



ENHANCING EFL STUDENTS' ACTIVE PARTICIPATION THROUGH GENERATIVE AI-BASED LEARNING ACTIVITIES

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Abstract

The rapid development of generative artificial intelligence (GenAI) technologies has created new opportunities for improving students' active participation in English as a Foreign Language (EFL) learning environments. This thesis explores the role of generative AI-based learning activities in increasing learners' engagement, interaction, and involvement in the language learning process. The study examines how AI-supported activities, including conversational practice, personalized writing tasks, adaptive exercises, and interactive feedback mechanisms, contribute to creating more dynamic and learner-centered EFL classrooms. Generative AI tools provide students with opportunities for continuous language practice, immediate feedback, and individualized learning support, which can encourage active participation and reduce barriers related to language anxiety and limited classroom interaction. The research emphasizes that AI-based activities should be designed not as substitutes for traditional teaching methods, but as complementary instruments that stimulate communication, collaboration, critical thinking, and independent learning.

The thesis highlights the importance of pedagogically grounded integration of generative AI into EFL instruction. Effective implementation requires carefully designed tasks that motivate students to analyze, create, discuss, and reflect on AI-generated content. The findings suggest that generative AI-based learning activities can significantly contribute to increasing students' participation, improving learner autonomy, and developing more interactive foreign language learning environments.

Keywords



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generative artificial intelligence, EFL students, active participation, AI-based learning activities, learner engagement, language learning, interactive learning, learner autonomy.

INTRODUCTION

Active participation is considered one of the key factors determining the effectiveness of English as a Foreign Language (EFL) learning. Successful language acquisition requires not only the acquisition of linguistic knowledge but also students' continuous involvement in communication, problem-solving activities, collaborative tasks, and independent learning processes. However, many EFL classrooms still face challenges related to limited student interaction, lack of confidence, fear of making mistakes, and insufficient opportunities for individualized language practice.

The emergence of generative artificial intelligence (GenAI) technologies has introduced new possibilities for addressing these challenges. Unlike traditional digital learning tools, generative AI systems can create personalized learning materials, simulate real-life communication scenarios, provide immediate feedback, and adapt activities according to learners' needs. These capabilities allow educators to design more interactive and engaging learning environments where students can participate actively in various language activities. Generative AI-based learning activities can support EFL students' participation by increasing opportunities for communication practice and reducing psychological barriers. For example, AI-powered conversational agents enable learners to practice speaking skills in a low-pressure environment, while AI-assisted writing activities encourage students to revise, analyze, and improve their language production. Such activities promote greater involvement by allowing students to interact with learning materials and receive immediate responses to their efforts.

Active participation in language learning is closely connected with learner autonomy and motivation. When students are provided with opportunities to make





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decisions, explore different solutions, and receive personalized support, they become more responsible for their own learning process. Generative AI tools can contribute to this process by creating flexible learning pathways and encouraging students to engage with English beyond traditional classroom boundaries.

At the same time, the implementation of generative AI in EFL education requires careful methodological consideration. The effectiveness of AI-based activities depends on how they are designed and integrated into the learning process. If students use AI only to obtain ready-made answers, their active engagement and independent thinking may decrease. Therefore, teachers should develop tasks that require learners to critically evaluate AI-generated content, express their own ideas, and participate in meaningful communication. The relevance of this research is determined by the growing need to develop innovative approaches that enhance students' active participation in foreign language learning. Investigating the educational potential of generative AI-based activities can contribute to the development of more interactive, personalized, and learner-centered EFL methodologies.

The aim of this thesis is to analyze the role of generative AI-based learning activities in enhancing EFL students' active participation and to identify methodological principles for their effective integration into foreign language education.

THEORETICAL BACKGROUND OF ACTIVE PARTICIPATION IN EFL LEARNING AND THE POTENTIAL OF GENERATIVE AI

Active participation in foreign language learning is a multidimensional concept that includes students' behavioral, emotional, and cognitive involvement in the educational process. It is not limited to physical presence in the classroom but reflects learners' willingness to communicate, ask questions, collaborate with peers, solve language-related problems, and take responsibility for their own progress. In EFL contexts, active participation plays a crucial role because language competence develops primarily



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through meaningful interaction and continuous practice. Traditional approaches to foreign language teaching often emphasize teacher-centered instruction, where students mainly receive information and complete predetermined tasks. Although such methods can provide fundamental language knowledge, they may not always create sufficient opportunities for communication, creativity, and independent exploration. As a result, some learners remain passive participants who depend heavily on teacher explanations and have limited opportunities to apply language skills in authentic situations.

Contemporary learner-centered approaches emphasize the importance of creating interactive environments where students become active contributors to the learning process. Communicative language teaching, task-based learning, and blended learning models highlight the importance of meaningful activities that encourage students to use language for real purposes. Within these approaches, technology-supported learning environments have become increasingly important because they provide additional opportunities for interaction, personalization, and independent practice.

