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ARTIFICIAL INTELLIGENCE AND LANGUAGE TEACHING: A CASE STUDY OF EFL TEACHERS AT A VIETNAMESE PRIMARY SCHOOL ABSTRACT

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ABSTRACT

This investigation investigates the use of artificial intelligence (AI) tools by primary EFL instructors at a private school in Hanoi, Vietnam, as AI is becoming more extensively implemented into the educational system. The research is driven by the under-researched yet emergent use of AI at the primary level in the Vietnamese context. Our primary objective is to examine the utilization of artificial intelligence (AI) tools, their integration into language teaching, and the obstacles that educators face. Eight English instructors participated in semi-structured interviews, which were implemented as a qualitative methodology. The results indicate that pronunciation, vocabulary, and reading comprehension are frequently facilitated by tools such as Elsa Speak Kids, Google Voice Typing, ClassPoint AI, and Quizizz. AI was perceived by teachers as beneficial in terms of personalizing learning and increasing student engagement. Nevertheless, the absence of professional development, technical limitations, and the complexity of AI-generated content present obstacles. The research indicates that the successful integration of AI into primary English education demands ongoing institutional support, pedagogical adaptation, and teacher training.

Keyword: Artificial Intelligence (AI), Primary English Education, EFL Teachers, Classroom Practices, Technology Integration

1. INTRODUCTION

AI technologies have revolutionized language instruction by offering natural language processing capabilities, instantaneous feedback, and automated assessments (Luckin et al., 2016; Tsai, 2023). Tools like ChatGPT and voice recognition technologies provide adaptive learning paths and interactive activities that cater to diverse student needs (Fang et al., 2023). However, significant pedagogical challenges remain. AI-generated feedback often lacks the depth required for nuanced language acquisition, requiring teachers to supplement automated suggestions (Yoon et al., 2023). Furthermore, over-reliance on AI may diminish vital teacher-student interactions and impede critical thinking (Baron, 2023; Guo & Wang, 2023). Technical constraints and a lack of professional development also hinder effective integration (Tatar et al., 2024).

Despite these global developments, there is a distinct gap in research concerning educators' perspectives on AI adoption, particularly within the Vietnamese context (Marzuki et al., 2023; Nguyen, 2023). This study, titled "Artificial intelligence and language teaching: a case study of EFL teachers at a Vietnamese primary school," seeks to address this vacuum. By investigating how teachers utilize AI and the obstacles they face, the research aims to provide insights into the potentials of AI integration while preserving the essential communicative nature of language education.

2. RESEARCH AIMS AND QUESTIONS

This study aims to investigate the use of artificial intelligence (AI) tools in teaching, with a focus on English as a Foreign Language (EFL) at a Vietnamese primary school. The study will analyze how AI tools are applied in teaching practices and identify the benefits and challenges of using AI tools for teachers. Primarily, the study aims to answer the following questions:

1. How do primary English teachers use AI tools in their teaching practices?

2. What are the challenges of using AI tools in instruction?

3. LITERATURE REVIEW

3.1. Definitions of Artificial Intelligence (AI)

Artificial Intelligence (AI) is fundamentally transforming language education by enabling computer systems to simulate human cognitive functions, such as problem-solving, pattern recognition, and linguistic understanding (Liang et al., 2021; Pokrivcakova, 2019; Oxford Reference, 2021). Within the literature, AI is often categorized by its objectives: Strong AI seeks to replicate human cognition, whereas Weak AI prioritizes functional utility (Encyclopedia Britannica, 2021). Despite its broad application, the lack of consensus-driven, domain-specific terminology often complicates practical discussions regarding its integration into English Language Teaching (ELT).

Fundamentally, AI serves as an umbrella term encompassing diverse technologies, including Large Language Models (LLMs), generative AI, and machine learning algorithms. While the public primarily views AI as a tool for mimicking human actions, its evolving role in education—ranging from voice assistants to sophisticated adaptive learning engines—requires a nuanced understanding (Chen et al., 2023; Moussalli & Cardoso, 2020; Amin, 2023). As these technologies become increasingly embedded in pedagogical frameworks, educators must develop a sophisticated grasp of these varied definitions to effectively leverage AI's benefits while mitigating potential drawbacks in language training. This conceptual clarity is essential for making informed decisions within complex instructional environments.

