

EFL Teachers' Perceptions and Attitudes toward AI Integration in Language Syllabus Design

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ABSTRACT:

In today's digital era, integrating artificial intelligence (AI) tools into language curriculum and syllabus design represents a profound paradigm shift in educational technology. This mixed-methods descriptive study examines EFL teachers' perceptions and attitudes toward AI integration in language syllabus design, with particular attention to their experiences with corpus-based methodologies and AI-enhanced language learning tools. Data were gathered from 25 EFL teachers at Mohamed Boudiaf University of M'Sila, Algeria, using structured questionnaires and semi-structured interviews. The findings revealed that the majority of teachers held positive attitudes toward AI integration, recognizing benefits such as enhanced curriculum personalization. However, despite this openness, only 4% reported extensive experience with AI tools, while 80% had limited experience integrating digital materials into their teaching practice. Additionally, all participants (100%) acknowledged insufficient professional development as a major barrier. These findings underscore that successful AI integration in language syllabus design depends not only on positive teacher attitudes, but also on institutional support and effective training programs.

KEYWORDS: artificial intelligence, syllabus design, teacher attitudes, educational technology, integration challenges

من المدونة اللغوية إلى المنهج الدراسي: تصورات واتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو دمج الذكاء الاصطناعي في تصميم المنهج الدراسي للغات

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ملخص البحث

في ظل التحولات الرقمية المتسارعة التي يشهدها العصر الحالي، يُمثل دمج أدوات الذكاء الاصطناعي في تصميم المناهج والمقررات الدراسية للغات تحولاً جذرياً عميقاً في منظومة تكنولوجيا التعليم. تسعى هذه الدراسة الوصفية ذات المنهج المختلط إلى استقصاء تصورات واتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو دمج الذكاء الاصطناعي في تصميم المناهج الدراسية للغات، مع التركيز بصفة خاصة على تجاربهم مع المنهجيات القائمة على المدونات اللغوية وأدوات تعلم اللغة المعززة بالذكاء الاصطناعي. وقد جُمعت البيانات من 25 أستاذاً لتدريس اللغة الإنجليزية كلغة أجنبية بجامعة محمد بوضياف بالمسيلة، الجزائر، وذلك عبر استبيانات مُقنّنة ومقابلات شبه موجّهة. وقد كشفت النتائج أن غالبية المعلمين يحملون اتجاهات إيجابية نحو دمج الذكاء الاصطناعي، معترفين بما يتيح من فوائد، أبرزها تعزيز التخصيص والتكيف في بناء المناهج الدراسية. غير أنه على الرغم من هذه التوجه، لم يُفد سوى 4% من المشاركين بامتلاكهم خبرة واسعة في استخدام أدوات الذكاء الاصطناعي، في حين أفاد 80% منهم بمحدودية تجربتهم في دمج المواد الرقمية ضمن ممارساتهم التدريسية. فضلاً عن ذلك، أجمع جميع المشاركين (100%) على أن القصور في التطوير المهني يُشكّل عائقاً رئيسياً أمام هذا الدمج. وتؤكد هذه النتائج أن نجاح دمج الذكاء الاصطناعي في تصميم مناهج اللغات لا يرتبط بالاتجاهات الإيجابية للمعلمين وحدها، بل يستلزم أيضاً توفير دعم مؤسّس الذكاء الاصطناعي، تصميم المناهج الدراسية، اتجاهات المعلمين، تكنولوجيا التعليم، تحديات الدمج فعال وبرامج تدريبية هادفة ومستدامة.

الكلمات المفتاحية: الذكاء الاصطناعي، المنهج اللغوية، اتجاهات المعلمين، علم اللغة المدوني، تحديات الدمج.

