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Artificial Intelligence and English Communication in Multidisciplinary Education

[1]Sagayaselvi G, [2]Mr. P. KavinKumar

[1]Associate Professor in English,
Nehru Institute of Engineering and Technology, Coimbatore
[1]E-Mail: sagayaselvi77@gmail.com
[2]Assistant Professor
Department of English, Sri Ramakrishna College of Arts & Science, Coimbatore-06.
[2]E-Mail: kavinkumarenglit@gmail.com

Abstract

Artificial Intelligence (AI) has emerged as an influential force in contemporary higher education, transforming how students acquire knowledge, develop language proficiency, engage in academic discourse, and communicate across disciplinary boundaries. English communication, traditionally approached as a language-specific competency, has increasingly become an essential interdisciplinary skill connecting engineering, commerce, management, science, technology, humanities, and professional education. This paper critically examines the role of AI in strengthening English communication within multidisciplinary educational environments, focusing on personalized language learning, academic writing, oral communication, collaborative learning, disciplinary literacy, assessment, and professional readiness. Employing an integrative literature review and conceptual analytical approach, the study synthesizes established research on AI in education alongside recent scholarly contributions concerning AI-supported English language teaching. It identifies opportunities for individualized feedback, interactive communication, differentiated instruction, and discipline-specific language practice while examining challenges involving algorithmic bias, academic integrity, digital inequality, linguistic standardization, and technological dependency. As its principal conceptual contribution, the paper proposes the AI-MEC Framework (Artificial Intelligence–Mediated English Communication), integrating linguistic competence, disciplinary contextualization, AI literacy, collaborative communication, ethical engagement, and independent performance. The study argues that AI can strengthen communicative competence across disciplinary contexts when implemented through human-centred pedagogy, critical assessment, and active teacher mediation. It concludes that the educational value of AI should be measured not merely through improved AI-assisted outputs but through students' demonstrated ability to communicate independently, critically, and effectively in authentic academic and professional situations.

Keywords: Artificial Intelligence, English Communication, Multidisciplinary Education, English Language Teaching, Generative AI, Academic Communication, AI Literacy, Professional Communication, Digital Pedagogy.

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1. Introduction

The rapid development of Artificial Intelligence has introduced significant transformations in higher education, particularly in the ways knowledge is produced, communicated, interpreted, and evaluated. AI-powered technologies, including generative language models, intelligent tutoring systems, automated writing evaluation platforms, speech-recognition applications, and adaptive learning environments, have extended the possibilities of technology-mediated instruction. These innovations have particular significance for English communication, which continues to serve as an important medium for academic collaboration, scientific dissemination, professional interaction, and interdisciplinary knowledge exchange.

English communication in higher education extends beyond grammatical accuracy and linguistic fluency. Students in engineering require the ability to explain technical processes, document findings, and communicate design solutions. Commerce and management students must interpret business information, prepare reports, negotiate professionally, and present recommendations. Students in science and healthcare must communicate evidence, explain procedures, and translate specialized information into accessible language. Humanities students engage in critical interpretation, argumentation, research writing, and intercultural dialogue. Although their linguistic requirements differ, these disciplines share a fundamental dependence on effective communication. The integration of AI into educational environments creates opportunities to address these varied requirements through differentiated instruction and discipline-specific practice. Zawacki-Richter et al. (2019) demonstrate that AI applications in higher education have developed across several areas, including assessment, prediction, adaptive learning, and intelligent tutoring. Their review also reveals the importance of strengthening pedagogical involvement in the design and evaluation of educational technologies.

More recently, Kasneci et al. (2023) identify the potential of large language models to facilitate personalized instruction, educational content generation, communication practice, and feedback, while emphasizing the necessity of critical thinking, factual verification, and human oversight.

