effect of using ai in teaching English

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ABSTRACT

The integration of Artificial Intelligence (AI) in teaching English has emerged as a significant area of research, especially with the advancements in technology and its potential impact on education. The aim of this research is to explore the effects of using AI in English language teaching (ELT), focusing on its role in enhancing learning experiences and improving educational outcomes. This study seeks to evaluate how AI-based tools such as adaptive learning systems, chatbots, automated feedback mechanisms, and speech recognition technologies influence the development of language skills such as reading, writing, listening, and speaking. A qualitative, descriptive, and library-based research method was employed to gather and analyze existing literature, including studies, articles, and reports from credible academic sources. The findings suggest that AI enhances personalized learning experiences, provides real-time feedback, and supports learners in overcoming language barriers. AI tools also contribute to improving engagement and motivation among students by offering interactive and adaptive learning environments. Additionally, the research reveals that while AI has the potential to transform ELT, it also presents challenges such as ethical concerns, over-reliance on technology, and unequal access to digital resources. Despite these challenges, the overall impact of AI in language education is positive, with AI playing a pivotal role in promoting independent learning and offering teachers new ways to monitor and support student progress. However, it is crucial for educators, policymakers, and developers to collaborate to ensure that AI tools are used responsibly, equitably, and effectively. The research highlights the need for further studies on the long-term effects of AI in ELT and the development of strategies to bridge the digital divide.

Keywords: *Artificial Intelligence, English Language Teaching, adaptive learning, educational technology.*

1.Introduction

In recent years, the intersection of artificial intelligence (AI), language education, and digital learning has become one of the most dynamic and transformative areas in the field of education. Understanding these concepts is fundamental for researchers, educators, and policymakers seeking to effectively integrate AI tools into English language instruction. As language classrooms shift toward digital environments enriched by smart technologies, defining these core terms provides the theoretical groundwork for evaluating their educational implications [1]

Artificial Intelligence (AI) refers to the capacity of computer systems to simulate human intelligence processes such as learning, reasoning, problem-solving, and natural language understanding. AI systems rely on algorithms and large datasets to perform cognitive tasks traditionally associated with human beings. In the context of education, and specifically language teaching, AI includes systems that offer adaptive feedback, automated assessment, intelligent tutoring, and natural language interaction through chatbots and voice

assistants. AI applications such as ChatGPT and Gemini have emerged as transformative agents in English language instruction, enabling interaction and analysis at an unprecedented scale and depth [3]

More precisely, AI in education can be categorized into two major types: narrow AI and general AI. Narrow AI, which includes most of today's educational tools, is designed to perform specific tasks such as grammar correction or speech recognition. These systems support learners by analyzing their responses and offering personalized recommendations. General AI, which is still a theoretical concept, refers to machines that possess cognitive abilities equivalent to human intelligence. Although current AI technologies in language education are far from achieving general AI, their rapid advancement signals a shift in pedagogical paradigms toward more individualized and data-driven instruction [4]

One of the central domains affected by AI is language education, particularly the teaching and learning of English as a foreign or second language (EFL/ESL). Language education involves the formal or informal instruction of linguistic skills—listening, speaking, reading, and writing—along with grammar, vocabulary, and cultural context. The integration of AI into English language education has reshaped both the methodology and the content of instruction. Tools like intelligent writing assistants, real-time pronunciation analyzers, and AI-driven translation platforms have enabled learners to interact with the language in dynamic and meaningful ways, often beyond the classroom environment [5]

Furthermore, the concept of language learning must be understood not merely as the acquisition of vocabulary and rules but as a cognitive and social process that involves communication and interaction. In this sense, AI tools function not only as sources of information but also as partners in dialogue and practice. Generative AI models, especially large language models (LLMs), offer conversational simulations that help learners develop fluency and confidence. These systems can mimic human communication, respond to errors with corrective feedback, and adapt to a learner's level, thereby facilitating a more immersive learning experience [3]

