What drives L2 teachers to embrace artificial intelligence (AI)? A phenomenological inquiry into the role of personal and job resources

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ABSTRACT: This phenomenological research delved into the contributions of personal and job resources to L2 teachers' adoption of artificial intelligence (AI) in their teaching practices. Data were collected from 27 L2 teachers through an open-ended questionnaire and a narrative frame, and analyzed using content analysis. The findings revealed that personal resources such as technological *self-efficacy, AI literacy, openness to innovation*, and *resilience* can significantly affect L2 teachers' AI adoption. Job resources, including *institutional support, availability of efficient tools, and professional development opportunities*, can also exert a direct impact on teachers' willingness to embrace AI. This study contributes to the understanding of how these resources interact to shape L2 teachers' engagement with AI and offers practical implications for educational institutions seeking to enhance AI adoption among educators.
Keywords: artificial intelligence, job resources, personal resources, phenomenological inquiry, L2 teachers

¿Qué motiva a los profesores de L2 a adoptar la inteligencia artificial (IA)? Una investigación fenomenológica sobre el papel de los recursos personales y laborales

RESUMEN: Esta investigación fenomenológica profundizó en las contribuciones de los recursos personales y laborales para la adopción de la inteligencia artificial (IA) por parte de los profesores de L2 en sus prácticas docentes. Se recogieron datos de 27 profesores de L2 a través de un cuestionario abierto y un marco narrativo, y se analizaron mediante análisis de contenido. Los resultados revelaron que los recursos personales, como la autoeficacia tecnológica, la alfabetización en IA, la apertura a la innovación y la resiliencia, pueden afectar significativamente la adopción de la IA por parte de los profesores de L2. Los recursos laborales, que incluyen el apoyo institucional, la disponibilidad de herramientas eficientes y las oportunidades de desarrollo profesional, también pueden ejercer un impacto directo sobre la disposición de los profesores a la hora de adoptar la IA. El estudio contribuye a la comprensión de cómo interactúan estos recursos para moldear el compromiso de los profesores de L2 con la IA y ofrece implicaciones prácticas para las instituciones educativas que buscan mejorar la adopción de la IA entre sus educadores.
Palabras clave: inteligencia artificial, recursos laborales, recursos personales, investigación fenomenológica, profesores de L2

1. Introduction

The incorporation of artificial intelligence (AI) into instructional-learning contexts has gained considerable momentum in recent years (Chen et al., 2022; Dai & Ke, 2022; Zhi & Wang, 2024), reshaping teaching practices, learning dynamics, and teacher-student interactions (Yuan, 2024). AI-powered instruments, such as intelligent tutoring systems, automated feedback tools, and generative AI applications, have introduced new opportunities for enhancing teaching and learning experiences (Derakhshan, 2025; Liu & Wang, 2024; Lu et al., 2024; Law, 2024; Xin & Derakhshan, 2025). These technological advancements have been particularly transformative for second and foreign language (L2) education, where AI applications facilitate individualized language instruction, improve learner engagement, and assist in language skills development (Dai & Liu, 2024; Huang et al., 2023). Despite the unprecedented potential of AI applications, their successful integration into classroom contexts is largely dependent on teachers' tendency and readiness to embrace advanced technologies (Al-khresheh, 2024; Christina & Panagiotidis, 2024).

Given that teachers' willingness to leverage AI plays a key role in its successful implementation, discovering the internal and external factors that affect L2 teachers' AI adoption is crucial. Notwithstanding this, limited attention has been devoted to understanding the factors that encourage or discourage L2 teachers from incorporating AI into their instructional practices. Most existing studies have focused primarily on the technological affordances of AI-driven tools and their impact on L2 learners' academic outcomes (Fathi et al., 2024; Shafiee Rad, 2024; Wei, 2023). Although some studies have examined the factors influencing L2 teachers' AI adoption, they have predominantly relied on established frameworks like the "technology acceptance model" and the "unified theory of acceptance and use of technology". While these models provide valuable perspectives on determining factors, such as perceived ease of use and usefulness (Belda-Medina & Kokošková, 2024; Sun & Mei, 2022; Tram, 2024), they tend to depict technology adoption as a linear and straightforward process, failing to capture the complex and evolving nature of teachers' engagement with educational technologies, including AI (Shen & Guo, 2024).

