AI TOOLS AND APPLICATIONS IN ENGLISH LANGUAGE TEACHING

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Abstract: *This article explores the growing role of artificial intelligence (AI) technologies in English Language Teaching (ELT), highlighting their types, pedagogical functions, and implications for modern education. Advances in natural language processing, machine learning, and speech recognition have enabled the development of diverse AI tools, including automated writing assistants, conversational agents, pronunciation systems, and adaptive learning platforms. These technologies support key language skills by providing real-time feedback, personalized instruction, and opportunities for self-directed learning. The article argues that successful integration of AI in ELT requires a balanced, human-centered approach that promotes collaboration between teachers and technology. It calls for the inclusion of AI literacy in language education to foster critical thinking, responsible use, and equitable access, ensuring that AI serves as a meaningful support for both teaching and learning.*

Key words: *Artificial Intelligence (AI), English Language Teaching (ELT), Natural Language Processing (NLP), Adaptive Learning Systems, Intelligent Tutoring Systems, AI Tools, Pronunciation Technology, Personalized Learning, AI Literacy.*

AI tools

Artificial intelligence (AI) techniques have become an increasingly important feature of modern educational methods, particularly in the field of English language teaching. The fast advancement of technology such as natural language processing (NLP), machine learning, speech recognition, and massive language models has enabled new types of instruction, assessment, and learner assistance. AI tools are increasingly frequently utilized to help learners with writing, speaking, grammatical correction, vocabulary acquisition, and self-directed learning. As a result, scholarly focus has moved to understanding these tools' educational potential, limitations, and ethical implications in language teaching. This essay examines the use of AI technologies in ELT, concentrating on their many kinds, educational roles, and consequences for teaching and learning.

AI tools in education are broadly described as digital systems capable of doing activities that traditionally require human intelligence, such as language comprehension, feedback, and adapting to student behavior.[1] In ELT settings, AI systems are frequently used as intelligent assistants rather than autonomous instructors, assisting both teachers and students through data-driven customisation and real-time communication.

According to Holmes, AI tools are classified as adaptive learning systems, intelligent tutoring systems, conversational agents, automated assessment tools, and generative language models.[2] These technologies are intended to evaluate learner input, discover linguistic trends, and deliver targeted feedback, hence increasing instructional efficiency and learner engagement. However, experts note that the educational efficiency of AI tools

[1] Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence unleashed: An argument for AI in education. London: Pearson.
[2] Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Boston, MA: Center for Curriculum Redesign.

is determined not just by their technological sophistication, but also by how they are pedagogically integrated into instructional designs.

Types of AI Tools for English Language Teaching

Automated writing aid software, such as grammar checkers and AI-based text generators, is a popular AI tool in English language teaching. These tools use NLP algorithms to detect grammatical problems, recommend vocabulary alternatives, and enhance text coherence. According to research, such tools can help students during the drafting and editing stages of writing, particularly by providing instant feedback, which is typically absent in traditional classroom settings.

Another popular category is AI-powered chatbots and conversational agents, which replicate human contact to help with speech and listening practice. These tools enable students to engage in discussion, improve pronunciation, and receive corrected feedback in low-anxiety contexts. According to Alyobi,[3] conversational AI tools are highly effective in developing oral fluency and learner confidence, particularly in EFL contexts when possibilities for authentic communication are restricted.

Another important development is the use of speech recognition and pronunciation tools. These systems evaluate oral input from students and offer feedback on pronunciation correctness, intonation, and stress. According to research, these resources can help students become more conscious of phonological characteristics and encourage independent practice outside of the classroom.[4]

AI Tools' Pedagogical Advantages for ELT

Numerous pedagogical advantages of using AI tools in English language instruction are highlighted by an expanding body of research. First, by tailoring

[3] . Alyobi, M. (2025). Artificial intelligence in English language teaching and learning: Leveraging AI for learner support and teacher development (Doctoral dissertation). Saudi Digital Library.
[4] Kukulska-Hulme, A., & Lee, H. (2020). Intelligent mobile-assisted language learning: Challenges and future directions. ReCALL, 32(3), 233–244.

feedback and instructional materials to each learner's needs and skill level, AI systems support individualized learning.[5] This customization is especially helpful in diverse settings where students' linguistic proficiency varies greatly.

Second, learner autonomy and self-regulated learning are facilitated by AI tools. AI empowers students to take more charge of their learning processes by offering prompt feedback and on-demand support. According to Jeon, students who use AI-assisted resources exhibit higher levels of motivation, engagement, and self-awareness.[6]

Third, AI systems can improve instructional efficiency by lowering teachers' effort in areas such as grading, providing feedback, and identifying errors. This allows educators to devote more time to higher-level pedagogical responsibilities such as curriculum creation, classroom engagement, and personalized support.

Challenges and Ethical Considerations.

Despite the benefits, using AI tools in ELT raises a number of pedagogical and ethical challenges. One key issue is the potential of over-reliance on AI, which occurs when learners accept AI-generated outputs without engaging in deeper cognitive processing. Situmorang discovered that some students prioritized efficiency over learning by duplicating AI-generated responses, potentially undermining language development and academic integrity.

Ethical concerns around data privacy, openness, and prejudice are also prevalent in literature. AI systems frequently rely on big datasets that may contain linguistic or cultural biases, which could impair the accuracy and fairness of feedback offered to learners.[7] Furthermore, unequal access to AI

[5] Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Boston, MA: Center for Curriculum Redesign.
[6] Jeon, E.-Y. (2025). Artificial intelligence in ESL/EFL education: Evidence from recent reviews (2024–2025). *International Journal of Learning, Teaching and Educational Research*, 24(2), 1–18.
[7] Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223–235.

technologies has the potential to worsen existing educational disparities, particularly in underserved communities.

Conclusion

In conclusion, the integration of artificial intelligence (AI) tools into English Language Teaching (ELT) represents a significant shift in contemporary educational practices. AI technologies, including natural language processing, machine learning, and speech recognition, have created new opportunities for enhancing language learning through personalized instruction, immediate feedback, and increased learner autonomy. Tools such as automated writing assistants, conversational agents, and pronunciation systems demonstrate considerable potential to support both students and teachers in achieving more efficient and engaging learning outcomes.

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