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Exploring the Pedagogical Affordances and Constraints of AI-Supported Presentation Design in EFL Contexts

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Abstract

English academic presentation tasks pose persistent challenges for learners in English as a Foreign Language (EFL) context due to their multimodal and performance-oriented demands. Responding to the growing yet underexplored use of generative artificial intelligence (AI) in presentation pedagogy, this qualitative case study investigates Taiwanese EFL instructors' and students' perceptions of AI-supported English presentation slide design. The study was conducted at a Taiwanese university and involved two EFL instructors and three undergraduate students with diverse disciplinary backgrounds and English proficiency levels. All participants completed a standardized AI-supported presentation task using DeepSeek for outline generation and Gamma for slide design, followed by semi-structured interviews. Interview data were analyzed using reflexive thematic analysis. Four themes emerged: (1) AI tools functioned as preparatory scaffolds that reduced task-entry barriers and supported macro-level organization; (2) instructors identified constraints related to linguistic appropriateness, limited design flexibility, and pedagogical suitability; (3) AI tools enhanced clarity and structural coherence during preparation but contributed minimally to oral delivery and interactional competence; and (4) motivational effects were dual-edged, with short-term confidence gains accompanied by concerns about procrastination and overreliance. While AI-supported tools were perceived to alleviate cognitive load and anxiety, particularly during early planning stages, improved slide quality did not consistently translate into deeper rhetorical awareness or communicative development. The study concludes that generative AI should be pedagogically positioned as a structured planning aid rather than a substitute

for communicative practice, underscoring the importance of instructional mediation in AI-integrated EFL presentation pedagogy.

Keywords: *AI, EFL, multimodality, presentations, motivation, pedagogy.*

1. Introduction

English oral presentation competence has become a core academic and professional skill in higher education; however, for learners in English as a Foreign Language (EFL) context, its development remains persistently challenging. Oral presentation tasks are inherently multimodal, requiring learners to coordinate linguistic accuracy, discourse organization, visual design, and oral delivery in real time—a level of integration that places substantial cognitive and communicative demands on learners with limited linguistic resources. Prior research has consistently documented that EFL learners experience pronounced difficulties in structuring academic content coherently, managing appropriate language use, and coping with elevated levels of speaking anxiety, all of which may undermine communicative confidence and presentation performance (Horwitz, Horwitz, & Cope, 1986). In Taiwan, where English is primarily acquired as a foreign language and opportunities for sustained English interaction remain limited, these challenges are particularly salient in university-level presentation contexts and continue to constrain students' oral academic communication (Fitriati & Williyan, 2025).

Against this backdrop, recent advances in generative artificial intelligence (AI) have prompted growing scholarly interest in its potential to support English learning. A substantial body of research has demonstrated that AI tools can enhance students' English writing by facilitating idea generation, improving linguistic accuracy, and supporting revision processes (Kohnke, Zou, & Zhang, 2023). Nevertheless, despite the rapid expansion of AI-assisted writing research, empirical investigations into the use of AI for English presentation slide design remain notably scarce. This omission is consequential, as presentation slide design entails not only textual production but also multimodal decision-making and performance-oriented preparation, which may pose even greater challenges for EFL learners than writing alone. Although emerging AI systems have begun to explore automated slide adaptation and multimodal presentation coaching (Chen et al., 2025; Liu et al., 2025), little is known about how such tools are pedagogically perceived, interpreted, and negotiated by EFL teachers and students in authentic instructional settings.

At the same time, the educational value of AI-supported presentation design remains a subject of debate. Recent critical scholarship cautions that while AI technologies may enhance efficiency and personalization, uncritical reliance on AI-generated content can foster superficial learning, weaken learner agency, and limit the development of higher-order communicative competence when pedagogical mediation is insufficient (Crompton, 2024; Zawacki-Richter et al., 2024). These concerns are particularly salient in Taiwanese EFL and English-Medium Instruction (EMI) contexts, where institutional expectations for English academic presentations are increasing alongside heightened scrutiny of instructional quality and academic integrity. Consequently, instructors and students may hold divergent perceptions regarding the pedagogical affordances, limitations, and risks associated with AI-supported presentation design.

