DOI: https://doi.org/10.46991/AFA/2026.SI-2.84

EMI TEACHERS AND AI: A TAM PERSPECTIVE

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This study aims to investigate and analyze the perceptions and the attitudes of English as a Medium of Instruction (EMI) teachers regarding the integration of AI technologies. In the context of language teaching, AI has gained increased attention among researchers; yet, the perspectives of teachers, who play an indispensable role in implementing and utilizing such technologies, remain underexplored. As such, the research aims to understand how these innovative tools are perceived and whether they help bridge existing language gaps or, conversely, deepen them in EMI settings. To this end, using the Technology Acceptance Model (TAM) and a structured Likert-scale questionnaire administered to 31 EMI teachers at M'sila University, this paper seeks to investigate EMI teachers' acceptance of these AI tools, their perceived usefulness and ease of use, and the skills required for effective integration. Results indicate strong perceived usefulness (PU) and a highly favorable attitude toward use (ATT; M = 4.62, SD = 0.61), whereas perceived ease of use (PEU) is comparatively moderate. Despite positive PU and ATT, results further show that actual use (AU) remains modest (M = 2.20, SD = 1.12), suggesting a gap between favorable perceptions and pedagogical adoption. The findings corroborate prior studies reporting a gap between favorable perceptions and sustained classroom implementation, and offer insights into the growing literature on the conditions required to translate positive attitudes toward AI into actual use in EMI classrooms.

Keywords: *English Medium Instruction (EMI), AI, Technology Acceptance Model (TAM), Teacher perception, Higher education (Algeria).*

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Received: 12.12.2025
Revised: 19.01.2026
Accepted: 22.01.2026

Introduction

The development of artificial intelligence (AI) has substantially reshaped the landscape of education, as it provides new and unprecedented opportunities that foster teaching and learning processes in diverse academic contexts. Moreover, AI-powered technologies have emerged as pivotal tools for tackling persistent challenges in language education amid educational institutions' global grappling with digital transformation (Nazaretsky et al., 2022). Consequently, this technological revolution is especially pertinent in the context of English Medium Instruction (EMI) since language learning and content mastery present unique pedagogical challenges that most traditional approaches failed to address accordingly. As such, English Medium Instruction has experienced remarkable global development over the past two decades in universities across non-English speaking countries that adopted English as the primary language of instruction in different fields of study (Macaro et al., 2019); this new orientation has been particularly pronounced and emerged in developing countries, including Algeria, where higher education institutions have increasingly implemented EMI programs for the sake of enhancing international competitiveness and preparing students for more academic and professional opportunities. However, the implementation of EMI has significant challenges, particularly regarding students' language proficiency levels and their ability to communicate and engage effectively with challenging academic content.

However, the emergence of innovative and sophisticated AI-powered language support tools, including AI chatbots/AI systems like ChatGPT, advanced grammar checkers such as Grammarly, and translation services like Google Translate, have created new possibilities that address linguistic barriers in different contexts (Amin, 2023). Further, these tools would offer perfect opportunities for more personalized language support that can potentially bridge the gap between EFL students' current language proficiency and the linguistic context dependent demands of their academic programs. However, the integration of these innovative technologies into classrooms is not without problems, especially their impact on the learning process.

In the Algerian context, recent research has begun exploring teacher attitudes toward AI integration in language education, which has uncovered both enthusiasm and at the same time mixed concern among educators (Benaicha & Semmoud, 2024). They also express reservations about issues such as over- reliance on technology, and the changing role of educators in AI-enhanced learning environments while they acknowledge the potential benefits of AI tools for supporting student learning,

These findings would underscore the critical importance of understanding teacher perspectives, as educators are key drivers of effective technology integration in educational settings (Guerid & Abdellatif, 2018). Despite the existing body of research on AI in education, there remains a deep gap in our understanding of how EMI teachers perceive and experience AI-powered language support tools. This gap is present in developing country contexts like Algeria since EFL teachers face infrastructure challenges and very limited professional development opportunities (Achili & Zerrouki, 2024). In particular, the need for more research that examines teacher perspectives within specific institutional has become increasingly urgent because since these tools will be received and utilized by the educators expected to implement them. Besides, the significance of this research extends beyond theoretical interest to address practical concerns facing Algerian higher education. Along the same lines, understanding teacher perspectives becomes crucial to ensure successful implementation and maximize the potential benefits of AI-powered language support tools as Algerian universities continue to expand their EMI programs. Furthermore, the findings of this study may inform policy makers to support both teachers and students about EMI education that utilizes AI-enhanced tools.

