THE POSITIVE IMPACT OF AI ON SELF-ESTEEM AMONG EFL LEARNERS: CASE STUDIES FROM FERGANA STATE UNIVERSITY AND TUIT FERGANA BRANCH UNIVERSITY

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Abstract: *This study explores the positive impact of Artificial Intelligence (AI) on self-esteem among English as a Foreign Language (EFL) learners at Fergana State University and TUIT Fergana Branch University. Through a mixed-methods approach, including an anonymous online survey and focus group discussions with teachers, the research investigates how AI integration in language classrooms influences learners' self-perception and academic performance. The findings reveal that a significant majority of students report enhanced self-esteem due to the personalized feedback and supportive learning environment provided by AI tools. These tools allow learners to progress at their own pace, fostering a sense of autonomy and reducing anxiety associated with language learning. However, some concerns regarding the marginalization of traditional learning methods were noted, indicating a need for balanced integration of AI in EFL education. This study contributes to the limited research on the intersection of AI and self-esteem in language learning, offering insights for educators on effectively utilizing AI to enhance learner engagement and motivation.*

Key words: *Artificial Intelligence (AI), self-esteem, EFL learners, language learning, Fergana State University, TUIT University, educational technology*

1. INTRODUCTION

Different challenges that learners may face while learning English as a Foreign Language (EFL) may cause a lot of harm to their self-esteem. A plethora of learners experience language apprehension especially speaking, fear of using the wrong language, and poor speaking skills. These problems interfere with their whole learning process and performance in class and make them develop a cycle of self-inefficiency. Thus, to eliminate the aforementioned obstacles in fixing EFL education, it is worth addressing

the peculiarities of psychological barriers to improve the conditions of learning.

Artificial Intelligence is slowly but increasingly becoming part of education solutions, especially language acquisition. Smart tools; speaking apps and virtual teachers provide interactive insights, they present assessments, and algorithms that are tailored to the learner's specifications. Since these tools offer learners a secure practice environment and allow practice at their own pace, these tools have the potential to boost learners' self-efficacy. The impact, on motivation and self-confidence that students will likely experience while interacting with AI technologies should lead to the students mastering the language as well as developing a more positive attitude towards learning.

However, concerning the positive effects of AI, it is worth noticing the shortage of studies dedicated to the influence of AI on variables of self-esteem in EFL learners. While many prior research attempts to address the level of automatism in AI tools or the efficiency of AI-enhanced language acquisition, fewer efforts have been made to investigate how these tools affect the learner's self-perception and emotions. This gap raises a specific research question of the study: The effects of AI on self-esteem and EFL learning.

The first research question of this study focuses on the effects of AI tools and technologies on the self-esteem levels of the EFL learners of Fergana State University and TATU University. Answering the research questions will help the study reveal the way to use AI to advocate for a more positive learning environment that helps learners develop more confidence. Furthermore, the study will seek to find out the attitude of the students towards AI tools, the impact of the tools in enhancing the student's language ability, and the social impact of incorporating AI tools in teaching and learning processes.

2. Literature review

For centuries foreign language teaching approaches, methods, and techniques have been changing because of different factors. Learning a foreign language is a challenging process and students always need motivation and encouragement during this period. Technology might be one of the factors affecting students' attitudes positively in the teaching/ learning process. According to Wang (2004), when language learners have desirable and real communication factors, they can develop their language skills in the classroom. Using computers and every kind of technological equipment gives students a sense of freedom and encouragement. With the

help of technology, students can be active, motivated, and involved in the language learning process.

In the early studies on the EFL students' motivation, Magdalena Kubanyiova (2006) examined EFL teachers in Slovakia. As one of the reasons for the lack of student motivation, in the results of her study she states that despite the acknowledged importance of reflective teaching practices in professional development, the study found a significant lack of awareness and implementation of such approaches in the Slovak EFL state school context. The data suggest that teachers perceive professional development primarily as an opportunity to improve their linguistic skills rather than their teaching practices, likely stemming from their initial subject-based motivation and the pressures of their demanding work environment. The constraints of time, workload, and limited access to resources create a significant barrier to engaging in reflective practices, highlighting the absence of a supportive reflective culture in the schools.

