British Journal of Teacher Education and Pedagogy
ISSN: 2755-1482
DOI: 10.32996/bjtep
Journal Homepage: www.al-kindipublisher.com/index.php/bjtep

BJTEP
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| RESEARCH ARTICLE

English Language Teachers' Perceptions of Artificial Intelligence Use in the EFL Classroom

Hicham Rahate Ellah
Cadi Ayyad University, Faculty of Letters and Human Sciences, Marrakech, Morocco
Corresponding Author: Hicham Rahate Ellah, **E-mail**: h.rahateellah.ced@uca.ac.ma

| ABSTRACT
Nowadays, the rapid advancement of Artificial Intelligence has significantly influenced educational philosophy and practices worldwide. This development concerns all school subjects. In Morocco, the incorporation of AI tools into classrooms remains lagging. In this regard, this study aims to explore English language teachers' perceptions, readiness, and challenges regarding the integration of AI tools into their instruction. This study uses a qualitative data collection method, with a questionnaire as the primary tool. The outcomes of this study indicate that teachers generally have positive perceptions toward AI, but they also raise many obstacles that impede its use. They recognize its potential benefits in fostering student autonomy, student engagement, and instructional efficiency. Nevertheless, there remain many concerns related to academic integrity, lack of training, and limited educational technology. The study concludes with recommendations for teacher training, policy development, and future research.

| KEYWORDS
Artificial Intelligence, Perceptions, EFL classroom, Benefits, Challenges, Integration

| ARTICLE INFORMATION
ACCEPTED: 10 April 2026 **PUBLISHED:** 12 May 2026 **DOI:** 10.32996/bjtep.2026.5.5.3

1. Introduction

Artificial Intelligence (AI) is used across almost all fields of life, including industry, tourism, agriculture, and education. It has become one of the most transformative technologies in modern education. In fact, it offers many advantages in education. Teachers can use various apps to enhance their teaching practices. Teachers can also use automated feedback systems, intelligent tutoring systems, translation apps, and conversational agents. These tools have transformed the conventional learning environment into a modern and attractive one.

Many recent studies conducted in Morocco have begun to examine the growing role of Artificial Intelligence in EFL classrooms. For example, Bourrou (2025) concluded that Moroccan EFL teachers view AI positively and believe it is valuable, especially for encouraging autonomous learning and improving students' language skills. Likewise, Nouar et al. (2025) found that AI tools could significantly help teachers design effective lessons. Ouzbair et al. (2025) further emphasized the effectiveness of AI in improving vocabulary acquisition among Moroccan learners, while also noting teachers' concerns about over-reliance on technology. All the aforementioned studies agree that although AI adoption in Morocco is still in its early phases, there is a growing awareness of its pedagogical potential.

In fact, the educational authorities in Morocco have invested heavily in integrating technology into education. As a result, many schools have adopted distance and blended learning. However, many other schools are not well-equipped to allow teachers to use technology in their lessons. Thus, this study aims to understand teachers' perceptions, as they are the main stakeholders in implementing these technologies in the classroom. Essentially, teachers' beliefs and opinions influence the

effective integration of AI tools in education. Though AI tools have numerous benefits, there are many ethical and pedagogical concerns regarding their use. Therefore, this study intends to explore Moroccan EFL teachers' perceptions of AI use, stressing its benefits, challenges, and future implications.

2. Literature Review

To understand the importance and integration of AI tools in the EFL classroom, an extensive number of studies and books were consulted. There are many studies on AI use in education in many countries. In Morocco, there are not many studies in this regard, since integrating AI tools in education is still relatively new. The literature review of this study deals with four main sections. First, it discusses AI tools in the context of language. Second, it deals with the main benefits of AI in the EFL classrooms. Third, it discusses teachers' perceptions of AI integration in education. Fourth, it presents some challenges and barriers that impede its integration.

2.1 AI in Language Education

Artificial intelligence tools have transformed education by making learning more interactive, efficient, and personalized. These tools can respond to students' needs by adapting lessons, giving immediate feedback, and reducing the amount of time spent by teachers on designing lessons and quizzes. Tools such as chatbots and intelligent tutoring systems can support students inside classrooms and outside school hours. Other apps of language learning have the ability to develop students' writing, speaking, and listening skills (Rahateellah, 2026). Additionally, Rahateellah (2025) concluded that EdTech tools could also improve students' communicative, teamwork, adaptability, and leadership skills. However, Holmes et al. (2022) warn that too much dependence on AI may prevent students from developing their critical thinking skills and raise concerns about privacy, bias, and academic dishonesty.

In Morocco, some recent studies found that AI tools are increasingly used in schools and universities. According to Faouzi et al. (2025), many Moroccan university teachers thought that AI could develop teaching quality and efficiency, even though they expressed some concerns about limiting human interaction. Likewise, Benjelloun (2024) found that Moroccan trainee teachers hold a positive perception toward integrating AI tools in education but lack sufficient training. These findings reveal that if the education policy makers invest in teachers' training and school digital equipment, both students and teachers can benefit greatly from AI in education.

