

# Three AI Micro-Interventions Lift Iranian EFL Teachers' Reflective Practice, Digital Skills and Classroom Rapport — Urmia University Study

AI in Education · Good practice · Iran

Quality score: 53/100

Evidence strength: Randomised controlled trial

## Summary

A randomized study of 187 Iranian EFL teachers at Urmia University tested three AI tools — a reflective-practice platform, an adaptive digital-skills tutor and an emotion/communication analyzer — with the largest self-reported gains in classroom rapport-building.

## Key dimensions

| Dimension                              | Score |
|----------------------------------------|-------|
| Evidence of learning impact            | 1/3   |
| Equity & inclusion                     | 1/3   |
| Transparency, ethics & data protection | 2/3   |
| Teacher capability & pedagogy          | 3/3   |
| Scalability & sustainability           | 1/3   |

Evaluated by C-NAPSE

## Data sources

[C-NAPSE web research](#) — accessed 2026-09-12

[Urmia University, English Language Teaching Department](#) — accessed 2026-09-12

[Interactive Learning Environments — Leveraging AI-enhanced interventions for targeted EFL teacher development \(2026\)](#) — accessed 2026-09-12

[ResearchGate — Akbar Bahari publication profile](#) — accessed 2026-09-12

---

Cite this — Evidoria. *Three AI Micro-Interventions Lift Iranian EFL Teachers' Reflective Practice, Digital Skills and Classroom Rapport — Urmia University Study*. Persistent ID: a01ceaff-db5a-4f5d-8dd4-45c173108445.