

Strategies for Utilizing Artificial Intelligence to Support EFL Teachers Across Different Educational Levels

Abdallah Mohmmmed Ateya Abdalrahim^(1, *)
Amani Eltayeb Hassab Elrasoul Mohammed ⁽²⁾

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¹Department of English Language, College of Arts, Islamic University of Gaza, Gaza, Palestine

²Department of English Language, College of Education, University of Al-Butana, Rufa'a, Sudan

* Corresponding Email Address abdallah.mehjez@gmail.com

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Abstract:

The study examines how teachers can employ artificial intelligence to support themselves in the teaching process. To achieve the study's goals, the researchers adopted a mixed-method approach supported by a systematic content analysis of recent literature, from which they selected 30 studies, as well as an experts' workshop that included 15 specialists. The findings show that AI is a multifaceted technology that can simulate human intelligence to improve language learning. The study also identifies significant challenges, such as the lack of sufficient AI training among many EFL teachers, the shortage of technical equipment in some educational institutions, and teachers' concerns about the ethical implications of using AI in education. The study concludes that AI holds considerable potential to enhance EFL teaching and learning when implemented judiciously. Finally, the paper recommends investing in teacher professional development and infrastructure, as well as establishing clear ethical guidelines.

Key words: *Artificial Intelligence (AI); English as a Foreign Language (EFL); Educational Technology; Teacher Professional Development; Language Learning Strategies.*

الاستراتيجيات الخاصة بتوظيف الذكاء الاصطناعي لدعم معلّمي اللغة الإنجليزية كلغة أجنبية عبر مختلف المراحل التعليمية

عبد الله محمد عطيه عبد الرحيم⁽¹⁾

أمانى الطيب حسب الرسول محمد⁽²⁾

الملخص:

تتناول الدراسة كيفية توظيف معلّمي اللغة الإنجليزية كلغة أجنبية للذكاء الاصطناعي لدعم أنفسهم في العملية التعليمية. ولتحقيق أهداف الدراسة، اعتمد الباحثان منهجاً مختلطاً، مدعوماً بالتحليل المنهجي للمحتوى للأدبيات الحديثة، حيث تم اختيار 30 دراسة ليُجرى تحليلها، إضافةً إلى عقد ورشة عمل للخبراء شارك فيها 15 متخصصاً. أظهرت النتائج أن الذكاء الاصطناعي يعد تكنولوجيا متعددة الأبعاد يمكنها محاكاة الذكاء البشري لتحسين تعلم اللغات. كما حددت الدراسة عدداً من التحديات البارزة، من بينها: نقص التدريب الكافي على استخدام تقنيات الذكاء الاصطناعي لدى العديد من معلّمي اللغة الإنجليزية كلغة أجنبية، وافتقار بعض المؤسسات التعليمية إلى المعدات التقنية اللازمة، إضافةً إلى مخاوف المعلمين المتعلقة بالاعتبارات الأخلاقية لاستخدام الذكاء الاصطناعي في التعليم. وخلصت الدراسة إلى أن الذكاء الاصطناعي يمتلك إمكانات كبيرة لتعزيز تعليم اللغة الإنجليزية وتعلمها عند تطبيقه بحكمة. وأوصت الورقة بضرورة الاستثمار في تطوير المعلمين مهنيًا وتحسين البنية التحتية، إضافةً إلى وضع إرشادات أخلاقية واضحة لاستخدام الذكاء الاصطناعي في العملية التعليمية.

الكلمات المفتاحية: الذكاء الاصطناعي؛ اللغة الإنجليزية كلغة أجنبية؛ التكنولوجيا التعليمية؛ التطوير المهني للمعلم؛ استراتيجيات تعلم اللغة.

¹ قسم اللغة الإنجليزية، الكلية، كلية الآداب، جامعة الإسلامية غزة، فلسطين

² القسم: اللغة الإنجليزية، الكلية، كلية التربية، جامعة البطانم، رفاعة، السودان

* عنوان المراسلة: abdallah.mehjez@gmail.com

Introduction

Artificial Intelligence's recent advancements have transformed educational practices worldwide. They offer new tools to enhance teaching and learning. AI technologies promise to support EFL teachers by personalizing instruction and engaging students across various educational stages. Educators can leverage AI to automate routine tasks and to enrich classroom activities with interactive, data-driven content. However, the integration of AI into EFL teaching is not without challenges. Many teachers lack clear guidance on how to effectively incorporate these tools into their pedagogy. Moreover, there are concerns that persist regarding technical complexity and the potential impact on the teacher's traditional role.

These concerns must not be obstacles towards the positive use of AI within teaching languages, especially English. The negative use of such paramount technology could be overcome by several teaching rehearses. That is why there is a pressing need to explore practical strategies that help EFL teachers harness AI's potential while addressing obstacles.

