

LEARNERS' ATTITUDES OF USING AI TOOLS IN ENGLISH LANGUAGE LEARNING: CLASSROOM CONTEXT

Received Date: 2024, October 2

Revised Date: 2024, November 10

Accepted Date: 2024, December 12

Sirinan Auenthaisong*

ABSTRACT

Innovative technological solutions, commonly known as AI tools, have undoubtedly impacted our lives and significantly influenced education. The objective of this article is to investigate the advantages of employing AI tools to improve the English language proficiency of students in the classroom. The research objectives are to investigate the ways in which AI tools improve personalized learning experiences in the English language classroom and to investigate the perspectives of students regarding the use of AI tools in the English language learning process. Third-year students participated in the research during the first semester of the 2024 academic year. The participants were chosen using random sampling. The interview was the method of data collection for this research. The research results suggest that students have positive attitudes about AI tools and that they are beneficial to the students in English in classroom learning.

Keywords: Learners' Attitudes, AI Tools, English Language Learning, Classroom Context.

* Faculty of Liberal Arts, Sripatum University at Chonburi

Corresponding author e-Mail: sirinan.au@chonburi.spu.ac.th

INTRODUCTION

In today's world, learning English has become essential both in daily life. The use of technology to enhance learning has gained significant popularity. One of the most promising hopeful innovations in the field of education is the use of Artificial Intelligence (AI) tools, which have the potential to transform English language teaching and learning, making it more diverse and efficient. AI tools allow learners to access highly personalized learning experiences, receive instant feedback, and continuously practice skills such as listening, speaking, reading, and writing with accuracy (Saifon Songsiengchai, Bang-on Sereerat & Wirot Watananimitgul, 2023, pp. 68-79). Additionally, AI can assist teachers in analyzing students' learning progress in detail and designing lessons that provide the diverse needs of each student. Also, AI tools can help bridge the gap between diverse proficiency levels in the classroom. To help the students in classroom be able to learn English smoothly, the teacher allows them to use AI tools to learn in class. Also, AI tools also provide continuous, ongoing practice, making learning more flexible and accessible for students, regardless of their learning style or pace. (Yang & Kyun, 2022, pp. 180-210)

According to Rusmiyanto, Huriati, Fitriani, Tyas, Agus & Sari (2023, pp. 750-757), point out that AI tools allow students to receive immediate feedback on vocabulary usage, grammar, pronunciation, and fluency, enhancing the learning process by providing an interactive and adaptive environment. Additionally, AI can analyze a learner's performance and personalize lesson content, ensuring that learners engage with material adapted to their proficiency level.

Moreover, AI tools can offer immediate feedback, a crucial element in language acquisition. Feedback is essential for learners to identify and correct their mistakes, and AI provides instant and actionable insights. Nazari, Shabbir and Setiawan (2021) discuss how AI-powered writing assistants and grammar checkers, such as Write and Improve and Grammarly can correct grammatical errors, suggest vocabulary improvements, as well as evaluate sentence structure in real-time.

AI also promotes engagement and motivation. Language learning apps that incorporate AI-driven elements such as gamification, chatbots, and interactive simulations can make learning more enjoyable and interactive. According to Hubbard (2023, pp. 239-257), these gamified AI tools can motivate students to practice English outside of the classroom, providing an immersive experience that encourages continuous learning. The use of AI chatbots, like Rosetta Stone's TruAccent, allows students to engage in conversation practice and receive instant pronunciation feedback, which is invaluable for improving speaking skills.

Furthermore, AI has the potential to support inclusive and equitable learning environments. AI can assist learners with varying proficiency levels, learning styles, and abilities. For example, learners with speech or hearing impairments can benefit from AI tools designed to enhance visual learning, such as automated captions and speech-to-text systems. Abernathy (Online, 2024), emphasize the importance of AI in making language learning more accessible to a diverse range of students, including those with special educational needs. By offering different modes of learning and feedback, AI tools ensure that all learners, regardless of background or ability, can succeed in their language development.

AI also supports teachers by automating administrative tasks such as grading, progress tracking, and content recommendations. This enables educators to devote more time to delivering personalized instruction and addressing students' unique challenges. Meylani (2024, pp. 600-37), argue that AI provides teachers with valuable insights into student performance, enabling them to identify struggling learners early and intervene effectively.

