



RESEARCH ARTICLE

Redefining Classroom Dynamics: AI Tools and the Future of English Language Pedagogy

Komal Raichura^{1*}, Asha L. Bavarava²

Abstract

This study looks at the transformative impact of artificial intelligence (AI) on English language training, specifically how AI-powered tools and approaches improve both educational outcomes and teaching strategies. The major goal is to assess the impact of AI on language acquisition and develop personalised teaching strategies for instructors and learners. A mixed-methods strategy was used to achieve this goal. During the quantitative phase, students from various colleges were given questionnaires with Likert scales to judge the effectiveness of AI technology in instructional procedures. Additionally, semi-structured interviews were conducted with educators who have actively used AI tools in their practices, allowing for the identification of both advantages and emerging issues. The findings show significant gains in the efficiency of English language acquisition, particularly in grammar understanding and vocabulary enhancement, which can be attributed to the ability to tailor learning situations. However, there are still issues, such as not being able to access the data, teachers being unprepared, and concerns about data privacy and discrimination. This study presents a paradigm for incorporating AI into English Language Teaching (ELT), with an emphasis on access, teacher training, ethical norms, and blended learning approaches to maximise the benefits of AI. The study emphasises the importance of professional teacher training and ethical norms in improving AI's effectiveness and sustainability in English Language Teaching (ELT). The methodology and review findings aim to enable educators, developers, and policymakers in creating an AI-enhanced learning environment that meets educational goals while resolving current limitations.

Keywords: Artificial Intelligence, English Language Teaching, Language Acquisition, Pedagogical Innovation, Mixed-Methods Research, Digital Innovations, ChatGPT, Teachers' Perceptions, Technology in education

关键词: 人工智能, 英语教学, 语言习得, 教学创新, 混合方法研究, 数字创新, ChatGPT, 教师认知, 教育技术

Introduction

Over the past few decades, English Language Teaching (ELT) has changed a lot because of new technologies, new ways of teaching, and being able to communicate with people all over the world. English is becoming more and more of a worldwide language. In the 1950s, famous linguist David Crystal said that the idea of English as a real world language was just a vague, unclear theoretical possibility, because of

the political instability of the Cold War and the lack of a clear definition or sense of direction. Eventually, things changed. English is now seen as a social, economic, and educational commodity a basic skill that needs to be learnt for academic success, just like reading or maths. It goes without saying that English has quickly become a language spoken all throughout the world. In the same manner, the methods and strategies used to teach and learn are always changing to meet the needs of students all around the world. This study examines the prevailing trends affecting English Language Teaching (ELT) and the potential developments that may shape its future. Before looking at what's happening now, it's a good idea to look back at the long and interesting history of English Language Teaching (ELT). The Grammar-Translation strategy, which focused on rote memorisation and translating texts, is an example of an early approach to ELT. This approach doesn't motivate pupils and doesn't help them learn LSRW skills at the same time. Over time, methods like the Direct Method and the Audio-Lingual Method became more prominent. Alhomaidan says that the audiolingual method helps kids talk better than the

¹Lecturer in English, Government Polytechnic, Jamnagar, Gujarat.

²Assistant Professor in English, Vivekanand College, Rajkot, Gujarat.

***Corresponding Author:** Komal Raichura, Lecturer in English, Government Polytechnic, Jamnagar, Gujarat, E-Mail: komal.raichura1987@gmail.com

How to cite this article: Raichura, K., Bavarava, A.L. (2025). Redefining Classroom Dynamics: AI Tools and the Future of English Language Pedagogy. *The Scientific Temper*, 16(11):5079-5086. Doi: 10.58414/SCIENTIFICTEMPER.2025.16.11.13

Source of support: Nil

Conflict of interest: None.

direct way. The Communicative Approach, which focused on speech competency, pattern practice, and meaningful communication, recently took its place. All of these efforts are a shift away from teaching language based on grammar rules and towards a more communicative and learner-centred approach.

Literature Review

The major goal of this systematic literature review is to give a complete synthesis of current research on AI in English Language Teaching (ELT). The study's goal is to define the various tools and applications, evaluate their effectiveness in meeting educational objectives, and identify potential areas for improvement. This review, based on a thorough study of the literature, explains AI's transformational potential in English language acquisition and calls for additional research. The goal is to provide insights that could stimulate the creation of effective, equitable, and ethical AI-driven learning environments in English Language Teaching, supporting a future in which technology improves, rather than replaces, the crucial role of human educators.

Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). "An extensive examination of AI technologies, applications, and their pedagogical ramifications in English language learning. This paper proposes a framework for integrating AI into English Language Teaching (ELT), focussing on accessibility, educator training, ethical standards, and blended learning methodologies to optimise the advantages of AI. The research underscores the significance of professional teacher training and ethical standards in enhancing the efficacy and sustainability of AI in English Language Teaching (ELT). This methodology and the research findings aim to aid educators, developers, and policymakers in establishing an AI-enhanced learning environment that fulfils educational objectives while addressing current limitations. A thematic qualitative analysis of recent literature indexed in Scopus and Web of Science identified significant themes including types of AI, applications, viewpoints of educators and learners, and ethical considerations. The results indicate that AI technologies enhance learner engagement, offer customised learning experiences, and elevate language proficiency, particularly in speaking and writing. Nonetheless, there are challenges, like ensuring accessibility, training educators, and addressing data privacy and bias concerns.

Fritzner, "J., Vergara, G. I. S., & Campos, N. D. C. (2025). *The Evolution of English Language Teaching: How Artificial Intelligence is Changing Learning and Pedagogy* This study looks into the innovative impact of artificial intelligence (AI) on English language instruction, specifically how AI-based tools and approaches help to improve both learning results and pedagogical strategies. The major goal is to assess the impact of AI on language acquisition and the development of personalised teaching strategies

for teachers and students. To attain this purpose, a mixed-methods strategy was used. The findings show significant gains in the efficiency of English language acquisition, particularly in areas such as grammar understanding and vocabulary development, which are attributed to the ability to personalise learning experiences. However, substantial problems were noted, including the need for specific teacher training, ethical concerns about data protection, and the potential of overreliance on technology, which may restrict the development of critical thinking skills. To summarise, incorporating AI into English language instruction provides considerable prospects to improve pedagogical methods, as long as safeguards are put in place to offset its limits and gradual adoption in education is encouraged".

Kovalenko, "I., & Baranivska, N. (2024). *Using AI in English language teaching: Looking into the pros and cons of AI tools for making language learning better and more tailored to each student.* This article goes into depth on the interesting issue of applying Artificial Intelligence (AI) in English Language Teaching (ELT), which is a growing area of research that has big effects on both teachers and students. It aims to elucidate the complex interaction between contemporary AI technologies and conventional pedagogical methods, emphasising the potential of the former to enhance language acquisition and tailor educational experiences. The essay starts by looking at how well AI works for learning languages, specifically how it helps with vocabulary acquisition, grammar correction, and pronunciation. It shows how AI's capacity to adapt and offer tailored learning paths can be very useful for students with different learning styles and demands. The discussion then turns to the issues that come up when trying to use AI in schools, like the need for good infrastructure, teacher training, and making sure that AI technologies fit with what students are supposed to learn. A rigorous examination of the ethical and privacy ramifications of employing AI in education ensues, tackling issues related to data protection, consent, and the potential for bias"

Rajak, L., Chauhan, S., & Bara, S. (2024). *Artificial intelligence is changing how English is taught, which will help more people learn the language.* In a culture that is becoming more connected and digital, there has been a lot of interest in using artificial intelligence (AI) in education. This chapter examines AI's transformative potential in English teaching by offering a comprehensive strategy for enhancing language acquisition through the integration of contemporary advanced technology. If you talk about AI without also talking about Generative AI, the information will be incomplete. This chapter is also incomplete because Generative AI (GAI) has many useful uses in areas including natural language processing, medication research, and the arts. Generative AI (GAI) helps students learn by making learning materials that are just right for them. A lack of time, money, and personalised attention has often made it

hard to teach English in the usual ways. AI has the potential to change the way English is taught and learnt since it can adapt, tailor, and give quick feedback. This way of learning a language starts by looking at the basic parts of AI-driven language education, like NLP (Natural Language Processing) algorithms and machine learning models. These technologies may help create reliable and smart virtual teachers, as well as automated testing systems that can meet the needs and skills of each student through analysis. The course also goes into more detail about how important it is to customise content.