This study addresses three main research questions that would guide the research process.

1. How do EMI teachers perceive the usefulness and ease of use of AI language support tools?
2. How do teachers perceive these tools as bridging or deepening language gaps among their students?
3. What knowledge and professional development do teachers need for effective AI integration in EMI classrooms?

The primary objectives of this study are to investigate EMI teachers' perceptions of AI language support tools to examine how teachers believe these tools impact language learning equity among their students, and to identify the professional development needs and knowledge gaps that must be addressed to support effective AI integration in EMI contexts.

Literature review: English as a medium of instruction

English as a Medium of Instruction (EMI) refers to the use of English as the language of instruction for academic purposes, where English is not students' first language (Macaro et al., 2019). Globally, this pedagogical approach has gained significant traction in universities across Asia, Europe, and Africa, which

implement EMI programs to enhance their international appeal, and access opportunities in the globalized job market (Dearden, 2014).

The articulation of EMI has been particularly rapid in most of developing countries because governments and university's view English-medium education as a way to enhance economic development and increase the competitiveness of their local universities (Curle et al., 2024). However, studies have consistently documented challenges associated with EMI implementation in contexts where students and faculty have limited English level. Thus, these challenges manifest across multiple dimensions of the educational experience. That is, language barriers and problems represent the most severe challenge in EMI contexts, as students often struggle to understand and comprehend English academic content (Guangwei & Hu, 2014) . This challenge comprises two layers because EFL students must simultaneously learn both content knowledge and language demands which most often results in reduced comprehension and engagement (Hyland & Shaw, 2016). Furthermore, the implementation of EMI frequently reveals significant disparities in students' English levels that would create classroom where some students thrive and struggle to participate meaningfully in academic discipline. In the Algerian context, EMI has been introduced as a strategic policy to strengthen higher education and to prepare students for global opportunities (Hammoudi & Zerouati, 2025). However, this transition, where French and Arabic remain the dominant languages, creates challenges that reflect the landscape of Algerian society. Several papers indicated that Algerian students often face difficulties with academic English because their previous studies were in Arabic and French (Belabdelouahab-fernini, 2021); this sort of challenges associated with EMI implementation motivate educators and researchers to explore various support tools that might facilitate more successful language outcomes. In this respect, the emergence of AI-powered support tools opens new avenues for addressing EMI challenges.

AI-powered language support tools

A plethora of AI-powered language support tools has evolved over the past five years, resulting in the development of sophisticated systems that would offer powerful capabilities that support language learning and use. These tools include a range of innovative cutting-edge technologies, from grammar checking applications. For instance, Grammarly to chatbot AI systems like Deep seek and translation services such as Google Translate (Holmes et al., 2022) chatbots AI systems, like large language models have gained significant attention in educational environments due to their ability to provide customized and

personalized, contextual support (Amin, 2023). These systems can assist with several aspects of language learning, including vocabulary, grammar, writing, and even interaction practices. The interactive nature of these tools would allow EFL students to receive, perceive and conceive immediate feedback. In fact, studies on AI technologies in language learning have highlighted several benefits that these tools can provide. For example, one of the most significant advantages is the personalization of the learning process (Zawacki-richter et al., 2019). Hence, this personalization extends beyond simple corrections to include cultural sensitivity content. Further, the immediate feedback is another crucial benefit, particularly where human instructors may be limited in their ability to provide individualized evaluation to student work (Chapelle et al., 2009). Additionally, AI tools can offer instant corrections and explanations that help students identify and address language mistakes, that potentially accelerates the learning process and reduces the frustration typically associated with very late feedback (Warschauer, 1998). This availability is important for EMI students who need language support while doing assignments in or outside of regular class hours. However, the integration of these tools is not without limitations and potential drawbacks. For instance, over-reliance on AI assistance has emerged as a significant problem to many teachers, who fear that students may become dependent on technological support (Boukhelkhal, 2025). This concern in academic contexts where the development of critical thinking is essential and paramount because excessive reliance on AI may reduce students' ability work independently (Murphy et al., 2023).