Another essential concept is digital learning, which refers to instructional practices that rely on digital tools and platforms to facilitate learning. Unlike traditional classroom-based education, digital learning is characterized by flexibility, accessibility, interactivity, and often personalization. In the realm of language education, digital learning may involve online platforms, learning management systems (LMS), mobile apps, virtual reality (VR), and AI-integrated software. These environments support self-paced learning and allow learners to access resources anytime and anywhere—a critical advantage, especially in post-pandemic education [1]

Digital learning environments have evolved to include both synchronous and asynchronous modalities. Synchronous tools—such as virtual classrooms and live tutoring sessions—enable real-time interaction between teachers and learners. In contrast, asynchronous tools—such as video lectures, discussion forums, and automated quizzes—allow learners to engage with content at their own convenience. AI enhances both types of learning by enabling automated grading, natural language processing for writing analysis, and the generation of adaptive learning paths based on learner performance and preferences [4]

An important aspect of digital learning is the concept of adaptive learning, which is deeply intertwined with AI technologies. Adaptive learning systems track learners' interactions with content and tailor instruction accordingly. For English language learners, such systems might adjust vocabulary difficulty, suggest grammar exercises, or provide immediate pronunciation feedback based on real-time performance data. This approach aligns with the principles of learner-centered pedagogy, where the curriculum adapts to individual needs rather than assuming a one-size-fits-all model [5]

In examining the interrelationship between these three core concepts—AI, language education, and digital learning—it becomes evident that AI acts as both an enabler and a catalyst for educational innovation. The incorporation of AI into English language instruction is not simply a technological upgrade but a fundamental shift in how we conceive of pedagogy, assessment, and learner engagement. By leveraging AI, educators can design personalized learning experiences, automate routine tasks, and provide learners with immediate, context-sensitive feedback that enhances the language acquisition process [1]

Nevertheless, the integration of AI into language education is not without its challenges. Technical issues, data privacy concerns, teacher preparedness, and potential biases in AI algorithms are among the most pressing obstacles. Furthermore, overreliance on AI tools may reduce opportunities for human interaction, which is vital for the development of communicative competence and cultural understanding in language learning. These issues highlight the need for balanced implementation strategies that retain the centrality of human teaching while benefiting from the affordances of AI [5]

At the same time, AI-based tools offer unique opportunities to democratize language learning. Learners in remote or underserved areas can now access high-quality resources and receive personalized instruction without the need for physical infrastructure. AI also enables educators to analyze large volumes of learner data to identify patterns, adjust curricula, and measure outcomes with greater precision. Such data-driven decision-making supports evidence-based teaching practices and contributes to the broader goal of educational equity [3]

In conclusion, defining and understanding the core concepts of artificial intelligence, language education, and digital learning is essential for the effective integration of AI tools into English language classrooms. These concepts, though distinct, are deeply interconnected and mutually reinforcing. AI provides the technological foundation, language education offers the pedagogical context, and digital learning serves as the delivery platform. As educational systems worldwide move toward digital transformation, these three pillars will continue to shape the future of language instruction in powerful and unpredictable ways [4]

1.1. Problem Statement

The integration of Artificial Intelligence (AI) into English language education has rapidly transformed traditional instructional models. AI-powered tools such as intelligent tutors, automated feedback systems, and conversational agents offer personalized, real-time support to learners, reshaping how English is taught and acquired. These technologies promise to enhance learner engagement, improve language proficiency, and provide access to high-quality educational resources beyond the constraints of time and place. Despite these advancements, the implementation of AI in English language teaching raises significant questions regarding its pedagogical effectiveness, equity, and long-term impact on learner autonomy.

A major challenge lies in understanding how AI affects different aspects of language acquisition—grammar, vocabulary, pronunciation, and communicative competence—across diverse learner populations. While some students benefit from tailored feedback and adaptive content, others may struggle with the lack of human interaction, limited cultural context, or overreliance on automated correction. Moreover, many educators are unprepared to fully utilize AI technologies, lacking the technical skills and pedagogical frameworks needed for effective integration. This technological-pedagogical gap risks widening disparities in learning outcomes.