In general, research shows that AI can enhance students' language skills and vocabulary. Additionally, it also fosters learner autonomy, which is a key component of modern language teaching approaches.

2.2 Benefits of AI tools in the EFL Context

Research has affirmed that Artificial Intelligence (AI) is becoming an essential tool in the EFL classroom. AI has many can enhance language learning through personalization, instant feedback, and interactive practice. Teachers can use AI-powered tools such as chatbots, grammar checkers, speech-recognition apps, and translation apps. These tools allow students to improve their language skills. For example, students can use AI chatbots for conversation practice, get corrections on grammar and vocabulary, or brainstorm ideas for paragraph writing. AI tools also foster students' motivation and encouragement. Recent international research confirms these benefits (García et al., 2025; Ghedir, H., & BOUCHAREB, A., 2025). However, researchers also emphasize that AI should support teachers rather than replace them, since human guidance remains essential for motivation, creativity, and critical thinking. In addition, other researchers (Roe, Perkins, & Furze, 2025) raised some concerns about plagiarism, overreliance on technology, and data privacy.

2.3 Teachers' Perceptions of Artificial Intelligence

According to different studies around the world, most teachers hold positive attitudes towards AI integration in education. However, they are cautious and alert toward its implementation and use by students. In fact, these concerns are legitimate when humans use technology. Understanding teachers' perceptions is necessary in exploring the use of AI, because these attitudes significantly affect its integration into classrooms.

In the Moroccan EFL context, many studies have indicated that teachers are in favor of AI use in the classroom due to its ability to enhance independent learning, develop instructional efficiency, and offer instant feedback to students. For instance,

Bourrou (2025) concluded that the majority of Moroccan EFL teachers recognize and welcome the pedagogical potential of AI integration in the language context. Likewise, Dahia (2024) stated that Moroccan teachers consider AI-generated content as a rich and interesting resource that can improve classroom practices and facilitate access to learning materials. These findings suggest that teachers are aware of AI's advantages and are ready for its incorporation into EFL teaching.

However, despite these positive attitudes, Moroccan teachers still have some concerns and worries regarding AI use in the EFL classroom. These concerns restrict or limit their use of AI. May be they lack some clear theoretical and pedagogical guidelines for its integration. According to Nouar et al. (2025), though teachers express their positive views toward AI, they do not fully integrate it into their lessons due to limited training, insufficient school support, and worries about academic integrity. Similarly, Nafidi (2024) found that while a large proportion of trainee teachers recognize AI's potential, most report low levels of usage because of the absence of formal training and preparation in AI use. In conclusion, we can say that these outcomes highlight a gap between teachers' positive perceptions and their actual use of AI, stressing the need for professional development, clear guidelines, and improved infrastructure to support meaningful integration. The next section is going to discuss some challenges and barriers that teachers face when they integrate AI in the EFL classroom.

2.4 Challenges of AI Integration in Education

Many obstacles and challenges hinder the integration of Artificial Intelligence (AI) in education in the Moroccan EFL classroom. One of the most frequently raised obstacles is the absence or insufficient training and digital literacy among teachers (Rahateellah and Azmi, 2024). Many teachers hesitate to use AI in their lessons. They lack confidence and the willingness to adopt such technologies. According to Nouar et al. (2025), many Moroccan EFL teachers said their use of AI in the classroom is affected by their insufficient professional development. Likewise, Nafidi (2024) found that trainee teachers in Morocco reveal low levels of AI integration skills due to limited training about AI implementation. Besides the barrier of training, infrastructural obstacles such as limited access to reliable internet, lack of education technology, and insufficient support from the institutions further impede the incorporation of AI into classrooms, especially in public schools in rural areas.

Another major barrier concerns the ethical and pedagogical implications of AI use in education. English language teachers in Morocco have expressed concerns about academic integrity, particularly students' overreliance on AI tools to complete assignments. According to Bourrou (2025), many teachers worry that AI may encourage plagiarism and limit students' critical thinking and creativity if not properly regulated. Dahia (2024) also notes concerns about the reliability and accuracy of AI-generated content, with teachers remaining cautious about fully trusting these tools in instructional settings. Moreover, there is growing worry that excessive reliance on AI could diminish the teacher's role and meaningful human interaction in the classroom. To conclude, these barriers suggest that the effective integration of AI in the EFL classroom requires clear ethical and pedagogical guidelines that balance the human and technological dimensions. Thus, teachers should find a balance between using AI and preserving traditional pedagogical values. Although there is an increasing body of research on artificial intelligence in education, there remains limited qualitative research investigating the perceptions of EFL teachers in Morocco. This study seeks to address this gap.

