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Unveiling Barriers and Challenges of AI Technology Integration in Education: Assessing Teachers' Perceptions, Readiness and Anticipated Resistance

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Abstract: This study seeks to fill a gap in the literature concerning the extrinsic barriers that affect the integration of artificial intelligence (AI) technologies, such as ChatGPT, within the educational sphere. While previous studies have predominantly focused on intrinsic factors like teachers' attitudes and beliefs, as well as the general benefits and drawbacks of AI in education, there has been limited investigation into how external obstacles, such as large class sizes, insufficient resources, slow internet connections, and outdated technology, affect this integration. The importance of this study lies in its assessment of whether these extrinsic barriers contribute to teachers' resistance to embracing AI technology. This study employs a quantitative method to explore this issue, using a questionnaire administered to thirteen (n=13) EFL instructors from the Department of English at Ibn Khaldoun University of Tiaret, Algeria. The results derived from this study reveal that while participants recognised AI's potential to improve student learning and expressed confidence in its integration, they also identified extrinsic barriers such as technical complexity, inadequate training, limited resources, and large class sizes as critical factors contributing to their resistance to incorporating AI tools into their teaching practices. This research emphasises the necessity of addressing these external barriers to

better align technological innovations with teachers' needs and readiness, thereby enhancing the effective integration of AI in education.

Keywords: AI Technology, Barriers, EFL teachers, Perceptions, Resistance.

Introduction

Nowadays, artificial intelligence technology (AI), such as ChatGPT, in education is an undeniable reality, providing educators and students with unprecedented flexibility and accessibility. As educators play a central role in educational innovation and change, numerous studies have examined their opinions and beliefs regarding the use of AI technology in education. These studies show that teachers generally have a positive attitude towards AI for educational purposes and show high motivation to incorporate AI-related content into their teaching practices (Choi et al., 2023; Firat, 2023; Ivanashko et al., 2024; Mlambo, 2024; Nguyen, 2024; Polak et al., 2022; Yu, 2024). Despite their positive attributes, the use of AI technology in education continues to be debated by many academic institutions and educators.

The main concerns revolve around academic integrity and plagiarism due to the text generation capabilities of AI tools (Stokel-Walker, 2022; Strzelecki, 2023; Sullivan et al., 2023; Yan, 2023; Yu, 2023), inappropriate and potentially biased and misleading information (Halaweh, 2023; Hartmann et al., 2023; Sabzalieva & Valentini, 2023), over-reliance that could hinder critical thinking skills and promote academic laziness (Farrokhnia et al., 2023; Kasneci et al., 2023; Rasul et al., 2023; Yan, 2023), and difficulties in ensuring fair and accurate assessment when students accomplish tasks with AI-powered tools (AlAfnan et al., 2023; Cotton et al., 2023; Moqbel & Al-Kadi, 2023; Nguyen, 2024; Sok & Heng, 2023).

These concerns have prompted some universities to ban ChatGPT (Sabzalieva & Valentini, 2023). Nevertheless, as artificial intelligence technology becomes increasingly prevalent in education, outright bans may prove impractical. According to Psychology's reactance theory, individuals are likely to resist when their freedom of behaviour is restricted, suggesting that restrictions may inadvertently lead to increased resistance and potentially even more covert use (Brehm, 1966). As a result, acknowledging the reality of AI technology emerges as a more pragmatic approach. Notably, some institutions that initially banned ChatGPT have reversed their decisions and are now exploring productive ways to integrate AI technologies while ensuring alignment with learning objectives.

Research Problem

To date, existing research has been found to focus primarily on the intrinsic factors that influence the use of AI tools in the classroom, such as teachers' attitudes, beliefs, and visions regarding technology integration. In contrast, other studies have focused on the pros and cons of using AI tools in the classroom. However, there is a notable gap in research regarding extrinsic factors that may hinder the integration of AI technology into the classroom. Extrinsic barriers such as large class sizes, insufficient resources, slow internet connections, and outdated technology are commonly cited barriers to integrating technology in the classroom. These barriers often contribute to teachers' resistance to innovation and change in education (Hamlaoui, 2021). For example, when teachers perceive significant challenges in incorporating technology into their teaching practices, they may be more hesitant or resistant to embracing these technologies. Ivanashko et al. (2024) note that there is a need to address the various challenges presented by AI to ensure its successful implementation.

