STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
(ISSN: 3139-3373)
Volume 2 Issue 3 July 2026 - Available at https://slijms.com

AI-Driven Personalized Learning in English Language Teaching: Enhancing Language Proficiency and Classroom Practice

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Abstract

Artificial Intelligence has increasingly become an influential force in English Language Teaching by supporting personalized learning, learner autonomy, real-time feedback, classroom planning, and language skill development. AI-driven personalized learning refers to the use of intelligent systems that adapt content, feedback, pace, difficulty level, and practice activities according to learners' needs, abilities, interests, and progress. In English language classrooms, such systems can support vocabulary development, writing improvement, pronunciation practice, reading comprehension, grammar learning, and speaking confidence. This paper examines the role of AI-driven personalized learning in English Language Teaching, with particular focus on its contribution to language proficiency and classroom practice. The study discusses how AI tools can assist teachers in designing differentiated instruction, monitoring learner progress, and creating interactive learning environments. It also highlights concerns related to overdependence on technology, unequal access, data privacy, academic integrity, and the continuing importance of teacher supervision. The paper argues that AI should not be viewed as a replacement for English language teachers, but as a pedagogical support system that strengthens classroom practice when used critically, ethically, and purposefully. The study concludes that the future of AI in English Language Teaching depends on balanced integration, teacher training, learner awareness, institutional policy, and human-centered pedagogy.

Keywords: Artificial Intelligence, Personalized Learning, English Language Teaching, Language Proficiency, Classroom Practice, AI in Education, Learner Autonomy, Digital Pedagogy

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1. Introduction

English Language Teaching has undergone significant transformation due to the growth of digital technologies, online learning platforms, mobile applications, automated feedback systems, and generative Artificial Intelligence. In recent years, AI has moved from being a future possibility to becoming an active part of classroom teaching, self-learning, assessment, and academic support. The British Council report *Artificial Intelligence and English Language Teaching: Preparing for the Future* observes that AI is already influencing English language education by supporting areas such as speaking, writing, reading, goal setting, classroom preparation, and learner independence [3]. Similarly, research published in *Stanzaleaf International Journal of Multidisciplinary Studies* highlights that AI-powered writing tools have changed how students learn, practise, and improve English writing skills through grammar correction, automated feedback, paraphrasing support, and generative writing assistance [1].

Personalized learning is one of the most important contributions of AI to English Language Teaching. Traditional classrooms often follow a common syllabus, fixed pace, and uniform assessment method, although learners differ in vocabulary knowledge, grammar accuracy, pronunciation, learning speed, confidence, motivation, and exposure to English. AI-driven platforms can respond to these differences by offering adaptive exercises, immediate correction, customized feedback, level-based tasks, and repeated practice. Laak and Aru argue that personalized learning attempts to move beyond the "one-size-fits-all" model of education by using technology to support individual learning pathways [8].

In the context of English language learning, personalization is especially valuable because language proficiency develops through continuous practice, feedback, correction, and meaningful use. Learners may struggle with different aspects of English: one student may need grammar support, another may need pronunciation practice, while another may require help with academic writing. AI-based systems can identify such learning needs and provide targeted support. Studies on AI and language learning indicate that AI tools are widely used for error identification, feedback, assessment, and language ability development [7]. In addition, generative AI tools can assist learners in drafting, revising, expanding vocabulary, and improving expression, although such tools must be used with academic responsibility [1], [2].

However, the use of AI in English Language Teaching must be approached carefully. UNESCO's guidance on generative AI in education emphasizes the need for responsible implementation, policy development, ethical awareness, and long-term planning in educational contexts [4]. Therefore, AI-

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driven personalized learning should not be understood as a simple technological solution. It must be integrated with teacher judgment, learner responsibility, curriculum goals, and classroom interaction. This paper explores how AI-driven personalized learning enhances English language proficiency and classroom practice. It also examines the limitations and ethical concerns associated with AI use in English Language Teaching. The central argument of the paper is that AI can improve language learning when it functions as a supportive pedagogical tool under human supervision, but it becomes problematic when it replaces critical thinking, teacher guidance, and authentic communication.

