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Adoption of AI in English Teaching: Impact of Teacher Literacy, Attitudes, Institutional Support, Infrastructure, Readiness

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Abstract: This study explores the adoption of Artificial Intelligence (AI) technologies for teaching English skills in government senior secondary schools of Ranchi, Jharkhand, using responses from 370 teachers. Exploratory cumulative data revealed systemic challenges: Adoption of AI (ATE) was low, with 251 respondents disagreeing and only 22 in agreement. Teacher's Digital Literacy (TDL) showed potential, with 105 in agreement but 136 in disagreement, indicating scope for capacity building. Institutional Support (INS) was weak, as 239 respondents disagreed on adequate training or encouragement. Teacher's Attitudes (TAT) reflected scepticism, with 288 in disagreement and minimal positivity. Availability of Infrastructure (AIN) emerged as a major barrier, with 309 disagreeing and only 15 agreeing. Student Readiness and Engagement (SRE) was similarly low, with 301 disagreement responses. These findings highlight that human factors digital literacy, teacher attitude, and student engagement—play a more decisive role than infrastructure. The study emphasizes professional development, motivation strategies, and inclusive ecosystems for effective AI.

Keywords: AI In Education, Teacher Readiness, Digital Literacy, Teaching English

1. INTRODUCTION

In today's globalized world, English proficiency has become a critical skill, serving as a cornerstone for academic success, higher education opportunities, and career advancement. Fluency in English allows people to acquire knowledge, holds discussions at the international level, and to participate in the world economy. As such, teaching English in quality ways is essential today, especially in non-English speaking nations since English is a second language for millions of learners. Simultaneous to the growing focus on English teaching, we have the fast-paced development of "Artificial Intelligence" (AI) technologies. AI has already revolutionized

countless industries healthcare, finance, transportation etc – by disrupting the status quo and offering new and more effective ways to solve problems. In education, AI has transformational implications including personalized learning, adaptive e assessment systems, intelligent tutoring systems, and administrative management tasks automation. These tools can be adaptive to each student's unique needs, give immediate feedback and help teachers to provide a high level of instruction. Government senior secondary schools, that serve adolescents getting ready for higher education and work life, must also meet specific requirements including inadequate resources, consecutive class strength, and the varying degree of teacher competencies [1]. These limitations are a barrier to effective English teaching. But the question of incorporating AI technology is at once an opportunity – and a challenge. On the one hand, AI can help to fill resource deficits by enabling mass customisation in learning tools; on the other, introducing these technologies comes with high up-front costs for infrastructure, training and ongoing help desk type support. Although AI has a good scope in improving teaching and learning of English language, the acceptance of AI tools in government senior secondary schools is not uniform and the rate of acceptance is varied. Factors that influenced this embrace of ERT were reported as technological infrastructure, financial, teacher training, and reluctance to change especially by the teachers and administrators. Furthermore, scant attention has been paid to what these AI resources meant to the students and how they improved their English in these contexts. Without a complete understanding of the obstacles toward and facilitators of AI implementation, these technologies may be less effective in addressing existing educational inequities [2].

This study aims to explore the role of AI technology adoption in teaching English skills within government senior secondary schools. More specifically, this paper aims to evaluate the current status of AI in education through the following: (1) identify the degree of AI application in the teaching of English; (2) discover the kinds of tools or applications that are currently employed in the field; (3) to determine how AI-based teaching methods have affected students' English language proficiency, and examine if this influence applies to sharpening of their listening, reading, writing and spoken language skills; (4) to realize the challenges and barriers faced by different schools in using AI technology whether it is related to technical, financial and pedagogical aspects [3]. The study also aims to offer practical approaches to address these obstacles in order to promote the effective adoption of AI in English language instruction. The paper argues that such objectives, if met, might result in the much-needed addition to the existing literature on the possibilities of AI to revolutionise English education in government senior secondary schools, justify policy makers, teachers and concerned stakeholders to say 'yes' to AI, and create a landscape of education where technology will help the students to enhance and improve learning [4]. It is important to realize the role of AI in teaching English in the government senior secondary schools for many reasons. First, it offers a knowledgebase to support decision making for educational institutions, to select pedagogically sound technologies. Secondly, it elucidates the need and limitations of government schools to prioritize AI solutions that are more aligned with

their realities [5]. Finally, by recognizing and overcoming the obstacles to AI in education, the study encourages equal access to advanced educational technologies, enriching the content and quality of English education and providing students with the learning skills required for a global world [6]. In summary the aim of this study is to fill the gap that exists between the potentials of AI technologies and its actual application in government senior secondary schools. The study, by exploring the adoption level, effectiveness, and barriers, seeks to clear the path for a more effective and wider use of AI in improving English language education [7].

