

## AI IN EFL CLASSROOMS: MEASURING EFFECTIVENESS IN ASSIGNMENTS, PRESENTATIONS, AND EXAM PREPARATION AT ULM

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### **Abstract**

*With the development of artificial intelligence, education is changing quickly, presenting new advantages and challenges for students everywhere. AI techniques have revolutionized urban learning by increasing availability and personalization. AI tools such as ChatGPT and Meta AI are increasingly used in EFL classrooms to help students with assignments, presentations, and exam preparation. However, while AI has gained popularity in urban settings, its impact on rural education remains underexplored. This study investigates the advantages, disadvantages, and perceptions of AI use in rural EFL classrooms at the ULM. The present study investigates the advantages, disadvantages, and perceptions of AI use in rural EFL classrooms at the University of Lakki Marwat. The study attempts to find out how AI tools affect students' and teachers' experiences of using AI tools such as Chat GPT and Meta AI in EFL academic tasks like assignments, presentations, and exam preparation, and how these tools affect the learning process. To explore this, the study used a mixed-methods approach. Data were collected through questionnaires from 70 EFL students and interviews with five teachers of the department of English and Applied Linguistics, and were analyzed through descriptive statistical and thematic analysis. The findings reveal both benefits and drawbacks of AI tools. Students and teachers appreciated the role of AI in improving grammar, organizing content, easy and free access to structured academic content, improving the quality of EFL presentation, and reducing academic stress. At the same time, concerns were raised about inaccurate and irrelevant information, overdependence, plagiarism, and reduced critical thinking. The study highlights the importance of using AI tools with responsibility and teacher guidance in EFL classrooms at ULM, especially when applied to key academic tasks such as assignments, presentations, and exam preparation.*

**Keywords:** *AI in education, ChatGPT, Meta AI, EFL classrooms, assignments, presentations, exam preparations, ULM*

### **Introduction**

Advancements in knowledge, science, and technology are transforming the entire world at a breathtaking pace. These developments have contributed to the development of individuals'

power in terms of knowledge, technology, and organizational change around the actual use of skills in other sectors. While there have been breakthroughs, artificial intelligence (AI) has long been touted as a world-altering device that can touch many aspects of everyday life. Al-Tkayneh et al (2023) mentioned that the United Arab Emirates was one of the pioneer countries in introducing AI into education, showing its growing importance around the world in education. Artificial Intelligence (AI) may be defined more generally as machines or computers that assess knowledge and mimic human mental processes (Mohammed & Nell' Watson, 2019). According to Gocen & Aydemir (2020), AI, which the general public typically defines as the capacity of machines or computers to think and behave like humans, refers to efforts to create computerized systems that can mimic human thought and behavior is changing how we make choices, boosting efficiency and learning. However, it also raises moral and legal issues. AI provides material that fulfills students' needs and helps them when they find any difficulty. It also helps teachers by offering reliable content. It makes learning simpler for all people.

Firstly, students face difficulty in higher education, especially in science and technology, but AI makes it easier by providing easy and authentic material. In many regions, like South Asia, students confront many problems, such as financial and educational, whereas AI solves all these problems by making learning personal and easily accessible to all. In India, it improves STEM education and enhances creativity, promoting economic growth. AI helps students learn modern methods of learning, like online, skill-based learning, instead of traditional methods, which are needed in the job market nowadays. In South Asia, the youth are engaged in STEM. Education represents a considerable opportunity for scientific and economic advancement by training future professionals in high-impact sectors such as engineering, biotechnology, and information technology. Pakistan's elementary and high school education is worsening, especially in science. More effort and progress are necessary for improvement. Increasing funding for education or addressing challenges could significantly enhance the literacy rate in Pakistan. The COVID-19 pandemic led to the shutdown of schools globally, pushing educators to find new ways to teach. This led to the rapid adoption of artificial intelligence tools in traditional classrooms, revolutionizing the global educational system, including Pakistan. Raising the amount allocated to education and removing obstacles could significantly impact Pakistan's demographic literacy rate. (Amin & Uddin, 2023). Pakistan's rural education system must adopt a human-centered approach to integrate AI to overcome obstacles like poor policy, insufficient facilities, and an absence of organizational structure. To support sustained educational advancements and close the academic gap, a complete approach involving infrastructure development, policy creation, and community involvement is required to customize AI technology to the needs of rural students. This study analyzes how Chat GPT and Meta AI are used by students in ULM's rural EFL classrooms, exploring their benefits and challenges in assignments, presentations, and exam preparations in resource-limited settings.