Research published in the *Stanzaleaf International Journal of Multidisciplinary Studies* provides complementary perspectives on this transformation. Chandrika and Malinee (2026) examine the relationship between AI-assisted English language pedagogy, assessment, and learner engagement. Similarly, Moulieswaran et al. (2026) discuss AI-powered digital pedagogy as an approach that connects technological innovation with learner autonomy, feedback, and broader educational competencies.

Nevertheless, much of the discussion surrounding AI in English education remains concentrated on language teaching as a separate disciplinary activity. Comparatively greater attention is required to understand how AI-supported English communication can be integrated into the communicative practices of different academic disciplines without sacrificing intellectual independence or disciplinary accuracy.

The present study addresses this concern by examining English communication as a multidisciplinary educational competency and proposing a conceptual framework for its responsible development through AI-mediated instruction.

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2. Objectives of the Study

The study seeks to:

1. Examine the role of AI in developing English communication across diverse academic disciplines.
2. Analyse the educational applications of AI in academic writing, oral presentation, reading comprehension, professional communication, and collaborative learning.
3. Explore how disciplinary contexts influence the design and effectiveness of AI-supported communication activities.
4. Identify ethical, linguistic, pedagogical, and institutional challenges associated with AI-mediated learning.
5. Propose an integrated conceptual framework for developing independent, responsible, and context-sensitive English communication competencies.

3. Research Methodology

The present study adopts a qualitative, conceptual research methodology supported by an integrative review of scholarly literature. This approach facilitates the synthesis of educational theories, published research findings, conceptual models, and institutional guidance relating to AI-mediated English communication.

The analysis draws upon peer-reviewed research concerning AI in higher education, generative language models, language development, digital pedagogy, and educational ethics. Relevant publications from the *Stanzaleaf International Journal of Multidisciplinary Studies* are considered alongside established international scholarship to examine the relationship between language-specific pedagogical practices and broader multidisciplinary communication requirements.

The literature is organized into six analytical categories: personalized language development, academic writing, oral and professional communication, disciplinary contextualization, ethical AI literacy, and independent communicative performance.

Through thematic comparison and conceptual synthesis, the study develops the AI-MEC Framework as a proposed model for educational implementation and future empirical testing.

This paper does not claim to present primary survey data, experimental findings, or statistically measured improvements in learner performance. Its findings consist of literature-grounded interpretations, conceptual propositions, and recommendations requiring further empirical validation.

4. Review of Literature

4.1 Artificial Intelligence in Higher Education

The educational applications of AI have expanded from specialized tutoring and automated assessment to interactive systems capable of generating explanations, evaluating written responses, and simulating communicative situations. Zawacki-Richter et al. (2019) systematically reviewed AI applications in higher education and identified important areas of technological development, while raising questions concerning the involvement of educators in research and implementation.

Kasneci et al. (2023) extend this discussion by identifying the opportunities of large language models for personalized learning, educational content development, and instructional feedback.

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
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Volume 3 Issue 3 October 2026 - Available at https://slijms.com

Their analysis also establishes the need to address misinformation, algorithmic bias, technological limitations, and the preservation of critical thinking.

Lo (2023), through a rapid review of early research concerning ChatGPT in education, highlights the potential educational applications of conversational AI while emphasizing the importance of examining its implications for assessment, academic integrity, and learner engagement.

Collectively, these studies suggest that AI should be understood as a pedagogical resource whose effectiveness depends on the learning environment, instructional design, and the ability of students to critically evaluate technological outputs.

4.2 AI and English Language Development

Recent scholarship has examined the contribution of AI-based applications to English language teaching and learning.

Malinee et al. (2026) discuss generative AI in English language teaching, identifying applications involving personalized learning, interactive communication, writing assistance, and educational content development. They also highlight concerns associated with plagiarism, privacy, bias, and excessive reliance on automated systems.

Chandrika and Malinee (2026) explore the relationship between AI-supported instruction, assessment practices, and learner engagement. Their analysis suggests that AI has the potential to enhance language-learning environments through individualized feedback and adaptive instructional approaches, provided teachers retain meaningful pedagogical responsibility.