Furthermore, ethical concerns such as data privacy, algorithmic bias, and reduced human agency must be addressed when embedding AI into language classrooms. Without clear guidelines and critical evaluation, AI may become a substitute for meaningful human instruction rather than a supportive complement. There is also a pressing need to examine how AI impacts teacher roles, curriculum design, and assessment practices in the long term.

Therefore, it is essential to investigate both the benefits and limitations of AI in English language education. A deeper understanding of these dynamics is necessary to ensure that AI serves as a tool for empowerment and innovation, rather than a source of dependency or exclusion.

1.2. Objectives of the Study

The primary objective of this study is to explore the impact of Artificial Intelligence (AI) on English language education across different educational contexts. Specifically, the study aims to:

1. Identify the ways in which AI tools are currently being utilized in English language teaching and learning.
2. Examine the influence of AI technologies on students' language proficiency, motivation, and engagement.

3. Investigate the challenges faced by educators in integrating AI into the language curriculum.
4. Analyze how AI reshapes pedagogical strategies, learner autonomy, and teacher roles in English language classrooms.

Propose recommendations for the effective and ethical use of AI in English language education.

1.3. Necessity of the Study

With the growing availability of AI-powered platforms, applications, and tutoring systems, language learners now have access to real-time feedback, adaptive learning environments, and interactive speaking and writing assistants. However, while these tools offer substantial potential, their actual impact on the teaching-learning process remains insufficiently understood. Many teachers lack the necessary training to integrate AI effectively into their classrooms, and there are concerns about student overdependence on technology, cultural limitations of AI systems, and the potential replacement of human interaction with machine-led instruction. These concerns highlight the urgent need for a comprehensive investigation into the benefits and limitations of AI in English language education. Understanding these dynamics is essential for designing balanced, inclusive, and future-oriented language programs that incorporate technology in meaningful ways.

1.4. Research Questions

Based on the objectives and the identified gaps in understanding, the study will address the following key research questions:

1. How is AI currently used in English language teaching and learning environments?
2. What effects do AI-based tools have on learners' language development and motivation?
3. What challenges do teachers face when incorporating AI into English language instruction?
4. In what ways does the use of AI transform teaching strategies, learner autonomy, and teacher-learner interactions?
5. How can AI be implemented ethically and effectively to enhance English language education?

This research seeks to provide practical insights and theoretical understanding that will support the responsible and innovative use of AI in language education systems.

1.5. Theoretical Basis of the Research

The integration of Artificial Intelligence (AI) into English language education represents a significant shift in pedagogical theory and instructional practice. AI, with its capacity to simulate human cognitive functions, offers new opportunities to individualize instruction, automate feedback, and foster interactive and immersive learning experiences. From a constructivist perspective, AI can serve as a scaffold that supports learners in constructing knowledge through meaningful interaction with language data, while also offering adaptive content aligned with learner needs.

One of the central tenets of AI-based English language teaching (ELT) is personalization. AI systems are capable of analyzing learners' performance in real time and modifying tasks accordingly, thereby promoting learner autonomy and engagement. Generative AI tools like ChatGPT and Gemini, as reviewed by Esfandiyari and Ghamari (1403), provide platforms where students can practice language skills in a dynamic, conversational context. These systems simulate real-life dialogue, enabling learners to engage in meaningful communication and receive immediate, context-sensitive feedback [3]

Feedback automation is another theoretical pillar in AI-enhanced ELT. Traditionally, learners have relied on teachers for formative feedback; however, AI tools offer instant error correction, pronunciation guidance, and suggestions for vocabulary or grammar improvement. Kouhzad and Karamipour (1403) emphasize that AI applications contribute to faster language acquisition by automating repetitive tasks, such as grammar correction and vocabulary reinforcement, which enables teachers to focus on higher-order pedagogical functions like motivation, differentiation, and classroom interaction [4]