3.2. AI Applications in Language Teaching

3.2.1. AI Application in Teaching Vocabulary

Tools include ChatGPT, Kahoot, Duolingo, Quizlet, and Google Translate, ranked as the "top five" AI resources for vocabulary practice based on one study of Omani EFL teachers. The same research revealed that teachers felt artificial intelligence vocabulary tools sped up classes, making them more customized and more interesting, thereby increasing student autonomy.

Teachers may create themed word lists or example sentences using ChatGPT, use Quizlet's AI flashcards for spaced repetition, or assign Duolingo modules for self-paced work. Many instructors find these AI systems helpful for developing their students' vocabulary as they adjust to student performance and typically provide instantaneous feedback on word use (Jomaa et al., 2025).

3.2.2. AI application in Teaching Pronunciation

Many instructors have started adopting AI-powered pronunciation tools in class as they provide instantaneous, customized feedback. ELSA Speak and other mobile applications employ speech-recognition artificial intelligence to examine English sound pronunciation and provide corrected feedback. Studies reveal that EFL students demonstrate notable development and great ELSA satisfaction. For example, Sholekhah and Fakhrurriana (2023) discovered that employing ELSA's automated feedback resulted in significant improvements in learners' articulation correctness researchgate.net. Likewise, Pham and Pham (2025) note that clarity of feedback and the gamified exercises of the app help to explain why Vietnamese students using ELSA in pronunciation classes express quite high satisfaction Teachers commonly improve conventional drills in K–12 and adult classes with ELSA practice: students videotape themselves using target words or phrases and review the visual score feedback of the app. Teachers employ Google's voice-typing or speech-to-text capabilities, which enable students to see a transcription of their spoken English; they help to highlight mispronunciations or intonation problems. Teachers provide students more speaking practice with corrective feedback by including voice-recognition software and specialized applications than is practical in a big class (Sholekhah & Fakhrurriana, 2023; Pham & Pham, 2025).

3.3.3. AI Application in Teaching Grammar

EFL instructors employ artificial intelligence both as a content generator and an editing tool for grammar lessons. Common tools for writing practice include AI grammar checkers like Grammarly or Microsoft Editor. Teachers could call on students to run drafts via Grammarly and check its recommendations. Many secondary English instructors, according to Toncic (2020), see artificial intelligence grammar checkers as "personal assistants" who find mistakes and subtly teach grammatical norms. Teachers

reported in his research that these tools fix agreement problems, punctuation, and spelling errors, therefore providing instant feedback (Toncic, 2020). Classroom studies confirm this: though it was less consistent on complicated tenses or idioms, Eibinger and Fürstenberg (2021) found Grammarly consistently corrected apparent errors (punctuation, article use, subject-verb agreement) in student manuscripts.

Many professors combine verbal teaching with grammar-check comments, modeling for class discussion the AI output. Beyond proofreading, teachers develop focused grammar activities using generative artificial intelligence, such as ChatGPT or Bard. ChatGPT, for instance, may generate custom fill-in-the-blank tests or conjure sample conversations showing a grammatical point. In a case study, Marzuki et al. (2023) find that Indonesian EFL instructors created different writing prompts and exercises that support grammar in context employing ChatGPT and other technologies (Quillbot, WordTune, etc.). Recent pedagogical study (Toncic, 2020; Eibinger & Fürstenberg, 2021) notes that AI tools for grammar enable instructors to rapidly build individualized practice and aid in automating mistake correction.

3.3.4. AI Application in Teaching Listening

Applications of artificial intelligence technology also include listening comprehension. Supporting listening practice with speech-recognition and captioning technologies is one strong method. Xiao (2025) showed in a recent controlled study that an AI-driven speech-recognition intervention greatly improved listening comprehension of EFL students relative to conventional approaches. Students who used the AI-enhanced technique not only showed better performance on listening tests but also reported reduced listening anxiety and increased engagement than a control group. Teachers may make use of comparable technology in the classroom using platforms with auto-generated transcripts or language-learning applications that provide instantaneous comments on spoken replies. Playing video or audio snippets with AI-generated subtitles, for instance, might let students review their knowledge. Some professors pose comprehension questions and assign pupils to employ artificial intelligence listening tutors, which vary in difficulty depending on performance. Teachers provide a more dynamic listening experience by combining these technologies; empirical data indicates that AI-supported listening practice improves learning results and confidence (Xiao, 2025).

