

# Teacher Attitudes Towards AI Integration in the English Classroom

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## Abstract

The purpose of this study is to explore teacher attitudes regarding the integration of artificial intelligence (AI) into English teaching classrooms. The data was collected by interviewing six English language teachers at a Swedish upper secondary school. The aim is to understand what attitudes they may have, if their knowledge of AI influences their attitudes, and how AI has changed teaching and assessment. The results of the study show that teachers have mixed feelings about AI integration, some are positive, some negative, but they all acknowledge that there could be benefits and drawbacks. According to the findings, teachers who have more knowledge about AI tools have positive attitudes, whereas teachers with less knowledge have negative attitudes. Furthermore, it seems that AI integration into the English learning classroom has more advantages than disadvantages, as long as it is used in an appropriate way. The study also found that teaching and assessment have changed drastically since AI tools like Chat-GPT became popular.

# Table of Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
<b>2</b>	<b>Historical Overview: AI in an Educational Context</b> .....	<b>2</b>
2.1	What is Artificial Intelligence?.....	2
2.2	AI in Education.....	3
2.3	Theoretical Framework.....	5
<b>3</b>	<b>Literature Review</b> .....	<b>7</b>
3.1	English Teacher Attitudes.....	7
3.2	AI Impact on English Language Learners .....	9
<b>4</b>	<b>Method</b> .....	<b>11</b>
4.1	Participants .....	11
4.2	Data Collection .....	12
4.3	Data Analysis.....	13
4.4	Ethical Considerations .....	13
<b>5</b>	<b>Results</b> .....	<b>13</b>
5.1	Teacher Attitudes Towards AI Integration in the Classroom.....	14
5.1.1	Problems and Concerns.....	14
5.1.2	Benefits for Language Learning .....	15
5.1.3	Idea Generation and Motivation .....	17
5.2	Teachers' Understanding and Reponse to AI in Eduction.....	18
5.2.1	Teachers' Feelings and Perceptions of AI .....	19
5.2.2	How AI Has Changed Teaching Assessment and Its Effects .....	20
<b>6</b>	<b>Discussion and Pedagogical Implications</b> .....	<b>22</b>
<b>7</b>	<b>Conclusions</b> .....	<b>26</b>
	<b>References</b> .....	<b>28</b>



# 1 Introduction

The recent popularity of artificial intelligence (AI) has led to debates in the school world regarding whether it should be seen as a positive or negative influence on students. AI has existed in various forms for a long time, such as translation software, autocorrect and rewriting websites. However, recent developments in AI have gained a lot of attention and concern throughout the world, especially when it comes to Chat-GPT, which is a highly intelligent chatbot that can be used for language learning, information retrieval, and learning aids (University of Central Arkansas, 2023). There has been a lot of concern about AI's use by students. In an age where technology is constantly changing, it is important for schools to stay informed of these changes and still provide a positive learning environment for students. Therefore, it is important to educate teachers on this topic.

As this is a relatively new topic of concern, little research has been conducted on it, so this paper aims to find out how English language teachers view AI integration in their classroom and their attitudes toward it. I will investigate how they feel AI has affected their teaching and their students' English language skills, as well as whether they embrace or dislike this new technology. Moreover, this paper will also investigate whether attitudes are somehow connected to the amount of AI knowledge teachers possess, as research shows that negative attitudes can be influenced by a lack of knowledge (Ng et al., 2023).

There have not been many studies on AI tools and how they can be implemented in the English teaching classroom in a Swedish context. Yet even without such studies, we already know that assessment methods in EFL classrooms have changed dramatically since the new AI chatbots appeared (Bommenel & Forsyth, 2023). Still, we do not know much about AI from teachers' perspectives, nor do we know how they feel about it. AI-tools have been shown to have positive effects on various aspects of English language learning, and it is suggested that AI could bring benefits to the EFL classrooms (Hong, 2023), therefore we need to understand what teachers think about AI and how they want to use it. If they are resistant, then we need to understand why they are resistant and if they have any legitimate concerns we need to take into account. Teachers' perspectives on this topic are important as they are the ones who will implement any rules or policies. Therefore, we need to know how they view this topic.

In order to find out what attitudes teachers' have towards AI integration into the EFL classroom, I conducted an interview study, interviewing six English language teachers about

their perspectives on AI in English teaching and learning in Sweden. By doing so, I could be able to find out how they feel about AI, whether it will have a positive or negative impact on their students, and if there are any benefits or drawbacks, and what changes AI has brought to their English language teaching. These findings might be able to contribute to saying something about how we can implement AI-tools into the EFL classroom in the future.

With these considerations in mind, my proposed research questions are:

1. What attitudes do English language teachers have towards AI integration in the classroom?
2. Are teachers' attitudes towards AI related to their knowledge of it?
3. How have recent AI tools affected teaching and assessing?

In the following section, I outline the extent to which AI has become problematic in the classroom. In later sections, I review several studies regarding the effects of AI on English language learning students. Then, I outline the methodology, present my results and finally discuss my findings.

## **2 Historical Overview: AI in an Educational Context**

In the following sections of this study some background information about what AI is, how it has been perceived in education and some theoretical framework will be presented. The three topics have been divided into separate subheadings and will be discussed one at the time.

### **2.1 What is Artificial Intelligence?**

AI (Artificial Intelligence) is the ability of robots and computer programs to resemble human intelligence. Even if AI seems to have reached a new level of visibility in the world, we have had existing AI tools for a while, that are not immediately recognized as AI. The first AI tool was created in 1951, by Christopher Strachey, and it was a checkers-playing program (Encyclopædia Britannica, nd). From there AI kept evolving into more advanced programs and hardware as we learned to program them. In 1997, the first speech recognition software was launched (Anyoha, 2017). Today, we live in a world ruled by different AI tools, since every technological device and application includes some type of AI. Some different

variations of AI that are relevant to English language learning and have existed for a long time are for example Grammarly, Quillbot and Google Translate.

The generative AI chatbot Chat-GPT became popular worldwide in 2022; it was the first chatbot that could generate texts and answer questions, but GPT has been around longer than 2022 (Marr, 2023). In June 2018, the first Chat-GPT model, named GPT-1, debuted with the competence to understand language tasks (Marr, 2023). The second model, GPT-2, was better at generating text. The third model, GPT-3, was introduced to the public, allowing people to try out and learn to engage with Chat-GPT themselves (Marr, 2023). GPT-4 and GPT-4o (the current and latest updates) have had improvements of already existing features in GPT-3. Additionally, OpenAI have developed a Chat-GPT phone application that is able to talk to you, scan and understand pictures, documents and more. Other companies have developed their own versions of AI chatbots since Chat-GPT became popular, which means Chat-GPT is not the only AI chatbot available. Among the other AI tools that have become more common are those that create pictures and PowerPoints, which could be helpful for teachers to plan their lessons. Some teachers also use AI to create assignments, and even in some cases to teach their students. Further discussions of this will be provided in the literature review. The next section will discuss the issues that have appeared related to AI in schools.

