

Redefining Teacherness in the GenAI Era: A Systematic Review of L2 Teacher Identity and Flourishing

Eun-Young Jeon (Yonsei University)

Received: 23 July 2026
Revised: 26 August 2026
Accepted: 2 October 2026

Eun-Young Jeon. (2026). Redefining teacherness in the GenAI era: a systematic review of L2 teacher identity and flourishing. *Modern English Education*, 27, 412-429.

Keywords

Generative AI, technostress, digital flourishing, teacher agency, teacherness, systematic review
생성형 AI, 테크노스트레스, 디지털 번영, 교사 주도성, 교사다움, 체계적 문헌고찰

Eun-Young Jeon

Research Professor
Institute of Humanities
Yonsei University
joyjeon@yonsei.ac.kr

Abstract

This systematic review of 108 empirical articles outlines the psychological journey of L2 educators in response to the disruptive rise of Generative AI (GenAI). Following PRISMA 2020 guidelines, the study synthesizes influential research from 2019 to 2025, employing an integrative thematic synthesis to capture the lived experiences of teachers across various global contexts. The analysis highlights a key shift from pandemic-era instrumental anxiety, stemming from infrastructural deficiencies, to a contemporary sense of ontological insecurity in the post-human pedagogical landscape. Findings indicate a transition from anxiety related to COVID-19 survival to a complex state of existential ambivalence, characterized by fears of job displacement alongside newfound pedagogical empowerment and professional satisfaction. Importantly, the review introduces the “Ecological Framework of Identity Reconstruction,” positing that critical individual mediators—namely digital resilience, professional agency, and AI literacy—are significantly influenced by institutional support and socio-cultural alignment. By redefining teacherness as a combination of human emotional intelligence, moral judgment, and AI-enhanced expertise, this paper establishes a strong theoretical foundation that challenges deterministic narratives of teacher replacement. Ultimately, it presents a multi-level roadmap for educators, administrators, and policymakers to navigate technological disruption and foster sustained digital growth through the strategic alignment of individual agency with systemic ecological support.

INTRODUCTION

L2 Teacher Professional Identity (TPI) is dynamic, perpetually sculpted by the interplay of pedagogical knowledge, student exigencies, and digital tools. While TPI is central to teachers’ professional maturation, its intersection with advanced technology remains a site of significant struggle (Shafiee et al., 2022). Traditionally, technology integration followed a gradualist approach, premised on the principle that pedagogy must lead technology (Tsui & Tavares, 2021). However, this theoretical tension has been sharply intensified by two successive waves of technological disruption over the past half-decade, each reconfiguring the ‘teacher-tool’ relationship in distinct ways.

The first wave was catalyzed by the COVID-19 pandemic. It necessitated a rapid, wholesale transition to Emergency

Remote Teaching (ERT) (Hodges et al., 2020), a migration from physical classrooms to distance-learning environments undertaken with little preparation time (Morita-Mullaney et al., 2024). This initial phase was characterized by non-volitional technology use, wherein educators were compelled to adopt tools irrespective of their pedagogical readiness, imposing severe cognitive and emotional burdens (Huang et al., 2021).

Just as this initial volatility began to subside, the advent of Generative AI (GenAI) introduced a second, far more transformative wave of disruption. Unlike antecedent tools that functioned as passive conduits, GenAI operates as a quasi-intelligent agent, shifting the discourse from simple tool adoption to existential inquiries concerning the teacher's ontological status within the algorithmic loop. Informed by identity-construction and sociocultural-ecological perspectives, this ontological turn necessitates a re-evaluation of TPI across micro, meso, and macro levels (Lan, 2024; Satvati et al., 2025). Rather than displacing existing skills, this era demands the evolution of traditional PCK into 'AI-enhanced pedagogical knowledge (AIPCK)'—the specialized ability to deconstruct intuitive teaching intentions into explicit, AI-actionable instructions while preserving pedagogical authority (Chen et al., 2026).

Navigating this ontological shift requires a profound re-examination of 'teacherness'—the distinctive human qualities that remain irreplaceable, distinguishing an educator from an instructional machine. Historically, literature has approached this construct through isolated theoretical lenses. The socio-cultural perspective illuminates how contextual ecosystems drive situated practices. Meanwhile, the professional competence framework emphasizes the mastery of technology-integrated PCK. Concurrently, the identity-construction approach highlights the continuous internal negotiation of teacher roles.

However, treating these frameworks as mutually exclusive is untenable in the GenAI era. Early research often failed to connect teachers' technical competence with their emotional negotiations (Liu & Chang, 2024; Shafiee et al., 2022; Shen & Guo, 2024). Consequently, to address this theoretical fragmentation, this study purposefully adopts an integrated ecological stance. By synthesizing these three theoretical approaches, we establish a holistic paradigm to capture the multifaceted reality of modern language educators.

The cumulative impact of these two waves has generated sharply divergent strands of empirical inquiry. Rather than reaching a consensus, current literature reveals profound contradictions. A critical cross-analysis exposes underlying methodological and contextual divides. On one hand, a cluster of research employs quantitative technology acceptance models (e.g., UTAUT). These studies highlight the technical affordances and purported universal efficiency of GenAI (Crompton & Burke, 2023; Zawacki-Richter et al., 2019). On the other hand, emerging qualitative and phenomenological studies underscore profound psychological tolls. They reveal severe role ambiguity and deskilling anxiety among teachers (Lan, 2024; Satvati et al., 2025).

These conflicting results highlight a critical limitation in current scholarship. The literature frequently treats AI either as a neutral tool in a vacuum or as an inevitable threat. Consequently, it fails to capture the nuanced, iterative ways L2 teachers negotiate their professional boundaries across different environments. While much research focuses on student outcomes or technical software specifications (Crompton & Burke, 2023; Zawacki-Richter et al., 2019), the subjective, lived experiences of L2 teachers remain under-explored (Celik et al., 2022; Chan et al., 2025). Crucially, the field lacks a holistic understanding of the transition from ERT to GenAI. The continuity and discontinuity between the acute, survivalist stress of the former and the existential ambivalence of the latter remain unclear (cf. Huang et al., 2021; Satvati et al., 2025).

Addressing this overarching research gap, the present systematic review provides a critical analysis of 108 selected empirical studies. Ultimately, it clarifies how L2 teacherness is negotiated under rapid technological transformation. This review is guided by three overarching research questions:

1. How has the research landscape concerning L2 teachers' psychological experiences evolved from the pre-Generative AI era to the Generative AI era?
2. What are the key sources and manifestations of technostress and digital flourishing in technology-mediated L2 environments?
3. How do individual mechanisms and contextual factors interact to mediate or moderate the reconstruction of L2 teacher identity and teacherness amidst technological disruption?

METHOD

Research Design and Data Sources

This review adheres to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (hereafter PRISMA) 2020 guidelines to synthesize research on L2 educators' psychological trajectories. Data from Web of Science and Scopus (January 2019–December 2025) captured the transition from the 2019 Beijing Consensus to the current GenAI landscape.

The search targeted population, technological mediators, and psychological constructs (e.g., technostress, well-being, identity, emotion). Following a multi-stage screening of 761 records, 108 peer-reviewed studies were selected. As illustrated in the PRISMA flow diagram in Figure 1, this selection process systematically filtered out duplicates, non-empirical pieces, and studies lacking psychological variables to arrive at the final corpus. The extracted data were subjected to a rigorous thematic synthesis supported by a recursive coding cycle and an audit trail. Table 1 details the specific search syntax and refinement criteria applied across the Web of Science and Scopus databases, allowing readers to precisely replicate the Boolean combinations and limiters used during the initial extraction phase.

TABLE 1*Database Search Strategies for the Systematic Review*

Database	Search Query	Limits
Web of Science	TS = (("EFL teacher*" OR "L2 teacher*" OR "language teacher*" OR "language educator*") AND ("Artificial Intelligence" OR "AI" OR "Generative AI" OR "GenAI" OR "ChatGPT" OR "Large Language Models" OR "LLM" OR "chatbot*" OR "automated writing evaluation" OR "technolog*") AND ("technostress" OR "well-being" OR "burnout" OR "anxiety" OR "resilience" OR "self-efficacy" OR "agency" OR "identity" OR "emotion*" OR "flourishing" OR "psycholog*" OR "grit" OR "boredom"))	Peer-reviewed articles; English language; 2019–2025
Scopus	TITLE-ABS-KEY (("EFL teacher*" OR "L2 teacher*" OR "language teacher*" OR "language educator*") AND ("Artificial Intelligence" OR "AI" OR "Generative AI" OR "GenAI" OR "ChatGPT" OR "Large Language Models" OR "LLM" OR "chatbot*" OR "automated writing evaluation" OR "technolog*") AND ("technostress" OR "well-being" OR "burnout" OR "anxiety" OR "resilience" OR "self-efficacy" OR "agency" OR "identity" OR "emotion*" OR "flourishing" OR "psycholog*" OR "grit" OR "boredom"))	Peer-reviewed articles; English language; 2019–2025

Inclusion and Exclusion Criteria

To maintain analytical rigor, the selection of articles was governed by four strictly delineated criteria:

1. **Target Population:** Studies were required to focus explicitly on L2 or ESL or EFL (English as a Foreign Language) teachers, distinguishing the findings from general education research.
2. **Psychological Variables:** The primary variables of interest mandated the inclusion of psychological constructs, such as teacher professional identity, emotions, anxiety, burnout, self-efficacy, resilience, grit, boredom, and digital flourishing. These specific constructs were selected as criteria because they move beyond surface-level technology acceptance (e.g., perceived ease of use) to capture the deep-seated cognitive and emotional shifts underlying professional adaptation.
3. **Technological Context:** Investigations had to be situated within technology-mediated environments, ranging from Emergency Remote Teaching (ERT) platforms to contemporary Gen AI-integrated classrooms.
4. **Publication Type and Language:** Only peer-reviewed empirical articles published in English were included. Theoretical papers, book reviews, and studies focusing solely on student outcomes or technical software specifications were excluded.