In reality, teachers' willingness to integrate AI in instructional settings is influenced not only by their perceptions of its functionality (Tram, 2024), but also by the availability of personal and job resources (Choi et al., 2023; Tram & Tran-Thanh, 2024). Personal resources, such as self-efficacy, technological competence, and openness to innovation, are potential determinants of teachers' engagement with AI (Barrett & Pack, 2023; Xiao et al., 2025; Yang et al., 2024). Teachers with higher self-efficacy are more likely to experiment with AI-driven tools, adapt their teaching strategies, and navigate potential technological challenges (Yang et al., 2024). Moreover, openness to innovation can foster a positive mindset that enables teachers to perceive AI as an opportunity to enhance their teaching, rather than as a disruptive force (Barrett & Pack, 2023). At the same time, job resources, such as institutional support, professional development opportunities, and technological infrastructure, can play a crucial role in facilitating AI adoption (Tram & Tran-Thanh, 2024). Educational institutions that provide structured AI training, technical support, and a collaborative professional environment create positive conditions that may encourage teachers to integrate AI into their instructional routines (Tram & Tran-Thanh, 2024). Despite their potential to transform AI adoption, how

they collectively influence language teachers' tendency to leverage AI technologies remains underexplored. To bridge this gap, this study adopts a phenomenological approach to explore L2 teachers' perceptions and lived experiences regarding the role of personal and job resources in shaping their willingness to incorporate AI technologies into teaching practices.

1.1. Artificial intelligence (AI) and L2 teaching

AI has emerged as a transformative force in L2 education, offering numerous benefits for L2 teachers and their instructional practices (Derakhshan et al., 2025). AI-powered technologies have the potential to greatly alleviate L2 teachers' workload by automating time-consuming tasks, such as grading, error correction, and lesson planning (Divekar et al., 2022). This, in turn, enables them to focus more on interactive, learner-centered instruction, fostering a more engaging language learning environment (Derakhshan & Ghiasvand, 2024). Furthermore, AI-driven analytics provides L2 teachers with real-time insights into their learners' progress, enabling them to make data-informed instructional decisions and offer targeted support where needed (Barrios-Beltran, 2024). Additionally, AI tools can assist L2 teachers in developing customized teaching materials by generating language learning exercises, prompts, and multimodal content tailored to learners' proficiency levels (Huang et al., 2023). By streamlining instructional responsibilities and enhancing teaching efficiency, AI empowers L2 teachers to focus on higher-order teaching functions, such as fostering learners' communicative competence and critical thinking abilities (Ilgun Dibek et al., 2024).

Despite its unprecedented benefits, integrating AI tools and technologies into L2 teaching contexts also entails several important challenges (Dai & Liu, 2024). One major challenge is the pedagogical implications of AI use, particularly regarding the role of human interaction in the language learning process. Language acquisition is deeply rooted in social and communicative interactions, and over-reliance on AI-assisted instruction may reduce opportunities for authentic interpersonal engagement (Zhou & Hou, 2024). Another significant challenge revolves around teacher autonomy and professional identity (Lan, 2024). The increasing reliance on AI in language education raises questions about the evolving role of L2 teachers. AI may undermine teachers' expertise by automating core instructional tasks, leading to a diminished sense of agency in lesson planning and assessment (Liu & Chang, 2024). This challenge is particularly relevant in contexts where AI-driven analytics and recommendations begin to dictate pedagogical decisions, potentially limiting teachers' flexibility and creativity in curriculum design (Korucu-Kış, 2024). As AI continues to evolve, addressing these challenges is crucial to ensuring its responsible and effective integration in L2 instructional environments.

1.2. Teachers' AI adoption

The adoption of AI by teachers is a complex process that may be influenced by both personal and professional/institutional factors (Zhang et al., 2025). At the personal level, teachers' technological self-efficacy, or their belief in their ability to use technology effectively, is a key determinant of their willingness to incorporate AI into their teaching practices (Yang et al., 2024; Yang & Lou, 2024). Research has shown that teachers who feel

