Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

Exploring Readiness and Attitudes of English Teachers towards AI Integration in Language Teaching: A Study at Islamabad College for Girls F-6/2

Mansoora Abbas
MPhil English Scholar
RIPHAH International University, Islamabad, *SAP-ID 74292*

ABSTRACT
This mixed method research explores how English teachers at Islamabad College for Girls (ICG) use Artificial Intelligence (AI) in their classrooms. The study was guided by the Technology Acceptance Model (TAM) and Technology Pedagogy and Content Knowledge (TPACK). A Purposive sample size of 15 English teachers was selected for the study. Data was collected using a Likert-scale questionnaire. Furthermore semi structured interviews were conducted with six teachers. Descriptive statistics and Charmaz's thematic coding guided the researcher for data analysis. Findings are suggestive of the fact that teachers are moderately to highly ready to use AI; 80% reported using AI in classroom teaching. The most commonly used apps were ChatGPT (80%), Grammarly (80%), and Gemini/Google apps (80%) for lesson preparation, teaching grammar and vocabulary, generating content, and providing feedback. Attitudes were generally positive 80% agreed AI is user-friendly, can make teaching more effective, and benefits student learning. Thematic analysis highlighted four main challenges: cheating, over-dependence, incorrect information, and lack of institutional support. The report concludes AI readiness at ICG is promising, but limited by insufficient training, support, and guidance.

Keywords: Artificial Intelligence, language teaching, teacher readiness, teacher attitudes, ELT, TAM, TPACK, professional development, Pakistan

INTRODUCTION

1. Introduction

1.1 Introduction and Significance of AI in Education and ELT

The 21st century has seen an unprecedented integration of technology and teaching practice, revolutionizing formal teaching and learning. Perhaps the most significant advancement is the rise of Artificial Intelligence - the area that allows computers to undertake tasks that require human intelligence skills such as reasoning, understanding and generating language (Corrigan et al., 2023). AI has evolved from an abstract idea to a practical agent in education, impacting curriculum design, formative assessment, feedback, and content authoring (Dwivedi et al., 2023). In English Language Teaching (ELT) contexts, AI-based technologies show much promise. ChatGPT, Grammarly, and Gemini, among other programs, facilitate the creation of pedagogically scaled content by teachers and offer real-time, personalised language feedback to learners (Lo et al., 2024). These innovations signify the paradigm shift in instruction roles where critical re-thinking of pedagogy, policy, and professional skills is needed (Bao et al., 2025).

1.2 Problem Statement

The use of AI in education in the world literature has started but few empirical studies have been conducted on the readiness of teachers and their attitudes towards English teachers. The colleges and institutes in the Pakistan public sector defining a lack of resources, inflexible curricula, insufficient support of professional development, and hopeless

ISSN Online: 3007-3154
ISSN Print: 3007-3146

inequality in access to digital technology. The lack of insights into the perceptions and interactions of English language teachers with the AI technologies means that the training and policy development concerning educational practitioners is not evidence-based.

1.3 Research Objectives

1.To investigate the preparedness and knowledge-level of English teachers in AI Integration.

2.To explore the attitude of the English teachers towards the use of AI in Language classrooms.

3.To investigate the effect of AI tools in the English language classroom.

1.4 Research Questions

1. What is the level of readiness of English teachers to integrate AI into their teaching practices?
2. What is the impact of AI tools in the English language classroom?
3. What is the attitude of English teachers toward integrating AI in the English language classroom?

1.5 Significance and Institutional Context

This research is significant for several reasons. Institutionally, it offers evidence to support professional development and technology integration initiatives at the Institute of Contemporary Education (ICG). At the national level, it generates insights into the much-needed topic of AI in the Pakistani public-sector education system. Disciplinary, it adds to the field of Applied Linguistics and Educational Technology by providing locally contextualized information on AI-based language teaching and learning. Islamabad College for Girls in Sector F-6/2, Islamabad, is a highly renowned public-sector college for women's higher education in Pakistan.

2. Literature Review

2.1 AI in Education and Language Teaching

Early seminal work facilitated a shift towards AI as a transformative technology that allows scalable individualized learning experiences, automated assessment, and intelligent tutoring. A systematic review of AI in Crompton & Burke identified four key areas of application: profiling and prediction, assessment and feedback, intelligent tutoring and administrative automation (Crompton & Burke, 2023). Such uses point to a shift in the role of the teacher - from lecturer to learning designer and facilitator (Ouyang, Zheng, & Jiao, 2025).

