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Exploring the Influence of AI-Powered Tools on English-Medium Instruction: A Case Study of Teachers' Perspectives on Magic School AI

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Abstract

This study explores the role of Artificial Intelligence (AI) tools in enhancing the effectiveness of English as a Medium of Instruction (EMI) in higher education. With the increasing integration of English in non-native academic contexts, the research investigates how AI technologies—such as language models, speech recognition systems, and intelligent tutoring platforms—support both instructors and students in overcoming linguistic and pedagogical challenges. Through a qualitative methodology involving literature review and Survey analysis, the study identifies AI's potential to personalise learning, improve language proficiency, and foster learner autonomy. It further examines how AI tools facilitate real-time feedback, pronunciation accuracy, and vocabulary development, thereby strengthening the overall EMI experience. Findings reveal that while ChatGPT remains the most utilized tool (93.3%), Magic School AI shows significant potential for reducing teacher workloads through automated lesson planning and personalized feedback. Educators reported that AI integration enhances student engagement, language proficiency, and content accessibility. However, the data also highlights a general lack of familiarity with education-oriented AI tools; 80% of respondents were unfamiliar with Magic School AI. The results also suggest that the strategic integration of AI in EMI environments not only improves comprehension and communication but also effectively bridges the gap between language competence and subject mastery. The research also acknowledges critical challenges, such as technological accessibility, ethical concerns regarding academic integrity, and the urgent need for specialised instructor training. The paper concludes that while AI tools like Magic School AI are not are not a solution for all educational requirements, they offer valuable support in modern EMI environments when integrated thoughtfully and strategically. Ultimately, the study provides practical recommendations for future research and pedagogical practices aimed at optimising AI utilization to create more inclusive and effective multilingual academic environments.

Keywords: Artificial Intelligence; Educational Technology; English as a Medium of Instruction; Higher Education, Language Learning.

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Introduction

This paper examines the pivotal role of existing AI tools in enhancing the use of English as the primary medium of instruction within educational settings. Specifically, focusing on the case study of Magic School AI, a cutting-edge, AI-powered language learning platform that is revolutionising pedagogical approaches to English language education. This technology, along with other established AI tools, harnesses the power of artificial intelligence to deliver personalised, adaptive learning experiences tailored to the unique needs and learning styles of individual students, with the aim of improving accessibility, engagement, and proficiency in the context of English medium of instruction. The primary aim of this paper is to investigate the perceptions and experiences of educators regarding the usefulness and impact of Magic School AI in EMI contexts, rather than introducing new AI technology.

1. The Literature Review

1.1. Artificial Intelligence Vs EMI Pedagogy

The rapid integration of Artificial Intelligence tools into education is dramatically transforming pedagogical practices, especially within the field of English as a Medium of Instruction. The use of AI technologies is enabling innovative approaches to language learning and instruction, with the potential to enhance accessibility, personalisation, and effectiveness for diverse learner groups (Urazbayeva et al., 2024). One area where AI is proving transformative is English language learning for non-native speakers. AI offers a range of benefits for these learners, such as customizable input, rapid responses, autonomy, and the capacity to function as a virtual tutor, learning companion, or a teacher's assistant. (Almutairi et al., 2020; D. Gall, 1990; Urazbayeva et al., 2024).

The capacity of AI to create tailored learning experiences that accommodate individual student needs and learning styles is particularly relevant within EMI contexts, where learners often possess diverse linguistic backgrounds and proficiency levels. By harnessing the power of AI systems, such as those leveraging natural language processing and machine learning algorithms, educators can develop customised learning pathways that cater to the unique requirements of each student. This versatility allows AI to promote more equitable and inclusive language education, ensuring that learners from diverse backgrounds can effectively engage with and master the English medium of instruction. Through the examination of AI's impact across a range of learner groups, educators can gain crucial insights into how to optimise the use of these technologies to enhance language learning outcomes and foster a more inclusive educational environment. (Zhang & Dong, 2024).

