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Innovative Practices in ESL and Translation Education: Integrating Extracurricular Activities with AI Tools



Abstract: - This research investigates the integration of Artificial Intelligence (AI) tools with extracurricular activities to enhance English as a Second Language (ESL) and Translation education. Data was collected via an online survey circulated among undergraduate students at four Jordanian universities, with a primary focus on Al-Balqa Applied University (BAU) and Mutah University. The study highlights the communicative approach as key to fostering interactive, student-centered learning. When paired with AI tools such as ChatGPT, Google Translate, and adaptive learning systems, this method significantly boosts language and translation competencies. Notably, 84% of participants expressed a strong willingness to continue using AI tools, citing their practicality and user-friendly interfaces. Translation students showed the highest engagement, utilizing AI for tasks like sentence generation, editing, and translation. Despite its benefits, AI poses challenges, including data privacy concerns, algorithmic biases, and limited recognition of cultural nuances crucial for translation. This research offers strategies for integrating AI into language and translation learning while balancing its advantages with traditional teaching methods, addressing the diverse needs of students in a globalized world.

Keywords: ESL, Extracurricular Activities, AI, ChatGPT, Google Translate, Translation.

I. INTRODUCTION

AI is recasting the educational environment, offering transformational possibilities in many fields, particularly language and translation teaching. Using AI machinery such as automated language processing structures, adaptive learning applications, and digital reality stimulations, teachers can design interactive, personalized learning experiences that rise beyond the capabilities of traditional approaches. As the worldwide call for multilingual specialists intensifies, with over 1.5 billion people projected in 2024 to use English as a means of communication (Medynska et al., 2023), there's a pressing need for revolutionary pedagogical strategies that adopt real-international applications. Simultaneously, translation training needs to consider linguistic nuances and cultural connotations to excel in an interconnected global world.

Historically, the fields of ESL and translation have been considered separate fields. However, current enhancements indicate that the integration of ESL with AI-driven extracurricular initiatives can significantly enhance the effects of getting to know. Figure 1 illustrates the potential contributions of AI applications to ESL and translation education. Extracurricular initiatives such as language clubs, storytelling workshops, and interactive drama sessions provide realistic contexts for language use. Meanwhile, AI tools offer immediate feedback, personalized learning experiences, and exposure to diverse linguistic scenarios.

This integration aligns with the communicative approach, a widely recognized method in language acquisition that emphasizes learning through real communication rather than solely relying on textbooks. AI tools can enhance this approach by simulating real-world scenarios and acting as communication partners in role-playing exercises. These features allow students to immerse themselves in realistic interactions, facilitating more natural and effective language acquisition.

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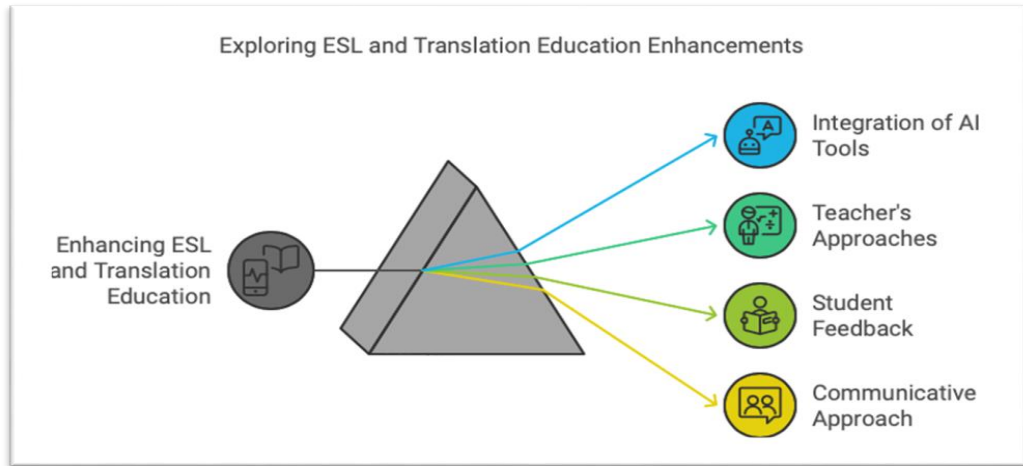


