Harnessing AI Tools in Teaching English: Innovations and Implications

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Abstract. The advent of Artificial Intelligence (AI) in education has promoted transformative opportunities in language learning. This article explores the integration of AI tools in teaching English as a Second Language (ESL) and English as a Foreign Language (EFL). It focuses on their potential to enhance language acquisition, personalise learning experiences, and address challenges in traditional pedagogical methods. It also evaluates the implications of AI for educators and learners, emphasising ethical considerations and the need for a balanced approach. In this case, the main purpose of using AI in teaching is to support students in the learning process and ensure productivity in language mastery.

Keywords: AI; ChatGPT; teaching; technology; language learning.

INTRODUCTION

English is one of the most widely learned languages globally, and its instruction is critical in education systems worldwide. Although it has long been debatable whether a computer-based approach could replace the teacher's main function, it is gaining popularity among educators daily. With the student-centred approach in education, bringing technology into the classroom has been a significant educational milestone, ideally aligning with the modern student-centred approach [1]. Traditional teaching methods, being effective in many contexts, often struggle to meet the diverse needs of learners. Integrating AI tools, such as chatbots, adaptive learning platforms, and automated assessment systems, offers innovative solutions to these challenges. This article examines the application of AI tools in teaching English, their impact on pedagogy, and the broader implications for language education.

Applications of AI in English Language Teaching

1. Adaptive Learning Platforms. No matter how hard conservative educators and parents emphasise the importance of human teachers, the digital-native generation has skillfully adapted to the technological world and integrating AI into education is unavoidable. Instead of resisting the natural evolution in technology-based education, it would be better to search for new teaching methods that could merge the best of the two sides- humans and technology. AI-powered adaptive learning systems like Duolingo, Lingvist, and Busuu provide personalised learning experiences by analysing user data to tailor lessons. These platforms dynamically adjust the difficulty level, content focus, and pacing based on individual learner performance, ensuring students remain engaged and challenged. The abovementioned platforms foster learning topical vocabulary with the help of visual images, animated situations, and contextual sentences. The units provide consistent learning, review of the material, and time-limit pressure. The material is properly selected so the learner can apply the acquired information in real-life situations.

2. Intelligent Speaking Tools. AI-driven tutoring systems use natural language processing (NLP) to simulate human-like interactions. Digital tools like ChatGPT, ELSA Speak, and Replika enable learners to practice conversational English in real-time, receive instant feedback, and refine their language skills through immersive dialogue. Students struggling with generating ideas on given topics or questions can easily access the options provided by those platforms. In addition, the vocabulary input is usually scaffolded by various grammatical structures to be used in speaking.

3. Automated Assessment and Feedback. Automated tools for evaluating writing and speaking, such as Grammarly, Write & Improve by Cambridge, and Pearson's Versant, provide instant feedback on grammar, vocabulary, pronunciation, and coherence. These tools save educators time and allow learners to independently identify and address their weaknesses. Repeated errors could easily be spotted by the learners, leading to a better understanding of them and avoiding them in the future.

4. Gamification and Engagement. AI-based gamified applications make language learning enjoyable and interactive. Platforms like Memrise, Kahoot!, and Quizlet incorporate spaced repetition algorithms and multimedia elements to reinforce vocabulary retention and engage learners. This game-based approach makes the learning process engaging, which could help not only the learners but also the educators to diversify the lesson and facilitate language acquisition with the help of visual exposure. These tools are especially effective in teaching vocabulary, while cards, demonstrating words and definitions, are used first to learn and then to check their memorisation.

5. The benefits of AI in English Teaching. The benefits of AI in English Teaching involve but are not limited to, personalisation since AI tools adapt to the learning styles and paces of individual students, providing customised support and resources. The second advantageous feature could be accessibility, as AI-powered applications can be accessed anytime and anywhere, breaking geographical and temporal barriers to learning. Moreover, the scalability of these tools allows them to support large numbers of users simultaneously, making them suitable for both formal classrooms and independent learners. As an assessment tool, AI provides immediate feedback; thus, instant evaluation of tasks enhances the learning process by allowing students to make timely corrections.

6. Challenges and Ethical Considerations. Despite the mentioned benefits, using AI to teach English is not difficult. Challenges may include the following:

Data Privacy: The extensive use of AI tools necessitates collecting user data, raising concerns about privacy and security. Alongside teaching through technology, learners should be informed about the potential risks and cybersecurity issues when exposed to those platforms.

Dependence on Technology: Over-reliance on AI may diminish critical thinking and creativity in learners, which can often be observed among frequent users. With frequent usage of digital platforms, students' ability to express their own opinions diminishes, resulting in a lack of self-confidence and technological dependency. This increases the fear among educators that this situation will foster extremely high dependency on learners.

Equity: Socioeconomic factors may limit access to AI tools, potentially widening the digital divide. Not everyone has access to digital devices, and their lack of access may affect teaching and learning possibilities, and both sides should be considered in education.

Role of Teachers: While AI can supplement teaching, it cannot replace the nuanced understanding and emotional intelligence that human educators provide. Modern students depend highly on the Internet and can find information independently. However, the physical teacher can mainly understand the weak points and difficulties, who could provide relevant explanations and use an individual approach for each case. As the researchers have suggested, the algorithm of AI tools is based on associations and relations, which can be biased or irrelevant in some cases [2].

Generative models fail to understand the precise concepts implied by the learners as they are merely based on statistical material and may not address the needs of the learners [3].