The following are the research objectives:

- i. To explore the advantages of using AI tools for assignments, presentations, and exam preparations in EFL classrooms at ULM.
- ii. To investigate the disadvantages of using AI tools for assignments, presentations, and exam preparations in EFL classrooms at ULM.
- iii. To examine EFL teachers' and students' perceptions toward using AI tools for assignments, presentations, and exam preparations in EFL classrooms at ULM.

### Literature Review

The introduction of artificial intelligence (AI) technologies has the potential for transformational adoption within the field of education, particularly within the English as a Foreign Language (EFL) paradigm. More and more people are using technology for help with oral and written presentations and even for exam preparation. A number of studies seem to focus on students' language, confidence, as well as academic skill challenges, and try to find a solution within the framework of AI technologies. Rehman and Khalil (2024) report that students' grammatical skills and interactive learning are greatly enhanced by AI technologies such as Meta AI when deployed through apps like WhatsApp. It was noted that learners, particularly concerning writing assignments, grammar-based activities, and even basic assignment completion, became significantly more relaxed and motivated. The students also benefited from the prompt feedback and personalized support from the AI. As Wang et al. (2024) report, with the help of generative AI tools like ChatGPT, students are able to draft their personal statements by drafting the ideas as well as polishing the language. However, the authors also mentioned some of the shortcomings, such as the absence of a unique user's voice and emotional tone, due to AI text drafts. Chen et al. (2022) examine how Oral Presentation skills could be supported by AI-driven platforms. AI was helpful in providing feedback on delivery clarity, pacing, and structure, as the study showed. But to honestly evaluate speaking performance, the formative assessments required human feedback because the technology sometimes struggled with context. Jumanov et al. (2023) undertook an e-survey study on the efficacy of AI-assisted tools in EFL classrooms.

In contrast, most students were positive about AI being helpful in carrying out less instruction-demanding or independent learning tasks, notably written assignments and oral exam practice. But there was also a bit of negative, as mobile applications and feedback were subject to some discontent concerning quality, which suggests a more mature and consistent AI system is required. Parker, Karakas, and Loper (2024) reported that 65% of undergraduate students used ChatGPT to assist in their answers. It was even more helpful in working on ideas and drafting. Yet the study also raised academic integrity concerns, especially if teachers found it challenging to tell that AI was even involved in generating the work. It is for these reasons that students must be educated and informed to adhere to specific ethical guidelines. Bin-Hady et al. (2024) studied the emotional and social impact of ChatGPT on EFL learners. Students generally benefited and gained confidence, reducing fear and providing additional help with the cost of overall loss of creativity and individual voice. To ensure that students keep sharpening their critical thinking and presentation skills, especially in competitive environments such as debating challenges, the study recommended using supervised AI. The readiness of instructors to put into effect AI in the classroom was examined by Khattak et al. (2025). They discovered that opinions varied, with many teachers encouraging its usage for feedback, pronunciation, and vocabulary development. Teachers were less confident about utilizing AI for academic writing and grammar education, though, which suggests that training and professional development are crucial for successful installation. Rahmi et al. (2024) discovered that although AI technologies helped students with grammar, coherence, and flow in writing assignments, they frequently produced content that was superfluous or irrelevant. This reinforces the idea that AI should be used in conjunction with traditional writing instruction and emphasizes the importance of critical analysis when implementing AI in educational tasks or test preparation.