In this context, Al-Sheikh (2025) points out that education using artificial intelligence has several advantages, the most important of which are: multiple sources of knowledge (audio/visual/written), the exchange of experiences among students and the encouragement of self-motivation, the creation of new environments for collective thinking, the solution to real-world problems, the transition from a knowledge transfer model to a guided learning model, the encouragement of active learner participation, the provision of immediate feedback, the provision of an effective and rich learning environment with multiple sources, and the use of new teaching methods based on active learning.

Souissi and Jaradi (2019) emphasized that smart education has several key characteristics, including: teaching a large number of students in a short period of time; access to the most sophisticated websites, allowing for dialogue and discussion; utilizing a variety of audio-visual educational tools for learners; taking into account individual differences for each learner to achieve self-sufficiency in their use of the material; rapid assessment, recognition of results, correction of errors, and the development of reading and research skills.

Many researchers believe there are a number of challenges facing the use of artificial intelligence, as follows: a shortage of specialists and a lack of the necessary resources such as computers and communication networks; many educational institutions refuse to associate artificial intelligence with technology, such as computers and mobile devices, claiming that individuals are already preoccupied with it; school curricula do not include any clear content or mechanisms for dealing with artificial intelligence; a lack of public awareness and orientation toward these technologies; and problems in obtaining original AI software, along with security risks from anonymous websites, which may pose problems for individuals' private data (Al-Kamel, 2023). To that end, this study was conducted to investigate how AI can be utilized to support EFL teachers

at different educational levels, and to identify both the opportunities and challenges involved.

Context of the Problem

Programs and applications built on artificial intelligence (AI) have invaded almost every aspect of our lives. AI is no longer limited to mobile phones and computers; it now extends to our daily routines. The assumption that AI constitutes an indispensable part of people's economic, cultural, educational, and political life is no longer just an assumption, it has become a reality.

In the field of teaching English as a Foreign Language (EFL), AI applications have become so numerous and widespread that neither teachers nor students can neglect them. Some claim that AI may negatively affect teachers' work and students' achievements. This claim could be right to some extent; however, neglecting such a technological revolution for its possible negative effects would be sheer madness.

Between the claims that AI applications might harmfully influence the teaching and learning process, researchers emphasize the urgent need to explore balanced approaches. The real challenge lies in identifying practical strategies that maximize the positive impact of AI apps and programs while minimizing their negative consequences. Addressing this challenge is essential, as ignoring it would leave both teachers and students unprepared for the new realities of education shaped by artificial intelligence.

Research Questions

The study aimed at answering the following questions:

1. What is Artificial Intelligence in the context of educational settings?
2. What are some practical ways to integrate AI tools into EFL instruction?
3. What challenges do EFL teachers encounter when incorporating AI into their teaching practices?
4. What are the main AI-based strategies that EFL teachers should implement in practice to support their students at different educational levels?

Research objectives

The study aimed at achieving the following objectives:

1. To define Artificial Intelligence within the context of educational settings.
2. To explore practical ways of integrating AI tools into EFL instruction.
3. To identify the challenges EFL teachers face when incorporating AI into their teaching practices.
4. To determine the main AI-based strategies that EFL teachers should implement to effectively support their students at different educational levels.

Research Significance

The importance of this paper lies in its support for teachers in using a new major technological component that almost nobody can do without. Instead of attempting to avoid what is essentially unavoidable, this study calls for granting AI the legitimacy to be recognized and applied in education. Moreover, it clarifies the practical steps and stages that teachers can take into account when using AI applications and programs.

For students, the study is equally valuable because it highlights how AI can enrich their learning experience, provide them with personalized feedback, and create opportunities for autonomous learning. By exploring strategies for utilizing AI to support EFL teachers across different educational levels, this research indirectly supports students by ensuring that their teachers are better equipped to integrate AI tools effectively.

Delimitations of the study

This study investigates the published literature on the use of artificial intelligence (AI) to develop the teaching and learning process. The scope of the study was limited to two main sources of publications: Dar Almandoma and Google Scholar. As a result, many other vital resources and databases could not be considered.

The study analyzes approximately 30 publications, which consist mainly of theses and research papers rather than books. These publications were selected within a specific time frame, covering the years 2022–2025, in order to reflect the most recent developments in the field. Furthermore, the study is conducted during the second term of the academic year, which also frames the period of data collection and analysis.

Methodology

This study adopted two complementary research methods to address the research questions: content analysis and an expert workshop. First, a content analysis approach was employed to systematically review recent literature on AI in EFL teaching. Content analysis is commonly defined as a research technique for objectively and systematically examining communication content, enabling researchers to identify patterns or themes within textual data. iopn.library.illinois.edu. For instance, Berelson (1952) describes content analysis as a method for the objective, systematic, and quantitative description of the manifest content of communication, while Krippendorff (2018) emphasized it as a means of making replicable and valid inferences from data in context. This method was chosen for its strength in distilling insights from existing studies: by analyzing published research, one can discern recurring strategies and trends regarding AI use in EFL settings.