Research Aims and Research Questions

This study aims to fill the gap by examining the obstacles encountered when integrating AI technology into curricula. Most importantly, it aims to investigate whether barriers to AI technology predict teachers' resistance to its integration into the curriculum. With this purpose, the study sought to answer the following research questions:

1. How do teachers perceive the integration of AI technology into the curriculum?
2. What are the main barriers to integrating AI technology into the curriculum?
3. How do teachers perceive these barriers concerning the integration of AI technology?

Understanding how teachers' perceptions of obstacles influence their resistance can provide valuable insights into strategies for successful integration. Additionally, it will inform educational stakeholders about the opportunities and challenges associated with integrating AI into EFL teaching, encourage the development of effective strategies to promote positive responses to potential change plans, and ultimately increase the effectiveness of AI tools in the classroom.

Literature Review

To understand the challenges of AI integration in education, it is essential to provide insights into the complexity of integrating technology into education by reviewing studies conducted in different contexts on the common barriers to implementing technology in the classroom.

Concern about integrating technology into the classroom is not a new phenomenon. Even before the advent of AI, research has pointed out the challenges technology presents to educators that stand in the way of seamless integration into curricula. Teachers continue to encounter hurdles when adopting these technologies into their lessons. According to Cabero-Almenara et al. (2021), despite efforts to facilitate ICT integration, its utilisation by teachers remains limited (Fakhlina et al., 2022; Peng et al., 2023).

Considering this, several studies have examined the challenges that influence and hinder technology integration in the classroom to determine under what conditions technology functions as an effective teaching tool. Ertmer (1999) divides these barriers into primary and secondary categories: Primary barriers, such as large class sizes, inadequate resources, poor Internet connections, and outdated technology, are extrinsic barriers. On the other hand, secondary barriers are intrinsic barriers, such as teachers' lack of confidence and attitudes towards technology integration. While the research to date on AI primarily addresses intrinsic barriers, as mentioned earlier, extrinsic barriers need to be given equal attention. Studies examining the relationship between attitudes and the use of digital tools found that positive attitudes and confidence alone are not enough, as poor infrastructure and lack of digital skills often hinder technology integration (Alghasab et al., 2020).

Recent studies on factors influencing the use of technology in education, especially in developing countries such as Algeria, have shown that extrinsic barriers often prevent or slow down digital transformation and increase teachers' reluctance to adopt technology (Hamlaoui, 2021; Konaklı & Akdeniz, 2022; Ouaissa et al., 2021; Vogelsang et al., 2019). For example, Castro-Guzmán (2021), when examining the challenges of professional development for technology integration in higher education, found that the technical support and network infrastructure for developing their work with technology were insufficient. In this regard, Castro-Guzmán (2021) highlights the importance of organisational frameworks in overcoming barriers for professors. Okoye and Okwo (2019) examined the factors influencing technology use in public universities in Enugu State. They found that teachers faced inadequate technical equipment, a lack of qualified teachers, and insufficient resources, among other

significant challenges. Similarly, Hamlaoui (2021) investigated teachers' resistance to educational innovation in Tunisian higher education, citing inadequate ICT infrastructure, poor training and large class sizes as the main reasons for teachers' resistance to educational innovation. Similarly, Imran et al. (2022) scrutinised intrinsic and extrinsic factors in technology integration across 48 private universities in Pakistan. They found that lack of administrative and technical support, time, and poor infrastructure were significant barriers to ICT integration. In universities in the United Arab Emirates (UAE), Marks et al. (2020) cited a lack of digital literacy and inadequate infrastructure as the main barriers to digital transformation. For universities in Cuba, lack of digital skills, poor infrastructure and administrative structures were significant challenges to digital transformation (Jhones & Larramendi, 2019).

These barriers are found not only in developing countries but also in countries with advanced infrastructure. For example, Stüber (2018) observed that digital technology barriers exist in various faculties in Sweden, with participants expressing concerns about knowledge gaps, lack of time and system complexity. Mercader and Gairín (2020) surveyed 527 teachers from four Spanish universities and identified factors such as technophobia, lack of time and inadequate training as prevalent barriers, particularly in the arts and humanities. They advocated increased professional development to overcome these barriers.

However, this does not mean teachers' beliefs and confidence in successful technology integration are not crucial (Alvarado, 2020; Peng et al., 2023; Russell et al., 2003). Alvarado et al. (2020) and Omar et al. (2020) found that teachers' beliefs significantly impact the use of digital technologies. Ertmer et al. (2006, p. 55) state that *"even if teachers have access, support and time, it does not necessarily mean that they will integrate technology in a meaningful way"*. This means there is a direct correlation between teachers' attitudes and the use of digital technologies.