Several years later, Ilter, B. (2009) proposed his study on the EFL student's motivation while integrating technologies into the Turkish classroom. His research found that EFL students highly value the use of technology in their classrooms, with most reporting increased motivation and a preference for activities that incorporate technology. The study identified computers, projectors, videos, films, the internet, e-learning, and multimedia as particularly impactful tools for language learning. Students highlighted the importance of having a computer-connected projector in the classroom. While students generally welcomed the use of technology, they also expressed a preference for a balanced approach, acknowledging the potential for boredom if technology is used excessively. The research aligns with Jarvis (2005) who suggests that younger generations favor task-based approaches that utilize technological devices. However, the study also suggests that teleconferencing via distance education might pose challenges for some students.

Moybeka, A.M. et. all (2023) in the results of their Indonesian demonstrated that AI-driven language learning platforms have the potential to significantly enhance student motivation and engagement. By personalizing lessons based on individual performance, providing immediate feedback, and incorporating gamification elements, these platforms foster a sense of progress, boost confidence, and make learning more enjoyable. Additionally, the accessibility features offered by AI ensure that a broader range of learners, including those with special needs or different learning

styles, can participate effectively, fostering inclusivity and a sense of belonging.

Wei L. (2023), examining a total of 60 university students in China, found that AI-mediated instruction effectively fostered intrinsic motivation and active engagement among students. Participants reported a heightened sense of curiosity and enthusiasm for English that extended beyond the classroom, leading them to actively seek out additional language resources and opportunities for practice. The AI platform ignited a genuine interest in English, inspiring a passion for continuous exploration and learning. This intrinsic motivation resulted in increased dedication to language practice and a willingness to invest extra effort in their language learning journey.

3. Methods

3.1. Case studies design

The design of this research has been divided into two main steps. Firstly, an online anonymous survey was designed to investigate the positive effect of AI integration into English language classrooms among students. Secondly, we have implemented a focus group discussion to examine the teachers' perceptions of the same concerns.

To address this mentioned above gap, the present study will focus on the following research questions:

Our Main research question: How does the use of AI in EFL learning impact self-esteem among learners at Fergana State University and TUIT University?

Secondary research questions:

-How do learners perceive the use of these AI tools in terms of their learning experience?

-Does the use of AI lead to improved language skills and overall academic performance?

-Does the use of AI contribute to a more positive learning environment and increased learner engagement?

-What are the ethical implications of using AI in EFL learning, particularly in relation to self-esteem and learner autonomy?

3.1.1. Design of the online survey with the students

To examine our proposed research questions mentioned above, we have created an online questionnaire using Google Forms. This survey was anonymous to gather more honest responses from the participants. Additionally, this form was distributed randomly among the students of the Fergana State University (hereinafter FSU) and the students of the Fergana branch of the Tashkent University of Information Technologies named after

Muhammad al-Khwarizmi (hereinafter TUIT). It consisted of 10 multiple-choice personal questions designed according to the research questions. The purpose of this study was to examine the student's perceptions of the integration of AI technologies into teaching English as a foreign language classrooms and the positive effects it causes on their motivation and self-esteem based on their learning experiences.

3.1.2. Design of the focus group discussion with the teachers

To get the more wider range of data for this study, we have implemented a focus group discussion with the teachers as a target group. This discussion was conducted in an offline format and anonymously either. The answers to the questions were recorded on the voice recorder, then transferred to the text format and analyzed together with the survey above mentioned. The purpose of this interview is to analyze the teachers' perception of the use of AI in the classroom from an expert position and how can both global and Fergana teachers integrate it into their teaching practices and methods effectively to reach the maximum impact on their students' self-esteem and encourage learning autonomy while teaching English as a foreign language.

3.2. Participants demographic

This section will describe the information of the participants from both of the case studies.