confident in their technological skills are more likely to explore and experiment with AI tools, seeing them as valuable additions to their pedagogical toolkit (Yang & Lou, 2024). Conversely, those with limited technological competence may resist adopting AI, fearing that it may add to their workload or not align with their teaching style (Yang et al., 2024). Attitudes toward technology and innovation are also shown to significantly shape AI adoption (Chocarro et al., 2023; Zhang et al., 2023). Teachers who have a growth mindset and are open to experimenting with new tools are more inclined to embrace AI, viewing it as an opportunity to innovate and enhance their teaching methods (Sun & Mei, 2022). On the other hand, teachers with a more conservative outlook may be skeptical of AI's potential, concerned about its reliability, its fit within existing teaching practices, or the potential erosion of their professional identity as educators (Sun & Mei, 2022). Besides personal factors, professional/institutional elements, such as institutional support, targeted training, and access to technological resources, can also significantly affect teachers' AI adoption (Tram & Tran-Thanh, 2024). Teachers who benefit from proper training, resources, and institutional support are more inclined to embrace AI, as these factors equip them with the tools and guidance needed for the successful implementation of this advanced technology (Tram & Tran-Thanh, 2024). Understanding these personal and professional factors is essential for facilitating AI adoption among teachers, as it helps to identify the barriers and enablers that directly affect teachers' willingness to integrate AI into their teaching practices.

1.3. Personal and job resources

Personal resources are the individual qualities, characteristics, and attributes people bring with them to their professional contexts (Xanthopoulou et al., 2009). Personal resources include attributes like self-efficacy, optimism, resilience, and adaptability. These qualities contribute to an individual's ability to cope with job demands, reduce stress, and take on new challenges in a productive way (Xanthopoulou et al., 2009). Job resources, on the other hand, refer to the external factors available in the working environment that can help individuals meet their job demands and accomplish professional tasks (Bakker et al., 2007). These resources consist of colleague support, administrator behaviors, and professional development opportunities, which are instrumental in facilitating goal achievement and improving job satisfaction and performance (Bakker et al., 2007). In the context of this study, personal resources may include AI literacy, technological self-efficacy, openness to innovation, and flexibility to leverage new instructional tools. Job resources involve institutional support, such as professional development programs that provide proper training on AI technologies and best practices. These resources also involve access to robust AI-powered tools, chatbots, applications, and platforms. The interaction between personal and job resources determines the extent to which teachers feel empowered and motivated to adopt AI in their teaching practices, ultimately influencing their capacity to successfully integrate these technologies into L2 classrooms..

1.4. Theoretical underpinning: Job demands-resources (JD-R) theory

The Job Demands-Resources (JD-R) theory (Bakker & Demerouti, 2007) is a widely recognized framework that explains how personal and job resources influence employees'

professional engagement. According to this theory, individuals' professional engagement is directly influenced by the personal and job resources that shape their capacity to meet or respond to their job demands (Bakker & Demerouti, 2007). This theory posits that personal resources, such as self-efficacy, resilience, and a proactive mindset, empower individuals to take initiative, persist through difficulties, and remain committed to their professional tasks (Bakker & Demerouti, 2017). Job resources, including institutional support, access to training, and a collaborative work environment, provide external support structures that facilitate employees' ability to meet work-related expectations (Tummers & Bakker, 2021). As stated by Bakker et al. (2023), when personal and job resources are sufficient, employees experience higher motivation and job satisfaction, leading to greater professional engagement.

In the context of the present research, the JD-R theory provides a useful lens for understanding L2 teachers' engagement with AI. AI integration can be perceived as a job demand, requiring additional cognitive effort, technological adaptation, and instructional shifts. However, personal resources—such as technological self-efficacy, openness to innovation, and motivation for professional growth—can help teachers navigate these challenges and view AI as an opportunity rather than a burden. Likewise, job resources, including institutional support, access to professional development, and collaboration with colleagues, can reduce the strain of AI adoption and foster a regular engagement with these tools. By ensuring that L2 teachers have access to both robust personal and job resources, institutions can enhance their willingness to integrate AI into their teaching practices, ultimately leading to more effective and sustainable implementation.

2. Present Study

Building upon the JD-R theory, the current research aims to explore the role of personal and job resources in shaping L2 teachers' engagement with AI. While previous studies have examined the challenges and opportunities of AI integration in language education, limited attention has been paid to the internal and external factors that influence teachers' willingness to adopt AI-driven tools. By focusing on both internal (personal) and external (job-related) resources, this study seeks to uncover how these factors interact to facilitate or hinder AI adoption among L2 teachers. The study is guided by the following research questions:

- How do L2 teachers perceive the influence of personal and job resources on their AI adoption?
- From the L2 teachers' perspectives, what specific personal and job resources contribute to AI adoption?

