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ARTIFICIAL INTELLIGENCE IN EDUCATION: EVALUATING AI-POWERED EDUCATIONAL PLATFORMS

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Abstract. Teaching and learning methods are changing significantly in the modern era, driven through rapid technological developments and the digital transformation of education. Artificial intelligence (AI)-powered technologies that aim to improve learners' engagement, automate pedagogical activities, and enhance personalisation are increasingly augmenting traditional instructional approaches. Evidence-based assessment of AI-based learning systems is, therefore, becoming increasingly necessary, especially in English language instruction. The aim of this article is to evaluate and compare the pedagogical possibilities of five widely used AI-powered instructional platforms – MagicSchool AI, Eduaide, Twee, Almanack, and Fobizz – in the context of English language education. To achieve this aim, the research adopted a mixed-method design that united quantitative and qualitative approaches. The main tool used in this study was Curts's Rubric for Evaluating AI Tools in Education, a framework built around 18 criteria that examine central aspects such as pedagogical value, ease of use, accessibility, and ethical duties. The results show that MagicSchool AI performed best overall, especially when it came to age appropriateness, accessibility, and assisting teachers with the instructional activities. While Fobizz proved to be the most cost-effective platform because of its free access capabilities, Eduaide demonstrated a high degree of correspondence with

curriculum requirements. At the same time, the study revealed important limitations across the evaluated tools, notably in areas such as data protection and content correctness. Overall, the results show the need for a careful and knowledgeable approach when choosing AI-powered instructional platforms. These conclusions may be especially valuable for teachers, institutions, and administrators attempting to integrate AI into English language teaching in ways that are both ethically responsible and pedagogically meaningful.

Keywords: Artificial intelligence in education, AI-powered educational tools, English language teaching, comparative study, digital learning, AI pedagogy, educational technology

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БІЛІМ БЕРУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТ: ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БІЛІМ БЕРУ ПЛАТФОРМАЛАРЫН БАҒАЛАУ

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Аннотация. Қазіргі таңда қоғам мен технологиялардың қарқынды дамуына байланысты білім беру саласында елеулі өзгерістер орын алуда. Дәстүрлі оқыту тәсілдері жасанды интеллектке негізделген цифрлық құралдармен толықтырылып, оқытуды дараландыруға, педагогикалық үдерістерді автоматтандыруға және білім алушылардың оқу белсенділігін арттыруға мүмкіндік беруде. Бұл өзгерістер білім беру мақсаттары мен міндеттерін қайта қарауды талап етіп, заманауи цифрлық құзыреттерді қалыптастырудың маңыздылығын арттырады. Осыған байланысты ағылшын тілін оқытуда қлданылатын ЖИ негізіндегі білім беру платформаларының педагогикалық тиімділігін ғылыми тұрғыдан бағалау қажеттілігі артып отыр. Мақаланың

мақсаты - ағылшын тілін оқыту үдерісінде кеңінен қолданылатын MagicSchool AI, Eduaide, Twee, Almanack және Fobizz білім беру платформаларының педагогикалық әлеуетін бағалау және салыстырмалы талдау жүргізу. Аталған мақсатқа жету үшін зерттеу аралас әдіснамаға негізділіп, сандық және сапалық зерттеу тәсілдерін біріктіре отырып жүргізілді. Негізі зерттеу құралы ретінде Кертстің білім берудегі ЖИ құралдарын бағалауға арналған рубрикасы қолданылды, ол педагогикалық тиімділік, пайдалану ыңғайлылығын, қолжетімділік, оқу мазмұнының сапасы және этикалық мәселелерді қамтитын 18 критерийден тұрады. Зерттеу нәтижелері MagicSchool AI платформасының мұғалім қызметін қолдау, қолжетімділік және жас ерекшелігіне сәйкестік көрсеткіштері бойынша жоғары нәтижелер көрсеткенін анықтады. Eduaide оқу бағдарламасына сәйкестігімен ерекшеленсе, Fobizz платформасы экономикалық қолжетімділігімен сипатталады. Сонымен қатар кейбір платформаларда контенттің дәлділі мен деректер қауіпсіздігіне қатысты шектеулер анықталды. Алынған ғылыми нәтижелер ЖИ құралдарын ағылшын тілін оқытуда саналы әрі тиімді пайдалануға бағытталған практикалық ұсыныстар әзірлеуге мүмкіндік берді және жоғары оқу орындары мен орта білім беру ұйымдарында қолдануға жарамды.

Түйін сөздер: білім берудегі жасанды интеллект, ЖИ негізіндегі білім беру құралдары, ағылшын тілін оқыту, салыстырмалы талдау, цифрлық оқыту, ЖИ педагогикасы, білім беру технологиялары

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ОБРАЗОВАНИИ: ОЦЕНКА ОБРАЗОВАТЕЛЬНЫХ ПЛАТФОРМ НА ОСНОВЕ ИИ

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Аннотация. Сегодня, в условиях стремительного технологического развития и цифровой трансформации образования, происходят значительные изменения в практике преподавания и обучения. Традиционные подходы к обучению все чаще дополняются инструментами на основе искусственного

интеллекта (ИИ), направленными на повышение персонализации, автоматизацию педагогических задач и улучшение вовлеченности учащихся. В результате возрастает потребность в оценке образовательных платформ на основе ИИ, основанной на фактических данных, особенно в области преподавания английского языка. Цель данной статьи - оценить и сравнить педагогический потенциал пяти широко используемых образовательных платформ на основе ИИ - MagicSchool AI, Eduaide, Twee, Almanack и Fobizz - в контексте преподавания английского языка. Для достижения этой цели в исследовании использовался смешанный метод, сочетающий количественные и качественные подходы. Основным инструментом исследования была оценочная шкала Кертса для оценки инструментов ИИ в образовании, которая включает 18 критериев, касающихся педагогической эффективности, удобства использования, доступности и этических соображений. Результаты исследования показывают, что MagicSchool AI продемонстрировал наилучшие общие показатели, особенно в поддержке учебной деятельности учителей, доступности и соответствии возрасту учащихся. Eduaide показал высокий уровень соответствия требованиям учебной программы, а Fobizz оказался наиболее экономически эффективной платформой благодаря бесплатному доступу. В то же время анализ выявил ряд ограничений у оцениваемых инструментов, особенно в отношении точности контента и конфиденциальности данных. Данное исследование подчеркивает важность критического и обоснованного подхода к выбору образовательных платформ на основе ИИ. Полученные данные могут быть полезны для учителей, образовательных учреждений и политиков, стремящихся интегрировать искусственный интеллект в преподавание английского языка педагогически обоснованным и этически ответственным образом.

