



**EVALUATING THE APPLICABILITY OF
THE UTAUT2 MODEL IN PREDICTING
THE ACCEPTANCE AND USAGE OF
GENERATIVE AI TECHNOLOGIES
AMONG ENGLISH LANGUAGE
INSTRUCTORS AT THE TERTIARY
EDUCATION LEVEL**

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Master of Arts

Umut İPEKDAL

Eskişehir 2025

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Umut İPEKDAL

MASTER'S THESIS

Program in English Language Teaching

Department of Foreign Language Education

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Anadolu University

Graduate School

July 2025

Eskişehir

JÜRİ VE ENSTİTÜ ONAYI

Umut İPEKDAL'ın "UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Eğitimleri Arasında Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede Uygulanabilirliğinin Değerlendirilmesi" başlıklı tezi **04/07/2025** tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca, Yabancı Diller Eğitimi Anabilim Dalı/ İngilizce Eğitimi Programında **Yüksek Lisans** tezi olarak kabul edilmiştir.

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ÖZET

UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Öğretmenleri Arasında
Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede
Uygulanabilirliğinin Değerlendirilmesi

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Lisansüstü Eğitim Enstitüsü, Temmuz 2025

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Araştırma, Teknoloji Kabulü ve Kullanımı Birleştirilmiş Kuramı 2'nin (UTAUT2), Türkiye'deki yükseköğretim kurumlarında görev yapan İngilizce öğretim elemanlarının üretken yapay zekâ teknolojilerini kabulünü ve kullanımını ne derece tahmin edebildiğini incelemektedir. Araştırmada, açıklayıcı sıralı karma yöntem tasarımı kullanılarak performans beklentisi, çaba beklentisi, sosyal etki, kolaylaştırıcı koşullar, hazcı motivasyon, fiyat değeri ve alışkanlık gibi UTAUT2 yapılarının, öğretim elemanlarının Üretken yapay zekâ araçlarına yönelik davranışsal niyetleri ve gerçek kullanım durumlarını ne ölçüde öngördüğü değerlendirilmiştir. Öğretim elemanlarının YZ kabulüne yönelik görüşlerini ve benimseme kararlarını etkileyen kurumsal destek faktörlerini, mesleki kimliklerini ve pedagojik inançlarını daha iyi anlamak amacıyla yarı yapılandırılmış görüşmeler ve sınıf içi gözlemlerle nitel veriler toplanmıştır. Araştırma, performans beklentisi ve hazcı motivasyonun öğretim elemanlarının niyetleri üzerinde güçlü etkisi olduğunu, ancak kolaylaştırıcı koşulların YZ araçlarının fiili kullanımında kritik önem taşıdığını ortaya koymuştur. Öğretim elemanları YZ araçlarının zaman tasarrufu ve öğrenci katılımını artırma gibi önemli avantajlarının yanında, intihal etiği ve yapay zekâ içeriğinin doğruluğu gibi ciddi zorluklar bulunduğunu da belirtmişlerdir. Araştırma, Türkiye'nin özgün eğitim ihtiyaçlarını karşılamaya yönelik, kanıta dayalı bulgular üzerinden eğitim politika yapıcıları, müfredat geliştiricileri ve öğretmen eğitimcileri için temel öneriler sunmaktadır.

Anahtar kelimeler: Üretken Yapay Zekâ (YZ), UTAUT2, Teknoloji Kabulü, İngilizce Dil Öğretimi (ELT), Yükseköğretim, Türkiye

ABSTRACT

Evaluating the Applicability of the UTAUT2 Model in Predicting the Acceptance and Usage of Generative AI Technologies Among English Language Instructors at the Tertiary Education Level

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MA Programme in English Language Teaching

Anadolu University, Graduate School, July 2025

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The research examines how well the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) predicts English language instructors in Turkish higher education will accept and use generative artificial intelligence (GenAI) technologies. The research employed an explanatory sequential mixed methods design to evaluate how UTAUT2 constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit, predict instructors' behavioral intentions and actual usage of the GenAI tool. The research collected qualitative data through semi-structured interviews and classroom observations to gain a better understanding of how instructors view GenAI adoption and what institutional support factors, professional identities, and pedagogical beliefs influence their adoption decisions. The research revealed that performance expectancy and hedonic motivation significantly influenced instructors' intentions; however, facilitating conditions proved essential for their actual use of the GenAI tool. The instructors recognized both substantial advantages from GenAI tools, including time-saving capabilities and improved student participation, as well as significant obstacles related to plagiarism ethics and the accuracy of AI-generated content. The research provides essential recommendations for educational policymakers, curriculum designers, and teacher trainers, based on evidence-based findings that address the specific educational needs of Türkiye.

Keywords: Generative Artificial Intelligence (GenAI), UTAUT2, Technology Acceptance, English Language Teaching (ELT), Higher Education, Türkiye

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmamın Anadolu Üniversitesi tarafından kullanılan “Bilimsel İntihal Tespit Programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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04/07/2025

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis/dissertation is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “Scientific Plagiarism Detection Program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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ACKNOWLEDGEMENTS

The completion of this thesis represents the culmination of an intense academic experience, which became possible because of the continuous backing from my closest supporters. I express my deepest gratitude to everyone who endured the numerous obstacles and times of uncertainty and emotional turmoil throughout this journey. Their belief in me, together with their encouragement and presence, enabled me to achieve this accomplishment.

I sincerely appreciate the support of my thesis advisor, Associate Professor Gonca SUBAŐI, who provided essential guidance and continuous encouragement throughout my research. Her academic expertise, combined with thoughtful feedback and patience, enabled me to develop this research while navigating numerous obstacles.

I extend my gratitude to the members of my thesis committee who provided essential feedback that improved both the scope and direction of my research.

I want to express my most profound appreciation to my family members, Glsen and Mevlt. Their complete love and faith in me, together with their ongoing encouragement, formed the foundation of my strength. Their emotional backing, along with their encouragement, made this achievement possible.

Lastly, I am grateful to my close friends and colleagues, Berke SARISOY and BŐra ZKAN GNEŐ, who joined me on this path by providing their understanding, motivation, and laughter at my most critical times. The presence of my friends made both the challenging times easier to handle and the happy times more significant.

Umut İPEKDAL

July, 2025; İstanbul

04/07/2025

ÜRETKEN YAPAY ZEKÂ KULLANIM BEYANI

Bu tezi hazırlarken Chat GPT, (örneğin ChatGPT, Gemini, DALL-E vb.) üretken yapay zekâ programlarından destek aldığımı beyan ederim. Tezin hazırlığı aşamasında üretken yapay zekâ programlarından (örneğin çeviri, bilimsel makale vb.) desteği aldım. Üretken yapay zekâ programlarından aldığım bilgilerin doğruluğunu kontrol ettiğimi bildiririm.

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DECLARATION OF GENERATIVE ARTIFICIAL INTELLIGENCE USAGE

I declare that I received support from generative artificial intelligence programs Chat GPT, (for example ChatGPT, Gemini, DALL-E, etc.) while preparing this thesis/dissertation. I have received support from generative artificial intelligence programs (e.g. language translation, access to scientific articles, etc.) during the preparation of the thesis/dissertation. I declare that I have checked the accuracy of the information I received from generative artificial intelligence programs.

I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

AI:	Artificial Intelligence
EAP:	English for Academic Purposes
EE:	Effort Expectancy
EFL:	English as a Foreign Language
ELT:	English Language Teaching
FC:	Facilitating Conditions
GenAI:	Generative Artificial Intelligence
HM:	Hedonic Motivation
LLM:	Large Language Models
PE:	Performance Expectancy
PEOU:	Perceived Ease of Use
PU:	Perceived Usefulness
PV:	Price Value
SI:	Social Influence
TAM:	Technology Acceptance Model
TPB:	Theory of Planned Behavior
TRA:	Theory of Reasoned Action
UTAUT:	Unified Theory of Acceptance and Use of Technology
UTAUT2:	Unified Theory of Acceptance and Use of Technology 2

1 INTRODUCTION

The rapid evolution of technology is appearing to transform educational settings worldwide, prompting educators and researchers to reevaluate traditional teaching methods. The educational sector is undergoing a significant transformation with the advent of Generative Artificial Intelligence (GenAI), which introduces new capabilities that could challenge established instructional practices. While the worldwide interest in GenAI educational applications has not been matched by sufficient research about how language educators in Türkiye view and implement these tools. (İçen, 2022) The research investigates the acceptance and practical implementation of GenAI tools by Turkish higher education English language instructors, using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2).

1.1 Background of the Study

Education undergoes rapid transformation due to technological progress, which can change both teaching methods and learning approaches in practical educational settings. Generative artificial intelligence (GenAI) represents a transformative innovation, bringing unprecedented capabilities that challenge established educational practices. Sophisticated large language models (LLMs), such as ChatGPT, Google Gemini, and Microsoft Copilot, can generate human-like text, provide detailed and complex answers, and assist real-time content creation, capabilities previously unimaginable (Kasneci et al., 2023).

Educational institutions worldwide are beginning to adopt GenAI to transform teaching methodologies, assessment techniques, and student-teacher interactions. GenAI tools are particularly transformative in English Language Teaching (ELT) globally, as they align directly with the essential objectives of English as a Foreign Language (EFL) and English for Academic Purposes (EAP) programs. Research indicates that GenAI tools have a significant impact on English Language Teaching (ELT) because they provide language simulations and instant feedback and vocabulary enhancement and writing support and pronunciation practice (Chan & Lee, 2023). Learners benefit significantly from natural language simulations, immediate grammatical and lexical feedback, vocabulary enhancement, writing support, and pronunciation practice via voice-enabled interfaces. Educators leverage GenAI tools to automate repetitive tasks, including response

generation and initial feedback provision, enabling them to concentrate more intensively on essential instructional responsibilities (Cabero-Almenara et al., 2024).

The successful implementation of technology in education heavily relies on instructors' beliefs about teaching methods and their willingness to use these tools effectively. The effectiveness of educational technology depends mainly on how well educators accept it and how actively they utilize the technology, according to Howard et al. (2021). The understanding of instructor acceptance becomes essential in higher education institutions because instructors have substantial freedom to select their technology tools. Research on English language instructors' acceptance of GenAI technologies lacks sufficient empirical evidence despite growing recognition of this topic. Educators express conflicting opinions about GenAI instruction, recognizing its educational value while also worrying about academic integrity, student work authenticity, tool dependence, and ethical issues related to plagiarism and data privacy (Rudolph et al., 2023).

The theoretical understanding of educational technology has undergone significant evolution over recent decades. Early models, such as the Technology Acceptance Model (TAM) developed by Davis (1989), introduced fundamental aspects of perceived usefulness and ease of use. Subsequently, Venkatesh et al. (2003) developed the Unified Theory of Acceptance and Use of Technology (UTAUT), which expanded significantly on earlier models. Venkatesh et al.'s refined model, UTAUT2 (Venkatesh et al., 2012), further integrates three essential additional constructs—hedonic motivation, price value, and habit—enhancing its suitability for contemporary voluntary-use technologies, such as GenAI. GenAI systems differ from traditional educational technologies in that they provide practical instructional support and stimulate intellectual engagement, reshaping everyday classroom practices and pedagogical strategies.

The UTAUT2 model serves as a leading framework in technology acceptance research; however, its direct application to GenAI tools in language education settings has not received sufficient examination. Current studies on GenAI acceptance primarily focus on student and instructor perspectives, lacking sufficient theoretical frameworks, which results in significant knowledge gaps. University language instructors' acceptance of GenAI tools is a vital research area because they must uphold academic standards and linguistic accuracy and meet institutional requirements in higher education settings.

English language proficiency is a fundamental element in Turkish higher education because English preparatory programs are mandatory to teach students the necessary language abilities for English-medium instruction across multiple academic disciplines. The Turkish ELT instructor community lacks extensive research about their views and adoption practices regarding GenAI tools. Research conducted in Türkiye focuses mainly on student views about digital technology alongside general technology implementations but fails to address the essential instructor perspective (İçen, 2022). The research addresses an essential knowledge gap by conducting a comprehensive investigation into the beliefs, acceptance, and practical utilization of GenAI technologies among Turkish English language instructors in the understudied Turkish educational setting.

This research examines the extent to which the UTAUT2 model accurately explains the intentions and actual behaviors of English language instructors regarding the use of GenAI tools. The research method aims to fulfill three specific objectives which include (1) applying established technology acceptance theory to the innovative context of generative AI, (2) delivering specific empirical findings about instructor adoption behaviors in higher education language instruction and (3) investigating the practical implementation of transformative technologies in university-level English language programs.

1.2 Statement of the Problem

Research in the educational applications of artificial intelligence has accelerated, with a predominant focus on student-centered analyses of AI tool interactions and technocentric evaluations of platforms such as ChatGPT or Gemini. However, the current research overlooks language educators who serve as vital mediators by creating curricula, delivering instruction, and integrating assessments within AI-supported learning environments. The current research on AI in education focuses mainly on student interactions and platform performance but neglects the role of language educators who implement curricula and assessments in AI-based learning environments (Viberg et al., 2023)

Additionally, studies of instructor AI adoption often utilize limited theoretical frameworks, primarily the Technology Acceptance Model (TAM) or adaptations of the Theory of Planned Behavior (TPB), which fail to adequately capture the complex, multidimensional nature of GenAI tools. Unlike traditional educational technologies,

GenAI simultaneously functions as an instructional resource, an intellectual stimulus, and an institutional facilitator. Consequently, the UTAUT2 model (Venkatesh et al., 2012) with its extensive constructs such as performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit is more appropriate for a thorough analysis of instructor acceptance of GenAI.

The distinctive pedagogical and ethical challenges of ELT further complicate the integration of GenAI. The recent ELT literature has identified several challenges, including learner autonomy, maintenance, instructor authority, authenticity, and content accuracy (Cogo et al., 2024; Chan & Hu, 2023). Issues such as maintaining learner autonomy, instructor authority, authentic linguistic interactions, and content accuracy become essential considerations. However, research on how language instructors handle these intricate pedagogical trade-offs through empirical methods is surprisingly limited. (Leiker et al., 2023; Viberg et al., 2023)

The majority of existing research on technology acceptance in education has focused on educational settings in North America and Europe. The educational systems of Western and Eastern regions show different patterns which restrict the direct implementation of these models in Türkiye's unique institutional framework and cultural and pedagogical practices (İçen, 2022; Leiker et al., 2023). The findings from Western and Eastern contexts should not be directly applied to Türkiye, as the country has a distinct educational system that combines Western and Eastern traditions through its institutional policies, cultural expectations, and educational practices. Research focused on the Turkish educational context is necessary to develop specific knowledge about this region, while also contributing to global discussions about the adoption of educational technology.

1.3 Purpose of the Study

The primary objective of this research is to investigate the factors that influence English language instructors' adoption and utilization of Generative Artificial Intelligence (GenAI) tools in Turkish higher education institutions, utilizing the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model developed by Venkatesh et al. (2012). The research investigates how instructors perceive GenAI tools and their behavioral intentions for integrating these tools into language teaching practices within Turkish higher education institutions.

English language instructors play a vital role in integrating educational technology, as their acceptance significantly influences the practical results and teaching effectiveness of new technological tools (Howard et al., 2021). Research has recognized the crucial role of educators in technology adoption; however, there is a significant shortage of theoretical studies examining the acceptance of GenAI among language teaching instructors, particularly in Turkish educational settings (İçen, 2022).

The research investigates the explicit application and comprehensive coverage of UTAUT2 constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit, to predict the adoption intentions and actual usage behaviors of English language instructors for GenAI technology. The research uses UTAUT2 to identify essential motivational and contextual factors influencing instructor technology adoption.

The following research questions guide this study;

1. To what extent do the core constructs of the UTAUT2 model (Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price Value, and Habit) predict English language instructors' behavioral intention to use generative AI tools in higher education?
2. To what extent do these constructs predict actual usage behavior of generative AI tools among English language instructors?
3. How do English language instructors perceive the opportunities, challenges, and contextual factors related to the use of generative AI tools in their teaching practices?
4. In what ways do institutional support, professional identity, and pedagogical concerns influence instructors' acceptance or resistance to generative AI?

The research questions enable this study to deliver important findings about educational technology acceptance processes, revealing how language instructors view and utilize GenAI tools. The research provides essential theoretical and practical insights through its analysis of instructor perspectives and classroom practices, leading to recommendations designed explicitly for Turkish higher education institutions. The research guides policymakers, educational administrators, and teacher trainers, enabling them to make informed decisions about the integration of GenAI technology. The study enhances global

knowledge about educational technology adoption through its findings, which stem from Türkiye's distinctive educational environment.

1.4 Significance of the Study

This research adds substantial value to educational technology acceptance theory by validating the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), developed by Venkatesh et al. (2012), in the new context of integrating Generative Artificial Intelligence (GenAI) in English language teaching. The UTAUT2 model has received extensive research in various educational settings, yet its systematic application to GenAI acceptance by language education instructors remains scarce. The research evaluates UTAUT2 constructs in GenAI tools to contribute to theoretical advancements and gain unique insights into GenAI integration.

The research provides important, evidence-based guidance, along with recommendations for policymakers, curriculum designers, educational administrators, and teacher trainers. The success of new educational technologies often depends on instructor acceptance, as supported by studies linking educators' beliefs to technology integration success (Viberg et al., 2023; Mishra & Koehler, 2008). The study provides vital, context-specific information and guidance that aligns with Türkiye's unique educational characteristics, as well as its institutional and cultural elements. The development of policies and professional development practices requires targeted insights to address genuine pedagogical needs and ethical considerations for the responsible and effective integration of GenAI technology in language instruction.

The research contributes valuable insights to global discussions on educational technology acceptance by focusing on the perspectives and practical experiences of Turkish instructors. The adoption patterns of educational technology worldwide are influenced by emotional, cultural, and institutional factors (Viberg et al., 2023; İçen, 2022), which means that insights from the Turkish context could enhance global understanding.

1.5 Assumptions

The research relies on multiple basic assumptions that serve as its foundation. The study assumes that English language instructors possess sufficient knowledge about generative artificial intelligence (GenAI) tools, such as ChatGPT, Gemini, or Copilot, to provide

accurate insights into their perceptions and behaviors toward these technologies. The research instruments' voluntary and self-reporting nature leads to the assumption that instructors will answer truthfully and reflectively, providing accurate insights about their behavioral intentions and GenAI tool usage.

The study assumes that the UTAUT2 model is applicable and relevant in the Turkish educational environment. The model's constructs, including performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit, are considered valid and culturally relevant predictors of technology acceptance behaviors for Turkish educators. The research relies on the assumption that instructors' self-reported intentions align with their actual behaviors, despite potential discrepancies between declared intentions and actual practices.

The research relies on the assumption that institutional policies, in conjunction with cultural context and characteristics of English language preparatory programs, influence instructors' decisions regarding technology adoption. The research assumes that Turkish higher education institutions offer enough diversity and complexity to support thorough analysis and significant findings about GenAI acceptance.

1.6 Limitations

The research study contains multiple limitations despite its strict methodological structure. The research exclusively studies English language instructors at a Turkish public university, which limits the generalizability of the results to other educational settings and institutions. The findings from this study require careful application to similar university settings in Türkiye, as technology acceptance behaviors differ substantially across institutional cultures, regions, and disciplines. The results from this study need careful application to similar university environments in Türkiye, as they were obtained from this specific context.

The study depends on survey and interview responses from participants, which creates a limitation in its research design. The research method may introduce potential biases because participants tend to present more positive views about technology and conceal their negative feelings regarding ethical issues and technical challenges. The researcher implemented triangulation methods to combine surveys, interviews, and classroom observations, but these biases remain partially present.

As a cross-sectional design, the quantitative data collection method limits the researcher's ability to understand how GenAI adoption behaviors evolve over different periods. A longitudinal research design would have better understood instructor GenAI acceptance patterns through time as they gain experience with technology and receive institutional backing and professional training.

The UTAUT2 model demonstrates robustness yet fails to capture unique GenAI-related constructs, which include trust in AI outputs, algorithmic transparency concerns, and ethical issues such as plagiarism and AI dependency. Research studies on GenAI acceptance dynamics would gain a greater understanding by incorporating specific variables into the theoretical model.

The observation sample of selected instructors and sessions during classroom observations does not adequately represent the full range of teaching practices and technological integration throughout the entire instructor population at the institution.

1.7 Definition of Terms

Generative Artificial Intelligence (GenAI): Generative Artificial Intelligence systems produce original text content through advanced neural networks and algorithms that process extensive datasets to create human-like outcomes. The central systems demonstrating this technology include ChatGPT, Google Gemini, and Microsoft Copilot (Kasneci et al., 2023).

The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2): The theoretical model UTAUT2 was developed by Venkatesh et al. (2012) to explain and predict technology acceptance and usage behaviors through seven core constructs: performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit.

Behavioral Intention: Behavioral intention represents a person's self-reported commitment to adopting or using technology, which is the primary predictor of actual technology adoption according to the UTAUT2 model (Venkatesh et al., 2012). The study defines this concept as instructors' plans for implementing GenAI tools in their educational work.

Use Behavior (Actual Usage): The practical implementation of technology in real-life activities constitutes use behavior. According to Venkatesh et al. (2012), the observable integration of generative AI technologies into practices and professional tasks is evident.

Performance Expectancy: Individuals determine performance expectancy by believing that technology implementation will boost their teaching performance and educational outcomes (Venkatesh et al., 2003; Venkatesh et al., 2012). The study defines this concept as instructors' assessments of the GenAI tool's capability to enhance teaching effectiveness and instructional outcomes.

Effort Expectancy: Effort expectancy refers to the perceived level of simplicity that individuals encounter when interacting with technology (Venkatesh et al., 2003; Venkatesh et al., 2012). The research examines how educators perceive the simplicity or complexity of incorporating generative AI tools into their teaching methods.

Social Influence: The extent to which people believe their important social connections, including supervisors and colleagues, as well as institutions, want them to adopt specific technologies determines their social influence (Venkatesh et al., 2003; Venkatesh et al., 2012). The thesis defines this concept as the way colleagues and institutional norms influence instructors' decisions to adopt GenAI.

Facilitating Conditions: People who use technology perceive the availability of resources and organizational support, which enables them to use technology effectively (Venkatesh et al., 2003, 2012). The research defines facilitating conditions as the combination of technical support and training, institutional policies, and necessary infrastructure to implement an effective GenAI tool.

Hedonic Motivation: The extent to which people obtain enjoyment and internal satisfaction from technology usage defines hedonic motivation (Venkatesh et al., 2012). This research defines hedonic motivation as the enjoyment and intrinsic satisfaction instructors derive from using GenAI tools during teaching activities.

Price Value: The price value represents the intellectual evaluation of technology advantages in relation to their implementation costs (Venkatesh et al., 2012). This research examines instructors' evaluations of the benefits of GenAI tools against their time requirements, financial costs, and the effort required to implement them.

Habit: Habit refers to the degree to which people automatically perform behaviors through consistent and repetitive usage (Venkatesh et al., 2012). The research focuses on how instructors develop automatic usage of GenAI tools through repeated incorporation of these tools into their instructional activities.

Instructor Acceptance: Educators demonstrate acceptance of educational technology when they exhibit positive attitudes and intentions toward using these tools, which directly impacts their integration success and educational outcomes (Howard et al., 2021). This study defines instructor acceptance as the attitudes and perceptions of instructors, as well as their willingness to incorporate GenAI technologies into their teaching methods.



2 LITERATURE REVIEW

2.1 Introduction

Modern technological advancements appear to be transforming educational practices, compelling teachers to adopt new teaching methods. The successful implementation of new tools depends on understanding both the reasons behind and the methods through which educators choose to accept or resist these tools. The last several decades of research have established strong theoretical frameworks that explain technology acceptance and usage, ranging from basic social-psychological models to specialized information systems frameworks. The two foundational models that study user adoption of innovations include Davis's (1989) Technology Acceptance Model (TAM) and Venkatesh et al.'s (2003) Unified Theory of Acceptance and Use of Technology (UTAUT), which provides a unified theory for technology adoption and acceptance.

The acceptance research has experienced a “second wave” over the last decade by merging classical TAM and UTAUT models with trust (Gefen, 2003), risk (Featherman & Pavlou, 2003), technostress (Tarafdar et al., 2011), and digital equity scholarship (Hohlfeld et al., 2017) constructs. The research by Huang et al. (2020) and Dwivedi et al. (2020) demonstrates that including these additional factors increases the explained variance of behavioral intention, exceeding the 70% threshold established in the original UTAUT paper. The research indicates that the modern acceptance of AI systems requires users to experience psychological safety, as well as ethical alignment and institutional backing, in addition to usefulness and ease of use.

The UTAUT framework integrates all eight preceding models, starting with the Technology Acceptance Model (TAM), alongside the Theory of Reasoned Action and the Theory of Planned Behavior, into a single theory of technology adoption. The UTAUT2 model incorporated consumer-oriented factors into the original UTAUT model, which Venkatesh et al. introduced in 2012. The current study applies these frameworks as guidelines to evaluate English Language Teaching (ELT) instructors in Türkiye who adopt and utilize generative artificial intelligence (GenAI) tools within their professional teaching practice.

Recent empirical work reinforces the relevance of this choice. The UTAUT2 additions of hedonic motivation, habit, and price value are now statistically significant in nearly every instructional-technology context according to extensive survey studies of European K-12

teachers (Scherer & Teo, 2019; Kimmons 2020). These constructs not only capture the “fun” and convenience dimensions of GenAI use but also reflect teachers’ growing sensitivity to subscription costs and to the lock-in effects created by repeated interaction with a single platform.

The educational field has recently adopted large language models, such as OpenAI’s ChatGPT, as transformative tools that have emerged in recent times. ChatGPT made its public debut at the end of 2022, sparking worldwide fascination due to its ability to produce text that resembles human writing and its conversational features. Educational professionals, along with researchers, are increasingly studying the emerging educational benefits and barriers that GenAI tools create in classroom learning environments (Stokel-Walker & Van Noorden, 2023).

The early scoping reviews conducted by Stokel-Walker and van Noorden (2023) and discipline-specific mappings, such as Dong et al.’s (2024) review of LLM-mediated language learning, suggest that ChatGPT represents a “punctuation point” in the educational AI trajectory, similar to the disruptive impact of MOOCs ten years ago. The authors situate current classroom experiments within the broader context of computer-assisted language learning (CALL) research (Chapelle, 2009; Hubbard & Levy, 2016), while noting that many of the design, ethics, and assessment dilemmas associated with GenAI stem from the early debates on intelligent tutoring systems.

Supporters of GenAI technology argue that the platform provides individualized tutoring services, automated assessment feedback, expanded creative possibilities, and enhanced administrative workflow efficiency (Tian & Wang, 2025). Many experts express significant concerns about the accuracy of AI-generated content, as well as its potential to introduce biases or misinformation, while questioning the impact on student academic integrity through plagiarism and its effect on cognitive development. The research field of educational technology faces an urgent need to strike a balance between leveraging the advantages of GenAI and addressing its limitations. ELT instructors who specialize in teaching English as a second or foreign language can utilize GenAI tools, such as ChatGPT, to generate example texts and language practice dialogues, as well as to assist with grading written assignments and creating lesson materials. The instructors must confirm that AI usage serves to strengthen, rather than weaken, language learning

outcomes, which include critical thinking skills, communicative abilities, and student engagement.

The observed tension between technology and language learning matches previous research in CALL, which Stockwell (2013) demonstrated that excessive automation in technology leads to suppressed higher-order language processes, and Golonka et al. (2014) indicated that convenience often comes at the expense of cognitive challenge.

The adoption of new technologies in Turkish language education has been a lengthy and challenging process within Türkiye's educational system. Turkish ELT instructors began integrating Information and Communication Technologies (ICT) into their teaching before the emergence of GenAI. However, success rates varied due to differences in infrastructure availability, institutional backing, individual skills, and attitudes. Turkish teachers generally maintain favorable attitudes toward educational technology; however, they face multiple barriers, including insufficient training programs, limited technical support, and inadequate resources. These barriers can stymie the adoption of even beneficial innovations. The introduction of GenAI tools presents new challenges that could exacerbate existing difficulties while introducing additional requirements, such as developing AI literacy and establishing trust in AI-generated outputs. The assessment of GenAI acceptance by ELT instructors requires immediate attention, as they serve as critical mediators of the effects of technology on language learners.

This research examines the adoption of Generative Artificial Intelligence by Turkish English Language Teaching (ELT) instructors using the UTAUT2 framework. The development of technology acceptance theories and models is examined, beginning with general behavioral intention models, such as the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB), and their educational adaptations, including the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT/UTAUT2) (Section 2.2). The paper examines worldwide research on ELT technology adoption. It analyzes explicitly the adoption of new technology by Turkish language teachers (Sections 2.2.2 and 2.2.3) to identify key factors that promote technology adoption in ELT contexts. The review examines generative AI in education (Section 2.3) by analyzing both theoretical frameworks of GenAI acceptance and existing evidence on how educators and students use or reject these tools in

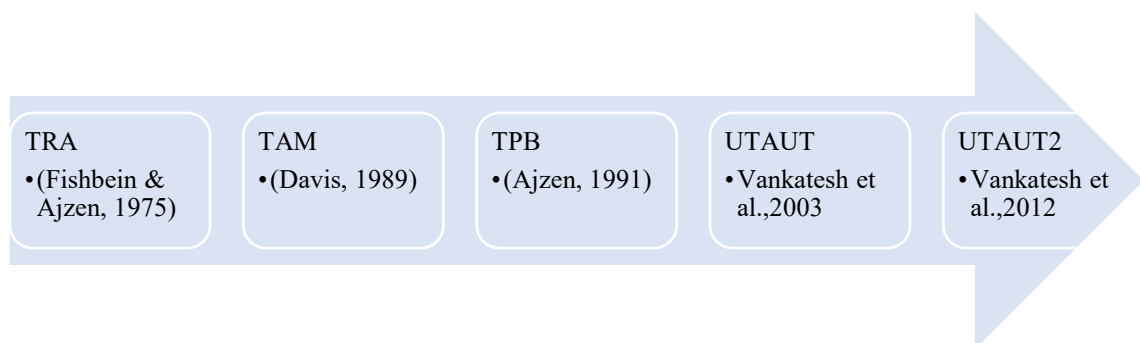
international English Language Teaching (ELT) settings, as well as in Turkish education specifically.

The review combines recent academic research with foundational studies on essential principles of technology acceptance. The extensive review establishes the current state of knowledge and identifies unaddressed gaps in ELT instructors' acceptance of GenAI, providing a basis for the thesis research.

2.2 Technology Acceptance

The acceptance of technology refers to users' readiness to use new technologies for their tasks, which is often measured by their intentions and actual usage behavior. Several theoretical models have been developed over time to explain and predict why people adopt (or fail to adopt) technological innovations. In the context of education, understanding technology acceptance is vital, as instructors' beliefs and intentions strongly influence whether and how classroom technologies are implemented. This section provides an overview of the evolution of technology acceptance theories and models, from early general frameworks in social psychology to more specific models tailored for technological contexts, culminating in the UTAUT2 framework that guides this study. It also examines empirical research on technology adoption in the English language teaching field, including both international studies and those focusing on Türkiye, to situate ELT instructors' technology use within these theoretical perspectives. The models in Figure 2.1 demonstrate their historical development through progressive expansions of previous models.

Figure 1.1
Technology Acceptance Models and Theories



2.2.1 Evolution of Technology Acceptance Theories and Models

The development of technology acceptance models starts with general human behavior theories before focusing specifically on information technologies. The evolution of technology acceptance models started with the Theory of Reasoned Action and continued through the Theory of Planned Behavior, the Technology Acceptance Model, and UTAUT and UTAUT2. The following sections analyze individual frameworks, beginning with their fundamental elements and their impact on subsequent models. Table 2.1 presents the key constructs of each theory and model.

Table 2.1

Key Constructs of Technology Acceptance Theories and Models

Model/Theory	Developer(s)	Year	Key Constructs
Theory of Reasoned Action (TRA)	Fishbein & Ajzen	1975	Attitude toward behavior, Subjective norm, Behavioral intention
Theory of Planned Behavior (TPB)	Ajzen	1985	Attitude, Subjective norm, Perceived behavioral control, Behavioral intention
Technology Acceptance Model (TAM)	Davis	1989	Perceived usefulness (PU), Perceived ease of use (PEOU), Behavioral intention
Unified Theory of Acceptance and Use of Technology (UTAUT)	Venkatesh et al.	2003	Performance expectancy, Effort expectancy, Social influence, Facilitating conditions
Extended UTAUT (UTAUT2)	Venkatesh, Thong, & Xu	2012	Performance expectancy, Effort expectancy, Social influence, Facilitating conditions, Hedonic motivation, Price value, Habit

2.2.1.1 Theory of reasoned action (TRA)

Fishbein and Ajzen (1975) developed the Theory of Reasoned Action (TRA), one of the earliest and most influential models for understanding behavioral intention. The Theory of Reasoned Action (TRA) originated in social psychology to explain the relationship between attitudes, intentions, and behaviors. The theory posits that behavioral intention directly predicts actual behavior, which is a result of two primary factors: attitude toward the behavior and subjective norms regarding the behavior. The evaluation of behavior performance by individuals defines their attitude, while subjective norms represent the social pressure that essential others exert to either perform or avoid the behavior. According to TRA, people make rational decisions through systematic evaluation of

available information, which includes their personal attitudes and the opinions of others, to determine their behavioral engagement.

The Theory of Reasoned Action (TRA) suggests that when teachers hold positive attitudes toward new educational technology and believe their colleagues and administrators support its use, they are more likely to develop stronger intentions to incorporate that technology into their teaching. The Theory of Reasoned Action requires specific measures of attitude and norm for accurate prediction of corresponding intention and action. Fishbein and Ajzen emphasized the need for specific matching: instead of asking about general technology attitudes, one should ask about attitudes toward a specific tool (e.g., a language learning app) in a specific context (e.g., an English class next semester) to forecast teacher usage. TRA achieved better research behavior prediction by matching behavioral targets between attitudes and intentions.

The Theory of Reasoned Action (TRA) served as a basis for later acceptance models because it demonstrated how behavioral intention functions as a direct precursor to usage. TRA faces limitations when studying behaviors that lack voluntary control or fall outside the scope of personal decision-making authority. The model bases its assumptions on the idea that human behavior exists within a realm of free will because people can choose whether or not to perform actions. Real-life situations, including educational environments, often encounter intervening constraints that prevent behavior from aligning with intention because individuals lack the necessary resources or abilities. The Theory of Planned Behavior emerged as an extension of the Theory of Reasoned Action (TRA) because it included new predictors to address non-volitional control factors.

2.2.1.2 Theory of planned behavior (TPB)

Ajzen (1985, 1991) developed the Theory of Planned Behavior (TPB) to address the limitations of the Theory of Reasoned Action (TRA) in terms of voluntary control. The Theory of Planned Behavior (TPB) extends the Theory of Reasoned Action (TRA) model by adding perceived behavioral control (PBC) as a third essential factor that influences intentions. The perception of how simple or challenging a behavior is to perform defines perceived behavioral control, which represents an individual's belief in their capability to execute the action. The addition of this construct became necessary because people with positive attitudes and supportive social norms may not develop strong intentions or follow

through on their intentions when they perceive major obstacles or lack control over their actions.

The TPB model demonstrates that behavioral intention results from three components: (1) attitude toward the behavior, (2) subjective norms, and (3) perceived behavioral control. The TRA concepts of attitudes and subjective norms maintain their definitions in the TPB framework. The new concept of Perceived Behavioral Control in TPB shares conceptual ties with self-efficacy, which represents a person's confidence in their ability to achieve particular situations. The TPB model demonstrates that PBC influences both behavioral intentions and direct behavioral outcomes, as perceived control accurately reflects actual control levels. The TPB model predicts both reduced intentions and actual technology use when a teacher feels they have limited control because of unreliable internet or insufficient training.

Consider an ELT instructor who wants to integrate ChatGPT as a GenAI tool into their classroom. Three factors would determine the instructor's intention to use ChatGPT in class according to TPB: (a) their attitude (e.g., believing that using ChatGPT will enhance students' learning or, conversely, fearing it might undermine language practice), (b) the subjective norm (e.g., whether colleagues, students, or school leaders encourage or frown upon using AI in teaching), and (c) their perceived control over using ChatGPT (e.g., whether they feel capable of effectively using it, have access to the technology, and can manage any downsides). The instructor's intention to integrate ChatGPT would be strong if they perceive high control (confident in using the tool, with necessary support in place) alongside positive attitudes and supportive norms. However, the intention would be weakened if the instructor lacks control (due to institutional bans or personal skill gaps), regardless of favorable attitudes or norms.

