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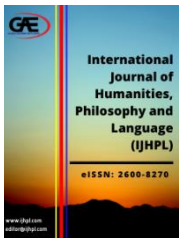

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PRIMARY SCHOOL TEACHERS' READINESS ON THE USE OF AI GENERATED IMAGE TO TEACH LITERATURE IN ACTION COMPONENT

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Abstract:

This study investigates the readiness of primary school teachers to use AI-created images for teaching literature, identifying the main factors influencing such readiness. For this research, a sample of 70 teachers will be approached. The study will be carried out by applying various statistical analyses: reliability analysis, descriptive statistics, correlation analysis, and regression analysis. The results indicate that teachers' readiness is high and significantly influenced by performance expectancy, effort expectancy, social influence, and facilitating conditions. These factors have a positive correlation with teachers' readiness to accept AI-generated images, which is further testified by regression analysis as having predictive power. The implications of these findings are great in terms of educational policy, teacher training, curriculum development, and technology integration for stipulating the need for supportive policies, comprehensive training programs, and user-friendly AI tools in the teaching process. The proposed future studies are longitudinal in nature, such as investigating teacher readiness, the impact of AI on student learning outcomes, cross-cultural comparison studies, and various applications of AI in education. This research study thus adds value to the burgeoning literature on AI integration into schools and paves the way for subsequent studies toward improving teaching practices and enhancing.

Keywords:

Primary School Teachers, AI Generated Image, Literature In Action Component

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Introduction

AI image education is crucial from birth to high school (Chen et al., 2020). Recent schooling has included AI image education. To use AI in classrooms, educators, researchers, and legislators must fulfill new standards. State policy analysis and future demands are needed to adopt new curricular content, but researchers are taking further steps to guarantee all grade levels can use AI. These efforts develop AI education curriculum, methods, resources, and technology. Academics have created AI teaching tools and curriculum, but instructors lack the abilities (Berendt et al., 2020). To prepare instructors to teach AI, professional development (PD) programs and co-designing learning tools are being researched. Even more important than professional development is researching instructors' purpose and preparation to teach artificial intelligence (AI) in the classroom because their acceptance and demeanor may indicate a willingness to teach technology and influence their instructional strategies (Fitria, 2021). Teaching course information without teacher aid is tough. Learning about instructors' AI intentions and preparedness may help decide classroom AI incorporation. Youth instructor-focused research is rare. The dearth of research on instructors' AI teaching intentions and competency must be addressed. Previous study shows that students want to learn AI and those professors should promote AI-related topics in the classroom, not their own ideas (Cojean et al., 2023). Learn their viewpoints to teach the issue in classrooms. A person's confidence in teaching elementary through high school Research shows that AI defines teacher preparedness. Many studies have explored instructors' sex education, e-learning, and online learning preparation. Rahman & Muktadir (2021) studied elementary school teachers' readiness to teach literature in action using AI-generated graphics. From words, AI picture generation algorithms make images. The AI can create representations of historical figures and difficult scientific topics with teacher directions. For teachers looking to spice up their courses, this technology is easy to use and geared for non-experts. People fantasize about living. While talking phones were once a fantasy, Siri has simplified life. Technology changes often (Gabriel et al., 2022). AI systems can learn, adapt, synthesize, correct, and employ multiple inputs to execute complicated tasks. In recent decades, AI has become ubiquitous in numerous areas, including education. Computer science, especially AI, has progressed, supporting sustainable growth and the Fourth Industrial Revolution. Big data, cloud computing, machine learning, and artificial neural networks helped engineers build a human-like computer (Jaiswal & Arun, 2021). The global digital revolution in education has altered secondary and high school technology use. AI systems replicate human problem-solving, judgment, language understanding, observation, and learning using algorithms, data, and computer hardware. AI merges cognitive science and computer science to create computational systems that can perceive, comprehend, learn, and adapt to new conditions. The digital revolution is changing life, and AI is its continuation. AI uses science and engineering to construct and study intelligent computer systems (Mota-Valtierra et al., 2019). AI systems analyse data, extract relevant information, make smart judgments, and adapt to changing settings to complete tasks and achieve goals (Su et al., 2022). AI always develops new concepts and research to better smarter robots. Image recognition, natural language processing, driving, and patient diagnosis are all AI capabilities.

Fast-advancing artificial intelligence (AI) technology has transformed many aspects of life, including education. Recent interest has focused on employing AI-generated graphics to teach (Ayanwale et al., 2024). Despite the potential benefits of AI in education, primary school teachers' readiness to employ AI-generated images to teach short stories remains a serious challenge. One challenge is instructors' inexperience teaching AI-related courses. Even while increasing individuals want AI education in schools, many instructors lack the skills to teach

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students about AI (Ding et al., 2024). Lack of experience hinders AI education integration in schools, emphasizing the need for professional development programs for instructors. There is very little information on teachers' AI classroom intentions and preparation. Previous research has examined students' interest in AI, but teachers' perspectives and preparedness for teaching AI-related courses are equally important. AI education in elementary schools would be challenging without teacher help and preparation (Pörn et al., 2024). Even while researchers have built tools and curricular materials to teach AI principles, many instructors may not feel ready to apply them. Teachers may be hesitant to employ this unique method since they are unclear how to include AI-generated pictures into their lessons. Thus, the issue statement focuses on primary school teachers' AI-generated graphics short story teaching readiness. This involves assessing educators' comfort and readiness to use AI technology in the classroom, determining what factors affect it (Rudolph et al., 2023), and finding ways to help them use AI-generated visuals. The readiness of primary school teachers to use AI-generated graphics in short stories is crucial to the successful integration of AI education. Educational institutions may help instructors implement artificial intelligence (AI) technology and enhance students' literary teaching by understanding their perspectives, addressing their concerns, and providing appropriate support and materials (Pörn et al., 2024).

