THE APPLICATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: THE EXPERIENCES OF PRIMARY TEACHERS

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ABSTRACT
Artificial intelligence (AI) is changing traditional educational methods to innovative, technology-based methods. As with any other subject at school, it is essential to use various technologies when teaching English, to help develop students' language skills. In modern education, technological advancements are driving the integration of AI into English language teaching and learning in primary schools. AI is becoming a transformative educational tool. Qualitative research has revealed that AI technologies stimulate students' interest in and motivation to learn English, making lessons more interesting and engaging. Teachers believe that AI technologies enable them to create more diverse learning content, revitalising traditional teaching methods. AI also fosters students' creativity, and helps them to develop language skills while learning English. However, the study findings also show that teachers face challenges when applying AI tools. These challenges are related to a decline in student progress due to excessive technology use, unreliable information, and a lack of digital competence among teachers. Teachers who apply AI technology tools in the educational process must know and be able to explain to students and inform them about the principles of the operation of AI technology tools such as data protection (students may or may not agree with the application of AI-based monitoring systems). Students must be clearly informed about how their personal data is collected, stored and interpreted using AI technologies. Therefore, to use AI effectively to develop the English language skills of primary school students, it is important not only to use AI in the classroom, but also to engage the students themselves.
KEY WORDS: *artificial intelligence, English language teaching, experiences of primary school teachers.*

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Introduction

Developing various competencies is key to students' cognitive, social and emotional development. In today's rapidly changing technological landscape, another important competency is emerging: digital or technological literacy. This skill encompasses not only the ability to use technological innovations, but also the capacity to behave ethically in the digital realm and manage information flows.

In today's globalised world, foreign language education plays a vital role in schools. But English remains the most popular language in educational programmes. The demand for English is driven by its versatility: it is one of the most widely used languages in the world, and is employed in various fields, including business, travel and everyday situations, as well as international communication (Lan, Liu, Baranwal, 2020). Research on English language teaching and learning (Renandya, Widodo, 2016) indicates that students often face limited opportunities to use English in various situations, a lack of high-quality learning resources, and a fear of making mistakes and not being understood when learning English. In today's educational landscape, artificial intelligence is emerging as a valuable tool, helping teachers and students to streamline the English

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language learning process. Artificial intelligence is transforming traditional teaching methods into innovative, technology-based methods. This shift enables teachers to automate tasks for students, adapt them to their abilities and needs, and provide innovative learning experiences (Herold, 2019, cited in Ozer, 2025). New ways and opportunities are proposed to solve the difficulties that arise, which expand and enriches the learning experience (Baranwal, 2022), while teachers are looking for methods to help students achieve academic success in learning English.

This article raises a problematic question: what are the possibilities for applying artificial intelligence in English language teaching, based on the experience of primary education teachers?

The aim of the article is to reveal the possibilities for applying artificial intelligence in English language teaching, based on the experience of primary education teachers.

The subject is the possibilities for applying artificial intelligence in English language teaching, based on the experience of primary education teachers.

Objectives: 1) to analyse the possibilities for and challenges of applying artificial intelligence in English language teaching from a theoretical perspective; 2) to present the possibilities for applying artificial intelligence in English language teaching, based on the experience of primary school teachers.

Methods: analysis of scientific literature and documents, qualitative research (semi-structured interview), content analysis of research data.

Researchers from various fields study the integration of artificial intelligence into educational processes, with a view to understanding how this technology can be used to enhance learning and teaching methods: Brusilovsky (2024), ElSayary (2024), Daud et al. (2025), Dong (2023), Gawate (2019), Macias Loor et al. (2024), Mukhallafi (2020), Rao and Rao (2023), and Celik (2023).