Fig. 1. AI Uses to Enhance ESL and Translation

Despite the pros, the adoption of AI in education is not always without challenges. Figure 2 highlights the importance of balancing traditional pedagogical practices with innovative AI strategies. Concerns surrounding ethical issues, copyright, data accessibility, privacy, and reliability remain unresolved. This study addresses these challenges to enhance the implementation of extracurricular activities that advance ESL and translation learning processes. Using a descriptive research method, this study investigates the impact of AI applications on students' English language practices, translation competencies, and overall contributions.

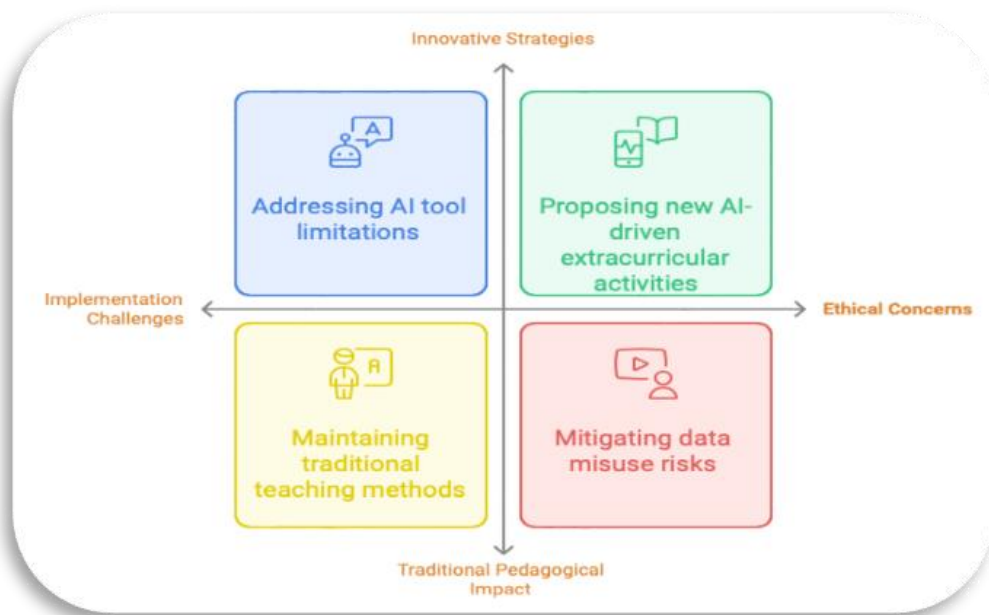


Fig. 2. AI Uses and Limitations

Blending technology with experiential learning, this study offers actionable approaches for developing inclusive, adaptive, and culturally tuned learning environments that better prepare beginners for the challenges of a globalized world. Figure 3 illustrates the stakeholders in language education who could benefit from AI support, including educators, curriculum designers, and policymakers.

