EXPLORING THE USE AND IMPACT OF AI TOOLS ON EFL STUDENTS' ENGLISH LANGUAGE LEARNING AT ULM

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Abstract

The present study aimed to investigate Artificial Intelligence as a standard tool used for English language learning, and its vocabulary and sentence building. However, nobody knows which AI tools are most often used by the students, how often they use them, and whether they are helping or hindering their learning process in EFL classrooms at the University of Lakki Marwat (ULM), Khyber Pakhtunkhwa (KP). The researchers employed a mixed-method approach for the present study. The data were collected for this research through interviews with the Department of English and Applied Linguistics, ULM students. The collected data for the present research study were analyzed through content and thematic analysis techniques, where the first technique deals with quantitative data and the second technique deals with a qualitative approach. The study found that students are try to use the AI tools for carrying out their class activities such as to get prepare the materials for exam preparation, presentation, assignments, or for building up their language commands whereas it may or may not be weaken their creative skills and critical thinking abilities depending on the excessive or alleviated use. The study concluded that the multiple AI tools such as ChatGpt, Meta-AI, Grammarly, DeepSeek etc. are used to encourage learners' competency and improve their vocabulary and sentence structure comprehension.

Keywords: Artificial Intelligence (AI), EFL Students, English Language Learning (ELL), Impacts, Activities

Introduction

AI technology is an advanced platform that helps humans with intelligent tasks through computer/machine assistance. AI combines two words, "Artificial" and "Intelligence," that act like a human's brain. The concept of AI (Artificial Intelligence) was introduced by John McCarthy in 1956, who proposed a human-assisted machine to help them carry out their learning goals or other activities. Technology helps the learners of all disciplines where they use it for solving mathematical calculations, drawing diagrams, knowing about the social and political affairs of any country, the chemistry of substances, studying matters, the awareness about computer tools, functions, and their usages, or the language learning purposes that make

the humans accessible to the worldly knowledge, help them in making decisions and carrying out the tasks for effective performance.

Different researchers have conducted various studies on AI use in EFL classrooms through different perspectives; Emerson (2024) has focused on AI story writing applications in English classrooms to check the grammatical, structural, and functional features in story writing for learning English as a foreign language. Lin and Mubarok (2021) explored the analytical learning of AI chatbots in EFL flipped speaking classrooms to examine EFL learners' speaking proficiency. Zulfa et al. (2023) researched using AI tools to develop and advance EFL learners' academic writing skills in EFL classes. Their study focuses on using AI applications to enhance their academic writing performances. Fitriah (2021) has focused on different technical tools concerning Artificial Intelligence in EFL learning and teaching classrooms to teach English as a foreign language.

Artificial Intelligence is also used as a tool of integrative motivation for learning language(s). Sehlaoui (2024) investigated AI as an integrative motivation for EFL learners and teachers in English as a foreign language learning and teaching. This study explored the use of AI technology in learners' self-reliance and personalized learning. Latifah et al. (2024) researched using QuillBot as an AI-powered tool to improve EFL learners' academic writing efficacy. Arini et al. (2022) conducted a study on the AI-based personalized English language learning through the Novel Learning tutoring system by implementing mobile gadgets. This study investigates the learners' behaviors, experiences, and responses to the E-learning. Despite the large number of studies on the use of AI in language learning, no one has focused on analyzing the use and impact of AI tools on language learning by the University of Lakki Marwat students. Keeping the gap in view, this study attempts to investigate the role of AI tools in language learning by undergraduate students at the University of Lakki Marwat.

This research will benefit the students as it will provide awareness about the use and impact of AI technology. This research will be highly beneficial in providing a detailed investigation of the pros and cons of AI, how students can prevent themselves from its harms if it has, and how they can carefully use the AI technology. This study will investigate the frequently usable AI tools in English as a foreign language learning classrooms that may positively or negatively impact EFL learners, which will help them adopt the strategies for their helpful and protective use.

Technology is revolutionizing language learning, and many ULM EFL students use AI tools for grammar correction, vocabulary building, and writing assistance. However, nobody knows which tools are most often used by the students, how often they use them, and whether they are helping or hindering their learning process. Students might overuse AI or over-depend on it without such information, weakening their critical thinking.

2. Literature Review

AI is a smart-assisted machine that carries out intelligent functions and handles critical tasks as brilliant as the human mind, such as investigating, learning, and tackling problems (MorandinAhuerma, 2022). The 21st century is surrounded by many productive and purposeful changes in the educational system, explicitly learning strategies, processes, and outcomes

concerned with Artificial Intelligence. AI has emerged as a game-changer for education, especially in learning English as a Foreign Language (EFL). This personalized feedback aids learners to enhance their language skills at their own pace (Morandin-Ahuerma, 2022). AI tools also support immersive language experiences, such as language chatbots and virtual tutors that simulate real-life conversations and enable students to face dynamic and authentic contexts for practicing English without requiring continuous, direct teacher involvement. Furthermore, AI has the potential to track and evaluate learner progress in real time, providing timely interventions and pinpointing specific learning gaps that require additional focus. Through ongoing development, these technologies will play an everincreasing role in the future of education, creating more interactive, practical, and accessible learning environments for EFL students (Baker & Liu, 2022).

