

ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE EDUCATION: TRANSFORMING TEACHING AND LEARNING PRACTICES

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ABSTRACT

The rapid development of Artificial Intelligence (AI) has significantly influenced various aspects of education, including English language teaching and learning. This study aims to examine the role of Artificial Intelligence in transforming teaching and learning practices in English language education. Specifically, the study explores how AI technologies are integrated into English language learning, the benefits they provide for students and teachers, and the challenges associated with their implementation. This research employed a qualitative descriptive design with a case study approach. The participants consisted of twenty individuals, including five English lecturers and fifteen undergraduate students who had experience using AI-assisted learning tools. Data were collected through semi-structured interviews, questionnaires, and document analysis. The collected data were analyzed using thematic analysis to identify patterns and themes related to the research questions. The findings reveal that Artificial Intelligence is primarily integrated as a supplementary learning tool that supports various language learning activities such as writing assistance, grammar correction, vocabulary development, and interactive language practice. The results also indicate that AI technologies offer several benefits, including immediate feedback, personalized learning support, and increased student engagement. However, the study also identifies several challenges related to students' overreliance on AI tools, the accuracy of AI-generated feedback, and ethical concerns regarding academic integrity. The study concludes that while Artificial Intelligence has significant potential to enhance English language learning, its successful implementation requires careful pedagogical planning and responsible use to ensure that AI technologies effectively support meaningful learning experiences.

INTRODUCTION

The rapid development of digital technology has significantly transformed educational practices worldwide, particularly in language education. One of the most influential technological innovations in recent years is Artificial Intelligence (AI), which has increasingly been integrated into various aspects of teaching and learning. Artificial Intelligence refers to computer systems capable of performing tasks that typically require human intelligence, such as language processing, problem solving, pattern recognition, and decision making (Holmes et al., 2019). In educational contexts, AI technologies are designed to support learning processes by providing intelligent assistance, automated feedback, and adaptive learning environments.

The integration of AI in education has expanded rapidly as educational institutions seek more efficient and personalized learning experiences. AI-powered systems are capable of analyzing large amounts of learner data and providing adaptive learning pathways tailored to students' individual needs (Luckin et al., 2016). Through these capabilities, AI technologies support differentiated instruction by delivering customized feedback and learning materials based on learners' progress and performance.

In the context of English Language Teaching (ELT), the emergence of AI technologies has created new opportunities to enhance language learning outcomes. Various AI-powered platforms and applications are now used to support the development of language skills, including vocabulary acquisition, pronunciation practice, grammar correction, and writing improvement (Kohnke et al., 2023). Many of these tools utilize natural language processing technologies that enable learners to interact with intelligent systems capable of analyzing and responding to language input. As a result, learners can receive immediate feedback that helps them identify linguistic errors and improve their language proficiency more efficiently.

Previous studies have demonstrated the potential of AI technologies to enhance language learning effectiveness. For example, Chen et al. (2020) found that AI-supported learning environments can increase students' engagement and motivation in learning English. Similarly, Zhai and Wibowo (2024) reported that AI-based educational tools contribute positively to students' academic achievement across multiple language skills. These findings suggest that AI technologies can support both cognitive and motivational aspects of language learning.

In addition to supporting students, AI technologies also provide benefits for teachers. AI-based systems can assist educators in designing instructional materials, generating learning activities, monitoring student progress, and providing automated feedback (Holmes et al., 2019). This technological assistance can reduce teachers' workload, particularly in repetitive tasks such as grammar correction and writing evaluation, allowing teachers to focus more on meaningful pedagogical interactions and creative instructional strategies.

The emergence of generative AI technologies has further expanded the potential applications of AI in language education. Tools based on large language models can generate human-like texts, respond to questions, and support learners in producing written content. According to Zhou (2023), generative AI tools can function as interactive learning partners that help students practice English through dialogue and collaborative writing activities. Despite these benefits, the integration of AI in language education also raises several pedagogical and ethical concerns. One important issue involves students' potential overreliance on AI tools, which may reduce opportunities for developing independent thinking and authentic language production skills (Perkins et al., 2024). Ethical concerns

related to data privacy, algorithmic bias, and transparency have also become increasingly important as AI systems rely heavily on large datasets (UNESCO, 2021).

Another key factor influencing the success of AI integration is teachers' digital competence and AI literacy. Teachers' understanding of AI technologies and their pedagogical implications plays a crucial role in determining the effectiveness of AI implementation in educational contexts (Yan et al., 2025). Without adequate knowledge and training, teachers may face difficulties in integrating AI tools effectively into language learning activities.