Generative artificial intelligence represents a new stage in technology-enhanced language learning by enabling more dynamic and responsive educational experiences. AI-based systems can generate learning materials, simulate conversations, provide explanations, and offer immediate feedback according to learners' individual needs. These functions create conditions for increasing students' involvement and encouraging them to participate more actively in language-related activities.

One of the main advantages of generative AI-based learning activities is the expansion of communication opportunities. In traditional classroom settings, limited lesson time may prevent all students from actively participating in speaking activities. AI conversational tools can provide additional practice opportunities outside the classroom, allowing learners to engage in dialogues, express opinions, and improve their communication skills at their own pace.





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Generative AI also contributes to active participation through personalized learning support. Students with different proficiency levels often require different types of assistance. AI systems can adapt tasks, provide additional examples, and explain complex concepts according to individual learners' difficulties. This personalized approach can increase students' confidence and encourage them to participate more actively in learning activities. Another important aspect is the role of immediate feedback. Feedback is essential for language development because it helps learners identify errors and improve their performance. Generative AI tools can provide instant responses to students' writing, vocabulary use, and grammatical structures. This continuous feedback loop encourages learners to revise their work, reflect on their progress, and become more engaged in the learning process. However, the effectiveness of generative AI in enhancing active participation depends on appropriate pedagogical design. AI should not replace human interaction or reduce learning to automated responses. Instead, it should be integrated into activities that require students to think critically, communicate ideas, collaborate, and create original language products.

Therefore, generative AI-based learning activities have significant potential to transform EFL learning by increasing interaction, personalization, and learner engagement. When supported by effective teaching strategies, these tools can contribute to the development of more active, confident, and autonomous language learners.

GENERATIVE AI-BASED LEARNING ACTIVITIES FOR ENHANCING EFL STUDENTS' ACTIVE PARTICIPATION

Generative AI-based learning activities provide new opportunities to transform EFL classrooms from teacher-centered environments into interactive and learner-centered spaces. The main educational value of these activities lies in their ability to increase students' involvement, encourage communication, and create continuous opportunities for meaningful language practice. By integrating AI tools into carefully





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designed pedagogical tasks, teachers can support students in becoming more active participants in the foreign language learning process. One of the effective forms of AI-based learning activities is conversational practice through generative AI dialogue systems. Speaking anxiety and fear of making mistakes are common barriers that prevent many EFL students from actively participating in classroom discussions. AI conversational agents can provide a supportive environment where learners can practice speaking, experiment with different expressions, and receive immediate responses without the pressure of social evaluation. This type of activity encourages students to communicate more frequently and gradually develop confidence in using English.

Another important activity is AI-assisted writing development. Writing in a foreign language requires learners to organize ideas, apply grammatical structures, and select appropriate vocabulary. Generative AI tools can support students by providing suggestions, identifying possible errors, and offering alternative expressions. However, the most effective approach is not for students to simply accept AI-generated corrections but to analyze them, compare alternatives, and make independent decisions about improving their texts. Such activities promote both active participation and critical thinking.

AI-supported project-based learning is another promising direction for increasing student engagement. Students can use generative AI tools to collect ideas, organize information, develop presentations, and create language products. For example, learners may work on projects involving research topics, digital storytelling, or problem-solving tasks where AI functions as a supportive resource. This approach encourages collaboration, creativity, and meaningful use of English in authentic contexts. Generative AI can also enhance vocabulary learning activities by creating personalized exercises based on students' individual needs. Instead of memorizing isolated words, learners can engage with AI-generated contextual examples, dialogues, and problem-solving tasks. Such activities help students understand vocabulary usage in real



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communication situations and increase their motivation to practice new language items.

Another significant area is adaptive assessment and feedback activities. Traditional assessment methods often provide limited information about students' learning processes. Generative AI allows teachers and learners to obtain continuous feedback through interactive quizzes, self-assessment tasks, and reflective activities. Students can monitor their own progress, identify difficulties, and adjust their learning strategies accordingly.

Despite these advantages, effective implementation of generative AI-based activities requires clear pedagogical principles. Activities should be designed in a way that encourages students to create, analyze, discuss, and reflect rather than depend entirely on AI-generated content. Teachers should establish guidelines for responsible AI use and ensure that students maintain their own intellectual contribution throughout the learning process.

Furthermore, the successful integration of AI-based activities depends on teachers' digital and methodological competence. Teachers need to understand both the possibilities and limitations of generative AI tools in order to select appropriate activities and align them with learning objectives. Professional preparation of educators is therefore an essential condition for maximizing the educational benefits of AI technologies.

Overall, generative AI-based learning activities can significantly enhance EFL students' active participation by increasing interaction, providing personalized support, and creating more engaging learning experiences. When combined with effective pedagogical strategies, these activities contribute to the development of motivated, confident, and independent language learners.

