



Reimagining English Language Teaching Through Artificial Intelligence: Opportunities, Challenges, and Future Directions

¹Dr. V. V. Malinee*, ²Dr. Syed Mujahid

¹Assistant Professor of English

Saveetha Engineering College

¹E-Mail: malineevv25@gmail.com

²Associate Professor of English,

R S R Engineering College (A), A P State.

²E-Mail: syedmujahidsrec@gmail.com

Abstract

Artificial Intelligence is redefining the landscape of English Language Teaching by changing how instructional materials are produced, how students practise language, how feedback is delivered, and how teachers respond to individual learning needs. Generative artificial intelligence, conversational agents, intelligent tutoring systems, speech-recognition technologies, automated writing evaluation, and adaptive learning platforms have created opportunities for personalized instruction, continuous language practice, multimodal learning, immediate feedback, and learner autonomy. At the same time, the increasing presence of AI in language education introduces significant challenges related to academic integrity, inaccurate information, linguistic homogenization, privacy, algorithmic bias, unequal technological access, teacher preparedness, and excessive dependence on automated assistance. This conceptual research paper critically examines the opportunities and challenges associated with AI-mediated English Language Teaching and proposes directions for responsible future implementation. The study employs an integrative literature review and conceptual analysis of contemporary research concerning AI-assisted language learning, conversational AI, generative AI, automated feedback, digital pedagogy, teacher competence, self-regulated learning, and ethical educational technology. The paper argues that the future of English Language Teaching should not be organized around technological replacement of teachers but around a human-centred partnership between teachers, learners, and intelligent systems. A conceptual model is proposed in which personalized learning, multimodal interaction, feedback, assessment, teacher AI competence, learner agency, ethical safeguards, and authentic communication function as interconnected elements. The study concludes that Artificial Intelligence can meaningfully strengthen English language education when it extends opportunities for learning without removing the cognitive, social, creative, and ethical responsibilities of teachers and learners.

Keywords: Artificial Intelligence, English Language Teaching, Generative AI, Digital Pedagogy, Language Learning, Learner Autonomy, AI Literacy, Automated Feedback, Future Education.

1. Introduction

The teaching of English has undergone continuous transformation in response to changing theories of language, developments in educational psychology, globalization, digital communication, and technological innovation. Earlier approaches frequently emphasized grammatical rules, translation, memorization, repetition, and teacher-controlled classroom practices. Later developments such as communicative language teaching, task-based learning, collaborative learning, computer-assisted language learning, mobile learning, and online instruction gradually expanded the role of learners and introduced increasingly interactive forms of language education. Artificial Intelligence represents another major stage in this continuing development because it introduces technologies capable not only of delivering information but also of generating language, analysing learner responses, adapting instruction, predicting needs, and producing individualized feedback.

Generative AI has attracted particular attention because learners can interact with AI through ordinary language rather than specialized technical commands. Students can request grammar explanations, vocabulary exercises, conversational practice, reading assistance, writing feedback, pronunciation guidance, summaries, sample dialogues, and alternative ways of expressing ideas. AI-supported writing systems can also provide language correction, vocabulary suggestions, and immediate feedback, potentially increasing the frequency with which learners interact with English [1].

The significance of AI for English Language Teaching lies not merely in efficiency. AI changes the relationship among instructional content, learners, and teachers. Conventional educational materials are largely static. A textbook presents the same chapter regardless of whether a learner understands it immediately or requires additional explanation. An AI system can potentially respond to a learner's question, simplify an explanation, generate another example, increase the difficulty of a task, or provide additional practice according to the interaction. Recent studies of generative AI in English education consequently describe opportunities involving personalization, automated feedback, classroom engagement, speaking practice, writing support, assessment, and learner autonomy [2]. Research has also shown that AI-powered conversational systems are becoming increasingly visible in English as a Foreign Language instruction, particularly for speaking and interactive language practice [3].

Nevertheless, technological capability does not automatically create pedagogical quality. An AI system may produce linguistically fluent but factually inaccurate responses. Students may use AI to replace reading, writing, interpretation, or problem-solving rather than to support those processes. Automated systems may reproduce linguistic and cultural biases, and students with greater access to advanced technology may receive educational advantages unavailable to others. The future of AI in English Language Teaching must therefore be considered through both opportunity and caution. AI should be evaluated according to its contribution to meaningful language development rather than the novelty of the technology itself.

This study reimagines English Language Teaching through this balanced perspective and asks how AI can expand educational possibilities while preserving teacher expertise, student agency, authentic communication, critical thinking, and ethical responsibility.

