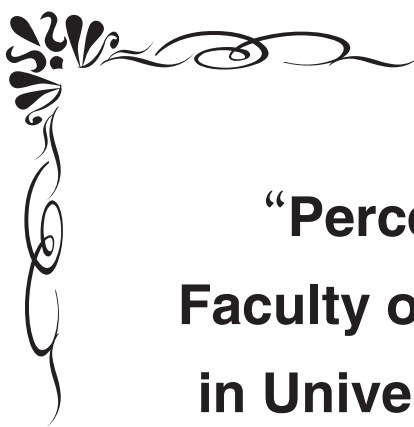




“Perceptions of English Faculty on the Use of AI Tools in University Teaching at the Universities of Diyala and Tikrit”

-تصورات أعضاء هيئة التدريس في قسم اللغة الإنجليزية حول
استخدام أدوات الذكاء الاصطناعي في التدريس الجامعي في
جامعتي ديالى وتكريت-

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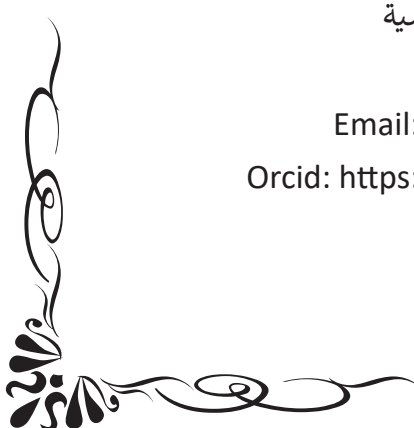
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Higher education is undergoing radical transformations in light of the rapid development of digital technologies, particularly AI tools, which are playing an increasingly important role in various aspects of the educational process. In this context, the role of English language faculty emerges as key players in adopting and implementing these tools in university classrooms. This study aims to explore the perceptions of English language faculty members regarding the effectiveness of AI tools in improving the quality of university teaching, and to identify areas where these technologies can support learning, facilitate interaction, and achieve educational goals more efficiently. It also highlights the potential challenges associated with the use of AI and the extent to which academic staff are prepared to deal with these rapid technological transformations.

الملخص:

تهدف هذه الدراسة إلى استكشاف تصورات أعضاء هيئة التدريس في قسم اللغة الإنجليزية بكلية التربية في جامعتي ديالى وتكريت حول فعالية أدوات الذكاء الاصطناعي، مثل ChatGPT و Google Translate و Grammarly، في تحسين جودة التدريس الجامعي. كما تسعى إلى تحديد الفروق الإحصائية في هذه التصورات بناءً على المتغيرات الديموغرافية كالجنس والدرجة الأكاديمية وسنوات الخبرة. اعتمدت الدراسة على المنهج الكمي الوصفي باستخدام استبيان إلكتروني وزع على عينة من أعضاء هيئة التدريس. أظهرت نتائج التحليل الإحصائي، باستخدام اختبار لعينة واحدة وتحليل التباين، وإن تصورات المشاركين لأدوات الذكاء الاصطناعي كانت إيجابية وذات دلالة إحصائية. كما كشفت النتائج عن فروق ذات دلالة إحصائية بناءً على الجنس وسنوات الخبرة. أظهرت الإناث وذوي الخبرة الأقل ميلاً أكبر لاستخدام هذه الأدوات، بينما لم تكن هناك فروق ذات دلالة إحصائية تُعزى إلى الدرجة الأكاديمية. وخلصت الدراسة إلى أهمية دمج أدوات الذكاء الاصطناعي في بيئة التعليم الجامعي نظراً لدورها في تحسين جودة التدريس. وأوصت بضرورة تنظيم برامج تدريبية لأعضاء هيئة التدريس، وخاصة ذوي الخبرة، بالإضافة إلى وضع سياسات مؤسسية تشجع على استخدام هذه الأدوات. كما دعت إلى إجراء دراسات مستقبلية لقياس الأثر الفعلي لاستخدام الذكاء الاصطناعي على نتائج تعلم الطلاب.

الكلمات المفتاحية: ((الذكاء، الاصطناعي))



Abstract:

This study aims to explore the perceptions of faculty members in the English Department at the Colleges of Education at the Universities of Diyala and Tikrit regarding the effectiveness of artificial intelligence tools, such as ChatGPT, Google Translate, and Grammarly, in improving the quality of university teaching. It also seeks to identify statistical differences in these perceptions based on demographic variables such as gender, academic degree, and years of experience.

