

# Navigating Teachers' Adoption of Artificial Intelligence in English Foreign Language: Uncovering Inhibitors and Drivers

Dr. Pooja Nagpal <sup>1</sup>, Dr. RameshKumar M <sup>2</sup>

<sup>12</sup> International School of Management Excellence, Bangalore, India

[pooja.nagpaal@gmail.com](mailto:pooja.nagpaal@gmail.com), [ramesh@isme.in](mailto:ramesh@isme.in)

<sup>1</sup> <https://orcid.org/0000-0003-0772-0943> <sup>2</sup> <https://orcid.org/0000-0002-5382-0884>

**Abstract:** This study looks at how Artificial Intelligence (AI) technologies are affecting English as a Foreign Language (EFL) instruction in Indian Higher Education Institutions (HEIs). Though there has been clear improvement, educators continue to have reservations about the incorporation of AI-powered tools into their teaching practices. The goal of the study is to uncover the inhibitors and drivers that prevent and motivate the EFL teachers from implementing. According to the study, policy makers and academic institutions should prioritize addressing technological constraints and providing faculty and staff with adequate institutional support. They should also consider implementing programs that encourage self-motivation and continuous learning, as well as enhancing motivation through rewards and recognition, which can foster adaptability. The scope for future research is to use quantitative techniques to validate the inhibitors and drivers of AI in EFL.

**Keywords:** Inhibitors, Motivators, Adoption, Artificial Intelligences, EFL

## INTRODUCTION

The landscape of EFL instruction is similar to many other aspects of human life, the field of EFL instruction has seen tremendous change as a result of recent advancements in contemporary information and communication technologies, such as AI artificial intelligence, virtual reality, and augmented reality. Even though AI has been around for about thirty years, teachers are still skeptical about how much AI will be used in the classroom and how it will improve students' English language proficiency. The development of AI has recently played a major role in the definition of new educational frameworks, particularly in the area of language training (Warni & Febriawan, 2018) [1]. Given that digital technologies are influencing language learning both within and outside of the classroom, students' proficiency in using them to improve language acquisition is crucial (Kessler, 2018) [2]. As a result, it is advised that English language instructors embrace innovation by incorporating digital resources into their lesson plans (Xiao, 2019) [3]. This necessity is made even more important in light of COVID, which makes the move to online education urgently necessary. The major challenges that educators worldwide face when they swiftly adapt their lesson plans, subject content, and delivery methodologies to suit remote learning are highlighted by a recent study (Carrillo & Flores, 2020) [4]. Therefore, the notable increase in the use of AI in education marks a shift toward more dynamic and flexible learning environments that improve language instruction and acquisition to meet the unique needs of both teachers and students. AI basically refers to technologies that let robots do cognitive tasks like learning and solving problems that are similar to those performed by human minds. AI is a game-changer in language instruction since it is a driving force behind the creation of intelligent tutoring systems (Cotton, D. et al., 2023) [5]. In spite of this, the body of research on users' acceptance of AI has not yet been comprehensively compiled. The behavioral desire or willingness to use, purchase, or test a good or service is known as user acceptance. Given that developments in the transportation, mental health, and education sectors (Xia et al., 2020) [6, Ramu et al., 2022] [7], as well as other industries, may benefit society from artificial intelligence (AI), it is critical to comprehend the conditions that encourage acceptance and uptake of this technology (Taddeo & Floridi, 2018) [8]. Therefore, the goal of this study is to assess the primary motivators and barriers that Indian higher education professionals face when implementing AI in teaching Teachers may be able to better understand the needs and growth of their pupils through personalized learning experiences that incorporate AI.

## **LITERATURE REVIEW**

The use of AI has grown significantly in education over the past several years as AI has become more commonplace in everyday life. Analysts predict that AI will continue to grow rapidly. AI methods like machine learning and natural language processing are being used to improve EFL teaching and learning. AI-supported systems such as Zoom and Blackboard have been heavily utilized in online EFL classes, especially during the COVID-19 epidemic (Layali,& Shlowiy, 2020) [9]. Studies have demonstrated that AI can enhance language learning, tailor instruction by modifying courses to meet the needs of individual students, provide real-time feedback, and provide support, especially when learning takes place online. AI may also gather and analyze data on student achievement, which would help teachers make educated choices on curriculum additions and teaching techniques (Popenici & Kerr 2017). [10] Despite this, there aren't many assessments that focus on AI in EFL training. Notwithstanding the numerous advantages and opportunities that come with integrating AI into HEIs, there is currently a dearth of research on the application of AI-based teaching. Prior studies have mostly explained the benefits, drawbacks, issues, and challenges related to AI-based education (Zawacki & Richter, 2019) [11]; nevertheless, they have largely ignored the important perspective of educators, who are crucial to the successful use of AI in the classroom. Understanding how educators see the crucial factors influencing their adoption of AI-powered teaching and learning tools is therefore essential. The current study examines the primary drivers and barriers that affect higher education teachers' adoption of AI applications in an effort to close this disparity. The study offers two different frameworks, the first describes the obstacles or deterrents that keep educators from implementing AI based teaching and the second describes the facilitators that push educators to use AI applications in their teaching methodologies.

