

An Overview of Artificial Intelligence Place in English Language Teaching

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Abstract

The expanding role of artificial intelligence (AI) in English language teaching (ELT) is examined in this research article, along with its efficacy and implementation challenges. Language instructors are changing their responsibilities and using new strategies that promote individualized instruction, formative evaluation, and student involvement as a result of the broad availability of AI tools. In actuality, this paper offers a summary of the pedagogical opportunities and difficulties related to integrating AI-powered technologies in English as foreign language classrooms. According to this summary, using AI technologies has several benefits, such as increasing learner-centeredness, providing instant feedback, and boosting motivation and engagement. On the other hand, the overview still reveals concerns about teacher preparedness, ethical considerations, and the possible over-reliance on technology. In order to assist design a more successful and moral AI-supported English language learning experience, this study ends with suggestions for future research that would offer a better knowledge of AI integration in ELT.

Keywords: *AI tools, Integration, Implementation, potentials, and barriers.*

I. Introduction

Artificial Intelligence (AI) is no longer a novel idea; it is now a necessary part of our daily existence and has become one of the most revolutionary technologies of the twenty-first century, impacting nearly every aspect of our society, including communication, healthcare, economics, and—above all—education. AI is expected to change how education and learning are implemented and provided in this specific field. Customized and more effective learning experiences have really been made possible by the revolutionary development of intelligent systems that can evaluate vast quantities of learner data, modify lessons based on individual requirements, and deliver real-time feedback. More specifically, the use of AI in English Language Teaching (ELT) offers a significant change in teaching approaches, opening up a wide range of possibilities for effective and individualized instruction. This article explores the use of AI in language instruction, highlighting its advantages and difficulties as well as how it might improve a learner-centered method. AI-powered apps have also grown in popularity because they provide immersive and adaptable learning opportunities, making the classroom more dynamic.

Artificial Intelligence in Teaching English

Intelligent Computer Assisted Language Learning (ICALL), which is primarily based on using AI-powered tools to increase learner centric approach, has served as the foundation for the development of AI language learning. Artificial intelligence technology have been used in education over the years to boost student motivation, increase accessibility, and improve teaching and learning effectiveness. Natural Language Processing (NLP), which blends computer science and linguistics to produce human language in a way that mimics human communication in both spoken and written language, has arisen as a result of AI. Using individualized learning tools like chatbots, virtual tutors, and language learning games, this sophisticated language learning software creates an adaptable learning system.

Many AI-powered products, such as Duolingo, Rosetta Stone, Grammarly, Coursera, Linguist, ChatGPT, Quill Bot, or Google Assistant, have been integrated into English Language Teaching (ELT) as adaptive learning platforms. Many of these resources give learners immediate feedback on their vocabulary, grammar, and pronunciation, enabling them to effectively and freely advance their language skills at their own speed. They provide personalized instruction to make it more engaging, which helps students improve their performance and advance their English language skills. The development of AI-powered language tools in the classroom has replaced outdated approaches and brought in contemporary elements for learning in the future. This contribution to effectively imparting information to the present generation is highly recognized in the field of English language teaching. AI-based writing tools, generative AI, Google Translate, Grammarly, and ChatGPT are some of the AI-based programs that have been extensively utilized in the field of ELT.

Artificial Intelligence benefits for ELT

AI technologies provide a variety of teaching and learning resources for ESL (English as a Second Language) and EFL (English as a Foreign Language). The use of AI tools in ELT entails a variety of instructional Aids that tackle persistent English language difficulties.

Adaptive Education

AI's capacity to provide personalized learning experiences is one of its main accomplishments. Conventional face-to-face instruction frequently fails to accommodate the diverse demands of students with varied levels of proficiency and cognitive abilities. AI fills this gap by using algorithms that assess learners' effectiveness, weigh advantages and disadvantages, and modify the pace, complexity, and methods of instruction to guarantee advancement. Thus, "AI has revolutionized autonomous English learning."