1.2. Current Research on the Role of AI in Enhancing EMI Teaching Practices

AI-powered tools have introduced a paradigm shift in EMI teaching practices, offering innovative solutions to traditional challenges. These tools provide personalised learning experiences, real-time feedback, and adaptive learning systems that cater to the diverse needs of students (Agrawal, 2024). For example, Magic School AI helps reduce teachers' workloads by automating routine tasks like lesson planning and grading, allowing educators to focus more on interactive and creative teaching methods (Setyaningsih et al., 2024). This aligns with active learning models that emphasize students' collaboration (Baskara, 2023). However, integrating AI faces challenges, such as coinciding tools with curriculum objectives and a lack of comprehensive teacher training (Aryal, 2024; Setyaningsih et al., 2024)

1.3. The Impact of AI on Student Learning Outcomes in EMI

The impact of AI-powered language learning tools on student learning outcomes in EMI has been largely positive. Studies have shown that AI-mediated instruction can significantly improve English language proficiency, particularly in areas such as reading comprehension, writing skills, and speaking abilities (Yifan, 2024) (Cahyono & Rosita, 2023). For example, the use of AI-based language learning platforms has been associated with improved speaking skills among college students, attributed to the interactive features and adaptive feedback provided by these platforms (Cahyono & Rosita, 2023).

Furthermore, AI tools have been found to enhance student motivation and engagement in EMI settings. By offering personalised learning experiences and fostering self-directed learning, these tools empower

students to take ownership of their language acquisition journey (Eisenring, 2024) (Alshammari, 2024). The ability of AI tools to provide instant feedback and corrections has also been shown to promote continuous improvement and refinement of language skills (Agrawal, 2024).

However, the over-reliance on AI tools has raised concerns about the potential for students to develop a dependence on technology, which may hinder their ability to think critically and engage in creative problem-solving (Alshammari, 2024). Addressing these challenges requires a balanced approach to AI integration, one that emphasizes the development of higher-order thinking skills and encourages students to use AI tools as supplements rather than substitutes for traditional learning methods (Kikuchi, 2024; Wang, 2024).

1.4. The Role of Magic School AI in EMI

Constituting the core of this study, Magic School AI has become a powerful tool in EMI, reducing teacher workload by automating lesson planning and providing diverse instructional ideas (Setyaningsih et al., 2024). It has been successfully used in various educational settings, including middle schools, high schools, and higher education institutions, to increase digital tool use, improve lesson planning efficiency, and support differentiated instruction (Chacón Molina et al., 2024; Setyaningsih et al., 2024; Kiryakova, 2024). Magic School AI also supports student learning by providing personalised feedback and fostering creativity). However, its effective use requires critical teacher oversight and strong prompt- engineering skills (Setyaningsih et al., 2024).

1.5. Challenges and Ethical Considerations in AI-Driven EMI

The integration of AI in EMI presents ethical and pedagogical challenges, such as academic integrity, student dependence on AI, and concerns about the accuracy and cultural biases of AI-generated content (Wang, 2024; Gutiérrez, 2023).Specifically for tools like Magic School AI, drawbacks include potential over-reliance leading to diminished human interaction and creativity, issues with inherent AI biases and inaccuracies, risks to student and teacher privacy, and limited customisation scope for unique classroom needs, alongside concerns regarding the assessment of knowledge, skills and information credibility in subject areas suitable for essential transformation (Raitskaya, & Lambovska, 2024). Addressing these issues requires clear guidelines and ethical frameworks. This includes developing assessments that focus on higher-order thinking (Kikuchi, 2024; Wang, 2024) and providing educators with comprehensive training to navigate the complexities of AI integration effectively (Setyaningsih et al., 2024; Aryal, 2024).

2. Methodology

2.1 Research Method

The research adopts a descriptive approach, incorporating qualitative data to investigate how AI-powered tools, specifically Magic School AI can support students' language development and facilitate more effective delivery of English as a Medium of Instruction. By employing this methodology, the study aims to gain a deeper understanding of the ways in which AI tools can enhance teaching and learning English in EMI contexts, exploring their impact on student language proficiency, engagement, and the overall quality of the educational experience.