Ключевые слова: Искусственный интеллект в образовании, образовательные инструменты на основе ИИ, обучение английскому языку, сравнительный анализ, цифровое обучение, педагогика ИИ, образовательные технологии

Introduction. To improve the quality of education, it is essential to integrate creative progressive pedagogical methods into teaching and learning (Zhussupova and Shadiey, 2023). In the field of language education, artificial intelligence (AI) has emerged as one of the most transformative technologies. AI-powered educational tools are increasingly being used to improve instructional methodologies, personalise learning experiences, and deliver up-to-the-minute feedback. It can provide personalised learning paths, interactive delivery of material, and real-time language support, such as translation and pronunciation assistance (Harry and Sayudin, 2023; Atakhanova, 2024).

AI is progressively acknowledged as an important component of English language teaching (ELT). Intelligent tutors, chatbots, and automated assessment tools are proving valuable in supporting second-language learning, helping improve

students' performance while also making the learning experience engaging. AI technologies assist students in pronunciation, lexical development, and grammatical correction, considerably improving their learning (Zhumatayeva et al., 2024). Additionally, AI assists educators by automating administrative activities, including content generation and grading, which permits a more concentrated approach to instructional techniques and reduces the workload (Chen et al., 2020).

AI exceeds classic educational tools through incorporating immersive technologies like virtual and augmented reality. These technologies foster interactive learning environments that can deepen students' understanding (Chassignol et al., 2018). AI applications deliver personalised education and continuous feedback through automated assessments, adaptive learning platforms, and smart tutoring systems (Chen et al., 2020; Sağın et al., 2023; Atakhanova, 2024). Furthermore, AI chatbots and digital assistants help manage students' inquiries while reducing teachers' administrative load (Harry and Sayudin, 2023; Timms, 2016). However, the use of AI in education poses legitimate concerns about instructional techniques, bias in algorithms, data privacy, and ethics, despite the benefits (Timms, 2016; Krajka, Olszak, 2024). The growth of AI demands the swift creation of suitable implementation strategies, supported by current research and policy guidelines (Edmett et al., 2024). Therefore, the use of AI in education must be closely monitored to enhance classical teaching techniques and increase effectiveness (Chassignol et al., 2018).

Despite the increasing use of AI in ELT, there is still insufficient research comparing the ethical and teaching impacts of popular AI-powered platforms. Educators need a better understanding of their strengths and weaknesses. This knowledge will help them select tools that meet curriculum goals, promote fairness, and support effective teaching. Language educators' resistance is often caused by misunderstandings about AI's capabilities, a lack of professional development, and the wide variety of tools available (Jaleniauskiene et al., 2023). Many teachers remain unfamiliar with recent developments in computer-assisted language learning, and as a result, they may feel hesitant to apply these devices into their classrooms. This gap among technological innovation and everyday teaching practice limits the extent to which educators have the ability to fully benefit from AI in education.

To respond to this gap, the study executes a comparative examination of five AI-powered instructional platforms that are widely used in ELT: MagicSchool AI, Eduaide, Twee, Almanack, and Fobizz. While each platform aims to assist teachers, their pedagogical focus differs. For instance, MagicSchool AI is commonly used for lesson planning and customized instruction (Tilak et al., 2024), whereas Eduaide focuses on generating learning materials adapted to students' specific needs (Atakhanova, 2024). Twee focuses the creation of exercises using natural language processing (Atakhanova, 2024), Almanack supports curriculum planning and instructional organization (Sperling and Lincoln, 2024), and Fobizz combines classroom tools with professional development resources for educators. To ensure a systematic and transparent comparison, the selected platforms will be

assessed using Curts's Rubric for Evaluating AI Tools in Education (Curts, 2024). The evaluation will focus on key dimensions, including usability, adaptability, content quality, interactivity, feedback strategies, and ethical aspects, drawing on established research in AI in education (Chassignol et al., 2018; Chen et al., 2020).

By applying this well-structured framework, the study intends to provide meaningful and practical guidance for educators, EdTech developers, and policy makers. Its main aim is to contribute to more well-informed decision-making and encourage the thoughtful and ethical integration of AI into ELT.

Literary review. Artificial intelligence in education refers to the use of systems such as machine learning and natural language processing to raise learning outcomes. These tools make it possible to personalize education through analyzing massive amounts of data, observing patterns in how students learn, and even predicting future performance (Alneyadi et al., 2023). As Chassignol et al. (2018) note, AI is already being applied through multiple areas of education, including administrative processes, classroom instruction, and student involvement, highlighting its growing role in forming up-to-date educational procedures.

AI can make education more efficient by taking over routine tasks such as grading, formulating adaptive learning plans, and supporting data-informed decision-making (Chen et al., 2020). By decreasing the time spent on administrative work, it allows teachers to focus more on meaningful interaction with students. In addition, AI supports adaptive instruction by answering students' shifting needs, predicting academic performance, and supporting timely pedagogical interventions when difficulties arise.

According to Edmett et al. (2024), teachers are steadily integrating a wide range of AI-powered tools within their daily practice. These include chatbots, automated assessment systems, speech recognition software, language learning applications, text generators, and learning analytics platforms. Such tools promote educators in multiple ways: they help with lesson planning, the creation of instructional materials, providing practice opportunities for English language learning, assessing student work, and managing administrative responsibilities.