3.2.1. Participants demographic of the online survey with the students

A total of 14 participants participated in this online questionnaire. The participants are the students of the two prestigious universities in Fergana City, namely Fergana State University and of the Fergana State University, and the students of the Fergana branch of the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi. They are the students from the 1st to the 4th year. Fergana State University students are majoring in either English philology or English literature. However, TUIT's students are majoring in IT and telecommunication field. 57.1% and 42.9% of the students were from FSU and TUIT respectively. The average age of the participants is 22 years old, ranging from a minimum of 19 and a maximum of 26 years old. The gender proportion is 42.9% males and 57.1% females.

3.2.2. Participants demographic of the focus group discussion with the teachers

The demographic distribution of teachers who participated in the research on the impact of AI tools on EFL learners at Fergana State University showcases a diverse group with varying ages, genders, and teaching experiences. Among them, there are three female teachers aged 30, 50,

and 60, each bringing 6, 25, and 35 years of experience, respectively, highlighting a range of perspectives from early-career to seasoned educators. Additionally, there are three male teachers aged 35, 45, and 55, with teaching experiences of 10, 20, and 30 years, respectively, contributing to a balanced representation of viewpoints. This mix of ages and experiences allows for a comprehensive understanding of how AI tools affect self-esteem in EFL learners, as each teacher reflects on their unique interactions with students and the varying levels of comfort and engagement with technology in the classroom.

3.3. Data collection

Data was collected through two primary methods: an online anonymous survey and a focus group discussion. The online survey, conducted using Google Forms, was distributed randomly among students of Fergana State University (FSU) and the Fergana branch of Tashkent University of Information Technologies (TUIT). The survey consisted of 10 multiple-choice questions aimed at understanding students' perceptions of AI integration in EFL classrooms and its effects on their motivation and self-esteem. The focus group discussion, conducted offline and anonymously, involved teachers as participants. Their responses to open-ended questions were recorded on a voice recorder, transcribed into text format, and analyzed alongside the survey data.

3.4. Data analysis

Data analysis involved both quantitative and qualitative methods. For the online survey, responses were analyzed statistically to identify patterns and trends in student perceptions. This included calculating percentages, frequencies, and mean scores. For the focus group discussion, the transcribed data was analyzed thematically. This involved identifying key themes and patterns in teacher responses to the open-ended questions. The themes were then categorized and organized into a coherent framework, providing insights into teacher perceptions of AI in EFL classrooms. The findings from both the survey and focus group were then integrated and synthesized to draw conclusions about the potential of AI for enhancing EFL learning at Fergana State University.

4. Results

In this section, the result of the case studies and the data obtained from it will be analyzed.

4.1. *Data obtained from the online survey with the students*

The responses to the question of how students feel about using AI tools in their English learning are predominantly positive (see figure 1), with a

combined total of 85.7% indicating either "very positive" (35.7%) or "somewhat positive" (50%). This suggests that a significant majority of students appreciate the integration of AI into their learning experience, likely due to the personalized feedback and adaptive learning paths that these tools offer. The absence of any respondents selecting "very negative" indicates a general acceptance and enthusiasm for AI technologies in the educational context, pointing to their potential to enhance motivation and engagement among learners.

Figure 1: How do you feel about using AI tools in your English learning?