Rationale for Research

Even if the present trends in English Language Teaching (ELT) exhibit substantial success and innovation, it is essential to have a solid awareness of their implications and potential future trajectories. "The purpose of this study is to investigate the educational adjustments, problems, and opportunities that are brought about by these trends through a more in-depth examination. Through an analysis of both the current condition of English Language Teaching (ELT) and its potential for the future, the purpose of this study is to provide educators, policymakers, and scholars working in the field with helpful insights"

Objectives of the Study

The primary objectives of this research are as follows:

- To analyze and evaluate the current trends in English Language Teaching, including technology integration, communicative approaches, task-based learning, and inclusive practices.
- To explore the implications of these trends on language learning outcomes, learner engagement, and cultural competence.
- To investigate potential future directions and prospects in ELT, considering emerging technologies, global collaboration, lifelong learning initiatives, and inclusive pedagogies. Through this research article, we aim to uncover the pedagogical horizons that shape the present and future of ELT, fostering a deeper understanding of effective language teaching methodologies and strategies in an interconnected world.

Research Methodology

This study used "a systematic literature review methodology that conforms to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. A qualitative methodology is employed, focussing on interpretive analysis of existing literature, to examine emergent themes and patterns in the utilisation of Artificial Intelligence (AI) in English Language Teaching (ELT). This approach facilitates a comprehensive understanding of AI's applications and pedagogical ramifications, particularly via a thematic analysis that uncovers significant trends and discoveries within the research".

Data Collection

The selection process was based on journal articles that were indexed in Scopus and Web of Science (WoS) to make sure they were reliable and of high quality. The publications that were included have to be published in the last ten years and be about AI tools and apps for learning English. Articles were evaluated based on their focus on particular AI-driven technologies, such chatbots, intelligent teaching systems, or language-assistant programs designed to enhance English language acquisition. We didn't look at papers that just talked about additional languages or general technical uses in ELT without a clear AI focus.

To acquire data, we had to carefully search databases for terms like "AI in English Language Learning," "AI tools for ELT," and "AI applications in language education." The title and abstract were used to check the first search results for relevance. After that, the whole text was reviewed according to the strict inclusion and exclusion criteria. The Art of Teaching English as a Foreign Language (TATEFL) contained peer-reviewed articles that were published in journals indexed by Scopus or WoS and that expressly talked about how AI may be used in ELT. They also have to focus on certain AI technologies, such as chatbots or intelligent tutoring systems, and talk about how they are used in teaching and what results they get. Only articles from the recent decade (2014–2024) were evaluated for their relevance to contemporary trends. Exclusion criteria encompassed papers that discussed generalised educational technology without an emphasis on AI, concentrated on languages other than English, or failed to provide comprehensive pedagogical analysis of AI applications. We got rid of conference proceedings, grey literature, and pieces that just talked about the technical side of AI. The number of Included Articles was decided after 500 articles were found and strict rules were used to cut them down to 120. This big number demonstrates how many different AI tools and methods are used in ELT and how many different research problems there are. The last collection of articles looks closely at common themes, uses, and problems.

Data Analysis

The chosen papers underwent qualitative thematic analysis, a technique employed to discern and classify recurring themes and patterns within the literature. This study elucidates critical insights regarding the pedagogical advantages and constraints of AI in English Language Teaching (ELT), as presented in the findings. This comprehensive investigation addresses three primary questions in light of the challenges encountered: First, what AI technologies and applications are there right now that are specifically made for learning English? Second, what effect do AI apps have on teaching methods and student learning? Third, what are the pros, cons, and moral issues of using AI in English language teaching? Answering these

