

USEFULNESS OVER EASE? INVESTIGATING EFL TEACHERS' GAI CHATBOTS ADOPTION

TÍNH HỮU ÍCH HƠN DỄ SỬ DỤNG? NGHIÊN CỨU SỰ CHẤP NHẬN AI CỦA GIÁO VIÊN DẠY TIẾNG ANH NHƯ MỘT NGOẠI NGỮ

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ABSTRACT

The use of generative artificial intelligence (GAI) chatbots in education has gained popularity recently. Many schools and educational institutions have adopted GAI chatbots as useful tools that assist teachers with teaching and materials development. Since preparation is an important step in implementing effective teaching, this study aims to investigate the extent to which perceived usefulness (PU) and perceived ease of use (PEOU) influence EFL teachers' willingness to use (WU) GAI chatbots for teaching preparation. This research utilised a quantitative approach based on the TAM model. A total of 184 valid responses were collected using online questionnaires. The data collected were analysed using IBM SPSS 27. The findings revealed that while both PU and PEOU were significant to willingness to use, PU was a stronger determinant than PEOU. This study provides insights into the adoption of GAI chatbots in EFL teacher preparation, highlighting the roles of both effectiveness and ease of use in promoting their use in teaching practice.

Keywords: *Generative AI, AI acceptance, TAM, teaching preparation, EFL.*

TÓM TẮT

Ứng dụng trí tuệ nhân tạo tạo sinh (GAI) trong giáo dục ngày càng phổ biến. Nhiều trường học và các cơ sở giáo dục sử dụng chatbot GAI như một công cụ hữu ích hỗ trợ giáo viên trong việc giảng dạy và phát triển tài liệu. Quá trình chuẩn bị được xem là một bước quan trọng để có được tiết dạy hiệu quả. Nghiên cứu này tìm hiểu ảnh hưởng của nhận thức về tính hữu ích và tính dễ sử dụng đến sự sẵn sàng sử dụng (WU) GAI trong quá trình chuẩn bị giảng dạy. Nghiên cứu sử dụng phương pháp định lượng dựa trên mô hình TAM. 184 phản hồi hợp lệ đã được thu thập thông qua khảo sát trực tuyến và đưa vào phân tích bằng phần mềm IBM SPSS 27. Kết quả cho thấy cả nhận thức về tính hữu ích (PU) và tính dễ sử dụng (PEOU) đều có ảnh hưởng tích cực và có ý nghĩa thống kê đối với mức độ sẵn sàng sử dụng AI, trong đó PU là yếu tố tác động mạnh hơn. Kết quả của nghiên cứu này góp phần làm rõ các yếu tố thúc đẩy giáo viên ứng dụng chatbots GAI trong việc chuẩn bị bài giảng, đồng thời cung cấp cơ sở cho việc triển khai ứng dụng chatbots GAI trong giáo dục.

Từ khóa: *Trí tuệ nhân tạo, chấp nhận AI, TAM, chuẩn bị bài giảng, Tiếng Anh như một ngoại ngữ.*

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1. INTRODUCTION

Generative artificial intelligence (GAI) has become increasingly prominent in recent years. AI is well known for its applications across sectors such as healthcare, finance and transportation [1]. While humans play a key role in the education sector, artificial intelligence is on the

way to being utilised in this area. The adoption of AI in the educational context supports teaching, helping teachers improve their professional practices, including lesson preparation, material development, proofreading, assessment and feedback giving. Ekizer [2] highlights that the use of AI in education can enhance learners'

performance, particularly in writing accuracy and speaking fluency.

Additionally, AI adoption may help decrease anxiety and boost students' motivation. Some teachers express uncertainty about whether AI will replace part of their role or lessen the intimacy in instruction. However, Ng et al. [3] worry about the decrease in critical thinking skills due to the overuse of AI tools and platforms. Continuous reliance on AI can weaken human cognitive abilities, as individuals tend to favour AI-generated decisions that are fast and seemingly optimal, rather than developing their own slower but more thoughtful judgments [4]. These mixed perceptions suggest the need to investigate the willingness to adopt AI in teaching practices.

