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AI Integrating in EFL Classrooms: A Study on Lecturers' Adaptation and Student Outcomes

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Abstract

This research paper examines AI integration in EFL classes at Haql College, identifying challenges and opportunities for English language lecturers. This study aims to determine the effects of AI tools (ChatGPT) in encouraging, engaging, and improving language skills overall for the learners. Through investigating incidents as well as issues with adopting AI, this study aims to gain valuable information on adopting ChatGPT for re-designing EFL instruction at Haql College, Saudi Arabia. The main research question is: What are the opportunities and challenges Saudi EFL lecturers face in adopting AI technologies in instructional practice? The significance of integrating AI into EFL classrooms lies in enhancing language learning outcomes, personalizing instruction, and fostering more engaging, efficient, and adaptive teaching environments. Based on qualitative thematic analysis, the impact of AI software on teachers' practice and student achievements is examined. Semi-structured interviews of 12 Languages and Translation Department lecturers identify huge potential for AI software to supplement student learning, motivation, and language proficiency. Nevertheless, issues related to restricted technology access, insufficient professional development, and difficulties in accommodating existing courses hinder AI integration. Based on research findings, recommendations for implication to educational administrators, policymakers, and course developers are offered. These include investment in better technology infrastructure, conducting systematic professional development courses, and redeveloping courses to better integrate AI software. Upgrading technologies, providing targeted training for teachers, and reorganizing teaching materials are vital for successful AI integration. Future studies need to examine the long-term effects of AI on student achievements, assess the efficacy of professional development courses, and determine changes in courses. Resolving such challenges can make AI integration more effective, thereby enhancing teachers' practice and student performances in EFL environments.

Keywords: Curriculum modification, integration of AI in EFL classrooms, language proficiency, professional learning, student participation

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Introduction

Despite the beneficial impact of the integration of AI in the learning and instructional process, educators still encounter different challenges in understanding and using AI technologies to support instructional practice. Furthermore, the impact of AI on student learning in EFL settings remains another research area in need of further investigation (Pérez-Paredes, 2020). This case focuses on Saudi English language instructors at Haql College shifting towards applying AI programs in teaching. The kingdom is undergoing its fastest-ever development in its education system due to Vision 2030 reform, in which best-practice utilization of technologies in learning takes center stage (Alghamdi & Plunkett, 2018). It offers an interesting backdrop upon which to consider lecturers' adoption of AI use within EFL teaching and its impact on learning.

In investigating issues and incidents of a day-to-day nature faced by instructors in relation to adopting AI tools, this study aims to determine the effects of AI tools in encouraging, engaging, and improving language skills overall for the learners. Through investigating incidents as well as issues with adopting AI, this study aims to gain valuable information on adopting AI for re-designing EFL instruction at Haql College, Saudi Arabia. Artificial intelligence integration in education is a progressive movement aimed at revolutionizing the way humans learn and teach. AI technologies like ChatGPT have been reported to have immense capacity for revamping mainstream EFL instructional practices and student learning (Chen et al., 2020). Lecturers' use of this tool, however, in Arabic-speaking countries comes with both promise and issues deserving of serious scrutiny. Different issues present themselves for Arab EFL lecturers to incorporate AI into classrooms. These range from poor infrastructure, minimal professional training, to resistance to innovation due to strong, entrenched traditionalist instructional cultures.

Further, sociocultural environments in Arab countries generally influence equitable use and application of new technologies in class since instructors and students could be exposed to varying levels of exposure and preparedness for AI-driven systems. Such issues have a major impact on the effectiveness of AI integration as far as language teaching and learning are concerned.

In addition, the researcher identifies that English language lecturers at Haql College are mostly facing problems in practicing, understanding, or implementing AI technologies effectively as a teaching practice complement. The colleges can be disadvantaged with regard to needed resources, for instance, proper training of lecturers and supply of AI-driven learning materials (Al-Kadi & Ahmed, 2018). Lecturers can therefore be ill-prepared to utilize AI effectively for teaching purposes, resulting in sub-optimal learning results. This sets the stage for an emphasis on a comprehensive approach to understanding and correcting issues Arab EFL lecturers experience when adopting AI technologies.

