PEDAGOGICAL IMPLICATIONS OF INTEGRATING ARTIFICIAL INTELLIGENCE (AI) IN ENGLISH LANGUAGE LEARNING

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Abstract:

The present paper deals with the integration of Artificial Intelligence (AI) in English language learning has significant pedagogical implications, offering both advantages and challenges. As English remains the most widely taught second language globally, AI provides innovative solutions for personalized, adaptive, and engaging instruction. AI-powered tools support various language skills, such as pronunciation, grammar, vocabulary, and conversational fluency. Speech recognition technologies deliver immediate feedback on pronunciation and intonation, while grammar checkers help learners identify and correct syntactic errors, promoting self-directed learning. One of AI's greatest strengths is its ability to personalize instruction. By tracking individual progress and identifying specific weaknesses, AI can tailor content and difficulty to meet each learner's needs. It also increases access to quality education for students in remote or underserved areas, bridging learning gaps with scalable digital solutions. However, challenges exist, including concerns about data privacy, the emotional limitations of AI, and the risk of overreliance on technology. AI lacks the human touch essential for fostering empathy, cultural understanding, and motivation. Therefore, the most effective use of AI in language learning combines technology with teacher expertise. While AI handles routine tasks and provides instant feedback, teachers can focus on inspiring students, nurturing creativity, and guiding critical thinking. This balanced approach can enhance proficiency and improve overall academic outcomes.

Keywords: Pedagogical Implications, English Language Learning, Teaching Methodologies, Tools, Thoughtful Approach, academic success.

Introduction

Imagine a classroom where each student has a personal tutor who is available around-the-clock and is aware of their individual learning preferences. Artificial Intelligence (AI) in education is becoming a reality, not just a sci-fi fantasy.

> The reality emerging with Artificial Intelligence (AI) in education is characterized by its potential to transform 'traditional, one-size-fits-all teaching methods to more dynamic, adaptive, and student-centred approaches' that cater to individual learning needs (Arora 25).

Artificial Intelligence (AI) is more than just science fiction robots; it refers to intelligent computer programs and technology that can simulate human thought, learning, problem-solving, decision-making, and language comprehension. Fundamentally, artificial intelligence (AI) in education depends on intelligent systems that have the capacity to sort through vast volumes of data.

> Intelligent systems that can analyse vast amounts of data, identify patterns in student behaviour and performance, and deliver customised learning experiences based on those insights" to serve a variety of educational activities are at the heart of artificial intelligence (AI) technology in education (Holmes et al. 58).

Artificial Intelligence is changing the face of education by making learning more personalized, interactive, and inclusive. It allows teachers and students to engage in ways that were once unimaginable. AI systems can track the behaviour and performance of each learner, helping educators design learning experiences that are tailored to individual needs. These systems act like helpful assistants that can teach lessons, check homework, give real-time feedback, support lesson planning, and even process language. This significantly improves the efficiency, accessibility, and quality of the learning process.

AI can also adapt its teaching style in real time. It can follow a student's progress closely, pinpoint the areas where they struggle, and then adjust the level of difficulty accordingly. This ensures that students fully understand one topic before moving on to the next. This is especially powerful in language learning, where AI tools use Natural Language Processing, or NLP, to actually understand and generate human language. This opens up exciting possibilities for English learners. With NLP, tools like grammar checkers, voice-activated apps, and chatbots can hold realistic conversations, identify mistakes in pronunciation and grammar, and correct them immediately. These tools act like friendly conversation partners, offering a safe and non-judgmental space for practice. Learners can rehearse real-life scenarios, receive instant corrections, and get explanations for grammar rules and word usage, making the experience practical and immersive.

AI also brings intelligent tutoring systems into the picture, which behave like personal tutors. These systems analyse students' answers, detect where confusion might happen, and offer helpful guidance. Often, they include visuals, short quizzes, and interactive animations to keep learners engaged. This type of back-and-forth keeps motivation high, which is especially important in language learning. AI also changes how assessment works. Instead of waiting for occasional tests, AI can monitor everything from clicks and response times to errors and how engaged the student is. This helps teachers track student progress in real time and take action early when someone is falling behind. It allows for quicker, more accurate support.

Beyond language learning, AI helps create inclusive classrooms by supporting students with disabilities or learning challenges. It offers tools that convert text into speech, speech into text, and customize interfaces based on each student's needs. For instance, students with dyslexia can receive simplified text and spoken explanations, while visually impaired students can use AI to listen to written content. These tools ensure all students, regardless of ability, have a fair chance to learn.