Systematic Screening and Selection Process

The initial search yielded 761 records (WoS: 327; Scopus: 434). Following the removal of 206 duplicates and filtering for document type and language, 367 unique records underwent title and abstract screening. Subsequent full-text eligibility review of 172 articles, focusing on deep-seated psychological variables rather than mere technology acceptance, resulted in a final corpus of 108 peer-reviewed studies (WoS: 76; Scopus: 32). The complete list of the 108 included studies is provided in the References section, marked with an asterisk (*). Additionally, to illustrate the diverse characteristics of the reviewed literature, a representative sample of 11 key empirical studies is summarized in the Appendix.

Data Analysis and Synthesis

Drawing upon the framework of Thomas and Harden (2008), this study employed an integrative thematic synthesis to

analyze a diverse methodological corpus of 108 articles. This approach facilitated the integration of qualitative, quantitative, and mixed-methods findings by qualitzing empirical results into a unified thematic format (Sandelowski, 2000). The analysis followed a multi-stage coding process: initial descriptive coding captured study contexts (e.g., ERT vs. GenAI), theoretical frameworks, and methodologies. Given that the coding was performed by a single researcher, specific measures were implemented to ensure analytical rigor and mitigate subjective bias. Specifically, a test-retest intra-rater reliability protocol was utilized, wherein the researcher re-coded a 20% random subset of the data two weeks after the initial coding, achieving a high degree of consistency. To ensure further analytical transparency, a recursive coding cycle was employed alongside a rigorous audit trail. This audit trail systematically documented the rationale for coding decisions, the history of merging or splitting themes, and specific instances where interpretive judgments were altered during recursive cycles. Crucially, the core constructs of this review, such as AI literacy, professional agency, and digital resilience, were not imposed from an a priori theoretical framework, but were derived inductively from the data. These inductively generated codes were subsequently synthesized into broader themes addressing the manifestations of technostress versus digital flourishing. Furthermore, a cross-case analysis was conducted to identify patterns of emotional evolution and the mediating roles of AI literacy, professional agency, and digital resilience.

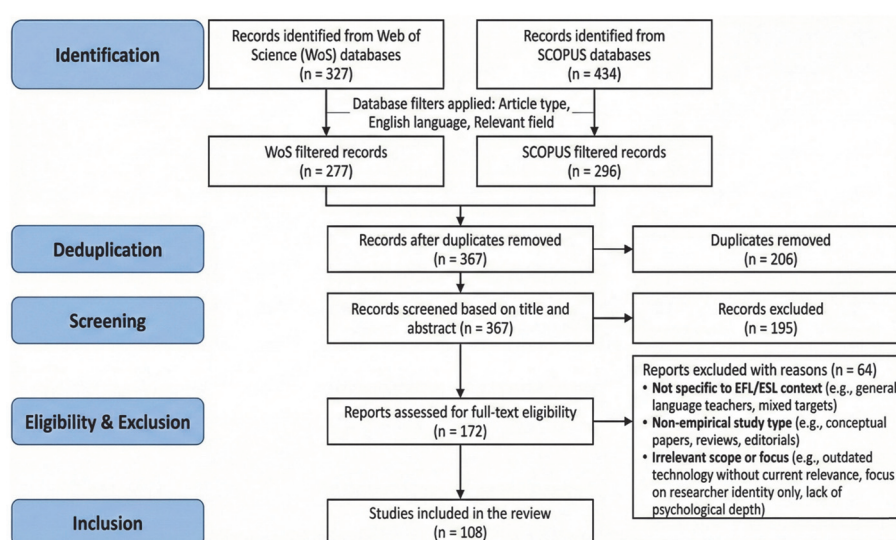


FIGURE 1
PRISMA Flow Diagram of Data Collection

FINDINGS

The Evolutionary Trajectory from Emergency Remote Teaching to Generative AI (RQ1)

L2 teacher psychology has transitioned from technological connectivity to cognition (Medgyes et al., 2025; Mendieta & Rützi-Joy, 2023), reflecting a deepening psychological engagement that transcends chronological progression. Analysis of 108 studies reveals a pivotal shift from access and survival to identity and existence, with publication trends mirroring the surge in GenAI proliferation (Ghiasvand & Seyri, 2025). As depicted in Figure 2, which tracks the chronological distribution of the included literature, there is a distinct spike in psychological research correlating with the release of LLMs. This evolution is further mapped out in Table 2, which provides a comparative overview of the three distinct phases (ERT, Transitional, and GenAI), demonstrating how the dominant technologies in each era triggered entirely different stressors and facilitators for L2 educators.

The Emergency Remote Teaching (ERT) Phase: Anxiety, Identity, and Survival (2020–2022)

The ERT phase was a ‘profession in crisis,’ defined by collective trauma and a profound preparedness gap (Izquierdo et al.,

2021; Medgyes et al., 2025; Morska et al., 2022). The immediate impact was a sharp decline in well-being due to forced adaptation, exemplified by 95.7% of Thai pre-service teachers reporting no prior online experience—a deficit that transformed technical malfunctions into sources of professional embarrassment and exhaustion (Boonmoh & Kamsa-Ard, 2023). Teachers experienced technophobia, burnout, depersonalization, and pedagogical anxiety within disembodied digital spaces (Fathali et al., 2024; Liu et al., 2025; Yang & Wang, 2024), often resorting to cyberloafing as a maladaptive escape from Zoom fatigue (Iravani et al., 2024; Yan & Wang, 2022).

Professional identity underwent significant destabilization as ESL teachers were marginalized as technical support rather than pedagogical experts (AbdAlgane, 2023; Morita-Mullaney et al., 2024). Despite this deficit model, resilience emerged through boundary-crossing, moving through stages of preparing, adapting, and stabilizing facilitated by reflective mechanisms (Yan & Wang, 2022). This process necessitated a rhizomatic becoming and rapid upskilling that eventually fostered new forms of teacher agency (Lee & Jeon, 2024; Sherman, 2021). While online communities provided vital emotional buffers, many struggled to reach the transformation level of technology integration (Ito, 2023; Taghizadeh & Basirat, 2024).

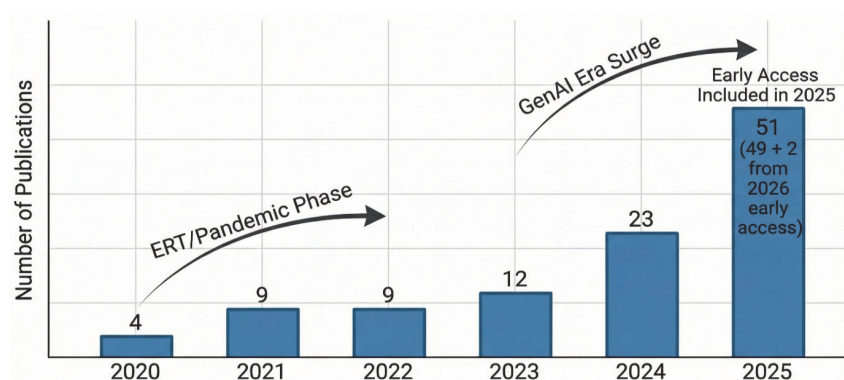


FIGURE 2

Temporal Distribution of Included Studies (2020–2025)

The Transitional Phase: Hybridity and Adaptation (2022–2023)

Post-pandemic research shifted toward sustainable hybrid integration, utilizing nexus analysis to explore how educators orchestrated learning across physical and digital boundaries (Tumelius & Kuure, 2024). Within this landscape, identity construction emerged as a central theme; for instance, pre-service teachers increasingly developed *tech-savvy* identities through strategic engagement with digital gamification (Masitoh et al., 2023). However, this transition was seldom seamless, uncovering a persistent gap in professional adaptation. While targeted training effectively mitigated anxiety levels for some pre-service educators, in-service teachers often demonstrated greater resistance, adhering to traditional pedagogical methods rather than embracing digital shifts (Bekereci-Sahin & Aslan, 2025; Sabourianzadeh & Ahmadi, 2023). Consequently, where instructional design lacked sufficient creativity, the novelty effect waned, ultimately precipitating pedagogical boredom (Kazemi & Heyran Kahnmauei, 2025).

The Generative AI Phase: Identity and Existential Ambivalence (2023–Present)

GenAI marks an ontological rupture, shifting the discourse from ‘how to use tools’ (e.g., Hughes, 2000) to the more fundamental question of ‘who we are as teachers’ (Ghiasvand & Seyri, 2025). This phase is characterized by existential ambivalence, where positive drivers such as curiosity coexist with fears of job displacement and a paradox of adoption and resistance (Al-Saliti et al., 2025; Parviz & Arthur, 2025; Shen & Guo, 2024). Unlike antecedent technologies, GenAI is perceived as an active agent, triggering role transformations from a knowledge transmitter to a facilitator. However, this shift simultaneously raises concerns over technological over-reliance and socio-emotional dangers, such as the potential erosion of emotional intelligence and the lack of human-like presence in AI-mediated spaces (Kazazoglu & Özel, 2025; Li et al., 2025; Sun et al., 2025). Ultimately, the counter-narrative of empowerment rests on epistemic agency and a digital mindset, which facilitate teacher reconstruction amidst these ontological shifts (Chu & Wang, 2025; Zou & Song, 2025).

TABLE 2*Evolutionary Stages of L2 Teacher Psychology across Technological Eras*

Era (Phase)	Dominant Technology	Psychological Disposition	Key Stressors (Inhibitors)	Facilitators of Flourishing	Key Citations
Emergency Remote Teaching (2020–2022)	LMS (Canvas / Moodle), Zoom, Basic CALL	Survivalist Anxiety & Defensive Resilience	Infrastructural instability, preparedness gap, depersonalization	Pedagogical continuity, rapid upskilling, social buffering	Izquierdo et al. (2021); Medgyes et al. (2025); Yan & Wang (2022)
Transitional / Hybrid (2022–2023)	Mobile Learning, Gamification, MR / VR	Adaptive Exploration & Engagement Fluctuation	Increased workload, pedagogical boredom, novelty wear-off	Student autonomy, tech-savvy identity, innovation	Jeon et al. (2022); Kazemi & Heyran Kahnmauei (2025); Masitoh et al. (2023)
Generative AI Era (2023–Present)	ChatGPT, LLMs, Intelligent Tutors	Existential Ambivalence & Ontological Rupture	Ontological displacement, ethical dilemmas, distrust (Black-box)	Epistemic agency, personalized co-creation, digital mindset	Ghiasvand & Seyri (2025); Kohnke et al. (2024); Vo & Huynh (2025)

The Dichotomy of Technostress and Digital Flourishing (RQ2)

The psychological landscape of L2 educators in the AI era is a bifurcated spectrum ranging from debilitating technostress to empowering flourishing, where conflicting affects often coexist within a single context. As outlined in Table 3, an analysis of the literature reveals this duality quantitatively: out of the 108 reviewed studies, 34 primarily addressed themes of technostress, while 76 focused on digital flourishing, indicating a notable tilt toward positive adaptation.