In this study, a sample of 30 recent studies was randomly selected for analysis, drawn from the Egyptian research database Dar AlMandumah and from Google Scholar. These studies were chosen with an emphasis on the most up-to-date publications (primarily from the last few years) to capture current developments in the field. By

quantitatively and qualitatively coding the findings of these 30 studies, the researcher was able to generate a synthesized overview of prevalent AI integration strategies across various educational levels. The use of content analysis in this context ensured a structured and unbiased examination of the literature, providing a solid evidence-based foundation for addressing the research questions.

Following the literature analysis, a workshop was conducted to gather expert input and address the final two research questions, which required deeper exploration beyond what the documents revealed. This workshop brought together 15 faculty experts specializing in education and AI-based program implementation, drawn from various universities across the Arab region. The experts were carefully chosen for their experience with integrating AI into educational contexts and their knowledge of EFL teaching across different levels. The workshop was held synchronously online via Zoom, enabling participation of geographically dispersed specialists. Participants were invited directly by the researcher through email and professional networks on the internet, ensuring a diverse panel of experts relevant to the study's focus. During the workshop session, the researchers facilitated structured discussions aimed at answering the targeted research questions—particularly those concerning practical strategies for AI integration and recommendations for supporting EFL teachers in implementing AI effectively at different educational stages. The experts engaged in dialogue, sharing their insights, experiences, and constructive critiques of various AI tools and approaches in EFL contexts.

The qualitative data from this expert workshop were then analyzed to identify consensus points, novel ideas, and expert-validated recommendations. By incorporating a workshop as a second method, the study was able to complement the content analysis findings with current, real-world perspectives. The workshop method is justified as it taps into the tacit knowledge of practitioners and researchers in the field, offering practical validation for the literature-derived strategies and helping to refine them. Moreover, the collaborative expert input helped in formulating nuanced answers to the research questions—for example, by highlighting contextual factors to consider at different educational levels, potential barriers to AI adoption (such as teacher training needs or ethical concerns), and suggested solutions or best practices.

Results and discussion

The first question answer

Artificial intelligence (AI) cannot be reduced to a mere computer program; it is an attempt to imitate human intelligence. AI can understand human language, make decisions, and perform tasks across domains—often faster and more accurately than humans. It is essentially a trained machine with vast knowledge units organized at high speed. Cole and Kavlakoglu (2024) emphasized that AI is a broad field comprising many subdomains. A central subset is machine learning (ML), where algorithms learn from data and improve over time, and within it, deep learning, which uses neural

networks to detect complex patterns. These methods underpin advances such as generative AI, which produces new content.

Many definitions highlight AI's simulation of human cognition. Luckin, Holmes, Griffiths, and Forcier (2016) defined it as software interacting in ways requiring human intelligence. Chan and Zary (2019) described AI as machines with intelligent behavior that have perception, reasoning, learning, and communication. Carrasquer (2024) distinguishes between narrow AI for specific tasks and general AI for broader intellectual work.

In language education, Al-Sheikh (2025) defines AI as applications mimicking human intelligence to support English learning, offering real-time feedback, tracking progress, and adapting to learners' needs through platforms. Nguyen (2025) adds that AI enhances syllabus design, teaching, and assessment, thereby improving both teaching practice and learner experience. At the broader educational level, AI supports teachers, students, and parents by simplifying methods, saving time, and personalizing learning (U.S. Department of Education, 2023). UNESCO (2025) stresses AI's role in tackling challenges such as large-scale personalization and reducing administrative burdens through intelligent automation. The field of Artificial Intelligence in Education (AIED) integrates AI tools to extend teaching and learning possibilities. These tools can tutor, grade, provide guidance, and even help ensure academic integrity.

A key strength of AI in education lies in data-driven decision-making. Papakostas et al. (2021) note that AI systems analyze vast data to guide actions, as seen in social robots for special-needs learners. Siemens and Long (2011) show how learning analytics can identify at-risk students through their "data trails." Thus, AI augments human administration by detecting patterns, automating tasks, and supporting evidence-based decisions.