Technology acceptance has been explored for many years. One of the most well-known models of technology acceptance is the Technology Acceptance Model (TAM), which posits acceptance based on perceived usefulness and perceived ease of use [5]. This framework provides insights into educators' use of technology, especially regarding the necessary skills, support, and a favourable attitude toward using new technology.

Although TAM has proven useful in studying the role of technology, research on Vietnamese EFL teachers' willingness to use GAI chatbots for teaching preparation remains limited, especially in online teaching environments. Given this context, identifying determinants of teachers' willingness to use GAI chatbots in teaching preparation is crucial. By examining two factors, perceived usefulness and perceived ease of use, derived from the TAM model, the study aimed to provide further empirical evidence for the use of GAI chatbots for teaching preparation among online EFL teachers in the context of a Vietnamese private educational centre. Specifically, this study addressed the following research questions:

RQ1: What types of GAI chatbots do online EFL teachers use in teaching preparation, and how frequently do the teachers use them?

RQ2: To what extent do perceived usefulness and perceived ease of use affect online EFL teachers' willingness to use GAI chatbots for teaching preparation?

2. LITERATURE REVIEW

2.1. Teaching Preparation

Preparation is considered an important step that teachers should complete before executing actual teaching in classrooms [6]. With careful preparation for

teaching, teachers' confidence, understanding of the content and better use of instructional materials can be sustained [7]. Actual teaching practices may be ineffective with unsuitable instructional preparation and materials [8]. According to Emiliyasi et al. [9], a lack of preparation for teaching may lead teachers to lose direction in their teaching. The study by Egounleti et al. [10] on 50 Beninese EFL teachers suggests that the role of teaching preparation is undeniable. The majority of teachers (92%, 46 out of 50) agreed that a lesson should not be commenced without a plan. Moreover, 96% of participants (48 out of 50) confirmed that students expressed their tiredness during unplanned lessons and up to 98% admitted that lesson preparation was an indispensable process. Overall, teaching preparation is considered the foundation that enhances teachers' teaching quality and students' educational achievement throughout their learning journey.

2.2. EFL Teachers' Perceptions of AI Use in Teaching Preparation

AI integration into the teaching preparation process in EFL classrooms has become increasingly prominent, especially in teachers' perceptions and acceptance of adopting AI tools.

Asrori and Setyaningsih [11] conducted a study using TAM to examine EFL teachers' acceptance of integrating AI into lesson preparation. The study focused on Indonesian high school EFL teachers who participated in a training course on AI for teaching preparation. Interestingly, the majority of teachers agreed that AI tools are easy to use and manage and claimed that their usefulness enabled them to design teaching materials effectively [11]. The results, however, revealed that AI-generated text should be used with care and adjustment. In addition, the prompts used must be revised several times to ensure the results perfectly match their teaching contexts. Another study by Zaim et al. [12] explored Indonesian EFL teachers' views on AI adoption in teaching preparation at the higher education level and coincided with Asrori and Setyaningsih's findings [11], suggesting that the use of AI tools such as QuillBot and ChatGPT to generate content and prepare materials made the lesson preparation process more effective. Zaim et al. [12] also mentioned some challenges, including difficulties in meeting curriculum requirements and ensuring teaching quality. Generally, EFL teachers across various educational contexts expressed positive views on the use of AI tools in the preparation process,

citing their usefulness and effectiveness. However, they also expressed caution about issues such as content reliability, insufficient training and curriculum suitability.

