



From attitudes to actions: A critical interaction-based study of teacher mediation of AI-generated materials through an ELF lens

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Abstract

This study investigates how 71 Iranian English as a Foreign Language (EFL) teachers critically engage with Artificial Intelligence (AI) -generated materials through an English as a Lingua Franca (ELF) -informed perspective. While prior research has largely focused on perceptions or technology acceptance, little is known about how teachers actively mediate AI content in real time. To address this gap, the study employed a Critical Interaction-Based Mixed-Methods Design (CIMMD) consisting of three phases: (1) quantitative diagnostic assessment using TAAI and ELF-AIMQ, (2) a prompt-engineering and think-aloud protocol with a subset of 21 teachers, and (3) thematic and document analysis of interview data and revised AI outputs. Quantitative results showed stable attitudinal trends across participants, with only modest correlations between ELF awareness and AI acceptance. However, interaction-based evidence demonstrated clear critical AI mediation, as teachers identified native-speaker bias, recontextualized cultural content, and integrated plurilingual elements. Four recurrent strategies were observed: language norm editing, cultural recontextualization, plurilingual integration, and ideological evaluation. The study introduces the AI–ELF Mediated Engagement Cycle, a process model conceptualizing teachers’ engagement with AI as a dynamic sequence of awareness, evaluation, revision, and ideological negotiation. This methodological shift suggests that attitudes alone may not predict AI use; rather, teacher agency emerges most clearly through interaction. The findings advocate for ELF-responsive AI design, teacher training in critical digital literacy, and pedagogical control over AI-driven language content. The study contributes to a growing trajectory of critical, socio-cognitive AI pedagogy in English Language Teaching (ELT).

Keywords: English as a Lingua Franca (ELF); generative AI; teacher agency; mediation; prompt engineering; digital pedagogy

Introduction

English Language Teaching (ELT) has undergone significant transformation due to two concurrent developments: the global reconceptualization of English as a lingua franca (ELF) and the rapid diffusion of generative artificial intelligence (AI) in pedagogical practice. ELF scholarship positions English as a dynamic, pluricentric resource used primarily among multilingual speakers (Macías & Mosquera-Pérez, 2024), emphasizing intelligibility, inclusivity, and linguistic justice over adherence to native-speaker norms (Mair, 2024; Norman et al., 2024; Seidlhofer, 2020). This view challenges monolithic standards and affirms multilingual practices as legitimate classroom resources (Cappuzzo, 2024; Matsumoto & Kimura, 2024; Wangdi & Dhendup, 2024).

Parallel to this shift, generative AI tools such as ChatGPT, Grammarly, and QuillBot have been rapidly integrated into ELT for material creation, feedback provision (Huang & Teng, 2025; Teng, 2024), and instructional support (Warschauer & Xu, 2024; Zhai & Wibowo, 2023). Research shows that AI can enhance personalization and reduce teacher workload (Yeh, 2024), yet teachers also report concerns regarding inaccuracies, cultural unsuitability, and overreliance (Shobeiry et al., 2025; Yan, 2024), confirming the pivotal role of generative AI in the domain of digital applied linguistics (Teng & Shen, 2026). These issues are compounded by systemic challenges such as insufficient training (Dizon et al., 2025), inconsistent performance (Songsienchai, 2025), and the persistence of Western or native-speaker-oriented linguistic ideologies embedded in AI outputs (Smith et al., 2024).

Although extensive research has examined teachers' perceptions of ELF (Ulla et al., 2025) and attitudes toward AI integration (Zainuddin, 2024), empirical work at the intersection of these domains remains strikingly limited. Existing studies note that AI can generate Global Englishes (GE)-aligned materials (Kashimura, 2025), yet AI's reliance on standardized training data often reinforces the copying and pasting practice of native-speaker norms (Nee et al., 2022), creating a fundamental tension with learners' metacognitive awareness on generative AI use (Teng, 2025a). However, the specific influence of learners' metacognitive awareness on their real-time interaction with, evaluation of, and adaptation to AI-generated materials remains empirically unexamined (Teng, 2025b). These processes are critical sites where generative AI shapes teacher agency and identity (Teng & Yip, 2025). This constitutes a critical methodological and theoretical gap, as prior studies rely overwhelmingly on surveys (Teng & Mizumoto, 2024), or technology acceptance models, which do not capture the interactional, cognitive, and ideological processes involved when teachers confront AI-generated content (Shadiev et al., 2025).

To address this gap, the present study adopts a Critical Interaction-Based Mixed-Methods Design (CIMMD) to move beyond attitudes and examine teachers' actual engagement with AI-generated materials. By integrating diagnostic surveys, prompt-engineering tasks, think-aloud protocols, and thematic analysis of revised AI outputs, the study aims to illuminate how Iranian EFL teachers understand ELF, how (or whether) these perceptions relate to AI acceptance, and how teachers exercise critical agency in mediating AI-generated pedagogical content. Thus, the study seeks to provide a theoretically grounded and empirically rich account of how teachers navigate the intersection of ELF principles and generative AI in practice, addressing a gap that is increasingly consequential for the future of ELT.

Review of the Related Literature

Teachers' Perceptions and Pedagogical Engagement with EFL

Research on teachers' perceptions and implementation of ELF and Global Englishes consistently identifies a structural gap between ideological endorsement and pedagogical enactment.

Across diverse contexts, teachers increasingly recognize the pluricentric and communicative nature of English, yet this awareness rarely translates into sustained classroom practice (Ulla et al., 2025). Rather than reflecting resistance to ELF, this pattern points to layered cognitive, institutional, and professional constraints shaping instructional decision-making.

At the cognitive level, studies document persistent ideological ambivalence. Teachers often endorse ELF principles in theory while simultaneously positioning themselves as guardians of “standard” English, particularly in materials selection and language modeling (Montakantiwong, 2024). This internal contradiction generates hesitation, as deviation from native-speaker (NS) norms is perceived as professionally risky. Consequently, ELF awareness does not function as a direct driver of practice but coexists with entrenched professional identities shaped by standard-language ideologies.

These tensions are reinforced by systemic pressures. High-stakes assessment regimes, curriculum mandates, and institutional accountability structures continue to privilege NS benchmarks, constraining teachers’ pedagogical choices regardless of personal beliefs (Anjani et al., 2025; Wangdi & Dhendup, 2024). The absence of ELF-aligned assessment tools further limits institutional space for implementation (Bon & Charubusp, 2024). As a result, many teachers remain theoretically aligned with ELF while practically conforming to NS-oriented norms.

A further limitation concerns teacher preparation. Zhang (2021) and Christou et al. (2022) demonstrate that positive orientations toward ELF are rarely accompanied by concrete methodological repertoires for classroom enactment. ELF thus remains an abstract orientation rather than a procedural guide for instructional decisions. Importantly, much of this literature relies on self-report instruments, which illuminate beliefs and constraints but do not capture how teachers navigate these tensions during actual pedagogical activity. This methodological limitation becomes especially salient in technologically mediated contexts, where teachers must engage directly with externally generated content. Addressing it requires interaction-based approaches capable of examining real-time pedagogical mediation (Norman et al., 2024).

