

**AI In English Language Teaching (ELT)****Dr. Harshita Chhikara****(Received-15 February2026/Revised-28February2026/Accepted-5March2026/Published-29March2026)****Abstract**

The integration of Artificial Intelligence (AI) in education has significantly transformed pedagogical practices, particularly in English Language Teaching (ELT). AI-powered tools such as ChatGPT, Grammarly, and automated assessment systems have introduced new possibilities for personalized learning, instant feedback, and enhanced language acquisition. This paper examines the role of AI in ELT, focusing on its benefits, challenges, and implications for teachers and learners. Through a critical analysis of current trends and pedagogical frameworks, the study argues that while AI enhances efficiency and accessibility in language learning, it cannot replace the nuanced, human-centered aspects of teaching. The paper concludes that a balanced integration of AI and traditional teaching methods is essential for effective language education.

**Introduction**

The rapid advancement of Artificial Intelligence (AI) has influenced multiple sectors, including education. In recent years, AI has emerged as a powerful tool in English Language Teaching (ELT), offering innovative methods for instruction, assessment, and learner engagement. AI technologies simulate human intelligence processes such as learning, reasoning, and problem-solving, thereby enabling the development of intelligent tutoring systems and automated language tools. The increasing use of AI in ELT is largely driven by the demand for personalized learning and the need to address diverse learner needs. Traditional classroom settings often struggle to cater to individual differences in language proficiency, learning pace, and cognitive styles. AI tools, however, can analyze learner data and provide customized feedback, thereby enhancing the overall learning experience.

Despite these advantages, the integration of AI in ELT raises important questions regarding pedagogical effectiveness, ethical considerations, and the role of teachers. This paper seeks to explore these dimensions by analyzing the impact of AI on language teaching and learning.

**Analysis**

One of the most significant contributions of AI in ELT is its ability to facilitate personalized learning. AI-driven platforms can adapt instructional content based on learners'

proficiency levels, strengths, and weaknesses. For example, AI tools can generate exercises tailored to individual learners, thereby promoting self-paced learning.

Personalized learning aligns with constructivist theories of education, which emphasize the active role of learners in constructing knowledge. AI enhances this process by providing immediate feedback and adaptive learning pathways. As a result, learners can focus on specific areas of improvement, leading to more effective language acquisition.

AI-powered tools provide instant feedback on grammar, vocabulary, and sentence structure. This immediacy is particularly beneficial in language learning, where timely correction is essential for improvement. Tools such as ChatGPT and Grammarly can analyze written text and suggest corrections, thereby helping learners refine their writing skills.

However, while AI excels in identifying surface-level errors, it often lacks the ability to evaluate deeper aspects of writing, such as coherence, argumentation, and creativity. Human teachers play a crucial role in addressing these higher-order skills, highlighting the need for a complementary approach.

AI technologies have introduced interactive and engaging learning environments. Chatbots, virtual assistants, and gamified learning platforms encourage active participation and reduce learner anxiety. These tools simulate real-life communication scenarios, allowing learners to practice language skills in a safe and controlled environment. Moreover, AI enables continuous learning beyond the classroom, making language education more accessible. Learners can engage with AI tools at any time, thereby promoting autonomous learning.

Despite its advantages, the use of AI in ELT presents several challenges. Language learning is inherently social, and AI cannot fully replicate the emotional and cultural nuances of human communication. Excessive reliance on AI tools may hinder the development of critical thinking and independent writing skill. Issues related to plagiarism, data privacy, and academic integrity are significant concerns in AI-assisted learning. In many regions, including parts of India, limited access to technology and internet connectivity restricts the effective implementation of AI in classrooms.

The integration of AI in ELT does not diminish the importance of teachers; rather, it redefines their role. Teachers are no longer mere transmitters of knowledge but facilitators and guides who help learners navigate AI tools effectively. Educators must develop digital literacy and adapt to new pedagogical approaches that incorporate AI. They are also responsible for addressing ethical issues and ensuring that AI is used as a supportive tool rather than a substitute for learning.

