

STRUCTURING TWEE AI FOR EFL LESSON PLANNING: A GUIDE FOR RECEPTIVE AND PRODUCTIVE SKILLS

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ABSTRACT

This study responds to the growing need for structured pedagogical support in integrating artificial intelligence into English as a Foreign Language (EFL) instruction. As AI tools become more prominent in educational settings, their potential to enhance language learning hinges on how effectively they are integrated into existing teaching practices. Twee AI, a tool designed to generate EFL-relevant learning content, offers numerous features for receptive and productive skills instruction. However, without pedagogical scaffolding, its use in classrooms can be inconsistent and fragmented. Using a design and development research (DDR) approach, this study proposes two instructional frameworks that align Twee AI's features with established models for teaching receptive and productive skills. For receptive skills, the framework maps Twee tools onto the stages of schema activation, comprehension scaffolding, and post-task reflection. For productive skills, it guides the integration of Twee features into preparation, practice, and reflection stages. These frameworks are theoretically grounded and have not yet been empirically tested. By translating AI tool functionalities into coherent instructional sequences, the study offers practical guidance to EFL teachers and supports principled AI integration that sustains teacher agency and instructional coherence in increasingly AI-mediated classrooms.

Keywords: *Artificial Intelligence, EFL Teaching, Instructional Frameworks, Productive Skills, Receptive Skills.*

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INTRODUCTION

In recent years, the integration of artificial intelligence (AI) into English as a Foreign Language (EFL) education has gained global momentum, reshaping how language instruction is designed and delivered. AI-powered applications now assist with automated feedback, adaptive learning pathways, and content personalization across diverse educational settings (Walter, 2024). These innovations have introduced new possibilities for enhancing learner engagement, efficiency, and autonomy in countries with rapidly digitizing education systems, including Indonesia, China, South Korea, and many European contexts (Aler Tubella et al., 2024; Kim & Su, 2024; Rafida et al., 2024; Zong & Yang, 2025). As AI continues to influence the pedagogical landscape, it becomes increasingly

important to ensure its meaningful and pedagogically grounded use in language teaching.

Among the growing number of AI tools available, Twee AI has emerged as a promising platform for supporting EFL teachers in lesson delivery (Chen et al., 2024). It offers a suite of features that generate instructional content such as reading texts, listening tasks, vocabulary lists, grammar exercises, and writing prompts. These tools enable teachers to create engaging, skill-specific materials quickly and efficiently. However, the educational value of such AI-generated content depends on how effectively it is aligned with instructional goals and pedagogical frameworks. Without thoughtful integration, these tools risk being used superficially, undermining their potential to support deep learning.

Despite the availability of advanced features, many teachers face pedagogical challenges when incorporating AI tools like Twee into the classroom. A key issue is the lack of structured models that guide the integration of AI-generated content into coherent lesson plans (Williyani et al., 2024). Teachers often rely on personal intuition to adapt these tools, which can lead to fragmented instruction and missed learning opportunities. The absence of established frameworks for integrating AI into the teaching of both receptive (listening and reading) and productive (speaking and writing) skills limits the impact of these tools and creates uncertainty in instructional design.

Receptive skills—namely listening and reading—require instructional scaffolding that facilitates learners’ understanding and interpretation of input. Bruggink et al. (2022) proposed a three-stage model—pre-, while-, and post-activity stages—that emphasizes the need for structured support before, during, and after engagement with a text. In contrast, productive skills—speaking and writing—necessitate carefully sequenced instructional design that fosters language use through task-based and communicative activities. Richards (2017) emphasizes the importance of input, guided practice, and independent production as core stages in productive skills instruction, where learners gradually gain confidence and autonomy.

This study addresses this gap by proposing structured, pedagogically grounded frameworks for the integration of Twee AI into EFL lesson planning. The research draws on a design and development research (DDR) approach to develop instructional guides based on two widely accepted pedagogical models: Bruggink et al.’s three-stage framework for receptive skills and Richards’ framework for productive skills. These guides are theoretically proposed and have not yet been empirically tested. Accordingly, this study aims to answer the following research questions:

1. How can Twee AI tools be systematically integrated into the pre-, while-, and post-stages of receptive skills instruction following Bruggink et al.’s (2022) framework?
2. What specific instructional sequence can effectively incorporate Twee AI features into productive language skills development based on Richards’ (2017) approach?

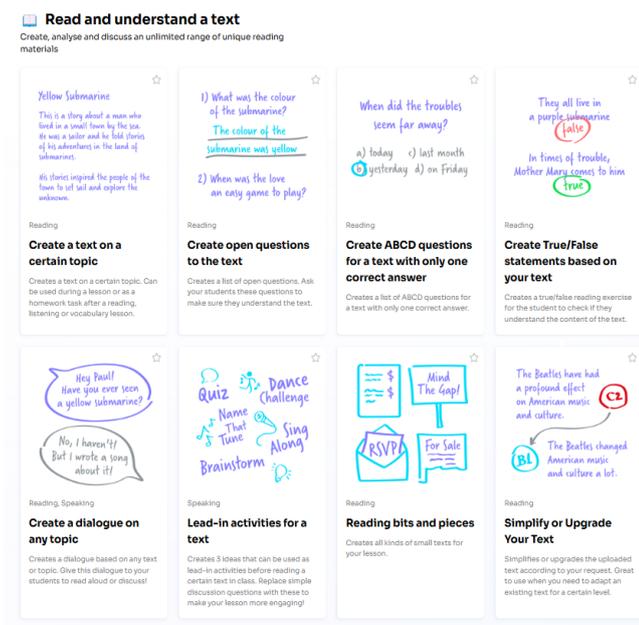
By grounding the use of Twee AI in established instructional frameworks, this study contributes to a more principled integration of AI in EFL lesson