Shabharishwaran et al. (2026) examine the influence of AI on English language learning methods and student performance. Their proposed PERFORM-AI Framework emphasizes personalization, engagement, feedback, assessment, originality, reflection, monitored technology use, and independent transfer. These contributions establish an important foundation for understanding AI as an instructional support mechanism. However, the relationship between such language-learning approaches and the distinct communication practices of multidisciplinary higher education requires further conceptual development.

4.3 AI-Assisted Communication and Learner Autonomy

A major consideration in AI-mediated language learning is the distinction between completing a communication task with technological assistance and developing the ability to perform that task independently.

Udayakumar et al. (2026) examine AI-based applications across English listening, speaking, reading, writing, grammar, vocabulary, and pronunciation. Their AI-LIFT Framework emphasizes adaptive input, interaction, language feedback, independent practice, and transfer. The study cautions against assuming that improvements in AI-assisted task completion necessarily represent independent language acquisition.

Similarly, Moulieswaran et al. (2026) identify learner autonomy, self-regulation, teacher mediation, AI literacy, and ethical implementation as interconnected dimensions of AI-powered digital pedagogy. These arguments are particularly relevant to multidisciplinary education, where communication requires more than linguistic correctness. Students must evaluate information,

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Volume 3 Issue 3 October 2026 - Available at https://slijms.com

understand disciplinary conventions, construct evidence-based arguments, and communicate appropriately within professional contexts.

4.4 Ethical and Human-Centred AI Education

Miao and Holmes (2023), in UNESCO's guidance on generative AI in education and research, advocate a human-centred approach emphasizing educational agency, data privacy, institutional responsibility, and appropriate governance.

Karthickraja and Geetha (2026) similarly discuss AI-assisted English language teaching as a field that requires balanced attention to technological benefits and ethical concerns. Their work underscores the continued significance of teachers in guiding critical and responsible language learning. These perspectives indicate that technological efficiency cannot independently determine educational quality. The responsible integration of AI must also consider fairness, inclusion, linguistic diversity, academic integrity, and the development of independent judgment.

5. Artificial Intelligence and English Communication Across Disciplines

5.1 English Communication in Engineering and Technology

Engineering education requires students to communicate complex technical concepts through reports, presentations, documentation, collaborative discussions, and project demonstrations. Effective engineering communication involves logical organization, terminological precision, audience awareness, and the ability to explain specialized information accurately. AI-assisted writing systems may support engineering students in developing report structures, identifying grammatical weaknesses, revising technical explanations, and practising professional correspondence. Conversational AI can also simulate project meetings, technical interviews, and discussions concerning design decisions. For example, students preparing a report on renewable energy systems may use AI-generated questions to practise explaining the relationship between technological design, efficiency, cost, and environmental implications. The resulting communication exercise can support vocabulary development and argumentative organization.

Nevertheless, technically plausible language does not guarantee technical correctness. Engineering students must independently verify numerical information, scientific explanations, and disciplinary terminology. This requirement reinforces Kasneci et al.'s (2023) emphasis on critical verification and human responsibility when integrating large language models into educational settings.

5.2 English Communication in Commerce and Management

English communication plays an important role in commerce, business administration, finance, marketing, entrepreneurship, and organizational management. Students must develop competencies in professional correspondence, negotiation, report writing, customer communication, workplace presentations, and persuasive argumentation. AI-based educational tools can facilitate simulated business scenarios in which students practise responding to customer complaints, presenting financial interpretations, communicating organizational decisions, and developing business proposals. For instance, an AI-mediated role-playing activity may require a student to negotiate the terms of a commercial agreement with a simulated client. The activity can

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

provide opportunities to practise politeness strategies, persuasive language, professional vocabulary, and conversational responsiveness.

