

AI-ENHANCED ENGLISH LANGUAGE TEACHING: PEDAGOGICAL POSSIBILITIES, CHALLENGES, AND FUTURE DIRECTIONS

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ABSTRACT

ELT is in the midst of a tremendous transformation as the use of technology continues to evolve and influence classroom practices. AI is one of the most powerful innovations that are currently having a significant impact on English Language Teaching (ELT). Machine learning, including chatbots, adaptive learning systems, speech recognition systems, and generative AI, creates opportunities for personalized, engaging language learning. These tools provide real-time feedback, foster autonomous learning, facilitate differentiated instruction, and create opportunities for authentic language use beyond the classroom. All of these aspects are a hot topic of interest among researchers, educators, and policymakers. Recent studies have found that AI can actually play a very positive role in developing a learner's language skills (speaking, listening, reading, writing, vocabulary, and grammar), for example: conversational AI lets learners interact in the learning process without feeling scrutinized by their peers in the classroom, and can be used to build confidence in fluency; writing tools can be used to give learners instant feedback, helping them correct mistakes and learn from them more rapidly; and in the same way, writingbots can give learners instant correction, helping them correct common grammatical errors and learn from them. In a multilingual classroom, such as the classroom of India, where learners may switch back and forth between different languages as they learn English, the potential of AI is even more apparent. With AI, teachers can support learners through personalized support, translation, and customized learning experiences to help learners reach their goals. It can be beneficial to have said technical assistance to help support language acquisition for multilingual learners, help with translation, and have adaptive learning that takes into consideration students' different language backgrounds. But even with its immense potential, the integration of AI into the classroom has presented challenges: digital inequity, teacher readiness, privacy issues, bias in algorithms, academic integrity, and technology dependence. The goal of this paper is to review the current literature on AI in ELT, consider the pedagogical implications of AI, and examine both the opportunities and obstacles to using AI in language learning.

The suggestion being made is that AI should not be considered as a tool to replace teachers but a tool to work alongside them to facilitate teaching and learning. The paper concludes by emphasizing the importance of responsible AI use within ELT, the importance of raising awareness around ethical considerations, formulating guidelines, and adopting student-centered approaches in order to unlock the potential of AI in education.

Keywords: Artificial Intelligence, English Language Teaching, Digital Pedagogy, Multilingual Education, Language Learning Technologies

1. INTRODUCTION

The 21st Century has witnessed unparalleled technological growth and its impact on every domain of human life has been profound, with educational institutions being no exception. Technology for education has revolutionized the conceptual model of how knowledge is to be taught, learnt, and created in educational settings. 1 of the most far-reaching recent technological innovations is AI, which refers to machines and computer systems to demonstrate qualities like learning, reasoning, solving problems, understanding language (such as a human would), and adapting to new circumstances. Artificial Intelligence has been ushering a huge change in the domain of education. Known to be the game-changer, AI has been fundamentally changing the paradigm of teaching. AI-powered solutions are being increasingly implemented to make education more engaging, personalized, and accessible, thereby enhancing the impact and efficacy of student learning globally. Such tools have the potential to significantly enhance English language learning and teaching. English is the international language of business, science, technology, higher education and communication. As such, being a good English speaker is a skill much valued by many learners who believe it will serve them well in school and in the workplace. However, even teaching and learning English can be difficult, particularly if it is learned as a L2/FL by learners in multilingual societies.

Conventional teaching practices typically do not take account of multilingualism or the range of attitudes and differences between learners. AI offers a powerful solution to all these issues that can enhance conventional and more traditional approaches to teaching. The use of AI applications, such as ChatGPT, Grammarly, Duolingo, Quill Bot, Google Translate and speech recognition has become increasingly widespread, which again underscores how increasingly pivotal intelligent technologies are in language learning. Learners can remotely access the resources whenever and wherever, (and thus) it has significantly undermined the use of traditional classroom teaching. With the new arrival of generative AI, the emerging chatbots like ChatGPT, the language learners are now empowered to speak, write, listen and learn whenever they want and need; they can make use of chatbots to practice speaking, get instant feedback on their writing, listen to the pronunciation, and use voice-activated speech recognition to communicate more naturally with AI. But with the rise of generative AI, the dialogue on the future of language learning can be elevated to a new level.