Efficiency and Quick Feedback

AI significantly improves the pace and efficacy of English language learning by providing quick assistance on a wide range of language abilities, including grammar, vocabulary, writing, pronunciation, and fluency. Grammarly, ELSA Speak, and ChatGPT all give rapid feedback to help learners spot their mistakes and improve their language abilities. Unlike traditional classroom education, which frequently delays feedback based on teacher availability. Such technologies accelerate the learning process and promote the development of cognitive skills. This leads to more effective learning, including quicker retention and language skill improvement.

Accessibility

Another significant benefit of AI for teaching and learning English is accessibility. Beyond the confines of the classroom, AI-powered solutions are frequently available online or as mobile applications to a broader variety of learners. This gives students the freedom to study whenever it's convenient for them, whether at home, on the road, or in mixed learning situations. Additionally, learning a language with AI technologies, which provide free or inexpensive services, is less expensive than learning a language through traditional methods. Students in impoverished areas and developing nations, where access to education is restricted or nonexistent, benefit from this accessibility. Additionally, by providing multimodal input and output possibilities, AI solutions like voice recognition and text-to-speech programs assist students with impairments.

Motivation and Active Learning

Because students study in large groups in a traditional classroom setting, AI-powered technologies may offer engaging and informative learning experiences. To keep the children interested and involved, a variety of engaging instructional activities are provided. Gamification, communicative, and adaptive challenges are examples of AI applications that increase learner engagement. Over the years, platforms like as Conversely, Tutor AI, Duolingo, Lingostar, Talkio AI, Hello Talk, ELSA Speak, and Speech ling have improved student motivation and engagement through game applications, progress tracking, and incentive systems. With the aid of virtual assistants, these technologies provide individualized training, focused activities, and real-world scenarios. They also assess students' speech by contrasting it with that of native speakers. Instantaneous constructive criticism and suggestions for language learning advancement are offered via tools. Furthermore, in order to guarantee the development of listening skills, AI-driven systems identify hearing difficulties such speech speeds or accent variations and adjust activities appropriately. With the aid of interactive avatars and virtual assistants, programs like Job Interview AI and Talk Berry are made to mimic social discussions or job interviews in order to experience real-time communicative settings. These simulations offer low-stress practice settings that are particularly beneficial for those with gloss phobia or speaking fear.

Grammarly, Language Tool, and ChatGPT are just a few of the AI-powered tools that help students with their writing assignments. These programs analyze texts and provide recommendations for improving spelling, punctuation, grammar, vocabulary, and style. This aids students in producing writing that is more polished and scholarly. AI-assisted technologies have significantly improved writing, a talent that demands command of both language precision and literary coherence. Many AI technologies, such as Readlang, ReadWorks, or Newsela, are modified for use in reading comprehension exercises. These tools include gap-fill exercises, interactive reading games, flashcard production, and quizzes. With the help of all these resources, students may improve their reading comprehension and increase their vocabulary in a dynamic learning setting. Inactive learning is transformed into active and experienced learning by this increased engagement and responsiveness.

Cultural Proficiency

Many AI-driven platforms claim to expose students to a range of dialects, cultural norms, and customs from various English-speaking nations worldwide. As a result, this exposure aids students in becoming culturally competent in an increasingly interconnected world.

Assistance for Teachers

Artificial intelligence has become a major factor in helping teachers by streamlining a variety of administrative and instructional activities, which improves the teaching and learning process as a whole. Teachers have several options to increase their proficiency, output, and assistance in curriculum creation and evaluation with AI language tools. Tools such as Eduaide and Curipod.AI, Open AI, Quizizz, Slidesgo, Canva Magic Write, and several more enable educators to create personalized lesson plans, excellent academic resources, and engaging presentations tailored to the requirements of individual students. This capacity fosters creativity and originality in course delivery while significantly increasing the effectiveness of instructional design. AI-powered tools also assist educators in streamlining certain, time-consuming procedures including assessment evaluation, worksheet creation, and review. Teachers may concentrate more on student involvement and creative teaching thanks to these technologies, which lessen their workload. Thus, incorporating AI into instruction is a critical step toward more responsive, effective, and learner-centered instruction.

