



Awareness and Acceptance of Artificial Intelligence among English Pre-Service Teachers in a State Tertiary School

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Abstract— Artificial Intelligence is transforming education, and English pre-service teachers play a significant part. Few studies have examined their views on AI, emphasizing the need to understand its effects on student performance. This study examined English PSTs' AI awareness and acceptability at Sultan Kudarat State University. This study examined their viewpoints to understand what drove AI tool adoption in English language teaching. The findings were intended to guide curriculum development, teacher training, and instructional methods, assuring AI's responsible and ethical use in education. Employing a descriptive-correlational approach, the study involved total enumeration sampling of English pre-service teachers. It utilized statistical measures such as mean, standard deviation, and Pearson's correlation coefficient to interpret the data effectively. Findings revealed that English PSTs were "Very Familiar" with AI-powered learning platforms, indicating high knowledge or experience. Moreover, English PSTs showed a positive attitude towards the benefits of AI, particularly in addressing diverse learning needs and enhancing student engagement. It reported generally favorable perceptions of the ease of use of AI tools and found that English PSTs had a high level of agreement regarding their intentions to use AI in the classroom. However, they remained neutral in using AI to craft learning activities and assessments, lesson plans, and checking attendance and grading. Hence, there was a significant relationship between AI awareness and acceptance, with a moderate positive correlation, indicating that as English PSTs become more aware of AI's capabilities and applications, their acceptance and intention to use AI in their teaching practices increase. Based on the results, a program can be designed to enhance English PSTs' understanding and application of AI in education, including workshops and training sessions focusing on the practical use of AI tools, strategies for integrating AI into lesson plans, and addressing ethical considerations. These findings may help educational institutions better integrate AI, preparing future instructors to use technology to its maximum. Educational institutions can improve teacher and student learning by applying the proposed measures to create a supportive environment that promotes ethical AI use.



Keywords— *Acceptance, Artificial Intelligence, Awareness, Ease of Use, Intention, Training Design, Usefulness*

I. INTRODUCTION

As Artificial Intelligence (AI) continues transforming education, English pre-service teachers' awareness and acceptance of AI must be assessed. There is a scarcity of research that has investigated the viewpoints of English PSTs about AI in contrast to the opinions of in-service teachers. English PSTs are the next generation of educators who affect AI technology applications in educational settings. Understanding artificial intelligence can greatly impact student academic performance. This study examines how state tertiary English PSTs accept AI.

AI can revolutionize education by boosting learning, helping instructors, and offering personalized instruction. For instance, "bots," machine learning algorithms, and software were created in education to mimic human intelligence (Durey, 2023). Students who utilize artificial intelligence, such as ChatGPT, become lazy (Gordon, 2023).

Stakeholders, legislators, and educators have debated and taken action due to artificial intelligence (AI)'s significant impact on education. Whether one likes it or not, artificial intelligence (AI) has become entrenched in education, with far-reaching effects (Duckworth & Fujiwara, 2023).

International institutions like Toronto English schools value AI-powered solutions because they can speed up English language acquisition and improve vocabulary learning (Cezar, 2023). However, the widespread availability and convenience of AI tools threaten academic integrity. AI-powered platforms that can write essays and address difficult challenges change the rules of plagiarism, academic integrity, and AI misuse, which can subtly weaken the educational experience (Duckworth & Fujiwara, 2023).

Nationally, Eborá (2023) asserts that Filipino students increasingly use AI for academic help as technology advances. Use AI-powered writing tools for essays, AI-assisted study systems for exams, and endless possibilities. Additionally, Cajuday (2023) asserts that AI-driven tools like grammar checks, clarity suggestions, and creative prompts improve writing. If they overuse AI-assisted study programs and writing tools, kids may struggle to think creatively and critically (Eborá, 2023).