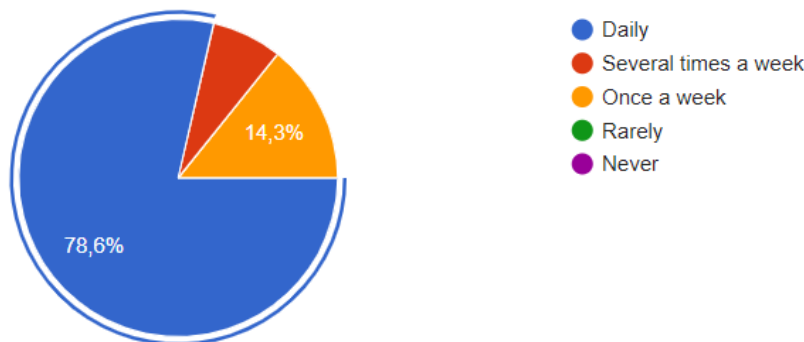Source used: the chart was composed by the authors
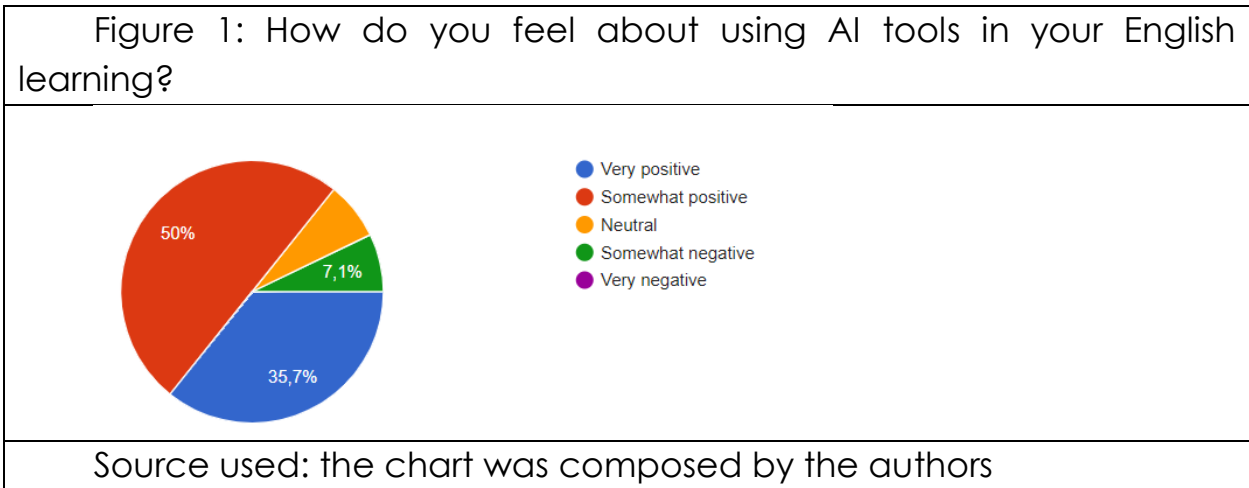
Conversely, the presence of 7.1% of students expressing "neutral" feelings and another 7.1% feeling "somewhat negative" suggests that there are a few who remain ambivalent or skeptical about the use of AI tools. These mixed feelings could stem from concerns about the effectiveness of AI in fostering essential conversational skills or apprehensions about technology overshadowing traditional learning methods. Overall, while the data shows a clear trend towards optimism regarding AI tools in English learning, it also highlights the need for educators to address the concerns of a small minority to ensure a more inclusive and effective learning environment.

The responses to the question of whether students believe AI helps improve their English language skills indicate a strong overall confidence in the effectiveness of these tools, with a total of 92.8% affirming that AI contributes positively to their learning experience. Specifically, 35.7% of respondents feel that AI helps "a lot," while a significant 57.1% believe it helps "somewhat," suggesting that most students recognize the value of AI in enhancing their language skills, likely through personalized feedback and tailored learning opportunities. Meanwhile, the small percentage of respondents who are "not sure" (7.1%) reflects a degree of uncertainty but does not significantly detract from the overall positive sentiment. Importantly, the absence of any responses indicating that AI does not help

at all highlights a general consensus on the utility of AI tools in the EFL learning process, underscoring their role in fostering language acquisition among students.

The responses to the question regarding the frequency of AI tool usage for English studies reveal a strikingly high engagement level among students, with 78.6% indicating they use these tools daily (see figure 2). This suggests that AI has become an integral part of their learning routine, likely due to the accessibility and convenience these tools provide for language practice. Additionally, 14.3% of students report using AI tools once a week, while 7.1% use them several times a week, indicating that even among those who do not engage with AI daily, there is still a consistent effort to incorporate these resources into their studies. The absence of responses indicating "rarely" or "never" further emphasizes the widespread acceptance and reliance on AI tools in the learning process, highlighting their effectiveness in supporting students' English language acquisition and suggesting a strong trend towards technology-enhanced education.