II. Artificial Intelligence's Difficulties In ELT

However, despite the potential benefits of using AI tools in ELT classes, a wide range of problems, worries, and difficulties are prevalent in scholarly discourse.

Accuracy and dependability

AI chatbots may provide biased answers or false information, according to Kasneci, E. In a similar vein, Sedaghat, S. and Sevgi, U.T., Erol, G., Doğruel, Y. underlined that chatbots may provide interesting and "thought-provoking" replies as well as spread false information or advice, which might mislead students and hinder their academic success. According to Almutairi, S., and Khan, S. A., it is crucial to guarantee the accuracy and dependability of the information that chatbots provide in the field of education. They also stated that if the training data used to create an AI chatbot contains biases, the chatbot may inadvertently reflect those biases in its outputs, which could appear as skewed opinions, stereotypes, discriminatory language, or biased recommendations. This problem is particularly important in the context of education.

Fair Assessment

The difficulty of assessing students' work, particularly when it comes to written assignments or answers, is a major obstacle that educators face when using AI technologies in educational contexts. Even while AI-generated text detection technology is constantly improving, it is still not flawless and may result in incorrect assessments. Confusion is caused by this circumstance, which raises concerns about the evaluation process's overall dependability and might result in biases. To put it another way, it may be difficult for teachers to distinguish between replies that are produced by an AI tool and those that come directly from students, which might affect the accuracy of grading and feedback. These situations bring up significant issues about fair evaluation procedures and academic integrity.

Moral considerations

One of the difficult problems with incorporating AI capabilities in educational settings, according to several academics, is ethics. These ethical issues primarily relate to data security, privacy, and the proper and serious application of AI. Actually, chatbots and other AI technologies interact with pupils and gather data while doing so. Scholars like Miao, H., & Ahn, H., Sedaghat, S., and Thurzo, A. have urged for the adoption of clear rules and preventive measures because of this. Chaushi, B. A. expressed the same notion while examining the benefits and drawbacks of integrating AI in education.

Loss of human interaction and reliance on AI

According to Chaushi, B. A., concerns about the possible loss of human interaction are raised by education's naïve reliance on artificial intelligence. The relationships between teachers, students, and peers that are crucial for all-encompassing learning may be compromised by personalized learning experiences made possible by algorithms. As a result, social skills—which are portrayed as essential among students—may suffer. Additionally, the increasing reliance on technology may worsen already-existing educational disparities, thereby leaving kids unfit to prosper in a society that demands a balance between interpersonal skills and technical ability. These problems show how important it is to integrate AI in education with caution and ethics, making sure that technology complements rather than replaces the essential human components of education.

Academic Dishonesty

According to Fishman, B. J., in order to successfully complete the tasks of teaching, learning, and research, educators, particularly those at the postsecondary level, should embrace the notion of academic integrity. However, Bergström contended that one of the main dangers to academic integrity is the quick development of artificial intelligence systems that can produce text and comprehend natural language. These AI technologies have become much more practical and efficient in recent years, allowing them to carry out complex jobs. One prominent example of such AI systems is ChatGPT, which garnered significant media attention in November 2022 when its developer, OpenAI, made its first research version available to the general public.

The same writers claimed that there is a direct link between academic dishonesty and technological use. In actuality, the development of AI tools that make use of different language processing models presents a serious risk to academic integrity as their text-writing skills may lead to instances of academic misconduct.

