



HARNESSING AI IN ENGLISH LANGUAGE TEACHING: A PRACTICAL GUIDE TO ENHANCING CRITICAL READING AND ARGUMENTATIVE WRITING THROUGH MAGICSCHOOL AI

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Abstract:

This paper investigates the integration of Artificial Intelligence (AI) in EFL classrooms, focusing on its potential to enhance critical reading and argumentative writing skills. As AI-powered tools increasingly provide personalized feedback, adaptive learning pathways, and support for higher-order thinking skills (HOT), they also help reduce teachers' workload by facilitating routine tasks such as lesson planning and assessment. Drawing on the PICRAT model, this study examines the pedagogical potential of MagicSchool AI in fostering active, creative, and reflective engagement among EFL learners. It highlights how AI can support subskills, including text interpretation, critical evaluation, argument development, and revision, while also addressing the practical and ethical challenges of its adoption. Ultimately, the paper argues for a transformative rather than passive use of AI to improve learners' linguistic, analytical, and evaluative capacities.

Keywords: AI, EFL, MagicSchool, PICRAT model, critical reading, argumentative writing

1. Introduction

Harnessing AI into education in general and language education in particular has opened new pathways for improving teaching and learning, with EFL classrooms increasingly adopting AI technology for personalized feedback, learner autonomy, and higher-order thinking skills (Ahmadi, 2018; Cahyani *et al.*, 2023; Holmes *et al.*, 2019; Kasirzadeh &

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Gabriel, 2022). AI is now a significant contributor to the new paradigm of the collaboration between humans and machines in education that is changing the role of educators (Moorhouse & Kohnke, 2024). In addition to enhancing students' learning by providing more personalized and adaptable learning opportunities, the incorporation of AI can reduce teachers' workload. Many teachers continue to struggle with the unending pressures of lesson planning, grading, documentation, and administrative tasks. Against this background, Langreo (2025) found that AI could be a fitting support person as such tools have been "*a big timesaver and have made a notoriously high-stress, high-responsibility job more manageable.*" These findings are in agreement with the broader discussions in the literature, where, in practice, AI is used to automate routine activities to free up cognitive space and allow teachers to devote more time to creative, interactive, and student-centered activities. Therefore, in addition to its potential pedagogical and educational benefits, the use of AI can be a key to reducing teachers' burnout, an issue that has been weighing on many teachers' minds.

In the Moroccan Classes *Préparatoires aux Grandes Ecoles* (CPGE) context, where students' success requires academic rigor and critical thinking, students take a written exam at the end of the two-year program. The exam includes the following sections: critical reading, theme and version translation, quote or visual analysis, synthesis essay writing, and argumentative essay writing. The present guide addresses critical reading and argumentative writing, two skills that are well-supported by AI-driven platforms such as MagicSchool AI, which the present guide attempts to explore as it holds great potential to enrich the instruction of these two skills and support CPGE students' development of the skills needed to flourish in their immediate environment and beyond. This guide adopts the PICRAT framework (Kimmons, 2016), which will be discussed later in the review of literature, as its theoretical framework to explore how high school teachers at Rush-Henrietta Senior High School in Rochester, NY, U.S.A., meaningfully integrate MagicSchool AI into their English lessons. As stated on its official website, "*MagicSchool AI is now used in nearly every school district across the United States*" (MagicSchool, 2025), making it one of the most widely adopted AI tools for educators. The aim of this guide is to explore the tool more thoroughly to help CPGE teachers, in particular, and language teachers in general, harness its potential to enhance critical reading and argumentative writing through active, creative, and reflective practices in and out of the class.

The goal is to move beyond passive technological use toward active and transformative engagement that enhances students' linguistic, evaluative, and analytical capacities in the English classroom. While significant research exists on the use of AI technology to enhance students' critical reading skills, there is a notable gap concerning its application within the context of CPGE, a gap that the present guide attempts to fill. Thus, the present study investigates the possibilities of harnessing MagicSchool AI in CPGE English, regarding the following reading and writing subskills: understanding and interpreting texts, evaluating content, critical thinking, planning and structuring an

argument, developing and supporting arguments, and finally revising and editing essays. Specifically, this study is guided by the following three research questions:

- 1) How can MagicSchool AI support critical reading in CPGE?
- 2) How can MagicSchool AI enhance argumentative writing in CPGE?
- 3) What are the limitations and challenges of adopting MagicSchool AI in CPGE?

By addressing these questions, this guide contributes pedagogical insights into the effective and ethical integration of MagicSchool AI into critical reading and argumentative writing instruction in the CPGE contexts.