The second question answer

The answer to the second question showed that there are some practical ways to integrate AI tools into EFL instruction among them are:

Personalized Vocabulary and Grammar Practice

AI-powered language learning apps can tailor vocabulary and grammar exercises to each learner's proficiency level and progress. For example, adaptive learning platforms like Duolingo use algorithms to identify a student's weak areas and adjust practice accordingly. After an initial placement or diagnostic quiz, the app might present more exercises on verb tenses to a learner who struggled with those while skipping past basics the learner has already mastered. Research indicates that integrating such apps into EFL learning can significantly improve students' mastery of vocabulary and grammar, as well as other language skills. The gamified and interactive nature of these apps often increases student motivation and engagement, making practice feel like a game rather than homework (Irzawati, 2023; Rahman, Damayanti, & Setyarini, 2024).

In addition to comprehensive apps, AI writing assistants like QuillBot can be used for grammar and paraphrasing practice. QuillBot uses AI to suggest rephrased sentences and correct grammar, which students can use to learn from their mistakes in real time. For instance, a student might input a grammatically incorrect sentence and see how QuillBot revises it, thus learning the correct structure. Studies have shown that using AI-driven tools for practice yields measurable gains: one literature review found that AI-based language apps led to improved grammar and vocabulary knowledge for EFL learners, alongside enhanced reading, writing, listening, and speaking skills. Such personalized tools ensure that students reinforce what *they* specifically need—whether it's basic verb conjugations or advanced academic vocabulary—rather than one-size-fits-all exercises (Raheem, Anjum, & Ghafar, 2023).

AI-Driven Speaking and Pronunciation Feedback

Anggraini (2022) stated that integrating AI tools for speaking practice can greatly enhance students' pronunciation, fluency, and confidence in using English. Speech recognition and pronunciation apps allow learners to practice speaking and get instant, specific feedback on how they sound. For example, in class a teacher might have students use ELSA on their phones: the student reads a sentence aloud, and the app analyzes their pronunciation, pinpointing which sounds were mispronounced or where their intonation faltered. The AI can highlight, for instance, that the student's "th" sound in "*think*" was not voiced correctly, and it will prompt them to try again.

This immediate feedback, which human teachers often cannot provide individually to every student in large classes, helps learners correct mistakes on the spot. Studies have demonstrated the effectiveness of such tools; in one experimental study, high school EFL students who practiced with an AI pronunciation app had a dramatic improvement in pronunciation scores compared to those who did not. The experimental group's average pronunciation test score jumped from about 44/100 to 79/100 after training with the AI, far surpassing the control group. Another classroom action study reported steady gains over three cycles of AI-assisted pronunciation practice—students' average pronunciation score rose from 70 to 80 (out of 100) by the final cycle, indicating clear improvement each round (Hoeriyah, 2024).

Beyond pronunciation at the word or sentence level, AI conversation bots serve as excellent "speaking partners" for students. Teachers can assign students to engage in AI-driven dialogues—for instance, using a chatbot like ChatGPT or specialized language bots. These bots can simulate a real conversation, prompting the learner with questions like "What's your favorite food?" and responding to the learner's answers. Such practice is low-pressure because the AI won't judge mistakes in the way a peer might, thereby reducing learners' anxiety.

In fact, recent research has found that using AI chatbots for speaking practice can significantly lower students' speaking anxiety while boosting their speaking proficiency. The safe, private environment encourages students to speak more freely and

frequently. Moreover, the AI can provide real-time feedback or corrections during the chat—for example, if a student says a sentence with grammar errors, the bot's response might reformulate it correctly, implicitly teaching the proper usage. Over time, engaging in regular spoken interactions with AI helps students improve their fluency and accuracy. One mixed-method study of EFL learners using an AI conversation bot showed significant gains in spoken fluency and accuracy compared to a control group, and the students reported feeling more confident and motivated to speak thanks to the AI partner (Labadze, Grigolia, & Machaidze, 2023).

Writing Support and Real-Time Feedback

AI tools can transform EFL writing by giving instant feedback at the drafting stage. Instead of waiting for teacher corrections, students can use Grammarly, Write & Improve, or AI chatbots to receive real-time suggestions on grammar, spelling, and style. For example, Grammarly highlights errors and suggests precise vocabulary, enabling immediate draft–revise cycles. Studies show Automated Writing Evaluation (AWE) tools improve writing accuracy, lower anxiety, and increase learner autonomy (Dizon & Gold, 2023). Beyond grammar, AI provides content and style feedback. Write & Improve rates submissions and highlights sentences to improve. ChatGPT can rephrase text or suggest more formal alternatives. A classroom study found AI feedback nearly as helpful as teacher feedback, with the best results when both were combined. This allows AI to handle early drafts while teachers focus on higher-order issues.

Solovey (2024) stated that in practice, a teacher might assign an essay for students to draft with AI support. A student uses Grammarly or ChatGPT to correct spelling, improve word choice, or check organization. The AI suggests synonyms and restructuring; the revised draft submitted to the teacher has fewer basic errors, letting the teacher focus on content. He emphasizes this cycle improves quality through multiple revisions.