The development of generative AI has generated much excitement about the future of language learning, as the system can generate new content dynamically, in addition to information. Which simply provides new content in the traditional ELT

systems. It has significant implications for ELT, allowing to develop customized learning experiences and materials, providing interactive dialogues, grammar explanations, vocabulary exercises, and writing prompts, creating engaging learning content customized for learners' individual needs, interests, levels, and goals; this flexibility can help boost students' motivation and support students' autonomy. However, all these sound good, when it comes to the implementation of AI in ELT, there are some challenges. Concerns related to privacy, ethical principles, research integrity, reliance on technology, and digital divide are still open to debate. Further issues related to the role of teachers in the context of AI-empowered learning, and the level of AI application in teaching remain open to discussion. To this end, this paper intends to discuss the impact of Artificial Intelligence (AI) on the English language teaching process and explores the potential it has for language learning. The research will analyze current educational practices and study the most recent scientific papers to understand comprehensively the influence of AI on ELT and the future it holds for teachers and learners.

2. LITERATURE REVIEW

Over recent years, there has been a particular area of research related to the use of Artificial Intelligence in English Language Teaching. The educational implications, benefits, and opportunities that AI-based tools and technologies have for language learning have been studied. Research shows that the application of AI can revolutionize language learning through personalization, increased learner engagement, and various types of skill development. The theoretical foundation of AI-based language learning links to the most widely accepted theories of 2nd language acquisition: the Input Hypothesis (Krashen, 1982) and the Sociocultural Theory (Vygotsky, 1978). Both theories revolve around the concept of comprehensible input, which is exemplified by AI applications, such as conversational agents and intelligent tutoring systems, in the form of available input and learning opportunities and learning material that are more accessible, interactive, and personalized. Over recent years, there have been many studies and discussions about the implementation of generative AI tools for language learning. Kohnke, Moorhouse and Zou (2023) believe that ChatGPT for example, could be especially effective for language learning, to converse and explain to the student, and answer questions on the fly. Likewise, Kostka and Toncelli (2023) state that if implemented consciously in educational contexts, generative AI tools may be used to facilitate the teaching of writing, word acquisition and communication. Their findings indicate that AI can act as a 'learning companion' to promote learner autonomy and engagement.

AI-powered feedback systems have also been shown to be effective. Crompton et al. (2024) state that AI technologies can instantaneously and individually provide learners with feedback on their linguistic mistakes or errors, which allows them to enhance their language performance more effectively. The advantage of AI systems over traditional classroom environments is that they provide immediate feedback, allowing for ongoing learning and self-correction without the time limits that can occur in a classroom. This instantness has been determined to be a key element of positive learning outcomes. Another important area of research is adaptive learning technologies. Wahyuni et al. (2024), in a comprehensive study on the use of AI in the field of EFL, concluded that adaptive systems could analyze the performance of the learner and adjust the content of EFL instruction based on individual needs. These systems adapt tasks and provide suggestions of materials to help the learner, and track the learner's progress to ensure individual learning paths. The authors' summary suggests that, in summary, adaptive learning environments have positive effects on their learners' motivation, engagement, and achievement.

Recent research has focused on the effect of AI on writing instruction. According to Pérez-Núñez (2023), generative AI tools can support students in writing, revising, and editing written compositions. Writing assistants powered by AI can offer grammar corrections, word enhancement, and stylistic tips, helping learners enhance writing quality. AI-driven writing assistants can offer grammar corrections, word enhancement, and stylistic tips, aiding learners to boost the quality of their writing. The study cautions, however, against over-reliance on automated writing systems, and stresses the need to continue to afford opportunities for critical thinking and autonomous language production. Likewise, innovations in AI have been useful for improving speaking and pronunciation skills. Alqaed (2024) examined the attitudes of the learners when using AI in ELL, and found that the learners' attitudes were positive towards the use of speech recognition technology and conversational AI tools in English language learning. Learners found that speaking in a non-threatening environment and having immediate pronunciation feedback was beneficial, as they were not subject to negative evaluation of their pronunciation. In line with previous studies, the researchers' results indicate that AI can be used to improve learner confidence and oral communication proficiency. Other international bodies have studied the broader educational implications of AI. The Organization for Economic Co-operation and Development (OECD, 2023) notes that AI tools have the potential to enhance educational ecosystems and improve the effectiveness and inclusivity of learning by enabling personalized learning and data-driven teaching. UNESCO (2023) also recognizes the groundbreaking impact generative AI can have on education, but warns of the need for ethical governance, transparency, accountability, and responsible implementation.