Educational technology research has widely used the Theory of Planned Behavior (TPB) to explain how teacher adoption depends on both resource limitations and skill deficiencies. TPB enhanced the predictive accuracy of TRA by including non-volitional elements in its model. The theory explains general intentional behavior but does not define the particular beliefs that apply to technology usage. The model identifies three general determinants of behavior (attitude, norm, control) without specifying the content of attitudes or control factors for particular technologies. The following models addressed

this gap by focusing on technology contexts while identifying specific beliefs that influence technology acceptance.

2.2.1.3 Technology acceptance model (TAM)

The Technology Acceptance Model (TAM) represents a fundamental framework developed by Davis (1989) to explain how users accept information technology. User behavior in implementing technology stems from behavioral intention, according to the Theory of Reasoned Action (TRA) model, which the Technology Acceptance Model (TAM) framework also inherited. TAM reduces TRA complexity by establishing two technology-specific beliefs as the main drivers of intention: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). According to Davis (1989), perceived usefulness refers to the extent to which a particular system enhances an individual's job performance (p. 320). According to Davis (1989), the degree to which a person believes that using a particular system would require minimal effort defines perceived ease of use (p. 320). User evaluations of new technology primarily depend on its perceived usefulness and ease of use, as these factors determine how well a system enhances performance and efficiency.

According to TAM's initial design, PU and PEOU drive users toward positive attitudes about technology adoption, which in turn drive behavioral intentions to use the technology, ultimately leading to actual usage behavior. The studies by Davis showed that PU and PEOU explained substantial variations in users' computer system use intentions, while perceived usefulness proved to be the dominant predictor of intention, as utility stands as the primary factor that influences users' acceptance, regardless of system ease of use. According to TAM, perceived ease of use indirectly impacts intention by creating perceptions of usefulness, as simpler systems are perceived as more useful because they require less effort to achieve benefits. Research evidence suggests that a simpler system yields a higher perceived usefulness, as PEOU has a positive impact on PU, as demonstrated by Hew et al. (2019). A high level of perceived usefulness leads to positive attitudes, which in turn result in strong intentions to adopt technology.

The model has gained widespread acceptance because it provides straightforward explanations along with strong predictions in different fields. The meta-analysis of 88 empirical TAM studies demonstrated its “remarkable robustness” across domains by showing large effect sizes for $PU \rightarrow BI$ and $PEOU \rightarrow PU$ (King & He, 2006; Legris,

Ingham & Collette, 2003). Multiple researchers describe this model as having remarkable robustness across a wide range of studies. The model has been applied to multiple technologies, ranging from office software to e-learning platforms, and for various populations, including educators and students, yielding consistent findings that usability perceptions and usefulness assessments significantly influence adoption. Educational institutions utilize TAM to investigate teacher adoption of e-learning systems, interactive whiteboards, language learning apps, and various other educational tools. These studies consistently show that teachers adopt tools that combine usability with effectiveness in teaching and student learning.

TAM received multiple additional components throughout its evolution. The extension of TAM into TAM2 by Davis et al. (1992) and Venkatesh and Davis (2000) integrated social influence factors (subjective norm, image) and cognitive instrumental elements (job relevance, output quality, result demonstrability) to enhance organizational understanding of perceived usefulness. The authors of TAM3 (Venkatesh & Bala, 2008) extended the model by adding determinants of perceived ease of use, such as computer self-efficacy and objective usability, while discussing methods to enhance technology acceptance. The different versions retained their fundamental structure, consisting of PU and PEOU from the original Technology Acceptance Model (TAM). The extensive body of TAM research prompted researchers to attempt to combine the model with other frameworks, leading to the development of UTAUT.

Teachers will develop positive intentions to use new tools when they believe these tools enhance their job performance through effectiveness, efficiency, and simplicity of deployment. Teachers will avoid adopting new tools when they find these tools either complex to use or without significant educational benefits. The user-centric approach of TAM proved highly effective for educators because it analyzed how they perceive technology adoption in their teaching practices. The influence of the Technology Acceptance Model (TAM) is evident in the Unified Theory of Acceptance and Use of Technology (UTAUT) through its constructs of performance expectancy and effort expectancy, which are equivalent to perceived usefulness and perceived ease of use. The following section provides a detailed discussion of the UTAUT model.

2.2.1.4 Unified theory of acceptance and use of technology (UTAUT)

By the early 2000s, researchers faced an abundance of competing models, including the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB), the Technology Acceptance Model (TAM), the Motivational Model, the combined TAM-TPB model, the Diffusion of Innovations theory, and Social Cognitive Theory, each with somewhat different predictors of technology acceptance. To bring coherence to this area, Venkatesh et al. (2003) proposed the Unified Theory of Acceptance and Use of Technology (UTAUT), which synthesized elements from eight prominent models into a comprehensive and unified framework. UTAUT synthesized the various predictors from previous models into four fundamental elements of user technology adoption, including behavioral intention to use technology and subsequent use behavior, as well as four variables that modify the impact of these determinants.

The four primary constructs in UTAUT are: Performance expectancy (PE) is defined as the degree to which an individual believes that using the system will help them attain gains in job performance. This concept parallels TAM's perceived usefulness, capturing the expected benefits of the technology for accomplishing tasks. In an educational context, performance expectancy may reflect a teacher's belief that using a GenAI tool will enhance student learning outcomes or improve the effectiveness of lesson delivery. Effort expectancy (EE) refers to the degree of ease associated with using the system, essentially mirroring TAM's perceived ease of use. It indicates how effortless or convenient technology is perceived to be. For a teacher, a tool that is intuitive and fits smoothly into existing workflows would be highly valued in terms of effort expectancy. Social influence (SI) is the degree to which an individual perceives that important others (peers, superiors, society) believe he or she should use the new system. This factor acknowledges that even if a person personally values technology, their intention can be influenced by the opinions and expectations of colleagues, administrators, or students. In a school, for instance, if the principal and fellow teachers highly encourage the use of AI tools, an instructor may feel social pressure to adopt this approach. Facilitating conditions (FC) refer to the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system. This encompasses the availability of resources, training, and help - essentially, external factors that make the technology easier or more complicated to use. In a classroom setting, facilitating

conditions include having sufficient devices or internet access, technical support staff, or institutional policies that support the technology's use.

According to UTAUT, these four factors collectively influence a user's behavioral intention to use the technology, and through intention (and partly directly, in the case of facilitating conditions), they influence actual usage behavior. UTAUT's authors found that this unified model could explain approximately 70% of the variance in users' intention to adopt a technology, the figure was later duplicated in a synthetic review of 200+ UTAUT papers that also called for a "UTAUT 3" to capture emerging constructs such as trust and risk (Dwivedi et al., 2019) representing a substantial improvement over the predictive power of earlier models considered separately. Notably, UTAUT introduced the idea that the impacts of performance expectancy, effort expectancy, and social influence on intention are moderated by key individual differences and context: specifically, gender, age, experience, and voluntariness of use. For example, the model suggests that effort expectancy is more salient for older users or those with less experience, as they tend to prioritize ease of use. Additionally, social influence effects on intention are more potent for women and for users in mandatory usage settings, where one's job may require the use of the technology. Facilitating conditions were hypothesized to influence usage more directly (especially when intention is not highly volitional), and their effect might also be moderated by age and experience, with older or less experienced users relying more on external support.

To illustrate UTAUT in action, consider an ELT instructor evaluating a new generative AI (GenAI) tool. Performance expectancy captures the teacher's belief that the AI will enhance teaching effectiveness or student performance, leading to a higher intention to use it if the teacher expects significant benefits. Effort expectancy reflects how user-friendly and convenient the teacher finds the AI tool; a higher ease of use strengthens the intention. Social influence would include pressures or encouragement from the school community, for instance, if the English department head champions the use of AI, or if the teacher perceives that "forward-thinking" instructors are expected to utilize such innovations. Facilitating conditions might involve whether the school provides access to AI (e.g., a subscription to a service, reliable internet), offers training workshops on its use, or establishes clear policies for using AI ethically in the classroom. A young teacher (moderator: age) in a voluntary context (not mandated by policy) might weigh these

factors differently than an older teacher in a school that requires the use of certain tech tools. UTAUT would, for instance, predict that if both teachers find the AI very useful and easy (high PE and EE), but the older teacher has less confidence in new technology, the older teacher might require stronger facilitating conditions or social support to achieve the same level of intention as the younger teacher.

Venkatesh et al. (2003) established UTAUT by combining and renaming existing concepts from prior research, such as TAM's perceived usefulness and innovation diffusion theory's relative advantage, as well as social cognitive theory's outcome expectations. Effort expectancy encompasses the Technology Acceptance Model (TAM) concept of perceived ease of use, as well as related constructs that include complexity from the Model of Personal Computer (PC) Utilization. The social influence factor combines subjective norm elements from the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB), and the Technology Acceptance Model (TAM) with related social pressure factors, including social factors from PC Utilization and image from innovation diffusion. The framework includes perceived behavioral control (TPB), facilitating conditions (PC Utilization), and compatibility aspects from other models. The study by Venkatesh et al. demonstrated the superior explanatory capabilities of UTAUT through their empirical analysis, which encompassed various organizations and eight original models. UTAUT emerged as a preferred analytical tool for numerous fields that study technology adoption because it delivers a complete understanding by integrating individual perceptions with social context and facilitating infrastructure.

The original UTAUT faces a limitation because it was designed to explain organizational settings that include system introductions at workplaces where employees may not have full control over their usage. The inclusion of “voluntariness” as a moderator shows the model was developed to analyze both mandatory and voluntary use scenarios. When users have complete freedom to choose technology adoption (such as a teacher selecting an AI tool for classroom use without any organizational requirements), UTAUT factors may behave differently, and personal enjoyment motivations may emerge. The analysis led to the development of UTAUT2, which is presented as follows.

2.2.1.5 Extended unified theory of acceptance and use of technology (UTAUT2)

Venkatesh et al. (2012) proposed UTAUT2 as an extension of UTAUT, specifically for consumer technology use contexts. UTAUT2 builds upon the core constructs of UTAUT,

including performance expectancy, effort expectancy, social influence, and facilitating conditions, while introducing hedonic motivation, price value, and habit as new constructs that specifically apply to consumer adoption of technologies, rather than employee system use. The three supplementary variables that UTAUT2 incorporates are: Hedonic Motivation, Price Value, and Habit. The researchers introduced these new elements because consumer technology adoption decisions involve functional ease and social influence as well as technology-derived enjoyment (hedonic motivation), product price evaluations (price value), and habitual system usage patterns (habit), which develop over time. Table 2.2 presents the main components of UTAUT (2003) and UTAUT2 (2012), along with their descriptions, as follows.

Table 2.2
Main Components of UTAUT and UTAUT2

Component	UTAUT (2003)	UTAUT2 (2012)	Description
Core Predictors	PE, EE, SI, FC	+ HM, PV, HT	Added hedonic, cost, and habitual factors
Moderators	Gender, Experience, Voluntariness	Age, Gender, Experience	Removed voluntariness
Variance Explained	70% (intention)	74% (intention), 52% (use)	Enhanced predictive power
Primary Context	Organizational (mandatory use)	Consumer/Voluntary settings	Expanded applicability

The enjoyment or pleasure that people experience from technology usage is known as Hedonic motivation (HM). The concept of perceived enjoyment or intrinsic motivation, as identified in previous studies, aligns with this factor. In teaching contexts, hedonic motivation refers to the extent to which teachers value their experience with new tools, particularly when they discover educational AI games to be enjoyable for both them and their students. When a tool provides enjoyment to users, this positive effect strengthens their adoption intentions even more than the tool's functional benefits.

The user conducts a mental evaluation of the technology's advantages and costs to determine their Price Value (PV). Users must compare the cost of their investments against the value they receive from paid technologies and services. The adoption process

in UTAUT2 becomes more positive when users believe that the benefits outweigh the costs. The adoption of a GenAI tool by teachers in Türkiye depends on their assessment of subscription costs relative to the educational benefits of the tool.

The extent to which people naturally execute behaviors through learned repetition defines the concept of Habit (HB). People who develop a routine in their technology usage will experience both enhanced behavioral patterns and stronger intentions due to their established habits. The factor of habit in UTAUT2 explains how repeated behaviors create automatic responses, showing that some technology use becomes habitual over time. A teacher who has used an online learning management system since its implementation is likely to continue using it based on habit, unless there is a compelling reason to switch to a different system. The teacher develops automatic use of AI tools for generating quiz questions, which leads to persistent tool utilization.

UTAUT2 demonstrates that consumer technology acceptance depends on the combined effect of three new variables alongside the core elements of the original UTAUT model. The research of Venkatesh et al. (2012) demonstrated that incorporating hedonic motivation, price value, and habit into the model improved its predictive capabilities. The empirical study demonstrated that UTAUT2 explained 74% of the variance in behavioral intention to use technology and 52% of the variance in actual technology usage, whereas the original UTAUT model explained 56% and 40% of the variance in behavioral intention and actual use under comparable conditions. The additional factors in UTAUT2 significantly improved the model's ability to explain technology acceptance among individual consumers. Hedonic motivation emerged as a primary adoption factor for mobile internet services in consumer research because people select enjoyable applications and services beyond their utility value. The study results showed that habit had a powerful effect because previous usage created a pattern that made continued use more probable.

The moderators in UTAUT2 needed adjustment according to research requirements. The researcher eliminated "voluntariness" as a moderator because all consumer participants fall under the category of voluntary users. The researcher controlled for age, gender, and experience as moderators for specific relationships, as different demographic groups exhibit varying propensities for habit formation and fun preference. UTAUT2 offers suitable constructs to comprehend the current research landscape (ELT instructors

utilizing GenAI tools). Some of these new constructs are quite pertinent in the current research context. Teachers may be more inclined to use generative AI if they find it interesting or enjoyable to work with. For example, some educators have expressed that experimenting with ChatGPT is engaging and sparks creative ideas, which could be seen as a form of enjoyment. Price value is relevant because many advanced AI tools are commercial products; the cost, if teachers or institutions have to pay for premium access or additional features, will factor into adoption decisions, especially in budget-conscious educational settings. Habit could influence the long-term integration of AI in teaching – an instructor who routinely uses AI to draft lesson plans or provide feedback might develop a habitual reliance on it. Conversely, adopting AI assistance over traditional methods might initially pose a hurdle.

In summary, UTAUT2 expands the technology acceptance lens to capture a more comprehensive picture of user motivation, highlighting that people are not only pragmatic (seeking usefulness and ease) and social beings (influenced by others and circumstances), but also pleasure-seeking (encompassing hedonic aspects), cost-conscious, and creatures of habit. This enriched framework is highly relevant for studying modern educational technology adoption, where the use of a tool like a GenAI assistant by a teacher could be driven by perceptions of how it improves teaching (performance expectancy), how easy it is to use (effort expectancy), the encouragement or discouragement from peers and policy (social influence, facilitating conditions), the enjoyment factor (hedonic motivation – perhaps the novelty or intellectual stimulation of AI), whether it is affordable or worth the cost (price value, e.g., if a paid version is significantly better), and whether it becomes part of the teacher’s routine (habit). Using UTAUT2 as the guiding framework thus allows consideration of a comprehensive set of factors that could influence ELT instructors in Türkiye as they consider adopting generative AI tools.

2.2.2 Empirical Studies on Technology Adoption in ELT

Educational settings, including English language teaching (ELT), benefit from research conducted by scientists using the Technology Acceptance Model (TAM) in conjunction with the Unified Theory of Acceptance and Use of Technology (UTAUT) and its related frameworks to understand the processes of technology adoption. The research focuses on EFL (English as a Foreign Language) or ESL (English as a Second Language) teachers who work as English Language Teaching instructors. Table 2.3 presents key empirical

findings on technology adoption in ELT, based on theoretical models, influencing factors, and author insights.

Table 2.3
Empirical Studies on Technology Adoption in ELT

Key Focus Area	Key Authors / Studies	Key Findings
Attitudes Toward Technology	Lawrence & Tar (2018); Salleh (2016)	Positive teacher attitudes strongly correlate with higher classroom usage. Negative or fearful attitudes result in avoidance.
Self-Efficacy and Pedagogical Confidence	Aliakbari & Malmir (2017)	Language-pedagogical self-efficacy is more predictive of innovative tech use than generic ICT training.
Technological Competence	Tussyadiah et al. (2017); Rahimi & Yadollahi (2011)	Teachers with training and confidence use digital tools more effectively.
Intention vs. Actual Use	Liu et al. (2019)	A gap exists between high behavioral intention and real classroom application due to lack of support and difficulty implementing student-centered tech.
Facilitating Conditions	Koç, Yüksel & Altun (2024); Mei, Brown & Teo (2017)	Infrastructure, access to tech, and technical support significantly affect actual use. Even willing teachers reduce usage without support.
Institutional & Peer Support	Teo (2011)	School leadership and peer influence (subjective norms) increase adoption, especially in collectivist cultures.
Progression of Use	Kessler (2016); Lai (2015)	Teachers begin with simple, teacher-centered tech use; deeper integration develops over time with confidence and competence.
Definition of Adoption	Liu et al. (2019).	Goes beyond frequency of use, including how technology is used and the depth of integration into pedagogy.
Demographic Factors	Rahimi & Yadollahi (2011); Mahdi & Al-Dera (2013)	Mixed results: younger teachers are more open yet less skilled; older teachers are more confident yet resistant. Gender findings are inconsistent.
Common Barriers	General across studies	Lack of training, curriculum alignment uncertainty, classroom management issues, and inadequate institutional support.
Support Needed for Advancement	Mei, Brown & Teo (2017); Kessler (2016)	Professional development, peer collaboration, on-site assistance, and recognition systems foster deeper technology integration.

The literature review presents essential research findings on technology adoption in English Language Teaching (ELT), revealing the elements that promote or hinder teacher adoption of educational tools. Teachers' beliefs and opinions consistently influence their decision to integrate technology into education (Scherer et al., 2019; Teo, 2011). Research indicates that teachers who exhibit positive attitudes toward technology tend to have higher classroom use, whereas teachers with negative or fearful attitudes tend to have decreased usage. A comprehensive review of research indicates that teaching staff attitudes create the strongest predictions for classroom technology adoption.

The likelihood of ELT teachers adopting new educational tools increases when they understand the benefits of these tools for student participation and possess confidence in their use. A teacher is more likely to adopt technology when they believe it enhances student engagement and learning effectiveness and feel confident in its application. The adoption of a technology depends on teachers' skepticism toward its educational value and their comfort level with it. The findings from ELT studies confirm that positive attitudes toward technology in language teaching led teachers to demonstrate stronger intentions for its use (Lawrence & Tar, 2018; Salleh, 2016), particularly when they also perceive it as easy to use, which helps reduce obstacles to experimentation.

Self-efficacy, alongside technological pedagogical knowledge and prior experience, serves as an additional determinant that shapes their technology adoption decisions (Aliakbari & Malmir, 2017; Rahimi & Yadollahi, 2011). The Techno-Pedagogical English Teacher Competence Scale (T-PETC), developed by Aliakbari and Malmir (2017), enables researchers to separate computer self-efficacy from language-pedagogical self-efficacy. Research conducted with T-PETC demonstrates that language-pedagogical self-efficacy drives the innovative use of technology more powerfully than generic ICT workshops do (Aliakbari & Malmir, 2017). Research by Tussyadiah et al. (2017) and Rahimi and Yadollahi (2011) demonstrates that instructors who demonstrate strong technological competence and have received training in technology integration methods use digital resources more effectively and frequently in their language classroom activities.

The study conducted by Liu et al. (2019) with Chinese EFL teachers established that technological knowledge factors significantly influenced actual technology usage in classrooms. The research, based on the Technology Acceptance Model (TAM), revealed

an unexpected gap between teacher intentions and actual behavior. Chinese foreign language educators reported strong intentions to use student-centered technologies but struggled to convert these intentions into classroom practices due to challenges in implementing student-centered technology. The research showed that teachers' intentions to use technology do not automatically translate into routine practice, as factors such as facilitating conditions and teachers' abilities in managing technology-based activities affect the outcome. The study found that implementing technology in student-centered ways depended on teachers having access to hardware and software, as well as technical support, along with continuous professional development. Teachers who lacked sufficient resources and support often returned to traditional, teacher-centered technological applications, despite initially planning for more student-centered use.

The research by Mei et al. (2017) and Feng et al. (2025) shows that facilitating conditions such as reliable internet, technical support and administrative backing are consistently identified as key contributors to technology use in ELT contexts. A TAM-based study of CLIL teachers in Türkiye confirms this, showing that inadequate ICT infrastructure suppressed actual use despite high BI (Koç, Yüksel & Altun, 2024). Educational settings for language teachers often lack dependable technology infrastructure, reliable internet access, and adequate technical support. The absence of facilitating conditions leads instructors who are both tech-savvy and well-intentioned to reduce their technology usage.

The research conducted by Mei, Brown, and Teo (2017) demonstrated that English teachers in Asia who adopted Web 2.0 technologies showed that their intentions to use and actual usage of those tools depended heavily on both facilitating conditions (ICT infrastructure and institutional support) and their technological competence. According to UTAUT, facilitating conditions serve as direct determinants of use, which means that a language teacher would maintain their enthusiasm for new online exchange platforms; however, their school's unreliable internet or insufficient technical support might cause them to stop using it. Teacher technology integration becomes deeper when institutions provide complete support through training workshops combined with on-site IT assistance and recognition programs for innovative teaching methods. Social and cultural factors also play a role in ELT technology adoption studies.

Teachers in English Language Teaching operate in professional environments (collegial groups and departments) where both institutional standards and peer influence play a crucial role. Various studies demonstrate that the adoption of educational innovation becomes more likely when respected peers support it or school leaders require its implementation. Subjective norms played a significant role in determining teachers' technology adoption intentions according to Teo (2011), especially for new teachers or those who worked in supportive collaborative environments. Teachers in collectivist cultures tend to follow the opinions of their colleagues and administrators because social influence becomes more powerful in such settings, according to research in East Asian educational contexts. Research on ELT has devoted significant attention to how teachers utilize technology beyond basic functions to achieve more substantial educational outcomes. Teachers either employ technology to maintain conventional classroom instruction (using projectors for slides and language learning drills) or apply it to student-centered, innovative teaching methods (such as digital story creation and international peer collaboration). Studies show that teachers begin with basic technology use that duplicates existing tools before transitioning to deeper integration as they build confidence and develop their pedagogical competencies.

According to Liu et al. (2019), Chinese EFL teachers who engaged students through technology faced a challenge because their planned innovative approaches often fell short of their actual classroom implementation due to difficulties in implementation. The adoption process extends beyond simple use or non-use because it involves the specific way technology gets implemented. The definition of complete adoption encompasses both the frequency of technology use and its level of integration into instructional methods. The models of acceptance demonstrate that specific behavioral intentions must exist (e.g., X method of use). At the same time, external conditions and facilitating elements determine the likelihood of teachers advancing from simple use to advanced use.

Research conducted across different countries has yielded inconsistent results regarding how demographic factors influence the adoption of technology by ELT instructors. The relationship between teaching experience and technological acceptance remains ambiguous because experienced instructors tend to maintain more substantial overall confidence but exhibit resistance to changing existing teaching methods. At the same

time, inexperienced teachers demonstrate greater openness but struggle with managing technology in the classroom. Rahimi and Yadollahi (2011) analyzed 248 Iranian EFL teachers in their study, which revealed that younger instructors with less extensive experience demonstrated increased technological usage during their classes. Research by Mahdi and Al-Dera (2013) in Saudi Arabia discovered no gender-based differences in technology usage but revealed that age influenced attitudes toward technology. The available research yields inconsistent findings regarding gender, as male educators reported higher technology usage in some general education studies. However, other research has shown no gender differences or found that female educators integrate technology at the same level as males, and some studies have revealed that female teachers adopt more favorable attitudes toward technology-based collaborative learning than expected. Demographic variables influence technology adoption through their relationship with confidence levels, as well as training opportunities and institutional support.

Research in ELT demonstrates that teachers will embrace technology when they see its value for language education and consider it user-friendly and purposeful for their teaching objectives, provided it has institutional backing. The combination of positive attitudes together with strong self-efficacy creates higher intentions to adopt technology. The successful transformation of intentions into sustained usage depends on adequate infrastructure alongside resources and institutional backing, which includes both facilitating conditions and social influence.

The most frequent obstacles to technology adoption include inadequate training and uncertainty about curricular alignment, as well as the potential for distraction and management problems when integrating technology into teaching. ELT instructors begin their technological adoption by implementing small changes, such as multimedia presentations and online homework platforms, before they require support and proof of success to move toward more advanced technological practices. Teachers' technology adoption increases substantially when professional development demonstrates how specific tools enhance language learning, as this education enhances their perception of usefulness and ease of use (Kessler, 2016; Lai, 2015). The general acceptance model's factors (usefulness, ease, social influence, facilitating conditions, etc.) align with ELT

contexts but require additional domain-specific considerations, such as student-centered learning and the effectiveness of language-specific tools.

2.2.3 Technology Adoption among ELT Instructors in Türkiye

Research on Turkish ELT instructors adopting technology reveals identical barriers and facilitators to those found in global findings but also highlights educational environments and obstacles specific to this country. The Turkish education system, with English language instruction, has devoted time and resources to implementing various technology integration projects over the past twenty years. The FATİH project serves as an example of such an initiative, with its nationwide distribution of interactive whiteboards and tablets across schools. Table 2.4 highlights facilitators, barriers, and contextual variables specific to the technology adoption among Turkish ELT instructors, supported by relevant studies.

Table 2.4
Technology Adoption among ELT Instructors in Türkiye

Key Focus Area	Key Authors / Studies	Key Findings
General Attitudes	Aydın (2013); Solak & Çakır (2014)	Most Turkish ELT instructors hold positive views on the role of technology in enhancing teaching and learning.
Basic Technology Use	Önalın & Kurt (2020)	Widespread use of tools like presentation software, LMS platforms, and YouTube videos; advanced tools (e.g., AI, VR) are less common.
Self-Efficacy & Confidence	Önalın & Kurt (2020); Kurt (2010)	Confidence increases with training and resource availability. Instructors in better-resourced schools report higher levels of comfort.
Training Limitations	Öz (2014); Aydın (2013); Toprakçı (2006)	Pre-service and in-service training often lack focus or practical application, reducing teachers' ability to implement tech effectively.
Infrastructure Barriers	Türel & Johnson (2012)	Hardware exists (e.g., via the FATİH project), but connectivity, maintenance, and usability issues persist, especially in public schools.
Administrative & Technical Support	Koç, Yüksel & Altun (2021); Ertmer (1999)	Teachers need managerial support, IT staff, and adjusted workloads to implement technology. Lack of support is a significant barrier.

Institutional Environment	Göktaş et al. (2013); Uslu & Bümen (2012)	Teachers working in private schools or urban areas with fewer students adopt technology more frequently. Collaboration and leadership matter.
Generational Differences	Kurt (2010); Rahimi & Yadollahi (2011)	Younger instructors are more open to adopting technology, while older instructors in traditional settings tend to show more resistance.
Advanced Tool Usage	Önalán & Kurt (2020)	Teachers lack exposure to advanced tools (e.g., adaptive learning systems, edtech apps) and express frustration about support gaps.
Pedagogical Concerns	Akbulut (2009)	Instructors fear reduced student-teacher interaction and prefer tech that supports communicative goals.

Research indicates that the adoption of technology among teachers progressed slowly due to multiple barriers that appeared throughout the process (Uslu & Bümen, 2012). ELT instructors across Türkiye understand how technology enhances language instruction, while also showing optimistic perspectives regarding the implementation of digital tools in their classrooms. According to survey research by Aydın (2013) and Solak & Çakır (2014), the majority of Turkish EFL teachers hold positive views regarding the use of computers and the internet for English teaching, they indicate that most Turkish EFL teachers find computers and the internet helpful in teaching English, as they enable students to access authentic materials and create multimedia presentations that enhance lesson engagement and provide practice tools. Teachers demonstrate positive attitudes towards the potential of technology to enhance student motivation and teaching practices, according to their qualitative assessments. Many instructors display strong confidence when working with technology, especially when they have received professional training or work in educational institutions with improved resources. The research by Önalán and Kurt (2020) analyzed university-level EFL instructors in Ankara to determine that they demonstrated both confidence in teaching technology and sufficient understanding of educational technology tools. Teachers frequently employed standard educational tools, which included presentation software, language learning websites, and LMS platforms, and demonstrated a willingness to acquire new educational tools for instructional enhancement.

The Turkish ELT environment demonstrates multiple challenges that reduce the positive outlook. The lack of appropriate technology training programs combined with inadequate ongoing professional development stands as a recurring challenge for teachers. Teachers frequently report that their pre-service education, combined with in-service training, has failed to equip them with sufficient technology integration skills (Öz, 2014; Aydın, 2013). The number of in-service training opportunities continues to expand, yet these events remain inconsistent and generally lack focus. When teachers do not receive specific training on new technologies, they become hesitant to use them beyond introductory presentations or drilling software. The study by Önalın and Kurt (2020) revealed that teachers maintained optimistic attitudes, yet they recognized the need for insufficient instructional support and limited training opportunities for technological integration. The findings of Toprakçı (2006) and others confirm that Türkiye faces a significant challenge due to inadequate training support for the adoption of ICT in education.

The primary obstacle to successful technology adoption is inadequate infrastructure support, which disproportionately affects schools in lower-income areas and public institutions outside urban centers (Türel & Johnson, 2012). The FATİH project has substantially boosted hardware distribution, but various problems regarding maintenance, connectivity, and effective utilization remain unresolved. Türel and Johnson (2012) have demonstrated that schools obtained smartboards, yet their teachers remained unprepared to properly integrate the devices into their teaching materials, resulting in the technology remaining unused. The use of technology in schools depends on both the classroom environment conditions and the student enrollment numbers, as well as their daily schedules. Large teaching classes combined with short teaching periods make technology implementation challenging unless teachers receive proper support.

The school administration must provide both technical assistance and administrative backing to teachers. The research by Koç, Yüksel, and Altun (2021) on CLIL (Content and Language Integrated Learning) teachers in Türkiye revealed that these instructors faced difficulties with technology integration, as they required better support environments and managerial support. Teachers requested that their school administrators create positive environments through supportive policies, which should also involve workload adjustments to allow for technology experimentation and access to IT staff or expert teachers who could resolve technical issues. A lack of school climate and support

creates a first-order barrier, according to Ertmer (1999), which acts as a powerful deterrent for even the most motivated teachers.

The research reveals that Turkish ELT instructors exhibit varying levels of adoption, depending on their generation and educational teaching environment. The younger generation of instructors, along with teachers working in private institutions that possess better resources and smaller classes, tend to report higher usage of innovative technologies (Kurt, 2010; Uslu & Bümen, 2012). Older teachers, together with those teaching in public schools with limited resources, tend to stick to conventional methods and rarely utilize technology. There are positive instances where dedicated public-school teachers work to integrate technology despite challenges, as they base their actions on personal dedication and the needs of their students. The implementation of technology integration appears to be more effective when educational institutions provide their teachers with supportive collaboration networks and both technical and administrative support from administrators (Göktaş et al., 2013). Teachers who experience feelings of isolation in their workplaces tend to revert to familiar methods due to institutional resistance, even when they possess the necessary technical skills.

The study by Önalın and Kurt (2020) revealed that university preparatory program teachers demonstrated strong comfort with standard technologies. However, they lacked experience with advanced language teaching tools and emerging technological tools. Teachers demonstrated both higher perceived knowledge and more frequent personal use of standard technologies, including office applications and general internet use, and maintained positive views about integrating computers into their teaching practices. Teachers demonstrated limited use of specialized tools, including advanced language learning software, adaptive learning systems, and possibly Edtech tools, while expressing dissatisfaction about their institutions' support infrastructure for these advanced implementations. Teachers easily implement projectors and YouTube videos as standard technology. Nevertheless, they hesitate to implement VR language immersion apps or complex online collaboration platforms because they lack sufficient support and training (Önalın & Kurt, 2020). The present technology integration in ELT education in Türkiye reaches its limit at basic levels because advanced technology-based teaching approaches remain scarce in this context.

Qualitative studies, such as those by Akbulut (2009), show that language education teachers in Türkiye express specific concerns about how the use of technology might decrease student-teacher interaction, as students become overly fixated on devices instead of engaging in language practice. Turkish ELT instructors participate in this specific discourse regarding these particular teacher concerns. Teachers seek to utilize technology to support educational goals that enhance students' English communicative competence, rather than using technology for its own sake or as a tool for distraction. Teachers demand specific guidelines, together with proven examples of effective practice, to influence their willingness to adopt new approaches. The success of an application or teaching method in language learning within similar classrooms provides teachers with both evidence and motivation to implement it in their teaching.

The adoption of technology by ELT instructors in Türkiye demonstrates positive attitudes but faces numerous real-world implementation obstacles. Turkish EFL teachers maintain a positive stance toward technology because they understand its benefits for teaching English as a foreign language. Several recurring problems, including language-specific training deficits, irregular infrastructure, insufficient technical and administrative support, and large student enrollments, limit the depth of technology integration. Research in Türkiye indicates that when institutions remove external obstacles by providing better support and resources, teachers with positive attitudes and a high perception of the usefulness of technology can achieve meaningful classroom implementation. The adoption of generative AI tools by Turkish ELT instructors will require both institutional support and professional development programs that teach AI literacy to teachers and demonstrate their ability to enhance language education in Turkish schools.

2.3 Generative Artificial Intelligence

The AI technology class known as Generative Artificial Intelligence (GenAI) enables users to generate original content, including text, images, and audio materials, through the use of prompt inputs. The development of natural language processing with large language models (LLMs), including GPT-3 and GPT-4 has made GenAI tools accessible to the general public. Generative AI technology, which produces human-like text and conversational dialogue in education, has generated both positive and negative reactions among educators. This section examines the educational adoption of generative AI

through theoretical and practical analysis in Section 2.3.1, followed by a specific examination of the ELT field's adoption in Section 2.3.2. The discussion will present current research evidence on the adoption of GenAI tools in teaching and learning, with a focus on ChatGPT and its associated roles, benefits, challenges, and factors influencing its acceptance. The analysis will establish links between technology acceptance constructs to evaluate how well-established frameworks explain educator engagement with this new technology.

2.3.1 Theoretical and Practical Perspectives on the Adoption of Generative AI in Education

The educational technology field has experienced significant advancements due to the availability of accessible generative AI tools, including ChatGPT, Bing Chat, Google Gemini, and their peers (Kasneci et al., 2023).

Table 2.5
Theoretical and Practical Perspectives on GenAI Adoption in Education

Key Focus Area	Key Authors / Studies	Key Findings
Technology Acceptance Models	Strzelecki (2023); Shahzad et al. (2024); Almogren et al. (2024); Cambra-Fierro et al. (2024)	UTAUT2 and TAM remain valid for GenAI adoption, with additions like trust, hedonic motivation, and perceived intelligence.
Teacher-in-the-Loop Design	Holmes et al. (2023); Lee (2025)	Experts believe that AI will augment, rather than replace, teachers in the near term.
Core Predictors	Chen et al. (2023); Sergeeva et al. (2025); Strzelecki (2023)	Performance Expectancy, Effort Expectancy, and Habit are key predictors of GenAI adoption among students and teachers.
Trust in AI	Shahzad et al. (2024); Chan & Hu (2023)	Trust in AI's accuracy, bias-freeness, and intelligence is essential for both students and teachers.
Educational Use Cases	Blahopoulou & Ortiz-Bonnin (2025); Chan & Hu (2023); Cambra-Fierro et al. (2024); Baskara & Mukarto (2023)	GenAI supports personalized learning, 24/7 tutoring, brainstorming, productivity, and quiz generation.
Challenges	Rudolph et al. (2023); Kohnke et al. (2023); Chan & Hu (2023)	Primary concerns include accuracy, privacy, plagiarism, skill loss, and biased output.