In a similar vein, Holden, O. L. clarified why many college graduates find it difficult to apply the fundamental skills they were supposed to learn while in school. These abilities include critical data analysis, compelling argumentation, and logical problem-solving and effective communication. The possibility of fraudulent activity or abuse of AI-driven systems has drawn criticism. Many respondents stated that AI's many features would lead students to rely too much on its tools, possibly enabling them to do almost all of their academic assignments with its assistance, which might have a negative impact on their learning results. It was also mentioned that copying ChatGPT's output might lead to plagiarism, which would lower the caliber and originality of students' work. All of these problems might result in a decline in academic abilities, creativity, and self-sufficiency. The usage of ChatGPT, according to respondents, may lead to a drop in the general caliber of academic work, a decrease in originality and invention, and an increase in the gap between high-achieving and low-achieving students.

III. Case Studies: Using Ai In Language Classrooms

Seo, H. J., Son, M., & Hong, A. J. claim that AI systems offer substantial assistance in the field of online education by providing adaptive assessments, simplifying repetitive duties for teachers, and promoting individualized learning experiences for students. Even with AI's bright future, it's still unknown how these technologies will affect the norms, culture, and expectations surrounding student-teacher relationships. When it comes to online learning, student happiness and academic results are greatly influenced by the connection between students and teachers, which includes communication, support, and presence. In order to identify any gaps, difficulties, or obstacles that may prevent the successful application of AI and jeopardize the integrity of these interactions, it is crucial to investigate how instructors and students view the impact of AI systems in their interactions. These authors used Speed Dating with storyboards to assess the genuine voices of their participants, who were 11–12 teachers, about various uses of prospective AI systems in online education. They also looked at how AI affected learner-instructor relationship when studying online. According to their findings, despite possible risks to social boundaries, participants anticipate that the integration of AI systems in online education would enable large-scale individualized interactions between students and instructors. They proposed that although AI systems have been recognized for improving the quantity and quality of communication, providing prompt and customized assistance in large-scale settings and creating a feeling of community, there are some worries and anxieties about issues of accountability, agency, and monitoring.

According to Shofiah, N., Solichah, S., & Novia, N., AI technology has recently emerged as a cutting-edge choice for academic writing that may raise the caliber and productivity of students' work. Additionally, they thought that students' interest in and reliance on AI technology to raise the standard of their academic writing was growing. They investigated the opinions of 10 Indonesian professors about the use of AI tools in academic writing and the impact of AI technology on education. This research looked at attitudes toward usage, intention to use behavior, perceived utility, perceived ease of use, and actual usage. It was based on the Technology Acceptance Model (TAM). The results of the study showed that instructors can benefit greatly from using artificial intelligence technologies, including grammatical checks, plagiarism detection, suggestions for improving sentences, and assessments of the structural integrity and relevancy of the content. Additionally, while educators applaud the use of AI technology as a supplementary tool to improve research and learning, they are concerned that an over-reliance on these technologies may impair college students' ability to think critically and creatively.

IV. Conclusion

Artificial intelligence will inevitably be incorporated into English language instruction; while it presents intricate obstacles for educators, students, and institutions, it also promises significant benefits. Personalized learning paths, instant feedback, additional assessment procedures, and—above all—improved student engagement are just a few of the many advantages AI provides. Additionally, these technologies can

facilitate student autonomy, enhance individualized instruction, and lessen some of the administrative duties that instructors have historically carried out. However, these advantages must be balanced against urgent concerns including algorithmic bias, data privacy, ethical ramifications, and the potential dehumanization of education. Additionally, the successful and fair implementation of these technologies in ELT classrooms may be hampered and slowed down by the absence of suitable teacher-structured training. AI's position in ELT should be governed by strong pedagogical concepts given its continual growth, with an emphasis on assisting rather than replacing the human parts of language teaching and learning. All education stakeholders, including educators, technologists, and legislators, must work together to ensure that innovation improves the quality of the educational experience while fostering inclusivity, ethical concerns, and professional development if AI is to be successfully implemented in ELT.

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