3. Methodology

3.1 Research Design

This study adopts a qualitative research approach to explore teachers' perceptions of AI integration in the EFL classroom in depth. Qualitative methods provide a deeper understanding of participants' experiences and perceptions. The primary data collection tool was a questionnaire with open-ended questions. The study included Moroccan EFL teachers from middle and high schools, as well as some university teachers. Participants were selected randomly.

3.3 Data Collection Instrument

The questionnaire used in this study consists of four sections. The questionnaire was piloted before being administered to a representative sample (10 teachers) of the target population, prior to the dissemination of the final version of the questionnaire to the target population. The questionnaire was sent via email and social media to around 370 teachers. About 182 teachers responded to the questionnaire. The first section gathers background information, such as participants' gender, age, educational level, teaching experience, teaching grade, and digital literacy. Section 2 explores teachers' perceptions of how they define AI use in teaching, AI tools, and readiness to integrate AI into their lessons. Section 3 elicits the main benefits of AI

integration in the EFL classroom. Section 4 explores the major barriers to AI implementation in Moroccan schools and universities. The last section elicits teachers' future perspectives and recommendations concerning AI use in education.

3.4 Data Analysis Procedures

After collecting data through the questionnaire, teachers' answers were analyzed using thematic analysis. This qualitative method permits identifying and interpreting patterns within participants' responses. To begin with, all responses were carefully read and coded, with key words, phrases, and ideas labeled to capture meaningful themes. This initial coding process helped organize the data into manageable segments. Next, the coded data were examined to identify common themes, grouping similar responses around recurring ideas such as perceived benefits, challenges, and attitudes toward AI use. Finally, these themes were further analyzed to interpret patterns and relationships across participants' perspectives, enabling a deeper understanding of teachers' attitudes toward AI use in the EFL classroom. This process ensured that the analysis remained grounded in the data while providing insightful and structured findings relevant to the research's main objective.

4. Results and Discussion

This section is going to present and discuss the main findings derived from the gathered data. First, it starts by situating its analysis within the demographic profile of the participating English language teachers. The sample includes teachers of varying ages and genders, reflecting a diverse cross-section of the teaching population. In addition to basic demographic variables, the study also considers participants' years of teaching experience, which range from novice teachers to experienced ones. Another key characteristic examined is digital literacy, as teachers' familiarity and confidence with artificial intelligence can significantly influence their teaching practices. By presenting these factors, the study establishes an essential context for interpreting how individual differences among teachers may affect their perspectives and engagement within the research.

4.1 Demographic Variables

Table 1. The demographic variables of the participants.

Variables	Types of information requested	Number	Percentage
Gender	Male teachers	105	57.69%
	Female teachers	77	42.30%
Age	Less than 27 years old	69	37.91%
	More than 27 years old	113	62.08%
Teaching experience	Less than 6 years	89	48.90%
	More than 6 years	93	51.09%
Teaching level	Middle school	68	37.36%
	High school	94	51.64%
	University	20	10.98%
Digital literacy	Advanced	72	39.56%
	Average	110	60.43%
Academic degree	License (BA)	84	46.15%
	Master	67	36.81%
	Phd	31	17.03%

Based on the distribution of the demographic variables in Table 1 above, there are many interesting remarks to be highlighted. This distribution provides important context for interpreting teachers' perceptions of AI use in EFL classrooms in Morocco. Regarding the variable of gender, the sample consists of 105 male teachers (57.69%) and 77 female teachers (42.30%), indicating a moderate male predominance. While the difference is not extreme, it suggests that male perspectives may be slightly more represented in the findings. This imbalance should be considered when interpreting attitudes toward AI, particularly if gender-related differences in technology adoption or pedagogical beliefs exist.

In terms of age distribution, the results reveal that a majority of participants are relatively old teachers, with 113 teachers (62.08%) aged over 27, compared to 69 (37.91%) under 27. This shows that teachers who have demonstrated long teaching experience dominate the sample. This distribution can affect perceptions of AI in two contrasting ways: older teachers may demonstrate resistance to adopting new technologies due to deep-rooted pedagogical habits, or conversely, they may value AI

tools that reduce workload and enhance efficiency. The presence of a sizable younger group, however, introduces perspectives that may be more open to innovation and digital experimentation.

As for the variable of teaching experience, the outcomes indicate that teachers with more than 6 years of experience account for 93 participants (51.09%), while those with less experience represent 89 (48.90%). This near-equal distribution is particularly valuable, as it permits the study to capture perceptions from both novice and experienced teachers. More experienced teachers may evaluate AI through the lens of long-term pedagogical effectiveness and classroom management, whereas less experienced teachers might be more adaptable and willing to integrate AI tools into their teaching.