### **Methodology**

The present study adopts a pragmatic research paradigm. It follows a mixed-method approach, combining both quantitative and qualitative techniques to comprehensively explore the use of AI tools like ChatGPT and Meta AI in EFL classrooms at the University of Lakki Marwat (ULM). The aim is to investigate the advantages, disadvantages, and perceptions of students and teachers regarding the use of AI in assignments, presentations, and exam preparation. Data were collected from randomly selected participants, including EFL students from semesters 2, 6, and 8, and five teachers from the Department of English and Applied Linguistics. For the quantitative part, a structured questionnaire with closed-ended questions was distributed among 70 students. For the qualitative part, open-ended interviews were conducted with five EFL teachers to understand their experiences, perceptions, challenges, and suggestions concerning the use of AI tools. The interviews were recorded, translated into English, and transcribed for analysis. The data analysis was carried out in two stages: quantitative data were analyzed using SPSS software, applying descriptive statistics such as frequencies and percentages, and results were presented in tables; qualitative data from the interviews were examined using thematic analysis.

### **Data Analysis**

The study used a mixed-method approach. Quantitative data from 70 students were analyzed using SPSS, applying descriptive statistics such as frequency, percentage, and cumulative percentage, based on a 5-point Likert scale. Results were presented in tables to show students' perceptions of using AI tools in assignments, presentations, and exam preparation. Qualitative data from interviews with five EFL teachers were analyzed through thematic analysis to explore their experiences, concerns, and suggestions about AI use in EFL classrooms.

**Table 1: Artificial intelligence can reduce dependency on teachers in providing educational content.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	23.9	23.9	23.9
	Agree	32	47.8	47.8	71.6
	Neutral	17	25.4	25.4	97.0
	Disagree	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

This chart shows that 23.9% of students strongly agree and 47.8% agree that artificial intelligence can lessen their reliance on instructors for instructional materials. Moreover, only 3.0% disagree, compared to 25.4% who are neutral. These findings demonstrate that many students think AI can produce high-quality instructional content. Although traditional instruction is still crucial, students are becoming aware of AI's expanding potential to facilitate individualized and independent learning, which could change the conventional student-teacher dynamic in the classroom.

**Table 2: AI tools like ChatGPT and Meta AI help me complete assignments more efficiently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	26.9	26.9	26.9

Agree	25	37.3	37.3	64.2
Neutral	9	13.4	13.4	77.6
Disagree	13	19.4	19.4	97.0
Strongly Disagree	2	3.0	3.0	100.0
Total	67	100.0	100.0	

This table shows that 28.4% of students strongly agree, and 38.8% believe that AI tools give them immediate feedback so they may learn from their mistakes when writing assignments. Furthermore, 11.9% disagree, and 20.9% are neutral. According to these findings, most students value the instant feedback that AI tools offer since it enables them to make corrections in real time and enhance their academic performance.

**Table: 3 AI tools, such as ChatGPT and Meta AI, help me quickly generate ideas and content for my assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	25.4	25.4	25.4
	Agree	32	47.8	47.8	73.1
	Neutral	13	19.4	19.4	92.5
	Disagree	5	7.5	7.5	100.0
	Total	67	100.0	100.0	

According to the table, 23.9% of students strongly agree and 29.9% agree that using AI tools helps them write better academically. Nonetheless, a sizable percentage (19.4%) is neutral, 16.4% disagree, and 10.4% strongly disagree. While many students benefit from AI's assistance with writing, some may not fully see its potential or may choose more conventional teaching techniques for refining their writing abilities, as evidenced by this diverse response.

**Table: 4 AI tools improve students' writing skills in academic assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	23.9	23.9	23.9
	Agree	20	29.9	29.9	53.7
	Neutral	13	19.4	19.4	73.1
	Disagree	11	16.4	16.4	89.6
	Strongly Disagree	7	10.4	10.4	100.0
	Total	67	100.0	100.0	

The table indicates that 32.8% of students highly agree, and 52.2% of students believe that AI tools help them when creating English presentations. Only 11.9% of respondents are neutral, and only 3% strongly disagree. These findings imply that most students consider AI tools helpful in creating precise, imaginative, and understandable presentations, consistent with AI's expanding role in improving communication skills in EFL classes.