While previous research has provided evidence of teachers' acceptance of AI use for teaching preparation, such evidence remains limited in other educational settings, particularly in the Vietnamese online EFL teaching environment. Asrori and Setyaningsih [11] focused on Indonesian secondary teachers who participated in an AI training session, while Zaim et al. [12] investigated university-level educators in Indonesia using the Unified Theory of Acceptance and Use of Technology (UTAUT). This study specifically focused on Vietnamese EFL teachers who provided online classes at a private Edtech company and adopted TAM. Additionally, the present research examined the relationships among perceived usefulness, perceived ease of use and willingness to use GAI chatbots for teaching preparation in the Vietnamese online EFL teaching environment.

2.3. TAM

TAM, developed by Davis [5], is a well-known framework used to determine the reasons that shape attitudes towards technology use. TAM has two main components: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). PU measures the extent to which an individual believes technology will enhance their performance, while PEOU indicates how easy the technology is to use. If a user recognises that a technology is useful and easy to operate, they will tend to form positive feelings toward it, leading to actual use [13].

This research adopted the TAM model, focusing on PU and PEOU as predictors of Vietnamese EFL teachers' willingness to use GAI chatbots to prepare for their teaching. These two constructs were selected based on the study's specific purpose, as stated in the research title, which centres on the roles of usefulness and ease of use. Additionally, later developments of TAM, such as TAM2 [14], excluded attitude as a mediating variable and supported the direct influence of PU and PEOU on behavioural intention. Accordingly, this study did not aim to test the mediating role of attitude but to investigate the relationships between PU and PEOU and Vietnamese EFL teachers' willingness to use GAI chatbots for teaching preparation in the online teaching environment.

In this research, two independent variables, including performance expectancy and perceived ease of use, are defined as follows.

Perceived Usefulness (PU) refers to the belief that using a system may improve job performance [15]. Alnujaidi [16], studying the use of ChatGPT in Saudi EFL education, highlights the role of PU in shaping students' and teachers' acceptance of AI, which is found to be the most common determinant. Similarly, Ramli et al. [17] affirm that PU is the strongest predictor of AI use in higher education. Dinh et al. [18], however, report that PU does not significantly influence the use of AI.

Perceived Ease of Use (PEOU) refers to the ease of using a technology; when a technology is easy to use, users are more likely to utilise it [19]. PEOU is identified as the most impactful factor among students studying at a university in Malaysia [20]. When EFL learners perceive AI as a helpful and easy-to-use tool, they are likely to shape positive attitudes toward adopting this tool [21]. PEOU, along with usefulness, significantly influences intention to use [22].

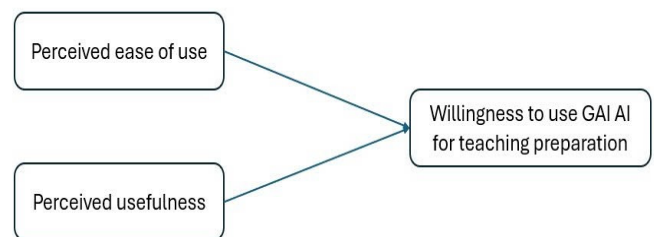


Figure 1. The research framework

3. RESEARCH METHODOLOGY

3.1. Research settings and participants

The research was conducted with EFL teachers working at a private company in Hanoi. The company mainly provided supplementary online English courses. Students studied via an online platform, and a customised learning management system recorded their learning outcomes. Teachers at the company were advised to use GAI chatbots in their teaching practice to maximise their performance and reduce their workload. Recently, they were encouraged to utilise GAI chatbots in teaching preparation to speed up this process. Nevertheless, little empirical evidence on the determinants of EFL teachers' willingness to utilise GAI chatbots to prepare lessons is available, making it difficult for the company to implement GAI chatbot adoption effectively. This study focused on identifying the extent to which two factors, including perceived usefulness and perceived ease of use, impact teachers' willingness to use GAI chatbots in the preparation for actual teaching practice.