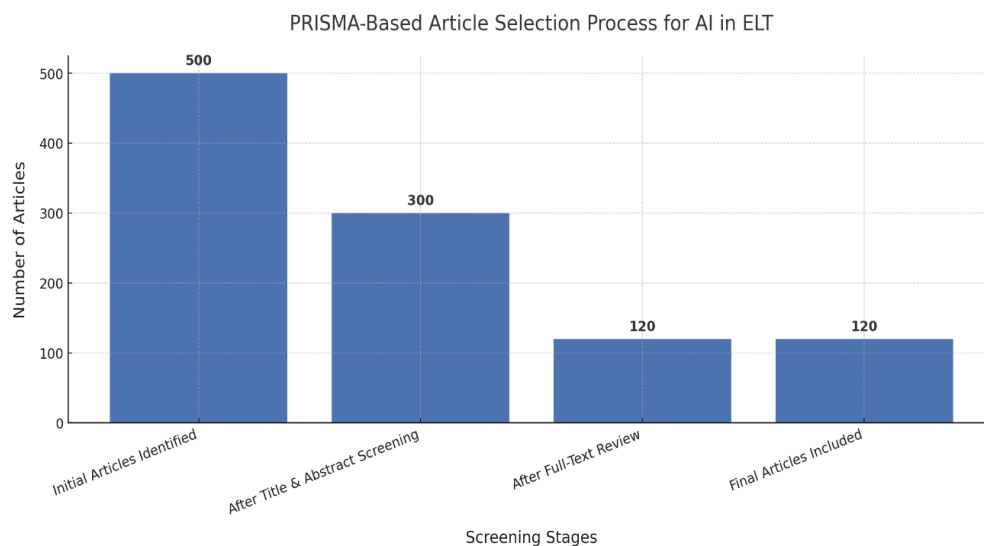


Figure 1: PRISMA barchart of the present study

questions gives a complete picture of AI's strengths and weaknesses, which is helpful for teachers, administrators, and policymakers who work with English language learners. (Thomas & Harden, 2008).

Research Gap

Even though there is more and more study on using AI in English Language Teaching (ELT), we still don't know enough about how deep it is in terms of teaching, how well it works in different situations, and what its long-term effects are. Most of the research that has been done so far looks at how well AI tools work and how efficient they are, rather than how well they fit into the classroom as a whole. There is a lack of knowledge regarding the impact of AI-powered applications on the cognitive, emotional, and social aspects of language acquisition, all of which are essential for fostering communicative competence and intercultural sensitivity. A lot of research looks at individual tools like chatbots, Grammarly, or Duolingo, but not many look at how these tools fit into current teaching theories or how they affect the classroom.

There is a considerable deficiency in the teacher's responsibilities and preparedness in AI-enhanced classrooms. Existing literature often presupposes that educators possess technological proficiency and a readiness to include AI, neglecting the challenges of training, adaptation, and resistance. The transition from teacher-led to AI-assisted learning requires a novel framework for professional growth and ethical awareness, which remains mostly uncharted. Moreover, although AI systems assert their capability to customise learning, there has been little research to evaluate the precision and equity of their algorithms, particularly with biases related to language diversity, accents, and cultural contexts. This deficiency constrains our comprehension

of the functionality of AI technology across diverse learner demographics, especially within multilingual and multicultural environments like India.

There is a gap in research about long-term studies that investigate the impact of AI integration on language proficiency, critical thinking, and creativity. Most contemporary studies rely on short-term or experimental data, neglecting the examination of how prolonged exposure to AI influences learner autonomy, motivation, and retention over time. Likewise, empirical information about the comparative efficacy of AI-assisted pedagogy vs traditional or hybrid models is scarce.

Current research in English Language Teaching (ELT) inadequately addresses ethical issues such as data privacy, academic honesty, and intellectual dependence. The potential for AI to enhance, rather than supplant, the humanistic and interactive aspects of language training remains little explored.

There is an urgent need for interdisciplinary and context-sensitive research that transcends mere descriptive evaluations of AI tools and examines their pedagogical, ethical, and cultural implications. Subsequent research ought to prioritise the creation of AI-integrated pedagogical frameworks, educator training methodologies, and evidence-driven policies to guarantee that AI serves as a catalyst for inclusive, equitable, and substantive English language education, rather than a transient technological trend.

AI Tools in English Language Pedagogy

"Artificial Intelligence (AI) has changed English Language Teaching (ELT)" by coming up with new ways to teach, get students involved, and grade their work. AI programs like ChatGPT, Grammarly, ELSA Speak, Duolingo, and smart