Impact on Learning	Blahopoulou & Ortiz-Bonnin (2025)	Students may skip learning processes if they are overly reliant on AI; as a result, critical thinking and writing skills may suffer.
Academic Integrity	Rudolph et al. (2023); UNESCO (2023)	Instructors worry about cheating and plagiarism; some institutions adopt restrictions, others revise assessments.
Institutional Policy Influence	Blahopoulou & Ortiz-Bonnin (2025)	Policy clarity and a positive institutional culture promote adoption; on the other hand, punitive policies discourage it.
Social Influence	Sergeeva et al. (2025).	Teachers' adoption is influenced by peers, administrators, and media discourse on AI.
Faculty Well-being	Cambra-Fierro et al. (2024)	GenAI use improves teaching efficiency and faculty well-being when implemented in a supportive manner.
AI Literacy	Kasneci et al. (2023); Long & Magerko (2020)	Effective use depends on teacher training, student orientation, and ethical awareness.
Adoption Phase	Sergeeva et al. (2025);	GenAI is in the early adoption stage (according to Rogers' theory); many teachers await evidence and policy.
Professional Development Needs	Kasneci et al. (2023); Cambra-Fierro et al. (2024)	Teachers need PD to learn prompting skills, ethical use, and critical evaluation of AI outputs.

Our current technology acceptance models demonstrate their ability to explain factors influencing the adoption of GenAI, but new elements seem to emerge in this process. The Delphi study conducted by Holmes, Porayska-Pomsta, and Zhang (2023) involved 60 AI-in-education experts, who predicted that "teacher-in-the-loop" designs would lead the near-term horizon, while core pedagogical functions would remain unlikely to be fully automated. The projection aligns with current classroom experiments that utilize ChatGPT as a brainstorming tool, rather than an oracle or as a space for low-stakes oral practice (Lee, 2025). Multiple scholars examine the adoption of generative AI through established technology acceptance models (TAM and UTAUT2) Large-sample UTAUT2 study validates this transition by showing that university students in Spain (Strzelecki, 2023) and China (Shahzad et al., 2024) used ChatGPT because of PE, EE and habit while trust acted as a partial mediator of privacy-risk effects (Shahzad et al., 2024). because this technology represents a novel educational approach.

Theoretical models help researchers understand how perceptions transform into technology usage and have been successfully adapted for studying AI, alongside ChatGPT. The Unified Theory of Acceptance and Use of Technology (UTAUT) represents one of the primary models that explain adoption behaviors for new

technological systems. UTAUT2, along with its predecessor UTAUT, has been utilized in recent research to examine the adoption of AI within educational settings.

The research conducted by Chen et al. (2023) and Strzelecki (2023) on instructors and students demonstrates that performance expectancy (perceived usefulness) and effort expectancy (perceived ease of use) remain significant for educational AI tools (Chen et al., 2023; Strzelecki, 2023). Their research supports previous AI-literacy frameworks (Long & Magerko, 2020), which state that epistemic trust in LLM knowledge generation must precede behavioral intention. Multiple research studies demonstrate that the perceived usefulness of ChatGPT functions as a significant determinant of user intentions to utilize this technology (Almogren et al., 2024; Cambra-Fierro et al., 2024). The original TAM model supports this finding because usefulness stands as a primary factor that drives adoption. User-friendly AI interfaces make it easier for educators and students to try new technology, as they lower the initial usage barriers, thereby positively influencing attitudes and intentions (Almogren et al., 2024). The researcher has expanded the models to include unique AI-specific constructs for their analysis. Research has incorporated hedonic motivation (enjoyment) as a new construct, which shows significance because users adopt AI tools when they find the experience enjoyable or "fun" to use (Page & Gehlbach, 2017; Cambra-Fierro et al., 2024). The research literature has included trust in AI systems as a factor, along with perceived intelligence of the system.

The acceptance of AI increases significantly when users demonstrate trust in its outputs and believe the system operates with genuine intelligence (Shahzad et al., 2024). The TAM/UTAUT-based models require modification to account for the inhibiting effects of perceived risk and anxiety about AI, as identified by Barakat et al. (2024). The literature demonstrates that TAM and UTAUT2 serve as solid bases for GenAI adoption. Researchers have added variables such as trust and anxiety to address AI-specific dynamics. The study by Cambra-Fierro et al. (2024) and recent faculty research also indicate that adoption is associated with improved well-being. The models demonstrate strong predictive capabilities in current research, as Strzelecki's extended UTAUT2 model explained more than 70% of the variance in students' ChatGPT usage intentions. The combination of predictive TAM/UTAUT models with qualitative research insights on specific factors, such as habit and social influence, will create a comprehensive

understanding of how educational users choose to adopt or reject generative AI technologies.

AI extends traditional acceptance models by creating new factors that influence its implementation. One such factor is trust. Students and educators need to trust the AI outputs for effective utilization, as they require assurance about the accuracy, appropriateness, and bias-free nature of the content, as well as its security. A study conducted by Shahzad et al. (2024) on Chinese university students' acceptance of ChatGPT integrated perceived intelligence of the AI and trust into a Technology Acceptance Model (TAM)-based model, which demonstrated their importance in adoption. Students' intention to use ChatGPT depended heavily on their understanding of its capabilities, while perceived ease of use, perceived usefulness, and perceived intelligence of ChatGPT influenced their decision, according to the study findings. Students judged the AI's intelligence level by its ability to generate responses that matched human standards or displayed exceptional quality. The study found that students who trusted AI systems were more willing to use the tool because they found it valuable and easy to operate.

Educators need to trust AI systems to believe in their reliability and safety, as well as their ability to maintain privacy standards and academic integrity. Trust stands as a fundamental requirement for AI adoption in education, indicating that educators require assurance about the AI functions in their teaching environment. Teachers will not adopt ChatGPT if they believe the tool provides students with incorrect information or biased content, even though it shows potential usefulness.

Several research studies have examined how stakeholders perceive the educational benefits and obstacles of using ChatGPT. The tool delivers multiple evident advantages, which students, together with teachers, recognize as positive elements. The tool stands out for delivering quick, immediate assistance that users require. University students utilize the 24/7 functionality of ChatGPT to request help during non-class hours for understanding concepts, producing ideas, and getting writing feedback (Blahopoulou & Ortiz-Bonnin, 2025). The GenAI system, according to Chan and Hu (2023), facilitates personalized learning experiences for students by adapting explanations and practice questions to meet individual needs, while providing a non-judgmental environment for language practice and brainstorming.

The use of ChatGPT results in better productivity, according to students who state that it reduces research time and writing duration. Faculty members have also observed that it can perform tasks such as generating quiz questions and producing summaries (Chan & Hu, 2023; Cambra-Fierro et al., 2024). The interactive practice and authentic materials provided by ChatGPT serve as motivational elements for language learners, as Baskara and Mukarto (2023) stated. Research indicates that students maintain positive attitudes toward using AI as a study tool because they welcome its implementation in their coursework when used correctly.

Professors who use ChatGPT in their teaching workflows experience enhanced efficiency while also reporting better well-being, according to Cambra-Fierro et al. (2024). The literature highlights multiple substantial challenges, together with ethical problems, which offset the positive advantages. The problems become more severe when working with multiple languages. The accuracy of information presented by ChatGPT remains a significant concern, as students risk receiving incorrect or fake information from the tool, which could mislead learners if not verified (Chan & Hu, 2023). Chan and Hu (2023) state that the tool delivers fluent answers; however, users need to verify the content, and instructors need to teach students how to verify it. The two issues share commonalities because Baskara and Mukarto (2023) demonstrate how ChatGPT learns from vast amounts of internet text, which contains biases and stereotypes, thereby perpetuating such biases through its responses.

The use of ChatGPT remains a concern for educators due to privacy issues related to student data and prompt security, despite OpenAI implementing controls (Chan & Hu, 2023). Students' educational growth and learning development face a widely acknowledged difficulty among educators. Students who depend too heavily on AI tools to create assignments or solve problems risk losing their ability to think critically, develop writing skills, and learn their subjects effectively. Students in Blahopoulou and Ortiz-Bonnin's (2025) research revealed that they understood how using ChatGPT for assignments could undermine their educational value by skipping important learning experiences.

The primary concern about academic integrity stems from instructors who believe that AI tools enable students to plagiarize and cheat, rendering traditional assessments ineffective in demonstrating student understanding (Rudolph et al., 2023). Some non-user students

and faculty members advocate complete AI restrictions in coursework, but other educators suggest updating assessment methods rather than banning the technology. An ongoing discussion exists about how teachers should be involved in education, while AI technology could potentially replace them. The majority of researchers believe AI will not replace educators, but they predict that specific teaching responsibilities will experience modifications.

The benefits of using ChatGPT as a virtual tutor or writing coach are favorable when it supports teacher activities; however, this practice raises doubts about what teachers can contribute beyond AI-generated content (Warschauer, 2023). Teaching professionals need to evolve their role by emphasizing higher-order guidance through the use of AI, curation, and instruction in critical thinking, as well as human mentorship, rather than relying solely on content delivery. The current research demonstrates that educational institutions require specific guidelines and ethical standards to maximize the advantages of AI while mitigating its potential risks (Shahzad et al., 2024; Blahopoulou & Ortiz-Bonnin, 2025). Researchers recommend that universities establish training programs for both teaching staff and students on the responsible use of AI and encourage these stakeholders to participate in developing honor codes and assessment methods that address the use of AI tools (Blahopoulou & Ortiz-Bonnin, 2025). The research suggests that ChatGPT and similar GenAI tools possess significant educational value in enhancing individualized learning. Nevertheless, they also present significant barriers, including precision and ethical issues, as well as concerns regarding their educational implementation. The educational field maintains a continuous dialogue to establish the best ways to achieve maximum benefits from AI in education without compromising academic standards or authentic learning experiences.

Early adopters of GenAI report that technology helps them save time and expand their collection of available content, as evidenced by their personal testimonials presented in blogs and webinars. The main advantage of GenAI, according to users, is its ability to boost teacher productivity and creativity. The McKinsey survey (2023) revealed a significant increase in AI tool adoption across various industries, including education, as numerous instructors experiment with generative AI for everyday operations.

Students utilize ChatGPT for writing assistance and tutoring needs, and many students perceive it as improving their educational efficiency. However, research continues to

investigate this effect. Teachers express multiple concerns about the use of AI, including plagiarism and cheating when students create fake work, the production of inaccurate information by AI tools, as well as biased outputs, and excessive dependency on AI systems by both students and teachers. Kohnke et al. (2023) found that AI output inaccuracies, combined with ethical concerns, copyright issues, and transparency problems related to answer generation, as well as questions of legal ownership. The primary concern for educators is that students may lose their original writing skills and critical thinking abilities, as AI can easily complete assignments. Teachers who observe their students using AI for homework assignments note that the immediate results appear promising, but the practice skips essential learning steps, which harms students' skill advancement.

Several pressing concerns drive us to recommend comprehensive policy development and training about GenAI integration in educational settings. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) and various national educational authorities have begun developing guidelines for the ethical implementation of GenAI in classrooms. The majority of universities worldwide created new policies regarding AI assignment usage during the latter part of 2023, deciding between prohibition and acceptance, with source recognition or adoption as a teaching tool, provided proper referencing is used. Educational institutions must lead the way in adopting GenAI, as the process extends beyond individual preferences. The acceptance of AI tools by teachers depends on the established position regarding AI usage in their educational establishment. Professors tend to embrace GenAI exploration in their teaching because universities permit the use of AI, provided students properly acknowledge their sources. However, they avoid GenAI implementation when the institution implements punitive policies against AI-detected content.

From an acceptance model viewpoint, institutional policy and culture could be seen as part of facilitating conditions or even social influence. The prevailing educational norm about cheating through AI will block teachers from adopting new methods. The establishment of responsible AI use norms in educational settings leads to increased adoption rates because students learn how to harness its potential effectively. Social influence exhibits high complexity for GenAI at present because it receives influences

from both professional peers and administrators, as well as general media discussions about AI in education, which are strongly polarized.

Research findings that investigate the adoption of GenAI are beginning to emerge based on new data collection. Sergeeva et al. (2025) employed UTAUT2 to analyze the adoption of generative AI among higher education students and found that Habit produced the most significant impact on their intention, followed by performance expectancy. The study demonstrated that students who experienced positive Hedonic motivation, social influence, and price value factors developed higher intentions to use AI.

In contrast, behavioral intention decreased when facilitating conditions existed in the sample studied. The negative relationship between facilitating conditions suggests that students became less dependent on their personal intentions after perceiving sufficient institutional support, even though this result may seem counterintuitive, as students without support might create strong intentions to use AI. Alternatively, this result could be specific to the sample. The researcher discovered no significant differences between genders when analyzing factors that influence adoption. The study, which focused on students rather than teachers, confirmed that performance expectancy remains a crucial factor because clear benefits make people interested, and habit formation enables students to continue using AI after they have started.

The educational staff finds the habit not applicable to their GenAI usage because this technology emerged recently without enough time for them to develop a practice of implementation. The current state of GenAI adoption resembles an early phase, which aligns with the “innovation” and “early adoption” stages described in Rogers’ Diffusion of Innovations theory. Teachers who fall into the innovative category alongside early adopters continue to explore GenAI, but many others choose to wait until they obtain concrete outcomes and official guidelines. Generative AI demonstrates potential to enhance personalized learning and administrative work efficiency when implemented correctly in educational settings. The research conducted by Kasneci et al. (2023) demonstrated that when students use ChatGPT under proper supervision, the tool provides writing tutoring assistance that instructors can evaluate to enhance the quality of student revisions.

The practical findings demonstrate that the adoption of GenAI necessitates the development of new digital literacy skills by teachers and students for effective

implementation. The discussion about “AI literacy” has emerged as an essential skill that involves mastering AI prompting methods, developing critical evaluation skills, and implementing ethical techniques. Professional development programs, together with student orientation sessions, have become essential for current educational needs. Educators who understand the capabilities and limitations of AI will be better equipped to adopt it effectively in their teaching practices. Educators require a higher level of familiarity, combined with knowledge about GenAI, to achieve better acceptance, as this will enhance their performance expectancy, reduce anxiety, and foster trust.

Theoretical examination reveals that generative AI activates traditional technology adoption factors, but introduces trust and ethical alignment, along with policy considerations, as primary elements. Multiple educators across the education sector view generative AI as highly promising for enhancing personalized learning support and productivity; however, widespread adoption faces challenges related to accuracy, academic integrity, and the need for clear guidelines. The upcoming section will focus on the ELT context to analyze how these issues affect language learning and teaching through generative AI applications.

2.3.2 Adoption of Generative AI in ELT

Generative AI has become a topic of both interest and concern for ELT educators worldwide since its introduction to the field of English Language Teaching. This paper will first explore how ELT instructors are utilizing GenAI tools from an international perspective, drawing on global reports, and then proceed to the Turkish context, examining how Turkish ELT instructors are incorporating GenAI into their educational settings.

2.3.2.1 International Context: How Are ELT Instructors Embracing GenAI?

As language teaching directly relates to the use of AI language models, ELT instructors worldwide are experimenting with ChatGPT and other generative AI tools. Since the release of ChatGPT, a flurry of articles and reports has emerged on its potential applications in language education. The ELT classroom is now witnessing the emergence of multimodal GenAI systems, which include DALL-E and Synthesia, in addition to ChatGPT. The research by Anton, Castañeda, and Ducate (2024) demonstrates that student-created images with AI-generated dialogue improve both vocabulary retention and speaking abilities, which suggests a new AI-based semiotic system that Turkish

studies have not fully explored. Sun and Gao (2024) conduct a longitudinal case study of twelve secondary-school teachers across two semesters, which shows a four-phase progression from awareness to cautious trial to structured integration to critical appropriation that follows Rogers' diffusion curve within a single academic year. The study demonstrates that peer-mentoring with scaffolding techniques speeds up the learning process, which provides valuable information for Turkish PD design. A systematic review by Lo et al. (2024) analyzed 70 empirical studies on ChatGPT in English as a Second Language (ESL) and English as a Foreign Language (EFL) education published within the first 18 months after its release. These studies collectively provide evidence of various affordances of ChatGPT for language learning, as well as drawbacks. The review found that ChatGPT has been used for increased learning opportunities (for example, providing extra practice dialogues or writing prompts), personalized learning (adaptation to individual questions), and teacher support (material generation and grading). Teachers are using ChatGPT to generate a list of questions based on a text, examples of grammar points, and to create a quick draft of a lesson plan. Teachers have noticed that this can save time and also stimulate creativity – for example, the AI might come up with an example or explanation the teacher had not thought of, which the teacher can then refine.

Research has emerged to investigate the potential applications of ChatGPT in English language teaching and second language acquisition. According to Kohnke et al. (2023), ChatGPT enables new educational capabilities through its ability to create authentic dialogues and writing prompts as well as personalized feedback, thus enhancing learner autonomy and participation. The technology review conducted by Kohnke and colleagues reveals that both benefits and challenges emerge from the use of these features, as teachers must address AI-generated content errors and bias, while students require digital competence to utilize ChatGPT effectively.

Research findings from ELT environments indicate that language education is viewed both optimistically and skeptically regarding AI applications. Baskara and Mukarto (2023) investigated the impact of ChatGPT on learning in higher education. The authors demonstrated that ChatGPT can generate natural language content, including dialogues, news articles, and reading passages, to enhance students' exposure to the target language, improve their reading skills, and boost their motivation. The authors acknowledge both

the advantages and disadvantages of using ChatGPT as a learning tool, as the platform occasionally produces offensive content due to its training data biases and struggles to explain complex topics accurately. Meanwhile, the widespread adoption of AI systems raises ethical concerns about the role of teaching and potential dependence on AI technology.

Language instructors face job security risks because the educational assessment of AI tools demands strict monitoring to evaluate their impact. Research in ELT shows that language learning benefits from personalized, authentic practice facilitated by AI; however, educators must exercise caution regarding bias and accuracy, while also maintaining human teacher involvement (Kohnke et al., 2023; Baskara & Mukarto, 2023). Zhao (2024) states that the field is in an early stage of research regarding ChatGPT in second language acquisition, as more systematic studies with mutual learner and teacher investigations are required to understand its impact.

The systematic review conducted by Bang et al. (2023) revealed the growing use of conversational AI in language education, emphasizing the need to study how these tools support human teachers rather than substituting for them. The current trend suggests that researchers must investigate the proper integration of AI-generated text in writing education to prevent negative consequences (Warschauer, 2023). The emerging consensus suggests that thoughtfully implemented generative AI has the potential to become a valuable assistive tool in ELT; however, it requires new training programs and policies, as well as further research to address its existing challenges.

Additionally, teachers have been utilizing ChatGPT to engage with their students. In writing classes, some have permitted students to use ChatGPT for brainstorming and to get feedback on their writing. In speaking practice, language learners have been asked to ‘chat’ with an AI in English to develop their conversational skills (some teachers assign chatbot conversations as homework and then review the transcripts in class). In these situations, instructors recognize the potential of AI to offer more opportunities for practice for learners, particularly in instances where a human conversation partner or tutor is not readily available. However, the same systematic review (Lo et al., 2024) and other emerging studies also highlight significant concerns and drawbacks associated with the use of ChatGPT in English Language Teaching (ELT).

The main problems are incorrect information – ChatGPT can produce grammatically fluent but factually wrong statements, which is problematic if students take AI outputs as correct without verification; privacy leakage – if students or teachers input sensitive information (like student data or unpublished exam prompts) into a public AI service, there are confidentiality concerns; academic dishonesty – ChatGPT can be used to write essays or answers, raising plagiarism issues in assessment contexts; and the fact that the majority of studies so far have focused on student usage (particularly for writing) with fewer examining teacher adoption or impact on other language skills. The review emphasizes that further research is necessary, particularly longitudinal and experimental studies, to establish robustly how ChatGPT impacts language learning outcomes beyond writing, including speaking and listening skills.

Several surveys and studies across various countries reveal that teachers are cautiously optimistic about AI, but are also concerned about its potential misuse. For example, a study by Widianingtyas et al. (2023) surveyed 100 language educators, including English teachers, in Indonesia regarding their use of ChatGPT. These findings were significant: most of these educators were aware of AI and acknowledged its educational use, and around 87% were in favor of efforts to better understand and integrate AI in education to enhance instructional efficiency. Furthermore, most agreed that ChatGPT can help language learners develop their vocabulary, grammar, and both oral and written communication skills. This indicates a broadly positive sentiment – teachers see concrete benefits for language learning tasks.

The educators in that study essentially regarded ChatGPT as a helpful tool that, when used appropriately, could enhance language education by offering supplementary practice and resources to students. For example, they could see students chatting with ChatGPT to improve their fluency or using it to get definitions and examples of new words in context. The high percentage of endorsement for AI integration efforts indicates that teachers do not want to be left behind; they require training and frameworks for utilizing these tools effectively. Some of the main concerns teachers expressed about the use of ChatGPT were the dependability of its responses, the potential for students to rely on the tool for their language skills development, and the risk of reduced student creativity and critical thinking when AI performs their work. In the study, respondents reported both unique and established concerns in research on the use of AI, including ethical and

copyright issues (such as who owns AI-generated content?), AI output transparency (the reasons and methods behind AI-generated responses are unclear), and biases in AI outputs. The concerns expressed by these educators align with those heard from teachers in other locations, where staff members report being fascinated by AI capabilities, yet express concern that "Student learning remains unclear when AI provides extensive assistance" and "What steps can I take to stop students from using ChatGPT to plagiarize assignments?"

The teachers agreed that finding a balance with appropriate instruction was necessary to solve these issues. The authors in Widianingtyas et al. (2023) identify the need for stakeholders to strike a balance between utilizing AI tools and preserving teaching methods that promote student participation and advanced thinking abilities. Language teachers now establish rules that enable students to use AI for initial draft creation, followed by individual assessment and discussion of their work to guarantee proper understanding. Multiple educational institutions utilize their assignments to leverage AI as an educational resource, rather than allowing it to function as a cheating tool.

The Middle East serves as another international case study in this matter, as examined by Ali et al. (2023), who investigated the benefits and challenges of using ChatGPT in English language teaching (EFL) with 58 Saudi university instructors. The majority of English as a foreign language (EFL) teachers support the use of ChatGPT as an educational tool in higher education teaching and learning, due to its ability to enhance both teaching and learning. Educators employed ChatGPT to enhance their teaching through instant example generation and translation services, as well as writing feedback provision. The findings from this research align with previous studies, as several educators expressed concerns about plagiarism alongside worries that students would rely too heavily on ChatGPT for completing work without putting in sufficient effort. The study revealed an intriguing pattern where teacher perceptions of ChatGPT's advantages and drawbacks did not differ by gender, but experienced teachers with 6–10 years of service had more positive attitudes than both newer and more senior teachers. Mid-career educators with experience from the 2010s demonstrated higher openness to ChatGPT because they had sufficient teaching expertise, yet received training during that period. The educational journey of beginning instructors often limits their willingness to adopt new approaches, whereas senior teachers tend to maintain traditional approaches. The

research authors suggested that additional studies should examine how ChatGPT works in real classrooms, together with training programs for teachers that teach ChatGPT usage, alongside methods to prevent plagiarism. The demand for teacher training has become a universal requirement because instructors require information about suitable AI implementation approaches alongside protective measures and teaching methods that maintain educational quality.

The international insights demonstrate that ELT professionals show both caution and open-mindedness regarding generative artificial intelligence. The TESOL International (2024) and EUROCALL (2025) position papers agree on the principle of “critical co-agency,” which suggests that teachers should integrate AI output into human interrogation cycles of prediction, verification, and reflection to preserve epistemic rigor. The Higher Education Council of Türkiye has initiated a public consultation on AI-augmented language standards, which has become a current policy issue for national curricula (YÖK, 2025). Educational staff worldwide are evaluating ChatGPT, as well as similar tools, for their instructional workflows and classroom activities, which have shown positive effects on their time management and development of educational materials. One educator stated during a webinar that AI will persist, so educators must learn to master AI usage while teaching students to apply it responsibly. Teachers have taken an active stance to address both ethical dilemmas and pedagogical challenges. Educational professionals discuss topics such as: What methods will protect academic honesty? The current age of AI necessitates the redesign of assessments, which may shift toward oral tests, in-class writing, and process-based evaluation methods.

Teachers should utilize AI as a study aid for students or a practice tool, rather than allowing it to replace student learning. The implementation of generative AI could modify the subject matter taught within ELT programs. The future accuracy of translation tools could lead educators to shift their focus from basic translation toward higher-level communication and cultural understanding. But those are future speculations. ELT instructors worldwide show a strong interest in GenAI, while many professionals welcome its advantages, which include personalized language practice and teacher assistance. The adoption is in early stages, with a lot of experimentation and sharing of experiences via conferences and online forums. Strong perceived usefulness acts as a primary driver of adoption because teachers recognize the benefits of AI for lesson

preparation and delivering student feedback. The conversational interface of chatbots makes them accessible without specialized training, allowing users to start interacting immediately. The adoption barriers stem from teachers' distrust of the content, combined with their need for clear academic policies and their requirement to use AI tools that promote student effort alongside critical thinking. Social influence plays a significant role in the decision to try new approaches, as successful examples shared among ELT professionals (such as "I used ChatGPT to simulate debate partners for my students, and it was successful") motivate other teachers to experiment. Teachers may become hesitant after hearing examples of students submitting nonsensical, factually incorrect AI-generated essays. The global ELT field continues its calculated approach to AI adoption by leveraging AI strengths to enhance language education while actively mitigating its potential risks.

2.3.2.2 Turkish Educational Context: How Are ELT Instructors Embracing GenAI?

The adoption of generative AI by Turkish ELT instructors is still in its initial stages, as these technologies were recently introduced to the educational environment. The adoption of ChatGPT tools by Turkish English language teachers remains scarce in 2023–2024 despite growing evidence of their perceptions. The education system in Türkiye stands out from others, as it has multiple English teacher populations across different educational institutions, while simultaneously aiming to modernize education through technological advancements, such as the FATİH project. The emergence of AI tools created challenges for educational institutions, as teachers needed time to adapt, and policymakers required clarification on how to address these new developments.

New research, employing mixed-methods approaches from 2024 to 2025, has begun documenting the actual practices of GenAI usage across Türkiye's various educational organizations. Aydın and Seferoğlu (2024) assessed 412 public school EFL teachers in seven Anatolian provinces and found that 38% utilized ChatGPT for creating classroom worksheets, while only 15% demonstrated high confidence in evaluating the accuracy of AI output. Teachers expressed confusion about adapting AI-generated English content to meet national high-stakes exam requirements in subsequent interviews, which confirmed the curricular technological alignment problem noted by Önalın and Kurt (2020). The qualitative study by Taşçı and Tunaz (2024) presents the examination of Turkish EFL teachers' perspectives on integrating ChatGPT into their educational practices. The study

by Taşçı and Tunaz (2024) included research with pre-service English teachers. Research findings demonstrated that pre-service ELT teachers displayed positive attitudes towards ChatGPT. The pre-service teachers in the study welcomed ChatGPT as an advanced educational tool that would enhance their teaching methods, as they belong to a digital-native generation and have received pedagogical training that integrates technology. The participants displayed positive attitudes because they recognized how AI tools could assist with lesson preparation and provide activity ideas, as well as support student exercises. The pre-service teachers also demonstrated greater skepticism regarding the implementation of ChatGPT in their classrooms. Their negative views did not represent an absolute opposition to AI utility, yet they focused on practical classroom implementation issues.

The Turkish teaching staff recognizes the same educational value that international educators see in AI since the tool functions as both a conversation companion and a supplementary exercise source, which benefits EFL classrooms with limited time for fluent speaker interactions. The tool extends beyond Duolingo and similar applications because students can use it for extended practice sessions. The teachers agreed that ChatGPT delivers fast responses to student inquiries, along with providing examples and translations, which could enhance student learning when implemented correctly.

The Turkish educators participating in Taşçı and Tunaz (2024) study expressed particular doubts regarding ChatGPT's precision level when used in language teaching environments. The teachers expressed doubts about ChatGPT's ability to provide suitable responses in specific contexts, fearing that the AI would struggle with both nuance and appropriate language use. Such concerns are very pertinent in language education: what if ChatGPT uses language too advanced for the student, or conversely, oversimplifies in a way that's not accurate? English contains many intricate usage rules that non-expert ChatGPT users might fail to detect, even in its occasional minor errors or unorthodox phrasing. Teachers are concerned that students may acquire incorrect information from the AI system because the generated content may contain grammatically correct expressions that do not align with native speaker usage.

The teachers lack confidence in AI accuracy because they are uncertain about its ability to provide correct and educationally appropriate responses without direct supervision. Turkish teachers face a challenge in aligning their teaching with the test-based

educational system. The Turkish educational system places a strong emphasis on exams throughout its high school programs, including university entrance exams. Teachers doubt whether artificial intelligence supports students' exam preparation and fear it might lead to deceptive methods that lack true educational value. Students who rely on AI for their writing tasks may develop inadequate writing skills for their academic assessments or daily interactions. No extensive survey on Turkish ELT teachers and ChatGPT exists in the public domain; however, early investigations and anecdotal evidence reveal both fascination and hesitation among educators.

In 2023, the Ministry of National Education (MoNE) organized workshops to discuss the applications of AI in education, and several universities issued official guidelines on the use of AI. The top-down signals from authorities will create a significant impact on how teachers choose to adopt the technology. The implementation of AI literacy training by MoNE, alongside the provision of official tools, would increase teacher adoption. Teachers might view AI plagiarism detection primarily as an obstacle to overcome when the message focuses on controlling or detecting plagiarism rather than utilizing AI. Turkish ELT teachers encounter the same technical difficulties that affect AI users. A teacher who lacks sufficient internet access or student devices in their classroom will find it challenging to use ChatGPT for practical purposes, even if they want to implement it.

The typical heavy workload of Turkish language teachers creates limited time for experimenting with new educational tools. The lack of institutional backing regarding time, training, and Turkish-curriculum-based AI-integrated lesson plans prevents numerous educators from adopting new technology. Research confirms the need for further investigation and advancements in technology to ensure that AI-powered educational tools function effectively in educational settings. The successful integration of AI requires Türkiye to establish pilot programs, conduct localized research, and create guidelines for teachers to adopt AI effectively.

Local educational professionals have shown early interest in ChatGPT for English language teaching through their conference presentations at INGED and other ELT events in Türkiye. Turkish graduate students have made ChatGPT a main focus of their thesis content, as shown in the content analysis by Hossain et al. (2025) in their research. The study conducted by Hossain et al. (2025) found that Turkish master's theses from 2023-2024 focused on ChatGPT applications for language learning, as it supports the

development of creative English teaching materials and vocabulary acquisition. The content analysis revealed that ChatGPT proved effective in enhancing instructional design and student engagement during English lessons, as reported in research conducted by Arefian et al. (2024). The early adoption of ChatGPT in Türkiye has yielded positive results, as teachers have utilized the tool to create innovative lesson materials while encouraging student participation. According to the analysis, researchers must study both AI literacy requirements and the quality of responses. The educational community in Türkiye recognizes that both teachers and students require proper training to utilize ChatGPT effectively, encompassing AI literacy, while also evaluating the educational value of AI responses, including accuracy and appropriateness.

Turkish ELT teachers who teach English as a foreign language have started implementing GenAI by asking ChatGPT to produce cultural discussion topics for their classes, generating dialogues that incorporate local names and settings for relevance, and making reading passages about student-interest topics. Teachers who experiment with this technology transform the AI output before sharing it with students, thereby acting as filters in their role. The method allows AI to collaborate with teachers in content development while maintaining teacher supervision. The available data suggests that Turkish ELT instructors are at an exploratory stage when it comes to adopting GenAI. Teachers express interest because they see GenAI's potential benefits, especially among young educators working in well-equipped environments. Their initial experience demonstrates its value in creating educational materials and enhancing student practice. General teacher acceptance of GenAI depends on solving the quality and trust-related problems they currently face. Teachers need training that teaches them how to properly use ChatGPT with suitable prompts for generating output suitable for intermediate learners, as well as how to utilize AI in assessments without facilitating cheating. ELT professionals in Türkiye would benefit from shared online spaces where teachers can share AI-assisted lesson plans and activities that demonstrate responsible implementation of ChatGPT in language classroom education.

The examination of ELT instructors and GenAI in Türkiye exists at a preliminary stage of investigation. Turkish teachers generally maintain a positive outlook on technology, which extends to their interest in AI capabilities. The accurate classroom implementation of GenAI is still in its early stages, with teachers proceeding with caution. Initial research,

such as Önalın and Kurt (2020), reveals both positive expectations for educational enhancement and concerns about the capabilities of technology. Turkish teachers will likely experience the rising adoption of GenAI, as they will either witness their peers successfully implement it or be compelled to adapt, given that their students already utilize the technology. The success of GenAI integration depends on proper guidance and support, which will provide teachers with frameworks to enhance language learning while maintaining academic integrity within Turkish educational standards. The proper support from Turkish ELT instructors could transform generative AI into a powerful educational resource that helps them address persistent problems through personalized feedback generation and content creation, thereby enhancing English language education in Türkiye. The following chapters will explain the research methodology for investigating these questions before presenting findings that address the established research gaps.

3 METHODOLOGY

3.1 Introduction

The research methodology described in Chapter 3 outlines the study of Turkish tertiary English instructors' acceptance of generative AI (GenAI) tools. The research design, together with participant settings and data collection methods, including a UTAUT2-based questionnaire, a semi-structured interview protocol, and a classroom observation checklist, is explained in this section.

The research employed an explanatory sequential mixed-methods design, which began with quantitative data collection and subsequently transitioned to qualitative data analysis to explain and expand upon the quantitative results. The research adopted this mixed-methods approach to achieve comprehensive results by combining the advantages of quantitative and qualitative data. The research design selection for GenAI adoption among Turkish English language instructors is explained, along with its purpose to address existing research gaps. The research includes a description of instrument validation through expert reviews and pilot testing, as well as a detailed explanation of study execution steps and methods for combining quantitative and qualitative findings. The chapter presents reliability and validity measures for quantitative instruments through Cronbach's alpha internal consistency assessment and trustworthiness strategies for qualitative findings, including credibility, transferability, dependability, and confirmability. The research included ethical considerations that explained the use of paper-based surveys and described methods to protect participant privacy, prevent plagiarism and misinformation, and minimize bias throughout the study.

3.2 Research Design

This research implemented an explanatory sequential mixed-methods approach, which began with quantitative data collection followed by qualitative analysis that clarified the quantitative findings. The first phase of the study involved distributing surveys to measure instructor perceptions and intentions using the UTAUT2 model variables. The second phase of data collection involved interviews and observations to gain insight into GenAI experiences from the instructors' perspectives. The explanatory sequential method proved superior to both quantitative and qualitative approaches in this situation, as it enables a broad and detailed understanding of GenAI adoption. A study using surveys as its sole quantitative method would reveal statistical relationships between UTAUT2

factors that influence GenAI adoption; however, it would fail to explain the underlying reasons for instructor behavior and perception. The use of interviews as a sole qualitative approach would provide a detailed understanding of instructor perspectives, yet it would have limited generalizability and weak theoretical prediction capabilities across diverse sample groups. The study benefits from both methods, as quantitative results provide general patterns, while qualitative findings offer detailed explanations with contextual understanding. The triangulation gives a more holistic view of adoption behavior.

According to Creswell and Clark (2007), the research design utilizes the results of the first quantitative phase to inform the subsequent qualitative phase, thereby facilitating interpretation. The interview questions and observational methods were employed to investigate the reasons behind survey patterns, such as the strength of UTAUT2 factors as predictors, in the study. The combined method proves particularly effective because GenAI tools in educational settings present complex multidimensional challenges. The selected mixed-methods research approach matches perfectly with the research goals and inquiry objectives.

Research Questions 1 and 2 (quantitative) examine the extent to which UTAUT2 constructs predict instructors' behavioral intention and actual usage of GenAI. The quantitative phase used survey data collection for each construct, followed by predictive analysis through multiple regression. Research Questions 3 and 4, which are qualitative, explore instructors' perceptions of GenAI's opportunities and challenges, as well as the influence of institutional, identity, and pedagogical factors on their acceptance or resistance. The qualitative phase employed interviews and observations to enable instructors to express their detailed experiences and contextual elements. The mixed-methods research approach enabled the study to both quantify the determinants of GenAI adoption and explain how and why adoption occurred specifically in Turkish tertiary English Language Teaching (ELT) institutions.

This research fills an essential need, as existing literature reveals a lack of extensive studies on GenAI acceptance among language teachers, particularly in Türkiye. The study employs a mixed-methods approach to establish a comprehensive understanding that bridges theoretical models with actual practice. The explanatory nature of this design specifically addresses the research gap by understanding contextual specifics, as survey

results show high behavioral intentions but low actual usage among Turkish instructors. Interviews reveal contextual barriers that surveys cannot detect.

