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Exploring The Impact of Artificial Intelligence on Motivational Teaching Strategies among GFP Omani Students at Sohar University: Perspective of GFP Teachers: A qualitative Study

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Abstract:- This qualitative study, aimed at investigating the impact of artificial intelligence (AI) as a part of educational implications on motivational teaching strategies to rise the motivation towards learning among GFP students at Sohar University. The sampling selection was purposive and experienced and consisted of 15 teachers from Sohar University (General Foundation Program), 15 teachers who teach English, five teachers from Elementary, five from pre-intermediate and five from intermediate. The semi structured interviews were done for these teachers and the collected data was analyzed by a qualitative semantic analysis. The findings revealed that, the GFP students are suffering from lack of motivation although the GFP teachers are playing a very effective role in developing motivational teaching strategies though the use of intelligent effective learning tools in vital learning environment and enhancing motivation is still a very crucial task and needs much efforts as students have different ways of learning styles and they have different psychological issues that hinder their motivation. The study recommended the teachers to continuous using the motivational teaching strategies that are supported by artificial intelligent tool and adapting the learning implications that enhance the motivational teaching strategies.

Keywords: Artificail Intelligence)AI), Motivational Teaching Strategies.

1. Introduction

In Oman, the teaching strategies for all the subjects is enhanced by the Ministry of Higher Education and all the subjects are supported through the use of technological effective tools and promoting effective learning methods and this is to support the learners in all Omani universities and colleges to set their goals that are used to increase the motivation(Alkaaf & Al-Issa, 2021; Alzadjali, 2019). In the other side, motivation factor is a very basic element in the class activities which leads to better performance undoubtedly (Wlodkowski & Ginsberg, 2017). Motivation is defined as enthusiasm to reach the goals and it is derived from the Latin word " movere" and the motivation consists of two types which are external and internal (Nur, Anisaurrohmah, & Hamidy, 2022). The external motivation is called the extrinsic which means the inspiration that is occurred by rewards however the internal motivation is the meaning of success and achievement in reaching a specific task without rewards. (Capunitan, Lirado, & Gregana, 2023) .

Motivational teaching strategies means that the strategies that contain different creative and various ways of teaching though different effective teaching tools in cooperative and vital learning environment (Inayatulloh, Dunggio, Nurjanis, & Bangun, 2023). The artificial intelligence is considered as a computing system that enhance the way of teaching and learning by adding digital learning via learning machinery and technology(Gligorea et al., 2023). Artificail intelligence (AI) recently has been considered as an effective

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beneficial part that causes successful teaching strategies and learning in the classrooms (Nguyen, Tran, & Nguyen, 2023). AI has added changes in teaching and education rapidly and this allows the teachers to improve their teaching in which it encourages the students to learn effectively (Kamalov, Santandreu Calonge, & Gurrib, 2023; Nguyen et al., 2023).

2. Problem Statement

Sohar University is the first private University in Oman and established first in 2001. GFP is a General Preparation Program that supports students who register at university first to get knowledge of the basic subjects (English, Math and IC3) in order to get readiness for the faculties later (Sohar University 2000).

The study investigated the effects of artificial intelligence and how it is very effective on the motivational teaching strategies. This was observed though the notes of the majority of teachers and the noticeable negative students' attitudes in the classrooms and the motivation is facing as a necessary factor, the risk of being negative (Azamatova, Bekeyeva, Zhaxylikova, Sarbassova, & Ilyassova, 2023).

Study Purpose

The qualitative study aimed at explore the impact of AI on the motivational teaching strategies to enhance the learning and boost the motivation in GPF English classes.

Study Objectives

The study aimed to reveal the following main aim:

- Exploring the impact of artificial intelligence on motivational teaching strategies in GFP classrooms.

The study aimed to reveal the sub-aims as follows:

- Exploring the future challenges related to artificial intelligence that hinder developing motivational teaching strategies.

Study Questions

Through the previous objectives, the main study question represented as:

- What is the impact of artificial intelligence on motivational teaching strategies in GFP classrooms?

The Sub-Questions

The sub-questions are as follows :

- What are the challenges related to artificial intelligence that hinder developing motivational teaching strategies?

Study Limition

Sohar University , General Foundation Program, 2023-2024, Semester Two.

The Sampling

This study focused on a purposive sampling that consists of 15 teachers from Sohar University (General Foundation Program), five from Elementary, five teachers from pre-intermediate and five from intermediate.

Methodology

In the current study, the qualitative study method is applied to figure out the impact of artificial intelligence on motivational teaching strategies that promote the students' motivation and desire towards learning effectively. The used method is a qualitative research design and analyzed using qualitative thematic analysis. For the data collection, the answers are collected from applying the research tools of semi – structured interviews and organized by categorized six themes related to motivational teaching strategies related to artificial intelligence.