The majority of teachers participating in the questionnaire were female, accounting for 82.6% and more than 90% were under 34 years of age (Table 1). Teachers primarily taught online courses designed to practice Cambridge tests (Key English Test, First Certificate in English and International English Language Testing System). Each course lasted 9 months and was separated into two semesters. Teachers were responsible for supporting and monitoring students' learning performance at the end of the courses. A group of academic specialists monitored teaching quality. Teachers also participated in the process of content development, teaching preparation and assessment. Since teaching online classes, they were expected to be familiar with technology.

Table 1. Age and teaching experience (n = 184)

Items	Values	Frequency	Percentage (%)
Age	Under 25	104	56.5
	25 - 34	75	40.8
	35 - 44	5	2.7
	45 and above	0	0.0
Teaching experience	Less than 1 year	12	6.5
	1 - 3 years	110	59.8
	4 - 7 years	49	26.6
	8 - 12 years	7	3.8
	More than 12 years	6	3.3

3.2. Instruments

An online questionnaire was employed for this study. The questionnaire aimed to identify the extent to which two factors, PU and PEOU, influence EFL teachers' willingness to use GAI chatbots in teaching preparation. The sections for variables were measured by using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). To enhance the appropriateness of the questions for the specific study context, certain items were adjusted based on the TAM model [5], which helped increase clarity and better reflect the context of using GAI chatbots in teaching preparation among online EFL teachers. The questionnaire was designed in English.

3.3. Data collection methods

The questionnaire was distributed online through Telegram and Zalo to a group of online EFL teachers in the company. Data were collected over a week, during which 212 responses were obtained. In addition, the

collected data were screened to ensure reliability and suitability for further analysis.

Participants were required to read the survey introduction, which included its objectives, voluntary participation and participants' right to withdraw from the study at any time. In addition, participants were asked to confirm that they were 18 or older to participate in the survey. All data were stored on Google Drive and only used for research purposes.

All findings were reported anonymously and were accessible solely to the study team. Personal information such as name and phone number was not collected. The study prioritised the protection of participants' privacy at every stage of data collection and analysis.

3.4. Data screening and analysis

After the data were collected, the responses were transferred from Google Forms to Microsoft Excel to support the analysis. In this research, IBM Statistical Package for the Social Sciences (SPSS) Statistics 27 was used. Data screening was conducted to improve the dataset's appropriateness. In the data screening phase, the dataset was checked for missing values. Incomplete responses were removed from the list to avoid bias in the results. In addition, two criteria were used to track the invalid responses. Firstly, responses were removed if participants selected "Never" in the question about the frequency of GAI chatbot use, as these respondents were considered to have no experience using GAI chatbots. Secondly, responses in which participants selected the same options for all five Likert-scale questions were also excluded, since this indicated a straight-choosing attitude. As a result of data screening, 184 valid responses out of 212 were used for further analysis.

Reliability analysis was conducted using Cronbach's Alpha to test the consistency of each construct. The Cronbach's alpha coefficients ranged from 0.771 to 0.826, which were higher than 0.7, confirming good reliability [23].

4. RESULTS

4.1. Types of GAI chatbots and the frequency of use

As shown in Table 2, ChatGPT was the most common GAI chatbot used in teaching preparation, accounting for 92.9%. Google Gemini ranked second, with 71.7% of respondents reporting their use. Microsoft Copilot and Claude were rarely used, with 12.5% and 13.0%, respectively.

Table 2. The use and frequency of GAI chatbots (n = 184)

Items	Values	Frequency	%
Types of GAI chatbots	ChatGPT	171	92.9
	Google Gemini	132	71.7
	Microsoft Copilot	23	12.5
	Claude	24	13.0
	Others	6	3.3
Frequency of use	Never	0	0
	Rarely	15	8.1
	Sometimes	66	35.9
	Often	76	41.3
	Very often	27	14.7

In terms of frequency of use, the majority of teachers reported often using these tools to prepare their lessons, at 41.3%. 35.9% of teachers admitted that they sometimes utilised GAI chatbots for support. Additionally, 14.7% of respondents expressed their frequent use. Only a small percentage reported rare use (8.1%). This result aligns with the preference to adopt technology in the online teaching environment, where the focus is mainly on utilising technological advantages to improve operational efficiency.