Despite growing scholarly attention to AI-assisted language learning, existing research has focused predominantly on writing instruction, automated feedback, and general language support, with comparatively limited attention given to English presentation design

as a multimodal communicative practice. Moreover, few studies have systematically examined both instructors' and students' perceptions of AI-supported presentation design within the same instructional context. Addressing this gap, the present qualitative case study investigates Taiwanese EFL teachers' and students' perceptions of AI-supported English presentation design at a Taiwanese university. Specifically, the study aims to explore EFL instructors' perceptions of the pedagogical advantages and disadvantages of using AI tools in the design of English presentation slides, as well as both instructors' and students' attitudes toward the perceived impact of AI-powered tools on learners' presentation skills and learning motivation. Accordingly, the study is guided by the following research questions:

RQ1. What are EFL instructors' perceptions of the advantages and disadvantages of utilizing AI tools in the design of English presentation slides?

RQ2. What are the attitudes of EFL instructors and students toward the impact of AI-powered tools on students' presentation skills and learning motivation?

2. Literature Review

2.1 Generative AI in Education and EFL Contexts

The use of artificial intelligence (AI) in English presentation design has attracted growing scholarly attention, as presentation tasks in EFL contexts require learners to integrate language production, discourse organization, visual design, and oral delivery. Research on AI-mediated language learning suggests that generative AI tools can support learners in structuring content, formulating language, and organizing multimodal materials, thereby reducing cognitive load during complex academic tasks (Zhai, 2022; Kohnke & Moorhouse, 2023). Such affordances are particularly relevant in EFL settings, where learners often experience difficulty expressing ideas fluently and confidently in English. From a sociocultural perspective, AI tools may function as mediational artifacts that scaffold learners' participation in tasks that exceed their current proficiency levels (Lantolf, Thorne, & Poehner, 2015).

At the same time, scholars have raised concerns regarding the pedagogical risks of AI use, including superficial language processing, reduced critical engagement, and overreliance on automated support, particularly when AI-generated output is adopted uncritically (Selwyn, 2019, 2023; Zawacki-Richter et al., 2019). These tensions are especially salient in Taiwanese EFL and EMI higher education contexts, where students face increasing institutional demands for English academic presentations, while teachers remain cautious about the implications of AI for language development and instructional integrity. Despite the growing presence of AI tools in presentation pedagogy, empirical research that jointly examines Taiwanese EFL teachers' and students' perceptions of the affordances and challenges of AI-supported presentation design remains limited. Addressing this gap, the present qualitative case study investigates how AI-supported presentation design is perceived and negotiated within Taiwanese higher education EFL classrooms.

2.2 AI-Supported Presentation Design

English presentation tasks are inherently multimodal, requiring learners to integrate language use with discourse organization, visual design, and oral delivery. Recent research on generative AI in language education suggests that AI-supported tools can assist learners in structuring content, organizing ideas, and producing visually coherent presentation materials, thereby reducing planning demands and cognitive load during task preparation (Kohnke & Moorhouse, 2023; Ouyang & Jiao, 2021). Studies in EFL and technology-enhanced learning contexts further indicate that AI tools are particularly effective in supporting written and design-related aspects of presentation tasks,

such as outlining, wording, and slide organization (Zhai, 2022; Golonka et al., 2014). However, empirical evidence regarding their impact on oral communicative competence remains limited. Prior research consistently cautions that high-quality slides or scripted content do not necessarily lead to improvements in spoken fluency, interactional competence, or audience engagement, which depend on real-time language processing and communicative responsiveness (Plonsky & Kim, 2016). This distinction underscores the need for research that critically examines the pedagogical role of AI in multimodal presentation tasks beyond surface-level improvements in visual or textual quality.