AI-Assisted Teaching Materials in ELT: Affordances and Constraints

Research on generative AI in ELT initially foregrounds functional affordances, emphasizing efficiency, personalization, and instructional support (Wang et al., 2025). AI tools have been shown to facilitate material development, feedback provision, and adaptive learning pathways (Yeh, 2024; Yiling et al., 2025). However, more recent scholarship underscores that pedagogical value depends on teacher mediation rather than uncritical adoption.

Models such as Xin’s (2024) D-R-E-A-M framework conceptualize AI as a provisional resource whose effectiveness relies on teachers’ pedagogical content knowledge and evaluative judgment. From this perspective, AI integration is an interpretive process in which teachers actively assess, revise, and contextualize generated materials. Yet, persistent concerns complicate this process. Teachers report inaccuracies, hallucinations, cultural inappropriateness, and overstandardization in AI outputs (Yan, 2024), alongside limited institutional support for developing AI literacy (Dizon et al., 2025).

Despite growing recognition of the need for mediation, much of the existing research conceptualizes AI use through acceptance-oriented frameworks focused on attitudes and intentions. While informative, such approaches offer limited insight into how teachers interact with AI-generated materials during pedagogical work, leaving the cognitive and ideological dimensions of teacher–AI engagement underexplored.

Conceptual Tension at the Intersection of AI and ELF

When ELF and AI literatures are considered together, a fundamental conceptual tension emerges. ELF pedagogy advocates linguistic plurality, intelligibility, and the decentering of native-speaker authority (Seidlhofer, 2020), whereas critical analyses of generative AI demonstrate that large language models tend to reproduce standard-language ideologies and Western-centric norms embedded in their training data (Smith et al., 2024). Although AI can be prompted to generate GE –oriented materials (Kashimura, 2025), such alignment is neither automatic nor stable, with default outputs often reverting to NS norms. This contradiction places ELF-aware teachers at the center of a critical pedagogical dilemma. While teachers may recognize AI's efficiency, they must simultaneously confront outputs that conflict with their linguistic and ideological commitments. Despite the significance of this tension, existing research has not examined how teachers mediate it in practice. We know that AI reproduces linguistic bias and that teachers hold ELF-oriented beliefs, yet it remains unclear how these beliefs are activated—or suspended—during real-time interaction with AI-generated materials. Accordingly, a clear research gap emerges: the absence of interaction-based empirical inquiry into how teachers critically engage with, evaluate, and adapt AI-generated content through an ELF-informed lens. Addressing this gap requires moving beyond perception-based research toward methodologies that capture teachers' moment-to-moment mediation of technological outputs. The present study responds to this need by examining teachers' real-time engagement with AI-generated materials, thereby linking ELF scholarship with critical AI pedagogy and foregrounding teacher agency as an interactional and ideologically situated practice.

Conceptual Framework

This study conceptualizes teachers' engagement with AI-generated materials as an active, mediated, and ideologically situated process rather than a binary stance of acceptance or rejection. Anchored in a critical sociocultural perspective, the framework positions teachers as agentive professionals who evaluate, reinterpret, and reshape AI outputs in response to pedagogical, linguistic, and ideological considerations, with mediation operationalized as the concrete strategies—such as editing, prompting, and filtering—through which content is modified. Accordingly, AI-generated materials are treated not as neutral instructional resources but as semiotic artifacts subject to interpretation, resistance, and transformation within specific educational contexts. This perspective aligns with ELF scholarship, which conceptualizes English as a pluralistic, dynamic communicative resource shaped by multilingual users rather than native-speaker norms and emphasizes intelligibility, inclusivity, and the legitimacy of diverse linguistic repertoires (Seidlhofer, 2020). ELF research highlights teachers' central role in mediating language norms in practice (Norman et al., 2024), a role rendered particularly salient by recent studies showing that generative AI systems tend to reproduce standardized, native-speaker-oriented language and Western-centric cultural assumptions embedded in their training data (Smith et al., 2024).

Building on this tension, the study proposes the AI–ELF Mediated Engagement Cycle, a process model that captures teachers' critical engagement with AI-generated materials as a cyclical sequence of four interrelated constructs. ELF awareness functions as an active interpretive lens through which teachers identify linguistic standardization, cultural narrowness, and exclusionary assumptions in AI outputs; AI tool engagement reflects teachers' observable interaction with generative systems while recognizing their ideological non-neutrality; teacher agency denotes teachers' behavioral capacity to revise, recontextualize, or reject AI-generated materials, consistent with sociocultural theories of mediated action (Thorne & Lantolf, 2006); and ideological mediation encompasses teachers' explicit negotiation of native-speakerism,

Western-centric representations, and implicit linguistic hierarchies embedded in AI-generated texts. Within this cycle, teachers move from recognizing problematic features in AI output to evaluating them against pedagogical and contextual needs, revising them through linguistic, cultural, and plurilingual adjustments, and engaging in ideological negotiation concerning linguistic legitimacy, cultural representation, and professional responsibility. By foregrounding teacher agency and interaction, the framework responds to calls for post- Technology Acceptance Model, interaction-based approaches to AI research in language education and provides a coherent theoretical basis for examining how teachers actively reshape AI-generated pedagogy in alignment with ELF-informed, inclusive educational goals.

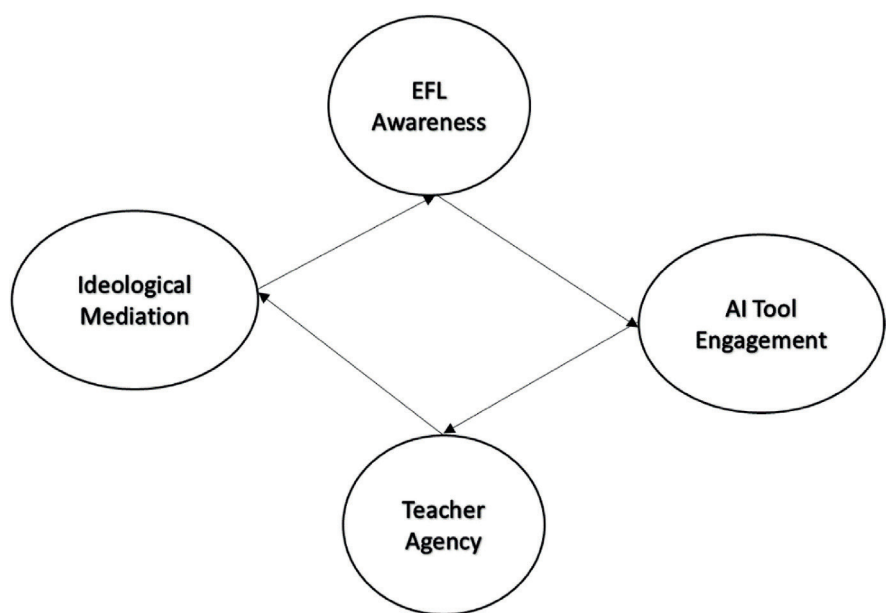


Figure 1. *AI–ELF mediated engagement cycle*

Research Questions

1. How do Iranian EFL teachers perceive ELF in the context of AI-generated teaching materials?
2. What is the relationship between Iranian EFL teachers’ perceptions of ELF and their acceptance of AI tools for language teaching?
3. How do Iranian EFL teachers adapt or modify AI-generated teaching materials to align with their awareness of ELF principles?
4. What ideological and pedagogical concerns do Iranian EFL teachers express regarding the use of AI-generated English language materials in their teaching contexts?