In language education, AI supports greater learner autonomy by providing on-demand resources, opportunities for independent practice, and instant feedback. This is notably beneficial for students who have limited access to native speakers or official language instruction (Zhumatayeva et al., 2024). AI-powered chatbots can also simulate authentic conversations, helping learners practice speaking in a stress-free environment. As a result, students often feel more motivated and experience less anxiety during oral tasks.

In today's global educational domain, tools that promote intercultural communication are especially important, as they contribute not only to language skills development as well as to the growth of cultural awareness and competence. The use of AI tools in education, especially in English language instruction, should consider how they can facilitate communication and intercultural competency in multilingual environments. As Zhussupova et al. (2019) emphasize, understanding

intercultural dynamics is fundamental for professionals working within different settings. Therefore, educational tools should be designed in ways that encourage dialogue, mutual understanding, and intercultural sensitivity rather than unintentionally creating barriers to interaction.

In general, AI applications inside education are grouped into three main categories: (1) tools that support student learning; (2) tools that provide teachers with assistance; (3) tools that improve institutional or system-level operations (Murtozayev, Sabapathy, 2024). Student-focused tools include AI chatbots, bespoke learning platforms, and intelligent tutoring systems that guide learners through content and provide feedback. Teacher-support tools, on the other hand, help with instructional planning, automate grading, and assist in developing teaching materials. At the institutional level, AI is used for data analytics, enrollment forecasting, and improving administrative productivity. These applications influence how educational institutions manage resources, monitor progress, and oversee the total learning process.

The embedding of AI technologies into education has substantially transformed teaching and learning practices. While it offers clear advantages, it also brings important challenges that educators have to carefully consider. Through the use of machine learning and natural language processing, AI opens new opportunities for automating administrative tasks, personalizing instruction, and increasing student involvement (Chen et al., 2020; Harry, Sayudin, 2023). These developments are modifying how learning experiences are designed and delivered in modern learning settings. Among the main benefits of AI in education has its ability to support personal learning. It allows students to advance at their own pace and adapt learning materials to their individual needs (Atakhanova, 2024; Jaleniauskiene et al., 2023). Tools such as intelligent tutoring systems, chatbots, and automated grading platforms not just provide students with consistent, data-informed feedback along with help teachers save valuable time. In addition, AI increases learner involvement by creating more individualized and participatory learning experiences. Research suggests that AI-based platforms, such as Carnegie Learning and Duolingo, can improve academic performance by up to 30% (Harry, Sayudin, 2023), pointing to their possible impact on learning outcomes. Another important advantage of AI is based in its powerful analytics capabilities. Through analyzing learning data, AI helps educators make more informed pedagogical decisions and modify instruction based on students' actual needs (Chen et al., 2020, p. 260, 263; Harry, Sayudin, 2023). At the same time, AI boosts accessibility, granting valuable support toward diverse groups of learners, including students with disabilities. AI-powered platforms might also simulate authentic English communication, enabling learners to practice in structured, guided environments as receiving prompt feedback on their language performance (Atakhanova, 2024). In addition, AI streamlines assessment processes: automated grading systems, particularly for essays, use natural language processing and machine learning to provide quick, consistent feedback, reducing teachers' workload while continuing timely responses for students.

However, the embedding of AI into education comes with its difficulties. One of the most pressing concerns relates to data privacy and security, as AI systems typically entail substantial amounts of students’ personal information. This elicits key questions about how such data are stored, protected, and potentially misused. Issues of bias and equity also call for attention. AI systems may unintentionally reproduce or amplify existing social inequalities, causing unfair academic results (Harry, Sayudin, 2023). In addition, the financial costs associated with implementing AI technologies can be prohibitive, particularly for institutions with limited resources. For these reasons, ethical principles such as transparency, accessibility, and equity must remain central to AI integration in education to safeguard students’ rights and sustain academic integrity (Chen et al., 2020; Harry, Sayudin, 2023). Although these problems exist, AI keeps shaping contemporary learning settings, pointing to the need for persistent research and well-developed policy frameworks intended at ensuring its responsible and effective use.

Educators routinely experience difficulties when assessing AI applications effectively. Developing AI literacy goes beyond simply using digital tools, it comprises understanding core AI concepts, applying them in practice, critically evaluating technologies, and communicating effectively with AI systems. Strengthening teachers’ scientific and technological competence through evidence-based professional development and ongoing curriculum support is therefore essential. When instructors are equipped to evaluate AI tools thoughtfully, they are more likely to feel motivated and confident in integrating them within their teaching. This competency facilitates teachers to form informed judgments about the relevance, quality, and pedagogical value of AI technologies in the classroom (Zhao et al., 2022). Table 1 outlines a selection of tools that may support the evaluation of AI applications.

Table 1 – The list of rubrics used to evaluate AI tools

Rubrics to evaluate AI tools	Criteria	Purpose
Chapelle's (2001) Framework	Six criteria: language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality.	Provides a theory-driven basis for evaluating the appropriateness of CALL tools through six criteria by aligning technological features with Second Language Acquisition (SLA) principles and pedagogical goals to assess both the conditions and outcomes of language learning (Shetye, 2024).
Rubric for evaluating AI tools: Fundamental criteria (Mackie, Aspenlieder, 2024)	10 categories: functionality, accessibility, technical, mobile design, privacy (data protection, and rights), social presence, teaching presence, cognitive presence, ethics, environment.	Provides a systematic rubric to examine AI tools based on technical, pedagogical, and ethical considerations to support decision-making in education.
	18 criteria: alignment with curriculum, ease of use, teacher	Offers a comprehensive method for evaluating AI tools in education based

Curts's Rubric for Evaluating AI Tools in Education (Curts, 2024)	role, age appropriateness, accessibility, multi-lingual support, engagement, content accuracy, bias and fairness, content filtering, integration, system requirements, free option, cost-effectiveness, updates and maintenance, training resources, customer support, data privacy.	on pedagogical effectiveness, usability, accessibility, and compliance with ethical and legal standards.
VALID-AI framework (University of Toronto Libraries, 2025)	Six criteria: Validate data, analyze algorithms, legal and ethical considerations, interpret how it works, diversity and bias, accuracy check.	Evaluates AI tools through a structured validation framework that examines data reliability, potential bias, ethical alignment, transparency, and overall accuracy.
The DOMS™ AI-Ed Tools rubric framework Hardman (2023)	7 categories: Pedagogical quality, reliability and ethics, data privacy and security, accessibility and inclusion, scalability and adaptability, ease of integration, cost-effectiveness.	Offers a consistent framework for comparing AI technologies across essential educational criteria, helping educators make well-informed and confident decisions.
Source: Compiled by the authors based on the sources Shetye, 2024; Curts, 2024; Hardman, 2023; University of Toronto Libraries, 2025; Mackie, Aspenlieder, 2024.		