2. Review of Literature

The relationship between Artificial Intelligence and language education has attracted increasing scholarly attention. Earlier research on AI-based language learning tools focused mainly on machine learning, natural language processing, automated feedback, error correction, and assessment. Woo and Choi, in their systematic review of AI-based language learning tools, found that many AI tools were designed to identify learner errors, provide feedback, and assess language abilities [7]. Their review also suggested that learners showed improvement after using such tools, although teacher preparation remained an important concern [7]. The British Council report by Edmett, Ichaporia, Crompton, and Crichton provides a significant contribution to the field of English Language Teaching by examining how teachers across different contexts understand and use AI. The report notes that AI tools are used for lesson material creation, learner practice, writing support, language generation, and chatbot-based interaction [3]. It also highlights both the opportunities and concerns expressed by English language teachers regarding AI adoption [3].

Law examined the application of generative AI in language education and found that tools such as ChatGPT can support learners in setting goals, making learning decisions, and developing greater control over their learning process [5]. This finding is important for personalized learning because learner autonomy is a major aim of modern language education. When learners receive instant support, examples, corrections, and explanations, they can continue learning beyond classroom hours [5].

Lo explored the use of ChatGPT in ESL and EFL education and found that it can support teachers in lesson planning, preparation of teaching materials, and evaluation of student writing [6]. This suggests that AI-driven personalization does not benefit learners alone; it can also assist teachers in classroom preparation and differentiated instruction [6]. Recent research in *Stanzaleaf International Journal of Multidisciplinary Studies* also emphasizes the growing influence of AI on English language learning and academic writing. Mohideen Abdul Kadir, Sona, and Haritha observe that AI writing tools support instant feedback, language correction, vocabulary enhancement, and writing efficiency, while also

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raising concerns about originality, critical thinking, and independent writing ability [1]. Another SLIJMS article on generative AI in English Language Teaching discusses pedagogical innovation, ethical concerns, and the future prospects of AI-supported English instruction [2]. These studies are relevant because they connect AI tools directly with English language learning, academic writing, classroom practice, and ethical responsibility. Research on personalized learning also shows that AI can support individual learning pathways, but it should not reduce education to isolated digital practice. Laak and Aru argue that many personalized learning technologies still need stronger alignment with broader educational goals such as collaboration, cognitive engagement, and general competency development [8]. This observation is highly relevant to English Language Teaching because language learning is not only an individual cognitive activity; it is also social, communicative, cultural, and interactive.

The literature therefore shows that AI has strong potential in English language learning, especially in feedback, writing support, speaking practice, lesson planning, learner autonomy, and adaptive instruction [1], [3], [5], [6]. At the same time, existing research also warns that AI must be integrated with ethical awareness, teacher training, classroom interaction, and responsible institutional policies [4], [8], [10].

3. Research Gap

Although many studies discuss Artificial Intelligence in education and language learning, there is still a need for focused research on how AI-driven personalized learning specifically enhances English language proficiency and classroom practice. Existing studies often examine AI tools in general, generative AI broadly, or technology-based language learning without giving sufficient attention to the combined relationship between personalization, proficiency development, and teacher-led classroom practice [5], [6], [7]. Another important gap is the limited discussion of how teachers can practically integrate AI personalization into ordinary English classrooms. Many studies emphasize the benefits of AI, but fewer explain how AI can be used in a balanced way for grammar practice, writing feedback, speaking improvement, vocabulary development, classroom activities, and formative assessment. There is also a need to examine the risks of overdependence, unequal access, academic dishonesty, and reduced human interaction [1], [4], [8]. Therefore, this paper addresses the gap by examining AI-driven personalized learning as both a learner-centered and teacher-supported practice in English Language Teaching.

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4. Objectives of the Study

The major objectives of this study are:

1. To examine the role of AI-driven personalized learning in English Language Teaching.
2. To analyze how AI tools enhance English language proficiency in grammar, vocabulary, writing, pronunciation, reading, and speaking.
3. To explore how AI supports classroom practice through lesson planning, differentiated instruction, formative assessment, and feedback.
4. To identify the challenges and ethical concerns related to AI use in English language classrooms.
5. To suggest a balanced model for integrating AI into English Language Teaching without replacing teacher guidance and human interaction.