## **Conclusion**

Artificial Intelligence has undoubtedly transformed English Language Teaching by introducing innovative tools and methodologies that enhance learning outcomes. Its ability to provide personalized instruction, instant feedback, and interactive learning experiences makes it a valuable asset in modern education.

Artificial Intelligence has undeniably reshaped the landscape of English Language Teaching, ushering in an era where technology and pedagogy intersect in powerful ways. The integration of AI tools into ELT classrooms has demonstrated clear advantages: adaptive learning pathways cater to individual proficiency levels, instant automated feedback accelerates error correction, and interactive platforms sustain learner motivation beyond traditional class hours. In contexts where class sizes are large or teacher-student ratios are strained, AI provides a practical means to deliver differentiated instruction that would otherwise be logistically difficult. For learners in remote or underserved regions, AI-enabled mobile applications can democratize access to quality language input, pronunciation modeling, and writing support that was once limited to urban or well-resourced institutions.

Yet, the very strengths of AI also illuminate its boundaries. Language is not merely a system of grammatical rules and lexical choices; it is a living, cultural, and emotional practice shaped by context, intention, and human relationship. AI systems, however sophisticated, operate on patterns and probabilities. They can detect a missing article or suggest a synonym, but they struggle to judge tone, humor, irony, or cultural appropriateness with the same intuition a teacher brings. They cannot read a student's hesitation, sense anxiety, or adjust a lesson spontaneously because a learner's eyes show confusion. These interpersonal dimensions are where human teachers remain irreplaceable. The teacher's role, therefore, is not displaced but elevated: from content deliverer to mentor, facilitator, and ethical guide in a hybrid learning ecosystem.

The pedagogical implications are significant. Effective ELT in the AI era demands a shift in teacher training. Educators must develop not only subject expertise but also digital fluency, understanding how algorithms work, where they err, and how to scaffold students' use of tools like ChatGPT or Grammarly without fostering dependency. Curriculum design should explicitly teach AI literacy: when to trust automated suggestions, how to verify outputs, and how to maintain academic integrity while using generative tools. Assessment practices, too, need rethinking. If AI can produce a grammatically flawless essay, then evaluation must move beyond surface accuracy toward originality, critical thinking, voice, and intercultural competence—skills that AI cannot simulate convincingly.

Equally important are the ethical and equity considerations that accompany AI adoption. Data privacy, algorithmic bias, and the risk of plagiarism are real concerns that institutions must address through clear policies and student awareness programs. The digital divide cannot be ignored. In India and many other regions, uneven internet access, device availability, and digital skills mean that AI's benefits could widen existing educational gaps if implementation is not inclusive. Policymakers and colleges must therefore pair AI integration with infrastructure investment, teacher support, and open-access resources so that technology enhances equity rather than undermining it. Looking ahead, the most promising model is neither techno-utopian nor technophobic, but a blended approach that leverages the efficiency of AI and the empathy of human instruction. AI can handle drill practice, initial drafting, and formative feedback at scale, freeing teachers to focus on high-value activities: leading discussions, nurturing creativity, mediating intercultural understanding, and providing the socio-emotional support that sustains long-term learning. Research agendas should examine best practices for this blend, including which language skills benefit most from automation and which require human mediation, how learner autonomy evolves with AI scaffolding, and what long-term impacts AI use has on retention and transfer.

In sum, AI should be positioned as a collaborative partner in ELT, not a substitute. Its role is to augment human judgment, expand access, and personalize practice, while teachers remain the custodians of context, ethics, and meaning-making. By consciously integrating AI with reflective pedagogy, ongoing professional development, and equitable access policies, educators can create language classrooms that are more inclusive, responsive, and intellectually rich. The future of English Language Teaching lies in this synergy: where intelligent tools amplify human insight, and human insight guides intelligent tools toward genuinely transformative learning.

### **Works Cited**

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