2. Objectives of the Study

The primary objective of this study is to examine how Artificial Intelligence is transforming English Language Teaching and to identify the pedagogical opportunities emerging from this transformation. The paper also seeks to analyse the major limitations and risks associated with AI-assisted language education, including academic integrity, inaccurate output, technological dependence, privacy, bias, and unequal access. Another objective is to examine the changing role of English teachers in AI-supported learning environments and to explore how learner autonomy, AI literacy, multimodal communication, and self-regulated learning may become increasingly important components of English language competence. Finally, the paper aims to propose a human-centred conceptual framework and future directions for responsible AI integration in English Language Teaching.

3. Research Questions

The study examines how Artificial Intelligence is changing conventional English language teaching methods, what opportunities AI provides for personalization, feedback, assessment, speaking, writing, and autonomous learning, and what major pedagogical and ethical challenges accompany these opportunities. It also considers how the role of the English teacher may change in AI-enhanced classrooms and what principles should guide the future development of responsible, inclusive, and sustainable AI-supported English language education.

4. Research Methodology

The present research adopts an integrative literature review and conceptual analytical methodology. The approach is suitable because the purpose of the paper is not to report a newly conducted experiment but to synthesize recent research and develop a conceptual framework for understanding AI-mediated English Language Teaching.

The literature considered includes empirical studies, systematic reviews, meta-analyses, conceptual research, institutional guidance, and scholarly discussions concerning generative AI, conversational agents, automated writing evaluation, English as a Foreign Language instruction, academic writing, personalized learning, AI-supported assessment, digital pedagogy, multimodal communication, teacher competence, and learner self-regulation. The selected literature was examined comparatively in order to identify recurring themes relating to opportunities, challenges, and future directions.

Rather than assuming that all forms of AI use produce the same educational effects, the study distinguishes between pedagogically structured AI use and unregulated dependence on automated systems. It also distinguishes between improvements in an AI-assisted product and sustainable development in the learner's independent language competence.

The resulting analysis is organized around the relationship among technology, teacher mediation, learner participation, ethical responsibility, and transferable language development.

5. Artificial Intelligence and the Transformation of English Language Teaching

Artificial Intelligence is changing English teaching by moving technological support from the periphery of instruction towards the centre of many learning activities. Earlier computer-assisted language learning environments often provided predetermined exercises with limited response

flexibility. Contemporary generative AI applications can participate in open-ended interactions and modify responses according to learner prompts.

This capacity allows English instruction to become more responsive. For example, a learner who finds an academic passage difficult can request a simpler explanation. Another learner working with the same text may ask for advanced vocabulary analysis. A student preparing for an interview may conduct a simulated conversation, while a student developing academic writing may request feedback on organization and cohesion.

Malinee, Suganya, and Manojkumar argue that generative AI can influence lesson preparation, personalized instruction, assessment, writing practice, learner interaction, and feedback within English Language Teaching [2]. Such developments indicate that AI has the potential to change not only individual classroom activities but also the underlying structure of instructional interaction.

The traditional model may be represented broadly as teacher, instructional material, and learner. AI introduces another active component capable of interacting independently with both teachers and students. UNESCO consequently describes an emerging teacher-AI-student dynamic and argues that teachers require new competencies to navigate it effectively [4].

The transformation should therefore not be interpreted as the disappearance of the teacher. Instead, the complexity of teaching increases because teachers must now decide when AI assistance is pedagogically valuable, how its responses should be evaluated, what forms of assistance are acceptable, and how independent competence can still be assessed.

6. Opportunity One: Personalized Language Learning

One of the strongest arguments for AI-supported education is its capacity to personalize learning. English language classrooms frequently contain students with different levels of vocabulary knowledge, grammar competence, pronunciation, writing fluency, confidence, educational experience, and learning speed. Providing fully individualized instruction to every learner can be extremely difficult when one teacher is responsible for a large class.

AI can supplement teacher instruction by providing additional explanations and individualized practice. A learner struggling with verb tense may receive focused exercises while another learner works on sentence cohesion. A beginning learner may request simplified language, whereas an advanced student may engage with discipline-specific vocabulary or complex argumentative writing.

AI-driven personalized learning can therefore operate as a cycle in which learner performance informs subsequent practice. An initial attempt may reveal a particular weakness; the system can then provide targeted support, after which the learner attempts a revised activity. Such personalization has been identified as a major potential contribution of AI to contemporary English language learning [5].

The educational value of personalization, however, depends on whether the learner remains active. If AI merely generates correct answers, individualized assistance may become individualized substitution. Effective personalization should help students understand their difficulties and develop strategies for addressing them independently.