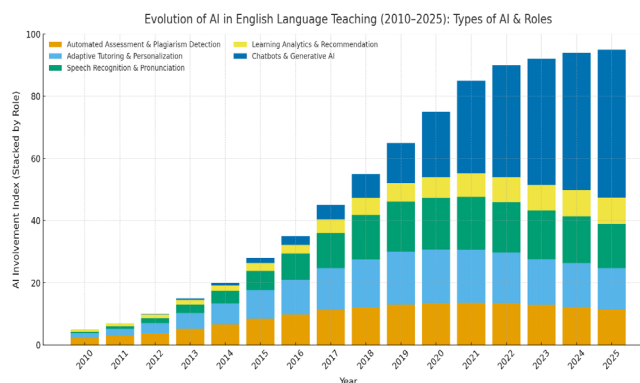
tutoring systems have changed the way we learn by moving away from traditional classroom teaching and towards more personalised, adaptable, and data-driven learning environments. These tools let people study languages no matter where they are or when they want to learn them. This makes education more accessible and focused on the learner. Their use in teaching is in line with global trends in digital education and promotes the National Education Policy's goal of inclusive and technology-enabled learning. (NEP) 2020.

Chatbots and generative language models like ChatGPT are some of the most essential AI tools in ELT since they may act as virtual discussion partners. They respond right away, show how real conversations work, and inspire people to use language in new ways. These technologies help students learn how to communicate better by simulating real-life situations and encouraging them to rehearse speaking and writing in ways that fit the situation. Also, AI-powered writing tools like Grammarly and QuillBot help students improve their grammar, coherence, and style by giving them corrections and explanations in real time. These tools not only help with writing anxiety, but they also encourage self-directed learning and correct grammar.

Speech recognition and pronunciation applications like ELSA Speak and Google Assistant use AI-powered sound analysis to help students improve their phonetic accuracy and fluency. These apps can find slight flaws in pronunciation and give each student personalised tasks. This is something that is often missed in regular classrooms because there isn't enough time for teachers and students to engage. Adaptive learning systems and intelligent tutoring platforms, such as Carnegie Learning and Century Tech, utilise machine learning algorithms to track student progress and change the complexity of content in real time. This individualised approach ensures that each student moves forward at their own pace, which is in line with the values of individuality and independence.

AI has also changed how language teachers give tests and feedback. Automated essay scoring, plagiarism detection, and analytics-based formative assessment tools give students quick, fair feedback and give teachers useful information at the same time. These improvements let teachers put more focus on helping students think critically and mentoring them than on giving them the same tests over and over. But for integration to work, teachers need to be ready, know how to use technology, and be fully aware of the pros and cons of AI in the classroom.

There are a lot of concerns with employing AI in English classes, even though it has the potential to change everything. Data privacy, algorithmic bias, and an excessive dependence on machine input are ethical dilemmas that necessitate thorough examination. AI technologies are strong, but they can't do the human components of



teaching, such empathy, contextual judgement, and cultural sensitivity, which are still important for teaching languages well. Because of this, teachers should see AI as a tool that works with human creativity and machine intelligence, not as a replacement for it.

AI approaches have changed how English is taught by making it more personalised, easier to get to, and more efficient. If used in an ethical way and with good teaching methods, their careful use can make both teaching and learning better. The future of English language teaching (ELT) depends on people and AI working together. Technology can help teachers do their jobs better, give students more control over their own learning, and make the language environment more welcoming, fair, and fun.

Here's a stacked bar chart showing how different types of AI have contributed to ELT from 2010–2025 (hypothetical but realistic trend lines). It breaks the overall "AI involvement index" into roles:

- Automated Assessment & Plagiarism Detection
- Adaptive Tutoring & Personalization
- Speech Recognition & Pronunciation
- Learning Analytics & Recommendation
- Chatbots & Generative AI

You'll see early growth driven by assessment and adaptive systems, followed by a sharp rise of chatbots/generative AI and analytics post-2019.

Pedagogical Implications

The "use of artificial intelligence (AI) in English Language Teaching (ELT) is a big change in how teachers teach, how students learn, and how classrooms are set up. AI tools like ChatGPT, Grammarly, and ELSA Speak make it possible to move away from teaching that is all the same and dependent on textbooks and towards teaching that is more flexible, tailored to each student, and focused on the student. These technologies let teachers create tailored learning experiences that fit each student's needs, skill level, and learning style. This is in line with modern education's constructivist and humanistic views".

One of the most important changes in teaching is how teachers think about their roles. In classrooms with AI,

teachers go from being people who give out information to people who help, organise, and guide students in a vital way. They make learning experiences that employ AI's ability to analyse things while retaining human empathy, contextual knowledge, and moral reasoning at the core of language learning. This requires a high level of digital pedagogy literacy. Teachers need to know how to read AI outputs, use them to meet curriculum goals, and get around problems like language bias or mechanical feedback. As a result, AI competency should be just as important as traditional language teaching in professional development programs.