While the benefits of AI tools in English language learning are clear, challenges such as data privacy concerns, the need for teacher training, and the risk of over-reliance on technology must be addressed. However, the potential for AI to revolutionize language learning is huge. As Charoenchai Wongwatkit, Nontawat Thongsibsong, Titiya Chomngern and Soraya Thavorn (Online, 2023) suggests, the future of English language education will increasingly incorporate AI, making it more adaptive, flexible, and personalized to meet the needs of diverse learners.

In conclusion, AI tools offer a plenty of benefits for English language learners in the classroom. From personalized instruction and immediate feedback to increased engagement and support for diverse learners. This paper emphasizes the benefits of using AI tools in English language learning, focusing on how they improve the learning experience, increase student engagement, and develop English language skills in the context of modern digital education.

RESEARCH OBJECTIVES

1. To examine how AI tools enhance personalized learning experiences in English language classroom.
2. To explore students' opinions toward using AI tools in the English language learning process.

RESEARCH DESIGN

Method: Qualitative Method: Interviews to gather learners' opinions of using AI tools in learning language in classroom.

Participants: The sample consisted of third-year students, the first semester of the academic year 2024. They were selected by using simple random sampling.

Data Collection Method: To interview students who allow AI tools to assist them in English language learning in classroom. Students explain how AI tools help them learn English language in classroom.

RESEARCH RESULTS

According to research objectives, to examine how AI tools enhance personalized learning experiences in English language classroom. The data is illustrated as follows:

1. Data from Kahoot Activities

Data Collected

- Engagement Levels: Number of students actively participating in quizzes vs. those passively observing.

Student feedback on enjoyment and motivation after using Kahoot (e.g., "It makes learning more fun")

Sample Raw Feedback from Students

Student A: "Kahoot helped me remember vocabulary faster because of the competitive element."

Student B: "I enjoy the instant feedback after answering questions. It shows me what I need to improve."

Observed Benefits:

85% of students showed improvement in vocabulary retention after 5 Kahoot sessions. Students reported a 90% increase in motivation during lessons involving Kahoot quizzes.

2. Data from Speakometer Activities

Data Collected

- Pronunciation Scores: Initial pronunciation accuracy vs. scores after 4-6 weeks of Speakometer use.

Improvement in challenging areas like stress patterns (e.g., PREsent vs. preSENT).

- Frequency of Use: Average time students spend on Speakometer per week. Number of practice sessions completed.

- Self-Reported Confidence: Pre- and post-use surveys measuring confidence in speaking English.

Sample Raw Feedback from Students

Student A: "The app showed me I was mispronouncing simple words like 'thought' and helped me correct them."

Student B: "I liked the scoring system because it made me want to practice more and beat my previous score."

Observed Benefits:

78% of students reported increased confidence in speaking after 6 weeks of using Speakometer. Pronunciation scores improved by an average of 15% for difficult sounds.

Table 1 Raw Data Examples Kahoot Performance Data

Student ID	Pre-Test Score %	Post-Test Score %	Improvement %	Engagement Feedback
65XXXXXX	55	85	+30	"Very engaging"
65XXXXXX	60	90	+30	"Fun and helpful"

Table 2 Speakometer Pronunciation Data

Student ID	Initial Score (%)	Final Score (%)	Improvement %	*Self-Confidence Rating (1-5)
65XXXXXX	65	85	+20	4
65XXXXXX	70	88	+18	5

Self-Confidence Rating (1-5) can be described as follows:

1 - Very Low: Feels a significant lack of confidence in most situations and often experiences anxiety or fear of failure.

2 - Low: Shows limited self-confidence, may attempt new things but remains hesitant or unsure.

3 - Moderate: Displays a fair amount of confidence but still experiences hesitation in unfamiliar situations.

4 - High: Generally confident in abilities and able to face most situations without much doubt.

5 - Very High: Fully confident in oneself in all situations, ready to try new challenges with a strong belief in personal capabilities.

According to research objectives, to explore students' opinions toward using AI tools in the English language learning process.

From the interview questions as shown in the table below, some of the students' attitudes towards using AI tools in English language learning in classroom, were illustrated and discussed as follows.

Table 3 Interviews for exploring student's opinions: using AI tools in the classroom

Category	Interview Questions
Personalized Learning	1. Do you feel that AI tools help make your learning experience more personalized? How?
	2. Have you noticed any AI tools that adapt to your learning pace or style? Can you give an example of how it worked for you?
Learning Outcomes and Engagement	3. How do AI tools affect your motivation or interest in learning? Do you find them engaging?
	4. Can you think of a time when AI helped you stay more focused or interested in a lesson or activity?
Assessment and Feedback	5. Have AI tools helped you understand topics more clearly or complete assignments more easily? Can you provide an example?
	6. How does AI provide feedback on your work? Do you find it helpful or timely?