Duterte has asked school leaders and academics to consider the benefits and drawbacks of AI and technology in the classroom. She stressed the importance of technology in improving educational accessibility, quality, and equity. However, it is noted that AI's uncertain status in education

creates dread and shame. Despite these challenges, she believes AI can inspire a "paradigm shift" in education. Technology is used to give students high-quality education (Marcelo, 2023).

Local government officials in the Philippines are moderately to highly interested in AI. It emphasizes the importance of overcoming technical know-how and anxiety to promote AI use in local government. Thus, local government officials are moderately interested in AI adoption but face fear and technological know-how (Zabala, 2023; Distor et al., 2023).

Studies on AI only centered on mostly international research, which includes designing, developing, and validating students' conceptions, key competencies, student performance analysis, education review for students and teachers, causability and explainability, trends in education, higher education: early recognition, and students' success, development and application, medicine, evolution and revolution in education (Cheng et al., 2023; Huang, 2021; Chen et al., 2020; Kim et al., 2020; Holzinger et al., 2019; Chassignol et al., 2018; Ciolacu, 2018; Kim & Park, 2017; Hamet & Tremblay, 2017; Roll & Wylie, 2016). However, there are limited and recent studies on AI, especially on awareness and acceptability among students in a developing state university.

Considering the inevitable problems, an investigation must be carried out to examine future educators' views and preferences toward AI integration in English language instruction. It is a good opportunity, given the unique setting of the university and the changing landscape of educational technology. This study provides insights into the factors influencing awareness and acceptance of AI tools among English PSTs at Sultan Kudarat State University. Understanding the aspects of AI acceptance in English language teaching can have significant implications for curriculum development, teacher training, and the enhancement of teaching practices, as well as for engaging and ideating with AI technologies safely, responsibly, and ethically.

1.1 Statement of the Problem

The study examined English pre-service teachers' awareness and acceptance of AI. It answered the following questions:

1. To what extent of English pre-service teachers' awareness of using AI in education?
2. What is the level of English pre-service teachers' acceptance of using AI in education in terms of:

- 2.1 usefulness;
 - 2.2 ease of use; and,
 - 2.3 intention to use?
3. Is there a significant relationship between the awareness and acceptance of English pre-service teachers' acceptance of using AI in education?
 4. Based on the results, what program can be designed for the English pre-service teachers on the employment of AI in education?

II. METHODOLOGY

2.1 Research Design

This study uses a quantitative research design. Quantitative research is a systematic approach researchers employ to examine theories on individuals' attitudes and behaviors, relying on numerical and statistical evidence. Researchers collect data from many users through surveys to indirectly gather objective and unbiased information on users in relevant scenarios (Sreekumar, 2024).

According to Zhang et al. (2023), this study is best suited for quantitative research because it requires the use of established models like the Technology Acceptance Model (TAM) to accurately measure the level of acceptance of artificial intelligence (AI). Quantitative approaches enable the systematic measurement of various elements influencing behavioral intention, including AI self-efficacy, reported delight, AI anxiety, perceived ease of use, perceived usefulness, work relevance, and subjective norm, as described in the TAM.

Hence, descriptive study and correlational analysis were used. The study employed descriptive research to describe the characteristics, behaviors, and attributes of a specific population of English pre-service teachers. According to Sirisilla and Sirisilla (2023), descriptive research provides a comprehensive understanding of the subject, providing valuable insights for future research, policy decisions, and programs. Moreover, correlational analysis is a statistical tool used to quantify the relationship between two variables, examining their degree and direction. Both methods provided valuable information and insights for future research and policy decisions (James, 2022).

2.2 Locale of the Study

This study was conducted at Sultan Kudarat State University, specifically at the ACCESS Campus in Sultan Kudarat. The institution is in EJC Montilla, Tacurong City, Sultan Kudarat, Philippines.