2. RESEARCH METHODOLOGY

2.1 Research Design

The study will adopt a descriptive and analytical research design, which will enable us to comprehensively examine the adoption, challenges, and impact of AI technologies on teaching English skills (reading, writing, speaking, and listening) in government senior secondary schools. In this way, it becomes easy to gather detailed information that allows the discernment of trends, relationships and patterns that matter most and thus forms a sound footing for informed conclusions [8]. Quantitative methodology will be used to obtain numerical data that will be analysed with suitable statistical methods. This way exploration will be guided by empirical evidence rather than subjective assumptions, resulting in more robust and objective conclusions.

- **Sample Size:** The study will include 350+ respondents, divided into two key groups:
- **Teachers:** This group will provide insights into their adoption of AI tools, perceptions about AI in education, and the challenges they face in integrating AI into English language teaching.
- **Students:** This group will help evaluate the impact of AI tools on their English language learning outcomes, specifically focusing on improvements in reading, writing, speaking, and listening skills.
- **Sampling Method:** A stratified random sampling technique will be used to ensure that the sample is representative of different categories of schools. Stratification will be based on:
- **School size:** Ensuring that both large and small schools are represented.
- **Location (urban/rural):** Including both urban and rural government schools, as these settings may face different challenges and have varied access to resources.
- **Infrastructure availability:** Considering schools with varying levels of technological infrastructure to account for differing environments in AI tool adoption.
- **Location:** The study will be conducted in Ranchi, Jharkhand, where government schools are gradually adopting technological tools in their educational practices. This region provides a valuable context as it is undergoing a transition in educational methods but still faces

challenges typical of resource-constrained areas.

2.2 Data Collection

Instrument: A customized questionnaire will be developed to collect data from both teachers and students. The questionnaire will use a 5-point Likert scale (1: Strongly Disagree to 5: Strongly Agree), which allows for the measurement of varying levels of agreement on different items. The questionnaire will cover the following areas:

- **AI Adoption:** Frequency and types of AI tools used for teaching English.
- **Impact on English Skills:** Perceived improvement in students' reading, writing, speaking, and listening skills due to the use of AI tools.
- **Challenges:** Teacher training gaps, infrastructure limitations, and resource constraints that hinder AI adoption in classrooms.
- **Perceptions and Attitudes:** Usability, accessibility, and acceptance of AI tools among both teachers and students.

The questionnaire will undergo pilot testing to ensure reliability (measured by Cronbach's Alpha > 0.7) and content validity to confirm that the items measure what they are intended to.

Data Collection Process: Physical administration of the questionnaire will be done in selected schools, with clear communication to participants regarding the study's purpose. This will ensure that respondents provide accurate and complete responses, fostering data reliability.

2.3 Data Analysis Tools

SPSS (Statistical Package for the Social Sciences): SPSS will be used for various types of data analysis:

- **Descriptive Statistics:** To summarize the data, we will calculate means, frequencies, and standard deviations to present a clear overview of respondents' responses.
- **Reliability Testing:** Cronbach's Alpha will be used to assess the internal consistency of the questionnaire, ensuring that all items measure the same underlying construct.
- **Inferential Analysis:** To understand relationships between variables, correlation, regression, and ANOVA (Analysis of Variance) will be used. These methods will help identify significant factors influencing AI adoption and its impact on English language skills.

AMOS (Analysis of Moment Structures): Structural Equation Modelling (SEM) using AMOS will further examine and confirm hypothesized associations among the variables. SEM makes possible the examination of complicated relationship among AI adoption, its impact on the English proficiency, and the obstacles teachers encounter. The model's adequacy will be tested based on various fit indices (RMSEA [Root Mean Square Error of Approximation]; CFI [Comparative Fit Index]; Chi-Square) to determine its goodness-of-fit to the empirical data.

2.4 Research Procedure

- **Step 1: Stratification and Sample Selection-** We will begin by

identifying government schools in Ranchi and applying stratified sampling to ensure representation across various types of schools based on size, location, and infrastructure.

