Teachy for Preparing Language Learning Materials: A Technology Review

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ABSTRACT

This paper examines the potential benefits and challenges of *Teachy*, an AI-supported website for creating language learning materials. In reviewing the website, the authors employed a recent technology review approach and conducted rigorous peer debriefing activities to ensure the credibility and trustworthiness of the review. The review results, in light of the principles of task engagement, showed the benefits of using *Teachy,* which included its capability to provide authentic learning materials based on real-life events, an avenue for social interaction among its users, and interesting features (e.g., *Lesson Plan Generator*, *Quizzes*, *Assessments*, and *Activity Ideas*) that teachers can explore to provide various learning materials and activities for their students. Nevertheless, the authors noted the lack of feedback the website provides to students' language learning and the irrelevant materials it offers based on students' backgrounds. The authors provide practical recommendations for teachers who plan to use *Teachy* and outline research agendas for future researchers who wish to build upon this study.

INTRODUCTION

Recent developments in Artificial Intelligence (AI) technology offer teachers a range of tools to support the tasks they perform regularly. In this paper, the term "AI" refers to models of human thinking and action that ideally aim to improve human behavior, and AI can behave as a language teacher (Akgun & Greenhow, 2021; Liang et al., 2021; Mali, 2025a; Sumakul et al., 2022).The AI technology applies to all subject areas, including English as a Foreign Language (EFL). In EFL contexts, AI technology has been reported to help teachers identify students' grammatical errors (Alkamel & Alwagieh, 2024; Mali, 2025a; Schmidt-Fajlik, 2023; Tseng & Lin, 2024) and score students' written work (Akgun & Greenhow, 2021; Bui & Barrot, 2024; Yavuz et al., 2024) faster than what teachers can do manually. Another task often supported by AI is to prepare learning materials for students in class, which benefits teachers in traditional classrooms who frequently lack the time and materials to adapt instructions to meet each of their students' needs (Slamet, 2024), due to their daily administrative tasks that consume their time and energy (Mali, 2025b; Muslem et al., 2018). In this paper, the authors aim to review an AI-

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supported website called *Teachy*, exploring its potential benefits and challenges in supporting EFL teachers to preparing language learning materials for their students. Table 1 provides a brief overview of the website.

Table 1
A Brief Overview of the Website

Components	Descriptions
Name of the Website	*Teachy*
Place to download/access the website	https://teachy.ai/
Price	Freemium
Last updated date/year	2025
Publisher/developer	Google
Target audience	Public/teachers
Language activities/skills	Lesson Creation

The review presented in this paper should benefit readers (e.g., particularly EFL teachers or practitioners) who are looking for a website and hoping to learn its features in detail. They should gain insights into how to maximize the website's features to help them prepare learning materials for their language students, while learning potential challenges they may face when using the website.

METHOD

This study examined the potential benefits and challenges of utilizing *Teachy* to assist EFL teachers in preparing language teaching materials for their students. To meet this goal, the authors adapted the technology review website approach of Kritandani et al. (2024) and Santosa (2023) to provide an in-depth exploration of the website. The review was framed under the task engagement theory by Egbert et al. (2021); Egbert and Shahrokni (2018), which was transferred into a set of review questions presented in Table 2.

Table 2
The Review Questions

No	Task Engagement Principles	Review Questions
1	General information about the website	Is the website well organized? Is the website's content well-structured? Is the website interesting to look around? Is the website easy to navigate? Is the website's purpose clear? Is the website's content aligned with its purpose? Is the website appropriate for its target learner? Is the website's content accurate? Are the spelling and grammar on the website correct?