2.3 Respondents of the Study

The ninety-three (93) pre-service teachers specializing in English at Sultan Kudarat State University, ACCESS Campus, were the respondents. This group was divided into two sections: English 4A, consisting of fifty (50) students, and English 4B, with forty-three (43) students. These pre-service teachers represented a crucial segment for the study, as their experiences and perspectives provided valuable insights into the current educational landscape and the effectiveness of the university's teacher training programs.

To gather data, the respondents were surveyed using an online questionnaire. This method ensured a convenient and efficient means of collecting responses, allowing respondents to complete the survey at their own pace and in their preferred setting. The online format facilitated the seamless collation and analysis of data, ensuring that the feedback from all 93 students was accurately captured and assessed. This approach was well-suited for the technologically adept cohort, ensuring high response rates and reliable data quality. Moreover, each participant was informed about the study's objectives.

2.4 Sampling Technique

Given the small population size of 93 respondents, consisting of 50 students from English 4A and 43 from English 4B, the researchers employed total enumeration sampling or a census. This method studies every unit within the population, ensuring a complete count. Total population sampling is efficient for small, well-defined populations, offering comprehensive data collection, eliminating sampling bias, and minimizing the margin of error. It also provides timely results. These benefits make it a preferred method for instructors and research advisers conducting studies with small populations, ensuring high-quality, accurate data (Canonizado, 2021).

2.5 Research Instrument

The study used a structured questionnaire to assess the awareness and acceptance of English pre-service teachers at Sultan Kudarat State University. Specifically, a Likert scale format was used for quantitative responses. The Likert scale measured respondents' awareness and acceptance of different teaching methodologies, allowing them to express their opinions on a scale from strongly disagree to agree and not familiar at all to extremely familiar.

The questionnaire, which the researchers developed, subsequently underwent validation with the assistance of three faculty members specializing in teacher education at Sultan Kudarat State University. Furthermore, a pilot test was conducted on the data collection instrument, and its reliability was evaluated using Cronbach's Alpha. This

assessment ascertained the trustworthiness of the questionnaire items or statements.

The researchers developed a verified questionnaire checklist using an online tool (Google Form). The survey form was used to collect data on the awareness and acceptability of artificial intelligence. The questionnaire consisted of two sections. The first part examined English PSTs' awareness of using AI in education, and the second part examined the level of English PSTs' acceptance of using AI in education regarding usefulness, ease of use, and intention.

In interpreting the results for the Awareness and Familiarity with Artificial Intelligence (AI), the following mean interval and qualitative interpretation were used:

Scale	Mean Range	Verbal Description	Interpretation
5	4.20 – 5.00	Extremely Familiar	Exceptional level of knowledge or experience
4	3.40 – 4.19	Very Familiar	High level of knowledge or experience
3	2.60 – 3.39	Moderately Familiar	Fair level of knowledge or experience
2	1.70 – 2.59	Slightly Familiar	Limited level of knowledge or experience
1	1.00 – 1.69	Not Familiar at All	No knowledge or experience

In interpreting the results for the level of English pre-service teachers' acceptance of using AI in education in terms of usefulness, ease of use, and intention, the following mean interval and qualitative interpretation were used:

Scale	Mean Range	Verbal Description	Interpretation
5	4.20 – 5.00	Strongly Agree	Strongest level of agreement
4	3.40 – 4.19	Agree	High level of agreement
3	2.60 – 3.39	Neutral	Neither in agreement nor disagreement
2	1.70 – 2.59	Disagree	Low level of agreement

1	1.00 – 1.69	Strongly Disagree	Strongest level of disagreement
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In interpreting the results for the significant relationship between the awareness and acceptance of the English pre-service teacher's acceptance of using AI in education, the following table was used:

Size of Correlation	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very High Positive (Negative) Correlation
0.70 to 0.90 (-0.70 to -0.90)	High Positive (Negative) Correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate Positive (Negative) Correlation
0.30 to 0.50 (-0.30 to -0.50)	Low Positive (Negative) Correlation
0.00 to 0.30 (0.00 to -0.30)	Negligible Correlation

2.6 Statistical Treatment

Using a comprehensive statistical treatment, the study analyzed awareness and acceptance of artificial intelligence among English pre-service teachers in a state tertiary school. The problem statement outlined in Chapter One was addressed using the following statistical instruments.