The aim of this research is to examine the primary school teachers' readiness on the use of AI generated image to teach literature in action component. The research objectives of the study are listed below.

- RO1: To examine how the primary school teachers ready to use AI generated image to teach short stories.
- RO2: To examine the influencing factors to primary school teacher’s readiness in using AI generated image when teaching literature in action component.

The research questions of the study are listed below.

- To what extent are primary school teachers ready to use AI generated image to teach short stories?
- What are the influencing factors to primary school teacher’s readiness in using AI generated image when teaching literature in action component?

The study on primary school teachers' preparedness to employ AI-generated visuals to teach short tales affects pedagogy, student learning, technology integration, and education. This study fills a key educational research and practice gap. AI is being utilized in education to produce educational images (Su et al., 2022). How ready teachers are to employ this technology is unknown. Assessing primary school teachers' intents and willingness to employ AI-generated visuals in short story instruction might assist build focused strategies and interventions to help them incorporate AI technology (Chua et al., 2020).

Literature Review

AI can change the economy and society. AI has pros and cons (new employment, higher productivity and efficiency across various activities, fake news and misinformation, job displacement, moral issues, etc.). The key issue is how to assess AI's strengths and drawbacks. This paradox affects AI ethics, society, culture, and personal views. These attitudes and reasons must be recognized to promote and integrate AI in business and education. After studying New York Times AI coverage for 30 years, Fast and Horvitz (2017) observed an increase in optimism and stories from 2009. Public anxiety regarding losing control over AI, opaque

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decision-making, moral difficulties, and employment losses grew (Ayanwale et al., 2024). Anderson, Rainie, and Luchsinger (2018) polled 979 experts on AI and its future and found diverse viewpoints. Their resource included greater productivity, social isolation, bad consequences on numerous vocations, incorrect data usage, loss of human intellect, and existential threats to society (Cojean et al., 2023). Coughlan, Dihan, and Cave performed a 2019 UK-wide study (AI will conquer humans). Zhao and Dafoe (2019) surveyed US residents on AI usage using an app. Zhang & Aslan (2021) say most people identify AI with negative images and anxieties (Google, Siri, Alexa). Their AI support and concern varied. Most respondents (82%) favored robot design and operation prudence, whereas 42% backed AI. A year later, Neudert, Knuutila, and Howard (2020) released the first worldwide AI attitudes poll (154,195 respondents from 142 countries). The writers identified variances across continents, countries, and areas. They verified east-west AI and AI-driven technology perspectives differed. Latin America (49%) and North America (47%) concern most. East Asia (11%), and South East Asia (25%), had the lowest anxiety (Ding et al., 2024). China is the most optimistic country, with just 9% saying intelligent technology and autonomous robots would endanger humanity.

Teachers Readiness In AI Implementation

AI in literature-in-action may change learning. Personalized training, adaptive feedback, and AI-driven images may improve action component instruction manuals (Al Ka'Bi, 2023). AI helps educators construct adaptive learning modules using specialized tools, boosting student and teacher learning. To teach literature in action using AI, instructors must integrate and use these technologies (Asakura et al., 2020). AI-ready teachers have the skills, knowledge, attitudes, and resources to apply AI in digital learning. IT skills, AI knowledge, pedagogical attitudes, and AI-adaptable course designs are included. The success of AI-enhanced education depends on teachers' use of AI in lesson design. Many proposals and tests have shown instructors' AI readiness, stressing the need for greater study and validation (Ding et al., 2024). AI education needs brains, talent, vision, and ethics. Ready educators are inventive with AI, perceive few risks, and like their jobs. As AI preparation research is nascent, domain-wide agreement and validation on AI conceptualization are crucial. Despite AI's growing relevance in education, instructors who create and execute AI-enhanced education are underappreciated. AI preparation and teacher positions require further research (Cojean et al., 2023). Teacher preparation includes infrastructure, institutional support, and professional development. After the 2020 pandemic, educators and students moved to digital learning, which needs good technology, material, and instructors. Digital learning needs student, teacher, and technology pedagogical preparation. Technology promotes AI in all disciplines, including education (Pörn et al., 2024), according to Luan et al. (2020). Malaysian primary school teachers' technological readiness to teach literature in action has been studied, but AI readiness has not. Apart from that, AI preparation studies across sectors are uneven and AI-ready education needs development. More research is required to determine how educators of all genders and socioeconomic backgrounds can prepare for AI. Instructors' AI preparedness in the classroom is widely known, but further study, verification, and agreement are required to assess AI readiness across disciplines (Lin et al., 2022). Investigate if diverse educators are AI-ready and how it impacts their profession. This is crucial to integrate AI into education and guide instructors in adopting AI tools and methods. In the Fourth Industrial Revolution, educators' 28 preparedness to incorporate AI into literature in action classes is important for various reasons. Know instructors' preparation to detect knowledge and ability gaps that may hinder implementation (Pedro et al., 2019). Teacher and professional development program

