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THE USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES TO EASE THE ROUTINE WORKLOAD OF FOREIGN LANGUAGE TEACHERS

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Abstract. This scientific work is devoted to studying the professional workload of foreign language teachers, particularly in performing routine tasks, as well as analyzing the degree of use of artificial intelligence (AI) technologies in teaching practice. The research problem lies in the need for a deeper understanding of the specifics of a teacher's daily duties, their impact on emotional burnout and the quality of teaching, as well as the conditions that promote or hinder the use of AI. The study was designed around the following key objectives: to determine which routine actions require the most time and effort, to identify the main difficulties teachers face in performing these tasks and examine their potential impact on teaching quality and emotional burnout, and to study the level of use of AI technologies and the barriers preventing their integration. To collect empirical data, the researchers developed an online questionnaire that included both closed-ended and open-ended questions. After analyzing the responses, they concluded that most teachers have a positive attitude toward the use of AI, primarily applying it to the creation of educational materials, and face several barriers, such as limited access to tools, distrust in its quality, and ethical concerns. These results highlight the need to further explore the role of AI in teaching practice and to reflect on current professional realities.

Key words: artificial intelligence, foreign language teaching, routine workload, teacher burnout, AI integration in education, teacher perceptions, educational technology, AI-based teaching tools

Introduction

Nowadays, foreign language teachers are increasingly facing a large number of professional responsibilities, including preparing for academic classes, checking and evaluating students' homework, writing reviews and comments, maintaining documentation, and other tasks. In a research paper, Powell notes that teachers can spend a considerable amount of time preparing lessons. On average, they devote 7 hours a week to class planning, which makes their work especially time-consuming [1]. Additionally, assessing homework requires a significant amount of time. For example, based on the results of a study by McShane, the author claims that teachers spend a considerable amount of time on assessment every day – from 30 minutes to 1 hour a day, which is comparable to the time needed to prepare for classes [2]. The process of planning classes

and evaluating students' homework has always involved a substantial workload, significantly contributing to professional burnout and reinforcing the perception of teaching as a demanding profession.

Most teachers encounter a wide range of challenges when performing routine tasks. In a scientific study conducted by the author Peterson, it is noted that many teachers face fatigue and sleep problems due to increased workload [3]. Additionally, Deep emphasizes that the duties of teachers extend far beyond classroom work. These include preparing classes, reviewing and evaluating students' work, mentoring, participating in institutional life, performing administrative tasks (such as participating in accreditation, reporting, and committee work), as well as engaging in academic activities and regular publications. Consequently, many teachers face various difficulties due to their high workload, which can subsequently negatively affect their well-being. The authors note in their work that excessive workload and administrative pressure can lead to burnout. Additionally, it is noted that the bureaucratic burden distracts teachers from their primary task – interacting with students – thereby weakening pedagogical support and reducing the effectiveness of the educational process [4-5-6]. Thus, teaching is associated with several problems, which stem from the need to perform a large number of routine tasks.

Additionally, burnout resulting from excessive workload can lead to undesirable outcomes. For example, the authors of the scientific work believe that “the deterioration of the quality of teaching, in fact, is one of the most significant consequences of emotional burnout of teachers, since the physical and mental exhaustion of the teacher leads to a decrease in enthusiasm in the classroom, which leads to the creation of a passive learning environment” [4]. Thus, teachers who experience exhaustion lose motivation and the ability to create an active and attractive learning environment, which reduces student engagement and worsens their academic results.

In the fight against burnout caused by excessive routine, teachers use AI-based technologies to optimize time. An author like Yawson suggests using generative models (“Generative AI”) as a solution to create text, audio, and video materials for preparing training sessions. Additionally, teachers can currently utilize “Generative AI” to evaluate students' work and provide feedback, as traditional assessment methods often require significant time and labor costs. Moreover, Yawson believes that assessment systems using artificial intelligence can analyze various forms of student responses, compare them with samples or headings, and assign grades. Additionally, they can provide individualized feedback, highlighting specific errors and knowledge gaps [7]. Other authors suggest using an AI-based system (“Turnitin”) to verify the authenticity of essays submitted by graduate students [8]. Regarding the degree of artificial intelligence use, a scientific study by Pettersson found that 48% of teachers do not utilize generative artificial intelligence (“GenAI”) in their work processes. At the same time, 52% of teachers use “GenAI” for one or more learning-related tasks. Artificial intelligence is most often used at the stage of preparing classes (27%). Some teachers also use “GenAI” to check whether student material was created

through artificial intelligence. “ChatGPT” is a popular tool – it is mentioned in 52% of cases. Other platforms, such as “DALL·E” (6%), “Gemini”, “Stable Diffusion Web”, and “Midjourney” (each at 4%), are used much less frequently [9]. The analysis reveals that artificial intelligence is becoming a highly sought-after tool among teachers in the fight against high workloads, specifically by reducing the time spent preparing for academic classes and evaluating student papers.