In ELT contexts, automated writing assessment systems improve students' revision strategies and proficiency levels. Grammarly uses sophisticated NLP techniques to spot errors while writing, and ChatGPT can create lesson plans, explain grammar, provide vocabulary and creative writing prompts and exercises (Mekheimer, 2025). Studies show that AI systems can result in safe environments for language practice by decreasing feelings of anxiety relating to the fear of making an error in public - a pedagogically significant factor in communicative language classrooms.

2.2 Teachers' Readiness and Attitudes towards Technology

Teacher readiness to integrate technology is a complex construct that encompasses technological proficiency and skills, willingness to adapt to pedagogical functions, access to resources, and institutional support. Zhao, An, & Liu showed that usefulness and ease of use are the key determinants of teachers' intentions to use technology (Zhao, An, & Liu, 2025). Ertmer identified two types of technology integration barriers: first-order (such as insufficient equipment and access), and second-order (such as reinforced beliefs about use of technology in the classroom), suggesting that the latter can only be addressed through

ISSN Online: 3007-3154
ISSN Print: 3007-3146

professional development (Ertmer, 2005). Attitude studies typically report a polarised distribution between positive and negative attitudes (Araujo et al., 2024). Favourable attitudes predict experience and self-efficacy, indicating that technology experience and training can alter attitudinal profiles. Carr and Lempert anticipated not just skill development but also shift in identity and efficacy for educational reforms (Carr & Lempert, 2016). In Pakistan, researchers identified ongoing institutional problems, including inconsistent internet access, insufficient technical support, and the absence of professional development programs (Akbari & Masiero, 2024). While existing research highlights the advantages of adopting AI, several studies are techno-deterministic and fail to incorporate pedagogical and ethical considerations in emerging education systems.

2.3 Opportunities and Challenges

Potential applications of AI in language classrooms include personalized learning, instant and focused feedback, the generation of suitable practice material, and lightening the educational load on teachers. On the other hand, inherent challenges include privacy, the spread of inaccurate information, passivity towards learning, and ethical issues associated with academic integrity in a future where advanced AI can bring a text to life. Although the international literature includes work on integrating AI technology into language teaching, there is a lack of empirical research specifically examining the situation of English language teachers in Pakistani public-sector post-secondary institutes (Macaro et al., 2017) . Pakistani research focuses on the generic issue of technology integration, without specific reference to AI or to subtle issues of attitudes and readiness that affect integration outcomes. This research contributes to this by offering a narrow and highly contextual inquiry at ICG.

Yet, there is a dearth of empirical research on how English language teachers in public-sector colleges in Pakistan are engaging with AI in the classroom beyond attitudes and perceptions of readiness for change.

3. Theoretical and Conceptual Framework

The theoretical perspective of the study draws from the integration of two related frameworks, the Technology Acceptance Model (TAM) and the Technological Pedagogical Content Knowledge (TPACK) framework. The Technology Acceptance Model (TAM) adapted for education by Teo (2011) suggests that the decision to use technology is determined by two perceptual factors: perceived usefulness - the degree to which teachers believe that the use of technology will enhance their performance - and perceived ease of use - the degree to which teachers believe that the use of technology will be free of effort. These constructs combine to determine one's intention and technology use. TAM, in this study, offers a framework for making sense of teachers' self-reported comfort, experimentation, and the frequency of AI tool use. According to TPACK, the use of technology for teaching purposes requires the integrated simultaneous development of three types of knowledge: Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. Teaching with AI requires more than awareness of the AI tools being used; it also requires the ability to use them appropriately and effectively for the learning and content requirements of English language teaching. This study combines TAM and TPACK to enable a two-fold analysis of teachers' AI acceptance and their use of AI in pedagogic practices, respectively

Table 1 concepts of TPACK

Concept	**Study link**
Perceived Usefulness	AI saves time, improves teaching
Ease of Use	AI is easy (80% agree)
TPACK	lesson planning + teaching integration