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preparation requirements are identified. Teachers learn to utilize these tools better in class. Then, teacher preparation ideas, attitudes, and technical experience may show literature in action teaching AI adoption barriers. This information may assist adapt treatments and processes to these issues and improve implementation. Teacher readiness research may inform AI-integrated teacher training, curriculum, and policy (Berendt et al., 2020). This helps instructors adapt to AI-learning. AI in education is growing, but more study is required on how educators may utilize AI to teach literature-in-action. Malaysian ESL is spearheading educational reform as technology and AI grow. Thus, several countries use AI in education and academia. Through literature in action, cutting-edge technology, AI facilities, and AI-driven pedagogy, Malaysia aims to improve educational results, economic development, and global competitiveness. Malaysia is accelerating literature-in-action learning with AI (Berendt et al., 2020). Modern technologies provide personalized training, customizable feedback, and engaging learning. To increase learning, Malaysia provides interactive digital information, virtual simulations, and intelligent coaching. AI and tech teach literature in action (Sperling et al., 2024). With individualized training, AI-based literature in action components help students learns. Teaching creates tech-savvy, goal-oriented workers in emerging countries.

Teachers Ready To Use AI Generated Image To Teach Short Stories

Technology has transformed schooling and enhanced instruction. AI-generated visuals improve classroom teaching (Chen & Yuan, 2020). In literary instruction, AI-generated images may engage students and simplify complex topics. Instructors must embrace AI-generated graphics to incorporate them into curriculum. This article examines primary school teachers' use of AI technology and classroom techniques to see whether they can teach short stories using AI-generated images. Teachers employ AI-generated images in books for pedagogical purposes. AI-generated graphics may interest literature students by making content visually attractive (Sütçü & Sütçü, 2023). Showing key plot elements, characters, and locations helps student's link abstract concepts to real life. Students may improve their short story analysis by studying literary tactics and narrative frameworks using AI-generated graphics. AI-generated visuals are more likely to be used by elementary school teachers to improve learning and literacy. AI knowledge and competency affect teachers' AI-generated graphics readiness. Tech-savvy teachers who are confident in their ability to include AI-generated images into lesson plans are more likely to employ this creative method (Su et al., 2022). AI helps these teachers locate photographs that match learning objectives and rapidly add them to lesson plans. They experiment with new teaching methods and technology. Insecure or tech-shy teachers may not use AI visuals. These teachers may need further training in AI and technical confidence in literary instruction. AI-generated images in short stories need teacher training and support (Pokrivcakova, 2019). Learning AI demands instructor development. Workshops, seminars, and AI-generated graphics courses may help teachers. Teachers need technological support and debugging tools to handle AI concerns in the classroom. To encourage teachers to employ AI-generated images, school leaders may support technology, teamwork, and creativity. Administrators and school leaders may help instructors employ AI in literary instruction (Rudolph et al., 2023). Short tale training using AI-generated graphics demands technology. Teaching using AI requires internet, technology, and software. Schools require infrastructure and resources to employ AI-generated literary images. Students need PCs, iPads, digital projectors, and interactive whiteboards for AI graphics. Schools must provide instructors AI software to generate, edit, and share instructional images. Equipping teachers with AI may enhance literary instruction (Cojean et al., 2023). Teacher AI-generated image use depends on ethics and privacy. Schools face intellectual property, copyright and cultural sensitivity

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challenges with AI image creation. AI technologies that store student data may worry educators about privacy. To solve these problems and ensure moral and ethical AI usage in literary education, legislation, regulations, and safety measures are needed. Schools must get consent, protect student privacy, and educate teachers to use AI-generated photographs properly (Zheng et al., 2023).

Factors Influencing Teachers' Readiness To Use AI-Generated Images

Research is needed to determine why teachers are willing to employ AI-generated pictures for short tales. Performance, effort, social effect, and facilitation greatly influence instructors' AI technology adoption (Hof, 2021). The term "performance expectation" describes how educators see the potential of AI-generated images to improve instruction. Literary educators may use AI-generated pictures to boost understanding, learning, and attention. Teachers may think AI-generated graphics may better express story themes, characters, and locales, helping students enjoy literature. AI-generated graphics may scaffold learning, give visual clues, and customize education. Teachers may adopt AI-generated images and create new methods to use them if they believe they will improve student performance (Zhang & Aslan, 2021). The term "effort expectancy" describes how instructors see AI-generated lesson plan images as useful and straightforward. Teachers' views of AI technology may depend on how simple it is to use AI-generated visuals in lesson planning, delivery, and evaluation (Wang, 2019). Thus, specialized training, professional development, and continuous support are required to address instructors' effort expectation issues and incorporate AI-generated images into literary education (Su et al., 2022). Peers, administrators, and other educational stakeholders push teachers to adopt AI-generated images. This is social impact. Teachers' AI adoption may rely on their professional networks, cultural norms, and expectations. Other teachers may be inspired by colleagues adopting AI-generated images in their classrooms. AI technology may help curriculum coordinators, school administrators, and educational authorities promote literary instruction creativity, innovation, and cooperation (Wang et al., 2023). Instructors may be less willing to test new technologies if administrators or colleagues oppose or distrust them. Increase collaboration, exchange best practices, and develop peer support networks to decrease social barriers and encourage schools to use AI-generated visuals. The "facilitating conditions" of technology and structure enable teachers use AI-generated images. Integrating AI technology into literary education requires infrastructure, technical help, professional development, and resources (Ayanwale et al., 2024). Schools must encourage teachers to use AI. IT infrastructure upgrades, AI software platforms, and AI integration training may cost schools.