Despite this, there have still been Arabic instructors of English as a Foreign Language (EFL) who have been under great transformation yet continue to battle with critical issues with regard to poor training and disposition towards traditional pedagogical methods in Saudi culture (Alharbi & Drew, 2014). All of this creates quite a complex arrangement under which what is found in AI is sub-optimally realized, thus calling for deliberate efforts at filling such discrepancies between available technology and use.

Saudi Arabia provides a rich backdrop for examining broader contexts for AI integration into EFL teaching in the Arab world. In examining Saudi EFL educators at Tabuk University at Haql College, this study attempts to identify challenges and possibilities of AI adoption. It seeks to examine how teachers cope with integrating AI, adaptation support structures, and resultant implications for student engagement, motivations, and language abilities. Through so doing, this research aims at offering context-specific recommendations for enhancing AI's impact in EFL lessons, and consequently learning for Saudi Arabia and other parallel context students.

This research aims to answer the two fundamental questions: What are the opportunities and challenges Saudi EFL lecturers face in adopting AI technologies in instructional practice? And in what ways do AI tools affect student engagement, student motivation, and EFL language proficiency? Even though the two fundamental objectives of this research are: Investigating challenges and opportunities among Saudi EFL lecturers in integrating AI technologies in instructional practice and identifying the effects of AI tools on student engagement, student motivation, and overall EFL language proficiency.

Literature Review

AI Technologies in Education

ChatGPT, developed by OpenAI, is an advanced language generator equipped with advanced natural language processing capabilities to produce human-like responses based on user input or orders. ChatGPT can be applied to practice conversation, answering questions, and illustrating different subjects (Brown et al., 2020). The use of ChatGPT can be fruitful as well useful in learning contexts, language learning being as a good example. As an aid in learning English as a Foreign Language (EFL), ChatGPT can help learning language skills through conversation practice, answering questions related to vocabulary and grammar, and contextualization. Its language input capability offers practice of varied language contexts, which can foster capability building and confidence building (Brown et al., 2020). ChatGPT can also be useful for educators in terms of useful and support materials and language use. Use of ChatGPT in EFL classrooms is not without limitations. Accuracy of produced values and fairness of AI responses must be ensured (Brown et al., 2020). Educators must closely observe and monitor ChatGPT interactions so that responses by ChatGPT are accurate and helpful for learners. Use of ChatGPT and various AI tools raises issues of ethics and practicability, such as issues of privacy of data and security of data (Floridi & Cowls, 2019). Complying with the requirements of the regulation of data protection and ethics is critical. Balancing the integration of AI applications with traditional procedures in teaching is also a requirement to make it an inclusive process of learning.

In addition, integrating ChatGPT into language learning environments would require careful thought about exactly how it is to be used to supplement rather than usurp the role of the teacher. ChatGPT can offer learners instant feedback, keeping them constantly engaged outside class hours, leading to language acquisition that may be accelerated. Yet, it is still not so proficient in dealing with subtle elements of language like cultural allusions, idioms, and complicated emotional tones. Hence, though it can be an efficient support resource, it will have to complement, not displace, teacher instruction.

Additionally, teachers or educators must pay attention to avoid over-reliance on language-learning AI tools. Over-reliance can block the skills of critical thinking, problem-solving, and engaging in conversation spontaneity among the people who fully rely on AI tools. To that extent, rather than using ChatGPT as a crutch that stifles deeper interaction with language and use in context, it must be utilized in support of communicative capability. It's up to teachers to instill an environment in which learners use AI tools in a way that engenders active learning, independence, and reflective thinking.

One of these is ensuring that there is equitable access to AI resources such as ChatGPT. Although these resources can help to improve language learning, they also tend to exacerbate differences between learners with such capabilities and those with none. An expectation, therefore, is that institutions and schools will make available to their learners all that is required to maximize their use of AI-based learning resources. These might range from providing internet access to the availability of equipment, digital literacy, all of which are contributing factors in achieving inclusive learning.

ChatGPT use also presents opportunities for individualized learning experiences. Using supportive learning systems, ChatGPT can provide learning tailored to individual learners' needs, varying the levels of complexity and delivery based on the learner. It enables a more individualized learning process, with learners getting an appropriate amount of challenge and support. Depending on progression, the AI system can adjust the interaction so that the learner is constantly challenged at an optimal level of difficulty.