Multilingual education is another important issue in the literature. AI technologies have the potential to help learners who communicate across languages, such as through translation, multilingual explanations, and adaptive language support, researchers claim. In multilingual situations like India, such features are very useful as learners tend to use multiple languages at the same time as they learn English. AI-powered tools can thus aid in understanding, overcoming language obstacles, and fostering more inclusive learning experiences. While the literature highlights various positive impacts, researchers have also pointed out potential ethical and practical challenges with the integration of AI. UNESCO (2023) identifies data privacy, algorithmic bias, and responsible use of learner data as key concerns. Crompton et al. (2024) also point out that digital technology access disparities can reinforce inequities in education. In addition, academic honesty

issues have grown even worse as AI generative tools have become popular for generating essays, summarizing information, and more. The overall picture provided by the literature is balanced in terms of the role of AI in ELT. Researchers repeatedly stress that AI should augment, not supplant, human teachers when it comes to enhancing language learning, providing personalization, feedback, and support for learners. Teachers' knowledge, caring, ingenuity, and pedagogical wisdom will continue to be crucial to shaping memorable and rich experiences of learning. Thus, careful pedagogical planning, ethical issues, institutional support, and teacher professional development are important factors in the successful incorporation of AI into ELT.

3. THEORETICAL FRAMEWORK: UNDERSTANDING AI IN ENGLISH LANGUAGE TEACHING

Some language learning theories and educational technology concepts can help understand the integration of Artificial Intelligence (AI) in English Language Teaching (ELT). AI is a new technological innovation, but many of its pedagogical applications align with theories that have been in place for decades and have guided language teaching. The Sociocultural theory proposed by Vygotsky is one of the most prominent theories related to language learning with the aid of AI. Vygotsky believed that learning is essentially a social process that occurs through collaboration with more competent social agents. At the heart of this theory is the Zone of Proximal Development (ZPD), which is the gap between what children can do on their own and what they can do with the help and guidance of another person. I could see how learning supports, in the form of text or tools, might act as an additional form of scaffolding in the learner's ZPD- cueing, modeling, guiding, and giving feedback. AI is not a substitution for human touch, it is a way to scaffold an individual learner reaching the next level.

A second relevant model of the potential of AI in education is Krashen's Input Hypothesis. (Krashen's Input Hypothesis): Learning occurs when the learner receives understandable input that contains a level of language that is just beyond their current level of understanding. This is where AI is well equipped, generating tailored input for students, adapting the level of linguistic complexity based on learner performance. TBS can generate readings, vocabulary activities, listening activities and even simulated conversations that provide learners with pitched linguistically valid input and at the right level. A third perspective to consider is Communicative Language Teaching (CLT) which emphasizes communicating effectively in the target language and not the memorising of grammatical rules. AI chatbot and AI conversation agents can provide an environment where genuine communication is encouraged and is the ultimate goal of language learning.

Learners will be able to speak with confidence in simulated situations, ask questions, share opinions, and practice communication strategies in an environment with little risk and where experimentation is encouraged. These opportunities are particularly beneficial for students with limited exposure to English-speaking communities. In addition, the constructivist theory of education supports integrating AI into language learning. Moreover, the constructivist theory of learning also welcomes the integration of AI into language learning. Constructivist learning theories view learning as an active process in which individuals build knowledge from their experiences and interactions. The use of AI technologies can help with this process by fostering exploration, inquiry, reflection, and self-directed learning. Learners are no longer just presented with information; they can interact with AI systems to generate ideas, problem-solve, analyze texts, and consider alternative interpretations. Computer-Assisted Language Learning (CALL) is a foundation of technological developments underlying many AI applications. CALL has been a long-standing interest in CALL research. AI is the next step in CALL, taking it from static instructional software to intelligent systems that can adapt, interact, and provide individual support. In this way, AI can be seen as a new form of technology for language learning rather than a brand-new thing. In this regard, artificial intelligence is, in fact, a new approach or form of technology in language learning rather than a completely new thing. In conclusion, the theoretical models above point to ways in which the language learning process can be improved through the intelligent application of AI according to existing sound pedagogical practices. Technology for its own sake cannot deliver success in education; rather, technological application is powerful and effective if and when it enables communication, interaction, scaffolding, learner autonomy and authentic processing of language.