Learning Theories Related To AI

The Theory of Reasoned Action by Martin Fishbein and Icek Ajzen underpins psychology. The TRA reveals how subjective norms and attitudes affect behavior. It reveals that subjective criteria and attitude affect action desire. Everett Rogers' Diffusion of Innovation Theory explains how new ideas and technology spread socially (Fitria, 2021). The theory states that relative benefit, compatibility, trial ability, complexity, and observability affect adoption. Also popular is Fred Davis and Richard Bagozzi's Technology Acceptance Model. The TAM model defines tech adoption. It thinks usefulness and simplicity influence tech adoption. Technology adoption readiness is determined by TRI and TAM (Jaiswal & Arun, 2021). Education technology adoption for literature in action utilizes Theory Acceptance Model, Technology Readiness Index, Diffusion of Innovation Theory, UTAUT Theory, and Theory of Reasoned Action. Technology Acceptance Models describe technology use. It thinks usefulness and

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simplicity influence tech adoption. The TAM measures technology adoption readiness using TRI (Hwang & Nurtantyana, 2022). TRI to TAM boosts technology adoption awareness in TRAM. The Diffusion of Innovation Theory by Everett Rogers explains innovation diffusion. Slow adopters, innovators, early adopters, early majority, and late majority are classified. Wang et al. (2023) say relative benefit, compatibility, trialability, complexity, and observability affect adoption. The Unified Theory of Technology Acceptance and Use studies technology use. It lists performance expectation, effort expectancy, social consequence, and enabling environment as technology adoption factors. The model claims these attributes impact technology use by affecting a user's desire to utilize it. The Theory of Reasoned Action explores how subjective norms and attitudes impact behavior. It reveals that subjective criteria and attitude affect action desire. TRA has shown that a person's motivation to use technology is influenced by their viewpoint and arbitrary norms (Su et al., 2022). This hypothesis may explain and predict how teachers and students utilize technology to teach literature in action. Sütçü & Sütçü (2023) use the Diffusion of Innovation Theory to forecast classroom adoption of new technologies using the Technology Acceptance Model (TAM) to identify instructor and student technology acceptance factors. The TRA analyzes classroom technology norms, whereas UTAUT identifies student technology usage aspects.

Conceptual Framework

Study concepts include four independent variables and independent variables. Primary school teachers' preparedness to use AI-generated images while teaching literature in action depends on four criteria. Expectations for performance, effort, social influence, and facilitation are the four components. Readiness to Use AI-Generated Images is the dependent variable. See the conceptual framework below.

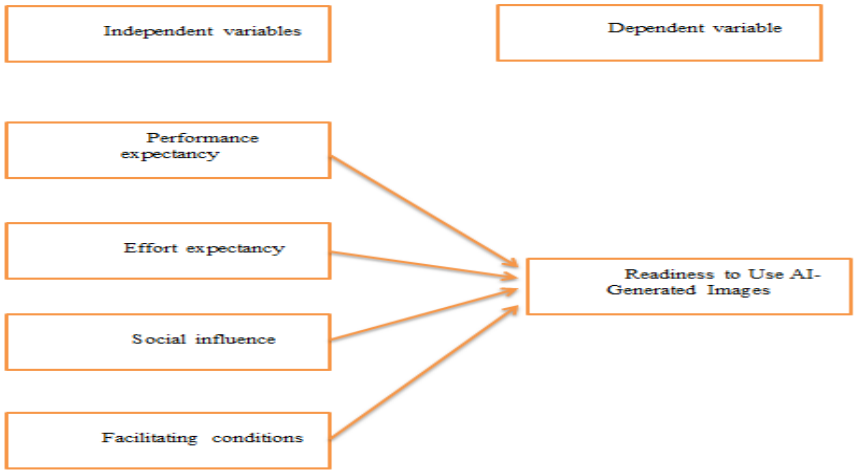

Figure 1: Conceptual Framework of the Study

Research Methodology

This study uses qualitative and quantitative methods to assess primary school teachers' readiness to use AI-generated images to teach short tales. In the qualitative component, a comprehensive literature study will assess studies on integrating AI technology into education systems, especially literary teaching. To improve such a research, interview questions may ask instructors about AI as part of integrating technology and boosting literary education. Thus,

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such interviews may question participants about AI's role in literary education, which tools they've utilized, and how well they motivate students to engage in class. More significantly, instructors may be asked about their own experiences using AI technology in education. Questions may also aim to identify particular advantages, such as improved student understanding or analytical abilities. Interviewees may also be asked about their theoretical principles and how they apply them to teaching AI in literary education. Qualitative findings allow the research to do thematic analysis and pattern detection on respondent responses to uncover significant themes, patterns, and insights that will enrich the systematic assessment of literature's underlying ideas. I interview 10 education department employees. The quantitative component comprises surveying primary school teachers on their perspectives, attitudes, and experiences using AI-generated images to teach short stories. This research used a mixed-method approach to cross-reference data, authenticate findings, and thoroughly evaluate instructors' readiness to use AI technology in the classroom.