4.2. Impacts of PU and PEOU on Willingness to Use

Tables 3, 4 and 5 show the factor loadings for further analysis. KMO was 0.784 for PU/PEOU and 0.667 for WU; Bartlett's tests were significant ($p < 0.001$). Both KMOs were higher than 0.5, confirming the data's appropriateness for factor analysis [24]. Factor 1 "Perceived usefulness" consisted of PU1 - PU4 (loadings from 0.733 to 0.825). Factor 2 "Perceived ease of use" involved PEOU 1 - PEOU 3 (loadings from 0.779 to 0.879). Factor 3, "Willingness to Use", included WU1 - WU3 (loadings from 0.806 to 0.874). These results support the factorability of the items and the proposed factor structure.

Table 3. Principal component analysis, KMO and Bartlett's test (n = 184)

	1	2	3	Commuality	KMO	Approx. Chi-Square	df
PU1	0.808			0.747	0.784	534.676	21
PU2	0.825			0.694			
PU3	0.816			0.686			
PU4	0.733			0.541			
PEOU1		0.850		0.736			
PEOU2		0.779		0.735			
PEOU3		0.879		0.777			

WU1			0.874	0.764	0.667	153.301	3
WU2			0.812	0.659			
WU3			0.806	0.649			

Note: $p < 0.001$

Table 4. Total Variance Explained of PU and PEOU (n = 184)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.4	48.4	48.4	3.4	48.4	48.4
2	1.5	21.9	70.2	1.5	21.9	70.2
3	0.6	8.8	79.0			
4	0.5	7.3	86.3			
5	0.4	5.2	91.6			
6	0.3	4.8	96.4			
7	0.3	3.6	100.0			

Table 5. Total Variance Explained of WU (n = 184)

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.1	69.1	69.1	2.1	69.1	69.1
2	0.6	18.5	87.6			
3	0.4	12.4	100.0			

Correlation was also analysed to identify relationships among the variables and assess the possibility of multicollinearity. Correlation coefficients below 0.8 were acceptable, as they indicated a lower likelihood of multicollinearity [25]. Table 6 presents the means, standard deviations and correlations among variables.

Table 6. Means, standard deviations, and correlations among variables (n = 184)

	Mean	Std.Dev	1	2	3
PU	4.06	0.642	1	0.375	0.652
PEOU	3.80	0.699		1	0.390
WU	4.03	0.654			1

Note: $p < 0.001$ (two-tailed)

Multiple correlation values in the regression were examined to assess the relationship between the dependent variable and the independent variables, with values closer to +1 indicating a stronger relationship [26].

The model's explanatory power was evaluated by the coefficient of determination (R^2). R^2 can range from 0.10 to higher than 0.50, which was considered acceptable when some or most of the explanatory variables are statistically significant. [27]. Durbin-Watson statistics were also computed to assess autocorrelation, with acceptable values of 1.5 to 2.5 indicating no serial correlation [28]. The statistical significance of the model was evaluated by an F-test ($p < 0.05$) [25]. Multicollinearity was again examined using the Variance Inflation Factor (VIF), with values below 5 indicating less serious multicollinearity [25]. Table 7 showcases the results.

The strength of the relationships between the independent and dependent variables was assessed using the standardised regression coefficients (β). The higher the absolute β value, the stronger the relationship that variable had, provided that the significance level was $p < 0.05$ [29]. As shown in Table 7, this finding highlights that both PU and PEOU significantly predict the dependent variable WU.

In terms of unstandardised coefficients B, while a one-unit increase in PU was related to a 0.601-unit increase in WU, a one-unit increase in PEOU was associated with a 0.158-unit increase in predicted WU. This reveals PU is a stronger predictor of WU than PEOU.

