

REFERENCES

- Achili, N., & Zerrouki, N. (2024). Using Artificial Intelligence in Algerian higher education : Opportunities and challenges from teachers ' perspectives. *ATRAS*, 5, 541–556. <https://doi.org/10.70091/atras/AI.34>
- Agarwal, R., & Karahanna, E. (2004). Time flies when you're having fun: Cognitive absorption and beliefs about information technology use. *MIS Quarterly*, 24(4), 665–694. <http://www.jstor.org/stable/3250951>
- Aisyah, S., Rasyid, M. N. A., Nasrum, Djamereng, J., & Asnur, S. M. (2024). Exploring EFL students' perspective in improving their English productive skills: Exsting competencies and encountered challenges. *Elite : English and Literature Journal*, 11(1), 33–51. <https://doi.org/10.24252/elite.v11i1.47166>
- Al-Dahoud, A., Fezari, M., Al-Dahoud, A., Aqel, D., Mimi, H., & Daoud, M. S. (2024). Revolutionizing space: The potential of Artificial Intelligence. *Wseas Transactions on Computer Research*, 12, 404–414. <https://doi.org/10.37394/232018.2024.12.40>
- Aljemely, Y. (2024). Challenges and best practices in training teachers to utilize Artificial Intelligence: A systematic review. *Frontiers in Education*, 9, 1–10. <https://doi.org/10.3389/feduc.2024.1470853>
- Almarzouqi, A., Aburayya, A., Alfaisal, R., Elbadawi, M. A., & Salloum, S. A. (2024). Ethical Implications of Using ChatGPT in Educational Environments: A Comprehensive Review. In A. Al-Marzouqi, S. A. Salloum, M. Al-Saidat, A. Aburayya, & B. Gupta (Eds.), *Artificial Intelligence in Education: The Power and Dangers of ChatGPT in the Classroom* (pp. 185–199). Springer

Nature Switzerland. https://doi.org/10.1007/978-3-031-52280-2_13

Alnasib, B. N. M. (2023). Factors affecting faculty members' readiness to integrate Artificial Intelligence into their teaching practices: A study from the Saudi higher education context. *International Journal of Learning, Teaching and Educational Research*, 22(8), 465–491. <https://doi.org/10.26803/ijlter.22.8.24>

Arya, R., & Verma, A. (2024). Role of Artificial Intelligence in education. *International Journal of Advanced Research in Science, Communication and Technology*, 4(2), 589–594. <https://doi.org/10.48175/ijarsct-19461>

Aryanti, R. D., & Santosa, M. H. (2024). A systematic review on Artificial Intelligence applications for enhancing EFL students' pronunciation skill. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(1), 102–113. <https://doi.org/10.36663/tatefl.v5i1.718>

Ayanwale, M. A., Sanusi, I. T., Adelana, O. P., Aruleba, K. D., & Oyelere, S. S. (2022). Teachers' readiness and intention to teach Artificial Intelligence in schools. *Computers and Education: Artificial Intelligence*. <https://doi.org/10.1016/j.caeai.2022.100099>

Aydin, C. H., & Tasci, D. (2005). Measuring readiness for e-learning: Reflections from an emerging country. *Educational Technology and Society*, 8(4), 244–257.

Ayotunde, O. O., Jamil, D. I., & Cavus, N. (2023). The impact of Artificial Intelligence in foreign language learning using learning management systems: A systematic literature review. *Information Technologies and Learning Tools*, 95(3), 215–228. <https://doi.org/10.33407/itlt.v95i3.5233>

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bans-Akutey, A., & Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*. <https://doi.org/10.20935/al3392>
- Bekhet, A. K., & Zauszniewski, J. A. (2012). Methodological triangulation: An approach to understanding data. *Nurse Researcher*, 20(2), 40–43. <https://doi.org/10.7748/nr2012.11.20.2.40.c9442>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling : Complex or simple ? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum*, 41(5), 545–547. <https://doi.org/10.1188/14.ONF.545-547>
- Chan, K. K.-W., & Tang, W. K.-W. (2024). Evaluating English teachers' Artificial Intelligence readiness and training needs with a TPACK-Based model. *World Journal of English Language*, 15(1), 129. <https://doi.org/10.5430/wjel.v15n1p129>
- Chen, M. R. A. (2024). The AI chatbot interaction for semantic learning: A

collaborative note-taking approach with EFL students. *Language Learning and Technology*, 28(1), 1–25.

Chi, Z., & Lai, C. (2026). *AI in EFL blended learning: Impact on speaking performance and learning resilience*.