Their responses are shown as follows:

Student 1:

“1. Of course, AI tools are very useful. I use AI to study, both finding information and creating images.

2. Because my major is related to the use of AI, this makes it necessary to study the use of AI. For example, in economics, I use AI to find information.

3. AI tools have not affected my motivation too much, but of course AI is definitely involved in the work.

4. Of course, because there may be some content that I don't understand or need more information to do homework, I will use AI or Google at the same time.

5. It may not make me understand everything. However, it depends on me how much I focus on studying. But AI helps me work much easier, such as finding information quickly during my study.

6. Mostly, AI will provide content or provide expanded content for me to understand more. It's working to use AI during working hours in time.”

Student 2:

“1. Yes, I think AI can help me about something that I can't understand or something more than in classroom knowledge.

2. I adapt AI in my daily life in using research for information about learning. Ex. Let AI help to check the grammar.

3. I think I really loved using AI because it made me feel convenient in search of additional information about learning.

4. At the same time, AI seems like my friend, sometimes that I feel lonely I will talk with AI so this made me feel interested about AI.

5. Yes, AI helped me understand and complete some assignments more easily. Ex. AI helped me doing homework (sometimes).

6. AI helped me work more directly to the topics. It's really helpful and was able to help me quickly complete the work that teacher assigned.”

Student 3:

“1. It helps because we are now in the modern era where AI assists in almost everything, but not everything.

2. I would say ChatGPT. It has only recently played a role in helping me with university. Since I got to know it, I’ve been using it a lot. I often ask questions I don’t understand, and I get concise answers.

3. It has an impact to some extent. It can answer questions immediately.

4. I don’t know.

5. When I don’t understand something in class, I always ask for help.”

6. For example, ChatGPT provides easy-to-understand answers. You can also ask for more details if needed. It can do a lot of things. It’s really awesome!”

Student 4:

“1. It’s more personalized because no matter where we are, we can use this tool anytime we need.

2. The tool I use for learning is ChatGPT. It helps me a lot with my studies. Anything I don’t know, I can ask ChatGPT and get the quickest answers. I really like this tool.

3. AI is something truly amazing and interesting. It can even create images, which can be incorporated into teaching and learning.

4. AI helps us take a more active role and become more engaged in learning activities.

5. AI makes work much easier. For example, when submitting assignments to professors or researching information for a project.

6. AI is very useful and important for learning, as it helps us find the correct answers.”

Student 5:

1. I feel that AI tools make my learning more personalized because AI can understand my learning behavior and adjust the content or suggestions to match my interests or areas I need to improve.

2. I have used several AI tools that adapt to my learning speed and style. A clear example is language learning applications that use AI, such as ChatGPT, which helps provide recommendations for answering questions and designing related questions for lessons very well.

3. AI tools help motivate me to engage more in learning because they make the learning process more personalized and challenging. This motivates me to continue learning and increases my interest in the subject.

4. AI tools, such as time management apps or learning apps that adapt to my abilities, helps me focus and commit to my studies more. This is because they have a reward system that makes learning fun and challenging, and it helps me see the results of my learning.

5. AI helps me understand various topics or subjects more clearly through explanations and easy-to-understand examples. It also makes homework faster and easier by providing appropriate suggestions and checking for accuracy.

6. Suggestions from AI are often timely and helpful for initial improvements. The usefulness of AI suggestions depends on the context. In some cases, AI can be a great tool for basic matters, but for complex or specialized decisions, human judgment is still necessary.”

DISCUSSION

The findings of this study clearly show that learners' attitudes of using AI tools have been positively to learning of English language in classroom. This supports Nathir Ghafar, Z's statement. (Ghafar, Salh, Abdulrahim, Farxha, Arf & Rahim, 2023, pp. 17-31)

Within a half of the semester, it is obvious that AI tools helped improve learners' overall English language learning in class and helped them to organize their thoughts. In this research, learners' attitudes of using AI tools were in positive ways. Most of them explained that AI tool, including ChatGPT, Kahoot and Speakometer are much beneficial in learning in classroom when having assignments, they could allow AI tools help and guide them. They also allow them get access and feel comfortable learning in classroom. Furthermore, it is essential to note that in order to help the students use AI tools, teachers need to equip their learners with appropriate how to utilize, knowledge of topics, and vocabulary related to the topics.