Method

Participants and Sampling

A total of 71 Iranian EFL teachers participated in the study (see Table 1). They were recruited through purposive and convenience sampling from language institutes, private schools, and university-affiliated centers across three major cities. Participants’ teaching experience ranged from 2 to 22 years ($M = 9.4$), and their ages ranged from 24 to 51 years ($M = 34.7$). Of the 71

participants, 41 identified as female and 30 as male, all holding either a BA ($n = 29$) or MA/PhD degree in TESOL, Applied Linguistics, or English Literature ($n = 42$).

Table 1. Demographic information of the participants

Variable	Category/Description	N	Percentage (%)
Age Range	24–29 years	18	25.4
	30–34 years	21	29.6
	35–39 years	16	22.5
	40–51 years	16	22.5
Academic Degree	BA	29	40.8
	MA / PhD	42	59.2
Academic Major	TESOL / Applied Linguistics	45	63.4
	English Literature	26	36.6
Institutional Context	Private Language Institutes	31	43.7
	Private Schools	17	23.9
	University-affiliated Centers	23	32.4
Years of Teaching Experience	2–5 years	19	26.8
	6–10 years	24	33.8
	11–15 years	17	23.9
	16–22 years	11	15.5

To ensure comparable technological and pedagogical literacy among participants, all 71 teachers were screened using Wang’s (2022) EFL-TPACK scale. A specific exclusion threshold was established: participants scoring a mean of < 2.5 (on a 5-point scale) were excluded and replaced. This decision was methodologically critical to control for technical competence. As Wang (2022) argues, low technical literacy acts as a confounding variable in digital pedagogy research; a teacher struggling to operate the interface cannot effectively engage in the higher-order cognitive task of evaluating linguistic bias. By establishing a baseline of moderate technological proficiency ($M = 3.12$, $SD = 0.45$), we ensured that observed hesitation or rejection of AI materials reflected pedagogical agency rather than operational failure, thereby strengthening internal validity. An ANOVA revealed no significant age-group differences in EFL-TPACK scores, $F(3, 67) = 1.02$, $p = .392$, confirming the sample’s homogeneity regarding technical readiness.

In the second phase, a purposeful subsample of 21 teachers participated in prompt-engineering tasks, think-aloud sessions, and real-time mediation of AI-generated materials. This subsample was constructed using Maximum Variation Sampling to capture diverse interactional styles across experience levels (novice vs. expert) and institutional contexts (private institutes vs. universities). The sample size ($n = 21$) was determined by interactional saturation. Distinct from thematic saturation, interactional saturation was defined as the point at which the

behavioral strategies of mediation (e.g., the specific cycle of prompting, editing, and re-prompting) became redundant. By the 18th participant, no new prompt-engineering patterns or revision strategies were observed, confirming that the subsample had captured the full range of mediation behaviors available within this cohort.

Ethical Considerations

Adhering to ethical standards, recruitment varied by context: direct contact for university lecturers, public data for online teachers, and principal mediation for language schools. Participants received detailed information on objectives and rights (anonymity, withdrawal). Written informed consent was secured from all individuals prior to data collection to ensure autonomy.

Research Design

This study adopted a Critical Interaction-Based Mixed-Methods Design (CIMMD) to investigate teachers' engagement with AI as both an attitudinal and an interactional phenomenon. CIMMD integrates quantitative diagnostics, experimental interactional tasks, and qualitative interpretation within a single framework, enabling the analysis of teachers' cognitive, ideological, and agentic processes during AI use. This design responds to critiques of TAM-based and survey-only research, which overlook the interactional and ideological dimensions of teacher–AI engagement. Recent scholarship calls for sociocognitive and interaction-oriented approaches capable of capturing real-time decision-making (Binder, 2024). CIMMD addresses this need by combining perceptual data with evidence of teachers' actual mediation of AI outputs.

The framework consists of three interrelated methodological pillars. First, a quantitative diagnostic component provides an initial profile of teachers' AI-related beliefs and ELF-oriented awareness, used to contextualize later findings rather than predict behavior. Second, an interaction-based experimental component examines AI use as an interactional event, allowing the study to capture teachers' real-time cognitive and ideological mediation processes, in line with multimodal and agency-focused methodologies (Binder, 2024). Third, a critical qualitative component analyzes how teachers interpret, adapt, and ideologically evaluate AI-generated texts, reflecting current work in critical AI pedagogy and ELF-mediated language education (Chatzichristofis, 2025). Together, these components form a coherent, replicable design that moves beyond attitudinal description toward interaction-based inquiry, positioning critical AI mediation as a central construct for understanding how teachers interrogate and reshape AI output in pedagogical practice.

Instruments

The quantitative phase employed two instruments:

1) Teachers' Acceptance of AI (TAAI) Instrument

The validated 27-item TAAI measured teachers' attitudes following a preparatory stimulus, assessing five dimensions: perceived usefulness, ease of use, behavioral intention, self-efficacy, and anxiety. Its established psychometric robustness enabled a multifaceted assessment of AI acceptance and readiness.

2) ELF Perception and AI Material Integration Questionnaire (ELF-AIMQ)

Developed for this study, the 40-item, 5-point Likert ELF-AIMQ assessed four areas: ELF perceptions, AI engagement, pedagogical influence, and ideological concerns (see Appendix A). Content validity was reviewed by five specialists, and a 15-teacher pilot confirmed face validity. As shown in Table 2, the instrument demonstrated strong internal

consistency (Cronbach’s $\alpha \geq .70$) and construct validity via EFA (KMO = .91; Bartlett’s $p < .001$), with all items loading above .40. Model fit indices were satisfactory ($\chi^2/df = 2.4$, CFI = .96, TLI = .95, RMSEA = .05). The high internal consistency ($\alpha = .96$) indicates excellent scale reliability for the current diagnostic purpose; it also could suggest potential item redundancy, pointing to an opportunity for future refinement into a more concise instrument.