When integrating technology into the classroom, the central role of teachers in curriculum change must be considered (Seufert et al., 2021). Previous studies show that curriculum changes imposed on teachers without taking into account their views, developing their professional skills and providing them with support and training are often met with resistance, resulting in either failure or superficial changes (Fullan, 2007; Hargreaves, 2004; Zhao et al., 2010). As Terhart (2013) points out, change cannot happen against teachers' will, and he emphasises the importance of recognising the role of teachers as essential partners in the pedagogical transformation process. For Hamlaoui (2021), the involvement of teachers in educational decision-making is essential as they have first-hand insight into the realities of the classroom.

To summarise, AI technology can bring positive results only if extrinsic and intrinsic challenges are addressed.

Research Methods

This research uses a quantitative method to explore the perceived barriers that English teachers believe hinder the integration of AI tools such as ChatGPT into the English curriculum.

Sampling and Participants

A sample of thirteen (N=13) English teachers was selected for the study from the English Department of Ibn Khaldoun University in Tiaret, Algeria. The participants were randomly selected to ensure the generalizability of the study results to the general population and to increase the validity and reliability of the results. Demographic characteristics such as gender, age and teaching experience were not considered in the selection, so the study could focus on the teachers' perspectives on integrating AI.

Data Collection

A self-administered questionnaire served as the primary instrument for collecting quantitative data. The questionnaire is divided into three sections. Section one, which consists of three questions on a Likert scale (strongly agree to disagree), captured teachers' perceptions of the potential benefits of AI in learning, their alignment with educational goals, and their confidence in using AI tools effectively. Section two addressed potential challenges to AI integration, such as training limitations, curriculum constraints, class size concerns, access to appropriate tools and technical difficulties. Next, participants rated their perceived extrinsic barriers (e.g. teacher training, resources, class size and support) using a five-point Likert scale (no challenge to extremely difficult). Section three, based on a five-point Likert scale (strongly contribute to do not contribute at all), assessed the degree to which teachers believe the identified barriers contribute to their resistance to using AI. Finally, an open-ended question allowed participants to suggest the desired support to overcome the identified challenges and barriers. The survey design was informed by previous research, particularly the work of Peggy et al. (2006).

Results

The data below represents the obtained results, which are presented and analysed descriptively.

Question One: AI Technology Has the Potential to Enhance Students' Learning Experiences

Table 1

Teachers' View on the Benefits of AI Technology

Answer	N	Percentage
Strongly Disagree	1	7.6%
Disagree	1	7.6%
Neutral	2	15.3%
Agree	7	53.8%
Strongly Agree	2	15.3%

Based on the above results, it is evident that most respondents have positive attitudes towards the potential benefits of AI technology in enhancing students' learning experiences. 53.8% of the respondents chose "Agree," while 15.3% selected "Strongly Agree." Only 7.6% chose "Strongly Disagree" or "Disagree," while 15.3% of the respondents chose "Neutral." Nevertheless, this could suggest a certain degree of uncertainty or scepticism among some instructors regarding the potential benefits of AI in enhancing student learning.

Question Two: Integrating AI Technology into the Curriculum Aligns with the Educational Objectives

Table 2

Teachers' View Regarding AI Technology Alignment with the Educational Objectives

Answer	Count	Percentage
Strongly Disagree	1	7.6%
Disagree	1	7.6%
Neutral	3	23%
Agree	8	61.5%
Strongly Agree	-	-

Data about teachers' views on AI technology and educational objectives revealed that most respondents (61.5%) agreed that integrating AI technology into the curriculum aligns well with educational objectives, demonstrating their support for the integration of AI in the educational curricula. The equal distribution between "Strongly Disagree" and "Disagree" responses at 7.6% each indicates a small yet significant portion of respondents who do not view integrating AI technology aligns with educational objectives. In comparison, 23% of the respondents selected "Neutral," which may indicate some uncertainty or a lack of strong opinion on whether integrating AI aligns with educational objectives.