The decision to use Curts’s Rubric for Evaluating AI Tools in Education (2024) as the framework for this study is grounded in its thorough and well-structured approach to examining AI use within the learning context. The rubric includes 18 key criteria that address important dimensions such as curriculum alignment, student involvement, accessibility, teacher support, bias and equity, content reliability, and accordance with existing educational technologies. These dimensions are especially relevant for assessing the pedagogical impact of AI in language learning. They help ensure that AI-powered tools contribute meaningfully to language development while remaining aligned with sound teaching principles, ethical standards, and practical technological considerations (Table 2).

Table 2 – The evaluation of the pedagogical implications of AI in language learning, based on Curts’s Rubric (2024)

The pedagogical benefits of AI in language learning	Relevant evaluation criteria from Curts’s rubric (location in the rubric)	Explanation
Learner autonomy	Alignment with curriculum (1), Ease of use (2), Multi-lingual support (6), Accessibility (5), Engagement (7)	AI tools let learners to fit personalized materials, practice independently, and receive feedback, ranging with curriculum goals.
Simulated conversations and reduced speaking anxiety	Engagement (7), Ease of use (2), Accessibility (5), Multi-lingual support (6)	AI-driven conversational agents help learners practice speaking, lowering anxiety and increasing engagement.

Personalized leaning pathways	Engagement (7), Ease of use (2), Bias and fairness (9), Content accuracy (8)	AI adjusts content based on learners' needs, certifying fair and accurate learning support.
Intercultural communication development	Bias and fairness (9), Content accuracy (8) Multi-lingual support (6), Age appropriateness (4)	AI tools help learners develop intercultural competence through providing culturally sensitive language examples and avoiding biases.
Integration into formal education	Teacher role (3), Integratin (11), Training resources (16), Updates and maintenance (15)	AI serves as an aid to educators, helping them personalize instruction and integrate technology into existing curricula.
Content credibility and safety	Content accuracy (8), Content filtering (10), Bias and fairness (9), Data privacy (18)	AI tools need to be constantly updated and monitored to making sure that the content is accurate, unbiased, and supports ethical standards.
Cost and accessibility considerations	Cost-effectiveness (14), Free option (13), Accessibility (5), System requirements (12)	AI tools ought to be affordable, user-friendly, and accessible to all learners, including those with disabilities.
Sustainability and ongoing improvement	Updates and maintenance (15), Training resources (16), Customer support (17)	AI-based tools need regular updates, teacher training, and responsive customer support to guaranty long-term effectiveness.
Data privacy and security	Data privacy (18), System requirements (12), Customer support (17)	AI tools should comply with data protection laws (e.g., GDPR, FERPA) and make sure student data is securely managed.
Source: The authors' own work		

In addition, Curts's rubric delivers a structured and adjustable framework that enables a detailed evaluation of how AI contributes to learner autonomy, learner-centered learning, and intercultural communication elements that are central to contemporary language education (Table 2). Because of its wide-ranging and all-encompassing approach, Curts's framework is particularly appropriate for studying the influence of AI-based tools on both instructional practices and student learning in language education contexts.

Materials and methods. This study adopts a mixed-method research design, combining both quantitative and qualitative approaches to examine AI-powered educational tools in ELT (Creswell and Creswell, 2018). To ensure a systematic comparison, a structured analysis was carried out using Curts's Rubric for Evaluating AI Tools in Education (2024) as the main evaluative framework. The rubric gives a detailed assessment across 18 essential criteria, facilitating an unbiased, and multidimensional evaluation of each tool.

The mixed-method design supports more in-depth analysis by bringing together quantitative and qualitative findings from expert participants. The study began with the collection of quantitative data through structured evaluations based on a Likert scale. These results were then enriched with qualitative comments, yielding more meaningful reflections on the strengths, limitations, and functional implementations of the AI tools under investigation.

The study involved nine experts in the field of foreign language education who were selected based on their scholarly background, professional experience, and familiarity with the use of AI in teaching. The focus group included two scholars holding a Candidate of Pedagogical Sciences degree with expertise pertaining to educational research, two PhD candidates, and five Master's students enrolled in the program "Foreign Language: Two Foreign Languages." Following Creswell and Creswell (2018), a focus group was chosen as an effective qualitative data collection method, letting participants to share different views and stimulate discussion among individuals with joint expertise (p.220). Focus groups are especially useful when the aim is to explore participants' common experiences, viewpoints, and attitudes, as the interactive format often generates richer and more subtle insights than individual interviews. In this study, all participants had prior experience using AI-powered tools in their teaching practice, which enabled them to give knowledgeable and practical evaluations of the instructional platforms being examined.

Their professional backgrounds were diverse, ranging from employment at national and regional universities to teaching in schools and private language courses. This variety ensured a broad scope of perspectives on how AI can be applied in different teaching contexts. Participants were purposefully selected for their expertise in language pedagogy, hands-on experience with AI tools, and ability to critically assess both the pedagogical value and technical functionality of AI-powered platforms. Table 3 provides an overview of the participants' academic qualifications, workplaces, and levels of AI literacy.