4. ARTIFICIAL INTELLIGENCE TOOLS AND APPLICATIONS IN ELT

With the rapid advancement of AI technologies, many tools have emerged to support English language teaching and learning. The tools are diverse in their functions and purposes and support language learning through intelligent, adaptive support. ChatGPT is among the most popular AI products. ChatGPT is a generative AI model that can hold a conversation with you, reply to queries, explain something, provide writing exercises, and facilitate writing. Use ChatGPT to plan lessons, create activities, generate reading passages, and develop discussion questions for teachers. Students can practice conversation, receive language explanations, and learn different ways to express ideas on the platform. With its versatility, ChatGPT is among the most multifaceted AI tools in the modern language learning landscape. Another well-known AI-based platform widely used by English language learners is Grammarly. Grammarly evaluates written content and spots grammatical errors, spelling mistakes, punctuation errors, and stylistic mistakes. In addition to corrections, the platform includes explanations that support the learner in understanding the need for change. This will help students become more aware of language use and will aid in developing writing skills.

Quill Bot has become a highly sought-after AI-driven paraphrasing and summarizing tool. Quill Bot can generate alternative sentence structures and word choices, helping overcome the challenge of conveying ideas in multiple ways. As long as it is used in the right context, the tool can stimulate students to learn about language variation and to adapt their version of information. Duolingo is an example of a technology that adapts to language learning. The platform uses AI algorithms to tailor instruction to student performance. The content of Duolingo lessons is adapted based on user feedback, with activities and lessons marked for review and practice. This personalized approach helps maintain learner interest and

boosts learning outcomes. Pronunciation Power Pronunciation training using speech recognition applications (ELSA Speak) is becoming more important in pronunciation. ELSA Speak can score the pronunciation of students, provide accurate feedback on pronunciation, stress, intonation and fluency. For many learners of English, especially English as a second language, applications provide a great opportunity for self-learning.

As more of a multilingual living environment, translation of AI applications such as Google Translate cannot be the only way to learn a language. But it can provide support in understanding and learning a language. New translation devices are smarter and more accurate: they help students understand complex texts, compare syntactic structures, and expand their vocabulary. Another type of AI application in education is intelligent tutoring systems. These systems constantly evaluate the learner's performance, identify learning issues, and provide individualized teaching assistance. Data analysis enables intelligent tutors to offer tailored support, with personalized learning paths designed to meet the unique needs and learning styles of each student. A wide variety of AI tools exists, demonstrating AI's adaptability in language education. However, these technologies must be thoughtfully evaluated and integrated into the teaching process rather than being used indiscriminately.

4.1 AI and the Development of Language Skills

AI has proven to be a powerful tool for learning all four main language abilities. AI has shown great promise in facilitating the acquisition of all four language skills. AI is now understood to have a role to play in speaking, writing, reading, grammar, and vocabulary in the appropriate hands.

4.2 AI and Speaking Skills

One of the most difficult language skills to acquire is speaking. Many students get anxious when asked to speak English in front of their teachers/peers. Often, oral communication is difficult due to fear of making mistakes, negative evaluation, and lack of confidence. Conversational systems can provide an alternative environment, with AI making practicing speech even less socially intimidating. Chatbots and virtual assistants offer chances to repeat interactions and give instant feedback. Learners can engage in simulated conversations on many topics, gradually becoming more fluent and confident. Adding to the body of speech training is speech recognition technologies, which analyze students' speech and can determine what needs to be worked on. These learning tools provide detailed feedback on the students' sound production, stress, rhythm, and intonation patterns, which can be used routinely to help students improve pronunciation and speaking intelligibility. Another advantage of AI-based speaking training is increased accessibility. In addition to practicing during class, students can work on conversational skills on a regular basis, receiving even more language input and practice.