2.2 Research Questions

- How can AI-powered tools like Magic School AI enhance the teaching and learning of English as a Medium of Instruction particularly in higher education context?
- What are the perceptions and experiences of instructors regarding the usefulness and impact of the Magic School AI tool in supporting their teaching practices and improving student learning outcomes in EMI contexts?
- What are the key challenges and ethical considerations that arise from the integration of AI tools in EMI, and how can these be addressed to ensure the responsible and effective use of these technologies?

- What strategic recommendations can be made to optimise the integration of AI tools like Magic School AI in EMI settings, ensuring a balanced approach that preserves the human elements of education while leveraging the benefits of these technologies?

2.3 Research Tools

To explore the perceptions and experiences of instructors regarding the usefulness and impact of the AI tool, the researcher administrated a survey to university educators. The questionnaire aimed to gather in-depth insights from educators on how the AI tool has influenced their teaching practices, the challenges they have faced in integrating it into their classrooms, and the ways in which it has supported or hindered student learning outcomes. The survey responses provided valuable qualitative data that contributed to a deeper understanding of the role and effectiveness of Magic School AI in enhancing English as a Medium of Instruction context.

2.4 Research Sample

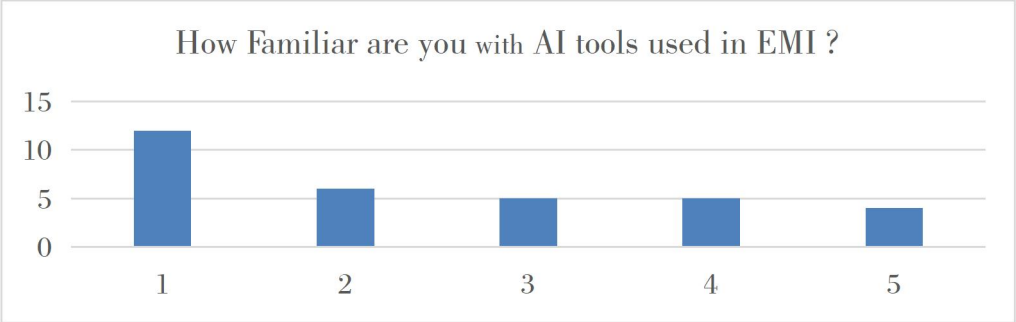
The research sample consisted of 32 English language instructors from a range of field in EFL context. These instructors were selected based on their experience in using AI-powered tools, particularly similar to Magic School AI, to support English language teaching and learning in EMI contexts. The sample was diverse, representing a range of teaching experience and subject specialisations.

3. Analysis, Interpretation and Discussion of the Findings

The analysis, interpretation, and discussion of the research findings provide critical insights into the role and effectiveness of AI tools, such as Magic School AI, in enhancing English as a Medium of Instruction. The qualitative data gathered from the surveys with educators offers a nuanced understanding of how these AI-powered tools have influenced teaching practices, the challenges faced in their integration, and the ways in which they have supported or hindered student learning outcomes.

collectively, the research findings provide a comprehensive and critical examination of the role of AI tools in EMI, informing the development of strategic recommendations for optimising their integration and leveraging their potential while mitigating the associated risks and challenges

Figure 1: Familiarity with AI tools used in EMI

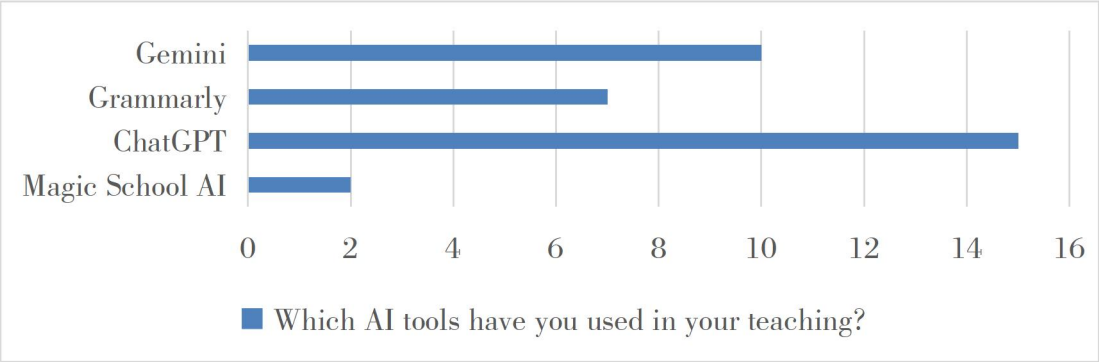


The data represents the responses of 32 participants distributed across five levels of familiarity. The horizontal axis denotes the levels of familiarity, while the vertical axis indicates the number of responses. The breakdown is as follows:

- Level 1: 20 responses
- Level 2: 2 responses
- Level 3: 4 responses
- Level 4: 6 responses
- Level 5: 0 responses

The data suggests that the majority of respondents rated their familiarity at level 1, with no participants reporting the highest level of familiarity (level 5).

Figure 2: AI tools have been used in teaching



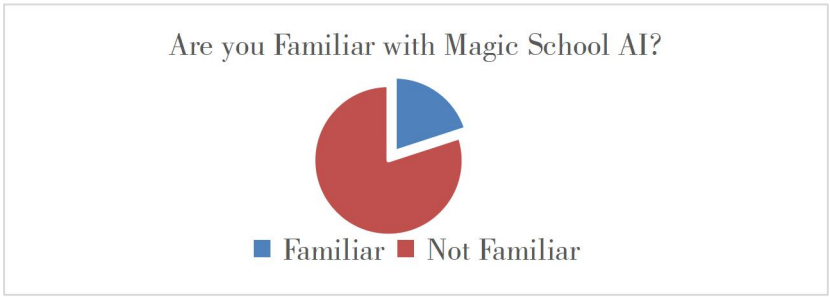
The data presented in the chart reflects the usage of four AI-powered tools among a sample of 32 participants. The key findings are as follows:

Tools and Utilisation Rates:

- ChatGPT: This tool has the highest usage, with 93.3% of respondents indicating they have employed it.
- Gemini: The second most widely used tool, with 66.7% of respondents reporting its utilisation.
- Grammarly: Used by 46.7% of the participants.
- Magic School AI: The least utilised tool, with only 13.3% of respondents reporting its use.

The data suggests that ChatGPT is the predominant AI-powered tool employed by the respondents, while Magic School AI has the lowest adoption rate among the four tools examined.

Figure 3: Familiarity with Magic School AI



The data presented in the pie chart (figure 3) depicts the level of familiarity with the AI tool among the 32 survey respondents. The chart is divided into two segments:

The blue section, accounting for 20% of the responses, represents respondents who are familiar with Magic School AI. The orange section, comprising 80% of the responses, indicates that the majority of respondents are not familiar with the AI tool. This visual representation suggests that the majority of the research participants are unfamiliar with the Magic School. the findings also indicate that the majority of participants tend to rely on ChatGPT rather than on education-oriented AI tools, while a smaller proportion have some knowledge or experience with it.

The potential benefits of using AI tools in EMI are wide- ranging and multifaceted. These AI-powered technologies can significantly enhance the language learning experience for both teachers and students. For this particular reason, the participants were asked about their perception regarding the benefits of integrating AI tools in EMI practices.

