



The Effect of an Artificial Intelligence Program on EFL Students on Reading Skill

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Abstract: The Aim of the current research is to recognize the effect of Artificial Intelligence programs on English students as a foreign language, The research used the Hot Bot strategy on a sample of students (N=10) to reveal their reading skills. The research concluded that English has become the most popular language In the world today, where most modern human activities involve it, and the importance of the English language motivates learners to learn it when they realize its importance to their future, and the research concluded that reading is linked to understanding Author content for students, as it represents an important and complex information capability that requires thought and insight and relies on a student's linguistic terminology information in a later language while reading, the English student can then push their terminology bank and obtain new data.

Key Words: Artificial Intelligence, EFL, Reading Skill.

I. INTRODUCTION:

Language is the main means of communication between individuals in all societies, and the importance of the English language as a foreign language has increased in recent times, and it has become necessary to rely on it in most jobs and transactions at the present time, and teachers of English as a foreign language need to know the latest developments and visions that qualify them To teach students English language skills, especially reading skills.

Artificial intelligence is considered a qualitative leap in the field of achieving the general interest of all societies, and artificial intelligence has focused on educating the most vulnerable groups, especially if it is employed in the best way to serve societies. Artificial intelligence techniques have been employed to teach English language learning skills, and the current research will leave On the use of artificial intelligence techniques to learn English reading skills of students.

Artificial Intelligence (AI) is a large-scale branch of computing that is involved in building affordable machines that are capable of performing tasks that would normally require human intelligence. Artificial Intelligence is an interdisciplinary science with multiple approaches. Artificial Intelligence (AI) is a machine that will think and act humanely and rationally, English is additionally a language that offers expression to thoughts and feelings of a group Language is actually a talent and not a content-based subject like Science, Social Studies, Commerce, Mathematics, and so on that aims to impart the information and fill the human mind with information too. Also, language could be an advanced talent involving four sub skills that are listening, writing, speaking, and reading skills (Suryana and others, 2019, 49).

II. LITERATURE OF REVIEW:

Artificial intelligence (AI) is customarily vigorously related with PCs. Be that as it may, it is clear, from a survey of the different articles, especially inside the setting of the instruction area, that while PCs may have shaped the premise the advancement of artificial intelligence, there is an attractive energy away from the PC alone, the equipment furthermore, programming, or the gear, as being artificial intelligence. Inserted PCs, sensors, and other arising innovations have encouraged the exchange of artificial intelligence to machines and different things, for example, structures and robots. For sure, Chassignol et al. gives a two-faceted definition and depiction of AI. They dene AI as a field furthermore, a hypothesis. As a field of study, they dene AI as an investigation territory in software engineering whose pursuits are

pointed toward tackling distinctive intellectual issues ordinarily connected with the human intelligence, for example, learning, critical thinking, and design acknowledgment, and along these lines adjusting. As a hypothesis, Chassignol, AI as a hypothetical structure directing the turn of events and utilization of PC frameworks with the abilities of individuals, all the more especially, intelligence what's more, the capacity to perform errands that require human intelligence, including visual discernment, discourse acknowledgment, dynamic, and interpretation between dialects (CHEN, 2020, 75267)

Artificial Intelligence, being the most trend setting innovation, is machine based however refined intelligence. It is totally computerized and away from the obstruction of human. It has been procuring on the whole the fields. Subsequently its execution in instruction and explicitly in educating learning of English language is need of time. Consequently, the current article focuses on to investigate the impending job of Artificial Intelligence in the field of instructing learning of English language to make it wonderful and intuitive movement (Gawate, 2019, 70).

Artificial Intelligence (AI) is at present high on the political and examination plans around the world. With the development of each new innovation, there is consistently both a great deal of promotion and wariness around its suggestions for society and the economy. In spite of the fact that recognizing that the establishments for AI have been as of now around for a very long while, later innovative discoveries are quickening what AI could do. This investigation takes a gander at what this could mean for getting the hang of, instructing, and training. It expects to give a basic survey furthermore, forthcoming point on significant AI advancements as a reason for all around educated strategy situated conversations about the fate of these areas (Tuomi, 2018, 1).

English language instructing is viewed as a fundamental instructive target as far as creating understudies capacity to internationally impart. English language learning is one of the essential instructive destinations at an individual, scholarly, and word related level. It is reliant on the instructive projects and strategies that emphasis on building motivators and inspirational perspectives towards language learning, and utilizing abilities in imparting, educating and learning. Language advancement processors are upgraded by an assortment of savvy sources, windows for exchanges and conversation, smart instruments for correspondence, programs that produce messages for perusing, and projects that extricate data from understanding entries. Such props create perusing perception abilities (Al Mukhallafi, 2020, 40).