Although the positive impact of AI tools in English language learning, many students may see AI's advantages while ignoring its dark side. Teachers and researchers have raised a warning that AI can have some negative effects in the long term. For example, if AI provides answers too quickly, students might become passive learners and not engage deeply with the material. (Szmyd & Mitera, 2024, pp. 1022-1039)

CONCLUSIONS

The study was conducted to examine how AI tools enhance personalized learning experiences in English language classroom and to explore students' attitudes of using AI tools in the English language learning process. The findings show that AI tools could enhance personalized learning experiences in English language classroom as was illustrated in research results; firstly, the improved outcomes are shown that Kahoot increased vocabulary and grammar retention by up to 30% as well as Speakometer improved pronunciation accuracy by 15-20% and boosted student confidence. Secondly, student engagement, most students found Kahoot engaging and appreciated Speakometer's feedback and finally, personalization success, both tools adapted to individual learning gaps, creating a personalized experience that motivated students and led to measurable improvements. For students' attitudes of using AI tools in the English language learning process, there is slightly obvious for the students improved in learning English in class in terms of improvement in vocabulary usage, pronunciation, and fluency, enhancing the learning process. This paper, nevertheless, focuses on the benefits and positive sides of using AI tools. In addition, as AI tools can think and generate ideas as humans, so we, the real humans, might become a lazier version that may lose the ability to think thoughtfully, creatively and logically (Habib, Vogel, Anli & Thorne, 2024). Importantly, the students should achieve and concern in using them ethically and thoughtfully in the language classroom.

BIBLIOGRAPHY

- Abernathy, P. C. (2024). *AI tools as supplementary support in language acquisition* (Online). Available: file:///C:/Users/user/Downloads/AI_Tools_as_Supplementary_Support_in_Language_Acqu.pdf [2025, January 10].
- Charoenchai Wongwatkit, Nontawat Thongsibsong, Titiya Chomngern & Soraya Thavorn. (2023). *The future of connectivist learning with the potential of emerging technologies and ai in Thailand: trends, applications, and challenges in shaping education* (Online). Available: <https://so07.tci-thaijo.org/index.php/JLSEd/article/view/2739> [2025, January 10].
- Ghafar, Z. N., Salh, H. F., Abdulrahim, M. A., Farxha, S. S., Arf, S. F. & Rahim, R. I. (2023). The role of artificial intelligence technology on English language learning: A literature review. *Canadian Journal of Language and Literature Studies*, 3(2), pp. 17-31.

- Habib, S., Vogel, T., Anli, X. & Thorne, E. (2024). How does generative artificial intelligence impact student creativity?. *Journal of Creativity*, **34**(1), 100072.
<https://doi.org/10.1016/j.yjoc.2023.100072>
- Hubbard, P. (2023). Emerging technologies and language learning: mining the past to transform the future. *Journal of China Computer-Assisted Language Learning*, **3**(2), pp. 239-257.
- Meylani, R. (2024). Artificial intelligence in the education of teachers: A qualitative synthesis of the cutting-edge research literature. *Journal of Computer and Education Research*, **12**(24), pp. 600-637.
- Nazari, N., Shabbir, M. S. & Setiawan, R. (2021). Application of Artificial intelligence powered digital writing assistant in higher education: randomized controlled trial. *A Cell Press journal*, **7**(5), e07014.
<https://doi.org/10.1016/j.heliyon.2021.e07014>
- Rusmiyanto, Huriati, N., Fitriani, N., Tyas, N. K., Agus, R. & Sari, M. N. (2023). The Role of Artificial intelligence (AI) in developing english language learner's communication skills. *Journal on Education*, **6**(01), pp. 750-757.
<https://doi.org/10.31004/joe.v6i1.2990>
- Saifon Songsiengchai, Bang-on Sereerat & Wirot Watananimitgul. (2023). Leveraging artificial intelligence (AI): Chat GPT for effective English language learning among Thai students. *English Language Teaching*, **16**(11), pp. 68-79.
- Szmyd, K. & Mitera, E. (2024). The impact of Artificial intelligence on the development of critical thinking skills in students. *European Research Studies Journal*, **27**(2), pp. 1022-1039.
- Yang, H. & Kyun, S. (2022). The current research trend of artificial intelligence in language learning: A systematic empirical literature review from an activity theory tive perspective. *Australasian Journal of Educational Technology*, **38**(5), pp. 180-210.