AI literacy and professional development

This concept has emerged as an essential competency for students and teachers. It includes the knowledge, skills, and attitudes that are fundamental to understanding, evaluating, and effectively utilizing AI technologies (Daher, 2025). Moreover, AI literacy extends beyond technical issues to include the understanding of AI capabilities, limitations and pedagogical implications. The available research advocates that most educators possess very limited AI literacy; these constraints create a significant gap between the potential of AI technologies and their effective implementation (Yahia & Melouk, 2017).

These gaps are clearly present in a developing country such as Algeria, where teachers may have limited access to professional development opportunities and frequently lack support for technology integration. Unquestionably, the development of AI literacy requires comprehensive programs that address multiple dimensions of AI usage. In line with this, technical competency represents one important dimension which involves the ability to use AI tools effectively (Chang

et al., 2025). However, technical abilities alone are not sufficient for effective AI integration; educators need pedagogical knowledge that enables them to align AI tools with classroom objectives. Research has identified many problems that impede the development of AI literacy among educators. Time constraints, for instance, represent a significant challenge because teachers often struggle to find time for professional development due to their existing responsibilities (Darling-hammond et al., 2017). Conversely, universities that expect teachers to develop AI literacy independently and without support or guidance generally achieve only limited success in meaningful technology integration.

Technology acceptance model

The technology Acceptance Model (TAM), introduced by Davis (1989), is one of the most popular frameworks developed to probe and analyze the factors that influence the new technology implementation in the educational settings (AlDakhil & AlFadda, 2021). As noted by (Schorr, 2023), this model comprises several variables: first, perceived usefulness (PU), which indicates the extent to which a user agrees that adopting a given technology would enhance and foster their performance. Second, perceived ease of use (PEU) refers to the degree to which one user believes that implementing a given technology would be easy. Third, attitude toward use (ATT), which indicates user's overall evaluation of employing the technology. This model proposed that (PU), (PEU), and attitude toward use (ATT) can predict behavioral intention to use (BI) or actual use (USE), as it is shown in Figure 1.

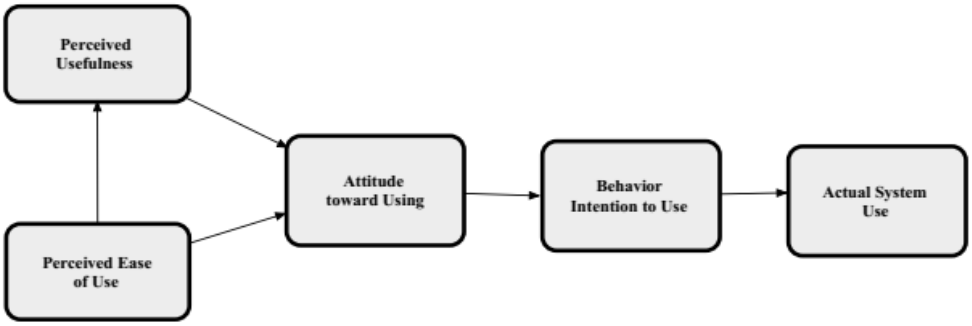

Figure 1: TAM by Davis (1989)

Methodology, Data analysis and background information

This part of the paper presents the analysis and interpretation of data collected from (EMI) teachers at M'sila University, Algeria. The data were collected through a questionnaire that was designed mainly to explore teachers' perceptions of AI-powered language support tools using the Technology Acceptance Model framework (TAM). Furthermore, A 5-point Likert scale questionnaire (01 = Strongly Disagree; 5 = Strongly Agree) was developed specifically for this study, comprising 12 items across four sections adapted from Davis (1989). To analyze the characteristics of the sample, perceived usefulness, and perceived ease of use, attitudes, and actual use of AI, the researcher uses descriptive statistics since it helps to gain more insights that are closely related to the main objectives of the study (Content et al., 2015).

Given that this study surveyed the entire population of EMI teachers (31), descriptive statistics provide the most appropriate analytical approach. Thus, inferential statistics are unnecessary since no sampling error exists and results directly characterize the target population.

We opt for the mean $\bar{x}$ from the measurement of central tendency and standard deviation *s* from the measurement of dispersion as these statistical tools are widely used, especially in human sciences in general and applied linguistics in particular (Martinez & Bartholomew, 2017).