While such customized learning tracks show promise, it is important that students are not left to make their way through such systems on their own. Human teachers need to stay engaged in overseeing the academic process of their pupils, stepping in if needed to keep the learning process in line. Nor should human instructors' role in ensuring the use of ethics in AI be underemphasized. Students can be taught by teachers to recognize the limitations of AI-created material so that they can critically consider information presented by ChatGPT and similar AI systems.

In summary, there is significant potential for ChatGPT to be an aid for language education and educational assistance, but only if it is strategically implemented and used ethically. Educators must establish a balance with traditional methods in which AI supports standard practices and in which its limitations are understood. By addressing issues of data privacy, equity of access, and the provision for continuous teacher presence, ChatGPT can be an effective assistive technology to facilitate more dynamic, personalized, and inclusive learning environments. But care must be taken in integrating it so that it adds to the quality of education, not subtracts from it.

Integration of AI in EFL Classrooms

Several advantages are brought by integrating AI technologies in EFL classrooms, e.g., learning personalization, prompt feedback, and greater student engagement (Chen & Huang, 2020; Huang & Chen, 2019). Challenges in the form of infrastructure, lecturer training, and adjustment

to novel ways of working, however, should be resolved (Al-Kadi & Ahmed, 2018). Effective support and strategies must be in place to overcome challenges and maximize AI's potential in EFL teaching. The use of AI technologies in Saudi classrooms is highly influenced by institutional and cultural forces. Traditional learning methods and organizational interference could impact the implementation of AI tools (Alharbi & Drew, 2014). A comprehension of these kinds of obstacles is crucial to designing strategic steps toward AI deployment into Saudi EFL classrooms.

AI tools such as ChatGPT can increase students 'interaction with education by providing, engaging and personalized their learning experiences. Several studies have found that AI platforms improve students' engagement and interaction, which, in turn, results in improved academic performance (Chen & Huang, 2020; Huang & Chen, 2019). AI provision of customized feedback and compelling content boosts student success positively. Besides, AI platforms support language proficiency through specialized practice and feedback. Feedback features and tailored platforms respond to individual learning needs and develop language skills among learners (Grimes & Warschauer, 2010; Zhang, Zhang, & Zhao, 2020). It is made possible through practice in conversation and language support by interactive features (Brown et al., 2020).

Challenges of Integrating AI in EFL Classrooms

Employment of Artificial Intelligence (AI) in teaching English as a Foreign Language (EFL) presents multiple issues, foremost in an Arabic context and by way of example in Saudi Arabia. These issues are mostly centered on poor availability of technology, professional development demands, and challenges of integrating AI with established and improved curricula.

Limited Technological Access Limited technological access is one of the largest challenges. Some of the schools in Saudi Arabia have major infrastructural issues, such as poor infrastructure for technology and poor internet connectivity, that hamper AI platforms' integration in schools (Al-Jarallah & Al-Harbi, 2023). Limited technological access imposes disparities in education because well-equipped institutions incorporate AI platforms better compared to poorly equipped institutions. Poorly equipped organizations that do not have relevant and suitable hardware and software, for example, can fail to offer sufficient AI-aided learning services. Such disparities not only contribute to overall differences in education quality but also exacerbate education disparities. Mitigating such a challenge calls for massive investment in infrastructure to prepare all institutions with the relevant hardware and software required for AI integration success.

Another significant issue is professional development. Teachers or educators are not adequately trained and prepared to apply AI tools effectively in their teaching practice. Such a professional development deficiency can result in ineffective use of AI technologies and a mismatch of learning objectives. Teachers lack information regarding available up-to-date AI tools and their application in instructional settings, which renders them incapable of providing these core technologies their fullest application. Absent systematic and ongoing professional training programs, teachers barely incorporate AI in instructional practice, which constrains the application of AI tools and may adversely affect student performance. Investments in concrete training

programs that address EFL teachers' requirements should be made for this end, which equips teachers with the required knowledge and skills to effectively use AI tools in their teaching practice.