planning, enhancing both teacher autonomy and instructional effectiveness. While recent studies have explored the general benefits of AI in language education such as personalized learning, feedback automation, and content generation there is a notable absence of research that systematically aligns specific AI tools like Twee AI with pedagogical models for teaching receptive and productive skills. Existing literature often focuses on the technological affordances of AI applications without offering detailed guidance on their structured implementation within recognized instructional stages (Cogo et al., 2024; Crompton et al., 2024; Fitriati & Williyani, 2025; Hidayah et al., 2025; Hockly, 2023; Liu et al., 2024). This study addresses this gap by providing a pedagogically informed approach to incorporating Twee AI into lesson planning, thereby supporting teachers in designing coherent and skill-specific language learning experiences.

Overview of Twee: AI-Powered Tools for English Language Teaching

Twee is an artificial intelligent application developed to assist efficient EFL teachers in developing classroom content (Chen et al., 2024; Williyani et al., 2024). Of the 31 features, as seen in the figures below, it provides 15 of them cover receptive language skills and the remaining 16 provide for productive language skills. Twee is an AI-powered educational platform designed to support English language teaching through a diverse array of features tailored to different language skills.

Figure 1. Twee Features for Reading and Understanding Texts



As shown in Figure 1, the platform provides tools that assist students in reading and understanding texts by enabling the creation of comprehension tasks. These tasks include generating texts on specific topics, open-ended questions, multiple-choice questions (ABCD format), true/false statements, dialogues, lead-in activities, and simplified versions of texts. Such features are particularly

valuable for encouraging reading comprehension, critical thinking, and text analysis, making them highly suitable for both beginner and intermediate learners.

Figure 2. Twee Features for Learning and Practicing New Vocabulary

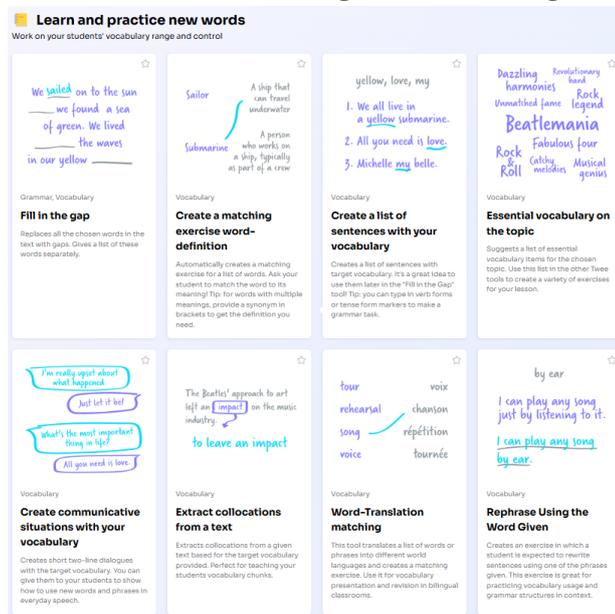
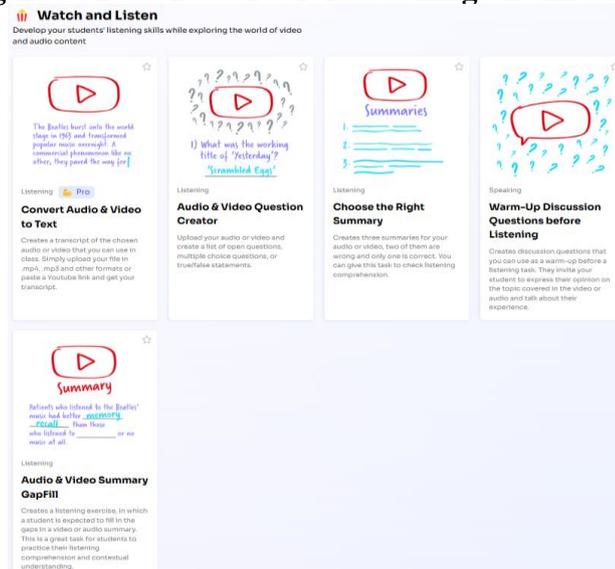


Figure 2 highlights Twee's capabilities for enhancing vocabulary acquisition. These features allow teachers to create gap-filling activities, matching exercises with word definitions, word lists based on themes, and tasks involving word collocations. Learners can also engage in vocabulary rephrasing, word-translation matching, and communicative scenarios that build word usage fluency. These vocabulary-focused tools are essential for learners to internalize and apply new words in meaningful contexts, fostering both lexical knowledge and communicative competence.