7. Opportunity Two: Conversational English Practice

Speaking practice has traditionally depended heavily on classroom time, teacher availability, peer interaction, language laboratories, or access to proficient conversation partners. Students may receive only a few minutes of individual speaking time in large classes.

AI-powered conversational agents can increase opportunities for repeated language production. Learners can simulate interviews, workplace communication, travel situations, classroom discussions, customer interactions, academic presentations, and everyday conversations. Unlike fixed dialogue exercises, conversational AI can generate different responses according to what the learner says.

A systematic review of twenty-four studies involving AI-powered chatbots for English speaking practice found growing interest in the use of conversational AI for EFL speaking instruction [3]. These systems may provide accessible opportunities for interaction, especially when learners lack frequent access to English-speaking partners.

AI conversation may also reduce anxiety for students who are afraid of making mistakes in public. Learners can rehearse before participating in classroom communication.

However, AI conversation cannot fully reproduce authentic human interaction. Human communication involves emotion, social relationships, humour, misunderstanding, politeness, cultural expectations, gesture, identity, and contextual negotiation. AI should therefore increase opportunities for practice rather than replace human conversation.

8. Opportunity Three: Immediate and Formative Feedback

Feedback is fundamental to language development because learners require information about both their current performance and possible improvement. Traditional feedback may be delayed because teachers need time to evaluate large numbers of assignments.

Artificial Intelligence enables feedback to occur during the learning process. Students can request clarification immediately after producing a sentence, paragraph, or spoken response.

AI writing tools may assist learners with grammatical errors, vocabulary, spelling, organization, sentence construction, cohesion, and academic style [1]. This immediate feedback can create a continuous cycle of production, response, reflection, and revision.

Research involving ChatGPT as a formative feedback tool among ESL students found significant improvements in academic writing performance when students used the system within a structured instructional intervention [6]. The significance of this finding lies not simply in the availability of ChatGPT but in the way AI was embedded within teaching and feedback practices.

AI-generated feedback should nevertheless be treated as provisional. Students must learn to evaluate whether the feedback is correct, relevant, and consistent with the purpose of the task.

This transforms feedback literacy into an increasingly important dimension of AI-supported learning.

9. Opportunity Four: Multimodal and Accessible Learning

Contemporary English communication is increasingly multimodal. Learners communicate through combinations of text, speech, image, video, graphics, digital presentations, online interaction, and multimedia environments.

Artificial Intelligence can support this development through speech-to-text systems, text-to-speech applications, automatic transcription, image-based activities, interactive multimedia, caption generation, pronunciation analysis, and multimodal conversational systems.

Multimodal learning may help students connect written language with spoken communication and visual context. It can also provide different pathways into the same learning objective, supporting students who may benefit from alternative forms of explanation.

Generative AI has also been discussed as a means of expanding access to English-language learning materials in contexts where learners or teachers have limited resources. Research involving English teachers has highlighted possibilities involving accessible materials, individualized learning experiences, and greater connection with global educational resources [7].

Accessibility must nevertheless be evaluated critically because many advanced systems require reliable internet access, modern devices, subscriptions, and sufficient digital literacy. AI may reduce some barriers while creating others.

Reimagining English Language Teaching through Artificial Intelligence

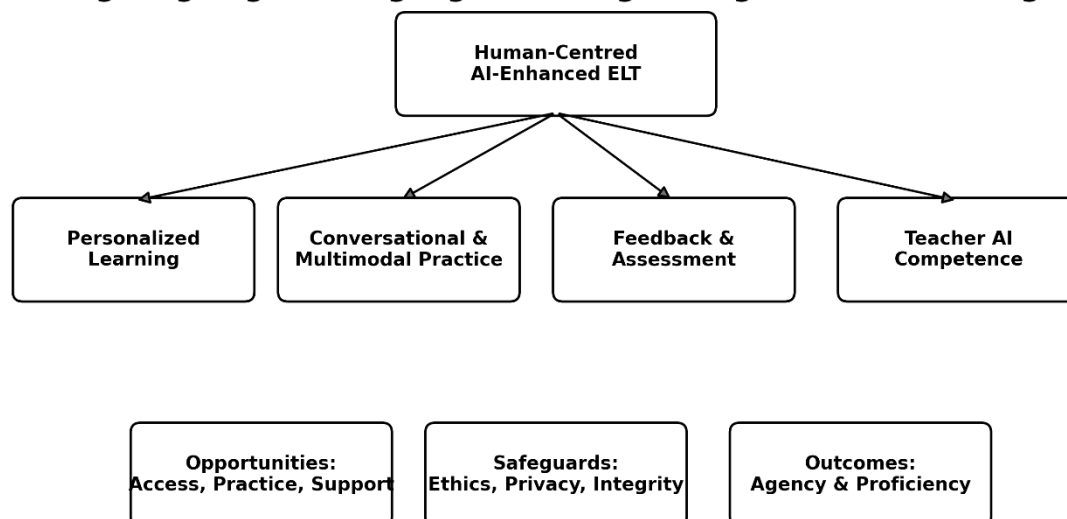


Figure 1. Human-Centred Model for Reimagining English Language Teaching through AI