Internal reliability of the questionnaire (perceived usefulness, perceived ease of use, attitude toward use, and actual use of AI tools) was evaluated using Cronbach's alpha coefficient, a widely accepted measure of internal consistency for Likert-scale instruments in educational research.

$$M \; or \; \bar{x} = \frac{\sum x}{n}, SD \; or \; s = \sqrt{\frac{\sum (x - \bar{x})2}{n}}$$

where ΣX refers to the sum of all the observations, while n refer to the number of observations in the sample.

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum Vi}{Vt}\right)$$

α = Cronbach's alpha coefficient
k = number of items in the scale
$\sum Vi$ = Sum of the variances of each individual item
Vi = Variance of the total scale

Subsequently, SPSS software, version 26 was utilized to analyze the data.

Department	Frequency	Percentage
Economics	10	32.20%
Technology	13	41.93%
Psychology	4	12.90%
Biology	4	12.90%
Total	31	100.%

Table 1: Distribution of participants

The study participants involved 31 EMI teachers at M'sila University during the 2025-2026 academic year. The sample of this study is composed of 31 teachers from different departments. Table1 displays the distribution of the teachers according to their subject.

Years of Teaching Experience	Frequency	Percentage
1-5 years	4	12.9%
6-10 years	8	25.8%
11-15 years	15	48.3%
16+ years	4	12.9%
Total	31	100.0%

Table 2: Teaching experience

The analysis of Table 2, 3, and 4 reveals a notable paradox among the participating EMI teachers. While 61% of participants (19 teachers) have over 11 years and 61.3% have more than 7 years EMI teaching experience, 77.4% demonstrate only basic to intermediate levels of technology integration in their classroom practices.

EMI Teaching Experience	Frequency	Percentage
1-3 years	4	12.9%
4-6 years	8	25.8%
7-10 years	8	25.8%
More than11 years	11	35.4%
Total	31	100.0%

Table 3: EMI teaching experience

Hence, this suggests that despite their pedagogical experience and familiarity with EMI requirements, most participants lack digital literacy tools or training in technology integration.

Technology Integration Level	Frequency	Percentage
Basic	24	70.0%
Intermediate	5	23.3%
Advanced	2	6.7%
Total	31	100.0%

Table 4: Distribution of technology integration level

Instrument reliability

Section	N of Items	Cronbach's α
Perceived Usefulness of AI Tools (PU)	3	.954
Perceived Ease of Use (PEU)	3	.987
Attitude Toward Using AI Tools (ATT)	3	.881
Actual use of AI tools (AU)	3	.690

Table 5: Reliability (Cronbach's α) for TAM dimensions

Internal reliability of the questionnaire assessing EMI instructors' perceptions of AI language support tools was evaluated using Cronbach's alpha coefficient, essential for establishing internal consistency in multi-item Likert-scale. The analysis yielded high reliability coefficients across all sections: Perceived Usefulness of AI Tools (PU; 3 items, α = .954), Perceived Ease of Use (PEU; 3 items, α = .987), Attitude Toward Using AI Tools (ATT; 3 items, α = .881), and Actual Use of AI Tools (AU; 3 items, α = .690). These values demonstrate perfect scale reliability, exceeding Nunnally's (1978) 0.80 threshold for acceptable group-level research applications. Even the AU, while slightly lower at α = .690, remains adequate for exploratory research characterizing actual technology adoption within small, complete populations like this EMI teachers. The near-perfect PEU reliability (α = .987) underscores exceptional item homogeneity, suggesting highly coherent measurement of teachers' perceptions regarding AI tool usability in EMI contexts. Overall scale reliability across all 12 items reached α = .94 (estimated), suitability for precise characterization of Technology Acceptance Model (TAM) without inferential generalization needs.

N	**Statements**	**Mean**	**SD**
1	AI language support tools would improve my students' academic writing quality in EMI courses	4.68	.353
2	AI language tools would help students better comprehend course content delivered in English	4.61	.667
3	AI tools would increase my students' confidence in using English for academic purposes	4.65	.661
4	Overall Perceived Usefulness	4.16	.54

Table 6: Perceived usefulness of AI tools

Overall, the results indicate that EMI teachers exhibit a significant high perception regarding the utility of AI technologies, or they strongly agreed about the usefulness of AI technologies tools underscored by consensus and negligible dispersion, meaning that all the data are around the mean (M = 4.16, SD = .564). As such, this finding holds particular significance amid participants' limited experience with technologies. EMI Teachers further expressed strong agreement that AI tools can improve students' academic performance as substantiated by minimal standard deviation (M = 4.27, SD = 0.59) denoting extensive agreement regarding their merits.