In today's educational landscape, the ethical, legal and social implications of integrating artificial intelligence into the educational process are increasingly coming to the fore (Yan, Liu, Chay, 2025). Ethical awareness, when analysing the expression of artificial intelligence in all areas, is associated with the following main principles: 1) *transparency*; 2) *fairness*; 3) *privacy*; 4) *responsibility*; 5) *security* (Jang, Choi, Kim, 2022). Adherence to the above principles can help neutralise the risks associated with the expression of artificial intelligence technologies. The European Union Commission (2019) emphasises that *transparency* is associated with informing specific users about the technical processes and decision-making performed by AI; *fairness* is an aspiration focused on the development and application of AI systems that would be inclusive, meet the needs of various members of society, and not have signs of bias and discrimination; *privacy* is described as the need to apply strict regulations that ensure the security of user data when using artificial intelligence technologies; the principle of *responsibility* emphasises the need to create accountability mechanisms that ensure the assumption of responsibilities by interested parties; and *safety* is the obligation to develop, implement and use AI systems in a way that prevents potential harm to users. It could be argued that all technology users should understand and adhere to ethical principles, as well as possessing digital literacy (Jang et al., 2022).

Using AI technologies in education poses challenges relating to fairness, data protection and management (Torresen, 2018). Public policy lacks information on the shortcomings of AI technologies. It is necessary to improve teachers' digital competencies, and optimise the ethics and transparency of collecting, using and disclosing user data. Furthermore, research into the development of artificial intelligence technologies should be promoted (UNESCO, 2019). Fostering ethical awareness among digital users is key to helping them understand the benefits of technology, and providing them with the knowledge and skills to identify risks and navigate the digital landscape (Wiese, Patil, Schiff, Magana, 2025).

Artificial intelligence technologies have become part of children's lives, from computer games to socialisation environments: it helps to develop motor skills, promote language and vocabulary acquisition, and strengthen social and emotional skills (Su, Yang, 2022). Using artificial intelligence tools in education can improve students' academic performance, critical thinking and digital skills (Ravšelj et al., 2025). Artificial intelligence provides students with opportunities to reflect, solve problems and participate in solving real-life situations virtually (Misthou, Paliouras, 2021), as well as motivating and engaging students.

In today's world, a particular emphasis is placed on competencies related to critical thinking and the effective use of digital tools (Luckin, Cukurova, 2019). These competencies can be cultivated from childhood, as they help children learn and understand how algorithms work in the digital space. They also foster responsibility regarding the protection of personal data and the use of information, all of which helps to shape responsible citizens of the digital space (OECD, 2023). Researchers (Kandlhofer, Steinbauer, Hirschmugl-Gaisch, Huber, 2016) emphasise the importance of AI literacy, which encompasses three key aspects: an understanding that AI is used to improve people's daily lives; an understanding that technologies evolve by using data to classify, predict and generate; and an awareness that technological tools must be used ethically.

Although the use of AI in primary schools is crucial, it requires ongoing support, tailored training programmes, and other professional development opportunities for teachers and professionals (Peng, Xie, Xiong, Liu, 2023). Therefore, the inclusion of AI literacy in general education curricula is now more important than ever (Misthou, Paliouras, 2021). Researchers (Yang, 2022; Sakulkueakulsuk et al., 2018) have proposed a curriculum framework for children that focuses on the following questions: why AI is necessary and appropriate for early childhood education; what basic AI principles and concepts can be understood and learned by children; and how to engage children in playful and meaningful experiences that allow them to acquire essential knowledge of AI applications.