3. Methodology

This study employed a phenomenological approach to explore L2 teachers' lived experiences and perceptions regarding the role of personal and job resources in their adoption of AI. Phenomenology, as a research approach, "seeks to uncover the subjective meanings individuals attach to their experiences" (Heidegger, 2005, p. 23), making it particularly suitable for understanding how teachers perceive and navigate AI integration in their instructional

practices. Rather than focusing on general trends, phenomenology provides a holistic and experience-driven perspective (Creswell & Poth, 2016), capturing the complexities of L2 teachers' AI adoption processes.

3.1. Research context and participants

This study was conducted in the context of L2 education, where AI-driven tools are increasingly being introduced to facilitate language teaching and learning processes. The research focused on L2 teachers working in diverse educational settings, including schools, universities, and private language institutes. These institutions vary in their level of AI integration, ranging from those with established AI-assisted teaching programs to those where AI adoption is still in its early stages. This diversity in institutional contexts allowed for a comprehensive exploration of the factors influencing teachers' engagement with AI.

Table 1. *Demographic information*

	Number (N)	Percentage (%)
Gender		
Male	15	55.5
Female	12	44.5
Age		
25-30	13	48.1
31-36	9	33.3
37+	5	18.6
Teaching Experience		
5-10	14	51.8
11-16	9	33.3
17+	4	14.9
Major		
Teaching English as Foreign Language (TEFL)	13	48.1
English Language and Literature	9	33.3
English Language Translation	5	18.6
Academic Degree		
Master of Arts (MA)	16	59.3
Doctor of Philosophy (Ph.D.)	11	40.7
Total	27	100

The study involved 27 L2 teachers, selected through maximum variation sampling. As shown in Table 1, participants included teachers from different genders, age groups, academic degrees, majors, and years of teaching experience, offering a broad spectrum of perspectives on the role of personal and job resources in teachers' AI adoption.

3.2. Data collection instruments

In this study, two main data collection tools were employed: an open-ended questionnaire and a narrative frame. These instruments were selected to capture rich, qualitative data, enabling participants to share their experiences, insights, and reflections on how personal and job resources influence AI adoption. The open-ended questionnaire consisted of three questions designed to explore L2 teachers' perspectives on their personal and job resources related to AI adoption. The first two questions focused on teachers' lived experiences and perceptions of the overall role of personal and job resources in their AI adoption, while the third question delved into specific personal and job resources that contributed to their adoption of this advanced technology. In addition to the questionnaire, a narrative frame was used to encourage teachers to share personal stories and anecdotes regarding the integration of AI into their classrooms. This tool prompted teachers to reflect on moments in their professional careers when personal and job resources directly influenced their engagement with AI, allowing for deeper exploration of their emotional reactions and decision-making processes. These two instruments together provided a rich and holistic data set, facilitating a multidimensional exploration of the factors influencing L2 teachers' AI adoption.

3.3. Procedure

First, participants were invited to participate through an email invitation and provided with an informed consent form outlining the study's purpose, confidentiality measures, and the voluntary nature of participation. Once participants agreed to participate, they were given access to the open-ended questionnaire and the narrative frame. The open-ended questionnaire was administered online, and participants were given two weeks to complete and submit their responses. The questionnaire was designed to be completed individually and did not require immediate interaction with the researcher. After submitting the questionnaire, participants were given the narrative frame, which asked them to describe specific instances related to their experiences with adoption of AI in their teaching. Upon completion of both instruments, the data was anonymized and compiled for thematic analysis.

3.4. Data analysis

The data gleaned through the open-ended questionnaire and the narrative frame were analyzed using content analysis. A summative approach to content analysis was specifically applied, which involves examining the dataset in relation to both the text itself and a pre-existing theoretical framework (Hsieh & Shannon, 2005). In this case, the JD-R theory (Bakker & Demerouti, 2007) guided the analysis, helping to identify and categorize key concepts related to personal and job resources within the participants' responses. This approach allowed for the systematic identification of recurring themes, focusing on how these resources influenced L2 teachers' engagement with AI.

