http://dx.doi.org/10.18623/rvd.v23.5846

AI-ENHANCED ENGLISH FOR EMPLOYABILITY: DESIGNING A VISION 2030-ORIENTED EFL CURRICULUM IN SAUDI HIGHER EDUCATION

INGLÊS APOIADO POR IA PARA A EMPREGABILIDADE: CONCEBENDO UM CURRÍCULO DE INGLÊS COMO LÍNGUA ESTRANGEIRA (EFL) ORIENTADO PARA A VISÃO 2030 NO ENSINO SUPERIOR DA ARÁBIA SAUDITA

Article received on: 12/10/2025
Article accepted on: 3/13/2026

Asad Shafi*
*Western Global University, Saudi Arabia
Orcid: https://orcid.org/0009-0009-9277-8330
shafi.asad@gmail.com

The authors declare that there is no conflict of interest

Abstract
The vision of developing human capital through improving professional communication, collaboration across cultures, technical document analysis and digital collaboration in the workplace as the enablers of economic diversification and competitiveness is part of the Vision 2030 plan. Therefore, the development of an effective English for Specific Purposes (ESP) program is viewed as one of the ways of achieving those workforce goals, as EFL instruction will improve professional communication in the workplace. However, with the growing number of AI-powered tools used in writing, reading and communicating, this literature review offers an overview of current empirical knowledge gained from studies conducted between 2020 and 2025 about using AI in EFL and curriculum design and proposes a compatible curriculum model for Saudi universities. The current study adheres to the PRISMA guidelines when reporting on its structure and content as a structured narrative literature review [1], and it relies on the findings of studies on AI-powered EFL writing technologies [13–15,18–23]; on the impact of the use of AI on academic integrity [12,16–18,20–23]; on the implications of AI integration into higher education, such as the responsible implementation of AI-powered education [2–7,30]. While "AI-enhanced employability" refers to the ability to generate assignments with the help of AI technologies, our concept involves curriculum designing approaches aimed at fostering AI literacy and skills of verification and reflection. Recent studies on ESP reveal both benefits and challenges related to AI-powered technologies, including the improvement of students' fluency, idea generation, vocabulary acquisition, the risk of AI overuse, and loss of students' voice. In this sense, the choice of a

Resumo
A visão de desenvolver o capital humano por meio da melhoria da comunicação profissional, da colaboração intercultural, da análise de documentos técnicos e da colaboração digital no local de trabalho — como fatores facilitadores da diversificação econômica e da competitividade — faz parte do plano Visão 2030. Portanto, o desenvolvimento de um programa eficaz de Inglês para Fins Específicos (ESP) é considerado uma das formas de alcançar esses objetivos para a força de trabalho, uma vez que o ensino de inglês como língua estrangeira (EFL) irá melhorar a comunicação profissional no local de trabalho. No entanto, com o número crescente de ferramentas baseadas em IA utilizadas na escrita, leitura e comunicação, esta revisão de literatura oferece uma visão geral do conhecimento empírico atual obtido a partir de estudos realizados entre 2020 e 2025 sobre o uso da IA no ensino de inglês como língua estrangeira (EFL) e na elaboração de currículos, e propõe um modelo curricular compatível para as universidades sauditas. O presente estudo segue as diretrizes PRISMA ao relatar sua estrutura e conteúdo como uma revisão de literatura narrativa estruturada [1] e baseia-se nos resultados de estudos sobre tecnologias de redação em EFL impulsionadas por IA [13–15,18–23]; sobre o impacto do uso da IA na integridade acadêmica [12,16–18,20–23]; sobre as implicações da integração da IA no ensino superior, tais como a implementação responsável da educação impulsionada por IA [2–7,30]. Embora a "empregabilidade aprimorada pela IA" se refira à capacidade de gerar tarefas com a ajuda de tecnologias de IA, nosso conceito envolve abordagens de elaboração de currículo voltadas para o fomento da alfabetização em IA e das

particular approach and model can be significant in achieving the desired learning outcomes. As for the contribution of the study, we offer a combined framework (Fig. 1) and an assessment matrix (Table 1). Moreover, our paper elaborates on a methodological framework of mapping labour market needs into an ESP curriculum, which allows evaluating EFL learning outcomes in the context of Vision 2030. In other words, by ensuring academic integrity and encouraging effective application of AI in the workplace, Saudi universities will have a greater chance to benefit from innovative EFL programs and tools powered by artificial intelligence.