1. INTRODUCTION

The field of language education is undergoing rapid transformation as artificial intelligence (AI) becomes increasingly integrated into educational settings worldwide. From intelligent tutoring systems to advanced corpus analysis tools, AI applications are reshaping how language curricula are designed, implemented, and evaluated (Holmes et al., 2022). This technological shift presents both opportunities and challenges for EFL teachers seeking to integrate these tools while maintaining pedagogical effectiveness and authenticity. In fact, the convergence of corpus linguistics and AI has created new possibilities for language curriculum development. Corpus linguistics, defined as the empirical analysis of large collections of authentic language data, has long provided valuable insights for syllabus and curriculum designers seeking to ground their work in real-world language use (Curry & McEnery, 2025). Additionally, AI-enhanced corpus-based approaches can support more sophisticated analyses of language patterns. For example, such approaches can help identify learning progressions and tailor curriculum content to diverse learner needs (Pérez-paredes et al., 2025).

However, the successful integration of AI into language curriculum design depends largely on teachers' understanding, acceptance, and effective use of these technologies. That is to say, Teachers serve as essential mediators between AI modern technological capabilities and educational objectives which makes their perceptions and attitudes essential elements that determining the success or failure of AI integration initiatives (Chounta et al., 2022). Teachers serve as key mediators between AI capabilities and educational objectives. Their perceptions and attitudes therefore play a central role in determining the success or failure of AI integration initiatives (Benaissa, 2024). Previous research has consistently shown that teacher attitudes toward technology influence adoption, implementation, and ultimately student learning outcomes (Pokrivcakova, 2023).

Although some studies have examined teacher attitudes toward educational technology in general (Uygun, 2024), research on EFL teachers' perceptions of AI in curriculum and syllabus design remains limited. In particular, little is known about how teachers perceive AI-enhanced corpus tools and their role in syllabus development.

Ultimately, this study addresses this gap by examining EFL teachers' perceptions of AI integration in language syllabus design. By focusing on the intersection of corpus linguistics and AI, the study explores how teachers understand, evaluate, and respond to these emerging tools. Hence, the findings may contribute to a more nuanced understanding of the human factors that shape successful technology integration in language education. They may also offer practical implications for improving curriculum design and AI implementation.

Such understanding helps identify not only the potential benefits of AI, but also the support teachers need to use these tools meaningfully in curriculum design. AI tools may save time and effort while supporting the achievement of educational objectives.

Accordingly, the study addresses the following three research questions:

1. How do EFL teachers perceive the usefulness of AI in curriculum design?

2. What challenges or barriers hinder EFL teachers from using AI technologies in curriculum design?
3. To what extent are EFL teachers aware of the need to develop their digital literacy competencies?

2. Literature Review

2.1 Teacher Attitudes Toward Technology Integration in Language Education

The relationship between the integration of technology in educational research and teachers' attitudes has been extensively documented. Moreover, studies consistently demonstrate that teacher perceptions serve as powerful predictor of implementation success (Mustafina, 2016). In language education arena, research has revealed complex themes of teacher responses to technological advancement that range from enthusiastic to significant resistance. These differences most of time are based on factors including perceived usefulness, ease of use, and the current pedagogical approaches (Khlaif, 2018).

(Samak, 2006), in her PhD dissertation, identified key factors that influence teachers' decisions including access to digital resources, institutional or administrative support, and the alignment with pedagogical methodologies. Furthermore, their research demonstrated that successful technology integration requires not only technical competence but also critical shift in teaching philosophy and classroom practices.

Similarly, Kusano et al. (2013) found that environmental factors, including institutional culture and peer support, could significantly mediate the relationship between individual teacher attitudes and actual implementation behaviors.

More recent research has explored the different ways language teachers respond and interact with advanced AI technological tools. In this regard, Çebi (2018) found that although language teachers recognize the potential benefits of digital tools, many also express concerns about maintaining pedagogical authenticity and ensuring that technology serves clear educational purposes. Thus, these findings are particularly relevant to AI integration, as the growing sophistication of digital tools may create tensions with traditional language teaching approaches.

2.2 Artificial Intelligence Applications in Language Education

In recent years, the use of AI in language education has expanded rapidly, encompassing a wide range of tools, from intelligent tutoring systems to advanced language analysis platforms and chatbots (Liang et al., 2023).

