

Artificial Intelligence: A New Method in Teaching English Language

Pallam Ramakrishna Das

Asst. Professor of English, SRR & CVR Govt. Degree College, Vijayawada, Andhra Pradesh, India.

Abstract: *Since information technology is advancing so quickly in the digital age, educational institutions are forced to adopt mobile computers for instruction. Nowadays, the majority of pupils have a cell phone. Students' daily lives are inextricably linked to their cell phones and smartphones. In other words, the students that teachers are presently working with are referred to as "digital natives" or the "Net generation" since they were raised with computers and the Internet. People are primarily searching for new ways to improve their understanding of mobile technology in non-school situations, which is different from how the technology is utilized in schools, as the number of mobile devices held rises. AI has a significant influence on ELT and presents intriguing chances for better educational possibilities and higher levels of student engagement. Teachers may transform language instruction and equip students for success in a worldwide environment by using AI in an ethical and cooperative manner. This chapter examines the applications and new opportunities that AI provides to ELT, as well as the problems and moral dilemmas related to this technological shift. The emerging trend in English language instruction using artificial intelligence is discussed in this paper.*

Key words: *AI Technology, ELT Methods, etc.*

I. Introduction

Generation Z is accustomed to using technology. They are used to technologies that were rather new to previous generations, such as the widely used mobile communication systems. It includes current students. This generation is impacted by and connected to the internet (Tarihoran et al., 2022). Technology plays an important role in education because of its ability to change and enhance many areas of the learning process. Adaptive learning systems and AI technology can change the pace and content to suit each student's unique needs. Technology makes it easier for students and instructors to communicate across geographic boundaries. Cooperation and communication skills are improved via video conferencing, online discussion forums, and teamwork tools (Aggarwal, 2023). AI tools, including communication and simulation ones, give practice, constructive criticism, realistic English conversation situations, instructional games, and hands-on language competence education. They also offer scenarios for correct pronunciation (Kushmar et al., 2022).

The vast subject of artificial intelligence (AI) in computer science focuses on creating intelligent computers that can do tasks that would normally need human brains (Slimi & Carballido, 2023). AI is defined differently by the various dictionaries, but they all agree that it must be able to mimic intelligent human behavior or carry out jobs that previously needed human intellect (Patrick, 2020). AI has significantly changed a number of fields, including education. In this instance, computers build models that may be used to make predictions or take action based on the data they are provided (Eriana & Zein, 2023).

These days, separating technology from ELT is practically difficult. In the end, technological advancements have an influence on ELT. The AI era has inevitably altered both ELT practice and knowledge. The development of digital platforms and technology has made teaching and studying English easier. AI technologies are widely used in language instruction, opening up new possibilities for customized and adaptable learning (Holmes et al., 2019). According to Wang (2019), they may support ELT by improving communication and giving students feedback. This is a chance to improve your English. Therefore, it's possible that pupils won't require English teachers in the classroom or English education if robots are able to teach the language. Alongside ELT, a model for an AI-based English classroom should be created. Digital and language skills work in tandem to improve global proficiency. English is one of the most widely spoken languages in the world and has a systematized grammar. Thus, teaching English to students who are studying it as a second or foreign language (ESL/EFL) is never easy (Ghafar et al., 2023). Thus, the application of artificial intelligence (AI), machine learning, intelligent searching, and natural language processing may effectively improve developments in the teaching and learning of English. With the increasing use of technology in education, ELT in the context of AI has developed quickly. AI technology will become increasingly important in English language instruction as it develops, giving teachers the ability to design more dynamic, effective, and student-centered learning environments (Lütge & Merse, 2021).

Additionally, it expands the bounds of the evidence in AL, resulting in a new generation of AI language learning apps with revolutionary accessibility and the ability to reach students across geographic and

financial barriers. By enabling students to study English at home at their own speed, these AI-supported systems encourage sustainable learning outside of the classroom. These platforms are accessible from anywhere at any time. Arini et al. (2022) claim that the increasing usage of mobile devices has an impact on education and learning as it creates a more flexible environment where students may study and exercise whenever and wherever they choose. AI-powered computer systems have the potential to do tasks that often need human help (Russell & Norvig, 2016). Certain aspects of human intelligence, such as speech recognition, language comprehension, visual perception, and decision-making, may be affected by AI.