Keywords: EFL Curriculum. Employability. Vision 2030. Saudi Higher Education. Generative AI. AI Literacy. English for Specific Purposes. Assessment. Learning Analytics. Academic Integrity.

habilidades de verificação e reflexão. Estudos recentes sobre ESP revelam tanto benefícios quanto desafios relacionados às tecnologias impulsionadas por IA, incluindo a melhoria da fluência dos alunos, geração de ideias, aquisição de vocabulário, o risco de uso excessivo da IA e a perda da voz dos alunos. Nesse sentido, a escolha de uma abordagem e de um modelo específicos pode ser significativa para alcançar os resultados de aprendizagem desejados. Quanto à contribuição do estudo, oferecemos uma estrutura combinada (Fig. 1) e uma matriz de avaliação (Tabela 1). Além disso, nosso artigo detalha uma estrutura metodológica para mapear as necessidades do mercado de trabalho em um currículo de ESP, o que permite avaliar os resultados de aprendizagem de EFL no contexto da Visão 2030. Em outras palavras, ao garantir a integridade acadêmica e incentivar a aplicação eficaz da IA no local de trabalho, as universidades sauditas terão uma chance maior de se beneficiar de programas e ferramentas inovadores de EFL impulsionados pela inteligência artificial.

Palavras-chave: *Currículo de EFL. Empregabilidade. Visão 2030. Ensino Superior Saudita. IA Generativa. Alfabetização em IA. Inglês para Fins Específicos. Avaliação. Análise de Aprendizagem. Integridade Acadêmica.*

1 INTRODUCTION

In the context of the digital economy, employability requires communication skills. The strategy of Saudi Vision 2030 stresses the importance of workforce participation and productivity and diversification. It presupposes graduates with the ability to coordinate activities, make arguments, negotiate, and interpret complex texts [8–10,29]. Consequently, in today's world, English skills can be considered not just an educational requirement, but rather an employability capability. There have been two developments that have made designing EFL instruction more difficult for higher education since 2020. Firstly, the labor market forecasts indicate the need for hybrid professionals – those combining expertise in professional communication and in digital literacy, problem-solving, and collaboration – will rise dramatically [5]. Secondly, a

variety of technologies allowing for generating texts using artificial intelligence are available now, thus changing the writing process significantly. The studies in various contexts show that students use AI-based writing software to create essays, reports and research papers and note that the technology is helpful for language learning as it helps students build language skills, but it also entails the risk of integrity problems [12,16–23]. Hence, the problem of Saudi higher education institutions now is the necessity to create curricula for developing EFL skills that would be able to accomplish three interrelated tasks simultaneously: (i) enhancing students' communication skills to make them employable, (ii) educating students in AI and helping them verify information received through AI-based tools, and (iii) guaranteeing assessment validity and integrity. This paper will attempt to solve this problem by analyzing relevant academic literature and converting the findings into a well-designed curriculum blueprint.

1.1 Vision 2030 and employability function of EFL

Vision 2030 sees human capabilities as a type of infrastructure that universities should produce in order to contribute to the development of the market through raising service quality, fostering innovations, and increasing productivity. English is vital because it allows accessing the latest knowledge about professional practices and becoming skilled in it. Indeed, proficiency in English is essential for candidates applying for positions in internationally-oriented industries (e.g., tourism, aviation, logistics, hospitality), technology-oriented industries (e.g., digital services, cybersecurity, fintech) and regulated sectors (e.g., health, engineering, energy). Workforce preparedness, communication skills, and customer experience are the themes discussed in sectoral strategies and programs' reporting.

1.2 Why AI changes employability EFL

The changes introduced to employability EFL by AI are twofold. Firstly, AI transforms the preparation of written and oral assignments. Students have the opportunity to draft quickly, practice their paraphrasing skills, and communicate with bots in different ways (drafting, chatbot interactions, and role-playing) [12,13,16–18]. Secondly, AI

modifies the skills required in the employment sector. Since drafting is partly automated, one's ability to verify information and adjust to different tones of communication is what matters now. These concerns have also been raised by policymakers who warn about the risks involved in using artificial intelligence, including productivity, reliability, and integrity problems [2–7]. Therefore, the task of employability EFL instruction is not banning AI but helping students to leverage it to increase the efficiency of work while retaining accuracy, ethical standards, and independence. In the context of the Saudi higher education system, where integrity of the assessment process is particularly crucial to signal employability, it is a matter of curriculum design.