In education, artificial intelligence helps to develop not only pedagogical models and teaching strategies, but also structures. It also highlights the importance of improving teachers' digital competencies and ethical considerations. AI can change the educational experience itself: it can automate 40% of teachers' tasks, such as monitoring student progress (Herold, 2019, cited in Özer, 2025). It is worth noting that AI technologies allow teachers to devote more time to teaching practices (Hwang, Xie et al., 2020; Lamanauskas, 2025), taking into account students' prior knowledge, learning styles, assessment and feedback (Luckin, Cukurova, 2019), and provide a better understanding of how learning takes place. Teachers can then adapt instructional materials and pacing to individual student needs, thereby partially addressing the lack of differentiated instructional content (Tang et al., 2020), and helping to resolve challenges related to individualised and adaptive assessment. In an educational setting, artificial intelligence technologies are becoming a valuable tool for teachers and students alike, particularly for developing students' English language skills in primary school (Schmidt, Strasser, 2022). Traditional language teaching methods may not be sufficiently effective, due to varying levels of student readiness, different learning styles and a lack of individual feedback (Chun, Smith, Kern, 2016). Teachers must be able to select and apply modern, innovative methods (Mačianskienė, Bijeikienė, 2012) to make English language instruction more engaging and dynamic (Rao, Rao, 2023). Artificial intelligence technologies can help teachers personalise the learning experience and optimise classroom management (Yugandahar, Rao, 2024), as well as creating teaching materials and activities that are tailored to the specific needs of individual students (Anis, 2023). Integrating artificial intelligence tools into the English language teaching and learning process promotes meaningful pedagogical practices, and improves student outcomes (Mukhallafi, 2020).

Technology can simulate conversations, provide real-time feedback, and create interactive learning environments to help develop students' English language skills (Kessler, 2018). AI technologies can automate repetitive assessment tasks, enabling educators to pay more attention to students and help them develop their critical thinking skills (Mishra, Varshney, 2024). The integration of artificial intelligence into the educational process, especially in language teaching, has great potential. However, it raises concerns regarding the privacy of personal data and the lack of interaction between teachers and students. Students may rely too heavily on AI for writing and language tasks, which undermines their independent learning and critical thinking skills. They may also misuse AI tools when taking tests or completing assignments, thus violating academic integrity (Ihekweazu, Zhou, Adelowo, 2023). This means that teachers using AI tools in the educational process must encourage students to use these tools responsibly, emphasising ethical principles (Adams, Pente, Lemermeyer, Rockwell, 2023). Educators must understand the operating principles of AI technology tools (e.g. data protection, students may or may not consent to the use of AI-based monitoring systems), and be

able to explain these to students. Educators must teach students about data protection and ethical behaviour online. This will enable them to use artificial intelligence and related technologies safely and effectively (Wu, Chen, Chen, Liu, 2024).

1. Research methodology

A qualitative study was chosen for the research because 'the collected qualitative data reveal not just facts and statistics, but experiences, meanings and processes' (Žydžiūnaitė, Sabaliauskas, 2017, 21). The qualitative research method helps to reveal in detail the individual experiences of English language teachers in applying AI in English lessons. One of the most important purposes of qualitative research is to obtain data about an already known, but not so widely researched area (Žydžiūnaitė, Sabaliauskas, 2017). A semi-structured interview was chosen to conduct the research, which provides an opportunity to analyse individual everyday experiences and opinions, and reveals the participants' perspectives (Creswell, 2009, quoted from Gaižauskienė, Valavičienė, 2016).

The qualitative research aimed to reveal *the experiences of educators in applying AI technologies in English lessons and their opinions towards the application of AI in the educational process; the goals of applying AI technologies; opinions of the ethics of AI; situations in applying AI in English lessons; the challenges of AI application in English lessons; the possibilities for applying AI in English lessons*.

The research sample included seven elementary school English teachers working in various Lithuanian cities (Vilnius, Klaipėda, Kretinga and Mažeikiai), who incorporate direct instruction (DI) into their teaching, and have varying lengths of experience (ranging from two to 26 years). The sample size was considered adequate, as the participants represent the target group, providing the most accurate reflection of the phenomenon under investigation (Rupšienė, 2007). The research participants were coded: from I1 to I7.