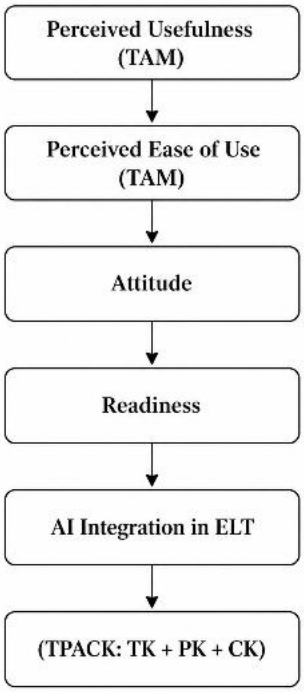
Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

The proposed framework posits that perceptions of usefulness and ease of use serve as antecedents to teacher Attitudes and Readiness (intention to use), which, in turn, lead to the Quality of AI use in the English Language classroom.



4. Research Methodology

In the convergent parallel design, there was equal emphasis on quantitative and qualitative methods. The quantitative strand (survey) yielded patterns of AI readiness and attitudes while the qualitative strand (interviews) offered explanations for the patterns that were identified. These two strands of data were integrated at the interpretation level, where data were compared to find similarities, differences and complementarily.

4.1 Research Design and Approach

A mixed-methods design using quantitative and qualitative data approaches will be used in this study. Mixed methods were suitable for this study. Quantitative data provide a broad understanding of the patterns of awareness and attitudes evident in participant population. On the other hand, qualitative data add depth and context to capture more nuanced beliefs or concerns that would be difficult to assess with quantitative measures.

Moreover, statistical data from the survey was compared with key themes from the interviews. Holistic view of teachers' preparedness for change and attitudes about AI was viewed through themes extracted from both data.

4.2 Data Collection

4.2.1 Population

All English teachers at ICG were used in population. The sample size was purposively chosen, and English language instructors who were actively engaged in teaching English were selected. These instructors are familiar with computerized technology as well. Qualitative data were collected using Likert-scale questionnaire, which was filled out by 16 teachers. Although, qualitative data was obtained through semi structured interviews with 6 teachers. A mixed-method was employed in this research. The quantitative and the qualitative data were collected simultaneously. The analysis of both data was done

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

individually and confounded during the interpretation process where data compared and triangulated. The surveys were used to identify graphs and charts with the help of Google form. A set of themes that emerged during the semi-structured interviews were analyzed with the help of Charmaz coding guidelines that helped to outline the gaps between the perceptions of teachers and their practice in the classroom.

Table 2

Demographic Profile of Participants

Variable	Category	Frequency	Percentage
Gender	Female	13	100
Age	20–30	—	43.8%
Age	31–40	—	43.8%
Qualification	MA/MSc	—	43.8%
Qualification	Mphil	—	56.3%

4.2.2 Online Google Form

Concrete statistics showed that 81.3 percent of the respondents are women. The distribution of age was 43.8 in the 20-30 age group and 43.8 in the 31- 40 age group. English teachers had a range of experience 1-16 + years. Background education varied with MA/MSc (43.8) to MPhil (56.3).

4.2.3 Semi-structured Interviews

Interviewees received the name T1, T2, T3, T4, T5 and T6 with the levels of teaching experience ranging between beginners and more than 20 years. Research Professor was in charge of reviewing questionnaire items in order to achieve validity. The Charmaz coding guidelines, also in the name of credibility of interview data, were applied. The survey will have multiple-choice and Likert-scale questions regarding AI familiarization, usefulness, ease of use, self-efficacy, readiness and attitudes. There were 10 open-ended questions in the interview protocol. Triangulation: Comparing quantitative data responses (google form) and teacher interviews was achieved. This approach enhanced accuracy of the findings. Comparisons of data were done in the form of charts and graphs. Similarities in the perception of the utility and preparedness of AI by teachers as a factor in classroom practice were found.

Table 3

Interview Participants Profile

Participant	Teaching Experience	AI Experience Level
T1	Beginner	Moderate
T2	Intermediate	High
T3	20 Years	Advanced
T4	Moderate	Limited
T5	Moderate	Moderate
T6	Advanced	High

4.3 Ethical Consideration

In the second stage, focused coding was used to group key and frequent codes. In the third stage, theoretical coding was employed to define themes of benefits, challenges, readiness and institutional support.