Population And Sample

This study used the purposive sample approach, which allows the researcher to select study subjects solely based on their own judgement (Saunders & Tornhill 2009), as referenced by Athirah (2021). The researcher may use purposive sampling to concentrate on the distinctive characteristics of each individual. By doing this, the researcher may address her research topic and get the most reaction. Furthermore, the quality and reliability of the data may be improved by employing purposeful selection techniques, which enable the researcher to choose the participants who are most appropriate for the objectives of the study. For this research, the population of interest consists of primary school teachers who are tasked with teaching literature in action components. The sample of the study is 70 primary school teachers who were purposively sampled from a variety of schools, which ensures that the sample represents different regions, school sizes, and socioeconomic status. The participants are selected on the basis of their teaching experience in literature and exposure to AI-generated images for use in teaching, which increases the study's validity and generalizability. These teachers will be selected from a diverse range of schools to ensure representation across different geographical locations, school sizes, and socioeconomic backgrounds. The sample will be recruited using purposive sampling methods to ensure that participants have relevant experience and expertise in literature instruction and are actively involved in integrating technology, including AI-generated images, into their teaching practices.

Research Instrument

A comprehensive literature review and a questionnaire survey make up the research instrument for this study. The research instrument's qualitative component is the Interview questions (Rahman & Muktadir, 2021). The inquiry examining primary school teachers' preparedness to employ AI-generated visuals for teaching short stories will be theoretically informed by interviews. The research instrument's quantitative component is the questionnaire survey. The purpose of administering it to primary school teachers is to collect empirical data on their views, beliefs, and experiences related to teaching short stories using AI-generated visuals (Zhang & Aslan, 2021). The questionnaire's design will be informed by recognized constructs and measurements, such as Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions, that are associated with technological acceptance and preparedness. Participants will be able to express how much they agree or disagree with a range of assertions about the incorporation of AI technology using closed-ended questions with Likert-scale response alternatives. Furthermore, the survey may incorporate demographic inquiries to

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gather details regarding the participants' educational history, teaching background, and technological aptitude. To provide a thorough knowledge of primary school teachers' readiness to employ AI-generated images for teaching literature in action components, the study instrument integrates qualitative and quantitative methodologies. While the questionnaire survey will provide empirical data to support and corroborate the conclusions from the Interviews analysis. When combined, these elements will support a comprehensive examination of the variables impacting educators' preparedness to use AI in the classroom.

Data Analysis

Version 23 of the statistical package for the social sciences, or SPSS, will be used to analyse and present the data gathered from the questionnaire. Every piece of data that was collected was evaluated using a descriptive research methodology. Quantitative data analysis will yield empirical insights into the attitudes, views, and behaviours that primary school teachers have about integrating AI technology into their teaching of literature. Ultimately, the data analysis will combine the results of qualitative and quantitative methods to offer a thorough grasp of how prepared primary school instructors are to use AI-generated graphics in the teaching of short stories. This study intends to provide comprehensive insights into the factors influencing teachers' readiness and make suggestions for practice and future research in the field of AI technology integration in education by triangulating findings from the interviews and questionnaire survey. Testing the validity and reliability of an instrument is therefore a matter of degree, as it will ascertain how each component of the test relates to the other components and which components ought to be kept, altered, or eliminated. The questionnaire's items are all modified from published works in order to guarantee the validity and reliability of the instrument (Chua et al., 2020). In addition, professionals were consulted to ascertain the validity and reliability of the results. Before the questionnaire was given to the participants, it was sent to an expert for validation in order to assure its validity.

Results and Discussion

Descriptive Statistics

Table 1: Results Of Descriptive Statistics

Variables	Characteristics	Frequency	Percentage
Gender	female	58	82.9
	male	12	17.1
Age	20-29	23	32.9
	30-39	38	54.3
	40-49	9	12.9
Educational Qualification	Diploma	18	25.7
	Bachelor's Degree	19	27.1
	Master's Degree	29	41.4
	PhD	4	5.7

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Years of Teaching Experience	0-5 years	13	18.6
	6-10 years	33	47.1
	11-15 years	20	28.6
	16-20 years	4	5.7
School Type	Public	69	98.6
	Private	1	1.4
Experience with Technology in Teaching	No experience	1	1.4
	Minimal experience	54	77.1
	Moderate experience	12	17.1
	Extensive experience	3	4.3
Familiarity with AI Technology	Somewhat familiar	17	24.3
	Familiar	50	71.4
	Very familiar	3	4.3
Have you ever used AI-generated images in your teaching?	Yes	56	80.0
	No	14	20.0
How frequently do you use AI-generated images in your teaching?	Rarely	19	27.1
	Occasionally	15	21.4
	Frequently	15	21.4
	Always	8	11.4
	Never	13	18.6

The data shows that females dominate at 82.9%, while the age ranges of the participants are spread between 30-39 years (54.3%). Most of the respondents have a Master's degree, 41.4% and 6-10 years of teaching experience, at 47.1%. Almost all teach in public schools, 98.6%, and a large portion has no experience with technology in teaching, 77.1%. Familiarity with AI technology is rated high with 71.4%, and 80% have used AI-generated images in teaching. Usage frequency varies; 27.1% rarely use them and 21.4% of them use it either occasionally or frequently, meaning that the readiness is shown for adoption of AI tools, but levels of experience with and use of technology are diverse.