Materials and Methods

This scientific research is quantitative, and the primary method of data collection is an online questionnaire (“Microsoft Forms”) used to achieve the following research objectives:

- 1. Determination of routine tasks that take the most time and effort from foreign language teachers;
- 2. Identification of the difficulties faced by teachers in performing these tasks and how they can affect the level of teaching quality and emotional burnout;
- 3. Study of the extent to which artificial intelligence technologies are used to automate routine tasks and identify factors preventing their wider adoption.

Fifty-seven teachers of foreign languages from various higher education institutions in Kazakhstan participated in this survey. Before starting the study, each participant reviewed the informed consent form and confirmed their voluntary participation in the study.

Results and Discussion

In the first question (Figure 1) about routine tasks, the majority of foreign language teachers indicated that “checking written papers” (39 participants), “preparing educational materials” (35 participants), and “writing test tasks” (34 participants) consume a significant amount of time. The least number of respondents chose such routine tasks as “communicating with students outside of classes” (6 teachers) and “providing student feedback” (7 teachers). The remaining respondents reported tasks of average labor intensity, including: “administrative reporting” (23 teachers), “planning classes and courses” (17 teachers), and “grading and filling out journals” (15 teachers).

1. What routine tasks take up the most time when teaching a foreign language? (You can select multiple options):

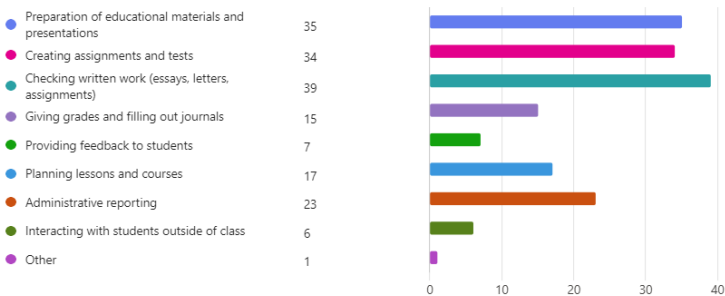


Figure 1 - Time-Consuming Routine Tasks in Foreign Language Teaching

In the following question (Figure 2), it was noted that 56% of foreign language teachers spend between 5 and 10 hours on routine tasks, while 9% spend more than 15 hours. Meanwhile, 23% and 12% of teachers devote less than 5 hours and from 11 to 15 hours per week, respectively. As a result of this survey, modern teachers spend a significant amount of time due to their high workload.

2. Approximately how many hours per week do you spend on these tasks?



Figure 2 - Weekly Time Spent on Routine Foreign Language Teaching Tasks

In the third question (Figure 3), each respondent shared their opinion about routine tasks that cause burnout and fatigue. The most common answer (15 teachers) is “administrative reporting” since this type of task distracts teachers from teaching and scientific activities and can lead to a deterioration of mental health as a result of emotional burnout. In addition, 11 teachers mark the process of checking written papers (essays, letters, assignments). It is considered more tedious, which exceeds the frequency of mentioning tasks such as writing tests (9 teachers), filling out journals (5 teachers), preparing educational materials (3 teachers), and grading (3 teachers).

Routine Task	Mentions
Administrative Reporting	15
Checking Written Assignments	11
Creating Tests	9
Filling Out Journals	5
Preparing Educational Materials	3
Grading	3
Finding Useful and Relevant Material	1
Finding a Program	1
Planning	1

Figure 3 - Routine Tasks That Contribute to Burnout and Fatigue in Foreign Language Teaching

The next question (Figure 4) addresses the difficulties faced by foreign language teachers in performing routine tasks. An analysis of the results showed that the most frequently mentioned problem was a lack of time (32 mentions), which indicates an excessive workload and a shortage of time resources. Respondents were the least likely to note a decrease in motivation to teach (18 mentions). Difficulties with an average frequency include emotional burnout (26) and work-life balance issues (24), highlighting the impact of routine tasks on the psycho-emotional state of teachers.