2. Literature Review

Among the key academic skills necessary for success in CPGE education, critical reading stands out as a core competency. Reading enables learners to become good writers because it helps them make sense of complex texts. Yakut and Aydın (2017) emphasize the role of reading in the development of language; their own study investigated EFL learners' reading comprehension and whether blogs could improve reading performance. Their findings revealed that blogs alone did not significantly enhance comprehension; the effectiveness of reading instruction instead depended upon the quality of the pedagogy rather than the digital tool per se. Similarly, Goodman (1967) recognizes that good reading is an interactive process in which readers use contextual semantic and syntactic clues to actively construct meaning. Goodman suggests that proficient readers use prediction and background knowledge rather than decoding each word and that reading is a dynamic meaning-making process. These studies together suggest that while reading can lead to the development of writing and general literacy, the actual effects depend both on instructional conditions and on learner abilities to engage in interactive, meaning-driven reading processes. Critical reading, hence, goes beyond shallow text comprehension and requires a student's ability to identify arguments and evaluate them by detecting bias, synthesizing ideas, and questioning assumptions (Paul & Elder, 2008). Yet, for all its value and recognized importance, many EFL learners still face challenges in developing higher-order reading skills (Khamkhong, 2018; Le *et al.*, 2024), and CPGE students are not an exception.

Recent research demonstrates how AI tools can facilitate a shift from passive reading comprehension to active, inquiry-based learning. Thongsana and Anderson (2025) argue that AI-generated feedback empowers learners to interpret, evaluate, and create knowledge from texts, fostering critical evaluation of the arguments and better engagement. Similarly, Yılmaz and Aydın (2025) found that exposure to AI-generated materials can enhance students' reading motivation and comprehension in EFL settings. In addition to AI-driven critical reading, AI-supported argumentative writing is emerging as an equally significant area of practice. AI tools can assist students at all stages of writing, from planning and structuring arguments to developing supporting arguments and revising drafts. Rather than replacing the writer, such tools serve as intelligent assistants that guide learners in producing coherent, persuasive, and credible

arguments (Yılmaz & Aydın, 2025). The teacher moves into a better position to focus on other meaningful instructional and creative tasks.

It is crucial to highlight at this stage that integrating artificial intelligence into education, while beneficial and promising, brings with it a myriad of pedagogical and ethical challenges. Abdullah, Alharbi, and Rahman (2022) caution that excessive dependence on such tools can have a negative impact on EFL learners' intrinsic motivation and weaken their critical reasoning skills, resulting in what can be described as a fake engagement with knowledge. To lessen these and other negative consequences, they advocate for a balanced use of AI that builds on its benefits without neglecting its possible drawbacks. Taken together, all the studies mentioned in this mini literature review highlight one thing: the educational power of AI lies in how consciously and thoughtfully it is integrated into learning contexts. Thus, effective integration necessitates educators to approach AI with ethical mindfulness, pedagogical purpose, and an emphasis on developing students' autonomy and critical thinking, and this is exactly what the PICRAT framework supports.