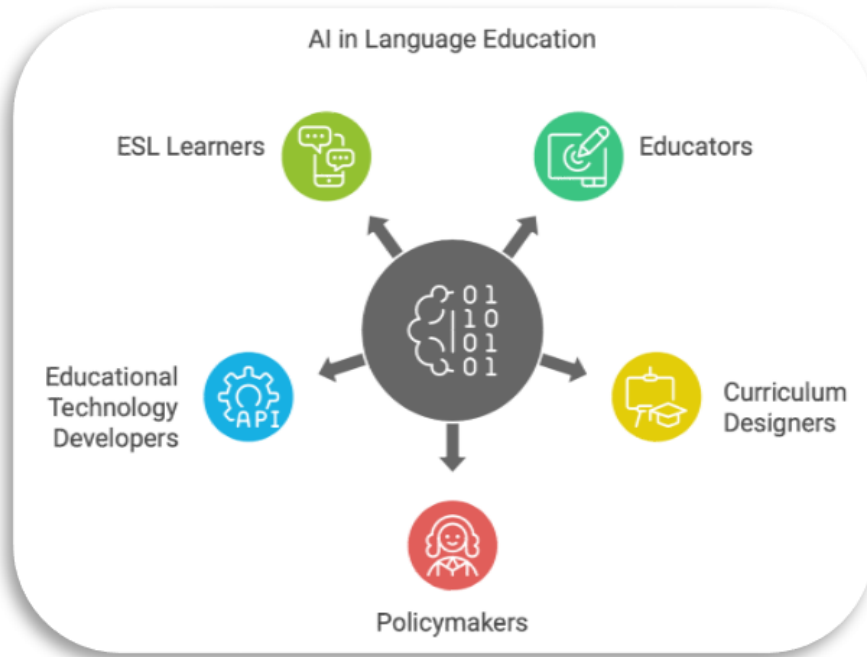


Fig. 3. stakeholders in Language Education

For ESL learners, overcoming limitations inclusive of anxiety, constrained self-belief, and insufficient actual-world interplay is critical. Figure 4 illustrates the areas where AI tools can provide assistance within the scope of ESL education. AI-driven technologies, including chatbots, virtual tutors, and adaptive learning applications such as Duolingo and Babbel, offer practical solutions by providing personalized practice, real-time feedback, and tailored learning experiences. Although this study explores how modern technological tools can improve students’ language competencies, it also examines the challenges posed by openly accessible advanced language applications.

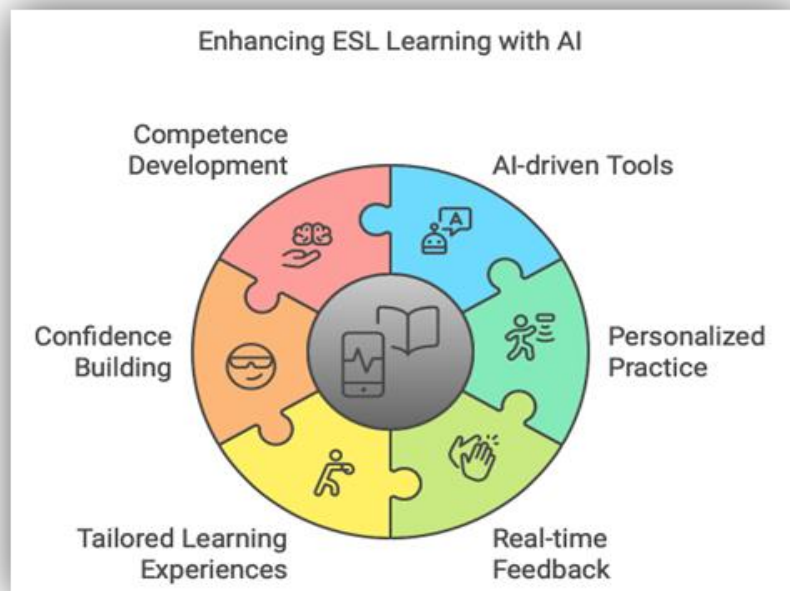


Fig. 4. AI Uses to Enhance ESL

As the landscape of language education continues to evolve, the integration of AI with extracurricular initiatives presents significant opportunities to enhance learning outcomes. This study provides insights into the advantages and limitations of these technologies, seeking to develop practical strategies for the effective implementation of AI in ESL and translation pedagogy. By advancing modern practices, this research seeks to equip both novice and

experienced language and translation learners with the tools and capabilities needed to excel and increase their productivity.

II. LITERATURE REVIEW

The use of AI in education has drawn significant attention, in particular within the fields of ESL and translation research. This section explores the literature on integrating AI tools and extracurricular initiatives in language and translation training, figuring out transformative practices in teaching and learning processes.