The analysis was jointly conducted by the researchers using the MAXQDA software (v. 2024), a qualitative data analysis tool that facilitates the organization, coding, and interpretation of textual data. Initially, both researchers independently reviewed the responses to identify

recurring themes and patterns related to personal and job resources. After familiarizing themselves with the data, they created an initial set of codes aligned with the personal and job resources outlined in the JD-R theory. Subsequently, the researchers compared and discussed their findings to ensure consistency and reliability in the coding process. Discrepancies in interpretation were resolved through discussion and, when necessary, further refinement of the coding scheme. Then, they grouped the identified codes into broader themes, examining how these resources influenced L2 teachers' perceptions and adoption of AI. This process allowed for the extraction of detailed and meaningful insights into the internal and external factors influencing L2 teachers' AI adoption, thus providing a solid foundation for addressing the study's research questions. ICR was evaluated after the coding process to ensure consistency and reliability of the analysis, intercoder reliability (ICR) was evaluated after the coding process. The Cohen's Kappa value of 0.96 indicated a strong agreement between the coders, confirming the reliability of the analysis.

In this study, different principles of good qualitative research were adhered to ensure the integrity and trustworthiness of the findings (Nassaji, 2020). For instance, credibility was maintained through the use of member checking, where participants were given the opportunity to review and verify their responses to ensure accuracy and alignment with their intended meanings. Moreover, confirmability was ensured by having two independent researchers conduct the data analysis, which was cross-checked for consistency and reliability, as indicated by the intercoder reliability measurement. An audit trail was also kept throughout the research process to provide transparency. Additionally, transferability was supported by providing detailed descriptions of the study's context, participants, and procedures, allowing future researchers to assess the applicability of the findings to similar settings.

4. Findings

This section presents the findings of the study, categorized into two sub-sections. The first subsection explores L2 teachers' perceptions of how personal and job resources influence their AI adoption, shedding light on their attitudes and experiences. The second subsection delves into the specific personal and job resources that were identified as key contributors to L2 teachers' engagement with AI.

4.1. The role of personal and job resources in L2 teachers' AI adoption

The findings revealed that L2 teachers perceived personal resources as playing a critical role in shaping their willingness to integrate AI into their teaching practices. They emphasized that their personal traits and attributes could significantly impact their tendency to adopt AI tools and resources. As one teacher explained, "My willingness to try novel technologies like AI depends a lot on my personal traits and characteristics" (P4). Another teacher added, "My decision to leverage AI in my classrooms is subject to my personal skills and abilities" (P9). Similarly, in a narrative frame, a participant wrote:

> *As I began integrating AI into my teaching practices, I found that my personal traits and qualities played a significant role in my willingness to experiment with this advanced technology* (P2).

Likewise, job resources were viewed as highly influential on L2 teachers' AI adoption. Participants highlighted that institutional conditions can play a pivotal role in their transition into AI-enhanced instruction. As one teacher noted, "The amount of support and resources my institution provides can make a big difference in my willingness to adopt AI" (P10). Another teacher shared, "The physical, psychological, and social backing I receive from my institution can directly affect my decision to embrace AI tools and technologies" (P15). Similarly, in his narrative frame, a participant reflected on the undeniable role of job resources in AI adoption, stating:

> *As I began integrating AI into my teaching practices, I found that the physical, emotional, and social resources provided by my institution played a significant role in my willingness to experiment with this advanced technology* (P22).

4.2. Key personal and job resources contributing to L2 teachers' AI adoption

Participants mentioned several specific personal and job resources that directly affected their AI adoption (see Figure 1). As to personal resources, they emphasized that their *technological self-efficacy, AI literacy, openness to innovation,* and *resilience* shaped their willingness to embrace AI tools. Furthermore, concerning the job resources, participants stated that *institutional support, availability of efficient tools*, and *professional development opportunities* influenced their tendency to leverage AI technologies

Figure 1. *Personal and job resources contributing to L2 teachers' AI adoption*

4.2.1. Personal resources

4.2.1.1. Technological self-efficacy

Technological self-efficacy emerged as a key personal attribute influencing L2 teachers' AI adoption. Many participants expressed that their confidence in using digital tools significantly impacted their willingness to adopt AI technologies. As one participant explained:

> *If I didn't trust in my technological skills and abilities, I probably wouldn't have given AI a try* (P11).

Another teacher echoed the significant role of this personal attribute in his narrative frame, stating:

> *One of the key personal resources that encouraged me to adopt AI was my technological self-efficacy* (P14).

4.2.1.2. AI literacy

AI literacy was identified as the second personal factor affecting L2 teachers' tendency to leverage AI. Teachers who demonstrated a higher level of AI literacy were more enthusiastic about integrating AI into their classrooms. One participant explained,

> *Having a solid understanding of AI made me feel confident in using it. Once I knew its potential, I was eager to incorporate it into my lessons* (P19).