However, communication in business contexts also involves interpersonal sensitivity, cultural awareness, professional ethics, and relationship management. Consequently, AI-generated responses should be evaluated through contextual judgment rather than accepted solely for their grammatical sophistication.

The integration of AI into commerce-oriented English communication should therefore strengthen the learner's capacity to make responsible communication decisions.

5.3 English Communication in Science and Healthcare Education

Scientific and healthcare education requires precise, comprehensible, and ethically responsible communication. Students must explain concepts, report findings, interpret evidence, and communicate specialized knowledge to audiences with different levels of technical understanding.

AI tools may support students in practising the explanation of scientific procedures, preparing conference presentations, organizing research summaries, and adapting technical information for non-specialist audiences.

For example, a biotechnology student may practise presenting the applications and limitations of a laboratory technique to a simulated multidisciplinary research committee. Such an exercise can encourage clarity, appropriate terminology, logical sequencing, and response to critical questions.

The effectiveness of these applications depends on verification against reliable disciplinary sources. AI-generated scientific or medical claims may be inaccurate, incomplete, or misleading.

Accordingly, AI-assisted communication activities should assess both language quality and factual accuracy. Student assessment must not reward fluent expression when the underlying disciplinary content is incorrect.

5.4 English Communication in Humanities and Social Sciences

Humanities and social science disciplines depend on critical reading, analytical writing, interpretation, debate, and culturally informed communication.

AI-based systems may assist students in generating discussion questions, identifying alternative interpretations, revising academic prose, and practising evidence-based argumentation. They may also support the comparison of different rhetorical structures and the exploration of communication across social contexts.

Nevertheless, the humanities require particular attention to intellectual originality, interpretive plurality, contextual understanding, and authorial voice. Automatically generated interpretations cannot substitute for sustained engagement with literary, historical, philosophical, or sociological materials.

In this context, AI should function as a dialogic resource that encourages students to examine assumptions and defend interpretations rather than as a mechanism for producing ready-made academic arguments.

5.5 English Communication in Interdisciplinary Collaboration

Multidisciplinary educational settings increasingly require students from different fields to collaborate on shared academic and professional problems.

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

Such collaboration involves explaining disciplinary concepts to non-specialists, negotiating meanings, interpreting unfamiliar terminology, and developing shared arguments.

AI-mediated communication exercises may offer opportunities to simulate interdisciplinary meetings and collaborative discussions. For example, students from engineering, commerce, and English studies could jointly develop a communication strategy for a sustainable technology initiative.

Engineering students would explain the technical functioning of the innovation, commerce students would evaluate market communication and consumer relevance, and English students would examine rhetorical clarity, audience engagement, and discourse strategies.

AI could support the preparation of differentiated communication tasks and feedback. However, meaningful learning would depend on students critically negotiating ideas and producing a collaborative outcome that reflects their independent understanding.

6. Pedagogical Applications of AI in English Communication

6.1 Personalized Language Instruction

Students entering multidisciplinary institutions frequently demonstrate different levels of English proficiency. Their learning needs may vary according to prior educational experience, disciplinary expectations, linguistic background, and professional aspirations.

AI-supported learning environments offer opportunities to adapt practice activities according to individual performance. Students who require foundational grammatical support may engage in structured sentence-building activities, while advanced learners may practise research presentations, professional debates, and academic writing.

Brindha and Sona (2026) discuss AI-driven personalized learning as a means of supporting language proficiency and classroom practice through differentiated instruction and teacher-guided learning environments.

Personalization should nevertheless remain transparent and inclusive. Learners must not be permanently categorized according to automated performance judgments, and teachers should periodically review whether AI-supported tasks correspond to students' actual needs.

6.2 Academic Writing and Research Communication

Academic writing requires the ability to organize evidence, establish coherent arguments, observe disciplinary conventions, and communicate research findings precisely. AI applications can support outlining, language revision, explanation of rhetorical structures, and feedback on clarity and coherence.