3.3.5. AI Application in Teaching Speaking

Teachers are experimenting with conversational artificial intelligence and speaking applications to provide extra practice for improving speaking ability. One way is to have digital conversation partners, AI chatbots, or mobile assistants. For English tasks, for example, adding Google Assistant greatly raised students' speaking fluency and interaction abilities according to a recent study. Students who employed the AI assistance in that study scored better than their peers who trained only with human input in pronunciation, vocabulary utilization, and fluency.

Likewise, specialist speaking applications like Liulishuo use artificial intelligence algorithms to allow users to practice subjects appropriate for their level and get immediate, customized feedback on their spoken replies. An AI-powered smartphone app that offered ZPD-oriented (Zone of Proximal Development) scaffolding, reported by Zou et al. (2023), improved general speaking ability above a conventional social-media-based practice. Such applications, according to the researchers, may concurrently address vocabulary, grammar, pronunciation, and fluency while practicing speaking. Teachers might offer oral assignments using these applications or utilize chatbots for role-plays in class. The benefit is that kids generally demonstrate more confidence and eagerness to communicate as they have more speaking opportunities and instant correction than a teacher could provide.

3.3.6. AI Application in Teaching Reading

Using artificial intelligence, teachers personalize reading materials and comprehension assignments. Texts are being tailored to students' levels and generated questions using generative technologies like ChatGPT and ChatPDF. Xin (2024) noted in a recent practice-based research EFL instructors were utilizing Chat GPT to create reading materials: they would upload a chapter and communicate with the AI to reduce language, make follow-up exercises, or receive pedagogical ideas.

A teacher may ask Chat GPT, for instance, to create multiple-choice questions on a book or cut it short.

Then, depending on their awareness of the demands of their pupils, teachers check and improve the output of the artificial intelligence. Studies reveal that instructors like this AI-assisted workflow as it saves time and usually generates fresh ideas for lesson preparation (Xin, 2024). Other artificial intelligence-supported techniques include summarizing or translating automatically. Teachers may utilize Google Translate's neural artificial intelligence to assist low-level students in interpreting a difficult text or use an AI summarizer to generate simpler versions. By creating graded texts, comprehension tests, and vocabulary glossaries for reading classes, AI technologies help instructors overall by increasing access to and variation in reading practice.

3.3.7. AI Application in Teaching Writing

Many artificial intelligence techniques have been embraced in writing training to assist with composition and editing. As part of the editing process, many professors mandate that students utilize Grammarly or another comparable writing aid. For instance, a classroom experiment revealed that over 90% of pupils said Grammarly helped them fix errors; many of them preferred its comments to peer review (Eibinger & Fürstenberg, 2021). Grammarly checks are a common intermediary step used by teachers; students edit versions with AI recommendations before turning them in to the instructor. Beyond proofreading, generative AI such as ChatGPT generates model replies, writing suggestions, and feedback. In one study, ChatGPT-4 generated holistic scores and commentary on EFL essays that were even more consistent and content-focused than ratings by college professors. Recent research suggests that ChatGPT can rate essays with dependability equivalent to human teachers. All acknowledged that AI greatly enhanced their students' writing substance and organization; Marzuki et al. (2023) describe that Indonesian EFL instructors used technologies such as Quillbot, WordTune, and ChatGPT to produce varied essay themes and example sentences.

3.4. Challenges of Using AI Tools in Language Teaching

3.4.1. Reduced Human Interaction

A primary challenge of using AI tools in English language education is the diminishment of human interaction. With the increasing popularity of educational technology, there is apprehension that learners may rely more on digital tools and less on in-person interactions. The reduction in face-to-face engagement may negatively impact the social, emotional, and communicative aspects of language learning, which are crucial for developing fluency, cultural understanding, and authentic conversational skills.

Khanzode and Sarode (2020) assert that the diminishment of human interaction is a substantial limitation of AI-driven educational systems. While a limited number of AI applications provide real-time conversations with native speakers or virtual instructors, the majority are designed for independent, self-directed learning. These technologies often prioritize speed and scalability above personalized, human-centered learning experiences. As a result, learners may lose opportunities for spontaneous dialogue, collaboration with peers, and feedback from instructors, all of which are crucial for language acquisition and communicative proficiency.

3.4.2. Educator Preparedness and Institutional Support

A significant worry pertains to the readiness of educators to adopt and use AI technology effectively. A number of English language educators have challenges in staying updated with emerging technology and integrating it into their curricula. This difficulty is not just from inadequate technical comprehension but also from a deficiency in the knowledge required to devise distinctive and engaging activities that include AI.