However, while AI brings many benefits, it also brings challenges. One of the biggest concerns is data privacy. AI systems need to collect large amounts of student data, which raises questions about how this data is stored, who has access to it, and how it's used. Clear rules, strong cybersecurity, and informed consent are essential to protect students. Another issue is that AI lacks emotional intelligence. It can't truly understand or respond to student emotions, which is a vital part of teaching. Teachers do more than deliver lessons-they inspire, comfort, and motivate. AI cannot replace the human connections that are essential to education.

Many AI tools require internet, devices, and digital skills, which not all students have. Without efforts to ensure equal access, AI could widen the gap between students from different backgrounds. Over-reliance on AI can also reduce creativity and critical thinking if students are only exposed to information chosen by algorithms. That's why AI should support, not replace, teachers. Educators still play the most important role in guiding students. They must be trained to use AI effectively, understand its possibilities, and interpret the data it provides. With the right balance, AI can be a powerful partner in education, helping both teachers and students thrive.

> It is now essential to include lessons on effective digital teaching methods, as educators must learn how to design engaging online activities, manage virtual classrooms, and leverage digital tools to

> enhance student learning beyond traditional face-to-face instruction' for a dynamic educational landscape (Miller 87).

To meet the global demand for English proficiency, teacher preparation programs must evolve to include ethical AI use, digital pedagogy, and data literacy. English, as a global lingua franca, connects people across cultures in business, academia, diplomacy, and media. With over two billion learners and adoption in 70+ national curricula, English is vital for academic and career advancement. It is often required for university admission and employment in multinational firms. However, in non-English-speaking countries, limited exposure makes learning difficult. Integrating AI into instruction offers scalable, personalized support, making English education more accessible, efficient, and aligned with today's interconnected world.

> Conventional approaches to teaching English as a second language frequently placed a strong emphasis on test-oriented activities, grammatical translation, and rote learning, all of which may not foster communicative competence. These methods usually placed more emphasis on memorizing rules than on applying them in real-world situations, which limited pupils' capacity to utilize language effectively (Smith 45).

These are useful, but they don't necessarily foster the kind of communication abilities required in everyday situations. Large class sizes, insufficient instructional time, and a lack of resources all commonly hinder classroom instruction. Due to these limitations, students find it difficult to receive the individualized attention and immersion practice that are essential for fluency development. AI really excels in this situation.

> By providing accessible, interactive, and customized learning settings, artificial intelligence (AI) solutions can successfully close the gap between classroom instruction and real-world language use. This enables students to obtain essential practical experience outside of the usual classroom setting (Johnson 78).

Artificial Intelligence (AI) is reshaping language education by offering personalized, accessible, and dynamic learning experiences. AI tools like Grammarly, Write and Improve, and Google Read Along provide instant feedback on grammar, vocabulary, and pronunciation, allowing learners to correct errors in real-time and enhance retention. These technologies

support a student-centred approach, encouraging motivation, independence, and active learning.

AI also plays a vital role in inclusive education. Tools like speech-to-text, text-to-speech, and translation software assist students with disabilities and those from diverse linguistic backgrounds, aligning with Universal Design for Learning (UDL) principles. However, AI cannot replace the human touch essential in language learning-such as empathy, cultural sensitivity, and emotional support. Teachers remain irreplaceable in building classroom communities and interpreting non-verbal cues.

A key concern is bias in AI systems, which can reflect and reinforce prejudices found in training data. Educators must carefully select tools that uphold fairness, inclusivity, and cultural awareness. As AI takes over repetitive tasks like grading, teachers must be trained to use AI effectively while focusing on deeper learning goals. Alternative assessment methods like projects and portfolios should complement AI to fully capture learners' skills. Ethical use, privacy, and data security must also be prioritized in AI-powered education.

> Since learner data collection and use for analytics and personalization must be controlled by transparent and well-defined policies, the ethical and privacy issues of AI cannot be disregarded. Teachers and students need to be aware of the types of data that are gathered, how they are utilized, and who can access them (Brown and Lee 112).

Clear standards and total transparency must govern the gathering and use of student data for analytics and personalization. Teachers and students must be aware of exactly what information is being gathered, how it will be utilized, and who will have access to it. This highlights how crucial it is to design safe, accountable, and transparent learning environments from a teaching standpoint. Alongside their language learning journey, teachers play a crucial role in teaching students about their digital rights and duties and encouraging the ethical use of technology.