Research on teachers' perspectives has revealed varied responses, with educators expressing enthusiasm for technological possibilities and concern about implementation challenges (Yim & Wegerif, 2024).

Pokrivcakova (2023) found that although about 64% of pre-service EFL teachers believed that AI could improve education, significant knowledge gaps remained regarding its capabilities and limitations.

The study also showed that teachers did not feel adequately prepared to evaluate AI tools critically or integrate them effectively into their pedagogical practice. Moreover, these findings highlight the importance of integrating digital literacy and pedagogical understanding into teacher training programs. Furthermore, Kalra (2024) examined both the benefits and the challenges associated with AI implementation in educational settings. Although teachers expressed concern about maintaining student engagement and designing authentic learning experiences, most participants reported that AI tools were effective for tasks such as assessment design and feedback personalization. Further, the study emphasized that AI tools should complement rather than replace

human pedagogical expertise.

AI as Corpus in Language Curriculum Development

Corpus linguistics is a valuable approach to language curriculum development because it provides an empirical foundation for pedagogical practice through the analysis of authentic language data (Lin, 2016). As Poole (2022) noted, research on teacher attitudes toward corpus-based approaches has generally reported positive responses, despite the implementation challenges involved.

Ma et al. (2023) reported that language teachers generally recognized the value of corpus-based approaches. However, many teachers reported that they were not adequately prepared to implement these approaches effectively. The study also identified several barriers, including limited training opportunities, time constraints, and insufficient institutional support.

When combined with AI technologies, corpus linguistics creates new opportunities as well as new challenges for language teachers. (Lestariningsih et al., 2025) found that many teachers were unable to translate corpus-based insights into practical curriculum decisions that could support classroom instruction. The study also highlights the need for professional development programs that address both technical tool use and pedagogical application strategies.

3. Methodology

3.1 Research Design

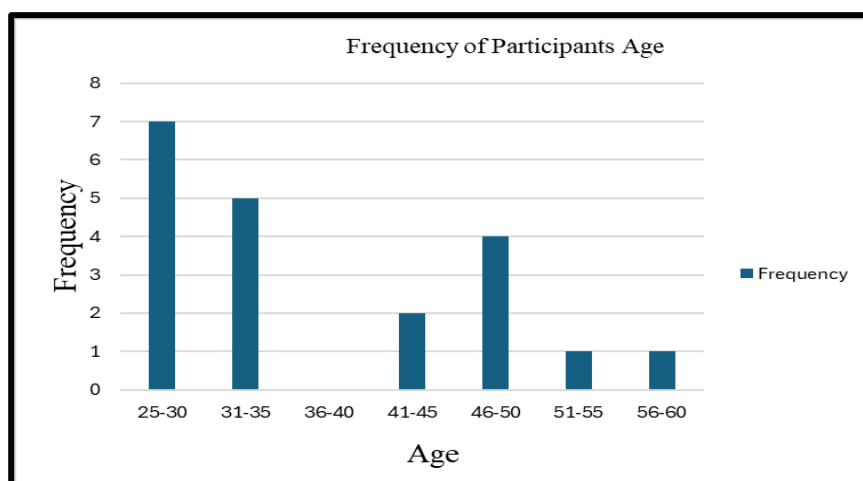
To capture the complex and multifaceted nature of teacher experiences with emerging technologies this study employed a descriptive mixed-methods design, as it combines quantitative questionnaire data with qualitative interview data. It is considered as the most appropriate to thoroughly and systematically examine language teachers' perceptions and attitudes toward AI integration in language syllabus design (Kothari, 2012).

This choice would allow for detailed analysis of current practices, attitudes, and concerns (Creswell, 2019). Both types of data collection methods were incorporated to provide comprehensive insights into teacher perspectives. First, quantitative data were gathered through structured questionnaire that measured teachers' attitudes, competency levels, and the usage patterns of AI and corpus linguistics tools. Second, qualitative data were collected through interviews with selected participants which allow for deeper exploration of the reasoning and context dependent factors.