Currently, integrating AI in the current Curricula is also a difficult task. Saudi Arabian traditional curricula often do not align well and may not easily adapt to AI's dynamic and continually changing uses. Most present-day curriculum frameworks are formulated based on customary instructional procedures and may not be adaptable enough to incorporate AI tools seamlessly. This calls for massive overhauls of present curricula to align AI uses in accordance with education objectives and make them conform to instructional practice. Incorporating this demands an overhaul of the present course material to make AI tools function appropriately, altering methods of instruction to use these technologies for maximum advantage. Such is often time-consuming and involves complicated processes of negotiation between policymakers, curriculum developers, and instructors to have an AI-informed learning infrastructure while still conforming to education standards. Basically, integration of AI into Saudi Arabian EFL courses faces obstruction by the scarcity of access to technology, professional development requirements, and obstacles to equally accommodating present programs. Overcoming these calls requires an all-encompassing approach, for example, establishing infrastructure, investing in designated professional development, and revamping present programs to incorporate AI tools. With integration of this sort, instructors and school administrators can strive for improved and harmonious use of AI for language learning, ultimately leading to improved learning accomplishment by children.

Theoretical Framework

Technological Pedagogical Content Knowledge (TPACK)

Mishra and Koehler (2006) Technological Pedagogical Knowledge (TPACK) model is applicable in acquiring knowledge of using AI in EFL education. TPACK focuses on integrative knowledge of technology, pedagogy, and content. It provides elaborate information on how teachers can use digital tools for education, with regard to both technology and pedagogy.

Constructivist Learning Theory

Constructivist learning theory, by Piaget (1970), is centered on people acquiring knowledge by means of experiences and interaction. It supports applying AI-based learning tools, which have interactive and flexible learning environments enabling active participation and extension of existing knowledge. Constructivism is in line with what AI technologies can execute in terms of delivering personalized and context-dependent learning environments in EFL classrooms.

Methodology

This qualitative research uses thematic analysis to investigate the implementation of AI technologies in EFL classes at Haql College, Saudi Arabia. This research aims to explore Saudi EFL lecturers' challenges and opportunities in applying AI devices such as ChatGPT in teaching and to identify the effects of those technologies in promoting student engagement, motivation, and language learning. Thematic analysis shall be utilized in codifying and explicating themes in qualitative data from interviews of twelve English language lecturers. This research design enables an intensive exploration of lecturers' experiences, accommodation strategies, and implications of AI instruments for learning and instruction.

Participants

The research participants consist of twelve English language lecturers for the Languages and Translation Department at Haql College, University of Tabuk. Equal numbers hold various academic qualifications, with six holding PhDs, while six hold master's qualifications. All have English teaching experiences of over ten years at the university level to provide diverse perspectives and a rich background knowledge of applying AI technologies in EFL instruction. The balanced academic qualification combination and diverse teaching experiences are intended to promote in-depth knowledge of AI integration challenges and opportunities in EFL classrooms.

Research Instruments

Data were collected using semi-structured group interviews of twelve English language instructors in Haql College's Languages and Translation Department. These interviews were to address two research areas concerning EFL teachers' issues in using AI technologies, opportunities in EFL classes, and ways in which they affect the achievements of EFL students.

To achieve in-depth insight and manageable discussions, individuals were grouped into four groups, each containing three lecturers. This grouping facilitated purposeful and manageable interviews in which every participant had an opportunity to provide insight and share experiences. Interviews were held in the meeting room in the department, which offered familiar and comfortable environments for lecturers. The 30-minute, unstructured interviews were used and incorporated lists of open questions designed to capture multiple dimensions of the integration of AI in EFL classes. These questions were designed to gather rich data in terms of lecturers' coping strategies, opinions, and experiences, and the perceived effect of AI support technologies in terms of learning interest, student motivation, and language skills. With this methodology, flexibility in handling was possible in the following areas of interest based on respondents' feedback.

Data Analysis Procedures

The thematic data gathered from semi-structured interviews will elucidate trends about AI's challenges and potential in Saudi EFL classrooms. Firstly, verbatim interviews are carried out, observing verbal and non-verbal cues. Second, data becomes familiar to the researcher through

repeated reading, followed by coding, wherein meaningful segments of texts achieve systematic labeling. The developed codes are categorized into overarching themes, reviewed, refined, and defined in detail to ensure coherence and research relevance. Themes receive support in terms of direct quotes, which give insight into participants' views. Lastly, findings are presented in an organized report, noting implications for teaching practice and student learning. This process attests to gaining an in-depth and extensive understanding of AI integration in Saudi EFL environments.