- **Step 2: Pilot Testing of the Questionnaire-** The questionnaire will be pilot-tested on a small sample to check for clarity, reliability, and validity. Necessary revisions will be made to improve the instrument before it is distributed for the main data collection.
- **Step 3: Administration of the Final Questionnaire-** After pilot testing, the final questionnaire will be administered to teachers and students in the selected schools. Clear instructions will be given to ensure participants understand the purpose of the study and provide accurate responses.
- **Step 4: Data Cleaning and Coding-** After data collection, the responses will be cleaned to eliminate any incomplete or inconsistent data. The data will then be coded for analysis in SPSS and AMOS.
- **Step 5: Statistical Analysis Descriptive-** statistics will be calculated to summarize the data, followed by inferential analyses (correlation, regression, ANOVA) to explore relationships between AI adoption, its impact on English skills, and the challenges faced by teachers.
- **Step 6: Structural Equation Modelling (SEM)-** SEM will be conducted using AMOS to test the relationships between the various variables. This will provide a comprehensive understanding of how AI adoption affects English language teaching and learning, along with identifying key factors influencing this process.
- **Step 7: Drawing Conclusions and Providing Recommendations-** The final step will involve interpreting the results, drawing conclusions based on the data analysis, and providing actionable recommendations for improving AI adoption in English teaching, with a particular focus on addressing the challenges faced by teachers and schools in government settings.

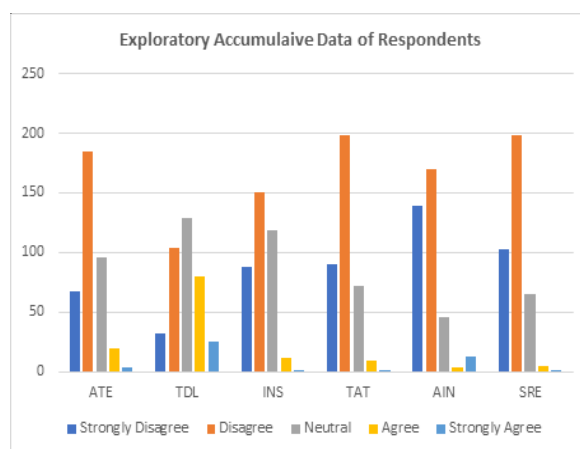
3. ANALYSIS AND RESULTS

This chapter presents a comprehensive analysis of the data collected to examine the factors influencing the adoption of Artificial Intelligence (AI) technologies for teaching English skills in government senior secondary schools. Based on the responses of 370 teachers in the Ranchi, Jharkhand, the chapter investigates the inter-relation of the variables of the study with Descriptive Statistics, Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM). The main objective of this chapter is to offer empirical knowledge to determine the respective influences of variables, such as Teacher's Digital Literacy (TDL), Institutional Support (INS), Teacher's Attitude Toward AI (TAT), Availability of Infrastructure (AIN), and Student Readiness and Engagement (SRE), on the criterion variable Adoption of AI Technologies for Teaching English Skills (ATE). This chapter lists gains and gaps in the current digital education scenario

in public schools at the level of a full item-wise break down. The descriptive analysis indicates trends in the perception and practice of each actor and in the institutional context and the CFA validates the model's structure at the construct level [9-12]. Additionally, the SEM provides insights into causal relationships as well as quantifies the direct effects of independent factors on AI adoption. The results are discussed in the context of digital transformation in education, and qualify positive and negative views on just-case and inhibitor conditions. This chapter lays an imperative foundation for the complex dynamics of AI tool infusion into school teaching [13]. The implications based on the findings do not only confirm the research hypotheses, but they also form the basis for the recommendations and implications in the subsequent section. With this in mind, by examining the statistical correlations and circumstantial realities, the present chapter attempts to contribute to the policy discourses, teacher education as well as inclusive technology-mediated education planning in India.

3.1 Exploratory Accumulative Data of Respondents

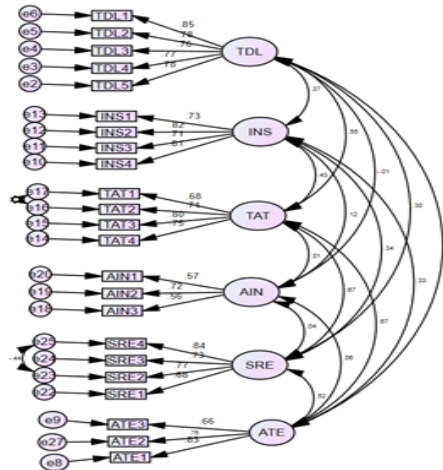
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
ATE	67	184	96	19	3
TDL	32	104	129	80	25
INS	88	151	119	12	1
TAT	90	198	72	9	0
AIN	139	170	46	3	12
SRE	103	198	65	4	1