Concerning teaching level, most participants teach in secondary education, with 94 high school teachers (51.64%) and 68 middle school teachers (37.36%), while only 20 (10.98%) teach at the university level. This suggests that the study's findings will primarily reflect the realities of school-level EFL instruction rather than higher education contexts. In addition, digital literacy levels show that a majority of teachers (110; 60.43%) report average competence, compared to 72 (39.56%) with advanced skills. This is a critical variable when interpreting perceptions of AI, as teachers with average digital literacy may feel uncertain or cautious about adopting AI technologies, whereas those with advanced skills are more likely to express confidence and positive attitudes.

Finally, academic qualifications indicate that 84 teachers (46.15%) hold a bachelor's degree, 67 (36.81%) a master's degree, and 31 (17.03%) a PhD. This distribution suggests a reasonably qualified sample, though the dominance of teachers with a BA degree may also correlate with more practical, classroom-oriented perspectives on AI rather than highly theoretical views. Generally, the demographic composition reflects a diverse yet predominantly experienced and school-based teaching population, which provides a solid foundation for examining perceptions of AI integration in Moroccan EFL classrooms.

4.2 General Perceptions

Figure 1 below displays participants' responses regarding their use of artificial intelligence in the EFL classroom.

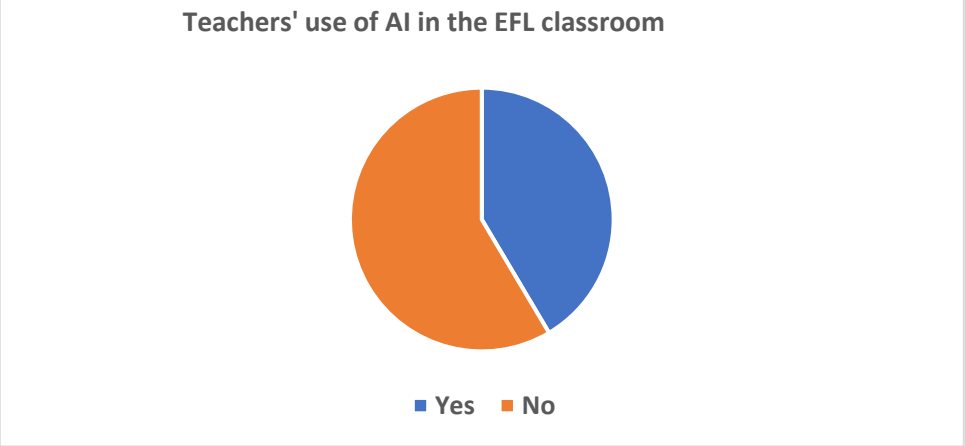

Figure 1. *Teachers' use of AI in the EFL classroom*

The second section of the questionnaire aims to explore teachers' use and perceptions of artificial intelligence in the EFL classroom. Thus, the first question asks the participants directly whether they use AI or not. The findings above highlight a relatively limited use of AI tools among teachers, with only 75 respondents (41.66%) reporting that they integrate AI into their teaching practices, compared to a majority of 107 teachers (58.79%) who do not. This indicates that, despite the increasing interest in artificial intelligence in education, its use in EFL classrooms remains limited. The figures suggest that more than half of the teachers are still relying on traditional teaching methods, which may reflect uncertainty, lack of access, or inadequate training related to AI technologies.

A very close look at the data shows that AI integration varies notably across teaching levels. University instructors appear to be the least likely to use AI tools, followed by middle school teachers. This pattern may seem counterintuitive, as higher education is often associated with greater access to technology. However, it could be explained by stricter academic norms,

concerns about academic integrity, or a preference for conventional pedagogical approaches in university settings. Middle school teachers' lower usage may also be linked to curriculum constraints or limited exposure to AI-focused professional development. Another possible reason is that middle school teachers do not want to expose students to AI tools at this age so as not to rely on them a lot.

In contrast, high school teachers demonstrate a comparatively higher level of AI adoption in their classrooms. This could reflect a higher willingness to experiment with new tools or a better fit between AI applications and the demands of secondary students. High school settings frequently promote participatory and technology-enhanced learning, which may make AI technologies more accessible and useful. Overall, these differences demonstrate that teachers' opinions and usage of AI are not consistent, but rather are influenced by institutional environment, teaching level, and even access to training and resources.

Concerning the second question of this section asks teachers whether AI tools enhance teaching practices or not. Figure 2 below displays the results.