To begin with, latest studies emphasize the importance of adaptive teaching strategies tailor-made to diverse learners' needs. Butler and Stevens (1997) strain the function of personalized learning in allowing students to relate the new technologies to their learning experience, fostering deeper learning process. With the rise of AI tools, these techniques have become increasingly effective. For instance, adaptive platforms like Quizlet and Duolingo provide tailor-made language activities based on learners' talent degrees, enhancing inclusivity and accessibility (Xia et al., 2024). However, there remains an opening in knowledge of how those tools can be included seamlessly into extracurricular activities to establish effective study patterns.

Besides these, the usage of generation in ESL teaching is a breakthrough. New digital devices including Google translate and AI-based prowess for writing assistants create new opportunities for real-time feedback and interactive learning atmospheres (Procel et al., 2024). Apart from that, voice recognition and transcription technologies are supporting people with various needs. For example, students who are good at verbal expression but lack writing abilities can benefit from these technologies (Bao, 2024). On the one hand, these are improvements to the conventional in-class settings, while on the other hand, their introduction to outside-the-class activities-such as language clubs and storytelling meetings-has not been adequately examined, thus causing a big research gap. Physical activities, on the other hand, provide students with sufficient and entertaining places to use language. This way, beginners can use knowledge gained during lectures to communicate with the world.

Practices like drama workshops, debating clubs, and apps for cultural exchange are some of the examples that have been proven to be efficient in the development of speaking skills and cultural sensitivity (Moore et al., 2024). AI tools can also be used as additional ways of allowing knowledge of vocabulary acquisition, good conversational skills, and prompts for customized feedback. Moreover, the studies on the role of AI in these activities are limited by only quantitative data, thus, it can't be concluded yet whether it is successful in teaching translation or English language.

Moreover, AI-enabled translation devices can assist in translating texts by generating initial drafts that students can refine and finalize. This process saves time, allowing learners to focus on exploring deeper linguistic and cultural nuances. Xu et al. (2024) highlight the importance of AI systems that provide consistent feedback, which helps students enhance their cognitive processing and analytical skills. However, these tools present a double-edged sword. While they can be valuable aids for academic success, excessive reliance on AI may hinder the development of critical skills. Therefore, it is essential to strike a balance between utilizing AI and maintaining human intervention.

On one hand, the integration of AI in education offers significant advancements, such as efficiency and personalized learning. On the other hand, it raises serious ethical concerns, including loss of privacy, algorithmic biases, and overdependence on technology. These challenges must be carefully addressed to ensure the equitable and responsible use of AI in education, promoting its benefits while mitigating potential risks.

III. METHODOLOGY

The methodology section comprises two key components: data collection and data analysis. Adopting a mixed-methods approach, the study employs both quantitative and qualitative analyses to provide a comprehensive framework for understanding the impact of AI-enhanced extracurricular activities on ESL and Translation education. Table 1 outlines the details of the methodology, including participant demographics, research instruments, and other relevant categories.

Table I: Methodology details

Category	Description
Participants	Undergraduate students from four Jordanian universities, with a focus on BAU and Mutah University. The study included students from all academic years (1st to 4th year) to ensure diverse representation.

Category	Description
Sampling Method	Random sampling was used to ensure a diverse representation of students across academic years and disciplines.
Research Instrument	A structured, researcher-designed questionnaire was circulated online, incorporating both quantitative and qualitative questions. The collected data was analyzed using Python, ensuring a robust and systematic approach to data processing.
Dimensions Covered	Demographics: University affiliation, academic year, major. AI Tool Usage: Specific uses of AI tools like text generation, translation, and proofreading. Learning Impact: Perceptions of AI's influence on vocabulary, reading, writing, and translation skills. Future Use Predictions: Anticipated AI adoption, preferred tools like ChatGPT and Quizlet, and likely user demographics.
Open-Ended Questions	The questionnaire included several open-ended questions designed to encourage students to develop and demonstrate their analytical thinking skills.
Approach	The combination of quantitative and qualitative questions allowed for the collection of broad patterns and individual experiences, forming a robust foundation for analysis.

After examining the categories in the questionnaire, as presented in Table 1, the demographic data and the research design will particularly next be explored in detail.