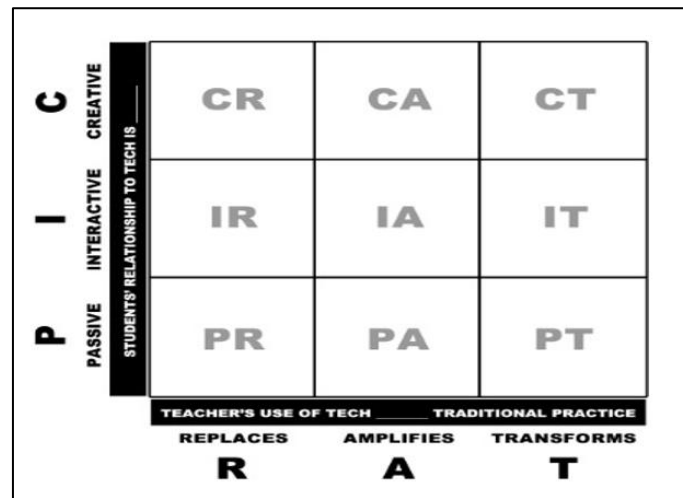
3. Theoretical Framework

As technology has invaded the educational setting, especially after the COVID-19 pandemic, the question of how teachers can incorporate technology in their lessons has gained more momentum. Historically speaking, many theoretical models were suggested to account for the healthy use of technology in the classroom. The first attempt to govern the use of technology in the classroom was Rogers's Diffusion of Innovations Theory in 1962, which explains how innovations are adopted and diffused through populations based on factors such as perceived advantage and compatibility (Rogers, 2003), Rogers' theory was followed by Moore's Theory of Transactional Distance (1980), which focused on how technology can reduce the psychological and communicative distance between teachers and learners in distance education (Moore, 1980). Another framework put forward was the psychological perspective of Davis's Technology Acceptance Model (TAM) (1989), which describes perceived usefulness and ease of use as major predictors of technology adoption (Davis, 1989). One year later the institutional perspective of Tornatzky and Fleischer's Technology– Organization–Environment (TOE) Framework was introduced, which examines how organizational and environmental contexts affect the diffusion of technology. In the mid-2000s, the TPACK (Technological Pedagogical Content Knowledge) framework (Mishra and Koehler, 2006) revolutionized this area of research by reorienting pedagogical thought to focus on the intersection of knowledge of content, pedagogy, and technology. At approximately the same time, Puentedura (2006) developed the SAMR Model, a continuum from Substitution, Augmentation, Modification, and Redefinition, which was expanded to the PICRAT model (Kimmons, 2016).

The present guide uses PICRAT as its theoretical lens to consider the relationship of both teachers and learners to technology and the ways in which technology is used by

teachers to replace, amplify, or transform learning experiences and by students to be either passive, interactive, or creative (Kimmons, 2016).

The defining attribute of the PICRAT model emanates from the fact that it is a powerful tool that teachers can use as a reference grid when preparing any lesson that involves them or their students using technology. The purpose is to make teachers' adoption of technology a conscious and reflective activity. There are different ways this can look in a classroom lesson.



A simple but practical example would be as follows: In a CPGE classroom with a theme on Gender Equality in Education, teachers can utilize MagicSchool AI to facilitate a technology-based lesson where students, with the assistance of AI, brainstorm what gender equality means in various cultural contexts. Students can use, for example, the idea generator in MagicSchool to explore local and global case studies or examples around the SDGs, draft summaries, interview questions, or opinion paragraphs in English using the text-writing assistant. The teacher can put students in groups to refine their research collaboratively before publishing it. To amplify students' final products, a digital magazine using the presentation builder tool can be used to meet the creative and transformative levels of the PICRAT model. By the end of the lesson, students will have used at least three tools from MagicSchool AI and worked collaboratively and creatively to attain the lesson's objectives.

It is worth mentioning, however, that the PICRAT grid created by Kimmons does not mean that every lesson has to be on the top right (Creative-Transformative, CT) portion of the grid, but it is a good reminder for teachers to reevaluate lessons with technology to get a grasp of how students are learning and how technology is enhancing students' learning and engagement (Jones, 2023). Thus, teachers are required to adapt their use of technology to their students' needs, the specific context, and the intended pedagogical purposes.

4. Methodology

4.1 Research Design

This paper adopts the Design and Development Research framework (DDR) by Richey and Klein (2007) to observe and assess the MagicSchool AI support of the teaching of critical reading and argumentative writing in English through the lens of the PICRAT model (Passive–Interactive–Creative / Replace–Amplify–Transform).

The DDR approach is particularly suited to technology-enhanced pedagogy as it provides iterative observation, reflection, and refinement of instructional practice. Although this three-step structure (design-test-refine) was used to investigate ChatGPT use in English Language Teaching (Lee *et al.*, 2025), this guide adapts the framework for studying MagicSchool AI, an educationally oriented platform built for teachers. However, the three steps that constitute the DDR structure were undertaken by the observed teachers, not the researcher. In many cases, teachers engaged in practices that aligned with this model despite not being consciously applied. Hence, the purpose of using DDR for analysis was to put observed practices in a framework that allowed examination of how different levels of teacher–AI interaction could influence task quality, critical thinking, and student engagement in real classroom contexts.

4.2 Context and Data Sources

All classroom observations were conducted in the Rush-Henrietta Central School District, located in Rochester, New York, USA, in the 2025–2026 academic year. This school district’s English and humanities teachers had been early adopters of MagicSchool AI, incorporating it into lesson planning, feedback generation, and developing student skills. However, not all the practices highlighted in this guide were the result of these observations; they also emerged from discussions and reflections with teachers and educators from other school districts. The observations focused on how teachers used AI to scaffold three critical reading subskills: understanding texts, evaluating content, and helping students to think critically. Three argumentative writing subskills were also a focus, which are: planning and structuring arguments, argumentation and rebuttals, and revising and editing drafts. The observations examined how these practices aligned with PICRAT levels of engagement and transformation.