TABLE 3*Prevalence and Key Citations of Technostress and Digital Flourishing Themes*

Major Theme	Sub-theme	Number of Studies (%) (N = 108)	Key Citations
Technostress	Treadmill effect (Work overload, technology exhaustion, and constant pressure to adapt)	16 (14.8%)	Alharbi (2025); Chen et al. (2024); Iravani et al. (2024); Izquierdo et al. (2021); Morska et al. (2022)
	Surveillance labor (Validity of AI assessment, ethical dilemmas, and control burden)	6 (5.6%)	Al-Saliti et al. (2025); Babanoğlu et al. (2025); Barnes & Tour (2026); Chen & Pi (2026); Sun et al. (2025)
	Identity fragmentation (Fragmentation of teacher identity, role conflict, and anxiety)	12 (11.1%)	Golzar et al. (2025); Liu (2022); Mendieta & Rütti-Joy (2023); Morita-Mullaney et al. (2024); Parviz & Arthur (2025); Ren & Pan (2025)
	Sum	34 (31.5%)	
Digital Flourishing	Well-being & positive emotions (Psychological well-being, enjoyment, and job satisfaction)	34 (31.5%)	Degirmencioglu & Gilanlioglu (2025); Liu & Chang (2024); Liu & Kruk (2025); Mohammadi & Yousofi (2025); Seyri & Ghiasvand (2025); Shen & Guo (2024); Sun & Sun (2025); Yin et al. (2024); Zhao (2025)
	Identity reconstruction (Teacher role transformation, epistemic agency, and reimagining digital selves)	34 (31.5%)	Chen et al. (2026); Chu & Wang (2025); Ghiasvand & Seyri (2025); Ho (2025); Jakonen et al. (2025); Jiang et al. (2020); Le & Pham (2025); Liaw & Wu (2021); Masitoh et al. (2023); Satvati et al. (2025); Yang & Markauskaite (2025); Zhou et al. (2024)
	Teacher immunity & resilience (Teacher immunity and resilience against technological challenges)	8 (7.4%)	Alam et al. (2024); Beyranvand & Zenouzagh (2021); Haghi et al. (2025); Heydarnejad & Çakmak (2024); Wu & Derakhshan (2025)
	Sum	76 (70.4%)	

Note. Percentages are calculated based on the total number of included studies (N = 108). The sum of studies across sub-themes may reflect multiple coding, as several studies encompassed more than one theme.

Sources of Technostress: Treadmill Effect, Surveillance Labor and Identity Fragmentation

Technostress manifests as a profound cognitive and ethical burden, precipitating a treadmill effect—the most prevalent technostress sub-theme identified in 16 studies—where skill obsolescence fuels technophobia and an unwinnable race against automation, characterized by work overload, technology exhaustion, and a constant pressure to adapt (e.g., Alharbi, 2025; Chen et al., 2024; Iravani et al., 2024). This environment has engendered AI anxiety, driven by skepticism and fears of job displacement as GenAI challenges the unique value of human educators. Ethical complexities regarding academic integrity exacerbate this tension, with the “distrust vs. blind trust” oscillation creating cognitive dissonance. Resistance is most acute in writing instruction, where AI is perceived as a competitor to professional authority, necessitating exhausting surveillance labor (noted in 6 studies) to monitor plagiarism, navigate the validity of AI assessments, and manage a heavy control burden and ethical dilemmas (e.g., Babanoğlu et al., 2025; Barnes & Tour, 2026; Chen & Pi, 2026). To illustrate, educators exhibit a stark paradox: they accept AI during pre-writing but intensely resist it during drafting and revising due to fears of pedagogical erosion (Al-Saliti et al., 2025). However, reliance on cross-sectional data limits longitudinal insights. It remains unclear whether this resistance naturally diminishes as institutional guidelines mature and operational familiarity grows.

Without psychological buffers like “teacher immunity,” de-humanizing risks lead to social isolation and dissatisfaction. Institutional infrastructure gaps induce positional deficiency, while contradictory ICT policies fragment identity by prioritizing technical proficiency over pedagogical expertise. This identity fragmentation, highlighted in 12 studies, traps educators in role conflict and anxiety as their professional sense of self is disrupted (e.g., Liu, 2022; Morita-Mullaney et al., 2024; Parviz & Arthur, 2025). Veteran teachers are particularly vulnerable, as high general self-efficacy often fails to transfer to AI-mediated environments, creating a distressing gap in professional self-image. These pressures manifest as burnout and cyberloafing, a maladaptive withdrawal behavior, amplified by individual traits such as neuroticism. Ultimately, the relentless pressure to remain technologically up-to-date leaves educators in a persistent state of perceived inadequacy and professional vulnerability (Kohnke et al., 2024; Morska et al., 2022).

Pathways to Digital Flourishing: Positive Emotions, Identity Reconstruction and Teacher Immunity

Conversely, Digital Flourishing represents a transformative state where educators reclaim agency through strategic AI integration. This positive trajectory is supported by a combined total of 76 studies across three main sub-themes. This shift from anxiety to empowerment is characterized by psychological well-being, heightened joy, pride, job satisfaction, and excitement, facilitated by proactive emotional regulation and challenge appraisal.

This specific sub-theme of well-being and positive emotions was prominent in 34 studies (e.g., Liu & Chang, 2024; Mohammadi & Yousofi, 2025; Seyri & Ghiasvand, 2025). Pathways to flourishing include enhanced operational efficiency and the automation of administrative drudgery, which liberates teachers to pursue pedagogical creativity and self-directed professional development.

Educators thus evolve into orchestrators of learning environments, an identity reinforced through prompt engineering and human mediation in robot-assisted settings. In fact, identity reconstruction, encompassing teacher role transformation, epistemic agency, and reimagining digital selves, was another frequently observed flourishing sub-theme, appearing in 34 studies (e.g., Chen et al., 2026; Ghiasvand & Seyri, 2025; Satvati et al., 2025). Empirically, educators actively reshape their teacherness by transforming AI from a threat into a co-creative partner through situated pedagogical decisions (Chen et al., 2026). This identity reconstruction occurs iteratively across micro, meso, and macro ecological layers (Satvati et al., 2025). While offering rich narratives of empowerment, these qualitative studies rely heavily on small samples of early adopters, limiting their generalizability to broader, under-resourced contexts facing infrastructural deficits.

To sustain this positive trajectory, personal stabilizers such as teacher immunity, resilience against technological challenges, and openness to experience function as critical buffers, transforming potential technological conflicts into opportunities for occupational well-being. This protective mechanism was the primary focus of 8 studies (e.g., Alam et al., 2024; Heydarnejad & Çakmak, 2024; Wu & Derakhshan, 2025). Achieving sustained flourishing requires targeted training to bridge the skill-efficacy gap, converting initial curiosity into long-term professional mastery.

Mechanisms of Reconstruction: The Interplay of Individual Capacities and Contextual Moderators (RQ3)

The transition to flourishing is governed by an interplay in which Digital Resilience (buffer), Professional Agency (driver), and AI Literacy (enabler) serve as mediators, while socio-cultural and institutional factors act as environmental filters. As

detailed in the Comprehensive Ecological Framework presented in Table 4, identity reconstruction is conceptualized as a calibrated alignment between internal psychological resources and external ecological moderators. This process unfolds across individual, professional, cognitive, meso-, and macro-level dimensions.

Digital Resilience and Identity Reconstruction (The Buffer)

Digital resilience serves as a critical buffer at the individual and psychological level to counteract AI anxiety, technophobia, burnout, emotional exhaustion, stress, and frustration. Operationalized as teacher immunity, it is a form of professional armor developed through sustained coping strategies, accumulated experience, emotion regulation strategies, positive personality traits (e.g., openness and agreeableness), and psychological capital (e.g., Chen et al., 2024; Gu et al., 2025). Ultimately, this psychological buffering paves the way for renewed enjoyment, job satisfaction, high self-efficacy, and professional passion (e.g., Heydarnejad & Çakmak, 2024; Seyri & Ghiasvand, 2025; Shen & Guo, 2024).

Professional Agency and the ‘Writing-With’ Stance (The Driver)

Agency catalyzes identity reconstruction in the professional and pedagogical dimension, transitioning educators away from role anxiety, pedagogical challenges, reduced teacher-student rapport, and concerns over the validity of GenAI assessments. Through epistemic agency and the “Writing-With” stance, which reconfigures AI as a reflective, teacher-mediated tool, educators facilitate their own role transformation into digital guides and mentors (Le & Pham, 2025). Interventions often foster transformative agency in pre-service teachers, whereas in-service agency may manifest as strategic resistance to preserve human cognition, aptly characterized as the profession’s “dirty little secret” (Barnes & Tour, 2026). This agentic process is frequently fueled by *perezhivanie*, the lived emotional experience of a crisis, which spurs professional growth and collaborative reflection (Ghiasvand & Seyri, 2025; Smirnova, 2023). Driven by their core pedagogical beliefs and task perceptions, teachers actively engage in coping strategies and reflective practices to personalize instruction. In doing so, educators reconstruct their teacherhood by emphasizing the irreplaceable nature of human moral judgment, emotional support, and contextual understanding, thereby solidifying their evolving professional roles (Chen & Pi, 2026; Chen et al., 2026; Marisa et al., 2024).