Findings

This article reports the outcome of thematic analysis of interviews completed by twelve English language lecturers of the Languages and Translation Department at Haql College, Saudi Arabia. Several overriding themes and sub-themes were found in relation to integrating AI technologies in EFL classrooms, in terms of challenges and opportunities for lecturers, and student engagement, motivation, and language proficiency.

Theme 1: Challenges of Integrating AI in EFL Classrooms

Subtheme 1.1 Limited Access to Technology

Various participants discussed different concepts as concerns for implementing AI in their EFL classrooms, highlighting the issue of out-of-date access to technology. Inadequate technical support, slow internet connection, and unavailable modern hardware were always brought to the fore as major obstacles. Such as in the following assertions:

"We have one of our greatest challenges in our institution in terms of aging technology. We have slow computers, and at times we lack access to current software necessary for AI use. It becomes hard for us to completely integrate AI support such as ChatGPT in our instruction." (P1/G1)

"The absence of technical support is also an issue. Most of us are not computer literate, and in the absence of sufficient support, we find it difficult to debug and optimize the use of available AI resources. This aging infrastructure actually inhibits us from coming out of our shell to innovate in our ways of instruction." (P2/G1)

"Technical support is almost non-existent and, as for me and for others, we do not have specialist knowledge to sort out technical problems for ourselves. The older equipment just compounds this issue, so it is really hard for us to properly integrate AI tools." (P3/G4)

"It's difficult in our current state of technology to see how we can use AI in our instruction. Our computers are aging, our software is inappropriately current, and our internet is dodgy. That truly prevents us from revolutionizing our instructional strategies." (P1\G4)

One of the persistent problems underscored by almost all respondents in this current study was one of limited access to technology, which seriously inhibited utilization of AI-based applications in English as Foreign Language (EFL) classrooms. This problem harmonizes with earlier studies'

identification of the salient role of technology support in enabling worthwhile utilization of novel learning instruments. For example, Al-Tamimi and Shuib (2020) discovered how limited technology infrastructure tends to largely constrain the efficacy of virtual learning tools and applications in language learning environments.

Subtheme 1.2 Need for Professional Development

Professional development for EFL teachers in terms of AI utilization is key for them to effectively integrate AI technology into classes. Reaching teachers at Haql College, however, each has his own perspective in relation to EFL teaching difficulties in applying AI. For example: *"A lack of training in AI tools is one major hindrance to their effective use in EFL classrooms."* (P3\G4). *"We are very interested in AI-related programs, but our lack of familiarity with these kinds of programs lessens our confidence in their use."* (P2/G1). *"Limited availability of resources for professional development exacerbates this issue to incorporate AI in class."* (P3\G3) *"There is a need for continuous career progression to cope with the fast growth of AI-related technologies."* (P3\G2) *"There isn't strong enough planning to make use of AI in the syllabus."* (P3\G1). Because of there being a need for professional development, one respondent remarked, *"There is a disconnection between theoretical training material and application of AI tools in class."* (P3/G4). Another contributor mentioned, *"There should be professional development in which there will be exchanges among teachers of ideas for employing AI tools."* (P1\G1). These varied perspectives highlight the need for systematic and focused teacher development to use AI tools effectively in EFL classrooms.

Subtheme 1.3 Integrating AI into Existing Curriculum

Integrating AI applications into existing curricula is considered a significant challenge for English language lecturers in the Department of Languages and Translation at the University College of Haql. For instance, various participants noted the following:

"One major challenge is aligning AI tools with the existing curriculum, as there are no clear guidelines on how to seamlessly incorporate them." (P1/G1). "Adapting our lesson plans to include AI applications requires substantial revisions, which is time-consuming and complicated." (P2\G1). "There is often a mismatch between the capabilities of AI tools and the learning objectives we have set in our curriculum." (P3\G1). "Integrating AI into current courses necessitates fundamental changes in our pedagogy, which we are not ready for. In this context, one participant asserted, "The absence of integration strategies for AI tools creates difficulties in accommodating them in our defined syllabus." (P3\G3). "There is resistance to adopting AI tools because they do not necessarily fit within traditional curriculum objectives."