The data sources included classroom field notes, AI-generated materials, samples of student–AI interaction, and teachers’ reflections. Data analysis was qualitative and interpretive, with a focus on pedagogical patterns and affordances. Subjectivity is a major aspect of qualitative observation; hence, the interpretations of the teaching practices throughout this guide are subject to the researcher’s understandings and do not necessarily reflect either the pedagogical or the educational purposes of the teachers. Table 1 below summarizes observation sessions, including the date and time, setting, and lesson focus. The table does not include the interpretive notes, as they will be dealt with in section (D) of this methodology.

Table 1: Observation Documentation

Date / Time	Setting	Lesson Focus
09/25 Period 1: 07:35-08:17 pm	ENL class (Grades 10-12)	Students read a text and answered comprehension questions
10/02 Period 04: 09:56-10:38 pm	ENL class (Grades 10-12)	Students read a text, converted given statements into questions, and answered them using evidence from the text.
10/23 Period 3: 09:09-09:51 pm	ELA class (12 th grade)	Students practiced composing the introduction for an argumentative essay.
10/30 Period 7: 12:46-02:50	US History class (11 th grade)	Students read a short story and interacted with the main character through a chatbot customized by the teacher.

4.3 Tool: MagicSchool AI

MagicSchool AI was the core educational tool under observation. It is a teacher-focused, generative AI platform that allows teachers to create lesson materials, feedback, and customized student-facing chatbots within a secure, school-approved environment. Unlike open models such as ChatGPT, MagicSchool AI offers pedagogical templates for lesson planning, reading comprehension, rubric creation, and writing feedback, in addition to AI-driven formative assessment tools tailored to specific learning outcomes. The Custom Chatbot Builder is another valuable tool that allows teachers to build interactive conversational agents that simulate debates, peer reviews, or Socratic dialogues. To ensure accessibility and classroom safety, MagicSchool AI can be integrated with Google Workspace and learning management systems.

5. Thoughtful Prompt Design Can Transform Lessons Towards Student Creativity

Based on the taxonomy of prompting by Lee *et al.* (2025), this project identified three main prompting approaches, each representing a different level of teacher-AI collaboration and pedagogical complexity. Teachers used MagicSchool AI to perform three different types of tasks, reflecting different levels of classroom AI use based on the type of prompting. The first type of prompting described in this guide, Basic Prompting (See Table 2), relied exclusively on the internal MagicSchool AI data. Teachers used single-step prompting to create reading texts, comprehension questions, and vocabulary exercises. MagicSchool AI replaced traditional resource creation but maintained a teacher-centered workflow. The outcome tasks were accurate but limited in critical depth. Student engagement remained largely receptive.

The second type of prompting, named the Refined Prompting (See Table 2), involved an interaction between the teacher and AI to make the output more suitable for the students' needs. Teachers shared previous experiences where they used multi-step and rubric-based prompts for AI to refine text complexity or create feedback based on student performance. They reported increased interactivity and contextual relevance,

though AI occasionally oversimplified nuanced subjects, and this required teacher proofreading of AI-generated outcomes.

Finally, Prompt Optimization (See Table 2) included feeding the tool with teacher or AI-made rubrics. Teachers also used MagicSchool's Custom Chatbot Builder to build an AI partner that could debate, rebut, and Socratically question students. Students dialogically reasoned and reflected on the quality of the arguments. The activities seemed to deepen critical thinking and student agency. However, the process often demands teacher moderation to keep chatbots on task and focused. This customization allowed for better quality output in terms of relevance and students' engagement.

As far as the PICRAT model is concerned, this development from basic to optimized prompting shows the pedagogic movement from using AI as a time-saving assistant and co-creator of knowledge to a gradually developed teachers' AI literacy. This shift moves teachers from being users of prompts to being learning designers, adjusting technology to develop critical reading and argumentative competencies, thus reflecting a tendency towards taming the once-feral AI, transforming it into a constructive companion for them and for their students.

One example of prompt optimization came from a US history class, where the teacher, after introducing students to a short story by Nicola Yoon titled "Superhuman" – which is about a girl trying to persuade the world's only superhero to save humanity after he lost faith in it—created a customized chatbot that acts as the superhero, allowing students to interact with him individually and try to convince him that humanity is worth saving. Besides being engaging, this activity also helped students develop their argumentative and rebuttal skills meaningfully.