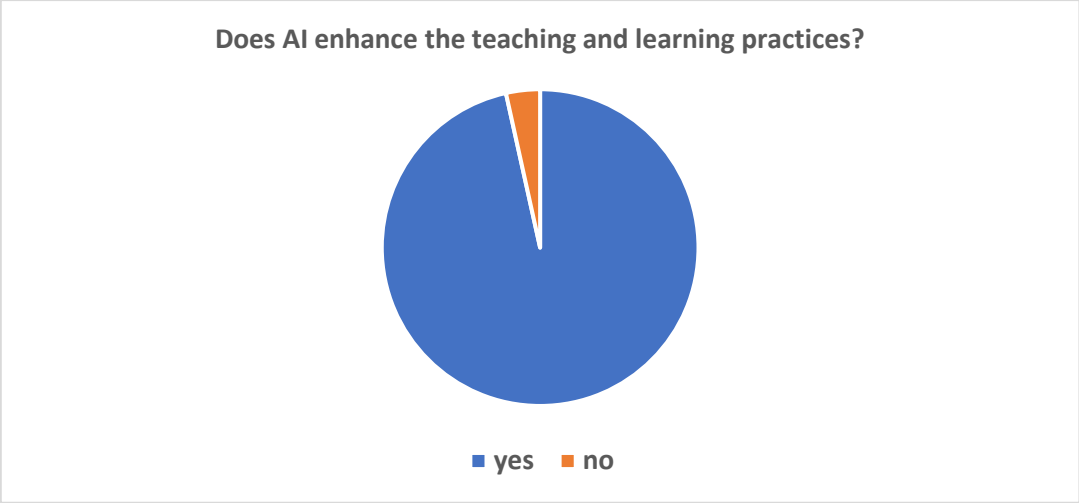

Figure 2. *AI enhances teaching and learning practices*

The findings regarding teachers' perceptions of AI effectiveness are significantly positive. A large majority of participants (89%) reported that artificial intelligence tools are very helpful and contribute to enhancing teaching and learning processes. This strong agreement suggests that most teachers recognize the pedagogical value of AI, particularly in supporting classroom activities, facilitating access to resources, and improving student engagement. Such a high percentage indicates that, even among those who may not actively use AI, there is still a widespread belief in its potential to enrich EFL instruction.

At the same time, a smaller proportion of teachers (11%) expressed the view that AI tools are not helpful in teaching. Although this group represents a minority, their perspective remains important for interpreting the findings in a balanced way. Their opinion may stem from concerns about the accuracy of AI-generated content, lack of familiarity with these tools, or doubts about their relevance to specific classroom contexts. It may also reflect resistance to change or a preference for more conventional, teacher-centered approaches.

Generally, these results demonstrate a favorable view toward AI in education, even if actual classroom integration may still be limited. The contrast between high perceived usefulness (89%) and lower reported usage in previous findings suggests a gap between belief and practice. This gap highlights the need for targeted training, institutional support, and practical guidance to help teachers translate their positive perceptions into effective classroom implementation.

The third question in this section gives teachers four AI tools (ChatGPT, Grammarly, QuillBot, and Kahoot) and requires them to tick their use in EFL lesson practices. Figure 3 below displays teachers' responses.