5. Discussion

5.1 AI-Driven Personalized Learning and Language Proficiency

Language proficiency develops through continuous exposure, meaningful practice, correction, repetition, and communicative use. AI-driven personalized learning supports this process by adapting learning tasks according to the learner's level and progress. For example, a beginner learner may receive basic vocabulary exercises, sentence formation tasks, and pronunciation models, while an advanced learner may receive academic writing prompts, debate preparation, idiom practice, and complex reading tasks.

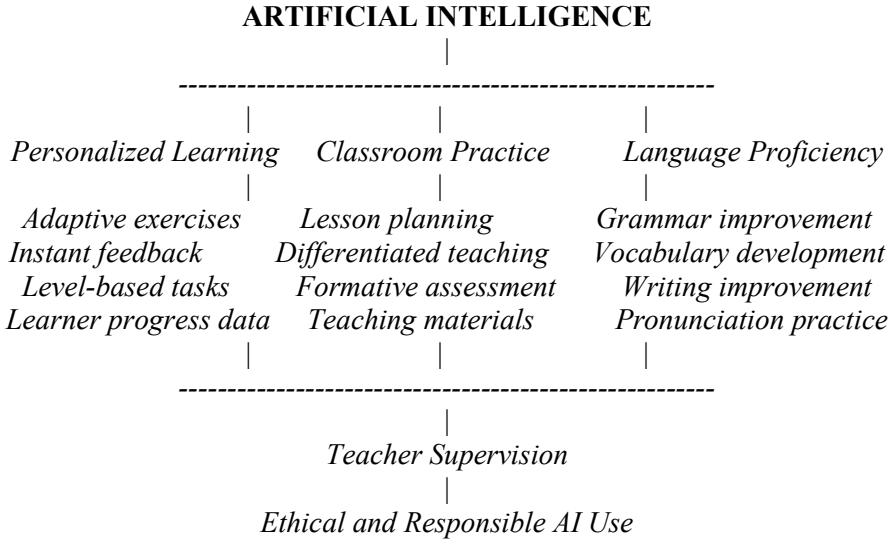


Figure 1. Conceptual Framework of AI-Driven Personalized Learning in ELT

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AI tools can also provide immediate feedback. In traditional classrooms, teachers may not always have enough time to correct every learner's writing, pronunciation, and grammar errors individually. AI-supported platforms can identify common mistakes, suggest corrections, explain grammar rules, and offer alternative sentence structures. This can improve learner awareness and encourage self-correction [1], [7]. However, teacher supervision remains essential because AI feedback may sometimes be inaccurate, context-insensitive, or stylistically unsuitable [4], [6]. In writing development, AI tools can help learners improve coherence, grammar, vocabulary choice, sentence variety, and organization. Learners can compare their original writing with AI-generated suggestions and understand how to improve clarity and structure. Lo notes that ChatGPT can assist in grading and writing-related support, showing its relevance to writing instruction in ESL and EFL contexts [6]. Similarly, Mohideen Abdul Kadir, Sona, and Haritha explain that AI writing tools provide feedback, correction, and vocabulary enhancement, but they also create concerns related to originality and independent writing skills [1].

In speaking and pronunciation practice, AI-powered speech recognition tools can help learners identify pronunciation errors, stress patterns, fluency issues, and intonation problems. This is especially useful for learners who hesitate to speak in front of others. AI chatbots can also provide low-pressure conversational practice, allowing learners to repeat, revise, and improve their spoken English [3], [6]. Nevertheless, chatbot interaction cannot fully replace real human communication because language learning also involves emotion, culture, gesture, social meaning, and interpersonal response [11].

5.2 Personalized Vocabulary and Grammar Learning

Vocabulary and grammar are core components of language proficiency. AI systems can personalize vocabulary learning by tracking unknown words, repetition needs, learner interests, and contextual usage. Instead of memorizing word lists, learners can receive vocabulary in meaningful sentences, short dialogues, subject-specific contexts, and level-based exercises. This supports learner-centered practice and helps students build vocabulary in context [5], [8]. Grammar learning can also become more personalized through AI. A learner who repeatedly makes tense errors can receive focused exercises on tense usage, while another learner who struggles with prepositions can receive targeted practice. This makes grammar instruction more efficient because learners receive support according to their actual errors rather than following only a general textbook order [7].