In a narrative frame, another teacher emphasized the central role of this personal factor in her AI adoption:

> *One of the key personal resources that encouraged me to adopt AI was my adequate knowledge about this novel technology* (P25).

4.2.1.3. Openness to innovation

Openness to innovation emerged as another personal characteristic contributing to L2 teachers' AI adoption. Teachers who were open to innovation demonstrated greater eagerness to integrate AI into their teaching practices, viewing it as an opportunity for growth and development. One participant noted,

> *I enjoy trying new things in my teaching practices, and AI felt like a great way to evolve my teaching and push beyond my usual methods* (P4).

In her narrative writing, another teacher recounted:

> *One of the key personal resources that encouraged me to adopt AI was my willingness to embrace novel things* (P6).

4.2.1.4. Resilience

Resilience was viewed as another personal feature that shapes teachers' decisions to leverage AI tools and technologies in L2 instructional settings. L2 teachers who were able to overcome obstacles and setbacks associated with the integration of AI were more inclined to adopt this emerging technology. As one participant shared,

> *There were definitely some hurdles and difficulties when I first started using AI. I figured out how to handle those difficulties and use AI to improve my teaching effectiveness* (P18).

Similarly, in a narrative frame, another participant noted:

> *One of the key personal resources that encouraged me to adopt AI was my ability to bounce back from difficulties and setbacks (P15).*

4.2.2. Job resources

4.2.2.1. Institutional support

Institutional support emerged as one of the most significant job resources impacting L2 teachers' adoption of AI. Teachers emphasized the importance of support from school administrators, institutions, and educational authorities in encouraging the integration of AI into their classrooms. One participant recounted,

> *When our school leadership encourages AI integration and provides us with strong technology infrastructure, it makes a huge difference. We feel supported and inspired to use these technologies more effectively* (P8).

Likewise, in his narrative writing, a participant mentioned:

> *One of the important job resources that inspired me to leverage AI in my classrooms was the adequate support offered by educational managers* (P13).

4.2.2.2. Availability of efficient tools

The availability of efficient tools was also perceived as significantly influencing L2 teachers' decisions to adopt AI. Teachers noted that when AI tools are easy to use, well-integrated into the existing curriculum, and aligned with pedagogical goals, they are more likely to incorporate them into their daily teaching practices. As one participant stated,

> *Having efficient AI tools that are specifically designed for language education really makes me motivated to incorporate AI into my teaching practices* (P24).

Another participant emphasized the significance of this job resource in his narrative writing:

> *One of the important job resources that inspired me to leverage AI in my classrooms was easy access to reliable tools and instruments* (P13).

4.2.2.3. Professional development opportunities

Professional development opportunities related to AI adoption were another critical job resource identified by L2 teachers. These opportunities, including training sessions, workshops, and online courses, provided teachers with the knowledge and skills necessary to effectively use AI tools in their teaching. Teachers who had access to targeted professional development programs were more inclined to use AI while teaching. One teacher reflected,

> *I feel more confident using AI tools after attending targeted training sessions. The training I received helped me understand how to apply them effectively in my lessons, and I've been able to integrate them more regularly* (P21).

Another teacher referred to this job resource in his narrative writing:

> *One of the important job resources that inspired me to leverage AI in my classrooms was the professional development programs designed by school administrators* (P27).

5. Discussion

Grounded in the JD-R theory, this study attempted to identify the role of personal and job resources in shaping L2 teachers' engagement with AI. Adopting the phenomenological approach, the study delved into L2 teachers' experiences and subjective perceptions of the role of these factors in their AI adoption. The findings derived from the content analysis revealed that participants viewed both personal and job resources as important determinants of their AI adoption. They perceived AI adoption as a multifaceted process that depends not only on individuals' skills and abilities but also on a supportive professional setting that fosters its implementation. Beyond its primary purpose, this study sought to uncover the key personal and job resources that contribute to L2 teachers' AI adoption. The findings indicated that personal resources, such as *technological self-efficacy*, *AI literacy*, *openness to innovation*, and *resilience*, play a crucial role in influencing L2 teachers' tendency to embrace AI. Additionally, job resources, including *institutional support*, *availability of efficient AI tools*, and *professional development opportunities*, can also exert a direct impact on L2 teachers' AI adoption.