1.3 Curriculum alignment as an operations problem

From the perspective of operations management, employability EFL instruction is a production pipeline, whose input and output should be perfectly aligned. In case of failure, a lack of alignment leads to waste (in terms of time, additional training, and documentation). In order to achieve the precise alignment, the curriculum should specify all connections between the needs of the labor market, development capabilities, learning activities, assessment tools, and improvements. Table 1 below operationalizes this approach to AI-enabled employability EFL instruction.

2 PURPOSE AND RESEARCH OBJECTIVES

Purpose.

To compile literature on AI-enabled EFL education and employability-oriented curricula between 2020 and 2025 and formulate a curriculum based on the Vision 2030 objectives in Saudi Arabia.

Research Objectives.

(1) To identify which competencies should be developed in Saudi Arabian universities in relation to employment opportunities based on the labour market signals and human capabilities priorities stated in the Vision 2030 [5,8-10,29].

(2) To summarize existing literature on AI-enabled EFL learning specifically concentrating on EFL writing skills. To mention the advantages and disadvantages of AI-enabled EFL learning in the context of curriculum development [12-15,17-23].

(3) To introduce the concept of a new layer of literacy concerning the necessity of verification and detection of biases associated with data applied for generating texts to ensure the integrity of the data while efficiently using AI at work [3,4,6,7,30].

(4) To formulate a competency-based curriculum and evaluation strategy, producing outcome evidence in the form of portfolios and role-playing or workplace discourse genre, and not just examinations.

(5) To propose a research agenda to assess the curriculum's influence on the employment rates of graduates using scientific methods acceptable to Q1 journals.

3 LITERATURE REVIEW METHODOLOGY

3.1 Structure and reporting

The literature review will have a structured approach. The inclusion and exclusion criteria will comply with the PRISMA statement from 2020 [1]. This literature review will not include a meta-analysis due to the diverse terms of AI tools, the level of education, measurements, and outcomes in the field.

3.2 Scope and selection criteria

We will concentrate on peer-reviewed literature published between 2020 and 2025 about any of the following areas: (i) AI-enabled EFL writing, feedback, and speaking practice; (ii) the patterns of learners' interactions with AI technology and its risks; (iii) the policy and ethics of the application of AI in education; and (iv) the curriculum development for enhancing employability. Peer-reviewed articles and policies on action (OECD, UNESCO, European Union, and other national strategies) will be considered. The selection criteria will consist of the following factors: publication date (2020-2025), methodological approach, and contribution to curriculum development.

3.3 Synthesis approach

Learning outcomes, the functions of AI tools, possibilities and threats, governance policy, and assessment will be identified. Based on this information, the synthesis will be performed in terms of the logic of curriculum development (Figure 1) and competency to assessment (Table 1).

3.4 Quality appraisal and limitations of evidence

Since the review comprises policy guidance and empirical studies with various designs and findings, the quality appraisal took into account clarity and transferability of evidence. Empirical sources were selected where possible to extract information on the samples' characteristics, methodology and learning outcomes (perceived/objective). Policy sources were selected based on the availability of relevant guidelines/ethical framework/systematic recommendations in regard to using AI in educational practice [2-7]. One of the emerging limitations of the recent evidence (2020-2025) includes the high number of perception-based data. For example, the study conducted by Discover Education describes perception of the tool usage in the context of its positive/negative impact on writing skills [17]. Even though this information is useful for designing the assessment, claims regarding students' employability need objective data on the results of performance. Therefore, while carrying out the synthesis, we considered perceptions-based data as design-related information and developed proposals for designing assessment procedures aimed at objective measurement of students' competencies.