Table 2. Reliability and construct validity of the ELF-AIMQ, TAAI, and EFL-TPACK scales

Instrument	Cronbach’s α	KMO	Bartlett’s test χ^2 (df), p	No. of factors	Total variance explained (%)
ELF-AIMQ	.96	.91	865.44 (df = 780), $p < .001$	4	68.7%
TAAI	.92	—	—	—	—
EFL-TPACK	.94	—	—	—	—

Note. Values correspond to the full sample ($N = 71$). KMO and Bartlett’s test reported only for ELF-AIMQ because PCA was conducted only on this scale.

Data Collection Procedure

Data were collected in three sequential, interconnected phases aligned with the CIMMD, enabling an initial quantitative mapping of teachers’ orientations, followed by in-depth interactional inquiry and the consolidation of findings through document analysis and interviews. All phases were completed over ten weeks.

Phase 1: Quantitative Diagnostics (N = 71)

This phase generated a diagnostic profile of teachers’ ELF perceptions, technological–pedagogical readiness, and attitudes toward AI integration. Following institutional consent and voluntary participation, all 71 teachers completed three standardized instruments: ELF-AIMQ (ELF perceptions), TAAI (AI-related attitudes), and EFL-TPACK (technological, pedagogical, and content competencies). Surveys were administered online via a secure platform; responses were timestamped, anonymized, and checked for completeness. Screening ensured comparable technological literacy before Phase 2. These results informed sampling decisions and the development of qualitative protocols.

Following the study’s critical interaction-based rationale, the correlation and regression analyses (addressing RQ2) were not intended to establish predictive or causal relationships. Instead, their purpose was to provide a background reference—mapping the general attitudinal landscape of the cohort—against which the richer, interactional qualitative findings on teacher agency and mediation could be interpreted. This approach ensures that the quantitative component serves a contextualizing function within the broader mixed-methods design, rather than being over-interpreted in isolation.

Phase 2: Prompt-Engineering and Think-Aloud Tasks (n = 21)

A purposeful subsample of 21 teachers was selected based on (a) willingness to engage in cognitively demanding think-aloud tasks and (b) sufficient digital competence for real-time prompt engineering, ensuring information-rich interactional data. Participants completed guided

online sessions in which they generated AI-based lesson materials using self-designed or refined prompts, engaged in think-aloud protocols while evaluating and modifying AI outputs, and revised the materials while articulating linguistic, cultural, and pedagogical reasoning. Sessions were audio- and screen-recorded with consent, producing three data sources: (1) verbal protocols capturing moment-to-moment cognition, (2) screen-capture evidence of prompt-revision behavior, and (3) finalized revised materials. These data formed the core evidence of teachers' critical mediation and adaptation strategies.

Phase 3: Document Analysis and Semi-Structured Interviews (N = 71)

This phase incorporated the full cohort. All 71 teachers submitted revised AI-generated materials, collected through email and a secure portal, which were analyzed for lexical, cultural, and pedagogical modifications and used to compare the 21 interactional cases with the broader group. Additionally, all participants were invited to semi-structured interviews (see Appendix B for the interview protocol); data collection continued until thematic saturation (Interview 38). Interviews addressed reflections on AI use, rationales for specific modifications, and ideological and pedagogical concerns. Sessions were conducted online, recorded with permission, transcribed verbatim, and anonymized.

Data Analysis

Quantitative Analysis Procedure

Quantitative data from the full cohort ($N = 71$) were processed using SPSS Version 29. First, data were screened for missing values and normality using skewness and kurtosis checks. Descriptive statistics (means, standard deviations) were calculated to summarize teacher profiles. To address RQ2, Pearson product-moment correlations and multiple regression analyses were conducted to examine the predictive relationship between ELF perceptions and AI acceptance. A post-hoc power analysis was performed to determine the statistical sensitivity of the findings ($1 - \beta$).

Qualitative Analysis Procedure

Qualitative data—comprising interview transcripts, think-aloud protocols, and 71 sets of teacher-modified materials—were imported into NVivo 14 for systematic management. The analysis followed Braun and Clarke's (2006) six-phase framework for thematic analysis, underpinned by the qualitative inquiry principles outlined by Creswell and Poth (2017). The coding process employed a hybrid approach to ensure both theoretical alignment and data sensitivity. Deductive codes were derived from the study's Conceptual Framework (e.g., "Ideological Mediation," "Teacher Agency"), while inductive codes were generated from emerging behavioral patterns (e.g., "Pragmatic Dissonance"). These codes were iteratively collated into potential themes and reviewed against the entire dataset to ensure analytic rigor (see Table 3).

Trustworthiness and Rigor

To ensure the reliability and validity of the qualitative findings, several rigor techniques were employed. Inter-coder reliability was established by having a second trained researcher independently code 25% of the dataset, yielding a substantial agreement rate (Cohen's $\kappa = .84$) as defined by Cohen (1988). Discrepancies were resolved through consensus discussions. Data triangulation was achieved by cross-referencing findings across three distinct data sources (interviews, think-alouds, and document analysis). Finally, audit trails and reflexive memoing were maintained throughout the analysis to document interpretive decisions and minimize researcher bias.

Table 3. Qualitative coding scheme, categories, and themes

Theme	Selective code categories	Operational definition	Illustrative indicators
1. Language Norm Editing	Standard-norm lexical substitution • Removal of idiomatic expressions • Simplification of grammatical structures	Revisions aimed at reducing native-speaker normativity and enhancing intelligibility for multilingual learners	Replacing culturally loaded idioms; modifying phrasal verbs; simplifying complex syntax to reflect ELF communication principles
2. Cultural Recontextualization	• Localizing examples • Replacing Western cultural references • Contextual alignment with learners' sociocultural background	Adjustments that align AI-generated materials with local cultural realities and reduce Western-centric assumptions	Changing example names/places; substituting culturally distant scenarios; adding contexts relevant to Iranian EFL learners
3. Plurilingual Integration	• L1 scaffolding • Translating resources • Cross-linguistic clarification	Incorporation of learners' linguistic repertoires to support comprehension and pedagogical inclusivity	Adding bilingual glosses; inserting L1 clarification; highlighting cross-linguistic connections
4. Critical Evaluation & Selective Acceptance	• Identifying ideological bias • Evaluating pedagogical fit • Rejecting unsuitable content	Teachers' critical stance toward AI, including textual evaluation, rejection, or reworking of ideologically problematic or pedagogically weak content	Noting native-speaker bias; rejecting unauthentic dialogues; questioning stereotypes; discarding unsuitable AI suggestions
5. Ideological & Pedagogical Concerns About AI	• Native-speakerism concerns • Cultural bias concerns • Threats to teacher autonomy • Pedagogical misalignment	Teachers' broader ideological reflections on the nature, risks, and limitations of AI-generated content	Highlighting Western ideological dominance; fear of teacher deskilling; concerns about homogenization; noticing cultural erasure

Research Question 1

Iranian EFL teachers' perceptions of ELF in the context of AI-generated materials were examined after establishing the reliability and validity of the ELF-AIMQ. The instrument demonstrated excellent internal consistency (overall $\alpha = .96$; subscales $\alpha \geq .97$), and both the KMO value of .91 and the significant Bartlett's test ($p < .001$) confirmed factorability. A principal components analysis produced a four-component structure explaining 85.2% of the variance, validating the instrument's capacity to capture teachers' ELF perceptions in AI-mediated contexts.