Chisega-Negrila, A.-M. (2024). Teaching and learning in an AI-powered world. *Bulletion of "Carol I" National Defence University*, 13(3), 105–116. <https://doi.org/10.1111/j.1525-1497.2004.30153.x>

Chung, J. Y., & Jeong, S. H. (2024). Exploring the perceptions of Chinese pre-service teachers on the integration of generative AI in English language teaching: Benefits, challenges, and educational implications. *Online Journal of Communication and Media Technologies*, 14(4), 1–10. <https://doi.org/10.30935/ojcm/15266>

Dewey, J. (1932). *John Dewey's ethical theory* (R. Frega & S. Levine (eds.)). Routledge.

Garcia-Peñalvo, F. J., Alier, M., Pereira, J., & Casany, M. J. (2024). Safe, transparent, and ethical Artificial Intelligence: Keys to quality sustainable education (SDG4). *International Journal of Educational Research and Innovation*, 2024(22), 1–21. <https://doi.org/10.46661/ijeri.11036>

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson.

- Ghotbi, N. (2024). Ethics of Artificial Intelligence in academic research and education. In S. E. Eaton (Ed.), *Second Handbook of Academic Integrity. Springer International Handbooks of Education* (pp. 1355–1366). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-54144-5_143
- Gravetter, F. J., & Wallnau, L. B. (2017). Statistics for the behavioral sciences. In *Statistics for the Behavioral Sciences* (10th ed., p. 39). Cengage Learning.
- Handford, M. (2016). The dynamic interplay between language and social context in the language classroom: Interpersonal turn taking for ELF learners. In J. King (Ed.), *The Dynamic Interplay between Language and Social Context in the Language Classroom: Interpersonal Turn Taking for ELF Learners BT - The Dynamic Interplay between Context and the Language Learner* (pp. 151–171). Palgrave Macmillan UK. https://doi.org/10.1057/9781137457134_9
- Hashemifardnia, A., & Kooti, M. (2025). AI-Mediated language learning and EFL learners' self-confidence, self-regulation, well-being, and L2 motivation: A mixed method. *English Education Journal (EEJ)*, 16(2), 109–124. <https://doi.org/10.24815/eej.v16i2.45696>
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- Hung, M., Chou, C., Chen, C., & Own, Z. (2010). Learner readiness for online learning: Scale development and student perceptions. *Computers & Education*, 55(3), 1080–1090. <https://doi.org/10.1016/j.compedu.2010.05.004>
- Huyen, N. T., & Hien, H. T. N. (2025). Investigating the promises and perils of

- generative AI in EFL learning in higher education: A literature review. *AsiaCALL Online Journal*, 16(1), 1–15. <https://doi.org/10.54855/acoj.251611>
- Ilma, A., & Rohmah, Z. (2025). AI in EFL education : Teachers ' competence and the roadblocks to teaching material development. *Cogent Education*, 12(1), 1–19. <https://doi.org/10.1080/2331186X.2025.2588471>
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3–20. <https://doi.org/10.1177/1525822X05282260>
- Jamieson, S. (2004). Likert scales: How to (ab)use them. *Medical Education*, 38(12), 1217–1218. <https://doi.org/10.1111/j.1365-2929.2004.02012.x>
- Jayanti, F. G., & Norahmi, M. (2015). EFL: Revisiting ELT practices in Indonesia. *Journal on English as a Foreign Language*, 4(1), 5. <https://doi.org/10.23971/jefl.v4i1.70>
- Jobin, A., Ienca, M., & Vayena, E. (2019). The global landscape of AI ethics guidelines. *Nature Machine Intelligence*, 1(9), 389–399. <https://doi.org/10.1038/s42256-019-0088-2>
- Kirana, N. P. Y., & Santosa, M. H. (2024). The use of ChatGPT in academic writing skills for EFL learners: A systematic literature review. *EDUCAFL: Journal of Education of English as Foreign Language*, 7(2), 157–179. <https://doi.org/10.21776/ub.educafl.2024.007.02.04>
- Lucas, M., Bem-haja, P., Zhang, Y., Llorente-Cejudo, C., & Palacios-Rodríguez, A. (2025). A comparative analysis of pre-service teachers' readiness for AI

integration. *Computers and Education: Artificial Intelligence*, 8.
<https://doi.org/https://doi.org/10.1016/j.caeai.2025.100396>

Ly Khanh, P. N. (2025). “Are you on board?”: University EFL instructors’ readiness for integrating AI-powered tools in teaching. *VNU Journal of Foreign Studies*, 41(3), 74–91. <https://doi.org/https://doi.org/10.63023/2525-2445/jfs.ulis.5524>

Lynch, D., & Smith, R. (2016). Readiness for school reform. *International Journal of Innovation, Creativity and Change*, 2(3), 1–15.