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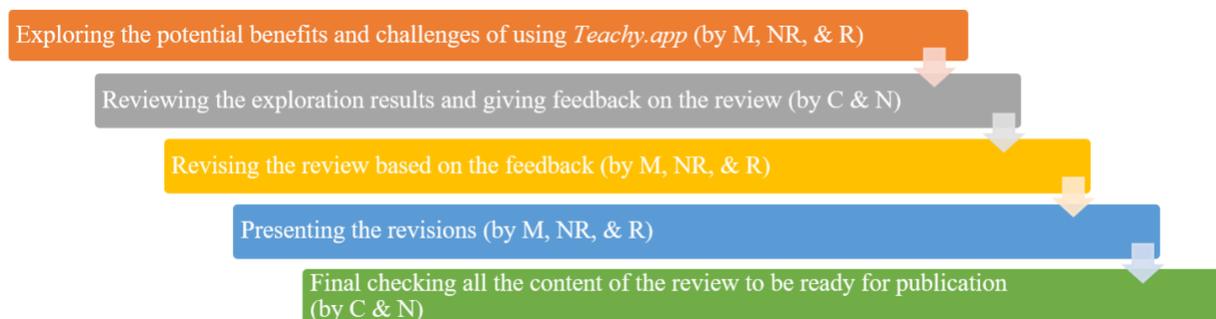
No	Task Engagement Principles	Review Questions
2	Authenticity	Does the website provide authentic learning experiences? Are the learning materials on the website authentic? Are authentic materials provided?
3	Social interaction	Does the website provide a meaningful and engaging learning experience? Does the website provide opportunities to collaborate with others?
4	Interest	Does the website pique the user's interest?
5	Scaffolding	Does the website provide specific feedback? Does the website enable users to track their progress? Does the website give a summary of learner performance?

Note. Some questions presented in Table 1 were also taken from the Language Learning Website Review Form by Jeong-Bae Son, which is accessible at: https://drjbson.com/projects/websites/language_learning_website_review_form.pdf

Following Ary et al. (2019); Kritandani et al. (2024), the authors then conducted peer debriefing activities (see Figure 1) to ensure the accuracy and quality of the review presented in this paper. Initially, the first (M), second (NR), and third (R) authors wrote the technology review based on the writing schedule arranged by the fourth author (C). C and the fifth author (N) then read the first draft of the review closely, providing feedback on grammatical accuracy and requesting clarification of some unclear ideas in the review. M, NR, and R discussed the input with C and N in a Zoom meeting in May 2025, which lasted around one hour. M, NR, and R revised the first draft of the review based on the feedback for improvement.

Figure 1
The Peer Debriefing Stages

Exploring the potential benefits and challenges of using *Teachy.app* (by M, NR, & R)

Reviewing the exploration results and giving feedback on the review (by C & N)

Revising the review based on the feedback (by M, NR, & R)

Presenting the revisions (by M, NR, & R)

Final checking all the content of the review to be ready for publication (by C & N)

In another Zoom meeting in May 2025, which lasted around 45 minutes, C asked them to present the revisions to the review and then check with one another about the content of the review. C and N finally checked all the revisions and made some necessary edits to the review. Through these rigorous peer-debriefing activities, the authors ensured the accuracy and quality of the review results presented in the following sections.

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TECHNOLOGY REVIEW

General Overview

      Teachy is an educational platform that utilizes AI to help teachers enhance their workflow. It offers numerous tools for creating lesson plans, assessments, and generating games or class activities. The website is free to access and is also available as a mobile app for Android. The website was launched in 2022 by Pedro Siciliano, a former teacher and engineer with an MBA from Stanford University*,* and Fábio Baldissera, an engineer and serial entrepreneur (Chowdhry, 2024). Their work has supported millions of teachers around South America and Asia in their teaching planning and activities. The free service offers all of the features, with options for a premium upgrade to access more ready-made materials and more customizable lesson slides.

      Teachy has a clean, white background homepage that includes shortcuts to the website, generated materials, and classroom management. The web interface is engaging to explore, which may improve users' engagement. This statement is supported by Hasan et al. (2024), who argue that User Interface Design (i.e., the design that is easy to navigate and view) can enhance users' engagement and satisfaction. However, AI tools, which are shown in their dedicated tab, do not have a short description of their use. It would be beneficial if every AI tool also displayed a brief description when highlighted, making it easier to navigate through all the tools. The function of each tool is clear and easy to use when it is opened.