The research data collection took place in September and October 2025 (Vaičiulė, Papreckytė, 2026). Educators who agreed to participate in the research were thoroughly informed about the purpose and course of the research, and an interview questionnaire was sent to them by e-mail. The time for conducting the interview questionnaire was agreed with each informant, providing the opportunity to answer the questions in detail. Informants who answered the interview questions sent their answers by e-mail. After receiving the data, qualitative data analysis was performed. The content analysis method was chosen for the analysis of the research data. This method 'allows textual information to be structured, distinguishing meaningful categories and themes' (Rupšienė, 2007, 96). When applying this method, categories and subcategories were distinguished in order to better reveal the topic under research. The following principles of research ethics were followed in conducting this research: voluntariness, anonymity and confidentiality.

2. Research findings

An analysis of the research data revealed *the experiences of the informants relating to the application of AI in the educational process* (see *Table 1*).

According to informants (2), when using AI in the educational process, it is important to be able to apply it meaningfully. Informants (2) stated that AI is more intended for teachers' use rather than for students' use. According to research participants (4), it is extremely important to use AI responsibly. Several informants (2) expressed a positive attitude towards AI as it facilitates preparation for lessons, while others (5) stated that AI is a great tool to save time for educators. According to informants (5), AI can also help create differentiated and individualized tasks to meet the different needs of students. According to the surveyed research participants (4), using digital technologies (DT) helps with planning and personalising innovative lessons.

Taking into account the teachers' opinions, it can be assumed that the application of AI in the educational process can facilitate the teacher's preparation for lessons, save time, but the most important thing is that AI is used responsibly. According to them, it is important for the educator to know about the peculiarities of AI

application, then AI as a tool can become an excellent assistant in creating different, interesting, student-engaged tasks, differentiating and individualizing them according to the needs of students.

Analysing the results obtained during the research, *the goals of teachers in applying AI in English lessons have been revealed* (see Table 2).

Table 1. Teachers' experience of using AI in education

Category	Sub-category	Statements	Code	Number of informants
Educators' experiences with the application of AI in the educational process	Knowledge about AI	'[...] you need to know how to apply it meaningfully [...];' '[...] educators should learn how to use AI.'	I1 I3	2
	Intended for teachers, not students	'Although I use AI myself, I don't allow students to use it.' '[...] teachers should use it more [...].'	I4 I5	2
	Responsible use	'[...] AI should only be used for students to generate ideas [...] too frequent use of AI can inhibit their creativity;' '[...] in order to use it safely, it is important to understand the risks, to know what information cannot be provided [...];' '[...] AI can become an excellent aid if used wisely and thoughtfully [...];' 'AI should be used responsibly [...].'	I2 I3 I4 I7	4
	AI as an aid to prepare for lessons	'[...] a tool that helps prepare for lessons [...];' '[...] makes preparation for lessons easier.'	I3 I5	2
	AI as a time-saving tool	'[...] save time [...];' '[...] helps you find information faster [...].' '[...] helps you find the right teaching material faster [...].' '[...] a good way to save time [...].' '[...] using AI as an assistant is great for saving your time when planning lesson activities.'	I1 I2 I4 I6 I7	5
	AI as a tool for creating differentiated, personalised tasks	'[...] personalise tasks [...];' '[...] adapt teaching materials to different needs of students;' '[...] prepare differentiated materials for students;' '[...] adapt tasks for students of different levels;' '[...] individualise tasks [...] by further differentiating your already planned activities.'	I1 I2 I3 I4 I7	5
	AI as an aid in creating more interesting, engaging lesson content	'[...] students enjoy a more engaging learning experience.' '[...] plan non-traditional lessons.' '[...] allows for a greater focus on student engagement and communication [...].' '[...] helps to have more engaging and/or personalised lessons.'	I1 I2 I4 I6	4

The research data showed that the research participants (4) use AI to prepare for lessons and create assignments. Informants (4) state that they use this tool to save time or complete certain tasks faster; they use AI to differentiate various tasks (3); they use AI to develop students' language skills (1); and they use this tool to promote students' creativity (2). Most teachers (6) stated that they use AI technologies to motivate students to participate more actively in the educational process. According to the research participants (3), AI can also be used to provide feedback.