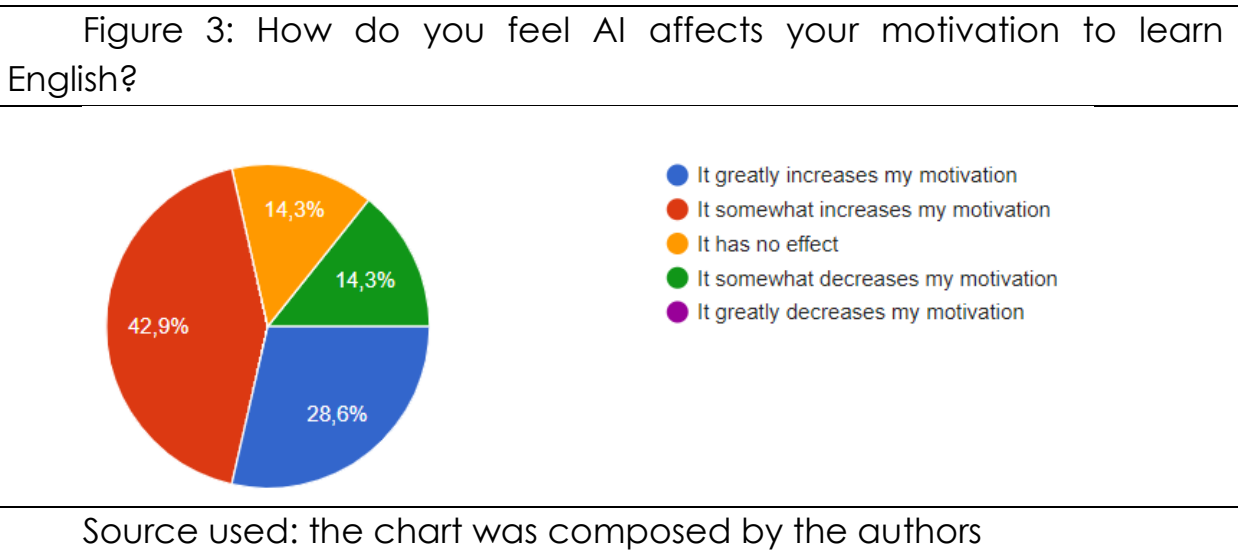Figure 2: How often do you use AI tools for your English studies?

Source used: the chart was composed by the authors

The responses to the question regarding the main concerns about using AI in studies reveal a predominant worry about the lack of personal interaction, with 50% of students highlighting this issue. This indicates a significant recognition that while AI tools can enhance learning, they may also lead to a diminished human element that is crucial for effective communication and interpersonal skills development. Additionally, 33.3% of respondents express concerns about dependence on technology, suggesting that they are wary of becoming overly reliant on AI tools at the expense of traditional learning methods and critical thinking. Privacy issues were noted by 16.7% of students, reflecting awareness of the potential risks associated with data security in AI applications. Notably, the absence of anyone reporting "no concerns" suggests that, despite the advantages of AI,

students are mindful of its limitations and the need for a balanced approach to their studies, recognizing the importance of maintaining a human connection in the learning process.

The responses to the question regarding how AI affects students' motivation to learn English indicate a generally positive impact, with a combined total of 71.5% of students stating that AI either "greatly increases" (28.6%) or "somewhat increases" (42.9%) their motivation (figure 3). This suggests that many learners find AI tools engaging and beneficial for their language studies, likely due to the interactive and personalized nature of these resources. However, it is noteworthy that 14.3% of respondents feel that AI doesn't effect on their motivation, and another 14.3% indicate that it somewhat decreases their motivation. This split reveals a minority of students who may struggle with technology or prefer traditional learning methods, highlighting the notion that AI is not universally motivating for all learners. The overall trend, however, leans towards a positive influence on motivation, suggesting that when integrated thoughtfully, AI can enhance learners' enthusiasm and commitment to studying English.

Figure 3: How do you feel AI affects your motivation to learn English?