### **Inhibiting Factors**

There are a number of barriers that can prevent the adoption of technology in EFL instruction. The digital divide, in which teachers and students lack access to necessary technology or have varying degrees of digital literacy, is one such major concern. This disparity has the potential to exacerbate educational disparities and reduce the efficacy of technology integration (Ahmad et al., 2017) [12]. The adoption of technology by educators may be hampered by their resistance to change. Certain educators could experience apprehension when straying from conventional teaching approaches or feel overpowered by the learning curve that comes with utilizing new tools (Holden & Rada, 2011) [13]. Resistance may be influenced by worries about job security or a fear that technology will replace interpersonal communication. The use of technology in EFL instruction may also be hampered by other factors like tight curriculum structures, a lack of technical support, and inadequate funding for technology integration projects. Teachers may be reluctant to use cutting-edge educational technologies for a variety of reasons, such as institutional, technological and personal barriers (Chiu, et al, 2023) [14].

### **Motivating Factors**

Conversely, a number of factors, such as the possibility of professional advancement and recognition linked with successful technology integration, as well as personalized learning experiences, interactive content delivery, real-time feedback, digital literacy, and educators' intrinsic desire to innovate and improve their teaching practices, can serve as strong motivators for embracing technology in EFL teaching. For a variety of reasons, including the possibility of more individualized learning experiences catered to the needs of each individual student, increased productivity through task automation, access to improved feedback systems, and chances for professional development and advancement, EFL teachers are being encouraged to incorporate (Chiu.,2023) [15]. AI into their teaching practices. Teachers are also highly motivated to incorporate AI technologies into their classrooms because they see the potential for improved student engagement, alignment with pedagogical goals, and staying innovative and current in the rapidly changing educational landscape. These factors ultimately contribute to the enrichment of language learning for both teachers and students.

## **DISCUSSION AND CONCLUSION**

The usage of AI in teaching EFL is a noteworthy development in educational technology. This study sought to recognize features that influence instructors' adoption of AI in an EFL context, both as drivers and as inhibitors. After thorough investigation and analysis, a number of important conclusions have been drawn. First of all, it is clear that educators view AI as a useful instrument for improving individualized learning, task automation, and feedback provision in language instruction. AI's capacity to meet the unique needs of each student and deliver timely, focused feedback is in line with modern pedagogical ideas that support student autonomy and participation. Nonetheless, a number of barriers to the widespread use of AI have been found, notwithstanding the apparent advantages. These barriers might take many different forms, such as low technical proficiency, worries about losing one's career, doubts about AI's ability to teach languages, and institutional impediments such as a lack of funding and assistance. The study also emphasizes how critical it is to address these inhibitors with focused treatments and support systems. Encouraging an atmosphere that is favorable to the deployment of AI in EFL classrooms requires addressing concerns about job displacement, improving instructors' technical proficiency, and providing sufficient resources and institutional support. Furthermore, integrating AI technology into EFL teaching techniques might be made easier by encouraging an innovative and collaborative culture inside educational institutions. Teachers may fully utilize AI to improve the caliber and efficacy of language instruction by fostering professional development opportunities, exchanging best practices, and stimulating discussion.

## **DISCUSSION**

The study's conclusions provide insight into the intricate dynamics affecting teachers' use of AI in EFL instruction. A complete approach is necessary to encourage the integration of AI in English language instruction, as the phenomena is multifaceted and has identifiable barriers and drivers. The study makes clear that many educators struggle with technical competence and lack of confidence when it comes to using AI tools. Targeted training programs that improve instructors' pedagogical abilities and digital literacy are necessary to address these issues and help them incorporate AI into their teaching practices. Moreover, instructors' fears can be allayed and their confidence in using AI technologies can be increased with continued assistance and mentoring. Stressing the special qualities that human educators offer to the classroom, such as empathy, creativity, and adaptability can allay concerns about job loss and encourage a more cooperative relationship between educators and AI tools. Moreover, resource allocation and institutional support are important variables impacting the effective integration of AI in EFL instruction. HEIs need to make investments in infrastructure, technology, and continuous support systems so that instructors can successfully incorporate AI into their lessons. This might entail making AI tools and platforms accessible, sponsoring professional development programs, and establishing regulations that encourage experimentation and creativity in teaching methods. Teachers may use AI's revolutionary potential to improve language learning outcomes and provide more engaging and customized learning experiences for EFL students by overcoming the barriers to AI integration found in this study and utilizing the motivations that promote it.

## **LIMITATIONS AND FUTURE SCOPE**

While this study provides valuable insights into the inhibitors and drivers influencing EFL teachers' adoption of AI, some limitations should be considered. Moreover, the scope of inhibitors and drivers may not encompass all relevant factors shaping AI adoption in EFL teaching. Future research could address these limitations by employing quantitative study to provide a more nuanced understanding of AI adoption dynamics. Additionally, exploring emerging AI applications and technological

advancements can further enrich our understanding of their potential implications for EFL teaching and learning.

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