Figure 1 presents AI-enhanced English Language Teaching as a human-centred instructional environment. Personalized learning, conversational and multimodal practice, feedback and assessment, and teacher AI competence operate as interconnected dimensions. These dimensions create opportunities for wider access, individualized practice, and learning support but require ethical safeguards involving privacy, integrity, inclusion, and human responsibility. The intended outcome is not greater automation alone but stronger learner agency and sustainable English proficiency.

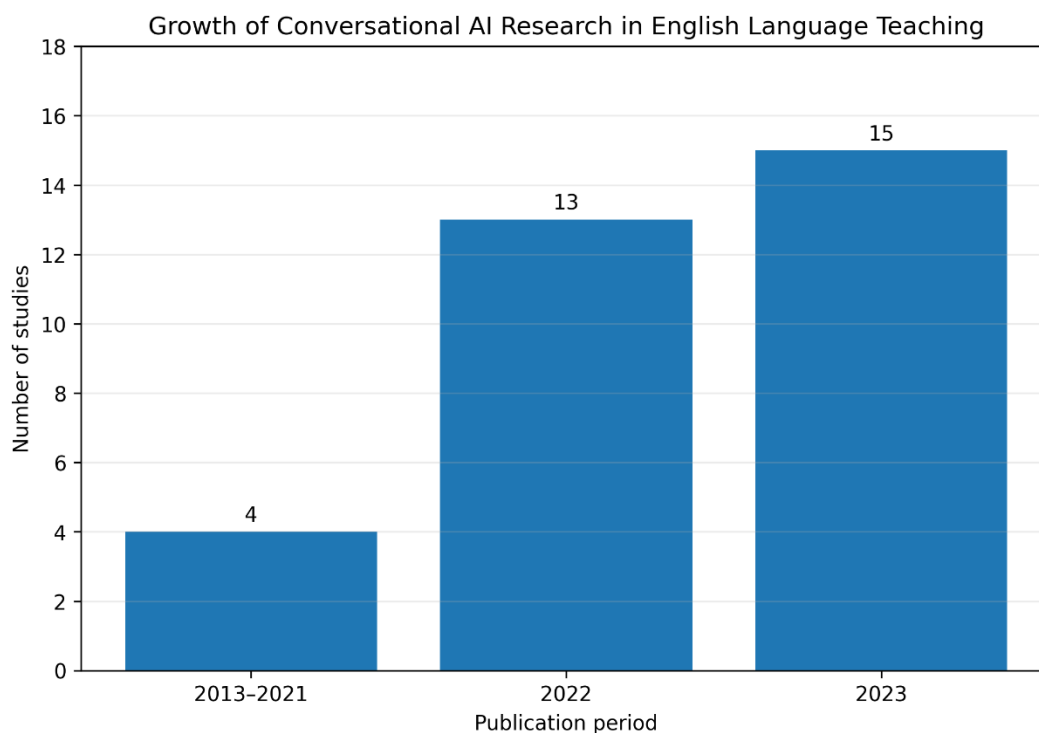
Caption: Figure 1. Human-centred conceptual model for reimagining English Language Teaching through Artificial Intelligence. Developed by the author.

10. The Growth of Conversational AI Research in ELT

The increasing academic interest in conversational AI provides evidence that AI-mediated language interaction has moved from a peripheral topic towards a substantial field of educational research.

A 2024 systematic review analysing thirty-two studies on conversational AI in English Language Teaching found a pronounced increase in publications. Four of the included papers, representing approximately 12 percent of the review sample, were published during the combined period from 2013 to 2021. Thirteen studies, approximately 41 percent, were published in 2022, while fifteen studies, approximately 47 percent, appeared in 2023 [8].

The same review reported that all included studies were conducted within Asian EFL contexts, demonstrating both strong regional research activity and a limitation in geographical representation [8]. This concentration indicates the need for additional investigations in African, European, Latin American, Middle Eastern, multilingual, and other educational contexts.



Source: 2024 systematic review of 32 ELT conversational-AI studies.

Figure 2. Growth of Conversational AI Research in English Language Teaching

Recommended placement: after Section 10.