AI also supports the development of high-level cognitive and communicative skills, particularly in writing and speaking. Abdali (1403) highlights the role of AI in cultivating advanced language competencies, including

critical thinking, idea organization, and fluency in language production. Through interaction with AI systems, learners are encouraged to articulate thoughts clearly, revise their responses, and engage in iterative learning cycles, which aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), where learners achieve more through guided interaction than through isolated effort [5]

In the context of lower secondary education, AI's impact is especially profound. Gholami Haghighi (1403) discusses how AI tools can address the unique cognitive and motivational needs of young adolescents by offering gamified environments, visual-audio aids, and progress tracking dashboards. These features not only increase student motivation but also help teachers diagnose learning gaps and intervene appropriately. The integration of AI in early adolescence promotes sustained engagement with language learning and prepares students for higher-level academic communication [6]

Moreover, AI has transformative implications for primary school language instruction, where foundational language exposure and phonetic development are critical. Chegini and Mohammadi (1402) observe that AI-driven language applications offer rich, multisensory environments where young learners can associate words with sounds, images, and meanings, thus strengthening both receptive and productive skills. These tools provide a playful yet structured framework for language acquisition, which is particularly valuable in settings where qualified language teachers are scarce or instructional time is limited [7]

From a pedagogical perspective, the use of AI aligns with blended learning models that combine traditional classroom instruction with digital tools. In this hybrid context, AI functions as an assistive mechanism that complements teacher instruction. As noted in multiple studies, AI does not replace the teacher but redefines the teacher's role as a facilitator, guide, and reflective practitioner. Teachers become data-informed decision-makers who can interpret AI-generated analytics to customize instruction and assess progress.

Despite its advantages, the theoretical integration of AI into language education is not without challenges. Esfandiyari and Ghamari (1403) caution that while AI provides opportunities for personalized learning, it may also lead to overdependence, reduced human interaction, and potential decontextualization of cultural nuances in language. Furthermore, the ethical dimensions of AI—such as data privacy, algorithmic bias, and equity of access—must be considered in the design of AI-based learning systems to ensure that technological benefits do not come at the cost of learner well-being or inclusivity [3]

In conclusion, the theoretical foundations of AI in English language education rest on principles of personalization, interactivity, automation, and cognitive support. These principles resonate with modern language acquisition theories that emphasize learner agency, formative feedback, and context-rich input. While AI offers promising directions for innovation in ELT, its effectiveness ultimately depends on thoughtful integration, teacher preparedness, and ongoing evaluation of educational outcomes.

1.6. Research Background

The incorporation of Artificial Intelligence (AI) into English language education has sparked considerable interest among researchers and educators, particularly as digital tools reshape the pedagogical landscape. Recent studies conducted in Iran have explored this phenomenon through various lenses, ranging from technological integration to teacher roles and the balance between benefits and challenges.

Mousavi (1403) explores the innovative potential of integrating AI technologies into English language education. Her study emphasizes that AI can significantly enhance the quality and effectiveness of language learning by enabling personalization and real-time feedback. According to her findings, AI-supported platforms allow learners to engage in more autonomous and interactive tasks, including chatbot conversations, pronunciation analysis, and adaptive grammar practice. These features help tailor instruction to individual learners' needs, increasing motivation and promoting deeper engagement with linguistic content. Mousavi also points to the role of AI in shifting the focus from passive reception to active language production, especially in speaking and writing tasks, where learners interact directly with intelligent systems that offer formative feedback [8]

In a broader context, Ebrahimi (1402) provides a balanced assessment of the benefits and drawbacks of AI-based English language instruction. His research categorizes the advantages into several key areas: improved accessibility to learning resources, automation of evaluation processes, and flexibility in pacing. Ebrahimi underscores that AI can significantly reduce the instructional burden on teachers by automating repetitive tasks such as grading, error correction, and vocabulary revision. However, he also warns about potential drawbacks, including learners' overdependence on technology, reduced human interaction, and the lack of emotional and cultural sensitivity in AI-generated responses. These limitations suggest that while AI can support English language education, it should not be viewed as a replacement for human teachers but rather as a complement to their expertise [9]