AI is being utilized more and more in the field of ELT as a tool to enhance language instruction as well as the actual process of learning, according to Kim et al. (2019). The application of AI in ELT has been the subject of several systematic studies and evaluations in an attempt to get a better understanding of its effectiveness and potential for enhancing English language competency, translation, assessment, recognition, attitudes, and satisfaction. Furthermore, language literacy and digital literacy complement each other to enhance global competency (Fitria, 2021). Therefore, integrating the newest talents with AI in education necessitates a methodical, time-consuming, and laborious approach. Neural networks, machine learning, and natural language processing are just a few of the ideas that make up artificial intelligence (AI) (Raol & Ayyagari, 2019). Adapting AI to ELT requirements and student needs is more difficult. However, the efficacy of AI in English language acquisition, its impact on students, and the methods employed in related study remain uncertain (Weng & Chiu, 2023).

In a fast changing, technologically advanced, and globally networked world, education is today recognized as a crucial area of innovation and transformation. ELT, a discipline with strong roots in international communication, is in the front of this shift. Although traditional methods have always been crucial, they frequently fall well short of meeting the unique and evolving demands of today's pupils. Its capacity to customize, assess, and continually develop learning experiences has the potential to completely transform the way that English and other disciplines are taught. AI has a significant influence on ELT and presents intriguing chances for better educational possibilities and higher levels of student engagement. Teachers may transform language instruction and equip students for success in a worldwide environment by using AI in an ethical and cooperative manner. This chapter examines the applications and new opportunities that AI provides to ELT, as well as the problems and moral dilemmas related to this technological shift.

AI and English Language Teaching

Since information technology is advancing so quickly in the digital age, educational institutions are forced to adopt mobile computers for instruction. Nowadays, the majority of pupils have a cell phone. Students' daily lives are inextricably linked to their cell phones and smart phones. In other words, the students that teachers are presently working with are referred to as "digital natives" or the "Net generation" since they were raised with computers and the Internet. People are primarily searching for new ways to improve their understanding of mobile technology in non-school situations, which is different from how the technology is utilized in schools, as the number of mobile devices held rises. It implies that by encouraging collaborative activities, mobile technology may improve learning in both formal and casual contexts. Given these circumstances, educators can employ cell phones as teaching and learning tools because integrating technology into the classroom is a smart strategy (Arini et al., 2022). The core of intelligence is the capacity to adapt to one's environment while functioning with limited knowledge and resources. Therefore, an intelligent system should rely on a limited amount of processing capacity, function in real-time, be able to adjust to unexpected demands, and learn from prior experiences (Wang, 2019). In computer science, artificial intelligence (AI) refers to the study and development of intelligent hardware and software. Furthermore, because "intelligence" is better than physical objects, it can take their place. It's a rather complicated term. The "artificial" portion of AI unquestionably refers to its origins and production method, which resulted from human creativity and intelligence rather than from natural (especially biological or progressive) influences (Fetzer, 1990). Among its numerous manifestations are self-awareness, emotional awareness, preparedness, creativity, and consciousness.

According to Pedro et al. (2019), learning the English language is regarded as a crucial educational goal in terms of enhancing students' capacity for cross-cultural interaction. AI-assisted devices are a subset of computer-assisted language learning for learning foreign languages. ELT may face difficulties in the absence of AI. Rather of happening all at once, this will probably happen gradually. AI, sometimes known as artificial general cognition, will someday outsmart humans, and its acceptance is unavoidable.

AI integration has the potential to improve overall proficiency outcomes, personalize the learning experience, and address persistent problems in the English language learning environment. The creation of an AI-based classroom model should be a part of the English teaching and learning process. This paradigm may include AI for real-time feedback, individualized learning, and personalized evaluation systems. By concentrating on each student's unique knowledge levels, learning pace, and objectives and regularly assessing their learning histories for growth and interest through customization, artificial intelligence (AI) in education has

completely transformed the process. These technologies can offer close-shot assistance and coaching that enhances foreign language proficiency while satisfying students' diverse demands.

AI is transforming education by enhancing overall learning results and providing personalized learning experiences, claim Pratama et al. (2023). By considering each student's distinct traits and expectations, including goals and objectives, AI greatly enhances the quality of learning a foreign language (Kushmar et al., 2022). By giving specific attention, personalized tutoring programs are anticipated to aid in reducing the achievement gap in school. For example, kids who need extra help can get individualized instruction from AI that adjusts to their requirements both at home and at school to improve their academic performance. By matching materials to students' interests and language ability levels, AI technology guarantees a learner-centered and culturally relevant educational experience.