Figure 3. Twee Features for Watching and Listening



In terms of listening and viewing comprehension, Figure 3 illustrates how Twee supports multimedia-based language development. Teachers can convert video or audio content into text, create comprehension questions, choose or generate summaries, and design warm-up questions to prepare students for listening tasks. This multimedia integration is crucial for training learners in real-life listening scenarios, enhancing their ability to extract information, infer meaning, and summarize content—all key components of communicative language competence.

Figure 4. Twee Features for Grammar Practice



Figure 5. Twee Features to Encourage Speaking

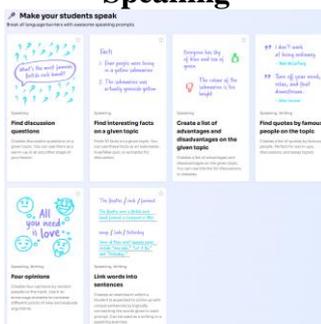
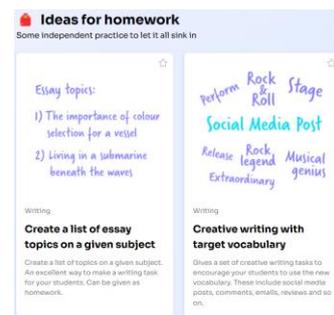


Figure 6. Twee Features for Homework Ideas



Figures 4 through 6 showcase Twee’s additional support in grammar practice, speaking, and homework assignments. Grammar exercises include sentence scrambles and matching halves of grammatical constructions, while speaking features help learners generate opinions, explore interesting facts, or respond to quotes. For independent practice, Twee also enables teachers to assign personalized writing topics or vocabulary-focused writing tasks, such as creating social media posts. Altogether, these features offer teachers a flexible and comprehensive toolkit to personalize and scaffold English language instruction across all major skill areas.

In conclusion, Twee serves as a versatile and dynamic AI-powered platform that offers a wide range of tools for enhancing various aspects of English language learning. From reading and vocabulary acquisition to listening comprehension, grammar practice, and speaking, Twee provides tailored resources that support both students and teachers in achieving their language learning goals. By enabling personalized, interactive, and engaging tasks, Twee empowers learners to develop their language skills in a meaningful and contextually relevant manner, making it a valuable asset in modern English language education.

Bruggink et al.’s Three-Stage Model for Teaching Receptive Skills

Bruggink et al. (2022) introduced a comprehensive three-stage model designed to enhance learners’ engagement with texts by providing structured support throughout the entire reading process. This model delineates the reading experience into three distinct but interconnected phases: pre-activity, while-activity, and post-activity stages. Each stage serves a specific pedagogical purpose

and collectively aims to scaffold learners' comprehension and critical interaction with texts more effectively.

The pre-activity stage is foundational, focusing on preparing learners before they encounter the text. This phase involves activating prior knowledge, setting clear reading goals, and introducing key vocabulary or concepts that may pose challenges (Hattan et al., 2024). By doing so, learners are cognitively primed to connect new information with existing schemas, which facilitates deeper understanding. The pre-activity stage also helps reduce anxiety and increases motivation by clarifying the purpose of the reading task and contextualizing the material. During the while-activity stage, learners engage directly with the text through guided interaction strategies (Anggia & Habók, 2023). This phase emphasizes active reading techniques such as annotating, questioning, summarizing, and predicting, which promote sustained attention and critical thinking. The structured support provided during this stage helps learners navigate complex texts, monitor comprehension, and make inferences. Importantly, this stage is not merely about decoding information but about fostering an analytical dialogue between the reader and the text. The final phase, the post-activity stage, focuses on reflection and consolidation of learning (Hartmann et al., 2023). Activities in this stage encourage learners to synthesize information, evaluate the text's content, and relate it to broader contexts or personal experiences. Post-reading tasks may include discussions, written summaries, or creative projects that reinforce comprehension and promote metacognitive awareness. This stage ensures that learners internalize the knowledge gained and develop the ability to transfer skills to new reading situations.

Bruggink et al. (2022) three-stage model underscores the importance of a scaffolded approach to reading instruction. By systematically supporting learners before, during, and after text engagement, educators can enhance comprehension, critical thinking, and learner autonomy. This model aligns with contemporary theories of reading as an active, constructive, and socially mediated process, offering a practical framework for effective literacy instruction.

Richards' Three-Stage Model for Teaching Productive Skills

Richards (2017) indeed proposed a three-stage model for teaching productive skills—specifically speaking and writing—that aligns with the common pedagogical framework of pre-, while-, and post-activity stages. This model structures the teaching process to provide scaffolded support before, during, and after learners engage in productive language tasks.