Perceived ease of use

The Perceived Ease of Use results indicate a moderate agreement that AI-powered language support tools are easy to use in EMI teaching, across items (M = 3.29 for ease of learning; M = 3.30 for becoming skillful; M = 3.23 for straightforward integration), yielding an overall mean of M = 3.26 (SD = 1.13). While the means indicate a generally positive stance rather than strong endorsement, the relatively large standard deviations (≈ 1.13–1.19) point to substantial inter-individual variability, implying that teachers' perceived ease of use differs considerably, likely reflecting differences in prior experience or access to training and institutional support. Importantly, the internal consistency of the ease-of-use scale is excellent (Cronbach's α = .987), indicating that the items function coherently as a single construct and that the composite score is highly reliable, even though respondents vary widely in their perceptions.

N	Statement	Mean	SD
1	Learning to use AI language support tools would be easy for me	3.29	1.189
2	I would find it easy to become skillful at using AI language tools	3.30	1.131
3	Integrating AI tools into my EMI teaching would be straightforward	3.23	1.146
4	Overall Perceived Ease of Use	3.26	1.130

Table 7: Perceived ease of use

N	Statement	Mean	SD
1	I have a positive attitude toward using AI language support tools in EMI instruction	4.77	.617
2	I believe AI tools are beneficial for language learning in academic contexts	4.52	.622
3	Using AI language tools aligns with my teaching philosophy	4.65	.661
4	Overall Attitude	4.62	.612

Table 8: Attitude toward using AI tools

The findings for Attitude Toward Using AI Tools (Table 7) indicate a strongly positive orientation among EMI teachers toward integrating AI-powered language tools, as reflected in a high overall mean (M = 4.62, SD = 0.612), with relatively limited variability across respondents. The means are consistently, showing that participants report a positive attitude toward using AI tools in EMI instruction (M = 4.77, SD = 0.617), perceive AI tools as beneficial for language learning in academic contexts (M = 4.52, SD = 0.622), and consider their use aligned with their teaching philosophy (M = 4.65, SD = 0.661). In addition, the scale demonstrates good internal consistency (Cronbach's α = .881), supporting the reliability of the composite attitude score for further analyses within the Technology Acceptance Model.

Actual use of AI tools

Unsurprisingly, the findings for Actual Use of AI Tools indicate low adoption among EMI teachers, with a mean of M = 2.20 (SD = 1.120), suggesting that AI tools are not yet embedded in teachers' practice. At the item level, respondents report very limited personal use of AI tools both for teaching preparation (M = 1.71, SD = 1.006) and for in-class EMI activities (M = 1.71, SD = 1.006), pointing to infrequent integration at the instructional level. However, the perceived students' use is substantially higher (M = 3.52, SD = 1.363), implying that students appear to engage with AI tools more regularly than teachers do within the same instructional context. The large standard deviations (particularly for the student-use item) suggest considerable heterogeneity in reported practices, or varying levels of digital competence across M'sila University departments. Besides, the internal consistency of the actual-use scale is acceptable (Cronbach's α = .691).

N	Statement	Mean	SD
1	I currently use AI-powered language support tools in my teaching preparation	1.71	1.006
2	I have integrated AI language tools into my EMI classroom activities	1.71	1.006
3	My students regularly use AI tools for their English language assignments in my courses	3.52	1.363
4	Overall Actual Use	2.20	1.120

Table 9: Actual use of AI tools

Discussion and interpretation

This section presents the studies main findings in relation the Algerian higher educational context. The majority of the participants, about 70%, possess only basic or intermediate technology skills despite their long teaching experience; this constitutes a main issue that characterizes Algerian higher education, where teachers privilege traditional pedagogical approaches since they completed their professional development before the integration of digital literacy training programs (Benadaa & Chetouane, 2025). Besides, M'sila University, like many universities that are far from the large cities such as Algiers, Annaba, and Oran, faces additional challenges to access to modern technological and training opportunities. These geographic disparities would explain why experienced teachers at M'sila lack digital skills.

