



REVIEWER'S REPORT

Manuscript No.: IJAR-56823

Title: Artificial Intelligence in English Language Education: Teachers' and Students' Perspectives in Arab Secondary Schools in Israel

Recommendation:

- Accept as it is
- Accept after minor revision**
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	...			
Techn. Quality		...		
Clarity		...		
Significance	...			

Reviewer's ID: JPR-180

Detailed Reviewer's Report

The research paper titled “Artificial Intelligence in English Language Education: Teachers' and Students' Perspectives in Arab Secondary Schools in Israel” presents a relevant and timely exploration of the role of AI in language education within a minority and under-resourced context. The study is well-motivated, addressing a clear research gap concerning the implementation of AI in Arab schools in Israel. The abstract effectively summarizes the purpose, methodology, and key findings, providing a concise overview of both the opportunities and challenges associated with AI integration. The introduction is informative and supported by recent literature, successfully situating the study within global educational and technological developments. The theoretical and conceptual frameworks of the study are appropriately grounded in established models such as constructivism and the TPACK framework. These frameworks strengthen the academic foundation of the research by linking AI integration to pedagogical theory and teacher competence. The literature review is comprehensive and demonstrates good engagement with contemporary scholarship. It effectively highlights issues such as the digital divide, linguistic barriers, and inequities in access to technology. However, at times, the review tends to be descriptive rather than critically analytical, and a more synthesized comparison of studies could have enhanced its depth.

Methodologically, the study adopts a qualitative approach using interviews and focus groups, which is appropriate for exploring perceptions and experiences. The selection of participants, though limited to a single school, allows for an in-depth understanding of the context. The use of thematic analysis adds credibility to the data interpretation process. Nevertheless, the small sample size and limited geographical scope restrict the generalizability of the findings. Additionally, the researcher's direct association with the school, while beneficial for access, may introduce potential bias that could have been addressed more explicitly. The findings of the study are clearly presented and logically organized into key themes such as benefits of AI, infrastructural challenges, language barriers, teacher readiness, and student engagement. The discussion effectively connects these findings with existing literature, reinforcing the argument that while AI has strong potential to enhance learning, its success depends heavily on contextual factors. The emphasis on linguistic inclusivity, particularly the lack of Arabic-supported AI tools, is a significant contribution, highlighting an often-overlooked dimension of educational technology.

The implications and recommendations provided are practical and relevant. Suggestions such as developing Arabic-based AI tools, improving technological infrastructure, and providing teacher training are well-aligned with the study's findings. These recommendations demonstrate the study's applicability to policymakers, educators, and developers. The conclusion effectively summarizes the study while acknowledging its limitations and suggesting directions for future research, particularly the need for larger-scale and quantitative studies.

Overall, the paper is a valuable contribution to the field of AI in education, especially in the context of marginalized and linguistically diverse communities. While the study is strong in its contextual relevance and

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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practical insights, it could be further improved through deeper critical analysis, broader sampling, and clearer articulation of limitations. Despite these minor shortcomings, the research successfully highlights the intersection of technology, language, and equity, making it both meaningful and impactful.