**Table: 5** Artificial intelligence can process too much data and convert it into useful information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	26.9	26.9	26.9
	Agree	32	47.8	47.8	74.6
	Neutral	14	20.9	20.9	95.5
	Disagree	3	4.5	4.5	100.0
	Total	67	100.0	100.0	

This chart shows that 35.3% of students agree and 26.9% strongly agree that using AI technologies makes it easier for them to finish tasks. 3.0% strongly disagree, 19.4% disagree, and 13.4% are neutral. As a result, most students find AI technologies helpful in organizing and finishing their schoolwork. Despite some opposition, the findings show the increasing dependence on AI to boost creativity and cut down on time spent on repetitive academic activities.

**Table: 6** AI tools like Chat GPT and Meta AI can help students learn at their own pace, which is vital for effective education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	28.4	28.4	28.4
	Agree	29	43.3	43.3	71.6
	Neutral	11	16.4	16.4	88.1
	Disagree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

This figure indicates that 25.4% of students strongly agree and 47.8% agree that using AI technologies helps them develop ideas and substance for their assignments more rapidly. Just 7.5% disagree, while 19.4% are neutral. According to these results, most students are aware of the value of AI technologies when coming up with assignment ideas. The tools help students begin and finish their work more efficiently by offering immediate assistance with ideation, content structuring, and locating pertinent material.

**Table: 7 AI tools provide instant feedback, helping me learn from my mistakes while writing assignments.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	28.4	28.4	28.4
	Agree	26	38.8	38.8	67.2
	Neutral	14	20.9	20.9	88.1
	Disagree	8	11.9	11.9	100.0
	Total	67	100.0	100.0	

This table indicates that 38.8% of students agreed and 28.4% strongly agreed that AI tools offer instant feedback that aids them in learning from their mistakes while completing assignments. At the same time, 20.9% were neutral, and 11.9% disagreed with this statement.

**Table: 8 AI tools like ChatGPT and Meta AI help draft English presentations by improving grammar and spelling and generating ideas.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	32.8	32.8	32.8
	Agree	35	52.2	52.2	85.1
	Neutral	8	11.9	11.9	97.0
	Strongly Disagree	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

The chart shows that 32.8% of students strongly agree, and 52.2% of students believe that AI tools help them when creating English presentations. Just 3.0% of respondents strongly disagree, while a tiny percentage (11.9%) are neutral. According to these findings, a large proportion of students understand how AI tools can improve the caliber and impact of their presentation material by helping with idea development and linguistic accuracy.

**Table 9: AI enhances the quality of student presentations in EFL classrooms.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	14.9	14.9	14.9
	Agree	24	35.8	35.8	50.7
	Neutral	23	34.3	34.3	85.1
	Disagree	9	13.4	13.4	98.5
	Strongly Disagree	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

This data shows that 35.8% of respondents agree and 14.9% strongly agree that AI improves the caliber of student presentations, for a total of 50.7% of affirmative answers. A sizable percentage, 34.3%, had no opinion, indicating that individuals may have conflicting emotions or lack sufficient familiarity with AI tools. Nonetheless, only 1.5% strongly disagreed and 13.4% disagreed, which were the favorable answers. According to this data, most students acknowledge AI's ability to help them become better presenters, highlighting its usefulness as a teaching tool in contemporary EFL classes.

**Table: 10 AI tools help me improve my presentation skills by providing structured content.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	25.4	25.4	25.4
	Agree	30	44.8	44.8	70.1
	Neutral	16	23.9	23.9	94.0
	Disagree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

According to the findings, 44.8% of students and 25.4% strongly agree that using AI tools to provide structured information improves their presentation skills. This finding adds up to 70.1%

of all reasonable responses. Just 6.0% of students disagreed with the assertion, while 23.9% remained neutral.

