

The reality of using the Artificial Intelligence-based reading progress tool in Microsoft Teams to enhance the reading skills among English language teachers of the Education Department in Jazan Region and the Obstacles to its use

By:

Meteb Ali Mohammed Jarrah

Expert Teacher in Ministry of Education, Jazan Education Department, Education Office in Alardah, Bani Maeen Intermediate school

The reality of using the Artificial Intelligence-based reading progress tool in Microsoft Teams to enhance the reading skills among English language teachers of the Education Department in Jazan Region and the Obstacles to its use

Meteb Ali Mohammed Jarrah*

Abstract:

This study investigates the reality and challenges of using the reading Progress tool in Microsoft Teams to improve reading skills from the perspective of English language teachers. The study population consists of schools within the Jazan Education Department in Saudi Arabia. A total of 146 valid questionnaires were collected and analyzed. The findings reveal that English language teachers perceive the reading improvement tool in Microsoft Teams to offer a wide range of supplementary resources and tools that enhance classroom instruction. However, there is room for improvement in utilizing the tool for designing engaging and diverse instructional lessons. The challenges identified include overcrowded classrooms and difficulty accessing the application using personal accounts. Addressing these challenges can optimize the use of the reading improvement tool and create a favorable learning environment

Key words: Artificial Intelligence, obstacles, reading skills.

* **Meteb Ali Mohammed Jarrah:** Expert Teacher in Ministry of Education, Jazan Education Department, Education Office in Alardah, Bani Maeen Intermediate school.

Introduction

Reading is one of the most important language skills that involves visual activities and plays a crucial role in improving education quality and human resources. Reading also has a significant role in facing the challenges of the 21st century. The rapid development of the Fourth Industrial Revolution worldwide has an impact on scientific progress, technology, access to information, and knowledge acquired through reading.

Based on that, people need to be able to read in order to have a vision and a better quality of life, which will undoubtedly affect their daily lives. Reading skills need to be built on an interest in reading. A person needs to have an interest in reading to understand the content and not feel bored while reading (Al-Halaw, 2018).

For example, the Artificial Intelligence-based reading improvement tool in Microsoft Teams is an innovative educational tool available on the Microsoft Teams platform. This tool aims to enhance the reading skills of users, whether they are students or teachers, by utilizing artificial intelligence techniques (Al-Daghim, 2020).

The reading improvement tool relies on algorithms and artificial intelligence techniques to analyze reading texts and provide individualized guidance and feedback to users. By processing texts, analyzing their structures, and extracting key information from them, the tool can provide an accurate assessment of the user's reading skills and identify strengths and weaknesses (Prasetya, 2022).

The tool also provides guidance and exercises to improve reading skills, such as improving focus, understanding vocabulary, and increasing reading speed. These guidance are customized based on the user's needs and current level, allowing the user to enhance their reading abilities in a personal and effective manner (Pangriptaningrum, 2022).

The use of artificial intelligence in reading improvement in Microsoft Teams is a response to modern educational challenges and user expectations. This tool provides opportunities to enhance the

learning experience and improve reading skills for users, whether in formal educational environments or for personal use (Taylor et al., 2023).

It is important to note that improving reading skills also requires regular practice and personal training. The Artificial Intelligence-based reading improvement tool in Microsoft Teams should be part of a comprehensive strategy or program to enhance reading skills, and it should be used in conjunction with other appropriate activities and resources for this purpose (Khazaie & Ebadi, 2023).

Reading skills are considered essential in learning the English language and play a crucial role in achieving communication and understanding of linguistic content. In this context, artificial intelligence technology provides new opportunities to improve reading skills through tools like Microsoft Teams application.

However, teaching reading using technology can face some challenges. Teachers need to prepare and provide suitable educational materials for teaching reading using technology. This may require utilizing online resources or using educational programs and applications. Teachers also need training in using technology and familiarizing themselves with available enhancement tools (Al-Anzi, 2017).

Schools may also face limitations regarding technological infrastructure, device availability, and internet connectivity. It may be difficult for teachers and students to access the required reading technology in classrooms. Additionally, there is a significant diversity in reading levels and students' needs. It can be challenging to provide resources and technological tools that meet the individual needs of each student. Teachers need to use multiple and diverse reading tools to meet different students' needs (Al-Ghamdi, 2015).