However, grammar and vocabulary learning should not become mechanical. Teachers must connect AI-based practice with classroom communication, writing tasks, reading passages, peer discussion, and real-life language use. Communicative language teaching emphasizes that language should be learned

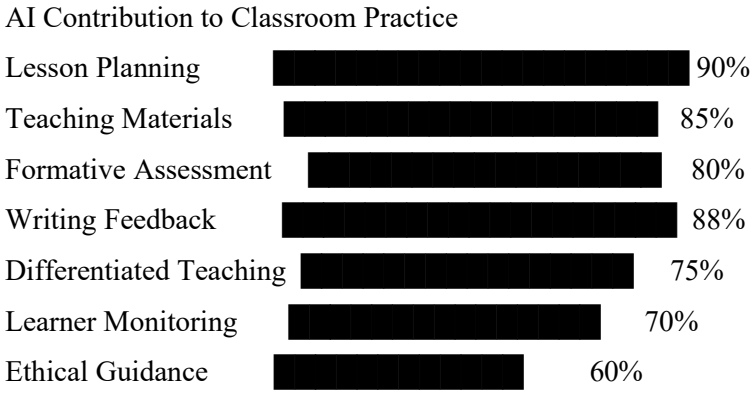
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through meaningful communication, not only through isolated drills [15]. AI can provide practice, but teachers provide purpose, context, motivation, and correction based on human understanding.

5.3 AI and Classroom Practice

AI-driven personalized learning can improve classroom practice by helping teachers understand learner needs more clearly. Teachers can use AI-generated reports, quiz results, writing analysis, and learner performance data to identify common difficulties. This supports differentiated instruction, where teachers design separate tasks for slow learners, average learners, and advanced learners. Learning analytics research also suggests that educational data can help teachers understand learner progress and support informed decision-making [12].

AI can also assist teachers in preparing lesson plans, classroom activities, comprehension questions, vocabulary exercises, grammar worksheets, rubrics, and formative assessments. According to the British Council report, many teachers already use AI for creating lesson materials and supporting learners' English practice [3]. This shows that AI is not only a learner tool but also a teacher-support tool.



Graph 1. AI Contribution to Classroom Practice

In classroom practice, AI can be used before, during, and after lessons. Before class, teachers can use AI to prepare materials and anticipate learner difficulties. During class, AI-supported activities can be used for group discussion, grammar correction, vocabulary games, pronunciation practice, and writing improvement. After class, learners can use AI tools for revision, practice, and feedback.

The best classroom model is not AI-centered but teacher-guided. Teachers should decide when, why, and how AI is used. AI should support learning objectives, not distract from them. A meaningful AI-integrated English classroom combines digital personalization with human interaction, peer collaboration, teacher explanation, and reflective learning [4], [10].

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5.4 Learner Autonomy and Motivation

AI-driven personalized learning can strengthen learner autonomy because students receive support beyond classroom time. Learners can ask questions, practise writing, revise grammar, check pronunciation, generate examples, and receive explanations at their own pace. Law observes that generative AI can help learners take greater control of their learning process by setting objectives and making learning decisions [5]. Personalized learning can also increase motivation. When learners receive tasks suitable to their level, they may feel less anxious and more confident. Immediate feedback can create a sense of progress. Chatbots and interactive platforms may also make English practice more engaging, especially for learners who are shy in classroom situations [3], [6].

However, learner autonomy should not become dependency. If students simply copy AI-generated answers, they may not develop real language proficiency. Teachers must train learners to use AI as a learning assistant, not as a shortcut. Students should be encouraged to ask for explanations, compare drafts, revise independently, and reflect on their mistakes. This is important because language acquisition requires meaningful input, practice, reflection, and gradual internalization [13].