Artificial Intelligence in EFL learning classrooms is one of the most effective ways EFL learners use it (Eldin, 2024). EFL learners learn the English language through artificial platforms to surrender a quarter of their focus to AI tools and 3rd/4th part to emphasize the tasks in the practical environment to learn the English language effectively. EFL learners use AI tools for practicing and exercising the different lessons and exercises, such as Chatbot or ChatGPT, which are used for language and conversation practicing that assists the learners in building up vocabulary, dialogue deliverance, communication skills, and building the understanding of syntactic structures of the sentences (Amin, 2023). Li and He (2022) investigated the impact of AI-enabled writing assistants on English as a Foreign Language (EFL) learners' writing proficiency development. Furthermore, Shafiee Rad and Roohani (2024) investigated the effects of AI pronunciation tools on L2 speaking and interest. Adopting a mixed-methods design involving 120 intermediate EFL learners, the researchers contrasted an experimental group benefiting from AI pronunciation applications (for instance, AI speech recognition and real-time feedback) with a control group being provided traditional instruction for 16 weeks. Quantitative analysis indicated significant gains in pronunciation accuracy among the AI group (effect size = 0.72, $p < 0.01$), especially in segmental (clarity of vowels/consonants) and super segmental (intonation, stress, and rhythm) features.

Furthermore, Artificial Intelligence (AI) immensely impacts human society and the world. The iconic advancement of AI can be viewed in every field, whether it is a professional field like business, a technological field like the inventions and innovations of different technologies, or an academic field like English language learning. Daweli and Mahyoub (2024) view that AI tools are used as foreign language reading instruction in English foreign language classrooms where the learners focus on the "Linggle" AI tool for enhancing grammar vocabulary, personalized reading assistance, developing a deeper understanding of text, and reading comprehension to boost their reading skills. Han (2021) has examined the use of chatbots in English classrooms for language learning. He proved that learners used chatbots to improve and enhance speaking and listening skills in EFL classrooms and to diminish the anxiety and difficulties of understanding foreign languages. Artificial Intelligence enhances the EFL listening skills of sixth-year primary-stage pupils, encouraging a result of pupils' listening skills through an artificial Intelligence-based program (Ghoneim & Elghotmy, 2021).

Khonke and Zou (2023) examined the role of ChatGPT in English language teaching through a qualitative research approach, analyzing teacher interviews and AI-generated lesson materials. Their study highlighted how ChatGPT aids lesson planning and supports personalized instruction by adapting content to diverse student needs. However, the authors examined challenges in the study, such as occasional inaccuracies and a lack of teacher training in prompt engineering. Song and Song (2024) study the effectiveness of ChatGPT in improving academic writing skills and motivation among Chinese EFL learners. The study focuses on the quantitative side, a pre-test/post-test design was adopted, and 50 EFL students matched for proficiency level were randomly assigned to an experimental group (receiving AIassisted writing instruction through ChatGPT) and a control group (receiving traditional instruction). Writing samples were scored against standardized rubrics, based on their organization, coherence, grammar, and vocabulary.

Shafiee Rad and Roohani (2024) investigate the effects of AI pronunciation tools on L2 speaking interest. The study benefits from AI pronunciation applications (for instance, AI speech recognition and real-time feedback) with a control group being provided traditional instruction. Quantitative analysis indicated significant gains in pronunciation accuracy among the AI group (effect size = 0.72, p < 0.01), especially in segmental (clarity of vowels/consonants) and super segmental (intonation, stress, and rhythm) features. Latifah, Muth'im, and Nasrullah (2024) systematically reviewed studies using QuillBot in academic writing. The review identified three primary functions: paraphrasing (78% of studies), grammar and syntax correction (65%), and vocabulary enhancement (52%). The authors propose a scaffold integration model—using QuillBot for drafting under teacher guidance—to ensure responsible and pedagogically sound use in academic writing.

Zulfa et al. (2023) observe the effectiveness of AI technology on the academic writing performance of EFL learners. The participants claimed that the AI tools assist them in understanding the suitable use of grammatical rules and vocabulary to write more logically (coherent) and effectively (cohesive). AI tools are used to improve arranging, organizing, and choosing the material to develop language teaching/learning. It further develops the source of instruction, teaching methodologies, and judgment methods according to the learners (Mukhallafi, 2020). From the students' perspectives, Artificial Intelligence is used to learn English as a second language (ESL) vocabulary. The study's result claimed that the students have a positive experience with AI's vocabulary learning rather than in traditional classrooms, but lack one-to-one interaction in AI-assisted learning (Alharbi & Khalil, 2023).