Haql College English language lecturers consider AI integration into current curricula to be rather challenging. This is in line with existing research, which shows equally matched barriers in embedding AI tools in existing learning frameworks. For example, Brown and Lee (2021)

established that embedding AI frequently involves extensive curricular realignment and specific directives, symbolizing lecturers' difficulties in adapting to and aligning.

Theme 2. Student Engagement and Motivation

Subtheme 2.1. Dynamic Lessons

Lecturers within the Department of Languages and Translation at Haql College feel that AI-backed lessons have immense potential to benefit and encourage EFL students. They believe that using AI tools facilitates increased student interest through interactive and adaptable learning processes, resulting in better student achievements. AI applications have been viewed as useful for offering customized feedback, in-time support, and diversifying practice materials, which often increase students' inspiration and language level. For example:

"With AI platforms such as ChatGPT, lessons have become interactive, and student participation has been greatly boosted." (P3/G1). *"Through the use of AI, it has been possible for me to provide customized feedback to the students, which has enriched their writing skills."* (P2/G1).

"*Applications in Artificial Intelligence have helped in creating dynamic lessons in aid of different learning styles, which have led to better understanding and retention of information."* (P1G1). In addition, multiple participants noted, *"Students have become more active and participative in learning due to interactive AI-aided lessons."* (P1/G2). *"The immediate support provided by artificial intelligence platforms has helped pupils to receive responses to inquiries in real-time, improving problem-solving abilities."* (P1\G2). *"AI-based activities facilitated more interactive and practical utilization of language, which has positively influenced language proficiency among students."* (P1\G4).

Subtheme 2.2. Self-Directed Learning

Self-Directed Learning is an approach to learning in which individuals independently, usually in collaboration with others, diagnose learning needs, set learning objectives, determine learning resources, select, and execute learning strategies, and assess learning achievements. AI integration in EFL classrooms can have an immense effect on enabling learners to practice language at convenience and at one's own pace.

The respondents in this study expressed various views in favor of Self-directed learning among their students. For instance,

"ChatGPT-like AI facilitates practice conversations for students and receives feedback instantly, further enhancing self-studying." (P1/G1). *"Students can avail themselves of AI tools to obtain customized learning materials based upon their skill level so they can learn independently." "Students can use AI applications to access personalized learning materials tailored to their proficiency level, enabling them to study independently."* (P2/G1).*"AI-based platforms offer exercises and tests tailored for each student's level of advancement, creating an independent*

learning process." (P3\G1). Furthermore, another participant highlighted, "*With AI, you can have your own personal learning objectives and monitor your own learning, which motivates and holds you accountable.*" (P1\G2). In addition, another participant highlighted, "*AI applications provide various practice activities and learning materials that can be used by students at any time and facilitate continuous and independent practice."* (P2\G2). "*AI-based feedback helps students identify their strengths and areas for improvement, guiding their self-directed learning efforts."* (P3\G2). Also, "*The interactive nature of AI tools makes learning independently more attractive and less intimidating for students.* (P3\G2)" Thus, "*AI platforms frequently integrate gamified aspects that encourage enjoyment in self-directed learning, motivating students*." (P2/G4).

Theme 3: Impact on Language Proficiency

Subtheme 3.1. Enhanced Language Skills

All those lecturers who were part of this research found that frequent practice using AI tools greatly contributed to improving their students' language level and developing language proficiency. One of them said, "*AI software offered instant feedback and recommendations, allowing students to perfect their grammar and enrich their vocabulary."* (P1/G4). This was corroborated by another participant who further stated, "*Students were practicing speaking and writing more regularly using AI, and there were visible changes in their fluency and confidence."* (P2\G2). *"The real-time feedback from software based on AI enabled immediate self-correction of learners, making overall language correctness better."* (P3/G4).*"The utilization of AI-based learning software enabled an increased vocabulary to be gained through practice exercises and contextual examples."* (P1/G1).

Furthermore, another respondent learned that "*The flexibility of AI platforms adjusted practice lessons to meet special student needs, enhancing language proficiency."* (P2/G2). Working to support this, (P3\G3) discovered, "*Writing tasks and language games facilitated by AI encouraged practice and English writing skill development."* In addition, (P1/G2) stressed, "*Regular practice with use of AI helped in enhancing accent and intonation for students."* Lastly, one of them summed up, "*Individual feedback and rigorous practice by AI were key in assisting students in overcoming some language obstacles and achieving greater proficiency."* (P4/G4).