AI Literacy and the Evolution of AI-TPACK (The Enabler)

AI Literacy predicts self-efficacy and well-being, shifting from a static skillset to a dynamic enabler of adaptation (X. Zhao et al., 2025). Critical application, rather than innate familiarity, mitigates anxiety and necessitates a modernized AI-TPACK framework that integrates technological knowledge with pedagogical beliefs (Huang, 2024; Wu & Derakhshan, 2025; Xie et al., 2025). Indeed, empirical evidence demonstrates that AI-TPACK acts as a foundational driver, significantly enhancing teachers’ AI self-efficacy and their intent to integrate technology by shaping performance and effort expectancies. Quantitative models confirm that AI-TPACK and facilitating conditions strongly predict technology acceptance (Tram, 2025). However, such UTAUT-based studies predominantly measure self-reported behavioral intentions rather than actual pedagogical execution (e.g., Ke & Gong, 2025). This gap necessitates observational research to verify how cognitive beliefs translate into real-time classroom application. Furthermore, cultivating this technological knowledge alongside acceptance-related beliefs, specifically perceived usefulness (PU) and perceived ease of use (PEOU), is critical to overcoming usability challenges and building instructional self-efficacy. Critical digital literacy empowers educators to thoughtfully evaluate AI outputs and preserve their pedagogical voice, ensuring that technology serves as a reflective tool rather than a crutch (Javahery et al., 2025). Ultimately, as targeted training programs foster a comprehensive digital mindset, educators experience positive psychological adaptation to technological changes (Zou & Song, 2025). This transformation into enduring professional digital competence equips teachers to confidently achieve their pedagogical goals (Moorhouse, 2023), further fostering heightened job motivation mediated by instructional efficacy (Tian et al., 2025).

The Moderating Role of Contextual Ecosystems: Meso and Macro Dynamics

Individual mechanisms are fundamentally moderated by ecological ecosystems. At the meso level, institutional infrastructure can either catalyze or constrain professional outcomes. A lack of infrastructure and training, coupled with top-down policies and intense quality assurance demands, directly fuels technostress (Alharbi, 2025). Recent evidence suggests that the efficacy of individual resilience is contingent upon robust institutional support, peer collaboration, and access to

continuing professional development (CPD) programs (Ito, 2023; Sabourianzadeh & Ahmadi, 2023; Zhou et al., 2024); without such facilitating conditions for technology acceptance, even highly agentic teachers may experience self-contradictory positions and identity fragmentation rather than growth (Huang et al., 2021; Kwihangana, 2025; Satvati et al., 2025). Furthermore, institutional directives and work-based feedback talk significantly shape the “institutionally valued” teacher identity, often prioritizing technical proficiency (Donaghue, 2020). In high-stakes contexts (e.g., China), external societal expectations, peer influence, and the presence or absence of robust institutional support determine whether identity reconstruction leads to successful role adaptation or results in exhaustion and role anxiety (Liu, 2022; Zhou et al., 2024). When successful, this positive adaptation is actively fostered by language teacher communities, supportive work environments, and collaborative lesson studies (Z. Zhao et al., 2025).

Expanding outward to the macro level, educators face systemic stressors such as neoliberal and raciolinguistic ideologies (Ho, 2025), technological inequity (e.g., the digital divide), and cultural misalignment. To navigate these, cultural-linguistic congruence and a sense of social responsibility determine technological acceptance, as integration must align with prevailing cultural values, educational ICT policies, and pedagogical traditions (Hoang, 2025; Satvati et al., 2025).

TABLE 4

Comprehensive Ecological Framework of L2 Teacher Adaptation in the GenAI Era

Ecological Dimension	Technological Conflict (Technostress)	Pathways to Flourishing (Empowerment)	Mediating / Moderating Mechanism	Key Supporting Studies
Individual / Psychological (The Buffer)	AI anxiety, technophobia, burnout, emotional exhaustion, stress, frustration	Enjoyment, job satisfaction, high self-efficacy, psychological capital, passion	Emotion regulation strategies, positive personality traits (openness, agreeableness), psychological capital	Chen et al. (2024); Gu et al. (2025); Heydarnejad & Çakmak (2024); Seyri & Ghiasvand (2025); Shen & Guo (2024)
Professional / Pedagogical (The Driver)	Role anxiety / conflict, pedagogical challenges, reduced teacher-student rapport, validity of GenAI assessment, concealed AI use (“dirty little secret”)	Role transformation (guide, mentor), teacherness, enhanced instructional design, epistemic agency, reflective teaching, personalization, “Writing-With” stance	Pedagogical beliefs, task perception, reflective practice, teacher agency, coping strategies, strategic resistance	Barnes & Tour (2026); Chen & Pi (2026); Chen et al. (2026); Ghiasvand & Seyri (2025); Le & Pham (2025); Marisa et al. (2024); Smirnova (2023)
Cognitive / Technical (The Enabler)	Low technological knowledge, cognitive overload, technology complexity, technical failures / limitations, algorithmic opacity (“black box” effect)	Critical digital literacy, modernized AI-TPACK, prompt engineering skills, technological acceptance, epistemic agency, comprehensive digital mindset	Perceived usefulness (PU) and perceived ease of use (PEOU), training effectiveness, AI self-efficacy, critical application, instructional efficacy	Huang (2024); Javahery et al. (2025); Ke & Gong (2025); Moorhouse (2023); Tian et al. (2025); Tram (2025); Wu & Derakhshan (2025); Xie et al. (2025); X. Zhao et al. (2025); Zou & Song (2025)
Meso / Institutional	Top-down policies, lack of infrastructure / training, evaluation pressure (research vs. teaching), quality assurance demands, institutional research pressure, high-stakes contexts	Collaborative lesson study, language teacher communities, supportive work environment, institutional resources, facilitating conditions	Institutional infrastructure, robust institutional support, peer collaboration / influence, feedback talk, continuing professional development (CPD) programs	Alharbi (2025); Donaghue (2020); Huang et al. (2021); Ito (2023); Kwihangana (2025); Liu (2022); Sabourianzadeh & Ahmadi (2023); Satvati et al. (2025); Z. Zhao et al. (2025); Zhou et al. (2024)
Macro / Socio-Cultural	Neoliberal / raciolinguistic ideologies, technological inequity (digital divide), cultural misalignment	Cultural-linguistic congruence, adaptation to shifting global educational tech landscape, social responsibility	Cultural-linguistic alignment, prevailing cultural values, pedagogical traditions, educational ICT policies, socio-cultural context	Ho (2025); Hoang (2025); Satvati et al. (2025)

DISCUSSION

The Paradox of AI and the State of Dynamic Disequilibrium

The synthesis of 108 studies positions AI in L2 education as a *pharmakon*, a construct serving simultaneously as poison and cure. While significant evidence underscores the empowering potential of these technologies, it equally exposes profound professional anxieties (Alharbi, 2025; Pratama et al., 2024; Zhou & Hou, 2024). This duality suggests that L2 teaching exists in a state of dynamic disequilibrium. Although the acute systemic shock of the pandemic has subsided, a stable professional consensus remains elusive (Morska et al., 2022). Consequently, the profession oscillates between technophobia and empowerment, a permanent ambivalence that defines the lived experience of the modern digital educator (Liu & Chang, 2024; Tian et al., 2025; Yang & Wang, 2024). The restoration of professional equilibrium is thus a fragile, continuous cycle of triggers and coping strategies (Haghi et al., 2025).

An Ecological Framework for Identity Reconstruction: Integrating Agency and Context

To conceptualize professional evolution in this turbulent era, this study proposes the Ecological Framework of Identity Reconstruction, which views TPI development as a dynamic negotiation of professional boundaries as shown in Figure 3. At the individual level, technological disruption triggers an appraisal phase mediated by a *tripartite engine* consisting of AI Literacy (enabler), Professional Agency (driver), and Digital Resilience (buffer) (Chu & Wang, 2025; Gu et al., 2025; Xie et al., 2025). Crucially, these mediators are contingent upon meso-level institutional legitimacy and macro-level cultural-linguistic congruence, which move educators beyond clandestine tool use toward systemic integration (Barnes & Tour, 2026; Hoang, 2025; KwiHangana, 2025; Zhu & Xia, 2025). Consequently, this framework necessitates redefining the digital divide, shifting the focus from a lack of hardware to unequal access to the psychological capital and systemic support required to navigate this ecological cycle (Chen et al., 2024).

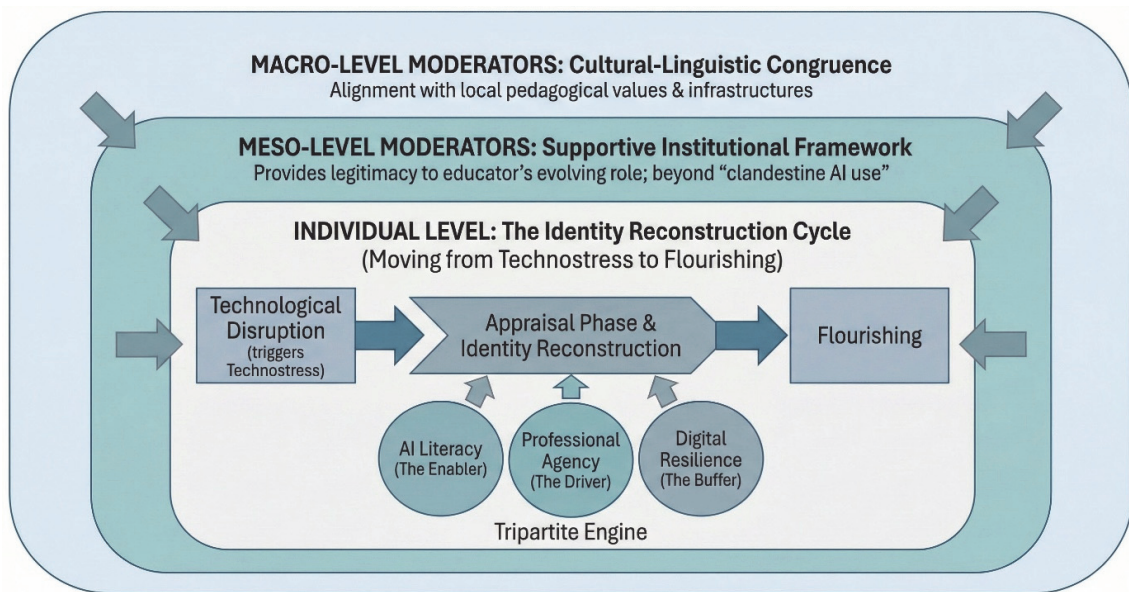


FIGURE 3
Ecological Framework of Identity Reconstruction

Redefining Expertise: The Human-AI Loop and Professional Positioning

This review challenges the deterministic teacher replacement narrative, advocating instead for a Human-AI Loop where the educator serves as the central curator. Within this loop, teachers maintain agency by leveraging AI capabilities rather than being subsumed by them (Z. Zhao et al., 2025). Professional outcomes are profoundly dictated by positioning; while

educators positioned as *operators* report dissatisfaction, those who self-identify as *designers* move toward flourishing (Hwang & Lee, 2024; Kwihangana, 2025; Masitoh et al., 2023). Successfully navigating this shift requires a synthesis of AI-TPACK and high emotional intelligence (Tram, 2025). In an increasingly automated landscape, empathy and moral judgment remain the teacher's unique professional advantages (Kazazoglu & Özel, 2025; Shafiee et al., 2022).