METHODOLOGICAL CONDITIONS FOR EFFECTIVE IMPLEMENTATION OF GENERATIVE AI-BASED LEARNING ACTIVITIES IN EFL EDUCATION

The effectiveness of generative AI-based learning activities in EFL education depends largely on the methodological conditions under which these technologies are



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implemented. Although generative AI provides various opportunities for enhancing interaction and engagement, its educational value is determined not only by technological capabilities but also by the quality of instructional design, teacher guidance, and students' readiness to use digital tools effectively.

One of the essential methodological conditions is the alignment of AI-based activities with learning objectives. Generative AI should be integrated into the learning process according to specific educational goals rather than being used as an additional technological element. For example, if the objective is to develop speaking competence, AI activities should focus on dialogue practice, pronunciation improvement, and communicative tasks. If the goal is to improve writing skills, AI-based activities should encourage learners to analyze, revise, and improve their written production. Such purposeful integration ensures that technology contributes directly to language development. Another important condition is the creation of a learner-centered environment. Generative AI tools provide opportunities for personalized learning by adapting materials and feedback according to individual learners' needs. Students with different levels of English proficiency can receive different types of support, allowing them to participate more actively according to their abilities. This personalization helps reduce learning difficulties and increases students' confidence in using English.

The development of students' AI literacy is also a crucial methodological requirement. Effective participation in AI-supported learning activities requires learners to understand how generative AI works, how to formulate effective instructions (prompts), how to evaluate AI-generated responses, and how to use information responsibly. Without these skills, students may become passive users who rely on AI-generated answers instead of developing their own language abilities.

Teacher competence represents another key condition for successful AI integration. Teachers should possess not only technical knowledge of AI tools but also





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methodological understanding of how to incorporate them into foreign language instruction. The teacher's role changes from being the primary source of information to becoming a learning facilitator who designs meaningful activities, guides students' interaction with AI, and ensures critical engagement with generated content.

The principle of active cognitive involvement should also guide AI-based learning activities. Students should be encouraged to analyze, compare, evaluate, and transform AI-generated materials. For instance, instead of asking AI to produce a complete essay, learners can be asked to identify strengths and weaknesses of AI-generated texts, revise them, and explain their own choices. Such tasks promote deeper learning and prevent technological dependence. Collaborative learning approaches can further enhance the effectiveness of generative AI activities. Although AI provides individual support, language learning remains a social process. Group discussions, peer review activities, and collaborative projects involving AI tools can encourage communication, negotiation of meaning, and shared knowledge construction. This combination of AI assistance and human interaction creates a balanced learning environment.

Assessment strategies should also be adapted to AI-supported learning conditions. Traditional assessment methods focused only on final outcomes may not fully reflect students' participation and learning processes. Therefore, formative assessment, self-reflection, portfolios, project-based evaluation, and process-oriented assessment methods should be applied. These approaches allow teachers to evaluate students' creativity, critical thinking, and individual contribution.

In addition, ethical principles should be incorporated into AI-based EFL activities. Students should understand the importance of academic honesty, responsible technology use, and verification of AI-generated information. Developing ethical awareness helps learners use AI as a supportive educational tool while maintaining their own intellectual independence. Therefore, effective implementation of generative AI-based learning



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activities requires a comprehensive methodological framework that combines technological opportunities with pedagogical principles. Purposeful integration, teacher guidance, AI literacy, active cognitive engagement, collaborative learning, and ethical responsibility are essential conditions for increasing EFL students' active participation and improving the quality of foreign language education.

CONCLUSION

The integration of generative artificial intelligence tools into EFL education provides new opportunities for enhancing students' active participation and creating more interactive learning environments. The analysis demonstrates that AI-based learning activities can increase learners' engagement by offering personalized support, continuous interaction, immediate feedback, and flexible opportunities for language practice. Generative AI tools contribute to active participation by reducing barriers that often limit students' involvement in foreign language learning. Conversational AI platforms create additional opportunities for communication practice, allowing learners to express their ideas, develop speaking confidence, and participate in language activities without excessive anxiety. Similarly, AI-assisted writing, vocabulary, and problem-solving tasks encourage students to become more involved in constructing and improving their language knowledge.

However, the educational effectiveness of generative AI depends on its methodological integration into the learning process. AI should not replace teachers or students' cognitive efforts but should function as a supportive instrument that stimulates communication, creativity, reflection, and independent learning. Carefully designed AI-based activities should encourage learners to analyze information, evaluate AI-generated content, and make their own decisions.

The successful implementation of generative AI in EFL education requires several important conditions, including clear learning objectives, teacher methodological





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competence, students' AI literacy, ethical technology use, and appropriate assessment strategies. When these conditions are ensured, generative AI can become an effective tool for developing learner autonomy, increasing classroom interaction, and improving the overall quality of foreign language education. In conclusion, generative AI-based learning activities represent a promising direction for enhancing EFL students' active participation. By combining technological possibilities with sound pedagogical approaches, educators can create learner-centered environments where students are motivated, engaged, and actively involved in their own language learning process.

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