**Table 11: AI tools assist students in preparing for exams efficiently.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	20.9	20.9	20.9
	Agree	35	52.2	52.2	73.1
	Neutral	13	19.4	19.4	92.5
	Disagree	4	6.0	6.0	98.5
	Strongly Disagree	1	1.5	1.5	100.0
	Total	67	100.0	100.0	

According to the data, 52.2% of students agree, and 20.9% strongly believe that AI technologies help them study effectively for tests. When taken as a whole, these numbers represent 73.1% of the responses, suggesting a very favorable opinion. Only 19.4% of students responded neutrally, indicating that some may have conflicting views or little experience with AI techniques. There was little opposition to this viewpoint among the students, as only 6.0% disagreed and only 1.5% strongly disagreed.

**Table 12: AI Tools save me time by summarizing long texts for exam preparation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	44.8	44.8	44.8
	Agree	24	35.8	35.8	80.6
	Neutral	9	13.4	13.4	94.0
	Disagree	4	6.0	6.0	100.0
	Total	67	100.0	100.0	

According to the data, 35.8% of respondents agree, and 44.8% strongly believe that using AI tools to summarize lengthy texts for exam preparation saves them time. When combined, these numbers represent 80.6% of favorable answers. 13.4% of respondents gave a neutral response, which may indicate inexperience with these tools or skepticism about their use. Minimal dissatisfaction is suggested by the fact that only 6.0% disagreed, and no one strongly disagreed.

**Table 13: ChatGPT and Meta AI clearly and concisely explain complex English language concepts.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	40.3	40.3	40.3
	Agree	28	41.8	41.8	82.1
	Neutral	9	13.4	13.4	95.5
	Disagree	1	1.5	1.5	97.0
	Strongly Disagree	2	3.0	3.0	100.0
	Total	67	100.0	100.0	

According to the findings, 41.8% of respondents agree and 40.3% strongly agree that ChatGPT and Meta AI offer succinct and understandable explanations of complex English ideas. When taken as a whole, these answers show 82.1% positive feedback. 13.4% of respondents gave a neutral response, indicating either inexperience with these techniques or uncertainty regarding their efficacy. There was very little negative emotion, with only 1.5% disagreeing and 3.0% strongly disagreeing.

**Table 14: Relying on AI tools reduces my critical thinking and problem-solving skills.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	43.3	43.9	43.9
	Agree	30	44.8	45.5	89.4
	Neutral	3	4.5	4.5	93.9
	Disagree	3	4.5	4.5	98.5
	Strongly Disagree	1	1.5	1.5	100.0
	Total	66	98.5	100.0	
Missing	System	1	1.5		
Total		67	100.0		

This chart shows that 45.5% of students and 43.9% strongly agree. Just 4.5% of students are neutral, and 6.0% of students disagree, including strongly disagree. This suggests that a sizable majority (89.4%) believes that relying too much on AI tools may impair their capacity for academic work. Academic work has become easier with the increasing availability of AI technologies. However, there are worries that students may become unduly reliant on them.

**Table 15: I sometimes receive inaccurate or irrelevant information from AI tools.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	29.9	29.9	29.9

Agree	32	47.8	47.8	77.6
Neutral	10	14.9	14.9	92.5
Disagree	5	7.5	7.5	100.0
Total	67	100.0	100.0	

The findings show that 29.9% of students strongly agree, and 47.8% agree. In contrast, just 7.5% disagree, and 14.9% are neutral. These results imply that, despite their benefits, AI technologies are not always trustworthy.

**Table 16: I feel overdependent on AI tools for completing academic tasks.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	14.9	14.9	14.9
	Agree	23	34.3	34.3	49.3
	Neutral	23	34.3	34.3	83.6
	Disagree	11	16.4	16.4	100.0
	Total	67	100.0	100.0	

This chart shows that 34.3% of students agree and 14.9% strongly agree that they feel too reliant on AI tools to do their academic work. An additional 34.3% are neutral, suggesting sporadic dependence or uncertainty. 16.4%, however, disagree with the assertion. This shows how important it is to spread knowledge about AI's responsible and balanced application in educational contexts. Encouraging pupils to use AI with their analytical and problem-solving abilities can help guarantee autonomous and long-lasting academic progress.