Figure 2 shows the increase in conversational-AI studies identified in the 2024 systematic review. The number increased from four studies across the 2013–2021 period to thirteen studies in 2022 and fifteen in 2023 [8].

Caption: Figure 2. Growth of conversational AI research in English Language Teaching based on the thirty-two studies analysed in the systematic review reported in Reference [8]. The graph

reproduces published review counts and does not represent data newly collected for the present study.

The increase illustrates the rapid expansion of scholarly attention, but publication volume should not be interpreted as evidence that every AI intervention produces positive educational outcomes. The quality, duration, context, instructional design, and assessment method of individual studies remain important.

11. Opportunity Five: Learner Autonomy and Self-Regulated Learning

AI-enabled environments make language learning less dependent on fixed classroom schedules. Students can practise outside formal lessons and obtain explanations or feedback whenever technological access is available. This possibility is particularly significant for self-regulated learning. Autonomous learners must identify goals, select strategies, monitor performance, evaluate progress, and modify their learning behaviour. A meta-analysis examining fifteen studies of generative AI in informal digital English learning found statistically significant positive effects on overall English proficiency and self-regulation, although the overall effect on learner motivation was not statistically significant [9].

This distinction is pedagogically important. AI availability may help students practise more effectively, but motivation does not automatically increase simply because technology is present. Teacher guidance remains necessary to help learners establish meaningful goals, select appropriate tools, evaluate feedback, and avoid passive dependence. The future of autonomous English learning should therefore emphasize guided autonomy rather than technological isolation.

12. Opportunity Six: Supporting Teachers

Artificial Intelligence can also support the professional work of teachers. English instructors spend considerable time preparing exercises, creating examples, adapting reading passages, constructing assessment tasks, designing rubrics, explaining language patterns, and providing feedback.

AI can assist with preliminary preparation by generating activity ideas, differentiated exercises, sample dialogues, vocabulary practice, question sets, or initial feedback suggestions. These capabilities may allow teachers to devote more attention to pedagogical interpretation, student interaction, mentorship, and complex feedback. However, teachers must retain responsibility for evaluating AI-generated instructional material. A generated task may contain factual inaccuracies, inappropriate difficulty, cultural assumptions, or language that does not match the curriculum.

UNESCO's AI Competency Framework for Teachers identifies fifteen competencies organized across five dimensions: a human-centred mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional learning [4]. Teacher preparation should therefore move beyond learning how to operate individual applications. Teachers need the ability to judge whether technology genuinely supports a particular learning goal.

13. Challenge One: Academic Integrity and Authorship

Generative AI makes it possible to produce essays, answers, summaries, translations, reports, and other forms of academic content rapidly. This creates major questions concerning authorship.

The problem is not that every interaction with AI is automatically unethical. Asking a system to explain a grammatical rule is fundamentally different from asking it to generate an entire assessed

assignment. Educational institutions therefore need policies that distinguish among different forms of assistance. Appropriate use may include language explanation, brainstorming, formative feedback, vocabulary practice, and teacher-approved revision assistance. Inappropriate use may include submitting AI-generated work as independent student authorship when such assistance is prohibited. AI writing tools can support English learning but also raise concerns involving originality, critical thinking, and independent writing ability [1].

The solution should not rely entirely on detection technologies. Assessment itself should increasingly include drafts, reflection, classroom writing, oral explanation, portfolios, peer interaction, and evidence of the learner's process.

14. Challenge Two: Accuracy and Hallucinated Information

Generative AI frequently produces highly fluent language. Fluency can create an impression of reliability even when information is incorrect. In academic language learning, this problem becomes particularly serious when learners use AI to generate quotations, references, interpretations, historical information, scientific explanations, or discipline-specific terminology. Students must therefore learn that grammatical confidence is not equivalent to factual authority.

AI literacy should include verification. Learners should compare generated claims with original texts, academic databases, textbooks, dictionaries, institutional resources, and reliable primary sources. Teachers can transform this limitation into an instructional opportunity by asking students to fact-check AI responses. Such activities can simultaneously develop English reading, information literacy, critical thinking, and digital competence.

15. Challenge Three: Cognitive Dependence

AI can reduce the productive intellectual struggle involved in language learning. Students improve partly because they attempt to express ideas, notice deficiencies, search for appropriate words, restructure sentences, interpret texts, make mistakes, and revise their work. If AI immediately performs these processes, learners may produce stronger-looking outputs while developing weaker independent abilities. This distinction can be described as the difference between scaffolding and substitution. AI functions as scaffolding when it provides guidance that helps learners complete increasingly difficult tasks themselves. AI functions as substitution when it performs the central linguistic or cognitive work instead of the learner. English teachers should gradually reduce AI support after learners demonstrate improvement. Independent tasks should be used periodically to determine whether AI-supported practice has transferred into genuine competence.