Research (2022–2024) in Asia also shows students using QuillBot during drafting and revising outperformed control groups: their essays demonstrated richer vocabulary, more accurate grammar, and better mechanics after 8–10 weeks. These students reported greater writing confidence, viewing AI as a safety net for experimenting with more complex expressions.

Automated Quiz and Test Generation

AI can help EFL teachers create custom quizzes and tests, saving time and enabling targeted assessment. Teachers can input class material into tools like ChatGPT or Quizgecko to instantly generate multiple-choice, fill-in-the-blank, or matching exercises. This allows frequent mini-quizzes tailored to recent lessons and supports differentiation by adjusting difficulty (Cheung, 2023; Kiryakova, 2025).

Quizgecko is an AI-powered platform for generating quizzes, flashcards, and study materials from text or links. It supports multiple formats, aims to save time, and promotes engagement. Though peer-reviewed studies are lacking due to its recent emergence, early users note its usefulness in streamlining assessment and providing adaptive content. Research indicates that AI-generated questions can match teacher-written quality. Kiryakova (2025) cites studies where ChatGPT-created multiple-choice items were rated comparable to human ones. Still, flawed questions occur, so teachers should review and edit AI drafts. Even with review, AI saves significant time compared to writing from scratch; case studies show full quizzes produced in minutes. AI also supports Moodle-based assessment: batch programming of questions, automatic formatting, adding images, adjusting difficulty, and giving instant feedback. These features accelerate test creation, improve accuracy, and make assessments more engaging.

Adaptive Reading Practice

AI can personalize reading in EFL classrooms through adaptive tools such as Newsela and LingQ, which adjust texts to learners' levels while maintaining engaging content. For instance, Newsela provides authentic news articles at multiple difficulty levels, enabling mixed-ability students to discuss the same topic without excluding weaker readers (Yu & Wen, 2023). This "one topic, multiple levels" approach builds confidence and ensures appropriate challenge.

AI powers the text-leveling process by simplifying vocabulary and syntax while preserving meaning. Some platforms also recommend readings based on student progress, gradually increasing difficulty. Research highlights that level-appropriate texts improve vocabulary, speed, and comprehension; Newsela additionally offers quizzes to reinforce outcomes. Simplification enhances fluency without losing content (WestEd, 2018).

AI tools also provide multimodal support, such as text-to-speech, translation, and picture dictionaries. Microsoft's Immersive Reader exemplifies this by combining audio, visual highlighting, and clickable aids, supporting different learning styles and listening practice. Studies confirm that multimodal scaffolds make challenging texts more accessible.

In practice, teachers can assign adaptive articles aligned with curricular themes where each student receives a text at their level. Platforms track performance, adjusting future difficulty accordingly. For example, if a learner excels, the system nudges them to a higher level; if they struggle, it stabilizes or lowers the level (Korkut, 2025). Teachers then facilitate discussions on shared content, boosting interaction and inclusivity. Research shows that students using Newsela regularly demonstrate greater gains in comprehension and motivation, with teachers reporting consistently positive impacts.

Teachers remain key facilitators: they choose content, model strategies (e.g., how to use audio playback or dictionary features), and monitor analytics dashboards. These data reveal student progress, quiz scores, or vocabulary challenges, enabling targeted intervention. Thus, AI supports differentiated reading instruction while teachers guide strategy use and ensure effective integration.

Virtual Conversation Partners

AI virtual conversation partners (chatbots, voice assistants) provide learners with on-demand English speaking practice, compensating for limited authentic interaction. They are effective for oral communication (Üstünbaş, 2024). Tools like Replika or chat-based tutors allow role-play in low-pressure environments. In a controlled experiment, Vietnamese EFL undergraduates using an AI voice chatbot for 8 weeks significantly improved speaking proficiency (Duong & Suppasetsee, 2024).

AI personal assistants also increase willingness to communicate (WTC) and reduce anxiety. Tai and Chen (2020) found Google Assistant boosted adolescent EFL students' confidence and lowered speaking anxiety. The patient, non-judgmental nature of AI partners encourages free speech. Students may even perform better with chatbots than peers since AI offers consistent practice. Adding social cues to AI avatars further increased willingness to speak.

However, effective implementation is essential. Teachers should design role-play prompts aligned with objectives and follow up with debriefings to reinforce correct usage. Limitations remain: chatbots sometimes misinterpret non-native speech or lack cultural nuance. Duong and Suppasetsee (2024) reported learner frustration due to misunderstandings, and speaking anxiety was not always reduced. Teachers must therefore monitor and intervene when needed.

Overall, AI conversation partners act as virtual language buddies, extending speaking practice, building confidence, and promoting fluency. Research supports their role in improving speaking skills and communication willingness. When integrated thoughtfully—such as chatbot dialogues assigned as homework or in-class pair work—chatbots foster interactive, student-centered learning beyond the classroom.