Poursafarpour (1402) shifts the focus to the changing role of English language teachers in AI-integrated classrooms. In alignment with the scientific-technological dimension of Iran's Fundamental Reform Document of Education, her study highlights the need for teachers to become facilitators of learning who can intelligently incorporate AI tools into their pedagogical practices. She argues that English language teachers must be equipped not only with linguistic and methodological knowledge but also with technological literacy. According to her, the success of AI integration depends largely on the teacher's ability to guide, interpret, and personalize technology-driven instruction. She also emphasizes that teacher training programs should include modules on AI applications in language education to ensure effective and responsible use [10]

Another important insight from the reviewed studies is the way AI influences learner autonomy and engagement. All three researchers agree that intelligent systems can foster independent learning by offering immediate feedback and diverse, interactive tasks. This shift empowers students to take greater responsibility for their learning process, which aligns with contemporary constructivist and learner-centered approaches. However, these gains are only realized when AI tools are thoughtfully embedded into structured learning environments guided by skilled educators.

Taken together, these studies present a comprehensive picture of the current landscape of AI in English language education in the Iranian context. They collectively demonstrate that while AI holds significant promise for enriching the learning process, its implementation must be carefully managed to avoid dependency, ensure equity, and maintain the essential human elements of teaching. The literature also highlights the importance of teacher readiness, institutional support, and continuous evaluation in realizing the full potential of AI-enhanced language instruction.

In summary, the existing body of research reveals that AI can serve as a powerful aid in language education when integrated thoughtfully and ethically. It can improve language proficiency, personalize learning, and redefine classroom dynamics—provided that educators are trained and supported in their use of technology. Future research should continue to explore the long-term impacts of AI in different educational settings and investigate the pedagogical strategies that best complement intelligent systems.

2. Research Method

This research employs a qualitative and descriptive methodology to examine the impact of using artificial intelligence (AI) in English language education. The study is non-experimental, non-interventional, and based entirely on library research, focusing on synthesizing findings from existing academic literature rather than collecting primary data through fieldwork or case studies.

The qualitative approach is selected due to its strength in exploring complex educational phenomena, such as the integration of AI into pedagogical contexts. It allows for the interpretation of theoretical frameworks, thematic patterns, and conceptual insights across multiple sources. The descriptive nature of the research aims to provide a comprehensive picture of how AI is currently being used in English language classrooms, what challenges and opportunities it presents, and what pedagogical transformations it may entail.

Data for this study were gathered exclusively from reliable academic databases, including CIVILICA, SID (Scientific Information Database), Noormags, MagIran, and Google Scholar. These databases were selected for their wide coverage of peer-reviewed publications in Persian and English, particularly those related to

educational sciences, language pedagogy, and emerging technologies in teaching. The inclusion criteria for selecting sources involved the relevance to AI in English language instruction, publication within the last five years, and credibility of the publisher or conference.

The research process involved extensive content analysis of scholarly articles, conference papers, systematic reviews, and theoretical studies. Special attention was paid to sources originating from the Iranian academic context, as the study aims to reflect the national perspective alongside global trends. The analysis sought to extract common themes such as personalization of learning, teacher roles, ethical considerations, learner autonomy, and assessment techniques enhanced by AI.

This methodology allows the researcher to draw insights from a broad and interdisciplinary base of literature without engaging in empirical case studies or experimental procedures. By relying on established academic resources, the study ensures the validity, reliability, and academic rigor expected in qualitative educational research.