Table 2. Goals in applying AI in English lessons.

Category	Sub-category	Statements	Code	Number of informants
Goals of applying AI	Preparing for lessons and creating assignments	'Prepare for lessons, create supplementary materials [...].' 'I use AI to create tests [...] reading comprehension tasks, find ideas for projects;' 'Prepare for lessons, create assignments [...];' 'I use AI to create lesson plans [...];'	I3 I5 I6 I7	4
	Time saving	'It helps you create assignments faster [...].' '[...] save time when preparing assignments or materials [...].' '[...] saves time [...].'	I1 I2 I4, I6	4
	Differentiation of tasks	'[...] create differentiated tasks according to students' abilities [...].' '[...] adapt tasks for students of different levels and those with special needs.' '[...] when creating differentiated tasks [...].'	I2 I4 I5	3
	Improving language skills	'[...] develop language skills through interactive tasks and simulations.'	I2	1
	Encouraging creativity	'[...] encourages students to think creatively [...].' '[...] encourages creating, thinking, sharing ideas[...].'	I1 I2	2
	Promoting motivation and engagement	'[...] The ultimate goal is better learning outcomes and greater motivation;' '[...] to increase student engagement;' '[...] by creating tasks that encourage students to participate actively in the lesson [...];' '[...] helps lessons to be more effective, more interesting [...];' 'To engage students and encourage activity in my lessons.' 'I am looking for ideas for more fun, more engaging lesson activities.'	I1 I3 I4 I4 I6 I7	6
	Providing feedback	'I use AI to [...] give students more personalised attention;' '[...] provide feedback.' '[...] give more detailed and formal (if necessary) feedback to the student.'	I1 I3 I6	3

Based on the informants' opinions, it seems that AI teachers use it to prepare lessons more quickly, create differentiated tasks, and motivate students. The goals of the application of AI are also associated with improving students' language skills, promoting creativity, providing feedback, and encouraging students to be more actively involved in lessons.

By analysing the results obtained during the research, teachers' experiences with *AI ethics* were identified (see Table 3).

The study revealed the experiences of informants regarding the ethics of AI applications. According to the research participants (5), it is extremely important to use AI responsibly. Most informants (5) note the issue of the unreliability of AI technology information and students' misuse of this tool. Several informants (2) highlighted the importance of data protection. After analysing the informants' responses, it can be assumed that teachers' opinions about AI ethics are associated with responsible use, the unreliability of information provided by AI, and the importance of data protection.

Table 3. Educators' opinions of AI ethics

Category	Subcategory	Statements	Code	Number of informants
Educators' opinions towards AI ethics	Responsible use	'The teacher must know clearly about what information can be used and how to present it responsibly.' 'AI must be used responsibly [...] it is important that teachers help students use AI responsibly and in moderation.' '[...] use responsibly and with moderation [...] The educator's duty to teach responsible use of AI [...];' '[...] must be used responsibly [...] clear rules are needed for how teachers and students can use AI to avoid misuse or unfair learning.' '[...] use must be responsible.'	I1 I2 I4 I5 I7	5
	Unreliability of information	'It is important to learn how to identify reliable sources of information and to respect the work of authors.' '[...] discussions arise about [...] authorship and the reliability of information.' '[...] use responsibly and in moderation, especially considering the accuracy of the information provided.' '[...] it is important to be able to distinguish between accurate and misleading information.' '[...] AI information is not always accurate. You should not rely 100% on artificial intelligence.'	I1 I3 I4 I5 I7	5
	Data protection	'[...] it is necessary to protect students' data and privacy [...].' 'a matter for debate: how can personal data be protected [...].'	I1 I3	2
	AI as an aid, not as the avoidance of learning	'[...] it is an aid, not a way to avoid thinking.' '[...] serves as an aid, not as a decision-maker or performer of the student's work.' '[...] it should complement, not replace, the student's learning experience.' 'It is important that AI is used as an aid, not as a way to bypass the learning process.' '[...] a tool, not a decision-maker [...].'	I1 I2 I4 I5 I7	5

Analysing the results obtained during the research, the situations of teachers' application of AI in English lessons were revealed (see Table 4).