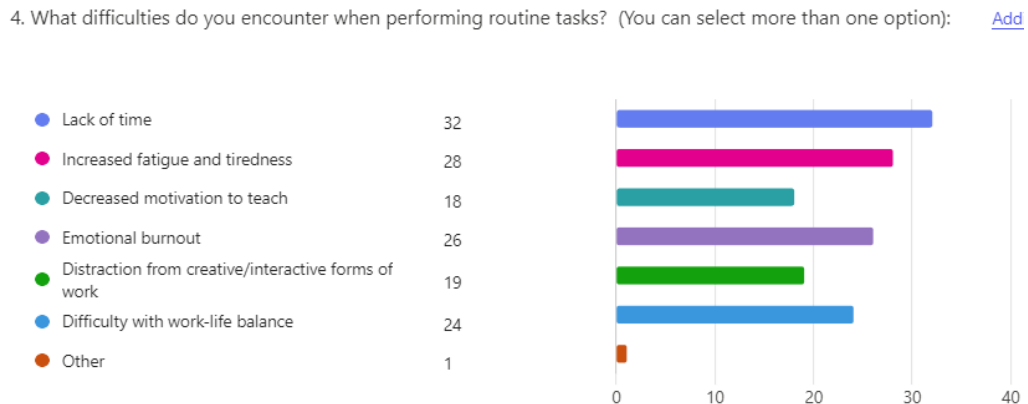


Figure 4 - Difficulties Encountered in Routine Tasks

The question (Figure 5) about the impact of routine tasks on teaching quality revealed how foreign language teachers perceive the adverse effects of administrative and technical workload. The most significant number of foreign language teachers noted that performing routine duties moderately reduces the quality of teaching (35.1%), while 33.3% of participants indicated a minor impact. A significant decrease in quality was reported by 14% of respondents, and a critical impact on the effectiveness of training was noted at 8.8%. Only 8.8% of teachers believe that routine tasks do not affect their teaching activities. These data demonstrate that for the majority of survey participants, performing routine tasks hurts the quality of teaching.

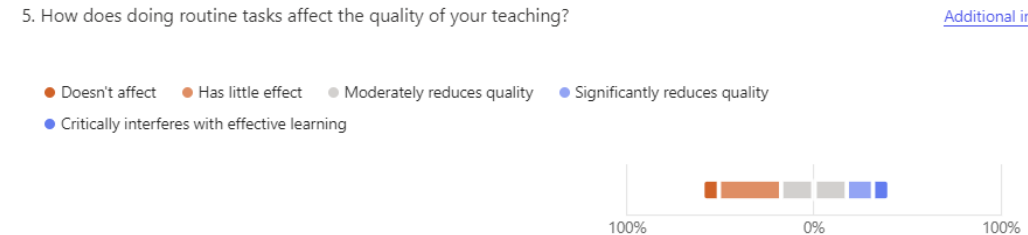


Figure 5 - Impact of Routine Tasks on Teaching Quality

In the sixth question (Figure 6), which evaluates the impact of performing routine tasks, 24 teachers noted that they sometimes experience emotional

burnout, characterized by feelings of irritation, fatigue, and apathy. Meanwhile, 15 teachers indicated that they often, and 11 – that they constantly face mental health problems caused by emotional burnout. The smallest number of teachers (5 and 2 participants) replied that they experience difficulties with their emotional state in rare cases or do not encounter them at all.

6. Have routine tasks affected your emotional state or caused signs of burnout (fatigue, irritation, apathy)?

[Additional i](#)



Figure 6 - Influence of Routine Tasks on Emotional State and Burnout

An analysis of the answers to the question (Figure 7) about the use of AI-based technologies in professional activities revealed that the majority of teachers already utilize artificial intelligence: 34 teachers use it occasionally, and 19 use it regularly. Only four respondents do not currently use AI, but they plan to do so in the future, and none of the participants expressed a complete rejection of the use of such technologies. These data indicate a positive attitude of teachers towards the introduction of AI into educational practice.