3.5 Data extraction and reliability of synthesis

Four main categories have been extracted from each source during the process of synthesis: (i) type of AI tool (LLM, grammar corrector, paraphrasing generator, role-play agent); (ii) language skill targeted by the tool (writing, speaking, reading, vocabulary, pragmatics); (iii) learning environment (supported learning, scaffolded instruction, institutional policies); and (iv) outcomes and risk factors. We have limited our final thematic analysis to explore four key mechanisms that need to be included in curriculum

designs: portfolio assessment, simulation, verification, and AI literacy training. Our objective was to assist the EFL program leaders to create reproducible experiences of students' employability through technologies.

4 CONCEPTUAL FOUNDATIONS

4.1 Employability as communication and coordination ability

As defined by the Future of Jobs report, employability presupposes the capability to communicate and coordinate in a complex and distributed environment [5]. In the context of designing curricula, it means the development of transferrable skills implying operating in a working place. Among the types of curricula which are recommended for EFL learners are email writing, report writing, presentation skills, and negotiation skills [8-10, 29].

4.2 AI technologies in language education: Benefits and drawbacks

On the one hand, the policy guidance emphasizes opportunities provided by AI technologies in terms of personalization and large-scale feedback [2-4, 6, 7]. On the other hand, there are some challenges associated with such issues as biasness and privacy problems. While considering the benefits of AI-powered technologies for EFL learners, one should note that they provide learners with an opportunity to complete vocabulary exercises, grammar exercises, and idea generation. Nonetheless, some empirical studies have shown the negative impact of AI-powered technologies on students' creative thinking and critical thinking [12, 16-23]. As illustrated by a survey conducted in 2025, a group of EFL learners who used AI technologies at each stage of writing perceived their benefits (e.g., grammar improvement), but faced some risks such as the lack of critical skills and knowledge of appropriateness of their actions in a given situation [17]. These findings should be considered when designing the curriculum due to the specific requirements of workplace writing tasks.

4.3 Why curriculum design can ensure the development of students' employability?

To put it simply, the application of AI technologies cannot guarantee students' employability. To ensure that the development of students' employability is achieved, the alignment of their competencies with the process of learning and assessment is essential. Otherwise, learners will be able to complete their assignments with the help of technologies without learning anything new. For this reason, the majority of ethical and governance frameworks underline the necessity of including the element of AI literacy into the learning process [3, 4, 6, 30]. Students should know how to utilize the possibilities offered by technologies and how to prove their achievement of a particular competency.

4.4 Mapping the competencies: CEFR, ESP and transferrable skills

First, it is essential to identify the competencies that students need to acquire in order to contribute to the realization of Vision 2030. It means the alignment between CEFR and labor market needs must be achieved. In order to make this mapping accurate, the distinction between two dimensions of students' language proficiency should be made. It is obvious that communication skills become easier to measure in case the definitions of constructs and rubrics are clear [19, 28]. Thus, the mapping can be done in the following manner: Part 1 – language proficiency according to CEFR; Part 2 – workplace language proficiency (genres such as email and reports); Part 3 – employability skills (mediated via language: communication skills, problem framing, etc.). For an example of this kind of mapping, see table 1.

In order to make such kinds of mapping accurate in terms of the realization of Vision 2030, the process should be repeated each year.

4.5 Validity of assessment in AI-enabled environment

A high level of automation and development of technologies raises doubts in the effectiveness of traditional assessment procedures. First of all, it means that AI technologies can affect the results, and thus, the assessment will not refer to the real language proficiency of learners but the tool used to complete the assignment. Higher

education researchers have already observed that AI technologies can be employed to fake sources and to delete individual voices [18, 20]. It indicates that a distinction should be made between two categories of assessment: product and process quality. In order to solve this challenge, process-visible assessment technique can be adopted as a means of assessing students' competencies. In such cases, assessments should take into account the following artifacts: revisions, annotations, logs.

Table 1

Vision 2030-oriented employability competencies mapped to EFL outcomes, AI-enabled learning activities, and assessment evidence (2020–2025 synthesis).