## 2.2 AI in Education

The new versions of AI-tools are being seen as bigger threats to students' education than any former existing AI tools. The problem seen with the new tools is that students could now generate full texts by asking a chatbot; the assumption being that they do not have to write anything themselves anymore. This worry eventually led to some places around the world banning AI completely from schools. An example of this is the complete ban that occurred in New York. The chatbot Chat-GPT was completely banned from all schools in New York because of worry that students would use it to plagiarize (Yang, 2023). The ban was later reversed, and the schools are now trying to work with AI by learning how to use it in a good way instead of for the wrong reasons (Faguy, 2023). In a similar vein, other countries like Saudi Arabia have also banned Chat-GPT as a consequence of the fear of misuse of it (Mohamed, 2024).

Since a ban has not been a sustainable solution for most countries, they have had to come up with other ways to deal with this perceived new threat. Several schools have started using AI identifiers to minimize the risk of the students using these tools. One common AI

detection tool is called Turnitin, which is used by many universities including the University of Cambridge (University of Cambridge, nd). According to Chechitelli (2023), chief product officer at Turnitin, the website is not fully trustworthy as there is a slight chance of incorrect positive results. Many schools have since moved on from this method and no longer perceive it as a safe way to determine if students have used AI or not. AI is often misunderstood to be used only for copying whole texts, whereas students might, for example, correct and improve their own writing by using it. It is important to note that a negative report does not necessarily signify that a paper is copied (Fixgerald, 2021). However, if this is detected by an AI-detection tool, it could put a student's future education in jeopardy.

One of the most important things to know about AI chatbots, according to Skolverket (2024), is that they increase the risk of students cheating on assignments. Therefore, teachers are now advised to prevent home assignments completely to ensure their students will not cheat (Skolverket, 2024). In a national survey, Swedish students were asked if they have ever used AI for something they do not think was allowed, 55% out of 1000 students answered that they have (Ungdomsbarometern, 2023). This led to discussions about whether something must be done on a national level, since teachers cannot bear the full responsibility to fix this problem alone (Jönsson, 2023). Skolverket (2024) has since updated their shared guidelines for how AI should be treated in school. Part of these guidelines include, as previously mentioned, to not allow home assignments, not use AI in education and run all AI issues through the principal (Skolverket, 2024). If AI is used with students, it must follow the guidelines regarding age-limit, which is that students may have accounts on etc. Chat-GPT from the age of 13 if their parents' consent, and once they turn 18, they do not need parental consent (Skolverket, 2024). Even though AI might bring a new way of cheating or being dishonest with schoolwork, a recent study indicates that AI has not caused more cheating (Spector, 2023). This ongoing study reveals that despite the rumor that AI makes students cheat more, it has not been shown in their data so far, in fact their data indicated that cheating rates have remained the same since before AI was implemented (Spector, 2023). Still, many teachers are not very welcoming towards the new AI tools. Even Skolverket (2024) in their statements and recommendations about AI mentioned earlier only consider the negative aspects of this new technology, not the positive ones. Negative attitudes toward AI technology could be a result of limited knowledge in the new technology, finding it challenging can lead to fear of it (Ng et al., 2023). AI has been shown to have some potential for language learning and teaching if implemented proficiently (Alhalangy & AbdAlgane, 2023). It is suggested that the application of AI tools in education could enhance students'



English abilities by providing opportunities to address certain second language acquisition problems (Ali et al., 2023; Hong, 2023; Ulla et al., 2023; Zhang et al., 2024), but also generally bettering students' writing skills (Yang et al., 2023). These problems and related theories will be explained in the next section, which focuses on theoretical framework. AI's potential for language learning and teaching will be further discussed in the literature review.

## 2.3 Theoretical Framework

To comprehend how AI can effectively be integrated into educational purposes it is essential to understand some theoretical foundations of learning. This section will therefore present some relevant theoretical framework related to second language acquisition that will serve as help to analyze my data and will be further addressed in relation to AI's impact on language learning in the discussion section. All these aspects will be considered when interpreting the interview data. This will assist in establishing a foundation based on theory for teachers' attitudes regarding whether AI can help improve or worsen students' English language abilities, and how it may impact teaching.

### **The Noticing Hypothesis:**

The noticing hypothesis is a second language acquisition theory that suggests students can learn and improve their language skills when noticing their own errors (Schmidt, 1990). This is often noticed when students receive feedback on the same thing multiple times and eventually notice and correct their own mistakes. Students often make the same mistake repeatedly, if these mistakes are not corrected, they can become fossilized (Selinker, 1972). This makes it difficult to unlearn these errors until the learner him/herself notices them, however, when they are noticed students usually understand their mistake and learn from it. By using AI in education, students can receive constant feedback, which allows them to spot their mistakes and correct them, thus improving their language skills (Ulla et al., 2023).

### **Input Hypothesis:**

The input hypothesis is a concept that suggests how learners of a language can move from one level to another. Krashen (1982) explains the theory as how “[...]we move from stage  $i$ , where  $i$  represents current competence, to  $i + 1$ , the next level?” (p. 22). This implies that students' progress in their language proficiency when they work with input that is somewhat beyond

their current level but not too difficult (Krashen, 1982). Using AI for this could be a way to enhance personalized learning helping students improve (Hong, 2023).

### **Foreign Language Anxiety:**

Foreign language anxiety is when language learners feel anxiety when having to interact in their second language (Horwitz et al., 1986). This can be caused by the fear of misspeaking or making a mistake when talking to someone else, risking receiving negative feedback. Foreign language anxiety is very common and has been proven difficult to get rid of (Horwitz et al., 1986). While teachers have tried different approaches to help students overcome their language anxiety, there is no “one-size-fits-all” answer. This can pose an obstacle when learning speaking skills, as anxiety takes over (Horwitz et al., 1986). Using AI in education can help provide a low-pressure environment for practicing language skills, and in this way reduce foreign language anxiety and increase their confidence (Zhang et al., 2024).

