



## Improving Learners' Communicative Skills through Integrating Using (AI) Technology in EFL learning

A Case Study Secondary Schools level at Wad Medani Locality, Gezira State, Sudan (2025)

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### Abstract

The study aims at integrating using (AI) technology for developing EFL learners' communicative skills and identifying the challenges that associated with integration of (AI) technology in Sudanese schools. The study adopted the descriptive analytical method. The data were collected by means of a questionnaire which distributed among fifty (50) of EFL teachers at secondary schools, in Wad Madani Locality, Gezira State, Sudan, (2025). Then the collected data were analyzed with the (SPSS) program. The study came out with many results the most important of which were as the following :. Integrating (AI) technology improved EFL learners' communicative skills but, the application of AI tools in EFL Sudanese classes face many problems like the high cost of the internet and problems of electric power cuts. The study recommends: learners should be motivated through the use of (AI) technology as methods of teaching and they should be enabled to improve their communicative skills through (AI) technology.

**Key Words:** integrating AI technology, EFL learners' communicative skills, the challenges.

### الستخلص

تهدف الدراسة الى تقصي تأثير استخدام الذكاء الاصطناعي في صفوف تدريس اللغة الانجليزية لتطوير مهارات التواصل لدى طلاب اللغة الانجليزية كلغة اجنبية في المدارس السودانية وتحديد التحديات التي تواجه استخدام تلك التكنولوجيات في المدارس السودانية. أتبعَت الدراسة المنهج الوصفي التحليلي واستخدمت الدراسة نظام الاستبانة لجمع البيانات من خمسين (50) معلماً للغة الانجليزية بالمدارس الثانوية من محلية ود مدني (2025)، تم تحليل البيانات إحصائياً ببرنامج الحزم الإحصائية للعلوم الاجتماعية، وخرجت الدراسة بعدة نتائج

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كان أهمها: أن استخدام تكنولوجيا الذكاء الاصطناعي في صفوف تدريس اللغة الانجليزية كلغة أجنبية يطور مهارات التواصل لدى المتعلمين، غير أنها تواجه تحديات التكلفة الباهظة وعدم استقرار الطاقة الكهربائية في السودان. توصي الدراسة بتحفيز متعلمي اللغة الانجليزية لتعلمها من خلال استخدام تقنيات الذكاء الاصطناعي و تحسين مهاراتهم التواصلية من خلال استخدام تقنيات الذكاء الاصطناعي.

## Introduction

Applications of AI technologies in education have rapidly expanded in recent years, offering innovative solutions to enhance teaching and learning experiences. The potential of AI in education is vast, encompassing various domains and benefiting both educators and learners. (Sabzalieva and Valentini., 2023,p. 9) “AI tools can serve in various supportive roles, such as ‘guide-on-the-side, co-designer, motivator, collaboration coach, and personal tutor, providing a flexible support system for students” Artificial Intelligence (AI) and its automation capabilities have the potential to revolutionize education. As technology continues to advance, it brings forth new challenges and demands for both educators and learners. While we are still grappling with the impact of Internet and Communication Technology (ICT) in our classrooms, we must now prepare ourselves for the transformative power of AI. In addressing the disruptive effects of AI in higher education, it is critical to emphasize the importance of teachers acquiring specific skills to navigate this changing landscape (Vera, 2023).

AI offers educators novel tools and resources that have the potential to reshape traditional classroom practices. This holds true across various subject areas, including English as a Foreign Language (EFL). Artificial intelligence (AI) technology has permeated various aspects of education, offering innovative solutions to enhance the learning experience. The realm of education has witnessed



significant advancements with the integration of artificial intelligence (AI) technology.

### **Problem of the Study:**

EFL learners' communicative skills need to be developed. They are not motivated through traditional methods of teaching. Therefore, there is an urgent need to explore alternative approaches to English language education, specifically leveraging AI as a potential solution to improve communicative skills among EFL learners in Sudan.

### **Objectives of the Study:**

1. To improve learners' communicative skills through integrating AI technology in EFL classes..
2. To identify the challenges and opportunities associated with integrating AI in language learning skills in Sudanese schools.

### **Questions of the Study:**

1. To what extent (AI) technology has a role in improving EFL learners' communicative skills?
2. What are the challenges that face the integration of AL technology in EFL classes?

### **Hypotheses of the Study:**

1. Integrating AI into English language education significantly improves students' communication skills.



2. Because of the high cost of the internet in Sudan, AI technology is not used in a professional way.

## 5 .Significance of the Study

The study shows the significance of the study lies in its potential benefits of using AI technology in EFL classes. Additionally, by identifying the challenges that face the use of technology in Sudan.. Ultimately, the findings of this research could have practical implications for EFL educators, curriculum developers, and policymakers, potentially leading to improved language learning experiences for EFL students.