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Theoretical Framework

According to Dornyei (2001) stated a set of motivational strategies related to teaching the language in which it focused on the comprehensive taxonomy motivational strategies and include a set of strategies as follows:

Creating the Basic Motivational Conditions

This assumption is explaining that the learners will not be able to learn if they don't feel comfortable and this happens by showing the learners the care towards their learning, success, useful and pleasant learning, digital, technical and vital environment and positive group dynamics (Dornyei 2001).

Generating Initial Motivation

In the educational process, once the learners' purpose is appointed and it becomes clear, the learners will be able to achieve the learning of the language and this increases their beliefs and interests towards the aim that they have to achieve in the competence (Dornyei 2001).

Maintaining and Protecting Motivation

Learning language is not an easy task and it takes long time to achieve its outcomes. It is challenging to notice the progress not the improvement sometimes when learning language takes place in the classrooms. On the other side, the learners face multi distractions and the teachers' role is challenging as their tasks include setting an enjoyable learning environment , engaging all the learners, setting the goals and supporting the learners to reduce their anxiety, fears , low confidence and shyness and once the teachers' tasks and roles are applied they absolutely will face the difficulties although they can rise the learners ability and make them more creative , autonomous and self-motivating (Mänty, Järvenoja, & Törmänen, 2020).

Encouraging Positive Self-Evaluation

This strategy is highly appreciated by Dornyei (2001) since it supports the learners to work on the right way to achieve their learning outcomes by giving the constructive feedback ,rewards marks and these elements will add the sense of satisfaction and achievement towards L2 knowledge they get in the classrooms.

3. Literature Review

The researchers and teachers, instructors and professors believe that motivation is a very significant issue and it means the willingness and desire to learn and achieve the long-term goals (Gardner, 2010). According to Ryan and Deci and (2000), the motivation is divided into two types which are called intrinsic and extrinsic and the intrinsic motivation is related to an internal desire to achieve and accomplish the learning goal while the extrinsic motivation is external desire to achieve a specific goal. According to (Çebi, Güyer, & Technologies, 2020) the process of beginning and maintaining goal-directed learning is referred to learning motivation. In order for individuals to learn, motivation is an essential factor. It affects how motivated students are to participate, interact and learn in educational activities, how engaged they are in the learning process, and how well they perform academically. With regard to emotional and cognitive processes, such as ideas and beliefs held by students, as well as environmental and social circumstances, motivation has a complex and multifaceted structure and if motivation is affected negatively the other factor of teaching and learning strategies will be affected negatively too (Mänty, Järvenoja, & Törmänen, 2020). For more clarification, given the importance to motivation are strongly related as it is necessary to look at how motivation and learning environments interact. Students must maintain their motivation over the long term because they must assume more responsibilities in order to facilitate learning in learning settings.(Urhahne & Wijnia, 2023)

Intrinsic Motivation

First, this part is playing a very major role in learning and teaching and it is defined as the most necessary part as the extrinsic motivation means internal wish to reach a specific aim and it requires three various (independence, competence, relatedness). The learners will experience the senses of selecting the things that they really want and propbly will try to do it and learn how to do it as well as the learners have the ability to

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search the ways of controlling the environment and the relationship that they will create with other learners (Ryan & Deci, 2019).

Extrinsic Motivation

On the other side, extrinsic motivation is an essential factor in which it means the actual external desire of learners they want to reach because of rewards and reinforcement, presents and prizes (Eraković & Topalov, 2021).The motivations' both sorts are highly recommended in the learning and teaching process. Although both are different, they are sharing the same goals and purposes of increasing the level of teaching and learning (Guay, 2021).

Learning English as a Second Language

Obviously, learning English as a second language has its relation with motivation. The learning of L2 language is not only occurring the logistic rule but using the linguistic rules to master the L2. Motivation is one of the most researched filed to learning L2 (Woldkowsk and Ginsberg, 2017). According to (Ushioda, 2013), learning L2 has different three classification (intrinsic value, integrative value and instrumental value). The intrinsic value is related to the internal interest of learners, the integrative value is related to the positive attitude of the learners to learn L2 and the instrumental value is related to the educational chances like occupations, duties and jobs. Learning L2 has its own useful motivational strategy. In the area of learning L2 in the study of Benson (Benson, 2013) mentioned that the learners' self-efficiency has three various approaches in which it enhances learners' motivation. These approaches are divided into three parts:

a) Resourses- Based Approach that are related to independent utilization of learning materials by self-sufficient learners in learning process.

b) Technology- Based Approach that is related to independent collaboration of learners with technologies of learning and teaching.

c) Learner-Based Approach that is related with improving the learners' abilities in learning.