Table 3 – Participants' characteristics

Respondent	Academic degree	Workplace	AI literacy level
R1	PhD student	regional university	high
R2	Candidate of Pedagogical Sciences	national university	high
R3	PhD student	secondary school	high
R4	Master's student	secondary school	high
R5	Master's student	language course teacher	high
R6	Candidate of Pedagogical Sciences	national university	average
R7	Master's student	language course teacher	high
R8	Master's student	language course teacher	average
R9	Master's student	Secondary School	high

The data collection process followed Curts's Rubric for Evaluating AI Tools in Education (2024). This rubric includes 18 core criteria for assessment: (1) alignment with curriculum, (2) ease of use, (3) teacher role, (4) age appropriateness, (5) accessibility, (6) multi-lingual support, (7) engagement, (8) content accuracy, (9) bias and fairness, (10) content filtering, (11) integration, (12) system requirements, (13) free option, (14) cost-effectiveness, (15) updates and maintenance, (16) training resources, (17) customer support, and (18) data privacy.

Each criterion was evaluated on a 10-point Likert scale, ranging from 1 (very

poor) to 10 (outstanding), with clearly defined intermediate levels such as poor, fair, below average, average, above average, good, very good, and excellent. Participants provided numerical ratings and responded to open-ended questions. These questions let them describe their assessments in more detail. This qualitative aspect allowed them to discuss the pros and cons of each AI tool, giving more insight into its functionality, usability, and educational value. Participants also noted areas of agreement or opposing opinions within the group. This ensured that the analysis included both common views and critical reflections. To finish the evaluation, each of the nine participants tested five AI tools and rated them against all 18 rubric criteria. On average, participants spent approximately six hours over one week on this task, resulting in a total of 54 person-hours dedicated to the evaluation process.

The data analysis was conducted in two stages to provide a thorough evaluation of the AI-powered educational tools. In the first stage, quantitative analysis was performed using descriptive statistics, including the mean (M), median, and standard deviation to identify overall trends and variations in instrument performance. Interrater reliability was also calculated using Cronbach's alpha, which produced a coefficient of 0.87. This result indicates strong internal consistency and supports the reliability of the professional reviews. For the qualitative component, a thematic analysis was carried out to detect recurring ideas in participants' responses. Their written feedback was carefully coded in accordance with the evaluation criteria, which made it possible to detect patterns related to strengths, concerns, and prospective points for improvement.

The study was performed in accordance with established ethical investigation standards. All participants provided informed consent prior to taking part in the evaluation process. They were clearly informed that their responses would remain confidential and anonymous, and that no identifying information would be shared with third parties. Throughout the study, principles of scholarly integrity and responsible research practice were carefully observed.

Results. *Quantitative Data.* Table 4 presents the comparative results of the five AI tools across the eighteen evaluation criteria. A general review of the mean scores shows that MagicSchool AI demonstrated the most stable performance overall. In particular, it received very high ratings for supporting the "Teacher's Role" ($M = 9.6$), "Age Appropriateness" ($M = 9.0$), and "Accessibility" ($M = 8.6$). These scores suggest that participants perceived this platform as especially suitable for direct classroom application, where teacher guidance and modification to learners' needs remain central. Eduaide and Almanack also performed consistently across several pedagogical dimensions. For example, Eduaide achieved a strong mean in "Curriculum Alignment" ($M = 8.4$), while Almanack scored similarly in this category ($M = 8.0$). In terms of "Student Engagement", Almanack ($M = 8.2$) and Eduaide ($M = 7.6$) were rated positively, indicating that both tools may be effective in structured learning situations in which conformity with learning goals and student participation are critical.

Table 4 - AI tools evaluation results

№	Criteria	MagicSchool AI (average score)	Eduaide (average score)	Almanack (average score)	Twee (average score)	Fobizz (average score)
1	Alignment with curriculum	8.6	8.4	8.0	7.4	7.4
2	Ease of use	8.75	7.8	8.0	7.6	7.4
3	Teacher role	9.6	8.4	9.0	8.0	7.8
4	Age appropriateness	9.0	8.4	7.6	7.2	7.2
5	Accessibility	8.6	5.6	5.8	5.6	5.2
6	Multi-lingual support	8.2	8.4	8.4	8.2	7.2
7	Engagement	8.4	7.6	8.2	7.4	8.4
8	Content accuracy	7.2	7.0	6.2	5.8	6.0
9	Bias and fairness	7.8	7.4	7.2	7.0	6.8
10	Content filtering	7.6	7.6	7.4	6.4	6.8
11	Integration	7.6	6.8	6.6	6.8	6.6
12	System requirements	8.2	6.8	6.8	6.6	6.6
13	Free option	7.8	7.8	7.6	6.8	8.2
14	Cost-effectiveness	8.0	8.0	7.4	6.8	8.0
15	Updates and maintenance	8.6	8.4	7.4	6.8	8.0
16	Training resources	8.4	8.2	7.4	7.4	7.4
17	Customer support	8.6	8.2	7.6	7.2	7.4
18	Data privacy	8.6	8.4	7.0	5.8	7.6

Note: 1 (very poor), 2 (poor), 3 (fair), 4 (below average), 5 (average), 6 (above average), 7 (good), 8 (very good), 9 (excellent), 10 (outstanding).
Source: The author's own work

Across all evaluation criteria, “Teacher Role” received the highest ratings overall. In particular, MagicSchool AI (M = 9.6) and Almanack (M = 9.0) were viewed very positively in terms of how well they serve educators. This suggests that both tools are especially helpful for lesson planning, delivering instruction, and handling classroom activities, areas that are central to everyday teaching practice. A similar pattern was observed for “Age Appropriateness”, where MagicSchool AI (M = 9.0) and Eduaide (M = 8.4) achieved the strongest scores. These results show that the platforms are capable of adjusting content to customize to different age groups, making them flexible enough to be used throughout multiple educational levels. When it comes to “Ease of Use”, MagicSchool AI again stood out (M = 8.75). Participants remarked on its easy-to-use interface and smooth navigation, suggesting that it requires less time and effort to learn compared to other tools. This user-friendly design likely reduces the cognitive and technical burden for both teachers and students.