The researchers used the mean, standard deviation, and Pearson's correlation coefficient to interpret the data effectively. The mean and standard deviation were employed to analyze the awareness and familiarity with Artificial Intelligence and the level of English pre-service teachers' acceptance of using AI in education regarding usefulness, ease of use, and intention. Pearson's correlation coefficient was used to analyze the relationship between awareness and acceptance.

III. RESULTS AND DISCUSSION

This section presents an overview of the findings, analysis, and interpretation of the data collected from the questionnaires distributed to the ninety-three (93) respondents, which are relevant to the study. The respondents were students pursuing a bachelor's degree in Secondary Education with a major in English. The students were enrolled in the College of Teacher Education at Sultan Kudarat State University, ACCESS campus.

3.1 Extent of English Pre-Service Teachers' Awareness of Using AI In Education

Table 1. Summary of the Extent of English Pre-Service Teachers' Awareness of Using AI in Education

	Statement	Mean	SD	Descriptive Rating
1	I am familiar with the existence and concept of AI powered learning platforms (e.g., ChatGPT, Perplexity, Bard AI, etc.).	4.26	0.69	Extremely Familiar
2	I am familiar with the utilization and functionalities of AI-powered learning platforms.	3.99	0.81	Very Familiar
3	I am familiar with how AI are applied in educational settings.	4.11	4.06	Very Familiar
4	I am familiar with the potential benefits of incorporating AI in teaching.	4.06	0.72	Very Familiar
5	I am familiar with the process of evaluating the effectiveness of AI-generated teaching materials.	3.84	0.88	Very Familiar
6	I am familiar with and have explored the use of AI-powered grammar and vocabulary checkers to support student learning.	3.92	0.78	Very Familiar
7	I am familiar with the potential of AI-powered writing assistants for improving students' grammar, vocabulary usage, and writing fluency.	3.99	0.79	Very Familiar
8	I am familiar with the potential benefits and limitations of using AI-powered chatbots to facilitate language acquisition outside the classroom.	3.98	0.72	Very Familiar
9	I am familiar with the risks of using AI-powered tools in English classes, particularly when it comes to protecting student data privacy.	4.02	0.81	Very Familiar
10	I am familiar with different applications of AI-powered tools in the education sector beyond language learning.	3.89	0.77	Very Familiar
Average Mean		4.01	0.61	Very Familiar

The results in Table 1 reveal that English pre-service teachers (PSTs) are highly familiar with Artificial Intelligence (AI) as a learning platform, with an overall mean score of 4.01 (SD = 0.61) indicating a “Very Familiar” level. Among the areas assessed, the highest mean score of 4.26 was recorded for general familiarity with AI technologies such as ChatGPT, Perplexity, and Bard AI, suggesting that English PSTs are well-informed about AI's existence and conceptual framework in education. High mean scores were also noted in understanding AI's educational applications (4.11), awareness of its potential teaching benefits (4.06), and the importance of protecting student data when using such tools (4.02). Familiarity extended to the practical use of AI-powered platforms (3.99), grammar and vocabulary checkers (3.92 and 3.99, respectively), and the use of AI chatbots for language learning (3.98), indicating a strong grasp of AI's usefulness in enhancing student learning.

This familiarity reflects English PSTs' preparedness to integrate AI in future teaching practices. Research supports these findings; studies by Lau and Lee (2021), Zhang and Aslan (2021), and Holstein et al. (2020) emphasize that exposure to AI training significantly boosts pre-service teachers' confidence and competence in using AI tools effectively. The slightly lower score in evaluating AI-generated teaching materials (3.84) suggests a potential area for further development. Nonetheless, the results affirm that English PSTs not only understand the benefits and limitations of AI but are also equipped to apply AI in innovative and responsible ways, underscoring the importance of including AI education in teacher training programs.