The study is conduct by(Benson, 2013) these approaches are very powerful parts that support learners' motivation via promoting the self-sufficiency strategy and the learners' autonomy to achieve the assigned learning duties in the learning process that can be supported by the teachers.

Currently, the technology has become a very important element in the educational process and a study is conduct by (AlShawi & Lafta, 2014) stated that the technical games especially now with the area of IA has played a major role in teaching that can support the teachers to improve the learners' motivation towards learning English. These technical intelligent games can lead to better teaching vocabulary, reading, writing, listening and grammar. This study recommends to use the technical learning games by drilling and cycling words and not by memorizing. Additionally, according to Raja (Raja, 2017) the learning cooperative language strategy can lead to effective improvement of learners' English skills.(Al-Matari, Mukit, Saadi, Balushi, & Al-Abri, 2023; Al Harrasi, Salah El Din, & Balushi, 2021; Slimi, 2022)

Artificial Intelligence (AI) in Education

AI is "the study of how to make computers do things which, at the moment, people do better"(Al Harrasi et al., 2021) This is a wide-ranging definition that includes any and all things that a human being does. This includes everything from the simple, such as storing and retrieving information, to the complex, such as reasoning, decision making, learning, and understanding. This concept sets the stage for the entire educational process that involves a student trying to learn from a teacher. Thus, AI provides the tools to automate processes involved in learning and to take the place of a teacher in achieving a desired goal. This provides an alternative mode of learning for a student and thus creates a one-on-one learning experience. And it is well-documented in education literature that a one-on-one learning experience can be a most effective means of learning for a student (Kulik & Kulik, 1991) A student may also learn from intelligent software that is always available and can repeat things over and over again without any hint of frustration. This is something that a human teacher often will not do.(Ukenova & Bekmanova, 2023)

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For the better part of the 21st century, artificial intelligence has captured the imagination of many researchers in the field of education. Theoretically, the idea of a machine being able to exhibit intelligent behavior equivalent to, or indistinguishable from, that of a human has wide-ranging implications (Baker & Siryk, 1984), These implications substantially increase when the techniques and concepts of AI are utilized in the realm of education (Grassini, 2023).

Artificial Intelligence (AI) has revolutionized numerous industries, and now it has the potential to transform education as well. Imagine a future where AI acts as a motivational tool, inspiring and encouraging students to reach their full potential. With AI, personalized learning experiences can be created, tailored to the individual needs, and learning styles of each student. This exciting technology can provide real-time feedback, analyze data, and adapt teaching methods based on the student's progress. By utilizing AI as a motivational tool in education, students can be engaged in a dynamic and interactive manner, making learning more enjoyable and rewarding.(Almusaed, Almssad, Yitmen, & Homod, 2023)

One way AI can act as a motivational tool is through the use of virtual assistants(Mekni, 2021). These virtual assistants can provide students with personalized recommendations and suggestions based on their strengths and weaknesses. They can also offer encouragement and positive reinforcement, helping students stay motivated throughout their educational journey. Additionally, AI can analyze student performance data and provide targeted interventions to address areas where improvement is needed. This personalized approach to education can boost students' confidence and self-esteem, ultimately leading to greater academic success.(Makhambetova, Zhiyenbayeva, & Ergesheva, 2021)

Furthermore, AI can enhance the learning experience by providing interactive and immersive simulations. These simulations can make abstract concepts more tangible and relatable, helping students grasp difficult concepts more easily. For example, AI-powered virtual reality (VR) tools can transport students to historical events or scientific experiments, allowing them to experience these events firsthand(Adnan, Fahimullah, Farrukh, Askari, & Jameel, 2023). This type of immersive learning experience not only makes learning more engaging but also sparks curiosity and fosters a love for learning (Marougkas, Troussas, Krouska, & Sgouropoulou, 2023).

In conclusion, AI has the potential to revolutionize education by acting as a motivational tool. With personalized recommendations, targeted interventions, and interactive simulations, AI can inspire and engage students in ways that traditional teaching methods cannot. By harnessing the power of AI in education it is possible to create a fact where every student feels motivated, empowered, and excited about learning.(Mallik & Gangopadhyay, 2023; Rong, Lian, & Tang, 2022)

The previous literature review conducts some studies which are beneficial and useful to support the study problem that is revealed the impact of artificial intelligence on the teaching strategies however, there are few Omani studies conducted to reveal this issue so, it is recommended to extend these studies for further invisitgations.

4. Findings and Discussion

Various Effective Teaching Strategies

Participants answers revealed that the teachers have to be a powerful factor in the learning process in which they can encourage the learners and must be inventive and creative in the way that they can adapt the tasks according to the learners' ways of learning and the best intelligent and technical strategies of teaching away of boredom and traditional ways of teaching and apply artificial intelligence (AI).