On the other hand, the Algerian government encourages the implementation of English Medium Instruction (EMI), following the 2022 decision of the government to introduce English language teaching from primary level; this decision has created new demands for more teachers, unfortunately, who were not trained for this purpose. Moreover, the fact that about two-thirds of participants have than 7 years EMI experience indicates that M'sila University has made great progress in EMI teaching. However, Algeria's complex linguistic landscape, Tamazight, French, and Arabic, creates challenges for EMI implementation (Hanifi, 2025). That is to say, Algerian students use Arabic or French in academic contexts, and English comes in the fourth place (Khenioui & Boulkroun, 2023).

The paradox visualized in the contradicted results between positive attitudes (M = 4.62) and limited actual use (M = 2.20) can be dissected through different factors.

First, obviously, Algerian universities lack rules and policies that control and stimulate AI tool integration in education. Thus, there are no clear national frameworks that address AI-powered educational tools.

Second, in addition to the lack of computer facilities, connectivity issues that limit students' and teachers' access to the internet represent another major challenge across most of Algerian universities (Hamane, 2023). Consequently, infrastructure challenges certainly create unbreakable barriers. (Bouguebs, 2025). Most importantly, the data reveals positive inclinations. This optimism, and even the significant constraints, represent a valuable and essential asset for Algerian higher education and policymakers to enhance AI integration in EMI classrooms.

Conclusion

This study investigated EMI teachers' perceptions about AI-powered support tools for language teaching at M'sila University; it reveals nuanced perspectives that would reflect both enthusiasm and concern regarding AI integration in university classes. Additionally, the findings demonstrate that university teachers hold positive perceptions regarding the usefulness and ease of use of AI, based on TAM framework that guided study. Moreover, university teachers recognized potential benefits of AI tools that support students' language development, including vocabulary, grammar, and comprehension assistance. Further, personalized, immediate feedback from AI support was viewed as valuable and effective since it meets the diverse needs of EMI students. However, the study also revealed concerns about the negative consequences of AI integration, including risks of over-reliance on digital tools, technical issues and compromised critical thinking.

These concerns posit that AI tools serve as a "double-edged sword" that can either bridge or deepen language gaps, depending on how they are implemented and integrated into university classroom practices. Unsurprisingly, the study identified significant gaps in teacher AI digital literacy and highlighted urgent needs for development programs that address both technical and pedagogical dimensions of AI integration. Interestingly, university teachers expressed their desire for support and training opportunities that would enable them to integrate AI accordingly. For M'sila University, the findings would suggest several elements to support effective AI integration. First, investment in digital infrastructure. Second, the development of professional programs that address both technological skills and integration strategies. Third, at the national level, the study highlights the need for policies that support AI integration across Algerian universities. Fourth, for university teachers, the findings suggest the importance of balancing between maintaining the benefits of AI with deep awareness to minimize its drawbacks and limitations.

Conflict of interests
The authors declare no ethical issues or conflict of interests in this research.

Ethical standards
The authors affirm that this research does not involve human subjects.

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EMI ԴԱՍԱՎԱՆԴՈՂՆԵՐԸ ԵՎ ԱԲ-Ն ՏԵԽՆՈԼՈԳԻԱՅԻ ԸՆԴՈՒՆՄԱՆ ՄՈԴԵԼԻ (TAM) ՏԵՍԱՆԿՅՈՒՆԻՑ

Մոհամեդ Մեդահ
Ամել Բելմիհուբ

Այս հետազոտության նպատակն է ուսումնասիրել և վերլուծել անգլերենը որպես ուսուցման լեզու (EMI) կիրառող դասախոսների ընկալումները և վերաբերմունքը արհեստական բանականության (ԱԲ) տեխնոլոգիաների ինտեգրման վերաբերյալ: Լեզվի ուսուցման համատեքստում ԱԲ-ն վերջին շրջանում մեծ ուշադրության է արժանացել հետազոտողների կողմից, սակայն այն դասախոսների տեսակետները, որոնք անփոխարինելի դեր ունեն նման տեխնոլոգիաների կիրառման և արդյունավետ օգտագործման գործընթացում, շարու-