- It greatly increases my motivation
- It somewhat increases my motivation
- It has no effect
- It somewhat decreases my motivation
- It greatly decreases my motivation

Source used: the chart was composed by the authors

4.2. *Data obtained from the focus group discussion with the teachers*

4.2.1. *The influence that artificial intelligence tools have on the confidence and self-worth of students learning English as a Foreign Language (EFL)*

Teacher A

"In my observation, AI tools have been a confidence booster for my students. They can practice at their own pace without fear of immediate judgment or embarrassment, which helps them feel more confident in their abilities."

Teacher B

"I've seen mixed reactions. Some students have improved their self-esteem as they've made progress they can see and measure. However, others feel intimidated by the technology and are afraid of making mistakes that AI might not understand, which can lower their self-esteem."

Teacher C

"For students who enjoy technology, AI tools can make learning more enjoyable, which can improve their self-esteem. However, it's crucial that we supplement AI with human interaction to ensure that students don't become isolated."

The question "How do you think AI tools affect the self-esteem of EFL learners in your classes?" seeks to explore educators' perceptions of the influence that artificial intelligence tools have on the confidence and self-worth of students learning English as a Foreign Language (EFL). It aims to understand whether these tools enhance or diminish learners' self-esteem by providing insights into their experiences with technology in the classroom. The responses can reveal how AI tools may facilitate self-assessment, promote independent learning, and create a supportive environment, or conversely, how they might lead to feelings of intimidation or isolation among students. This inquiry is particularly relevant in the context of modern education, where technology plays a significant role in shaping learning experiences and outcomes.

4.2.2. The experiences with artificial intelligence tools in the context of English language learning

Teacher A

"Most of my students appreciate the instant feedback and personalized learning pathways that AI provides. They feel it addresses their unique learning needs better than traditional methods."

Teacher B

"Some students have expressed discomfort with AI, feeling it lacks the human touch and empathy. They miss the human interaction and real-time clarification that a classroom setting offers."

Teacher C

"Many students have shared that AI tools make learning more engaging and fun. They enjoy the gamified elements of some AI-based learning apps."

The teachers' perceptions regarding student feedback on the use of AI in learning English highlight a complex interplay between the benefits and limitations of technology in enhancing self-esteem among EFL learners at Fergana State University and TUIT University. The first teacher emphasizes that

students appreciate the instant feedback and personalized learning pathways offered by AI, suggesting that these features cater to individual learning needs and may boost self-esteem by fostering a sense of progress and achievement. On the other hand, the second teacher points out that some students feel discomfort with AI's lack of human interaction and empathy, indicating that the absence of personal connection can hinder their overall learning experience and potentially affect their self-esteem negatively. Finally, the third teacher notes that many students find AI tools engaging and enjoyable, particularly due to gamified elements, which can further enhance motivation and self-confidence. Collectively, these insights suggest that while AI tools can offer significant advantages in personalizing learning and increasing engagement, it is crucial to balance these benefits with the need for human interaction to fully support learners' self-esteem and emotional well-being.

4.2.3. The effectiveness of artificial intelligence tools in enhancing students' language abilities and overall academic success

Teacher A

"Definitely, AI has helped students improve pronunciation and vocabulary. The immediate feedback and correction help them to rectify their mistakes instantly."

Teacher B

"I've observed that while AI has enhanced students' grammar and vocabulary, it doesn't quite help with conversational skills as effectively as human interaction does."

Teacher C

"With the use of AI, I've noticed that my students have become more self-reliant learners. They're not just improving their language skills but also their research skills, as AI encourages them to seek information independently."