7. Do you use AI-based technologies in your work?

[A](#)



Figure 7 - AI Technology Usage by Educators

Among teachers using AI-based technologies, the most common task is generating learning tasks and texts, as indicated by 40 participants (Figure 8). Next in frequency are checking the originality and identification of AI-generated texts (23 respondents) and preparing audio and video materials (21 respondents). Less often, teachers use AI to check grammar and stylistics (11), provide feedback to students (7), translate texts (9), and automatically evaluate written papers (4). These results demonstrate that AI is more frequently used to create and validate content, while its use in the assessment process and interaction with students remains less active.

8. If you use AI, for what tasks?

[Additi](#)

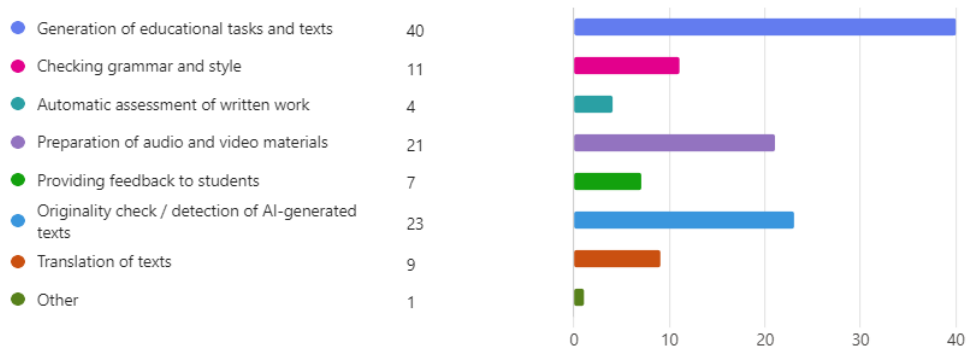


Figure 8 - Specific AI Uses by Teachers

When asked about barriers (Figure 9) preventing the active use of AI in teaching, the majority of respondents identified three main factors: a lack of access to the necessary tools, distrust of the quality of AI work, as well as ethical and academic concerns – each with 20 answers. A lack of technology knowledge proved to be a less significant obstacle (16 responses), while only five people reported that they did not see the need to utilize AI. Thus, the limiting factors are most often not technical illiteracy but issues of accessibility, trust, and ethics.

9. What's stopping you from using AI more actively in teaching?

[Additi](#)

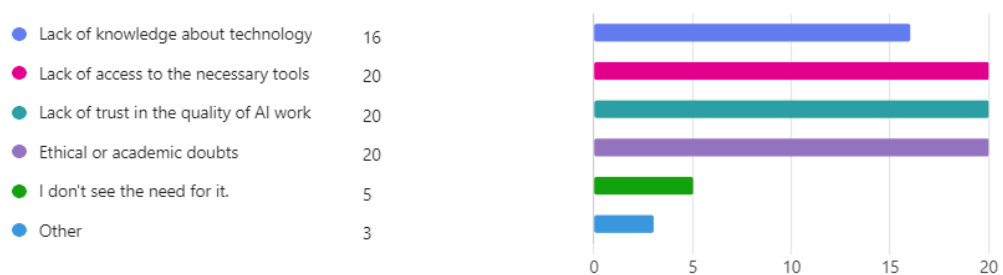


Figure 9 - Barriers to AI Adoption in Teaching

Conclusion

An analysis of the collected data revealed that routine tasks are time-consuming and require a significant amount of time (from 5 to 10 hours per week) and intellectual effort. These tasks include checking written papers, preparing educational materials, and writing assignments and tests. In addition, most teachers noted that administrative reporting also consumes a considerable amount of time and resources, including mental and emotional effort, which distracts from their primary professional activities – teaching and research and negatively impacts the quality of the educational process.

Additionally, the majority of respondents face challenges such as a lack of time, emotional burnout, and difficulties in maintaining a consistent work-life balance. Consequently, the performance of routine duties contributes to these problems, which ultimately negatively affects the quality of teaching foreign languages.

An analysis of the respondents' responses reveals that the majority of teachers hold a positive attitude toward the use of AI-based technologies and are already actively incorporating them into their professional activities. The most demanded tasks solved with the help of artificial intelligence are the creation of educational materials and the verification of their originality. At the same time, the functions related to assessment and interaction with students are used much less frequently. The main barriers to the broader adoption of artificial intelligence are not associated with a lack of competencies but rather with limited access to tools, doubts about their reliability, as well as ethical and academic concerns. These findings underscore the importance of institutional support and the establishment of a robust ethical framework for the effective integration of artificial intelligence into the educational process.