The exploratory cumulative data of respondents provides a consolidated view of perceptions across six key constructs influencing the adoption of Artificial Intelligence (AI) technologies for teaching English skills in government senior secondary schools. For Adoption of AI Technologies (ATE), a large majority fall under strongly disagree (67) and disagree (184), while only 22 respondents agreed or strongly agreed, showing limited classroom integration. Teacher's Digital Literacy (TDL) presents a relatively balanced profile, with 129 neutral and 105 respondents in agree or strongly agree categories, indicating potential for skill development if proper support is provided. Institutional Support (INS) remains weak, with 239 respondents disagreeing, suggesting that training and administrative encouragement are inadequate. Teacher's Attitude toward AI (TAT) also shows strong scepticism, with 288 disagreeing, highlighting resistance or lack of belief in AI's benefits. Availability of Infrastructure (AIN) shows a more mixed response, with 139 strongly disagreeing and 170 disagreeing, but also 12 strongly agreeing. SRE shows a similar pattern to ATE, with 103 strongly disagreeing and 198 disagreeing, and only 5 strongly agreeing.

(AIN) emerges as a major barrier, with 309 respondents disagreeing, emphasizing the absence of sufficient hardware, internet, and AI-based software. Similarly, Student Readiness and Engagement (SRE) scores reveal low enthusiasm, with 301 disagreeing and only five in agreement. Collectively, the data reflects systemic challenges limited resources, poor infrastructure, weak support systems, and sceptical attitudes—that hinder AI adoption in English teaching.

3.2 CFA Analysis of Proposed Model



The Confirmatory Factor Analysis (CFA) model validates the measurement structure of six latent constructs: TDL, INS, TAT, AIN, SRE, and ATE. Each latent variable is measured by 3–5 observed indicators, all of which demonstrate high factor loadings (e.g., TDL2 = .78, INS3 = .81, SRE4 = .84), indicating good internal consistency and convergent validity. The model confirms that the observed variables reliably represent their respective latent constructs. Correlation paths among latent factors show moderate to strong relationships, such as TDL–ATE (.78), TAT–SRE (.67), and SRE–ATE (.52), suggesting construct-level associations. However, weaker correlations like INS–ATE (.33) and AIN–ATE (.30) imply lesser direct influence in the measurement model. The CFA thus establishes a sound factorial structure, validating the use of these constructs for subsequent Structural Equation Modelling (SEM) to explore causal relationships. Overall, the model demonstrates reliable and valid measurement properties for studying AI adoption in English education.

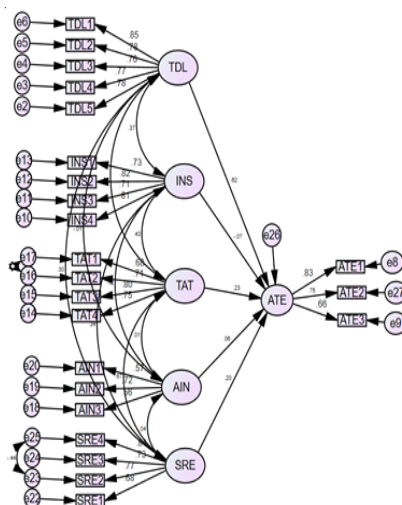
Correlations: (Group number 1 - Default model)

	Estimate
TDL <--> INS	.371
TDL <--> TAT	.549
TDL <--> AIN	-.009
TDL <--> SRE	.303
TDL <--> ATE	.776
INS <--> TAT	.430
INS <--> AIN	.121
INS <--> SRE	.339
ATE <--> INS	.331
TAT <--> AIN	.009
TAT <--> SRE	.672
ATE <--> TAT	.670
AIN <--> SRE	.042
ATE <--> AIN	.059
ATE <--> SRE	.517

The correlation matrix reveals that Teacher's Digital Literacy (TDL), Teacher Attitude (TAT), and Student Readiness (SRE) have strong positive correlations with the Adoption of AI Technologies (ATE), indicating that human factors significantly influence AI integration in teaching. TDL ! ATE (.776) and TAT ! ATE (.670) show the highest correlations. Conversely, Availability of Infrastructure (AIN) shows very weak correlations with ATE and other variables, suggesting that infrastructure alone does not drive adoption. Institutional support (INS) has moderate relationships, particularly with TAT and SRE. Overall, the model emphasizes the importance of literacy, attitude, and engagement over infrastructure.