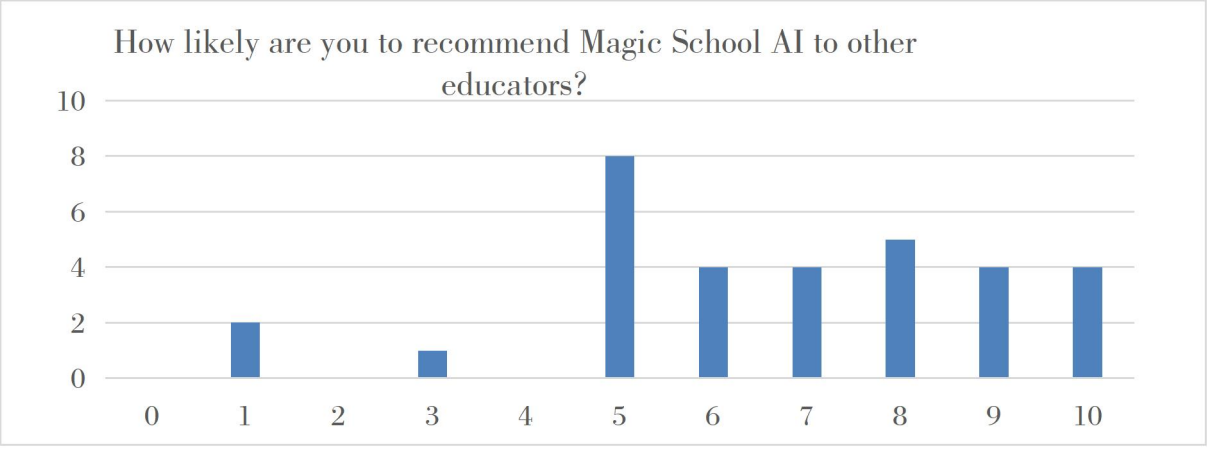
The analysis of the participants' responses indicates a supportive perception for the integration of AI-powered tools in language learning and English as a Medium of Instruction environments. The key themes highlighted include:

- AI-Powered Language Learning Tools: The respondents emphasised a range of AI-powered features aimed at enhancing language instruction, such as adaptive exercises, automated lesson planning, content generation, and multimedia creation. There is also a focus on using AI for text summarization and speech recognition technologies to facilitate pronunciation and fluency evaluations.
- Benefits for EMI Courses: Many respondents note that AI can support content teachers in meeting language requirements, thereby elevating the accessibility and quality of course delivery. There is a clear emphasis on how personalised learning experiences can be created by analysing students' strengths, weaknesses, and learning styles. AI is viewed as a tool that can modernise lesson planning and administrative functions while simultaneously enhancing content delivery and students' engagement.
- Specific AI-Powered Features: The responses mention various AI-powered features, including language assistance tools (e.g., translation aids, subtitles, automated grammar checks), personalised learning mechanisms that adapt content to suit individual student needs and provide instant feedback, engagement tools like chatbots and summary generators, and accessibility and efficiency enhancements through speech-to-text technologies and pronunciation aids.

The overall perception expressed in the respondents' answers is positive regarding the integration of AI-powered tools in language learning environments. There is a shared view that the incorporation of these technologies can significantly enhance personalised learning, improve teaching efficiency, and break down language barriers, thereby creating a more inclusive, accessible, and engaging learning experience. While the majority are enthusiastic about the benefits, there is a brief mention of a section labelled "No benefits," but this section lacks detail, suggesting that the dominant perspective remains largely in favour of the adoption of AI in educational settings.

The discussion alternates between general benefits and specific examples of AI applications, offering both a broad overview and detailed insights. There is an underlying emphasis on the transformative potential of AI to reshape educational methodologies, especially in environments where language proficiency is crucial. The respondents underscore the dual advantage of providing significant support to both teachers and students simultaneously.

Figure 4: How likely are you to recommend Magic School AI to other educators



The bar chart titled "How likely are you to recommend Magic School AI to other educators?" It represents the responses of 32 participants to this question, with the x-axis showing the response options (on a scale from 1 to 10) and the y-axis showing the number of responses for each option.

The majority of respondents (25%) selected 5, indicating a neutral or moderately positive likelihood of recommending Magic School AI. A smaller but notable group (15.5%) selected 8, suggesting a more positive inclination. A minority (3.12%) selected 1, indicating a low likelihood of recommending the tool. The data suggests mixed opinions about Magic School AI, with a tendency toward neutral or slightly positive recommendations. The high number of neutral responses (5) may indicate that users are either undecided or have had an average experience with the tool. The presence of both high (6, 7, 8,9, 10) and low (1) scores highlights a diversity of user experiences, which could be explored further to understand the reasons behind these ratings. Based on the survey results, Magic School AI has received mixed feedback from educators. The majority of responses cluster around the neutral point (5), with some positive ratings (6, 7, 8,9, 10) and a small group of detractors (rating of 1).