3.2 Level of English Pre-Service Teachers' Acceptance of Using AI In Education in Terms of Usefulness

Table 2. Summary of the level of English Pre-Service Teachers' Acceptance of Using AI in Education in Terms of Usefulness

	Statement	Mean	SD	Descriptive Rating
1	As an English Pre-service teacher, I believe AI-powered tools provide valuable support for addressing diverse learning needs in English language classrooms.	3.76	0.77	Agree
2	As an English Pre-service teacher, I believe AI-powered tools are user-friendly and accessible for English language teaching.	3.68	0.71	Agree
3	As an English Pre-service teacher, I believe AI-powered tools can be a powerful tool for enhancing my engagement in English language learning.	3.67	0.81	Agree
4	As an English Pre-service teacher, I believe AI-powered tools can suggest relevant resources and materials.	3.80	0.75	Agree
5	As an English Pre-service teacher, I believe AI-powered tools can assist in creating engaging and interactive English language learning activities.	3.74	0.86	Agree
6	As an English Pre-service teacher, I believe AI-powered tools can help me with my writing skills.	3.65	0.83	Agree
7	As an English Pre-service teacher, I believe AI-powered tools can help me with my reading skills.	3.56	0.79	Agree
8	As an English Pre-service teacher, I believe AI-powered tools can support feedback and evaluation.	3.52	0.82	Agree
9	As an English Pre-service teacher, I believe AI-powered tools have the potential to make teaching more accessible and manageable for educators.	3.69	0.74	Agree
10	As an English Pre-service teacher, I believe AI-powered tools can help in managing time more effectively.	3.65	0.88	Agree
	Average Mean	3.67	0.63	Agree

Table 2 presents the English pre-service teachers' (PSTs) level of acceptance regarding the usefulness of AI in education, showing a favorable attitude with an overall mean score of 3.67 (SD = 0.63), interpreted as "Agree." The highest-rated items include AI's ability to suggest relevant resources (3.80) and support diverse learning needs (3.76), as well as its usefulness in creating engaging English language activities (3.74). PSTs also agreed that AI tools are user-friendly (3.68), enhance student engagement (3.67), and help make teaching more manageable (3.69). Additionally, they acknowledged that AI assists with time management (3.65), improves writing (3.65) and reading skills (3.56), and supports feedback and evaluation (3.52). These results highlight that English PSTs recognize AI as a valuable tool for enriching instruction and streamlining classroom tasks.

The overall positive reception of AI's usefulness aligns with findings from Hew et al. (2021), who emphasized that perceived usefulness strongly influences teachers' intention to adopt AI in their teaching strategies. English PSTs' belief in AI's practicality suggests they are optimistic and prepared to integrate it into their future classrooms to improve teaching effectiveness and student outcomes. Their readiness is grounded in the belief that AI can enhance engagement, personalize learning, provide interactive support, and improve academic performance. These insights point to a growing acceptance of AI as a reliable and impactful component in modern educational practices, reinforcing the importance of incorporating AI-related training in teacher education programs.

3.3 Level of English Pre-Service Teachers' Acceptance of Using AI In Education in Terms of Ease of Use

Table 3. Summary of the Level of English Pre-Service Teachers' Acceptance of Using AI In Education in Terms of Ease of Use

	Statement	Mean	SD	Descriptive Rating
1	AI-powered tools are easily to navigate because it provides clear instructions and guidance for users.	3.65	0.76	Agree
2	AI-powered tools potentially manageable for students with varying levels of tech-savviness.	3.60	0.66	Agree
3	AI-powered tools often provide clear error messages, which help users identify and troubleshoot technical issues easily.	3.59	0.76	Agree
4	AI-powered tools as mobile-friendly interfaces, making navigation and exploration of features even more convenient for various learning contexts.	3.68	0.69	Agree
5	AI-powered tools as increasingly offering multiple language options, which makes it more accessible for diverse users.	3.77	0.72	Agree
	Average Mean	3.66	0.60	Agree