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	63	434.789	213	.000	2.041
Saturated model	276	.000	0		
Independence model	23	4180.677	253	.000	16.524

The model fit indices from the CMIN output indicate an acceptable fit. The CMIN/DF ratio for the default model is 2.041, which falls within the acceptable threshold of less than 3, suggesting a reasonably good model fit. Although the Chi-square (CMIN = 434.789, df = 213, p = .000) is significant, this is expected due to the large sample size. Compared to the independence model (CMIN/DF = 16.524), the default model fits the data substantially better. The saturated model shows perfect fit by default. Overall, the CMIN values support that the hypothesized model reasonably represents the observed data structure.



The Structural Equation Model (SEM) illustrates the causal relationships between five exogenous constructs—TDL, INS, TAT, AIN, and SRE—and the endogenous construct, ATE. The path coefficients show that TDL (.62) and TAT (.23) have statistically significant positive effects on ATE, indicating that teacher digital literacy and positive attitudes toward AI strongly influence AI adoption in English teaching. SRE (.20) also exerts a moderate influence, suggesting that student readiness enhances the adoption process. Conversely, INS (-.07) and AIN (.06) have weak or insignificant effects, indicating that institutional support and infrastructure alone may not directly drive AI usage unless mediated by other factors. All measurement paths show high factor loadings (e.g., ATE1 = .83, TDL2 = .78), confirming good reliability. The model validates that human factors like literacy, attitude, and engagement are more critical

than resources in promoting AI adoption in educational contexts like government schools in Ranchi.

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
ATE	<---	TDL	.354	.041	8.670	***	par 19
ATE	<---	INS	-.053	.038	-1.389	.165	par 20
ATE	<---	TAT	.200	.074	2.694	.007	par 21
ATE	<---	AIN	.072	.057	1.254	.210	par 22
ATE	<---	SRE	.200	.067	2.972	.003	par 23

The regression weights table from the Structural Equation Model (SEM) reveals the direct effects of five independent latent variables on the dependent variable Adoption of AI Technologies in English Teaching (ATE). The most significant predictor is Teacher's Digital Literacy (TDL) with a standardized regression weight of .354, a critical ratio (C.R.) of 8.670, and a highly significant p-value ($p < .001$), indicating that increased digital literacy among teachers substantially enhances AI adoption. Teacher's Attitude Toward AI (TAT) and Student Readiness and Engagement (SRE) also significantly influence ATE, both with equal regression weights of .200. TAT has a C.R. = 2.694 ($p = .007$), and SRE shows C.R. = 2.972 ($p = .003$), highlighting that teachers' enthusiasm and student participation play pivotal roles in promoting AI usage in English teaching. Conversely, Institutional Support (INS) and Availability of Infrastructure (AIN) exhibit non-significant effects on ATE. INS shows a negative estimate (−.053) and a p-value of .165, while AIN has a small positive coefficient (.072) with a p-value of .210. These results suggest that without corresponding improvements in human factors like training, attitude, and engagement, institutional and infrastructural provisions alone do not lead to effective AI adoption.

4. FINDINGS, CONCLUSION AND RECOMMENDATIONS

4.1 Key Findings

Based on the data analysis, Confirmatory Factor Analysis (CFA), and Structural Equation Modelling (SEM), the study revealed the following key findings regarding the adoption of AI technologies in English language instruction in government senior secondary schools:

A. Adoption of AI Technologies (ATE) is Low

- Most teachers do not regularly use AI tools in teaching English (ATE1: 71.08% disagreed).
- Only a marginal proportion (less than 6%) felt confident using AI for assessment or observed improvement in students' outcomes.
- Integration of AI into lesson plans, routine practices, or student engagement remains minimal.

B. Teacher's Digital Literacy (TDL) is the Strongest Predictor

- Regression weight: $\beta = 0.354$, $p < .001$
- Teachers with higher digital literacy were significantly more likely to adopt AI tools.
- However, a majority of teachers lacked confidence in using, troubleshooting, or updating digital skills.

C. Teacher's Attitude Toward AI (TAT) Significantly Influences Adoption

- Regression weight: $\hat{\alpha} = 0.200$, $p = .007$
- Despite its statistical significance, ~80% of teachers expressed negative attitudes, low enthusiasm, and unwillingness to invest time in learning AI tools.
- Positive attitudes were notably scarce across all five indicators of TAT.

D. Student Readiness and Engagement (SRE) Has Moderate Influence

- Regression weight: $\hat{\alpha} = 0.200$, $p = .003$
- Teachers reported that most students lacked digital skills, adaptability, and motivation to engage with AI tools.
- Indicators such as SRE1 (eagerness to use AI) and SRE3 (active participation) showed over 80% disagreement.