### **Interaction Hypothesis:**

According to the interaction hypothesis, language learners will improve their interaction skills by interacting more (Long, 1981). Essentially, this is similar to the input hypothesis, but focuses more on oral communication. It is stated that when learners are exposed to a language they can understand, they should be able to modify their own speech so they can also be understood (Long, 1981). Thus, being exposed to the language and having to produce responses will improve their skills and make them learn the language easier. AI can provide learners with the opportunity to frequently apply their language skills through interaction, which can eventually lead to improved interaction skills (Hong, 2023).

### **Interest Theory:**

Dewey (1913) explained the concept of interest as being engaged and focused on something that catches your attention. The interest theory explains how interest in something can be a variable to create motivation. Interest is related to the motivational concept of intrinsic motivation, meaning motivation that is internally triggered from one's own internal forces, making learners motivated to learn aspects related to their interests (Hidi, 2006). If interest increases so does motivation (Hidi, 2006). This is linked to educational purposes, as many studies reveal that when students are interested in what they are doing, their learning is improved (Wong et al, 2020). Previous studies also suggested that AI can be a helpful tool in the classroom to increase students' motivation to learn English (Ali et al., 2023).

### 3 Literature Review

The following section explores *English teacher attitudes* and *AI impact on English language learners*. The first part of the section will include 4 studies, that focus on what attitudes English teachers have toward incorporation of different AI tools in the classroom. The second part of the section will include three studies, that show how implementation of AI tools impacts English language learners compared to traditional teaching methods.

#### 3.1 English Teacher Attitudes

Marzuki et al. (2023) investigates English teachers' attitudes toward different types of AI tools and how they think it affects their students' writing skills. The study, conducted in Indonesia, had four teachers from three different universities participating. The teachers were selected through experience of working with AI tools. All the teachers had worked in EFL for at least three years (Marzuki et al., 2023). The different aspects investigated during this study were how these teachers feel AI affects students' vocabulary and language use, idea generation, writing organization, coherence and flow and lastly use of transition words and phrases (Marzuki et al., 2023). The attitudes toward AI were mostly positive since the teachers saw AI as a tool that could help their students improve. All teachers confirmed that AI tools significantly advanced students' writing quality (Marzuki et al., 2023).

In the study the teachers were asked what AI tools they use. These tools included Jenni AI, Quillbot, Wordtune, Chat-GPT, Copy-ai, Paperpal and Essay writer. (Marzuki et al., 2023). According to the teachers, these tools were used for different purposes, some for teaching students to structure their sentences better while others more for "topic modeling" (Marzuki et al., 2023). In most aspects these teachers found both benefits and drawbacks when using AI tools for different purposes. In idea generation the drawbacks mentioned were "overreliance and the risk of limiting critical thinking and personal creativity" (Marzuki et al., 2023:10). While the benefits included idea development and overcoming creative blocks. When it comes to vocabulary and language use, over reliance was once again seen as a recurring issue, but also that AI tools sometimes seem to use difficult words and overcomplicate things (Marzuki et al., 2023). Other teachers, however, saw these new difficult words as a benefit since the students learn new words by encountering them. (Marzuki et al., 2023). Lastly, the findings of the study showed that incorporating AI into FL education enhances the students' writing by giving clarity and feedback helping students understand their mistakes, this can be related to the noticing hypothesis (Schmidt, 1990). It

also helps if teachers show interest and make an effort to incorporate AI. These EFL teachers, all interested in AI, began integrating AI tools into their teaching, thus improving their students' writing (Marzuki et al., 2023).

Similarly, Mohamed (2024) interviewed teachers to find out their attitudes toward AI tools in English teaching. In this study the author especially focused on the AI chatbot Chat-GPT, and the advantages and disadvantages this AI tool could bring as a language tool. The study, conducted in a university in Saudi Arabia, involved 10 participants. The participants were chosen through expertise and enthusiasm to take part in interviews (Mohamed, 2024). The interviews were based on questions regarding how Chat-GPT could elevate teaching and traditional teaching methods (Mohamed, 2024).

The findings of the study show a similar result to the previous study conducted by Marzuki et al. (2023). The teachers here seem to also highlight both the advantages and disadvantages of using Chat-GPT in teaching. The advantages mentioned by the teachers in this study include, among others, that student can receive immediate feedback and individual language tutoring (Mohamed, 2024). But contrasting these advantages are the disadvantages which include unreliable answers, new ways to cheat and not enough personal touch (Mohamed, 2024). The findings do conclude that Chat-GPT can boost EFL learning but that it is important that teachers get educated in how to apply Chat-GPT in language teaching. (Mohamed, 2024). Finally, the study brings up the importance of considering both the pros and cons of using AI based tools in language learning, this to be able to incorporate the tools as effectively as possible and fully access the benefits of them.

Iqbal et al. (2022) also explores teacher attitudes towards using Chat-GPT when teaching. In the study, conducted in a university in Pakistan, 20 interviews with faculty members of this university were conducted. The participants were chosen through their experience with e-learning (Iqbal et al., 2022). The interview questions were centered around teacher attitudes towards Chat-GPT, perceived usefulness of Chat-GPT and perceived ease of use of Chat-GPT (Iqbal et al., 2022).

In contrast to the findings of the previous studies, the interviews showed that these teachers had negative attitudes towards Chat-GPT (Iqbal et al., 2022). Their responses stated that they were not currently willing to welcome Chat-GPT into their classrooms (Iqbal et al., 2022). The findings show that the biggest concern these teachers had was the fear of plagiarism and cheating. Which made them not interested in using Chat-GPT at all for teaching (Iqbal et al., 2022). The only benefits that were reported were that Chat-GPT could be used by the teachers for lesson planning but also providing quick feedback to the students

(Iqbal et al., 2022). The fear of misuse overtook any potential thoughts of reasons to why AI could be a helpful tool to use with the students. At last, the teachers agreed that they would need to be educated in the use of Chat-GPT to even consider incorporating it into their teaching and understand how to “make informed decisions about its use” (Iqbal et al., 2022:97), which also aligns with the previous study mentioned, indicating that teachers need to be educated in AI to be able to use it optimally (Mohamed, 2024).

Nguyen (2023) examines in her study conducted in Vietnam, teachers' attitude towards Chat-GPT in EFL writing classes. The data of the study is collected through both qualitative (interviews with 10 EFL teachers) and quantitative (20 online surveys also answered by EFL teachers) methods. The study takes place at Van Lang University. All 20 participants were specifically selected because of their knowledge and competence in technology literacy and writing workshops (Nguyen, 2023). All 20 participants started by answering the questionnaire and then 10 of the participants were chosen to participate in interviews (Nguyen, 2023). The participants were asked questions about their knowledge of Chat-GPT and how they thought it could be implemented in EFL classrooms and writing courses (Nguyen, 2023).