METHODS

This study employs a qualitative approach to explore the integration of AI tools in English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching. The methodology is structured to analyse existing AI technologies, their application in language learning, and their impact on pedagogy. The following steps were undertaken:

1. Literature Review. A comprehensive literature review on AI applications in language education was conducted. Sources included academic journals, books, and recent reports on AI in education. The review focused on identifying the key AI tools, their functionalities, and their

implications for teaching English. Key references mainly include recent publications and analyses of modern trends and practices and, simultaneously, a few articles from previous years to compare the advantages, difficulties, and approaches.

2. Case Studies of AI Tools. Selected AI platforms, including Duolingo, ChatGPT, Grammarly, and ELSA Speak, were examined for their specific applications in English language teaching. Each tool was analysed based on its design, adaptive learning features, and feedback mechanisms. Observations were made regarding how these tools align with pedagogical goals such as vocabulary acquisition, speaking practice, and writing improvement.

3. Comparative Analysis. A comparative analysis evaluated the benefits and limitations of AI tools versus traditional teaching methods. Metrics included personalisation, accessibility, scalability, and engagement. The ethical challenges of using AI, such as data privacy concerns, equity, and the potential for over-reliance on technology, were also analysed.

4. Educator and Learner Perspectives. Insights were drawn from secondary sources, including interviews, surveys, and published studies focusing on educators' and learners' experiences with AI in language teaching. Particular attention was given to the challenges faced by educators in integrating AI tools into their teaching practices and the learners' perceptions of AI's effectiveness.

5. Theoretical Framework. The analysis was grounded in constructivist learning theories, emphasising the interaction between learners and digital tools to enhance understanding. Authors [4] stated that the learning approach was used to evaluate how AI platforms facilitate language learning by guiding students through iterative feedback and adaptive challenges.

6. Future-Oriented Analysis. Emerging trends and potential directions for AI in English language teaching were explored through technological advancements and global educational standards. Recommendations for ethical AI use and teacher training in AI literacy were developed. By employing these methods, this study provides a multi-dimensional perspective on the role of AI in reshaping English language pedagogy. The findings aim to inform educators, policymakers, and technologists in

their efforts to create more effective and equitable learning environments.

RESULTS AND DISCUSSIONS

1. Applications of AI in English Language Teaching

Adaptive Learning Platforms: AI-powered platforms like Duolingo and Lingvist personalise learning experiences by analysing user data to tailor lessons dynamically. They engage learners through topical vocabulary, contextual sentences, and time-pressured tasks.

Intelligent Speaking Tools: ChatGPT and ELSA Speak use NLP to simulate human-like interactions, enabling learners to practice conversational English and refine language skills through immersive dialogue.

Automated Assessment and Feedback: Applications such as Grammarly and Write & Improve offer instant feedback, helping learners identify and address weaknesses independently while saving educators time.

Gamification and Engagement: Platforms like Memrise and Kahoot gamify language learning, enhancing vocabulary retention and engagement through interactive methods.

AI in Teaching Writing: ChatGPT can generate convincing essays on various topics. However, the level of rationalism does not always align with common sense. In this case, discussions with the teacher and other students would clarify misleading assumptions or confusing ideas. On the other hand, as the platform is based on question-answer interaction, students can develop communication skills, learning how to formulate their ideas and questions to get responses tailored to their specific needs. In this case, learning is scaffolded by questions, raising the learner's awareness and deepening personal reflection [4].

2. Benefits of AI in English Teaching

Personalisation: Adapts to individual learning styles.

Accessibility: Removes geographical and temporal barriers.

Scalability: Supports large user bases effectively.

Assessment: Provides immediate feedback, fostering iterative learning.

The author [5] and other researchers in this field emphasise the language learning possibilities created by technological advancement. Another noteworthy feature of artificial intelligence for language learning is its responsive nature to address the specific needs of students, as it is mostly designed for personal use [6]. AI platforms are also very important in research. Fast data collection with further analysis, literature and resource search, evaluation, and identification of modern trends benefit scientists and students [7].

3. Challenges and Ethical Considerations

Data Privacy: Requires careful management of user data.

Dependence on Technology: Risks diminishing critical thinking and creativity.

Equity: Limited access due to socioeconomic factors.

Role of Teachers: AI cannot replace human educators' nuanced understanding and emotional intelligence.

The research conducted in secondary schools in the Philippines stated some other reasons; the highest rated among the four criteria were low student engagement and lack of personalised feedback. The other two categories highlighted the problems of assessing speaking skills and limitations in resources ensuring diversity in learning [8]. On the contrary, intelligent tutoring systems have been created that provide one-on-one lessons where the artificial tutor can give personalised instruction, provide feedback and even offer guidance [9]. AI aids students and educators in preparing lesson plans, gives insight into specific data, and incentivises self-development and growth.

Future Directions. Integration of AI in teaching English necessitates ongoing research and collaboration between technologists, linguists, and educators. Future developments should focus on enhancing cultural sensitivity in AI tools, improving multilingual capabilities, and ensuring ethical practices in data usage.

Making digital tools more like human-to-human interaction, involving both the teacher and the learner in interaction, and creating real-life situations, e.g., small talk at the airport, getting directions in the street, visualising nature or another environment, could make the lessons engaging and realistic.

Additionally, automated actions could support educators, such as teacher assistants, who would create lesson plans or check the written work, ultimately reducing their workload.

It is anticipated that AI literacy will soon be included in educational standards based on global initiatives. The sooner educators raise awareness in that field, the more competitive they will be in the job market [10].

CONCLUSIONS

AI tools are reshaping the landscape of English language teaching, offering innovative solutions to traditional challenges. While their potential benefits are immense, addressing the associated challenges and adopting a balanced approach that combines technological innovation with human expertise is essential. By doing so, educators can harness AI to create more effective, inclusive, and engaging learning environments for English language learners. Most importantly, digital skills may expand adaptability to future work environments requiring digital knowledge.

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