AI has the potential to completely change the way that languages are taught and acquired, making education more entertaining, accessible, and individualized than in the past. However, its integration needs to be based on sound teaching concepts that prioritize ethical awareness, critical thinking, and human contact at all times. Teachers continue to be at the canter of this shift as active creators and facilitators of AI-enhanced learning experiences rather than as passive consumers of technology.

> Achieving equilibrium between innovation and humanity, automation and agency, data-driven insights and pedagogical integrity is crucial as we head toward a future in which artificial intelligence becomes progressively more integrated with education" (Chen and Wang 215).

AI can only fully fulfil its promise to improve language instruction for all students in a way that is inclusive, meaningful, and long-lasting by finding this balance.

Literature Review

According to Jiang's (2022): The comprehensive analysis of the various uses of AI in the context of English as a Foreign Language (EFL), highlighting well-known models such as Intelligent Tutoring Systems (ITSs), Automatic Evaluation Systems, and Neural Machine Translation Tools. The substantial potential of AI to improve language learning experiences is highlighted by this study. It also highlights a significant research vacuum on Affective Computing (AC) in ITSs, highlighting important pedagogical and ethical issues that require more study.

According to Katsarou et al. (2023): The realm of Voice-based Intelligent Virtual Agents (IVAs), which are basically the 'voices' of artificial intelligence that we converse with. Their thorough analysis demonstrates how IVAs can genuinely improve language practice and interaction in EFL classes, allowing students to communicate without fear. They emphasize that the technology is only a portion of the answer, pointing out that it is still very difficult to get these IVAs broadly embraced and seamlessly incorporated into current lesson plans.

According to Kemelbekova et al. (2024): Examine the ways in which AI chatbots specifically aid Kazakhstani university students in developing their speaking abilities. Their study unequivocally demonstrates that these AI technologies may improve students' language skills and overall educational experience, highlighting their significant pedagogical advantages in authentic learning environments. Together, the two studies highlight AI's potential for real-world language applications while simultaneously recognizing the necessity of carefully navigating implementation challenges.

According to Lee et al. (2024): Examine how artificial intelligence (AI) can raise students' awareness of 'Global Englishers' and the various ways that English is spoken around the world. They even offer a novel research strategy called CA-GELT, which suggests that AI chatbots in realistic 3D metaverse settings can serve as effective teaching aids. Their research emphasizes how these creative arrangements can help students become more linguistically

aware and culturally conscious, underscoring the need for teachers to employ cutting-edge techniques when implementing AI in the language classroom.

According to Hutson (2024): A significant concern regarding academic honesty in this era of generative AI (such as ChatGPT). He contends that we must immediately reconsider our methods of instruction and evaluation, emphasizing important topics like students' originality in their work, the real intent of their research, and intellectual property protection. His worries are essential to maintaining moral principles in language instruction and making sure that pupils are actually learning rather than only depending on AI to complete their task.

According to Umar's (2024): A comprehensive summary of the ways in which AI technologies are influencing English Language Teaching (ELT). He investigates everything from automated technologies that assess students' progress to individualized learning platforms that adjust to each individual. In his discussion of the pedagogical ramifications of these developments, Umar emphasizes how they can promote greater learner autonomy, give instant feedback that speeds up progress, and increase customisation in the learning process, giving students more control over their education. His research doesn't sugarcoat the ethical issues surrounding AI, and he looks to the future, emphasizing how crucial it is to create instructional models that responsibly use AI in order to produce the best learning results.

According to Pan's (2024): Research makes it clear that we must balance the advantages of AI with moral behaviour as we accept them. She makes the case for unity, calling on legislators, educators, and even computer developers to collaborate. The objective? to set precise rules that will not only promote the ethical application of AI but also guarantee that we are maintaining the essential academic integrity and successfully enhancing students' language proficiency.

According to Wu et al. (2024): An intriguing strategy by analysing why Chinese college students learning English might or might not wish to use AI tools using a methodology known as the Technology Acceptance methodology (TAM). According to their research, teaching practices must take into account the factors that influence students' acceptance or rejection of new technology if AI is to be genuinely helpful in language learning. This demonstrates how important it is for teachers to comprehend the attitudes and perspectives of their pupils while creating AI-infused English language programs.