AI-Assisted Listening Activities

AI supports listening practice in EFL through speech recognition and transcription tools. Students listen to an audio passage, then use tools like Otter.ai or Whisper to generate transcripts, review missed words, and re-listen. Transcripts act as scaffolding, reinforcing auditory input and improving comprehension (Xiao, 2025). Learners confirm understanding, fill meaning gaps, and practice pronunciation by reading transcripts aloud.

Empirical evidence confirms these benefits. Xiao (2025) found that Chinese university EFL learners using AI transcription showed greater listening gains, reduced anxiety, and higher engagement compared to a control group. Similarly, Soliman, Aladini,

Jalambo, and Abdelkarim (2025) reported significant listening skill gains among Omani 12th graders using Otter.ai over eight weeks, while the traditional group improved minimally. AI transcripts provide instant feedback by showing exactly which words were missed, aligning with metacognitive listening strategies.

Beyond transcription, AI enables voice-enabled interactions. Learners can practice blended listening/speaking with personal assistants, receiving multimodal input. Tai and Chen (2020) found that such practice improved listening comprehension through active engagement and immediate feedback. Automatic speech recognition also aids pronunciation: if AI mis-transcribes a spoken word, learners receive implicit feedback on clarity, improving both production and perception.

Implementation requires careful use. Teachers should let students attempt listening first, then check transcripts, to avoid over-reliance. They should also address inaccuracies. Overall, AI transcription and recognition tools provide visual feedback, reduce anxiety, and strengthen learner autonomy, leading to better listening performance and confidence.

Data-Driven Progress Tracking

AI enables data-driven progress tracking in EFL instruction, collecting detailed analytics on student performance. Dashboards such as Duolingo for Schools or Kahoot! reports analyze learner activity, showing strengths, weaknesses, accuracy, and time spent. This allows teachers to deliver personalized feedback at scale, such as targeting persistent errors (Koenka & Anderman, 2019).

Empirical research has tested these tools. In a quasi-experimental study, Cabı and Türkoğlu (2025) used an AI-based analytics platform in a flipped EFL classroom. While final exam scores showed no significant difference, students valued the dashboard feedback, reporting improved monitoring and self-regulated learning. This supports findings that analytics enhance metacognition and autonomy by making progress visible and encouraging goal-setting. A large-scale review by Zawacki-Richter, Marín, Bond, and Gouverneur (2019) confirmed AI's role in enabling personalized and adaptive learning.

From the teacher's perspective, AI dashboards guide targeted instruction. For example, teachers can assign extra listening practice to students with weak listening scores or reteach grammar topics missed by most of the class (Teng & Zhang, 2021). Such tools shift assessment from summative to continuous and formative, enabling early interventions and differentiated activities. Predictive analytics can also forecast students at risk of failure or dropout, allowing timely support.

However, privacy and interpretation must be addressed. Data must remain secure, and teachers need training to read dashboards correctly. When applied responsibly, AI-driven tracking fosters responsive, learner-centered classrooms, aligning with modern paradigms that value personalization. Students benefit from tailored feedback,

which research shows boosts engagement and performance (Zawacki-Richter et al., 2019).

Gamified Learning with AI

Gamification is a proven strategy to boost student motivation. AI can enhance gamified learning in EFL by automating and personalizing game content. A practical example is using AI to generate quiz questions or vocabulary games from lesson materials. For instance, the platform Kahoot! has introduced AI-assisted question generation that can instantly create quizzes based on text input.

AI can be used to program entire games aimed at achieving English language learning goals. For example, AI has designed a balloon game in which the system identifies a word, such as "notebook," and continuously pronounces it to the student. Balloons labeled with the letters of the word float across the screen, and the student must select them in alphabetical order and pop them to form the correct word. However, one of the challenges with this type of application is that the teacher must be an expert in programming. Therefore, it is more practical for teachers to use ready-made AI-based games, such as the Voki program.

Alweshahy (2025) stated that the Voki platform is an innovative educational tool that combines learning and play in English language teaching. It allows students to create virtual characters (avatars) that can speak the texts they type, motivating them to practice writing, listening, and speaking in a fun, game-like way. This interactive nature transforms learning from a traditional task into an enjoyable, experiential activity, which increases student motivation and enhances their engagement in the classroom.

In addition, the AI-powered Duolingo app is a game-based application that uses gamification features such as levels, points, and virtual rewards. This approach makes language learning resemble an educational adventure, with students progressing through successive stages similar to those in a game. As a result, learners experience greater continuity, motivation, and overall effectiveness in their language acquisition process.