Although previous research has explored the effectiveness of AI in language learning, further studies are needed to understand how AI technologies influence teaching practices and students' learning experiences in contemporary classrooms. Therefore, this study aims to investigate the role of Artificial Intelligence in transforming teaching and learning practices in English language education.

Research Questions

This study addresses the following research questions:

1. How is Artificial Intelligence integrated into English language teaching and learning practices?
2. What benefits does Artificial Intelligence offer in improving English language learning?
3. What challenges and limitations arise from the use of Artificial Intelligence in English language education?

METHOD

This study employed a qualitative descriptive research design to explore the integration of Artificial Intelligence in English language teaching and learning practices. A qualitative approach was considered appropriate because the study aimed to understand participants' experiences, perceptions, and perspectives regarding the use of AI technologies in language education. Qualitative research enables researchers to examine complex educational phenomena in depth, particularly those involving emerging technologies that influence teaching and learning processes (Creswell & Creswell, 2018).

This study adopted a case study approach to investigate how Artificial Intelligence tools are implemented in English language learning environments. Case study research allows researchers to explore contemporary educational practices within real-life contexts and gain a deeper understanding of specific cases (Yin, 2018). In this research, the case focused on the use of AI technologies among university students and English language lecturers in English language learning activities. The study examined how AI tools are integrated into learning practices, their perceived benefits, and the challenges encountered during their use.

Participants and Research Context

The participants consisted of English language lecturers and undergraduate students who had experience using AI technologies in language learning. Participants were selected using purposive sampling, a technique commonly applied in qualitative research to identify individuals with relevant knowledge and experience related to the research topic (Etikan & Bala, 2017). A total of twenty participants were involved in the study, including five English language lecturers and fifteen undergraduate students from an English education program at a university. These participants were selected because they had prior experience using AI-assisted learning tools such as grammar checking applications, AI chatbots, and AI-supported writing assistants.

Data Sources and Data Collection

Data were obtained from three main sources: interviews, questionnaires, and document analysis. First, semi-structured interviews were conducted with lecturers and students to explore how AI tools were integrated into classroom activities, independent learning, and language practice. Semi-structured interviews allowed participants to share their experiences and opinions in detail while maintaining a focus on the research objectives (Braun & Clarke, 2021). Second, questionnaires were distributed to students to examine their perceptions of the benefits of AI technologies in language learning. The questionnaire included both closed-ended and open-ended questions to capture participants' responses systematically. Third, document analysis was conducted to identify challenges and limitations in the implementation of AI-assisted learning. The analyzed documents included learning materials, AI-generated feedback samples, and student assignments that involved the use of AI tools.

Data Analysis

The collected data were analyzed using thematic analysis to identify patterns and themes related to the research questions (Braun & Clarke, 2021). The analysis involved several stages, including reviewing the data, coding meaningful information, and grouping similar codes into broader themes. Three main themes were identified: the integration of AI technologies in English language teaching and learning practices, the benefits of AI for language learning, and the challenges and limitations associated with AI implementation. To enhance the credibility of the findings, data triangulation was conducted by comparing information obtained from interviews, questionnaires, and document analysis (Creswell & Creswell, 2018). This process helped ensure that the findings accurately represented participants' experiences and perspectives.

RESULTS

Integration of Artificial Intelligence in English Language Teaching and Learning Practices

The first research question explored how Artificial Intelligence is integrated into English language teaching and learning practices. Based on the analysis of interview data, questionnaire responses, and document analysis, the findings indicate that AI technologies are commonly used as supplementary learning tools to support language learning activities.

The interview results show that both lecturers and students frequently use AI tools to assist in writing activities, grammar checking, and vocabulary development. Students reported that AI-powered applications help them generate ideas, revise sentence structures, and identify grammatical errors when completing writing assignments. In addition, AI-based grammar checking tools were commonly used by students to review their written texts before submission.

The findings also reveal that lecturers encourage the use of AI tools as learning support rather than as a replacement for classroom instruction. AI technologies are typically used to assist students during independent learning activities, such as practicing writing or improving language accuracy. Document analysis further indicates that AI-assisted tools were often used in assignments related to writing tasks and language practice.

Questionnaire responses also show that students frequently use AI-based learning applications outside the classroom. These tools allow students to practice English independently and receive automated feedback on their language use.

Benefits of Artificial Intelligence in English Language Learning

The second research question examined the benefits of Artificial Intelligence in English language learning. The findings from questionnaires and interviews indicate several advantages associated with the use of AI technologies in language learning environments. One of the most commonly reported benefits is the availability of immediate feedback. Students explained that AI tools allow them to identify grammatical errors, vocabulary issues, and sentence structure problems quickly. This feature enables them to revise their work more efficiently.