16. Challenge Four: Linguistic Identity and Homogenization

Generative AI may favour standardized, predictable patterns of formal English. Frequent dependence on rewriting applications may gradually make student writing resemble generic machine-produced academic prose. This presents a concern for authorial voice and linguistic diversity. English exists in multiple regional, national, professional, academic, and cultural varieties. Language education should improve intelligibility and communicative effectiveness without suggesting that every learner must sound identical. Teachers should therefore distinguish between genuine errors, genre requirements, optional stylistic preferences, and legitimate linguistic difference. AI should help learners clarify their voices rather than replace those voices.

17. Challenge Five: Bias, Privacy, and Data Protection

AI systems operate using large-scale data and complex computational processes that learners may not understand. Their outputs may reflect stereotypes, linguistic bias, cultural assumptions, or unequal representation. Privacy represents another concern. Students may unknowingly enter personal information, research data, confidential institutional material, or unpublished academic writing into external AI platforms.

UNESCO emphasizes that human agency, ethical responsibility, and safe AI use must remain central to educational implementation [4]. English departments should therefore establish clear guidance concerning the kinds of information that should not be uploaded to public AI systems. Privacy education should become part of digital and AI literacy.

18. Challenge Six: Digital Inequality

AI is often presented as a technology capable of democratizing education. This potential is important, particularly where learners have limited access to tutors, English-speaking partners, or specialized instructional resources [7].

Nevertheless, meaningful access to AI depends on infrastructure. Students differ in their access to smartphones, computers, reliable internet connections, paid AI services, electricity, digital literacy, and private study environments. If assessment practices assume that every student has equal access to high-quality AI tools, existing educational inequality may become more severe. Institutions must therefore ensure that AI-supported learning remains inclusive and that students are not academically penalized because they lack access to advanced technology.

19. Challenge Seven: Preserving Human Interaction

English is fundamentally a form of human communication.

Learning a language involves more than producing grammatically acceptable sentences. It involves interpreting intentions, negotiating meaning, and understanding emotion, responding to disagreement, recognizing humour, and developing confidence, participating in communities, and adapting language to social contexts. AI can simulate some aspects of these processes but cannot fully reproduce the complexity of human relationships. Teacher encouragement may influence a learner differently from automated praise. Peer discussion may generate disagreement and unexpected interpretations that produce deeper learning. Classroom communication also develops social competence and community membership. The goal of AI-supported ELT should therefore be more meaningful human learning, not simply more automated interaction.

20. Reimagining Assessment

Artificial Intelligence requires a reconsideration of conventional assessment. If students can easily generate polished written responses outside the classroom, assessing only the final product may provide an incomplete picture of individual competence. Future assessment should include greater emphasis on process and performance. Students can submit outlines, drafts, revision histories, reflective explanations, oral defences, classroom writing, portfolios, peer feedback, and AI-use declarations. Teachers can then evaluate both the quality of the final product and the student's understanding of how it was produced.

A useful assessment sequence may involve an initial independent task, followed by AI-supported practice and feedback, followed by another independent task. Improvement in the final independent stage provides stronger evidence of learning than improvement in the AI-assisted stage alone. This approach changes AI from a threat to assessment into an opportunity to design more authentic assessments.

21. Developing AI Literacy among English Learners

Future English-language competence will increasingly include the ability to communicate with and critically evaluate intelligent systems. AI literacy does not require every English learner to become a programmer. Instead, learners should understand what AI can and cannot reliably do. Students should learn how to formulate precise prompts, evaluate generated language, verify information, detect possible bias, protect privacy, understand acceptable assistance, document significant AI use, and maintain responsibility for the final product. UNESCO's AI Competency Framework for Students emphasizes a human-centred mindset, ethical AI use, understanding AI techniques and applications, and responsible participation in an AI-mediated society [10]. AI literacy therefore connects naturally with English education because learners increasingly use language itself to interact with AI systems. The quality of a learner's linguistic instructions can influence the quality of AI responses. Prompting thus involves reading comprehension, clarity, audience awareness, precision, questioning, and evaluation, all of which are also language skills.

22. The Teacher of the Future

The future English teacher is unlikely to function simply as an information provider because learners already have access to vast quantities of information. Teacher expertise will increasingly involve selecting, contextualizing, evaluating, designing, facilitating, and mentoring. Teachers may become learning designers who determine how AI, classroom interaction, reading, speaking, writing, peer collaboration, and assessment fit together. They will also serve as ethical guides who help students understand authorship, privacy, bias, and responsible technology use. Teacher judgment will become especially important because AI-generated responses require evaluation. Professional development should therefore include AI pedagogy rather than merely AI tool demonstrations. A teacher who understands a technology but not its pedagogical consequences may use sophisticated systems in educationally weak ways.