The data were synthesised using triangulation at the analysis level. The convergences, complementarities and divergences between the quantitative surveys and the qualitative interviews were determined. This provided a deeper insight into the readiness, attitudes and use of AI by teachers.

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

5. Data Analysis

5.1 Constructivist grounded theory

For analytical framework, constructive grounded theory (2014) was applied to analyze qualitative data and generated meaningful themes. This systematic approach helps organize the data to extract significant and meaningful interpretations. Constructivist grounded theory consists of several steps for analyzing qualitative data. It begins with initial line-by-line coding, followed by the identification of focus codes based on the most frequent and prominent codes from the initial coding. Lastly, there is creation of themes by categories. This process helps in developing a deep insight of the topic.

Table 4

Coding sample

Focused Codes	Categories	Themes
AI as a Teaching Support Tool	worksheet generation, lesson planning	**AI as a Pedagogical Support and Innovation Tool**
Time Management and Workload	worksheet preparation, Quick feedback	**Enhance Efficiency**
Interactive Learning	activity-based learning, engaging lessons	**Engagement and Language Learning**
Concerns About Accuracy and Reliability	inaccurate information, irrelevant responses,	**Challenges of Trust and Reliability in AI Use**
Ethical and Responsible AI Usage	Ethical use, authenticity, student safety, responsible implementation	**Ethical Dimensions of AI Integration**
Need for Professional Development	lack of formal training, practical workshops, continuous learning, subject-specific training	**Need for Capacity Building and Institutional Support**
Institutional and Technical Support Needs	reliable internet, school support, ethical guidelines, classroom resources, AI policies	**Institutional Readiness for AI Integration**
Positive Attitudes towards Future AI Use	willingness to use AI, innovation in education, improving strategies	**Acceptance of AI in Education**

5.2 Timeline

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

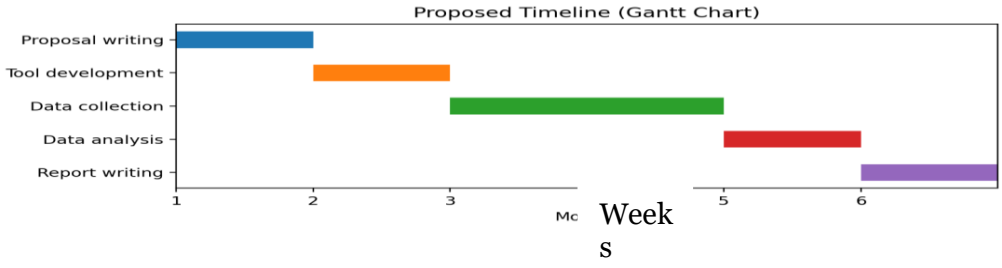
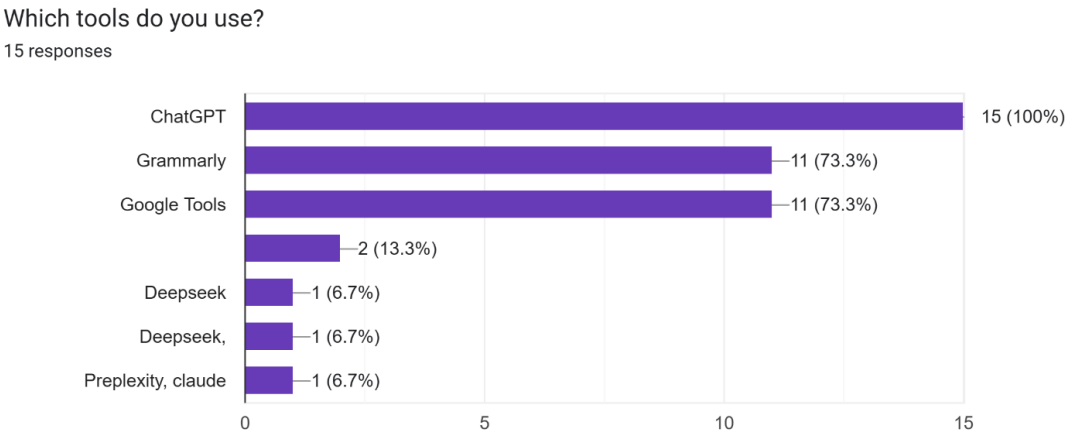


Figure *Gantt Chart of Research Activities*

5.3 Use of AI in Language Teaching

The present work demonstrates that English teachers at Islamabad College for Girls (ICG) indeed employ Artificial Intelligence (AI) tools in their English classrooms. In lesson planning, activity planning and language support, English teachers are especially integrating AI. The most common AI tools are ChatGPT, Grammarly and Gemini. The lesson content is developed by using these AI tools, activities are created, and explanations are developed for grammar and vocabulary tasks. Further, the Grammarly tool was commonly used to provide feedback, particularly on written work. Finally, various learning resources are developed using Google tools.