Figure 2
Home Page of Teachy
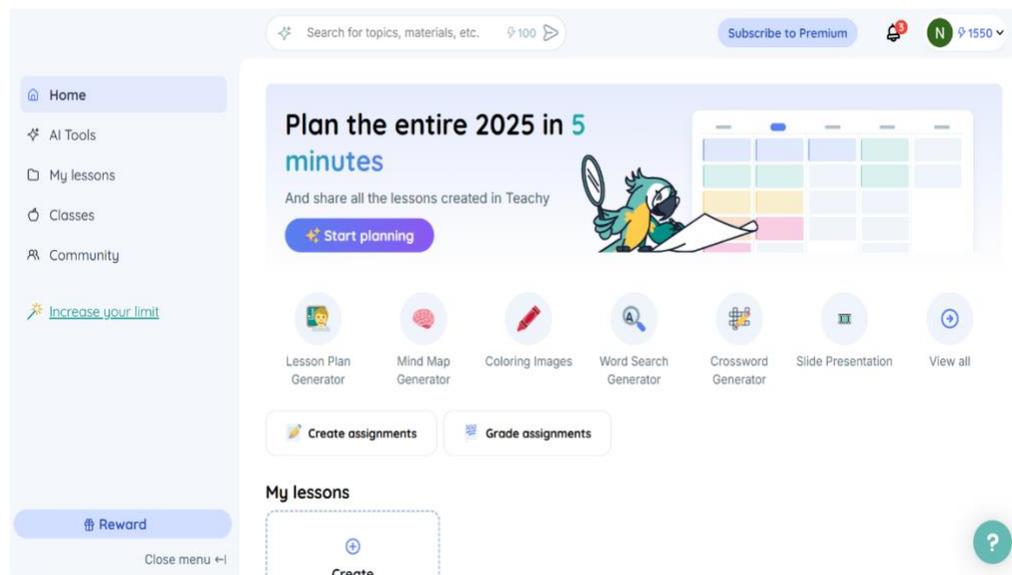
      The tools align with all the purposes, including the *Lesson Plan Generator, Assessment, Mind Map Generator*, and *Crossword Generator.* All tools are customizable based on grade level, school subject, and lesson methodology; thus, teachers can tailor the content to their own needs. *Teachy* is available in multiple languages and can generate content in several languages.

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Authenticity

Teachy provides authentic content materials. According to Egbert (2018), for a topic, content, or any element to be authentic, it should relate to a real-life situation or condition. An authentic task also has a topic and content that students will use or experience outside their class, or that replicate real functions beyond the classroom (Mali, 2024). The AI-generated lesson plans incorporate learning objectives that align with real-life activities, as illustrated in Figure 3. In this lesson plan, students will learn to read and write dates using the correct form and identify celebrations observed across various countries.

Figure 3
A Sample of Generated Lesson Plans

The language form provided also aligns with the requested topic. In this generated lesson plan, students will also learn about ordinal numbers, which are essential for reading and writing dates in the correct form in English.

Figure 4
Unfamiliar Terms

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The website provides content and lessons based on real-life events. However, some of them are unfamiliar or do not directly relate to their lives or cultures. For example, the materials provided mention Diwali and St. Patrick's Day, which are not celebrated by Indonesian students, as shown in Figure 3. It can be challenging for both the teachers and students. It is because if the lesson plan is implemented without any adjustments, teachers must explain these celebrations. Possibly, students may not become engaged in the learning process when discussing something they have not experienced in their real life. As Lavrenteva and Orland-Barak (2023) argue, the provision of cultural contexts in teaching materials is necessary to avoid misconstruing realities and cultural bias, and instead provide support for students to develop intercultural citizenship and a critical understanding of themselves and others in a global world.

Social Interaction

Numerous studies have demonstrated a positive correlation between social interaction and academic achievement. Nifriza (2021) reported a strong relationship between academic achievement and social interaction. Loh et al. (2024) also revealed that peer interactions are crucial for meaningful learning. *Teachy* has a *community* menu where teachers can share lesson plans, activity ideas, and resources. Teachers worldwide can distribute ready-to-use materials and engage in direct communication on Feed, offering discussion forums and question-and-answer sessions.

In the *community* section, teachers can engage in various activities. They can search the topics or materials in the search box or post a message on the *feed*, where other teachers can reply in the comments box (see Figure 5). Teachers can type in job titles in the search box beside the ready-to-use materials. Then, choose ready-to-use materials options. As a result, various lesson plans, slides, quizzes, and activity ideas will be available. They can select one of the options and click the title. They can use, view, and add comments on the page. Each account has a profile; all the teachers can view others' work and make connections by following it. This feature supports the effectiveness of social interaction in online environments, as noted by He (2022), who emphasizes that a strong sense of social presence can enhance the quality of interactions between learners. Arefian et al. (2023) also argue that collaboration among users is essential in ensuring human touch in an AI-assisted platform.

Currently, *Teachy* has not yet implemented teacher-student or inter-teacher collaboration features within the same platform. As noted, the website primarily focuses on teachers' needs by assisting them with lesson plans and materials. Still, it does not provide any functionalities for students or teachers to collaborate, such as co-editing or commenting. Thus, teachers intending to foster collaboration must move *Teachy* content to other programs, such as *Padlet, Zoom*, or *Google Classroom*, which might better support collaborative interactions. It is reasonable to expect that with the growing popularity of the *Teachy* website, many more teachers will have the means to participate actively, share, and engage meaningfully in discussions on the platform.