In the pre-activity stage, teachers prepare students by activating prior knowledge, introducing relevant vocabulary, and setting clear objectives for the productive task (Bittermann et al., 2023). This phase often includes brainstorming or other warm-up activities to stimulate ideas and reduce learner anxiety, thereby fostering readiness to produce language. For example, brainstorming can help students generate ideas for speaking or writing tasks, enhancing their confidence and fluency when they begin the main activity. During the while-activity stage, learners actively engage in the productive task—speaking or writing—while the teacher monitors and provides support as needed (Khezrlou, 2023). This stage

emphasizes practice and interaction, encouraging students to use language creatively and strategically. Teachers may employ techniques such as role-playing, collaborative tasks, or guided writing drafts to facilitate meaningful language use and immediate feedback. The post-activity stage focuses on reflection, feedback, and consolidation (Wu & Schunn, 2023). After completing the productive task, students review their performance, receive corrective feedback, and may engage in follow-up activities such as revising written drafts or participating in discussions to deepen their understanding and improve future performance. This stage is critical for reinforcing learning outcomes and developing learners' self-regulation and critical thinking skills.

Overall, Richards' (2017) three-stage model offers a systematic approach to teaching productive skills that balances preparation, active use, and reflection. It aligns with established language teaching methodologies that emphasize scaffolded learning and the integration of cognitive and affective support throughout the learning process. This model helps address common challenges in teaching productive skills by ensuring learners are adequately prepared, supported during production, and guided in reflecting on their performance to foster continuous improvement.

RESEARCH METHOD

The researcher functioned as both developer and analyst, drawing on expertise in English language pedagogy and technology integration to translate theory into practical steps for classroom application. The researcher also acted as a mediator between theoretical knowledge and the practical realities of AI-supported teaching.

Research Design

This study employed a design and development research (DDR) approach (Barab, 2022; McKenney & Reeves, 2019), focusing on the creation of a practical instructional guide for integrating Twee AI tools into EFL lesson planning. The study is classified as a product-oriented qualitative inquiry, where the main goal is to propose and validate a step-by-step guide for planning effective receptive and productive skills lessons based on established theoretical models. This design was chosen to address the absence of structured pedagogical frameworks in the current application of Twee AI in language instruction.

Procedures

An analysis of existing uses of Twee in EFL classrooms was conducted through informal teacher consultations and literature review. This revealed a key limitation: while Twee generates a wide variety of engaging tasks, it does not provide a coherent, step-by-step instructional framework to guide teachers in structuring full lessons. Teachers often rely on their own judgment to incorporate Twee activities into their planning. To address this gap, the study selected two well-established pedagogical frameworks: (1) Bruggink et al. (2022) for receptive skills teaching, which organizes instruction into pre-, while-, and post- stages (2) Richards (2017) for productive skills teaching, which emphasizes input, practice, and output stages for effective speaking and writing development.

Drawing on these models and the capabilities of Twee AI (e.g., vocabulary generation, gap-fill exercises, reading and listening texts, dialogue creation), the researcher developed a stage-by-stage instructional guide. This guide demonstrates how to align Twee's features with each phase of the receptive and productive skills instructional process.

To enhance the credibility and reliability of the framework development process, several validation strategies were employed. First, peer debriefing was conducted with two colleagues who have expertise in EFL pedagogy and instructional design. They independently reviewed the instructional guide, focusing on internal consistency, logical sequencing, and its alignment with the selected theoretical models. Their insights were instrumental in identifying areas that required clarification or restructuring, ensuring the guide's coherence and practical applicability. Second, member checks were incorporated to validate the relevance and accuracy of expert contributions. Feedback was collected from two experienced EFL practitioners and one curriculum specialist with a background in AI-supported language learning. These experts were invited to review the revised guide and confirm that their suggestions had been accurately interpreted and integrated. This process helped refine the content further and ensured it met practical classroom needs. Lastly, an audit trail was maintained throughout the design process to support transparency and traceability. All major revisions, decision points, and feedback responses were documented systematically. This log served not only as a record of the development process but also as a reflective tool for evaluating the consistency and integrity of the framework over time.

The final version of the guide underwent document analysis to assess theoretical alignment, logical sequencing, and adaptability to varied EFL classroom contexts. The analysis confirmed that the framework supports a structured, pedagogically sound integration of Twee AI across all instructional stages.