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Reliability Analysis

Table 2: Reliability Analysis Results

Characteristics/variables	Number of questions	Sample size	Standard Cronbach's alpha	Cronbach's alpha	Findings
Performance Expectancy	7	70	0.7	0.780	Reliable
Effort Expectancy	8	70	0.7	0.796	Reliable
Social Influence	8	70	0.7	0.725	Reliable
Facilitating Conditions	7	70	0.7	0.722	Reliable
Readiness to Use AI-Generated Images	10	70	0.7	0.750	Reliable
Overall	49	70	0.7	0.913	Reliable

Table 2 presents the reliability analysis results, specifically focusing on Cronbach's alpha, a measure of internal consistency. Cronbach's alpha values range from 0 to 1, with higher values indicating greater reliability. A commonly accepted threshold for reliability is 0.7, meaning that instruments with a Cronbach are alpha of 0.7 or higher is considered reliable.

Results For RQ1

Ten teachers' interviews demonstrate preparedness, confidence, accessibility, and implementation challenges vary. These results may address priority issues and capitalize on educators' enthusiasm for new instructional tools (Chao, 2019). Teachers saw AI visuals and tech differently. Teacher A and Teacher D understand the idea little and did not use such tools in their classes. They wanted to learn. Teacher B and Teacher H used AI-generated pictures in presentations and hobbies, but they felt more comfortable utilizing them in class. Teachers C and G, who had never utilized them, were enthused about the possibilities and eager to improve. These different familiarity levels underline that instructors' assistance should match their starting places. To varying degrees, all 10 professors believed AI-composed graphics could teach literature. Most felt visuals may help young readers understand complicated concepts. Visuals help kids, particularly struggling readers, comprehend and engage, say teachers. Teacher B and Teacher C thought AI-generated images will help pupils grasp tales and characters. Teacher I stated pictures spark creativity and engage visual learners. Interactive storyboards using these graphics inspire creativity and teamwork, explains Teacher G. All scholars believe AI-generated graphics may boost literary teaching. Teachers examined AI-generated images in class. Teacher B said technology would let them create the most detailed short story characters and settings. Teacher C thinks images may stimulate creative writing and help pupils rethink tales. Teacher D felt presenting key book scenes would help students visualize. Teacher F said AI-generated chapter summaries assisted pupils. Teacher I suggested picturing story endings to foster creativity and critical thinking (Chen et al., 2020). These demonstrate how AI-generated images may adapt literary lessons to different learning styles.

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Volume 8 Issue 29 (March 2025) PP. 29-47
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Each instructor listed AI image development training and equipment. Teacher A and Teacher F wanted AI teaching technology training. Teacher H wants classroom teachers to learn how to utilize this technology. Teacher B and Teacher D stressed the importance of our AI-generated curriculum-aligned images. These resources would save time, maintain uniformity, and enhance planning. Teachers need training and tools to use AI imagery confidently. Technical expertise determined instructors' AI graphics confidence. After class, teachers B and H felt more confident using AI. Despite their tech expertise, Teacher A and Teacher I knew they required AI-generated visuals education. Teacher G was tech-savvy but needed software practice. These findings suggest training teachers to boost their confidence (Cojean et al., 2023). Many variables influenced instructors' AI-generative visual adoption. Teacher C and Teacher E wanted to use new approaches and technologies to engage pupils. Resources, institutions, and technology were crucial. Lack of contemporary technology and dependable internet limited Teacher A and Teacher F's AI-generated picture use. Teacher H said well-equipped classrooms allowed new tool testing. Coworker attitudes affected readiness. Some peers supported Teacher D and Teacher G's innovative tactics, while others did not. Such realizations emphasize the necessity for collaborative, tech-friendly instruction.

Parents and communities perceive AI in education as a problem and an opportunity. Teacher B and Teacher C thought most parents appreciated creative teaching approaches that improved learning without sacrificing quality. Teacher I and Teacher F think AI harms kids' screen time and data privacy. Mixed evaluations advocate honest communication with parents and communities regarding AI-generated image strengths and risks. Execution requires student trust and support. "Well, the only thing is, there are a lot of visuals that could really go seriously wrong if not interpreted correctly and thus need to be aligned with the curriculum to support deeper learning." AI-generated graphics in literary education delighted instructors, but practicality scared them Teacher B liked precise, consistent portrayal. Technology learning curves and modification time were typical. Teacher D and Teacher H may avoid AI-generated visual lessons due to their time commitment. Teacher F fears tech costs and training. Integration requires planning and resources.