The study data showed that informants (2) use AI to provide students with faster feedback. The use of artificial intelligence in the educational process is important to teachers who want to create more engaging activities and encourage deeper student involvement in the learning process (2); to create individualised and differentiated material for education (4); to develop students' creativity (2); to create various learning tasks and activities (4); to develop students' language skills (4); and to correct students' tests.

Table 4. AI application situations in English lessons

Category	Sub-category	Statements	Code	Number of informants
AI application situations	Providing feedback	'[...] so that students receive prompt feedback [...];' 'effective feedback;'	I4 I6	2
	More interesting and engaging activities	'[...] to prepare a more interesting lesson and I aim to have the students involved as much as possible.' '[...] when I run out of ideas to liven up the lesson [...];'	I3 I7	2
	Material differentiation and individualisation	'[...] adapt tasks to different levels of students.' '[...] create differentiated tasks according to students' abilities.' '[...] prepare customised programs or additional materials more quickly for those who need them most.' 'Individualise tasks, adapt them.'	I2 I3 I4 I6	4
	Encouraging creativity	'[...] so that students [...] develop creativity.' '[...] can help students learn more creatively and interestingly.' '[...] to develop creative tasks.'	I1 I2 I4	3
	Creating learning activities and tasks	'[...] students can generate stories, create dialogues or word games with the help of AI.' '[...] English rules can be quite difficult for children to understand. I am looking for ideas on how to present them as simply as possible [...];' '[...] I use it to create tasks [...].' 'To create tasks, projects [...].'	I1 I4 I5 I6	4
	Language skills development	'[...] to learn new words through interactive tasks [...] to develop pronunciation or listening skills through conversation simulations.' '[...] to develop writing skills or consolidate new vocabulary. Also for reading development.'	I2 I3	2
	Correction of tests	'[...] for tests or text correction.' '[...] for work correction [...].'	I1 I2	2

Based on the opinions expressed by teachers, it can be stated that situations to use AI in English lessons are associated with providing real-time feedback, creating diverse, more interesting and engaging activities that encourage active student participation, and adapting tasks to different students' learning needs.

The research explored teachers' opinions on the *challenges of applying AI in English lessons* (see Table 5).

Table 5. The challenges of applying AI in English lessons.

Category	Sub-category	Statements	Code	Number of informants
Challenges in the application AI	Technical challenges and lack of equipment	'[...] technical solutions are also important, how rich the school is, so that the teacher has an IT tool [...].' 'Many tools provide experimental versions and the results obtained are not always satisfactory.'	I2 I3	2
	Knowledge and preparation of educators	'[...] teachers' readiness and lack of time to learn new tools.' (I1) '[...] additional skills are needed to integrate AI into the lesson effectively [...] low digital literacy of teachers.' (I2) '[...] need to learn how to formulate queries.' (I3) '[...] it takes time to develop teachers' digital competencies. It is essential to learn how to use AI properly and to understand the situations in which it can be useful.' (I5) '[...] maybe I lack knowledge about using AI in the classroom.' (I7)	I1 I2 I3 I5 I7	5
	Does not create any challenges	'Since I speak English very well, it doesn't pose any challenges for me.' (I3) '[...] I usually don't face [...] challenges, because AI is a very useful assistant for me.' (I4)	I3 I4	2
	Unreliability of information	'[...] questions arise regarding the accuracy of the information [...]. One needs to learn to critically evaluate the answers provided by AI.' (I1) '[...] often the information provided by AI is not correct.' (I2) '[...] overreliance on AI.' (I4) '[...] the information provided by AI may be inaccurate, as it sometimes makes mistakes or simplifies more complex topics.' (I5) 'The information is not always accurate [...].' (I6)	I1 I2 I4 I5 I6	5
	Irresponsible use	'[...] students use AI inappropriately, for example to avoid work [...]' (I1) '[...] students may trust AI too much and put less effort into completing tasks [...].' (I5) 'Abuse of AI's "goodness".' (I6)	I1 I5 I6	3
	Decline of student progress	'Students use AI too irresponsibly to get answers, which does not develop independent thinking, critical thinking [...].' (I2) 'Misusing AI can weaken or fail to improve a student's writing and language skills.' (I6)	I2 I6	2