Question Three: I Feel Confident in my Ability to Integrate AI Technology into my Teaching Practices Effectively

Table 3

Teachers' Confidence in AI Integration

Answer	N	Percentage
Strongly Disagree	-	-
Disagree	-	-
Neutral	3	23%
Agree	7	53.8%
Strongly Agree	3	23%

According to the data collected on teachers' confidence in integrating AI technology into their teaching practices, the majority (53.8% Agree and 23% strongly Agree) expressed confidence in their ability to integrate AI technology into their teaching practices effectively. Meanwhile, 23% chose "Neutral," suggesting that few instructors may have some reservations about AI integration into the curriculum, as indicated above, or may not be sure yet about their ability to integrate AI technology effectively into their teaching practices.

Question Four: Are you concerned about the Potential Negative Impacts of Using AI in the EFL Classroom? If yes, what are Your Specific Concerns?

Table 4

Concerns about Potential Negative Impacts of Using AI in the EFL Classroom

Answer	N	Percentage
Plagiarism and academic integrity	9	69.2%
Biased information and potential for misinformation	7	53.8%
Encouraging academic laziness	10	76.9%
Hindering critical thinking skills	9	69.2%
Disrupting fair and accurate assessment	9	69.2%

Data on teachers' concerns about the potential adverse effects of using AI in the English classroom show that 76.9% of the respondents expressed concerns about the potential adverse effects of AI technology in encouraging students' academic laziness, expressing their concerns that excessive reliance on AI could potentially hinder students' motivation to participate in active learning and critical thinking. In addition, 69.2% of respondents expressed concerns about the misuse of AI, including

plagiarism and academic integrity, and the possibility that AI could impede students' critical thinking skills in addition to unfair and accurate assessment. These findings may imply that teachers know the ethical implications and how the improper use or integration of AI technology can interfere with student learning and development. Furthermore, 53.8% of respondents expressed concerns about biased information and potential misinformation conveyed through AI. This, in return, highlights the need for responsible use and appropriate integration of AI technology into curricula to mitigate these risks.

Question Five: What are the Biggest Challenges you Anticipate when Integrating AI Technology into your EFL Curriculum?

Table 5

Anticipated Challenges in Integrating AI into EFL Curriculum

Answer	N	Percentage
Lack of training and professional development in using AI tools	10	76.9%
Insufficient time within the curriculum to implement AI effectively	4	30.7%
Large class sizes	9	69.2%
Limited access to reliable and appropriate AI tools for EFL instruction	6	46.1%
Technical difficulties with using AI technology in the classroom (e.g., internet connectivity, compatibility issues)	12	92.3%

The data collected on teachers' views on the biggest obstacles to be expected when integrating AI technology into the EFL curriculum provided valuable insights into teachers' most significant concerns. The primary challenge cited by 92.3% of respondents is technical issues related to using AI in the classroom, such as internet connectivity and compatibility issues. The second major challenge, with 76.9% of responses, is the lack of professional training and development. This highlights the need for training opportunities to assist teachers in integrating AI into their teaching practices. In addition, 69.2% of respondents cited large class sizes as a significant challenge for teachers. Furthermore, 46.1% of respondents cited limited access to reliable and appropriate AI tools as a potential barrier that could hinder the seamless integration of AI technology into the curriculum. While only 30.7% of respondents expressed concerns about insufficient time to implement AI into the curriculum effectively, it is crucial to consider time constraints when introducing new technologies into education, similar to any other teaching material.

Question Six: Please Indicate the Extent to Which you Perceive the Following Factors as Potential Challenges to Integrating AI Tools into the Curriculum

Table 6

Teachers' Perceptions of the Various Challenges

	Not a Challenge	Minor Challenge	Moderate Challenge	Major Challenge	Extreme Challenge
Insufficient resources (e.g., funding, technical support)	7.6%	7.6%	23%	38.5%	23%
Limited access to updated technology (e.g., computers)	-	30.7%	23%	30.7%	15.3%
Internet connection	7.6%	15.3%	23%	15.3%	38.5%
Large class sizes (overcrowded class)	-	-	15.3%	53.8%	30.7%

Time constraints affecting the integration of new technologies into lesson planning.	7.6%	7.6%	23%	38.5%	23%
Lack of professional training	23%	7.6%	7.6%	30.7%	30.7%

Table 6 presents how teachers perceive various challenges in integrating AI technology into the curriculum. According to the data, 61.5% of teachers, 61.5%, see "insufficient resources" as a significant challenge, with 38.5% considering it a major issue and 23% viewing it as an extreme challenge. A further 23% consider it a 'moderate challenge'," while only 15.2% (7.6% + 7.6%) do not find it challenging. Similarly, limited access to updated technology is rated as a significant or extreme challenge by 46.2% (30.7% + 15.3%) of respondents, with 30.7% finding it as a moderate challenge and 30.7% as a minor challenge. Regarding "Internet connection," 54% perceive it as a significant challenge, 23% as moderate, and 23% as not or minor.