AI promotes students to learn on their own and by themselves. Chatbots that let people talk to each other, smart teaching systems, and adaptive apps all provide you feedback and chances to practise outside of school. This independence boosts ambition, responsibility, and self-assurance, especially among children who are shy about participating in traditional classrooms. The educational challenge is to maintain critical engagement instead of passively depending on AI-generated recommendations. To help kids think for themselves and be more creative, teachers need to foster metacognitive reflection by getting them to look at, evaluate, and improve AI feedback.

AI tools make it possible to create new content and teach based on data when it comes to designing a curriculum. Learning analytics can help find areas where students need help, keep track of their progress, and tailor activities to their needs, which can lead to more effective education. But teachers need to make sure that the availability of technology doesn't take the place of the cultural and emotional parts of learning a language. Adding AI to ELT should make people's ability to engage, empathise, and communicate in context stronger, not weaker.

Adding AI raises serious moral and teaching issues. To make sure that data is used correctly, educational frameworks must handle data privacy, academic integrity, and fairness. Teachers need to show pupils how to use AI technologies in a responsible way and tell them about the pros and cons of these tools. In short, AI's effectiveness in education comes not just from automating tasks, but also from its ability to make people smarter, which makes classrooms that are welcoming, engaging, introspective, and ready for the future.

Challenges and Limitations

While AI tools have altered English Language Teaching (ELT), their deployment presents a variety of challenges and limits. A major issue is computer reliance, which can hamper students' critical thinking, creativity, and authentic communication skills. Many AI programs are efficient, but lack the cultural and emotional intelligence essential for effective language learning. Algorithmic bias is also a serious problem: AI systems trained primarily on Western linguistic data may misinterpret regional accents, idiomatic

expressions, or non-native structures, leading to biased feedback and unequal learning opportunities.

Another significant hurdle is teacher preparedness. Many educators lack the skills required to effectively integrate AI tools, resulting in cosmetic use rather than genuine instructional innovation. In poorer countries, digital inequality and poor infrastructure further restrict access, compounding the educational divide. Ethical considerations like as data privacy, plagiarism, and academic integrity compound the situation, as AI systems routinely collect and preserve user data in secret.

AI's inability to replicate human empathy, contextual awareness, and moral guidance limits its utility as a teaching tool. As a result, while AI increases efficiency, it cannot replace the human element of teaching; successful integration necessitates a careful balance of technological promise with pedagogical and ethical issues. (Li et al., 2023)

Findings and Discussions

The findings section is arranged in a systematic way to help people grasp the details. "After an excellent description of the English language teachers' various backgrounds, the explanation moves on to the core idea of the study. This involves delineating three principal topics derived from participants' experiences, each functioning as a framework to examine the opportunities, challenges, and prospective viewpoints associated with ChatGPT's incorporation into English Language Teaching (ELT). The biggest benefit of adding ChatGPT to the teaching framework is that it makes the classroom run more smoothly by giving students more help". ChatGPT, a "always-available teaching assistant," helps pupils in ways that no other tool can do outside of the classroom. It has a lot of uses, both as a tool and as a way to learn. Teachers have seen genuine changes once ChatGPT was used. For example, pupils who used the platform to get more explanations have a "clearer understanding of challenging topics." This extra aid has also been helpful for pupils who might feel like they don't fit in at school. A coworker said, "quieter students who are afraid to ask questions in class have found their voice by first clearing up their doubts with ChatGPT." In addition to helping people understand things, it also helps organise their thoughts. For example, students used ChatGPT as a "tool for brainstorming, allowing them to better structure their thoughts before writing them down." In short, ChatGPT does more than only help students study; it also makes the classroom a more welcoming and confident place, which helps both individual and group dynamics. Problems with pronunciation and listening in ELT reveal that there is a big gap in how ChatGPT is used in English classrooms. There are a lot of different English accents, dialects, and phonetic differences, thus pronunciation is very important for learning the language. ChatGPT is great at a lot of things, but it can't really help with "oral communication

and pronunciation lessons.” Teachers stress this limit, and one of them said that the “unmatched ability of the human ear to detect subtle pronunciation errors” is what makes it so important. In ELT, it’s very important to be able to hear and fix little discrepancies in sound. This makes sure that students understand and are understood in a range of linguistic situations. In addition, the problem goes beyond pronunciation. Listening comprehension, another important part of ELT, has its own set of problems. The tool’s “text-centric” design shows that it doesn’t help with this part of learning a language. Students need to hear different dialects, speech rates, and slang words in order to understand language (Baskara, 2023).