3.1 Data Collection

The questionnaire was circulated through the Moodle and social media platforms to make certain wide reach. Participants completed the questionnaire anonymously, fostering unbiased responses. The data collection period spanned four weeks, yielding a sturdy dataset for evaluation.

3.1.1 Research Design

The survey was given to students at four public universities in Jordan: BAU, Mutah University, Israa University, and Yarmouk University, with the majority of responses coming from the first two institutions. Quantitative data (numerical measures) and qualitative data (given by open-ended survey questions) gave informative suggestions about students' experiences. These means sought to examine the relationship between AI tools and learning activities performed outside the classroom.

3.1.2 Participants

The participants in the survey are undergraduate students enrolled in one of the four universities listed earlier. Random sampling was utilized to ensure the drawing of a representative sample consisting of students from various disciplines and at different academic levels. Some of the pivotal demographic information is as follows:

- Sample Size: 163 contributors.
- Universities Represented: BAU (56%) and different institutions.
- Academic Year: First- to fourth-year students, with the bulk in their 2d yr (31%).
- Gender: Predominantly female (75%).
- Major: Translation (40%) and English (14%), and various other disciplines.

3.1.3 Research Instrument

Data was collected through a researcher-designed questionnaire circulated online. The instrument mixed closed-ended and open-ended questions to acquire both quantitative and qualitative data. The questionnaire consists of the following dimensions:

- Demographics: University, gender, and major.
- AI Tool Usage: Frequency and functions of using tools like ChatGPT, Google Translate, and others.
- Impact on Learning: Perceived outcomes of AI equipment on vocabulary acquisition, analyzing comprehension, writing capabilities, and translation accuracy.
- Future Intentions: Anticipated use of AI applications.
- Open-Ended Questions: Participants shared precise examples of ways they used AI tools in their extracurricular activities.

The questionnaire underwent a pilot test with 15 college students to make sure clarity and reliability. Adjustments were made based on remarks to refine question phrasing and structure.

3.2 Data Analysis

The received data went the following analysis methods:

3.2.1 Quantitative Analysis

The quantitative data, in an Excel sheet, was cleansed to ensure eliminating all missing entries and inconsistencies. Descriptive analysis was conducted to summarize demographic information, AI utilization patterns, and the perceived impact of AI tools. To predict future AI adoption tendencies, a Random Forest Classifier was employed in Python, achieving an accuracy rate of 78%. Additionally, feature selection was performed using the Extra Trees Classifier in Python to identify key factors influencing students' use of AI tools.

3.2.2 Qualitative Analysis

Open-ended responses have been thematically classified to come up with patterns. The themes covered the practical benefits of AI tools, the challenges encountered during implementation, and suggestions for improving AI integration into extracurricular initiatives.

3.2.3 Ethical Considerations

Ethical clearance was obtained for the facilitation of data collection. Informed consent was acquired from each participant; participation was voluntary, and each participant's privacy was protected. There are serious efforts to address issues related to anonymization and protection of the identities of all the respondents for data privacy. Such a meticulous approach serves the dual purpose of collecting data while protecting privacy. Since this approach does a balancing act, it provides a detailed analysis necessary to understand the educational effects of AI technologies and considers the likely consequences.

IV. RESULTS

The response sheet gives a clear view of the profile of the participants, use of AI-powered tool, perceived value in learning, and predictions on future AI usage. Further, this section attempts to summarize the data collected through statistical insights and some proposed visual representations for clearer and more structured presentation of the participants' responses. A total of 163 individuals took part in the study, with their details reflected in figure 5.