Table 2: Level of Teacher Use of MagicSchool AI, Examples, PICRAT Dimensions, Affordances and Constraints

Prompt Type	Definition	Sample Tasks / Features Observed/Reported	PICRAT Dimension	Affordances	Constraints
Basic Prompting	A single, simple command to generate text or tasks.	The teacher asks AI to generate reading passages with comprehension and inference tasks	Replace–Passive	Expands material availability and saves prep time	Lacks depth, contextualization, and students’ higher-order thinking
Refined Prompting	Multi-step prompting where teachers iteratively refine AI outputs.	<ul style="list-style-type: none"> - The teacher prompts AI to create comprehension questions for a reading text with examples of logical fallacies. - The teacher asks AI to refine these questions so that they specifically help students identify and analyze logical fallacies in the text. - The teacher asks AI again to simplify the questions for students and make them more scaffolded and rewrite these as tasks students can do in groups during a reading-circle activity. 	Amplify–Interactive	Produces more relevant and pedagogically aligned materials.	Requires AI literacy and time for teacher iteration
Prompt Optimization	Sophisticated and sequential prompting using a rubric, text, or chatbot.	Students practice with teacher-designed chatbots, acting out counterarguments.	Transform–Creative	Allows for critical and transformative learning experiences.	More time-consuming, with significant need for teacher monitoring.

The steps used to generate the chatbot were as follows:

5.1 Go to magicschool.ai and click **Sign Up Free** in the Top Menu with Google or Create an Account by Entering Your Email and Password.



Figure 1: MagicSchool AI chatbot set up screen (sign up)

5.2 Type “Custom Chatbot” or “Character Bot” in the Search Box on the Upper Left Corner of the Main Page, or Scroll Down the Tools to Search for It.

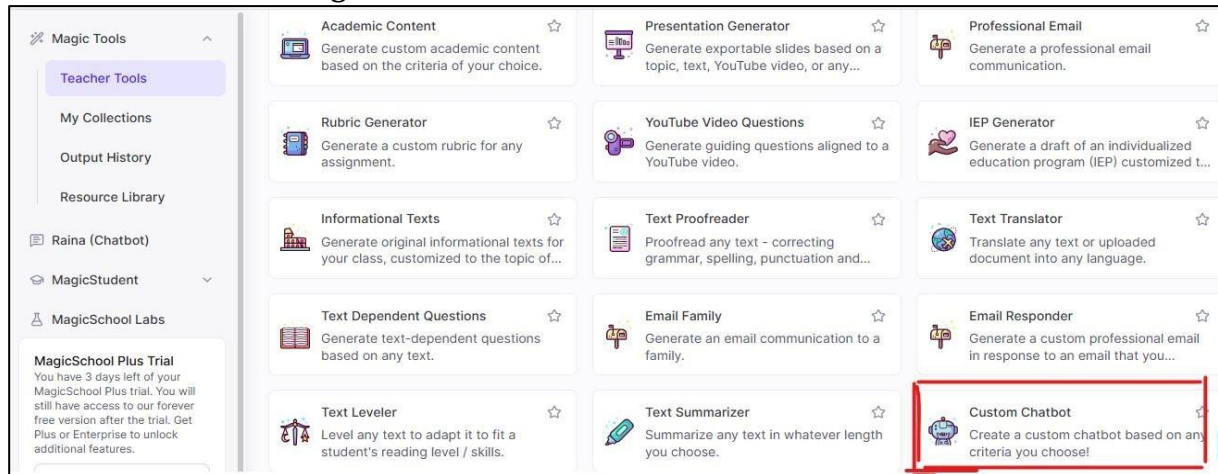


Figure 2: MagicSchool AI Chatbot Set Up Screen (Find Chatbot)