The study adopted a descriptive quantitative approach using an electronic questionnaire distributed to a sample of faculty members. The results of the statistical analysis, using a one-sample t-test and analysis of variance, showed that participants' perceptions of artificial intelligence tools were positive and statistically significant. The results also revealed statistically significant differences based on gender and years of experience. Females and those with less experience showed a greater tendency to adopt these tools, while there were no statistically significant differences attributable to academic degree. The study concluded that integrating AI tools into the university education environment is important because of their role in improving teaching quality. It recommended the need to organize training programs for faculty members, particularly those with more experience, as well as developing institutional policies that encourage the use of these tools. It also called for future studies to measure the actual impact of AI use on student learning outcomes.

Keywords: Artificial Intelligence

Section One

1.1 Research Problem

The higher education sector is witnessing rapid development with the integration of artificial intelligence (AI) tools into teaching and learning environments. These tools represent a paradigm shift in teaching methods, curriculum design, and teacher-student interactions. While the use of AI in education is not a new phenomenon, its increasing reliance in recent years raises questions about its true effectiveness in enhancing the quality of education, particularly in English language teaching at the university level.

Despite the proliferation of numerous AI tools such as ChatGPT, Grammarly, Quill-



bot, and others, there remains a gap in the full understanding of how faculty members perceive the impact of these tools on their teaching practices and their willingness to adopt them. This challenge is further complicated by the discrepancy between proponents of these tools, who see them as enhancing effectiveness and innovation (Holmes et al., 2022), and those who are reluctant to use them, fearing they will undermine human interaction or compromise the authenticity of the content (Selwyn, 2019). Hence, the research problem stems from the pursuit of understanding ****English language faculty members’** perceptions of the effectiveness of AI tools in supporting university teaching.** A pre-existing questionnaire, developed and used in previous studies measuring teachers’ attitudes toward AI in education (Zawacki-Richter et al., 2019), was adopted to ensure the validity of the tools used and their consistency with the research objectives. Addressing this problem is important because it helps reveal the readiness of academic institutions to effectively integrate AI, as well as identifying the obstacles faculty members may face in this context. This provides a scientific basis for developing training and development strategies based on the actual reality of university education.

1.2 the Research Significance

In light of the rapid development of artificial intelligence tools, there is a need to conduct studies that investigate how these tools are received and employed by teachers in higher education institutions. Despite the abundance of research that has addressed the technical potential of artificial intelligence, little has focused on the pedagogical and cognitive aspects of faculty members, particularly in English departments. This highlights the research gap that this research seeks to fill (Zawacki-Richter et al., 2019).

Exploring faculty members’ perceptions not only contributes to understanding the level of AI adoption but also helps explain the factors influencing the acceptance or rejection of these technologies, such as educational background, technical skills, and previous experience. These factors have been emphasized in a number of recent educational studies (Davis, 1989; Venkatesh & Davis, 2000). The importance of this research also stems from its focus on English language teaching as a field sensitive to human and linguistic interaction, which may be negatively or positively affected



by the introduction of AI technologies. This is particularly true given that language teaching requires a balance between human interaction and the use of smart media (Godwin-Jones, 2018). Therefore, the findings of this study can enhance theoretical understanding of how to achieve this balance and provide thoughtful practical recommendations for designing effective teaching practices.

Furthermore, the findings of this research may support universities in developing flexible and informed policies for integrating AI into the educational process by engaging faculty members in formulating visions for digital transformation, rather than imposing technical tools that are unacceptable to end users (Holmes et al., 2022).

This research not only provides a current picture of the use of AI in English language teaching, but also seeks to chart a future roadmap for more adaptive, innovative, and equitable university education.

1.3 Research Objectives:

1. To explore the faculty members' perceptions of the English Department at the College of Education at the Universities of Diyala and Tikrit regarding the effectiveness of artificial intelligence tools (such as ChatGPT, Google Translate, and Grammarly) in improving the quality of university teaching.
2. To examine statistically significant differences in faculty members' perceptions based on demographic variables such as gender, academic degree, and years of experience.

1.4 Research Limits:

The current research is limited to faculty members in the College of Basic Education and the College of Education at the Universities of Diyala and Tikrit in Iraq during the academic year 2024-2025.