The quantitative information shows that 100% of participants used ChatGPT. Although the proportion of respondents who used Grammarly (83.3 per cent) and the use of Google AI products (83.3 per cent) were similar.

Table 5.

English Teaching with AI

AI Tool	Usage Percentage	Primary Function
ChatGPT	100%	Lesson planning, content generation
Grammarly	80%	Grammar correction and feedback
Gemini / Google Tools	80%	Teaching support and resource development

This table indicates that AI use in pedagogy was integrated among English teachers. Other only considers AI tools as a guiding tool in teaching. This indicates that the use of AI in English classes is still in its early stages.

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

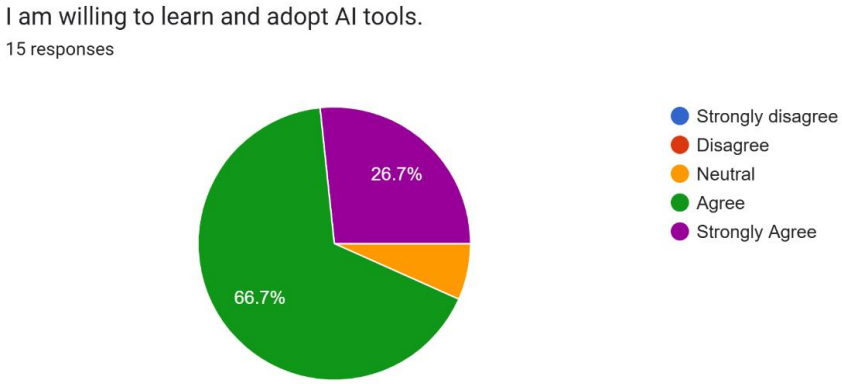
DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

This research shows that the integration of AI among English teachers has three categories. Originally, the text development and feedback of the Basic English text. Second is moderate in terms of the design of activities and lessons,, and finally, it, advanced integration and adaptation at the level of the the curriculum. Such diversity means AI use is uneven.

5.2 Readiness to Interact with AI

There is a general positive attitude among teachers towards integrating AI into the English classroom. As they perceived their usefulness and ease of use in English-language classrooms. The Technology Acceptance Model (TAM) is used to develop these results. According to this model, the constructs of perceived usefulness and perceived ease of use are implied.



Based on the survey results, the proportion of teachers who trust their ability to utilise AI tools is high, and many believe they can be applied to facilitate teaching and learning. Similarly, most respondents viewed AI as intuitive and beneficial for aiding teaching.

Table 6

Readiness and Attitude toward AI

Statement	Agreement Level
AI is easy to use	80%
AI improves teaching effectiveness	80%
I feel confident using AI tools	80%
I am ready to integrate AI	80%

This can be substantiated by the interview data. English teachers mention the presence of AI as an aid, but not a substitute for the teachers. But preparedness was not described as low or high; rather, it was attributed to the absence of training and institutional support.

5.3 Potential Advantages of AI for Language Teaching

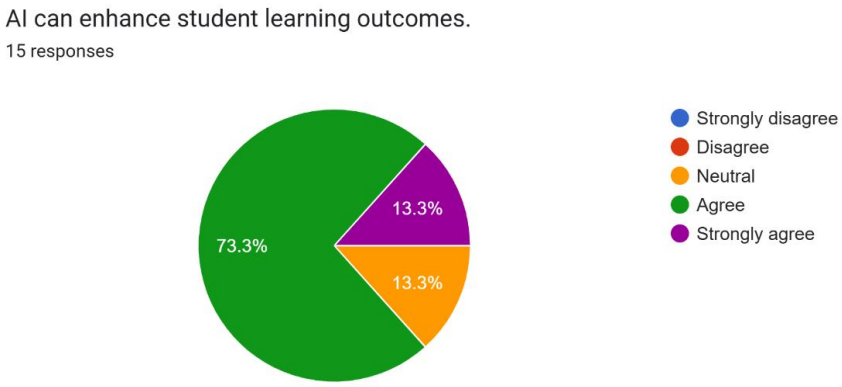
Teachers reported a range of pedagogic benefits of using AI in English language teaching and learning. One key themes related to the efficiency of AI tools to save time and ease preparation procedures. Another pedagogical advantage mentioned by teachers was the AI's utility in the creation of teaching resources and aids to individualized learning.