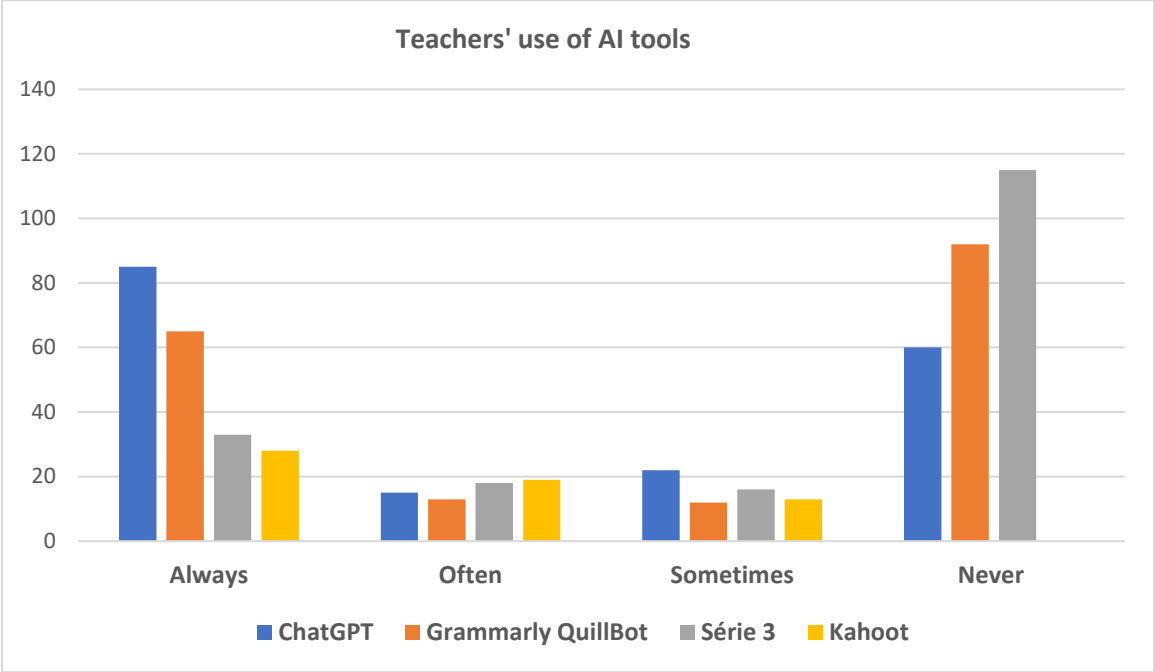

Figure 3. *Teachers' use of AI tools in the EFL classroom*

Figure 3 above illustrates teachers' frequency of using four AI tools, mainly ChatGPT, Grammarly, QuillBot, and Kahoot, across four categories: always, often, sometimes, and never. Based on the findings above, the first main observation is that ChatGPT appears to be the most consistently used tool, with the highest number of teachers (around 85) reporting that they always use it, followed by Grammarly (about 65). In contrast, QuillBot and Kahoot show noticeably lower figures in this category, suggesting that they are less embedded in teachers' lesson plans and practices. This indicates that tools offering broader, more flexible functionalities like ChatGPT are more likely to be used by teachers.

Another notable finding is that while teachers reported using these tools frequently and occasionally, the overall response rate remains low and balanced, ranging between 10 and 20. This shows that teachers do not use AI technologies on an occasional basis, but rather regularly or not at all. QuillBot stands out significantly in the frequently used category, which could indicate that it is used more frequently for specific tasks like paraphrasing or writing support, rather than as a primary teaching tool. Similarly, Kahoot's moderate use reflects its function as a supplement, activity-based platform rather than a primary educational resource.

The most illuminating pattern appears in the never category, where all tools score high, particularly QuillBot (about 115) and Grammarly (around 90). Even ChatGPT, despite its popularity, has a large number of non-users (about 60). This demonstrates a clear gap among teachers: although some actively use AI in their instruction, the vast majority do not use these tools at all. This gap may be explained by factors such as lack of training, limited access, or uncertainty about how to effectively incorporate AI into classroom practices. Overall, the findings point to a growing but uneven adoption of AI tools in the EFL classroom, with strong potential for expansion if adequate support and guidance are provided.

The last question in this section intends to explore whether EFL teachers receive any online or in-service training about using artificial intelligence in the classroom or not. Figure 4 below displays the results.

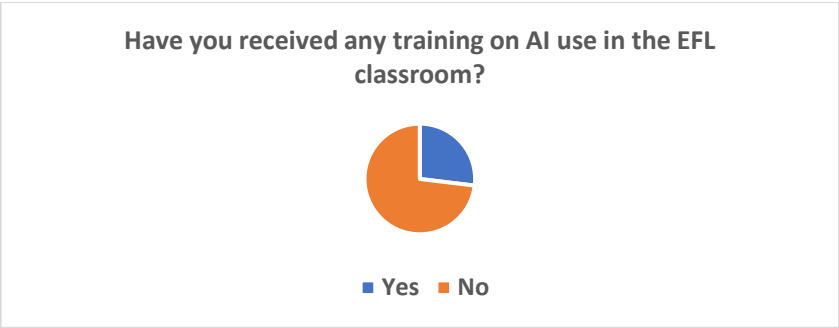

Figure 4. *Trained on using AI tools in the EFL classroom*

Based on the findings above, we can notice a clear imbalance in professional development related to AI, with only 49 teachers having received training compared to a large majority of 133 who have not. This suggests that most teachers are expected to navigate AI integration without formal guidance, which likely limits both their confidence and the effectiveness of their classroom use. The low number of trained teachers may help explain why, despite generally positive attitudes toward AI, actual implementation remains limited. It also points to a structural gap in teacher preparation programs and in-service training opportunities, where AI has not yet been fully incorporated. Overall, the findings highlight that increasing access to targeted training is essential if teachers are to move from awareness of AI's potential to its meaningful and consistent use in the EFL classroom.

4.3 Benefits of Using AI in the EFL Classroom

This section demands that the respondents identify the main benefits of AI use in the EFL classroom. Teachers were provided with some benefits, and they were asked to express to what extent they agree or disagree with them. The participants' responses are displayed in Figure 5 below.