Figure 5: Rate the of AI tools on the following aspects of EMI

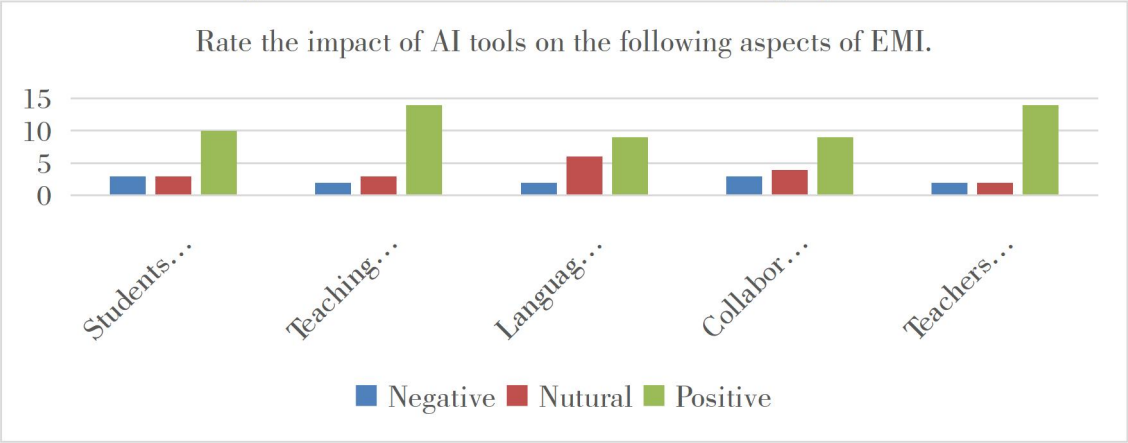
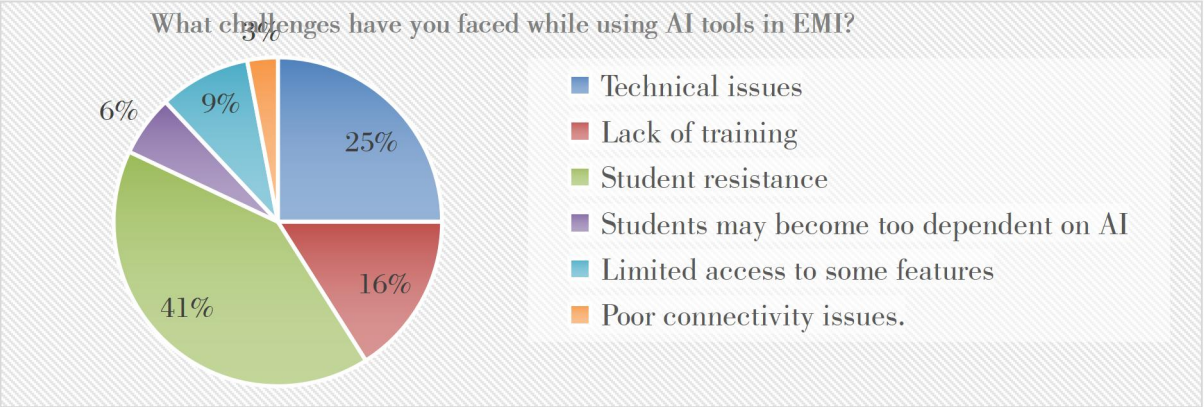


Figure 5 displays responses regarding how AI tools are perceived to affect five facets of English as a Medium of Instruction (EMI): teacher overload, collaboration and creativity, language proficiency, teaching effectiveness, and student engagement. Three perceptions—negative, neutral, and positive—are used to classify the data. the chart indicates that the majority of responses skew towards a positive impact from AI tools. For most metrics, positive responses (represented in grey) are significantly higher than both neutral (orange) and negative (blue) responses. This suggests that users perceive AI tools as beneficial in enhancing various facets of the educational process for university educators.