Mason, R. O. (1986). Four ethical issues of the information age. *MIS Quarterly*, 10(1), 5–12. <https://doi.org/10.2307/248873>

Mohammad, S. A., Mohd Yusof, H., Mohd Radzuan, S. N., & Mohammad, N. I. A. (2023). Self-efficacy among leaders of education in the technology era: A systematic review. *International Journal of Education, Psychology and Counseling*, 8(52), 276–296. <https://doi.org/10.35631/ijepc.852022>

Moore, M. G. (1989). Editorial: Three types of interaction. *American Journal of Distance Education*, 3(2), 1–7. <https://doi.org/10.1080/08923648909526659>

Moorhouse, B. L. (2024). Beginning and first-year language teachers’ readiness for the generative AI age. *Computers and Education: Artificial Intelligence*. <https://doi.org/10.1016/j.caeai.2024.100201>

Morandín-ahuerma, F. (2022). What is Artificial Intelligence? *International Journal of Research Publication and Reviews*, 3(12), 1947–1951. <https://doi.org/10.55248/gengpi.2022.31261>

- Nasution, R. A., Rusnandi, L. S. L., Qodariah, E., Arnita, D., & Windasari, N. A. (2018). The evaluation of digital readiness concept: Existing models and future. *The Asian Journal of Technology Management (AJTM)*, 11(2), 94–117. <https://doi.org/10.12695/ajtm.2018.11.2.3>
- Negnevitsky, M. (2005). Artificial Intelligence: A guide to intelligent systems. In *Pearson Education Limited (Second, Vol. 2)*.
- Nyudak, I. B. G., Santosa, M. H., Marsakawati, N. P. E., & Susrini, P. (2025). Generative AI in ELT: Readiness and concerns of Badung EFL Teachers. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(1), 1605–1621. <https://doi.org/10.24256/ideas.v13i1.7014>
- Özer-Altunkaya, Z., & Yetkin, R. (2025). Exploring pre-service English language teachers' readiness for AI-integrated language instruction. *Pedagogies: An International Journal*. <https://doi.org/10.1080/1554480X.2025.2451299>
- Özkan, E. K., Erdemir, N., & Coskun, D. (2024). A systematic review of EFL teachers' perspective on Artificial Intelligence technologies. *Ihlara Journal of Education Research*, 9(2), 150–168. <https://doi.org/10.47479/ihead.1535035>
- Procel, G. J. O., Medina, M. L. F., Sanchez, D. javier S., & Tacuri, M. A. P. (2024). *Using technology in English teaching* (CID (ed.); 1st ed.). Ciencia Latina Internacional. https://doi.org/10.37811/cli_w1048
- Purnama, M. R., Adnyana, I. P. I. K. S., Sogen, A. T. L., Indrawan, G., & Santosa, M. hery. (2025). Teacher's readiness toward Artificial Intelligence in the school of North Bali. *Jurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, 12(1), 23–32.

<https://doi.org/10.33394/jp.v12i1.13707>

Rajapakse, C., Ariyaratna, W., & Selvakan, S. (2024). A Self-Efficacy theory-based study on the teachers' readiness to teach Artificial Intelligence in public schools in Sri Lanka. *ACM Transactions on Computing Education*, 24(4), 1–25. <https://doi.org/10.1145/3691354>

Ramazanoglu, M., & Akin, T. (2024). AI readiness scale for teachers: Development and validation. *Education and Information Technologies*, October. <https://doi.org/10.1007/s10639-024-13087-y>

Rosalina, M. D. V., & Amalia, N. (2024). Implementasi Kurikulum Merdeka di Sekolah Dasar Penggerak (studi kasus SD Muhammadiyah 23 Semanggi). *Cetta: Jurnal Ilmu Pendidikan*, 7(3), 246–247. <https://doi.org/10.37329/cetta.v7i3.3510>

Rosi, R. I. (2024). Artificial Intelligence (AI) in education: Pros and cons among secondary school teachers in Malang, Indonesia. *Proceeding of International Conference on Islamic Education (ICIED)*, 9(1), 112. <https://doi.org/10.18860/icied.v9i1.3130>

Saputra, D. B., Ayudhia, H. Y., & Muswari, R. (2022). Teachers' perceptions of challenges in online learning: Voices from secondary EFL teachers. *JOALL (Journal of Applied Linguistics and Literature)*, 7(1), 104–119. <https://doi.org/10.33369/joall.v7i1.18855>

Sato, M., & Ballinger, S. (2016). Peer Interaction and Second Language Learning. In *Pedagogical potential and research agenda*. John Benjamins Publishing Company. <https://doi.org/doi:10.1075/llt.45>

- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Setyaningsih, E., Asrori, M., Ngadiso, Sumardi, Zainuri, H., & Hariyanti, Y. (2024). Exploring high school EFL teachers ' experiences with Magic School AI in lesson planning : Benefits and insights. *VELES Journal*, 8(3), 685–700. <https://doi.org/dx.doi.org/10.29408/veles.v8i3.27700>
- Shyh-mee, T., Kiran, K., & Diljit, S. (2015). Examining school librarians ' readiness for information literacy education implementation. *Malaysian Journal of Library & Information Science*, 20(1), 79–97. <https://mjlis.um.edu.my/index.php/MJLIS/article/view/1761>
- Stahl, B. C., & Eke, D. (2024). The ethics of ChatGPT – Exploring the ethical issues of an emerging technology. *International Journal of Information Management*, 74(April 2023), 102700. <https://doi.org/10.1016/j.ijinfomgt.2023.102700>
- Suardewa, P. M. S., Kusuma, I. P. I., & Dewi, K. S. (2024). The impacts of preservice english teachers' self-efficacy of using AI towards their intentions of teaching writing skills using AI. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(1), 110–119. <https://doi.org/10.23887/jpbi.v12i1.80827>
- Suna, D. G., Suchismita, M., & Das, M. T. (2025). Integrating Artificial Intelligence in teacher education: A systematic analysis. *International Journal of Current Science Research and Review*, 08(01), 305–312. <https://doi.org/10.47191/ijcsrr/v8-i1-33>

- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00237-x>
- Turing, A. M. (1950). Computing machinery and intelligence. *Mind*, 59(236), 433–460. <http://www.jstor.org/stable/2251299>
- Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. G., Kaiser, L., & Polosukhin, I. (2023). Attention is all you need. *International Conference on Information and Knowledge Management, Proceedings, Nips*, 4752–4758. <https://doi.org/10.1145/3583780.3615497>
- Viberg, O., Cukurova, M., Feldman-Maggor, Y., Alexandron, G., Shirai, S., Kanemune, S., Wasson, B., Tømte, C., Spikol, D., Milrad, M., Coelho, R., & Kizilcec, R. F. (2024). What explains teachers' trust in AI in education across six countries? *International Journal of Artificial Intelligence in Education*, 1–29. <https://doi.org/10.1007/s40593-024-00433-x>
- Vygotsky, L. S. (1978). *Mind in society* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman (eds.)). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Widianingtyas, N., Mukti, T. W. P., & Silalahi, R. M. P. (2023). ChatGPT in language education: Perceptions of teachers - A beneficial tool or potential threat? *VELES (Voices of English Language Education Society)*, 7(2), 279–290. <https://doi.org/10.29408/veles.v7i2.20326>
- Winarsa, N. M. K. P., Santosa, M. H., & Indrayani, L. (2025). The investigation of

teachers' and students' attitudes and enjoyment towards ChatGPT for English language learning. *The Art of Teaching English as a Foreign Language (TATEFL)*, 6(2), 123–138. <https://doi.org/10.36663/tatefl.v6i2.979>

Wu, Y. (2024). Research on the application of cooperative learning in college english teaching. *Higher Education and Practice*, 1(3), 93–97. <https://doi.org/10.17507/tpls.0910.16>

Yang, H., Gao, C., & Shen, H. Z. (2024). Learner interaction with, and response to, AI-programmed automated writing evaluation feedback in EFL writing: An exploratory study. *Education and Information Technologies*, 29(4), 3837–3858. <https://doi.org/10.1007/s10639-023-11991-3>

Yang, H., Kim, H., Lee, J. H., & Shin, D. (2022). Implementation of an AI chatbot as an English conversation partner in EFL speaking classes. *ReCALL*, 34(3), 327–343. <https://doi.org/DOI: 10.1017/S0958344022000039>

Yehia, E. (2024). AI and emerging technologies: Automated decision-making, digital forensics, and ethical considerations. In P. Pokhariyal, A. Patel, & S. Pandey (Eds.), *AI and Emerging Technologies: Automated Decision-Making, Digital Forensics, and Ethical Considerations* (1st ed., pp. 139–160). CRC Press. <https://doi.org/10.1201/9781003501152>

Zaimo, S. (2025). *Teacher Cognition and Practices in Using Generative AI Tools to Support Student Engagement in EFL Higher-Education Contexts*.

Zornetta, A., & Cofone, I. (2023). Artificial Intelligence and the right to privacy. In J. Temperman & A. Quintavalla (Eds.), *Artificial Intelligence and Human Rights* (pp. 121–135). Oxford University Press.

<https://doi.org/10.1093/law/9780192882486.003.0008>