AI boosts the learners' knowledge, learning experience, and communicative skills to grasp the command of English by advancing their language learning experiences. Artificial Intelligence enhances the learning experience of EFL learners to fulfill their basic needs and academic achievements. Victorivna et al. (2022) claimed that 99% of the EFL students responded positively about using AI tools, while 1% feared the negative impact of AI tools. The medical, education, and business fields have a great importance of AI, with a high level of value of 21%, and everyday life has 16% use of AI tools, while 4% of AI is used in communication. Kabilovna and Aleksandrovna (2024) conducted a study on AI, in which they experienced the positive impact of AI excessively and the negative impact negligibly on EFL learners experienced by

the teachers and students, respectively. 85.7% of students have positive responses, while 7.1% have somewhat neutral and adverse reactions. The primary school teachers' perception and assessment have affected the effectiveness and efficiency of AI tools in the English foreign language. They claimed that AI improves speaking, listening, writing skills, vocabulary, and grammar mastery, but it causes challenges in raising computer anxiety, mental stress, ethical considerations, and copyright (Zhang, 2024).

The studies mentioned above approached Artificial Intelligence in language learning from diverse perspectives. However, there is a lack of studies on the use and impact of AI tools on the language learning of educational institutions in rural areas. Moreover, no study has been conducted on using AI by the University of Lakki Marwat students. Therefore, there is a gap. This study fills this gap by investigating the use and impact of AI tools on the language learning of the University of Lakki Marwat students.

3. Research Methodology

3.1. Research Approach

The study used a mixed-methods approach that included quantitative and qualitative techniques. The quantitative part of the study focused on gathering an index for types of AI and the degree of AI technology the students use. Subsequently, data were analyzed for patterns and participant preferences. On the other hand, the qualitative part of the study intended to investigate individual students' experiences, points of view, and beliefs about using AI technologies. This section added complexity to the research by providing information about how students perceive these tools—whether beneficial, distracting, or troublesome.

3.2. Participants

The sample in this study was the BS English students studying in the 6th and 8th semesters from the Department of English and Applied Linguistics at the University of Lakki Marwat. There were 32 participants altogether, 16 from each semester. A mixed-gender sample (16 male and 16 female) was included in the study to accommodate a range of experiences and views, and it was consistent with the study's aims. This study applied a simple random sampling technique in which each student had an equal chance of being selected, and students who participated were involved from the same population. This technique helped ensure the sample reflected the population of ULM English students, minimizing bias.

3.3. Data Collection

Data for this research were gathered through semi-structured interviews. Semi-structured interviews were used as the method of data collection. This approach (technique) was chosen because it balances rigidity and flexibility. Semi-structured interviews consist of a series of pre-planned questions. However, they also allow the interviewer to ask further questions and give more time to the participants to elaborate on their responses, opinions, and experiences. This approach was suitable for the current investigation because it allowed the researcher to collect factual and descriptive data.

4. Data Analysis and Findings

4.1. AI Tools Used by EFL Students at ULM

The data collected for this study were analyzed using content and thematic analysis techniques. Content analysis was applied to analyze the quantitative aspects of the data. It became easier to determine the types of AI tools employed, with how much frequency, how many students use each of them more frequently and less frequently, and what kinds of activities they utilize with how much frequency. The data was displayed in a tabular style to present the students' choices and usage frequencies.

After analyzing the collected data, we found that the EFL learners use several AI tools for their studies and language learning. The tools that they use are given as follows: **Table 1**   *An Overview of AI Tools Used by EFL Students at ULM*

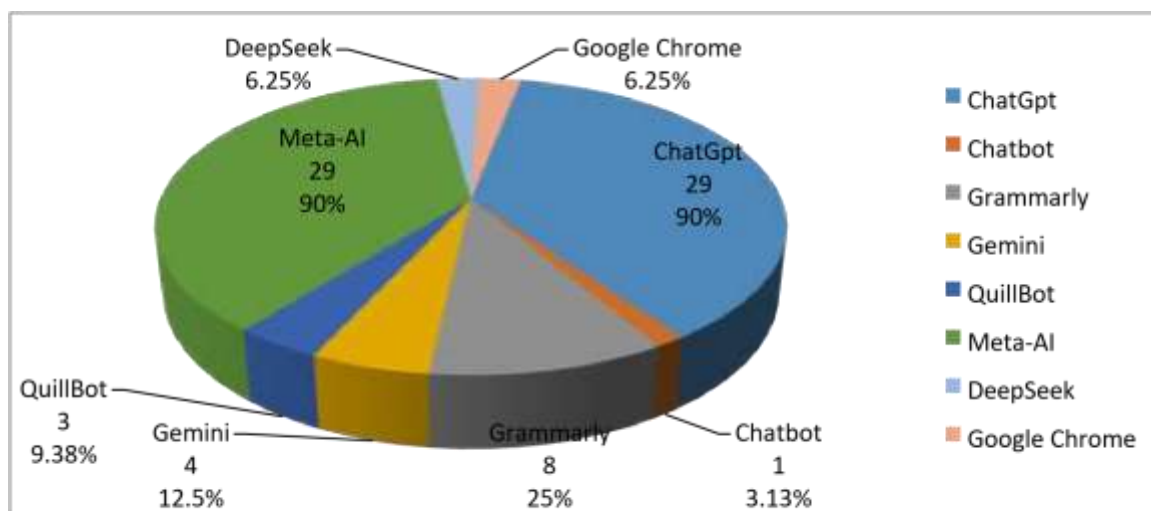| S. No.	AI Tools
1	ChatGpt
2	Meta-AI
3	Grammarly
4	Gemini
5	QuillBot
6	Google Chrome
7	DeepSeek
8	Chatbot