1.5 Research Terms

The following is an explanation of the most important terms used in this research:

- Artificial Intelligence (AI):

In the educational context, AI refers to the use of software systems or algorithms capable of mimicking human intelligence to perform learning-related tasks, such as comprehension, correction, interaction, and decision-making (Russell & Norvig, 2021). These tools include applications such as ChatGPT, Grammarly, Quillbot, auto-



matic language correction engines, and other intelligent systems used for educational purposes in universities.

- Faculty Perceptions:

These refer to the attitudes, views, and beliefs held by faculty members regarding the effectiveness of AI tools in university teaching, measured through their responses to a questionnaire adapted from previous studies (Zawacki-Richter et al., 2019). This concept is essential to understanding the acceptance of technology and is supported by models such as the Technology Acceptance Model (TAM) developed by Davis (1989).

Section Two

Theoretical Framework and Previous Studies

2.1 Artificial Intelligence: Definition and Conceptualization

Artificial intelligence (AI) is one of the most prominent technological innovations that is fundamentally transforming various sectors, particularly higher education. This term refers to computer systems or devices capable of performing tasks that typically require human intelligence, such as learning, analysis, problem-solving, and language interaction (Russell & Norvig, 2021).

Russell & Norvig (2021) provide a technical definition of AI as: “the study of agents that receive percepts from the environment and perform actions.”

From an educational perspective, Holmes et al. (2022) defines educational AI as: “the use of machine learning, natural language processing, and other AI technologies to support, enhance, and automate educational processes.”

Artificial intelligence represents a cognitive intersection between computer science, cognitive psychology, linguistics, and educational sciences, making it multidimensional in its impact and application.

2.2 Categories of Artificial Intelligence

Researchers generally classify artificial intelligence into three main categories:

1. Narrow AI: Intelligence designed to efficiently perform a specific task, such as autocorrecting or translation programs. This form is currently most common in educational applications (Zawacki-Richter et al., 2019).

2. General AI: Refers to systems capable of performing all mental tasks capable of



being performed by humans. This type is still in the theoretical research phase and has not yet been implemented.

3. Super intelligent AI: Relates to systems that surpass human capabilities in reasoning and creativity, and is a controversial future topic, especially from an ethical and educational perspective (Selwyn, 2019).

2.3 Artificial Intelligence in the Educational Context

Artificial Intelligence tools have become an integral part of the modern educational landscape, used in many contexts, including:

Adaptive Learning: Providing personalized content to learners based on their levels and needs.

Automated Assessment: Correcting tests and providing immediate feedback.

Learning Analytics: Predicting student performance and helping them before they stumble.

Intelligent Tutors and Educational Robots: Interacting with learners in a manner that mimics human interaction (Holmes et al., 2022).

Despite the vast potential of these tools, the main challenge lies in integrating them in a thoughtful pedagogical manner that preserves the human dimension in the educational process and enhances the role of the teacher rather than replacing it (Godwin-Jones, 2018).

2.4 Artificial Intelligence in Language Teaching

Godwin-Jones (2018) notes that AI in language teaching is a promising tool, particularly in providing immediate feedback, error analysis, and personalizing learning activities based on student level. However, the effectiveness of these tools remains dependent on their integration with pedagogical principles and on teachers' awareness of their potential and limitations, especially in areas of English language teaching that require high levels of human interaction and communication.

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Privacy and personal data protection.

Lack of transparency in decision-making algorithms.



- Algorithmic bias and its impact on assessment fairness.
- Weakening the human relationship between teacher and learner.

Selwyn (2019) asserted that AI in education should be used as a supportive tool, not a substitute, and emphasized the need to adopt responsible educational strategies that integrate technology within a critical humanistic framework.

AI is not merely a technical tool; it represents a complex educational and cultural phenomenon that requires critical awareness. From this perspective, the current study seeks to explore the perceptions of English language faculty members regarding the effectiveness of AI tools, given their crucial role in the success or failure of integrating these technologies within higher education institutions.

2.7 The explanatory models and theories that explain the factors influencing faculty members' use of AI tools, the most prominent of which are:

1. Technology Acceptance Model (TAM)

Davis (1989) developed the Technology Acceptance Model (TAM) to provide a behavioral explanation of how individuals accept new technologies. This model is based on two main variables:

- Perceived Usefulness
- Perceived Ease of Use

According to this model, an individual's degree of adoption of a technology is influenced by their belief that it will improve their performance, as well as their ease of use without requiring significant effort. This model has subsequently been expanded in several studies (Venkatesh & Davis, 2000) to include other variables such as social influence and organizational support, increasing its relevance to higher education contexts.