The findings of the study showed similar results to the studies conducted by Mohamed (2024) and Marzuki et al. (2023), since these teachers showed positive attitudes toward using AI in their classrooms to teach their students writing. The importance of educating educators in how to use Chat-GPT is also emphasized in the findings (Nguyen, 2023), which is supported by the findings of the previous study conducted by Iqbal et al. (2023). But in contrast to Iqbal et al. (2023) these teachers already implement the AI tool Chat-GPT into their lessons. The findings show that the implementation of Chat-GPT has led to a reduced workload but also has benefited the students in their writing classes since it can answer questions quickly, increase motivation to learn writing, give ideas and give feedback quickly (Nguyen, 2023).

### 3.2 AI Impact on English Language Learners

Gayed et al. (2022) investigated the impact of AI on EFL learners' writing skills. The study, conducted in Japan, included 10 EFL students who were randomly split up in two groups. One of the groups was the control group and the other the experimental group. The control group got to participate in traditional writing instruction, while the experimental group had AI based instruction. The point was to see if there was any difference in improvement. The groups both did a pre and post-test. During the weeks of the training the control group used

Google-docs while the experimental group got to use an AI tool called AI KAKU. Both groups had a time limit of 30 minutes with a word limit of 300 words (Gayed et al., 2022). The results of the study indicated that the experimental group, that used AI based teaching, improved their writing quality more than the control group. These results showed that AI could be a “potentially useful tool for English language learners who need more structured assistance than traditional word processors.” (Gayed et al., 2022:1).

Mahmud (2023) examined in his study how AI tools such as Wordtune can impact students' English writing skills. In his study, conducted in Saudi Arabia, 78 EFL students from two different schools were picked out to participate. 39 out of the participants were boys from an all-boys' school, and 39 were girls from an all-girls' school (Mahmud, 2023). The participants in each school were split up into one control group and one experimental group. The study used mixed-methods and contained both quantitative data and qualitative data. The researcher constructed a pre-test and a post-test, which were used to collect the quantitative data (Mahmud, 2023). The findings of the study showed that the experimental groups improved more than the control groups both through the qualitative and quantitative data. The qualitative data showed that the experimental group improved more than the control group in vocabulary and grammatical levels (Mahmud, 2023). The quantitative data showed that “the experimental group upgraded their writing and outperformed the control group in the final writing exam” (Mahmud, 2023).

In a similar vein, Wei et al. (2023), investigated the impact the AI tool Grammarly has on EFL learners' writing skills. In this study, conducted in China, 190 students participated. They were divided into control and experimental groups. The study went on over a period of 12 weeks. The control group used traditional methods of learning during this time, while the experimental groups used AI based methods. Before the process started the students did a pre-test, and at the end of the process they were examined through a post-test.

The results of the study showed that the experimental group improved more in all abilities compared to the control group (Wei et al, 2023). The aspects that were looked at during this study were vocabulary, grammar, spelling, and organization (Wei et al, 2023) and all were improved in the post tests of the experimental group. The results of this study also imply that AI-based instruction is beneficial for improving L2 writing among students who are less proficient in English (Wei et al., 2023). This aligns with the previously reviewed studies, since the results of the experimental groups, using AI based technology for learning, improved their scores in all studies. The vocabulary, grammar and sentence structure improved more in the experimental groups than in the controlled groups.

## 4 Method

In order to obtain the answers to the research questions, interviews were conducted with six English teachers at an upper secondary school, to obtain qualitative data. The interviews were semi-structured and followed an interview guide with questions, which assisted in maintaining a conversational flow. The following sections discuss the process of finding the participants, the data collection process, how the data was analyzed, and the ethical considerations that were taken into consideration.

### 4.1 Participants

The study focuses on English teachers; therefore, the selection was solely based on what subject they teach. Six English teachers from a high school in Sweden were selected to participate in interviews about AI integration in the English teaching classroom. I was acquainted with one teacher from the school, and through her, I made contact with the other five teachers. The selection of teachers for this study was random. I intentionally avoided knowing whether they had knowledge of AI, as I aimed for the results to reflect the reality of a randomly selected group of teachers' attitudes. Choosing six teachers with a lot of AI experience would have increased the risk of their responses not accurately representing the broader reality, as everyone does not have AI experience. Therefore, this was mostly a random selection of English teachers. The participants all work at the same school, and all of them have worked with students in their first, second and third year of high school. Since the school follows the same school policy regarding AI recommendations, and the teachers work together frequently, using participants from the same school allows us to see if attitudes vary in a work environment where they work together. The point is to see if there are still significant differences in their attitudes, or whether working together makes them think more alike. This could pose a potential problem since the teachers could influence each other's opinions by discussing their interviews with each other. Me being familiar with some of the participants could also potentially be a risk for creating a bias. To minimize this risk, the interviews were scheduled tightly between classes to prevent discussion among the participants. Regardless, in this study, that did not seem to be an issue since the results turned out incredibly diverse.

To maintain confidentiality, the names used in this report are pseudonyms. This report uses the names Claire, Zoe, Sofia, Hailey, Maria and Luke.

Table 1 shows more information about the participants.

Table 1

Pseudonyms	Gender	Age in years	Interview length in minutes
Claire	Female	52	15:25
Zoe	Female	53	18:13
Sofia	Female	31	22:54
Luke	Male	52	18:07
Hailey	Female	39	24:30
Maria	Female	34	19:12

## 4.2 Data Collection

After forming the interview questions, I constructed a consent letter which would later be sent out to each participant. I then emailed the consent letter to the six teachers who were chosen to participate in this study, so they could read it beforehand. We then scheduled our interviews and started the process. The interviews began with the participants consenting to participate in the interviews, for me to record and be able to use the interview data in my study. I also assured them both in the consent letter and at the beginning of the interviews that the participants would remain anonymous. The interviews began with some general questions about technology and later moved on to more specific questions about AI. When writing the questions the themes by Marzuki et al. (2023) were used as inspiration. This allowed me to keep focus on what I was going to research, the questions were later on helpful to create themes for coding the interview material (Dalen, 2015). The questions included topics like benefits, disadvantages and feelings toward AI. I ensured reliability by trying to be as unbiased as possible, since I did not want to affect the participants' true opinions. The interviews were recorded to keep accuracy within their responses. At the end of the interviews, I thanked the participants for their time. After the interviews I made sure to store the interview data safely to respect the participants' privacy, I then started the process of transcribing and analysing my data.