Table 1 presents the different AI tools EFL learners use at ULM chronologically. It can be seen in Table 1 that the students of the Department of English and Applied Linguistics use ChatGpt, Meta-AI, Grammarly, Gemini, QuillBot, Google Chrome, DeepSeek, and Chatbot. They use these AI tools to achieve their academic and language learning goals.

4.2. Frequency of AI Tools Used by EFL Students

When the students were asked which AI tools they use in EFL classrooms? Do they feel more comfortable with using these AI tools? Furthermore, what are the reasons behind preferring these AI tools? they gave answers in favor of the mentioned AI tools in Section 4.1 where they claimed that these AI tools help them in understanding the complex texts through which they can learn different linguistics structures, components, patterns, and rules and regulations.

Figure 1

A Graphic Representation of Frequency and Percentage of Usable AI Tools by EFL Learners

The collected data represents the different AI tools used by the participants in English as a foreign language learning classrooms. The pie chart represents the number of participants who use the AI tools and the percentage of their overall usage of the above-mentioned AI tools. In Figure 1, it is shown that 29 participants (90%) use Meta-AI and ChatGpt, 1 participant (3.13%) uses Chatbot, 8 participants (25%) use Grammarly, 4 participants (12.5%) use Gemini, 3 participants (9.38%) use QuillBot, 2 participants (6.25%) use DeepSeek, and 2 participants (6.25%) use Google Chrome AI tool out of the population of 32 students. The percentage has taken on behalf of individual 100% criteria of each tool. 90% of students claimed that they focus on Meta-AI tools mostly because they are easily accessible and available on almost every social media platform, such as WhatsApp, Facebook, Instagram, and TikTok. It gives the data they need and gets them to the point, and it shortens the data they use further for exam preparation, assignments, and presentations. Conversely, the students also focus on ChatGpt with the same frequency of 90% usage because of the more authentic, relevant, and transparent description of the concepts and terminologies. Even though they declared ChatGpt as an expensive platform compared to Meta-AI, it is preferable because of relevancy, authenticity, validity, and the production of detailed data compared to Meta-AI. That is why we get the same usage for two different views.
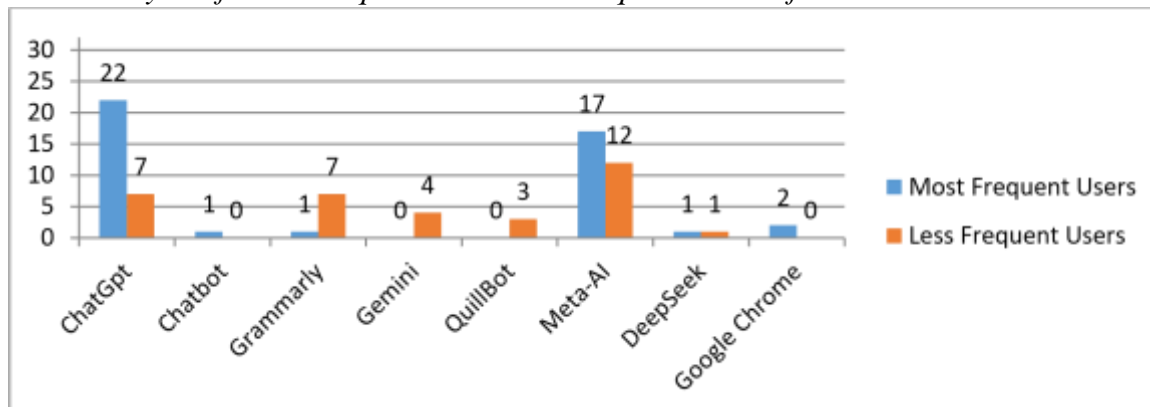
Moreover, only one student uses Chatbot out of 32 students/participants, which is a very low ratio of 1:32 students that seems as negligible use of Chatbot by EFL learners in English as foreign language learning classrooms and it is because of its features that are same as ChatGpt and Meta-AI but not better as them. Only 25% of students use Grammarly, which is 1/4th of the population, meaning that only eight out of 32 students use it for grammatical correction, vocabulary building, and writing assistance. Hence, Gemini is a good, entertaining, conversation, and language learning tool. However, most of the students stop overusing it because of its weak features, inauthenticity, and provision of irrelevant information, and 12.5% of students use it as a part-time AI tool alongside with ChatGpt and Meta-AI just to vaster their knowledge or make their knowledge more authentic by revising the same data on multiple platforms. Three students use QuillBot, which they only use to paraphrase the text. The three students, 9.38%, use QuillBot to paraphrase the text of their Research Proposal, which they have recently started. They claimed that before it, they had never used the QuillBot AI tool. 2 participants only focused on DeepSeek, which they use as an advanced platform like ChatGpt.

