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Can AI-generated materials help in Arabic teaching? A study of potential and pitfall

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ABSTRACT

The integration of Artificial Intelligence (AI) into language education has introduced innovative methods for developing personalized and adaptive learning materials. This study investigates the effectiveness of AI tools in generating Arabic reading comprehension materials, focusing on five prominent AI systems: ChatGPT, Gemini, Co-Pilot, JAIS, and Diffit. These tools were evaluated based on their ability to create linguistically accurate and pedagogically appropriate content for intermediate-level Arabic learners. The analysis revealed significant linguistic challenges across all tools, including overuse of nominal sentences, frequent verb misuse, pronoun errors, and unsystematic vocabulary repetition. Additionally, the study identified a notable influence of English on AI-generated Arabic texts, resulting in unnatural expressions and syntactic inconsistencies. Despite these issues, the tools demonstrated potential in generating diverse question types and engaging content. This paper underscores the necessity for rigorous quality control and human oversight in deploying AI for Arabic language education to preserve linguistic integrity and enhance learning outcomes. The findings provide valuable insights for educators, curriculum developers, and AI designers to improve the efficacy of AI tools in language teaching.