Institutional assistance is essential to address this problem. Educational institutions, such as schools, universities, and language centers, must provide resources for comprehensive professional development to augment teachers' confidence and expertise in using AI-assisted technologies. This may include lectures, practical training sessions, conferences, or certification courses focused on AI in education. Pedro et al. (2019) underscore the importance of mentorship, in which novice or less experienced teachers collaborate closely with proficient educators skilled in AI integration. This kind of peer-to-peer learning enhances teachers' technical skills and fosters a collaborative community of practice, allowing educators to interact with AI confidently and address implementation challenges togeth

Ultimately, institutional support and ongoing professional development are crucial to prevent educators from becoming marginalized in the digital transformation of language education.

4. METHODOLOGY

4.1. Research Design and Paradigm

This study employs a qualitative case study methodology to explore how primary school teachers integrate Artificial Intelligence (AI) into English language instruction and the subsequent challenges they encounter. This approach is particularly suited for capturing the "subtle, context-specific experiences" and the inherent complexity of human decision-making within authentic educational settings (Creswell & Poth, 2018; Hennink et al., 2011).

The research is grounded in the interpretivist paradigm, which posits that knowledge is subjective and socially constructed. Unlike positivist frameworks that prioritize objective measurement, interpretivism emphasizes participants' voices and the "rich, detailed accounts of individual perspectives" (Nickerson & McLeod, 2023). This alignment ensures a deep understanding of how instructors construct meaning from their pedagogical engagement with AI (Gephart et al., 2018; Pham, 2018). Given the need for context-sensitive insights rather than standardized variables, a qualitative framework is the most appropriate method for addressing the multifaceted nature of AI adoption (Edmonds & Kennedy, 2020).

4.2. Participants and Setting

The study was conducted at a private primary school in Hanoi, Vietnam. Using convenience sampling, eight English teachers (aged 25–35) were selected based on their experience with AI tools and accessibility. The participant pool reflected a diverse range of professional experience, from early-career educators (2–3 years) to seasoned practitioners (10 years). All participants confirmed utilizing AI tools—such as Grammarly, interactive chatbots, and voice recognition technology—to enhance fluency, provide formative feedback, and automate administrative tasks.

4.3. Data Collection

The primary data collection instrument was the semi-structured interview, which provides a "dynamic, interactive exchange" that enhances the validity and richness of findings (Brinkmann & Kvale, 2018; Gray, 2021). This format allows for a "flexible but targeted investigation," enabling the researcher to probe emerging themes while maintaining a consistent guiding framework (Creswell, 2014; Cohen et al., 2018).

Eight online interviews, each lasting approximately 60 minutes, were conducted in Vietnamese to encourage candor. The interview guide—comprising 13 questions—was adapted from Davis (1989) and Al Darayseh (2023). It focused on three pillars: background information, AI-related educational practices, and perceived benefits and challenges.

4.4. Data Analysis

4.4.1. Teachers' Practices of Using AI Tools in English Teaching

4.4.1.1. Types of AI Tools Used in the Classroom

Though their degree of usage varied, all eight participants claimed to use age-appropriate artificial intelligence technologies in their classroom activities. Rather than more sophisticated technologies catered to younger kids, the instructors utilized simpler and more engaging programs usually used by older students. Among the often-cited AI technologies were voice recognition applications like Elsa Speak Kids, Reading Assistant, and AI-powered narrative generators meant to improve listening and reading comprehension. To help students develop vocabulary, pronunciation, and sentence formation, teachers also used technologies such as Google Voice Typing, ClassPoint AI, and AI-integrated instructional games like Quizzes.

Teacher G said, *"I often create interesting short reading texts with themes like animals or school life using an AI story generator. It makes reading questions suitable for my pupils' level."*

"My students use Elsa Speak Kids to repeat words and get instant pronunciation feedback for speaking practice," teacher D stated. Hearing their scores and attempting to surpass them appeals to them.

Teacher C claimed, *"We sometimes use Google Voice Typing. Students check whether a statement they fill in the tablet fits the correct spelling. It's relaxing and lets them improve reading and speaking."*

In short, these primary instructors stressed the value of interactive, gamified, and auditory AI tools that fit the developmental requirements and attention spans of their young students rather than tools that are significantly text-based or focused on academic writing.