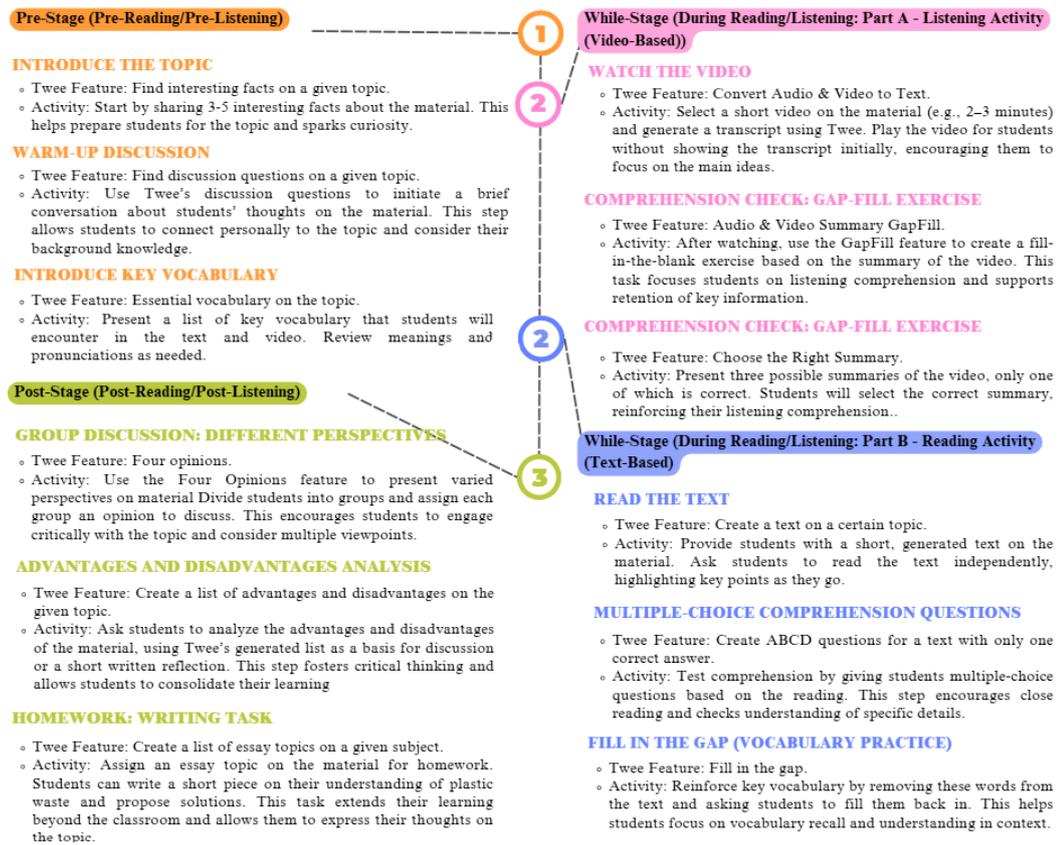
FINDINGS AND DISCUSSION

Findings

Research Question 1: Twee AI integration in receptive skills instruction

To provide a concrete illustration of how Twee AI tools can be systematically incorporated into receptive language skill instruction, the following figure presents a structured lesson plan aligned with Bruggink et al.'s (2022) pre-, while-, and post-stage framework. This guide demonstrates how AI-generated content can support various instructional moments, including topic introduction, vocabulary preparation, comprehension checking, and post-task reflection. By offering a sequence of purposeful activities and corresponding Twee features, the figure below serves as a practical model for teachers aiming to integrate AI tools in a pedagogically sound manner.

Figure 7. Twee Feature Guide for Receptive Language Skills Activities



In the pre-stage, the lesson plan leverages Twee's capacity to generate interesting facts, discussion questions, and essential vocabulary to activate students' background knowledge and build schema related to the listening or reading topic. These tasks serve to mentally and linguistically prepare learners for the input they are about to encounter. The use of AI-generated vocabulary lists and warm-up prompts is especially valuable in creating an engaging and accessible entry point into the lesson content, ensuring that all students have a foundational understanding before moving forward.

The while-stage is divided into two parts: video-based listening and text-based reading. For listening activities, Twee's video-to-text conversion and gap-fill summary tools promote focused listening and immediate comprehension checking. Similarly, during reading, the lesson plan integrates AI-generated texts, multiple-choice questions, and vocabulary-based fill-in-the-blank exercises that scaffold learners' understanding and retention of key information. These activities are strategically designed to enhance receptive processing through interaction with the input, reinforcing language comprehension and vocabulary acquisition in meaningful contexts.

In the post-stage, the lesson plan emphasizes critical thinking, collaborative reflection, and written production. Twee's tools for generating opinion prompts and list-based activities support group discussions and analytical writing, encouraging students to synthesize what they have learned. The inclusion of a

writing task further allows learners to apply receptive input in a productive format, bridging the gap between comprehension and expression. This three-phase framework illustrates how AI tools, when guided by pedagogical principles, can facilitate a well-structured and effective approach to teaching receptive skills in EFL classrooms.

The structured lesson plan presented above demonstrates how Twee AI features can be meaningfully embedded within each instructional stage to support the development of receptive language skills. By aligning AI-generated activities with Bruggink et al.'s (2022) pre-, while-, and post-stage framework, the guide not only offers practical steps for lesson planning but also illustrates how pedagogical theory and technological innovation can be harmonized in practice. The use of AI-generated input materials provides learners with authentic, engaging, and level-appropriate texts that stimulate curiosity and prepare them for comprehension tasks. During the while-stage, scaffolded activities, such as vocabulary glosses, guiding questions, or comprehension checks, show how AI can be used to individualize support, ensuring learners remain actively engaged while processing meaning. The post-stage further enriches this design by incorporating reflective and productive tasks that encourage learners to consolidate understanding, extend vocabulary, and engage in critical reflection, thereby promoting deeper learning rather than surface-level recall.

Importantly, this model highlights that technology alone does not guarantee effective instruction; rather, it is the teacher's role in selecting, adapting, and sequencing AI resources that ensures pedagogical coherence. In this sense, Twee AI functions not merely as a content generator but as a pedagogical partner that supports both teaching and learning. Such integration exemplifies a learner-centered approach, where the synergy between teacher agency and AI affordances enhances comprehension, vocabulary growth, and critical thinking. Furthermore, the framework provides a replicable template that EFL teachers can adapt across diverse contexts, thus contributing to sustainable and scalable practices in AI-assisted language education. Ultimately, this approach underscores the potential of AI to enrich, rather than replace, human-led pedagogy, transforming classrooms into spaces where technology and teaching expertise work hand in hand to support meaningful language learning experiences.