The analysis of the research data reveals that, in the opinions of the informants (2), the following challenges in the application of AI are possible: a lack of equipment and technical challenges; deficiencies in teachers' knowledge and readiness to use AI (5); unreliability of information provided by AI (5); irresponsible use of AI technologies (3); negative impact of AI on student progress (2). Other (2) informants claim that they do not face any challenges in applying AI in English lessons.

The research revealed teachers' opinions on the *possibilities for applying AI in English lessons* (see Table 6).

Table 6. Possibilities for applying AI

Category	Sub-category	Statements	Code	Number of informants
Possibilities for applying AI	Development of learning materials and activities	'[...] encourage interactive learning, e.g. through conversation simulations or game tasks.' (I2) 'Creating additional tasks based on the textbook and beyond, creating tests, searching for information, the ability to create tasks using what children like, e.g. tasks with Brawl Stars characters.' (I5) '[...] create personalised vocabulary, reading, listening tasks.' (I7)	I2 I5 I7	3
	Improving student motivation and engagement	'[...] a new way to engage even those who previously avoided language learning.' (I1) '[...] can increase student motivation.' (I2) 'Increased student engagement in class work [...].' (I3) '[...] helps create interesting, engaging tasks that encourage students to work both individually and in groups.' (I4) 'Promoting motivation, by using "trendy" things in lessons, we encourage students to be more involved and interested in the subject.' (I6)	I1 I2 I3 I4 I6	5
	Developing language skills	'[...] writing, speaking or listening skills can be easily developed with interactive tools.' (I1) 'AI as a conversational friend anywhere and anytime.' (I6)	I1 I6	2
	Workload reduction	'AI allows the teacher to save time [...].' (I1) '[...] quickly generate tasks, prepare them differently.' (I2) '[...] AI helps to save time that can be spent on lesson planning and student engagement.' (I4) 'Saving time or making the teacher's job easier.' (I6) 'When you are "exhausted", running out of ideas, AI is a really cool helper.' (I7)	I1 I2 I4 I6 I7	5

The analysis of the research data reveals that AI provides teachers with opportunities to create learning materials and activities (3); using AI can stimulate students' motivation and engagement in English lessons (5); applying AI technologies in English lessons develops students' language skills (2) and reduces teachers' workload (5).

Based on the informants' opinions, it can be concluded that using AI in English language classes can motivate students to engage more with educational activities. Using AI also has the potential to benefit students' language development and reduce teachers' workload.