4.4.1.2. Integration of AI Tools into Lesson Planning

Regarding using AI tools in planning English lessons, teachers said they used them both before and during class. Many used AI techniques to create customized material, develop activities, or clarify difficult subjects throughout the course of preparation.

Teacher D said, *''I create comprehension questions for a tale I'm planning using ChatGPT. It allows me many choices from different levels."*

Others underlined how AI techniques simplified the preparation of unique items.

''When I design my lesson plans, I often ask AI for suggestions," Teacher E said, *"then I change them to fit my students' levels.''*

4.4.1.3. In-class Implementation

Participants made sure the AI technologies they included in teacher-led and student-centered events were appropriate and interesting for elementary children. Teachers often projected AI-generated reading passages, vocabulary games, and interactive images, capturing students' attention on Smart TVs during classroom teaching.

Teacher F said, *''After displaying a brief tale on the screen, I often create basic reading comprehension tests using ClassPoint AI in my reading lesson. The pupils are rather eager as they try to choose the response. It changes from a calm reading session into an interactive game."*

Many teachers utilized Elsa Speak, a child-friendly software with instantaneous pronunciation feedback, to help with speaking abilities. *''My students enjoy using Elsa Speak because they get stars and badges when they pronounce words correctly,''* Teacher A said. *''They like it and it makes them feel more confident."*

Tools like Google Voice Typing also heavily rely on real-time input, particularly for spelling and phrase building. Teacher H stated, *''Students are excited when they talk into the microphone and see their words printed directly on the screen. If the sentence sounds wrong, they try again and fix it themselves.''*

The participants also reinforced grammar and vocabulary using AI-integrated learning tools. Warm-up or review exercises utilized, for instance, applications as Wordwall or Quizizz with AI-generated material. ''*We sometimes run grammar games on Quizizz where AI like Chat GPT generates the questions,''* Teacher B explained. The pupils like the challenge and are unaware they are even working on grammar.

They underlined, rather importantly, the requirement of guiding and scaffolding pupils as they use these technologies. As Teacher D said, *''Young learners need organization. I usually present the AI tool, go over how to use it, and keep an eye on them as they go."* The constant use of artificial intelligence for listening, speaking, reading, and writing tasks revealed how carefully these technologies were being used to satisfy the demands of young English learners.

4.4.1.4. Differentiated Instruction and Personalization

AI tools allowed teachers to adapt instruction based on student needs. Several participants reported using AI to provide differentiated tasks for students with varying levels of proficiency.

Teacher H shared, *''For students who have difficulty in writing, I use AI to give them simple templates. Better students can do more difficult ones."*

Teacher A added, *''Some of my students are ahead, so I give them extra tasks suggested by the chatbot to challenge them. This ability to personalize content was seen as a key benefit."*

4.1.1.5. Collaboration and institutional support

All teachers appreciated the school's open policy on technology use, encouraging them to explore AI tools. Teachers often shared experiences and discussed best practices in staff meetings.

Teacher B noted, *''Our school really supports us in using technology. We have smart TVs, stable Wi-Fi, and the principal encourages innovation. That's why I feel comfortable trying out new AI apps."* This collaborative environment facilitated peer learning and experimentation.

Teacher D emphasized peer mentoring: *''Sometimes, I don't know how to use a tool properly, but other teachers show me. We learn together."*

4.4.2. Teachers' Perceived Benefits and Challenges of Using AI Tools

4.4.2.1. Benefits in Teaching Efficiency

One main advantage noted by the participants was the notable increase in efficiency during student comments and class preparation. Particularly in courses with large numbers of young students, teachers said that AI applications drastically cut the time and effort required to create teaching materials and assess student performance.

Teacher E said, "*I used to spend about an hour penning reading texts and questions. In a few minutes, I could now ask an AI, such as ClassPoint AI, to help me in developing a short tale or quiz. It allows me more time to think of a creative and interesting way to present the lesson.''*

Teacher F also said, "*I let students use voice-to-text programs like Google Voice Typing instead of closely reviewing every phrase in their writing notebooks one by one. It enables me to see grammatical or pronunciation issues rapidly and provide comments sooner.''*

Many educators said that the time saved by AI helps let them concentrate more on more engaging instructional activities, such as group games, narrative, and project work, instead of mundane chores. Not only are these pursuits more fun for elementary school pupils, but they also encourage increased involvement and language usage.