Anis (2023) claims that the application of AI in ELT enhances students' cultural sensitivity, cross-cultural proficiency, and global awareness in addition to language acquisition. AI-enabled technologies and platforms offer extensive access to a variety of cultures and viewpoints and facilitate mutually rewarding cross-cultural interactions. Students are exposed to authentic cultural materials, multilingual conversations, and virtual gatherings that mimic in-person multicultural interactions as they engage with the AI-powered resources (Karakas, 2023). "Students can learn about many cultural customs and perspectives, as well as empathy and flexibility." By enhancing communication and cooperation amongst students from different cultural backgrounds, AI promotes intercultural proficiency. Students can engage with peers or native speakers from different cultures using AI-enabled chatbots and language exchange platforms, promoting intercultural and linguistic education. They don't, however, offer any clarification or explanations regarding the nature of these particular situations. Making language learning more accessible, interesting, and effective for students worldwide is the ultimate goal of AI in ELT (Rukiati et al., 2023). AI language learning systems also include cultural knowledge into their curricula, exposing pupils to real-world materials like books, articles, and movies from other cultures.

By providing timely feedback, cultural insights, and assistance, this AI-driven technology improves cross-cultural communication. Additionally, by exposing pupils to a variety of global communities and resources, AI technology significantly contributes to the development of global consciousness. Students may join in online groups, interact with classmates around the world, and take part in international activities with the aid of an AI-powered technology. AI has a significant impact on the development of cultural sensitivity, intercultural competency, and global awareness in English Language Teaching (ELT) classrooms. It seems sense that students are using technology more and more to get better in English. Computer-assisted language learning is a 21st-century learning approach that benefits both teachers and students by simplifying the teaching and learning of English, particularly writing (Tarihoran et al., 2022). By utilizing AI platforms and technology, educators may help kids get a profound understanding of many cultures, participate in meaningful cross-cultural exchanges, and become engaged global citizens (Kumar Betal, 2023). It is necessary to encourage the usage of various AI platforms and technologies that might help educators adopt inclusive approaches. This empowers students to take control of their education and improve their English skills independently.

AI-powered applications and systems may assess student performance data, recommend future courses, provide real-time feedback on students' vocabulary, grammar, and pronunciation, and provide interactive exercises that allow students to engage with the material in new ways. AI can aid with English language acquisition by recommending relevant resources. Student work can be assessed for plagiarism using programs such as Turnitin, Quest, SmallSeoTools, Plagiarism Detectors, and Plagiarism Checkers (Idham et al., 2024). However, it was suggested that, except from syntactic complexity skills, writing in English as a foreign language did not improve at all with the aid of AI (Gayed et al., 2022). The accuracy and dependability of AI might be jeopardized, leading to false feedback and misinformation. In addition to professional development, educators need ongoing support and direction in order to use AI technology for inclusion. Teachers can overcome the challenges of integrating AI provided they have access to resources, opportunities for professional growth, and opportunities for reflection and critique. This will ensure that AI is used efficiently to support a range of student demographics.

But there are issues and difficulties with employing AI in ELT. There are issues that must be resolved, including possible prejudice, lack of trust, and privacy and security problems (Harry, 2023). Some pupils may not receive the individualized attention and instructor touch that they require from AI's automated and standardized teaching techniques. Teachers who use AI in or outside of the classroom must address any potential concerns or difficulties that may arise. Teachers have a delicate responsibility to protect students' privacy while using student data to support instruction (Amro & Borup, 2019). Teachers usually spend a lot of time in the classroom preparing questions, grading, rating performance, and analyzing test papers. AI broadens the range of educational assessment methods, gives the evaluation process a scientific component, and improves the accuracy of evaluation results. AI is capable of producing exam questions, precise assignments, and test papers on its own. Teachers often shift exam and homework materials. Teachers are prone to fatigue when they

spend a lot of time reviewing assignments and assessments. As a result, certain errors will occur when exam papers are rectified after a lengthy period. Image recognition technology relieves teachers of the tedious task of reviewing and printing assignments because of its low error rate (Hockly, 2023). By adopting AI technology to identify and correct suspicious or blank exam papers, teachers may save time.

Teachers and curriculum designers should look at learning outcome data, gather input from students and colleagues, and think about how AI technology affects teaching and learning processes. Teachers need ongoing professional development in order to effectively incorporate AI into their lesson plans. To employ AI tools, evaluate data, and create instructional techniques that improve the AI-provided instructions, teachers must be familiar with the digital learning resources that are required (Ali et al., 2023). By participating in forums and open conversations, they may ask questions, share ideas, and collaborate to solve ethical issues, prejudices, and privacy concerns associated to AI technology. To deliver fair and moral language with training, issues like algorithm bias, data privacy, and the role of instructors in an AI-driven learning environment must all be properly addressed. To fully utilize AI's potential and incorporate it into their teaching methods, educators and curriculum designers must offer sufficient assistance and training (Sharma et al., 2024). They must assess learning result data, think about how AI technology will affect teaching and learning, and get input from students and colleagues. Although integrating these technologies into courses can improve student learning, proper planning and continuous assistance are necessary to fully realize their potential and achieve meaningful educational outcomes. For AI integration in English language teaching (ELT) to be successful, regular evaluations are essential. This ongoing cycle of reflection and adjustment will empower all stakeholders to make informed decisions about the future development of AI in ELT.