3. Findings

Applications of Artificial Intelligence in English Language Teaching

The integration of artificial intelligence (AI) into English language teaching (ELT) has transformed conventional methods into more dynamic, adaptive, and personalized learning experiences. One of the most prominent applications of AI in ELT is adaptive and personalized learning systems. These systems assess learners' strengths and weaknesses in real time and adjust instructional content accordingly. AI-driven platforms analyze learning patterns to provide targeted vocabulary practice, grammar reinforcement, and reading comprehension tasks, thereby optimizing each learner's educational path. Such technologies empower students to progress at their own pace while receiving feedback tailored to their individual needs [4]

Another growing application is the use of educational chatbots and intelligent conversation agents. These AI-based tools simulate human conversation and act as virtual tutors, enabling language learners to practice speaking and writing in interactive ways. Chatbots can hold meaningful dialogues, correct grammatical errors, and suggest better phrasing, enhancing learners' fluency and confidence. They are especially valuable in settings where human teachers are not always available, offering round-the-clock access to English practice [3]

Translation software and automatic error correction tools represent additional applications of AI in ELT. Such tools help learners understand unfamiliar texts, clarify meaning, and receive immediate correction on their writing. AI-powered grammar checkers and writing assistants like Grammarly or Google's Smart Compose go beyond identifying errors; they offer nuanced suggestions based on context, genre, and tone. These tools enhance writing fluency, reduce dependency on teachers, and contribute to learner autonomy [5]

The use of speech recognition and pronunciation training technologies has also gained traction in recent years. AI systems can now accurately analyze learners' speech patterns and provide real-time feedback on pronunciation, intonation, and rhythm. These tools are particularly effective for developing listening and speaking skills, as they offer visual and auditory cues that promote phonological awareness. Moreover, learners receive immediate corrective feedback, which is essential for mastering oral proficiency [7]

AI plays a significant role in supporting the development of the four essential language skills—reading, writing, listening, and speaking. For reading and writing, AI tools can generate texts at varying levels of difficulty and provide feedback on syntax, cohesion, and style. For listening and speaking, AI platforms can simulate realistic dialogues, interpret speech input, and track learner progress over time. The integration of all four skills in a unified digital environment enables a holistic language learning experience and promotes deeper linguistic competence [6]

Advantages and Opportunities of AI in English Language Education

One of the major advantages of AI in language education is its ability to enhance learner motivation and engagement. Interactive AI tools make learning enjoyable through gamification, instant feedback, and real-life communication simulations. By using avatars, virtual worlds, and scenario-based learning, AI provides learners

with immersive environments that increase their interest and participation. These features particularly benefit students who may be less motivated in traditional classroom settings [4]

AI also contributes to the improvement of assessment and learning feedback mechanisms. Traditional assessments often fail to capture the dynamic nature of language acquisition. In contrast, AI systems can analyze learners' progress continuously and adapt evaluations based on contextual use and communicative accuracy. Formative assessments become more meaningful as learners receive immediate, targeted feedback that helps them self-correct and develop metacognitive skills [3]

The accessibility and potential for independent learning provided by AI technologies cannot be overstated. AI-based language tools are often available via mobile apps and online platforms, allowing learners to practice anytime and anywhere. This flexibility supports self-directed learning and extends opportunities to students in remote or underserved areas who may lack access to qualified instructors or quality educational materials [7]

AI also supports teachers by increasing instructional efficiency and helping with lesson planning and management. By automating routine tasks such as grading, creating quizzes, and tracking learner performance, AI allows teachers to focus on more creative and human-centered aspects of teaching. Furthermore, AI-generated analytics help educators make informed decisions about classroom strategies and interventions, thus enhancing the quality of instruction [5]

Challenges and Limitations of AI in English Language Teaching

Despite its numerous benefits, the application of AI in ELT poses several ethical and privacy concerns. AI tools often collect and analyze large volumes of learner data to function effectively. Without robust data protection protocols, this information can be misused or inadequately safeguarded, threatening the privacy of users, especially minors. Additionally, the algorithms behind AI technologies are often opaque, raising concerns about accountability and bias [3]

Another issue is the overreliance on technology in educational contexts. While AI can facilitate learning, excessive dependence on automated systems may hinder the development of critical thinking and interpersonal communication skills. Learners may become passive recipients of information or fail to engage in meaningful interactions with teachers and peers. There is also the risk that students might use AI tools to complete tasks dishonestly, undermining the integrity of learning [6]