2.3 Teacher and Student Perspectives on AI Use

Prior research suggests that students generally hold favorable attitudes toward AI-assisted learning tools, highlighting their convenience, efficiency, and anxiety-reducing potential (Wei, 2023), whereas teachers tend to adopt more cautious stances due to concerns about academic integrity, ethical use, and the sustainability of learners' language development (Edmett et al., 2024). Although this divergence has been widely reported in Western contexts, empirical evidence from Taiwanese EFL and EMI classrooms remains scarce. This gap is particularly salient given Taiwan's recent policy-driven expansion of EMI in higher education, which has intensified demands for effective English presentation and academic communication skills. To date, few studies have examined how both Taiwanese EFL instructors and students perceive the pedagogical affordances and risks of generative AI within the same task-based instructional setting. By situating teacher and student perspectives within Taiwan's EMI/EFL policy context, the present study offers context-sensitive insights into the role of AI-assisted tools in English presentation pedagogy.

3. Methodology

3.1 Research Design

The research procedure consisted of four sequential stages. First, ethical clearance was obtained, and informed consent was secured from all participants prior to data collection. Participants then completed an AI-supported presentation task, following a standardized instruction sheet to generate English presentation slides using DeepSeek for outline creation and Gamma for slide design. Upon completion, the AI-generated presentation slides were collected as task-based artifacts for analysis. Finally, individual semi-structured interviews were conducted to elicit participants' experiences and perceptions of using the AI tools, thereby integrating experiential data with reflective qualitative insights.

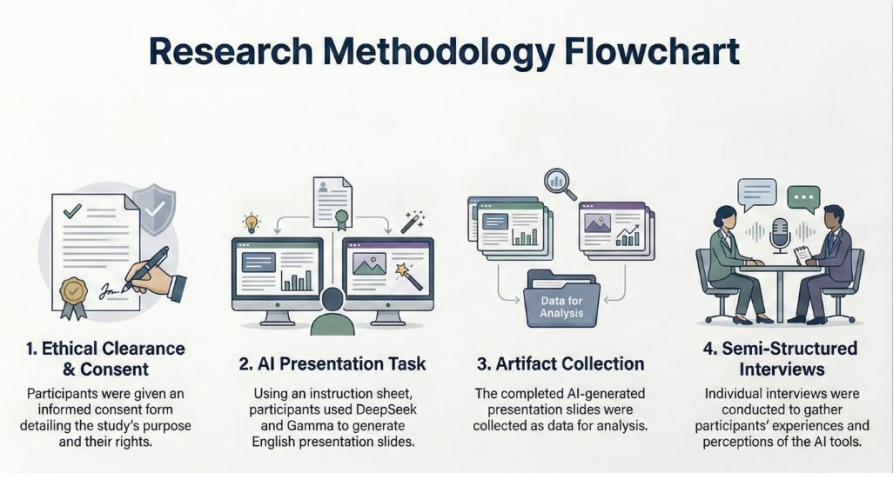

Figure 1. Data Collection and Analysis Procedures

3.2 Participants

Table 1 summarizes the demographic characteristics of the participants, including their roles, disciplinary backgrounds, teaching experience or academic level, and English proficiency. The sample comprised two EFL instructors and three undergraduate students from different academic departments, allowing for the inclusion of both instructional and learner perspectives. Student participants' English proficiency levels were reported using the CEFR framework to provide contextual information for interpreting their interview responses.

Table 1. Demographic Information of the Participants

Participant	Role	Department		Teaching Experience / Level	English Proficiency
Instructor A	EFL Instructor	Applied Languages	Foreign	27 years	Native speaker
Instructor B	EFL Instructor	Applied Languages	Foreign	9 years	Native-like
Student A	Undergraduate	Applied Languages	Foreign	—	CEFR B1
Student B	Undergraduate	Applied Languages	Foreign	—	CEFR A2
Student C	Undergraduate	Creative Design	Product	—	CEFR A1

Note. CEFR = Common European Framework of Reference for Languages.