Another benefit identified in the findings is personalized learning support. Several participants stated that AI-based applications provide suggestions and corrections that help them improve their language skills according to their individual learning needs. Students also reported that AI tools allow them to practice English at their own pace. In addition, many students indicated that AI tools increase their motivation to learn English. Interactive AI applications and conversational tools provide opportunities for students to practice English more frequently and engage in language learning activities beyond classroom instruction. Lecturers also mentioned that AI technologies can assist teachers in managing

instructional tasks, such as generating exercises and providing preliminary feedback on students' writing.

Challenges and Limitations of Artificial Intelligence in English Language Education

The third research question explored the challenges and limitations associated with the use of Artificial Intelligence in English language education. The findings reveal several issues related to the use of AI technologies in language learning contexts. One of the main challenges identified in the interviews is students' overreliance on AI tools when completing assignments. Some lecturers observed that students sometimes depend too heavily on AI-generated suggestions instead of developing their own language skills.

Another issue reported by participants concerns the accuracy of AI-generated feedback. Some students mentioned that AI tools occasionally provide corrections that are not fully appropriate for the intended meaning of their sentences. Ethical concerns were also highlighted by several participants, particularly regarding academic integrity when students use AI tools to generate written texts. Lecturers expressed the need for clear guidelines regarding the responsible use of AI technologies in academic work.

In addition, a few participants reported technological limitations such as unstable internet connections and limited access to certain AI tools. These factors may affect the effectiveness of AI integration in language learning activities.

DISCUSSION

Integration of Artificial Intelligence in English Language Teaching and Learning Practices

The findings of this study indicate that Artificial Intelligence has been increasingly integrated into English language teaching and learning practices, particularly as a supplementary learning tool. Students frequently use AI technologies for writing assistance, grammar checking, vocabulary development, and interactive language practice. These findings support previous studies highlighting the growing role of AI-powered applications in facilitating language learning through automated feedback and intelligent language support (Kohnke et al., 2023).

The integration of AI tools also reflects broader trends in technology-enhanced education, where digital technologies complement rather than replace traditional teaching methods. In this study, lecturers emphasized that AI tools function mainly as supportive resources that enhance classroom instruction. This perspective aligns with the view that AI should operate as an educational support system that improves teaching effectiveness while maintaining the central role of teachers in guiding the learning process (Holmes et al., 2019). Another important finding is the role of AI technologies in promoting autonomous learning. Many students reported using AI applications outside the classroom to practice English independently, particularly in writing and language correction activities. This suggests that

AI technologies can extend learning opportunities beyond formal educational settings. Chen et al. (2020) note that AI-supported learning environments provide flexible and accessible resources that enable students to continue practicing language skills independently.

Additionally, conversational AI systems appear to support language practice by simulating real-life communication situations. Students indicated that AI chatbots and conversational tools help them practice English in a less intimidating environment compared to traditional classroom interactions. Such tools may increase students' confidence in using English and encourage more active language practice. Similar findings were reported by Zhou (2023), who suggests that conversational AI technologies can function as interactive learning partners that support communication-based language learning.

Overall, these findings demonstrate that AI technologies are gradually transforming English language learning practices. Rather than replacing traditional teaching approaches, AI tools serve as complementary resources that support both teachers and students in creating more flexible and interactive learning environments.

Benefits of Artificial Intelligence in English Language Learning

The second research question explored the benefits of Artificial Intelligence in English language learning. The findings indicate that AI technologies provide several advantages that enhance students' learning experiences. One of the most significant benefits is the availability of immediate and automated feedback. Students reported that AI tools allow them to identify grammatical errors, vocabulary issues, and sentence structure problems quickly. Instant feedback is particularly valuable in language learning because it enables learners to correct mistakes and reinforce language knowledge more efficiently. Previous studies have also demonstrated that automated feedback systems can improve language accuracy and support the development of writing skills (Zhai & Wibowo, 2024).

Another major advantage of AI technologies is their ability to support personalized learning. The results show that AI tools often generate suggestions based on students' input, allowing learners to focus on specific areas that require improvement. Personalized learning environments are widely recognized as one of the key strengths of AI-supported education because they enable instructional content to be tailored to individual learning needs and learning pace (Luckin et al., 2016).

In addition to personalization, AI technologies also appear to increase student engagement in language learning activities. The interactive nature of AI tools encourages students to participate more actively in learning tasks. For example, conversational AI systems allow students to engage in dialogue-based practice that simulates authentic communication. Yan et al. (2025) note that AI-supported learning environments can enhance student motivation by providing interactive and adaptive learning experiences.