### 4.3 Data Analysis

To perform a qualitative content analysis a thematic guide presented by Braun and Clarke (2006, 2019) was used as inspiration. I started by transcribing the interviews, and then looked for patterns in the interviews. Since I had already thought out what I wanted to research in advance, I knew what to look for when coding the interviews and finding themes that were appropriate. Also, the questions were, as mentioned earlier, formed from specific themes which made the questions more focused. In this way the interviewees were limited to stay within certain lanes of the topic since the themes had been worked into the questions (Dalen, 2015), making it easier for me to code and re-thematize later. Another reason for forming the questions according to themes beforehand was to not get stuck when summarizing the material, which Braun and Clarke (2006) warns against. The themes did change as I was interpreting and coding the data, but it still provided me with a baseline of what to look for. Coding can be done in many ways as long as there is mindful interaction with the data (Braun & Clarke, 2019). I used the color-coding method and later created the themes from those codes. Finally, I started the process of writing the report which is the last step in the thematic analysis guide. When forming the report, I made sure to keep in mind that the data is co-constructive. As Talmy (2010) lays out “Reflexive recognition that data are collaboratively produced (and analysis of how they are); data cannot therefore be contaminated.” (p.132). I acknowledge that this is not necessarily what they would say to someone else.

### 4.4 Ethical Considerations

To ensure the ethical aspects of the interviews I started by getting an approval by the participants. They were informed about the process, how the data would be used, and had to consent before the process began. The consent letter also made sure to mention that if they change their mind about participating they could withdraw at any time. To ensure confidentiality the participants remained anonymous. The participants voluntarily agreed to participate in the study. Protection of confidential and sensitive information was obtained.

## 5 Results

The following section is divided into two parts. First, teacher attitudes toward AI Integration in the Classroom. Second, Teachers’ understanding and response to AI in education.

## 5.1 Teacher Attitudes Towards AI Integration in the Classroom

When examining attitudes toward AI integration, three major sub-themes were identified: problems and concerns, benefits for language learning and idea generation and motivation. The themes give an overview of what these teachers think and feel about AI technology integration into the classroom.

### 5.1.1 Problems and Concerns

Throughout the interviews, different opinions were expressed concerning AI. However, all participants recognized that AI could cause problems for students in a variety of ways. Some had more to say about specific aspects of English language learning where AI can be problematic, whereas others discussed how AI can affect students in general in other classes too and not just exclusively in the English subject. According to one participant, Zoe, the biggest problem is overreliance on AI tools.

I do believe they rely too much on AI. And they don't really understand that I sometimes can see immediately if a student has not done the task himself or herself. It's not that difficult to identify because it's a vocabulary that they wouldn't use. But on the other hand, I am probably not always aware perhaps of some students that use it. (Zoe)

Additionally, Claire expressed a similar view regarding the students' reliance on AI tools. She pointed out that by using AI tools, students become more reliant on them. Thus, they feel the need to keep using them. According to her, the students will not develop understanding of what they are doing and will always need extra support.

I think it would be a useful tool, but in the long run. It won't develop their understanding if they don't do it themselves. So, I think maybe if they use AI they will always have to use AI because they will be too dependent on it." (Claire)

In the same vein, Luke highlights that it is important to develop skills yourself first before implementing AI-tools. "It's good if you learn how to do it yourselves before you use those tools. I think that kids can get lost." The problem highlighted by Luke is that many students

just want a quick solution but “it’s a shortcut to thinking.” Without acquiring the skills first they will not know if the tools are correct and the risk is that they rely too much on them.

While previous teachers were more concerned about the students generally relying too much on AI, the others pointed out that they feel this reliance will have a negative impact on students’ different language abilities. These abilities include skills such as reading between lines, critically analyzing sources, and understanding texts they read, which was a concern also mentioned by Claire. These are not necessarily specific L2 learning issues, they can also be L1 problems. Among Maria’s concerns was how students’ reading skills can be affected by overreliance on AI tools.

The main problem with AI is that if you rely too much on it and you don't do the work, you don't read anything, then you don't learn how to read an amount of text. You don't know how to read between the lines because you haven't ever even read anything.

(Maria)

Sofia believes that students skip mistakes that would benefit them in improving their language skills. These mistakes might include grammar or spelling mistakes. “You need to sort of be aware of your own mistakes and also your own errors and then be able to analyze them to improve.” This aligns with the noticing hypothesis in the second language acquisition theory, that acknowledges that students can not improve unless they notice their mistakes (Schmidt, 1990).

Similarly, Hailey also acknowledges that overreliance on AI tools can impact these abilities in students, particularly those at a lower language proficiency level. “We have students that are quite weak, or whose writing isn't that good, and they would use the AI and present it as their own work, thus not learning anything.”

In summary, all teachers gave generic answers about how AI is a concern. Some of them touch upon how it could be a concern for L2 learners, while the rest have more unspecific answers about how AI generally is a concern in school.

### 5.1.2 Benefits for Language Learning

The teachers did not only find issues with AI, but also some reasons to why AI could be beneficial for the students when learning English. The benefits included both tools that students could use themselves, as well as tools that teachers could use to improve their

English teaching. Hailey discussed how AI could help students who do not feel comfortable speaking English become more comfortable by allowing them to practice speaking to a robot. This method could help relieve the foreign language anxiety, which many students feel when interacting in their L2 (Horwitz et al., 1986).

We can find ways of taking away fear, because I think that a lot of the students have issues with speaking English in large groups, or they're nervous, or they're whatever and they feel self-conscious. And if you can take that away because they're instead talking to a computer or whatever, I think that that's going to help a lot, especially until they feel comfortable.” (Hailey)

She mentions that AI could also be helpful for learning new words, since students are constantly exposed to new English words. Whenever they ask an AI chatbot a question, they will have to read the answer. It is highly likely that even if they use AI, they will be exposed to new words and need to use them in some way, which means they will learn as well.

I can't really see a problem with it, because if they use the words, even if it's like to copy a text, it's new words for them to familiarize themselves with. If anything, it would be beneficial. I think because it means they would be exposed to more words. (Hailey).

In the same vein, Maria discusses how using AI to help students improve their writing skills could be beneficial because when corrected multiple times, it can result in improved writing. Often the same mistakes are made by students repeatedly and may become fossilized (Selinker, 1972). When using an AI chatbot to check the grammar/vocabulary of their texts, the same mistakes are corrected repeatedly, and eventually the students will learn not to make those mistakes again.

Eventually, perhaps they even remember their errors. They will think ‘I've seen this a couple of times. It always suggests this when I write.’ So, I think that can definitely be a good help. It's like having an extra teacher by your side. (Maria)

In contrast, Sofia talks mostly about how English teachers can make use of AI for the benefit of the students. She mentions that one way to use it might be to “create an endless amount of

grammar exercises that can then be used with the students.” In addition, she mentions that AI can be used to generate texts for different levels, which will allow students to read the same text in class, regardless of their language level. This has implications of designing course material in line with the input hypothesis, which suggests that students' progress in their language proficiency when they work with input that is somewhat beyond their current level but not too difficult (Krashen, 1982).