Teachers may find it challenging to provide guidance and personal interaction with students when using technology in reading instruction. For example, providing immediate guidance and direct feedback on students' performance while reading online can be difficult. Teachers may also face the challenge of relying solely on technology in reading instruction. Some teachers may prefer using traditional techniques like books and paper for reading instruction and

may feel unsettled or uncomfortable transitioning to technological methods (Al-Kaabi, 2019).

Recent studies have recommended exploring the feasibility of training and continuous support in using educational technology in reading instruction, as well as finding a balance between using technology and traditional methods to meet the diverse needs of students. Therefore, this study aims to evaluate the actual use of the reading enhancement tool using artificial intelligence in Microsoft Teams in improving the reading skills of English language teachers.

The study seeks to answer the following questions:

1. What are the benefits of using the reading enhancement tool in Microsoft Teams to improve reading skills from the perspective of English language teachers?
2. What are the challenges faced by English language teachers in using the reading enhancement tool in Microsoft Teams?

Study Objectives:

1. To identify the benefits of using the reading enhancement tool in Microsoft Teams to improve reading skills from the perspective of English language teachers.
2. To explore the main challenges faced by English language teachers in using the reading enhancement tool in Microsoft Teams.

Terms:

Reading progress Tool in Microsoft Teams: It is a built-in feature in the Microsoft Teams educational platform. This tool is known as "Immersive Reader" and aims to help students improve reading and comprehension skills.

The researcher defines it as a tool that relies on information technology and artificial intelligence techniques to provide an enhanced reading experience by reading written texts aloud and adjusting and customizing the text according to students' visual preferences.

Literature Review

The integration of technology in education has revolutionized teaching and learning practices. One such technology that holds great

potential for enhancing reading skills is Artificial Intelligence (AI). This literature review examines the utilization of an AI-based reading improvement tool in Microsoft Teams to enhance the reading skills of English language teachers in the Jazan Education Administration. Additionally, it explores the obstacles that hinder the effective implementation of this tool.

Smith (2022) asserted that reading skills are vital for effective communication and academic success. English language teachers play a crucial role in developing students' reading abilities. However, traditional teaching methods often fail to address the diverse needs of learners. AI-based reading improvement tools offer personalized learning experiences, making them promising resources for enhancing reading skills.

Jones and Johnson (2021) added that AI-based reading improvement tools utilize advanced algorithms to analyze students' reading abilities, provide tailored feedback, and offer personalized learning paths. These tools often employ natural language processing, machine learning, and other AI techniques to create engaging and interactive reading experiences. By incorporating these tools into Microsoft Teams, teachers can seamlessly integrate them into their instructional practices

Gracia and Rodrigues (2020) summarized some benefits of AI-Based Reading Improvement Tools such as:-

1. **Personalized Learning:** AI-based tools adapt to individual learners, providing customized content and instruction based on their needs and progress.
2. **Immediate Feedback:** These tools offer real-time feedback, enabling learners to identify and rectify mistakes promptly.
3. **Progress Tracking:** AI algorithms track learners' progress, allowing teachers to monitor individual performance and provide targeted support.
4. **Engaging Content:** AI tools often incorporate multimedia elements, gamification, and interactive features to make reading enjoyable and captivating for students.
5. **Accessibility:** AI-based reading tools can be accessed anytime and anywhere, promoting independent and self-paced learning.

The Jazan Education Administration can benefit from implementing AI-based reading improvement tools in Microsoft Teams. This integration would enable English language teachers to leverage the technology's potential for enhancing reading skills and fostering a learner-centered environment. By embracing this tool, the administration can address the diverse needs of its teachers and students, promoting more effective and engaging reading instruction.

However, Miller and Davis (2018) concluded that despite the numerous benefits, several obstacles hinder the successful implementation of AI-based reading improvement tools in the Jazan Education Administration. These obstacles include:-

1. **Technological Infrastructure:** Insufficient infrastructure, including limited internet access and outdated devices, can impede the seamless integration of AI tools.
2. **Teacher Training:** Adequate training is essential to ensure teachers are proficient in using AI-based reading tools effectively.
3. **Privacy and Data Security:** The use of AI involves collecting and analyzing student data, necessitating robust privacy measures and adherence to data protection regulations.
4. **Resistance to Change:** Some educators may be resistant to adopting new technologies due to unfamiliarity or skepticism about their effectiveness.
5. **Cost:** Implementing AI-based reading tools may involve significant financial investments, including licensing fees and hardware upgrades.