Figure 5
Feed Section

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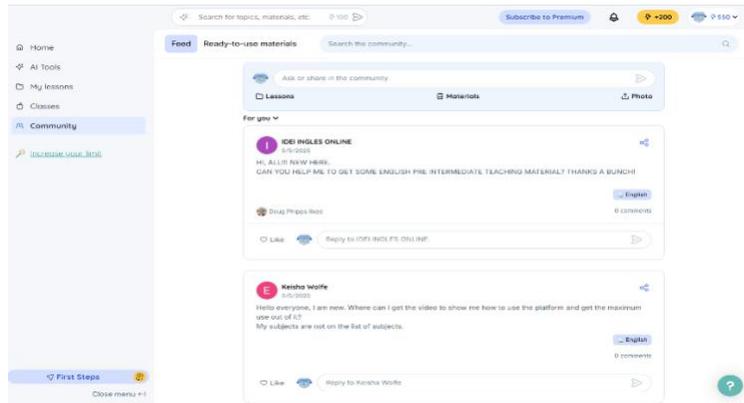
Interest

The literature consistently indicates that users' interest is highly related to website engagement and learning results. Aljaloud et al. (2019) noted that when users are interested in a website, their willingness to use it is enhanced, which ultimately leads to more effective engagement. This fact, in particular, relates to *Teachy*, which features interactive and creative elements designed to motivate instructors to develop effective lesson plans and materials. The use of the *Teachy* website is enhanced by its unique offerings, which include a *Lesson Plan Generator*, *Quizzes*, *Assessments*, and *Activity Ideas*, all of which provide instant results with a few mouse clicks, enticing users to return repeatedly. For instance, when a teacher wants to create a lesson plan, the *Lesson Plan Generator* instantly writes the complete lesson plan, including objectives, introduction, development, feedback, and conclusion. The teacher must only fill in the request, such as topic, grade, subject, and lesson duration (See Figure 6). After finishing, the teacher can also edit the AI-generated lesson plan according to their preference. It can also generate activity ideas, quizzes, and assessments when necessary. This keeps users motivated because it solves real classroom problems in real-time without the hassle of starting from scratch.

Teachy enables teachers to support intrinsic interest by allowing them to explore additional functionalities. These functionalities, such as the *Word Search Generator*, *Crossword Generator*, *Mind Map Generator*, and *Rubric Generator*, encourage experimentation and discovery, motivating teachers to remain innovative. Personalized output from user inputs increases ownership of the content, and this is another area that supports persistent interest.

A drawback is that the AI-generated material produced by the website can interfere with sustaining long-term interest. The machine-based generation of lesson materials may create a small set of diverse materials that lack the teacher's individual touch. Its AI-based lesson plan, too, may be excessively long with precise descriptions or instructions. Being complete is excellent, but excessive detail may lower the feasibility and relevance of the lesson plan for everyday classroom use. Such an outcome may compel teachers to revise the material to suit their teaching setting and time frame.

Figure 6

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Lesson Plan Generator Section

Effective Scaffolding

    Teachy is all about giving teachers a helping hand with all the tasks that take up their time, such as planning lessons, creating assignments, and grading. Starkey (2019) noted that, with ever-changing technology, the ability to utilize creative and collaborative resources can be leveraged to develop effective learning materials. Think of it as an AI sidekick. By utilizing AI and having a vast collection of teaching materials ready, Teachy might reduce the mountain of administrative tasks that teachers face. The key idea is to free them up so they can devote more energy to teaching and connecting with their students. *Teachy* material generation can also be plotted per level/grade of the students, which gives the teacher an adaptive level of lesson generation. It also features a prompt bar, allowing teachers to describe their lesson in as much detail as possible, and *Teachy* can adjust everything as requested by combining the grade and description provided by the teacher.
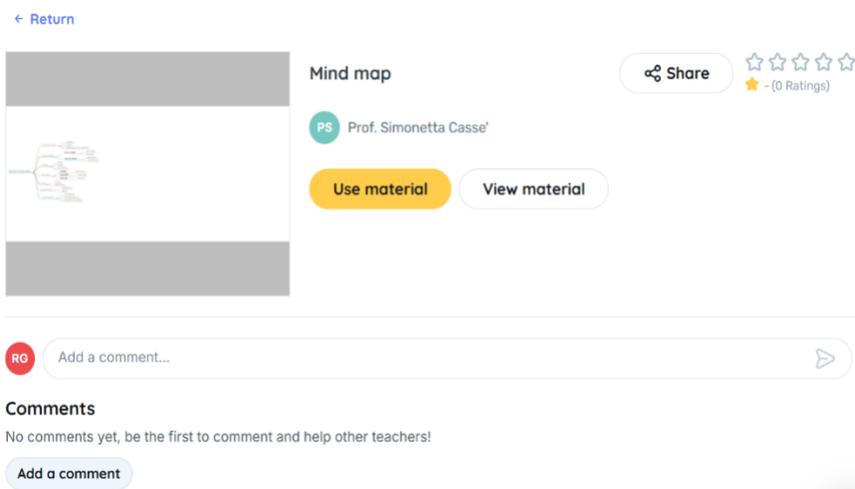
    When viewed from a teacher's perspective, *Teachy* has some notable advantages. The features provided by the AI include creating lesson plans and rubrics for teacher assessment. It can be a time saver, making the teacher less stressed about their administrative duties. Plus, having access to other ready-made materials from the community is like having a shared storage full of ideas that can be edited and saved, allowing for more time efficiency. It also helps teachers keep things organized with all the subjects and topics while searching for materials.