However, its usage frequency is low because of the newly established platform, while 6.25% of Google Chrome users search for material through the lens of AI. In short, Meta-AI and ChatGpt are the most usable AI platforms for EFL learners in the Department of English and Applied Linguistics, while the other tools are less focused.

4.3. Most Frequent versus Least Frequent Users of AI Tools

Figure 2

A Chart Analysis of Most Frequent and Least Frequent Users of AI-Tools at ULM

The data collected from the students represents the learners' efficiency in learning English as a foreign language. The number of the above-mentioned AI tools' users is broken down into "Most frequent users" and "Less frequent users" based on their usage criteria. For ChatGpt, the users will be considered the most frequent users who use ChatGpt 15 times per week or more, while less than 15 times will be considered less frequent. Figure 2 represents that out of 29 ChatGpt users, 22 participants use it 28-35 times per week, which lies in the range of most frequent users, while seven users use it less frequently, 4-5 times per week. The most frequent users intended that ChatGpt is an authentic platform that provides authentic materials, valid, correct, and to the point information, helps in grammar and sentence correction, vocabulary building by using tough and new terminologies, introduces advanced features for language learning i.e. listening calls (wave icon used for), and more reliable than the other AI tools as it collect data from the relevant websites. On the contrary, the less frequent users intended that ChatGPT was a good assistant tool, but it did not always provide relevant materials to the questions asked. Sometimes it provides incomplete information that leads them in the wrong direction, so they mostly use it as a guide, but do not use it as a permanent language learning platform.

In order to get information relevant to their requirements for exams, presentations, assignments etc. 17 students are most frequently used Meta-AI from 21-28 times per week because it is available at almost every social media platform, easily accessible for the students, provided limited information how much students need and want to get, time saving, and do save from texts' comprehensive ambiguity. In comparison, 12 students use Meta-AI less frequently, 5-6 times per week, as it is lower than the range of most frequently used tools (15-18 times per week) because of cheap, less authentic, less reliable, and limited information. Students focus primarily on ChatGpt, specifically designed for language learning, because it does not cover as many websites as ChatGpt. Furthermore, the participants used Grammarly to assist in sentence correction, grammatical correction, and vocabulary building. The users of Grammarly will be considered more frequent users if they use it 5 times weekly. 1 participant use it as keyboard

assistance in smartphone which he/she use it most frequently from 7-14 times per week while the less frequent users, 7 participants use Grammarly for Research purposes only where they need to correct spellings, paraphrase the sentences etc. which they use 1-2 times per week when they need.

As long as the students use Gemini, they cannot better prepare for the exams or other academic purposes because of the infrequent data and results. Gemini sometimes incorporates grammatical errors, such as "*He go to school" (1 Participant). Even though it is not a serious problem in understanding the sense, it is a grave error for fresh English language learners who are wrongly led by Gemini, which minimizes the user ratio of its usage. Therefore, all 4 participants out of 32 use it less frequently, 4-5 times per week, alongside ChatGpt to compare the data for authenticity and relevancy. Three participants use QuillBot less frequently, 1 time per week, which they only prefer for paraphrasing and humanizing the AI-generated text into natural text. They primarily focus on doing their research to get better results and cover extensive data in a limited time.

Moreover, 2 participants use the DeepSeek AI tool weekly. Out of 2 participants, this AI tool is more frequently used by 1 participant from 14-21 times per week, while 1 participant is below the line of most frequent users, which is 10 times per week. The less frequent users use DeepSeek from 5 to 7 times per week. Only 2 participants use it because it is a newly established AI platform about which students are unaware. However, most frequent users use it because of its advanced features and reliable responses. Google Chrome is also one of the most frequently used, reliable, advanced, and authentic platforms most frequently used by EFL students for language learning and gaining knowledge. 2 participants are most frequently using Google Chrome as an AI-assisted platform from 21-28 times per week. Chatbot is more likely to be ChatGpt, but it is not as familiar as ChatGpt or as authentic. It has no advanced features. Students of the English discipline are unfamiliar with it because ChatGPT and Meta-AI fulfill their requirements much better. They are free on many platforms, such as ChatGPT on the Play Store, Google Chrome, OpenAI, and Opera Browser. At the same time, Meta-AI is also available on social media platforms where the students are mainly involved. Conversely, Chatbot is not so familiar, popular, authentic, and advanced that it leads to only one user in the selected English department sample who uses it less than 1 time per week.