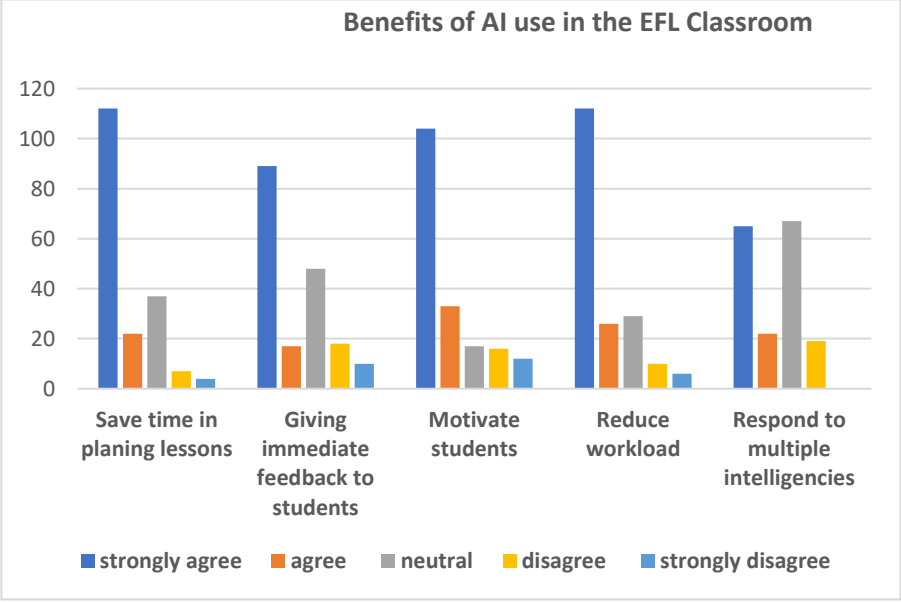

Figure 5. *Benefits of AI use in the EFL classroom*

Based on the outcome in Figure 5 above, there are many remarks that we can make. First, the figure illustrates teachers' perceptions of the benefits of using AI in the EFL classroom across five key areas: saving time in planning lessons, providing immediate feedback, motivating students, reducing workload, and responding to multiple intelligences. It can be noticed that the most dominant pattern is the high level of strong agreement across all categories, indicating that teachers increasingly hold

very positive attitudes toward the pedagogical value of AI. In particular, "saving time in planning lessons" and "reducing workload" receive the highest levels of strong agreement.

In addition, teachers also recognize the instructional value of AI, especially in terms of student engagement and feedback. "Motivating students" and "giving immediate feedback" both record high levels of strong agreement, reinforcing the idea that AI tools can enhance the learning experience by making it more interactive and responsive. Immediate feedback, in particular, is a crucial feature in language learning, and the relatively strong support for this benefit suggests that teachers see AI as a useful aid in improving students' performance and autonomy.

Although agreement levels are generally high, the presence of neutral responses, particularly in areas such as "responding to multiple intelligences" and "giving immediate feedback", suggests that some teachers are unsure about AI's full effectiveness in targeting multiple learning needs. This concern may be due to a lack of familiarity with AI tools or a misunderstanding of how these technologies can be tailored to different learning styles. It also implies that, while teachers appreciate the basic benefits of AI, they may not completely understand its potential for personalized learning.

Finally, the relatively low levels of disagreement and strong disagreement across all categories confirm that negative perceptions of AI are low. However, their presence still highlights a small group of teachers who are either uncertain or unconvinced of AI's value in the classroom. Generally, the findings highlight a strongly positive perception of AI's benefits, particularly in improving efficiency and supporting teaching practices, while also emphasizing the need for further training and experience to address areas of uncertainty and maximize its impact. These findings align with previous research highlighting AI's role in improving learning outcomes, like Bourrou, A. (2025); Nouar, J. et al. (2025); Ouzbair, S. et al. (2025); Rahateellah, (2026); and Belbouah, A., & Khotbi, T. (2025).

4.4 Challenges and Barriers to AI Use in the EFL Classroom

This last section aims to identify the main barriers and challenges that impede AI integration in the EFL classroom. The respondents were given some challenges, and they were asked to what extent they agree with them. The participants' responses are displayed in Figure 6 below.