Another important forecast is that the way teachers teach will need to change. Teachers stress the need of teaching students about AI technologies and giving them “the analytical skills they need to use and evaluate these platforms well. This perspective aligns with overarching educational trends that underscore the necessity of fostering critical digital literacy in an era of information abundance. The rise of AI-powered tools in ELT has also made teachers stress the need of teaching soft skills. As AI becomes more common in society, traits like flexibility, cross-cultural communication, emotional intelligence, and the ability to choose the best ways to learn will become more important” This growing importance aligns with the twenty-first century skills paradigm, emphasising the necessity for certain competences in our rapidly changing contemporary landscape (Orak & Al-khresheh, 2021).

Limitations and Recommendations for Further Research

This study has flaws that need to be recognised and fixed in the following recommendations, even if it was done carefully. “The dependence on participant recruitment may lead to inadvertent selection bias. Teachers with affiliations may possess fundamentally distinct technological viewpoints compared to those without affiliations. Subsequent research should expand participant recruitment beyond specialised platforms to guarantee a more thorough and varied representation of global pedagogical perspectives. Second, although the study’s utilisation of qualitative, open-ended questionnaires is insightful, it is deficient in essential quantitative metrics for discerning overarching trends. A subsequent suggestion would be to employ a mixed-methods approach that integrates qualitative depth with quantitative accuracy. Third, teachers’ past experiences with ChatGPT may affect how they see things. Consequently, it is prudent for forthcoming projects to integrate preparatory orientation sessions with ChatGPT to ensure that feedback is grounded in personal experience. Moreover, despite the study’s attempts to gather a variety of perspectives, the intricate cultural subtleties associated with teaching methodologies across different countries

may have been neglected. Subsequent investigations into culturally unique educational settings may elucidate the intricacies of regional variations in AI tool adoption. Because AI technology are changing so quickly, certain concepts may not be useful anymore. Long-term research on the integration and effects of AI technologies such as ChatGPT in ELT is essential. At the same time, schools are being asked to hold AI-centered teaching seminars to help teachers learn the most up-to-date skills and information. Lastly, it is highly recommended that more research be done on the use of AI, including technologies like ChatGPT, to look into the areas that this study didn’t cover”.

Conclusion

This “study embarked on an exploratory endeavour to examine instructors’ perspectives from many global contexts about the integration of sophisticated AI tools, such as ChatGPT, into their English Language Teaching methodologies. It aimed to comprehend how instructors perceive the incorporation of these digital advancements into their pedagogical frameworks. This study is distinctive due to its unique methodology and global scope, integrating perspectives from diverse instructional situations to offer a nuanced viewpoint often neglected in other research. The findings illuminate ChatGPT’s exceptional pedagogical potential for promoting personalised learning and enabling swift linguistic exchanges, while simultaneously underscoring specific insurmountable challenges. Teachers voiced concerns with the excessive dependence on ChatGPT for linguistic tasks, citing the potential to stifle student creativity and challenges related to equity and accessibility, even while acknowledging its linguistic competence. Also, using these kinds of tools more often could accidentally make people less focused on the human-centered parts of language instruction, such culture differences and talks that are relevant to a certain situation. The research stresses finding and fixing these problems as ELT moves forward in the digital age. This is done not simply to take advantage of technical benefits, but also to protect and develop the basic ideas behind language teaching. ChatGPT and similar tools could change the way English is taught, but to do so in a way that really helps students around the world, they need to be used in a way that is well thought out, globally conscious, and focused on challenges”.