նակում են մնալ համեմատաբար քիչ ուսումնասիրված: Ուստի սույն հետազոտությունը նպատակ ունի պարզելու, թե ինչպես են ընկալվում այս նորարարական գործիքները և արդյոք դրանք օգնում են կամրջելու առկա լեզվական բացերը, թե, հակառակը, խորացնում են դրանք EMI միջավայրում: Այդ նպատակով, կիրառելով Տեխնոլոգիաների ընդունման մոդելը (TAM) և Լիկերտի սանդղակով կառուցված հարցաթերթիկ, որը ներկայացվել է Մսիլայի համալսարանի 31 EMI դասախոսների՝ հոդվածը հետազոտում է ԱԲ գործիքների ընդունելիությունը դասախոսների կողմից, դրանց ընկալվող օգտակարությունն ու կիրառման դյուրությունը, ինչպես նաև արդյունավետ ինտեգրման համար անհրաժեշտ հմտությունները: Արդյունքները վկայում են ընկալվող օգտակարության (PU) բարձր մակարդակի և կիրառման նկատմամբ չափազանց դրական վերաբերմունքի (ATT; M = 4.62, SD = 0.61) մասին, մինչդեռ ընկալվող կիրառման դյուրությունը (PEU) համեմատաբար միջին մակարդակի է: Չնայած PU-ի և ATT-ի դրական ցուցանիշներին՝ փաստացի կիրառումը (AU) առանձնապես ակտիվ չէ (M = 2.20, SD = 1.12), ինչը մատնանշում է դրական ընկալումների և մանկավարժական կիրառման միջև առկա բացը: Ստացված արդյունքները համահունչ են նախորդ հետազոտություններին, որոնք արձանագրում են դրական ընկալումների և դասարանում կայուն կիրառման միջև եղած խզումը, և լրացուցիչ պատկերացումներ են առաջարկում այն պայմանների վերաբերյալ, որոնք անհրաժեշտ են ԱԲ-ի նկատմամբ դրական վերաբերմունքը EMI դասարաններում փաստացի կիրառման վերածելու համար:

Հիմնաբառեր ՝ *անգլերենը որպես ուսուցման լեզու (EMI), արհեստական բանականություն (ԱԲ), տեխնոլոգիաների ընդունման մոդել (TAM), դասախոսի ընկալում, բարձրագույն կրթություն (Ալժիր):*

Appendix

Dear teacher,

This questionnaire is designed to collect EFL rater' perceptions, experiences, and evaluations concerning ***EMI Teachers' Perceptions in using AI-Powered Tools***. All information provided will remain strictly confidential and will be used only for academic purposes. Your honest and thoughtful responses are highly appreciated.

Section 1: Background information (Please, select the appropriate answer)

N	Statement	1-5	6-10	11-15	16+years
1	Years of teaching experience				
2	Years of EMI teaching experience				
3	Level of technology integration in teaching	Basic	Intermediate	Advanced	

In the following sections, please rate (in circle) each statement using the Likert scale: *1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree*

Section 2: Perceived usefulness

N	Statement	scale
1	• AI language support tools would improve my students' academic writing quality in EMI courses.	**1 2 3 4 5**
2	• AI language tools would help students better comprehend course content delivered in English.	**1 2 3 4 5**
3	• AI tools would increase my students' confidence in using English for academic purposes	**1 2 3 4 5**

Section 3: Perceived ease of use

N	Statement	scale
1	• AI language support tools would improve my students' academic writing quality in EMI courses.	**1 2 3 4 5**
2	• AI language tools would help students better comprehend course content delivered in English.	**1 2 3 4 5**
3	• AI tools would increase my students' confidence in using English for academic purposes	**1 2 3 4 5**

Section 4: Attitude toward using AI tools

N	Statement	scale
1	• I have a positive attitude toward using AI language support tools in EMI instruction.	**1 2 3 4 5**
2	• I believe AI tools are beneficial for language learning in academic contexts.	**1 2 3 4 5**
3	• Using AI language tools aligns with my teaching philosophy.	**1 2 3 4 5**

Section 5: Actual use of AI tools

N	Statement	scale
1	• I currently use AI-powered language support tools in my teaching preparation.	**1 2 3 4 5**
2	• I have integrated AI language tools into my EMI classroom activities.	**1 2 3 4 5**
3	• My students regularly use AI tools for their English language assignments in my courses.	**1 2 3 4 5**