For students from non-language disciplines, these functions may help reduce linguistic barriers to research communication. However, AI-generated text must not be confused with verified scholarly evidence. The educational objective should remain the development of independent writing competence. Students should be able to explain their arguments, verify citations, acknowledge sources, and revise their own work without relying entirely on machine-generated text.

6.3 Oral Communication and Professional Readiness

Effective oral communication involves pronunciation, fluency, coherence, listening comprehension, audience awareness, and appropriate responses to unexpected questions. AI-

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
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Volume 3 Issue 3 October 2026 - Available at https://slijms.com

powered conversational systems may provide additional opportunities to rehearse interviews, group discussions, workplace interactions, academic presentations, and question-and-answer sessions. Udayakumar et al. (2026) identify repeated interaction, feedback, and independent practice as important components of AI-assisted language development.

In multidisciplinary classrooms, speaking activities should also reflect professional communication requirements. An engineering student may practise explaining a technical project, a management student may rehearse a business presentation, and a science student may prepare a research poster explanation. These activities should be supplemented with authentic peer interaction and instructor feedback to ensure that learners develop interpersonal communication skills.

6.4 Collaborative and Critical Communication

AI may assist educators in designing problem-based discussions, debate prompts, role-playing situations, and collaborative assignments.

Nevertheless, collaborative communication requires active listening, negotiation, conflict management, mutual understanding, and shared responsibility. These competencies cannot be assessed solely through automated language feedback.

Human interaction should therefore remain central to AI-supported communication pedagogy. Students should be encouraged to challenge machine-generated suggestions, explain their decisions, and collaboratively refine ideas.

7. The Proposed AI-MEC Framework

The principal conceptual contribution of this study is the Artificial Intelligence–Mediated English Communication (AI-MEC) Framework, developed to guide communication instruction across multidisciplinary higher education.

The framework consists of six interconnected dimensions.

Dimension	Principal focus	Intended learning outcome
Linguistic competence	Vocabulary, grammar, fluency, coherence and comprehension	Accurate and meaningful English communication
Disciplinary contextualization	Subject-specific terminology, genres and communication situations	Contextually appropriate academic and professional expression
AI literacy	Prompt design, output evaluation and understanding limitations	Critical and informed use of AI
Collaborative communication	Discussion, negotiation, presentations and peer interaction	Effective interdisciplinary engagement
Ethical engagement	Authenticity, citation integrity, privacy, bias and inclusion	Responsible communication practices
Independent performance	Unassisted writing, speaking and reasoning	Transferable communicative competence

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

7.1 Linguistic Competence

The first dimension addresses the foundational language capabilities necessary for meaningful communication. AI can support repeated practice, immediate feedback, and the identification of linguistic weaknesses. However, the effectiveness of language support must be evaluated through sustained improvements in learner performance rather than the immediate quality of automated corrections.

7.2 Disciplinary Contextualization

The second dimension recognizes that communication practices vary across academic fields. Technical documentation, business correspondence, research writing, laboratory reporting, and critical interpretation require different rhetorical conventions.

AI-supported instruction should therefore integrate language practice with authentic disciplinary activities.

7.3 AI Literacy

The third dimension emphasizes students' ability to understand the capabilities and limitations of AI-generated language. Learners should know how to formulate appropriate prompts, identify potentially inaccurate outputs, distinguish evidence from generated assertions, and evaluate the relevance of machine suggestions. This dimension positions critical engagement as a prerequisite for responsible AI use.

7.4 Collaborative Communication

The fourth dimension focuses on communication as a social and interactive process. AI-generated scenarios may assist students in preparing for group activities, but collaborative performance should be developed through authentic discussion, peer review, and interdisciplinary problem-solving.

7.5 Ethical Engagement

The fifth dimension incorporates academic integrity, transparency, intellectual ownership, data protection, linguistic inclusion, and equitable access. Students should understand when AI assistance requires disclosure and how to distinguish acceptable editing support from misrepresentation of authorship or evidence.