## 6.Methodology of the Study

The study adopts the descriptive-analytical method. The researcher used a questionnaire to collect data from the EFL secondary school teachers at the secondary level. The collected data will be analyzed using the SPSS statistical program for social studies.

## 7. Limits of the Study:

This study will be limited to :improving EFL learners communicative skills at secondary level schools- Wad Medani Locality (2025).

## Literature Review

According to (Zhao and Nazir, 2022), the integration of Artificial Intelligence (AI) in EFL settings has significantly strengthened the development of innovative teaching and knowledge-sharing methods. AI has revolutionized the educational landscape by offering powerful tools and technologies that enhance teaching and learning experiences. As a matter of fact, a large and growing body of literature has consistently highlighted the potential benefits of integrating Artificial Intelligence



(AI) in language teaching and learning contexts. as (Herrington and Oliver,1995,p.3) state that:

*“Many of the researchers and teachers exploring the model of situated learning have accepted that the technology can provide an alternative to real-life setting, and that can be used without sacrificing the authentic context which is a critical element of the model”*

(Klimova et al., 2022), have provided compelling evidence supporting the positive impact of AI on language education. These studies have shed light on the various ways in which AI can enhance language learning experiences. AI-powered tools and applications have been shown to facilitate personalized learning, adaptive instruction, and intelligent feedback, catering to the individual needs and learning styles of students. By leveraging AI technologies, language instructors can offer tailored and targeted support, promoting more efficient and effective language acquisition. Given the fact that technology overall is currently employed in different fields of science and education. It is pivotal to investigate how AI technology may integrated in English learning and understanding in EFL contexts.

The use of AI in language learning context has the potential to empower learner autonomy, as learners can access to numerous resources and get feedback independently, anytime and anywhere. According to (Sholekhah and Fakhurriana,2023), AI systems have the potential to improve oral communication skills, such as pronunciation and fluency, in students learning English. However, current applications of AI in English language teaching demonstrate the technology's potential to enhance language learning experiences through personalized instruction, facilitating communication, and providing targeted



feedback and improves their communicative skills. (Canale and Swain, 1980,p. 6):  
state that:

*“‘communicative competence’ refers to ‘the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use’”*

By leveraging AI tools, language educators can create engaging and adaptive learning environments that cater to the individual needs of learners (Rokhayati and Widiyanti, 2022). However, students often struggle because of the limited opportunities for regular and self-directed practice. Traditional teaching methods may not provide the continuous practice outside the classroom for improvement (Fahrutdinova et al., 2014). Artificial Intelligence (AI) offers a promising solution by providing ongoing practice, which is crucial for developing speaking skills. AI can create effective practice environments, improving language learning compared to traditional methods. AI has been used in education for many years. In the 1960s, researchers began exploring AI's potential, especially in intelligent tutoring systems. These systems aimed to offer personalized instruction and adapt to each learner's needs. Early AI systems used rule-based algorithms to deliver content and engage learners. Studies, such as those by (Zhang and Huang, 2024) show that using technology in language learning can improve English skills

### **Material and Method:**

The participants of this study were the EFL teachers of secondary schools at El—hasahisa Locality, Gezira States, Sudan, (2025). A questionnaire was used for data collection. It was distributed to fifty of (50) of EFL teachers who were



randomly selected from the teachers in Wad Medani Locality . Then, the collected data was statistically analyzed with the SPSS program.

## Data Analysis and Discussions

**Statement (1)** The application of AI tools in EFL classes improves learners language skills.

Table (1) Improving learners' language skills.

	Frequency	Percent
Valid Disagree	3	6.0
Neutral	7	14.0
Agree	10	80.0
Total	50	100.0

Table (1) shows that, most respondents (80%) agree, (14%) are neutral and (6%) disagree that the application of AI tools in EFL classes improves learners language skills..So, the statement is accepted

**Statement (2)** Integrating AI technology enhances EFL learners' discussions in the classroom.

Table (2) enhancing EFL learners' discussions in the classroom

	Frequency	Percent
Valid Disagree	4	8.0
Neutral	6	12.0
Agree	40	80.0
Total	50	100.0

According to the statistical analysis in table (2), , most of the sample(80%) agree with the statement, (12%) neutral and (8%) disagree that using technology enhances EFL learners' discussions in the classroom This statement is accepted.

**Statement (3)** Utilizing AI technology improves EFL learners' interpretative skills.

Table (3) .Improving learners' interpretative skills.

	Frequency	Percent
Valid Disagree	4	8.0
Neutral	5	10.0
Agree	41	82.0
Total	50	100.0

According to the statistical analysis in table (3), most of the sample (82%) agree, (10%) are neutral and (6%) disagree using technology in EFL classes improves learners' interpretative skills. This statement is accepted.

**Statement (4)** Using AI technology improves EFL learners' communicative skills

Table (4) Improving communicative learners' skills.