4.3 AI and Writing Skills

Another application of AI is in educational writing. Writing is an integral part of education, requiring users to understand complex systems like grammar, vocabulary, organization, coherence, and audience awareness to be effective writers. Immediate, detailed feedback from AI writing assistants can help learners learn these systems. Some tools, like Grammarly, point out errors in grammar, punctuation, style gaps; improve their writing skills without delay, and enable more effective editing of their writing than the traditional model of learning from and waiting for the teacher's feedback, which enhances their abilities to self-correct and improves their language focus. Idea and brainstorming generation. Generating ideas and having a plan to approach writing tasks are a challenge for students. This stems in part from an inability to generate ideas and from weak text organization strategies. AI tools could suggest plan/structural/organizational outlines, demonstrate samples, pose critical questions, prompt text generation, etc., to facilitate the idea generation process. These tools should be used to boost the learner's thinking; educators will need to monitor the learner's use of the tools to ensure that the learner is not thinking with the tools. AI writing tutors can also suggest revision procedures. Writing is an iterative, process across draft, and AI revision suggestions can make clear to students that writing is not a "thing" to create but an unfolding process. This process integrates well with the current models of writing instruction.

4.4 AI and Reading Comprehension

Reading is fundamental to academic success and language development. How AI can help in reading instruction. Adaptive learning systems can recommend texts based on the learner's skill level and comprehension capability - giving the learner texts they can understand but still challenge them to understand as they learn. AI can also generate passage summaries, provide explanation and construct comprehension questions based on the passage. Learners can then dive into the passage and have access to the features that facilitate understanding, such as on-the-fly definitions of difficult words without needing to pause reading, for example. Lastly, a learner might need a different level of complexity. Adaptive technologies can present the same content to learners of different proficiency levels. Such tools promote inclusive learning and differentiated instruction.

4.5 AI and Vocabulary Development

Vocabulary is a known quality for language proficiency. Students with limited vocabulary cannot understand the text, express ideas and communicate efficiently. AI methods support vocabulary development by offering personalized practice in various contexts. An intelligent tutoring system is able to identify students' lack of vocabulary and put forward targeted learning activities. Adaptive algorithms for repetition allow for spaced rehearsal that provides materials at a time when they are most likely to be retained in the long term. AI produces examples to highlight the context of words so that learners are able to acquire patterns of usage, rather than memorising definitions of individual words. The use of AI in multilingual classrooms exemplifies its ability to foster inclusivity and student engagement.

4.6 AI and Multilingualism

But the role of AI becomes increasingly significant in a multilingual learning environment where the language is not just learned theoretically but also used in practice on a daily basis. In some countries like India, there are many realities of languages that make it difficult for learners to speak a regional language at home, a different language for social interactions and English as the medium of formal education. Such a multilingual context offers both opportunities and challenges for the English Language Teaching (ELT).

Many traditional approaches to ELT have viewed first languages of learners as barriers that need to be reduced in the classroom. Recently, however, the field of educational research has seen multilingualism as an asset, and not a challenge. AI tools help to push this concept by allowing pupils to switch between languages freely as they learn English, therefore inspiring teachers to be open about diverse linguistic competences. AI translation tools can support pupils in that they can assist with understanding difficult concepts, new words, and complex passages. Pupils can not only get dictionary translations of words but translations and explanations in context which makes the information more accessible for them. This is particularly important for pupils new to English, who may find it difficult to understand the English language in the context of a teaching activity. For pedagogies that involve translanguaging (using all available linguistic resources in the learning process) AI can facilitate a process where pupils think in their first language, engage with the AI to convert their ideas into English, and then edit the results to build understanding and gradually develop English. Adaptive learning for multilingual classes Schools with students who are all speakers of different languages can also benefit from the use of artificial intelligence. For students of different levels of language skills (reading, writing, speaking, and listening), personalized learning programs can solve the needs of each individual student. Some students may need additional vocabulary training, while others may need grammar, pronunciation, and academic writing.