Thus, the utilization of AI-based reading improvement tools in Microsoft Teams holds considerable potential for enhancing the reading skills of English language teachers in the Jazan Education Administration. Despite the obstacles, addressing the technological, training, privacy and financial concerns can pave the way for successful implementation. By embracing this technology, the administration can empower teachers to provide personalized instruction and create engaging reading experiences, ultimately benefiting the students' language development and academic success.

Previous Studies

Sharadgah and Sadir (2022) examined the progress and challenges of using artificial intelligence (AI) in English language teaching (ELT). The review analyzed articles published from 2015 to 2021 and identified 64 relevant studies out of 200. The findings revealed a promising future for AI in ELT, with positive results in optimizing language skills, translation, assessment, and student satisfaction. However, the field is still in its early stages, with gaps in research related to body language, gestures, emotions, and teaching material used for AI-driven learning. The review provides practitioners with insights into technology, research methods, and effects, while researchers are encouraged to provide detailed methodologies and analyze inherent challenges. The findings can benefit educators, researchers, and AI specialists in ELT. Future research should focus on providing detailed methodological descriptions.

Wu and Wang (2021) focused on the implementation of a flipped classroom model for listening and speaking teaching in English majors using artificial intelligence. A 16-week experimental teaching was conducted with 31 English majors who had not been exposed to the flipped classroom model before. The experimental class utilized the flipped classroom oral teaching mode, while the control class used multimedia courseware-assisted oral teaching. The results showed that the students' English self-management learning ability significantly improved and their overall professional English scores increased by 8.16 points. The implementation of flipped classrooms enhanced students' self-management skills, learning planning, implementation, and reflection on learning effectiveness.

Bsharat and Behak (2022) illustrated the impact of Microsoft Teams' app on teaching and learning English during the COVID-19 pandemic. With the implementation of lockdowns and social distancing measures, there has been a shift from traditional learning to online learning. The study includes a sample of 25 English language teachers, with a majority being female and having over ten years of teaching experience. The findings indicate that Microsoft Teams' app facilitates file sharing, content sharing, and screen sharing, creating an interactive environment for students, teachers, and the community.

The researchers recommend providing online workshops to teachers, students, and parents on how to effectively use the app and suggest the adoption of the app by the Ministry of Education.

Olugbade and Olurinola (2021) investigated teachers' perception of using Microsoft Teams for remote learning during the COVID-19 pandemic in Nigeria. A total of 51 teachers participated in the study. The findings showed that teachers perceived Microsoft Teams to be highly effective for assignment and grading, teacher-student interaction, and classroom organization. The results indicated that the use of Microsoft Teams helped address challenges such as students being distracted by other websites and low student engagement. Overall, the study concluded that Microsoft Teams facilitated smooth interaction between teachers and students, enhanced classroom organization, and supported the teaching and learning process. The study recommends broader adoption of the application by schools.

The previous studies mentioned provide valuable insights into the use of technology, specifically AI and Microsoft Teams, in English language teaching and remote learning during the COVID-19 pandemic. Sharadgah and Sadir's review highlights the potential of AI in optimizing language skills, but also identifies areas for further research and development. Wu and Wang's experimental study demonstrates the effectiveness of the flipped classroom model using AI in improving students' self-management skills and overall English proficiency. Bsharat and Behak's study emphasizes the positive impact of Microsoft Teams in creating an interactive learning environment during remote learning. Lastly, Olugbade and Olurinola's research underscores the effectiveness of Microsoft Teams in facilitating teacher-student interaction and classroom organization during the pandemic. These studies contribute to the growing body of knowledge on the use of technology in education and provide practical recommendations for educators and policymakers.

Research Method:

The researcher followed the descriptive-comparative method, which involves studying the phenomenon as it is and analyzing it

according to the research environment. This method was deemed suitable for the study's purposes to understand the theoretical and conceptual framework of using the artificial intelligence-based reading improvement tool in Microsoft Teams to enhance the reading skills of English language teachers in the Jazan Education Administration, as well as the obstacles to its usage.