In the EFL context, Ekinçi (2020) showed that integrating Kahoot! in a college English class not only increased students' motivation and participation but also yielded self-reported improvements in language skills such as vocabulary retention and reading comprehension. Students in that study found the competitive, fast-paced quiz format both fun and beneficial for reviewing material. Beyond self-reports, objective learning outcomes are also enhanced. A recent meta-analysis quantifying Kahoot!'s impact concluded that classes using Kahoot! saw significantly higher exam scores than those that did not, with an average effect size of ~ 0.77 —roughly equivalent to raising a test score by one letter grade on average (Özdemir, 2024). Perhaps more strikingly, the meta-analysis found very large gains in knowledge retention for gamified learning (effect size ~ 1.49), indicating that students remember material longer when it's learned through an interactive, game-like approach. This retention boost is likely due

to the heightened attention and retrieval practice that games encourage; when students are actively recalling answers under time pressure in a game, they are more deeply encoding the information.

AI for Cultural Immersion

AI can facilitate cultural immersion in the EFL classroom by exposing learners to authentic contexts and communication styles. Cultural competence is essential for communicative effectiveness. While traditionally achieved through study abroad or pen-pal exchanges, AI now enables virtual immersion. For example, teachers can use image-generation AI—e.g., Midjourney—to create scenes like an English pub or marketplace, combined with conversational AI for role-play with personas such as a café waiter or travel agent. These scenarios provide authentic cues, making role-plays richer and more meaningful.

Research supports AI-driven immersive experiences for intercultural competence. Klimova and Chen (2024) reviewed AI tools (chatbots, VR) and found strong potential to enhance cultural learning and communication skills. Fathi, Zou, and Zhaleh (2025) showed in an experiment that VR-based cultural training improved learners' intercultural communicative competence (ICC) and willingness to communicate compared to a control group. Participants reported feeling "transported," gaining confidence, and increasing empathy.

Similarly, Ma and Yang (2025) found Chinese EFL students using AI-driven cultural activities over a semester improved in cultural knowledge, openness, and communication skills. Students described the activities as engaging and realistic, noting AI interactions felt less intimidating than real encounters, thus building confidence.

Practically, teachers can generate AI-based images with cultural notes, then use chatbots for role-plays. For instance, ChatGPT can act as a London travel agent, with students practicing booking tours and receiving culturally authentic responses. Teachers monitor exchanges and discuss cultural aspects. Research confirms that immersive practice and reflection are key to developing intercultural competence. AI brings cultural experiences into the classroom for those unable to travel, leading to measurable gains in awareness, skills, and communicative confidence (Ma & Yang, 2025).

The third question answer

The paper clarifies some of the most important challenges EFL teachers encounter when incorporating AI into their teaching practices. Among them were:

- **Lack of training and professional qualifications:** Many English language teachers face difficulties in using AI technologies due to a lack of necessary training or technical expertise. Effective integration of AI tools requires teachers to possess digital skills and the knowledge of how to employ these technologies for educational purposes. The lack of adequate professional

- development programs leaves some teachers unconfident in using modern technologies or unaware of their full potential in supporting language learning.
- **Weak technical infrastructure:** Some educational institutions suffer from a lack of technical equipment, slow internet connections, or the lack of modern devices for students and teachers. These technical barriers limit teachers' ability to effectively use AI tools in the classroom. For example, it may be difficult to implement an adaptive learning platform in a school that lacks sufficient computers or has intermittent internet connectivity. Furthermore, some AI tools require modern hardware or software that may not be available in every school.
 - **Ethical and security concerns:** Teachers express concerns about the ethical considerations related to the use of AI in education. These concerns include the privacy and protection of student data, as many AI tools require the collection of personal data about learner performance. Some also worry about potential bias in the algorithms of these tools, which could affect the accuracy or fairness of assessments. Additionally, there is concern that students may misuse these technologies, such as relying on machine translation tools or AI models to cheat by completing assignments through AI instead of engaging in actual learning. These ethical challenges call for clear policies and controls to ensure the responsible use of AI technologies in language classes.
 - **Difficulty aligning tools with curricula and standards:** Some teachers find it challenging to integrate AI tools into existing curricula or national assessment standards. The outputs of some platforms may not align with curriculum objectives or may produce exercises that do not fit the school's testing methodology. For example, if a teacher relies on an AI application to generate interactive exercises, they may face difficulty linking them to the official curriculum or assessing the level of the generated exercise to the target level in the educational setting. This requires teachers to put in extra effort to adapt the generated materials or choose tools that allow sufficient control to align the content with local educational requirements.
 - **Fear of diminishing the teacher's role and human interaction:** Some teachers are concerned that the increased adoption of AI will diminish their pivotal role in the educational process. For example, if feedback and error correction become largely automated, teachers fear losing their pedagogical and creative role due to reduced direct contact with students. Furthermore, excessive reliance on applications may reduce opportunities for human interaction in language classes, which is essential for acquiring real communication skills. These concerns highlight the importance of striking a balance between the benefits of technology and maintaining the teacher's role as a guide and facilitator of the educational process.