E. Institutional Support (INS) and Infrastructure (AIN) Are Not Significant

- Regression weights: INS $\hat{\alpha} = -0.0053$, AIN $\hat{\alpha} = 0.072$
- Despite being frequently mentioned as barriers, these constructs showed statistically insignificant influence on AI adoption.
- This suggests that human and pedagogical factors outweigh material provisions in driving integration.

F. CFA and SEM Validate the Model

- All observed variables had high factor loadings (e.g., ATE1 = .83, SRE4 = .84), confirming good construct validity.
- Model fit indices (CMIN/DF = 2.041) indicate an acceptable fit.
- Strong correlations were observed between TDL ! ATE (.776), TAT ! ATE (.670), and SRE ! ATE (.517), affirming the influence of internal readiness and attitude.

4.2 Conclusion

The adoption of AI technologies for teaching English skills in government senior secondary schools is currently **limited**, hindered by both **technical and human challenges** [14]. But this evidence is powerful in demonstrating that teacher-cantered factors like digital literacy, AI attitudes, or views on student readiness are more important drivers of adoption than infrastructure or the backing of one's institutions.

AI education could be promoted even in low-resource school settings by capacity building, motivation interventions, and shift in mindset. All that infrastructure and 'leadership support' is still absolutely essential, but it's not enough if people aren't ready. This study identifies a paradigm: simply having the AI on-offered does not mean that it will be effective in the integration of AI into education; rather, the integration effects depend more on usability, confidence, engagement, and pedagogical alignment.

4.3 Recommendations

Invest in Teacher Training: One of the most challenging challenges in successfully adopting AI in English language education is to enable teachers who do not have much confidence of using IT to use AI technologies. Teachers' digital reading literacy and tech problem-solving competence should be further developed through total and continuous professional development programs. Such programs must include AI-based educational tool hands-on sessions, simulate real classroom exercises and troubleshoot most common tech problems. Such practical competencies are skills that will empower teachers, make them less technology-anxious, more independent and improve the regular and meaningful use of AI tools in English education.

Foster Positive Attitudes: Teachers attitudes were proved to be a barrier to AI implementation. The adoption of AI for education can only be implemented when people overcome their doubt and scepticism and start having an open, positive vision on the use of AI in education. This can be done by focussed awareness-campaigns to demystify AI, demonstrate its potential for English learning, and confront myths. Real-world success stories from the classroom nursery for AI enhancing engagement and learning can foster confidence and curiosity. Further, creating peer-led workshops and community-of-practice groups can establish a culture of support in which teachers not only learn from one another but also delve into new teaching techniques together.

Enhance Student Readiness: Poor digital literacy among students and lack of interest in AI tools emerged as main hindrances in the popularization of the technology. Hence, it is essential for structured digital literacy programs to be implemented according to students' age and educational background. Curriculum planners need to integrate digital competence modules in schools to equip every student with fundamental digital skills. In addition, hands-on exposure of AI tools through classroom exercises and lab assignments may enable students to familiarize with AI systems and develop trust on them. Promotion of exploration-based learning, gamified AI platforms, and scaffolded use of language learning apps will prepare and motivate them to learn English through technology.

Create Enabling Ecosystems: For our AI incorporated system of education to work, we will need good technology. Most institutions do not even have the infrastructure of high-speed internet, computers in working condition, smart classes or software that are based on AI. In order to fill this gap, investment is needed for the modernization of schools which could include the construction of dedicated AI laboratories, as well as the provision of interactive hardware in all classrooms (e.g. education projectors or smartboards), and the continuous renewal and maintenance of digital tools. In addition, schools should provide reliable and responsible technical support to be able to cope with the interruptions in the use of AI tools. A supportive environment makes it possible for both lecturers and learners to easily and readily access AI tools [15].

Encourage Institutional Leadership: Incentive and support from the institution and administration are key to continue the adoption of AI. School leadership should practice more than a passive observation but instead, make a conscious effort to foster a community of innovation and

digitization. This involves establishing school-wide policies that emphasize AI integration into English teaching, budgeting for digital resources, and providing systematic and regular training programs (Yun, 2012). Furthermore, promoting incentive schemes that incentivize teachers to innovate, successfully embed an AI tool, or improve student learning can encourage adoption by others. Institutional leadership needs to be the engine and the advocate of AI in education for enabling educational excellence and 21st century skills.

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