Discussion. Although several AI tools demonstrated strong performance in multiple areas, content correctness stood out as a clear area for improvement. Even MagicSchool AI, which received the highest score in this category (M = 7.2), did not achieve an exceptionally high rating. This suggests that AI-generated materials still calling for careful review, editing, and professional judgment before being

used in the classroom. Lower scores for Twee (M = 5.8) and Fobizz (M = 6.0) further demonstrate the need for more consistent quality control and fact-checking mechanisms inside these platforms. “Data Privacy” also emerged as an important concern. Notably, Twee received the lowest rating in this category (M = 5.8), eliciting doubts about how securely student information is managed. This finding reinforces the importance of visible policies and strong data security procedures when integrating AI tools into academic settings. In contrast, MagicSchool AI (M = 8.6) and Eduaide (M = 8.4) were rated more positively, suggesting stronger conformity with privacy standards and more reliable security practices. Overall, these results echo earlier research noting that for AI tools to be sustainably integrated into education, they must not only support pedagogy but also guarantee high levels of accuracy and data security (Chen et al., 2020; Harry, Sayudin, 2023).

In terms of affordability, Fobizz emerged as the most affordable option, receiving the highest rating in the “Free Option” category (M = 8.2). This indicates that its free version delivers considerable functionality, making it especially attractive for teachers and students working within limited budgets. At the same time, broader accessibility is still a concern across several platforms. Almanack (M = 5.8), Eduaide (M = 5.6), and Twee (M = 5.6) received comparatively lower scores, suggesting that they may not yet provide sufficient support for learners with disabilities. These data point out to the need for an increasingly inclusive design in AI tool development, especially features such as text-to-speech capabilities, adaptable interfaces, and multilingual options. Fortifying these areas would help ensure that AI technologies truly support diverse learners in the learning context.

Figure 1 offers a visual overview of how the evaluated AI tools perform across the main educational criteria, making it easier to see their relative advantages and areas that demand further improvement.

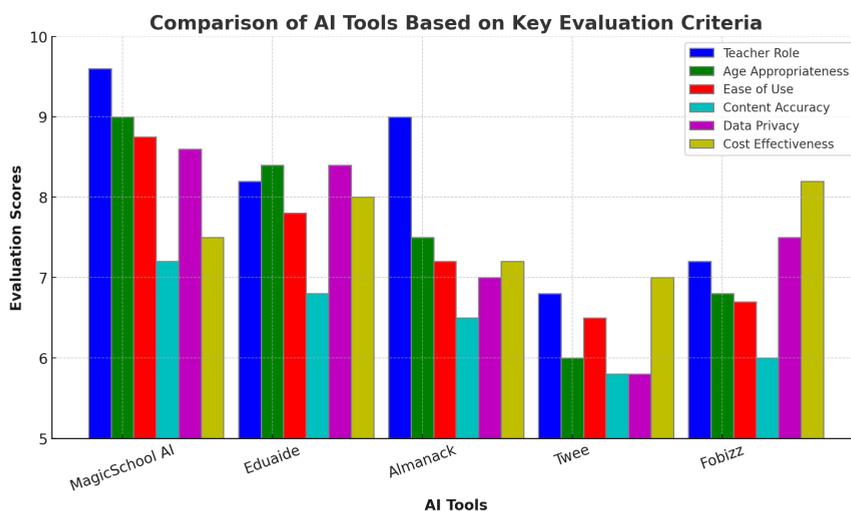


Figure 1 – Comparison of AI tools

Overall, the findings (Figure 1) suggest that no single AI tool can be considered universally superior, instead each platform brings its own particular strengths. MagicSchool AI appears to offer the most balanced combination of pedagogical support and accessible design, while Eduaide is particularly strong in helping teachers align AI-created content with structured curricula. In contrast, Forizz stands out mainly owing to its affordability and accessible free features, rendering it a useful option for educators working within budget limitations. At the same time, the comparison makes it clear that excelling in one area often means restrictions in another. Continuing concerns about content validity and data privacy further highlight that, although these tools show marked promise, their effective use in education still depends on thoughtful supervision and continuous improvement.

Qualitative Data. The analysis of participants' open-ended responses led to the identification of nine key themes related to the embedding of AI in language learning. These themes reflect in which educators and learners actually experience AI-powered tools in practice, illustrating not only their pedagogical potential as well as the benefits and challenges that arise in a real classroom context (Table 2). Each theme is grounded in respondents' comments, with corresponding criteria from Curts's Rubric (2024) provided in parentheses used to clarify the analytical system underpinning the interpretation.

1. Learner autonomy and Alignment with curriculum. AI tools support self-directed learning by granting personalized materials, immediate feedback, and flexible learning pathways. Respondents noted that these features prepare students to take greater responsibility for their progress, adapt learning to their individual needs, and handle content at their own pace. For instance, Respondent 1 noted that *"MagicSchool AI fits the curriculum with customizable lesson plans and resources."* Similarly, Respondent 2 pointed out that *"Many AI tools can match curriculum goals by supplying customizable features to fit different subjects, grade levels, and educational programs."* Although AI tools enable students to learn at their own pace, several respondents state that teacher involvement stays essential. They noted that automatically generated content often entails careful review and adjustment to assure it corresponds to curriculum requirements and established pedagogical standards. Respondent 6 commented that *"These tools supply strong accordance with curriculum needs and afford flexibility, but they may require some manual changes to fully meet specific teaching frameworks."*

2. Interactive content and Learner engagement. AI-powered tools increase learner engagement by delivering interactive and customized content made for different educational styles. Instead of merely imitating spoken conversations, they involve learners through varied and dynamic activities, including quizzes, worksheets, multimedia materials, and adaptable lesson content that responds to students' needs. Respondent 3 states that *"MagicSchool AI, Eduaide, and Almanack create engaging, personalized lessons, Twee customizes interactive English content, and Fobizz promotes engagement with quizzes and worksheets."* Similarly, Respondent 9 stressed the value of *"various interactive tasks"* in retaining student

interest. These tools were also valued for supporting diversified learning choices, as Respondent 2 remarked on *“their ability to handle different modalities, including text, audio, and video.”*