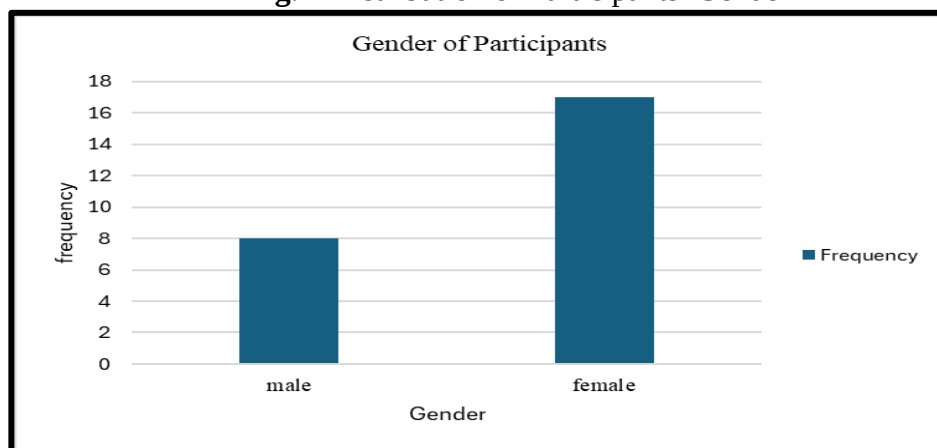
3.2 Participants

The study population consisted of 25 EFL language teachers from the department of literature and foreign language, University of Mohamed Boudiaf, M'sila, from whom the data of this study were collected. The study included the full accessible population of EFL teachers in the targeted department (N = 25). Therefore, the study did not deliberately rely on a small sample, but rather on total population within the selected department. The interview phase involved a smaller subgroup (N = 5), selected for follow-up qualitative phase. In another words, 100% of them participated in the questionnaire while 20% from the sample participated in interview.

Figure 1 and **Figure 2** provide clear image about the participants age and gender.

Fig.1 Distribution of Participants' Age

Source: Prepared by the researcher based on the collected data

Fig. 2 Distribution of Participants' Gender

Source: Prepared by the researcher based on the collected data

3.3 Data collection and Analysis

Data collection tools employed in the study can be categorized into two layers:

First, a questionnaire that is an instrument specifically developed for this study. It consisted of 20 closed-ended items using 5-point Likert scales and 8 open-ended questions. Second, Quantitative data analysis employed descriptive statistics to characterize participant responses and attitudes across different dimensions of AI and corpus linguistics integration. Second, an interview that is divided into three main sections; each section addresses and enhance the validity of a specific section in the questionnaire.

Additionally, Qualitative data from open-ended survey responses and interviews were analyzed using thematic analysis procedures following established guidelines (Braun & Clarke, 2019).

Results and discussion

General Information and Background

- The participants' ages mostly range between 25 and 30 years old. The next larger group is from 31 to 35 years with 5 participants. Besides, smaller numbers appear older age only one between 56-60 years old.
- Since EFL teaching staff at M'sila university are mostly young, so they are likely to be full of energy and openness and sense of adaptability, especially, new innovative technologies.
- The displayed bar chart, **Figure 2** clearly, shows that most of the participants are females, 17 out of 25 participants are female teachers.
- Since the sample was randomly selected from the whole population, this result gives a comprehensive insight that reflects landscape of the department of English at M'sila university. These outcomes align with the study of (Taleb, 2023); based on empirical study he found that the majority of English language teachers in Algeria are women.

RQ1: How do EFL teachers perceive the usefulness of AI integration in designing curricula?