According to Asad et al. (2024): Examine the benefits and drawbacks of ChatGPT, that potent AI technology, in relation to teaching English writing. According to their study,

ChatGPT has the potential to increase student engagement and inclusivity in writing teaching. But they also fervently support the creation of clever solutions to problems pertaining to guaranteeing the integrity of student work and encouraging the moral application of AI.

According to Zhang et al. (2024): A comprehensive strategy that combines many analytical techniques to delve deeply into the ways that generative AI affects English learning. Their research contributes to the development of a theoretical framework that integrates the learner, technology, instructional strategies, and learning environment. This highlights how AI's influence on teaching in higher education is extremely complex and ever-evolving.

AI Tools and Technologies in English Language Learning

Imagine a huge digital brain that is able to comprehend not only your commands but also your true intents, feelings, and words. The list of the fundamental idea behind artificial intelligence (AI) is that machines may learn to understand and behave somewhat like people; *Grammarly, Quill Bot, ChatGPT, Elsa Speak, Duolingo, Write & Improve (by Cambridge English), LingQ, Speechling, Socratic by Google, Read Along by Google, TalkPal, HiNative, Replika, FluentU, Lingvist, Memrise, Mondly, Babbel, Yippity, Anki (with AI-based decks), Otter.ai, Text Ranch, Kuki Chatbot, Andy English Bot, YouGlish, Microsoft Reading Coach, Google's Read Along, EnglishClass101 AI Tutor, Khanmigo (AI tutor from Khan Academy), DeepL Translator, Tandem.*

Artificial Intelligence (AI) is transforming how we communicate and learn, especially in language education. At the core of this transformation are three powerful technologies: Natural Language Processing (NLP), Machine Learning (ML), and speech recognition. Together, they form the foundation of intelligent tools that make interactions with machines feel more natural and human-like. NLP helps computers understand and process human language by breaking down sentences into tokens, simplifying word forms, removing filler words, and analysing grammar and meaning. Advanced NLP features, such as sentiment analysis, named-entity recognition, and information extraction, enable machines to understand not just the structure of language but also its deeper context and emotions.

Machine Learning serves as the brain behind these tools, enabling systems to learn from experience. Instead of following fixed rules, ML systems improve through exposure to data, allowing tools like NLP and speech recognition to become more accurate over time. Speech recognition, or speech-to-text, converts spoken words into written form by analyzing sound

patterns and predicting the most likely words based on language models. These technologies power everyday tools like voice assistants, real-time transcription services, and language-learning apps.

Generative AI tools such as ChatGPT, Google Gemini, and Microsoft Copilot have taken this transformation further. In education, they are used to create lesson materials, provide feedback, and personalize learning activities. Students benefit from these tools by brainstorming ideas, understanding complex topics, and improving their writing. They offer real-time corrections and help learners practice conversation in a low-pressure, supportive environment. Alongside generative AI, grammar and writing tools like Grammarly offer instant feedback on writing mechanics and style, helping learners understand their mistakes and refine their language use over time.

Intelligent tutoring systems and adaptive learning platforms, such as Duolingo, tailor instruction to each learner's pace, preferences, and performance. These platforms use gamified elements, instant feedback, and repetition to keep learners engaged and improve retention. However, while effective in structured learning, they may lack the richness and spontaneity of real-life communication. AI has also revolutionized assessment. Automated grading tools and adaptive testing offer real-time insights into student performance, saving time and providing consistent evaluation. Yet, concerns about data privacy and surveillance highlight the need for ethical safeguards.

Reading and vocabulary development tools powered by AI personalize content based on a learner's level and interests. They offer immediate feedback on fluency and pronunciation during reading, support word recognition, and generate comprehension questions to deepen understanding. Similarly, writing tools go beyond grammar, helping users organize ideas, choose appropriate tone, and expand vocabulary. They can assist with overcoming writer's block and improving writing confidence. However, students must continue to develop their unique voice and critical thinking skills to ensure authentic learning.

While AI brings personalized support, efficiency, and innovation, it cannot replace the human aspects of teaching-empathy, cultural understanding, and creativity. Teachers are still essential for guiding students, building relationships, and fostering real-world communication skills. AI is best used as a supportive tool, not a substitute. With careful integration, ethical oversight, and balanced use, AI can enhance language learning, making it more accessible, engaging, and effective for all learners.