Employability competency (target)	**EFL learning outcomes**	**AI-enabled learning activity (examples)**	**Assessment evidence**	**Vision 2030 alignment / employer value**
Professional communication (meetings, email, reporting)	Clarity, tone, audience awareness; workplace genres	LLM-assisted drafting with revision logs; genre templates; feedback on register	Email memo + meeting minutes portfolio; rubric + peer review	Targeted sectors: services, logistics, govtech; clearer written coordination [5,8,9]
Spoken interaction and negotiation	Turn-taking, persuasion, intercultural pragmatics	AI role-play simulations; pronunciation coaching; conversation analytics	Recorded role-play + reflection; CEFR speaking descriptors	Supports customer-facing roles and project coordination [5,12]
Problem-solving and critical reading	Evidence use, summarising, stance and hedging	AI-supported reading maps; claim-evidence tagging; guided critique prompts	Annotated reading dossier; structured critique task	Mitigates overreliance and builds judgement [3,4,17]
Digital literacy & AI literacy for work	Prompting, verification, bias checks, safe data handling	AI literacy micro-modules; verification checklists; citation support tools	AI use statement; audit trail; integrity quiz	Aligns with responsible AI guidance and reduces integrity risks [2,3,6,31]
ESP pathways (tourism, health, engineering, fintech)	Sector vocabulary; procedures; safety and compliance language	Corpus-based term extraction; AI glossaries; scenario-based tasks	Capstone scenario (incident report, client briefing)	Connects HE English to Vision 2030 priority sectors [8–10,30]
Career communication (CV, LinkedIn, interviews)	Self-presentation, STAR narratives, professional identity	AI feedback on CV drafts; interview rehearsal bots; analytics on filler words	Mock interview + CV; employer rubric	Direct employability outcomes and placement readiness [5,15,16]

5 FINDINGS FROM THE 2020-2025 LITERATURE

Principles of Design for Vision 2030-Oriented EFL Curriculum

The synthesis offers six principles for the design of a vision 2030 enabled curriculum.

Principle 1: Start from the labour market and sector pathways. Career-oriented EFL shall have a core curriculum of professional English coupled with electives associated with sectors that are considered a priority (such as tourism, logistics, healthcare, engineering, etc.) [8-10,29]. Thus, learners would gain a chance to practice procedural skills, compliance, safety and client interaction.

Principle 2: AI should be seen as a collaborator with certain limitations. According to the literature analysis, while enhancing the quality of grammatical correctness, vocabulary richness, and drafting skills, AI poses threats for the development of critical thinking and learners' voice [17-23]. Hence, the curriculum needs some constraints. To be more precise, learners will benefit from AI as an assistant for brainstorming and providing feedback, but their work will contain evidence of revision and reflective thinking.

Principle 3: Include AI literacy training into an employment curriculum. As stated by UNESCO and OECD recommendations, it is imperative to teach learners how to check the data, keep personal information safe and communicate effectively with peers [2-4,7]. All three skills play an important role within an employment environment where learners may progress in their career development.

Principle 4: Measure learners based on evidence of performance. Traditional tests conducted within a certain time limit cannot evaluate learners' readiness for work. Instead, portfolio assessment, simulation models and rubrics could be employed as more suitable ways to measure AI application.

Principle 5: Conduct simulation of speaking activities. Speaking, negotiating and client interactions constitute the greatest asset in terms of employability within English-speaking contexts. Using AI-based technology for such activities allows increasing the number of repetitions and improving pronunciation. It should be noted, though, that such exercises should involve the use of descriptors and rubrics for assessing speaking skills [12,29].

Principle 6: Avoid plagiarism and misuse through proper procedures. The possibility of plagiarism and other forms of malpractice becomes evident once AI technologies are applied [16-21]. A solution would be to design the curriculum with a certain set of evaluation criteria and documented procedures.

5.1 Evidence on AI-assisted writing and feedback in efl curriculum

Several studies performed between 2020 and 2025 suggest that AI technology serves a reliable tool for creating drafts. As reported in systematic reviews, use of feedback from AI-based tools results in learners' enhanced grammar, vocabulary and efficiency of writing [14,19]. It has been found that such technologies are increasingly used for creating high-stake writing projects or even particular stages of writing [17,18]. The problem is that AI reliability remains variable, and fake feedback cases are not infrequent [20,24]. In the context of employability curriculum, teaching students the skills of working with technology appropriately is a must. Namely, one can encourage learners to engage in "drafts-feedback-revision" cycle instead of relying solely on automatic corrections provided by AI-based applications.