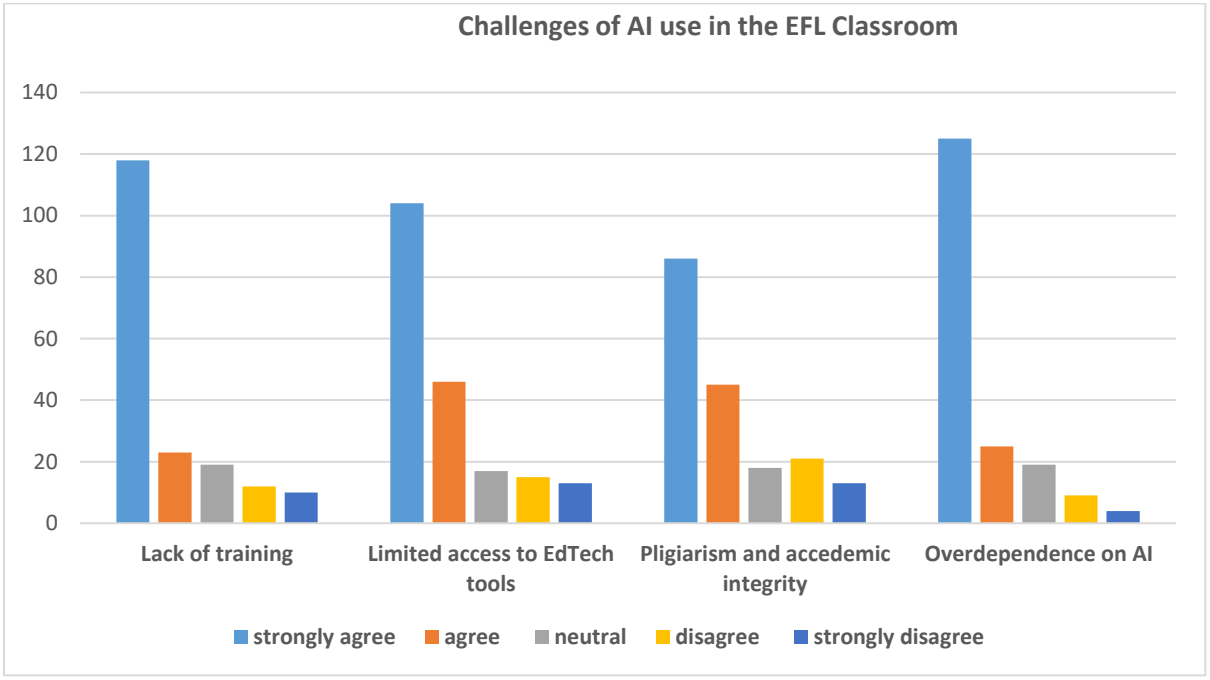

Figure 6. *Challenges of AI use in the EFL classroom*

Figure 6 above highlights teachers' views of the main barriers associated with using AI in the EFL classroom, focusing on four key issues: lack of training, limited access to EdTech tools, plagiarism and academic integrity, and overdependence on AI.

Based on the findings in Figure 6 above, it can be noticed that the most prevailing pattern across all categories is the high level of *strong agreement,* indicating that teachers widely recognize these factors as significant challenges. Among them, "overdependence on AI" records the highest level of strong agreement, suggesting that teachers are particularly concerned about students becoming too reliant on AI tools, which could hinder the development of higher-order thinking skills and independent learning skills.

Another main barrier emphasized in the data is the "lack of training," which also shows a very high level of strong agreement. This finding reinforces the idea that many teachers do not feel ready and prepared to effectively integrate AI into their teaching practices. Without sufficient professional training, teachers may find it hard to use AI tools pedagogically, which can limit both their confidence and the quality of implementation. Likewise, "limited access to EdTech tools" receives strong agreement from a large number of respondents, indicating technological constraints such as insufficient resources, lack of infrastructure, or unequal access to technology across schools.

Another third constraint mentioned by the respondents is that of teachers' concerns about "plagiarism and academic integrity". In this regard, a large number of teachers strongly agree and agree with this issue. This suggests that teachers are aware of the risks associated with students misusing AI tools to generate content without genuine learning. Teachers are afraid that students will always depend on using AI while doing their assignments. Compared to other challenges, however, this category shows slightly lower levels of strong agreement and slightly higher levels of disagreement, suggesting that while it is a concern, it may not be perceived as the most pressing challenge by all teachers.

In conclusion, this general distribution confirms a comprehensive compromise among teachers about the existence of these barriers. However, the presence of some neutral and disagreeing responses suggests that experiences may vary depending on context, access, and familiarity with AI tools. Additionally, the findings highlight that while AI offers promising benefits for the EFL classroom, its integration is hindered by different critical challenges, particularly overdependence, lack of training, and limited access to technology. Thus, education policy makers should address these challenges through targeted training programs, improved infrastructure, and clear pedagogical guidelines to guarantee that AI can be used effectively and responsibly in the EFL classroom.

5. Recommendations

Based on the findings of this study, there are some recommendations that can be made for teachers, inspectors, school headmasters, and education policymakers. First, teachers should believe in the wide range of benefits that AI tools could bring to the language class. They should take risks using these tools and encourage students to use them too. They should also take some free online courses about integrating AI in education. Second, inspectors can organize seminars, workshops, and study days to empower teachers with pedagogical guidelines on integrating AI into their lessons. Third, the headmaster should encourage AI use in schools and offer facilities and technical support for teachers. Finally, education policymakers should develop clear policies for AI use in education, integrate AI training into teacher training institutions, and equip students with a reliable internet connection and digital tools. Furthermore, researchers can conduct further research on AI integration in Moroccan classrooms.

6. Conclusion

This study aimed to investigate Moroccan EFL teachers' perceptions of AI use in the EFL classroom. The findings reveal that the majority, if not all, teachers hold positive attitudes toward artificial intelligence in the EFL classroom. Teachers acknowledge the potential of AI and its positive effects on the teaching and learning processes. Although teachers are aware of the wide range of advantages of AI integration into the EFL context, they do not feel ready or prepared to use it in their daily practices. This hesitation stems from challenges teachers mention, such as a lack of training, limited access to digital tools, overreliance, and concerns about academic integrity. However, successful integration of AI requires addressing these challenges and barriers to ensure smooth implementation of AI tools in the language context. In addition, AI should be used as a complementary tool rather than a substitute.

Funding of the Study

This research received no external funding. It was financed by the personal means of the researcher himself.

Conflicts of Interests

The author declares no conflict of interest.

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