4.4.2.2 Enhanced Student Engagement and Autonomy

Due in part to numerous apps' dynamic and fun design, teachers noted that AI technologies arouse more interest and independence among their pupils. Young students particularly found great appeal in these technologies as they made studying languages seem more like a game than a classroom.

Teacher G said, *''My pupils really like using voice-based programs such as Google Voice Typing or speech practice games. When kids see their words show on the screen, they are thrilled; they also sometimes try harder to speak properly."*

Teacher H said, *''Students are more willing to correct themselves when I let them use basic AI technologies to match images with words. When kids work things out without my help, they become proud."*

This feeling of achievement and autonomy inspired students to take greater responsibility for their education and increase their confidence. Teachers saw improved classroom conduct and more involvement, particularly from pupils who were often hesitant or less engaged in conventional learning environments.

4.4.2.3. Support for Formative Assessment

Several educators said they tracked student development using AI techniques in order to better grasp their unique strengths and shortcomings. Teachers could more easily modify their teaching using these technologies, which provided easy analytics and instant feedback.

Teacher A said, *"I can immediately see which children need more support when I use AI-generated quizzes or word games like Quizizz or WordWorld. The results are instant, so I know who to help at the next activity.''*

Teachers were also able to assign varying degrees of work depending on students' ability, as the tools provide feedback tailored to each student's performance. In classes with diverse language levels, this tailored approach was very beneficial to make sure every kid could remain involved and achieve.

4.4.2.4 Challenges in Reliability and Appropriateness

Although many educators found artificial intelligence systems useful for monitoring student progress and offering instant feedback, some issues surfaced, especially in relation to basic education. One main issue was that certain AI-generated tests or evaluations always lacked a suitable language level or material relevancy for younger students.

Firstly, teachers expressed concerns about the reliability of AI-generated content. Some tools occasionally produced inaccurate or contextually inappropriate language. Teacher B warned, *''ChatGPT sometimes gives sentences that are too difficult or even wrong for my students. I always check before using them."* Teacher C agreed, *''Not*

everything AI gives is useful. I still have to adapt and revise."

In addition, teacher A thought back and said, *"I use AI-generated tests, but sometimes the words are too complex or the instructions are difficult for my pupils. Before using many of them, I have to either simplify or redo a number of sections. This added preparation time.''*

Students' disparate computer literacy presented another difficulty. Not all young learners knew exactly how to use AI technologies, which sometimes resulted in irritation, off-task conduct, or confusion. Teacher B said, *"Some of my kids use the iPad or smartphone and become distracted or click on the incorrect item. Getting them back online takes time.''*

Technical reliance raised yet another issue. Teachers said that periodically disrupted courses due to unstable internet connections or software bugs, therefore wasting time. Privacy and data security were also mentioned as issues, particularly in relation to utilizing free online AI applications that call for student data.

In general, instructors struggled with inappropriate and inaccurate materials, digital literacy, restricted interpretability of data, and technological dependability. if AI solutions promised great advantages for formative assessment. These elements underlined the requirement of cautious preparation and human supervision when using AI to assess new students.

4.4.2.5 Need for Professional Development

All participants emphasized the need for training and guidance in effectively using AI tools. While the school's infrastructure was strong, there was limited formal support for AI integration.

Teacher D said, "*We learn from each other, but I think it would be better if we had workshops on how to use AI for different skills.''*

Teacher E echoed, *''Sometimes I'm not sure how to use an AI app the right way. I wish we had more training.''*

The lack of structured professional development was seen as a barrier to fully utilizing AI's potential.

5. DISCUSSION

The findings of this study provide a thorough grasp of how AI technology is incorporated into the instruction of EFL teachers at a private primary school. The participants, aged 25 to 35 years, possess diverse teaching backgrounds, with experience spanning from 2 to 10 years, and are engaged and receptive to exploring new technologies. Their shared willingness to engage with educational technology aligns with previous studies highlighting the importance of teacher attitudes and digital literacy in the adoption of AI (Zawacki-Richter et al., 2019).

The research indicates that while the majority of teachers have used AI technologies for less than two years, they are already incorporating this relatively novel feature into their instructional practices. The used products, like Elsa Speak Kids, Google Voice Typing, ClassPoint AI, and gamified platforms such as Quizizz and WordWorld, demonstrate the significance of age-appropriate and engaging technology for young learners. Through the use of these technologies to provide customized learning resources, offer scaffolded instruction, and enhance student engagement, educators have clearly shown that AI serves as a pedagogical instrument rather than just a method of information dissemination.