2. Social Influence Theory

Social influence theory emphasizes that technology adoption does not occur in isolation from the social environment. Research by Venkatesh & Morris (2000) has shown that peer attitudes, institutional policies, and societal expectations all contribute to shaping individuals' decisions about adopting technologies. This theory is particularly relevant in academic settings, where institutional culture is a key determinant of faculty acceptance of technological change.



Second: Previous Studies

Contemporary studies reveal a growing trend toward examining the relationship between artificial intelligence and higher education, with particular attention to faculty perceptions and their role in the success or failure of integrating these tools into the educational environment. The following is a brief overview of the most prominent relevant studies:

1. Zawacki-Richter et al. (2019): The researchers conducted a comprehensive systematic review of published research on artificial intelligence in higher education. They found that the vast majority of studies focus on technical capabilities, while pedagogical aspects, particularly teachers' perceptions, are neglected. The study recommended the need to redress the balance by involving educators in the design and evaluation of AI uses.

2. Holmes et al. (2022): This study highlighted the potential educational uses of artificial intelligence, including adaptive learning systems, automatic correction, and educational data analysis. It emphasized that faculty acceptance is a crucial factor in the success of these technologies, pointing to the need to develop their technical and pedagogical skills to keep pace with these changes.

3. Selwyn (2019) Selwyn discussed the ethical and pedagogical challenges associated with introducing AI into classrooms, emphasizing the importance of preserving the human dimension in education, particularly in language teaching. He warned that overreliance on AI could marginalize teachers' roles and obscure vital cultural and educational contexts.

4. Godwin-Jones (2018): reviewed AI applications in language teaching, noting that the success of these applications depends not on technical development, but rather on their integration into classroom practices. He emphasized the need for these tools to be used within a conscious pedagogical framework that takes into account individual and cultural differences among learners.

The adoption of AI tools in higher education cannot be separated from the theoretical and pedagogical contexts that explain teachers' behavior and attitudes. Drawing on explanatory models such as TAM and social influence theory, along with a review of recent studies, it becomes clear that faculty perceptions of AI are a pivotal factor in



the success or failure of its integration into university teaching, particularly in English departments. Hence, the current study derives its importance in bridging a knowledge gap related to educational perception of these technological transformations.

Section Three

Research Methodology and Procedures

3.1 Research Methodology

The current study adopted the descriptive-analytical approach, as it is the most appropriate for studying faculty members' perceptions of the effectiveness of artificial intelligence tools in enhancing university teaching. This approach allows for the analysis of quantitative data derived from the adopted questionnaire and the extraction of indicators related to the sample's views on the use of artificial intelligence in higher education.

3.2 Research Population

The research population consists of faculty members in the English Departments at the College of Basic Education and the College of Education at the University of Diyala for the academic year 2024–2025. This population represents an active academic segment in the university educational process and was selected for its direct connection to English language teaching and its interaction with modern educational technologies.

3.3 Research Sample

The research sample was selected randomly from the original study population and included (a specific number to be added later) English language professors from the two aforementioned colleges. Diversity was considered in the sample in terms of gender (male and female), academic degree, and years of experience to ensure a realistic representation of the study population.

3.4 Research Tool

The study relied on an adapted and modified questionnaire to measure faculty members' perceptions of artificial intelligence tools. It was distributed electronically and in paper form.

The questionnaire included main topics covering:

- Professors' knowledge of artificial intelligence tools.



- Their perceptions of their effectiveness in the educational process.
- Differences according to gender variables.

3.5 Instrument Validity Indicators

To ensure the validity of the instrument, the modified questionnaire was presented to a group of referees specialized in English language teaching methods and educational technologies. This aimed to verify the appropriateness of the items, the soundness of the wording, and the suitability of the tool's content to the study objectives.

A preliminary analysis of the items was also conducted based on internal consistency coefficients, using the item-to-total score correlation coefficient. Items with acceptable statistical significance were retained according to a confidence level of $0.05 \geq \alpha$.

3.6 Statistical Methods Used

The study data were analyzed using the latest version of SPSS. The following statistical methods were used to process the data:

1. Arithmetic Mean: To measure the general trend of faculty members' opinions regarding the effectiveness of artificial intelligence tools.
2. Hypothetical Mean: To compare the mean of the sample responses with the reference value to determine the level of perceptions.
3. One-Sample t-test: To measure the significance of the differences between the mean responses and the hypothetical mean, and to determine the extent of positivity of perceptions.
4. Independent Samples t-test: To reveal the significance of the differences between males and females in their perceptions of artificial intelligence tools, as one of the study objectives.