AI technologies also offer benefits for teachers. Participants in this study reported that AI tools assist in generating exercises, evaluating student writing, and providing preliminary feedback. Such technological support can reduce the time teachers spend on repetitive tasks and allow them to focus more on meaningful pedagogical interactions and instructional design. Holmes et al. (2019) suggest that AI technologies can function as instructional assistants that improve both teaching efficiency and effectiveness. Overall, these findings confirm that Artificial Intelligence can positively contribute to English language learning by providing immediate feedback, personalized learning opportunities, increased engagement, and instructional support.

Challenges and Limitations of Artificial Intelligence in English Language Education

Despite the potential benefits, this study also identified several challenges related to the implementation of Artificial Intelligence in English language education. These challenges involve pedagogical, technological, and ethical considerations. One of the main concerns is students' overreliance on AI tools when completing language tasks. Some lecturers reported that students tend to depend heavily on AI-generated suggestions when working on writing assignments. Such reliance may reduce opportunities for students to develop independent writing skills and critical thinking abilities. Previous research has similarly suggested that excessive dependence on generative AI technologies may weaken students' engagement in the cognitive processes involved in learning (Perkins et al., 2024).

Another challenge concerns the reliability of AI-generated feedback. Although AI tools can provide language suggestions, they may occasionally produce inaccurate or contextually inappropriate corrections. Some students reported that the feedback generated by AI did not always match the intended meaning of their sentences. This limitation indicates that AI technologies still require human supervision and critical evaluation to ensure the accuracy of language feedback. Ethical concerns also emerged as an important issue. Participants expressed concerns regarding academic integrity when students use AI tools to generate written texts that may be submitted as original work. This issue highlights the need for clear assessment strategies that ensure authentic student learning. UNESCO (2021) emphasizes the importance of developing ethical guidelines and policies to regulate the responsible use of AI technologies in educational contexts.

Technological limitations were also identified. Some participants reported difficulties related to unstable internet connections and limited access to advanced AI tools. Such technological barriers may influence the effectiveness of AI integration in certain learning environments and create disparities in access to digital learning resources. Overall, the findings suggest that successful integration of Artificial Intelligence in English language education requires balanced pedagogical strategies, ethical awareness, and responsible

technology use. Teachers play a critical role in guiding students to use AI tools as learning support rather than as substitutes for their own learning efforts.

CONCLUSION

This study aimed to examine the role of Artificial Intelligence in transforming teaching and learning practices in English language education. Specifically, the study explored how AI technologies are integrated into English language learning, the benefits they provide for students and teachers, and the challenges associated with their implementation. Based on the analysis of data collected through interviews, questionnaires, and document analysis, several important conclusions can be drawn regarding the integration of AI technologies in English language education.

First, the findings indicate that Artificial Intelligence has become an increasingly important tool in English language teaching and learning practices. AI technologies are mainly used as supplementary learning tools that support various language learning activities, such as writing assistance, grammar correction, vocabulary development, and interactive language practice. Students frequently use AI-powered tools to receive automated feedback and improve the quality of their language production. Meanwhile, lecturers integrate AI technologies into instructional activities as supportive resources that complement traditional teaching approaches. This suggests that AI technologies can enhance language learning environments by providing additional support beyond classroom instruction.

Second, the results demonstrate that the integration of Artificial Intelligence offers several benefits for English language learning. One of the main advantages is the availability of immediate feedback, which helps students identify and correct language errors more efficiently. AI technologies also support personalized learning by providing recommendations tailored to students' individual learning needs. In addition, interactive AI tools can increase student engagement and motivation by creating more flexible and dynamic learning experiences. From the teachers' perspective, AI technologies can assist in managing certain instructional tasks, such as generating exercises and providing preliminary feedback, allowing educators to focus more on meaningful pedagogical interactions.

Third, despite these benefits, the study also identifies several challenges related to the use of Artificial Intelligence in English language education. One of the main concerns is students' overreliance on AI tools when completing language assignments, which may reduce opportunities to develop independent writing skills and critical thinking. In addition, the accuracy of AI-generated feedback may sometimes be limited, as automated systems can produce incorrect or contextually inappropriate suggestions. Ethical concerns related to academic integrity also arise when students use generative AI tools to produce written texts that may not fully reflect their own learning efforts.

These findings highlight the importance of integrating AI technologies in a balanced and responsible manner. Teachers play a crucial role in guiding students to use AI tools appropriately so that these technologies function as learning support rather than substitutes for students' own efforts. Educational institutions should also develop clear policies and ethical guidelines to regulate the use of AI in learning and assessment processes. In conclusion, Artificial Intelligence has significant potential to enhance English language teaching and learning by providing innovative tools, personalized learning experiences, and additional instructional support. However, its successful implementation requires careful pedagogical planning, responsible technology use, and continuous evaluation of its impact on the learning process.

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