Table 3 illustrates the English pre-service teachers' (PSTs) acceptance of using AI in education regarding ease of use, with an overall mean score of 3.66 (SD = 0.60), indicating a high level of agreement. The highest-rated item was the accessibility of AI tools through multiple language options (3.77), suggesting inclusivity for diverse users. This was followed by recognizing AI tools' mobile-friendly interfaces (3.68) and ease of navigation due to clear instructions (3.65). PSTs also agreed that AI tools are manageable even for users with varying degrees of technical skills (3.60) and that they typically provide clear error messages to support troubleshooting (3.59). These results suggest that English PSTs perceive AI tools as accessible and user-friendly, supporting their openness to integrating such technologies into classroom environments.

These findings align with the research of Malik et al. (2021) and Almahri et al. (2020), who emphasize the impact of perceived ease of use on building trust in educational technologies. According to Malik et al., trust and adoption rates increase when technologies are easy to use. Similarly, Almahri et al. found that user-friendly AI tools such as chatbots encourage future use and foster favorable attitudes among students. In this study, English PSTs' favorable perceptions of AI usability imply a readiness to incorporate such tools into their lesson plans. Ultimately, the data underscores the importance of intuitive and accessible AI design in ensuring successful adoption and positive attitudes toward educational technology.

3.4 Level of English Pre-Service Teachers' Acceptance of Using AI In Education in Terms of Intention

Table 4. Summary of the level of English Pre-Service Teachers' Acceptance of Using AI in Education in Terms of Intention

	Statement	Mean	SD	Descriptive Rating
1	I intend to use AI-powered tools in my future teaching career.	3.54	0.88	Agree
2	I intend to use AI-powered tools to enhance student engagement and motivation in the classroom.	3.58	0.78	Agree
3	I intend to use AI- powered tools in education to improve learning outcomes and academic performance.	3.56	0.79	Agree
4	I intend to use AI- powered tools because it helps to address the diverse learning needs of students effectively.	3.58	0.78	Agree
5	I intend to use AI- powered tools in creating learning activities and assessments.	3.46	0.95	Agree
6	I intend to use AI-powered tools in making my lesson plans.	3.00	1.03	Neutral
7	I intend to use use AI- powered tools in checking attendance and grading.	2.98	1.14	Neutral
8	I intend to explore and experiment with new and innovative AI tools in my personal and teaching needs.	3.54	0.83	Agree
9	I intend to explore new AI-driven teaching methodologies in my future English language classrooms.	3.55	0.71	Agree

10	I intend to participate in various programs such as, seminars, workshops, etc. about the usage, benefits, and risks of artificial intelligence in educational context.	3.69	0.82	Agree
Average Mean		3.45	0.70	Agree

Table 4 reveals that English pre-service teachers (PSTs) exhibit a generally positive intention to use AI in education, with an overall mean of 3.45 (SD = 0.70), interpreted as “Agree.” The highest-rated intention was to participate in professional development programs such as seminars and workshops on AI (3.69), indicating a strong interest in further learning about AI’s educational applications. PSTs also expressed high intentions to use AI-powered tools to enhance student engagement, motivation, and to address diverse learning needs, with mean scores around 3.58. Other intentions, such as improving learning outcomes (3.56), exploring AI-driven teaching methods (3.55), and experimenting with innovative AI tools (3.54), also reflect their openness to incorporating AI into future classrooms.

However, the study found more neutral responses regarding AI use for administrative tasks, including lesson

planning (3.00) and checking attendance or grading (2.98). This suggests a distinction between AI’s perceived value in enhancing teaching and learning versus its role in routine classroom management. These findings align with Baydas and Goktas (2017), who emphasized that perceived usefulness, ease of use, and ICT self-efficacy are key predictors of teachers’ intention to adopt technology. Their study underlines the need to strengthen pre-service teachers’ confidence and competence in technology to encourage its integration into constructivist, student-centered teaching practices. Overall, English PSTs demonstrate a strong willingness to embrace AI tools that enrich learning but remain cautious about their role in administrative tasks.