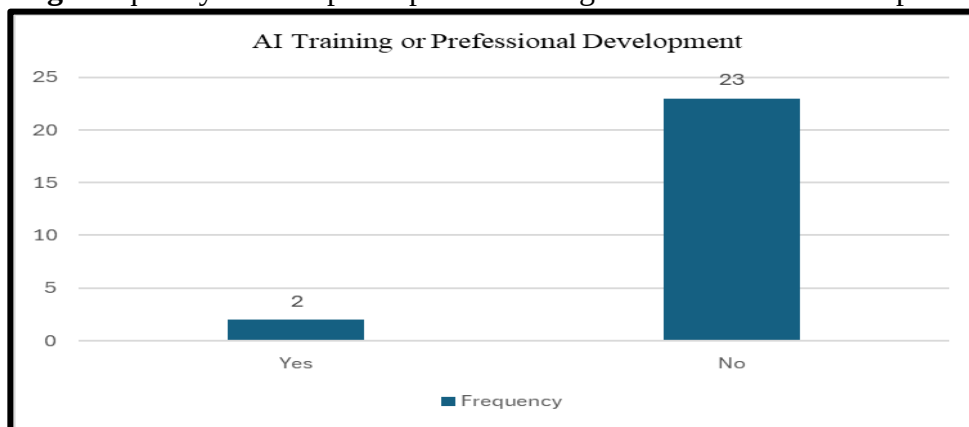
Based on the second section of the questionnaire, out of 25 participants, 10 strongly agreed that AI tools can enhance the effectiveness of curricula, while 11 agreed with this statement. Similarly, 15 participants strongly agreed that AI helps personalize and tailor learning experiences. In the same vein, regarding curriculum development, 18 participants either agreed or strongly agreed. For the creation of additional assessment materials, 20 participants agreed or strongly agreed. When it comes to obtaining valuable insights for syllabus design, 15 participants agreed and 10 strongly agreed. Additionally, 7 participants agreed or strongly agreed that AI would help them better address diverse learning needs. Overall, the majority of the teachers expressed positive attitudes toward the integration of AI in curriculum development.

The primary perceived benefits of AI integration, according to the interviewees' responses, can be summarized as follows:

- ✓ Enhanced Curriculum Personalization
- ✓ Improved Assessment Capabilities
- ✓ Efficient Syllabus
- These findings show high level of openness among EFL teachers at M'sila university adopting AI technologies in curriculum design. This positive attitude aligns with Ministry of higher education goals that at promoting the usage and the integration of AI technologies.
- In the same line of thought, Algerian researchers emphasize that the integration of AI can help addressing different students' needs, and improve teaching efficacy in EFL educational settings.
- For Instance, Abderrahmane & Mebitil (2025); Meddah & Belmihoub (2026b) discussed Algerian teachers' adaptability for integrating AI tool and they show that AI is not only useful for personalizing learning and enhance curriculum but also it can Algerian students' critical thinking and problem solving. However, the highlight the need for developing teacher digital literacy.

In this respect, **Figure 3** gives us a clear image about EFL teachers' digital literacy level.

Fig. Frequency table of participants Training or Professional Development



Source: Prepared by the researcher based on the collected data

- As far as AI training or professional development experience is concerned, the analysis of the participants' concerned revealed that only 4% or 2 teachers out of 25 reported that they have extensive experience; unsurprisingly 80% or 23 teachers with very limited experience in integrating digital aid materials in their classroom practices.
- Analysis of EFL teacher attitudes toward AI integration revealed a general census that most of them are optimistic when it comes to usefulness of AI technologies in designing curricula. Studies conducted by (BLIZAK MERIEM et al., 2023) align with the same finding.

Undeniably, the interview data support this result, but in a more cautious way. Teachers viewed AI as helpful for saving time, adapting materials to different learner levels. At the same time, they did not view AI as a replacement for teacher' role. One participant explained that *"AI can help me organize content and save time, but the teacher must decide what really suits the students."* Another teacher noted that *"AI can improve syllabus design, especially in mixed-ability classes."* These responses suggest that teachers' attitudes are positive, yet it must be under control.

RQ2: What are the challenges or the barriers that hinder EFL teachers from using AI technologies in designing curricula?