Pedagogical Benefits

With a particularly dramatic impact on education, the emergence of Artificial Intelligence (AI) tools is drastically changing how we teach and learn. It's truly revolutionary levels of personalization and adaptive learning, the gift of real-time feedback that genuinely empowers learners, and the astounding increase in accessibility and inclusion for all types of students are some of its most important benefits. Together, these interrelated advantages are creating an educational environment that is more efficient, interesting, and fair for all of us. Two particularly noteworthy advantages of AI in education are personalization and adaptive learning.

> One of AI's most notable pedagogical benefits is personalization and adaptive learning, which carefully examines student performance data to modify curriculum and content delivery on the fly. With this individualized approach, every student advances at their best rate and gets help exactly where they need it (Gupta and Sharma 30).

Traditional classrooms often follow a one-size-fits-all model, making it difficult to meet individual learning needs. AI-powered adaptive learning systems change this by analysing large volumes of student data, including strengths, weaknesses, learning pace, and retention. Based on this, AI customizes content, difficulty levels, and materials in real time. For instance, if a student struggles with grammar, the system offers targeted explanations and practice. If they excel, it advances them to more complex topics. This personalized approach ensures optimal progress and keeps learners engaged. Additionally, AI provides instant, precise feedback, enhancing learning impact compared to delayed responses in traditional classrooms.

AI-powered grammar and style checkers instantly detect writing errors, suggest clearer phrasing, and assess tone, allowing students to understand and correct mistakes in real time. This immediate feedback reinforces grammar rules and improves writing fluency. Similarly, AI with speech recognition offers instant insights into pronunciation, intonation, and word stress-key aspects of speaking a new language. By providing diagnostic reports, AI helps learners identify strengths and weaknesses, fostering autonomy and self-correction. It empowers students to take charge of their learning journey. Additionally, AI promotes inclusivity by offering tools like text-to-speech for dyslexic learners, speech-to-text for students with physical disabilities, and real-time translation for English language learners, making education more accessible and equitable for all.

> AI-powered real-time translation technologies can help close language gaps for English language learners (ELLs) from a variety of linguistic backgrounds, enabling them to learn English while comprehending content in their mother tongue. In multicultural classrooms, where a single language of instruction may disadvantage non-native speakers, this is especially important. In addition to providing direct language support, AI can modify presentation formats, offer substitute explanations, and provide a variety of learning resources (such as interactive, visual, and auditory) to accommodate different learning preferences and cognitive requirements, all of which are in line with the tenets of Universal Design for Learning (UDL) (Patel and Singh 89-90).

In multicultural classrooms, where teaching in a single language could disadvantage non-native speakers, this is crucial. In addition to providing direct verbal assistance, AI can also alter the way information is presented, provide alternative explanations, and offer a range of learning resources (such as interactive components, audio, or pictures) to accommodate varied cognitive needs and learning styles. The tenets of Universal Design for Learning (UDL), which seeks to give all students an equal opportunity to achieve by offering a variety of ways for them to interact, understand material, and express themselves, are ideally aligned with this. Ensuring that every student, regardless of their particular circumstances, genuinely engages and attains equitable outcomes is the goal of this shift towards more inclusion.

Challenges and Limitations

While AI offers remarkable benefits in education, several challenges must be addressed to ensure its responsible and effective use. One major concern is data privacy. AI systems often collect sensitive information like academic performance and behavioural data, raising risks of data breaches, unauthorized access, and misuse. Ethical concerns such as algorithmic bias can lead to unfair assessments or unequal opportunities for students. Another key limitation is AI's lack of emotional intelligence—it cannot empathize or build meaningful connections that support social-emotional learning. Over-reliance on AI could weaken classroom relationships, reduce collaborative learning, and diminish cultural understanding.

Additionally, fears about teacher redundancy arise as AI automates tasks like grading and content delivery. However, AI should enhance, not replace, human teaching. Teachers provide mentorship, emotional support, and foster critical thinking-roles AI cannot fulfil. To

avoid student dependence on automation, AI must be thoughtfully integrated, with proper teacher training and a balanced approach that keeps human connection central.

> A more nuanced perspective, however, contends that rather than taking the role of human educators, AI should complement them. The true risk is an over-reliance on automation, which might cause students to become overly dependent on AI for answers or solutions and hinder their capacity to think critically, solve problems, and learn on their own. Students' deeper comprehension and creativity may be hindered if they frequently use AI to create essays or solve challenging tasks without actually engaging with the subject matter. Teachers do important responsibilities that AI cannot: they develop critical thinking, facilitate difficult discussions, provide cultural context, nurture creativity, and attend to socioemotional needs. (Davies and Evans 150-51).