This human-centric pedagogical paradigm manifests in highly specific, micro-level interventions. For example, when an AI system provides a grammatically flawless but culturally inappropriate writing evaluation, the educator's moral judgment is required to contextualize the feedback for the student, negotiating cultural nuances that the algorithm misses. Similarly, empathy operates as an active instructional scaffold; when students express frustration over repeated failures in AI-mediated pronunciation tasks, teachers decode these emotional cues—which GenAI cannot perceive—and strategically adjust task difficulty or provide targeted motivational praise to prevent disengagement. This human-centricity is particularly vital in Robot-Assisted Language Learning (RALL), where human agency is indispensable for mediating and making sense of technological interactions (Jakonen et al., 2025). To sustain this balance, educators must employ context-specific emotion regulation, especially regarding the emerging challenge of student dependency on AI (Alruwaili & Kianfar, 2025; Gu et al., 2025).

Multi-level Implications: Shifting from Individual Coping to Systemic Resilience

Digital flourishing is not an automatic outcome but is deeply contingent upon ecological and cultural nuances (Alruwaili & Kianfar, 2025; Gu et al., 2025; Hoang, 2025). Evidence from Vietnam, Iran, China, and Saudi Arabia underscores that local infrastructure and cultural values dictate teacher psychology (Dousti & Amirian, 2023; Haghi et al., 2025; Tram, 2025; Zhu & Xia, 2025). To facilitate a sustainable path to flourishing, a paradigm shift toward systemic resilience is required across three levels.

Individual and Pedagogical Level: Cultivating 'Why-to' Literacy

Professional development must transcend technical *how-to* training to foster a *why-to* pedagogical philosophy that prioritizes critical AI literacy and human judgment (Javahery et al., 2025; Zaimoglu & Dagtas, 2025). This includes adopting a Writing-With AI stance, utilizing tools as spaces for ethical inquiry (Le & Pham, 2025). Programs should facilitate unplugged reflection to allow educators to reclaim epistemic authority and teacherness while processing the emotional labor inherent in digital transitions (Chu & Wang, 2025; Ghiasvand & Seyri, 2025). As a practical ELT example, rather than merely training teachers on how to input prompts for generating grammar quizzes, professional development should involve critical workshops where teachers collaboratively evaluate AI-generated reading materials for subtle cultural biases, idiomatic inaccuracies, and pragmatic appropriateness.

Meso-Institutional Level: Building Psychological Safety

Administrators must prioritize psychological safety over surveillance-oriented efficiency. Since isolation drives identity fragmentation, institutions should formalize "Lesson Study with AI" and "Collaborative Reflection" to transform individual stressors into collective resilience (Ghiasvand & Seyri, 2025; X. Sun et al., 2025; Z. Zhao et al., 2025). By legitimizing AI use and reducing the "dirty secret" stigma, schools can support educators, particularly veterans, in building the psychological capital necessary for digital transitions (AbdAlgane, 2023; Kwihangana, 2025; Lestarina et al., 2022). In practice, such an AI-focused Lesson Study could involve a community of L2 teachers formally observing an AI-assisted writing lesson, subsequently discussing not only the students' written outputs but also the cognitive load and emotional friction experienced by the teacher during the facilitation process. Additionally, these case-based collaborative sessions must explicitly address assessment dilemmas, guiding teachers on how to navigate the responsibility for errors in unedited AI-generated feedback and establishing precise institutional procedures to detect and correct algorithmic biases in automated scoring (Maeng & Ko, 2026).

Macro-Policy and Design Level: Protecting Autonomy

Policymakers and designers must prioritize human-in-the-loop systems that amplify the teacher's role as a curator (Zhou & Hou, 2024). Systemic interventions should automate administrative burdens, thereby allowing educators to redirect cognitive resources toward their pedagogical art (Lo & To, 2023; Z. Zhao et al., 2025). Policy frameworks must safeguard

teacher autonomy and establish a right to disconnect to prevent burnout (Alharbi, 2025; Tang & Liao, 2025). Finally, strategies must ensure equitable access to high-quality AI infrastructure that maintains cultural-linguistic congruence to avoid exacerbating existing inequalities (Hoang, 2025; Kwihangana, 2025). For instance, educational policies must explicitly mandate that GenAI automated writing evaluation systems serve strictly as supplementary formative feedback tools, legally protecting the human teacher's exclusive authority over final summative assessments of a student's communicative competence.

CONCLUSION

This review establishes digital flourishing as an ecological achievement rather than a solitary endeavor. This conclusion follows directly from the trajectory traced across the reviewed literature: as this synthesis demonstrates, L2 educators' psychological experience has evolved from the infrastructural, survivalist anxiety of the ERT period toward a more complex existential ambivalence in the GenAI era, in which fears of displacement coexist with newfound pedagogical empowerment. Reaching a state of flourishing requires aligning individual capacities, such as resilience, agency, and literacy, with supportive meso-institutional and macro-cultural ecosystems. This alignment is not a speculative recommendation but a structural extension of the Ecological Framework of Identity Reconstruction proposed in this review: because the analysis found that individual mediators are consistently moderated, rather than independently determined, by institutional facilitating conditions and socio-cultural alignment, the path forward for the field necessarily operates at these individual, institutional, and policy levels detailed above. The transition from technostress to flourishing hinges on an ontological turn, where L2 educators evolve from tool-operators into central curators within the Human-AI loop. By reclaiming teacherness through moral judgment and emotional wisdom, educators can catalyze a professional renaissance in the AI era.

Taken together, the individual, institutional, and policy-level strategies outlined above are not independent recommendations but interlocking components of a single ecological system: teacher-level literacy remains fragile without institutional legitimacy, and institutional reform remains unsustainable without protective policy structures. Realizing this integrated vision is the central practical challenge facing L2 language education in the AI era.

Future research must prioritize longitudinal designs to track identity evolution beyond the GenAI novelty phase and explore how empathy is redefined in automated classrooms (Kazazoglu & Özel, 2025; Y. Liu & Chang, 2024). Furthermore, qualitative inquiries like autoethnography remain vital to capture the nuanced *perezhivanie* of this digital transition (Javahery et al., 2025). While limited by a single-researcher coding and a temporal snapshot of rapid technological shifts, this study provides a robust framework for navigating the existential complexities of modern L2 pedagogy. By integrating individual agency with contextual moderators, it offers a foundation for a resilient, human-centric future in language education.

References

*Note: * References marked with an asterisk indicate studies included in the systematic review.*

- *AbdAlgane, M. (2023). Professionalism in the classroom: How online learning influences English language instructors. *Contemporary Educational Technology*, 15(4), ep476. <https://doi.org/10.30935/cedtech/13741>
- *Alam, S., Vadivel, B., Banu, S., & Jamalyar, R. (2024). Reflecting the voices of EFL teachers in the world of Intelligent Computer-Assisted Language Assessment (ICALA): An insight into teacher immunity, reflective teaching, job satisfaction, and L2-teacher grit. *Language Testing in Asia*, 14(1), 43. <https://doi.org/10.1186/s40468-024-00314-z>
- *Alharbi, W. (2025). Between documentation and pedagogy: ESL/EFL teacher burnout and perceptions of AI's potential for workload relief. *Educational Process: International Journal*, 17, e2025309. <https://doi.org/10.22521/edupij.2025.17.309>
- *Alruwaili, A. R., & Kianfar, Z. (2025). Investigating EFL female Saudi teachers' attitudes toward the use of ChatGPT in English language teaching. *Forum for Linguistic Studies*, 7(2), 203–216. <https://doi.org/10.30564/fls.v7i2.7937>
- *Al-Saliti, R. A. M. N., Ismail, A. F., Elmorsy, G. N., & Shahpo, S. M. (2025). Teaching writing skills using generative AI: The paradox of adoption and resistance among language educators. *World Journal of English Language*, 15(8), 28–41. <https://doi.org/10.5430/wjel.v15n8p28>
- *Ashadi, A., Andriyanti, E., Purbani, W., & Fitrianiingsih, I. (2022). EFL teachers' identity in self-directed learning: A work-from-home phenomenology. *Studies in English Language and Education*, 9(1), 132–151. <https://doi.org/10.24815/siele.v9i1.21455>
- *Babanoğlu, M. P., Karataş, T. Ö., & Dündar, E. (2025). Ethical considerations of AI through a socio-technical lens: Insights from ELT context as a higher education system. *Cogent Education*, 12(1), 2488546. <https://doi.org/10.1080/2331186X.2025.2488546>
- *Barnes, M., & Tour, E. (2026). Teachers' use of generative AI: A 'dirty little secret'? *Language and Education*, 40(1), 24–39.