Thematic analysis of interview data revealed three core themes. First, teachers conceptualized ELF as a pragmatic and inclusive communicative orientation, emphasizing intelligibility and global communicative effectiveness over native-speaker norms, and viewing ELF as well aligned with multilingual classroom realities. Second, teachers exhibited critical awareness of native-speaker bias in AI outputs, noting that AI-generated materials often reflect Western-centric linguistic and cultural norms and therefore require cautious evaluation. Third, teachers adopted a pedagogical orientation toward adaptation, routinely modifying AI-generated content by reducing idiomatic density, broadening cultural representation, and incorporating multilingual elements.

Research Question 2

Quantitative analyses addressing RQ2 examined the relationship between teachers' ELF perceptions (ELF_total) and their acceptance of AI tools (TAAI_total). Pearson correlation results showed a negligible and non-significant association ($r = .07$, $p > .05$), with similarly small, non-significant correlations between AI acceptance, EFL-TPACK scores, and teaching experience (see Table 5). A multiple regression model including ELF_total, EFL-TPACK, and experience accounted for only 3.9% of the variance in AI acceptance ($R^2 = .04$, $F(3, 38) = 0.51$, $p = .678$), and no predictor was significant.

However, these findings must be interpreted with caution. A post-hoc power analysis ($1 - \beta = .29$) indicated that the sample size was insufficient to reliably detect moderate effect sizes. Consequently, the absence of statistical significance should not be construed as definitive evidence of no relationship, but rather as statistically inconclusive. While the quantitative data could not establish a predictive link, the lack of a strong correlation aligns with the qualitative findings, which suggest that teachers' engagement with AI is likely driven by immediate pedagogical needs and contextual constraints rather than by abstract ELF beliefs alone.

Research Question 3

RQ3 was addressed through thematic analysis of interview data, think-aloud protocols, and teacher-edited AI outputs, revealing four adaptation strategies. Teachers engaged in language norm editing, replacing idioms, culturally bound lexical items, and native-speaker-centric forms with more intelligible, inclusive alternatives. Through cultural recontextualization, they substituted Western-centric references with locally relevant examples to enhance resonance and counterbalance cultural bias. Plurilingual integration involved incorporating students' L1 resources to support translanguaging and cognitive accessibility. Finally, teachers exercised critical evaluation and modification, systematically reviewing and revising AI-generated materials to ensure alignment with ELF principles. Frequency analysis ($N = 71$) indicated that language norm editing (81.0%) and critical evaluation (73.8%) were the most common practices. Overall, teachers demonstrated a deliberate, ELF-informed approach to adapting AI outputs.

To substantiate these strategies with concrete evidence, Table 4 presents specific excerpts drawn from the interactional dataset (Phase 2). These examples contrast the raw AI-generated text with the final versions mediated by teachers, illustrating the specific linguistic and pedagogical shifts enacted during the editing process.

Table 4. Illustrative examples of teacher-mediated adaptations of AI materials

Mediation strategy	Original AI output (Raw)	Teacher-modified output	Teacher’s rationale (from the interviews)
Language Norm Editing (De-idiomatization)	If you want to ace the test, you need to <i>hit the books</i> immediately.	If you want to get a high score on the test, you need to <i>study hard</i> immediately.	<i>My students will get stuck on ‘hit the books.’ It’s a very American idiom. In an international context, ‘study hard’ is clearer and carries the same meaning without the cultural barrier.</i> (Teacher 14)
Language Norm Editing (Syntactic Simplification)	Had I known about the intricacies of the assignment, I would have allocated more time to its completion.	If I knew the assignment was this detailed, I would have spent more time on it.	<i>The AI loves these complex conditionals (Type 3 inverted), but for B1 learners, this structure blocks communication. I changed it to standard ‘if’ syntax to ensure they focus on the message, not the grammar puzzle.</i> (Teacher 9)
Plurilingual Integration (L1 Glossing)	The ubiquitous nature of smartphones has transformed communication.	The ubiquitous (shaye) nature of smartphones has transformed communication.	<i>The word ‘ubiquitous’ is useful but hard. Instead of deleting it, I added the Persian equivalent in parentheses so they can process the text fluently without stopping to check a dictionary.</i> (Teacher 21)
Plurilingual Integration (Metacognitive Scaffolding)	Discuss the advantages of renewable energy with your partner	Discuss the advantages of renewable energy with your partner. You can use Persian to brainstorm ideas first, but try to present the final points in English.	<i>I don’t want to ban their L1. The AI prompts are usually ‘English Only,’ so I added a note explicitly allowing Farsi for the brainstorming phase to lower their anxiety.</i> (Teacher 03)

(Continued)

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Mediation strategy	Original AI output (Raw)	Teacher-modified output	Teacher’s rationale (from the interviews)
Cultural Recontextualization	John and Sarah went to a baseball game and bought hot dogs during the seventh-inning stretch.	Ali and Sarah went to a football match and bought sandwiches during the halftime break.	<i>Baseball rules are confusing for Iranian students. Football (soccer) is universal here. I changed the context so they discuss the event, not the rules of the sport. (Teacher 11)</i>

As shown in Table 4, Language Norm Editing primarily involved removing idiomatic opacity and reducing syntactic complexity to prioritize intelligibility—a core tenet of ELF. Plurilingual Integration manifested in two distinct forms: (1) Lexical Glossing, where teachers inserted L1 (Persian) translations for low-frequency academic vocabulary to maintain reading flow, and (2) Strategic Translanguaging, where teachers added instructions explicitly permitting L1 use for brainstorming or cognitive processing, effectively overruling the AI’s default monolingual bias.

Research Question 4

RQ4 explored teachers’ ideological and pedagogical concerns regarding AI-generated materials. Thematic analysis identified four principal issues. Teachers highlighted the reinforcement of native-speaker norms, noting AI’s tendency to privilege American or British English and thereby conflict with ELF orientations. They also emphasized cultural bias and Western-centrism, expressing concern that AI overrepresents Western cultural narratives while marginalizing learners’ identities. A further concern was the potential loss of teacher autonomy, as overreliance on AI could weaken professional judgment in material development. Finally, teachers reported pedagogical inadequacy and contextual mismatch, observing that AI-generated materials often lacked situational appropriateness and required substantial revision. Frequency patterns ($N = 71$) showed that concerns about native-speaker norms (71.4%) and cultural bias (66.7%) were the most prominent. Collectively, these concerns underscore that teachers’ engagement with AI is shaped by strong commitments to linguistic inclusivity, cultural representation, and professional agency.