Section Four

Presentation, Analysis of Results, Conclusions and Recommendations

4.1 Introduction

This section presents and analyzes data from a study of 100 faculty members from the English Departments at the Universities of Diyala and Tikrit. The aim is to understand their perceptions of the effectiveness of AI tools (such as ChatGPT, Google Translate, and Grammarly) in improving the quality of university teaching, as well as to identify differences in these perceptions based on demographic variables (gender,



academic degree, and years of experience). The study used descriptive analysis, in addition to statistical tests such as the one-sample t-test, the two-independent-samples t-test, and analysis of variance (ANOVA). Also in this section also reviews the most important conclusions reached through the analysis of the study data, in addition to the proposed recommendations based on the results.

4.2 Analysis of the Results of the First Objective: Faculty Members' Perceptions of the Effectiveness of AI Tools

Data was collected using a five-point Likert scale, with 3 representing the neutral mean.

4.2.1 Descriptive Statistics

Table 4.1 shows the means and standard deviations for faculty perceptions regarding each AI tool as effective in improving the quality of teaching:

AI Tool	Mean	Standard Deviation
ChatGPT	4.23	0.61
Grammarly	4.15	0.58
Google Translate	3.89	0.74

4.2.2 One-sample t-test

To ensure that these means reflect a truly positive perception, a one-sample t-test was conducted to compare the perception means with the neutral value of 3.

The results are presented in Table 4.2:

AI Tool	t	df	(Sig. (2-tailed
ChatGPT	19.87	99	0.000
Grammarly	18.15	99	0.000
Google Translate	11.45	99	0.000

The results showed statistically significant differences, with the means significantly exceeding the neutral value ($p < 0.001$), confirming the acceptance of positive perceptions of the effectiveness of these tools (George & Mallery, 2016).

This supports the literature confirming the effectiveness of using modern technol-



ogy in university education. Studies confirm that AI tools contribute to enhancing the quality of writing, correcting linguistic errors, and stimulating academic interaction (Kumar et al., 2023).

4.3 Analysis of the Results of the Second Objective: Differences in Perceptions by Demographic Variables

4.3.1 Differences by Gender

An independent two-sample t-test was used to detect differences between males and females .

Gender	Mean	Standard Deviation
Female	4.35	0.45
Male	3.92	0.62

The results showed statistically significant differences in favor of females ($t = 3.12$, $p = 0.003$), as females expressed more positive perceptions of AI tools. This is consistent with Kirkwood & Price (2014) who indicated that females tend to adopt educational technology more deeply and more broadly.

4.3.2 Differences by Academic Degree

The differences between master's and doctoral degree holders and teaching assistants were analyzed using analysis of variance (ANOVA). No statistically significant differences were found ($p = 0.087$), indicating limited variation in perceptions by academic degree.

4.3.3 Differences by Years of Experience

The results of the ANOVA showed significant differences ($p = 0.024$) between the age groups and experience levels, with those with less than 5 years of experience being more positive toward AI tools than the other groups. This is consistent with the findings of Ertmer & Ottenbreit-Leftwich (2010), which confirm that new members tend to adopt new technology more quickly.

Years of Experience	Mean
Less than 5 years	4.33
years 10 – 5	4.11
More than 10 years	3.87



4.4 Discussion of Results

The study results are consistent with numerous studies that have confirmed the role of demographic factors in the adoption of educational technology. Women's more positive perceptions of AI tools support the hypothesis that women are more open to technological tools in education (Venkatesh & Morris, 2000). The results also show that less experience is associated with better acceptance of AI technologies, indicating the importance of continuously updating the skills of faculty members, especially those with extensive experience.

٤,٥ Conclusion

This study emphasizes the importance of AI tools in supporting and enhancing the quality of university teaching, while also paying attention to the demographic differences that influence the adoption of these tools. The analysis results showed that faculty members have clear positive perceptions of the effectiveness of AI tools such as ChatGPT, Grammarly, and Google Translate in improving the quality of university education. A one-sample t-test demonstrated that these perceptions were statistically significant compared to the neutral mean, reflecting widespread acceptance of these tools as support tools in the educational process.