Hailey elaborates further on this theme, showing that by generating the same text in different levels for different students, students at a lower level will feel more included, since they are still reading the same texts. The students will probably not even notice that some of the texts are more advanced than others, which both makes it easier when discussing what they have read in class and makes everyone feel included.

Claire, Zoe, and Luke, mentioned some more general views on how AI can be beneficial. Including helping students structure their work, assist them in studying, aid them in improving their spelling, and teach them new words. All three of them mentioned there were potential benefits, but they didn't know much about them.

In summary, all teachers knew that there are benefits of using AI for language learning, although some had specific ideas while others were more general. The more general ideas came from a place of not knowing what to do with AI and not being familiar with it, whereas those with more opinions demonstrated a more comprehensive understanding of the capabilities of different AI tools.

### 5.1.3 Idea Generation and Motivation

Often, students in English learning classrooms are required to generate ideas as part of their assignments. The topic of idea generation and motivation evoked many mixed feelings among the interviewees. Some felt the AI tools would become the cause of students not finding motivation to complete school assignments, and that AI would cause them to be less creative and have a harder time generating ideas. However, it is not mentioned in the curriculum that Students have to be good at being creative (Skolverket, 2022). It is mentioned that they have to require the skills to produce text, but they are not being assessed on creativity.

Claire states that using AI to generate ideas might not be the best for the student since instead of being helpful it will make them stop using their imagination completely, “I think that. Rather than to develop their ideas, it will actually. Hold them back because I think that they will rely too much and they will stop using their own imagination.” On the same track

Luke agrees that the students will not think by themselves anymore. He argues that it will decrease their motivation since “someone else tells them what to think,” which Sofia agrees with. According to her, tasks will get boring faster since students will not elaborate further after getting the answer they were looking for, “they will lose interest faster because they get the fixed answers and then they don't continue.” Luke goes on to reason that AI will cause students to not be authentic and true to themselves. It will make them not develop their own persona as “they don't invent themselves. It forces them into a structure which isn't theirs, so it's better to invent the wheel, then start stealing the wheels, so to speak.”

In contrast to these opinions, Maria argues that AI would improve students' idea generation skills and also increase their motivation to learn. “I feel like AI can be a tool to help them elaborate on their ideas.” Which according to Zoe is one of the big advantages of having AI, since it can help broaden the students’ perspectives on different matters.

That is one of the big advantages. I think that if a student only writes without any help, it's a very limited perspective. But I think that it could be a good way to give other perspectives and other ideas. (Zoe)

Similarly, Hailey expresses she does not agree with people who think we will stop thinking for ourselves since that is not true, “there are people who are going to say like, oh, we're going to stop thinking for ourselves. I think it's just a matter of learning how to think differently.” She continues to explain that students would also become more motivated if they were to implement AI tools in their teaching because they would find it more enjoyable. They might not even realize that they’re learning English in the process, “everything that's new is fun. And if you can have them reading English because they need to learn how to use AI, they're not focusing on learning English.”

In summary, the opinions regarding whether AI tools will be harmful or helpful for students in idea generation were divided. Some held strong views against, while others believed that AI could only be beneficial and not pose any negative effects.

## 5.2 Teachers’ Understanding and Reponse to AI in Eduction

This section explores teachers’ perceptions and responses to AI, with the main themes being teachers’ feelings and perceptions of AI as well as how AI has changed teaching assessment

and its effects. To determine if there was a correlation between teacher perceptions of AI and the effects of AI on assessment in English language teaching, these themes were investigated.

### 5.2.1 Teachers' Feelings and Perceptions of AI

Even though the teachers work in a close-knit environment where a lot of collaboration occurs, their perceptions of AI were different. In some cases, they felt unsure of their own opinions, and unsure of what to feel.

An example of this could be Zoe, as she mentions that “it's better that we use it in class and teach them how to than not using it at all” but then continues saying that “we can never completely trust it. It's a machine.” She also expresses fear of the fast-developing technology, “it's a bit scary too. Like all new technology, yeah, sometimes I feel like, where is this going to end?”

Similarly, Luke mentions that he does not like AI, “I think it's bad, but I think I have to get used to it.” Part of his worry is connected to the fear that his students will not do their assignments on their own, but instead, have different AI robots complete it for them. “We should beware that there's an extra brain at work, and it's not the students.” This paranoia is also shared by Claire. She also finds AI unsettling and does not enjoy it. One reason for this is, like Luke, she believes her students still use it for cheating. Comparatively, Sofia expresses opinions of not caring much for AI at all, “I don't think I have used AI. Not because I'm not. I mean, I'm not uninterested, but I don't feel the need to. At the moment I am open minded but not. Too curious, I would say.” Conversely, Hailey expresses very positive feelings about AI. In her opinion, it is a tool just like any other, and we need to learn how to use it to our advantage as best as we can.

I mean it was the same when they brought out the calculators. Like, oh my God, you're not going to have to think by yourself. But that's not... we just got further with it because we didn't have to take time to actually calculate things. We could focus on problem solving or whatever, and then OK the computer came in. You're not going to have to think for yourself, OK? You still have to think, but it can help you do things quicker. Or not waste time on doing the things that you don't actually need to learn. It just takes time to do. And I think it's the same here. Like we will just have to figure out how to use it. You know, to our advantage and teach the students to use it

creatively and like in a way that it's not dangerous or that it's not hindering their development or whatever. (Hailey)

On the same note, Maria mentions how AI is actually a good tool, and we as teachers should try to teach our students how they can use it in ways that can benefit them.

It's a great tool to use for simple things and to teach them how to use AI in a responsible way. We should find ways to teach them how to use it and when not to use it, and also explain the challenges with it and what you can lose if you rely on it too much. (Maria)

The same thing is mentioned by Hailey, who elaborates that teachers have a responsibility to teach their students about these new tools, so that they will be able to use them effectively in the future as well. According to her, if teachers refuse to teach about AI, it could have negative effects on students in the future, since they will not know how to use it in a good way.

And I also think that we as teachers or school need to be positive. Like to show that AI can be used in a positive way, because if we don't and they get out into the workforce or whatever on to the Internet, it could be damaging. If they don't learn to use it in a productive way, it could be harmful. I think we need to be like the positive force here to use it in a good way. (Hailey)

Overall, the teachers' opinions and feelings about AI differed a lot. One important thing to note is that teachers who expressed negative feelings about AI were also those who had less experience with different it. The teachers with a more positive attitude had more experience with different AI tools and use them frequently themselves as well. All teachers did, however, agree that the smartest thing to do is to work with AI instead of against it, since it will most likely never go away.