The teachers' perceptions regarding student feedback on the use of AI in English as a Foreign Language (EFL) learning underscore a nuanced understanding of how technology influences learners' self-esteem at Fergana State University and TUIT University. The first teacher highlights that students value the instant feedback and personalized learning pathways provided by AI, which can enhance self-esteem by allowing learners to track their progress and feel a sense of accomplishment tailored to their individual needs. Conversely, the second teacher notes that some students experience discomfort due to the perceived lack of human interaction and empathy in AI, suggesting that this absence can detract from their learning

experience and negatively impact self-esteem. Meanwhile, the third teacher observes that the gamified elements of AI tools make learning more engaging and enjoyable, further boosting motivation and self-confidence among students. Together, these insights reveal that while AI can significantly enhance learning experiences and foster self-esteem through personalized support and engagement, it is essential to integrate human interaction to address emotional and social needs, ensuring a holistic approach to language learning that nurtures both academic and personal growth.

4.2.4. The effectiveness of artificial intelligence in enhancing student engagement during the learning process

Teacher A

"Yes, AI tools can make learning more interactive. For instance, language learning apps with AI can turn lessons into games, making learning fun."

Teacher B

"In some cases, yes. However, not all students are tech-savvy, and some struggle with using these tools, which can make learning frustrating rather than engaging."

Teacher C

"AI tools can engage students who are comfortable with technology, but it's not a one-size-fits-all solution. We need to balance technology with traditional teaching methods."

The teachers' perceptions regarding the engagement of students through AI tools in EFL learning reveal a spectrum of opinions, highlighting both the potential benefits and limitations of technology in fostering a supportive learning environment at Fergana State University and TUIT University. The first teacher enthusiastically affirms that AI enhances interactivity, citing examples such as gamified language learning apps that make lessons enjoyable and engaging, suggesting that these tools can positively influence learners' self-esteem by making learning feel more dynamic and fun. Conversely, the second teacher acknowledges that while AI can be engaging, it may not cater to all students due to varying levels of technological proficiency; for some, the struggle to navigate these tools can lead to frustration, potentially undermining their self-esteem and motivation. The third teacher adds that while AI can captivate tech-savvy students, it is essential to recognize that a one-size-fits-all approach is ineffective, advocating for a balance between technological and traditional teaching methods to ensure all learners feel included and supported. Together, these

insights underscore the importance of considering diverse student needs and experiences when integrating AI into EFL education, as the impact on self-esteem can vary significantly based on individual comfort levels with technology.

4.2.5. The moral implications of integrating artificial intelligence into English as a Foreign Language (EFL) education

Teacher A

"One concern is that over-reliance on AI could lead to isolation and lack of interpersonal skills. Learning a language isn't just about vocabulary and grammar; it's about communication, which requires human interaction."

Teacher B

"Privacy is a significant concern. Students' data could be misused if not properly protected, leading to breaches of confidentiality."

Teacher C

"AI can sometimes lead to an overemphasis on perfection, which might affect a student's self-esteem negatively. It's essential to remember that making mistakes is a part of learning."

The teachers' perceptions regarding ethical concerns related to the use of AI in EFL learning reveal significant implications for students' self-esteem and independence at Fergana State University and TUIT University. The first teacher raises a critical point about the potential for over-reliance on AI, suggesting that it could lead to social isolation and a deficiency in interpersonal skills, which are essential for effective communication in language learning. This concern highlights the importance of human interaction in fostering not only language proficiency but also self-esteem through social engagement. The second teacher emphasizes privacy issues, noting that the misuse of students' data could lead to breaches of confidentiality, which may undermine trust and negatively impact students' confidence in using AI tools. Lastly, the third teacher points out that AI's focus on perfection can create an environment where students fear making mistakes, potentially harming their self-esteem and independence in the learning process. Together, these insights underscore the need for a balanced approach to integrating AI in EFL education, ensuring that ethical considerations are addressed to support learners' emotional well-being and social development.

5. Discussion

Based on the results of this work, we can diagnose a rather high level of appreciation concerning the use of AI tools in the classroom and EFL

learning particularly, where the feelings and attitudes of 85.7% of participants are positive. Such interest indicates that AI-entailed feedback and unique learning progress enhance EFL learners' self-esteem substantially. The boost of self-esteem could be explained by the fact that students do not feel rushed, or judged while completing them since the support is immediate, and specific to their current learning needs, and the student can progress at his/her own pace. This is entirely in tune with Bandura's self-efficacy theory which holds that expectations of people determine the level of their effort. When the student believes that he or she has learned the language because of the assistance offered by AI, the self-efficacy would have been boosted greatly improving engagement.