Research Question 2: Twee AI-based sequencing for productive skills development

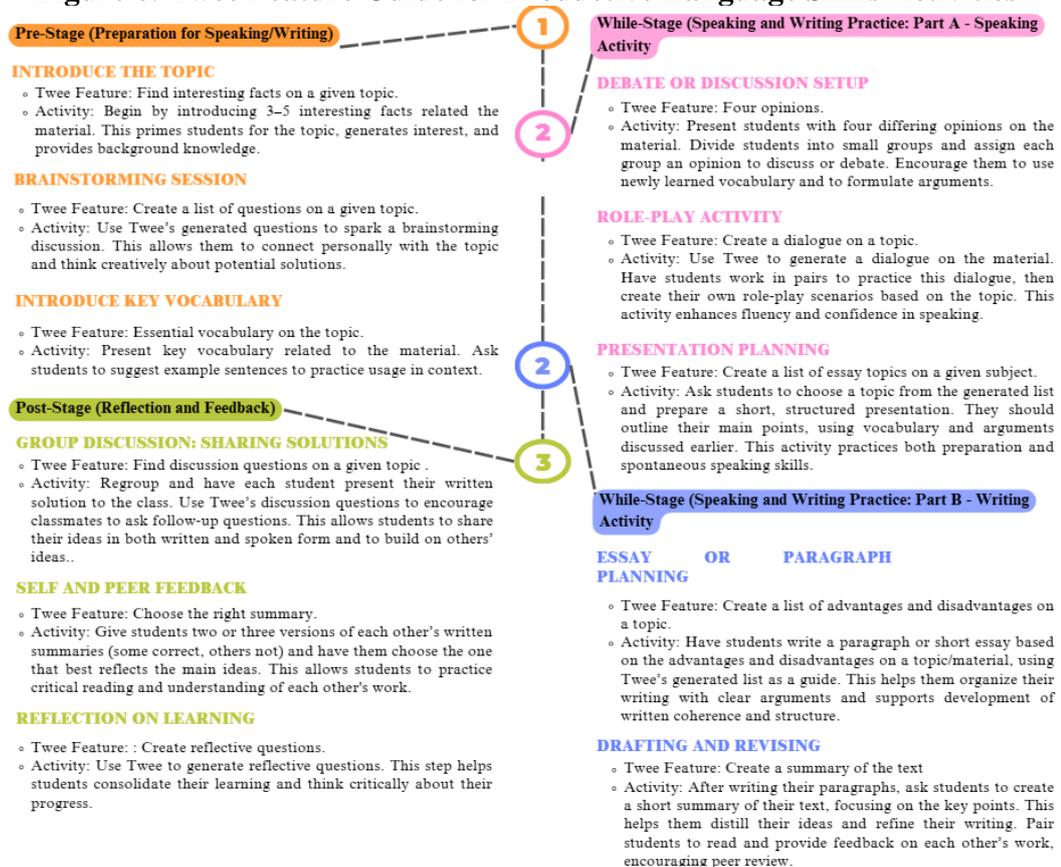
To further extend the application of AI-supported lesson planning to productive language skills, this study adapts Richards' (2017) instructional framework to develop a systematic guide for speaking and writing activities using Twee AI. Productive skills require learners not only to process language input but also to generate spoken or written output, which involves higher-order thinking, planning, organization, and reflection. The following figure outlines how Twee's AI features can be utilized to support learners through each pedagogical stage—preparation, practice, and reflection—offering scaffolding and enhancing engagement. This guide aims to help educators strategically embed AI-driven

tasks into productive skills instruction to maximize both individual creativity and collaborative communication.

As illustrated in the Figure above, the Pre-Stage (Preparation for Speaking/Writing) equips students with background knowledge and vocabulary necessary for productive language tasks. Activities such as introducing the topic with engaging facts, generating ideas through brainstorming, and presenting key vocabulary serve to activate students' prior knowledge and prepare them cognitively for meaningful language use. Twee's question-generation and text analysis features play a key role in scaffolding this stage, ensuring students are familiar with the topic and can begin to engage with it from multiple angles.

During the While-Stage, productive activities are divided into two parts—speaking and writing. Speaking tasks such as debate setup, role-play, and presentation planning encourage students to use language spontaneously and interactively, with Twee providing structured prompts and role scenarios. Writing tasks, on the other hand, support learners in drafting essays or paragraphs, using AI features for topic generation, outline support, and vocabulary enrichment. Through these tasks, Twee assists learners in developing both fluency and accuracy while promoting structured expression of ideas.

Figure 8. Twee Feature Guide for Productive Language Skills Activities



The Post-Stage (Reflection and Feedback) focuses on consolidating learning through peer discussions, feedback, and metacognitive reflection. Students evaluate their peers' and their own output, supported by Twee's ability to

highlight grammar or content issues. They also answer reflection questions that encourage deeper thinking about the learning process and the choices they made during production. This final stage not only enhances learners' self-awareness and critical thinking but also strengthens their ability to revise and refine their language use, an essential component of productive skill development.