The results also revealed statistically significant differences in perceptions based on gender, with females being more likely to use these tools than males. Furthermore, it was found that the number of years of experience plays a role in shaping perceptions, as faculty members with less experience were more likely to adopt these tools, while no statistically significant differences were recorded based on academic rank.

Accordingly, there is a need to develop ongoing training programs targeting faculty members, particularly those with more experience, to enable them to leverage AI tools to improve educational practices. This research opens new horizons for developing university education through the adoption of modern technology, while emphasizing the importance of ongoing professional support to maximize the benefits of these technologies.

4.6 Recommendations

In light of the study findings, the following recommendations are proposed to enhance the effectiveness of using AI tools in university education:



1. Promote the use of AI tools in university teaching: Universities and colleges should develop institutional policies that support the integration of AI tools into educational practices and provide the necessary technical and human resources to ensure their effective use.

2. Organize ongoing workshops and training programs: It is recommended to implement training programs and workshops targeting faculty members, particularly those with more experience, to familiarize them with AI applications in higher education and train them on how to employ them in content design and improve teaching quality.

3. Encourage future research on the impact of AI tools: There is an urgent need to conduct in-depth experimental studies that evaluate the actual impact of using AI tools on university student learning outcomes, as well as to study the psychological and behavioral dimensions associated with the use of these tools among both faculty members and students.

4. Consider demographic differences in implementation plans: Demographic differences (such as gender and years of experience) must be taken into account when developing strategies for implementing AI tools, and training programs tailored to the needs of each group must be designed to ensure broader and more effective adoption of modern technologies.

4.7 Suggestions for Future Research

- Conduct cross-sectional studies that include diverse university disciplines and a larger number of universities to enhance the generalizability of the results.
- Experimentally study the impact of using AI tools on student performance and learning outcomes.
- Explore the psychological and behavioral factors that influence faculty adoption of modern technologies.

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Appendix (1)



Lists the names of the expert evaluators and reviewers

Appendix (2)

The Questionnaire

Questionnaire: Perceptions of EFL Faculty on the Effectiveness of AI Tools in University Teaching

Dear _____ participant,

This questionnaire aims to explore your perceptions of the effectiveness of Artificial Intelligence (AI) tools in enhancing university-level English language instruction. Please respond to the following statements by indicating the extent of your agreement using the scale provided: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Please note that your responses will be used strictly for scientific research purposes only and will remain completely confidential. There is no need to mention your name.

Section One: Demographic Information

Gender	Male ☐ Female ☐
Academic Degree	MA ☐ PhD ☐
Teaching Experience	Less than 5 years ☐ 5–10 years ☐ ☐ More than 10 years ☐

Section Two: Faculty Perceptions Regarding the Effectiveness of AI Tools in University English Language Instruction

Please indicate your level of agreement with each statement using the scale below:

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree



No	Statement	Strongly Dis-agree	Disagree	Neutral	Agree	Strongly Agree
1	I have sufficient knowledge about AI tools used in education.					
2	I keep up with developments in AI technologies relevant to academic settings.					
3	I understand how AI can be integrated into English language teaching.					
4	I use AI-based tools (e.g., ChatGPT, Grammarly, translation tools) in my university instruction.					
5	AI tools improve the quality of instructional content delivered to students.					
6	AI provides immediate and useful feedback to students.					
7	AI reduces the teaching workload for university instructors.					
8	AI enhances students' English language skills.					
9	AI tools promote better engagement between students and instructional material.					

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10	I lack proper training on how to effectively use AI tools in teaching.					
11	Technical or logistical challenges hinder the use of AI tools at the college.					
12	I am concerned about overreliance on AI in educational contexts.					
13	There is no clear institutional policy regarding the use of AI tools in teaching.					
14	I believe AI will become an essential component of university-level education in the future.					
15	I am open to using AI tools as supportive resources in my university teaching practices.					
16	I believe AI tools should be used under the instructor's supervision, not as standalone substitutes for teaching.					
17	AI tools support the development of students' critical thinking skills.					
18	I feel confident in evaluating the reliability and accuracy of AI-generated content.					
19	There are ethical concerns related to students using AI tools for assignments.					
20	AI can be effectively integrated into assessment and testing processes.					



21	The university should offer formal training programs on AI tools for faculty.					
22	AI helps in creating inclusive learning environments for students with different learning needs.					
23	The use of AI in teaching improves my productivity and planning efficiency.					
24	AI usage encourages students to take more responsibility for their learning.					
25	I consider AI as a collaborative partner in the teaching process, not a threat.					