II. Conclusion

AI is increasingly being used in English language teaching (ELT) with the goal of enhancing both the overall learning process and the caliber of instruction. English language instruction is essential to global connectedness and educational advancement, since millions of individuals study the language for a variety of purposes, including academic, professional, and personal ones (Faria et al., 2019). AI helps students in several ways, including improving their digital abilities, obtaining writing assistance, and gaining feedback. Furthermore, AI's contribution to ELT extends beyond that by helping students develop greater cultural awareness, cross-cultural competency, and global perspective. The development of AI and technology has greatly simplified the process of teaching and learning English. AI can offer more individualized educational experiences based on the interests and preferences of the learner. It is evident that AI is a very useful technology for teaching English (ELT). It is beneficial for both teachers and students since it helps with assessment in addition to learning. Additionally, AI can improve students' cross-cultural competency, cultural sensitivity, and global consciousness. Comprehensive evaluations and ongoing development are crucial.

Despite the potential benefits, integrating AI into English language teaching (ELT) has its own set of difficulties. Concerns about ethics, the danger of disseminating false knowledge, and the continuous requirement for teacher preparation are important considerations. However, AI in ELT appears to have a bright future since it opens the door for creative teaching strategies that meet the changing demands of students who are digital natives. Teachers and other stakeholders can rethink ELT and equip students to succeed in a globalized and interconnected world by carefully and cooperatively adopting AI. Further study is necessary to examine the technology's potential, difficulties, and effects in order to guarantee that AI's position in ELT results in significant and long-lasting benefits in education. In order to ensure that AI complements rather than replaces the human-centered elements that are essential for successful teaching and learning, our implementation tactics must also change in tandem with technical improvements.

References

- [1]. Aggarwal, D. (2023). Integration of innovative technological developments and AI with education for an adaptive learning pedagogy. *China Petroleum Processing and Petrochemical Technology Catalyst Research*, 23(2), 709-714.
- [2]. Ahmad, S. F., Rahmat, M. K., Mubarik, M. S., Alam, M. M., & Hyder, S. I. (2021). Artificial intelligence and its role in education. *Sustainability*, 13(22), 12902.
- [3]. Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on Learning Motivation: *Journal of English Studies in Arabia Felix*, 2(1), 41-49.
- [4]. Amro, F., & Borup, J. (2019). Exploring Blended Teacher Roles and Obstacles to Success when using Personalized Learning Software. *Journal of Online Learning Research*, 5(3), 229-250. Strategies
- [5]. Anis, M. (2023). Leveraging artificial intelligence for inclusive English language teaching: and implications for learner diversity. *Journal of Multidisciplinary Educational Research*, 12(6), 54-70.
- [6]. Arini, D. N., Hidayat, F., Winarti, A., & Rosalina, E. (2022). Artificial intelligence (AI)-based mobile learning in ELT for EFL learners: The implementation and learners' attitudes. *International Journal of Educational Studies in Social Sciences (IJESSS)*, 2(2), 88-95.
- [7]. Eriana, E. S., & Zein, D. A. (2023). Artificial Intelligence (AI). *Eureka Media Aksara*.
- [8]. Faria, A. M., Bergey, R., Baird, A. S., & Lishinski, A. (2019). Using Technology to Support English Language Learners in Higher Education: A Study of Voxy's Effect on English Language Proficiency. *American Institutes for Research*.
- [9]. Fetzer, J. H. (1990). What is artificial intelligence?. *Artificial Intelligence: Its Scope and Limits* (pp. 3-27). Springer.

- [10]. Fitria, T. N. (2021). The Use Technology Based on Artificial Intelligence in English Teaching and Learning. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 6(2), 213-223.
- [11]. Gayed, J. M., Carlon, M. K. J., Oriola, A. M., & Cross, J. S. (2022). Exploring an AI based writing assistant's impact on English language learners. *Computers and Education: Artificial Intelligence*, 3, 100055.
- [12]. Ghafar, Z. N., Salh, H. F., Abdulrahim, M. A., Farxha, S. S., Arf, S. F., & Rahim, R. I. (2023). The role of artificial intelligence technology on English language learning: A literature review. *Canadian Journal of Language and Literature Studies*, 3, 17-31.