3. Appropriateness (age, level) and Ease of use. Respondent 3 pointed out that *“Some of these tools have been designed with adjustable difficulty levels, age-appropriate language ... For younger students, tools include gamification and visual aids, while for older students, they focus on critical thinking and problem solving.”* Similarly, Respondent 8 stated that *“Platforms are user-friendly for both students and teachers. The ease of use varies, but most tools present a simple and clear UI, making them available for first-time users.”* However, some respondents observed that although AI tools make learning highly effective and user-friendly, they do not always offer sufficient explanation when addressing more complicated topics. Respondent 6 remarked that *“AI tools provide useful learning materials, but they still require teacher intervention to ensure students grasp concepts fully.”*

4. Multilingual support and intercultural responsiveness (Bias and fairness). Participants also acknowledged the value of AI-powered tools for their multilingual capabilities, noting that they boost accessibility and promote inclusion in linguistically diverse educational contexts. Respondent 1 noted that *“MagicScholl AI (22 languages), Eduaide (23), and Almanack (more than 50) support a wide range of languages,”* while *“Forbizz supports German and English and Twee covers 16 languages.”* Respondent 6 acknowledged limitations, *“they mostly focus on English”*, Respondent 5 stated that *“the quality and accuracy of multilingual information vary.”* Regarding bias and fairness, participants stressed the need for greater disclosure and responsiveness. Respondent 8 pointed out that *“MagicSchool AI advises teachers to look for bias, but is missing clear dataset and reporting details.”* At the same time, other platforms furnish *“no specific information on bias minimization, dataset variety, or reporting systems.”* Respondent 4 noted *“bias is an ongoing challenge in AI, as tools learn from historical data, which may contain implicit social biases.”* Respondent 7 concluded, while there is a basic level of commitment toward fairness, *“...there is room for greater consistency and effectiveness in ensuring equity throughout diverse learner populations.”* These outcomes show that although AI platforms have real possibilities to support intercultural awareness and make language learning increasingly inclusive, they cannot function effectively on their own. Therefore, AI should be used thoughtfully and always accompanied by careful human guidance and reflection.

5. Integration into formal education. AI tools perform an assisting role in formal education by assisting teachers with lesson planning, content generation, and designing assessments, while strengthening rather than replacing the teacher’s role. Respondent 2 stated that *“Mostly these platforms focus on supporting teachers by giving insights, automating recurring tasks, and enhancing instructional strategies than replacing teachers.”* Several respondents reported that most of these AI platforms have been designed to be compatible with common educational technologies and LMSs, but the ease of integration may depend on the specific

system or platform. Respondent 1 pointed out that *“MagicSchool AI can integrate with Google Classroom, Canvas, Google Docs, and Microsoft Word, while Eduaide, Almanack, Twee suggest integration with paid option, and Fobizz have no specific integration details available.”* Respondent 6 noted that *“They likely support basic integration features like exporting data, embedding tools, or importing content from external sources, though they may not always work with every tool or system.”* These data indicate that successful integration of AI tools into formal education depends not only on technical capacities as well as on their coordination with educator workflows and curriculum demands.

6. Content credibility. Concerns about the validity and trustworthiness of AI-produced materials were frequently mentioned by participants. Respondent 3 pointed out that *“MagicSchool AI and Eduaide ensure content reliability by letting users to report errors and receive quick responses.”* Respondent 9 noted *“everything is focused on basic content filtering, but Eduaide is known for stronger safeguards and a teacher reporting mechanism...”* However, Respondent 8 warned that *“AI-developed content is not always reliable and needs teacher verification to maintain quality.”* Most participants argued that although AI tools can produce helpful educational materials, those outputs still need to be carefully checked and guided by teachers to ensure quality and relevance.

7. Cost and accessibility considerations. Respondent 1 observed that *“MagicSchool AI and Eduaide offer free versions with limitations, while Fobizz is completely free.”* Respondent 9 stated, *“Eduaide is highly cost-effective with a free version and affordable paid plans for a wide range of functionalities. Twee is cheap, but the lack of advanced features makes it less cost-effective when considering other similar tools.”* However, accessibility continues to raise concerns, Respondent 3 pointed out that *“Even though none of these tools mention VPAT, Magic school offers differentiated instruction tools help modify lessons for students with special needs, Eduaide needs teacher intervention.”* Respondent 1 noted *“MagicSchool AI follows WCAG 2.0 and provides accessibility features with a VPAT (seizure safe, vision impaired, ADHD friendly, blind users, cognitive disabilities), while Eduaide, Almanack, Twee, and Fobizz have no specific accessibility details or VPAT available.”* Similarly, Respondent 4 highlighted that *“not all AI tools clearly specify accessibility features for students with disabilities.”* These evidence stress the importance of guaranteeing that AI tools are designed with diverse learners in mind, urging developers to make them more accessible, inclusive, and responsive to multiple needs.