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ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІНІҢ РУТИНДІК ЖҰМЫС ЖҮКТЕМЕСІН ЖЕҢІЛДЕТУ ҮШІН ЖАСАНДЫ ИНТЕЛЛЕКТ ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНУ

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Аңдатпа. Бұл ғылыми жұмыс шетел тілдерінің оқытушыларына жүктелетін кәсіби жүктеменің, атап айтқанда күнделікті қайталанатын тапсырмаларды орындаумен байланысты жүктеменің ерекшеліктерін зерттеуге, сондай-ақ педагогикалық тәжірибеде жасанды интеллект (ЖИ) негізіндегі технологияларды пайдалану деңгейін талдауға арналған. Зерттеудің өзектілігі оқытушының күнделікті міндеттерінің ерекшеліктерін тереңірек түсіну, олардың эмоционалдық күйзеліс пен оқыту сапасына әсерін, сондай-ақ ЖИ қолдануға ықпал ететін немесе кедергі келтіретін жағдайларды анықтау қажеттілігінде жатыр. Жұмыс шеңберінде келесі міндеттер қойылды: қандай күнделікті әрекеттер көп уақыт пен күш жұмсайтынын анықтау; осы әрекеттерді орындау кезінде оқытушылар тап болатын негізгі қиындықтарды айқындау және олардың оқыту сапасы мен эмоционалдық күйіне ықтимал әсерін бағалау; сондай-ақ ЖИ қолдану деңгейі мен оны білім беру үдерісіне енгізуге кедергі болатын факторларды зерделеу. Эмпирикалық деректерді жинау үшін жабық және ашық сұрақтардан тұратын онлайн-сауалнама әзірленді. Жауаптарды талдау нәтижесінде оқытушылардың көпшілігінің ЖИ қолдануға оң көзқараста екендігі, технологияларды негізінен оқу материалдарын дайындау үшін пайдаланатыны және негізгі кедергілер ретінде құралдарға қолжетімділіктің

шектеулігі, олардың сапасына сенімсіздік және этикалық алаңдаушылықтар екендігі анықталды. Бұл нәтижелер ЖИ-дің оқытушылық қызметтегі рөлін әрі қарай зерттеу мен қазіргі кәсіби шындықты қайта пайымдау қажеттілігін айқындайды.

Тірек сөздер: жасанды интеллект, шет тілін оқыту, күнделікті жүктеме, мұғалімнің күйіп кетуі, білім беру жүйесіне ЖИ-ді енгізу, мұғалімнің қабылдауы, білім беру технологиялары, ЖИ негізіндегі оқыту құралдары

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБЛЕГЧЕНИИ РУТИННОЙ НАГРУЗКИ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Данная научная работа посвящена исследованию профессиональной нагрузки преподавателей иностранных языков, связанной с выполнением рутинных задач, а также анализу степени использования технологий на основе искусственного интеллекта (ИИ) в педагогической практике. Проблема исследования заключается в необходимости более глубокого понимания специфики повседневных обязанностей преподавателя, их влияния на эмоциональное выгорание и качество преподавания, а также условий, способствующих или препятствующих применению ИИ. В рамках работы были поставлены следующие задачи: определить, какие рутинные действия отнимают наибольшее количество времени и усилий; выявить основные трудности, с которыми сталкиваются преподаватели при выполнении этих задач, а также оценить, как они могут сказываться на качестве преподавания и уровне эмоционального выгорания; изучить уровень использования ИИ и барьеры, мешающие его интеграции в образовательный процесс. Для сбора эмпирических данных был разработан онлайн-опросник, в который вошли как закрытые, так и открытые вопросы. На основе анализа полученных ответов были сделаны выводы о положительном отношении большинства преподавателей к применению ИИ, преобладании использования технологий для создания учебных материалов и выявлении таких барьеров, как ограниченный доступ к инструментам, недоверие к их качеству и этические опасения. Эти результаты подчеркивают необходимость дальнейшего изучения роли ИИ в преподавательской практике и осмысления текущих профессиональных реалий.

Ключевые слова: искусственный интеллект, преподавание иностранных языков, рутинная нагрузка, выгорание преподавателя, интеграция ИИ в образование, восприятие преподавателями, образовательные технологии, инструменты обучения на основе ИИ

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