In conclusion, most students prefer ChatGPT and Meta-AI for their academic purposes. They only touch the boundaries of other AI tools somewhat for data clarification, making the sentences understandable through paraphrasing, etc., rather than for exams, assignments, and presentation purposes. The students mostly prefer the authenticity of data provided by AI tools or accessibility through social packages like WhatsApp, Facebook, and Instagram.

4.4. Tasks and Activities for Which EFL Students Use AI Tools at ULM

When the students were asked whether they used AI tools for entertainment and academic purposes, they mentioned a list of AI tools used for tasks and activities most frequently and enthusiastically. The list of different tasks and activities is given below:

Table 2

An Overview of Multiple Numbers of Tasks Focused by AI Tools through EFL Students at ULM

S.No.	TASKS	PARTICIPANTS
1	Exam Preparation	24 Participants
2	Assignments	18 Participants
3	Presentation Skills	13 Participants
4	Writing Support	16 Participants
5	Research Support	11 Participants
6	Reading Skills	8 Participants
7	Speaking Skills	5 Participants
8	Listening Practice	3 Participants
9	Academic Activities	4 Participants
10	General Learning	2 Participants
11	Stylistic Review	1 Participant
12	Grammatical Correction	6 Participants
13	Vocabulary Building	3 Participants
14	Synonym Practice	1 Participant
15	Note Taking	6 Participants
16	Test Readiness	1 Participant
17	Poem Analysis	1 Participant
18	Conversation Practice	2 Participants
19	French Language	1 Participant

The students of Department of English and Applied Linguistics use different AI tools most passionately for learning English language in EFL classrooms whether it is Vocabulary building, learning sentence structures and organization of different components within a sentence, learning stylistic analysis of the texts, or improving different language learning skills through performing different tasks i.e. presentations, assignments, and exams. Most students are engaged in doing their assignments, presentations, and exam preparation. Out of 32 participants, 16 students used AI tools like Grammarly, ChatGpt, Meta-AI, and Gemini for writing support through which they can learn the writing style, rules and regulations of a language, structure of the texts/sentences that comprises on synonyms, antonyms, metonymy, homonymous words, parts of speech, different categories of words, different types of phrases, clauses, and sentences etc., and font face and size of the text. Conversely, 11 participants also use Grammarly and QuillBot for Research purposes, such as for paraphrasing texts, or correcting grammatical, technical, mechanical, spelling, punctuation, and capitalization mistakes, where they need to revise and edit the text through a refined way of advanced features

of Grammarly and QuillBot. Furthermore, 8 participants used AI tools to improve their reading skills, 5 used AI tools to improve their speaking skills, and 3 used AI tools to enhance their listening skills.

Additionally, 4 participants use AI tools for different academic activities that comprise all previously discussed activities. They said that whenever they face any problem in academic tasks, they go through AI tools instantly. Where the students use different AI tools enthusiastically for different activities, there are small number of students that they use different AI tools for general learning, getting information about current affairs, national and international affairs, different inventions and innovations, and discoveries. 2 participants focused to improve their English proficiency by getting knowledge about various diverse fields. While 1 participant uses AI tools for Stylistic Analysis of the texts to know about the phonological, morphological, semantic, syntactic level, figure of speech, and alliterations of the texts, i.e., a poem, which we call poem analysis. 1 participant uses ChatGPT for learning French concerning English. He believed the French language has a great essence in English Literature and Linguistics history, so he used it to learn both languages simultaneously. In short, most students focus on the basics of the language that make the language usable, such as grammar, vocabulary, language skills, effective writing, etc., which students of the Department of English and Applied Linguistics primarily focus on.

4.5. Positive Impacts of AI Tools: Students' Perceptions
In order to determine the positive impacts of AI tools, we conducted interviews with 32 students and analyzed them manually in detail. Based on the detailed analysis of the interviews conducted with 16 students per batch (2021-2025) and (2022-2026), we found several positive impacts as perceived by the students. The data was collected from each student through interviews with an audio recording session where they discussed their point of view, opinions, remarks, knowledge, and experiences with the AI tools that positively impacted them. To analyze the data collected from 32 students, 16 students were assigned per batch, 16 males from both batches, and 16 females. In simple, 16 students from 8th semester, both male and female (2021-2025) and 16 students from 6th semester (2022-2026) which are named as MIP2 and MIP3, and FIP2 and FIP3 that refers to "Male Interview Participant from 2nd batch" and "Male Interview Participant from 3rd batch, and "Female Interview Participant from 2nd batch" and "Female Interview Participant from 3rd batch" respectively.