3.3 Instruments

Two research instruments were employed in this study. The first instrument was an AI-supported presentation task instruction manual, which guided participants—two EFL teachers and three EFL college students—through a structured procedure for designing an English presentation on the topic of *Travel Recommendations in Taiwan* using AI tools. Specifically, participants were instructed to generate a 10-slide English presentation outline with DeepSeek, either by using a standardized prompt provided by the research team or by freely composing prompts in Chinese or English, and subsequently import the generated outline into Gamma to produce a complete slide deck. The task was designed to ensure consistent task engagement while allowing limited flexibility in prompt formulation, thereby generating observable data on participants' experiences with AI-assisted presentation design. The second instrument consisted of semi-structured interview questions, which explored participants' perceptions of the benefits and challenges of using DeepSeek and Gamma, as well as their perceived effects on presentation skills, motivation, and interest in English presentation preparation. Together, these two instruments enabled triangulation between task-based experiential data and reflective qualitative insights.

3.4 Data Collection & Analysis

Participants completed the AI-supported presentation task prior to the interviews. Subsequently, individual semi-structured interviews were conducted in a quiet campus setting. With participants' informed consent, all interviews were audio-recorded and had an average duration of approximately 10 minutes. Interviews were conducted in either English or Chinese, depending on participant preference.

All recordings were transcribed verbatim and anonymized to ensure participant confidentiality.

4. Findings

This section presents findings from semi-structured interviews with five participants. Guided explicitly by the four interview questions, the data were analyzed using reflexive thematic analysis (Braun & Clarke, 2021) and organized into four corresponding themes. **Theme 4.1 (*Advantages of AI Tools in Presentation Design*) directly addresses Interview Question 1**, which explored instructors' perceptions of the primary benefits of using DeepSeek and Gamma for English presentation slide design. **Theme 4.2 (*Limitations and Challenges of AI Tools*) corresponds to Interview Question 2**, focusing on instructors' observations of the challenges and drawbacks associated with these AI tools.

Because Interview Questions 1 and 2 were posed exclusively to instructors, the first two themes are grounded primarily in teacher perspectives. As curriculum designers and assessors, instructors articulated insights related to pedagogical effectiveness, instructional efficiency, and potential risks to language learning quality. Although students occasionally commented on similar issues, their responses emphasized usability and personal experience rather than pedagogical considerations; therefore, instructor data were foregrounded to maintain analytical coherence.

Theme 4.3 (*Influence of AI Tools on Students' Presentation Skills*) corresponds to Interview Question 3, which examined both instructors' and students' perceptions of how DeepSeek and Gamma affect learners' presentation clarity, confidence, and organizational skills. **Theme 4.4 (*Influence of AI Tools on Motivation and Interest*) aligns with Interview Question 4**, integrating perspectives from both participant groups to capture perceived effects on learners' motivation and interest in preparing English presentations. Together, these four themes provide a structured and comprehensive account of the perceived affordances and limitations of AI-supported presentation design from both instructional and learner perspectives.

4.1 Advantages of AI Tools in Presentation Design

Both the American and Taiwanese instructors identified time efficiency and improved structural organization as the primary benefits of using DeepSeek and Gamma for English presentation slide design. The Taiwanese instructor particularly emphasized the value of instant outline generation, noting that the tools "can directly help me to create the outline first," thereby allowing students to bypass the time-consuming brainstorming stage. For instance, DeepSeek is capable of generating a complete presentation framework within seconds, which was perceived as alleviating pressure for students managing multiple academic deadlines simultaneously.

Similarly, the American instructor highlighted the ease of use and speed of the tools, describing the process as "simple and fast," and further remarked on their situational utility: "There are times when it can be exceptionally useful when no one cares if it was made by a robot." Both instructors viewed the AI tools as valuable reference resources for organizing content and refining language. In addition, the Taiwanese instructor observed that reducing initial cognitive demands could enhance student motivation by lowering barriers to task initiation.