5.5 Ethical Concerns and Challenges

AI-driven personalized learning also creates important challenges. One major concern is unequal access. Not all learners have the same access to smartphones, computers, internet connectivity, paid AI tools, or digitally supportive learning environments. If institutions introduce AI without considering access, it may increase educational inequality [4]. Another concern is data privacy. Personalized learning systems often collect learner data, including performance records, writing samples, voice recordings, learning habits, and personal details. Institutions must ensure that such data is protected and used responsibly. UNESCO emphasizes responsible planning and policy development for generative AI in education and research [4].Academic integrity is also a serious issue. AI tools can generate essays, answers, summaries, and assignments. This may encourage plagiarism, reduce original thinking, and make assessment difficult. Studies on AI writing tools warn that excessive dependence on AI-generated content can affect originality, independent writing ability, and critical thinking [1]. Teachers must redesign assessment methods by including oral presentations, reflective writing, handwritten classroom tasks, process-based writing, viva voce, peer review, and draft submission.

There is also the danger of reduced critical thinking. If learners accept AI answers without evaluation, they may lose the habit of questioning, analyzing, and independently constructing meaning. Therefore, AI literacy must become part of English Language Teaching. Students should learn how to use AI critically, verify information, identify errors, and maintain academic honesty [4], [10].

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5.6 Human Teacher Supervision

The most important principle in AI-driven personalized learning is human teacher supervision. AI can provide suggestions, corrections, models, and practice, but it cannot fully understand the emotional, social, cultural, and personal realities of learners. Teachers understand classroom mood, learner anxiety, local language background, cultural context, institutional expectations, and individual learning barriers. AI can personalize content, but teachers personalize care. AI can correct grammar, but teachers develop confidence. AI can generate activities, but teachers create meaningful learning communities. Vygotsky's sociocultural theory emphasizes the importance of social interaction and guided learning in cognitive development [14]. This idea remains relevant in AI-supported English classrooms because learners still need teacher guidance, peer interaction, and meaningful communication.

Therefore, AI should function as a supportive assistant within a teacher-led pedagogy. A balanced model of AI in English Language Teaching should include four components: teacher guidance, learner autonomy, AI-supported practice, and ethical awareness. When these four components work together, AI-driven personalized learning can enhance both language proficiency and classroom practice.

6. Conclusion

AI-driven personalized learning has strong potential to transform English Language Teaching by supporting individual learning needs, improving language proficiency, and strengthening classroom practice. It can help learners practise grammar, vocabulary, writing, pronunciation, reading, and speaking according to their level and progress. It can also assist teachers in lesson planning, differentiated instruction, feedback, formative assessment, and classroom material development [3], [5], [6]. However, AI should not be treated as a replacement for teachers. English language learning is not only a technical process of correcting errors; it is also a human process of communication, confidence-building, cultural understanding, creativity, and social interaction. AI tools can support this process, but they cannot replace the teacher's role in motivation, interpretation, ethical guidance, and classroom relationship [4], [14].

The study concludes that AI-driven personalized learning is most effective when it is used critically, ethically, and pedagogically. Its success depends on teacher training, learner responsibility, institutional support, digital access, privacy protection, and human-centered classroom practice. In the future, English Language Teaching must move toward a balanced model where AI enhances learning without weakening human judgment, creativity, and communication.

Future research can examine the long-term impact of AI-driven personalized learning on English language proficiency across different educational levels. More empirical studies are needed to measure how AI affects grammar accuracy, writing quality, speaking confidence, vocabulary retention, pronunciation improvement, and learner motivation. Research can also compare AI-supported classrooms with traditional classrooms to understand differences in learner performance and engagement. Further studies may focus on rural and under-resourced educational contexts, where access to AI tools may be limited. There is also scope for developing AI tools that are sensitive to multilingual learners, regional language backgrounds, local curriculum needs, and culturally appropriate examples. Future research should also explore teacher training models for AI integration in English Language Teaching. Another important area for future study is ethical AI literacy. Students and teachers must understand not only how to use AI, but also how to question it, verify it, and use it responsibly. Therefore, future English language classrooms should include AI literacy, academic integrity, digital responsibility, and critical thinking as essential parts of language education.

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