Teachers need AI literacy to effectively integrate AI into classrooms. Professional development must cover AI's functions, benefits, risks, and ethical use. Educators and students alike should understand data privacy, bias, and critical evaluation of AI outputs to ensure AI enhances learning rather than becoming a source of confusion or harm.

Recommendations for Educators and Institutions

To fully benefit from AI in education, teachers and institutions must adopt strategic, well-planned approaches. This includes using blended learning models, revising curricula, and investing in professional development. AI should not replace human interaction but rather enhance it. Teachers can delegate routine tasks-like grading and data processing—to AI, allowing them to focus on mentoring, emotional support, and fostering critical thinking. Teaching students to use AI ethically and critically is essential, alongside establishing clear school policies on data privacy and academic integrity.

AI fits naturally into flipped classroom models, offering personalized online learning while freeing class time for discussion and problem-solving. Assessments must also evolve, prioritizing creativity, critical analysis, and human insight over AI-replicable tasks. Additionally, equipping educators with AI literacy-understanding its functions, risks, and best practices-is key. Institutions should promote continuous learning and provide support systems

to empower teachers as facilitators in an AI-supported environment, ensuring education remains human-cantered, inclusive, and forward-thinking.

Methodology

A review of recent empirical research and real-world uses of AI tools in various educational contexts bolster the methodology's qualitative foundation. In order to find new trends, educational approaches, and results related to AI integration, it entails gathering, evaluating, and synthesizing the body of existing literature, including peer-reviewed journal articles, case studies, and reports released between 2018 and 2024. To evaluate the educational usefulness and applicability of AI-driven platforms like ChatGPT, Grammarly, Duolingo, and Elsa Speak in actual classroom and self-learning settings, a comparative study is carried out.

By using this interpretive method, the study critically assesses AI's benefits and drawbacks while highlighting the changing pedagogical context it has shaped.The study intends to offer a comprehensive, nuanced knowledge of how AI might be effectively and morally incorporated into English language training by fusing theoretical ideas with data from applied contexts. This approach facilitates the development of successful, inclusive, and learner-centred language teaching strategies and allows for a detailed investigation of how AI technologies are changing pedagogical practices.

Conclusion

Artificial Intelligence (AI) has the potential to completely change the way we learn English by replacing traditional, frequently inflexible teaching techniques with highly individualized, dynamic, and accessible educational experiences. Because of AI’s capacity for adaptation, lessons can be precisely tailored to each student’s particular learning style, speed, and skill level, guaranteeing that the material is always exactly the right amount of difficult and engaging. Learners are empowered like never before by the immediate, thorough feedback AI provides on speaking, writing, listening, and reading. They can rapidly identify and correct their errors, which accelerates their learning and motivates them to make corrections.

This human-AI partnership guarantees that students receive both accurate, tailored assistance and priceless human direction, resulting in more thorough and comprehensive language learning. Looking ahead, additional study is needed in a few areas to further refine our usage of AI in ELL. First and foremost, more research is required to accurately assess the long-term effects of AI technologies on different degrees of language competency and certain talents. To determine if learning is sustained and whether students can apply what they have

learned to real-world communication, we must look beyond short-term gains. Second, more research needs to be done on the ethical implications of AI in ELL, particularly with regard to data privacy in various cultural contexts, how to lessen algorithmic biases in language assessment, and how to deal with issues of academic integrity and students' over-reliance on AI.

Third, it's critical to comprehend how the teacher's position is changing in AI-integrated classrooms. This entails concentrating on successful models of professional development, making sure teachers are genuinely knowledgeable about artificial intelligence, and figuring out how to create cooperative human-AI learning exercises that capitalize on each party's advantages. Fourth, it's important to investigate how AI can better assist the growth of intercultural communication abilities and pragmatic competence, or the ability to grasp language in context. Because existing AI models have trouble understanding social nuances and cultural context, they frequently fail in these areas.

Lastly, it is crucial to conduct study on how to ensure that AI technologies are implemented and accessed fairly, particularly for marginalized groups and in areas with little resources. This will ensure that the advantages of AI are genuinely inclusive and do not exacerbate already-existing educational disparities. We can make sure AI is a strong and responsible force in promoting English language acquisition for everybody by concentrating our research on these areas.

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