Analysis of teacher's questionnaire regarding the implementation challenges revealed multiple interconnected problems barriers that certainly impact teachers' ability to effectively integrate AI as corpus for curricula design and teaching processes. In that, from section 3 in questionnaire, appendix1, all of the participants (25 EFL teachers) agreed and strongly agreed with all the mentioned concerns that can summarized in the following points:

- ✓ Maintaining pedagogical authenticity with AI
- ✓ Student dependency on AI
- ✓ Worries about the cost AI implementation
- ✓ Technical problems and the lack of infrastructures

On the other hand, responses to the open-ended questions highlighted the interviewees' primary concerns regarding AI implementation, outlined as follows:

- ✓ Insufficient professional development

- ✓ Time constraint
- ✓ Limited support from the administration

In fact, all of these worries, challenges and barriers highlighted by EFL teachers at M'sila University align with several newly published papers conducted by Algerian researcher (Achili & Zerouki, 2024; Chelghoum & Chelghoum, 2025; Haddadi, 2025; Meddah & Belmihoub, 2026a).

Unsurprisingly, the interviews deepen these findings by showing that such barriers are closely connected to the Algerian higher education context; the most frequently mentioned challenge was the lack of practical training on how to use AI pedagogically in curriculum design. They also referred to unstable internet access and uncertainty about appropriate AI use. For example, one teacher stated that *"we hear a lot about AI, but we still do not know how to use it properly in syllabus design."* Another participant stressed that *"without training, policy, and access to the internet, AI remains more theoretical rather than practical."* A further concern was that materials generated by AI may not always reflect the linguistic and cultural realities of Algerian EFL learners. Overall, the interviews show that the main obstacles are not only technical, but also institutional and pedagogical.

RQ3: To What extent are EFL teachers aware of the need to develop their digital literacy competencies?

Through analyzing statements from 13 to 20, Appendix1 and the third section of the interview, among the 25 participants most the teachers strongly agreed and agreed that they need more training program to be able to use AI in curricula development. Further, the strongly agreed that they would benefit from workshops and conferences on AI tools. Most of them, 23 out of 25, agreed and strongly agreed that peer collaboration and administration support are important for effective AI integration. Additionally, the expressed a strong desire for ongoing support during AI implementation.

The interview data confirm this awareness and show that teachers understand digital literacy as more than basic technical ability. Participants emphasized the need to evaluate AI outputs critically and adapt them to course objectives student needs. One teacher observed that *"using technology is not enough; we need to know how to evaluate the quality of AI content."* Another explained that *"peer collaboration would help us much more than isolated training because we need to discuss real teaching problems together."* These responses indicate that teachers are aware of their digital literacy needs and prefer collaborative, and more specialized professional development.

- These findings align with (Chelghoum & Chelghoum, 2025; Meddah & Belmihoub, 2026b) papers, which highlights teachers' strong awareness of the need for digital literacy, especially when it comes to policy support, collaboration and ongoing digital literacy development.

4.CONCLUSION

This study examined EFL teachers' perceptions toward AI integration in language syllabus design through a mixed-methods approach that combined questionnaire data with semi-structured interviews. The integrated findings reveal that teachers at Mohamed Boudiaf University, M'sila, generally hold positive attitudes toward the pedagogical usefulness of AI, particularly in relation to curriculum personalization, assessment support, time-saving, and access to language data. At the same time, the findings demonstrate that such positive perceptions are accompanied by substantial barriers, including insufficient professional development, infrastructural limitations, lack of institutional policy guidance, and concerns about maintaining pedagogical authenticity within the Algerian EFL context.

The study further shows that teachers possess a strong awareness of the need to develop their

digital literacy competencies. The interview findings make clear that teachers do not reject AI; rather, they seek conditions under which it can be used appropriately and effectively. In this sense, the study highlights that successful AI integration in syllabus design depends not only on positive teacher attitudes, but also on the institutional support within which those attitudes are expected to translate into practice.