The findings strongly advocate for the sustained employment and amplification of AI tools within tertiary educational contexts. The data convey not only optimism about AI's capacity to enhance engagement, efficiency, creativity, and reduce workload, but also underscore the significance of continuous refinement efforts to further improve these tools. The analysed data serves as a positive indicator that embracing AI in education can holistically enrich the teaching and learning environment, ultimately benefiting both students and educators.

Figure 6: Challenges faced by Educators while using AI tools in EMI



The pie chart that illustrates the challenges Educators faced while using AI tools in EMI (English as a Medium of Instruction). The chart is divided into six segments, each representing a specific challenge and its corresponding percentage. The largest challenge is student resistance (41%), while the smallest is poor connectivity issues (3%). Student resistance is the largest factor, suggesting that many students may be sceptical or uncomfortable integrating AI tools into their learning process. Resistance may stem from unfamiliarity or distrust of new technologies. There might be a fear that AI could overshadow traditional learning methods or diminish critical thinking. Cultural or educational mindset shifts may be needed to foster a more positive attitude toward these innovations.

Below is a descriptive analysis and interpretation of the responses on how AI tools in English as a Medium of Instruction could be improved:

Table 1: AI tools in EMI

Responses	Interpretation
Encouraging Originality	One response emphasized that AI tools should stimulate original thought rather than simply providing direct answers. This suggests that users want tools that support critical thinking and creativity rather than just spoon-feeding information.
Transparency and Clarity	There is concern over some "inconveniences" of current AI tools being unclear or even mysterious. Respondents seem to value improvements in how AI communicates its processes and limitations, leading to a need for enhanced transparency.
Training and Workshops	A couple of responses noted that professional training or dedicated workshops for both teachers and students might be beneficial. This would help integrate AI tools more effectively into the teaching and learning process, ensuring that users know how to make the best use of them.
Contextual and Critical Understanding	Feedback indicates that while AI tools are powerful, they still struggle with understanding context, critical thinking, and emotional intelligence. Enhancing these aspects could make the tools more robust in diverse educational settings.
Cultural and Contextual Relevance	One suggestion highlighted the need to deliver more culturally diverse and contextually relevant content. This would help improve inclusivity and better cater to diverse learner backgrounds in EMI settings.
Adaptability and Offline Functionality	Some responses mentioned that AI tools should be more adaptable to different proficiency levels, offer context-aware feedback, and ideally function offline. This improvement could help meet the different needs of both students and instructors, particularly in regions with limited internet connectivity.

Integration and Recognition	There is a call for a more real recognition and integration of AI tools in the teaching process. This implies that beyond technical capabilities, AI in EMI should be more seamlessly incorporated into the educational framework.
Ethics, Privacy, and Professional Use	Concerns around ethical considerations, transparency, privacy, and potential oversight or biases were noted. These areas call for rigorous standards and safeguards to prevent misuse and ensure that the tools assist rather than mislead.
Uncertainty	One response mentioned "No idea," indicating that at least one respondent is either uncertain or lacks enough information to provide specific suggestions. This highlights a possible area for increased user education or clearer communication about AI capabilities and limitations.

4. Discussion and Key Insights

The case study shows that AI tools—using Magic School AI as a case in point—can positively influence EMI teaching. The methodology combined quantitative survey data and qualitative insights, revealing that most educators are not only familiar with these tools but also find them beneficial. This includes improvements in lesson planning, content generation, and personalised feedback. Moreover, educators noted increased student engagement and enhanced language proficiency, aligning with the broader potential of AI in education.

4.1. Discussion of Findings

The findings indicate that educators perceive AI tools as complementary to traditional teaching rather than substitutive, despite acknowledged challenges. Overall perceptions emphasize a positive influence on academic outcomes, reflecting increasing acceptance of AI applications in EMI contexts and strong support for their sustainable and scalable implementation across diverse educational settings.