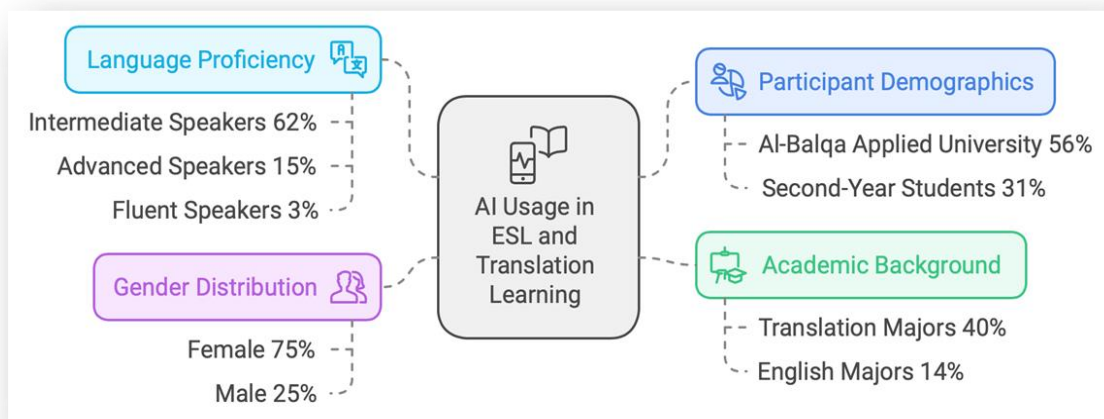


Fig. 5. Survey Participant Details

The analysis of 163 responses reveals an in-depth and insightful view of AI utilization and its impact on ESL and Translation learning. The students, predominantly from BAU (56%), represented various academic backgrounds and school years. A significant portion (31%) are second-year students, with the vast majority being women (75%). Translation major forms the biggest portion (40%), followed by English major (14%). When it comes to language proficiency, the members are mostly intermediate speakers (62%), while advanced and fluent speakers accounted for (15%) and (3%), respectively.

4.1 AI Tool Usage

Participants reported common usage of AI applications, with Google Translate (48%) and ChatGPT (47%) emerging as the most popular tools, as shown in figure 6.

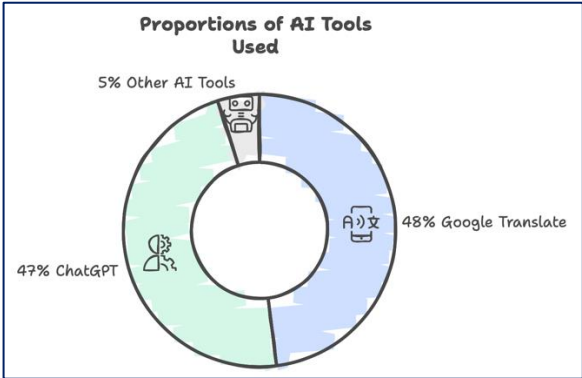


Fig. 6. AI Applications

4.2 AI Tool Usage Patterns

Participants demonstrated a reliance on AI tools for translating from English into Arabic (32%) and editing English writing (29%). A smaller portion (20%) reported using AI to generate English sentences, as demonstrated in figure 7.

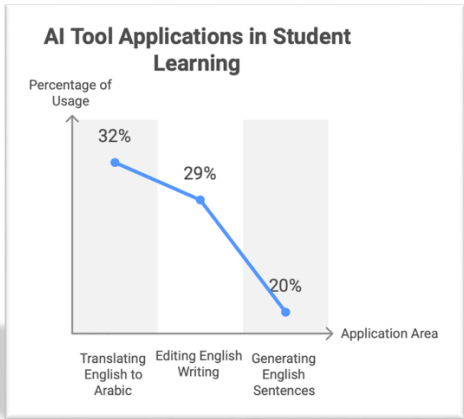


Fig. 7. AI Usage

4.3 Impact of AI Tools on Learning

AI tools appreciably motivate university students' learning processes. As reflected on figure 8, participants in the survey used AI mostly to translate and they agree that AI does craft somewhat efficient translation that does not require major edits.