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)



A further key advantage was related to learner engagement and affect. Teachers reported that they observed AI-based tools create a safe learning space for practicing language, allowing learners to actively develop their language skills in a non-threatening environment. This finding is consistent with the theories of second language acquisition, such as the affective filter hypothesis.

Additionally, AI was perceived as useful for providing feedback, especially in teaching grammar and writing skills, improving syntax and learning efficiency.

In sum, AI is a viewed as a learning aid that improves the teacher's efficiency, learner's engagement, and quality of learning.

5.4 Concerns about AI Use

Although there are positive perceptions, the study makes clear there are challenges with using AI in language classrooms. One concern for teachers was a potential incidence of cheating if AI content is overused such that it skips the learning process. A participant shared "I do have some concerns, especially about the accuracy of AI responses and the possibility that students may depend too much on AI instead of thinking independently" (Interview T5, 26/4/2025).

The other concern is the reliability of AI responses. The use of AI tools was described as potentially delivering incorrect or unsituated information, e.g., in literature and grammar instruction. This might cause blind faith within the system.

Additional pedagogical issues were also found to stem from increased reliance on AI. The English teachers were also concerned about the students, as they are less autonomous in their learning practices. Ethical issues, plagiarism, and privacy were also identified in the information gathered from English educators.

These problems imply that AI does not have an entirely negative impact; nevertheless, its implementation in the language classroom should be tightly controlled. Learning implications of this research exist. Universities and institutes should not only change their orientation towards providing access to AI tools, but also towards specific training that integrates the technological, pedagogical, and ethical applications of AI. Otherwise, the possible ills of the AI use in language rooms can be cosmetic at best.

5.5 Training and Institutional Support

The study shows institutional support for integration of AI tools at ICG to be half-hearted. Teachers stated they have attended workshops and Continuing Professional Development (CPD) programs on digital tools, while others reported that they have never received any training on incorporating AI into their teaching. A participant shared "Yes it is a routine in our college that during summer vacations CPD training are arranged for the faculty members and for the past few years trainings on the usage of AI tools are specifically conducted" (Interview T3, 21/4/2025).

Dialogue Social Science Review (DSSR)
www.thedssr.com

ISSN Online: 3007-3154
ISSN Print: 3007-3146

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 4 No. 4 (April) (2026)

Other teachers report that they have had training; but it is not systematic and not all teachers have been trained. Another participant shared "I believe I still need more knowledge and practice to use them effectively in the classroom" (Interview T5, 26/4/205).

Table 7.

Training and Institutional Support

Aspect	Response Trend
Formal AI training received	60%
No formal training	20%
Informal exposure only	20%
Institutional CPD availability	Partial and inconsistent

The call for a more formal form of hands-on training came from teachers. They needed technical, pedagogical, and ethical guidance to successfully integrate AI. This table indicates an imbalance between technology and institutional readiness.

5.6 Future use of AI in Teaching

Building on this need for improved training, it is important to consider how AI can be used in the future in teaching.

The research indicates a large propensity among educators to utilise AI in their lessons in the future. English teachers reported that they would prefer to improve their knowledge and skills in AI to use them in the future. One participant mentioned that he will likely find more applications of AI in his teaching practice, as it is time-saving and enhances the quality of lessons and activities that can be created and interacted with (Interview T1, 14/4/2025). The English teachers emphasised that it is essential to apply AI to improve the learning process, not to enhance human relationships or critical thinking. This aligns with survey data indicating that English teachers plan to use AI tools. In a bid to implement AI in the classroom, English teachers seek additional training on AI. The Technology Acceptance Model (TAM) with perceived usefulness has also been supported by this study. Teachers' positive attitudes towards AI tools relate to their ease of use. Nevertheless, it is discriminatory within the TPACK framework. The English teachers had more knowledge of technology than of teaching the subject, as they incorporated AI into their instruction.