International Journal of Humanities, Philosophy and Language
IJHPL
EISSN : 2600-8270
Volume 8 Issue 29 (March 2025) PP. 29-47
DOI 10.35631/IJHPL.829003

Results For RQ2

Correlation Analysis

Table 3: Correlation Analysis Results

Correlations

		Performance Expectancy	Effort Expectancy	Social Influence	Facilitating Conditions	Readiness to Use AI-Generated Images
Performance Expectancy	Pearson Correlation	1	.743**	.699**	.741**	.699**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	70	70	70	70	70
Effort Expectancy	Pearson Correlation	.743**	1	.817**	.822**	.820**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	70	70	70	70	70
Social Influence	Pearson Correlation	.699**	.817**	1	.732**	.850**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	70	70	70	70	70
Facilitating Conditions	Pearson Correlation	.741**	.822**	.732**	1	.741**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	70	70	70	70	70
Readiness to Use AI-Generated Images	Pearson Correlation	.699**	.820**	.850**	.741**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	70	70	70	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the Pearson correlation. The correlation analysis revealed significant positive relationships between all variables. Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions were strongly correlated with Readiness to Use AI-Generated Images (r =.699 to.850, p <.01). Social Influence showed the highest correlation with readiness, suggesting its critical role in influencing teachers' adoption of AI-generated images. High correlations among the predictor variables (e.g., Effort Expectancy and Social Influence, r =.817) indicate interconnected factors. These findings imply that a teacher's readiness is substantially affected by perceived utility, ease of use, peer influence, and available support for adoption readiness, indicating an element of multifacetedness in the construct.

Regression Analysis

Table 4: Regression Analysis Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.953	4	2.988	56.198	.000[b]
	Residual	3.456	65	.053		
	Total	15.409	69			

a. Dependent Variable: Readiness to Use AI-Generated Images

b. Predictors: (Constant), Facilitating Conditions, Social Influence, Performance Expectancy, Effort Expectancy

International Journal of Humanities, Philosophy and Language
IJHPL
EISSN : 2600-8270
Volume 8 Issue 29 (March 2025) PP. 29-47
DOI 10.35631/IJHPL.829003

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881[a]	.776	.762	.23059

a. Predictors: (Constant), Facilitating Conditions, Social Influence, Performance Expectancy, Effort Expectancy

Table 4 presents the results of the analysis, including the ANOVA, model summary, and coefficients of determination. Regression analysis shows that the model can significantly predict teachers' readiness to use AI-generated images, as seen in ANOVA results (F (4, 65) = 56.198, p <.001). It can explain 77.6% of the variance in readiness (R^2 =.776), and the adjusted R^2 was.762, showing a good fit while adjusting for the number of predictors. The standard error of estimate (.23059) hints at a rather small variability of observed values around their predicted values. The sum of the predictors facilitating conditions, social influence, performance expectancies, and effort expectancies substantially increases the variance in readiness, hinting at the significant effects of these factors on readying teachers to adopt AI tools.

F-Test Results

Table 5: F-Test Results

Models	F-test value	Findings
Model	56.198	At least one variable is depend on the other variable

The F-test result further confirms that the overall regression model is statistically significant, which means at least one independent variable, namely Facilitating Conditions, Social Influence, Performance Expectancy, and Effort Expectancy has a significant relationship with Readiness to Use AI-Generated Images. F-test result = 56.198, p <.001.

Discussion and Conclusion

Research Question 1

The results obtained from descriptive statistics and correlation analyses show that primary school teachers are very much ready to use AI-generated images in their teaching practices. From the descriptive data, it can be deduced that 80% used AI-generated images in teaching, with 21.4% frequently using them and 11.4% always doing so. This high degree of adoption underlines the growing acceptance and integration of AI technology in educational settings. A number of theories on technology adoption, such as the Technology Acceptance Model and the Unified Theory of Acceptance and Use of Technology, can be applied to the willingness shown by teachers. Central to TAM are perceived usefulness and perceived ease of use as two key determinants for technology acceptance. The high level of readiness expressed by teachers may be a result of the realization of the benefits of AI-generated images in teaching literature for engagement and better understanding by learners. The effort expectancy, which refers to how easy AI tools are to use, came out very strong as correlating with readiness—that is, AI-generated images are user-friendly and effective for instructional purposes according to teachers. The role of teacher readiness in the integration of new technologies has also been acknowledged in previous research. For instance, the 2013 study by Ifenthaler and Schweinbenz showed that teachers' readiness to integrate digital tools in classroom settings is

International Journal of Humanities, Philosophy and Language
IJHPL
EISSN : 2600-8270
Volume 8 Issue 29 (March 2025) PP. 29-47
DOI 10.35631/IJHPL.829003

very paramount for successful implementation. In the same breath, Teo's study in 2011 showed that if teachers have positive attitudes towards technology, this greatly influences their readiness to use the technology in a classroom setting (Asakura et al., 2020). These findings agree with the conclusions that primary school teachers are well-equipped and willing to integrate AI pictures into their teaching practices regarding literature.