The instructors used AI in both teacher-directed and student-centered initiatives; this outcome aligns with studies on the educational potential of AI to improve both direct instruction and exploratory learning (Luckin, 2018). The use of AI-enhanced reading materials, voice-activated pronunciation tools, and interactive classroom assessments illustrates how technology can transform monotonous courses into engaging, student-centered experiences. Moreover, the immediate feedback mechanisms of the tools enable students to amend their work, so fostering self-regulation and autonomy, which are essential tenets of student-centered learning (Chan et al., 2020).

Nevertheless, the findings also underscored the challenges associated with using AI methodologies in English teaching settings. Despite the school's robust infrastructure, characterized by reliable Wi-Fi and advanced equipment, educators encounter challenges such as too complicated AI-generated language, technological malfunctions, and disparate levels of digital proficiency among

kids. These challenges mirror concerns articulated in previous studies on the appropriateness of artificial intelligence content for children and the risks associated with excessive reliance on automated feedback mechanisms (Baker & Smith, 2019). Educators' accounts of adapting or altering AI-generated content highlight the essential role of teacher discernment and instructional facilitation. This underscores the need for artificial intelligence to augment rather than replace human education.

The poll indicated a significant need for professional development. Despite the school's environment fostering innovation, educators reported acquiring knowledge about AI technology informally from their peers. This outcome reflects the findings by Khosravi et al. (2022), who assert that educators need systematic, skill-oriented training to effectively integrate AI into language education. Professional development, tailored to diverse skill levels and focused on actual classroom integration, may empower educators to use AI technologies while mitigating their drawbacks.

The study indicates that the deliberate incorporation of artificial intelligence technology may enhance teaching, customize learning, and increase student engagement in primary EFL courses. Success, however, depends on meticulous classroom adaptation, continuous teacher growth, and appropriate selection of tools. These findings not only inform instructional strategies in AI-assisted education but also emphasize the evolving role of primary school teachers as mediators between technology and pedagogy.

6. IMPLICATIONS OF THE STUDY

6.1. For Teachers

The study highlights the necessity for teachers to adopt a mindful approach when integrating AI tools into primary English teaching. Teachers should prioritize age-appropriate applications that align with curriculum objectives and pedagogical goals. Since primary students require more guidance and structured interaction, teachers must scaffold AI use effectively to ensure meaningful learning experiences. Teachers should also be encouraged to continually explore and evaluate new AI tools, focusing on those that support student engagement, language development, and differentiated instruction.

6.2. For School Leaders and Administrators

Good integration of artificial intelligence mostly relies on the leadership of educational institutions. This study reveals that encouraging managers who support technological innovation and foster a cooperative working environment allows teachers to try new technologies. Programs for constant learning should help with investments in necessary infrastructure, such as smart TVs, strong internet connections, and personal devices. Administrators may also consider creating communities of practice wherein teachers might share best practices in using AI technology, issues, and experiences.

6.3. For Teacher Training and Professional Development

The report emphasizes how urgently methodical, customized professional development initiatives on artificial intelligence integration are needed. Although unofficial peer learning has great value, organized training courses emphasizing pedagogically sound AI use, tool selection, and classroom management techniques are vital. Local departments of education and teacher preparation programs should provide courses covering fundamental AI ideas, instructional design using artificial intelligence, and ethical issues when employing AI with young people.

6.4. For Policymakers and Curriculum Developers

Growing use of artificial intelligence in education demands policy frameworks that acknowledge the special possibilities and difficulties of AI in language instruction, especially at the elementary level. Policies should encourage the inclusion of artificial intelligence into national curricula and provide educational institutions with the tools and liberty to investigate creative teaching approaches. Furthermore, particularly in formative and adaptive tests, assessment systems should be changed to include AI-supported learning objectives.

6.5. For AI Tool Developers

The research also provides information for creators of instructional artificial intelligence tools. User-friendly, aesthetically pleasing, and age-appropriate tools catered to young EFL learners clearly need. Working with teachers, developers should co-design solutions that fit

curricular objectives, provide suitable feedback, and protect student information. Particularly welcomed and should be improved were features like gamified learning modules, voice recognition, and adaptive content delivery.

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