The fourth question answer

One of the most important strategies to follow when a teacher decides to use Artificial Intelligence (AI) in teaching English as a foreign language is the following:

Train students to use the appropriate tools for the intended goals. The teacher must familiarize their students with the nature of AI and not make it a taboo concept in their minds and perceptions. They must then progress from the general to the specific by introducing them to the most prominent AI tools and how they are used to their advantage and development. Teachers must then explain the actual use mechanism by explaining the recording mechanism, the basic usage, the methods of use, and how to achieve optimal performance from AI.

Teachers must instill the ethics of using AI tools (moral and religious awareness). The student must be aware that AI is a double-edged tool. If used positively, the student will develop significantly, while if used negatively, the student will suffer greatly. The student must also receive comprehensive awareness from the teacher about the religious and legal risks of using AI unethically and the negative impact of its use on building society.

Teachers must integrate AI into classroom activities, with two goals. The first goal is to demonstrate to the student the role of the teacher and the role of AI. The teacher's role must remain central. In this way, the teacher will set a role model for the student in the positive use of AI, and the student will use it positively, just as the teacher did. The second goal is for the student to practically learn how to use these tools to advance themselves. The positive use of AI can also transform the classroom into one filled with joy, enthusiasm, and a desire to learn. In this context, the teacher can design a classroom activity based on an AI tool, then ask students to discuss what they learned and compare their results with one another.

Teachers should assign students a writing or speaking task using a specific tool, instructing them to submit a copy before and after reviewing the tool, to demonstrate the impact of AI on improving their production.

Teachers should use tool reports to identify students' weaknesses and then direct each student to specific activities or applications to address these gaps.

Teachers can use AI to further accommodate individual differences. They can tailor each tool to suit each student's learning style. This way, teachers can overcome large numbers of students in a single class. A shy student can overcome their shyness in chat programs like Vokey or a chatbot. A group of students can create a group environment within the same program. An auditory student can learn to use AI as a conversation partner. A visual student can converse with AI through the camera.

Teachers can display AI-generated images or situations and ask students to interact with them linguistically through conversation or writing. In many programs, such as Vokey, a student can write an entire scene and ask the program to convert it

into a video. This way, the student learns to write by having the program correct errors they made while writing and learn correct pronunciation.

Conclusion and recommendations

This study demonstrates that AI holds significant promise for enhancing EFL instruction across all educational levels, provided it is implemented thoughtfully and supported by proper planning. Through its analysis, the study clarified that AI in education is not merely a single software or program but rather a broad set of technologies designed to simulate human intelligence in performing educational tasks. The findings indicate that EFL teachers can leverage AI-driven applications in various practical ways: for instance, employing adaptive learning tools that adjust to each student's proficiency, using chatbot-based tutors and speech recognition apps to practice conversation and pronunciation, integrating gamified learning platforms to increase engagement, and even utilizing virtual reality for cultural immersion experiences in the language classroom.

These methods allow teachers to enrich their instruction and provide personalized learning experiences that cater to diverse student needs. At the same time, the study identified several significant challenges that educators face in adopting AI. Among the most important challenges are a lack of teacher training and digital skills, insufficient technical infrastructure in schools, concerns about data privacy and ethical use of AI, difficulties in aligning AI-generated content with existing curricula and assessment standards, and fears that an over-reliance on AI might diminish the teacher's role or reduce meaningful human interaction in language learning. Recognizing these challenges is crucial, as it highlights that successful AI integration in EFL settings requires more than just availability of tools—it calls for addressing human, technical, and organizational factors that influence technology uptake.

Based on the study's findings, a number of recommendations can be made to ensure that AI is used effectively and responsibly in EFL teaching. These recommendations aim to maximize the benefits of AI for language education while mitigating the challenges identified:

- Provide training and professional development for EFL teachers on AI tools and pedagogy. Many need digital skills and confidence; workshops should familiarize them with applications and integration methods.
- Invest in infrastructure and resources. Reliable internet, updated devices, and modern software are essential. Schools should allocate resources to ensure access to AI platforms.
- Establish ethical guidelines and policies. Clear rules must cover privacy, data protection, and academic integrity. Both educators and students should be aware of these policies.

- Align AI with curriculum objectives. Teachers and curriculum designers should ensure AI-generated content fits national standards and assessments. Guidance should help map AI activities to syllabus requirements.
- Maintain the teacher's central role. AI should augment, not replace, teaching. Teachers must demonstrate balanced use, discuss results with students, and preserve face-to-face interaction. Modeling this approach shows AI as an enhancement, not a substitute.

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