Results

RQ1. Teachers’ ELF Perceptions in Relation to AI-Generated Materials

Initial descriptive analyses indicated that participants held moderately positive perceptions of ELF principles, particularly regarding intelligibility, inclusivity, and functional communication (see Table 5). Reliability and construct validity analyses confirmed the robustness of the ELF-AIMQ ($\alpha = .96$; $KMO = .91$; Bartlett’s $p < .001$), and PCA revealed a clear four-component structure consistent with the instrument’s conceptual design.

Qualitative data further indicated that teachers approached ELF as a flexible, context-responsive orientation aligned with the multilingual realities of their classrooms. Interviews and think-alouds consistently showed that teachers considered ELF perspectives essential for evaluating AI-generated outputs, particularly when such outputs reflected standardized or culturally narrow norms. Teachers reported that ELF provided a lens to identify linguistic and cultural misalignments in AI materials. Collectively, these findings suggest that teachers possess a

well-developed and critical understanding of ELF principles, which informed the interpretive stance they adopted when engaging with AI tools.

Table 5. Correlation matrix for ELF perceptions, AI acceptance, TPACK, teaching experience, and age (N = 71)

Variable	1	2	3	4	5
1. ELF Perceptions	—	.07	.12	.04	.09
2. AI Acceptance	.07	—	.18	.06	.03
3. EFL-TPACK	.12	.18	—	.11	.15
4. Teaching Experience	.04	.06	.11	—	.36
5. Age	.09	.03	.15	.36	—

Note. $p < .05$. All coefficients nonsignificant unless marked. Pattern reflects negligible relationships among core study variables.

RQ2. Relationship Between ELF Perceptions and AI Acceptance

As shown in Table 6, correlation analyses indicated a negligible, non-significant relationship between teachers’ ELF perceptions and their acceptance of AI tools ($r = .07, p > .05$). Regression analyses confirmed the lack of predictive effects, with ELF_total, EFL-TPACK, and teaching experience collectively explaining only 3.9% of the variance in AI acceptance ($R^2 = .04, p = .678$). Consistent with the diagnostic purpose of the quantitative component, these results do not indicate a meaningful predictive relationship. Instead, they provide an important attitudinal baseline: ELF awareness and AI acceptance appear to operate as independent constructs within this cohort. This baseline contextualizes the subsequent qualitative findings, which reveal that teachers’ engagement with AI is driven not by abstract attitudes but by pragmatic, pedagogical, and ideological considerations activated during real-time mediation.

Table 6.

Predictor	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
ELF Perceptions	0.04	0.09	0.07	0.42	.674
EFL-TPACK	0.11	0.10	0.14	1.09	.279
Teaching Experience	0.03	0.04	0.08	0.74	.465

Model Summary: $R = .21, R^2 = .04, \text{Adjusted } R^2 = .00, F(3, 67) = 1.02, p = .678$.

RQ3. Teachers’ Adaptation of AI-Generated Materials

Analysis of interview data, teacher-revised AI outputs, and think-aloud transcripts identified four consistent adaptation strategies repeatedly observed across the datasets. First, language norm editing involved modifying standardized or native-speaker-oriented lexical and grammatical features to enhance intelligibility and reduce reliance on culturally exclusive idioms. Second, cultural recontextualization entailed replacing Western-centric examples with culturally

familiar analogues, a pattern consistently replicated across datasets. Third, plurilingual integration included the addition of L1 support, multilingual annotations, or translanguaging prompts to improve accessibility and authenticity. Finally, critical evaluation and selective acceptance reflected teachers’ agency in rejecting or substantially revising AI-generated content deemed pedagogically unsuitable or ideologically biased.

As Table 7 and Figure 2 show, adaptation frequencies remained high across the 71 teachers, confirming the reliability of these themes, with language norm editing (81.0%) and critical evaluation (73.8%) occurring most frequently. These findings suggest that AI serves less as ready-to-use material and more as a raw input, which teachers reshape through ELF-oriented pedagogical judgment.

Table 7. Frequency and percentage of adaptation strategies in teacher-revised AI-generated materials (N = 71)

Adaptation strategy	Frequency (n)	Percentage (%)
Language Norm Editing	57	81.0%
Cultural Recontextualization	49	69.0%
Plurilingual Integration	42	59.1%
Critical Evaluation / Selective Acceptance	52	73.8%

Note. Frequencies reflect revisions identified in teachers’ modified AI-generated materials and think-aloud transcripts.

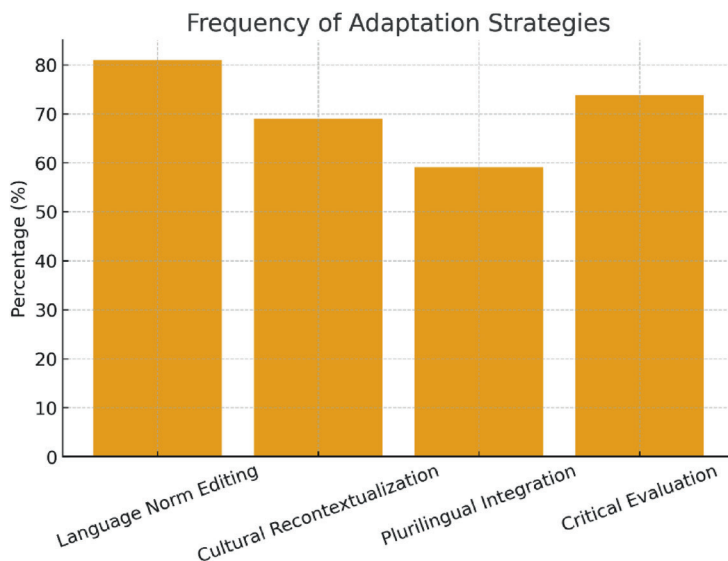


Figure 2. Frequency of adaptation strategies

RQ4. Teachers’ Ideological and Pedagogical Concerns About AI-Generated Materials

Analysis of interviews and document data revealed four primary concern categories consistently across participants. First, reproduction of native-speaker norms reflected teachers’ concern that AI often reinforces monocentric English standards, contradicting ELF principles,

and was the most prevalent issue (71.4%). Second, cultural narrowness and Western-centric bias captured recurring assumptions in AI outputs that did not align with learners' cultural backgrounds, a pattern confirmed across multiple qualitative phases. Third, threats to teacher autonomy highlighted worries that institutional pressure to adopt AI could undermine professional agency and critical material evaluation. Fourth, pedagogical inadequacy and contextual mismatch described AI-generated materials as frequently misaligned with students' proficiency, curricular goals, and sociocultural needs, necessitating substantial adaptation. Collectively, these findings indicate that teachers' concerns extend beyond technical accuracy, reflecting deep-seated ideological commitments to inclusive pedagogy, linguistic diversity, and equitable representation.