### 5.2.2 How AI Has Changed Teaching Assessment and Its Effects

The purpose of this section is to discuss the extent to which teachers report that AI has led to some changes in assessment methods in English classrooms and how they have affected students. There was no doubt among the teachers that AI has affected the way they work with



their students, and the way they assess them, especially in writing. Moreover, all teachers agree that their students are not permitted to use any forms of AI in class, this because the school follows the national guide set by Skolverket (2024) that you need to be 18 years old to use various AI applications without parental consent. As the students' ages range from 16 to 19, the older students should be able to use AI without parental consent.

According to the interviewees, one of the biggest changes in the English classroom is that students are no longer allowed to work on writing assignments at home. This limits the amount of complexity that can be included in an assignment due to the restricted time. In Claire's opinion, this is because of the lack of trust in the students that they won't use AI and cheat on their assignments. In addition, Luke mentioned that he has caught students cheating, which explains why home assignments are no longer given. According to Maria this change in assessment may have changed the way students' study. To be able to perform as well as possible on exams, instead of studying, students are now learning to memorize.

Students get better and better at remembering, memorizing an entire text, which is a bit... which is impressive, but also a bit sad because it can affect the grading they will get in the end, and I hope that it doesn't. (Maria)

Furthermore, Hailey mentions that these changes in assessment are also problematic since they affects students' performance and stress levels in every class. They do not focus on learning but on how to perform as good as possible all the time.

They feel like they need to perform well, you know, every day, every class is an opportunity to perform and that is stressful. I think the students have a problem distinguishing between practice and, you know, tests or examinations. (Hailey)

As she continues, she discusses how students today have more mental health issues than they did before when they had home assignments, and how teachers don't know how to help them. Should they return to how it was before and risk cheating? Or should they keep the new system and risk the students' wellbeing? "The teachers aren't helping because we are still trying to figure it out." (Hailey).

In summary, these new ways of assessing have caused a lot of controversy and mixed feelings among the interviewees. There are different perspectives on the problem, and even

different perspectives on what the problem even is. Some view the students' cheating as a problem, while others seem to think that the real issue lies in how we choose to deal with AI in the classroom.

## **6 Discussion and Pedagogical Implications**

In this study English teachers' attitudes towards AI integration were investigated. The findings of the study regarding problems and concerns, benefits for language learning and idea generation and motivation showed signs of both positive and negative attitudes. It was shown that even if a group of teachers work together in the same school and environment, following the same policy, attitudes can still vary a lot. The positive attitudes observed were specific to AI in English language teaching. Similar to previous studies, the teachers that had positive attitudes had found ways to use AI to better their English teaching methods (Marzuki et al., 2023; Mohamed, 2024; Nguyen, 2023). While most negative attitudes were very general to most subjects, regarding cheating and that students will 'stop thinking', which is a pattern found in the previous studies and articles as well (e.g., Iqbal et al., 2022; Skolverket, 2024; Yang, 2023).

There was also a pattern of concern observed in some of the interviews with the teachers who had negative attitudes, suggesting, for example that "we should beware that there's an extra brain at work, and it's not the students". Although this can be argued as irrelevant to language learning, since an academic text already includes multiple ideas from multiple sources to be used anyway, it could also be considered 'using someone else's brain'. If the interviewee was referring to the language, students already use grammar correctors, wordfinders, spell checkers and much more, if not by searching, then through the software of, for example, the word processor Microsoft Word. It is understandable that some teachers feel their students will not learn anything or develop their English language skills, and that they will just use AI to generate text (in line with Yang, 2023). However, rethinking and starting to implement AI in different ways could help prevent this. Similarly to the invention of the calculator, people did not stop thinking, they just had to think differently, and eventually, we evolved further. AI should be seen as a tool to help us evolve, not as a threat to our knowledge.

The findings of the study regarding teachers' understanding and response to AI in education indicate that negative attitudes can be a result of fear and lack of knowledge. The

participants did not want to use different AI tools because they were unfamiliar with them. As in Iqbal et al. (2022), the teachers with negative attitudes were those who had little knowledge about AI and could not understand its benefits. While the studies where teachers had more knowledge, and frequently used the tools themselves too, had positive attitudes (Marzuki et al., 2023). I also found these patterns among the participants in my study, because all the teachers with negative attitudes also said that they lacked knowledge and experience regarding AI. The combination of AI being new and challenging has led to a cautious approach toward using it (Ng et al., 2023). Even though the attitudes were mixed, all teachers agreed that they should work with AI and not against it, since it will not go away. The participants all understood that incorporating AI into English teaching could have both advantages and disadvantages, which is important if they want to learn how it can be implemented (Mohamed, 2024).

In a way, negative attitudes are surprising since studies do show that using AI-tools when teaching English could actually benefit the students in aspects like grammar, vocabulary, sentence structure and much more (Gayed et al., 2022; Mahmud, 2023; Wei et al., 2023), which is also discussed by some of the participants in the interviews. The findings of my study suggest that AI has the potential to overcome issues that relate to foreign language anxiety, the interaction hypothesis, the noticing hypothesis, the ability to create content that is at the right level for different students (part of the input hypothesis), and creating motivational content, which aligns with previous research (Ali et al., 2023; Hong, 2023; Marzuki et al., 2023; Mohamed, 2024; Nguyen, 2023; Ulla et al., 2023; Zhang et al., 2024). Evidently, these are all measures that would support language learning, as they represent ways AI can provide solutions based on research. A good example of how AI could tackle the aspect of foreign language anxiety would be through giving students the chance to practice oral production by speaking to a non-human actor. This creates a way for them to develop their speaking skills without having to feel uncomfortable or insecure (Hailey; Horwitz et al., 1986; Zhang et al., 2024). Also by generally interacting in English, they will improve according to the interaction hypothesis (Hong, 2023; Long, 1981). Another example of AI could benefit students' language learning is by helping them notice and learn from their mistakes when writing (Maria; Marzuki et al., 2023; Mohamed, 2024; Ulla et al., 2023), which does eventually improve their writing skills according to the noticing hypothesis (Schmidt, 1990). For teachers, it could help them generate the same texts on different levels to accommodate students with varying English skills, by providing texts that are slightly more difficult than the students' current level, as suggested by the input hypothesis (Krashen, 1982). If students are

having motivational problems and having issues learning because of lack of motivation, AI can help come up with interesting topics and motivate them further (Ali et al., 2023; Hidi, 2006; Nguyen, 2023). It is important to understand that any type of technology can be misused, even the technology we know more about. The key is to learn how to use AI appropriately and implement it in a healthy way, rather than ignoring the issue. There have been previous attempts to get rid of AI that have failed (Yang, 2023). Teachers should educate themselves on this subject instead of overlooking it.