In terms of standardised coefficients β , PU had a larger standardised regression coefficient ($\beta = 0.589$) than PEOU ($\beta = 0.169$), suggesting PU has a stronger association with WU than PEOU. It highlights that PU was a stronger predictor of willingness to adopt GAI chatbots for teaching preparation than PEOU.

Table 7. Summary of regression analysis for variables ($n = 184$)

		PU	PEOU	R	R^2	F	Durbin-Watson
Model	B	0.601	0.158	0.671	0.450	74.066	2.213
	β	0.589	0.169				
	Sig.	< 0.001	0.005				
	Std.Error	0.061	0.056				
	t	9.906	2.836				
	95% Confidence Interval for B	Lower Bound	0.481	0.450	0.450	74.066	2.213
		Upper Bound	0.720				
	VIF	1.164	1.164				

5. DISCUSSION

Online EFL teachers reported that ChatGPT was the most frequently used chatbot for teaching preparation among other GAI chatbots. The widespread adoption of this chatbot may be due to its ability to provide practical value in supporting a variety of professional tasks, such as generating ideas, creating instructional materials and designing activities. Additionally, in the context of teacher preparation, ChatGPT could provide immediate support and suggestions, reducing time and workload for teachers. ChatGPT appears to offer clear benefits that increase teachers' productivity. The prominence of this tool in teachers' usage then encourages a focus on exploring ChatGPT functions to utilise its benefits fully. Besides ChatGPT, many other GAI chatbots are available for teachers to use. It is recommended that teachers try a wider range of GAI chatbots. Since other platforms offer distinct features and advantages, using a diverse range of GAI chatbots may help teachers determine which chatbot is most suitable for specific purposes and maximise their use in preparing for actual teaching.

The study also revealed that PU was the stronger predictor, confirming the TAM model's effectiveness in predicting willingness to use GAI chatbots in this specific context. This finding is consistent with those reported by Alnujaidi [16], who examined EFL instructors' acceptance of AI for language learning, and by Ramli et al. [17], who investigated the acceptance of AI among higher education students at a university in Malaysia. These studies focused on adult users and may suggest that they tend to use GAI chatbots because they understand their practical value. The study contradicts the findings of Dinh et al. [18], which

focused on preschool teachers' acceptance of AI for children with speech delays. It reinforces the importance of perceived usefulness in EFL teachers' willingness to use new technologies. In the dynamic environment of private educational companies, teaching preparation requires continuous adaptation of content, activity design, and instructional material development; teachers highlight GAI chatbots for their ability to support professional tasks effectively. The willingness to use GAI chatbots appears to be strongly related to the practical benefits these tools offer rather than to their innovative characteristics. Additionally, the usefulness of GAI tools remains a significant factor, even among online EFL teachers

already familiar with digital tools. This finding reveals that exposure to technology alone may not be sufficient to encourage the use of GAI if teachers do not perceive clear efficiency gains from the technology.

Although PEOU had a weaker influence than PU on willingness to use, it was still considered a predictor. This finding aligns with Wei et al. [20], Amoush et al. [21], and AL-Qadri et al. [22], who have highlighted the role of ease of use in integrating GAI chatbots into EFL learning and teaching processes. This finding suggests that while PEOU is an important factor, it is not the main force of GAI chatbot adoption. EFL teachers may, through prior training and experience, possess certain levels of digital competence, so they may consider ease of use less of a barrier. However, the presence of PEOU as a positive factor highlights that user-friendly interfaces may facilitate adoption by reducing teachers' effort to learn to use GAI chatbots. In the online teaching environment, where teachers are expected to be more familiar with digital tools, PEOU appeared to be a weaker predictor than PU in this sample of GAI adoption, especially in teacher preparation. Instead, PEOU may serve as a facilitating construct that supports online EFL teachers in interacting more easily with AI tools. Therefore, while PU plays a more significant role in shaping teachers' willingness to use GAI chatbots in the research-specific context, PEOU remains crucial for reducing technical barriers and fostering greater engagement with GAI chatbots.