These perceptions are consistent with prior research indicating that AI tools can significantly reduce preparation time and improve organizational quality in EFL presentation tasks (Koraishi, 2023). However, in contrast to studies suggesting that AI scaffolding may foster greater learner autonomy (Li & Wang, 2024), the instructors in the present study emphasized that such tools primarily

support early-stage planning rather than contributing to sustained development of independent presentation skills. Table 2 summarizes the two EFL instructors'' feedback regarding the advantages of AI tools in English presentation slide design.

Table 2 Advantages of AI Tools in Presentation Design

Participant	Background	Key Perceived Advantages
Instructor A	American EFL Instructor	Fast and simple slide creation; useful when originality is not required
Instructor B	Taiwanese EFL Instructor	Instant outline generation; saves time on brainstorming and organization

4.2 Limitations and Challenges of AI Tools

Both instructors acknowledged the time efficiency of DeepSeek and Gamma but expressed reservations regarding their pedagogical suitability in EFL presentation instruction. The Taiwanese instructor stressed the importance of post-editing, noting that AI-generated language is often overly formal or lexically unnatural for students' proficiency levels. For example, AI output may include phrases such as *"commence diurnal activities"* rather than the more natural *"start the day."* She also highlighted limited design flexibility, observing that the restricted range of templates constrains creative and customized slide design.

The American instructor adopted a more critical stance, raising both pedagogical and ethical concerns. He asserted that AI tools do not support the development of core oral presentation skills, stating that *"it doesn't help at all"* with abilities such as eye contact, fluency, and audience engagement, which require repeated personal practice. He further warned that rapid slide generation may encourage procrastination and reduced effort, noting that *"you can just do it the night before in ten minutes… it basically makes you lazy."* While such practices may be acceptable in professional settings—where *"nobody cares if it was made by a robot"*—he emphasized that reliance on AI shortcuts in academic contexts may negatively affect assessment outcomes.

These instructor concerns align with previous findings indicating that generative AI frequently produces linguistically inappropriate output for intermediate-to-advanced EFL learners, necessitating substantial revision (Kohnke et al., 2023; Nguyen et al., 2024), and that excessive reliance on AI may weaken learner motivation and critical engagement (Kim & Lee, 2024). Overall, the instructors emphasized that AI-generated slides should be treated as support resources rather than substitutes for the development of authentic oral and communicative skills in EFL presentation pedagogy.

Table 3 Limitations and Challenges of AI Tools

Participant	Role	Key Perceived Disadvantages
Instructor A	American EFL Instructor	No improvement in oral skills; encourages procrastination and laziness
Instructor B	Taiwanese EFL Instructor	Vocabulary too advanced; unnatural language; limited design flexibility

4.3 Influence of AI Tools on Students' Presentation Skills

The interview findings indicate that DeepSeek and Gamma positively support students' presentation preparation, particularly in structuring content and enhancing clarity. Participants reported that AI tools were most beneficial at the initial stage, assisting with outline generation, idea organization, and linguistic refinement. Students from the Applied Foreign Languages department noted improved coherence, logical flow, and more natural English expressions in their slides, while a non-language-major student emphasized that AI-generated outlines helped overcome difficulties in initiating the task.

Instructor perspectives aligned with these observations. The Taiwanese EFL instructor viewed AI as an effective organizational scaffold that supports sequential structuring and logical development, especially for learners who struggle with brainstorming. However, both instructors agreed that AI contributes little to oral delivery. The Taiwanese instructor stressed that presentation performance depends largely on individual speaking competence, whereas the American instructor further argued that core communicative skills—such as audience engagement, eye contact, vocal control, and real-time adaptation—remain beyond AI's support. He cautioned that AI-generated materials may create a false sense of preparedness, as effective presentations ultimately rely on interpersonal communication.

Overall, the findings suggest that while AI tools enhance structural planning and linguistic accuracy during preparation, their role in developing oral communication and performance skills is limited.

