



Washington State University

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Will defend their dissertation on

Date: April 2, 2026

Time: 3:30 P.M.

Pullman Campus – Cleveland Hall, Room 353

Zoom: Link by request ceshs.gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

Title:

FFROM ACCEPTANCE TO PRACTICE: A MIXED-METHODS STUDY OF GENERATIVE AI INTEGRATION AMONG SAUDI UNIVERSITY EFL TEACHERS

Chair: Tom Salsbury

Abstract:

Despite growing interest in artificial intelligence in education, there is still limited research on how EFL teachers in Saudi higher education perceive and use Generative Artificial Intelligence (GAI) in their teaching. Much of the existing literature focuses on student use, with less attention given to teachers' pedagogical decision-making and the realities of integrating these tools into classroom practice. This gap is particularly significant in contexts where clear institutional guidance is lacking, leaving teachers to navigate issues such as academic integrity, ethical use, and the cultural appropriateness of AI-generated content on their own.

This study employs a mixed-methods design to examine how 101 Saudi university EFL instructors engage with GAI tools and how teaching experience relates to their instructional practices. The study is guided by the Technology Acceptance Model (TAM), Technological Pedagogical Content Knowledge (TPACK), and Expectancy-Value Theory (EVT). Data were collected through an online survey and followed by semi-structured interviews with seven purposively selected participants.

The findings indicate that teachers generally hold positive attitudes toward GAI; however, their use remains selective and primarily focused on preparatory tasks. Participants reported using GAI for lesson planning, generating example texts, and supporting grammar instruction, while avoiding its use in assessment and direct student-facing tasks due to concerns about academic integrity and student overreliance. Interview data further show that teachers actively negotiate how and when to use GAI, setting boundaries based on pedagogical judgment and contextual constraints.

The study also highlights the additional effort teachers invest in reviewing, verifying, and adapting AI-generated content to ensure accuracy and cultural relevance. Rather than reducing workload, GAI often shifts teachers' effort from content creation to evaluation and modification. Overall, the findings suggest that positive attitudes alone do not lead to meaningful integration, emphasizing the need for clearer institutional support and targeted professional development to enable ethical and contextually appropriate use of GAI in EFL classrooms.