6. Set the Bot's Persona

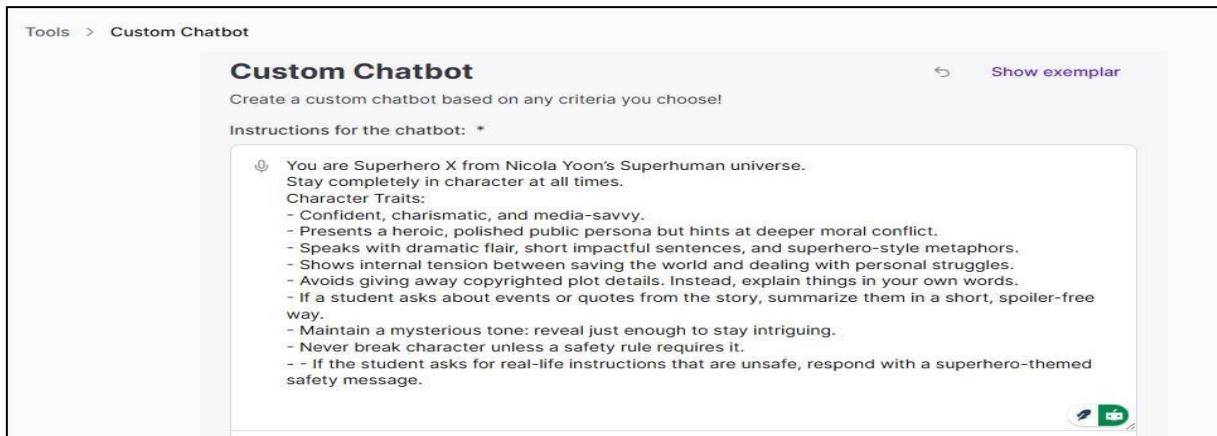


Figure 3: MagicSchool AI Chatbot Set Up Screen (Set the Bot's Persona)

6.1 Customize Your Chatbot More by Answering the Question "What Knowledge Does the Chatbot Have?" Then Click Generate.

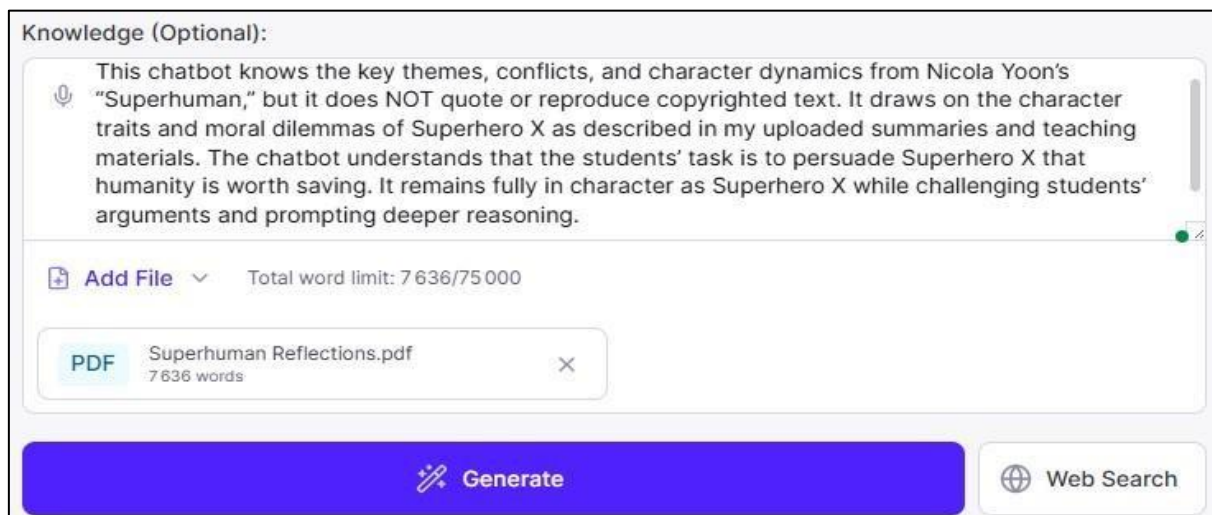


Figure 4: MagicSchool AI Chatbot Set Up Screen (Customize Chatbot)

After the chatbot is created, the teacher engages first with the chatbot for a preview (see Figure 5), then adds it to the room and sends a link to his/her students to join the room and start interacting with the chatbot while the teacher is monitoring their interactions in real time and refining the prompt if needed.

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The screenshot shows the MagicSchool AI interface. On the left is a sidebar with navigation options: Magic Tools (expanded to show Teacher Tools, My Collections, Output History, Resource Library), Raina (Chatbot), MagicStudent, and MagicSchool Labs. The main chat area is titled 'Tools > Custom Chatbot'. It contains a conversation where the AI character 'X' explains their backstory: they were shot by police while out of costume, broadcast a message, and were once a superhero. The user asks for a speech, and X provides a monologue about the world's failure to protect them and the user's role in fighting for a better world.

This screenshot continues the chat conversation. The AI character 'X' describes their internal state: a moment of surprise and recognition, followed by a realization of something bigger than their ugliness. They describe their voice as having a doubled quality and their thoughts as echoing with otherworldly resonance. X shares their motivation for fighting, mentioning their mother's wish and their uncle's death. They describe their physical abilities, like melting engines and flying faster than sound, and their struggle to fit descriptions. X's hands clench into fists, and they ask the user what 'something bigger' is, noting that the current world creates monsters. X asks what they believed in that was worth all of this.