The integration of Twee AI into productive language skills instruction demonstrates the tool's capacity to support each phase of the learning process—preparation, performance, and reflection. By aligning these stages with Richards' (2017) pedagogical framework, educators are provided with a structured yet flexible approach to designing lessons that effectively merge communicative goals with technological affordances. In the preparation phase, Twee can assist learners in brainstorming ideas, generating prompts, and exploring linguistic resources that broaden their repertoire of expressions, thereby reducing anxiety and increasing readiness to engage in speaking or writing tasks. During the performance stage, AI-enabled scaffolds—such as model dialogues, guided writing tasks, or interactive prompts—help learners practice language in meaningful contexts, ensuring both fluency and accuracy are developed through carefully sequenced activities.

Equally significant is the reflection stage, where Twee features can support learners in revising, editing, and refining their output. By generating alternative sentence structures, suggesting vocabulary enhancements, or providing targeted feedback, AI empowers learners to take ownership of their work and deepen their awareness of language use. This cyclical process of production and reflection nurtures both communicative competence and metacognitive awareness, which are essential for long-term language development.

Moreover, the structured use of Twee promotes learner autonomy by encouraging students to make informed choices about language and content, while also stimulating creativity through exposure to varied perspectives and contexts. Teachers, meanwhile, retain agency by adapting AI outputs to fit learners' proficiency levels, classroom dynamics, and curricular objectives, thus ensuring that technology complements rather than dictates pedagogy. Ultimately, this AI-assisted approach enables the design of dynamic and responsive lesson plans that not only enhance the coherence and depth of learners' spoken and written outputs but also foster critical thinking, collaborative interaction, and sustained engagement in EFL classrooms. In this sense, Twee AI is positioned not as a replacement for teacher expertise but as a pedagogical partner that enriches both instruction and learning outcomes.

Discussion

This study set out to develop pedagogically-sound frameworks for integrating Twee AI into English as a Foreign Language (EFL) instruction, focusing specifically on two research questions: how to systematically incorporate Twee AI tools into receptive skills instruction following Bruggink et al.'s (2022) framework, and how to sequence Twee AI features effectively for productive language skills development based on Richards' (2017) approach.

The research produced two comprehensive instructional guides that demonstrate how Twee AI's features can be systematically aligned with established pedagogical frameworks. For receptive skills instruction, the guide structured Twee's tools according to Bruggink et al.'s (2022) pre-, while-, and post-activity stages. In the pre-stage, Twee's capabilities for generating interesting facts, discussion questions, and essential vocabulary serve to activate background

knowledge and build schema before students encounter listening or reading materials. The while-stage utilizes Twee's video-to-text conversion, gap-fill summaries, AI-generated texts, and comprehension questions to scaffold learners' understanding during their engagement with receptive input. In the post-stage, Twee's opinion prompts and list-based activities support critical reflection and language production based on the received input.

For productive skills development, the study adapted Richards' (2017) instructional framework to create a structured guide that incorporates Twee AI features across preparation, practice, and reflection stages. The pre-stage uses Twee to generate topic introductions, brainstorming prompts, and vocabulary lists that prepare students linguistically and cognitively for productive tasks. The while-stage divides activities into speaking (debates, role-plays, presentations) and writing (essays, paragraphs), with Twee providing structured prompts, scenarios, outlines, and vocabulary support. The post-stage employs Twee's capabilities for highlighting grammar or content issues to facilitate peer feedback and self-reflection on language production.

These findings demonstrate that AI tools like Twee can be effectively integrated into language teaching when guided by sound pedagogical principles content (Chen et al., 2024; Williyen et al., 2024). The systematic alignment of Twee features with established instructional frameworks transforms what might otherwise be isolated AI-generated activities into coherent, purposeful lesson sequences that support language acquisition.

The receptive skills framework highlights how Twee's AI capabilities can enhance each phase of the comprehension process. In the pre-stage, AI-generated content serves to build essential background knowledge and reduce cognitive load, addressing what Peng et al. (2024) identified as key barriers to successful comprehension. During the while-stage, the variety of comprehension tasks that Twee can generate allows for multiple entry points to understanding, supporting different learning styles and proficiency levels. The post-stage activities bridge receptive and productive skills by encouraging learners to critically engage with and respond to content they have processed.

Similarly, the productive skills framework demonstrates how Twee can scaffold the complex cognitive processes involved in speaking and writing. The pre-stage activities acknowledge the importance of idea generation and vocabulary preparation before production begins, addressing what many researchers (Brochhagen et al., 2023; Elgort et al., 2024; Özgür Küfi, 2023) have identified as essential preparation for successful language production. The while-stage activities show how Twee can provide structured support during production without limiting creativity or authenticity, a balance that Ez-Zaouia and Carrillo (2024) notes is crucial for developing productive skills. The post-stage reflection activities emphasize the iterative nature of language production, encouraging metacognitive awareness that is essential for long-term improvement.