7.6 Independent Performance

The final dimension establishes independent communicative competence as the central educational outcome. Students should progressively move from supported learning activities toward unassisted writing, speaking, interpretation, and professional interaction. This progression corresponds with the emphasis on independent transfer discussed by Udayakumar et al. (2026) and Shabharishwaran et al. (2026). The AI-MEC Framework is proposed as a conceptual model. Its dimensions, relationships, and effectiveness require empirical examination in authentic multidisciplinary educational settings.

8. Suggested Instructional Implementation

The AI-MEC Framework may be implemented through a five-stage instructional sequence.

Stage One: Diagnostic Assessment. Educators identify students' language proficiency, communication needs, disciplinary requirements, and digital access conditions through appropriate

STANZALEAF INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY STUDIES (SLIJMS)
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Volume 3 Issue 3 October 2026 - Available at https://slijms.com

diagnostic activities. Stage Two: Contextualized AI Practice. Students complete discipline-specific communication exercises using teacher-approved AI tools, with clearly defined objectives concerning linguistic accuracy, clarity, and disciplinary relevance.

Stage Three: Critical Feedback and Verification. Learners compare AI-generated suggestions with instructor guidance, disciplinary evidence, and peer responses. They are encouraged to justify revisions rather than mechanically accept automated corrections. Stage Four: Collaborative Application. Students participate in interdisciplinary group discussions, presentations, role-playing activities, or problem-solving tasks that require meaningful human interaction. Stage Five: Independent Performance Assessment. Students complete communication activities without generative assistance, allowing educators to examine whether supported practice has transferred to independent competence.

This instructional sequence is a proposed implementation pathway, not a validated intervention.

9. Challenges and Ethical Considerations

9.1 Academic Integrity and Intellectual Dependence

One significant concern surrounding generative AI is the possibility that students may submit automatically produced writing without adequately understanding its content. This practice may weaken independent reasoning and obscure the distinction between learning support and the substitution of student work. Lo (2023) identifies academic integrity as an important consideration in educational applications of ChatGPT. Institutions should consequently develop transparent policies distinguishing permissible language assistance from inappropriate replacement of intellectual work.

9.2 Algorithmic Bias and Linguistic Diversity

AI-generated language may privilege particular linguistic conventions and cultural assumptions. In English communication education, excessive emphasis on standardized outputs may marginalize legitimate variations in English usage and overlook the communicative needs of multilingual learners. Educators should therefore evaluate AI feedback critically and recognize that effective communication is determined by audience, context, purpose, and intelligibility rather than conformity to a single linguistic style.

9.3 Digital Inequality

Students do not necessarily have equal access to reliable internet connectivity, advanced digital devices, paid AI applications, or appropriate learning environments. AI-supported instruction may reproduce existing educational inequalities if institutions assume uniform technological availability. Inclusive implementation requires accessible resources, alternative learning pathways, and attention to differences in digital literacy.

9.4 Privacy and Data Protection

AI-assisted communication activities may involve student writing, speech recordings, personal information, and institutional data. Miao and Holmes (2023) emphasize the importance of privacy safeguards and appropriate governance in the educational use of generative AI. Educational institutions should avoid entering confidential or identifiable student information into tools without suitable authorization, safeguards, and institutional review.

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

9.5 Teacher Preparedness and Pedagogical Responsibility

The effectiveness of AI integration depends significantly on teachers' ability to select suitable applications, design meaningful tasks, interpret automated feedback, and assess independent learner performance. Malinee et al. (2026) argue for the continued importance of human-centred pedagogy and responsible implementation. Teacher development should therefore include AI literacy, disciplinary communication pedagogy, assessment design, ethical practice, and critical evaluation of technological outputs.