The teachers have to consolidate the learning activities effectively by using great cooperative group discussions and technical intelligent learning activities such as games and competitions. This way will cause the increase of learning enthusiasm and interest and create the sense of fun and desire to work towards their assigned outcomes.

The participants responses reveled that, the teachers have to apply different vital tasks and activities away from the traditional lecturing methods and allow the learners to increase their cooperation instead of the usual

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routines in the classrooms and the study showed the vital role of artificial intelligence games and utilized cooperative groups work in developing the motivation in the effective technical learning environment.

The participant revealed that the smart applications are playing the best motivational part to improve the motivation and they are considered as the most effective part in teaching strategies. The applications are used in the IA field in which they play a very vital role for instance **Chatbot** allows the students to practice the English writing skills and improve the chatting and **Google Voice**, **Siri and Speaky** that support the speaking and at the same time these applications save the timing by giving effective feedback for the students. Moreover, the application **Bard** support the students' spelling correction by giving effective feedback on the spelling errors.

The cooperation is a very significant part in the learning field as it improves the motivation thought group tasks and recently it is related to IA that provides positive feeling towards teaching and learning. The participants responses showed that the groups work is very significant as it supports motivation and they revealed that using IA applications support the teaching strategies and as a result rise the motivation by applying group intelligent games for instance, **Duolingo** which is considered as a vital smart exciting application including many exercises and applications of learning. Also, the application of **Follow the Leader** enhances the role play in learning English. Face to face group is highly supportive towards learning English as students work together and support each other in the classrooms effectively.

Setting the Learners' Goal

The teachers can support the learners to assign the learners needs and the reasons why they want to learn English. The teachers select the learners' different interests and desires will much helpful to appoint their aims towards learning and if the teachers have the abilities to observe the learners' needs and this will lead to better teaching according to the learners' aims.

On the other side, the participants showed that the teachers setting the learners goals is really essential in the learning process. Appointing the learners' goals must be done by teachers' support and once the learners set their realistic goals, they will be able to get aims and self-satisfaction by accomplishing their tasks.

Conducting Effective Feedback

Moreover, providing effective feedback is one part that can be useful for improving motivation as it supports the learners to get their destination towards what they need and reach and know and as well as it increases the interactive intelligent technical collaborative groups and make the learners more engaged in the learning.

Effective Learning Environment

The participants revealed that the environment must be playful and interactive in the classrooms. The enjoyable intelligent, technical and vital environment motivates the learners to work hard and achieve the learning outcomes and this occurs by creating effective learning activities which must be smart and avoid the traditional activities.

The challenges

The teaching in the classrooms is facing many challenges towards increasing the motivation and it is a very difficult process to identify the difficulties of applying the motivational teaching strategies. Indeed, the collaborative motivational strategy is not all the time purposeful and faces various obstacles and that is because of several challenges of sometimes mixed class abilities that makes each learner divers from another and as well as the needs differ from one learner to another. Another issue is that, each learner has his or her own interest and needs and this create challenges in the difficulty of identifying the learners' goals. Sometimes, using **ChatBot** and **ChatGPT** create lazy learners since they just put the questions and get the points easily without using their efforts to find the information they are looking for.

Another issue is that, the learners are in their first year at university, and there is no grade for the Foundation Year as a result the learners don't pay attention to what they learn and they only take care of attending the classes without paying effort and only they try to study before the assessment just for the aim to pass.

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Now, lots of distractions have been constituted obstacles that learners face and using technical social media is one of the fields that make learners unfocused in their study and pay attention to their mobiles and chats during the classes.

Another issue, the students are coming from secondary schools to the first academic university with poor English background and this study will shed light on this big problem for the future investigations. Additionally to this point, some learners but not all are studying the subject that they cannot find themselves in, this means they are studying something that they don't like and as a result their negative willingness and readiness will affect their grade and motivation negatively.

Moreover, the participants revealed that, the students face different issues related to their psychological problems that may hinder their motivation level such as family problems or psychological sicknesses, fear of failure and shyness and these affect the motivation negatively as a result the teachers will face difficulties that prevent effective motivational teaching strategy because of the absence of students' motivation.

5. Recommendations

This qualitative study recommends the follows :

- Applying the most effective motivational teaching strategies by using artifical intellegience (AI).

- Full filing the learners needs according to the latest teaching strategies related to AI.

- Enhancing the learners to avoid the obstacles that hinder the learning and motivation process towards learning English.

- Creating smart, technical and vital teaching opportunities in the classrooms' environment.

- Applying learning by doing using the smart applications towards learning English Language effectively.

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