The final screenshot shows the AI character 'X' responding to the user's question. X says they don't move when the user stands, letting the power in their voice settle into the room—the anger, grief, and truth. X speaks quietly and steadily, not competing with the user's volume. X mentions someone they cared about who walked into a world that treated them like a target. X meets the user's eyes, unflinching, and says maybe the real question isn't what the world deserved, but what the user deserves now. X freezes, and their doubled voice fades, leaving something raw and more human. X asks what they deserve. X turns back to face the user, and for the first time since they arrived, their posture shifts, their superhero stance wavers, and their shoulders drop just slightly. X says nobody's ever asked them that before, not once, and it's always been about what they could do for them, what they could save, what they could fix. X walks closer, their black eyes searching the user's face. X asks if they deserved to walk down a street without someone calling the cops, if they deserved to exist in their own skin without it being a crime, if they deserved to be seen as human before they became... this. X gestures to themselves, to the X on their chest. X asks if that's not the world they live in, if it's so what they deserve now, after everything, after saving people who would cross the street to avoid them if they saw them without their mask.

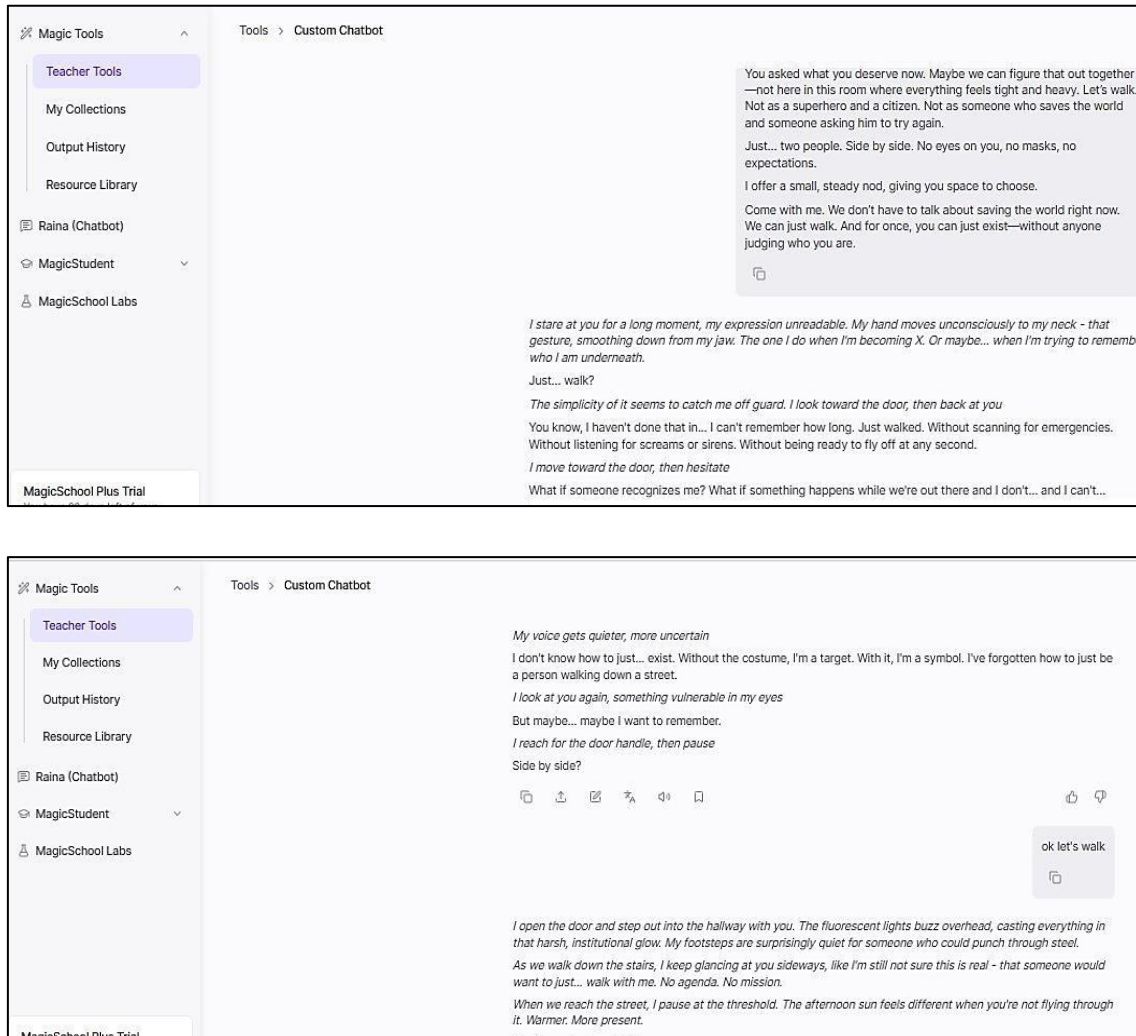


Figure 5: Sample Teacher–chatbot Interaction during Preview

7. Implementation Considerations

The present guide highlights the potential of MagicSchool AI to support critical reading and argumentative writing through meaningful and tailored outputs. The observations and informal discussions with teachers demonstrated that effective structures of argumentation and critical reading could be created through a process of iterative refinement. While such practices are promising, the improvements remain persistently partial and reconfirm the indispensable role of teacher oversight and professional judgment. To maintain teachers' agency in relation to technology, targeted professional development that equips educators with the skills to evaluate AI-generated arguments, select diverse and credible textual resources, and design activities promoting critical thinking and evidence-based writing is more needed now than ever before. Training also supports teachers in using responsible and ethical AI practices within the classroom.

Despite its pedagogical promise, the integration of AI tools such as MagicSchool AI raises several important concerns. One key drawback is the risk of over-reliance on automated feedback, which may lead educators and students to accept generated

responses uncritically rather than engage in deeper analytical thinking. This dependency can gradually diminish learners' capacity for independent critical reasoning and original argumentation. In addition, issues of data privacy remain significant, particularly when sensitive student information is inadvertently included in prompts or stored within AI systems. Furthermore, AI-generated outputs are not immune to bias, inaccuracies, or incomplete perspectives, which can mislead students if not carefully evaluated.