5.2 Evidence on AI-assisted speaking, interaction and pragmatics

Group speaking activities can be problematic because of issues related to group size and instructor's feedback. With regards to that, AI-based role-playing tools and pronunciation trainers can be considered as useful means. According to the literature review, one should use conversational agents under certain scaffolding frameworks; otherwise, their superficial use may result in misinformation [12,13]. Within the context of an employment-oriented curriculum, one can use such technologies to conduct speaking tasks, for instance, client phone calls, negotiations and conflict resolution. Meanwhile, speaking skills will be assessed according to rubrics which will emphasise clarity and adherence to interaction norms [28].

5.3 AI literacy and verifications skills in employment curriculum

It has been noted in guidance documents that AI literacy serves as an essential component of future skills which also entails awareness of its limitations, bias, and privacy concerns [2-4,7]. Verifying facts and information becomes an inseparable aspect of developing AI literacy. Learners should be taught to check references and prevent data fabrication. According to recent findings, one of the biggest concerns regarding the use of AI is the issue of fabricating information and referencing [18,20]. The four micro-literacies that are required by learners are as follows: i) verification of sources, avoidance of data fabrication and proper citation, ii) handling bias and perspective, iii) being aware of privacy issues, in other words, awareness of the types of information that should not be uploaded, and iv) documenting the use of AI. These micro-skills can be developed by means of studio activities, including writing tasks and discussions with peers.

5.4 Issues of access and equity

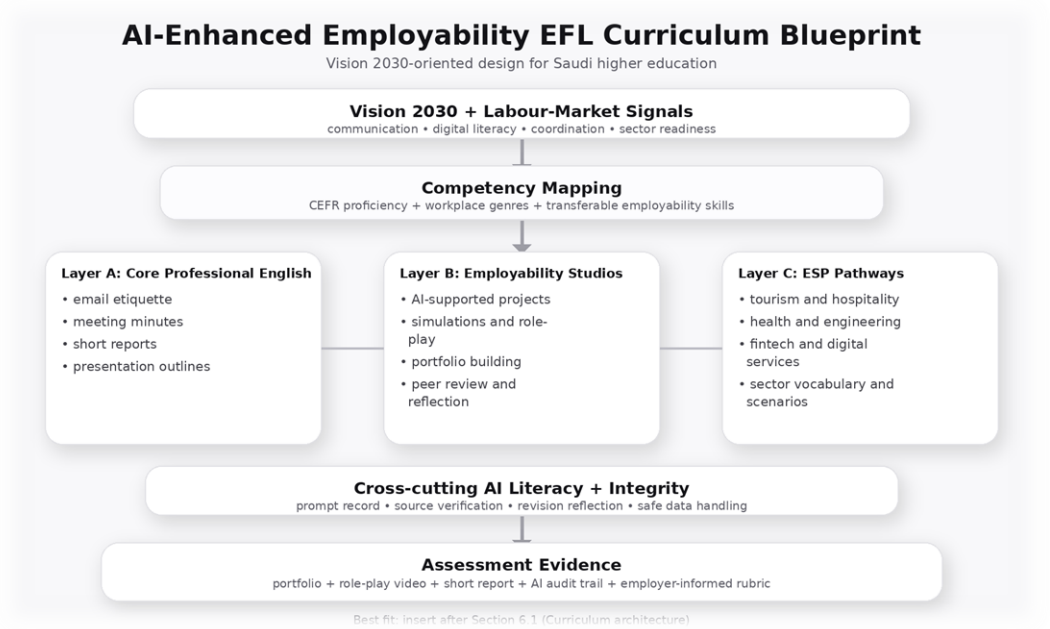
Problems with access may exacerbate existing disparities. Based on findings from the literature, it is possible to see that institutional contexts affect the efficiency of AI technology implementation [21]. Within the process of curricular design, special attention should be paid to student onboarding and equal access to alternative resources. It can be done via university support by providing access to AI tools, conducting workshops and preparing template documents.

6 A PROPOSED VISION 2030-ORIENTED CURRICULUM BLUEPRINT

6.1 Curriculum architecture

The curriculum proposed by us involves three layers: (A) Core Professional English (required by everyone); (B) Employability Studios (practical activities with simulation and portfolios); and (C) ESP Pathways (optional courses with a focus on a particular discipline/sector). All three layers imply AI literacy and integrity measures.

