

Pedagogical Application of Artificial Intelligence (AI) in Arab World Higher Education

Hiba ElTayara¹, Marine Milad², Mohammad Farran³

¹Australian University, Kuwait

^{2,3}Arab Open University Kuwait

Abstract

The use of Artificial Intelligence (AI) applications and their potentials to enhance teaching and learning experience in the Arab World higher education is highlighted in this presentation. It introduces an overview of AI definitions, components, and potential importance as a teaching/learning tool. It will also highlight the current role of AI in English Language Teaching (ELT) and its pedagogical approaches, such as autonomous learning, personalized differentiation, web-based interaction and web-enabled virtual reality. Some examples of AI-based language learning platforms; namely Grammarly, Duolingo, Kahoot, and Google Translate which adopt intelligent tutoring systems via chatbots, virtual reality and augmented reality are examined. This presentation sheds light on a study conducted in the Arab region, specifically in Kuwait, showcasing the rate of AI adoption and its effectiveness in higher education classrooms. The study has investigated types of AI, its convenience, satisfaction levels, its reliability, frequency of use, and the accuracy of AI resources. Moreover, the benefits of AI in ELT such as flexible accessibility, personalized learning, unlimited practice, performance and progress detection in addition to intercultural communicative competence are discussed. Bias, inaccurate information, students' privacy, overreliance and some legal issues are some challenges that should be put into consideration when integrating AI tools into ELT practices. Finally, some recommended actions for adopting AI to reshape the future of ELT are presented.

Keywords: Artificial Intelligence; Autonomous Learning Approach; Personalized Differentiation Approach; Web-based Interactive Approach; Web-enabled Virtual Reality Approach