8. Sustainability and ongoing improvement. Frequent updates and ongoing professional development were viewed as necessary for keeping AI tools functional and applicable over time. Respondent 3 noted that *“The best tools for education release updates regularly, monthly or quarterly, adding new features, improving AI accuracy, and fixed bugs.”* Respondent 5 emphasized *“MagicSchool AI is actively updated with new features, while Eduaide, Almanack, Twee, and Fobizz have no precise details on updates, but have new tool on platform.”* As for the training

resources, Respondent 9 *“These tools likely offer a mix of training materials, such as user manuals, online tutorials, and occasional webinars, to help users get started and effectively use the tool”*. Respondent 1 stated, *“MagicSchool AI provides training materials (video instructions), certification courses, and educator forums, while Eduaide has Eduaide Academy course, Almanack through chat and video materials, Twee through video instructions, and Fobizz has guidelines for using AI, and offer various training resources.”*

9. Data privacy and security. Data privacy emerged as one of the biggest concerns associated with AI tools in education. Respondent 3 maintained, *“Each of them offer privacy terms, but in different levels. For example, Twee’s is basic and unclear, while Eduaide provides clear transparency.”* Respondent 1 stressed that *“MagicSchool AI complies with COPPA, GDPR, and FERPA, Eduaide GDPR and EEA, while Almanack, Twee, and Fobizz lack exact details on data privacy, compliance, or security measures.”* Respondent 7 raised concerns that *“Some AI tools may collect student data absent clear policies on how it is stored and used.”* Similarly, Respondent 5 warned that *“Educational institutions ought to carefully review AI privacy policies before adopting new tools.”* These concerns draw attention to the need for strengthened disclosure and stronger security measures in AI-powered platforms.

The qualitative analysis shows a balanced picture of AI-powered tools in education, drawing attention to both their strengths and their limitations. Many respondents agreed that AI can promote greater learner autonomy, increase engagement, and support increasingly personalized lessons, however concerns remain about the reliability of content, accessibility, and data security. The results echo the quantitative findings of the study, showing that although AI tools bring meaningful benefits to education, they need to be introduced thoughtfully to avoid issues such as inaccurate content, ethical problems, or excessive dependence on automation. Effectively handling these problems will require close cooperation between teachers, developers, and policy-makers to ensure that AI continues to serve as a responsible and assisting partner in the learning process.

Conclusion. In this study, we conducted a comparative study of various AI-driven instructional platforms utilized in English language instruction. We used a structured rubric to methodically assess each platform. This helped us consistently judge the pedagogical value, usability, accessibility, and ethical issues of each one. Our study shows that AI tools can make teachers’ jobs much easier, help them teach in different ways, and get students more involved in their learning. Our results also show that these technologies have some problems. We saw the same worries about the reliability of generated content, information protection practices, and the different levels of accessibility regarding different user groups on all platforms. MagicSchool AI performed the best overall when all the evaluation criteria were taken into account. It was especially good at helping teachers plan lessons, making materials that were easy to use, and providing materials that were right for the age group. Eduaide, on the other hand, stood out because it fit so well with the

curriculum, which makes it especially useful in structured learning settings. Fobizz set itself apart mainly by being cheap and easy to get to, which could be important for schools with limited funds. These results show both the teaching potential and the real-world problems of using AI-powered platforms in English language teaching.

Even though it's clear that AI-powered tools can help people learn languages, our research shows that they still have a long way to go before they are fully developed. We found that ethical transparency, the dependability and trustworthiness of generated content, and the extent to which the needs of diverse learners are truly met were common concerns throughout the platforms we looked at. These matters cannot be regarded as peripheral; instead, they necessitate continuous enhancement and intensive analysis. By placing our findings in the expanded conversation about AI in education, we hope to add real-world evidence from systematic evaluation instead of just excitement about new technology. The findings of this study may aid educators, institutional leaders, and educational technology developers in making more well-informed choices regarding the selection or design of AI-supported tools for English language instruction. Our findings also support an important idea that AI should not replace the teachers' professional judgment and relationship-building role, it should be a tool for teaching. For meaningful integration to happen, teachers need to be involved, follow ethical guidelines, and keep updating technology solutions to fit the needs of the classroom. AI can only improve teaching and learning if these conditions are met – it must protect integrity in academia and make sure that all students have equal access.

As for the limitations, the expert evaluation involved nine specialists from a national university, a regional university, multiple secondary schools, and private English language institutes. While this range gave insights from several tiers of the educational system, the participant count was quite limited. The results are also limited to a certain institution and country, which may make it harder to apply them to other situations. Another limitation pertains to the extent of the platform analysis. We compared five AI-powered tools using Curts's rubric as a guide. This system allowed for systematic evaluation, but the fast-changing world of AI means that new platforms and new features on existing platforms are always coming out. A wider array of tools would enable subsequent researchers to generate a more sophisticated and contemporary comparative research. The study also recorded professional opinions at a specific point in time. We did not investigate the continuing pedagogical effects of prolonged AI integration in academic environments. Long-term designs would be especially useful for comprehending how sustained exposure to AI-supported tools influences learner engagement, learning outcomes, and teachers' professional practices. Lastly, the moral side of AI in education needs to be looked at by scholars all the time. A single study cannot answer questions about algorithm bias, how content is made, data protection, and the changing role of the teacher. Current research is vital to guarantee that technical developments

in language education remain pedagogically valid, socially responsible, and in accordance with principles of academic integrity.

Our data show that the educational efficacy of AI will rely more on its incorporation into current pedagogical methodologies than on the technology itself. We believe that AI should be seen as a tool that assists teachers in making decisions, not as a tool that takes their place. The teacher's role is still very important, especially when it comes to figuring out what students need to learn, changing materials, and keeping meaningful conversations going in the classroom. So, effective integration needs careful professional preparation. Teachers need organized chances to get comfortable using AI tools for planning lessons, making assessments, and making decisions about how to teach. Without this kind of preparation, even well-made platforms might not be used as much as they could be or used without thinking about it. At the same time, teachers are not the only ones who are responsible. Developers need to keep working on making AI-created content more reliable, fixing any computational bias, and making sure that accessibility features meet the needs of all types of learners. From an institutional point of view, clear data governance is just as important. To secure user information and keep trust, there needs to be well-defined policies that follow rules like the Family Educational Rights and Privacy Act (FERPA) in the USA and the General Data Protection Regulation (GDPR) in the European Union. Finally, students should not be seen as people who just use AI systems. In the classroom, we saw that students learn best when AI is seen as a way to explore and think about reflection, not as a way to get things done faster. Supporting critical engagement with AI-produced content is able to enhance analytical thinking, research capabilities, and responsible digital competence. These skills will always be important as schools and workplaces change along with new technologies.

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