    Nonetheless, *Teachy* is not all perfect. The website is currently not very active in providing feedback, and tends to rely on feedback from other users. Therefore, how much students benefit depends a lot on how the teacher uses the website and shares information with other teachers. In a study on the use of ChatGPT in providing feedback, Arefian et al. (2023) value both AI feedback and peer feedback in lesson planning; thus, *Teachy* should provide both kinds of feedback. Additionally, since it utilizes AI, you must always double-check the results to ensure accuracy. Although a free version is available, obtaining all the premium features may

require a financial investment, which could be challenging for some users. Essentially, it's a powerful tool, but it works best when teachers actively utilize it to enhance the student experience.

Figure 7
Comment and Feedback Section

OVERALL RATING

If we think that the website is designed to help students learn a language independently, it is not the best tool. However, from a teacher's perspective, *Teachy* might be a helpful tool. The teacher can use their AI features to brainstorm lesson ideas for language topics, create vocabulary lists, design grammar exercises, and manage speaking or writing assignments. If there is no idea, the teacher can explore other ready-made materials that can be adapted. Therefore, while a student might not use *Teachy* to learn, their teacher may use it to prepare more effective language lessons for them.

RECOMMENDATIONS

In closing, the authors would like to provide practical recommendations for EFL teachers seeking to maximize the potential of Teachy to support students' learning process and for future researchers. *For EFL teachers,* it is recommended to set up activities through the optional task, targeting specific skills or areas where individual students struggle, rather than assigning a generic task to everyone. While the time allocated for preparing the material and other administrative tasks is already cut short, having more high-quality material that meets the students' needs is one way to support them (Raygan & Mordkhani, 2020; Starkey, 2019). They should also analyze how *Teachy* can give user feedback. Sharing actionable feedback with each fellow user can result in better-quality materials. Last but not least, the teachers can use the *Teachy* to create engaging and relevant content. The website can help brainstorm ideas by providing templates for various activities, such as building reading passages on current topics, generating basic narrative topics, or designing interactive quizzes that feel more like games.

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Meanwhile, future researchers can do the following. They can investigate the impact of AI-generated personalized activities on the improvement of specific language skills. A study that tracks how students' reading comprehension, writing fluency, or speaking accuracy changes when they regularly use AI-generated exercises tailored to their needs, compared to students who get more traditional practice (without any technology support). It could provide feedback and help the teacher balance the use of conventional and AI-generated materials. Second, they can also analyze the quality and helpfulness of feedback from both the teacher and students. Researchers could collect examples of feedback from the website on how accurate, specific, and easy to understand it is. Lastly, it may be beneficial to examine the implementation of challenges and teachers' strategies for integrating *Teachy* into diverse classroom contexts. Researchers could conduct case studies in different types of schools. It may vary in terms of geography, economy, or nationality. It will make the sample broader and provide a clearer understanding of how to develop and overcome previous challenges, even in the presence of external factors. While technology, such as *Teachy* offers a promising way to simplify teachers' tasks and organize their resources. Its true success lies in the ability to improve the learning experience for students by implementing the technology as an "assistant", not replacing them entirely. A trial-and-error process may occur during implementation, but it could be worthwhile as we integrate the technology to enhance our educational environment.

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