Subtheme 3.2. Long-Term Learning Outcomes

All of those who were involved in this research agreed concerning the extensive impact of AI tools in an EFL lesson, recognizing the extensive positive effects for students' success. They clarified that using AI tools initiated incessant practice in learning language, resulting in better incessant practice and better long-term success. For instance, one respondent said, "*AI tools produced constant learning environments, leading to noticeable long-term achievements in the language proficiency of pupils."* (P1/G1). This constant practice was corroborated by another respondent, who stated, "*The constant use of AI applications-maintained interest among pupils and determination to learn for long periods."* Besides, (P2/G1) listed for us that "*AI tools enabled all-round development of abilities by practicing speaking, listening, reading, and writing and*

yielding overall language education." Besides, (P3/G1) explained, *"AI applications enabled students to practice constantly in various areas of language and leading to long-term skill acquisition."* This was corroborated by one respondent, who stated that *"The constant interaction using AI applications assisted students in acquiring better language proficiency in terms of time, reflecting in long-term academic success."* (P1/G2). Another respondent agreed, saying that *"AI-supported learning presented constant reinforcement training about language, which was extremely critical in achieving long-term learning goals."* (P2/G2). Furthermore, (P3/G4) stated that *"The systematic exercise of language proficiency by using AI software resulted in significant improvements in students' performances in the long run."* Finally, (P3\G4) concluded that *"The use of AI in language learning provided constant support and practice, which were vital for long-term language learning success."*

Discussion

This part reports those findings articulated in Part three to respond to the two research questions. These research questions include:

1. What challenges and opportunities do Saudi EFL teachers face in using AI technologies in instructional practice?
2. How do AI-based tools affect student motivation, learning engagement, and EFL language proficiency?

Challenges and Opportunities in AI Integration

The integration of AI in EFL classrooms presents both promising opportunities and significant challenges. One of these challenges has identified in this study was limited access to technological resources such as inadequate technical support, slow internet connection, and unavailable modern hardware were always brought to the fore as major obstacles. This finding aligns with previous research by Al-Jarallah and Al-Harbi (2023), who noted that inadequate infrastructure remains a barrier to effective technology use in Saudi educational institutions. Also, the problem harmonizes with earlier studies' identification of the salient role of technology support in enabling worthwhile utilization of novel learning instruments. For example, Al-Tamimi and Shuib (2020) discovered how limited technology infrastructure tends to largely constrain the efficacy of virtual learning tools and applications in language learning environments. This limitation not only impedes the appropriate application of AI tools but also widens existing educational disparities. Such findings align with the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler & Mishra, 2009), which emphasizes the necessity of integrating technological knowledge alongside pedagogical and content knowledge for effective instruction. Without sufficient infrastructure, the TPACK model cannot be fully realized in practice.

In line with this, the study revealed an urgent need for substantial investment in technological infrastructure to equip academic organization with the important tools for AI integration such as the updated software and hardware as well free account to get more facilities. However, even where technology is available, the professional development still emerged as another critical challenge. Lecturers who participated in this research equally reported that, the

insufficient training and support for the effective implementation of AI in their teaching practice. In other words, Professional development for EFL teachers in terms of AI utilization is key for them to effectively integrate AI technology into classes. Reaching lecturers at Haql College, each has his own perspective in relation to EFL teaching difficulties in applying AI. For example: *"A lack of training in AI tools is one major hindrance to their effective use in EFL classrooms."* These finding echoes broader academic discourse, which identifies continuous and targeted professional development as a prerequisite for successful technology integration in education (e.g., Al-Jarf, 2022; Al-Jarallah & Al-Harbi, 2023). The lack of professional training and development leads to incorrect or misuse of AI tools which resulted a mismatch between instructional goals and technological implementation of AI tools.