Research Question 2

Regression and correlation analysis of the results showed the variables predicting the teachers' readiness to use AI-generated images. Among the independent variables with significant prediction values are Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. Another strongly positive correlation to readiness was r =.699 with p < .001, and in the regression model, it was significant. Performance Expectancy is defined as the extent to which a teacher believes that AI-generated images will enhance his or her actual teaching performance. Given a positive relationship, the more significant the benefits and improvement in instructional outcomes perceived by teachers, the more ready they would be to adopt AI-generated images. With r =.820 (p <.001), Effort Expectancy significantly influenced readiness. This refers to the usability aspect of the AI tools. In this regard, any teacher who finds AI-generated images easy to use and integrate into lessons is very well prepared to accept this technology. The ease of use reduces the cognitive load and time required by teachers to include AI-generated content, thus raising their readiness. This variable had the strongest relation to readiness, with r = .850 and p < .001, thereby showing that social influence is indeed very instrumental in the formation of teachers' readiness. Social influence pertains to the colleagues, administrators, and the wider educational community influencing the decisions of teachers to use AI-generated images. In case the social environment is supportive or encouraging, or if there happens to be an endorsement by peers, then this can greatly enhance teachers' confidence and willingness to adopt new technologies.

Facilitating Conditions also represented a large positive correlation with readiness, at r = .741, p < .001. Sufficient training, access to technology, and institutional support are needed to make the teacher feel adequately prepared and competent in effectively using AI-generated images. Facilitating conditions ensure that the teachers are provided with all the tools and assistance necessary to integrate the AI technology into teaching. The findings are consistent with the UTAUT model, which views performance expectancy, effort expectancy, social influence, and facilitating conditions as key determinants in technology acceptance and use. Indeed, past studies have pointed out these very factors. For instance, Venkatesh et al. (2003) mentioned them as the factors involved in the adoption of technology in use within different contexts of education. The results of the study confirm that, in general, primary school teachers are ready to adopt AI-generated images for teaching short stories. This readiness is significantly influenced by factors such as performance expectancy, effort expectancy, social influence, and facilitating conditions. By developing these arguments on previous studies and theoretical frameworks, the research develops a robust understanding of the factors contributing towards enhancing the teachers' readiness to accept AI technology adoption within the schools. Such insights could enlighten policy-decision makers, educators, and technology developers during the design of effective strategies on how to support teachers in an effort to integrate AI tools within teaching practices.

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IJHPL
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Suggestions For Future Studies

Several avenues remain open for further research that would add to a better understanding of the readiness of primary school teachers in using AI-generated images for teaching literature. The suggestions are made at one level to address the limitations of the current study and its scope of research so as to provide more comprehensive insight into the integration of AI technology in education. Future studies need to pay attention to longitudinal designs in assessing the change in teacher readiness and effectiveness for AI-generated images over time. This approach will be able to trace changes in attitude, skills, and confidence levels of teachers with experience in the use of AI technology. Longitudinal data would be useful in examining the long-term sustainability of AI adoption on teaching practices and students' learning outcomes. If one knows how the readiness of a teacher develops, then setting up better support and training programs, which can sustain the integration of AI in education, would be easy (Chua et al., 2020).

Although this study is focused on teacher readiness, there is one other essential future research direction: the impact of AI-generated images on student learning outcomes. Experimental studies in which student performances are compared between those taught using AI-generated images and those based on traditional methods are possible to conduct. Measures on student engagement, comprehension, retention, and creativity can be obtained to determine if AI-generated images help in increasing literary education. Further, qualitative research into student feedback and perception is required to capture subtle aspects of the use of AI tools that may positively or negatively impact their learning processes and outcomes. For example, this was a single-context study; therefore, future studies have to test the readiness for and adoption of AI-generated images in other educational settings and cultural contexts. Comparative studies across different countries, regions, and school systems can underline how cultural, socio-economic, and institutional factors influence integration. Drawing best practices and common challenges from these studies can also provide a global perspective on the use of AI in the teaching of literature. Future studies should focus on the ways in which AI-generated images and other AI tools can be integrated as seamlessly as possible within current pedagogical practices and curricula. This can further expand into research on effective instructional strategies or models in infusing AI technology into different subjects or grade levels and examine how AI tools can facilitate differentiated instruction to meet students' diverse learning needs. By relating AI applications to pedagogical goals, it enables putting the AI technology in the best place to increase benefits with respect to teaching and learning.

Conclusion

The readiness of primary school teachers to use AI images in literature teaching, and the factors impacting this readiness, are analyzed in this research. The results demonstrate that teachers generally hold a high degree of readiness, with performance expectancy, effort expectancy, social influence, and facilitating conditions all significantly affecting the willingness to adopt AI technology. The findings have sweeping implications for educational policy, teacher training, curriculum development, and technology integration, all areas in which supportive policies, comprehensive training programs, and user-friendly AI tools hold great importance. Some areas for future research would include longitudinal studies on teacher readiness, the actual effect of AI on student learning outcomes, cross-cultural comparisons, and different AI applications in education. Other areas that require further research are how to break down the barriers for the adoption of AI and how to integrate AI tools with pedagogical practices developed a priori. If these areas are further researched, then the body of knowledge will

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DOI 10.35631/IJHPL.829003

advance, providing a conducive environment for stakeholders to establish AI integration within education and enhance teaching effectiveness and student learning experiences.

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International Journal of Humanities, Philosophy and Language
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