The research design employed an explanatory sequential mixed-methods approach grounded in a pragmatic paradigm, enabling the investigation of GenAI adoption through "what works" approaches, which avoided limitations associated with single worldviews. The research focused on the consequences of GenAI integration, using quantitative data to understand general patterns, while qualitative data explored detailed aspects. The chosen methodology is best suited for complex educational technology assessments because it enables the measurement of factors alongside their contextual complexity. The combination of research methods yields better results than individual approaches when addressing complex situations, according to methodological review literature.

The explanatory sequential design enables the study to reach its objectives through its dual approach, first establishing the wide range of factors influencing GenAI adoption (breadth) and then providing an in-depth explanation of these factors in context (depth), thus answering the research questions and contributing to the limited field of study.

3.3 Settings and Participants

The research took place at a major Turkish public university through its English preparatory program. The research location was selected because it demonstrates typical Turkish higher education settings where English language instructors teach students before their academic studies begin. Turkish universities require students to undergo English proficiency training as a mandatory preparatory year before commencing their academic programs.

The instructors of these programs deliver extensive language education while performing as early implementers and access controllers of educational innovations. The study of GenAI adoption finds its optimal setting within an English Language Teaching (ELT) unit located in a Turkish public university for specific reasons. This study benefits from the Turkish higher education environment because it combines Western and Eastern educational customs with local regulations and cultural requirements, creating distinct GenAI implementation patterns that differ from Western academic traditions. The selected university offers an optimal environment for studying GenAI adoption within Turkish institutional practices, thereby addressing the limitations of findings that are limited to other countries. The ELT preparatory program offers an optimal study

environment, as language instructors can recognize both the advantages of GenAI (e.g., generating language practice activities and providing immediate assessment) and potential obstacles (e.g., concerns about the authenticity of AI-generated content and concerns about plagiarism).

It enables researcher to examine multiple acceptance factors that stem from pedagogical, ethical, and institutional considerations. The chosen group serves as a microcosm that represents both the target population and the research problem of studying technology acceptance in Turkish higher education, while providing results applicable to similar institutions. The research included two groups of participants who overlapped between the quantitative and qualitative phases. The quantitative study included participants who were English language teachers working at the university's preparatory program. The survey included participation from 80 English language instructors.

The research determined this sample size by weighing the requirements of statistical representativeness against practical considerations. Eighty respondents, comprising a substantial fraction of the total teaching staff in the prep program, offered a comprehensive understanding of instructor perspectives. The modest population size was sufficient for obtaining 80 responses, which allowed the researcher to capture different demographic profiles, such as age and teaching experience, while maintaining sufficient statistical power for multiple regression analysis. The minimum recommended sample size for reliable regression results is $50 + 8*m$, where m represents the number of predictors. The model contains seven main predictors (UTAUT2 constructs), so the 80 participants exceed this rule of thumb with confidence in the regression outcomes. The study's large sample of instructor participants strengthens both the applicability of the results to the institution's teaching staff and extends to comparable Turkish university environments. The survey participants received invitations through a combination of census selection and convenience sampling methods, as the researcher aimed to contact all program instructors while allowing for voluntary participation and accessibility. The sample constitutes a nearly complete representation of the entire population because it avoids selection bias.

The paper-based survey administration strategy yielded an 80% response rate from instructors. The study selected 10 instructors from the survey respondents to participate in interviews and classroom observation sessions, among six instructors observed in class.

Six instructors received classroom observation as part of the qualitative study, and 10 instructors participated in semi-structured interviews. The chosen sample sizes for qualitative data collection were justified by their ability to achieve both depth and diversity, as well as data saturation. The interview participants numbered ten, providing the researcher with diverse instructors who expressed various opinions while maintaining research manageability. The researcher chose interview participants based on survey findings to gather multiple viewpoints that addressed the research questions. The participant selection included both GenAI enthusiastic teachers and those who were cautious, as well as members representing different genders, teaching experience levels, and positions (if such differences existed within the program).

Through convenience sampling, the researcher obtained multiple aspects of GenAI adoption, including both positive and negative views from early and late adopters, which helped explain the patterns found in the quantitative data. For instance, this analysis revealed why instructors with high intentions do not use GenAI, as well as why they do not use it despite having low intentions. Research in homogeneous populations suggests that ten interviews meet the qualitative research standards for achieving data saturation. In contrast, previous studies indicated that theme identification typically occurs within the first six interviews, preceding data saturation at approximately twelve interviews. The homogeneity of professional background within the instructor cohort (all teach ELT in the same program) means saturation was reached with fewer interviews. The tenth interview revealed recurring themes, indicating that ten participants were sufficient to capture the main population's perceptions and experiences.

The researcher conducted classroom observations of six instructor classes. Most observation participants were taken from the interview group to ensure a strong connection between interview responses and classroom practice observations. The study required six observations due to practical constraints and the lengthy duration of the qualitative observation. Observational research seeks contextual insights and confirmation of results rather than statistical representation in qualitative research. The researcher studied six different teaching sessions to observe typical classroom practices related to GenAI implementation in classrooms.

The observed teaching classes were taught by instructors who both used GenAI tools and did not use them, allowing for a direct comparison of their practices. The researcher used

each observation to strengthen the data by directly observing GenAI implementation (or resistance) in teaching practices, thus supporting or adding details to what interviewees stated. The study employed 80 survey participants, 10 interviewees, and 6 observations to fulfill its explanatory goals, as surveys provide general population representation, while interviews achieve depth and saturation, and observations verify context. All participants were adult professional English instructors who shared identical English proficiency levels and educational backgrounds, including bachelor's and master's degrees in English Language Teaching (ELT) and related fields.

3.4 Data Collection Instruments

The research employed multiple data collection instruments that matched the research questions and data types (quantitative or qualitative). This section explains each instrument in detail and explains why it was used in this study:

3.4.1 Unified Theory of Acceptance and Use of Technology 2 Questionnaire

The quantitative assessment employed a questionnaire (see Appendix 5), based on the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model, as its primary instrument. The questionnaire employed the UTAUT2 model to evaluate core constructs, along with criteria variables that apply to instructor use of GenAI tools. The research examined Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price Value, and Habit according to the definitions provided by Venkatesh et al. (2012). The survey investigated both Behavioral Intention toward GenAI utilization and Actual Usage Behavior of GenAI tools (these correspond to RQ1 and RQ2 dependent variables).

There are 32 items, and the items for each UTAUT2 construct were adapted from existing validated scales in the literature. Performance expectancy items assessed instructors' beliefs about GenAI tools improving their teaching performance through statements such as “GenAI tools would enhance my effectiveness in preparing lessons.” In contrast, effort expectancy items assessed the simplicity of tool learning and usage through statements like “I would find it simple to become proficient in GenAI tools.” The survey items assessing social influence evaluated how colleagues and institutional leaders influenced GenAI adoption (e.g., “People who influence my teaching think I should use GenAI tools”), while facilitating conditions evaluated the availability of resources and support (e.g., “I have the resources and knowledge needed to use GenAI tools”).

The survey included questions about the enjoyment of using GenAI, as well as a price-value assessment that evaluated the perceived tradeoff between costs and benefits. Although GenAI tools themselves might be free or paid, the time investment could be considered a cost. The habit measure assessed the degree to which GenAI tool usage behavior was deeply ingrained. The survey asked instructors to state their intention to use GenAI tools in teaching during the upcoming semester and it measured actual GenAI tool usage behavior by asking about the frequency or extent of their current teaching practice (e.g., times per week or from “never” to “very often” on a Likert scale).

The questionnaire employed Likert-type scales with 5-point ranges for agreement statements and frequency items, ranging from "Strongly Disagree" to "Strongly Agree" and from "Never" to "Always", respectively. The survey included an area for respondents to provide basic demographic information, such as gender, years of teaching experience, and exposure to AI tools, for both sample characterization and future potential subgroup analyses. Although demographic analysis was not the primary focus, the collected data facilitated a deeper understanding of the sample composition. Table 3.1 presents the demographic overview of participants.

Table 3.1
Participant Demographic Overview

Demographic Variable	Category	Frequency (n=80)	Percentage (%)
Gender	Male	42	52.5%
	Female	38	47.5%
Qualification	Bachelor’s Degree	35	43.75%
	Master’s Degree	45	56.25%
Teaching Experience	0-5 years	27	33.75%
	6-10 years	43	53.75%
	11-15 years	7	8.75%
	More than 15 years	3	3.75%

The UTAUT2 survey instrument provided essential data for addressing RQ1 and RQ2, which examined the extent to which the UTAUT2 model constructs predict instructors' behavioral intention to use GenAI and their actual usage behavior.

The survey collected quantitative data, which the researcher used for statistical analysis, including regression modeling, to determine predictive relationships among the measured constructs and outcomes. The questionnaire derived its conceptual framework from UTAUT2, as this established theory encompasses all major elements that influence technology acceptance, which is crucial for understanding the complexity of GenAI integration. A structured survey approach enabled the researcher to gather standardized participant data, which generated findings about the most influential factors in this context. Qualitative research methods would have been insufficient to achieve this outcome. The questionnaire converts theoretical constructs into quantifiable variables, which directly supports the study's quantitative research model and theoretical framework. The instrument development process involved multiple stages to achieve content validity, clarity, and reliability. The researcher obtained several items from Venkatesh et al. (2012) and technology acceptance research, which he adapted for use with "GenAI tools" or "AI-based tools, such as ChatGPT," in language teaching contexts. The instrument gained its validity from established measures, as the researcher used validated items in the assessment. The research examined the adoption of GenAI in Turkish language teaching, drawing on expert opinions in this novel context. The draft survey received input from three experts specializing in educational technology, applied linguistics/English Language Teaching (ELT), and research methodology. The experts evaluated the items for their suitability for the research population and assessed their understanding of the material, also checking if any crucial aspects of GenAI adoption were overlooked.

The experts provided feedback, which resulted in minimal changes to the statements by making them more straightforward and adding an explanatory definition of GenAI tools, as well as a cultural adaptation of the language. The pilot test involved approximately five instructors who matched the study participants but did not belong to the main research group (e.g. They participated in a pilot test of the survey which involved a small group of instructors ($n \approx 5-8$) who matched the study participants but were not part of the leading research group (e.g. colleagues or staff from different departments). Participants in the pilot were asked to complete the survey and then provide feedback on any unclear or difficult-to-understand items. The results from the pilot test showed that the instructions, together with items, remained clear. However, the researcher made a few

modifications by rearranging questions for better sequence and defining the time period for actual usage as the current academic semester. The preliminary reliability assessment of the scales was possible through pilot data because Cronbach's alpha values for each UTAUT2 construct scale exceeded 0.7 during the pilot phase. The performance expectancy scale demonstrated an alpha value of approximately 0.85 during the pilot study, and similar levels of reliability were observed in other construct measurements.

After collecting the whole dataset, which comprised 80 responses, the researcher conducted formal reliability assessments for all multi-item constructs. As shown in Table 3.2, all constructs met the conventional threshold of Cronbach's $\alpha > 0.70$, confirming their acceptable reliability in exploratory research. The consistent underlying factor was supported by the items of each construct, as evidenced by this data. The scale reliability was high, with different constructs showing values from 0.75 to 0.90, while the behavioral intention items had a very reliable scale with α values above 0.80. These values support the instrument's validity and reliability because the researcher adapted established items, which produced a robust survey instrument.

Table 3.2
Quantitative Data Collection Instrument (UTAUT2 Survey)

Constructs	Items in Questionnaire	Reliability (Cronbach's α)
Performance Expectancy	PE1-PE4	$\alpha > 0.80$
Effort Expectancy	EE1-EE4	$\alpha > 0.75$
Social Influence	SI1-SI3	$\alpha > 0.70$
Facilitating Conditions	FC1-FC4	$\alpha > 0.75$
Hedonic Motivation	HM1-HM3	$\alpha > 0.80$
Price Value	PV1-PV3	$\alpha > 0.75$
Habit	HT1-HT4	$\alpha > 0.75$
Behavioral Intention	BI1-BI3	$\alpha > 0.80$
Usage Behavior	UB1-UB3	$\alpha > 0.70$

The UTAUT2 theory provided implicit support for construct validity through the prediction that items would both cluster into their respective constructs and demonstrate meaningful correlations with intention and usage patterns. Factor analysis would be an option for future studies, yet the study employed regression analysis since the sample size reached 80 and previous validation procedures confirmed the UTAUT2 structure. The UTAUT2 questionnaire served as a valid instrument, providing the required quantitative data to answer the first two research questions.

The survey underwent validation through expert feedback and pilot testing, which produced reliable results. The implementation of the survey in a paper-based format helped achieve both high response rates and precise data collection. The study employed quantitative measurements to develop models of GenAI acceptance, which were then analyzed using qualitative tools for a deeper interpretation.

3.4.2 Semi-Structured Interview

To collect in-depth information from teachers about their experiences with and attitudes toward GenAI researchers, a semi-structured interview instrument (see Appendix 7) was designed for the qualitative phase of the study. The interview instrument consisted of open-ended questions that followed a predefined structure to achieve the goals of RQ3 and RQ4. The interview structure combined predetermined questions with the flexibility of the interviewer to adjust questions based on the conversation flow. The research method achieved consistency by asking all participants about essential topics, and it provided flexibility to explore new insights in depth. The interview guide contained the following questions: The interview questions were developed to address these specific areas:

GenAI's teaching applications (RQ3): The instructor was asked about their positive experiences with GenAI, specifically ChatGPT and other AI tools, during their teaching practice. Instructors received follow-up questions to describe their usage of AI for generating quiz questions and explanation requests, which enhanced their teaching workflow and student performance.

Perceived challenges of GenAI (RQ3): The instrument included a question that asked instructors to share the obstacles they faced when integrating GenAI tools into their educational practices. The instrument enabled participants to discuss their concerns about the accuracy of AI-generated content and the potential for student misuse through

cheating or overreliance, as well as technical system issues. The instructors expressed concerns about academic integrity and doubts regarding the authenticity of student work when using AI, findings that align with existing research in this area. Contextual and institutional factors (RQ4): The instructor was asked about institutional policy support and lack of support that influences GenAI tool usage in their teaching environment. The interviewer asked participants if they experienced pressure or encouragement regarding GenAI from their colleagues and administrators. The interview questions focused on institutional support dimensions to understand official guidelines, training programs, and cultural norms that shape GenAI adoption, while aligning with social influence and facilitating conditions, and were explored through qualitative methods.

Professional Identity and Pedagogical Beliefs (RQ4): The instructor was asked how the use of GenAI aligns with their teaching philosophy and their role as an English teacher. The researcher asked participants if they encountered any conflict between AI usage and traditional teaching methods in language education. The professional identity aspect was assessed through two questions, which explored instructors' feelings about GenAI potentially threatening their role and the impact of their language educator self-perception on their openness to GenAI. The findings from the literature suggest that educators may avoid using AI when it undermines their perception of mastery or autonomy in their teaching practice.

The interview began with questions about instructors' first encounters with GenAI tools, as well as their initial reactions to these tools. The interview instrument included a description of participants' experiences when they integrated GenAI into teaching activities, along with details about their feelings during this process. The questions led instructors to share their experiences through storytelling, highlighting success stories and failures that revealed motivating or discouraging factors for continued tool adoption. For example, an AI mistake that brought embarrassment revealed the need for tool trust.

The interview guide concluded with additional questions, such as “Are there any additional points regarding GenAI or your decision not to use it?” This allowed participants to mention any points they wanted to add. The interviewer used unscripted probing questions to investigate further during the interviews, asking, for instance, “Could you explain that concern?” The researcher asked participants to explain their perceptions of plagiarism issues related to AI usage and describe their current methods

for preventing plagiarism among students. The participant-centered approach continued while the researcher achieved their goals of interest.

The semi-structured interviews served two essential purposes for RQ3 and RQ4, as they focused on exploratory and explanatory research. RQ3 investigates GenAI opportunities and barriers in teaching practices, yet such subjective and contextual information requires instructors to provide their direct responses. The interviews enabled researchers to gain detailed insights into the pedagogical value of GenAI, as well as its success factors and actual or perceived drawbacks, which standard survey methods would overlook. RQ4 examines how institutional backing, combined with professional identity elements and teaching perspectives, influences teacher acceptance or resistance. These factors necessitate detailed, open-ended discussions for thorough analysis.

The essential connection between these elements becomes evident through conversational dialogue. The interviews provide the necessary explanatory analysis to complement the survey's quantitative data, as they help explain the survey results. When the survey indicated that social influence did not affect GenAI adoption, instructors explained during interviews that no one in their department actively promoted GenAI tools, so they felt unsupported in their use of AI. This observation clarifies the research findings, although the quantitative data remains insufficient to provide this insight. The research questions gain direct evidence from instructor interviews because the data collection method allows the capture of their spoken explanations and reasons. A complete assessment of GenAI adoption requires this information. The development and validation process of the interview protocol occurred with expert consultation and followed a small pilot test. The questions were initially written to address both RQ3 and RQ4 components, while ensuring that all relevant themes (opportunities, challenges, institutional factors, identity, etc.) received proper coverage. Two ELT and qualitative research-experienced faculty members reviewed the draft to provide feedback on both the wording of questions and the sequencing. The experts provided feedback that included both suggestions for making the questions more open-ended and non-leading, as well as recommendations for the flow of questions, from general experiences to institutional critique and personal stance, to establish rapport first. The interview protocol started with positive and neutral questions about GenAI experiences to make participants comfortable before discussing challenges and personal feelings, which required sensitivity.

The research pilot used an English instructor from a different university who was not part of the study population. The pilot interview served two main objectives: (1) The interviewer practiced the procedure while checking that the questions produced meaningful responses, and (2) the questions were evaluated for clarity and usefulness. The interview went well, and participants found the questions both clear and thought-provoking. The interviewer recorded that the question about professional identity proved too abstract for this participant, so subsequent interviews used a more direct version, which read “Some teachers fear AI usage reduces teaching responsibilities – what do you think about this?” instead of the generic identity question.

The researcher made small modifications before reaching the final version of the guide. Interviews took place with one participant at a time in a convenient location chosen by the participant, such as an empty meeting room at the university or the instructor’s classroom after their teaching schedule. The total duration of each interview ranged from 15 minutes to 20 minutes, allowing for a complete exploration of all study topics. All participants spoke English as their primary language, as this was their comfort zone, which avoided the need for translation and helped maintain natural expression, thereby simplifying analytical work. The interview participants felt free to express themselves in Turkish when needed to describe specific concepts, yet they primarily used English with occasional code-switching to Turkish. Transcription included later translation of Turkish statements while maintaining the original meanings.

The participants granted permission to record their interviews to ensure accurate documentation of their spoken words, as notetaking alone would risk losing details. The interviewer maintained brief notes during and immediately following each interview to capture non-verbal signals as well as initial impressions (such as when an interviewee shifted their tone while discussing a specific topic or when they pointed to printed AI-generated worksheets during their discussion). The notes from fieldwork served as additional data points during the analysis phase. The audio recordings were transcribed word for word immediately following each interview session. The researcher handled most of the transcript work while verifying accuracy by listening to the audio recordings. Any personal details that participants shared during interviews were removed from the transcripts by replacing specific references to universities with other institutions (e.g., [another university]). The transcripts received numeric identification labels such as INT1

or INT2 instead of using participant names. Participants had the opportunity to verify their responses through member checking, as they could review their interview summaries or complete transcripts to request clarification or corrections.

The semi-structured interview instrument demonstrated strong alignment with research requirements and underwent thorough validation prior to its effective implementation. The study obtained substantial qualitative data about GenAI adoption through this instrument, which revealed the personal and environmental factors that shaped the numerical findings from the survey. The collected interview data stands as a fundamental element that explains why observable quantitative measurements exist.

3.4.3 Classroom Observation Checklist

A classroom observation checklist (see Appendix 9) served as the third data collection instrument to assess how instructors implemented GenAI during their teaching activities. The instrument functioned to systematize the recording of relevant classroom behaviors and contextual details, which supported the analysis of actual usage behaviors (RQ2) while adding context to RQ3 and RQ4 by showing teaching opportunities, challenges, and influences in live classroom settings. The observation checklist consisted of two sections, combining predefined categories with open-ended field note space. Key elements on the checklist included:

Instructors used GenAI tools throughout class time to demonstrate queries on ChatGPT and run AI-based applications for language activities. The observation recorded detailed information about tool utilization through tool identification and a description of their purpose, along with lesson timing and the pedagogical integration approach.

The checklist included a section for recording both instructor and student AI-related discussions, even when no tools were being actively used. Basic information on the lesson was recorded, including the topic, class size, and the type of activity (lecture, discussion, group work, etc.), to provide context. The observation included documenting general classroom technology use, including projectors and computer devices, since students need both to operate GenAI tools.

The observer tracked signs that indicated facilitating conditions through the observation process. The observer monitored whether the classroom had internet access because this

represents a crucial requirement for operating online GenAI tools. Did the instructor possess a laptop while students maintained their laptops active during the lesson?

The observer recorded technical challenges that occurred throughout the lesson (e.g., when the instructor tried to use a tool, yet connectivity problems prevented it). If a GenAI tool was used, how did students respond (e.g., visibly interested, confused, disengaged)? The checklist included a section where the observer could document the student's reactions, as well as any questions the students asked about AI use. The tool provides immediate feedback about student perceptions of AI value and challenges, which helps assess performance expectancy and effort expectancy from a learner's perspective. The observation recorded the duration of any AI-related activities to determine whether they were brief demonstrations or took up a substantial part of the class time.

A notes section for unexpected, relevant occurrences – for example, if a student attempted to use ChatGPT on their own during class, or if an AI tool produced an incorrect answer and the instructor had to address it, which could highlight a challenge of misinformation. The observer took note of the instructor's teaching approach (e.g., lecture-heavy vs. interactive) as well as classroom management and their acceptance of novel educational approaches (for example, using alternative innovative teaching methods). The gathered contextual information enables future interpretation of how GenAI users approach teaching differently than those who do not use AI.

The structured observation protocol included predefined categories for recording data, while also providing a space for unstructured field notes. The observations took place with six instructors who demonstrated a willingness to participate, while some of them expressed interest in GenAI. The researcher conducted each observation session throughout a complete class period that lasted approximately 40 minutes. The researcher adopted a non-participant observer position at the back of the classroom to minimize the potential for influencing classroom interactions. The researcher explained to each instructor and the students before the observation that they were there to study teaching methods for research purposes, without any evaluation involvement, and to maintain normal classroom activities. Student data collection did not require consent from students since the research focused on instructor behavior within classroom contexts.

The researcher took observer presence precautions during the initial minutes of the class to let the participants adjust to being observed (the Hawthorne effect). The researcher

began observing from the start of class and remained unobtrusive to allow students and instructors to become accustomed to being observed during the first few minutes. The researcher used the checklist to mark items while simultaneously writing field notes that included descriptive and reflective information. The observer recorded the complete sequence when an instructor used ChatGPT to create a writing prompt during class by documenting the steps from opening the tool to receiving the response.

The instructor displayed the output on the projector and then presented it to the class for review. The observer recorded both the instructor's statements about the response quality and the student's reactions, as evidenced by their vocalizations and inquiries. The observer completed the checklist by marking “no GenAI use observed” before writing a description of the lesson flow and potential GenAI application points (e.g., “Teacher spent 10 minutes writing example sentences on the board – an AI tool might have been able to generate these, but it was not used”). The observation reveals hidden GenAI implementation potential alongside instructor resistance to new approaches, which relates to their perceived effort and trust issues. The observations fulfill various research needs that align with the research questions.

The second research question focuses on the direct measurement of behavior since it surpasses self-report data (RQ2). The survey results regarding instructor use of GenAI contrast with what is observed during classroom sessions. The survey-based findings about usage can be validated or disproven through this method. The study reveals that instructors who expressed strong intentions in surveys were less likely to use AI in their classes, which could be attributed to situational factors or last-minute decisions.

They help evaluate the challenges and factors that support use in specific situations (RQ3 and RQ4). An instructor's inability to utilize AI would become evident when a lack of internet connectivity or insufficient class duration stands in their way, hindering the facilitation of conditions and institutional constraints. The observations reveal student reactions toward AI, ranging from negative to positive, highlighting social dynamics associated with AI implementation. These findings provide evidence-based support for analyzing both the benefits and challenges in actual classroom settings.

The observation procedure served as an additional method to validate the findings. The researcher could validate interview statements about teaching practices by analyzing observation data from instructors. A researcher could verify the instructor's ChatGPT

writing demonstrations by observing them in the classroom. The observations demonstrated the impact of stated concerns on teaching practice by showing how instructors avoided using AI when it could have been beneficial. The research gains more credibility through this method, as it demonstrates that participant declarations align with their observed behaviors and explains any discrepancies between them.

The development of the observation instrument checklist followed technology integration observation research guidelines, incorporating GenAI-specific details. The experienced teacher-trainer evaluated the checklist by suggesting additional observation points, which included both AI usage detection and the inspection of instructor-prepared materials that exhibited possible AI-generated content through AI-style written language. The researcher performed a preliminary observation on a class (featuring an instructor who was not part of the main study) to evaluate the effectiveness of the checklist. The observation failed to detect GenAI usage in that class; however, the researcher did note all relevant contextual information. Some observation categories became more detailed after the pilot observation because the researcher added a "technical issue occurred?" box to the checklist after noting that the teacher encountered a smartboard issue. The researcher successfully combined the checklist with notetaking without interrupting the class through this exercise. The tool effectively guided the observer in monitoring GenAI-specific elements while allowing for detailed documentation of classroom activities. The researcher transcribed their observational findings into extended field notes. Each observation generates descriptive information.

The GenAI classroom observation checklist proved to be a successful tool for recording GenAI usage alongside environmental conditions in classroom settings. The researcher applied this instrument methodically to collect data, which, when combined with interview responses, created a comprehensive picture of GenAI implementation. The research directly demonstrates how theoretical elements manifest in practice through observed facilitating conditions and the presence or absence of usage habits, accompanied by concrete examples of both opportunities and challenges. The use of this instrument demonstrates the study's commitment to methodological triangulation, as it establishes an explanatory sequential design by linking observed behaviors to reported attitudes.

3.5 Data Collection Procedure

This study employed an explanatory sequential design, where quantitative data collection preceded qualitative data collection. This paper outlines the sequential process from timeline to participant recruitment, instrument administration, and data management techniques. The study maintained a focus on both ethical research methods and methodological standards by using standardized practices for administration and maintaining accurate records.

The researcher initiated the first phase by administering UTAUT2-based questionnaires to English preparatory program instructors, following receipt of the required ethical approvals. The research data collection process occurred during the Spring 2025 academic semester. A paper survey method replaced the electronic link distribution because it yielded better response rates and reduced the likelihood of receiving incomplete answers. The researcher handed printed questionnaires and study information, along with consent forms (see Appendix 2). The researcher selected paper surveys for three distinct reasons: (1) the researcher could introduce the study personally to answer questions immediately and boost participation and (2) the immediate high response rate came from instructors who completed the survey on the spot or within one day and returned it and (3) paper surveys eliminated technical problems and email-related oversights that can happen with digital surveys. The face-to-face survey approach delivered improved engagement because instructors checked their emails infrequently and might have dismissed online requests. The identical question format on paper surveys protected respondents from device compatibility issues while enabling them to complete the survey without distractions, since some instructors stayed to finish it discreetly. The survey collected 80 responses. The survey cover sheet included explicit information about voluntary participation and anonymity, along with an implied consent statement for survey participation as validated by the ethics board. The researcher received 80 finished surveys during the first week after distributing them. The researcher avoided extensive follow-up communication because the initial response rate was high.

The data handling process for quantitative data began by assigning numeric identification numbers to every paper survey received. The responses were accurately entered into the IBM SPSS statistical software database. A subset of data was entered twice to detect errors and then cross-checked for any discrepancies. The researcher interpreted unclear

markings on paper documents by making the best possible interpretation, while marking ambiguous responses as missing when the input was impossible to decode. After data entry, the paper surveys were placed in a locked cabinet while the digital dataset was stored on the researcher's password-protected computer. The dataset lacked any personal information because no identification data was collected, which preserved respondent anonymity during all subsequent research and reporting activities.

The survey data underwent preliminary analysis to inform the development of Phase 2. The researcher performed initial data analysis after cleaning and preparing the survey data. The researcher calculated descriptive statistics for all UTAUT2 dimensions while examining the correlations between variables. The researcher conducted preliminary regression analysis to identify which variables showed strong evidence of predicting both intention and usage results. The preliminary data analysis served as guidance for the qualitative research phase. The study results showed that Facilitating Conditions and Habit produced weak relationships with GenAI usage, which led the researcher to add specific interview questions. The researcher implemented two possible interview questions to investigate the results: "What support and resources would you require to use GenAI?" to examine facilitating conditions effectively, and "Have any AI-based teaching routines been integrated into your educational practice or does your AI usage remain spontaneous?" to explore habit development. The study should investigate emerging unexpected variables that produce strong data points (e.g., Many participants included concerns in the optional comment section). The study results revealed that instructors frequently expressed ethical concerns about plagiarism and misinformation in the open comment sections; therefore, the researcher focused on these topics during the interview phase. The study proceeded to its second phase after analyzing the survey data. The second phase required instructors to complete interviews before the researcher began classroom observations; some observation periods were scheduled to coincide with the interview times.

Survey participants were asked to choose between participating in an interview and completing the questionnaire. The survey generated approximately 30 potential participants who expressed interest in participating in interviews by selecting "yes" or providing contact information. The researcher used convenience sampling criteria to select 10 instructors for interview participation from the list of collected candidates. The

researcher sent individual invitations via email to each selected instructor, expressing gratitude for their participation in the survey while requesting their participation in the interview. The email presented the study objectives and estimated interview duration while guaranteeing participant confidentiality. The document included a participant information sheet and consent form, which were explicitly designed for the interview research and could be examined by participants ahead of time. All ten invited instructors agreed to take part in the interviews and received scheduled appointments. The participants chose their available times for the interviews, which fell between their free periods and after their teaching sessions. Most instructors conducted interviews in their offices after their teaching hours or in campus meeting rooms. The researcher began each interview by reviewing the consent form (see Appendix 3) with participants before asking them to grant permission for audio recording, to decline answering questions, or to stop at any time, and to receive pseudonyms in research reports. The participants then signed the consent form.

The interviews took place exactly as described. The interviews took place individually between one person and another, utilizing face-to-face interaction, as every participant was located on campus, and in-person meetings were found to produce stronger connections. The researcher conducted each interview session until completion while recording the dialogue. The researcher documented their initial thoughts following each interview, while also verifying the safe storage of the recorded data. All ten interviews took place within a week's period. The researcher performed transcription simultaneously with each interview session, allowing data processing to continue without interruption. The researcher performed an interim analysis by identifying initial themes and interesting findings during the interview process, which could be explored further in subsequent interviews based on their relevance.

The researcher explained observation recruitment opportunities to participants following their interviews or during the interview process. More logistical preparation was necessary for observations, so not all interview participants could be observed. The research selected six observations based on three criteria: the instructor's willingness and voluntariness to participate, the researcher's scheduling availability, and the goal of observing both users and non-users of AI for comparison purposes. Out of the ten participants interviewed, six agreed to let the researcher observe their classroom

activities. The researcher obtained additional consent from (see Appendix 4) instructors by having them sign a short form, which allowed for the observation of their classes while taking notes. Students received an explanation from their instructors about the researcher observing their lesson through teaching practices studies, while ensuring that no student data was collected. The researcher provided a script to teachers when necessary for explaining the study to their students, including the observation of their lessons for teaching practice research, without collecting data from the students. No students among the small classroom sizes of 22 to 24 people expressed any opposition. The observations took place immediately after the interview session to document current classroom practices and occurred within a one-week timeframe.

The researcher arrived slightly before classes started and then sat at the back of the room to observe the entire session, which lasted from 40 to 45 minutes. The researcher marked items on the checklist with ticks while taking notes discreetly using the printed or clipboard version of the document. The researcher maintained an absolute distance from the class, as observation was their only role. After the class finished and the researcher departed the room, additional detailed notes were created to expand upon the brief notes written during the session. The researcher conducted brief post-class discussions with the instructor (when possible) to clarify observations. Some instructors skipped the optional post-class discussions because they were immediately occupied after their teaching duties. The observation notes served as the primary dataset for the study.

The researcher maintained all qualitative data, including audio recordings of interviews, transcripts, and observation notes, in a secure storage system. The researcher eliminated audio recordings from their recording device after transcription to protect security, but stored audio files on their computer in a protected directory that only the researcher could access. The researcher encrypted both transcripts and notes before labeling them with identification codes instead of actual names and performed backup operations. The researcher recorded the dates of each interview and observation session, along with any unexpected events that occurred during data collection, in an audit log. The researcher implemented this log system to track the chronological order of data collection while recording any deviations that occurred.

The researcher followed a standardized approach in both phases to create consistent experiences for participants while preserving data quality. All observations began with

identical introductory statements, followed by general questions, while researcher used the same observation checklist throughout each observation. The integration process for qualitative and quantitative findings began following the completion of qualitative data collection. The researcher conducted quantitative and qualitative analyses as separate entities, maintaining awareness of their potential connection. The researcher integrated the design of qualitative instruments with quantitative results, using them to develop interview questions.

The selection of survey participants for interviews occurred as an integration step, as this approach connected the phases through a sampling process. The researcher combined qualitative themes with quantitative results during interpretation to understand how the findings explained or enhanced the results. After regression analysis yielded an insignificant result for a particular construct, the researcher reviewed the qualitative data to identify participant statements that could explain the findings, either because the range was too narrow or another factor had dominated the results. The research participants supported strong quantitative predictors through their frequent discussion of these areas during interviews. The data collection procedure ended with a unified dataset that could be analyzed through complementary approaches. The researcher implemented a strategic plan to achieve the highest possible response rates through face-to-face survey distribution, while adhering to ethical standards, including obtaining voluntary consent at every stage, ensuring anonymity, maintaining interview confidentiality, and minimizing disruptions to the observation process. The researcher also explained sequential design principles, utilizing quantitative results for qualitative development. The collected data provided a diverse set of information, which created an excellent base for subsequent analysis.

3.6 Data Analyses

The research analysis proceeded in two distinct sections, corresponding to the two data collection types: quantitative survey data analysis, followed by qualitative analysis of interview and observational data. The research questions received separate analysis during each phase before the findings were combined to create a complete understanding. Table 3.3 illustrates the analytical methods, along with the corresponding research questions.

Table 3.3
Research Questions and Corresponding Analysis Methods

Research Question (RQ)	Method Type	Instruments	Data Analysis Methods
RQ1: Prediction of behavioral intention using UTAUT2 constructs	Quantitative	UTAUT2 questionnaire survey	Multiple Regression Analysis
RQ2: Prediction of actual usage behavior	Quantitative	UTAUT2 questionnaire survey	Multiple Regression Analysis
RQ3: Perceived opportunities, challenges, contextual factors	Qualitative	Semi-structured interviews, Classroom observations	Thematic Analysis
RQ4: Institutional support, identity, pedagogical concerns	Qualitative	Semi-structured interviews, Classroom observations	Thematic Analysis

3.6.1 Analysis of the Quantitative Data

The UTAUT2 questionnaire quantitative data (N = 80) underwent descriptive and inferential statistical analysis through multiple regression testing of the research model. The researcher employed the UTAUT2 constructs to assess their predictive strength in relation to instructors' behavioral intention and GenAI usage behavior (RQ1 and RQ2). The statistical analysis was conducted through SPSS (Version 28) software. Data preparation: The first step was to prepare the dataset. A review of the data included both entry error detection and the identification of missing values. Minor missing data appeared in a few questionnaires, with one instructor skipping an item; however, this was addressed by mean substitution for that construct, or by minimal or pairwise deletion in analyses as appropriate.

The high completion rate, together with careful in-person data collection, resulted in minimal missing data. After that, the researcher calculated composite scores for all UTAUT2 constructs. The respondents received single scores representing PE from the UTAUT2 construct as the items were averaged after reverse-coding the negative wording. However, most items in the adapted survey were phrased positively. The researcher computed composite scores for both Effort Expectancy and Social Influence, as well as other constructs, in the same manner. The behavioral intention (BI) score was calculated by averaging its items, and usage behavior data was measured using direct methods that could be scaled for analysis purposes (such as converting categorical frequency to a numeric scale when necessary). The researcher verified internal consistency reliability

before proceeding with further analysis, as Cronbach's alpha values exceeded 0.70 for each multi-item construct, ensuring the validity of item summation and averaging, which reflects the early acceptance stage.