Generally, the study provides additional evidence on the applicability of TAM, confirming that both PU and PEOU have a significant impact on EFL teachers' willingness to use GAI chatbots for teaching preparation in the Vietnamese online EFL teaching context. In the context of GAI chatbot adoption, PU plays a stronger role than PEOU, suggesting that teachers' willingness is mainly driven by the effectiveness these chatbots offer for their professional performance rather than by simplicity. While PEOU acts as a facilitator for willingness to use, perceived value appears to be a more important factor in shaping teachers' adoption of GAI chatbots. In terms of practicality, professional training courses should focus more on how GAI chatbots can be effectively integrated into teaching preparation. Training should provide clear examples of how to use GAI chatbots to design materials and activities, and to generate content to meet learners' demands. Training may place greater emphasis on demonstrating the practical usefulness of GAI chatbots while also providing guidance on their use.

6. CONCLUSIONS

The study reveals that the research model is statistically significant, with perceived ease of use and perceived usefulness explaining 45% of the variance in teachers' willingness to adopt GAI chatbots for teaching preparation. Perceived usefulness was the stronger predictor, indicating that teachers' willingness to use GAI chatbots for teaching preparation is enhanced when they perceive benefits from these tools. While perceived ease of use contributed to willingness to use, it exerted a relatively weaker influence, indicating that ease of use is a supporting factor rather than the primary one. The research findings support the conclusion that the adoption of GAI chatbots in teaching preparation among EFL teachers working in an online teaching environment is based on both perceived usefulness and perceived ease of use. These findings also provide further support for the use of the TAM model in the context of GAI-assisted teaching and contribute contextual evidence on the importance of PU and PEOU among Vietnamese EFL teachers in the private online teaching environment.

Although this study focused solely on EFL teachers providing online classes, several practical implications can be proposed to increase teachers' willingness to use GAI chatbots. The importance of perceived usefulness in the findings emphasises that teachers' use of GAI chatbots is partially dependent on the practicality these tools provide. Therefore, companies offering online teaching services should prioritise training and workshops that demonstrate the effectiveness of GAI chatbots for specific teaching preparation tasks, such as idea generation, classroom activity design and material adaptation. Perceived ease of use also contributes to the willingness to adopt GAI chatbots, so a GAI tool designed with an easy-to-use interface is necessary. A user-friendly interface, clear instructions and helpful technical support can reduce barriers in using AI tools.

While the research model demonstrated its explanatory power, other relevant factors may not have been identified in this study. Company factors such as culture, access to technology and professional training may have affected teachers' responses. Internal policies, expectations at manager levels, and training programs provided were not mentioned in the research model. Additionally, because this study primarily relied on self-report questionnaire data, the results may be influenced by participants' subjective perceptions. This study focused on online EFL teachers working at a private

educational company in Hanoi, which limits the generalizability of the findings. Another limitation is the exclusion of teachers who reported never having used GAI chatbots during data screening, so the findings may not fully reflect the perceptions or willingness of teachers who have never used such tools. The utilisation of a cross-sectional design and a self-reported questionnaire indicates associations among PU, PEOU and WU rather than a causal relationship, and the findings may be susceptible to common method bias.

Future studies may extend to investigate how to integrate GAI chatbots into teacher preparation and how GAI-assisted preparation supports students' engagement and learning outcomes. Since GAI chatbots are continually evolving, future studies are expected to examine teachers' perceptions over time. Such research would help provide a better understanding of the long-term use of GAI chatbots in the EFL context. Additionally, future research may consider employing the full version of TAM framework to investigate the role of attitude and provide a more comprehensive understanding of teachers' willingness to use GAI chatbots.

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