23. Future Direction One: From Tool Adoption to Pedagogical Design

Early phases of educational technology often emphasize particular applications. Teachers ask which tool they should use. Future research and practice should begin instead with pedagogical objectives. The primary question should be: What should the student learn?

Only after identifying the learning outcome should the teacher determine whether AI can improve the learning process. For example, if the objective is spontaneous spoken interaction, excessive AI-generated scripting may undermine the task. If the objective is noticing recurring grammatical errors, automated feedback may be highly useful. Pedagogical purpose must therefore precede technological selection.

24. Future Direction Two: AI-Supported but Human-Verified Feedback

Future systems may provide increasingly sophisticated feedback across writing, speaking, pronunciation, vocabulary, and reading.

However, high-stakes educational decisions should continue to involve human review.

AI can identify patterns and generate preliminary suggestions, while teachers can interpret those patterns within the learner's history, course objectives, emotional needs, and disciplinary context. This model combines technological scalability with professional judgment.

25. Future Direction Three: Multimodal AI Learning

The next stage of AI-enhanced language education is likely to become increasingly multimodal. Text-based chatbots already support many forms of interaction, but newer systems can combine speech, image, text, video, and real-time conversational input. Future learners may practise a presentation, receive pronunciation feedback, examine visual communication, revise written slides, answer follow-up questions, and reflect on the interaction within one learning environment.

Such multimodal systems could make language practice more authentic and integrated.

Research will need to determine whether multimodal complexity genuinely improves language acquisition or merely increases technological engagement.

26. Future Direction Four: Inclusive and Context-Sensitive AI

Much current AI research has been conducted within limited geographical and institutional contexts. The 2024 systematic review of conversational AI in ELT found that all thirty-two included studies occurred in Asian EFL settings [8]. Future research must therefore extend to a wider range of educational environments. AI-supported English teaching should be examined in rural institutions, multilingual classrooms, low-resource settings, schools, vocational programmes, universities, adult education, and professional communication. Systems should also become more sensitive to legitimate varieties of English rather than treating a narrow standardized form as the only acceptable model.

27. Future Direction Five: Longitudinal Measurement of Learning

A major weakness in rapidly developing areas of AI research is the emphasis on immediate outcomes. A student may improve while using AI without retaining the skill several weeks later.

Future research should therefore employ delayed assessment and longitudinal designs. Researchers should examine whether students can transfer AI-supported improvements into new tasks and whether frequent AI use changes creativity, confidence, learner autonomy, writing voice, critical thinking, or willingness to communicate over time. The strongest evidence for educational effectiveness will come not from the quality of AI-assisted products but from what learners can later accomplish independently.

Figure 3. Future Directions for AI-Enhanced English Language Teaching

Recommended placement: after Section 27.

Figure 3 presents future AI integration as a developmental pathway. The first stage requires AI literacy and teacher training. This enables responsible classroom integration. The next stage involves redesigning assessment to distinguish AI-assisted production from independent

competence. Instruction then expands towards inclusive and multimodal learning, culminating in a sustainable human-AI partnership.

Caption: Figure 3. Proposed roadmap for the future development of AI-enhanced English Language Teaching, progressing from AI literacy and professional development towards responsible integration, authentic assessment, inclusive multimodal pedagogy, and sustainable human-AI partnership. Developed by the author.

28. A Human-Centred Future Framework

The preceding analysis suggests that successful AI integration depends on balance. Artificial Intelligence offers considerable opportunities, but those opportunities become educationally valuable only when they are connected to human purposes.

The proposed framework can be expressed through four interacting principles: Enhance, Evaluate, Empower, and Ensure.

The first principle, **Enhance**, means that AI should extend opportunities that are difficult to provide through conventional instruction alone. It may enhance personalized practice, feedback frequency, accessibility, multimodal interaction, and independent study.

The second principle, **Evaluate**, means that students and teachers must critically examine AI-generated content. Fluent output should never receive automatic trust. Verification, source checking, linguistic evaluation, and reflection should become routine learning practices.

The third principle, **Empower**, means that AI should increase human capability rather than create dependence. Students should gradually become more capable of communicating independently, and teachers should remain responsible for pedagogical design and professional judgment.

The fourth principle, **Ensure**, refers to ethical safeguards. Institutions must ensure privacy, accessibility, fairness, transparency, academic integrity, and meaningful human involvement.