Discussion

This study examined how Iranian EFL teachers perceive ELF in the context of AI-generated teaching materials and how these perceptions shape their acceptance, critique, and adaptation of AI resources. The findings indicate that Iranian EFL teachers hold a functionally grounded and pedagogically oriented understanding of ELF, viewing it less as an abstract ideological position and more as a practical framework for evaluating instructional materials. Rather than merely endorsing ELF in principle, teachers consistently used ELF awareness as an analytic lens to interrogate the linguistic and cultural assumptions embedded in AI-generated content. This suggests that ELF operates in this context not as a belief system detached from practice, but as a resource for professional judgment in technology-mediated pedagogy.

This interpretation extends prior research documenting teachers' general endorsement of ELF principles by demonstrating how such awareness is operationalized during real-time pedagogical decision-making (Macías & Mosquera-Pérez, 2024; Norman et al., 2024). While earlier studies have emphasized tensions between ELF beliefs and classroom implementation (Montakantiwong, 2024), the present findings suggest that AI-mediated contexts may make these tensions more visible and actionable, prompting teachers to explicitly negotiate linguistic norms rather than implicitly reproduce them.

The Distinction Between Reflective Stance and Behavioral Mediation

A critical nuance in the findings lies in the distinction between teachers' reflective ideological stances (RQ4) and their behavioral mediation strategies (RQ3). While there is thematic overlap—specifically regarding “Critical Evaluation”—these represent distinct psychological processes. The concerns identified in RQ4 (e.g., fear of “Native-Speaker Norm Reproduction”) represent a state of reflective dissonance; an internal cognitive conflict between the teacher's ELF values and the AI's standardized output (Smith et al., 2024). This dissonance is what catalyzes the behavioral action observed in RQ3. Thus, “Critical Evaluation” as a strategy is not merely a repetition of the concern, but the operational resolution of that concern. Teachers resolve their ideological anxiety not by rejecting the tool entirely, but by actively rewriting its output (Moorhouse et al., 2024). This separation clarifies that teachers' agency is not static; it is a dynamic response to the friction between their professional identity and the machine's default epistemology (Priestley et al., 2015).

Navigating Pragmatic and Ideological Tensions in Practice

The findings also reveal a complex tension between utility and ideology in teachers' engagement with AI. Quantitative data showed no correlation between ELF beliefs and AI acceptance, yet qualitative data revealed deep ideological concerns. This apparent contradiction suggests that teachers navigate a pragmatic dissonance: they accept the tool for its functional utility

(efficiency and resource generation) (Dizon et al., 2025) even while rejecting its ideological grounding (Western-centric bias) (Smith et al., 2024). This challenges binary models of technology acceptance where users either “accept” or “reject” a tool based on alignment. Here, teachers embrace the utility of AI while simultaneously resisting its ideology through heavy editing. Furthermore, the agency observed in this study must be understood as operating within significant constraints (Priestley et al., 2015). While teachers demonstrated significant autonomy in the content of their revisions, they reported feeling institutionally pressured to use these tools (Threats to Autonomy). Consequently, their adaptation strategies should be viewed as acts of professional resistance within a restricted framework; they cannot refuse the technology, so they subvert its standardized norms through ELF-informed revision (Dizon et al., 2025; Kashimura, 2025).

ELF as a Guide for Critical Mediation

Integrating the quantitative diagnostic profiles with the interactional evidence reveals a distinct pattern in how mediation unfolds. Although the statistical correlation between ELF perceptions and overall AI acceptance was negligible, a qualitative cross-analysis suggests that ELF awareness serves as a differentiator in the depth of mediation. Participants with higher scores on the ELF-AIMQ tended to engage more frequently in Cultural Recontextualization and Critical Evaluation (ideological mediation), targeting deeper biases and cultural mismatches in the AI output. Conversely, participants with lower ELF orientation focused primarily on Language Norm Editing (structural mediation), prioritizing lexico-grammatical accuracy over sociolinguistic appropriateness. This implies that while ELF awareness does not predict whether teachers use AI, it strongly influences the nature of their editorial interventions, determining whether the tool is merely error-corrected or critically transformed.

It is crucial to distinguish the ELF-informed mediation observed in this study from general pedagogical adaptation. While standard adaptation often focuses on simplifying input for comprehensibility (e.g., modifying vocabulary frequency), the mediation strategies identified here—specifically Cultural Recontextualization and Plurilingual Integration—serve a distinct ideological function. By actively replacing Western-centric references with local realities and validating L1 use, teachers were not merely making the text “easier”; they were challenging the native-speaker epistemologies embedded in the AI’s training data. Thus, critical AI mediation in this context is defined not by the act of revision itself, but by the intent to de-center Anglo-American norms in favor of intelligibility and cultural ownership.

Mapping Findings to the AI–ELF Mediated Engagement Cycle

To move beyond abstract theorization, the study’s qualitative findings can be explicitly mapped onto the four stages of the AI–ELF Mediated Engagement Cycle, demonstrating how teachers’ cognitive processes translated into concrete pedagogical behaviors. Stage 1 and 2 involve awareness and evaluation. The cycle initiates not with blind adoption, but with ELF Awareness, where teachers utilize their belief systems as a screening filter. Our quantitative data (RQ2), which showed a lack of correlation between ELF perceptions and AI acceptance, supports the qualitative finding that high ELF awareness often triggers skepticism rather than enthusiasm. In the Evaluation stage, this skepticism manifested through the theme of Critical Evaluation & Selective Acceptance (see Table 7). Teachers did not passively accept AI output; instead, they interrogated it for “Standard American” bias.

The transition from evaluation to action occurs in the Revision stage (stage 3). The code Language Norm Editing (occurring in 81% of cases) represents the functional application of this stage, where teachers stripped away obscure idioms to ensure intelligibility. Similarly,

Cultural Recontextualization (69%) functions as the corrective mechanism within the cycle, where teachers physically overwrote Western-centric AI hallucinations with local cultural analogues.

Stage 4 deals with Ideological Negotiation. The final stage was observed in the “Deep Mediation” strategies employed by teachers with high ELF scores. While lower-scoring teachers focused on surface-level grammar corrections (Structural Mediation), those with stronger ELF commitments engaged in ideological repair—explicitly challenging the “native-speakerism” embedded in the AI’s training data. This maps directly to the theme of Ideological & Pedagogical Concerns (RQ4), confirming that for expert teachers, the cycle concludes not just with a revised worksheet, but with a reassertion of non-native professional identity against the machine’s standardized hegemony.

Scope and Boundary Conditions

While the AI–ELF Mediated Engagement Cycle offers a robust framework for understanding teacher agency, its application is subject to specific boundary conditions. First, the model presumes a baseline of technological competence; as participants in this study were screened for adequate TPACK levels (Wang, 2022), the cycle describes teachers who have already overcome initial technical barriers. In contexts where digital literacy is low, the “Awareness” and “Revision” stages may be impeded by technical struggle rather than pedagogical choice. Second, the cycle is predicated on an ELF-aware orientation. It models the behavior of teachers who actively navigate the tension between native-speaker norms and intelligibility; for practitioners who strictly adhere to native-speaker models without critique, the “Ideological Negotiation” phase may remain dormant or truncated. Consequently, this model should be viewed as a representation of critical engagement in EFL contexts, rather than a universal heuristic for all forms of teacher–AI interaction.