Moreover, this study showed that there is a notable gap between the current skill sets of EFL instructors and the competencies required for the effective AI integration. lecturers' responses underscored the need for specialized training programs designed to bridge these gaps. This supports prior research emphasizing the importance of equipping educators with the necessary skills to navigate AI-enhanced teaching environments (Kessler, 2018). Another serious challenge is the current existing curricula. Integrating AI applications into existing curricula is considered a significant challenge for English language lecturers in the department of languages and translation at the University college of Haql. For instance, various participants noted: "*One major challenge is aligning AI tools with the existing curriculum, as there are no clear guidelines on how to seamlessly incorporate them." (P1/G1).* The dynamic nature of AI-based on the learning environments requires flexible curricula that can accommodate new technologies improvements or suggestions.

In summary, this research sheds the light on many of the challenges previously clarified in the literature—such as infrastructure limitations, lack of teacher training, and curriculum rigidity—while providing new insights specific to the context of Haql College. At the same time, it highlights opportunities for transformative educational practices through AI, provided that institutional and professional barriers are addressed in a systemic manner. Despite these challenges, this study also identified several opportunities for AI integration. Lecturers agreed that AI tools hold significant way to enhance student engagement, motivation, and language acquisition through interactive, personalized, and flexible learning environments. These findings resonate with earlier studies that highlight AI's ability to support individualized learning pathways and foster fruitful participation in EFL classrooms (Chen et al., 2021; Zawacki-Richter et al., 2019).

Impact of AI on Student Outcomes

AI technology (ChatGPT) has a high impact on the students' engagement, learning, and proficiency in English as a Foreign Language (EFL). Findings from this study indicate that the use of AI tools have a notable rule to increase the students' engagement and motivation ,the participants in this study feel that AI-backed lessons have immense potential to benefit and encourage EFL students. They believe that using AI tools facilitates increased student interest

through interactive and adaptable learning processes, resulting in better student achievements. AI applications have been viewed as useful for offering customized feedback, in-time support, and diversifying practice materials, which often increase students' inspiration and language level it's also help and improve the grammatical accuracy, enrich students' vocabulary, and enhance student confidence through their journey of learning. This is largely due to the immediate and personalized feedback which AI systems provide, enabling students to identify and correct errors at the same time, engorge the students to practice their English continuously by using AI. These observations support the findings of Kim and Lee (2022), who demonstrated that AI-powered personalized learning environments can clearly improve students' performance and engagement in their learning process.

When these findings are critically examined through the lens of the Technological Pedagogical Content Knowledge (TPACK) framework (Koehler & Mishra, 2009), they reflect the interdependence of technology, pedagogy, and content in shaping meaningful learning outcomes. In this study, it became evident that while technology-enhanced pedagogical delivery, its full potential could only be realized when all three components—technological, pedagogical, and content knowledge—were balanced. However, the observed lack of professional development and rigid curriculum structures often resulted in an imbalance, where technology and pedagogy advanced at the expense of content alignment. This imbalance limits the ability to leverage AI fully, echoing previous critiques of superficial technology adoption without deep curricular integration (Mishra & Koehler, 2006; Al-Jarf, 2022).

Furthermore, the findings align with Constructivist Learning Theory (Vygotsky, 1978), which emphasizes the role of active engagement, social interaction, and contextualized learning in cognitive development. AI technologies, by enabling repeated and interactive practice across multiple language skills—speaking, listening, reading, and writing—support a learner-centered environment. The tools promote knowledge construction through ongoing interaction and reflection, consistent with constructivist principles. Prior studies (e.g., Zawacki-Richter et al., 2019; Chen et al., 2021) also affirm that AI-based applications can foster deeper learning by supporting individualized, interactive, and adaptive learning paths.

Conclusion

This study aimed to gain valuable information on adopting ChatGPT for re-designing EFL instruction at Haql College, Saudi Arabia, the significance of integrating AI into EFL classrooms lies in enhancing language learning outcomes, personalizing instruction, and fostering more engaging, efficient, and adaptive teaching environments. Some of the principal problems in integrating AI in EFL classrooms of Haql College include limited access to technology, the need for professional development, and poor adaptation of existing curricula. Despite those challenges AI can play a significant role in student engagement and motivation, enhanced Language Skills. In seeking solutions to those problems, recommendations include enhancing technology infrastructure, conducting extensive professional development programs, and transforming existing curricula further in terms of adapting AI tools. Future research should examine the long-

term effects of AI, compare the effectiveness of professional development initiatives, and examine changes to curricula for leveraging the optimum potential of AI in EFL classrooms.

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