	Frequency	Percent
Valid Disagree	3	6.0
Neutral	5	10.0
Agree	42	84.0
Total	50	100.0

Table (4) reflects that,using AI technology improves EFL learners' communicative skills.(84%) of the respondents agree, (10%) of the respondents are neutral and (6%) disagree. According to the statistical analysis of statement, it is proved.

**Statement (5)**Teaching EFL with the use of AI technology increases learners motivation.

Table (5) Increasing learners motivation to learn English language

	Frequency	Percent
Valid Disagree	3	6.0
Neutral	8	16.0
Agree	39	78.0
Total	50	100.0

Table (5) shows that, teaching EFL with the use of AI technology increases learners motivation. Accordingly, most respondents (78%) agree and (16%) are neutral and (6%) disagree with the statement. So, the statement is accepted.

**Statement (6)** Teachers and students perceive AI as a beneficial tool for developing language learning skills

Table (6) Enhancing EFL learners' language learning

	Frequency	Percent
Valid Disagree	2	4.0
Neutral	5	10.0
Agree	43	86.0
Total	50	100.0

Table (6) shows that most respondents (86%) agree that, using technology enhances EFL learners' language learning skills (10%) neutral and (4%) disagree. Therefore, the statement is accepted.

**Statement (7)** The Use of AI technology exposes EFL learners to authentic sources of language learning

Table (6)Exposes learners to authentic sources of language learning.

	Frequency	Percent
Valid Disagree	4	8.0
Neutral	6	12.0
Agree	40	80.0
Total	50	100.0

Table (7) shows that the use of AI technology exposes EFL learners to authentic sources of language learning. According to the statistical analysis of table (6), (80%) of respondents agree, (12%) of the sample are neutral and (8%) disagree with the statement. Thus, this statement is justified.

**Statement (8)** Using AI technology enriches learners' cultural background.

Table (8) Enriching learners' cultural background.

	Frequency	Percent
Valid Disagree	4	8.0
Neutral	5	10.0
Agree	41	81.0
Total	50	100.0

According to the statistical analysis in table (8), using technology develops learners' awareness about global cultures. Again, most of the sample(81%) agree with the statement, (10%) neutral and (8%) disagree. This statement is accepted.

Statement (9) The integrating AI in education is a promising tool to improve learning outcomes.

Table (9) Improving EFL learning outcomes.

	Frequency	Percent
Valid Disagree	2	4.0
Neutral	4	8.0
Agree	44	88.0
Total	50	100.0

According to the statistical analysis of table (9) most respondents (88%) agree, (8%) are neutral and (4%) disagree that integrating AI in education is a promising tool to improve learning outcomes. Therefore, this statement is justified. Statement (10) Through AI technology, the teacher's role has also changed from being the sole source of information to being the facilitator of learning.

Table (10) AI technology changes the teacher's role

	Frequency	Percent
Valid Disagree	1	2.0
Neutral	3	6.0
Agree	46	92.0
Total	50	100.0

Table (9) shows that most of the sample (92%) agree,(6%) are neutral and (2%) disagree that, AI technology, changes the teacher's role from being the sole source of information to being the facilitator of learning. Thus, this statement is accepted **Statement(11)**. The use of AI technology in Sudan faces many challenges like high cost of the internet, poor internet connections.

Table (11) The use of AI technology in Sudan faces many challenges

	Frequency	Percent
Valid Disagree	2	4.0
Neutral	3	6.0
Agree	45	90.0
Total	50	100.0

Table (11) shows that. most of the sample (90% ) agree,(6%) are neutral and (4%) disagree that. the use of AI technology in Sudan faces many challenges like high cost of the internet, poor internet connections. Thus, the statement is proved.

## 5.Conclusion and Findings

### Findings:

The study came out with the following findings

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- 1.The application of AI tools in EFL classes improves learners' communicative language skills.
- 2.Using AL technology in EFL classes increases learners motivation.
- 3.The utilizations of AI technology exposes EFL learners to authentic sources of language learning
- 4.Using AI technology enriches learners' cultural background.
- 5.The integrating AI in education is a promising tool to improve learning outcomes.
- 6.The use of AI technology in Sudan faces many challenges like the high cost of the internet and electric cuts.

## Conclusion

The study aims at improving EFL learners' communicative skills through the use of AI technology in EFL classes and identifying the challenges that face AI technology in Sudanese schools.. To fulfil the aim of the study two questionnaire was distributed to the EFL teachers at secondary schools, Wad Medani Locality, Gezira State, Sudan,(2025) .Then the collected data were analyzed with the (SPSS) program.

## Recommendations

The study recommends:

- 1.Learners should be motivated through the use of AI technology as methods of teaching.
2. EFL classes should be enabled to improve their communicative skills through AI technology.
3. AI technology should be integrated in EFL settings to generate learners' desire. interests to the lessons.

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4. Learners should develop awareness about global cultures through the use of AI technology.

5. EFL learners should be exposed to global culture through AI technology

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