In education, the use of AI can help to promote multilingualism and accessibility in education and empower teachers to create fairer classes. Students come with diverse linguistic backgrounds and access to language in education can be unequal. AI-enabled solutions can bring additional language support to the educational experience of students with different backgrounds, needs and languages. Teachers will need to be aware of the financial limitations of the language systems, but also that the systems are often inadequate for those languages and dialects that are underrepresented or under-resourced, particularly when they lack digital support. This awareness can motivate further investment and development in multilingual AI and access to education. Another use of AI and language learning can include developing flash cards, quizzes, interactive activities and real-world examples to make language learning more engaging. Making the most of exposure and intentional revision will help learners build up their receptive and productive vocabulary. These innovations in language learning have a large potential application in language education and can help to foster learners' use and confidence with languages with effective classroom implementation and best practices.

5. MAJOR CHALLENGES AND ETHICAL ISSUES, SIGNIFICANT PROBLEMS AND MORAL QUESTIONS:

While the use of Artificial Intelligence in English Language Teaching has significant potential, addressing these ethical issues and considerations is essential to build trust and confidence among educators and policymakers in AI's positive impact on education.

5.1 Digital divide and educational inequality

Infrastructure – Technology Digital infrastructure is still a challenge in India, mainly in its rural and impoverished regions. AI training resources are typically Internet-connected and digitally enabled, and would require devices and effective digital literacy. Improving such gaps, however, remains crucial to sharing AI education equally across India. The digital divide: When some students enjoy using more advanced technologies and others cannot. Understanding this, teachers and policymakers should aim for inclusive AI to generate a sense of responsibility and motivation for equitable education.

5.2 Teacher Preparedness

Teacher readiness is another major issue of concern. Teachers are less familiar with AI technologies and may not know how to use them effectively in the classroom. If teachers are not properly trained, they might either not use AI at all or use it in ways that are not optimally beneficial to student learning. Professional development is critical to building teachers' awareness of AI's potential and constraints, and how it can impact the teaching and learning process. Teachers must receive training to become AI-literate, to assess technologies critically, and to create meaningful learning activities responsibly with intelligent technologies.

5.3 Data Privacy and Security

One of the most prominent ethical concerns of AI in education is data privacy. Some AI systems can gather, store, and analyze large amounts of user data. This could include details of what a learner has produced, such as learner work, written work, speech samples, personal information, etc. Educational institutions should ensure that student information is safeguarded and is used responsibly. It is important to have clear policies in place for the collection, storage, sharing, and security of data, to ensure trust and protect learner privacy. Students and teachers should also be notified of the uses of their data by AI systems.

5.4 Algorithmic Bias

Big data can introduce cultural, linguistic, and social biases into the learning process of AI systems. AI-generated outputs can therefore sometimes contain stereotypes and/or highlight specific linguistic norms. These biases can affect the language learning experience and may be detrimental to some language learners. Algorithmic bias can significantly impact education in multilingual and multicultural environments. Therefore, educational technologies should be regularly tested with a focus on fairness, inclusivity, and cultural sensitivity.

5.5 Academic Integrity

With the rise of Generative AI, there has been heightened worry about academic integrity. Students can now produce essays, homework, abstracts, and other academic content with little effort using AI. They are technologies that can aid students' learning when properly applied, but they can also provide avenues for cheating and other forms of academic dishonesty. Clear guidelines should be established for the use of AI in educational institutions. Instead of focusing on banning this technology, teachers should promote responsible use and redesign evaluation tasks to emphasize critical thinking, creativity, and authentic language production.

5.5 Technological Dependence

Over-dependence on AI can limit chances for autodidactic learning and cognitive activation. Depending on automated media generation, translations, and corrections could slow down language development as well as brain food and problem-solving. The goal of using AI should not be replacement for brain work or mental effort; it should be teacher enhancement of these. Teachers will therefore need to design tasks that inspire autonomous critical thinking and autonomous language use.

6. THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING IN INDIA

India is a pertinent example to serve as a case study to explore the pedagogical implications of AI. India is linguistically diverse, has a sizeable student population, and also offers increased access to digital tools. We thus have a multitude of chances and even greater challenges to implement technology-enhanced language learning in the country. English, in India, enjoys a special status. It is the language of higher education, the language of professional communication, the language of international exchanges, and the language of social mobility. It has thus become an educational target. Students, on the other hand, will be exposed to English from diverse linguistic backgrounds, and thus with different degrees of exposure. In such a complex educational setting, Artificial Intelligence can be a valuable tool in learning English. Systems for personalized learning can cater to the needs of individual learners, while translation systems can support multilingual learners with their learning. Technology use, learner-centric education, and digital literacy – these are the elements highlighted by the NEP 2020. Although the new policies are not inclined towards AI, it lays down the vision for education that inherently contains many opportunities for AI. Personalized learning, flexible teaching practices, and improved access to education are the applications of the technology.

Besides, the adoption of these applications also brings up the issue of infrastructure and equitable access. There is a wide disparity between the school contexts across cities and the school contexts across rural settings. Internet connectivity, availability of devices, and technological requirements of schools are some of the issues facing many schools. While AI can play a pivotal role in education and as suggested by education research, addressing these challenges should be our first priority. Another aspect is teacher preparation. Teachers need to have access to skills development and an understanding of the possibilities that AI can bring for language learning as well. Language diversity is also a key aspect of India's multilingual context. AI systems should support regional and national languages in addition to English. This would support and promote educational equity and also serve the country's **rich linguistic heritage**.

7. TEACHER RECOMMENDATIONS AND POLICY RECOMMENDATIONS

Drawing on the content of this paper, a few suggestions are offered for teachers, institutions, and policymakers to consider when using AI in English Language Teaching responsibly.

Firstly, AI should not be viewed as a replacement for teachers but as a pedagogical assistance tool. Human teachers have an important role in motivating, supporting, appreciating culture, and making decisions about teaching.

Second, teacher-training institutions need to include an AI literacy module. It is essential to have practical experience with AI technologies and to engage in discussions on ethical, pedagogical, and professional considerations related to its use.

Third, set guidelines in educational institutions about AI-assisted learning. Academic integrity, data privacy, transparency, and responsible use should be considered in policies.

Fourth, digital and AI literacy needs to be integrated into language teaching. Students should be aware of how AI systems work, be able to critically appraise AI-generated content, and understand the ethical use of AI technologies.

Fifthly, governments and education bodies should allocate resources to build infrastructure to ensure equitable access to AI learning resources. To have any impact on learners' inclusion, AI needs to create a digital divide.

Last but not least, researchers need to explore the future impact of AI on language learning. Future studies should focus on the consequences of learning, teacher perspectives of success, and motivation, engagement, and equity issues in both educational contexts.

8. CONCLUSION

Artificial Intelligence (AI) is one of the most cutting-edge changes in the education sector today. In the field of English Language Teaching, AI tools offer novel solutions to enhance student learning, facilitate tailored instruction, and encourage autonomous learning. New applications such as chatbots, adaptive learning systems, writing tools, speech recognition systems, and intelligent tutoring platforms have broadened the scope of language instruction and learning beyond the classroom. Further studies in this paper suggest that AI can be used to boost the development of speaking, writing, reading, vocabulary, and pronunciation. Flexible, learner-centered learning settings are created through personalized feedback, adaptive learning, and greater access to learning materials. These are specifically relevant for multi-lingual classrooms, considering the different language and learning needs of EAL/ ESL/ ML students. There are also other important issues with regard to the use of AI in language teaching, such as digital disadvantage, teacher training, data privacy, algorithm bias, academic honesty and reliance on technology. Each of these needs to be addressed with care, following all ethical practices, with institutional backing and ongoing professional development. The conclusions of this paper show that there can be little trust that the machine can replace the teacher – rather it is more significant that the machine is seen as a pedagogical co-worker that can support teaching and learning, and there will always be a need for human teachers, because language learning is a social process, understanding aspects of their culture and being creative, empathic and critical cannot be fully carried out by a machine. The use of AI in ELT is going to be or is already being affected by it. The important issue for English language teachers and management staff is to have AI in ELT efficiently, effectively and ethically exploited. If used appropriately, in an equitable and pedagogical way, AI can be a highly valuable tool in the future of ELT.

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