The implications of these findings are significant:

- Enhanced Teaching Processes: AI-powered tools can reduce administrative burdens, allowing teachers to focus more on pedagogy and student interaction.
- Student-Centred Learning: The ability of AI tools to provide personalised learning experiences is pivotal. These tools can cater to individual student's needs, potentially leading to better learning outcomes.
- Challenges to Address: As the study indicates, integration challenges—such as technical issues and the necessity for comprehensive training—must be addressed to maximise the benefits of these tools. Ensuring that AI supports critical thinking rather than just providing direct answers is key to fostering independent learning.
- Future Directions: Ongoing research is necessary to monitor the long-term impact of AI in EMI. The case study paves the way for further exploration into areas like student learning trajectories, teacher adaptation to AI tools, and potential resistance or acceptance over time.

Overall, the data provide a thoughtful discussion that situates AI not as an all-encompassing solution but as a meaningful complement to EMI strategies. This balanced view is critical for decision-maker in higher education context aiming to implement technology-enhanced education in a sustainable manner.

4.2. Strategic Recommendations for Optimising AI Integration in EMI

To fully harness the potential of AI-powered tools like Magic School AI in EMI, tackling the issue of its integration in higher education classrooms requires a more comprehensive approach. Firstly, the professional development workshops for educators should include customised self-directed learning paths, tailored toward collaborative engagement, AI-assisted teaching frameworks, and on-the-go micro-learning sessions. This surpasses the one-size-fits-all model which ignores varying training requirements and skill levels. Equally, institutions must develop a more inclusive ethical and assessment framework. For instance, updated ethics policies on matters such as intellectual property, data ownership, and academic integrity should be part of the dynamic framework. Assessments should focus on the demonstration of creative and

critical thinking rather than mere rote memory recall. Also, there needs to be clear policies on the AI tools that can be utilised by the educators and students.

Lastly, a context-specific AI integration strategy needs to be developed and gradually rolled out. This entails implementation of pilot projects, conducting thorough tool for assessments, selection of appropriate technologies, establishment of sound IT infrastructure, and relevance of AI materials to the local context. A diverse EMI context justifies tailored strategies rather than a comprehensive remedy.

5. Overall Recommendations:

- Enhance Transparency and Explain Ability: Tools should provide clear insights into how they operate, their limitations, and the rationale behind their outputs.
- Encourage Critical Thinking: Design systems that do not just provide answers but promote inquiry and original thought. For example, by offering hints or scaffolding rather than full solutions.
- Offer Training and Educational Workshops: The most recommended strategies were introduced by Angelova-Stanimirova and Lambovska, (2024), two cognitive learning/teaching strategies (attending academic writing courses and formal training at universities) and three social strategies (providing access to resources, requesting proofreading/feedback and using peer feedback), and one metacognitive strategy (information management through corpus tools).
- Improve Contextual and Cultural Adaptability: Enhance the AI's ability to deliver context-aware and culturally relevant content, ensuring inclusivity across diverse learner populations.
- Boost Adaptability and Functionality: Ensure tools are flexible to different proficiency levels and can operate in various settings (including offline modes) to accommodate a range of educational needs.
- Address Ethics, Privacy, and Bias: Develop and enforce standards for ethical AI use, ensuring processes are robust against bias and maintain high standards for user privacy.

Conclusion

In conclusion, the findings of this study provide valuable insights into the influence of AI-powered tools, such as Magic School AI, on English-Medium Instruction from the perspective of educators. The data and qualitative insights reveal that most educators are not only familiar with these tools but also find them beneficial, leading to improvements in lesson planning, content generation, and personalised feedback. Moreover, educators noted increased student engagement and enhanced language proficiency, aligning with the broader potential of AI in education.

The implications of these findings are significant, as they suggest that AI-powered tools can enhance teaching processes, enabling teachers to focus more on pedagogy and student interaction, while also providing personalised learning experiences for students. However, it is crucial to ensure that AI supports critical thinking rather than just providing direct answers, in order to foster independent learning.

Overall, the study provides a discussion on the role of AI in EMI, recognizing its potential as a meaningful complement to traditional strategies. To fully harness this potential, strategic recommendations have been provided, including professional development for educators, the establishment of ethical guidelines and assessment methods, a balanced approach to AI integration, and continuous research and development. By addressing these key considerations, stakeholders can optimise the integration of AI-powered tools like Magic School AI in EMI, ultimately leading to enhanced teaching and learning outcomes.

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