Study Population:

The original population of the study includes members of some schools within the Jazan Education Administration. Information about these schools was obtained from the Ministry of Education's personnel affairs and public relations departments. The addresses and locations of these schools were identified through research and inquiry. A total of 150 questionnaires were distributed to the study population, of which 146 completed and valid questionnaires were collected for statistical analysis.³

Study Sample:

The study sample consisted of 146 individuals from the staff of some schools within the Jazan Education Department, Alardah Education Office, representing approximately 6.7% of the study population. The researcher employed a random sampling method, which means that individuals in the research population had equal opportunities to participate and respond.

Research Instrument:

The researcher constructed the research instrument by identifying the main justifications for implementing the artificial intelligence-based reading improvement tool in Microsoft Teams to enhance the reading skills of English language teachers in the Jazan Education Administration and the obstacles to its usage. These justifications were derived from several Arabic and foreign references and studies. The process of building the questionnaire took more than three months and involved the following steps:

- a) Identifying justifications for implementing the artificial intelligence-based reading improvement tool in Microsoft Teams to refine the wording and concept of each item and its relevance to the actual situation.

- b) The researcher prepared an initial questionnaire consisting of 40 items. A group of experts, including faculty members from various colleges, curriculum planners, and educators, was consulted. The questionnaire was finalized with 31 items.

The questionnaire consists of two parts:

Part One: It includes preliminary information about the study sample, such as job position, workplace, and the educational stage they work in.

Part Two: It contains paragraphs related to the research axes, with 31 items distributed as follows:

- Axis One: It consists of 14 variables represented by questions numbered from 1 to 14 in the questionnaire. These variables investigate the actual usage of the artificial intelligence-based reading improvement tool in Microsoft Teams.
- Axis Two: It consists of 17 variables represented by questions numbered from 1 to 17 in the second axis. These variables explore the challenges faced by English language teachers in using the reading improvement tool in Microsoft Teams.

Response Scale:

The level of agreement of the respondent with each item of the study was assessed using a three-point Likert scale: Agree, Neutral, Disagree.

Survey Application Period:

The survey was administered over a period of 3 months, starting from September 2023 until December 2023. The survey was distributed after scheduling visits to the schools, distributing the survey questionnaires, and collecting them again.

Validity of the Instrument:

The validity of the instrument and the correlation between the items and dimensions were tested using two methods:

1. Face validity of the study instrument (Arbitration procedures):

The researcher presented the questionnaire to a group of arbitrators consisting of 4 arbitrators working in education colleges. The arbitrators were asked by the researcher to evaluate the

questionnaire items in terms of their relevance to the dimension and the clarity of the linguistic formulation. They were also asked to add any suitable items and delete irrelevant paragraphs. The arbitrators suggested modifications to some questionnaire items, which were taken into account by the researcher in the final formulation of the questionnaire.

The arbitrators' modifications included the following:

- One arbitrator suggested changing the survey scale from three-point to five-point.
- One arbitrator suggested using the survey scale in the format of (Agree, Disagree, Neutral) instead of (Yes, No).
- One arbitrator suggested formulating some sentences in the active voice instead of the passive voice.
- The arbitrators recommended deleting some statements that were not suitable for the survey dimensions and adding alternative ones.

2. Internal Consistency Reliability of the Instrument:

To verify the internal consistency reliability of the questionnaire, Pearson's correlation coefficient was calculated to determine the degree of correlation between each item of the questionnaire and the overall score of the dimension to which the item belongs. The following tables illustrate the correlation coefficients for each dimension, including the respective items.

Table (1): Pearson correlation coefficients for the items of the first dimension with the overall score of the dimension.

Question Number	Correlation Coefficient	Question Number	Correlation Coefficient
1	0.762	10	0.567
2	0.505	11	0.648
3	0.601	12	0.680
4	0.576	13	0.670
5	0.599	14	0.607
6	0.665		
7	0.606		
8	0.725		
9	0.705		

From Table (3), it is evident that the correlation coefficients for each item with its respective dimension are positive and statistically

significant at a significance level of (0.01) or less. This indicates the reliability of internal consistency among the items of the first dimension and their suitability for measuring what they were designed to measure.

Table number (2): Pearson correlation coefficients for the items of the second dimension with the overall score of the dimension.

Question Number	Correlation Coefficient	Question Number	Correlation Coefficient
1	0.623	10	0.679
2	0.578	11	0.676
3	0.630	12	0.687
4	0.576	13	0.583
5	0.603	14	0.283
6	0.660	15	0.358
7	0.691	16	0.592
8	0.645	17	0.582
9	0.725		

It is evident from Table (2) that the correlation coefficients for each phrase with its respective dimension are positive and statistically significant at a significance level of (0.01) or less. This indicates the validity of the internal consistency among the phrases of the second dimension and their suitability for measuring what they were designed to measure.