The most significantly, both frameworks maintain the teacher's role as the pedagogical decision-maker while positioning Twee AI as a supportive tool. It addresses concerns raised by researchers like Brod et al. (2023) about technology potentially diminishing teacher agency in the classroom. Instead, these

frameworks demonstrate that AI tools like Twee can expand teachers' instructional options while preserving their critical role in designing and facilitating effective learning experiences.

This study extends existing research on technology integration in language teaching by specifically addressing how AI tools can be aligned with established pedagogical frameworks. While previous studies have examined the general benefits of AI in language education (Habib et al., 2024; Nguyen et al., 2024; Wei, 2023), there has been limited research on how to systematically incorporate AI tools into coherent instructional sequences.

The proposed frameworks build upon Bruggink et al.'s (2022) and Richards' (2017) models by demonstrating their applicability in AI-enhanced environments. This addresses what Choi-Lundberg et al. (2023) identified as a critical gap in computer-assisted language learning research: the need to ground technological innovations in sound pedagogical theory. By explicitly connecting Twee's features to specific instructional stages, this study provides a model for theory-informed technology integration. Furthermore, this research responds to Pack and Maloney's (2024) investigation of EFL teachers' perceptions of AI tools, which found that teachers often appreciate AI's potential but lack guidance on its pedagogical implementation. The structured guides developed in this study provide the kind of practical support that Ibrahim's participants indicated would increase their willingness to adopt AI tools in their teaching.

The findings also align with recent work by Mack and Houchens (2023) which examined how digital tools can support differentiated instruction in multilingual EFL classrooms. Their study concluded that technology is most effective when it serves clear pedagogical purposes rather than driving instruction itself. The frameworks proposed by this current research similarly position Twee AI as a means to enhance pedagogically sound instruction rather than as an end in itself. This study advances the field by moving beyond general discussions of AI's potential to provide concrete, actionable guidance for teachers. By demonstrating how each feature of Twee can support specific instructional objectives within established frameworks, the research offers a model for the kind of purposeful technology integration that Huang and Sun (2023) argue is essential for effective language teaching in the digital age.

This study contributes to the growing body of research on AI in language education by providing structured frameworks that align technological tools with pedagogical principles. The guides developed here serve not only as practical resources for lesson planning but also as conceptual models that demonstrate how AI can be meaningfully integrated into established instructional frameworks without compromising pedagogical integrity. By outlining clear processes for embedding Twee AI into both receptive and productive language skill instruction, the study offers a blueprint for teachers who wish to harness AI's capabilities in ways that remain learner-centered and goal-oriented. In addition to offering these practical pathways, the study highlights the crucial role of teacher agency in mediating between AI-generated content and classroom realities, thereby underscoring that technology should function as a pedagogical partner rather than a substitute for professional expertise. Future research could build on these

frameworks by examining their implementation in diverse classroom settings, evaluating their impact on learner engagement, communicative competence, and critical thinking. Moreover, longitudinal studies across different proficiency levels and cultural contexts would provide deeper insights into how AI-assisted instruction evolves over time, and how it can be adapted to meet the needs of varied learners. Such investigations would enrich the theoretical discourse on AI in education while also informing sustainable, evidence-based practices for EFL classrooms worldwide.

CONCLUSION AND SUGGESTION

This study has developed structured frameworks for integrating Twee AI into English as a Foreign Language (EFL) instruction by aligning its features with established pedagogical models—Bruggink et al.'s (2022) framework for receptive skills and Richards' (2017) approach for productive skills. The findings demonstrate that Twee AI can effectively support all phases of language instruction when purposefully incorporated within these frameworks: for receptive skills, enabling engaging pre-activities that activate schema, while-activities that scaffold comprehension, and post-activities that promote critical reflection; for productive skills, facilitating preparation through topic introduction, practice through structured prompts, and reflection through feedback-oriented activities. These frameworks transform Twee from merely a content generator into a pedagogical tool that enhances teaching and learning while maintaining instructional coherence and preserving teacher agency.

Despite its contributions, this study has several limitations that warrant consideration for future research. The frameworks represent theoretical models that have not been empirically tested in authentic classroom settings, and comparative studies examining traditional versus Twee-enhanced planning would be valuable in quantifying benefits. Additionally, the study focused exclusively on Twee AI without comparing other AI platforms, did not address implementation challenges such as technological access issues or teacher training needs, and neglected specialized contexts such as English for Specific Purposes or Content and Language Integrated Learning. Future research should implement these frameworks across diverse EFL contexts, explore comparative analyses of different AI tools, address implementation factors, extend the frameworks to integrated skills instruction, and examine learner perspectives on AI-enhanced teaching. While further research is needed to validate and refine these frameworks, they represent an important step toward harnessing AI's potential to enhance language teaching and learning while maintaining pedagogical integrity.

DECLARATION OF AI ASSISTANCE

The authors independently developed all aspects of this research article, including methodology selection, data collection and analysis procedures, interpretation of results, and research framework. The intellectual contribution, critical assessment, and presentation of findings represent the authors' original scholarship. ChatGPT was employed exclusively for grammatical refinement, language clarity, and readability improvements. The AI's role was limited to

stylistic enhancement and did not affect the substantive content, scholarly arguments, or originality of the research.

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