THE ACCEPTANCE OF ARTIFICIAL INTELLIGENCE AMONG TEACHERS IN THE PHILIPPINES

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In the age of Artificial Intelligence (AI), AI-based tools such as Duolingo, Quizziz, CANVA Magic Write, Scite, and many others offer language teachers opportunities to improve language instruction. Numerous studies globally have unanimously shown the positive influences of AI-based tools in language teaching and learning. For instance, Bonner et al. (2023) found that AI-based tools helped Japanese English teachers assess students' progress and select and summarize relevant materials. Likewise, it was also found that AI-based tools helped improve language skills, attitude, and satisfaction towards language learning of Saudi Arabian English learners. Given these points, teachers' perception, acceptance, and behavioral intention to use AI should be explored and properly understood to maximize these benefits. In China, Du and Han (2022) explained that effectiveness and efficiency were the primary factors that motivated teachers to utilize AI-based technologies in English as a Foreign Language (EFL) setting. Aside from the perceived usefulness of the AI-based tool, social influence (SI) and AI technological pedagogical and content knowledge (AI-TPACK) correlate with the behavioral intention of teachers to employ AI in language teaching. However, Cukurova et al. (2023) argued that minimal increase in workload, establishing support channels for assistance, and minimizing ethical concerns are crucial factors and stronger predictors of teachers' adoption of AI in teaching. The varying results of the studies depending on context (native or EFL) indicate the uniqueness of every locale; hence, a distinct outcome may also arise in English as a Second Language (ESL) context.

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In the Philippines, the government has adopted AI in various sectors through the National AI strategy. In line with this, Rosales et al. (2020) emphasized the need for the government and academia to raise the Filipinos' awareness of the advantages of AI. Since teachers have a part to play in the adoption of AI in the Philippines, it is imperative to look at their perceptions and other factors that enable them to implement this new technology. Teachers' pedagogical beliefs strongly predict their tendency to implement technology in teaching. In other words, their perception of technology plays a pivotal role in the adoption of a certain educational technology. However, there are limited studies on this matter, especially those that directly study the adoption of AI in the Philippine education setting. In a conceptual model that predicts Filipino teacher's adoption of information and communication technologies (ICTs), the effectiveness, ease-of-use, education policy (EP), and SI affect the teachers' behavioral intention (BI) to utilize ICTs. These findings matched the study of Arguson et al. (2023) where all the variables above highly influenced teachers' intention to use Bing Chat to make their work efficient. In contrast, only effectiveness, and not ease-of-use and SI was found to be correlated with BI to use eLearning platforms for medical education.

A clear knowledge of the elements that influence the adoption of AI in language education has not yet been developed due to the conflicting published material and the paucity of research in this area.. Nonetheless, the acceptance of AI in the Philippines must be further studied. Its potential to make or break the system of education should not be taken lightly.

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13 June 2024

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