Table 4 Influence of AI Tools on Presentation Skills

Aspect	Instructor Perspectives	Student Perspectives
Organization	Helps with outline and structure	Improves logical flow and clarity
Language	Needs post-editing for appropriateness	Helps refine English expressions
Oral delivery	No significant impact	Limited support for speaking performance
Confidence	Depends on individual ability	Slight confidence increase during preparation

4.4 Influence of AI Tools on Motivation

The interviews disclosed dual impacts of DeepSeek and Gamma on students' motivation and interest in preparing English presentations.

However, all three students and the Taiwanese instructor agreed on the fact that AI greatly increases the initial willingness to try. Students claimed that immediate outline generation, grammar corrections, and templates that are visually attractive decreases stress and time for preparation, making the job seem "more relaxed," "simpler," and even "more fun." One student, for example, said that AI-recommended natural English phrasing and rapid slide composition assisted them in "digest content better" rather than imposing literal translations, improving confidence and enthusiasm. Another Logan said that hours-long layout and brainstorming sessions save students "more willing to start" and reduce performance stress. The Taiwanese instructor concurred, voicing that as it lessens much of the cognitive burden during the planning phase, AI raises motivation, particularly for learners who

are most often intimidated by English presentation assignments.

By contrast, the American instructor said that he was very concerned about the long-term motivational harm. He said the very availability of doing a presentation "the night before in ten minutes" promotes this "overnight culture": "Why would you care?… It just makes you lazy." "Intrinsically motivated learners" to learn how to use AI to engage in those activities (like making toy ads for kids vs university students)" (yes, AI can't customize for specific audiences), with potential results of generic, facile content that rips away investment in dreaming up ideas, and intellectual vigor.

These perceptions of mixed feelings are also found in recent literature. Multiple studies support that AI tools facilitate task motivation and self-efficacy of EFL learners by decreasing task difficulty perception and offering on-the-spot scaffolding (Wei, 2023; Hsu et al., 2023; Guo & Wang, 2025), which echo the students' and Taiwanese instructor's positive takes. Nonetheless, other studies cautions that convenience can have the adverse effect of diminishing intrinsic motivation and encourages over-reliance, especially when users see AI as a full replacement rather than as support (Yilmaz & Yilmaz, 2023; Mozumder et al., 2023), mirror closely with the critique of the American instructor.

To sum up, DeepSeek and Gamma, by lowering the threshold and anxiety, do provide an efficient way to enhance short-term motivation and interests, but excessive reliance on them may cultivate a superficial engagement among readers and a diminishing long-term motivation. These results highlight the importance of pedagogical support in facilitating students' engagement with AI as a scaffold rather than a shortcut to support motivation and authentic learning outcomes.

Table 5 Influence of AI Tools on Motivation

Participant Group	Positive Effects	Concerns
Instructors	Lowers cognitive load at the beginning	Long-term laziness; reduced intrinsic motivation
Students	Faster preparation; reduced anxiety; increased willingness to start	Over-dependence; less critical thinking

5. Discussion

This study examined instructors' and students' perceptions of DeepSeek and Gamma in EFL presentation slide design, focusing on affordances, limitations, skill development, and motivational effects. Overall, the findings suggest that AI tools function most effectively as **preparatory scaffolds**, particularly for structural planning and linguistic support, while contributing minimally to oral communication development. These results both align with and extend existing research on generative AI in language education.

Consistent with prior studies, the present findings confirm that AI tools substantially enhance **organizational quality and efficiency** during the early stages of presentation preparation. Both instructors and students emphasized the value of rapid outline generation and idea sequencing, echoing Koraishi's (2023) findings that AI-assisted writing tools significantly reduce preparation time and cognitive load in EFL tasks. Similarly, Wei (2023) and Hsu et al. (2023) reported that AI scaffolding lowers task-entry barriers by simplifying complex planning processes, a

pattern strongly reflected in students' accounts of increased willingness to begin presentation work.