The qualitative data analysis revealed that EFL teachers at ULM see AI tools like ChatGPT and Meta AI as highly beneficial for assignments, presentations, and exam preparation due to their time-saving, accessible, and grammar-enhancing features. However, teachers expressed concerns over students' over-reliance on AI, reduced critical thinking, plagiarism, and neglect of traditional learning resources. To address these issues, they recommended strategies such as training students in ethical AI use, encouraging self-study, limiting copy-paste habits, promoting creativity, and using institutional tools like Turnitin to ensure originality and academic integrity.

### Findings and Discussion

This chapter shows the results of the analysis made and drives those results to that purpose, and compares them with those of past research on the implementation of AI tools in English as a Foreign Language (EFL) classrooms. The results are based on the quantitative and qualitative data. The data was obtained from the students in a structured questionnaire given to a sample of 70 students of the 2nd, 6th, and 8th semesters of the department of English. They applied linguistics at the University of Lakki Marwat, whereas the data of the teachers were filled in through semi-structured questionnaires of five teachers of the same department. The questionnaire responses were dealt with by means of SPSS, and the descriptive statistics (frequency and percentages), whereas the interviews followed thematic analysis.

According to the results, the majority of the students already consider the AI-based tools, such as ChatGPT and Meta AI, to be immensely helpful in tackling assignments, practicing to deliver presentations, and revising exams. Students said these tools are always useful when it comes to correcting grammar, improving vocabulary, structuring the content, and ideas. Simplifying long texts into a summary and providing immediate assistance were the reasons many of them said that AI tools save a lot of time and enable learning in a more personalized and stress-free way. Most of the students were in agreement that the tools are helpful to facilitate uncollaborative learning, enhance creativity in writing and making presentations, as well as enhance their confidence, especially in academic activities. They also discovered that people could use AI tools with no significant technical knowledge, as it is user-friendly and can be used flexibly. More than 80 percent of the students were of the opinion that AI tools facilitated the learning process and made the learning process easier because they allowed an instant response. It helped to clarify complex language elements, and it did not make them subject to a teacher. Although this has a number of advantages, a number of drawbacks were also cited. A considerable number of students confessed that they relied heavily on AI tools and got less eager to work, think, and solve problems. Others were wary of the academic dishonesty aspect, such as the possibility of plagiarism through the non-descriptive copying of the content generated by the artificial intelligence. Still, others said that sometimes AI gives some inaccurate or irrelevant information, and this reduces the quality of their school work. Notifications and messages that are unrelated to learning and the like were also cited as obstacles to effective studying. Moreover, a few students cited cases of work delays and lack of motivation, and some mentioned that the AI tools could not work well to create in-depth academic papers and demanding assignments. There was a noticeable decline in teacher-student interaction, accompanied by a reduction in exploitative classroom practices. The perception of the students showed that, even though the AI tools can be helpful in general, they should serve as a supplemental tool, but not as an alternative to regular learning and advice from the teacher. The core reason highlighted by many was that AI tools would not be able to offer humanization, inspiration, and detailed feedback as a teacher would. The learners wished they had clear instructions on the ethical usage of AI in the classroom. They agreed on the notion of being able to incorporate AI instruments into EFL training properly. The same observations were deduced after interviewing the teachers. Every educator decided that artificial intelligence tools can increase academic performance in students, particularly in cases where they do not have enough resources in normal learning institutions, such as libraries. The teachers noted that AI resources offer high-quality academic information with a structure approach and encourage smart labor, as one can receive corresponding details promptly. They also thought that the AI contributes to creativity since students would integrate visuals in the presentation, and also make learning interactive. AI-based tools were discovered to help in improving grammar and writing, and they produced focused and helpful content with proper cues given to them. The fact that AI tools could simplify and streamline the academic content, and especially assist in vocabulary and visuals in the form of graphs and tables, was a valuable asset to teachers.