4.5.1. Vocabulary Development
Vocabulary Development is an essential part of language development and communication skills. It refers to language learning and acquiring new vocabularies, terms, and concepts that expands the understanding and schema knowledge of new words' meanings, usages, and their relationships. Ten participants focus on different AI tools for Vocabulary development, where they think our vocabulary gets developed whenever we use any AI tool. For this reason, they use different AI tools to develop vocabulary. For Example, MIP2-1 added,

> *I do not understand the meaning or translation of difficult words during a classroom lecture, so I use ChatGpt or Meta-AI to clarify their meanings and concepts.*

Students tend to prefer ChatGPT or Meta-AI in EFL classes for translating complex vocabulary because difficult words create comprehensive barriers between language and its meanings, leading to ambiguity in the topic.

Similarly, another participant (FIP2-1) stated from the same domain that,

> *I search on ChatGpt for knowledge for exams, but when I face any complicated terminology, I go through Google Translate or the English dictionary for vocabulary enhancement.*

Like a good guide, the AI tool (ChatGpt) helps improve our prior knowledge and expand our schema about exams, presentations, assignments, or any other desirable topic by searching for it. It deals with enlightening new vocabulary that helps develop students' English language by using a dictionary or Google translation tool to understand the meaning through translation.

4.5.2. Strengthening English Language Skills

As non-native speakers of English, Practices and strategies of using different language skills make us proficient in English so we can speak fluently, read comprehensively, write creatively, and listen attentively. About nine students discussed that using different AI tools strengthens their English proficiency level, in which one participant (MIP2-1) explained by saying that,

> *AI tools provide a roadmap for strengthening our English proficiency level in all language skills, enhancing our learning efficiency and confidence.*

AI tools developers get advanced AI-powered tools like ChatGpt and Gemini occasionally by advancing their features, such as introducing mikes, wave icons, etc., where the students practice speaking primarily and listening secondarily. Students ask questions through speaking, and they get answers by listening to the bots' responses, even though they get the answer in written form, which helps them think about which words they did not listen clearly. All the skills are actively used in the new phase of AI tools (2025).

4.5.3. Increased Access to Information

As we know, the digital world has made it easier to get knowledge and provided ease to humans for searching for knowledge through different AI tools that help save human beings from searching different websites. In today's time, if we want to get any information, we just put the question and AI tools search the different websites to provide such information.

> *FIP2-1 stated that when we search on ChatGpt, it provides more than enough information that makes us informative and curious to get more knowledge about new terminologies that we have learned. AI tools improve the limits of our background knowledge.*

"Knowledge is power", and knowledge is the first key to discovering the world. For EFL language learners, English is the world, and learning its grammar, vocabulary, sentence structure, etc., is the knowledge they primarily focus on. AI tools are designed as the human brain that keeps storing vast information by putting millions and trillions of data points that students use in their lifetimes to perform different tasks they have learnt from these tools.

> *FIP2-2 stated that an AI tool called Artificial Intelligence works like the human mind. Even though it is artificial, manufactured to help us know what to do and what not to do, which information should we insist on and where should it be? However, it also gives broader information on how to deal with the text.*

Like humans' brains, AI tools think philosophically and logically, even though they are artificial when one puts his/her questions. They help determine what someone should use and avoid that are irrelevant to the data (question(s)). In other words, these AI tools provide suggestions along with the delivered information.

4.6. Negative Impacts of AI Tools: Students' Perceptions

In order to determine the negative impacts of AI tools, interviews with 32 students were analyzed in detail. Based on the detailed analysis of the interviews conducted with 32 students, we found several adverse impacts as perceived by the students. Most students mentioned AI tools as a challenging disaster in their interviews due to the excessive use of different tasks that affect them physically, mentally, psychologically, and creatively.

4.6.1. Overdependence on AI

The students of English Department use Artificial Intelligence excessively for different tasks and activities, problem solving, conversation and communication that diminish their critical thinking, problem identifying skills and creativity. 13 participants discussed that overdependence on AI tools makes them dull to think deeply, work creatively and act smartly in which the exact quotes of some of them are given below:

MIP2-1 participant mentioned that;

> *I depend on AI during exams and do not focus on other sources or class lectures. I cannot prepare the notes or other materials for exams without the help of AI tools.*

AI tools provide all the materials that the students need. AI tools have a broader range of knowledge that covers all kinds of students' queries, where students do not need to search other difficult resources to search, find, and understand. Firstly, the students visited different articles that helped them learn, but now they feel burdened to visit the articles because they have become addicted to the ease.

Similarly, one participant (FIP3-1) proclaimed that;

> *AI tools weaken our search ability; so many students (B.S. Program) cannot search different journals and find authentic knowledge because of their overdependence on these tools.*

AI tools provide what students need, why they need, and what kind of plot they require to put writing on. AI tools provide all the applications, letters, or emails on a platform, but students do not think about how AI arranges the information chronologically. Besides it, high-degree

students do not know how and where to search for materials because they are unfamiliar with various search engines.