10. Discussion

The literature examined in this study indicates that AI has meaningful potential to support English communication in multidisciplinary higher education. Its principal opportunities lie in expanding access to practice, enabling individualized feedback, supporting discipline-specific communication tasks, and creating additional opportunities for language rehearsal. However, the significance of these opportunities depends on how communication competence is conceptualized.

A student who produces a polished AI-assisted report may not necessarily possess the knowledge or language skills required to defend that report independently. Similarly, a learner who performs effectively during a simulated conversation may encounter difficulty when responding to unpredictable interpersonal situations. This distinction suggests that educational institutions should evaluate AI-supported communication according to three connected criteria: the quality of the learning process, the authenticity of disciplinary application, and evidence of independent performance. The AI-MEC Framework addresses these criteria by integrating language development with disciplinary competence, critical AI literacy, collaboration, ethical responsibility, and independent communication.

The framework also creates opportunities for collaboration among English departments and other academic disciplines. Rather than treating English communication exclusively as a separate foundational subject, institutions may incorporate communication-oriented activities within technical laboratories, commerce classrooms, research projects, interdisciplinary assignments, and professional training programmes. Such integration could strengthen the relevance of language learning by connecting communicative practice with students' disciplinary identities and future professional responsibilities. Nevertheless, the proposed relationship between structured AI assistance and independent communication development must be tested through empirical research.

11. Implications for Higher Education

The study identifies several implications for curriculum design, teaching, assessment, and institutional policy.

First, multidisciplinary curricula should recognize English communication as a shared academic competency while retaining attention to discipline-specific language requirements.

Second, faculty development initiatives should enable both language educators and subject specialists to design AI-supported activities aligned with explicit learning outcomes.

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

Third, assessment should distinguish AI-assisted production from independent student competence. Portfolios, oral defences, supervised writing, and authentic collaborative tasks may provide complementary evidence of learning.

Fourth, institutions should establish transparent policies concerning AI acknowledgement, academic authorship, data privacy, and acceptable educational use.

Finally, research partnerships between English departments and other disciplines could support the empirical evaluation of AI-mediated communication instruction across different educational contexts.

12. Future Research Directions

The conceptual findings of this study create opportunities for further investigation. Future research may compare the communication performance of students receiving conventional instruction, structured AI-assisted instruction, and blended instruction. Longitudinal studies could investigate whether AI-supported language improvement transfers to independent academic writing, oral presentations, and workplace communication. Other studies may examine the influence of disciplinary background, English proficiency, socioeconomic conditions, institutional resources, and teacher AI literacy on learning outcomes. The AI-MEC Framework could also be evaluated through classroom interventions, mixed-methods research, expert validation, student interviews, and discipline-specific performance assessments. Particular attention should be given to whether students retain improvements after AI assistance is reduced or withdrawn.

13. Conclusion

Artificial Intelligence is reshaping the possibilities of English communication education by introducing personalized language practice, interactive feedback, automated writing support, conversational simulation, and discipline-sensitive learning opportunities. In multidisciplinary higher education, these technologies offer potential benefits for students whose academic and professional success depends on effective communication across specialized domains. The study demonstrates that meaningful AI integration requires more than technological access or grammatical improvement. It demands the systematic development of disciplinary understanding, critical judgment, collaborative competence, ethical responsibility, and independent communicative performance.

Drawing upon international scholarship and relevant research published in the *Stanzaleaf International Journal of Multidisciplinary Studies*, the paper proposes the AI-MEC Framework as an integrated model for human-centred communication pedagogy. The central argument is that AI should enhance, rather than replace, the intellectual and interpersonal processes through which communication competence develops. Its educational contribution should ultimately be measured by learners' ability to communicate accurately, independently, critically, and responsibly beyond AI-assisted learning environments.

The future of English communication in multidisciplinary education therefore lies not in technological automation alone, but in the deliberate integration of artificial intelligence with linguistic development, disciplinary knowledge, and human agency.

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

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