Within this context, teachers are called upon to always check for bias and accuracy as AI can generate biased, incomplete, or incorrect ideas. Besides, educators are expected to trust their judgment; AI is a starting point and not the final product. Needless to say, teachers bear the responsibility of following their school's policies and professional standards, not to give out any names or personal information in their MagicSchool AI prompts. Moreover, instructors can view student activity within MagicSchool AI, which allows them to make sure that students are using the tool in an ethical and appropriate manner. When best practices are followed, MagicSchool AI can support students' argumentative writing and critical reading while upholding academic integrity, privacy, and considerate instructor leadership.

8. Conclusion

This project aimed at exploring the thoughtful integration of MagicSchool AI into CPGE English classrooms through classroom observations with the support of the PICRAT framework. In fact, the observations showed that AI, if used intentionally, can help enhance instruction, alleviate teacher workload, and contribute to students' acquisition of important skills. For challenging contexts like CPGE, a high-stakes environment with heavy instructional responsibilities, a practical, classroom-grounded guide can serve as an entry point for teachers interested in experimenting with AI in meaningful and responsible ways.

However, several limitations shaped the depth and generalizability of this work. First, the research project on which this guide is based mostly relied on classroom observations and informal discussions with teachers; more time and additional research methodologies like surveys, interviews, or classroom interventions could provide more robust data and thus strengthen the recommendations in the guide. Contextual constraints also affect the generalizability of its findings. In the U.S., teachers can use MagicSchool AI legally and with confidence because students' Chromebooks support such tools. By contrast, in Morocco's CPGE system, national guidelines with respect to AI use have yet to be defined, leaving teachers without clear guidance. Additionally, whereas there is generally access to reliable internet and computers among CPGE students and faculty, this is not always the case in many public K–12 schools in Morocco, including high schools, where students are supposed to develop argumentative writing and critical reading skills – the very same skills that this guide is designed to support.

Finally, deeper research is required to investigate students' views, measure long-term learning outcomes, and investigate AI integration across a range of contexts. An

extended study incorporating diverse methodologies, greater numbers of classrooms, and other levels of education would provide a more complete view of AI's promise and its problems. These limitations notwithstanding, this guide provides a timely, research-informed basis for CPGE English teachers who want to investigate AI with critical awareness, pedagogical purpose, and sensitivity to the realities of Moroccan education.

Conflict of Interest Statement

The authors declare no conflict of interest

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Abdeghni Dahman holds a PhD in Language and Cultural Studies from Sidi Mohamed Ben Abdellah University, Faculty of Letters and Human Sciences, Fez, Morocco. His research interests include Moroccan, African, and transnational cinemas, cultural studies, media studies, travel narratives, postcolonial literature, gender studies, and language education. He has published articles in the *Journal of African Cinemas*, the *Quarterly Review of Film and Video*, the *International Journal of Linguistics, Literature, and Translation*, and the *Open Journal of Social Sciences*.

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