On top of that, they believed that AI instruments prompted a more profound and innovative way of thinking due to the interaction with AI-generated responses and the perfection of the prompts. Nevertheless, there are serious concerns on the part of teachers. Issues included overusing AI and thinking that this deterred students into not thinking and interacting with learning, as these features would be off-putting. They reported that creativity, originality, and

effort levels decreased, and most of the students avoided usual academic activities such as discussion, note-taking, or research. The convenience of creating material with AI brought about plagiarism, laziness, and a poor incentive to work hard. Teachers also pointed out that even though AI tools save time, they potentially impede the deep learning process that can be a result of researching and actively engaging with the academic content. The choice of students to read AI instead of books and educational literature was perceived as a negative influence on the ability to think and to understand.

To address those concerns, educators suggested a number of solutions to enhance the ethical and positive application of AI tools in the classroom. They suggested that students were advised to turn to books, scholarly articles, and reliable online resources so young people could clarify matters with AI as a last resort. AI must be regarded as a means to comprehend and develop ideas instead of finding ultimate solutions. To prevent plagiarism and increase the level of understanding, the teachers encouraged students to paraphrase and put their own words to the AI-generated content. They emphasized the need to study on their own and promoted learning in a classroom, observing, and critically thinking. They also welcomed institutional aid, including the introduction of explicit policies on AI utilization, the provision of the service of Turnitin in order to detect plagiarism, and educational training on how to use AI ethically. Assignments must pass to be facilitated in ways that encourage unique thinking, like writing essays where their reflective nature or skeptical opinion will be complex to execute with AI.

Interpretations of these results against the previous body of work validate and expound prior research results. The findings of the present study reaffirm the conclusions made by Alshahrani (2023), who determined that, academically, AI tools can be practical as they support writing tasks and provide instantaneous feedback, along with learner autonomy. It is also in agreement with the findings of Zhai, Wibowo, and Li (2024), who cautioned that overreliance on AI tools might undermine critical thinking and deep learning skills of students. These findings confirm the notion that, despite the enormous potential of AI in education, the system should not be employed in the hopes of replacing a teacher as a source of guidance and emotional support, as well as a multilateral feedback provider. Educators are essential to provide valuable learning opportunities that cannot be experienced with AI.

Finally, the study reports the dual functionality of AI instruments such as ChatGPT and Meta AI in English as a foreign language classrooms. Although such tools are invaluable in many ways, including the enhancement of writing skills, saving time, helping in being creative, and offering readily available academic material, the uncontrolled usage of tools creates potential dangers to the quality of learning, engagement of students, and students' integrity. Thus, using AI in education practice should be established diligently and responsibly. Students have to be instructed to apply the AI tools as a means of aiding them, but not as an alternative to thinking and work. Teachers and institutions should clearly define ethics, and they should encourage self-study and make sure that AI tools can positively contribute to the learning process.

### **Conclusion**

In general, both students and teachers have accepted that AI tools can be used in promoting academic performance in an EFL classroom. Nonetheless, they emphasized the application of these tools ethically and with the proper guidance so that they can have no adverse effects on learning and the integrity of academic matters. Artificial intelligence can be a practical support in education, in case it is not immoderate and is concurrent with critical thinking, uniqueness, and teaching. This paper delved into learning the AI-based tools, such as ChatGPT and Meta AI, in

an EFL classroom context, ULM specifically, where the application of AI tools is created in place of assignments, presentations, and preparation of exams. Students and teachers admitted that AI tools enhance the improvement of academic writing, grammar, vocabulary, organization, and confidence, in particular, under circumstances where educational resources are scarce. There was, however, a concern raised on excessive use of AI, lack of critical thinking and originality, plagiarism, and lack of teacher-student communication. Results point to guidelines and proper usage of AI in education. With careful consideration, AI can be utilized as a tool that will increase academic achievement along with maintaining integrity and engagement.

### Recommendations for future researchers

Many approaches are open to future research on using AI tools in EFL classrooms. Investigating the long-term effects of AI tools like ChatGPT and Meta AI on students' learning outcomes and language development would be a valuable direction for further study. Researchers can also explore how different proficiency levels or learning environments affect students' use of AI tools. A comparison between AI-supported learning and traditional methods may provide deeper insights. Moreover, future studies could examine the ethical concerns and academic honesty related to AI use in assignments, presentations, and exam preparation.

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