3.5 Significant Relationship Between the Awareness and Acceptance of the English Pre-Service Teachers' Acceptance of Using AI in Education

Table 5. Results on the Relationship Between the Awareness and Acceptance of the English Pre-Service Teachers' Acceptance of Using AI in Education

Variables	Usefulness	Ease of Use	Intention	Acceptance of using AI	Interpretation
Awareness and Familiarity of AI	.481	.530	.371	.501	Moderate Positive Correlation

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

The results reveal a moderate positive correlation between English PSTs’ awareness and acceptance of using AI in education, as shown by the Pearson correlation coefficient of $r = 0.501$. This statistically significant relationship indicates that as pre-service teachers gain a deeper understanding of AI technologies, their willingness to adopt and integrate these tools into their teaching practices also increases. Consequently, the null hypothesis is rejected, affirming that awareness and acceptance are significantly linked. This finding emphasized the importance of awareness as a key factor in encouraging the effective adoption of AI in educational settings.

Supporting studies, such as those by Kim and Kim (2022) and Wood et al. (2005), emphasize that educators’ familiarity and comfort with everyday AI applications positively shape their openness to classroom integration. Similarly, Zhang et al. (2023) stress that pre-service teachers’ perceptions evolve with experience, suggesting that teacher training programs should include targeted interventions and hands-on exposure to AI tools. These initiatives can build confidence and promote informed

decision-making regarding AI use. In conclusion, raising awareness through structured training and real-life applications may be vital in fostering greater acceptance and adoption of AI among future educators.

3.6 Proposed Program for English Pre-Service Teachers on the Integration of Artificial Intelligence in Education

A comprehensive Seminar-Workshop on Fostering Awareness and Acceptance of Artificial Intelligence can be designed based on the identified need to raise awareness and build competence in Artificial Intelligence among English pre-service teachers. This program is designed to equip pre-service teachers with the essential knowledge, attitudes, and practical skills to integrate AI into English language teaching effectively.

The proposed program includes the following components:

- **Awareness-building sessions** introduce the fundamentals of AI and its relevance in modern classrooms.

- **Hands-on workshops** that allow participants to explore AI tools applicable to English instruction.
- **Panel discussions** will address common concerns and misconceptions about AI.
- **Collaborative activities**, such as lesson planning and group brainstorming, are used to encourage the application of AI in real teaching scenarios.
- **Evaluation and action planning** to help participants develop concrete steps for future AI integration.

This design responds to the evident gap in AI literacy among pre-service teachers and aligns with current trends in education that demand digital fluency. It ensures that participants are informed and empowered to implement AI-enhanced strategies in their future teaching careers.

IV. CONCLUSION

AI-powered learning platforms hold a positive perception of AI's usefulness in education. They particularly appreciate AI's potential to address diverse learning needs and boost student engagement. This positive attitude, coupled with their favorable view of the ease of use of AI tools, plays a critical role in their willingness to adopt AI in their teaching practices. Overall, English PSTs show a clear intention to incorporate AI into their classrooms, reflecting openness to leveraging AI to enhance their instructional methods.

However, their enthusiasm is more cautious when using AI for specific tasks such as designing learning activities, assessments, lesson plans, attendance, and grading, where they remain neutral. This indicates a need for additional support and training to build confidence and competence in these areas. The study also highlights a significant positive correlation between AI awareness and acceptance, emphasizing that increased knowledge about AI directly boosts PSTs' readiness to integrate it into their teaching. Therefore, ongoing professional development through seminars, workshops, and training programs is essential to empower English PSTs to utilize AI and maximize its benefits for student learning effectively.

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