<https://doi.org/10.1080/09500782.2025.2485935>

- *Bekereci-Sahin, M., & Aslan, R. (2025). Navigating online microteaching: Pre-service teachers' experiences and insights. *Pedagogies: An International Journal*, 21(1), 119–136. <https://doi.org/10.1080/1554480X.2025.2535343>
- *Beyranvand, S., & Mohamadi Zenouzagh, Z. (2021). Teacher immunity, technological pedagogical content knowledge, and teacher engagement: Contributing factors and relations. *SN Social Sciences*, 1(9), 241. <https://doi.org/10.1007/s43545-021-00250-2>
- *Boonmoh, A., & Kamsa-Ard, T. (2023). Pre-service EFL teachers' anxiety regarding the online teaching practicum during the COVID-19 pandemic: Thailand case study. *TESL-EJ*, 27(1). <https://doi.org/10.55593/ej.27105a5>
- Celik, I., Dindar, M., Muukkonen, H., & Järvelä, S. (2022). The promises and challenges of Artificial Intelligence for teachers: A systematic review of research. *TechTrends*, 66, 616–630. <https://doi.org/10.1007/s11528-022-00715-y>
- Chan, N. N., Bailey, R. P., Tan, M. H. J., Dipolog, G. F., Tan, G. W. H., Motevalli, S., Samsudin, N., & Ang, C. S. (2025). Generative artificial intelligence in a VUCA world: The 'lived experiences' of Southeast Asian teachers' use of AI in higher education. *International Journal of Educational Research*, 133, 102733. <https://doi.org/10.1016/j.ijer.2025.102733>
- *Chen, F., Wang, X., & Gao, Y. (2024). EFL teachers' burnout in technology enhanced instructions setting: The role of personality traits and psychological capital. *Acta Psychologica*, 249, 104461. <https://doi.org/10.1016/j.actpsy.2024.104461>
- *Chen, Q., Tawilapakul, U., & Lin, A. M. Y. (2026). Teacherhood in the age of GenAI: An ethnographic exploration of pedagogical decision-making and AI integration in English language teaching. *System*, 136, 103877. <https://doi.org/10.1016/j.system.2025.103877>
- *Chen, X., & Pi, X. (2026). Assessing EFL students' GenAI-assisted writing: Teachers' pains, perceptions and practices. *Assessing Writing*, 67, 100996. <https://doi.org/10.1016/j.asw.2025.100996>
- *Choi, Lee Jin., & Chung, Sun Joo. (2025). Preparing technologically competent EFL teachers: A TPACK-based approach. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251367827>
- *Chu, T., & Wang, W. (2025). Exploring EFL teachers' epistemic agency and its influencing factors in an AI-integrated context through the double stimulation model. *The Asia-Pacific Education Researcher*, 34(4), 1267–1275. <https://doi.org/10.1007/s40299-024-00940-4>
- Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20, 22. <https://doi.org/10.1186/s41239-023-00392-8>
- *Degirmencioglu, Z., & Gilanlioglu, I. (2025). Pre-service English language teachers' perceptions and motivation towards technology use in online education. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/13621688251319865>
- *Donaghue, H. (2020). Feedback talk as a means of creating, ratifying and normalising an institutionally valued teacher identity. *Journal of Language, Identity & Education*, 19(6), 395–411. <https://doi.org/10.1080/15348458.2019.1696683>
- *Dousti, M., & Amirian, Z. (2023). Construction and validation of EFL teachers' professional identity perception inventory of technology-enhanced instructions during the COVID-19 pandemic. *Applied Research on English Language*, 12(2), 79–126. <https://doi.org/10.22108/ARE.2023.136213.2038>
- *Ersanli, C. Y., & Eksi, G. (2025). Veteran language teachers' coping in AI-assisted learning environments. *British Educational Research Journal*. Advance online publication. <https://doi.org/10.1002/berj.70057>
- *Eski, M., Sanchez, H. S., & Walsh, S. (2025). Navigating digital teaching in Spain during the COVID-19 pandemic: How language teacher educators enhance and integrate digital literacy and resilience. *Cogent Education*, 12(1), 2518812. <https://doi.org/10.1080/2331186X.2025.2518812>
- *Fakharzadeh, M., & Naderi, M. H. (2022). Challenges of distance English teaching: Narrative analysis of Iranian mainstream EFL teachers' lived experiences. *ExELL*, 10(2), 131–156. <https://doi.org/10.2478/exell-2023-0003>
- *Fathali, S., Emadi, A., & Jebeli, S. L. (2024). Digital literacy and EFL teachers' anxiety with teaching online via virtual classroom software. *The JALT CALL Journal*, 20(2), 1–21. <https://doi.org/10.29140/jaltcall.v20n2.1154>
- *Ghafouri, M., Hassaskhah, J., & Mahdavi-Zafarghandi, A. (2024). From virtual assistant to writing mentor: Exploring the impact of a ChatGPT-based writing instruction protocol on EFL teachers' self-efficacy and learners' writing skill. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/13621688241239764>
- *Ghiasvand, F., & Seyri, H. (2025). A collaborative reflection on the synergy of Artificial Intelligence (AI) and language teacher identity reconstruction. *Teaching and Teacher Education*, 160, 105022. <https://doi.org/10.1016/j.tate.2025.105022>
- *Golzar, J., Sarwarzada, T., & Miri, M. A. (2025). Coping with teacher professional identity tensions: Using TPACK during global crisis time. *Journal of Language, Identity & Education*, 24(5), 1208–1226. <https://doi.org/10.1080/15348458.2023.2281952>
- *Gu, H., Xu, Y., & Wang, Q. (2025). Chinese EFL teachers' emotion regulation in blended teaching: A contextual perspective. *The Asia-Pacific Education Researcher*. Advance online publication. <https://doi.org/10.1007/s40299-025-00981-3>
- *Haghi, S., Jafarpour, M., Behroojeh, M., & Kamali, J. (2025). Technological interventions and language teacher immunity: A narrative inquiry into triggers and coping strategies. *Technology in Language Teaching and Learning*, 7(3), 103221. <https://doi.org/10.29140/tl.v7n2.103221>
- *Heydarnejad, T., & Çakmak, F. (2024). Keep the ball rolling in AI-assisted language teaching: Illuminating the links between productive immunity, work passion, job satisfaction, occupational success, and psychological well-being among EFL teachers. *The International Review of Research in Open and Distributed Learning*, 25(3), 245–270. <https://doi.org/10.19173/irrodl.v25i3.7760>
- *Ho, W. Y. J. (2025). Discursive construction of online teacher identity and legitimacy in English language teaching. *Learning, Media*

- and Technology, 50(2), 219–232. <https://doi.org/10.1080/17439884.2023.2259295>
- *Hoang, N. H. (2025). Cultural-linguistic congruence as a moderator of teacher emotions: Examining AI implementation in Vietnamese EFL classrooms. *RELC Journal*. Advance online publication. <https://doi.org/10.1177/00336882251367785>
- Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020, March 27). The difference between emergency remote teaching and online learning. *EDUCAUSE Review*. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- *Huang, F. (2024). Examining foreign language teachers' information literacy: Do digital nativity, technology training, and fatigue matter? *The Asia-Pacific Education Researcher*, 33(4), 901–912. <https://doi.org/10.1007/s40299-023-00797-z>
- *Huang, F., Teo, T., & Guo, J. (2021). Understanding English teachers' non-volitional use of online teaching: A Chinese study. *System*, 101, 102574. <https://doi.org/10.1016/j.system.2021.102574>
- Hughes, J. E. (2000). *Teaching English with technology: Exploring teacher learning and practice*. (Unpublished doctoral dissertation). Michigan State University.
- *Hwang, Yohan., & Lee, JeYoung. (2024). Exploring pre-service English teachers' perceptions and technological acceptance of metaverse language classroom design. *SAGE Open*, 14(4). <https://doi.org/10.1177/21582440241300543>
- *Iravani, M., Boroujeni, A. A. J., & Hashemian, M. (2024). EFL teachers' cyberloafing behaviors: Can burnout predict them? *Education and Information Technologies*, 29(18), 25035–25068. <https://doi.org/10.1007/s10639-024-12804-x>
- *Ito, Y. (2023). Examining a technology-focused language teacher community on Facebook during a crisis situation. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 1. <https://doi.org/10.1186/s40862-022-00159-0>
- *Izquierdo, J., Sandoval-Caraveo, M. D. C., De-La-Cruz-Villegas, V., & Díaz, R. Z. (2021). University language instructors' preparedness for technology-mediated instruction and burnout during the COVID-19 pandemic. *Íkala, Revista de Lenguaje y Cultura*, 26(3), 661–695. <https://doi.org/10.17533/udea.ikala.v26n3a11>
- *Jakonen, T., Duran, D., & Peltonen, P. (2025). Situated L2 pronunciation instruction during small-group robot-assisted language learning activities. *Language Teaching Research*. Advance online publication. <https://doi.org/10.1177/13621688251367852>
- *Javahery, P., Alpat, M. F., & Kamali, J. (2025). Exploring Iranian novice EFL trainees' perceptions of ChatGPT use for lesson planning through a critical digital literacy lens. *Discover Computing*, 28(1), 194. <https://doi.org/10.1007/s10791-025-09720-0>
- *Jeon, J., Lee, S., & Choe, H. (2022). Enhancing EFL pre-service teachers' affordance noticing and utilizing with the synthesis of qualitative evidence strategies: An exploratory study of a customizable virtual environment platform. *Computers & Education*, 190, 104620. <https://doi.org/10.1016/j.compedu.2022.104620>
- *Jiang, L., Yu, S., & Zhao, Y. (2020). An EFL teacher's investment in digital multimodal composing. *ELT Journal*, 74(3), 297–306. <https://doi.org/10.1093/elt/ccaa010>
- *Kazazoglu, S., & Özel, G. T. (2025). The impact of chatbots on emotional intelligence in AI-assisted EFL writing. *Frontiers in Education*, 10, 1624272. <https://doi.org/10.3389/feduc.2025.1624272>
- *Kazemi, F., & Heyran Kahnmauei, F. (2025). Does blended learning bring about less boredom to EFL teachers? *Technology in Language Teaching and Learning*, 7(3), 102591. <https://doi.org/10.29140/tl.v7n3.102591>
- *Ke, Q., & Gong, Y. (2025). Linking TPACK to teacher self-efficacy in EFL teacher education: Mediating roles of perceived usefulness and perceived ease of use. *Journal of Research on Technology in Education*. Advance online publication. <https://doi.org/10.1080/15391523.2025.2568514>
- *Kohnke, L., Zou, D., & Moorhouse, B. L. (2024). Technostress and English language teaching in the age of generative AI. *Educational Technology & Society*, 27(2), 306–320. [https://doi.org/10.30191/ETS.202404_27\(2\).TP02](https://doi.org/10.30191/ETS.202404_27(2).TP02)
- *Kwihangana, F. (2025). Teacher positioning in educational ICT policies: Implications for digital teacher identity development in under-resourced contexts. *Journal of Education Policy*, 40(2), 242–265. <https://doi.org/10.1080/02680939.2024.2386309>
- Lan, Y. (2024). Through tensions to identity-based motivations: Exploring teacher professional identity in Artificial Intelligence-enhanced teacher training. *Teaching and Teacher Education*, 151, Article 104736. <https://doi.org/10.1016/j.tate.2024.104736>
- *Le, T. T., & Pham, T. T. (2025). A duoethnographic study of writing-with as a mode of EFL teacher professional development practice in the age of AI. *International Journal of Computer-Assisted Language Learning and Teaching*, 15(1), 388557.
- *Lee, Seongyong, & Jeon, Jaeho. (2024). Teacher agency and ICT affordances in classroom-based language assessment: The return to face-to-face classes after online teaching. *System*, 121, 103218. <https://doi.org/10.1016/j.system.2023.103218>
- *Lestarina, A. P., Nurkamto, J., & Ngadiso. (2022). EFL teachers' beliefs and ICT integration practices during distance learning: Employing replacement, amplification, and transformation framework. *Register Journal*, 15(1), 91–108. <https://doi.org/10.18326/rgt.v15i1.91-108>
- *Li, H. (2023). Investigating the effects of emotion regulation and creativity on Chinese EFL teachers' burnout in online classes. *Porta Linguarum*, 177–193. <https://doi.org/10.30827/portalin.vi2023c.29635>
- *Li, H., Kang, M., & Liu, J. (2025). Exploring Chinese EFL teachers' perceptions of the potentials and challenges of robot-assisted language learning. *European Journal of Education*, 60(4), e70226. <https://doi.org/10.1111/ejed.70226>
- *Liaw, M.-L., & Wu, S. (2021). Exploring L2 teacher identities in an intercultural telecollaborative mixed-reality teaching environment. *CALICO Journal*, 38(3), 296–318. <https://doi.org/10.1558/cj.20169>
- *Liu, H., Chu, W., & Wang, Y. (2021). Unpacking EFL teacher self-efficacy in livestream teaching in the Chinese context. *Frontiers in Psychology*, 12, 717129. <https://doi.org/10.3389/fpsyg.2021.717129>
- *Liu, H., Yan, C., & Fu, J. (2022). Exploring livestream English teaching anxiety in the Chinese context: An ecological perspective. *Teaching and Teacher Education*, 111, 103620. <https://doi.org/10.1016/j.tate.2021.103620>

