

# The Psychological Pressures of Teaching General English to Tech-Savvy Students: Exploring Teacher and Learner Perceptions of AI in the EFL Classroom

## Abstract

In the age of artificial intelligence, English language education is undergoing rapid change, particularly in teaching non-English major students from technology disciplines. This study investigates the psychological pressures experienced by English instructors teaching general English courses to second-year Information Technology (IT) students, who often possess advanced familiarity with AI tools. It also examines student perceptions, as many believe AI applications such as chatbots, translation tools, and adaptive learning platforms can replace human teachers in language learning. Using a qualitative design, the study draws on semi-structured interviews with five English instructors at a Vietnamese university and a focus group discussion with 115 second-year IT students. The research aims to explore the nature of teachers' psychological stress, students' beliefs about AI-driven learning versus human instruction, and how these dynamics interact to shape classroom engagement and outcomes. Initial findings reveal that while teachers face anxiety over keeping pace with technological advances, they highlight the irreplaceable human aspects of teaching, such as emotional support and adaptive feedback. Meanwhile, students often display overconfidence in AI tools, underestimating the value of guided instruction, which can lead to disengagement and shallow learning. The study proposes pedagogical strategies that encourage co-learning between teachers and students, fostering mutual respect and balanced integration of technology in the English as a Foreign Language (EFL) classroom. These insights contribute to the broader discussion on how AI reshapes language education by illuminating its psychological impacts on both instructors and learners.

**Keywords:** artificial intelligence, EFL, teacher psychology, learner perceptions, technology integration

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