The analysis of descriptive statistics revealed the fundamental patterns in the data collected. Each construct was analyzed for its mean and standard deviation in the study. The mean scores for Performance Expectancy indicated how helpful instructors consider GenAI to be, but the low mean scores for Facilitating Conditions suggested many lacked sufficient support. The frequency distribution analysis of the usage behavior variable revealed the number of instructors who used GenAI as well as their usage frequency. The analysis revealed that GenAI remained unused by a specific portion of teachers, while another group used it sometimes or regularly; thus, the distributional data became important for interpreting the regression findings. The boxplots and standardized scores revealed no extreme outliers in the data, indicating that the data were well-behaved. The researcher performed assumption checks through multiple regression testing for linearity and multivariate normality of residuals, as well as verification of no severe multicollinearity and homoscedasticity. The following steps were used for examination:

The researcher evaluated the relationship between independent variables and both dependent variables (behavioral intention and usage) through scatterplots. The relationships appeared to follow linear patterns, although social science survey data typically shows non-linear trends (the researcher expected linear but did not find curvilinear patterns). This supported the use of linear regression. The UTAUT2 constructs show potential correlations with each other, as performance expectancy and effort expectancy tend to exhibit a positive correlation. The researcher performed Pearson correlation tests between all predictor variables.

The performance expectancy construct exhibited a moderate relationship with hedonic motivation, while the correlation levels with the other constructs remained below 0.8. The Variance Inflation Factor (VIF) calculations for the predictors in the initial regression models yielded values below 5 (most were between 1.5 and 2.5), indicating that multicollinearity was not a significant problem. The researcher saved the regression model residuals for subsequent analysis. The P-P plot analysis revealed residuals that closely followed the diagonal line, indicating standard distribution patterns, even though the tail ends exhibited minor deviations, which could be attributed to the moderate sample

size. The spread of residuals maintained a constant pattern when residuals were plotted against predicted values, indicating homoscedasticity. The regression assumptions met the necessary standards for drawing valid conclusions.

RQ1 requires regression analysis to answer the research question about how much UTAUT2 constructs predict GenAI behavioral intention. The research used Behavioral Intention (BI) as the outcome variable in a multiple linear regression analysis to assess RQ1. The seven UTAUT2 constructs—Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price Value, and Habit—were entered as independent variables (predictors) in the model. A multiple linear regression analysis was used, employing the standard simultaneous entry method, as UTAUT2 does not specify a particular hierarchy between variables, and I wanted to observe the individual impact of each factor in relation to the others. The statistical significance and beta coefficients of the regression model were examined.

The analysis of the overall model fit used both R^2 (coefficient of determination) and the F-test. The UTAUT2 variables as a group demonstrate significance for BI prediction through the F-test when $p < 0.05$. The R^2 value indicates the degree to which the examined factors explain the variance in instructors' behavioral intention.

The statistical significance of predictors on BI was evaluated by analyzing the beta coefficients along with their p-values. Performance Expectancy exhibits a positive and significant beta when instructors perceive GenAI as more helpful in achieving their goals, thus strengthening their usage intentions according to UTAUT2 theory. Predictors that lack statistical significance indicate that these constructs do not provide unique contributions to intention within this particular context after controlling other factors.

The relative importance of predictors was determined by comparing the absolute values of their standardized betas. This approach helps determine which factors drive intention at the highest level in the examined population.

Any unexpected results regarding constructs that proved significant in past research but not in the current study, or vice versa, were documented for additional exploration through qualitative data analysis. The regression output generated would later be integrated with findings from the qualitative analysis.

The study used another multiple regression model to determine which constructs best predicted GenAI usage behavior for the RQ2. The researcher used Actual Usage as the outcome variable in the second regression model. The independent variables that the researcher initially considered for analysis included the seven UTAUT2 constructs. The inclusion of Behavioral Intention as a predictor of actual use has received theoretical analysis because various technology acceptance models demonstrate that intention functions as a proximal factor influencing usage. According to the UTAUT2 original model, actual use depends on intention alongside facilitating conditions and habit, while intention functions as a mediating factor for other variables. The sample size limitations prevented a complete mediation analysis, but two alternative procedures were implemented.

Model A: Usage was predicted using the seven identical predictors, which followed the same pattern as BI prediction. The prediction model (B) included Behavioral Intention as the primary predictor, alongside selected UTAUT2 constructs that the theory directly affects usage (facilitating conditions and habit). The researcher began by running Model A to evaluate the direct influence of all variables on usage. This approach provided direct answers to RQ2 about how performance expectancy and social influence, along with other factors, relate to GenAI usage by instructors. Model B served as an exploratory tool to assess whether intention functions as a mediator in most relationships.

The examination of Model A results employed a similar process to RQ1, evaluating R^2 for explaining variance in usage and individual beta coefficients to detect significant associations between factors. In technology studies, few constructs directly predict usage since intention acts as a strong determinant of usage behavior, which aligns with the expectation that behavioral intention will demonstrate a strong relationship with usage. The direct relationship between Habit and Facilitating Conditions and usage appears when instructors maintain their habits and possess the required resources.

The researcher calculated the relationship between behavioral intention and usage when it was not included in Model A. The results showed a moderate relationship between these variables. The research used Model B to evaluate a partial mediation concept by analyzing the relationship between behavioral intention and usage while facilitating conditions and habit as predictor variables. The actual usage data, presented through self-reported frequency, exhibited a less normal distribution in the results, which required researcher

to interpret the findings with caution. The research adopted the standard practice in technology acceptance studies by conducting continuous regression analysis on Likert or frequency scales. It has been verified that the residuals from the usage regression maintain a reasonable normal distribution after possibly applying a square-root transformation to the count data. The primary inferential assessment consisted of regression analyses that addressed RQ1 and RQ2, with additional statistical methods employed as needed.

The Pearson correlation matrix between all variables (constructs, intention, usage) was analyzed to identify basic relationships. Initial findings on factor correlations with intention and usage emerged through this method before the introduction of control variables. The analysis revealed factors with significant simple correlations that disappeared during regression analysis because they shared variance with other factors, thus indicating potential mediation or variance overlap.

Because the survey data consisted of self-reported information collected at a single time point, it assessed the potential risk of standard method variance. Harman's single-factor test (an exploratory factor analysis that forces one factor) served as a diagnostic test, which showed that no single factor dominated the results, thus indicating minimal standard method bias. The combination of quantitative and qualitative approaches helps reduce dependence on any single method.

The researcher conducted a quick analysis of demographic data to determine if background elements influenced important constructs. The researcher conducted independent t-tests and ANOVA tests as exploratory analyses for interest purposes (even though they were not core Research Questions). Tables 3.4 and 3.5 demonstrate the ANOVA analysis below.

Table 3.4
ANOVA for Behavioral Intention (BI)

Source	Sum of Squares	df	F-value	p-value	Significance (p<0.05)
Performance Expectancy	1.529	1	2.520	0.117	No
Effort Expectancy	1.235	1	2.036	0.158	No
Social Influence	0.265	1	0.437	0.511	No
Facilitating Conditions	0.658	1	1.085	0.301	No
Hedonic Motivation	1.933	1	3.186	0.078	No (marginal)

Price Value	0.286	1	0.471	0.495	No
Habit	0.550	1	0.906	0.344	No
Residual	43.685	72	-	-	-

Table 3.5
ANOVA for Usage Behavior (UB)

Source	Sum of Squares	df	F-value	p-value	Significance (p<0.05)
Behavioral Intention	0.002	1	0.005	0.945	No
Facilitating Conditions	0.454	1	0.928	0.338	No
Habit	0.001	1	0.003	0.958	No
Residual	37.140	76	-	-	-

The main analysis continued to focus on predictors of the overall model rather than exploring subgroup differences because no significant differences required further investigation. Multiple regression was the appropriate analytical method, as the research questions focused on identifying predictive relationships between UTAUT2 factors and their dependent variables (intention and usage). The analysis method enables the researcher to determine the independent effect of each factor by controlling for the presence of other factors. Multiple regression becomes essential because UTAUT2 constructs interact with each other; thus, regression helps identify the independent contribution of each factor when all other factors are considered. The analysis verifies the UTAUT2 model within the specific study environment through a quantitative evaluation of the impact of each construct (although it does not employ structural equation modeling due to the limited sample size). The method follows the testing procedure of UTAUT2, which many studies employ through regression or SEM to establish significant predictors of intention and behavior. The study's sample size of 80 made multiple linear regression a suitable statistical method, rather than using a potentially underpowered complete structural equation modeling (SEM).

The approach strikes an appropriate balance between research rigor and practicality, providing understandable coefficients that directly address RQ1 and RQ2. Regression analysis supports the mixed-methods approach, as it generates findings such as “Performance Expectancy has a beta of 0.30, $p < .01$ for predicting intention,” which the qualitative phase explains through instructor statements about finding GenAI helpful for

time-saving purposes. The regression analysis provides quantitative proof of which factors affect behavior and intention in this specific research population, whereas without it, the study would only have subjective impressions of importance. The researcher used the regression findings to create summaries about important results, including significant constructs and explained variance, together with any detected anomalies. These results were incorporated into the qualitative analysis stage and final interpretation process to match with interview and observation findings.

The quantitative results showed that Social Influence did not significantly affect intention because peers and leaders did not strongly influence model intention; thus, the interviews supported this finding by showing that instructors do not discuss AI within their department. Quantitative analysis provides a solid foundation for enhanced understanding when combined with qualitative findings. The quantitative analysis implemented standard and robust methods to identify significant patterns in the survey data. Multiple regression techniques directly addressed the predictive research questions, yielding clear findings about the importance of UTAUT2 factors in this context and their corresponding effect sizes. These results suggest that instructors may intend to use GenAI, but constraints are likely to limit its implementation. These findings would eventually be combined with qualitative themes to develop comprehensive conclusions regarding the adoption factors of GenAI among Turkish ELT instructors.

3.6.2. Analysis of the Qualitative Data

To explain the multiple regression analysis and the weak predictive power of the UTAUT2 survey, the researcher applied thematic analysis. Thematic analysis of the qualitative data, comprising 10 interview transcripts and 6 observational notes, was conducted according to the guidelines of Braun and Clarke (2006). Thematic analysis was used because it provided flexibility to explore qualitative datasets for patterns or themes. The research design was suitable for the study, as it needed to organize instructors' diverse views about GenAI into meaningful themes that answered RQ3 and RQ4, while not being confined to the UTAUT2 constructs. The analysis of the qualitative data was conducted by the researcher, with intermittent review from a peer reviewer and advisor to enhance reliability. Below, the study presents the thematic analysis approach and explains how it combined observation data and ensured trustworthiness. Data management: All interview transcripts (approximately 1-2 pages each) and extended observation notes were imported

into a qualitative analysis software package (NVivo 12 was used) to manage and code the data. The interviews were tagged with general information (e.g., participants' profiles, including years of teaching experience and whether they used GenAI or not) to facilitate future evaluation of patterns across different groups. The observation notes were imported and associated with the relevant instructor. NVivo allowed for the coding process, text searching, and retrieval of various themes. The thematic analysis process, Braun & Clarke (2006), has six phases that were implemented as follows:

Data familiarization was the first step in the thematic analysis process. The researcher reviewed all the transcripts and observation notes multiple times to become thoroughly familiar with the content. To minimize potential bias, an independent reviewer examined the themes. The margins contained initial notes about the interviewees, for example, "Instructor 3 very enthusiastic about AI," "Instructor 7 mentions cheating concerns several times." The researcher replayed the audio recordings of specific key parts to capture both the tone and emphasis. Reading through the data allowed the researcher to develop a comprehensive understanding of each participant's narrative and identify initial patterns (for example, many participants naturally brought up institutional policies or the absence thereof).

The researcher needed to take this step to gain context before starting the analysis. A brief summary was written for each interview, consisting of approximately two paragraphs that reflected the main points discussed during the interview. The summary helped verify that the final themes encompassed each participant's account (within-case analysis before proceeding to cross-case theming). Systematic coding was then undertaken. NVivo was used by the researcher to review each transcript line by line while assigning codes to meaningful text segments.

The label assigned to describe the segment of content or meaning is called a code. Coding was a mix of theoretical and data-derived approaches, as some codes (such as "perceived benefits," "perceived challenges," "institutional support," and "ethical concern") were pre-identified from research questions and used to tag related text. In contrast, others emerged from the data itself, such as in NVivo codes that replicated participants' words. For example, "AI as a threat to creativity" was one code developed from multiple instructors who mentioned creativity when discussing their concerns. If a segment

covered multiple themes, then it could receive multiple codes. The following example from the participant demonstrates all the relevant codes:

“... I used ChatGPT to produce a text, but I discovered that the tool provides incorrect information, so I have to verify everything before trusting it...”

This statement was tagged as both “Experience: trial use,” “Challenge: misinformation,” and “Trust in AI.” Observation notes were coded during this phase, using the following codes: “Discouraging AI use” and “Academic integrity measure.” By the end of this phase, a comprehensive list of codes (comprising approximately 40–50 initial codes) was created across all data. Each code gathered all the extracts pertaining to that idea. The coding process required revisions after the initial few transcripts were coded because similar codes merged, and new codes emerged from later transcripts. The coding process at this stage was quite detailed and included all relevant information to ensure that no important piece of data was missed.

The next step in the research process involved examining the data code to identify potential themes. Research themes represent broader patterns that reveal meaningful connections between data and the research questions. The researcher organized all codes through NVivo or physical sticky notes to start clustering them. Three specific codes, including “saves time in lesson prep,” “provides instant examples,” and “can personalize learning,” naturally grouped as a Perceived Benefits of GenAI theme. GenAI reveals two primary issues in student learning, including AI-generated incorrect answers, students relying too heavily on AI, and concerns about plagiarism and cheating. The clusters directly correspond to the opportunities and challenges described in RQ3. The codes “no guidelines from university,” “lack of training,” and “management is skeptical” formed a single theme related to the Institutional Environment.

To ensure trustworthiness, the researcher triangulated the interviews with the classroom observations. The observation codes were integrated into this analysis by categorizing observations that indicated “no tech available” or “low infrastructure” under institutional/environmental factors, and by linking enthusiastic use observations to the benefits theme. Some candidate themes began to emerge at this point, with possible sub-themes within each. All initial codes received at least one thematic assignment during this process to avoid orphaned codes or to determine whether they should be discarded if they were not relevant to the research questions. The researcher studied the connections

between themes because Ethical Concerns emerged as a dominant theme, but also appeared as a specific case of challenges. The theme maintained its distinct status because it was prominent and extensive in scope, encompassing plagiarism, accuracy, and fairness issues that frequently appeared while matching external research on GenAI.

The candidate themes consisted of Benefits, Challenges, Ethical Concerns, Institutional Factors, Personal/Identity Factors, and Usage Patterns. The researcher examined their provisional themes for data coding and complete dataset consistency.

This involved two levels of review:

Level 1 is checking the coherence of each theme. The researcher examined all excerpts from the theme to confirm they shared meaningful connections. The researcher divided broad or diverse themes into smaller categories while merging two closely related themes. The researcher considered combining Challenges and Ethical Concerns into one theme, but chose to maintain them as separate because ethical issues represented specific challenges while maintaining their connection. Institutional Factors and Social Influence initially emerged as distinct themes, but merged because social influence in this context primarily originated from institutional leadership and colleagues. The study combined these themes into a single category, focusing on the institutional and collegial context. Observational data served to validate themes by showing concrete evidence of resource limitations in classes. Observational data confirmed the themes because it showed that students lacked computers during classroom observations, which matched participants' comments about infrastructure problems.

Level 2 involves checking the themes against the entire dataset. The researcher conducted a thorough review of the transcripts to ensure that all significant data points were accurately assigned to the appropriate themes, verifying that these themes effectively represented the majority of the data. Additionally, the researcher sought to identify deviant cases or exceptional perspectives by carefully examining the dataset to uncover any unique instructor views not covered by existing themes. For instance, one instructor expressed confidence in student integrity, indicating minimal concern regarding cheating with AI technology. This specific viewpoint was integrated into the 'ethical concerns' theme as a contrasting perspective because it represented a minority viewpoint insufficient to form an independent theme. The thematic analysis confirmed that the identified themes accurately encapsulated the dataset while preserving clear distinctions

among them. Approximately five to six primary themes emerged, each encompassing subthemes or detailed facets designed to address Research Questions 3 and 4 thoroughly. This research explores various perceived benefits of generative AI (GenAI), including increased efficiency, enhanced instructional materials, and improved student engagement.

Conversely, it also examines the educational risks associated with GenAI, notably concerns about plagiarism and issues related to the accuracy of AI-generated information. The study evaluates institutional frameworks and peer network environments, highlighting the lack of clear policy guidelines, employee training needs, peer collaboration dynamics, and administrative structures. Furthermore, teacher beliefs and identity factors are investigated, encompassing attitudes toward traditional teaching methodologies, pride in personal material creation, concerns about skill erosion, and generational differences that affect comfort with technology adoption. Lastly, the analysis considers how participants practically integrate GenAI into their teaching practices and explores strategies they employ to limit or avoid its use. This holistic approach provides deeper insights, facilitating a comprehensive understanding of the findings within the broader context of educational research.

The research questions receive direct answers through the themes, which examine opportunities and challenges for RQ3 and influences and practices for RQ4. The researcher clarified all themes through descriptive language to create simple names. The researcher developed detailed theme descriptions that revealed their core meaning and their connection to the research questions. The Perceived Benefits theme encompasses instructor assessments of GenAI advantages, including time savings and improved materials, thereby encouraging the adoption of GenAI. The research used “Benefits of GenAI” as the theme title because it was simple to understand. The researcher named their theme “Institutional Support and Culture” to describe both the formal training programs and policy framework, as well as the informal peer network dynamics and their absence. The researcher identified Ethical Concerns as a theme, with Academic Integrity and AI Reliability as subthemes, as these two distinct elements emerged in the data. The study established a method for presenting these findings during the reporting process, using separate subsections and integrated formats to maximize clarity. The researcher used quantitative results to develop definitions that would be merged later during this

phase. The theme of Institutional Support from qualitative research highlighted social influence deficiencies among instructors, which matched the quantitative data results.

The report included thematic findings, which were presented in a logical and organized manner. When writing the thesis, the researcher needed to select meaningful quotes from the transcripts to illustrate each theme. The researcher included multiple participant voices within each theme to demonstrate its breadth while selecting quotes that conveyed the fundamental essence of each theme. Researcher extracted field note sections to support observation data analysis, which they would use as evidence (e.g., during an observed lesson, the instructor specifically stated to students, 'Using AI for this assignment is not allowed,' which demonstrated institutional or personal enforcement of academic integrity). These elements served as verification tools for the interview statements. The thematic analysis integrated both qualitative and quantitative data results whenever appropriate, while maintaining attention to proper integration protocols. Although formal integration occurred separately, the qualitative analysis sometimes revealed findings that would later appear in the discussion chapter.

Braun & Clarke (2006) support the systematic procedure employed in the study. The methodology adheres to these procedural guidelines to ensure transparency and facilitate reproducibility. The research questions guided the analysis through a thematic approach, allowing themes to emerge naturally from the data.

The method lacks a specific theoretical bias, which enables the researcher to analyze both anticipated (theory-based) and unexpected themes. The method provided essential adaptability because GenAI in education developed rapidly; therefore, the study needed to identify previously unanticipated problems that teachers might experience (AI as a threat to creativity proved to be an important spontaneous theme). Braun and Clarke's method requires the researcher to perform active pattern identification, which in this study enabled the detection of institutional theme relationships with constructs, specifically social influence and facilitating conditions, using UTAUT2 knowledge. However, it did not restrict analysis to those preconceived categories, thus preserving discoveries (deep ethical issues and teacher identity specifics). Observation notes were received for simultaneous analysis with interview data, operating independently of each other. Most of the observation data received coding from the same coding framework, but the researcher added unique codes when needed to establish specific codes. The researcher

incorporated observational evidence to support and validate interview-derived themes. A theme about limited facilitating conditions blocking AI use received validation through direct observation of classroom internet problems and teacher technological challenges. The use of AI to engage students became a tangible demonstration of "Enthusiasm and Perceived Benefit" in one observation. The researcher treated observational data as additional evidence, which either supported or modified the themes derived from interviews, rather than creating separate thematic categories. The research combines interview data with observational evidence to demonstrate how both approaches reinforce each other throughout the final qualitative results. Time-saving benefits were evident when Instructor A stated during one observation:

'It cuts my prep time in half because I used ChatGPT to produce practice sentences immediately, which accelerated the activity.'

The use of observational data enhanced credibility through triangulation, resulting in more comprehensive descriptions. The trustworthiness of qualitative research findings received attention during analysis through multiple steps.

Member checking validated the accuracy of factual information in the transcripts. The credibility of the themes was strengthened through the combination of interview and observation data, as both methods consistently pointed to the same issue. The research findings showed higher confidence levels. The researcher conducted peer debriefing sessions to review emerging themes with a research partner who did not participate in the study to verify the plausibility of interpretations. A colleague reviewed selected coded transcripts and theme definitions to confirm the primary themes, which required only slight adjustments for better clarity.

The researcher maintained documentation that described the coding procedures and the decisions about theme definition. A detailed explanation of the coding process can be followed by another researcher who performs audit procedures. The code application remained stable during the re-coding process of two transcripts, indicating that the coding process yielded reliable results.

The researcher kept a reflexive journal during the analysis to note personal assumptions, such as

"I expect many will be afraid of plagiarism issues,"

and actively searched for data that supported or contradicted these assumptions. The confirmability was strengthened through the process of bracketing biases while maintaining firm thematic grounding in participant quotes, which are presented directly in the report.

The research results retain their qualitative, context-specific nature, but the study establishes transferability by providing detailed descriptions of the context and themes, which enable readers to assess their applicability. The study presents specific details about institutional frameworks alongside participant reactions to help readers from similar universities assess the usefulness of the findings. The research includes links to established literature, which demonstrates how the study results fit into the broader context, thereby enhancing their transferability.

The qualitative analysis yielded well-supported themes that directly addressed the research questions about the views of teaching staff and the contextual elements affecting GenAI adoption. The quantitative results from the earlier phase were merged with these findings to generate comprehensive insights. The research analysis included a final phase, which combined all gathered findings to create a unified discussion. The findings were integrated using a side-by-side presentation to explain why “Facilitating Conditions” failed to produce significant predictions in the survey, despite instructors highlighting institutional support deficits as significant barriers. These conditions did not predict usage patterns because they remained constant. The mixed analysis develops a unified explanation about Turkish ELT instructors' acceptance of GenAI through the combination of numerical and narrative evidence. This rigorous process helped to reveal the insights into why instructors adopt or resist GenAI, utilizing the triangulation of the data.

4 RESULTS

4.1. Introduction

The chapter integrates study results from mixed-methods analysis through each research question. The research answers each question through a combination of survey data from 80 instructors, as well as interview and observation data from 10 participants across six classrooms. The convergent mixed-methods approach combines quantitative data from UTAUT2-based surveys with qualitative findings to explain instructor adoption of generative AI in teaching. Braun and Clarke (2006) describe thematic analysis as a method for discovering patterns (themes) in data, which is used for coding interview transcripts and observation notes. The chapter presents findings in response to the research questions, accompanied by an integration table that displays both quantitative and qualitative results for each research question. The chapter concludes with a brief summary that presents the main integrated findings before moving to Chapter 5.

4.2 Quantitative Results

The quantitative assessment of survey responses incorporated the UTAUT2 model constructs to determine which factors influenced technology adoption outcomes. The survey included instructor assessments through Likert scales (1–5) that evaluated Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Facilitating Conditions (FC), Hedonic Motivation (HM), Price Value (PV), Habit (HT) and Behavioral Intention (BI) for using AI and self-reported Usage Behavior (UB). Table 4.1 demonstrates the descriptive statistics of the UTAUT 2 constructs below.

Table 4.1
Descriptive Statistics of UTAUT2 Constructs

Construct	Mean (M)	Standard Deviation (SD)
Performance Expectancy	3.04	1.39
Effort Expectancy	3.00	1.42
Social Influence	3.10	1.44
Facilitating Conditions	2.89	1.41
Hedonic Motivation	3.09	1.34
Price Value	3.04	1.38
Habit	3.09	1.39
Behavioral Intention	3.05	1.40
Usage Behavior	3.02	1.43

The researcher computed composite scores for all constructs by averaging items within each construct before performing reliability assessments for most scales. The internal consistency of some constructs fell below expectations because instructors' responses showed minimal correlation between different items. A regression analysis with two dependent variables was used to answer RQ1 and RQ2, utilizing the UTAUT2 constructs as independent variables. A statistical analysis with interpretations for the UTAUT2 theory and the study environment is provided in this section. Mean scores and standard deviations of each item on UTAUT 2 are presented in Table 4.2 below.

Table 4.2
Descriptive Statistics of UTAUT2 Items

Item	Mean	Standard Deviation
PE1	2.93	1.46
PE2	3.15	1.37
PE3	3.03	1.35
PE4	3.05	1.40
EE1	3.19	1.44
EE2	2.86	1.52
EE3	3.01	1.31
EE4	2.93	1.40
SI1	2.99	1.41
SI2	3.21	1.46
SI3	3.10	1.47
FC1	2.99	1.41
FC2	2.81	1.46
FC3	2.93	1.45
FC4	2.84	1.34
HM1	3.05	1.33
HM2	3.18	1.31
HM3	3.04	1.40
PV1	2.98	1.38

PV2	3.15	1.42
PV3	3.00	1.37
HT1	3.14	1.50
HT2	3.00	1.41
HT3	3.29	1.41
HT4	2.94	1.24
BI1	2.99	1.33
BI2	3.05	1.44
BI3	3.10	1.45
UB1	3.11	1.44
UB2	3.00	1.37
UB3	3.09	1.37
UB4	2.88	1.55

4.2.1 Behavioral Intention (RQ1) – UTAUT2 Predictors of Intention

RQ1: To what extent do the core constructs of the UTAUT2 model (Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Hedonic Motivation, Price Value, and Habit) predict English language instructors' behavioral intention to use generative AI tools in higher education examines the relationship between UTAUT2 constructs and instructors' behavioral intention to integrate generative AI into their teaching practices. To address RQ1, the researcher performed a multiple regression analysis using Behavioral Intention (BI) as the dependent variable and seven UTAUT2 constructs (PE, EE, SI, FC, HM, PV, HT) as independent variables. According to UTAUT2, these elements must have a substantial impact on people who want to adopt new technology systems.

The regression model demonstrated statistical insignificance, with $F(7,72) = 1.21$ and $p = 0.307$, while explaining 10.5% of the variance in BI among instructors. The study's results demonstrate significantly lower predictive power than what is typical for UTAUT research. As shown in Table 4.3, a multiple regression analysis predicts behavioral intention.

Table 4.3*Multiple Regression Analysis Predicting Behavioral Intention (BI)*

Predictor Variable	B (Coefficient)	Std. Error	t- value	p- value	Significance ($p < 0.05$)
Constant	6.058	1.124	5.388	<0.001	Yes
Performance Expectancy	-0.221	0.139	-1.588	0.117	No
Effort Expectancy	-0.182	0.128	-1.427	0.158	No
Social Influence	-0.077	0.117	-0.661	0.511	No
Facilitating Conditions	-0.117	0.112	-1.042	0.301	No
Hedonic Motivation	-0.203	0.114	-1.785	0.078	No (marginal)
Price Value	-0.073	0.107	-0.687	0.495	No
Habit	-0.119	0.125	-0.952	0.344	No

Among the seven UTAUT2 constructs, no predictor demonstrated statistical significance in its unique impact on Behavioral Intention ($p > 0.05$ for all predictors). The bivariate analysis revealed a weak positive relationship between Performance Expectancy (AI utility perception) and BI ($r \approx 0.14$); however, the multivariate model yielded an insignificant negative β value (-0.22 , $p = 0.12$). The survey results showed no statistical relationship between Effort Expectancy and instructors' behavior ($\beta = -0.18$, $p = 0.16$). Social Influence proved to have no impact on Behavioral Intention, as its β value was -0.08 and the p -value was 0.51 . The relationship between Facilitating Conditions and intention formation was statistically insignificant, as indicated by a β value of -0.12 and a p -value of 0.30 . Hedonic Motivation as a construct displayed an inverse relationship that approached significance ($\beta = -0.20$, $p = 0.078$) but did not reach the 0.05 significance level. The effects of Price Value and Habit on technology usage were both small and non-statistically significant, as indicated by β values of -0.07 and -0.12 , respectively.

All UTAUT2 constructs failed to demonstrate significant effects on instructors' intentions to use AI during this study. These results deviate from the theoretical expectations of the UTAUT2 model. Performance Expectancy, together with Social Influence, typically serves as a significant determinant of intention within technology adoption research. The findings suggest that instructors maintained uniform intentions or external factors affected their decision-making process beyond the measured variables. The instructors'

overall positive intentions to use AI remained consistent, regardless of their perceptions about the usefulness, ease of use, or enjoyment of the technology. The general curiosity and external pressure for instructors to experiment with AI might have influenced their moderately positive intentions. The respondents showed minimal variation in their intention scores, which clustered around the middle of the scale. The homogeneous nature of responses reduces both correlations and regression effects. The strong correlations between multiple UTAUT2 predictors create suppression effects that make it impossible to identify any independent predictors during regression analysis.

The negative coefficients observed in PE and HM are statistical artifacts from the correlations between predictors rather than actual negative relationships between these constructs and BI.

The actual relationships between individual instructors and technology demonstrated weak patterns, indicating positive connections between the usefulness and enjoyment of technology and usage intentions. However, these attitudes failed to predict usage behavior effectively, as instructors with lower confidence in the technology still planned to test it. The analysis reveals that no UTAUT2 variable demonstrated a substantial influence on instructors' willingness to use the technology. The results indicate that instructors made their decisions about AI usage based on multiple variables that extend beyond what the standard UTAUT2 model predicts.

Qualitative data indicate that institutional requirements and personal ethics have a significant impact on teaching practices, although these elements were not included in the UTAUT2 survey instrument. The UTAUT2 theory needs adjustment in this specific context because performance expectancy (usefulness) and effort expectancy (ease) did not distinguish between instructors who intend to use AI and those who do not. The teaching environment, combined with the newness of AI technology, created equal intentions among instructors, so these constructs failed to explain their willingness to adopt the technology.

The quantitative measurements failed to capture all the reasons why instructors either supported or opposed the implementation of AI. The analysis includes non-significant results from multiple predictors as well as the entire model, which the researcher approaches with caution. The absence of significant results does not necessarily indicate that these factors have no effect, as it may stem from an insufficient sample size ($N = 80$),

unreliable measurements (some survey items not properly assessing the construct in this sample), or actual response consistency. The research sample size, combined with the uniformity of participant responses, likely produced these findings. The survey data indicate that qualitative research provides essential insights regarding instructors' intentions toward AI adoption, as no significant quantitative indicators emerged from the data. The survey results indicate that instructors prioritize concerns related to training limitations, ethical considerations, and institutional requirements.

4.2.2 Usage Behavior (RQ2) – Intention and Conditions Predicting Use

RQ2: What are the relationships between instructors' behavioral intentions and enabling conditions to actual usage of generative AI in teaching? For RQ2, the researcher examined whether instructors' self-reported usage behavior of AI (frequency and extent of AI tool use in their teaching practice) could be predicted by their behavioral intention to use AI and by facilitating conditions (the supports and resources available). According to the UTAUT/UTAUT2 framework, behavioral intention is typically the strongest predictor of actual use, and facilitating conditions can also enable or constrain use, sometimes directly influencing usage alongside intention. In the original UTAUT model, behavioral intention and facilitating conditions together accounted for roughly 50% of the variance in usage behavior in organizational contexts.

The researcher tested a linear regression model with Usage Behavior (UB) as the outcome variable and Behavioral Intention (BI) and Facilitating Conditions (FC) as predictor variables, both measured simultaneously via the survey. The results showed no significant predictive relationship between intention, facilitating conditions, and usage in the data. The regression model was not significant ($F(2,77) = 0.47, p = 0.625$), with an R^2 of only 0.012 (approximately 1.2% variance explained). Neither Behavioral Intention ($\beta \approx 0.00, p = 0.94$) nor Facilitating Conditions ($\beta = -0.10, p = 0.34$) had a statistically significant effect on self-reported usage frequency. Table 4.4 presents the Multiple Regression Analysis Predicting Usage Behavior

Table 4.4
Multiple Regression Analysis Predicting Usage Behavior (UB)

Predictor Variable	B (Coefficient)	Std. Error	t-value	p-value	Significance (p<0.05)
Constant	3.289	0.556	5.912	<0.001	Yes
Behavioral Intention	-0.007	0.100	-0.069	0.945	No
Facilitating Conditions	-0.093	0.096	-0.963	0.338	No
Habit	0.006	0.110	0.053	0.958	No

In other words, instructors who stated a higher intention to use AI were not necessarily using it more often than those with lower intention, and those who reported having more support/resources were not significantly more likely to be using AI than those with less support, at least within the timeframe of this study. These findings diverge from the expected UTAUT pattern, where intention usually translates into actual use behavior.

This counterintuitive result can be understood by looking at the context and timing of the study. All participants completed the survey after a relatively short exposure period to generative AI tools in teaching, spanning one academic term. Usage Behavior was measured by items such as “I use generative AI tools in my teaching practice regularly” and related behaviors. The average self-reported usage was modest (mean of ~3 on a 5-point scale, indicating “occasionally” using AI in class, with low variance). It appears that most instructors, regardless of their personal intention level, ultimately tried AI to a similar limited extent. One reason could be an external push or uniform opportunity. For example, if the institution encouraged all teachers to experiment with AI, even those who were personally less inclined might have used it to some minimal degree (and highly enthusiastic teachers may have been limited by curriculum or time on how much they could use it). This would result in a compressed range of usage frequency across the board, weakening any correlation between usage frequency and stated intentions. In essence, intention had not yet had time to manifest in divergent usage patterns fully everyone was still in the early experimental stages of use.

Another possible factor is that behavioral intention was measured at roughly the same time as usage (both in the end-of-term survey). It is likely that some instructors responded with high intention (plans to use more in the future) but had not yet translated those plans into action during the term, thus reporting relatively low current usage. Conversely, a few instructors might have used the tools in class due to requirements or curiosity but still

reported low personal intention (for future use) if their experience was not positive. This timing mismatch could explain the near-zero correlation between intention and actual use.

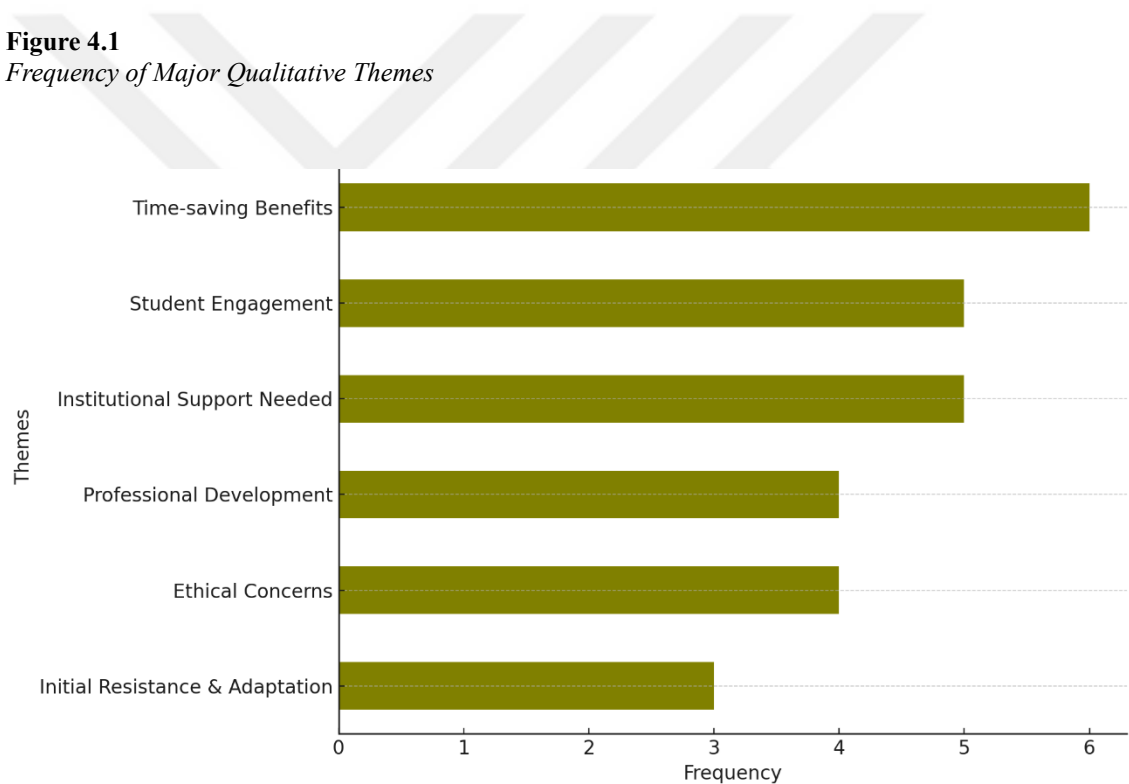
It is also noteworthy that Facilitating Conditions did not show an effect, even instructors who reported having good access, training, or support did not report using AI significantly more. This suggests that barriers other than resources were at play. The qualitative data (observations and interviews) indeed indicate that factors like confidence and ethical concerns influenced whether teachers used AI in class, beyond just the available infrastructure.