- *Liu, S., Yuan, R., & Wang, C. (2025). 'Let emotion ring': An autoethnographic self-study of an EFL instructor in Wuhan during COVID-19. *Language Teaching Research*, 29(1), 221–241. <https://doi.org/10.1177/13621688211053498>
- *Liu, X. (2022). Reasons for Chinese EFL teacher's role anxiety in teacher identity formation: A comparative analysis of teacher metaphors. *Arab World English Journal*, 13(4), 38–52. <https://doi.org/10.24093/awej/vol13no4.3>
- *Liu, Y., & Chang, P. (2024). Exploring EFL teachers' emotional experiences and adaptive expertise in the context of AI advancements: A positive psychology perspective. *System*, 126, 103463. <https://doi.org/10.1016/j.system.2024.103463>
- *Liu, Z., & Kruk, M. (2025). The pros and cons of incorporating emerging technologies into L2 classrooms: A qualitative dual perspective from Chinese EFL teachers and students. *Porta Linguarum*, 359–374. <https://doi.org/10.30827/portalin.viXIII.33563>
- *Lo, N. P.-K., & To, B. K.-H. (2023). To learn or not to learn: Perceptions towards continuing professional development (CPD) and self-identity among English language teachers during the COVID-19 pandemic. *SN Computer Science*, 4(3), 317. <https://doi.org/10.1007/s42979-023-01779-0>
- *Luna-Martinez, H. R., & Tapia-Carlin, R. E. (2023). The impact of the iPad on Mexican English language teachers' cognition. *HOW Journal*, 30(1), 102–122. <https://doi.org/10.19183/how.30.1.727>
- Maeng, Unkyoung, & Ko, Ho Kyoung. (2026). Exploring pre-service teachers' perceptions of AI ethics: Differences by major, gender, and AI usage experience. *Modern English Education*, 27, 160–178. <https://doi.org/10.18095/meeso.2026.27.1.160>
- *Marisa, R., Rachmajanti, S., & Anugerahwati, M. (2024). Investigating the digital proficiency of English as a foreign language (EFL) educators in association with their professional identity. *The JALT CALL Journal*, 20(2), 1–31. <https://doi.org/10.29140/jaltcall.v20n2.1315>
- *Masitoh, F., Cahyono, B. Y., Suryati, N., & Suhartoyo, E. (2023). Pre-service EFL teachers' identity construction in relation to digital gamification: A social theory of learning perspective. *The JALT CALL Journal*, 19(3), 369–393. <https://doi.org/10.29140/jaltcall.v19n3.1062>
- *Medgyes, P., Benkő, É. T., & Árva, V. (2025). Primary language teacher development in the aftermath of emergency remote teaching. *Journal of Language Teaching and Research*, 16(4), 1057–1066. <https://doi.org/10.17507/jltr.1604.01>
- *Mendieta, J. M., & Rütli-Joy, O. (2023). Language teaching in the 'third space': Identity trajectories and professional development needs. *Language Teaching Research Quarterly*, 33, 99–114. <https://doi.org/10.32038/ltrq.2023.33.05>
- *Mohammadi, V., & Yousofi, N. (2025). A phenomenological inquiry into supporting and hindering factors of foreign language teaching enjoyment (FLTE) among Iranian EFL teachers. *Discover Psychology*, 5(1), 165. <https://doi.org/10.1007/s44202-025-00526-1>
- *Moorhouse, B. L. (2023). Teachers' professional digital competence after a period of online teaching: The case of Hong Kong primary school English-language teachers. *Asia Pacific Education Review*, 2, 327–336. <https://doi.org/10.1007/s12564-023-09885-7>
- *Morita-Mullaney, T., Cushing-Leubner, J., Benegas, M., Greene, M. C. S., & Stolpestad, A. (2024). Clashing roles and identities of EL teachers during emergency remote teaching and learning. *TESOL Quarterly*, 58(2), 600–627. <https://doi.org/10.1002/tesq.3238>
- *Morska, L., Polok, K., Bukowska, M., & Ladanivska, I. (2022). New technologies and their impact on foreign language teacher professional burnout (under COVID-19 pandemic conditions). *Advanced Education*, 20, 35–44. <https://doi.org/10.20535/2410-8286.251587>
- *Omidvar, S., & Meihami, H. (2025). Exploring the "what" and "how" of opportunities and challenges of AI in EFL teacher education. *Computers and Education: Artificial Intelligence*, 9, 100443. <https://doi.org/10.1016/j.caeai.2025.100443>
- *Parviz, M., & Arthur, F. (2025). AI anxiety in English language education: A study of Iranian EFL teachers' perceptions and demographic influences. *International Journal of Computer-Assisted Language Learning and Teaching*, 15(1), 386135. <https://doi.org/10.4018/IJCALLT.386135>
- *Pham, C. H. (2020). Narrative inquiry into language teachers' agentic adoption of information and communications technology. *CALL-EJ*, 21(3), 60–73.
- *Pratama, R. D., Lestari, L. A., Kirkgöz, Y., & Imaniar, F. (2024). Teachers' perceived perspective and self-efficacy in teaching EFL using intelligent computer-assisted language learning (ICALL): A rigorous analysis. *The JALT CALL Journal*, 20(3), 1634. <https://doi.org/10.29140/jaltcall.v20n3.1634>
- *Ren, B., & Pan, X. (2025). Understanding EFL teacher identity and identity tensions in a Chinese university context. *International Journal of Applied Linguistics*, 35(1), 363–379. <https://doi.org/10.1111/ijal.12622>
- *Sabourianzadeh, N., & Ahmadi, M. (2023). From anxious to assured: A professional development program unraveling the transformative power of technology integration for pre-service and in-service EFL teachers. *Applied Research on English Language*, 12(4), 41–70. <https://doi.org/10.22108/are.2024.139453.2175>
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-method studies. *Research in Nursing & Health*, 23(3), 246–255. [https://doi.org/10.1002/1098-240x\(200006\)23:3<246::aid-nur9>3.0.co;2-h](https://doi.org/10.1002/1098-240x(200006)23:3<246::aid-nur9>3.0.co;2-h)
- *Satvati, N., Kamali, J., Boldaji, F. S., Khodadadi, M., & Akhondi, S. (2025). AI integration into language education and teacher identity: An ecological perspective. *Language Teaching Research Quarterly*, 47(1), 1–19. <https://doi.org/10.32038/ltrq.2025.47.01>
- *Sayeh, A. Y., Razkane, H., Yeou, M., & Mokhtari, N. (2024). The impact of teachers' technological knowledge, technological pedagogical knowledge and anxiety on their implementation of MS Teams. *International Journal of Learning Technology*, 19(2), 182–202. <https://doi.org/10.1504/IJLT.2024.139034>