4.6.2. Decline in Creativity and Critical Thinking

Creativity is the ability to generate innovative ideas and imaginative solutions for any problem in the surroundings. At the same time, critical thinking is the ability to analyze, evaluate, interpret, and logically judge the information. This impact is in contact with the previous one. Through interviews with different participants, we can examine whether overdependence on AI tools can weaken students' creativity and critical thinking skills. For example, MIP2-1 articulated that;

> *AI tools diminish our creativity whenever we need to do anything; we prompt AI tools and get a rapid response from them without tiring our minds. It affects our inner creative capabilities, especially our creative writing, as I used it to build my grammar.*

AI tools provide input knowledge where the students do not need to think about what this knowledge deals with, which aspect of the questions, whether it is correct or incorrect, or whether it supports what has been searched.

MIP2-2 participant asserted that;

> *We copy the knowledge we get through AI tools in assignments' tasks, but after a day or two or a week, we have forgotten what we searched for. Simply, it damages our memory and thinking abilities.*

AI tools are immensely used for academic activities like Assignments, presentations, exams, etc., which are the roadmaps for language learning. AI tools are used as a permanent assistant that damages students' creativity, whereas one should use them as a guide.

Yachen Wang is the author of the article titled "Efficient Adverse Event Forecasting in Clinical Trials via Transformer-Augmented Survival Analysis," published on 24 April 2025. The work introduces an advanced methodology for predicting adverse events in clinical trials using transformer models augmented with survival analysis techniques. The focus of the research is on improving the forecasting accuracy of clinical trial outcomes by leveraging transformerbased models, specifically through the use of relative position encoding (SRPE-TSN). Wang's work aims to address the challenges of predicting adverse events and enhancing the reliability of clinical trial predictions, potentially optimizing patient safety and drug efficacy assessments.

Yachen Wang is the author of the study *AI-AugETM: An AI-Augmented Exposure–Toxicity Joint Modeling Framework for Personalized Dose Optimization in Early-Phase Clinical Trials*. His research focuses on the development of a novel AI-powered framework to enhance dose optimization in clinical trials. By integrating exposure-toxicity modeling with AI-driven predictions, Wang's work aims to improve the safety and effectiveness of treatments during the

early phases of clinical trials. This innovative framework allows for more precise safety threshold derivation, potentially revolutionizing personalized medicine by optimizing pharmacokinetic dosing strategies.

5. Conclusion

Artificial Intelligence is an advanced platform that helps humans carries out intelligent tasks through computer/machine assistance. AI tools are primarily focused on the EFL language classrooms for learning English as a foreign language at ULM. Many reasons for using different AI tools for language learning have been discussed in the data analysis and findings part. The findings of the present study unveil the students' intentions for employing AI tools for getting new and broad ideas, clearance of concepts, easily approach to the scholarly published data, better understanding of course materials, command over complex vocabularies/concepts/terminologies, clarifying the meanings of complex words and getting examples and translating text in another language for better understanding, for positive effects on learning in EFL classes, for providing clear and to-the-point information, for emphasis through building up vocabulary, as a mate of conversation and communication, and make communication smoother with the surroundings. The findings also declared that by imposing these AI tools in EFL classes, students could be robotic while indulging themselves in robotic activities and using them as a permanent teacher, not just as a guide; the excessive use of AI tools weakens their mentality.

English language learners employ AI tools for different tasks in EFL classes to overcome linguistic, academic, and other difficulties. Allowing for smoother communication and command over language and materials, students prefer using them for different tasks in EFL classrooms. While investigating the students' reasons behind the use of AI tools in EFL classes at ULM, the results and findings show that the AI tools are used every day in ULM's EFL classes, where students frequently use different AI tools like ChatGpt, Meta-AI, Gemini, etc. to do any tasks. They are concerned about these AI tools, which make them overly dependent on them. They might translate the texts from English to Urdu or Pashto (rarely) to facilitate understanding. Educators can create a more effective, inclusive, and supportive learning environment by using AI tools carefully and productively, where they should not take it as a permanent language learning platform but as an assistant. The importance of AI tools within the EFL classrooms results in better English language learning with the students' positive experience. However, the teachers start to guide the students on how, why, and where to use it, which can help them not to be overly dependent.

To conclude, Artificial Intelligence is an important language learning platform because it acts as a guide in learning and improving English language skills by aligning with multiple AI tools such as ChatGpt, Meta-AI, Grammarly, DeepSeek etc. that encourage learners' competency and improve vocabulary, sentence structure comprehension, and writing assistance. Similarly, in the context of EFL classes at ULM, the native language of the students is not English, and they face many difficulties while using English as per courses' or other forums' requirements. For this purpose, they prefer these AI tools in EFL classrooms at ULM to get command over all language skills, i.e., writing, speaking, reading, and listening skills.

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