Layer A deals with workplace writing skills, such as email etiquette, minutes of meetings, short reports, and presentation outlines. In Layer B, learners participate in studios, working on numerous projects (for example, briefing pack for clients, communication strategy for service recovery, progress reports etc.) with the assistance of AI and peer reviews. Layer C involves sectoral scenarios and lists of vocabulary drawn from authentic texts.



6.2 AI integration model

AI assistance will be introduced in accordance with the 'use-with-evidence' principle, according to which, when students seek help from artificial intelligence, they should submit (i) the prompt they have been given, (ii) verification form showing the sources consulted and validation of their claims, and (iii) summary of the alterations made. Thus, using AI becomes an activity that can be measured in terms of learning, and thereby integrity, as suggested in several studies [3,4,6].

6.3 Assessment design

Assessment will be portfolio-based, which means that learners will keep employability portfolios that involve professional emails, short reports, video recordings of meeting role-plays, and individual sectoral scenarios. Criteria for assessment might include such elements as linguistic correctness, consideration of audience, coherent structure, effective use of evidence, and ethical use of AI. External assessment could be carried out through cooperation with employers by means of standardising rubrics or conducting mock interviews.

6.4 Implementation for Saudi Universities

In order to implement the outlined curriculum, there must be some development of specific policies and professional training of teachers. Firstly, educators should be trained to interpret AI user logs and to design tasks that stimulate reasoning and use of evidence. Secondly, governance is required to establish guidelines for privacy concerning the types of information which can be stored in tools. If the relevant tools are not present, universities should provide access to them (possibly within the sandbox environment). Lastly, any evaluation should consider employability parameters (feedback from internship supervisors, placements on the labour market, and performance during mock interviews).

6.5 Faculty development and assessment operations

Faculty development is crucial for implementing the suggested curriculum since educators will have to evaluate processed data (such as logs and revisions) and give recommendations regarding practical and ethical aspects of AI use. These goals could be reached through the following initiatives: (i) development of common rubrics; (ii) creation of acceptable AI use examples; (iii) moderation of grading results on a regular basis to ensure validity; and (iv) clear statement of integrity policy. Some operational problems could be overcome through treating portfolios as a system of quality control. Audits conducted periodically could facilitate detection of consistency in implementation

across different groups of learners. Analysis of analytics might reveal weak points of teaching, e.g., problems with tone.

7 LIMITATIONS

As this study focuses on the analysis of heterogeneous studies and policies, a different weightage may be assigned to the evidences that are supporting the identified themes. Even though there are numerous indicators measuring perception in the reviewed EFL AI studies, there are no studies reporting on the results in terms of performance. The rapid advancement of the capabilities of tools is another key consideration. In other words, the focus of attention of the curriculum managers should be on transferable approaches like verification, reflection, and ethics in data processing. Finally, Saudi higher education involves multiple sectors and implementation should be made depending on the local context including students' readiness, teachers' professional competencies, and sectoral collaborations.

8 CONCLUSION

It appears that EFL augmented by AI in the process of employability skill acquisition may work if the design of the curriculum takes into consideration the acquisition of competencies, learning through AI, and assessment with necessary measures to control for possible cheating. As far as the reviewed literature from 2020-2025 confirms, AI tools may be used to enhance language exercises. Nevertheless, the benefits of AI technology are credible only if learners acquire the skills associated with the verification, reflection, and ethical use of data. Accordingly, the proposed strategy with regards to the implementation of Vision 2030 in Saudi universities involves EFL, professionalism, and competency orientation, studio training, ESP programs for various sectors, and AI literacy. This way, EFL becomes measurable as one of the competencies of employees and allows students to become capable of engaging in ethical and effective communication in an AI-enhanced environment. The proposed implementation strategy may be adopted within one academic year through limited application of rubrics and portfolio reviews.

REFERENCES

[1] Page MJ, McKenzie JE, Bossuyt PM, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ*. 2021;372:n71.

[2] OECD. OECD Digital Education Outlook 2021: Pushing the Frontiers with AI, Blockchain and Robots. OECD Publishing. 2021.

[3] UNESCO. AI and Education: Guidance for Policy-makers. UNESCO. 2021.

