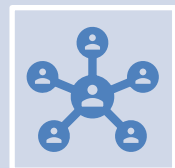
Staying ahead of AI.



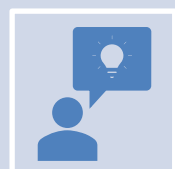
A human- centered approach to using GenAI.



Having a clear purpose so that it leads to positive outcomes.



Alignment with the cognitive, social and emotional aspects of language learning.



Students & teachers need enhanced AI literacy skills to effectively and critically approach AI.

Thank You

Questions?

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