It is not entirely the teachers fault that they have these negative thoughts, since AI has shaken the schoolworld on a national level too. The Swedish authority under the ministry of education, Skolverket, have themselves come out with a list of reasons why AI, specifically Chat-GPT, is potentially harmful and should be avoided in class (Skolverket, 2024). This does explain why many schools including the one in my study have decided to stay away from AI usage. To solve this problem precaution has to be taken on a higher level. A suggestion might be to create a program/training on AI and its application in the English classrooms to educate teachers on the matter. However, that would require teachers to be interested in learning more about AI implementation, which some teachers may not be willing to do. Therefore, studying teacher attitudes in this field of research is important.

Another pattern I noticed in my study is that age could be a factor for the attitudes. The results of my study show that the three younger teachers had positive attitudes towards AI usage in English teaching, whereas the three older teachers had negative attitudes. This could be specific to my study only, since I have not stumbled upon any other study that looked into this matter. It is also possible that age could contribute to limited knowledge in some areas of technology, which in turn contributes to lack of knowledge in AI, fear of AI, and also negative attitudes toward AI. This is just my interpretation of this study, but it could be worth looking into in future studies. Further suggestions for future studies could be to create a workshop or course for English teachers to learn more about AI and how to integrate it into English teaching, and to see if it influences their perspectives/ attitudes after learning more. This could be done as an interview study, survey study or even with mixed methods. Moreover, a limitation of my study could be that all teachers are from the same school. Teachers from different schools could have participated in the study, or if the study was to be continued for a longer period of time, more than one teacher from each school could be involved. The outcome of my study does however indicate that teacher's attitudes can differ greatly even when they work in the same school, often work together and follow the same guidelines.

The findings of the study also showed that assessment and ways of teaching have changed a lot since AI has become a “threat” to English teaching. Instead of embracing different AI tools to teach students grammar, vocabulary and more, it has, as mentioned earlier, been discouraged. A big part of English teaching is the written production of different kinds, but the new guidelines have led to the end of home assignments (Skolverket, 2024), and increased the level of work the students have to do in class. This has according to Hailey caused increased stress, and mental health issues among the students. It puts too much pressure on them. An assumption can be that this is the case in most Swedish schools since the guidelines that are supposed to be followed voice that home assignments should not be used as grading material (Skolverket, 2024). Therefore all grading material has to be produced in school, leading to this circle of problems. At the same time the participants all mention that this has changed the way teachers have to plan their lessons to fit everything that needs to be done in a year.

Instead of trying to implement AI, it has been left to affect both students and teachers negatively. Studies clearly show that AI enhances English language learning (Gayed et al., 2022; Mahmud, 2023; Wei et al, 2023). I am not requesting that AI should be used in every situation for everything. Students should practice and require certain English language skills on their own first, and then learn to make use of AI to improve and develop further. It is important to learn what ways, and at what times it can be implemented to do good. Additionally, it is vital to teach students about AI, since they will most likely use it anyway, either in their spare time or in their future careers. If they are not taught the best ways to use it, they might have trouble with it later in life. “It's better that we use it in class and teach them how to than not using it at all” (Zoe). High school is supposed to prepare young adults for the future, but if they decide to start university with no knowledge of AI it might create obstacles for them. Without having learned about AI-usage in school, students might encounter issues with being critical to sources when for example writing home assignments. Also because of the fear of AI, highschools have as mentioned earlier decided to no longer have home assignments. This means that these students will go to university, without the skills to write a home assignment, and without the skills to use AI in a productive, good way. If they are not taught how to write assignments that require more time, editing, different ways to look for sources, and a different type of effectivity, it will limit them in their studies. They will be put at a higher risk for failure and in some cases maybe even risk of cheating. Also, AI tools can be used for much more than just chatting with a bot. They can be used for generating pictures, PowerPoints, and much more, which can be valuable skills to know for the future. There is no

doubt that students should acquire certain English language skills on their own, but AI can and should be used as a complementary tool that can help them learn and advance even more. Using AI in a good way is also a skill that should be acquired in school.

## 7 Conclusions

The study concluded that teachers have different attitudes toward AI. Some have positive attitudes, and some have negative attitudes. These attitudes can vary depending on the teacher's knowledge of AI. Negative attitudes can stem from not knowing much about AI, while positive attitudes can stem from having more knowledge. Knowing how to use it and implement it makes it a less frightening tool. There was a mix between positive and negative attitudes between the teachers of this study. The finding of my study aligned with previous research concerning attitudes. According to my findings, AI shows potential for students' English language acquisition. It was found that using AI can solve specific second language acquisition problems, rather than just general teaching and learning issues. There are unique issues and possibilities when thinking about AI in terms of language classrooms. In the language learning classroom production is assessed, therefore there is a level of cheating that deviates from the usual. However, there is also the potential of matters that are not as important in other subjects, as there is not as much focus on interacting with people, which there is in language learning. These are challenges that have to be overcome in language learning contexts which AI has the potential to solve: foreign language anxiety, interaction hypothesis, noticing hypothesis, input hypothesis, lack of motivation, as well as improving grammar, vocabulary and sentence structure.

It was also found that AI has been a factor in many changes in the assessment and ways to teach in the English language classroom. I have only focused on English teachers but clearly there is a lot of potential for this in other contexts as well. Schools have had to remove home assignments completely, which has affected both the students' education but also the teachers work. This has caused students' stress levels and mental health to worsen. This can also potentially hurt the students in the future if they decide to for example study at university, as they will come there unprepared.

These findings give an overview of how teachers feel about the changes occurring in the schoolworld that relate to new technology. The main significance of these findings is that they could contribute to further development of English as we teach it in today's classroom.

Change will always happen and teachers have to find a way to move with it. There are not many studies on teachers' attitudes of AI. This study can therefore give an overview of what is causing these mixed feelings and fears toward AI technology. To be able to overcome this fear and evolve to a state where AI can be implemented in a healthy way, this needs to be studied further.

Lastly, my study concludes that AI should not be seen as a threat to English language acquisition, but as a possibility to further develop. Understanding AI is crucial not only for English teachers but also students. The possibilities are greater than the liabilities. Just because something is new does not mean it is bad.

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