Conclusion and discussion

Artificial intelligence technologies enable elementary school teachers to spend more time teaching and less time on routine tasks. The study's findings confirm these insights, with elementary school English teachers stating that AI technologies save time in lesson preparation, automate tasks and free up more time for students. They also help to tailor instructional materials to individual student needs, and reduce the shortage of differentiated teaching content. The teachers who participated in the study emphasised that AI provides the opportunity to personalise teaching and learning materials according to students' needs. It is important to emphasise that the application of artificial intelligence in the educational process is closely linked to digital literacy and AI ethics. Digital literacy skills are particularly important for teachers, enabling them to help students understand the benefits and ethics of AI technologies, as well as identify the risks. Teachers also confirm these insights, stating that it is important for students to be taught about the responsible use of these technologies. Students need to understand that AI technologies are auxiliary tools, means for learning. This is also supported by educators who teach English, who say that students need to understand that artificial intelligence is only an auxiliary tool, not a tool that would help them avoid learning and do everything for them. The findings of the qualitative study reveal that using artificial intelligence tools in the educational process boosts students' motivation and engagement in English language classes. It provides opportunities for real-time feedback, and helps teachers to create more interesting and engaging lesson activities. It also revitalises traditional teaching methods. When teaching English at primary school level, technology fosters students' creativity and helps to develop their language skills. However, it is also necessary to highlight the challenges associated with using AI in English language instruction at this level. Teachers often feel inadequately prepared to use AI tools effectively. Data from the qualitative study confirms this, revealing a lack of teacher competence in using AI tools, as well as challenges in preparing to implement AI technologies and avoiding overuse, which can negatively impact students' academic progress. The study's findings indicate the need for further, more detailed research on this phenomenon, including quantitative studies.

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DIRBTINIO INTELEKTO TAIKYMAS MOKANT ANGLŲ KALBOS: PRADINIŲ KLASIŲ MOKYTOJŲ PATIRTYS

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Santrauka

Šiame straipsnyje keliamas probleminis klausimas – kokios yra dirbtinio intelekto taikymo galimybės mokant anglų kalbos, remiantis pradinio ugdymo mokytojų patirtimi. Straipsnio tikslas – atskleisti dirbtinio intelekto taikymo galimybes mokant anglų kalbos, remiantis pradinio ugdymo mokytojų patirtimi. Metodai: mokslinės literatūros ir dokumentų analizė, kokybinis tyrimas (pusiau struktūruotas interviu), tyrimo duomenų turinio analizė. Dirbtinis intelektas keičia tradicinius ugdymo metodus į technologijomis grįstus, inovatyvius metodus. Mokant anglų kalbos, kaip ir bet kurio kito dalyko mokykloje, būtina taip taikyti įvairias technologijas, kad būtų pasiektas norimas rezultatas – padėti mokiniams įgyti anglų kalbos įgūdžių ir juos taikyti praktiškai. Taigi, dirbtinio intelekto technologijos yra svarbi kalbų mokymo(-si) priemonė. Integravus dirbtinį intelektą į anglų kalbos mokymą pradinėse klasėse, procesas tampa įtraukesnis ir inovatyvesnis. Kokybinis tyrimas atskleidė, kad dirbtinio intelekto technologijos skatina mokinių susidomėjimą ir motyvaciją mokytis anglų kalbos, pamokos tampa įdomesnės ir įtraukiančios. Pasak mokytojų, dirbtinio intelekto technologijos suteikia galimybę kurti įvairesnį mokymo(-si) turinį, skatinti mokinių kūrybiškumą, lavinti anglų kalbos įgūdžius. Tyrimo rezultatai atskleidė ir dirbtinio intelekto iššūkius, su kuriais susiduria mokytojai: dirbtinio intelekto informacija gali būti nepatikima, ne visi pedagogai yra pasirengę taikyti dirbtinio intelekto

technologijas mokymo procese, dėl neatsakingo ir pernelyg aktyvaus dirbtinio intelekto naudojimo gali nukentėti mokinių pažangumas. Mokytojai, taikantys dirbtinio intelekto technologijų įrankius ugdymo procese, turi žinoti ir gebėti paaiškinti mokiniams dirbtinio intelekto technologijų veikimo principus. Mokiniai turi būti aiškiai informuoti, kaip renkami, saugomi ir interpretuojami jų asmens duomenys, naudojant dirbtinio intelekto technologijas.

RAKTINIAI ŽODŽIAI: *dirbtinis intelektas, anglų kalbos mokymas, pradinių klasių mokytojų patirtis.*

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