The study's finding on the pivotal role of personal and job resources in L2 teachers' engagement with AI can be justified in light of the JD-R theory, which suggests that employees' professional engagement is primarily influenced by the presence of both personal and job resources (Bakker & Demerouti, 2007). The combined influence of internal strengths and external support systems on teachers' engagement with AI mirrors the main tenet of the JD-R model, showing that when adequate personal and job resources are present, employees are more inclined to engage (Bakker & Demerouti, 2017). According to this model, personal and job resources act as a buffer against work-related demands and lead to increased professional engagement (Bakker et al., 2023). In the context of this study, personal resources such as technological self-efficacy and openness to innovation empower teachers to take initiative and successfully embrace the growing demand for AI integration in their profession. Simultaneously, job resources, including institutional support and professional development opportunities, provide the necessary administrative backing that mitigates the challenges associated with meeting this emerging professional demand.

The study's findings further identify key personal and job resources that can directly influence L2 teachers' inclination to embrace AI. On a personal level, teachers with higher *technological self-efficacy* felt more confident in integrating AI tools into their instruction, as they believed in their ability to effectively navigate new technologies. *AI literacy* also played a critical role, as teachers with a deeper understanding of AI's capabilities and limitations were more willing to experiment with its applications. Moreover, *openness to innovation* emerged as a key factor, with teachers who exhibited a proactive attitude toward educational advancements being more receptive to AI-driven pedagogies. *Resilience* further contributed to AI adoption, as teachers who demonstrated persistence in overcoming technological and pedagogical challenges were more likely to integrate AI despite initial difficulties. Taken as

a whole, these findings align with those of previous studies, highlighting the role of personal attributes in shaping teachers' willingness to adopt or accept AI (Al-khresheh, 2024; Belda-Medina & Kokošková, 2024; Choi et al., 2023; Chocarro et al., 2023; Yang & Lou, 2024). On an institutional level, *institutional support*, including administrative encouragement and technical assistance, was viewed to be highly influential in L2 teachers' AI adoption. The *availability of efficient tools* emerged as another external determinant of AI adoption, as teachers with reliable and user-friendly resources were more inclined to integrate AI into their teaching practices. Additionally, professional development opportunities, including AI-focused training programs, were also perceived as an important job resource, as they equipped teachers with the necessary skills and knowledge to implement AI effectively. Overall, these findings lend support to those of previous research, emphasizing the role of institutional factors in shaping the AI acceptance process (Tram, 2024; Tram & Tran-Thanh, 2024; Zhang et al., 2023).

Despite offering valuable insights, this study has three notable limitations that need to be discussed. First, the study relied on qualitative self-reported data, which, while providing in-depth perspectives, may be subject to personal bias. Future studies could complement self-reports with observational data to gain a more holistic view of AI adoption among L2 teachers. Second, this study was conducted within L2 teaching contexts, which may restrict the generalizability of its findings to other educational settings. Future research could investigate the AI adoption process in diverse instructional environments to determine whether personal and job resources affect teachers' AI adoption in other educational contexts as well. Third, the relatively small number of participants in this study may also limit the generalizability of the findings. Although the sample provided valuable insights, a larger sample size could offer a more comprehensive view of the personal and professional factors influencing L2 teachers' AI adoption. Future studies could include a larger group of participants to enhance the robustness and generalizability of the findings.

6. Conclusion And Implications

Using a phenomenological approach, this study probed the role of personal and job resources in shaping L2 teachers' willingness to integrate AI into their teaching practices. The findings revealed that both personal resources, such as technological self-efficacy, AI literacy, openness to innovation, and resilience, and job resources, including institutional support, efficient AI tools, and professional development opportunities, significantly influence teachers' adoption of AI. Together, these outcomes highlight the importance of addressing both individual and institutional factors to facilitate AI integration in L2 teaching. Theoretically, the study extends the JD-R theory by illustrating how personal and job resources interact to influence teachers' engagement with AI. It highlights the importance of these resources not only in addressing emerging job-related demands but also in fostering greater engagement and adaptation to technological innovations in educational settings. This research contributes to the growing body of literature on AI adoption in education, offering a nuanced perspective on the role of personal and job resources in shaping teachers' attitudes and practices. From a practical standpoint, the findings suggest that educational institutions should focus on both personal and organizational resources to support L2 teachers in their

AI adoption journey. Providing targeted professional development opportunities, creating a supportive professional environment, and fostering teachers' technological self-efficacy are key actions that can enhance AI integration in language classrooms. Moreover, institutions should ensure that teachers have access to efficient AI tools and technologies to facilitate their transitions into AI-enhanced teaching practices..

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