The data also highlights other obstacles to technology integration, such as classroom overcrowding. 84.5% of teachers consider large class sizes a major or extreme challenge, suggesting that overcrowded classes are always a significant barrier to the effective adoption of new technologies.

Time constraints are another significant hurdle, with 61.5% (38.5% + 23%) of respondents seeing it as a significant or extreme challenge and 30.7% as a moderate challenge. Adequate training is crucial for successful technology integration, as 61.5% (30.7% + 30.7%) of teachers view the lack of professional training as a significant or extreme challenge, 23% as moderate, and 15.2% do not find it significant.

The results indicate that teachers have significant concerns about the availability of resources, the adequacy of technology infrastructure, internet access, and professional training necessary to integrate AI technology effectively into their teaching.

Question Seven: To what extent do you believe that the Identified Barriers Contribute to your Resistance to Integrating AI Technology into your Teaching Practices?

Table 7

Barriers' Impact on Resistance to Integrating AI

Answer	N	Percentage
Strongly contribute	4	30.7%
Contribute	6	46.1%
Neutral	2	15.3%
Do not contribute	1	7.6%
Do not contribute at all	/	/

Regarding the extent to which the identified barriers contribute to resistance to integrating AI technology into teaching practices, most respondents indicated that the identified barriers could lead to their resistance to integrating AI technology in their teaching practices, with 30.7% strongly contributing and 46.1% contributing. This implies that the respondents consider barriers such as lack of training, insufficient resources, technical difficulties, large classes and other obstacles to hinder their readiness or ability to integrate AI into their teaching practices. Though only 15.3% of respondents remained "Neutral" and only 7.6% selected " do not contribute", the results obtained imply that there

is concern among educators that the challenges identified in the survey influence the adoption of AI technology in the EFL curriculum.

Question Eight: What Type of Support Would be Most Helpful for you to Overcome these Challenges and Integrate AI Effectively?

This open-ended question aimed to allow the participants to suggest types of support that could help them overcome the challenges associated with AI integration. Based on the participants' responses, it seems that most of them view conducting workshops and training sessions focused on using AI tools as crucial for effective AI integration. Additionally, some emphasised the need for technical support to implement AI technologies within educational settings, including internet connections and other technology devices. These recommendations indicate the importance of providing instructors with significant assistance in overcoming technological barriers.

Discussion

The research employs a quantitative method to investigate EFL teachers' perceptions of the barriers that they believe hinder the integration of AI tools such as ChatGPT into the English curriculum. The EFL teachers at Ibn Khaldoun University presented a spectrum of views on the subject.

Concerning the first research question, "How do teachers perceive the integration of AI technology into the curriculum?" the first section of the questionnaire reveals that there is recognition among the majority of the participants about the benefits of integrating AI technology into the EFL curriculum (Q1) and its alignment with the pedagogical objectives (Q2). Moreover, most instructors surveyed expressed confidence in effectively integrating AI technology into their teaching practices. This positive attitude and confidence have a positive impact on technology integration, as Alvarado (2020), Peng et al. (2023), and Russell et al. (2003) stated. However, despite their positive attitudes and confidence, most of the respondents had concerns about the negative impacts of AI technology on learners, which were similar to those found in previous research, such as the issues of academic integrity(Stokel-Walker, 2022; Strzelecki, 2023; Sullivan et al., 2023; Yan, 2023; Yu, 2023), difficulties in ensuring fair and accurate assessment (AlAfnan et al., 2023; Cotton et al., 2023; Moqbel & Al-Kadi, 2023; Nguyen, 2024; Sok & Heng, 2023), potentially biased and misleading information (Halaweh, 2023; Hartmann et al., 2023; Sabzalieva & Valentini, 2023), academic laziness (Farrokhnia et al., 2023; Kasneci et al., 2023; Rasul et al., 2023; Yan, 2023), and the like. These findings indicate that teachers may still have reservations regarding AI integration into their teaching practices and, therefore, urged to find a balanced and informed approach that acknowledges both the potential and limitations associated with the integration of AI technology into pedagogical curricula (Yu, 2024).