- *Seyri, H., & Ghiasvand, F. (2025). Teaching is basically feeling: Unpacking EFL teachers' perceived emotions and regulatory strategies in AI-powered L2 speaking and writing skills instruction. *Computers and Education Open*, 8, 100264. <https://doi.org/10.1016/j.caeo.2025.100264>
- *Shafiee, Z., Marandi, S. S., & Mirzaeian, V. R. (2022). Teachers' technology-related self-images and roles: Exploring CALL teachers' professional identity. *Language Learning & Technology*, 26(1), 1–20.
- *Shen, Y., & Guo, H. (2024). I feel AI is neither too good nor too bad: Unveiling Chinese EFL teachers' perceived emotions in generative AI-mediated L2 classes. *Computers in Human Behavior*, 161, 108429. <https://doi.org/10.1016/j.chb.2024.108429>
- *Sherman, B. (2021). A rhizomatic CALL: Technological becoming in the language classroom. *Canadian Modern Language Review*, 77(4), 374–391. <https://doi.org/10.3138/cmlr-2020-0069>
- *Smirnova, L. (2023). Teachers' motives, agency and Vygotsky's notion of perezhivanie. *European Journal of Applied Linguistics and TEFL*, 12(1), 173–189.
- *Sun, N., & Sun, Y. (2025). The role of artificial intelligence (AI) tools in EFL teachers' passion for self-directed professional development. *Acta Psychologica*, 260, 105546. <https://doi.org/10.1016/j.actpsy.2025.105546>
- *Sun, X., Dou, W., & Yang, Y. (2025). The socio-emotional dangers of using Artificial Intelligence (AI) technologies in second language (L2) education: Unveiling Chinese EFL teachers' perceptions and experiences. *Acta Psychologica*, 261, 105956. <https://doi.org/10.1016/j.actpsy.2025.105956>
- *Taghizadeh, M., & Basirat, M. (2024). Investigating pre-service EFL teachers' attitudes and challenges of online teaching. *Computer Assisted Language Learning*, 37(7), 1937–1974. <https://doi.org/10.1080/09588221.2022.2136201>
- *Tang, Z., & Liao, J. (2025). Unlocking emotional resilience: Exploring the impact of AI-enhanced support systems on EFL teachers' burnout and EFL students' well-being in modern classrooms. *Acta Psychologica*, 260, 105672. <https://doi.org/10.1016/j.actpsy.2025.105672>
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8(1), Article 45. <https://doi.org/10.1186/1471-2288-8-45>
- *Tian, J., Hashemifardnia, A., & Akhter, S. (2025). Exploring the intersections between digital competence with job motivation and job efficacy in EFL teachers: Insights from achievement goal theory. *BMC Psychology*, 13(1), 1053. <https://doi.org/10.1186/s40359-025-03428-y>
- *Tram, N. H. M. (2025). Unveiling the drivers of AI integration among language teachers: Integrating UTAUT and AI-TPACK. *Computers in the Schools*, 42(2), 100–120. <https://doi.org/10.1080/07380569.2024.2441155>
- *Trotsenko, O., Bilyk, O., & Pyliachyk, N. (2020). ICT as a tool for reducing anxiety in pre-service foreign language teachers' practicum. *Information Technologies and Learning Tools*, 78(4), 193–202. <https://doi.org/10.33407/itlt.v78i4.3135>
- *Tsui, A. B. M., & Tavares, N. J. (2021). The technology cart and the pedagogy horse in online teaching. *English Teaching and Learning*, 45(1), 109–118. <https://doi.org/10.1007/s42321-020-00073-z>
- *Tumelius, R., & Kuure, L. (2024). Pre-service teachers' professional vision and agency emerging in orchestrating language learning in a hybrid space. *Computer Assisted Language Learning*, 37(7), 1554–1578. <https://doi.org/10.1080/09588221.2022.2092154>
- *Vo, L.-H., & Huynh, N.-T. (2025). Vietnamese EFL teachers' perspectives on ChatGPT: A conceptual metaphor analysis. *Arab World English Journal*, 16(1), 162–178. <https://dx.doi.org/10.24093/awej/vol16no1.10>
- *Wu, Y., & Derakhshan, A. (2025). What drives L2 teachers to embrace artificial intelligence (AI)? A phenomenological inquiry into the role of personal and job resources. *Porta Linguarum*, 321–337. <https://doi.org/10.30827/portalin.viXIII.33117>
- *Xie, X., Teng, M. F., Zhang, L. J., & Alamer, A. (2025). Exploring AI literacy and AI-induced emotions among Chinese university English language teachers: The Partial Least Square Structural Equation Modeling (PLS-SEM) approach. *International Journal of Applied Linguistics*, 35(4), 1897–1911. <https://doi.org/10.1111/ijal.12798>
- *Yan, C., & Wang, L. (2022). Experienced EFL teachers switching to online teaching: A case study from China. *System*, 105, 102717. <https://doi.org/10.1016/j.system.2021.102717>
- *Yang, H., & Markauskaite, L. (2025). Fostering language student teachers' transformative agency for embracing GenAI: A formative intervention. *Teaching and Teacher Education*, 159, 104980. <https://doi.org/10.1016/j.tate.2025.104980>
- *Yang, L., & Wang, J. (2024). Exploring the causes, consequences, and solutions of EFL teachers' perceived technophobia. *The Asia-Pacific Educational Researcher*, 33(4), 931–942. <https://doi.org/10.1007/s40299-023-00780-8>
- *Yin, H., Wang, C., & Liu, Z. (2024). Unleashing pre-service language teachers' productivity with generative AI: Emotions, appraisal and coping strategies. *Computers in Human Behavior*, 161, 108417. <https://doi.org/10.1016/j.chb.2024.108417>
- *Zaimoglu, S., & Dagtas, A. (2025). Teacher cognition and practices in using generative AI tools to support student engagement in EFL higher-education contexts. *Behavioral Sciences*, 15(9), 1202. <https://doi.org/10.3390/bs15091202>
- *Zainal, A. Z., & Zainuddin, S. Z. B. (2021). Malaysian English language teachers' agency in using digital technologies during the pandemic: A narrative inquiry. *Íkala, Revista de Lenguaje y Cultura*, 26(3), 587–602. <https://doi.org/10.17533/udea.ikala.v26n3a07>
- Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education: Where are the educators? *International Journal of Educational Technology in Higher Education*, 16, 1–27. <https://doi.org/10.1186/s41239-019-0171-0>
- *Zerey, M. O., & Cephe, P. T. (2024). Sometimes you got to do what you got to do: pre-service English language teachers' experiences of online microteaching during the COVID-19 pandemic. *Pedagogies*, 19(1), 4–21. <https://doi.org/10.1080/1554480X.2023.2171419>

- *Zhao, G. (2025). The mediating role of teachers' perceptions of technology-enhanced activities and their personal traits on teachers' emotions and their psychological well-being. *European Journal of Education*, 60(2), e70123. <https://doi.org/10.1111/ejed.70123>
- *Zhao, X., Narasuman, S., & Ren, W. (2025). EFL teachers' digital literacy and its relation to self-efficacy and well-being in artificial intelligence-based context. *Porta Linguarum*, 391–408. <https://doi.org/10.30827/portalin.viXIII.33041>
- *Zhao, Z. J., Li, J., Hong, Y., & Yun, T. Y. (2025). Lesson study as an approach to facilitate the integration of Gen-AI into EFL curriculum design in higher education. *International Journal for Lesson and Learning Studies*. Advance online publication. <https://doi.org/10.1108/IJLLS-01-2025-0029>
- *Zhou, C., & Hou, F. (2024). Can AI empower L2 education? Exploring its influence on the behavioural, cognitive and emotional engagement of EFL teachers and language learners. *European Journal of Education*, 59(4). <https://doi.org/10.1111/ejed.12750>
- *Zhou, Q., Hashim, H., & Sulaiman, N. A. (2024). Digital echoes: Crafting Chinese EFL teacher identity in the era of AI-enhanced instruction—A qualitative exploration. *Forum for Linguistic Studies*, 6(5), 32–50. <https://doi.org/10.30564/fls.v6i5.6864>
- *Zhu, Y., & Xia, S. (2025). The impact of pre-service language teachers' basic psychological needs on behavioural intentions to utilise artificial intelligence (AI) in teaching: AI literacy and self-efficacy as mediators. *European Journal of Education*, 60(3), e70160. <https://doi.org/10.1111/ejed.70160>
- *Zou, C., Li, P., & Jin, L. (2021). Online college English education in Wuhan against the COVID-19 pandemic: Student and teacher readiness, challenges and implications. *PLOS ONE*, 16(10), e0258137. <https://doi.org/10.1371/journal.pone.0258137>
- *Zou, D., & Song, X. (2025). From challenges to chances in the digital age: psychological transformation in EFL teachers in Chinese teacher education institutions. *Frontiers in Education*, 10, 1606932. <https://doi.org/10.3389/educ.2025.1606932>

Appendix

Sample Characteristics of the Included Studies (N = 11)

To illustrate the diverse characteristics of the reviewed literature (N = 108), a representative sample of 11 empirical studies is summarized below. This purposeful sample encompasses various technological context, research designs, geographical contexts, and psychological constructs to reflect the breadth of the current corpus.

Study	Geographical Context	Research Design	Participant Type	Technological Context	Key Psychological Constructs & Sub-themes
Barnes & Tour (2026)	Australia	Qualitative	In-service (Adult EAL) Teachers	Generative AI	Teacher agency, pedagogical entanglements, fear of judgement, hidden practices
Chen et al. (2026)	Thailand	Qualitative (Ethnography)	In-service (ESP) Teacher	Generative AI	Teacherness, AIPCK (AI-Enhanced PCK), dialogic collaboration, identity transformation
Chen & Pi (2026)	China	Qualitative (Think-aloud / Interviews)	In-service EFL Writing Teachers	Generative AI (AWE tools)	Teacher agency, emotional & ethical tensions, erosion of pedagogical trust, assessment dilemmas
Heydarnejad & Çakmak (2024)	Iran & Turkey	Quantitative (Survey)	In-service EFL Teachers	AI-Assisted Language Teaching	Productive teacher immunity, work passion, occupational & psychological well-being, self-organization
Hoang (2025)	Vietnam	Mixed Methods	In-service EFL Teachers	Generative AI	Control-value appraisals, emotional trajectories (cautious optimism), cultural-linguistic congruence, pedagogical compatibility
Lee & Jeon (2024)	South Korea	Qualitative (Case Study)	In-service (Primary) EFL Teachers	Transitional (Post-pandemic)	Teacher agency (ecological perspective), teacher identity & investment, institutional / parental constraints, technology normalization
Masitoh et al. (2023)	Indonesia	Qualitative (Case Study)	Pre-service EFL Teachers	Transitional (Digital Gamification)	Tech-savvy teacher identity, social learning modes (engagement, imagination, alignment), pedagogical engagement
Moorhouse (2023)	Hong Kong	Qualitative	In-service (Primary) EFL Teachers	Transitional (Post-pandemic)	Professional digital competence, technological self-efficacy, pedagogical compatibility, social awareness
Satvati et al. (2025)	Iran	Qualitative	In-service EFL Teachers	Generative AI	Ecological LTI construction, sense of competence & self-worth, teacher metamorphosis, employment insecurity apprehension
Tram (2025)	Vietnam	Quantitative (Survey)	In-service Language Teachers	Generative AI	AI-TPACK, AI self-efficacy, technology acceptance (performance & effort expectancy), facilitation
Yin et al. (2024)	China	Quantitative (Survey)	Pre-service Language Teachers	Generative AI	Transactional theory of stress, achievement / loss emotions, cognitive appraisal (challenge vs. hindrance), coping strategies, AI-enabled productivity