Reliability of Instruments

In this section, the reliability of the questionnaire items was calculated using the Cronbach's alpha coefficient. This coefficient ranges from zero to one, where a value of zero indicates no reliability in the data, and a value of one indicates perfect reliability. Therefore, an increase in the coefficient value signifies an increase in the credibility of the data, reflecting the accuracy of the sample results in representing the study population. Additionally, criterion validity was used to ensure the validity of the questionnaire dimensions, and the study dimensions obtained the following demonstrated percentages as shown in Table (3).

Reliability Statistics	
Cronbach's Alpha	N of Items
.852	31

The alpha coefficient for all dimensions reached 0.852, indicating good internal consistency and correlation among the questionnaire items. The overall reliability coefficient for the dimensions was 0.923, indicating a very high percentage. This percentage exceeds the statistically acceptable threshold of 60%.

Statistical methods used in data analysis:

The researcher encoded and entered the questionnaire items into a computer and analyzed them using the Statistical Package for the Social Sciences (SPSS). The researcher employed the following statistical methods for data analysis and testing study questions:

- 1- Frequency tables, category tables, percentages, and graphical representations were used for demographic variables in the questionnaire (occupation, location, workplace).
- 2- Reliability testing was conducted for the questionnaire items using the Cronbach's alpha coefficient, ensuring consistency.
- 3- The weighted mean of the sample's responses to the questionnaire items was calculated using the Likert scale, assigning appropriate weights to each item. This was done to determine the category to which the sample's responses belong.

Answer of the first question

The availability score was calculated based on the category length equation (Very High (5) - High (1) / Low = 0.8). Therefore, the element's availability is low (from 3 to less than 3.5), high (from 3.6 to less than 4.00), very high (from 4.01 to less than 4.5).

No	Item	Mean	Degree
1	The reading improvement tool can help students increase their reading speed.	4.25	High
2	The reading improvement tool provides exercises and techniques that enhance speed reading.	4.20	Very High
3	The reading improvement tool reduces the time students take to process texts.	4.11	High
4	The Microsoft Teams reading improvement tool provides interactive exercises and tools.	4.12	High
5	The reading improvement tool helps students improve their understanding and interpretation of texts.	4.10	Very High
6	The reading improvement tool helps students derive meaning and details from the reading texts.	4.27	Very High
7	The reading improvement tool can help students develop reading comprehension skills.	4.22	Very High

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No	Item	Mean	Degree
8	The reading improvement tool in Microsoft Teams provides a variety of additional resources and tools that teachers can use in the classroom.	4.26	Very High
9	The reading improvement tool helps expand students' vocabulary and deepen their understanding of different topics.	4.17	Very High
10	The reading improvement tool in Microsoft Teams helps stimulate students' interest in reading and increase their engagement.	4.19	Very High
11	Teachers can use the resources available in the reading development tool to design interesting and diverse instructional lessons.	4.05	Very High
12	The reading improvement tool in Microsoft Teams allows for personalized instruction according to individual student needs.	4.25	Very High
13	Teachers can use the available analysis and evaluation features in the tool to assess each student's reading performance and monitor their progress over time.	4.23	Very High
14	The reading improvement tool helps teachers identify each student's strengths and weaknesses individually and guide teaching and assessment based on that information.	4.25	Very High
Total		4.13	High

Table (4) shows a high level of availability for all axes of Reality of Using the Artificial Intelligence-based Microsoft Teams Reading Improvement, with the "The reading improvement tool in Microsoft Teams provides a variety of additional resources and tools that teachers can use in the classroom" ranking first with an average of (4.27) while the item "Teachers can use the resources available in the reading development tool to design interesting and diverse instructional lessons" ranks last with an average of (4.05).

The mean score for all the items combined is 4.13, indicating a generally positive perception of the reading improvement tool in Microsoft Teams. The degree of the rating for most items is categorized as High or Very High, suggesting a high level of agreement or satisfaction with the tool's effectiveness in enhancing reading skills.

Most of the items received high mean scores, ranging from 4.05 to 4.27. This indicates a positive consensus among respondents

regarding the various aspects of the tool, such as its ability to enhance reading speed, provide interactive exercises, improve comprehension, expand vocabulary, and stimulate student interest.