Conclusion and Implications

This study elucidates the complex mediation through which Iranian EFL teachers’ perceptions of ELF critically inform their engagement with AI-generated pedagogical materials. The findings, derived from a critical interaction-based mixed-methods design, demonstrate a pivotal disjunction: while teachers exhibit robust, principled orientations toward ELF, these cognitive-affective dispositions do not translate into predictive variables for AI tool acceptance. Instead, teacher agency emerges as a situated practice, activated at the intersection of immediate pedagogical necessity, contextual constraint, and ideological negotiation with the standardized outputs of large language models. Qualitative evidence delineates this agency through four recurrent mediation strategies—language norm editing, cultural recontextualization, plurilingual integration, and systematic critical evaluation—which collectively reconfigure AI from a purportedly authoritative source into a provisional draft requiring substantial, ideology-aware revision. Consequently, the study advances two core theoretical contributions: it challenges the explanatory sufficiency of attitudinal models (e.g., TAM) in technologically mediated multilingual settings, arguing for frameworks that centralize teacher identity and ideological mediation, and it posits ELF awareness not as a static belief system but as a dynamic heuristic for critical digital literacy. The practical implications are twofold and interdependent. First, they underscore an urgent mandate for professional development that transcends operational training, equipping educators with competencies in critical prompt engineering, bias auditing, and principled material adaptation to ensure AI serves as a complement to, rather than an erosion of, pedagogical autonomy. Second, they necessitate institutional policies that endorse a balanced, teacher-led integration paradigm, one which safeguards professional judgment and

contextual expertise against the homogenizing pressures of platform-driven pedagogy. Ultimately, this research contends that the future of equitable AI integration in ELT hinges not on the tools' sophistication, but on the cultivated capacity of teachers to exercise critical mediation, thereby navigating the tension between technological affordance and the imperatives of linguistically inclusive, culturally responsive education.

Limitations of the Study

Several limitations warrant consideration. First, although a mixed-methods design was employed, the quantitative phase relied on self-report instruments, which may not fully capture the complexity of teachers' beliefs or practices and are susceptible to social desirability effects, particularly regarding ELF awareness or AI acceptance. Second, the interactional phase relied on a purposeful subsample ($n = 21$), introducing a potential self-selection bias. These participants were, by necessity, more willing and digitally proficient, and thus the specific mediation strategies we observed may represent a more advanced or reflective approach than that of the broader teacher population. While this limits the generalizability of the interactional behaviors, we mitigated this by triangulating the findings with interview and document analysis data from the full sample ($N = 71$). The consistency of the core ideological themes across both groups suggests that while the process of mediation may vary in sophistication, the underlying concerns are widely shared.

Third, the study examined engagement with a specific AI tool during a defined period, and rapid technological developments may affect both teacher perceptions and AI outputs over time; thus, findings capture a snapshot within a dynamic landscape. Finally, despite systematic coding and high intercoder reliability, qualitative interpretations remain context-sensitive and may not generalize across different institutional or sociolinguistic environments. Replication in varied contexts would enhance the transferability of these results.

Suggestions for Future Research

Future research should extend these findings in several directions. First, given the negligible quantitative association between ELF perceptions and AI acceptance, studies with larger, more diverse samples are needed to test whether this pattern holds across varied educational and sociolinguistic contexts. Second, the observed adaptation practices highlight the value of fine-grained analyses of teacher–AI interactions, potentially through multimodal or longitudinal designs to capture micro-level cognitive and ideological processes. Third, comparative studies of linguistic and cultural biases across AI models and their evolution over time are warranted. Fourth, incorporating learners' perspectives would clarify how AI-generated materials affect classroom experiences and identity positioning. Finally, research should examine the impact of targeted professional development on teachers' AI literacy and critical mediation skills, evaluating whether structured training enhances ELF-informed engagement with AI.

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Appendix A

ELF Perception and AI Material Integration Questionnaire (ELF-AIMQ)

Instructions: Rate 1 (Strongly Disagree) – 5 (Strongly Agree).

ELF Perceptions

1. English should meet global needs, not just native norms.
2. English among non-natives is legitimate.
3. ELF challenges traditional correctness.
4. I prioritize intelligibility over native-like pronunciation.
5. Cultural understanding is essential.
6. I encourage students' cultural expression.
7. Native-speaker models are ideal. (*R*)
8. I consider ELF in speaking activities.
9. ELF promotes classroom equality.
10. ELF awareness develops communicative flexibility.

AI Material Engagement

11. I frequently use AI materials.
12. AI provides useful grammar/vocab.
13. I trust AI accuracy.
14. AI reflects native standards.
15. I use AI for listening/reading materials.
16. I hesitate to use AI unedited.
17. I check AI for cultural/context relevance.
18. AI often misses global English varieties.
19. I use AI mainly to save time.
20. AI is pedagogically helpful, even if not ELF-aligned.

ELF in Pedagogy

21. I accept AI only if ELF-aligned.
22. I modify AI for diversity.
23. I avoid native-norm-only materials.
24. ELF helps evaluate AI resources.
25. I adapt AI with culturally diverse examples.
26. ELF awareness increases sensitivity.
27. I guide students to question AI bias.
28. I design activities addressing AI limits.
29. I encourage reflection on global English.
30. ELF shapes most material decisions.

Ideological & Pedagogical Concerns

31. AI promotes one-size-fits-all English.
32. AI reflects Western-centric ideologies.

33. AI can reinforce inequality.
34. AI lacks local pedagogical sensitivity.
35. AI rarely represents global English realities.
36. Overreliance reduces teacher autonomy.
37. ELF is underrepresented in AI.
38. Institutions may pressure uncritical AI use.
39. ELF materials are more inclusive than AI.
40. Students should critically engage with AI.

Appendix B

Semi-Structured Interview Protocol

ELF Perceptions

1. How do you understand English as a lingua franca (ELF)?
2. How does ELF differ from traditional English teaching?
3. Do you apply ELF principles in class? How or why not?

Evaluating AI Materials

4. What AI-generated materials have you used?
5. How would you describe their language or tone?
6. Do they reflect global English use? Why or why not?

ELF Influence on Pedagogy

7. How does ELF awareness affect using, adapting, or rejecting AI materials?
8. Can you give an example of modifying/discarding AI content based on ELF beliefs?
9. Have you created materials that better reflect ELF values?

Ideological & Pedagogical Concerns

10. What concerns do you have about relying on AI materials?
11. Could AI spread certain linguistic/cultural ideologies?
12. How do you handle conflicts between AI content and your teaching beliefs?