The proposed framework prioritises access, teacher support, ethical standards, and blended learning to guarantee long-term AI integration. The framework suggests certain professional development programs, such hands-on workshops and tools for adding AI to lesson plans, to help teachers get ready for their jobs. It pushes for strong data protection measures, like safe ways to store data and clear consent processes for learners, when it comes to ethical standards. This model can help teachers, programmers, and politicians make sure that AI is used in

a way that is in line with educational and moral goals. As AI technologies progress, forthcoming research should emphasise longitudinal studies, cross-cultural applications, and hybrid models that integrate AI-driven learning with human interaction. By addressing these specific challenges within a coherent framework, stakeholders can more effectively harness AI's capacity to deliver equitable and transformative learning experiences. This analysis provides insights into creating an AI-enhanced, inclusive, and ethical English language learning environment, enhancing both technology integration and effective language instruction methodologies.

References

- Alharbi, "W. (2023). AI in the foreign language classroom: A pedagogical overview of automated writing assistance tools. *Education Research International*, 2023(1), 4253331.
- Aryal, M. (2024). Exploring the impact of ChatGPT in English language teaching-learning pedagogy. *Journal of NELTA Gandaki*, 7(1-2), 137-150.
- Crompton, "H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*, 55(6), 2503-2529.
- Fritzner, J., Vergara, G. I. S., & Campos, N. D. C. (2025). The Evolution of English Language Teaching: How Artificial Intelligence is Reshaping Learning and Pedagogy. *Ciencia Latina Revista Científica Multidisciplinar*, 9(3), 6843-6859.
- Gowon, O. C., & Anthony, O. (2023). Shaping the Future: Artificial Intelligence and the English Language Pedagogy. *International Journal of Arts, Communication and Pedagogy*, 2(2), 1-14.
- Hutson, J., Plate, D., & Berry, K. (2024). Embracing AI in English composition: Insights and innovations in hybrid pedagogical practices. *International Journal of Changes in Education*, 1(1), 19-31.
- Idham, A. Z., Rauf, W., & Rajab, A. (2024). Navigating the transformative impact of artificial intelligence on English language teaching: Exploring challenges and opportunities. *Jurnal Edukasi Saintifik*, 4(1), 8-14.
- Kayyali, M. (2026). Preparing Educators for the Future: Navigating AI Tools in English Language Teaching. In *AI-Powered English Teaching* (pp. 267-308). IGI Global Scientific Publishing.
- Kovalenko, I., & Baranivska, N. (2024). Integrating Artificial Intelligence in English Language Teaching: Exploring the potential and challenges of AI tools in enhancing language learning outcomes and personalized education. *Європейські соціо-правові та гуманітарні студії*, (1), 86-95.
- Kristiawan, "D., Bashar, K., & Pradana, D. A. (2024). Artificial intelligence in English language learning: A systematic review of AI tools, applications, and pedagogical outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207-218".
- Kyaw, E. M., & Deng, J. (2025). Systematic Review of Artificial Intelligence Integration in English Language Teaching: Trends, Applications, and Pedagogical Implications. *Educalitra: English Education, Linguistics, and Literature Journal*, 4(2), 153-181.
- Mohammad, S. I. S., Natarajan, R., & Vasudevan, A. (2025). Realignment English Language Teaching and Assessment through Pedagogy, Technology, and Purpose. *Architecture Image Studies*, 6(3), 220-225.
- Obidovna, D. Z. (2024). Advancing pedagogical approaches: leveraging artificial intelligence technologies to enhance the integration of english and latin language instructional methods. *Central Asian Journal of Multidisciplinary Research and Management Studies*, 1(2), 19-23".
- Pokrivčáková, S. (2019). Preparing teachers for the application of AI-powered technologies in foreign language education. *Journal of language and cultural education*.
- Rajak, L., Chauhan, S., & Bara, S. (2024). Transforming English pedagogy with Artificial Intelligence: Enroute to enhanced language learning. In *Artificial intelligence: A multidisciplinary approach towards teaching and learning* (pp. 216-241). Bentham Science Publishers.
- Rashid, A., Zafar, N., Mir, B., Asim, S., Sheikh, M. G., & Jahan, M. (2025). Artificial Intelligence and Smart Pedagogy: Machine Learning in Digital Media for Language Education. *Metallurgical and Materials Engineering*, 31(2), 7-22".
- Vaishnav, "P. (2024). Current trends and future prospects in English language teaching (ELT). *Asian Journal of Education and Social Studies*, 50(7), 10-9734.
- Zimotti, G., Frances, C., & Whitaker, L. (2024). The future of language education: Teachers' perceptions about the surge of AI writing tools. *Technology in Language Teaching & Learning*, 6(2), 1136-1136.