Reading is tied in with understanding a composed content by the student. It is a significant and complex information ability which requires insight and thought, and relies upon the student's jargon information in the subsequent language. During the reading interaction, the English language student can propel his/her jargon bank and articulations, get new data and ideas, and improve his genuine information. Fruitful reading is related with two united systems: one being the jargon acknowledgment (interaction of perceiving how composed images compare to one's verbal language) and the other as cognizance (sorting out words, articulations, sentences and terminologies). Considering the English language learning strategy, procurement and maintenance of jargon are distinguished to enormously affect language capability while the lack in lexical information has been accounted for as one of the principle hindrances in effective correspondence. English per users normally use their experience information like: words and wordings, sentence structure information, experience with text and different examples to assist them with understanding a composed composition. There are a few techniques to create and upgrade the reading expertise of the ESL/EFL students by current and novel/arising advancements (Alemi, 2016, 15)

Compelling reading is basic for accomplishment in getting a second/unknown dialect, and viewed as the establishment of guidance on the whole periods of language learning, for example, utilizing books for language courses, composing, updating, securing jargon and syntax, however almost no examinations focused and explored the job of second/unknown dialect reading cognizance as an intellectual interaction. As a rule, research shows that there are still holes in reading, particularly to the second/unknown dialect and studies on second language obtaining of individual contrasts have commonly managed full of feeling and sociocultural factors instead of psychological capacities, Reading expressed that the composed data persuades earlier information, and the earlier information, successively, actuates assumptions regarding what is in the content. This intuitive, oblivious cycle proceeds till the cognizance has happened. Per user's first language and mental schemata decide seeing in a content and applying the psychological schemata to that data, in any case, second language per user's psychological schemata are based on their first language and social foundation. Hence, what second language per users notice in the content and how they decipher it will contrast because of varying possibilities about language structure and social attitudes (Yazdi; Motallebzadeh, 2016,2).

Reading can be viewed as an "intelligent" measure between a per user and a book which prompts automaticity or (reading familiarity). In this cycle, the per user interfaces powerfully with the content as he/she attempts to evoke the significance and where different sorts of information are being utilized: etymological or foundational information (through base up handling) just as schematic information (through top-down preparing). Since reading is a complex interaction, Grebe contends that "numerous specialists endeavor to comprehend and explain Lie familiar reading measure by dissecting the cycle into a bunch of segment abilities" in reading: therefore specialists proposed in any event six general part abilities and information regions (Alyousef, 2006, 64):

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring

Traditionally recognized reading strategies include the following: skimming and scanning, rereading, contextual guessing or skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, using cognates, activating background knowledge or schemata, and recognizing text structure. As reading research has progressed, researchers have been interested in identifying the variety of reading strategies used by language learners and classifying those strategies. However, the categories of the strategies vary from researcher to researcher. There have been several different binary divisions in categorizing reading strategies: Block's "general comprehension and "local linguistic"; Barnard's "global" and "local"; Hosenfeld's "main meaning line and word-solving strategies"; and Barnett's (Park, 2010, 16).

III. RESEARCH METHOD:

The researcher applied a Hot Bot strategy to collect data by directing some of the questions related to the research topic to the students to identify the effect of the artificial intelligence program on students' learning of reading skills in the English.

Study Sample:

The study sample consisted of (10) students, of whom (5) were males, (5) were females whose ages ranged between 8-15 years, and the study sample interacted with the Hot Bot strategy by answering 4 questions, and the researcher was controlling In Hot Bot via predefined questions.

Table 1: Questionnaire: Students' Responses.

Item No	Questionnaire Item	Percentage of Responses (%)	
		Yes	No
1	Where does the problem of understanding English reading come from?		
	- Difficulty understanding vocabulary	75	25
	- Difficulty understanding the rules	80	20
	- Difficulty reading the text	80	20
	- Nothing else	50	50
2	Do you think you are learning enough to read English?	70	30
3	Is the course suitable for you to learn the skill of reading the English language or not?	30	70
4	Does your failure to read English lead you to frustration	92	8

Through the previous table, the following results can be reached:

- 75% of the research sample agreed on the difficulty of reading the English language due to the difficulty of understanding its words.
- 80% of the research sample agreed that the difficulty of reading the English language is due to understanding its grammar.
- 80% of the research sample agreed that the difficulty in learning the skill of reading is due to the difficulty of reading the text
- 50% of the research sample agreed that the difficulty in learning to read the English language is due to other reasons.
- 70% of the researchers believe that they are learning to read adequately.
- 70% of the research sample believes that the course does not meet their requirements for learning the skill of reading the English language.
- Failure of students to read the English language results in 92% of them becoming frustrated.

IV. RESULTS:

The current research has concluded with a number of results that can be explained as follows:

- Technological development plays an important role in all areas of life in today's world, including education, and artificial intelligence is the best example of technological development.
- Persuasive reading is fundamental to achievement in having an unknown second accent and is seen as creating guidelines about entire periods.
- Reading can be viewed as a smart measure between a user for each book and a book that pushes spontaneity or literacy, through the student's interaction with the content strongly.
- The traditionally recognized reading strategies include skimming, wiping, rereading, contextual guessing or skipping unknown words.
- The lack of ability to learn the English language reading skill is due to the difficulty in understanding some words and rules, and the difficulty in reading some texts

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