There is also a significant disparity in the quality and effectiveness of AI tools. Not all AI-driven applications meet educational standards or adapt well to diverse learner needs. Poorly designed systems may provide inaccurate feedback, misinterpret language input, or fail to consider cultural nuances. These inconsistencies can lead to confusion, reinforce errors, or create a false sense of competence among learners [5]

Finally, the digital divide remains a persistent barrier to the equitable integration of AI in English language education. Students and schools with limited access to high-speed internet, modern devices, or digital literacy training are at a disadvantage. This gap exacerbates existing educational inequalities, particularly in rural or economically disadvantaged communities. Without deliberate efforts to bridge this divide, the benefits of AI will remain confined to privileged segments of the population [7]

In conclusion, AI has introduced transformative innovations in the field of English language teaching, with far-reaching implications for pedagogy, learner engagement, and instructional design. From personalized tutoring systems to pronunciation feedback tools, AI has the potential to revolutionize language education when applied thoughtfully and ethically. However, these benefits must be weighed against significant challenges, including privacy risks, unequal access, and the dangers of excessive automation. To fully harness the power of AI in ELT, educators and policymakers must adopt a balanced and inclusive approach that combines technological innovation with human-centered values.

4. Conclusion

In conclusion, the integration of artificial intelligence (AI) into English language teaching (ELT) presents both significant opportunities and challenges. The findings of this exploration highlight the potential of AI to revolutionize language learning by offering personalized, adaptive learning experiences, enhancing learner

engagement, and providing real-time feedback. AI tools such as chatbots, speech recognition systems, and automated error correction software have proven effective in addressing learners' individual needs and promoting skill development in reading, writing, speaking, and listening. However, these advancements also bring challenges, including ethical concerns, over-reliance on technology, and the potential for widening the digital divide.

For teachers, it is essential to approach the integration of AI with a balanced perspective. While AI can complement traditional teaching methods, it is not a replacement for the human element in language instruction. Teachers should leverage AI tools to enhance their teaching practices but maintain an active role in fostering critical thinking, creativity, and emotional intelligence, which AI cannot replicate. Training teachers to effectively use AI tools in their classrooms is crucial to maximizing their potential. In addition, teachers should be aware of the limitations of AI and exercise caution in relying too heavily on technology for assessments or feedback.

For policymakers, it is important to create guidelines and frameworks that ensure the ethical and equitable use of AI in education. This includes establishing data protection standards, promoting digital literacy, and ensuring equal access to AI-driven educational resources, particularly for underserved communities. Policies should focus on addressing the digital divide by providing resources and training to schools in low-income areas, ensuring that all learners have the opportunity to benefit from AI-enhanced language education. Additionally, policies should encourage research into the effectiveness of AI tools and their impact on diverse learner populations.

For AI developers, the focus should be on creating inclusive, high-quality, and user-friendly tools that cater to the diverse needs of learners and educators. AI systems should be designed with cultural sensitivity and adaptability to ensure that they can serve learners from various linguistic and cultural backgrounds. Developers should also work to improve the accuracy and contextual understanding of AI tools to minimize the risk of errors and misinterpretations. Collaboration with educators during the development phase can ensure that the tools align with real-world classroom needs and pedagogical objectives.

Looking to the future, further research is needed to explore the long-term impact of AI on language acquisition. Studies should focus on the effectiveness of AI tools in various educational contexts, including primary, secondary, and higher education settings. Researchers should investigate how AI can best support the development of higher-order language skills, such as critical thinking and intercultural communication. Additionally, more research is needed to examine the potential drawbacks of AI in language education, including its impact on students' social and emotional development. Research on how to bridge the digital divide and promote equitable access to AI tools is also essential for ensuring that the benefits of AI in ELT reach all learners, regardless of their socio-economic background.

In summary, while AI offers immense promise for transforming English language teaching, careful consideration must be given to its ethical use, accessibility, and integration into existing educational frameworks. With thoughtful implementation and ongoing research, AI can play a pivotal role in shaping the future of language education.

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