However, unlike studies that suggest AI scaffolding may promote learner autonomy over time (e.g., Li & Wang, 2024), instructors in the present study viewed AI support as **front-loaded and transient**, benefiting task initiation rather than fostering sustained development of independent presentation competence. This divergence may stem from the multimodal and performative nature of oral presentations, which require skills beyond textual organization.

A key contribution of this study lies in its clear distinction between **presentation preparation and presentation performance**. While AI tools improved slide coherence and linguistic refinement, both instructors agreed that they do not meaningfully support oral delivery skills such as eye contact, vocal control, audience engagement, or real-time adaptation. This finding aligns closely with Kohnke, Zou, and Zhang (2023), who argued that generative AI excels at surface-level linguistic production but remains limited in supporting interactional competence. Similarly, Nguyen et al. (2024) found that AI-generated language often requires extensive post-editing to match learners' proficiency levels and communicative contexts.

Regarding motivation, the findings reveal a **dual impact**. In line with self-determination perspectives (Ryan & Deci, 2020), reduced cognitive burden and increased perceived competence enhanced short-term motivation and task engagement, particularly among students with high anxiety toward English presentations. This supports empirical evidence that AI tools can boost self-efficacy and situational motivation in EFL learning (Guo & Wang, 2025). However, the American instructor's concerns about procrastination and superficial engagement resonate strongly with warnings raised by Yilmaz and Yilmaz (2023) and Mozumder et al. (2023), who cautioned that convenience-driven AI use may undermine intrinsic motivation and critical thinking when learners treat AI as a substitute rather than a scaffold.

Taken together, the findings suggest that AI-supported presentation tools occupy a **pedagogically ambivalent role**. When strategically integrated, they can enhance structural clarity, linguistic accuracy, and initial motivation. Yet without instructional mediation, they risk fostering over-reliance and a misleading sense of preparedness. This underscores the importance of pedagogical framing that positions AI as a **supportive planning aid**, complemented by explicit instruction and practice in oral delivery, audience awareness, and communicative interaction.

In sum, this study extends current AI-in-EFL literature by demonstrating that the benefits of generative AI in presentation contexts are **structural rather than performative**, reinforcing the need for balanced, pedagogy-driven integration to ensure meaningful and sustainable learning outcomes.

6. Conclusion

This study investigated how EFL instructors and students perceive the use of generative AI tools, specifically DeepSeek and Gamma, in English presentation slide design. Through qualitative analysis of interview data, the study provides an integrated account of how such tools are positioned within EFL presentation pedagogy from both instructional and learner perspectives. Overall, the findings indicate that AI-assisted presentation tools are primarily valued for supporting task initiation and managing the cognitive demands of presentation preparation, rather than transforming core communicative practices.

From the participants' perspectives, AI tools were perceived as practical supports that streamline early-stage planning and reduce

barriers to engagement. At the same time, instructors emphasized the importance of maintaining clear pedagogical boundaries, noting that effective oral presentation remains fundamentally dependent on learners' communicative competence and interactional awareness. This distinction reflects broader concerns in the literature regarding the limits of generative AI in supporting higher-order communicative skills in language learning contexts (Kohnke, Zou, & Zhang, 2023).

Several limitations of the present study should be acknowledged. The small-scale qualitative design restricts the generalizability of the findings, and reliance on self-reported perceptions may not fully capture actual learning outcomes. In addition, the focus on two AI tools within a single institutional and cultural setting constrains broader applicability, and the short-term scope of the study does not address potential longitudinal effects of sustained AI use on learner development.

Despite these limitations, the study contributes to ongoing discussions on the pedagogical integration of generative AI in EFL instruction by clarifying how AI tools are currently perceived and utilized in presentation design tasks. Future research should extend this line of inquiry through longitudinal and performance-based approaches to better understand how AI can be aligned with instructional goals while supporting authentic language learning and communicative development (Zawacki-Richter et al., 2019)

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