[4] UNESCO. Guidance for Generative AI in Education and Research. UNESCO. 2023.

[5] World Economic Forum. The Future of Jobs Report 2023. WEF. 2023.

[6] European Commission. Ethical Guidelines on the use of Artificial Intelligence and Data in Teaching and Learning for Educators. 2022.

[7] OECD. Going Digital Guide to Data Governance Policy Making. OECD Publishing. 2022.

[8] Saudi Vision 2030. Vision 2030 Annual Report 2023. 2024.

[9] Saudi Human Capability Development Program (HCDP). Human Capability Development Program: Annual Report 2023. 2024.

[10] Saudi Ministry of Education. Higher Education and Research Strategy (aligned to Vision 2030). 2020.

[11] Bond M, Buntins K, Bedenlier S, Zawacki-Richter O, Kerres M. Mapping research in student engagement and educational technology in higher education: a systematic evidence map. *ETR&D*. 2020;68:1–26.

[12] Kasneci E, Sessler K, Küchemann S, et al. ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*. 2023;103:102274.

[13] Zhai X. ChatGPT user experience: Implications for education. *Computers and Education: Artificial Intelligence*. 2022;3:100085.

[14] Pratama A, Sulistiyo U. A systematic review of artificial intelligence in enhancing English foreign learners' writing skills. *PPSDP International Journal of Education*. 2024;3(2):170–181.

[15] Lukyanenko R, Wagner G, Paré G. Artificial intelligence and the conduct of literature reviews. *Journal of Information Technology*. 2022;37(2):209–226.

[16] Gasaymeh AM, Beirat MA, Abu Qbeita AAA. University students' insights of generative artificial intelligence writing tools. *Education Sciences*. 2024;14(10):1062.

[17] Thi XHNT, Thien HVH, Vuong KN, Nguyen TT. Enhancing writing skills through AI-powered tools: perceived benefits and challenges among Vietnamese EFL students. *Discover Education*. 2025;4:472. doi:10.1007/s44217-025-00905-9.

[18] Black RW, Tomlinson B. University students describe how they adopt AI for writing and research in a general education course. *Scientific Reports*. 2025;15:8799.

[19] Aljuaid H. The impact of artificial intelligence tools on academic writing instruction in higher education: a systematic review. *Arab World English Journal* (Special Issue on ChatGPT). 2024:26–55.

[20] Alsaweed W, Aljebreen S. Investigating the accuracy of ChatGPT as a writing error correction tool. *IJCALLT*. 2024;14(1):1–18.

[21] Sakmiankaew I, Nguyen MT, Nguyen NDD, Buripakdi A. EFL tertiary teachers' and students' challenges of using AI tools to improve writing skills during COVID-19. *Reflections*. 2024;31(3):1120–1143.

[22] Parveen K, Phuc TQB, Alghamdi AA, et al. Unraveling the dynamics of ChatGPT adoption and utilization through structural equation modeling. *Scientific Reports*. 2024;14:23469.

[23] Budiyono H. Exploring the long-term impact of AI writing tools on independent writing skills: a case study. *IJ IET*. 2025;15(5):1003–1013.

[24] Moon D. Evaluating corrective feedback generated by an AI-powered online grammar checker. *IJIBC*. 2021;13(4):22–29.

[25] Razami HH, Ibrahim R. Models and constructs to predict students' digital educational games acceptance: a systematic literature review. *Telematics and Informatics*. 2022;73:101874.

[26] UNCTAD. Digital Economy Report 2021: Cross-border data flows and development. 2021.

[27] World Bank. World Development Report 2021: Data for Better Lives. 2021.

[28] Knoch U, et al. Assessing speaking and writing in higher education: digital and AI-era considerations. *Language Testing*. 2022;39(4):555–575.

[29] Saudi Ministry of Tourism. Tourism Strategy and workforce development updates. 2021.

[30] NIST. Artificial Intelligence Risk Management Framework (AI RMF 1.0). NIST AI 100-1. 2023.

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Shafi, A. AI-ENHANCED ENGLISH FOR EMPLOYABILITY: DESIGNING A VISION 2030-ORIENTED EFL CURRICULUM IN SAUDI HIGHER EDUCATION. Veredas Do Direito, e235846. https://doi.org/10.18623/rvd.v23.5846