In summary, the quantitative findings for RQ2 indicate a disconnect between intention and practice in the early adoption of classroom AI. While UTAUT2 would predict that individuals with high intention and supportive conditions should be frequent users, the data did not support this prediction. This suggests that additional factors or adoption inertia may have moderated the conversion of intention into action. Instructors may need time, experience, or institutional guidance to move from intending to use AI to integrating it regularly. It also highlights that facilitating conditions alone (e.g., having AI tools available or training provided) were insufficient to spur heavier use within the study period. The researcher will explore this further with qualitative evidence: the observations provide concrete examples where, even with access to technology, an instructor's comfort level and pedagogical alignment determine actual use in the classroom. Implications for UTAUT2: The lack of a significant intention-behavior link in this context suggests that UTAUT2's predictive power may be dampened in mandated or early-stage implementations. If an institution broadly introduces AI tools to all instructors at once, initial usage may be more uniformly distributed (everyone trying it a little) rather than strictly driven by individual intention. Over time, the researcher might expect intention to become a stronger differentiator (as some embrace the technology more than others). Additionally, the findings suggest that UTAUT2 could be extended by incorporating temporal factors (such as the duration of technology introduction) and contextual factors, including policy mandates. The key quantitative result is that behavioral intention and facilitating conditions did not significantly predict actual AI use among instructors in this study, underscoring the need to examine qualitative insights to fully answer RQ2 and RQ3/RQ4.

4.3 Qualitative Results

The qualitative research results reveal the underlying reasons behind survey patterns through instructor experiences and their perceptions of opportunities and challenges, as well as broader influences on AI adoption (RQ3 and RQ4). The researcher conducted a thematic analysis of interview transcripts and observation field notes following Braun & Clarke's (2006) six-phase approach to identify key themes through inductive analysis. The researcher implemented thorough coding and theme development procedures to guarantee that the themes accurately represented the data while answering the research questions. Figure 4.1 illustrates the major themes that emerged from the semi-structured interviews.

Figure 4.1
Frequency of Major Qualitative Themes



The qualitative findings present themes according to each research question. The themes related to RQ3 (Perceived Opportunities and Challenges) are separated into benefits and challenges of teaching with AI. The themes of RQ4 (Institutional, Personal, and Pedagogical Influences) show how personal teacher identity, institutional context, and ethical or pedagogical values affect AI adoption. The themes are supported by interview quotes from participants, with classroom observation evidence used when appropriate. The research questions undergo thematic analysis that connects to their respective topics

and theoretical frameworks, where applicable. The research method provides detailed answers to RQ3 and RQ4, thereby enhancing the quantitative study results.

4.3.1 Perceived Opportunities and Challenges (RQ3)

RQ3: How do English language instructors perceive the opportunities, challenges, and contextual factors related to the use of generative AI tools in their teaching practices? The evaluation of interview and observation data revealed that instructors hold different views regarding the potential benefits and drawbacks of implementing AI in their teaching practice. The findings help explain why instructors tend to be neutral about AI use, as they recognize its advantages but are held back by certain doubts. The analysis of interview and observation data produced several themes, which the researcher organized into two broad categories: Opportunities and Challenges.

The paper discusses each category using specific quotes to illustrate its points. The majority of instructors found generative AI to be beneficial for their teaching work because it saves time and boosts efficiency, according to their observations. AI tools receive praise from instructors because they assist with "faster and easier" lesson preparation and help reduce their workload. The instructor noted that:

"AI saves time and enhances creativity. To make the students more creative, it suggests unimaginable solutions."

The quoted statement illustrates a common belief that AI technology optimizes monotonous operations, such as exercise development and feedback delivery, allowing teachers to focus on their essential educational responsibilities. An educator stated that AI systems "streamline grading and feedback processes" in their teaching practice. The efficiency benefits presented a clear advantage because AI functions as a time-saving tool that executes specific tasks, including lesson planning, generating practice questions, and grading drafts, thereby boosting productivity.

The teaching and learning process received enhancement through instructors' positive reception of AI systems. The participants stated that AI tools enable students to access "immediate resources and examples" alongside diverse content at a rapid pace. The instructors believed that AI tools provided an opportunity to enhance their teaching materials with new content. The teacher demonstrated how AI provided them with immediate access to relevant examples or alternative explanations, which "encouraged

student engagement with innovative tools" during class. The educational community frequently highlights student engagement as a key benefit because AI-based activities, such as displaying AI-generated quizzes or interactive exercises, create more engaging learning environments.

According to an interview participant, AI-based activities "enhance classroom interaction with interesting activities" because students become more interested when AI provides interactive educational materials. The ability to personalize and differentiate instruction was identified as a third opportunity for improvement. A teacher explained that generative AI enables customized instruction, as it allows users to adjust materials and practice questions to match individual student needs and levels. According to one participant, AI technology enables effective differentiated instruction by providing tools to adapt educational content for students with varying abilities within the same classroom.

"I believe that AI helps teachers customize their materials, making them more communicative, creative and enjoyable. It makes it so fast that I can save time and energy for myself and other necessities."

Teachers value the creative aspects of AI because this technology generates innovative ideas, which both teachers and students find valuable. A teacher explained that AI "enhances creativity" through its ability to provide innovative teaching methods and student project concepts.

The positive aspects of AI usage, including efficiency, enhanced engagement, personalization, and creativity, demonstrate why educators are optimistic about this technology, as they expect it to improve teaching quality and student outcomes. The positive perceptions align with the UTAUT2 concept of Performance Expectancy, which suggests that many instructors believe AI use will enhance their job performance (although the survey does not reveal wide variations).

Despite the positive outlook, instructors identified multiple obstacles that prevent them from implementing AI in their teaching activities. The primary difficulty stemmed from insufficient training and inadequate institutional support. Most interview participants felt unprepared to use AI for teaching purposes. The biggest obstacle, according to a participant, was "lack of training and professional development." The interviewee shared a similar viewpoint, observing that the institution did not provide sufficient support or guidelines for implementing AI in the classroom. The quotes demonstrate that instructors

felt their institutions failed to provide proper support due to insufficient training programs, unclear AI usage policies, and inadequate guidance.

Some instructors expressed uncertainty about best practices due to this situation. During the classroom observation, the teacher attempted to use an AI tool but struggled to integrate it properly, which made him appear uncertain. Observation #2 documented the teacher as being “hesitant in using the AI tools; initial support was lacking” in the Additional Notes. The observation recorded the instructor using AI to a limited extent and displaying “unsure of integration” behavior, which resulted in an unengaged lesson (Observation #4). The observed instances demonstrate that inadequate training or guidance leads to suboptimal implementation. The teachers themselves acknowledged this point by requesting “regular workshops” and “clear guidelines” as solutions to address this challenge (RQ4 influences). The institution failed to provide proper support, thus mirroring the low Facilitating Conditions scores in the survey, which teachers saw as a significant barrier.

The primary obstacles to AI use involved ethical concerns and pedagogical issues that teachers needed to address. The instructors displayed caution regarding the potential influence of AI on student learning outcomes and academic honesty. Teachers expressed concern that students might become overly dependent on AI tools. The use of AI-generated answers and support by students raises concerns among teachers that they may lose their ability to think critically and develop essential skills. A participant expressed pedagogical concerns about the potential for decreased critical thinking among students due to their access to AI. The issues of plagiarism and originality emerged frequently during discussions. The instructor pointed out that “ethical issues such as plagiarism and originality” pose a problem, as students can utilize AI to create essays that raise doubts about their authenticity.

The concerns demonstrate that teachers must address academic dishonesty while maintaining student skill development during the implementation of AI. The issue of maintaining academic integrity represented a significant problem for teachers, as Interviewee #2 mentioned, “challenges in maintaining academic integrity.” Instructors recognized the need to adapt assessment methods when addressing AI, which presents both benefits and challenges. The researcher will address this topic further in RQ4 (values and ethics) to demonstrate that many instructors face difficulties in using AI for specific

assignments or allowing students access to AI tools due to ethical concerns related to fairness and proper usage.

Teachers highlighted two main technological limitations and content-related issues with current AI tools. Multiple participants noted that the AI tool ChatGPT and other generative AI systems fail to generate accurate information because they produce wrong or misleading outputs. The teacher described the difficulty in ensuring the accuracy and reliability of content obtained from AI outputs. The observation noted that "AI struggles to handle complex language nuances," which is essential for language teaching, as AI systems may produce grammatical or usage errors that teachers must correct.

The limitations prevent teachers from trusting AI content automatically, which results in either additional workload or increased anxiety levels. Some instructors expressed concerns about AI-generated content, as it could potentially introduce biased examples or inappropriate material. Not every teacher experienced an AI-related issue, but the possibility of errors and biases in AI systems made some educators hesitant to rely on these systems. The instructors encountered minor technical challenges due to occasional software glitches and connectivity problems. The learning curve included potential class interruptions, which were not considered too difficult to overcome. The time needed to learn and effectively integrate AI tools presented a final challenge during the adoption process. A teacher explained that the process of learning AI tools required substantial time before implementing them into educational plans.

The time commitment needed to learn AI tools becomes a barrier for busy educators who may postpone their full adoption. Those who successfully integrated AI systems into their practice mentioned that they needed sufficient support to achieve this goal. They also stated that "initial training would be beneficial" for successful integration. Without guidance, teachers needed to dedicate additional time to their experimental learning. Some instructors reported experiencing opposition or doubt from their colleagues and administrative staff; one interviewee mentioned "resistance from colleagues or administration" as a challenge. Some learning environments do not yet support an AI-driven teaching culture, which creates obstacles for individual instructors who want to integrate AI into their teaching.

The results from RQ3 present an overall mixed perspective on AI adoption, as instructors find many benefits (including efficiency, student engagement, and personalized learning)

but also face substantial obstacles (mainly training needs, ethical issues, reliability problems, and implementation effort). The quantitative results indicate that instructors planned to use AI because they valued its usefulness and time-saving advantages (high performance expectancy opportunities). However, their measured enthusiasm stemmed from a lack of training and ethical concerns, which likely affected their survey responses. The presence of opportunities and challenges determines how much instructors integrate AI into their teaching practice despite their general openness toward this technology. RQ4 examines the factors that influence instructor decisions and attitudes, which are crucial to many of the challenges and opportunities presented here.

4.3.2 Institutional, Personal, and Pedagogical Influences (RQ4)

RQ4: In what ways do institutional support, professional identity, and pedagogical concerns influence instructors' acceptance or resistance to generative AI? To answer this question the study investigates the impact of institutional variables, personal identity aspects, and pedagogical values on instructors' adoption of generative AI systems. RQ4 investigates how instructors approach AI by analyzing contextual elements and personal factors that influence their adoption decisions. This analysis of themes led to the identification of three connected influences, including (1) personal drive and professional role identification, which ranges from natural excitement to professional duty, and (2) institutional framework and support structures, which comprise organizational expectations alongside policy provisions and resource allocation. The third influence pertains to ethical and pedagogical values that guide how teachers integrate AI systems. The data from interviews showed these factors consistently appeared as fundamental explanations for teachers' acceptance or avoidance of AI systems. The research provides detailed explanations of each factor through direct quotes while establishing connections to observed adoption results.

The instructors expressed varying levels of personal enthusiasm for AI implementation, which correlated with their self-perception as educational professionals. Research indicates that educational professionals employ two distinct approaches to adopting new technology: those who genuinely embrace new tools and those who accept them due to external pressures. One teacher reported finding AI experimentation "rewarding and stimulating" as an example of a participant who enjoyed working with AI. This instructor expressed a similar sentiment through the statement

"I enjoy experimenting with new technology. My students also enjoy doing activities and experiencing AI because they are actively trying to use it."

The instructors who integrated AI into their practice could be termed AI enthusiasts because they embraced AI as part of their identity as educators who want to innovate. Such instructors viewed the exploration of new tools as an essential practice for enhancing teaching and promoting student engagement.

An enthusiastic teacher explained how using AI brings enjoyment and benefits, while sharing their personal belief in teaching with forward-thinking methods. The majority of instructors who participated in this research admitted to using (or planning to use) AI based on institutional requirements rather than personal enthusiasm. According to the instructor, the initial use of AI came from institutional demands, but she eventually discovered enjoyment in its implementation. A different participant expressed,

"I feel obligated because of institutional expectations and workload. As a teacher, I felt direct pressure from my students to implement AI, even though it did not align with my original teaching style."

The instructor stated that they face pressure from outside forces, such as school leaders or students, to incorporate AI into their teaching. These statements reveal that societal and institutional demands can influence personal AI adoption, as certain teachers initially integrated AI due to external requirements rather than personal interest.

The instructors expressed conflicting emotions about their sense of responsibility, which became apparent when one educator stated,

"I have mixed feelings; sometimes I feel pressure to keep up with the new technology. "

Some teachers experienced an inner struggle between their defensive approach and the need to embrace new technology, according to one interviewee. Those who initially experienced pressure due to AI began to develop positive feelings toward it after becoming familiar with its capabilities. The positive experience might lead obligated users to become genuine adopters of the technology. Teachers who based their AI implementation decisions on personal reasons used AI differently from those who relied on institutional requirements. Teachers who displayed enthusiasm for AI used the

technology extensively and creatively and showed positive reactions to its outputs in front of students.

The teachers who lacked a strong personal commitment to AI integration applied AI in fundamental ways. Observation #4 (Instructor 4) - According to interview data, this instructor expressed uncertainty, which resulted in minimal AI usage, as noted in the observer's report (Instructor 4). This person belonged to the "obligated" category and therefore did not maximize AI potential, which matched their neutral attitude toward it. The way instructors identified themselves as either innovative or traditional, combined with their intrinsic or extrinsic motivation, strongly affected both their intentions to use AI and their application of the technology.

The survey results about Hedonic Motivation (enjoyment) failed to demonstrate high levels across all instructors because most participants lacked internal motivation to use AI, thus using it only due to external obligations. The qualitative evidence demonstrates how external mandates can drive AI adoption even when users lack personal interest in the technology. The institution served as a key determinant for AI adoption, as it included official policies, along with support availability and the general institutional perspective on AI. The instructors revealed that their choices about AI adoption, together with their confidence in its use, depended heavily on institutional AI support measures.

The challenges discussed in RQ3 showed that many respondents lacked sufficient institutional guidance. The instructors expressed a strong need for institutions to provide both clear policy frameworks and administrative backing. University officials should develop both clear guidelines and training programs for AI implementation, according to this instructor. The institution should lead the definition of AI teaching protocols, including assignment and examination policies for maintaining academic integrity, and establish training programs for faculty members. The participant emphasized the requirement for "enhanced technical support and resources," which demonstrated that institutional policy needs practical backing, such as IT infrastructure, dedicated AI tools, and helpdesk support. The absence of such support makes it difficult for willing instructors to implement their intentions. The data shows that institutions influence adoption in both direct and indirect ways. The institutions that mandate or encourage AI integration often compel instructors to adhere to their requirements, as observed among those who feel obligated. The availability of supportive measures, together with the

absence of such support, determines how instructors both want to use AI and their ability to implement it. The interviewee emphasized the need for institutional support before considering the implementation of AI as valuable.

The instructor demonstrates that their decision to use AI depends entirely on institutional backing, as they will not invest without it. The classroom observations revealed that teachers who successfully integrated AI into their classrooms typically pursued additional training or received tips from colleagues within their department. Instructors mentioned two main challenges during observations:

"I need structured resources" and "The initial support was lacking" (Observation #2 and #3 notes).

The workplace environment and how colleagues affect each other are critical factors for the organization. Certain instructors faced resistance or received minimal support from their colleagues or administration (one participant noted resistance from colleagues or administration as a challenge).

The work environment would discourage instructors from implementing new educational approaches such as AI because they fear receiving negative feedback or non-acceptance. Social Influence (a UTAUT construct) demonstrated an average moderate score in the survey, while qualitative data shows no strong unified direction from colleagues or leadership. Some teachers felt forced to adopt AI, while others did not notice much support for the technology. The variable social influence likely reduced its effect on the results, which explains why "SI" did not reach statistical significance. The institutional signals, whether positive (innovative in the use of AI) or negative (skeptical about AI), directly influenced the adoption behavior of these instructors. In educational settings where management actively support AI experimentation, instructors become more inclined to try new approaches even though they remain uncertain. When instructors work in an environment without any AI-related discussions or support, they are likely to maintain their existing methods. The findings reveal that institutions play a central role in the process, as structured policies, combined with training programs and positive organizational environments, enable educators to use AI confidently.

However, ambiguous support systems create inconsistent adoption patterns among instructors. The evidence supports the UTAUT2 theory by showing that Facilitating Conditions, which depend on available resources and organizational backing, are crucial.

The study suggests that, from the instructors' perspective, facilitating conditions were insufficient in this context. The qualitative evidence helps explain why the survey's FC construct did not correlate with usage: many instructors rated facilitating conditions as low (lacking), yet some still used AI to some extent (due to obligation or personal drive). In contrast, others did not – overall usage stayed low because support was low for everyone.

The third major influence on AI adoption is the set of ethical considerations and core pedagogical values that instructors hold. Teachers are not just technicians; they have deeply held beliefs about what constitutes good teaching and learning, and the introduction of AI inevitably raises questions in this domain. The interviews featured rich discussions of ethics and values, with instructors discussing the importance of ensuring integrity, equity, and the pedagogical soundness of using AI. These factors often determined how far or in what ways an instructor was willing to use AI.

A key theme was academic integrity and ethics. Instructors universally valued honesty and original student work, and they were wary of AI undermining these. As one participant succinctly put it, “Challenges in maintaining academic integrity” are a significant concern, for example, ensuring students do not misuse AI to cheat on assignments. Another mentioned “plagiarism and originality issues”, reflecting fear that students could pass off AI-generated essays as their own. These concerns have a direct influence: some instructors said they avoid or strictly limit AI use in take-home assignments or require students to disclose AI assistance, in order to uphold integrity. Ethical use policies (or the lack thereof) also influenced them – those who were not sure of the rules tended to err on the side of caution (e.g., not allowing AI in coursework) to avoid ethical pitfalls. One of the instructors stated the misuse of AI in the following excerpt:

“I’m not giving writing assignments anymore because students are always copying directly from Chat GPT. That’s why I am doing it as an in-class activity.”

Instructors who used AI in assessments often redesigned tasks to emphasize process and critical thinking, thereby mitigating straightforward AI cheating. This suggests that teachers’ values regarding fairness and learning influenced how they integrated AI. In addition, instructors considered the impact of AI on student learning—a pedagogical value judgment. Many believed in the importance of developing students’ critical

thinking, creativity, and problem-solving skills. Therefore, if AI was seen as doing too much for the student, teachers were uncomfortable. One interviewee's ethical concern was that students would develop a lack of critical thinking if they relied on AI. Another concern is raised about student over-reliance on AI, which could hinder their independent learning abilities. These values influenced usage: for example, some instructors decided to use AI mainly as a tool for teachers (such as lesson planning and generating ideas), but not directly for students to obtain answers, in order to protect the learning process. Others who allowed student use of AI did so in a guided manner (e.g., having students critique or improve AI outputs, thereby still engaging critical thinking).

It can be seen that instructors calibrate their adoption to align with their teaching philosophy – those who see a pedagogical benefit (such as personalized learning) will utilize AI to that end. In contrast, those who fear a pedagogical cost (like reduced student effort) will restrict its use. Another ethical consideration mentioned was bias, transparency, and fairness of AI. One instructor noted the “potential for bias and misinformation” in AI outputs. This concern comes from a value of providing accurate and unbiased information to students. As a result, a teacher might avoid using AI to generate content without thoroughly vetting it, or they might discuss these issues with students as part of using the tool, turning it into a teachable moment about verifying information.

Transparency was also a concern, with some worried about “issues with transparency of AI-generated responses,” meaning they felt uneasy using AI if they could not fully explain or trust how it arrived at a given answer. Additionally, equity issues were noted (e.g., “concerns regarding equitable access among students” – not every student may have equal access to AI or know how to use it, raising questions about fairness). A teacher who holds equity as a core value might be reluctant to heavily integrate AI unless they are certain that all students can benefit equally. For instance, if some students cannot use the technology due to resource gaps, the teacher might limit its usage in assignments. These ethical and value-driven influences often moderated the extent of AI use. An instructor might be highly convinced of AI's usefulness and have support to use it. However, if it conflicts with their values (say, they fear it diminishes student originality), they will hesitate or set strict boundaries. This helps explain why, in the survey, even those with

high performance expectancy or facilitating conditions did not always report high usage – personal values could override pure utility.

Importantly, many instructors found a middle ground, expressing that the use of AI is acceptable and worthwhile if done properly. As one put it,

“...Worth it, provided it is used selectively...” Another said it is *“...justified due to its substantial benefits...”*

However, these affirmative statements often came with caveats, such as ensuring proper use. The general consensus was that using AI is valuable as long as it aligns with pedagogical principles and ethical standards. Indeed, 9 out of 10 interviewees answered that the value of using AI in teaching is “Yes” or “Yes, but...” – meaning they see positive value but insist on certain conditions (such as support, careful implementation, and maintaining integrity). For example, one teacher said it is “generally yes, but careful consideration is needed.” Another said, “Definitely, given its effectiveness,” indicating their value calculation favors AI because it helps students.

However, implied in all these responses is a thoughtfulness about how to implement it effectively. In conclusion, RQ4’s qualitative findings highlight that the adoption of generative AI in education is not just a matter of personal tech-savviness or the availability of tools – the teacher’s identity, institutional context, and adherence to educational values also play a significant role. Teachers who identify as innovators and feel confident are blazing ahead (some even without institutional support), whereas those who feel mostly obligated proceed more cautiously or perfunctorily.

Strong institutional backing, including policies, training, and encouragement, can greatly empower the consistent and effective adoption of practices, while its absence creates hesitation and inconsistency. Finally, regardless of other factors, if an approach with AI conflicts with a teacher’s fundamental values about teaching and learning, they will adapt or limit that approach; conversely, if it aligns (e.g., using AI to personalize learning aligns with a value of inclusive education), they will be more enthusiastic. These nuanced influences, as fleshed out by qualitative data, provide context for the earlier quantitative results. For instance, the lack of a simple correlation between “attitude” measures and usage makes sense when we consider that some teachers with lukewarm attitudes still used AI due to external pressure. In contrast, others with positive attitudes held back due to ethical concerns – standard survey constructs could not fully capture these cross-

pressures. Thus, the qualitative insights not only answer RQ4 but also enrich the understanding of RQ1–RQ3, illustrating the complex human and organizational factors at play in technology adoption.

To conclude, this chapter presents the results of the mixed-methods study, documenting the quantitative findings that address RQ1 and RQ2, while illustrating how the qualitative results address RQ3 and RQ4 through integrated findings. The study produced the following key findings:

The survey data revealed that UTAUT2's core elements—performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, price value, and habit—failed to predict instructors' behavioral intention or usage behavior in this specific context. All instructors expressed moderate to high intentions towards AI, without considering their perceived usefulness or ease levels. At the same time, their actual usage remained constant at a modest level regardless of their intentions. The results indicate that external factors standardized the findings across the entire research population. The standard technology acceptance model failed to explain the observed behavior, as participants in the early stages of adoption all attempted to use the technology with similar intensity, and genuine individual differences had not yet emerged. The lack of adequate facilitating conditions, such as training and support, existed for all participants, which likely contributed to the universal low usage.

The interviews and observations uncovered rich themes that explain the why behind the numbers. In terms of opportunities, instructors clearly recognize that generative AI can enhance their teaching by making it more efficient, engaging, and personalized. These positive perceptions establish a baseline for interest in using AI, as reflected in the generally positive intentions expressed in the survey. Most instructors experience high levels of uncertainty due to insufficient institutional support, combined with ethical concerns about academic integrity and the impact on student learning. The obstacles offer valuable insights into why instructors remain hesitant to fully adopt or frequently utilize AI tools, despite recognizing their potential benefits. The adoption process of AI is influenced by three main factors: institutional frameworks, personal attitudes, and teaching methods. The combination of institutional signals and support, together with personal values and beliefs about education and technological capabilities, determines how instructors choose to implement AI in their teaching. A teacher who is both tech-

savvy and ethical may choose to avoid AI applications that conflict with their moral principles. However, a teacher who is less tech-proficient might use AI if their university actively promotes it while offering support. The factors responsible for these outcomes surpass the core variables defined in UTAUT2, which leads to the weak quantitative results.

The mixed-methods study demonstrates that instructors display moderate acceptance of AI on the surface; however, their adoption depends on resolving both contextual and personal obstacles to achieve a deeper and higher-quality implementation. The quantitative data provide an ambiguous answer regarding predictive factors; however, the qualitative research reveals that instructors share similar characteristics, adopting AI cautiously because they require additional support and assurance regarding teaching ethics. The primary elements that led to AI adoption in this environment included institutional aspects, as well as ethical concerns, alongside a fundamental recognition of AI's potential. The research provides this essential understanding about the study.

This chapter provides a comprehensive overview of the findings, detailing the answers to each research question. Teachers' acceptance of technology depends heavily on environmental factors, as they require proper training, established policies, and a combination of personal beliefs and educational values to adopt generative AI. These findings create the basis for the following chapter. In Chapter 5, the researcher analyzed these results by comparing them to existing theoretical frameworks and their implications for educational institutions, guiding educators. The chapter analyzed how the research outcomes relate to previous studies based on UTAUT2 and other qualitative research on educational technology adoption. The chapter presented actionable solutions that include offering AI training for professionals, along with academic integrity rules, and creating a supportive learning environment to address the identified barriers. The research study's limitations examined before proposing potential directions for future investigations. The integrated findings from this discussion will help establish a unified understanding of how to enhance AI implementation in education by capitalizing on discovered opportunities and minimizing identified challenges.

5 CONCLUSION, DISCUSSION, SUGGESTIONS

5.1 Conclusions

This mixed-methods study investigated English language instructors' attitudes toward and practices with generative AI (GenAI) tools in Turkish higher education, following the UTAUT2 framework. The research reveals complex results because specific UTAUT2 dimensions linked to adoption intentions and actual GenAI usage depended on both planned usage and environmental factors. The study revealed both opportunities (efficiency and engagement enhancement) and challenges (ethical issues and support needs) in teaching GenAI, as reported in instructors' qualitative feedback.

The research outcomes demonstrated that GenAI adoption requires more than just technology utility, as it also needs perceived usefulness and enjoyment, alongside an institutional climate and pedagogical alignment. The study established a vital link between the quantitative findings and qualitative insights using an explanatory sequential design structure. The results of the survey demonstrated that the usability of GenAI, combined with instructional usefulness, increased instructors' willingness to use the technology.

The interviews, together with observational findings, demonstrated that educators who initially doubted GenAI's teaching value still employed it due to their professional curiosity and external pressures, even though enthusiastic users maintained their skepticism about the tool's dependency. Although most instructors recognize AI's potential to enhance teaching and learning, they base their decisions on their professional standards and environmental circumstances. The main finding demonstrated that instructors would implement GenAI tools based on the functionality of the tools, aligning with their instructional goals, institutional backing, and ethical standards. The discussion section expands on the observed findings to explore each research question in more detail.

5.2 Discussion of the Research Questions

5.2.1. Discussion on UTAUT2 Constructs Predicting Behavioral Intention

The research results of this study aligned with findings from studies that have employed technology acceptance models, such as UTAUT2 and TAM, in a global context. The research findings support earlier studies, which demonstrated that Turkish ELT instructors' intention to use generative AI tools depended on their belief in performance

expectancy, which they saw as a means to enhance educational results. The study by Cabero-Almenara et al. (2024) demonstrated that performance expectancy (perceived benefits) served as a powerful predictor for university teachers adopting AI technology. The participants in the study identified ChatGPT and similar tools as effective resources that enhance their operational performance and teaching support functions, in line with existing research on AI acceptance based on perceived usefulness (Dahri et al., 2024). The research findings from Grassini et al. (2024) and Dietrich & Grassini (2025) supported the results, showing that German-speaking teachers and students viewed ChatGPT as a performance booster. The studies of Cabero-Almenara et al. (2024) and others demonstrate that educators consistently rate perceived benefits as more important than other factors when evaluating GenAI. The research by Xu et al. (2024) and Moghavvemi and Jam (2025) also found similar patterns in large-sample surveys of Chinese lecturers and a four-nation EU study, where performance expectancy explained more than 40% of the variance in AI-adoption intentions, significantly ahead of any other UTAUT2 construct.

Effort expectancy (perceived ease of use) also played a role. Educators worldwide have observed that ChatGPT features a user-friendly natural language interface, which simplifies adoption. Turkish educators found GenAI tools easy to test, based on their experimental results, which aligns with findings from UTAUT2 research indicating that ease of use acts as an attitude enhancer (Wang & Fan, 2025). Some research studies have yielded inconsistent findings, as Al-Kfairy (2024) observed that the adoption of AI tools does not rely solely on effort expectancy in specific institutional contexts. The research by Budhathoki et al. (2024), involving 1,038 academics, demonstrated that effort expectancy influenced intention only when digital-anxiety scores were low, which supports Al-Kfairy's warning that skill deficiencies can neutralize usability improvements. The effort expectancy factor maintained its importance but became less dominant. The study by Qu and Wu (2024) found that ease of use increased intention only when teachers believed the tool matched their teaching approach. Al-Kfairy (2024) once more warned that poor digital literacy can reduce the effectiveness of this pathway. Instructors with limited digital literacy or English proficiency in Türkiye will likely need to invest time in learning AI tools, as ease of use does not automatically guarantee that all users will adopt these tools efficiently.

Social and organizational influences were also evident. The study showed that social influence from colleagues, students, and administrators shaped instructors' willingness to use AI technology. The findings align with worldwide research, which demonstrates that teachers are more likely to adopt AI integration when their peers and institutions provide support (Cabero-Almenara et al., 2024; Al-Kfairy, 2024). Turkish ELT participants observed the growing educational discussion about ChatGPT, while some instructors felt pressure to maintain their position in the face of these technological advancements. Social influence showed a mild positive link. This echoes Stan et al. (2025), whose Romanian focus-group data revealed that collegial endorsement sparked initial trials, and Dietrich and Grassini (2025), who noted a similar peer-pressure mechanism across STEM and humanities fields. Facilitating conditions proved to be essential factors because they included resources, training, and policy support. The research aligns with UTAUT2 predictions because teachers who received technical support and clear guidelines about AI usage from their institution showed higher adoption rates of these tools. The absence of supportive measures has led to increased hesitation among educators, according to studies conducted across various cultural contexts, which emphasize the need for institutional backing for AI projects (Sila et al., 2023). The study indicates that hedonic motivation played a minor role among participants, as they found curiosity and enjoyment in the novelty of ChatGPT. A German-speaking sample of 602 teachers revealed that hedonic motivation exceeded effort expectancy among younger staff members (Dietrich et al., 2025), suggesting generational effects that need additional research. Other studies confirm that AI's enjoyable and innovative aspects motivate teachers to try new educational tools (Dahri et al., 2024). The research by Qu and Wu (2024) and Dahri et al. (2024) supports the idea that "fun" and novelty enhance early experimentation but rarely sustain long-term use without pedagogical payoff. The study reveals that enjoyment alone proved insufficient for sustained use but required clear pedagogical value to be effective. Although habit and price value (cost considerations) are part of UTAUT2, they were less applicable in this context.

The novelty of GenAI limited habitual usage among instructors, and the basic version of ChatGPT was free, so financial constraints did not become a significant issue. Trust and personal innovativeness emerged as significant elements that influenced the study findings. Educators who trusted the accuracy of AI outputs and had a favorable view of their technological capabilities showed a greater willingness to use GenAI in their

teaching practices. The research by Lyu et al. (2025) also replicated this trust-intention link in a U.S. faculty survey by distinguishing between ‘functional trust’ (accuracy) and ‘ethical trust’ (data privacy), according to research that supports extended Technology Acceptance Model (TAM) models (Almogren et al., 2024). The research by Alotaibi et al. (2025) on Saudi EFL learners and Almogren et al. (2024) in extended-TAM work replicated the positive effects of trust and personal innovativeness. These studies collectively confirm that credibility perceptions amplify the core UTAUT2 pathways. The core constructs of UTAUT2 (performance expectancy, effort expectancy, social influence, facilitating conditions, etc.) demonstrate their effectiveness in explaining GenAI acceptance among Turkish ELT educators, as indicated by the results and recent research, which emphasizes the role of teacher attitudes and contextual factors.

The relationship between effort expectancy and intention was positive, but at a lower intensity compared to the relationship between performance expectancy and intention. The majority of instructors stated that GenAI tools became simple to master after a short period of usage. The ease of GenAI tools led participants to express a higher intent for regular use, as they found these tools simple to understand and use. The initial difficulties faced by some instructors, along with their lack of technical support, created uncertainty about their continued use of the GenAI tool. The observed patterns matched UTAUT2 predictions about easier adoption through low effort requirements; however, the study showed that performance benefits played a stronger role than ease of use, in line with Venkatesh et al. (2012), who found that ease of use was significant but not as important as performance benefits. The qualitative evidence showed that instructors who experienced usability issues proposed that additional training would help resolve their concerns, indicating that proper support systems could mitigate the impact of effort-related intentions. Social influence demonstrated a complex relationship with the development of intention.

The survey results indicated that social influence factors from colleagues and students, as well as institutional encouragement, demonstrated a weak positive relationship with instructors' intentions to use GenAI. The findings suggest that instructors who receive support from significant figures in their lives are more likely to explore the adoption of GenAI. Several interview participants disclosed that their university expectations and desire to stay current with educational developments influenced their decisions. A teacher

openly acknowledged their institutional responsibility due to organizational requirements, which suggests that upper-level encouragement or official requirements may lead to greater adoption intentions of GenAI. Observations show that teachers develop an interest in AI teaching experimentation when they observe their colleagues using the technology because it builds their willingness to try new approaches.

The observed patterns support the notion that GenAI instructors seek direction from their professional colleagues in this new technological field. The research findings indicate that social influence operated as a motivator but did not drive instructors as much as their personal teaching beliefs did. This outcome aligns with previous research about educator technology adoption based on UTAUT2, which demonstrates that social influence plays a moderate yet positive role in technology adoption patterns. The original UTAUT constructs receive additional illumination from the extended factors that were added in UTAUT2 regarding instructors' intentions. The enjoyment or pleasure derived from using GenAI turned out to be a significant factor influencing behavioral intention in this research. Many instructors mentioned that they found genuine pleasure from trying out GenAI tools during their experiments. A participant acknowledged that they found genuine pleasure in using generative AI tools because these tools made their teaching methods more creative, thus leading to ongoing use.

The research supports Venkatesh et al.'s (2012) argument that hedonic motivation serves as a vital predictor for people adopting new technologies willingly. A study involving university teachers from recent times reveals that enjoyment functions as a direct driver for the acceptance of AI tools. Participants who found GenAI interesting by nature demonstrated a higher tendency to incorporate it, despite having an unclear understanding of the immediate benefits. The instructors who perceived GenAI as an unnecessary addition displayed lower intentions to use it. The research data showed that price value acted as a minimal factor for influencing intentions. The free versions of ChatGPT and Bing AI made them accessible to users, so direct financial expenses were not a dominant concern. Some teachers mentioned that they encountered both direct expenses linked to time commitment and additional costs associated with requiring premium accounts to access full functionality. The interviewee warned that extensive AI use requires institutional backing for justification because universities should supply resources, including paid accounts or infrastructure, when they mandate AI integration. The

interviewee declared that the benefits of GenAI outweigh its expenses, due to time savings and enhanced student interaction, thus demonstrating positive value. The UTAUT2 model explains how users develop stronger intentions when they recognize high value through the comparison of benefits to costs. However, price value did not function as a differentiating predictor in the results because of the minimal perceived costs. Intention received a developing effect from habit. GenAI in education has recently emerged, so instructors do not possess established habits of using this technology.