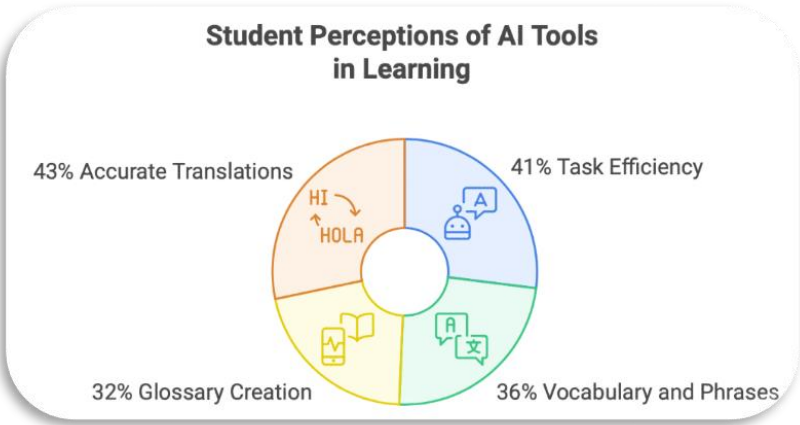


Fig. 8. The Use of AI in Language and Translation

While the majority found AI tools beneficial, some stated challenges of using them, which include the need for guide modifications to AI-generated outputs. Notably, (43%) of the students under study highlighted the usefulness of AI but pointed out its constraints, while (41%) indicated that AI made the task less complicated and more enjoyable. For language acquisition in specific, (36%) utilized AI for knowledge phrase meanings and phrases, while (32%) used it to create glossaries. In translation tasks, (43%) affirmed that AI crafted accurate translations, even though minor modifications have been regularly required—demonstrating AI’s role as a supportive mastering aid in place of a standalone answer. These findings emphasize AI’s function as a supportive mastering useful resource in preference to alternatives of traditional strategies.

4.4 Future Plans

The majority of the participants (84%) reported that they intend to continue using AI tools in the future because they are practical and easy to use. Predictive modeling, using Python’s Random Forest Classifier, further supported this trend with a prediction accuracy of (78%), identifying most students likely to adopt AI tools for future learning.

Table 2: Future Use of AI

Future Use of AI	Percentage of Participants
Intention to Continue Using AI	84%

Key Predictors:

Academic Year: First-year and second-year students showed a strong intention to use the applications of AI.

Major: The students of translation major showed the greatest interest in using AI tools.

Uses: The key motivator to use AI is to improve language acquisition and advance writing competency.

V. DISCUSSION

These results of the study bring to the fore an innovative approach in integrating AI tools into the education of ESL and translation and integrate these activities into extracurricular activities. This research enriches the literature about diverse experiences of undergraduate students studying in different contexts, critical questions about AI adoption, learning outcomes of AI, and limitations of the use of AI.

5.1 Qualitative Insights

Thematic analysis of open-ended responses highlighted both the positive and negative aspects of using AI in education.

On the positive side, students appreciated how AI enhanced engagement through better visualization and interactivity in learning, which made the experience more enjoyable for them. Finally, many respondents underlined the possibility of customized learning using AI, arguing that AI can tailor learning experiences and feedback to learners individually.

The participants pointed out that the overwhelming reliance on AI could lead to negative repercussions, such as a decline in critical thinking abilities and higher levels of laziness among students. Another important issue that came up in discussions related to language and translation is the importance of cultural competency, which is equally crucial as linguistic ability. AI lacks the ability to recognize much of the cultural sensitivity embedded within certain linguistic elements, which hamper its effectiveness in these fields.

In the light of these positive and negative implications, the findings emphasize the need to find a balance between more conventional ways of instruction and AI systems. The results are provided in statistical and thematic formats and demonstrate outcomes pertaining to students’ academic contexts, using AI tools, their purposes in learning, and the future role of AI in language and translation education. The organized presentation has given an overview of how AI systems are integrated into the courses of ESL and translation, their effectiveness, and directions for further research.

5.2 Enhancing Student Learning with AI and Extra-Curricular Activities

It has been observed that students use AI-powered tools, such as ChatGPT and Google Translate, which have proven to be very effective in enhancing personalization, for learning languages and translate between them. Students use these tools in the expansion of vocabulary, increasing translation accuracy, and flourishing writing. When integrated with out-of-class activities, AI-powered tools can provide the learner with pragmatic language experience. Therefore, students can link theory to practice in real life. For example, guided by AI, language clubs,

debate teams, translation and language competitions, storytelling workshops bring students enjoyable and active perspectives to the lessons.