Accordingly, the findings suggest that efforts to promote AI integration in Algerian higher education should prioritize sustained teacher training, collaborative professional development, improved infrastructure, and clear policy frameworks. AI should be positioned as a pedagogical support tool that enhances rather than replaces teacher expertise.

Future research may build on the present study by investigating longitudinal changes in teacher readiness, comparing multiple university contexts, and examining how professional development influences the actual use of AI in curriculum design over time. Besides, comparative studies, for instance, can examine the implementation success across several universities and contexts; this initiative could provide more clear insights into the factors that facilitate or hinder effective AI integration.

Ultimately, the present study contributes to a more grounded understanding of AI integration by showing that in language education, technological potential becomes pedagogically meaningful only when it is mediated by trained teachers and institutional support.

In a nutshell, the successful integration of AI technologies in language curriculum development unquestionably would depend on educational goals. Furthermore, technological capabilities should be regarded as aid materials that enhance rather than replace or marginalize human expertise. Hence, EFL teachers' perspectives captured in this study provide valuable guidance for developing more tailored approaches. The research results would have significant implications for the way language curriculum designing processes can be reconceptualized to incorporate AI tools effectively. Moreover, a model of "human-AI" collaboration rather than technology replacement is highly recommended by most EFL teachers, in order to maintain the pedagogical authenticity.

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Appendix 1 :**Survey Questionnaire**

Please, this questionnaire aims to explore your perceptions and attitudes toward AI integration in language syllabus design. Your responses will remain confidential and will be used just for research purpose.

Thank you!

Background Information

Item	Questions	Response Options
D1	Gender	☐ Male ☐ Female ☐ Prefer not to answer ☐ Other: _____
D2	Age range	☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+
D3	Years of teaching experience	☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 21+ years

Section 2: Attitudes toward AI Integration in curriculum development

Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1

= Strongly Disagree

Item	Statements	5	4	3	2	1
1	AI tools can enhance my teaching effectiveness in language education					
2	AI can help me personalize learning experiences for my students					
3	Using AI would improve my curriculum development process					
4	AI tools would help me create more effective assessment materials					
5	AI can provide valuable insights for syllabus design decisions					
6	AI integration would save me time in curriculum planning					
7	AI would help me better meet diverse student learning needs					

Section 3: concerns Patterns and Implementation Challenges

8	I am concerned about maintaining pedagogical authenticity with AI					
9	Student dependency on AI tools worries me					
10	I worry about the cost of implementing AI tools					
11	Privacy and data security concerns affect my AI adoption willingness					

12	I am concerned about technical problems with AI tools					
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Section4: Teachers' awareness about the need for digital literacy Professional Development

13	I need more training before using AI in curriculum development					
14	Peer collaboration would help me integrate AI effectively					
15	I would benefit from hands-on workshops on AI tools	.				
16	Institutional policy guidance on AI use is necessary					
17	I would like ongoing support during AI implementation					
18	I intend to explore AI tools for curriculum development					
19	I plan to attend professional development on AI in education					
20	I would recommend AI integration to other language teachers					

Appendix 2:

Interview

Section	Main Questions
Background	Thank you for participating. Could you start by telling me about your current teaching role and how curriculum development fits into your responsibilities?
	How would you describe your relationship with technology in teaching?
	What does "successful curriculum developments" look like to you?
Section1: AI Perceptions & Experiences	When you hear "artificial intelligence in educations," what comes to mind?
	How do you think AI might change the role of teachers in curriculum design?

	What concerns, if any, do you have about AI in language education?
Section2: AI for curriculum development	Tell me about your familiarities with AI - how did you first encounter it?
	How important is authentic language data in curriculum development, in your view?
	What do you think about the idea of AI-enhanced corpus analysis tools?
Section3: Implementation Challenges and concerns	What would need to be in place for you to successfully integrate AI tools into your curriculum development process?
	You mentioned [specific survey response] about implementation barriers. Can you help me understand this better?
	How do you think your students would react to AI-enhanced curriculum materials?
	What role should professional development play in AI integration?