The adoption of AI by teachers led to its incorporation into their standard teaching preparation throughout the year. The people who used GenAI tools experienced self-reinforcing behavior because their usage created a habitual response to consult AI for assistance, which sustained their high intentions to continue using GenAI tools. The quantitative data suggested habit played a role. However, the qualitative research phase made it clear through an example where an instructor mentioned that months of use led to the automatic use of ChatGPT during lesson planning. The UTAUT2 model demonstrates that habits directly impact technology utilization and indirectly affect user intentions.

The study indicates that habit started to directly impact actual usage (RQ2) while strengthening the intention of instructors who adopted GenAI in their teaching practices. The answer to RQ1 reveals that various UTAUT2 constructs influence instructor behavioral intentions, with performance expectancy being the primary factor, followed by enjoyment and ease of use. In contrast, social influence plays a minor role. The results demonstrate that Turkish higher education instructors will adopt GenAI language teaching if they find it useful for their teaching and enjoy its use. The Turkish higher education context introduces subtle variations because it influences how instructors intend to use GenAI, shaped by cultural norms and institutional backing. Some employees will use GenAI despite reservations, driven by their professional obligations and curiosity.

5.2.2 Discussion on Factors Influencing Actual Usage Behavior

Behavioral intention as a driver of use. The second research question examined the actual utilization of generative AI tools by instructors to determine whether the intended use was reflected in actual use patterns. The results confirm the fundamental finding of UTAUT and UTAUT2, which is that behavioral intention effectively predicts actual

usage (Venkatesh et al., 2012). The results showed that instructors with higher survey-based intention scores used GenAI frequently across their teaching activities. Both the survey-based self-reports and classroom observations demonstrated this pattern. The intention-to-use and usage links matched UTAUT expectations and parallel the longitudinal evidence in Dietrich & Grassini (2025). The translation was moderated by facilitating conditions: when connectivity or policy guidance faltered, even high-intention instructors relapsed, exactly what An and Yu (2025) found in their cross-institutional policy audit. The class observations revealed that Instructor 1 effectively utilized ChatGPT to create examples, as students maintained active engagement throughout the lesson. The observed lesson showed Instructor 4 using AI minimally because he displayed uncertainty about AI integration, which resulted in student disengagement. The observable difference demonstrates that instructional intentions directly translate into classroom practices, as instructors who intend to use GenAI effectively implement it in their teaching. At the same time, those with low intent usually fail to utilize it in class. Research on technology adoption and GenAI education supports this relationship because instructors' behavioral intention serves as a mediator between important predictors, such as perceived effort and

The relationship between ease of use and fun, and usage, occurs because these factors initially increase one's intent to use GenAI. Role of facilitating conditions. Facilitating conditions acted as an essential moderating factor, enabling intention to result in sustained usage. The actual technology usage depends on three key components that facilitate conditions, which include technological resources, training, and organizational backing. Some instructors who maintained positive attitudes about GenAI struggled to maintain regular use because they faced technical issues and institutional hurdles.

One instructor described the integration as "somewhat challenging" without adequate support, and another teacher explained that "technical issues and connectivity problems" restricted their ability to use AI in class. Technical obstacles occasionally blocked the transition from intended GenAI usage to actual implementation. Instructors who experienced supportive environments, characterized by stable internet connections and access to AI platforms, as well as guidance on integrating AI into their teaching, were able to convert their intentions into concrete actions.

The original UTAUT model demonstrates that facilitating conditions directly affect how people use technology, especially when use is voluntary. The observed evidence confirmed this pattern since GenAI use became seamless and occurred frequently in classrooms with positive IT support and instructors who prepared AI-based materials in advance. The observed data showed that classes with suitable conditions enabled GenAI integration, resulting in frequent usage. In contrast, classes without proper conditions displayed either irregular or no GenAI usage. The degree to which UTAUT2 constructs explain usage behavior varies based on the availability of external support systems.

The findings align with other studies, as the data demonstrated that teachers would follow through with their intentions once they receive appropriate facilitation. This supports Venkatesh et al.'s model, which shows how facilitating conditions affect the intention-to-use link and directly impact usage behavior. Habit and experience influence usage. The actual usage of GenAI depended on the development of habits and instructors' previous experience with the technology. GenAI usage became more established in teaching practices as instructors spent more time experimenting with the technology throughout the past academic year.

According to UTAUT2, habit functions as a direct predictor of usage behavior since it represents the frequency of previous use. The survey data showed that instructors who agreed with statements about GenAI usage becoming automatic reported higher usage frequencies, as indicated by their self-assessment. The practical manifestation of this process becomes clear through interview data. The consistent use of GenAI has led one early adopter to develop automatic behavior when selecting AI tools for designing activities. Habit strengthened with exposure. Mai et al. (2024) performed a systematic SWOT review, which showed that teachers develop a habitual use of ChatGPT when they incorporate it into their daily preparation activities, thus creating a positive feedback loop of convenience and confidence that matches our observed “automatic” lesson-planning routines. The GenAI newcomer limited their AI tool application to occasional use because they were still exploring its capabilities. The adoption of AI tools becomes automatic in lesson planning and classroom interaction when instructors develop comfort and achieve successful results. Educational research now indicates that habit plays a significant role in sustaining GenAI usage among educators, as demonstrated by Mitwally et al. (2024), who found that past usage generates momentum for future use.

The constructs of habit (prior use) and facilitating conditions, together with behavioral intention, emerge as fundamental determinants of actual behavior. The combination of high intention, sufficient support, and increasing experience determines whether the motivational push leads to actual, ongoing usage. The direct observation of classroom practice revealed several key findings. The research participants provided detailed examples that deepened the comprehension of RQ2. Teachers who maintained high intentions about GenAI, as they found it useful and enjoyed it, utilized the tool to create immediate examples and personalized explanations, as well as interactive content. During one lesson, an instructor immediately implemented ChatGPT to create supplemental practice sentences when students needed help with a grammar concept, seamlessly incorporating the AI output into their teaching. The students in that class displayed active involvement and showed interest in the AI-generated materials.

The combination of strong intentions and knowledge creation enables instructors to develop innovative teaching practices that result in more effective lessons. The data supports the theory that performance expectancy drives both intention formation and practical implementation, leading to beneficial outcomes for instructors who expect AI to enhance teaching methods. The study showed that instructors with mild intentions toward GenAI adoption, due to their uncertainty about its benefits, made minimal use of the technology. During the observation session, the teacher briefly demonstrated the AI tool before returning to standard teaching methods, which caused the students to become disoriented and disengaged.

The instructor demonstrated knowledge about the AI tool; however, their insufficient confidence and belief (low performance expectancy, combined with high concern) resulted in limited utilization of the tool. The factors of anxiety, together with low self-efficacy, act as barriers that prevent the transition from intention to actual behavior as described in UTAUT2's effort expectancy and facilitating conditions dimensions. The instructor initially showed a willingness to test the AI system due to institutional requirements, but their doubts about its value persisted, and their practice skills were insufficient, resulting in limited use of the system.

UTAUT2 constructs explain the actual behavior of GenAI usage with moderate effectiveness by influencing behavioral intention. The implementation of meaningful use requires positive perceptions about usefulness and ease, along with enjoyment and other

factors, to generate high intention. Research confirms that behavioral intention serves as a strong indicator of usage, as the technology acceptance literature establishes that intention leads to usage as a fundamental principle. The translation of classroom intentions into prolonged practice depends on available resources and learning experiences. The extensive use of GenAI occurred among instructors who possessed both willingness and capabilities, while those without support or confidence chose not to use it, regardless of their initial plans. The findings show that universities must encourage instructors to adopt GenAI through value-based persuasion and simultaneously establish practical supports through training, infrastructure development, and policy implementation, which aligns with the institutional analysis section.

5.2.3 Discussion on Instructors' Perceived Opportunities and Challenges with GenAI

The teaching applications, together with obstacles and environmental aspects of GenAI, are based on the instructor's views. Generative AI tools offer various opportunities that instructors in language education find beneficial. Several beneficial opportunities exist for using generative AI tools in language education, according to the instructors. The majority of respondents stated that material generation processes would become more efficient because of increased support. The fast content generation capabilities of AI attracted multiple instructors because it produced teaching materials such as example sentences, dialogues, quiz questions, and lesson plan concepts.

Turkish ELT instructors in this study listed numerous advantages of incorporating generative AI tools into language teaching, which align with findings from international research on GenAI in second language learning. The tools, including ChatGPT, function as intelligent assistants for both teachers and students, according to instructors who share this view, as well as international research findings. Instructors supported global findings, which show that ChatGPT delivers immediate language usage feedback, writing support, and idea generation assistance, leading to enhanced student writing quality and speed. Xiao et al. (2025) highlight in their research that EFL learners recognize ChatGPT as an effective writing assistant that delivers context-specific feedback to improve their writing clarity and organization. Students who used AI-based writing aids received rapid grammar corrections, along with vocabulary suggestions and content organization tips, according to the study participants, which typically required extended teacher time.

Teachers can utilize GenAI to refine their feedback process, particularly when focusing on advanced writing topics that align with international instructor feedback (Kostka & Toncelli, 2023).

GenAI may offer students two essential advantages: personalization and self-directed learning capabilities. The study revealed that teachers observed students using AI chatbots for writing practice and conversational English outside the classroom, which may provide them with customized assistance and answers (Li et al., 2024; Moorhouse, 2024). The global educational community now uses GenAI for student learning support through autonomous programs. The systematic review by Li et al. (2024) demonstrates that ChatGPT serves multiple educational roles, producing educational content for teachers while also acting as a conversational tutor for language learners. The ability for students to ask ChatGPT questions or prompts in English allows them to practice language skills independently, which enhances both their confidence and their exposure to the language. The instructors received GenAI positively because it enabled them to extend classroom learning and provide instruction tailored to individual student requirements.

According to Moorhouse (2024), generative AI technology enables the development of educational content that adapts to students' proficiency levels, resulting in individualized instruction methods. The use of AI tools in Turkish classrooms proves crucial because English classrooms typically contain students with varying abilities; the tools provide practice options ranging from beginner to advanced levels through student input, thus accommodating multiple learning styles (Yusuf et al., 2024). From the teachers' viewpoint, a significant advantage of GenAI is its ability to simplify tasks such as lesson planning and material development. Multiple instructors in the research attempted to apply ChatGPT to create exercises, including reading content, quiz questions, and dialogue examples. The instructors stated that while they needed to modify the AI-generated content, it substantially decreased the preparation time.

Research across Türkiye and other regions demonstrates that AI tools help teachers manage their workload by performing repetitive tasks. The Q-method research by Yılmaz Virlan and Tomak (2025) reveals that Turkish EFL instructors appreciate how AI tools facilitate learning by reducing their workload in creating examples and providing initial feedback. Multiple studies worldwide describe ChatGPT as a teaching assistant that helps

instructors develop lesson concepts and modify texts for different learning levels. The efficiency gains from these tools let teachers dedicate more time to student-focused classroom interactions and personalized support. The academics surveyed by Dahri et al. (2024) perceive ChatGPT as a solution to specific teaching problems, as they view it as a productivity tool for enhancing their classroom performance. The participants described their experiences with ChatGPT, demonstrating how the platform enables them to quickly generate lists of essay topics and explain grammar rules, before refining the content for student presentations. GenAI generated motivational effects, which were noticed in students. The implementation of an AI tool sparked increased interest among digital-native learners during their educational experience. The recorded efficiency, personalization, and engagement gains align with the meta-themes described in Mai et al. (2024) and the CALL-specific writing feedback gains reported by Qu & Wu (2024). The motivational boost for EFL learners is supported by international survey data presented in Alotaibi et al. (2025). Students initially viewed AI interactions as games or challenges, which motivated them to participate. The research suggests that AI's novelty and interactive features promote increased student curiosity and engagement in language learning (Cao & Zhong, 2023). The Turkish sample supports the benefits of GenAI in ELT, which include improved feedback and writing skills, as well as personalized learning opportunities, reduced teacher workload, and enhanced student engagement, according to the emerging global literature on GenAI in ELT. The beneficial outcomes demonstrate why numerous educators have adopted the teaching possibilities of ChatGPT and similar educational tools.

The GenAI tool helps teachers prepare their lessons and create materials, allowing them to allocate more time to other tasks. The rapid generation of practice exercises through this tool allows teachers to offer diverse practice materials to their students while eliminating manual content creation. The instructors view GenAI as a productivity tool that increases their teaching effectiveness, according to reports about instructor workload reduction when using AI. The instructors recognized that individualized educational content creation offered significant potential to them.

Teachers believe that GenAI enables them to create tailored educational materials by transforming input prompts into content at various learning levels and across different subjects. Some ELT instructors report that GenAI "enables personalized instruction

through customized examples," which is consistent with findings from Indonesian teachers integrating ChatGPT into lesson planning (Dewi, 2025). The interviewee stated that GenAI enables personalized instruction through its ability to produce customized examples and explanations that benefit students with diverse learning needs. The main opportunity that instructors identified was how GenAI could boost student engagement and active participation in learning. Teachers reported that AI-generated content and AI-based activities, such as bot conversations, increased students' interest in their lessons. The teachers considered GenAI to improve student interest by providing fresh and engaging learning opportunities. The instructor observed that AI feedback tools led to improved class participation, as students became more engaged with the AI responses and actively participated in discussions.

The integration of GenAI demonstrates its ability to enhance student participation in higher education. Observations in the classroom revealed that students remained actively engaged during AI-based activities, whereas traditional teaching methods resulted in lower student engagement. The tools provided by GenAI offered students supplemental learning opportunities that extended their educational reach beyond conventional classroom settings.

The instructors also mentioned that the quick feedback system provided benefits as one of the advantages. GenAI tools provide instant explanations and answer questions, benefiting both teaching staff and their students. An instructor explained that the system delivers prompt feedback, which includes both writing evaluation and instant improvement suggestions. The rapid feedback process creates learning opportunities that typically require extensive instructor time to achieve. All participants agree that GenAI helps teachers achieve better teaching performance through increased efficiency, creativity, and student engagement.

The study participants view GenAI as an educational tool that enhances their teaching methods, as they utilize it as a resource to generate ideas and examples while focusing on facilitating classes and providing feedback. GenAI serves as an essential teaching tool that instructors utilize to enhance their educational work while maintaining control over the primary instructional activities. The research begins on an optimistic note, but it also contains specific knowledge about the obstacles that lie ahead. Perceived challenges of GenAI integration. In addition to their positive views about GenAI, instructors revealed

various obstacles and concerns they face while implementing this technology in their educational practice. The main obstacle instructors identified was their lack of training in using GenAI for teaching purposes. The instructors expressed concern about insufficient institutional support, as well as unclear guidelines for teaching with AI tools. The lack of clear guidelines left instructors without guidance on optimal practices, leading them to fear that they might misuse or overuse AI.

Multiple instructors mentioned the need for professional development as a primary challenge, as they had learned GenAI through independent experimentation. The instructors demonstrate a willingness to experiment, but the steep learning process, coupled with uncertainty, creates a significant obstacle, particularly for instructors who are not technology-oriented. The Turkish higher education environment, along with many other institutions, lacks structured guidelines for teaching AI, leaving initial adopters to navigate untested territory. The primary obstacle to GenAI integration is the need for both accurate and high-quality content generated by AI tools. GenAI generates fluent content, but it also produces data that may be incorrect and deceptive. The primary challenge is to ensure content accuracy while preventing students from becoming overly dependent on AI systems. The reliability issues of AI tools were mentioned by multiple instructors who noted that the system delivers plausible but incorrect answers that diverge from curriculum requirements.

The practice of verifying AI output forces instructors to spend more time on the task, which reduces the speed benefits of using GenAI. The instructor specifically pointed out during language teaching sessions that AI struggles to detect intricate language details that human teachers would identify. AI-generated material needs strict teacher supervision because it contains specific restrictions that need careful attention. The need to verify AI-generated content remains a valid issue because teachers are responsible for ensuring quality, and this process demands substantial effort, according to multiple education studies on GenAI. Most participants identified ethical and pedagogical issues as their primary concerns. Instructors are deeply aware of issues like academic integrity, student learning habits, and the potential negative impacts of AI. Students who rely excessively on AI tools raise ongoing concerns about the adverse effects on their critical thinking skills and language abilities. The same dilemma is highlighted in a recent ERIC review that tracked 56 studies on AI and cheating, concluding that detection tools lag one

to two model iterations behind generative systems (Evangelista, E. D. L., 2025). GenAI raises concerns about student dependency because students rely on it to obtain answers, rather than developing their problem-solving abilities independently.

The rapid response feature of AI generates concerns about students' critical thinking abilities because it could reduce their need for independent thinking. Instructors expressed concerns that AI-generated answers may lead students to reduce their critical thinking skills. Students' concerns about losing their basic learning abilities emerge from their decision to utilize ChatGPT for essay writing and translation tasks. Instructors in this study expressed concerns about academic integrity, as students might use AI tools to produce plagiarized work. The ability of GenAI to generate essays and solutions creates concerns because students could use AI output for dishonest academic purposes. Instructors identified academic integrity as their top challenge because they needed to establish procedures to detect AI-generated content and develop guidelines for its use. The study conducted by Khlaif et al. (2022) demonstrates how educators fear that GenAI affects student writing capabilities and thinking processes while they must preserve academic integrity. The study demonstrated how students' natural writing abilities suffered because instructors noticed that the misuse of GenAI disrupted learning processes. The primary pedagogical barriers to overcome are both technical and educational, as they focus on maintaining learning quality while upholding ethical standards in AI-enhanced classrooms. The environmental conditions known as collegial and administrative support or resistance serve as an additional contextual difficulty for instructors who want to implement GenAI. The participants mentioned encountering doubts from their colleagues and administrative staff members. A participant mentioned “resistance from colleagues or administration” as a challenge since their institution did not support AI-based teaching methods.

The lack of support and possibly restrictive AI policies because of plagiarism concerns create obstacles for instructors. The environment produces two adverse effects on GenAI users by discouraging them from using the technology and causing them to avoid open implementation. The teaching environment outside an instructor's classroom has a significant impact on their adoption process, as instructors operate within institutional frameworks that shape their acceptance of technology. The participants express concerns about academic integrity that many others share. The MDPI systematic review of GenAI

and integrity (Chan et al., 2024) lists similar concerns across 56 studies. Both sources confirm teachers' concerns about the effectiveness of current plagiarism detection systems.

RQ3 demonstrates that GenAI has strong potential to enhance teaching efficiency and student engagement; however, instructors face significant barriers, including compliance with guidance requirements, maintaining accuracy, and addressing ethical dilemmas. The views of Turkish higher education professionals regarding the adoption of GenAI are influenced by both institutional backing and the prevailing cultural environment in Turkish institutions of higher learning. The current research supports the findings of previous studies, which indicate that educators welcome the benefits of AI but express concerns about student academic honesty and the development of educational skills. The complex viewpoint of participants demonstrates that effective GenAI implementation requires optimizing benefits (efficiency, engagement, and personalization) while addressing training deficits, system dependability issues, and ethical concerns in their operational setting.

The study's findings revealed multiple obstacles, as well as moral issues related to the implementation of GenAI, which align with global reports. Turkish ELT instructors have mixed feelings about AI technology, appreciating its advantages yet fearing its negative consequences. The primary concern among educators is the detrimental impact on students' original work, as well as their development of skills. The teachers had concerns about students' original work in English because they believed that excessive AI assistance would diminish students' ability to produce authentic and creative content.

The worldwide conversation highlights a common point that AI can assist, but may also become an instrument that students over-rely on. Teachers in the Q-method study by Virlan and Tomak (2025) acknowledged that AI tools simplify learning. However, they cautioned students that AI-generated output often lacks authenticity because the machines perform most of the work. The participants in the study reported that students produced writing that seemed overly polished and formulaic, beyond their current level of achievement, which led them to suspect that ChatGPT had provided significant assistance.

The literature indicates that GenAI poses a risk to learners' original and critical thinking abilities when misused (Xiao et al., 2025). Teacher concerns about student dependence

on AI exist because instructors want students to use AI as an educational resource, rather than replacing actual learning activities. The participants in the study frequently mentioned plagiarism and academic integrity issues, as these concerns are prevalent worldwide. Educators in the study face challenges in determining whether student submissions contain their work or AI-generated content. Current plagiarism detection tools are not always effective in detecting content generated by artificial intelligence systems. The findings from recent studies demonstrate strong agreement with this point. The development of institutional guidelines is necessary because students who use ChatGPT for writing essays or assignments may be perceived as cheaters by educators unless they disclose their use of AI. Turkish instructors demanded both institutional guidelines and specific rules about student AI assistance credit requirements and test restrictions.

The advanced models of GPT-4 present technical difficulties because they generate content that standard detection systems cannot identify, thus creating “complex circumstances for academic misconduct detection”. Teachers face an ongoing competition because they must continually develop detection methods that AI uses to create human-like written content. Research indicates that institutions require more effective AI-text detection methods and improved assessment strategies to prevent AI-based cheating. The accuracy of factual information and the presence of biased responses in AI-generated content pose additional challenges. The survey primarily focused on acceptance, but the instructors reported that ChatGPT delivered incorrect information alongside poorly worded responses. Some instructors chose not to use the tool until they could perform thorough verification because they lacked confidence in its accuracy. Studies show that teacher trust in AI quality affects its adoption since trust promotes usage while distrust hinders adoption.

The teachers emphasized the need to verify AI output by manually reviewing it before accepting the results, as they serve as human supervisors to ensure quality. According to Cabero-Almenara et al. (2024), teachers' pedagogical beliefs have a significant influence on their teaching practices. Constructivist teachers utilize AI as an entry point for critical thinking activities, whereas traditional teachers either distrust or avoid AI tools.

The participants displayed varying levels of trust regarding AI systems, with digital confidence instructors showing greater acceptance of its flaws and less confident

instructors being more doubtful. Several ethical and data privacy issues were also noted. A small number of teachers had concerns about submitting student information, along with proprietary materials, to AI tools operated in cloud environments, as this conflicts with institutional data protection standards. The teachers expressed concerns about equity because not all students have equal access to GenAI, nor do they possess proper knowledge of its use, which could exacerbate existing inequalities. When students use AI to enhance their English assignments, while others do not have access to such tools, grading processes alongside skill development become unfair. Institutions must establish access programs or provide training to students, as AI technology may create advantages that favor only those students who are technologically proficient or have better resources.

The process of preparing teachers and managing their stress levels proved to be a significant barrier to implementation. The lack of preparedness constitutes a barrier to adoption rather than an ethical matter. Several Turkish ELT instructors participating in the study reported that they lacked proper training and preparation to integrate AI into their educational practices. Turkish educators require extensive professional development because the country lacks effective methods for implementing AI education, according to İlçen (2022). The participants demonstrated “AI anxiety” because they felt their students outpaced them in understanding AI tools, while also worrying about the potential replacement of their teaching duties. Research studies worldwide have observed technostress as a phenomenon affecting teachers when they encounter rapid evolution in educational technology (Chen & Hu, 2023).

The implementation of Generative AI technology creates new educational challenges for instructors who need to learn about adaptation methods but lack specific training and tested best practices. The discussion reveals that GenAI presents several essential problems, including the degradation of student originality, issues with academic dishonesty, concerns about trust and accuracy, and deficiencies in instructor preparedness. An effective strategy must be developed to resolve these issues and unlock the benefits of GenAI.

5.2.4 Discussion on The Influence of Institutional Support, Professional Identity, and Pedagogical Concerns

The investigation of GenAI acceptance and resistance by instructors depends on institutional support, as well as their professional identity, pedagogical beliefs, and

concerns. The research shows that these elements actively determine instructor GenAI adoption choices and their related opinions that surpass the traditional UTAUT2 framework. Influence of institutional support (or lack thereof). Acceptance or resistance to GenAI depended heavily on the level of institutional backing that universities provided through policies, training programs, technical infrastructure, and leadership encouragement. The study revealed that instructors who received institutional backing demonstrated higher confidence levels and became more active in the use of GenAI. In contrast, those without institutional backing were less likely to adopt the technology.

The instructor who enthusiastically used AI reported that their university administration showed positive attitudes toward new technologies and hosted an informal sharing event for faculty members, which strengthened their decision to test new approaches. A second instructor expressed disappointment about the lack of institutional guidelines for training, which caused them to fear committing mistakes with AI. The uncertainty created by the lack of official guidelines prevented them from using GenAI beyond basic exploration and personal experiments. Institutions that demonstrate support by implementing workshops and providing IT assistance enable teachers to view GenAI adoption as a recognized innovation, leading to better adoption rates. Teachers tend to view the use of GenAI as risky or undervalued by institutions, which often remain silent or warn against cheating practices, thereby creating resistance or cautious use.

The study supports the educational technology adoption literature, which shows that organizational climate plays a vital role in adoption processes. Teachers adopt technology more readily when they understand its alignment with institutional goals and possess the necessary infrastructure for implementation. The research conducted by Cabero-Almenara et al. (2024) demonstrated that teachers in constructivist environments that received institutional backing were more likely to adopt AI tools.

The instructors demanded greater involvement from institutions, as one suggested that the university create specific guidelines for GenAI, along with training, and another urged “regular workshops on ethical and effective AI use.” Direct appeals from these instructors demonstrate how better institutional support would lead to higher acceptance and efficient GenAI usage. The existence of institutional support serves as an acceptance enabler by lowering resistance through the resolution of practical and ethical uncertainties. Supportive measures can create reluctant users from potential GenAI users, as these

individuals fear making errors or lack the necessary understanding. Educational technology adoption extends beyond personal decisions, as both organizational dynamics and social structures influence it. Influence of professional identity and beliefs. GenAI received a significant impact from instructors who defined their professional identities through their teaching values and self-concepts. The instructors display two distinct approaches to GenAI adoption, as some view themselves as trailblazers, while others preserve traditional teaching methods with hesitation toward modern educational trends. The identity of each instructor shaped their reaction to GenAI. Acceptance levels toward GenAI tend to be higher among instructors who identify as innovators or technology enthusiasts. These educators commonly express pleasure at discovering new educational approaches while taking pride in their ability to keep their teaching methods updated. An instructor expressed their enjoyment of testing new technological tools as an integral part of their educational approach. Such instructors treated GenAI as an interesting new teaching resource, rather than perceiving it as a threat to their methods. Their adoption of AI technology was high because their professional self-image involved continuous learning and the adoption of new technologies. These teaching professionals interviewed students about the benefits of AI, focusing on student needs and displaying flexibility in teaching GenAI, which aligns with constructivist principles that emphasize innovation and student involvement. A recent study shows that teachers who subscribe to constructivist beliefs exhibit a greater acceptance of AI applications in education.

In the research data, instructors who prioritized interactive learning experiences with students utilized GenAI as an instrument to enhance those learning elements, as their pedagogical approach supported this practice. Their identity as student-focused educators who embrace progressive teaching practices enabled them to welcome GenAI as an additional educational tool. Instructors who maintain a conservative professional identity exhibited increased resistance and conditional support for the adoption of GenAI. These instructors maintained that human teachers, alongside established educational methods, play an indispensable role in the education process. The instructor expressed mixed thoughts about GenAI, as it can be beneficial yet fails to replace traditional educational approaches that human teachers provide. Turkish ELT instructors report both enthusiasm and concern over AI-based tools (Taşçı & Tunaz, 2024). According to Taşçı and Tunaz (2024), EFL teachers find strong performance expectancy (time-saving, rich content) but they are worried about accuracy, plagiarism and training gaps. Such professionals identify

themselves through their roles as subject matter experts, together with their mentorship and moral leadership functions, which they fear AI will diminish. The instructors emphasized maintaining high academic standards because they were worried that AI systems would degrade student learning quality. These instructors accepted GenAI adoption under specific circumstances, including utilizing it for minor assignments with institutional backing. Their defensive stance stems from educational worries and their role as educational learning protectors. They held themselves accountable for teaching students independent research and writing skills because an automated essay writer appeared to undermine their professional responsibility. These professionals accepted GenAI applications only for specific cases where their values were not compromised (the use of AI to generate additional practice materials was acceptable yet enabling student cheating was not). Teachers who have a fundamental teaching philosophy that conflicts with GenAI will reject it entirely, while those with aligned or adaptable philosophies will use it.

Professional identity serves as an evaluation mechanism that determines whether people accept or resist technology for their teaching methods, as it challenges their existing approach. Influence of pedagogical concerns and ethics. The acceptance or resistance towards GenAI was significantly affected by pedagogical issues, which often shared connections to professional identity. The majority of instructors, regardless of their enthusiasm for GenAI, expressed concerns about the potential effects of the technology on educational outcomes and processes. The research confirms that policy clarity leads to increased confidence, according to An & Yu (2025), who demonstrate that 94% of leading U.S. universities provide specific GenAI guidelines for courses. Faculty members adopt these guidelines most frequently when they focus on teaching benefits instead of banning practices.

The way these concerns were handled differed between instructors. Teachers who adopted GenAI established proactive strategies to manage their concerns by creating student guidelines and utilizing AI as an adjunct to traditional methods. In contrast, teachers who opposed GenAI viewed these issues as deal-breakers. Academic integrity was a significant concern for instructors who avoided extensive AI implementation, as it could promote plagiarism alongside reduced learning duration. The instructors who emphasized academic integrity standards required specific controls to be implemented

when adopting GenAI technology. One instructor who considered cheating a critical problem chose to eliminate take-home essays from assignments because they wanted to stop students from depending on AI tools.

The protective stance demonstrates reluctance toward complete acceptance until assessment design modifications or institutional honor codes address the pedagogical concern. The teaching staff expressed concerns about how student capabilities, such as critical thinking, writing, and problem-solving, might be affected by GenAI. Teachers who emphasized particular skills in their instructional approach remained cautious about GenAI because they believed AI provided answers too easily. Academic integrity concerns, alongside technological dependency issues in student learning, were among the concerns that this participant expressed. Their interest in GenAI was reduced due to these concerns; they utilized AI for lesson preparation but avoided promoting its use for student assignments. The instructors who adopted GenAI techniques developed strategies to deal with their concerns. Teachers demonstrated to their students how to effectively utilize AI technology by instructing them to use it for practice purposes, rather than for assignments, and how to verify the accuracy of AI-generated outputs.

The instructors designed assignments that integrated AI assistance but required students to contribute their work. They adapted GenAI integration into their teaching practice, maintaining their educational focus on student achievement. The instructors who failed to identify solutions for these problems decided to steer clear of GenAI. Educational technology acceptance depends heavily on how instructors address their pedagogical and ethical concerns about the technology. Teachers who believe they can manage risks effectively, while also seeing benefits outweighing risks, show a greater willingness to adopt new technologies. Turkish higher education instructors demonstrated cautious behavior toward GenAI adoption because their acceptance level depends on their confidence in addressing pedagogical concerns.

Global discussions indicate that educators prefer human-centered ethical AI implementation in education because technology enhances teaching practices while upholding educational standards. The degree to which instructors believe they can achieve this balance determines their acceptance of GenAI. Their hesitation towards it causes them to reduce its use. Interplay of the factors. The three elements of institutional support, professional identity, and pedagogical concerns influence each other when

shaping acceptance levels. The issuance of clear ethical guidelines by a supportive institution reduces pedagogical concerns for instructors, making them feel less responsible for monitoring AI use. This factor helps instructors who are hesitant to feel more at ease when implementing the tools.

The transformation of an instructor's professional identity occurs when their university culture adopts innovative practices, as they begin to view AI as a standard for teaching within their educational setting. The professional identity tensions we documented align with the constructivist–conservative split described by Stan et al. (2025) and the international faculty survey in Dietrich & Grassini (2025), which shows that self-styled “innovators” adopt GenAI more easily than those whose identity is based on traditional lecturing. The absence of institutional backing causes even tech-positive instructors to reduce their use of GenAI, as they remain uncertain about their methods and fear criticism. An instructor who preferred AI tools demonstrated both personal enthusiasm for AI and departmental skepticism, as well as unclear institutional guidelines and concerns about cheating during their instruction. This instructor used GenAI with great care, reserving it solely for preparation work rather than delivering it to students. The lack of institutional support, combined with unresolved issues regarding the use of GenAI, outweighed this instructor's positive attitude toward the technology. The acceptance or rejection of GenAI by instructors depends heavily on institutional factors, as well as their personal beliefs and pedagogical practices, rather than the technology itself. Instructors receive the empowerment to adopt GenAI when institutions provide resources and maintain an open climate, whereas institutions without guidance or explicit discouragement hinder their adoption of GenAI. The way an instructor views GenAI depends on their professional identity, as well as their teaching philosophy, which helps them decide whether GenAI supports or challenges their teaching approach.

Quality and integrity concerns serve as a braking system that determines how far instructors will implement AI in their teaching practices. The successful implementation of GenAI in education requires attention to both technical functionality and human organizational elements. The findings confirm research recommendations to establish technology alignment with teaching beliefs while providing environments that support educational transformation.

The adoption of ChatGPT, alongside GenAI tools, leads to an educational transformation of teaching methods in English language teaching (ELT) worldwide, including in Türkiye. Teachers are now modifying their classroom methods and assessment strategies due to the impact of AI, according to the research findings, which align with the professional trends of educators seeking to preserve meaningful learning in the AI era. The instructional approaches now focus more on developing students' critical thinking abilities together with their information literacy capabilities. The instructors participating in the research emphasized to students the importance of questioning AI output while avoiding the automatic acceptance of AI-generated content. The recommendations of Xiao et al. (2025) support the integration of critical thinking and digital literacy training in educational curricula, as AI technology is increasingly prevalent across the educational environment.

The Turkish ELT teaching staff has developed educational activities that require students to verify ChatGPT responses, thereby utilizing the AI as an educational tool to develop advanced cognitive abilities. Educational institutions worldwide test this method by requiring students to assess AI-generated essays before comparing their work to develop analytical thinking and understand the limitations of AI. Through this teaching method, teachers evolve into inquiry facilitators who help students learn the responsible use of AI. The teaching approach finds support from constructivist perspectives because Cabero-Almenara et al. (2024) observed that instructors with student-centered educational approaches tend to implement AI-based learning methods that encourage active student engagement. Educational professionals in Türkiye utilize AI tools to facilitate classroom conversations about language usage, rather than relying solely on AI as a resource for answers.

Assessment practices are also transforming. The research participants recognized the need to redesign assessment methods because GenAI produces essays and answers that require new evaluation methods. Education professionals worldwide are developing assessment methods that resist AI by incorporating in-class writing tasks, oral exams, and personalized projects, as well as process-oriented evaluations of intermediate student steps (Cotton et al., 2023). The educational community in Türkiye is exploring new assignment types that incorporate personal reflection, creative elements, and spoken components, as AI systems struggle to execute these tasks. The educational team

employed two teaching methods for essay drafting within the classroom and conducted a draft assessment throughout the semester to detect AI usage.

AI assessment methods support the transformation by calling for adjustments to assessment strategies that include AI-based tasks, thereby preventing students from submitting work created solely by AI. The research context has evolved to include detailed AI usage statements in course syllabi and innovative assignment development. Teachers now shift from standard character comparison essays to ask students to link the novel to their personal life experiences and contemporary events, which requires individual contribution. Educational institutions are actively developing assessments that incorporate multiple formats, such as presentations, portfolios, and oral assessments, because these methods assess abilities that artificial intelligence cannot replicate.

These educational methods require students to show their language abilities and critical thinking skills when using AI tools for assistance. The educational approach to using class time has changed. Teachers can utilize AI tools to generate content and provide practice, allowing them to focus on interactive educational activities and advanced learning methods. Instructors now dedicate less class time to repetitive grammar drills, as students practice grammar with AI tutors; however, they allocate more time to group activities and classroom discussions. The classroom operates as a space for complex questions, collaborative problem-solving, and speaking practice, in accordance with global flipped-classroom teaching adaptations, as routine skills practice is shifted to AI-guided homework.

The educational use of AI does not eliminate teaching roles but rather transforms them into focus points for human activities, which require emotional support, cultural understanding, complex feedback, and interactive guidance. The instructor in the study explained that they allow students to prepare initial drafts with ChatGPT. However, the students must then participate in draft workshops during class sessions, which the AI system cannot currently perform.