Together, these principles position AI as a supporting intelligence within education rather than the controlling authority.

29. Discussion

The evidence considered in this study indicates that Artificial Intelligence has genuine potential to contribute to English Language Teaching. AI can provide personalized explanations, repeated conversational practice, immediate writing feedback, accessible materials, multimodal learning opportunities, and support for autonomous learning [3], [6], [7], [9].

At the same time, the benefits of AI are inseparable from the conditions under which it is used. Students who receive unlimited automated answers may complete tasks more quickly while engaging less deeply with language. Teachers who rely on unverified AI-generated materials may unintentionally introduce inaccuracies. Institutions that adopt AI without considering access may deepen existing inequalities. The most productive distinction is therefore not between AI and non-AI teaching. The more useful distinction is between pedagogically meaningful AI use and pedagogically weak AI use. Meaningful AI use begins with a learning objective, requires active student participation, provides opportunities for reflection, preserves teacher judgment, and eventually leads towards independent performance.

Weak AI use begins with the technology itself and assumes that more automation automatically represents educational progress. The rapid increase in conversational-AI research demonstrates substantial interest in the field [8], but research must increasingly examine the quality and sustainability of learning rather than technological novelty. The future of English Language Teaching should therefore be neither entirely traditional nor entirely automated. It should combine the strengths of human pedagogy with carefully selected technological capabilities.

30. Research Gap

Despite the expansion of AI-related language research, several important gaps remain. Longitudinal evidence concerning sustained language development is still limited, and further research is required to determine whether improvements achieved with AI transfer to unaided communication. Conversational AI research also requires wider geographical representation because existing systematic evidence has been heavily concentrated in Asian EFL contexts [8].

Greater attention should be given to listening, pronunciation, pragmatic competence, intercultural communication, creativity, collaborative language learning, and learner identity. More research is also needed concerning school-level learners, economically disadvantaged students, rural educational institutions, and multilingual communities. Another major gap concerns the relationship between AI use and teacher development. Future studies should investigate how professional training influences the quality of AI integration and whether different levels of teacher AI competence produce different student outcomes. Research must also develop stronger approaches for measuring cognitive dependence. Improved final products should not automatically be interpreted as improved language learning.

31. Future Scope

The future scope of AI in English Language Teaching is likely to extend beyond current text-based applications. Intelligent systems may increasingly integrate real-time speech analysis, multimodal interaction, personalized learner modelling, adaptive assessment, virtual environments, and collaborative human-AI learning. Such developments may provide highly individualized learning opportunities, but future systems should be evaluated according to educational effectiveness rather than technological sophistication. Research should examine how AI can support teachers in under-resourced classrooms, how multilingual learners can access support without losing linguistic identity, and how AI can facilitate inclusive education for students with diverse learning needs.

Future policy should also establish clear standards for privacy, transparency, academic integrity, accessibility, and human oversight. The ultimate question for future research should not be how much Artificial Intelligence can be placed inside the English classroom. It should be how intelligently Artificial Intelligence can be integrated while protecting the educational values that make language learning meaningful.

32. Conclusion

Artificial Intelligence is creating an important moment of transition in English Language Teaching. Generative AI, conversational systems, automated feedback, adaptive learning, speech technologies, and multimodal tools have expanded what teachers and learners can do inside and outside formal classrooms. These developments create significant opportunities for personalized



language learning, conversational practice, immediate formative feedback, multimodal communication, learner autonomy, and teacher support. Research suggests that AI-mediated environments can contribute positively to areas such as English proficiency, self-regulation, academic writing, and conversational practice when technology is incorporated within structured pedagogy [3], [6], [9].

However, the same technologies create substantial challenges. Academic integrity, inaccurate content, cognitive dependence, linguistic homogenization, algorithmic bias, privacy, unequal access, and reduced human interaction require deliberate attention. The future of English Language Teaching should therefore reject both technological pessimism and uncritical technological enthusiasm. Artificial Intelligence should neither be treated as an educational threat that must always be prohibited nor as an autonomous teacher capable of replacing professional educators.

The stronger future model is a human-centred partnership in which AI extends pedagogical possibilities, teachers provide educational purpose and ethical judgment, and learners remain active agents in their own development. In this reimagined model, the central measure of success is not how much technology enters the classroom. The central measure is whether students become more capable of communicating, thinking, creating, collaborating, evaluating information, and learning independently. The future of English Language Teaching should consequently be understood as a movement from AI-assisted performance towards human capability, from automation towards augmentation, and from technology-centred innovation towards responsible human-AI learning partnerships.

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