The statements related to personalized instruction, analysis, evaluation, and individualized guidance received high mean scores. This suggests that respondents perceived the reading improvement tool in Microsoft Teams as providing valuable features for tailoring instruction to individual student needs and assessing their progress.

The item regarding the availability of resources for designing instructional lessons received a slightly lower mean score compared to other items but still falls within the "High" degree rating. This suggests that while respondents generally found the tool supportive for instructional design, there may be room for improvement in providing a wider range of resources.

Answer of the second question

No	Item	Mean	Degree
1	The lack of qualifying and training courses that familiarize teachers with the importance of the reading improvement tool and train them on its usage.	4.10	Very High
2	The inability to effectively integrate the reading improvement tool into the educational process.	3.78	Low
3	Weak infrastructure and poor internet connectivity.	4.20	Very High
4	A lack of enthusiasm for employing the reading improvement tool in the educational process.	3.87	Low
5	Student resistance to using the reading improvement tool.	3.90	Low
6	Limited class time that hinders the use of the reading improvement tool.	3.95	Low
7	Overcrowded classrooms and a high number of students that impede the use of the reading improvement tool.	4.21	Very High
8	A lack of diverse and suitable resources to be used with the reading improvement tool.	3.90	High
9	The inability to comprehensively assess reading skills and provide detailed feedback to students.	3.84	High
10	Students' inability to record audio clips.	3.68	High
11	Students' inability to record video clips.	3.77	High
12	Difficulty accessing the application using personal accounts.	3.66	High
13	Privacy restrictions or restrictions on the use of external software and applications.	3.78	High

No	Item	Mean	Degree
14	Lack of technical support regarding changes and updates to the reading improvement tool.	3.95	High
15	Lack of sufficient financial resources in schools to purchase devices, software, and provide necessary training for teachers.	4.17	Very High
16	Lack of a clear vision and an implementation plan to integrate technology into the educational process and enhance the technological capabilities of teachers and students.	3.94	High
17	Lack of clarity in the school's policy regarding the protection of user privacy from teachers and students.	3.83	High
Total		3.96	High

Table (5) shows a high level of availability for all axes of Reality of Challenges faced by English language teachers in using the reading improvement tool in Microsoft Teams, with the challenge "Overcrowded classrooms and a high number of students that impede the use of the reading improvement tool." ranking first with an average of (4.21) while the item "Difficulty accessing the application using personal accounts." ranks last with an average of (3.66).

The degree ratings vary across the items. Some challenges, such as weak infrastructure, overcrowded classrooms, and lack of financial resources, received a "Very High" degree rating. This indicates that respondents perceive these challenges as significant barriers to the implementation of the reading improvement tool. On the other hand, challenges like the inability to record audio or video clips, difficulty accessing the application, and privacy restrictions received a "High" degree rating, suggesting they are still considered significant but to a slightly lesser extent.

Some challenges received lower mean scores, indicating that respondents perceived them to be less problematic or less of a barrier. These challenges include student resistance to using the tool, a lack of enthusiasm for its implementation, and the inability to comprehensively assess reading skills and provide detailed feedback to students.

The challenges related to lack of financial resources, limited access to suitable resources, and technical support received a

relatively higher mean score. This suggests that respondents perceive these challenges as significant obstacles that hinder the effective implementation of the reading improvement tool.

Challenges related to the lack of a clear vision and an implementation plan, as well as the lack of clarity in the school's policy regarding user privacy, received a relatively high mean score. This indicates that respondents perceive these challenges as important factors affecting the successful integration of technology, including the reading improvement tool, into the educational process.

Overall, the data suggests that while there are challenges and barriers to the implementation of the reading improvement tool, respondents generally perceive these challenges as significant. This highlights the importance of addressing infrastructure issues, providing appropriate training and resources, and establishing clear policies and plans to overcome these barriers and enhance the successful integration of the tool into the educational process.

Discussion of the findings

The findings from Table (4) indicate a high level of availability for all dimensions related to the Reality of Using the Artificial Intelligence-based Microsoft Teams Reading Improvement. Among the dimensions listed, the highest-ranked dimension is "The reading improvement tool in Microsoft Teams provides a variety of additional resources and tools that teachers can use in the classroom," with an average rating of 4.27. This suggests that teachers perceive the reading improvement tool as offering a wide range of supplementary resources and tools that can enhance their classroom instruction.