Moving to the second section, which intended to address the second research question, "What are the main barriers to integrating AI technology into the curriculum?" the findings identify some key barriers teachers anticipate facing when integrating AI technology into the EFL curriculum. The major extrinsic barriers related to technical difficulties, lack of training, large class sizes, and limited access to suitable AI tools. This finding aligns with previous studies that examined the specific challenges that influence and hinder the integration of technology in the classroom, and which found that extrinsic barriers are the main reasons that hinder technology integration (Cabero-Almenara et al., 2021; Castro-Guzmán, 2021; Fakhlina et al., 2022; Hamlaoui, 2021; Konaklı & Akdeniz, 2022; Mercader & Gairín, 2020; Ouaissa et al., 2021; Stüber, 2018; Vogelsang et al., 2019). Therefore, it seems that extrinsic barriers are crucial components that must be addressed to facilitate a smoother integration of AI technology into classroom practices.

As some studies found, these barriers do not only prevent or slow down digital transformation but also result in teachers' resistance to adopting technology (Hamlaoui, 2021; Konaklı & Akdeniz, 2022; Ouaissa et al., 2021; Vogelsang et al., 2019). The findings, which are associated with the third research question, "Do teachers' concerns about these barriers predict their resistance to integrating AI technology into the curriculum?" reveal a glimpse into how teachers' concerns about the identified barriers may influence their resistance to adopting AI technology in their teaching practices. According to the participant's responses to the degree to which these barriers contribute to their resistance to integrate AI (Q7), showed that about 77% of the respondents believed that barriers like technical difficulties, poor infrastructure, lack of training, large class sizes, and limited access to suitable AI tools could contribute to their resistance to integrating AI technology in their teaching practices.

Therefore, as the respondents suggested (Q8), offering training, providing technical assistance, and adequate resources are crucial for overcoming such barriers and fostering successful AI integration in EFL teaching practices. According to Castro-Guzmán (2021), it is essential to organise frameworks to overcome the barriers facing professors.

Finally, the current findings shed light on the challenges EFL teachers anticipate when integrating AI technology into the EFL classroom. The findings also set the stage for deeper investigations into how these factors influence teachers' readiness and resistance.

Conclusion

This research investigated the challenges and concerns that EFL teachers anticipate when integrating AI technology into the EFL curriculum.

The findings showed that EFL teachers at Ibn Khaldoun University of Tiaret have positive attitudes towards AI technology. Most of them acknowledge the role of AI tools in supporting students' learning. In addition, the majority of the lecturers are confident in their ability to integrate AI technology into their teaching methods. This means that they support the integration of AI into the EFL curriculum.

However, as the findings showed, most participants view extrinsic barriers like technical difficulties, poor infrastructure, lack of training, large class sizes, and limited access to suitable AI tools as challenges to implementing AI into their teaching methods effectively. In fact, they view such barriers as the main reasons that lead them to resistance to embracing AI technology.

Thus, the findings emphasize the importance of addressing the extrinsic barriers that impede AI integration in educational settings. By addressing them, educational institutions can convert AI technology into a valuable tool for enhancing students' learning and engagement in the AI-driven future.

Suggestions for Future Research

Based on the abovementioned findings, this study recommends recognising teachers' pivotal role in curriculum changes and offering adequate support for meaningful and sustainable technological integration in education. Hence, educational institutions must prioritise effective strategies for AI technology integration. To prevent potential issues and teacher resistance, the following recommendations are vital:

- ✓ Investing in updating school infrastructure, including improving internet connection, installing interactive whiteboards, providing computers, projectors, and other technological supports,
- ✓ Offering continuous training for teachers to incorporate AI technology seamlessly,
- ✓ Conducting regular seminars to keep teachers informed about the latest AI advancements,

- ✓ Educating students on academic integrity while enforcing policies against plagiarism and cheating.

Finally, it is worth mentioning that this study acknowledges certain limitations. The study's generalizability is restricted by its focus on the perceptions of only 23 EFL teachers from one university. Their perceptions might not reflect those of EFL teachers elsewhere in Algeria. Future studies exploring AI technology use in other Algerian institutions are essential to gain perspectives from a wider sample size. Finally, since this study used only a questionnaire, which is insufficient to conclude the findings, future research, including other data collection methods, is essential to provide a more comprehensive perspective.

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Conflict of Interest

None.

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