6.Results

This paper demonstrates that English instructors in ICG are embracing AI in their teaching. Positive classroom attitude towards AI. Its application is increasing, and there is a lack of institutional and professional training. The possibilities and ethical complexity of AI usage by English teachers are present. Organised teacher training and institutional policies will be needed to promote effective integration.

The research is very insightful regarding the issue; however, there are only a limited number of participants and one site within the institution. It might decrease its generalisability, but it will provide information on the situation in the institution. Levels of data analysis reveal that the quantitative results are highly consistent with the qualitative results. It has been analysed that the application of AI by teachers is at an early stage of organisation. There are high perceptions of usefulness and ease of use (TAM) by English teachers. Nevertheless, pedagogical integration in them is at the early stage of TPACK. AI utilisation is being implicitly incorporated into the classrooms and is yet to be fully optimised. What this means is a more instrumental, rather than a transformative, strategy for applying AI tools in English language classrooms.

7.Conclusion

ISSN Online: 3007-3154
ISSN Print: 3007-3146

The results indicate that English teachers have a positive attitude towards incorporating Artificial Intelligence (AI) into the English classroom. The respondents in this research considered AI tools such as ChatGPT, Grammarly, and Gemini to be useful and helpful for language teaching. It offers pedagogical aids that improve lesson planning, resource production, grammar teaching and classroom interaction. Moreover, the English teachers were pleased with the time-saving and workload as well as the innovative teaching ideas offered by AI. Another aspect that emerged from this research is that AI can be used to provide a secure, interactive environment that facilitates learning English. Simultaneously, the results show that English teachers are concerned about the dangers of introducing AI into the classroom. The fears about over-dependence on AI minimised students' independent thinking and authenticity in their work. Respondents highlighted that AI can be viewed only as an assisting tool.

The need for professional development and institutional support is another key discovery of this study. The majority of respondents indicated they lack adequate training regarding AI integration. Practical workshops, ethical standards, access to high-quality internet, and training for subjects in AI are in demand. These results indicate that the successful implementation of AI is not only technologically accessible but also requires the training of formal teachers.

All in all, this paper concludes that AI can be applied to revolutionise teaching English as a second language. Teachers of English are ready to embrace AI more in the future. Institutional support systems, ethical frameworks and enough training are needed.

REFERENCES

Akbari, A., & Masiero, S. (Eds.). (2025). *Critical ICT4D (Information and Communication Technologies for Development)*. Taylor & Francis.

Neijens, P., & Araujo, T. (2024). Communication research into the digital society: Fundamental insights from the Amsterdam School of Communication Research.

Bao, W., Wang, T., Zhang, L., Yusop, F. D., & Ruan, X. (2025). A systematic review of AI in second language acquisition using the expanded SAMR model (2015–2024). *Discover Computing*, *28*(1), 292.

Carr, E. S., & Lempert, M. (2016). Introduction: Pragmatics of scale. *Scale: Discourse and dimensions of social life*.

Corrigan, C. C., Asakipaam, S. A., Kponyo, J. J., & Luetge, C. (2023). *AI ethics in higher education: insights from Africa and beyond* (p. 101). Springer Nature.

Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: the state of the field. *International journal of educational technology in higher education*, *20*(1), 1-22.

Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., ... & Wright, R. (2023). Opinion Paper:"So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International journal of information management*, *71*, 102642.

Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration?. *Educational technology research and development*, *53*(4), 25-39.

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language teaching*, *51*(1), 36-76.

Mekheimer, M. (2025). Generative AI-assisted feedback and EFL writing: a study on proficiency, revision frequency and writing quality. *Discover Education*, *4*(1), 170.

ISSN Online: 3007-3154
ISSN Print: 3007-3146

Ouyang, F., Zheng, L., & Jiao, P. (2022). Artificial intelligence in online higher education: A systematic review of empirical research from 2011 to 2020. *Education and information technologies*, *27*(6), 7893-7925.

Zhao, Z., An, Q., & Liu, J. (2025). Exploring AI tool adoption in higher education: Evidence from a PLS-SEM model integrating multimodal literacy, self-efficacy, and university support. *Frontiers in Psychology*, *16*, 1619391.