The lack of any very negative impression again supports the general premise of the acceptance of AI technologies in education, thus the tools will help increase learner motivation & engagement. Yet, 14.2% of students showing neutral/somewhat negative affect scores mean that particular attention should be paid to the nature of those concerns. Previous literature tells that technology is useful but also triggers concern about how effectively it promotes conversational skills. This may be due to the use of AI in the learning process is perceived to marginalise traditional learning practices which are considered to be highly effective in the learning of language.

However, a few drawbacks need to be reported in the context of the current study. A major limitation of the study is the low number of participants in the survey which can affect the generalization of the results. A broader and more heterogeneous population of participants could give a more extensive viewpoint on the student's attitude toward AI in EFL environments. Also, the data collection technique aimed at attaining self-report measures, which might present bias or error margin in reactions to assets or inquiries. Further studies should use methodologies like interviews or observations, to get more profound data on the learner's experience of AI instruments.

These findings of the present study are highly significant and useful for educators and policymakers in the field of EFL. Owing to the positive attitude that is held toward AI tools, educators are advised to integrate the tool into teaching and learning strategies to increase learners' motivation. In addition, the governors also should pay particular attention to the funding and resourcing to implement professional development programs for teachers to catch up with AI technologies. Such support will guarantee the effective preparation of educators to help students, as learners, make the best use of these technologies in their language learning process.

The following practical suggestions may help enable self-esteem for EFL learners with the help of AI tools: First, there is the establishment of specific AI tools in the learning process directed at setting customized learning paths. These tools should be unique and blended to match each student's learning ability and speed as well as customized feedback that is likely to help him or her improve. Further, the use of AI as a supplement where the traditional corporate training modules can be combined with AI applications can also help in developing a varied learning model. This strategy can help to address the possible problems Students may have with the use of technology to advance traditional learning methods.

Furthermore, streams of professional development for the teachers must be facilitated. In-service can enable teachers to get acquainted with the technologies in AI and it also assists them in coming up with measures on how best to address the continuity in their classrooms. Last but not least is building sound feedback mechanisms. It's here that the proposed channel for students' voices expressed by their concerns and experiences with AI tools may be used by educators to adjust policy changes as necessary so that what is proposed in this paper does not diminish learning or the learners' confidence in it as it is facilitated by AI tools.

6. Conclusion

Therefore, this study shows a relatively high level of positive perception toward the use of AI tools in learning EFL with 85.7% of the participants' positive attitudes. All in all, the work reveals that students receiving feedback and learning supported by AI feel motivated and develop higher self-esteem as learners because the AI teaches learners without negative feedback or judgment. This is in support of Bandara's self-efficacy theory which presupposes that every time students see the help of AI as helpful, then the result is that the student shall be motivated to learn more. However, the study shows that 10% of learners had a neutral or negative attitude toward weakness which should be further investigated especially as regards the possible future exclusion of traditional learning.

The following are the implications of the study: The findings of this research will give significant direction toward integrating AI in EFL education. Being positive, the outcomes of this study support the idea that educators should incorporate AI tools into the learning process as the findings show the relation between motivation and self-esteemed improvements of students using the presented devices. Further, it emphasizes the significance of promoting the required levels of professional competencies of teachers to orient students to get the most out of technologies based on artificial

intelligence. The work provides a base upon which governments releasing policies and funds for the integration of AI in language learning can build.

Directions for future research to be based on this study include several areas to be promulgated. Recruiting more participants from other learning stages could give a more diverse picture of the student's attitudes toward AI in EFL settings. Moreover, using quantitative techniques, for example, interviews and observations, the learner experience with AI tools might be explored in more detail. Further research about the consequences of AI on language acquisition and conversational skills in the long run should be also helpful as well as an examination of how deep integration of AI into the academic process can help to decrease the percentage of doubts among the students. These directions for future research will leave an even richer discussion about the use of AI to improve language learning.

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