UTILIZING AI TOOLS TO ENHANCE ENGLISH LANGUAGE TEACHING IN CLASSROOM SETTINGS

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The use of Artificial Intelligence (AI) tools in English language teaching is growing and is being acknowledged as an innovative way to improve learner performance. New developments in AI tools particularly the ones that pertain to machine learning and natural language processing have created opportunities for more efficient and tailor made language teaching. This article looks at the existing practices, achievements, problems and perspectives of language teachers regarding the use of AI tools in ELT.

The literature also suggests that there has been an increase in the number of programmable AI language learning tools between 2017 and 2020 on the basis of systematic reviews conducted for this period. They employ artificial intelligence tools to detect mistakes, give suggestions, and assess language skills which has been shown to result in improvements for the learners across various settings (Woo et al., 2023). In addition, vocational skills training has been examined and AI constructivist model of resource management and integration whereby AI is applied during teaching has been discussed (Zhu et al., 2021).

AI tools create a lot of opportunities, such as providing learning experiences for students on an individual basis. For example, AI can dissect educational materials and student feedback and make improvement and teach recommendations (Tian et al., 2024). This method has the capacity of improving learning outcomes for both learners and instructors as it focuses on individual needs.

Still, the application of AI tools in ELT poses certain problems. Such problems as the ethics and privacy of data, as well as the preparation of teachers should be dealt with for a positive outcome. Teachers have to get these hurdles over while using AI working capabilities to change the paradigm of Language teaching. To conclude, it can be said that AI tools could have a great impact on the teaching of English language, but the ways of applying the tools needs to be well thought if the tools are to be of great use. So, in order to maximize the potential benefits of AI technologies, it is also necessary for the educators to take a more proactive role in acquiring new skills.

Additionally, the fostering of ethics in the aid of AI use in the language construction is made possible with the aid of collaborations between policy-makers, technologist, and educators. The overhead also volunteered against unethical use, valuating student data protection and regulation of AI access to make sure that every user of language engineering technology grows within the competent level. Furthermore, creating an environment in which various student demographics may interact with AI tools will help strengthen inequities in language education and make learning opportunities more equitable in the future, especially because AI communication has the potential to construct cultural identities that are not representative of certain groups (Buddemeyer et al., 2023). Simply put, inclusive design at the forefront of AI tools can enable teachers to design curricula that are relevant to learners of all cultures because case studies show that first building with the students equals building for accessibility (Louie et al., 2022).

In an attempt to meet culturally sensitive aspects of learning, teachers are mandated to add student collaboration to the creation of any AI technology. This is done to ensure that the tools include aspects that fulfill students learning needs in conjunction with language teaching. Incorporating students in the teaching processes can greatly improve learning, as demonstrated in a study where teachers and their AI tutors worked synergistically (Holstein et al., 2021). This new idea creates a new learning environment whereby both learners and teachers can actively participate in the creation of information, and as a result improves how English is taught.

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