5.3 Key Factors Influencing AI Adoption

Demographic factors, particularly the year of study and area of specialization, contributed much to the students' adoption of the AI tools. In fact, translation students were the most likely users of AI tools, considering the closeness of such tools to their own studies. Besides, even other students not in the fields of translation or language showed a strong interest in the use of AI; they could be fans of advanced technology.

By considering the academic year of the students, specifically freshmen and sophomores, who frequently used AI for sentence generation and translation, the findings lead one to understand that students are most open to integrating AI into their learning at the beginning of their academic journeys. This means that providing them with AI orientation relatively early in their academic careers is critical to building familiarity and efficiency in using AI tools toward academic outcomes.

5.4 Balancing AI with Human Interaction

The introduction of AI in language learning and translation has been successful in almost all areas as one more means of adding to the teaching and learning methodologies. On the other hand, it emphasizes that an integrated approach of AI to language and translation education should always be approached with balance and that over-dependency on AI will jeopardize the area, which is most vital: cultural communication.

Thoughtful application of AI can add much value to co-curricular activities such as writing prompt creation, modeling effective techniques, and creating practice sessions. Thus, AI can serve as a networking tool for students working on their skills or preparing for demo classes, proving to be an incredibly effective supplementary resource.

Maximizing the advantages that AI has to offer while maintaining cultural and interpersonal communication, encourages the educator to implement a blended approach. It focuses on the strengths of AI-efficiency and personalization-but retains the value of human contact in developing linguistic and cultural competencies that is quite simply irreplaceable.

5.5 Implications for Educational Practice

Integrating AI tools with extracurricular programs provides students with more imaginative learning methods, supporting teachers, curriculum planners, and policymakers in various areas. These offerings include language clubs, debate teams, translation competitions, cooking demonstrations, cultural performances, exchange programs, storytelling workshops, group projects, and digital games. These activities create an environment in which all students can participate equally and flexibly and meet the specific needs of linguistically and culturally diverse learning environments. For example, AI tools can be used in workshops and language programs to improve students' language proficiency while also developing their understanding of other cultures and critical thinking skills. Moreover, the predictive model analyzed in this study would help produce meaningful approaches by educators in stimulating behavior that would encourage exploration of open-access resources, wider opportunities, and increased impact of their work. AI has a promising future to make education a more innovative, culturally responsive, and diverse-attentive system.

5.6 Contributions to Existed Literature and Future Research

This research demonstrates that using AI tools within the extracurricular activities (e.g. speech clubs, group discussions, web translation competitions, translation role-playing games, media-conference, practical workgroups, and digital games) assists teachers, curriculum designers and policy makers in providing students with their choice of activities and education. This is to provide an all-inclusive and malleable space that caters to each and every student's needs, most especially the multilingual multicultural. As an example: students in summer camps or language courses seem to be able to achieve their linguistic development with some human intelligence and still work on the social and critical skills needed to live their daily life in the 21st century. Additionally, the predictive models as described in this piece help teachers generate open-source-strategies that motivate students to be critical thinkers to hit the target with their effective contributions. Therefore, there is room for creativity, and this could serve as a starting point to establish a new culture in ESL and Translation education serving the needs of all students/learners.

VI. CONCLUSIONS AND RECOMMENDATIONS

The use of AI materials in conducting extracurricular activities is a revolutionary breakthrough in ESL and translation learning. This research has explained how AI tools, such as ChatGPT and Google Translate, can be used as an addition to conventional teaching methods to create a learning environment that is much more enjoyable and effective. Integrating AI tools into language and translation education, such as conversational clubs, storytelling, and translation tasks enables teachers not only to promote individual language skills but also critical thinking to remedy the gap between theoretical classroom teaching and practical, real-world application. The findings highlight the importance of the communicative approach to language teaching in general and its more effective application with the support of AI in particular. Ethical issues including data privacy and algorithmic bias, copyright, data privacy, and authenticity are still to be explored in further research.

VII. ACKNOWLEDGEMENT

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