On the other hand, the item "Teachers can use the resources available in the reading development tool to design interesting and diverse instructional lessons" ranks last with an average rating of 4.05. This suggests that while teachers still perceive the availability of resources in the reading development tool, they may find it slightly less effective in enabling them to design engaging and diverse instructional lessons.

Overall, these findings highlight the positive perception of English language teachers towards the availability of resources and tools provided by the artificial intelligence-based Microsoft Teams

Reading Improvement. The high ratings indicate that teachers find the tool valuable in supplementing their classroom instruction and providing additional resources to support student learning. However, the relatively lower rating for the item related to designing interesting and diverse instructional lessons suggests that there may be room for improvement in this aspect.

To maximize the benefits of the reading improvement tool, it may be beneficial to provide additional support or guidance to teachers on how to effectively utilize the available resources for designing engaging and diverse instructional lessons. This can enhance the overall effectiveness of the tool and further support teachers in their instructional practices, ultimately benefiting students' reading development.

The findings from Table (5) indicate a high level of availability for all dimensions related to the Reality of Challenges faced by English language teachers in using the reading improvement tool in Microsoft Teams. Among the challenges listed, the highest-ranked challenge is "Overcrowded classrooms and a high number of students that impede the use of the reading improvement tool," with an average rating of 4.21. This suggests that teachers perceive overcrowded classrooms and a large number of students as significant obstacles to effectively utilizing the reading improvement tool.

On the other hand, the item "Difficulty accessing the application using personal accounts" ranks last with an average rating of 3.66. This suggests that English language teachers perceive this challenge to be relatively less prevalent compared to other challenges in using the reading improvement tool. It indicates that accessing the application using personal accounts is not perceived as a major hindrance for teachers when utilizing Microsoft Teams.

Overall, these findings highlight the specific challenges that English language teachers face when using the reading improvement tool in Microsoft Teams. The results point out the importance of addressing issues related to overcrowded classrooms and finding solutions to facilitate access to the application using personal

accounts. By addressing these challenges, teachers can enhance their ability to effectively utilize the reading improvement tool and create a conducive learning environment for their students.

Recommendations

Based on the previous discussions, here are some further recommendations:

1. **Overcoming Challenges Related to Overcrowded Classrooms:** Since overcrowded classrooms and a high number of students hinder the effective use of the reading improvement tool, it is recommended to explore strategies to address this challenge. One possible solution could be implementing smaller group activities or rotations within the classroom, allowing teachers to provide individualized attention and support to students. Additionally, providing training or resources specifically tailored to managing large class sizes can help teachers navigate this challenge more effectively.
2. **Facilitating Access to the Application:** While difficulty accessing the application using personal accounts was ranked lower in terms of availability, it is still important to address this issue to ensure smooth usage of the reading improvement tool. It is recommended to provide clear instructions or guidelines to teachers on how to access and set up personal accounts for the application. Additionally, technical support or troubleshooting resources should be readily available to assist teachers in resolving any access-related issues they may encounter.
3. **Enhancing Resources and Tools:** Despite the high ratings for the availability of resources and tools in the artificial intelligence-based Microsoft Teams Reading Improvement, it is crucial to continuously improve and expand these offerings. Regular updates and additions to the available resources can provide teachers with a wider range of materials to support their instructional practices. Furthermore, incorporating features that promote interactivity, personalization, and adaptability within the tool can help teachers design more engaging and diverse instructional lessons.
4. **Providing Professional Development:** To maximize the benefits of the reading improvement tool, offering professional development

opportunities to teachers is recommended. Training sessions or workshops can be conducted to familiarize teachers with the various features and functionalities of the tool. Additionally, ongoing support and follow-up sessions can help teachers deepen their understanding of how to effectively integrate the tool into their teaching practices and overcome any challenges they may encounter.

5. Encouraging Collaboration and Sharing Best Practices: Creating a platform or space for teachers to collaborate and share their experiences, strategies, and best practices in using the reading improvement tool can be highly beneficial. This can be done through online communities, discussion forums, or regular meetings where teachers can exchange ideas, provide support to one another, and learn from each other's successes and challenges. Such collaboration can foster a sense of collective learning and continuous improvement among teachers.

By implementing these recommendations, educational institutions and administrators can support English language teachers in effectively utilizing the reading improvement tool and ultimately enhance students' reading development.

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