The educational approach now combines AI capabilities with human teaching expertise for tasks that require the evaluation of nuance and creativity, as well as mentoring. Holmes (2023) supports the finding that teachers are evolving into leaders who organize AI-driven educational settings rather than remaining content providers. Pedagogy has integrated education on the ethical and safe use of resources into its teaching methods.

Participants in the research indicated that teaching students about plagiarism, along with intellectual honesty and the limitations of AI, has become part of their English classroom practice.

The educational transformation teaches Turkish students, along with students worldwide, about the proper academic and professional use of AI systems. Professionals report in their preliminary classroom reports that they are now teaching students to verify AI output and develop critical thinking skills in their classrooms (Möller et al., 2024). Educated practice focuses on teaching students "AI literacy" skills for determining appropriate AI usage, proper citation methods, output verification processes, and situations where AI usage would be unethical. Global education experts, including Cao and Zhong (2023), support the development of a new AI tool literacy among students and teachers. The study's findings indicate that ELT pedagogy is shifting direction to develop teaching practices that combine critical thinking with creativity and ethical knowledge for effectively utilizing GenAI tools in language education. The observed classroom practices in Türkiye match the global educational recommendations for implementing GenAI in educational settings.

5.3 Pedagogical Implications and Suggestions for Further Research

This section discusses the practical pedagogical implications, alongside policy recommendations and future research directions, in light of the previous conclusions. The mixed-methods explanatory sequential design of the study provides strong evidence for these recommendations, as it combines quantitative data patterns with qualitative findings from instructors' real-life experiences. Implications for educational practice and policy. The research outcomes yield multiple specific recommendations that institutions and Turkish higher education staff, as well as other similar educational institutions, should implement to integrate GenAI.

5.3.1 Limitations

The study's strong research design is limited by specific factors that affect its generalizability. The study's findings about English-language instructors at a single public university limit their cultural and institutional applicability, as regional universities and private institutions may demonstrate different attitudes toward GenAI. Self-report measures used in the study create a risk of social-desirability bias, which could result in inflated instructor confidence ratings and minimized concerns about GenAI. The

classroom observations recorded only one teaching cycle, providing a momentary view rather than showing the progression of teaching methods over time. The rapid pace of large-language-model development ensures that tools studied in 2025 will become outdated quickly, making specific recommendations less durable. The study's limitations necessitate caution when applying current findings to Turkish or international settings.

Research findings about AI-enhanced language teaching require attention in Türkiye and international teacher education systems. Educational institutions must develop training systems for teachers that teach them to use AI-assisted language instruction. The Turkish ELT instructors participating in the study lacked the proper skills to properly use ChatGPT during their teaching practice, thus revealing professional development shortcomings. Educational literature worldwide confirms the need for teachers to receive training on AI literacy, along with strategies for integrating technology into their classrooms.

The study by Moorhouse and Kohnke (2023) revealed that even teaching professionals lack expertise to address GenAI challenges, which shows a need for specialized training (even though their research took place in Hong Kong). The training programs for pre-service teachers and in-service instruction should include classes on AI applications in English Language Teaching. The training program should teach both hands-on capabilities for using AI in lesson planning, material generation, and feedback distribution, as well as critical competencies to evaluate AI responses and control AI usage in student assignments. Teacher preparation curricula must integrate GenAI education to provide new educators with a minimum understanding and moral guidelines for AI implementation. The findings demonstrate that instructors will attempt experimental approaches without guidance, resulting in uneven teaching methods. This study, along with related research, identifies multiple essential training requirements.

Teachers must develop practical competence with modern Generative AI tools as one of their primary needs. Educators can receive instruction on creating optimal ChatGPT prompts, understanding its feature functionality, and techniques to integrate output materials into educational resources. The study by Al Kfairy (2024) demonstrates that teachers' self-perceived ability to utilize AI technology affects their willingness to adopt it. Building teacher confidence through directed training methods represents a critical need. The Turkish Ministry of National Education, in collaboration with universities,

should establish resource centers or online training programs for AI tools used in language instruction.

5.3.2 Implications for Stakeholders

The evidence suggests that teaching staff should participate in immersive workshops, where lecturers create prompts and lesson materials, and evaluate each other's work through micro-teaching sessions. The hands-on cycles help both remove technological mysteries and transform theoretical enthusiasm into practical classroom procedures. Students should participate in creating classroom “AI charters” to establish acceptable AI usage guidelines during their first day of class before moving on to tasks that transform policy into practice through direct learning applications. Curriculum developers and textbook writers should incorporate QR-linked “AI moments” into their units, which direct teachers to pre-configured prompts for brainstorming and grammar tasks that maintain CEFR outcome alignment. University officials, together with national authorities, should fund privacy-compliant Turkish-language LLMs in sandboxed environments while demanding a short AI-ethics micro-credential before granting system access to ensure technological benefits align with responsible stewardship.

The training should teach educational approaches for using AI while teaching. The curriculum must provide educators with strategies to use AI-generated texts for error analysis activities and employ chatbots for simulated classroom conversations. The training program should provide teachers with guidance about designing assignments that resist AI detection and maintaining academic integrity standards. Training should show teachers how to develop model syllabi that incorporate AI guidelines through examples that demonstrate how to create syllabus statements about AI use and transform assignments to prevent cheating. The implementation of these ideas in teacher courses becomes easier through direct exposure to concrete examples.

Professional development should include teaching ethical standards alongside institutional policies for the use of AI. Teachers require training to understand data privacy regulations related to AI tools, as well as proper methods for acknowledging AI assistance in student work and procedures for detecting potential misuse. Turkish educators should participate in discussions about the latest academic standards, which are rapidly changing, as some academic journals now require writers to disclose the use of AI in their work. The training sessions should incorporate case studies and scenarios to

demonstrate how teachers should handle situations, such as students submitting AI-generated essays. Such training will establish uniform standards for classroom practices.

AI development speed requires the establishment of communities of practice, which let teachers exchange experiences and share resources. The positive learning experiences reported by study participants occurred through informal interactions with colleagues or by participating in online discussion forums. ELT professional associations in Türkiye should establish regular meetings and teacher networks to spread best practices in their professional community. Research demonstrates that peer support, combined with knowledge sharing among teachers, plays a crucial role in technology adoption, as social influence extends beyond student learning to teacher adoption. Educational institutions should establish mentorship programs that allow early adopters to assist or guide their peers.

The implementation of ELT benefits from GenAI requires immediate teacher training programs. Türkiye requires increased public understanding of AI in education, coupled with training programs, as noted by İcen (2022). The integration of GenAI tools in education depends on teaching education curricula updates and dedicated AI professional development (PD) programs, which promote collaborative teacher learning to develop instructors' competencies and confidence in sound pedagogical practices. The initiative will create improved student learning outcomes while strengthening teacher capabilities, aligning Türkiye's English Language Teaching (ELT) practices with global best practices in the era of AI.

Educational institutions, along with public policies, must develop strategic approaches to manage generative AI in their operations. The study confirms that Turkish ELT educators require precise educational guidelines and support systems that promote the proper and ethical application of artificial intelligence. Instructors in the research study operate without official guidance due to this lack, which results in inconsistent classroom AI practices. Educational institutions around the world initially experienced similar uncertainty when ChatGPT emerged; however, they have since developed specific guidelines to manage technology. Educational authorities and institutions in Türkiye need to create detailed GenAI policies that will establish guidelines for students and teachers to follow.

The developed policies should define proper GenAI applications, such as educational assistance or draft writing, with proper references, together with prohibited practices like submitting AI-generated content without proper attribution to preserve academic integrity and support innovation. The current global range of policies enables Turkish institutions to obtain valuable learning material. Several educational institutions initially banned AI tools due to concerns that students would use them to cheat. However, this total ban drew criticism for its impracticality and adverse effects on educational outcomes. The regulations require teaching staff to incorporate AI guidelines into their course materials, while also emphasizing the instruction of ethical AI practices to students. The established guidelines permit students to use AI for research and drafting activities, yet they require proper recognition of AI tools and demand that students modify their work personally. Students are required to keep their private information secure in accordance with these regulations while also mastering fundamental subject skills. A comparable method should be applied to the Turkish situation. Policy development for educational institutions should be initiated by organizations such as YÖK (Higher Education Council) or the Ministry of Education. The formation of AI task forces or working groups by universities represents a sound approach to creating policies. A policy that effectively regulates GenAI should contain three essential components.

The policy needs to establish rules regarding academic integrity by defining plagiarism in AI contexts, while clearly stating that AI-generated work without proper attribution constitutes plagiarism. Students must clearly indicate the involvement of AI tools in their work production, while retaining full responsibility for both originality and factual accuracy in their submissions. The regulation promotes global standards for transparent disclosure and ethical conduct when utilizing AI technology.

The guidelines specify when AI applications are approved, when they require caution, and when they are strictly prohibited. AI tools should be used for practice exercises, brainstorming, and grammar checking, but not for take-home exams or final essays that measure student capabilities. The establishment of clear parameters in Turkish institutions will eliminate ambiguity about what is appropriate. Teachers requested administrative guidance because they needed to establish clear boundaries for students regarding acceptable behavior.

Institutional support becomes essential when policies are in place, as effective policies require backing from the institution. Educational institutions need to establish rules while providing teachers with access to AI detection software and educational tool subscriptions that include Turkish language models or monitored versions of ChatGPT. Educational institutions should require workshops about academic integrity in AI times for students, as well as training for faculty and staff, according to previous discussions. The policy should ensure that the institution develops educational initiatives to enhance awareness and capabilities for the constructive use of AI. The research data showed that instructors required both policy implementation tools and training programs because policy enactment alone was insufficient.

The national guidance of Türkiye may have a significant impact on the country's institutions. A directive or guideline framework for AI in education issued by the Ministry would establish a baseline standard across schools and universities, lending legitimacy to the approach. This approach may be similar to how some countries' education ministries have acted, for example, by establishing expert panels to examine AI in education and recommend curriculum modifications or ethical standards. As Türkiye aims to be a part of the digital transformation era, AI should be integrated into its educational strategic plans. According to İçen (2022), Türkiye's policy documents already include AI strategy roles for higher education, which indicates that education policymakers understand the importance of AI.

However, the findings suggest a gap between high-level strategy and on-the-ground practice, especially in ELT. Thus, more explicit inclusion of GenAI in educational policy (e.g., updating teacher professional standards to include AI competencies, or providing funding for AI-teaching pilot programs) could bridge this gap. The implication is that policy development should not lag behind practice. As Turkish teachers and students are already utilizing ChatGPT in their teaching and learning processes, policies and institutional support must evolve to ensure that these experiments yield positive outcomes rather than academic misconduct or inequality. By following global best practices, which focus on integrity, clarity, support, and flexibility, Turkish educational institutions can create policies that promote the responsible use of GenAI. This will enable teachers to use AI tools with confidence, as they will be aware of the institutional boundaries and expectations. It will also protect students by providing a fair and guided approach to the

use of technology. In such an environment, the benefits of GenAI (innovation, efficiency, personalized learning) can be maximized while its risks can be minimized.

5.3.3 Suggestions for Further Research

Future research should develop three interconnected research directions based on these findings. Research studies examining multiple Turkish regions with varying institutional profiles will demonstrate how local cultural factors, in conjunction with resource distribution and governance systems, influence UTAUT2 predictors. A year-long prompt-engineering program for teachers should be studied over time to determine if improved self-efficacy leads to sustained improvements in student writing accuracy and critical digital literacy. Research experiments that compare GPT-4 tasks created by proprietary models to open-source Turkish LLM tasks will determine whether local models reduce cultural bias while enhancing contextual relevance for textbook writers. The research lines will enhance theoretical knowledge about GenAI acceptance while providing practical evidence to guide the development of AI-enhanced language education in Türkiye for curriculum developers, university officials, and policymakers.

In conclusion, this research supports global studies on the acceptance and use of generative AI tools by Turkish English language teaching instructors, yielding optimistic results. The study demonstrates that ChatGPT and other AI tools receive positive evaluations for their pedagogical benefits in writing instruction, student support, and teaching efficiency, as well as innovative educational approaches. Research worldwide confirms that language education benefits from GenAI when teachers effectively apply AI tools. The findings suggest both positive and negative factors that affect the use of these tools in teaching. The study indicates that Turkish teachers experience these problems because they are universal issues that manifest differently in Turkish educational settings, particularly with their exam-based system and limited resources.

The research results on GenAI adoption in education gain a theory-informed critical understanding by using UTAUT2, along with global studies. The study validated key drivers, including perceived usefulness, ease of use, social influence, and facilitating conditions. It highlighted the need to address teacher attitudes, trust, and pedagogical beliefs, as proposed by Cabero-Almenara et al. (2024). AI integration success in ELT requires more than just tool availability, as it also necessitates evidence of effectiveness, supportive communities, and teacher competence and support.

The Turkish ELT community should take the following steps: teachers should receive AI-related training as part of their curriculum, while institutions and classrooms require specific guidelines, and educators must develop innovative teaching methods that integrate AI with language education values, such as creativity, critical thinking, and genuine communication. Educational leaders and policymakers should recognize that teachers are more likely to support the adoption of GenAI if institutions provide proper backing and clear guidelines. The participant explained that AI is here to stay, so we should learn how to apply it correctly. Türkiye has the opportunity to become a leader in adaptive modern language education by following its global peers, who utilize Generative AI to transform their English Language Teaching (ELT) practices. The study's results align with global research findings, demonstrating that English language teaching will be defined by the strategic and reflective implementation of AI in the future. Research-based policy and classroom strategies will guide teachers in using generative AI tools that enhance educational quality, rather than compromising integrity. This paper presented a theory-based approach to integration that applies to Türkiye and other educational systems that deal with ChatGPT and future AI tools. The future will introduce new AI advancements, which educational institutions and their staff must proactively guide through evidence-based decisions and educational principles to create beneficial applications for language education.

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APPENDICES

APPENDIX – 1: Approval of the Ethical Committee of Anadolu University Graduate School

Evrak Kayıt Tarihi: 14.03.2025

Protokol No: 867184

Tarih: 27.01.2025



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Evaluating the Applicability of the UTAUT2 Model in Predicting the Acceptance and Usage of Generative AI Technologies Among English Language Instructors at the Tertiary Education Level. UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Öğitmenleri Arasında Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede Uygulanabilirliğinin Değerlendirilmesi
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gonca SUBAŞI
TEZ YAZARI:	Umut İPEKDAL
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

APPENDIX – 2: Consent Form for the UTAUT 2 Survey

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Merhaba,

Bu çalışma, *UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Öğitmenleri Arasında Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede Uygulanabilirliğinin Değerlendirilmesi* başlıklı bir yüksek lisans tezi çalışmasıdır. Çalışma, Umut İPEKDAL tarafından yürütülmekte ve sonuçları ile yükseköğretimde İngilizce dil öğretmenlerinin üretken yapay zekâ araçlarını benimseme ve kullanım süreçlerini etkileyen faktörler ortaya konacaktır ve bu teknolojilerin eğitim süreçlerine entegrasyonu konusunda stratejik önerilerin geliştirilmesine gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, karma yöntem araştırması (nicel veri toplama için anket ve nitel veri toplama için yarı yapılandırılmış görüşmeler ve sınıf gözlemleri) yapılarak sizden veriler toplanacaktır.
- Çalışmanın amacı doğrultusunda, *Üretken Yapay Zekâ Kabulü için UTAUT2 Anketini* doldurmanız beklenip, ilgili dokümanda belirtilen bireysel görüşmeye katılmak istiyorum kutucuğunu işaretleyip e-posta adresinizi eklemeniz halinde yarı yapılandırılmış bireysel görüşmelere davet edileceksiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı: Umut İPEKDAL

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX – 3: Consent Form for the Semi-Structured Interviews

YARI -YAPILANDIRILMIŞ GÖRÜŞME GÖNÜLLÜ KATILIM FORMU

Merhaba,

Bu çalışma, *UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Öğitmenleri Arasında Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede Uygulanabilirliğinin Değerlendirilmesi* başlıklı bir yüksek lisans tezi çalışmasıdır. Çalışma, Umut İPEKDAL tarafından yürütülmekte ve sonuçları ile yükseköğretimde İngilizce dil öğretmenlerinin üretken yapay zekâ araçlarını benimseme ve kullanım süreçlerini etkileyen faktörler ortaya konacaktır ve bu teknolojilerin eğitim süreçlerine entegrasyonu konusunda stratejik önerilerin geliştirilmesine gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, karma yöntem araştırması (nicel veri toplama için anket ve nitel veri toplama için yarı yapılandırılmış görüşmeler ve sınıf gözlemleri) yapılarak sizden veriler toplanacaktır.
- Çalışmanın amacı doğrultusunda, *Üretken Yapay Zekâ Kabulü için UTAUT2 Anketinde* bireysel yarı yapılandırılmış görüşme için gönüllü olduğunuzu yazılı olarak belirtmiş bulunmaktasınız. Bu nedenle, eklediğiniz e-posta aracılığı ile sizinle iletişime geçilip bu görüşmenin gerçekleşmesi üzerine tekrar gönüllülüğünüz sözlü olarak alınmıştır.
- Bu belge sizin şu an itibari ile hala gönüllü katılımcı olduğunuzu belgelendirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Bireysel görüşmelerdeki veri toplama süreci ses kaydı ile kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı: Umut İPEKDAL

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX – 4: Consent Form for the Classroom Observation

SINIF İÇİ GÖZLEM GÖNÜLLÜ KATILIM FORMU

Merhaba,

Bu çalışma, *UTAUT2 Modelinin Yükseköğretim Düzeyinde İngilizce Dil Öğitmenleri Arasında Üretken Yapay Zekâ Teknolojilerinin Kabulünü ve Kullanımı Tahmin Etmede Uygulanabilirliğinin Değerlendirilmesi* başlıklı bir yüksek lisans tezi çalışmasıdır. Çalışma, Umut İPEKDAL tarafından yürütülmekte ve sonuçları ile yükseköğretimde İngilizce dil öğretmenlerinin üretken yapay zekâ araçlarını benimseme ve kullanım süreçlerini etkileyen faktörler ortaya konacaktır ve bu teknolojilerin eğitim süreçlerine entegrasyonu konusunda stratejik önerilerin geliştirilmesine gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, karma yöntem araştırması (nicel veri toplama için anket ve nitel veri toplama için yarı yapılandırılmış görüşmeler ve sınıf gözlemleri) yapılarak sizden veriler toplanacaktır.
- Çalışmanın amacı doğrultusunda, *yarı yapılandırılmış görüşmeyi tamamlayıp sınıf içi gözlem için* gönüllülüğünüz sözlü olarak alınmıştır.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Bu belge sizin şu an itibari ile hala gönüllü katılımcı olduğunuzu belgelandirmek adına hazırlanmıştır. Gönüllülük durumunuzu görüşme başlamadan ya da görüşme sırasında şahsınızca sonlandırabilirsiniz.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Sınıf içi gözlem, kontrol listesi aracılığıyla kayıt altına alınacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı araştırmacıya yöneltebilirsiniz.

Araştırmacı Adı: Umut İPEKDAL

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

APPENDIX – 5: UTAUT2 questionnaire for generative AI acceptance Scale English Version (Venkatesh et al., 2012)

Dear Participant,

This scale is designed to collect information about your generative AI acceptance level. The scale consists of four parts. The first part aims to gather general information. The second part is the request to participate in the interview. The third part is the Unified Theory of Acceptance and Use of Technology 2 scale developed by Venkatesh et al. (2012). The fourth part is to get how often you currently use Generative AI tools in teaching-related tasks.

Please read the following statements and choose an option that you find the most appropriate.

It is important that we can collect accurate data. The answers will only be used for research purposes and be kept anonymous.

Thanks in advance for your valuable contribution.

Demographic Information

Name Surname:

Age:

Gender: Female ☐ Male ☐

Highest Academic Qualification: Bachelor's degree ☐ Master's degree ☐ Doctoral degree (PhD) ☐ Other: _____

Years of Teaching Experience (Overall): 0–5 years ☐ 6–10 years ☐ 11–15 years ☐

More than 15 years ☐

Email:

Would you like to take part in a semi-structured interview about generative AI acceptance?

Yes ☐

No ☐

UTAUT2 questionnaire for generative AI acceptance

Based on your experience with the generative AI tools, please read the following sentences and rate on a scale of 1-5, how much you disagree/agree. 1 being strongly disagree, and 5 being strongly agree

			1	2	3	4	5
Performance expectancy	PE1	I find the generative AI tool useful in my daily life.					
	PE2	Using the generative AI tool increases my chances of achieving things that are important to me.					
	PE3	Using the generative AI tool helps me accomplish things more quickly.					
	PE4	Using the generative AI tool increases my productivity.					
Effort expectancy	EE1	Learning how to use the generative AI tool is easy for me.					
	EE2	My interaction with the generative AI tool is clear and understandable.					
	EE3	I find the generative AI tool easy to use.					
	EE4	It is easy for me to become skillful at using the generative AI tool.					

Social influence	SI1	People who are important to me think that I should use the generative AI tool.					
	SI2	People who influence my behavior think that I should use the generative AI tool.					
	SI3	People whose opinions that I value prefer that I use the generative AI tool.					
Facilitating conditions	FC1	I have the resources necessary to use the generative AI tool.					
	FC2	I have the knowledge necessary to use the generative AI tool.					
	FC3	The generative AI tool is compatible with other technologies I use.					
	FC4	I can get help from others when I have difficulties using the generative AI tool.					
Hedonistic motivation	HM1	Using the generative AI tool is fun.					
	HM2	Using the generative AI tool is enjoyable.					
	HM3	Using the generative AI tool is very entertaining.					
Price value	PV1	The generative AI tool is reasonably priced.					
	PV2	The generative AI tool is a good value for the money.					
	PV3	At the current price, the generative AI tool provides a good value.					
Habit	HT1	The use of the generative AI tool has become a habit for me.					
	HT2	I am addicted to using the generative AI tool.					
	HT3	I must use the generative AI tool.					
	HT4	Using the generative AI tool has become natural to me.					
Behavioral intention	BI1	I intend to continue using the generative AI tool in the future.					

	BI2	I will always try to use the generative AI tool in my daily life.					
	BI3	I plan to continue to use the generative AI tool frequently.					

Current Usage Behaviour

Please indicate how often you currently use Generative AI tools in teaching-related tasks. For each statement, choose one of the following frequencies:

1 = Never 2 = Seldom (less than once per month) 3 = Sometimes (1–3 times per month) 4 = Often (1–2 times per week) 5 = Very Frequently (3 or more times per week)

			1	2	3	4	5
Usage Behaviour	UB1	Using Generative AI tools for lesson planning or generating learning materials.					
	UB2	Using Generative AI tools for providing feedback or evaluating student work.					
	UB3	Incorporating Generative AI tools in live classroom or online sessions (e.g., chatbot demonstrations, AI-based quizzes).					
	UB4	Consulting Generative AI tools for professional development or research (e.g., getting references, summarizing articles).					

APPENDIX – 6: Üretken Yapay Zekâ Kabulü için UTAUT2 Ölçeği Türkçe Versiyonu (Venkatesh ve ark., 2012)

Sayın Katılımcı,

Bu ölçek, üretken yapay zekâ kabul düzeyiniz hakkında bilgi toplamak amacıyla tasarlanmıştır. Ölçek dört bölümden oluşmaktadır. Birinci bölüm genel bilgileri toplamayı amaçlamaktadır. İkinci bölüm görüşmeye katılım talebidir. Üçüncü bölüm, Venkatesh ve arkadaşları (2012) tarafından geliştirilen Teknolojinin Kabulü ve Kullanımının Birleştirilmiş Teorisi 2 (UTAUT2) ölçeğidir. Dördüncü bölüm ise öğretimle ilgili görevlerde üretken yapay zekâ araçlarını ne sıklıkla kullandığınızı belirlemeye yöneliktir. Lütfen aşağıdaki ifadeleri okuyun ve sizin için en uygun seçeneği işaretleyin. Doğru verileri toplayabilmemiz önemlidir. Yanıtlarınız yalnızca araştırma amacıyla kullanılacak ve anonim olarak tutulacaktır. Değerli katkılarınız için şimdiden teşekkür ederiz.

Demografik Bilgiler

Ad Soyad:

Yaş:

Cinsiyet: Kadın ☐ Erkek ☐

En Yüksek Akademik Derece: Lisans ☐ Yüksek Lisans ☐ Doktora (PhD) ☐

Diğer: _____

Toplam Öğretim Deneyimi (yıl): 0–5 yıl ☐ 6–10 yıl ☐ 11–15 yıl ☐ 15 yıldan fazla ☐

E-posta:

Üretken yapay zekâ kabulü hakkında yarı yapılandırılmış bir görüşmeye katılmak ister misiniz?

Evet ☐ Hayır ☐

Üretken Yapay Zekâ Kabulü için UTAUT2 Anketi

Üretken yapay zekâ araçlarıyla deneyiminize dayanarak lütfen aşağıdaki cümleleri okuyun ve 1-5 ölçeğinde ne kadar katılmadığınızı/katıldığınızı belirtin. 1 kesinlikle katılmıyorum, 5 kesinlikle katılıyorum anlamına gelmektedir.

			1	2	3	4	5
Performans Beklentisi	PB1	Üretken yapay zekâ aracını günlük hayatımda faydalı buluyorum.					
	PB2	Üretken yapay zekâ aracını kullanmak benim için önemli olan şeyleri gerçekleştirme şansımı artırıyor.					
	PB3	Üretken yapay zekâ aracını kullanmak işleri daha hızlı tamamlamama yardımcı oluyor.					
	PB4	Üretken yapay zekâ aracını kullanmak üretkenliğimi artırıyor.					
Çaba Beklentisi	ÇB1	Üretken yapay zekâ aracını kullanmayı öğrenmek benim için kolay.					
	ÇB 2	Üretken yapay zekâ aracıyla etkileşimim açık ve anlaşılır.					
	ÇB 3	Üretken yapay zekâ aracını kullanmayı kolay buluyorum.					
	ÇB 4	Üretken yapay zekâ aracını kullanmada ustalaşmak benim için kolay.					
Sosyal Etki	SE1	Benim için önemli kişiler üretken yapay zekâ aracını kullanmam gerektiğini düşünüyor.					

	SE2	Davranışlarımı etkileyen kişiler üretken yapay zekâ aracını kullanmam gerektiğini düşünüyor.					
	SE3	Görüşlerine değer verdiğim kişiler üretken yapay zekâ aracını kullanmamı tercih ediyor.					
Kolaylaştırıcı Koşullar	KK1	Üretken yapay zekâ aracını kullanmak için gerekli kaynaklara sahibim.					
	KK 2	Üretken yapay zekâ aracını kullanmak için gerekli bilgiye sahibim.					
	KK 3	Üretken yapay zekâ aracı kullandığım diğer teknolojilerle uyumludur.					
	KK 4	Üretken yapay zekâ aracını kullanırken zorluk yaşadığımda başkalarından yardım alabiliyorum.					
Hedonik Motivasyon	HM1	Üretken yapay zekâ aracını kullanmak eğlencelidir.					
	HM2	Üretken yapay zekâ aracını kullanmak keyiflidir.					
	HM3	Üretken yapay zekâ aracını kullanmak çok eğlencelidir.					
Fiyat Değeri	FD1	Üretken yapay zekâ aracının fiyatı makuldür.					
	FD 2	Üretken yapay zekâ aracı, parasının karşılığını veren bir üründür.					
	FD 3	Mevcut fiyatıyla üretken yapay zekâ aracı iyi bir değer sunmaktadır.					
Alışkanlık	AL1	Üretken yapay zekâ aracını kullanmak benim için alışkanlık haline geldi.					
	AL2	Üretken yapay zekâ aracını kullanmaya bağımlıyım.					
	AL3	Üretken yapay zekâ aracını kullanmak zorundayım.					
	AL4	Üretken yapay zekâ aracını kullanmak benim için doğal hale geldi.					
Davranışsal Niyet	DN1	Gelecekte üretken yapay zekâ aracını kullanmaya devam etmeyi düşünüyorum.					
	DN 2	Günlük hayatımda üretken yapay zekâ aracını kullanmaya her zaman çalışacağım.					
	DN 3	Üretken yapay zekâ aracını sık sık kullanmaya devam etmeyi planlıyorum.					

Mevcut Kullanım Davranışı

Lütfen şu anda öğretimle ilgili görevlerde üretken yapay zekâ araçlarını ne sıklıkta kullandığınızı belirtin. Her ifade için aşağıdaki sıklık seçeneklerinden birini seçiniz:

1 = Asla 2 = Nadiren (ayda bir defadan az) 3 = Bazen (ayda 1–3 defa) 4 = Sık Sık (haftada 1–2 defa) 5 = Çok Sık (haftada 3 veya daha fazla)

			1	2	3	4	5
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Kullanım Davranışı	KD1	Üretken yapay zekâ araçlarını ders planlama veya öğrenme materyali oluşturmak için kullanma.					
	KD 2	Üretken yapay zekâ araçlarını öğrenci çalışmalarına geri bildirim sağlamak veya değerlendirmek amacıyla kullanma.					
	KD 3	Üretken yapay zekâ araçlarını canlı derslerde veya çevrimiçi oturumlarda kullanma (örneğin; sohbet robotu gösterimleri, yapay zekâ tabanlı sınavlar).					
	KD 4	Mesleki gelişim veya araştırma amacıyla üretken yapay zekâ araçlarına başvurma (örneğin; referans bulma, makale özetleme).					



APPENDIX – 7: Semi-Structured Interview Questions with Instructors English Version

1. Could you briefly introduce yourself, including your teaching experience in higher education and your familiarity with generative AI tools (e.g., ChatGPT, Bing AI)?
2. What is your overall perception of using generative AI tools in English language teaching?
3. In your experience or opinion, what are the most significant benefits of using generative AI tools in your teaching practice?
4. What challenges or barriers have you experienced (or anticipate) when using generative AI tools in your teaching or lesson preparation?
5. Do you believe generative AI tools can meaningfully enhance your teaching effectiveness and student engagement? Could you provide examples or explain your reasoning?
6. How easy or difficult do you find integrating generative AI tools into your lessons? What type of support could help you overcome any challenges you face?
7. Do you personally enjoy using generative AI in your teaching activities, or is it something you feel obligated or pressured to use? Please explain why.
8. Considering the effort, time, and potential costs involved, do you think generative AI provides sufficient value to justify its use in your teaching? Why or why not?
9. Are there any ethical or pedagogical concerns you have regarding the integration of generative AI in higher education, specifically in language teaching?
10. Finally, What recommendations would you make to your university regarding policies or guidelines for effectively integrating generative AI into English language teaching?

APPENDIX – 8: Eđitmenlerle Yarı Yapılandırılmış Görüşme Soruları Türkçe Versiyonu

1. Kendinizi kısaca tanıtabilir misiniz? Yükseköğretimdeki öğretim deneyiminiz ve üretken yapay zekâ araçlarıyla (örneğin; ChatGPT, Bing AI) aşinalığınız nedir?
2. Genel olarak, İngilizce dil öğretiminde üretken yapay zekâ araçlarının kullanımı hakkındaki düşünceleriniz nelerdir?
3. Tecrübelerinize veya görüşlerinize dayanarak, üretken yapay zekâ araçlarının öğretim uygulamalarındaki en önemli faydaları nelerdir?
4. Öğretim veya ders hazırlık sürecinizde üretken yapay zekâ araçlarını kullanırken hangi zorlukları yaşıyorsunuz veya yaşamayı öngörüyorsunuz?
5. Üretken yapay zekâ araçlarının öğretim etkinliğini ve öğrenci katılımını anlamlı bir şekilde artırabileceğine inanıyor musunuz? Örnek verebilir veya nedenlerini açıklayabilir misiniz?
6. Derslerinize üretken yapay zekâ araçlarını entegre etmek sizin için ne kadar kolay veya zor? Karşılaştığınız zorlukları aşmak için nasıl bir desteğe ihtiyacınız var?
7. Üretken yapay zekâyı öğretim faaliyetlerinizde kullanmak size kişisel olarak keyif veriyor mu, yoksa bunu kullanmak zorunda ya da baskı altında mı hissediyorsunuz? Nedenini açıklar mısınız?
8. Harcanan çaba, zaman ve olası maliyetleri düşündüğünüzde, üretken yapay zekânın öğretiminizde kullanılması için yeterli değeri sağladığını düşünüyor musunuz? Neden?
9. Yükseköğretimde ve özellikle dil öğretiminde üretken yapay zekânın entegrasyonuna ilişkin herhangi bir etik veya pedagojik kaygınız var mı?
10. Son olarak, üniversitenize İngilizce dil öğretimine üretken yapay zekânın etkili biçimde entegre edilmesi için politika veya yönerge konusunda hangi önerilerde bulunurdunuz?

APPENDIX – 9: Classroom Observation Checklist for Generative AI Acceptance

English Version

Classroom Observation Checklist for Generative AI Acceptance			
Instructor Name: _____ Course/Class: _____ Date/Time: _____ Observer: _____			
	Observation Criteria	YES	NO
Performance Expectancy (Teaching Effectiveness)	Instructor clearly uses AI to enhance teaching effectiveness		
	AI usage clearly aligns with the lesson objectives		
Effort Expectancy (Ease of AI Integration)	Instructor integrates AI tools smoothly without disrupting lesson flow		
	Instructor appears confident and comfortable using AI tools		
Social Influence (Student Reactions as External Encouragement)	Students actively participate in AI-supported activities		
	Students appear positively engaged or receptive toward AI-supported activities		
	Students appear familiar or comfortable with instructor's AI use		
Hedonic Motivation (Instructor's Enjoyment and Engagement)	Instructor demonstrates enthusiasm or enjoyment while using AI		
	Instructor positively highlights or showcases AI outputs to students		
Performance Expectancy (Perceived AI Benefits)	AI tools clearly support or enhance teaching effectiveness		
	Instructor uses AI to achieve clear pedagogical benefits during the lesson		
Additional Observational Notes: <i>(Use this section to record brief qualitative observations or notable behaviors/examples related to AI use, integration, effectiveness, or enthusiasm.)</i>			

APPENDIX – 10: Üretken Yapay Zekâ Kabulüne Yönelik Sınıf İçi Gözlem Kontrol Listesi Türkçe Versiyonu

Üretken Yapay Zekâ Kabulüne Yönelik Sınıf İçi Gözlem Kontrol Listesi			
Eğitmenin Adı: _____			
Ders/Sınıf: _____			
Tarih/Saat: _____			
Gözlemci: _____			
	Gözlem Kriteri	EVET	HAYIR
Performans Beklentisi (Öğretim Etkinliği)	Eğitmen, öğretim etkinliğini artırmak için açıkça yapay zekâyı kullanıyor.		
	Yapay zekâ kullanımı, ders hedefleriyle açıkça uyumludur.		
Çaba Beklentisi (Yapay Zekâ Entegrasyon Kolaylığı)	Eğitmen, dersin akışını bozmadan yapay zekâ araçlarını sorunsuz bir şekilde entegre ediyor.		
	Eğitmen, yapay zekâ araçlarını kullanırken rahat ve kendinden emin görünüyor.		
Sosyal Etki (Öğrenci Tepkilerinin Dışsal Teşviki)	Öğrenciler, yapay zekâ destekli etkinliklere aktif katılım gösteriyor.		
	Öğrenciler, yapay zekâ destekli etkinliklere olumlu katılım veya ilgi gösteriyor.		
	Öğrenciler, eğitmenin yapay zekâ kullanımına aşına veya rahat görünüyor.		
Hedonik Motivasyon (Eğitmenin Keyfi ve İlgisi)	Eğitmen, yapay zekâyı kullanırken coşku veya keyif gösteriyor.		
	Eğitmen, öğrencilere yapay zekâ çıktılarını olumlu bir şekilde vurguluyor veya sergiliyor.		
Performans Beklentisi (Algılanan Yapay Zekâ Faydaları)	Yapay zekâ araçları, öğretim etkinliğini açıkça destekliyor veya artırıyor.		
	Eğitmen, ders sırasında açık pedagojik faydalar sağlamak için yapay zekâyı kullanıyor.		
Ek Gözlem Notları: (Bu bölümü, yapay zekâ kullanımı, entegrasyonu, etkinliği veya eğitmenin ilgisi hakkında kısa nitel gözlemler veya dikkate değer davranışlar/örnekler için kullanabilirsiniz.)			

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