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ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING: INNOVATIVE METHODS AND PRACTICAL APPLICATIONS

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Abstract: The rapid development of artificial intelligence (AI) has significantly transformed educational practices, creating new opportunities for improving the quality, accessibility, and effectiveness of English language teaching (ELT). The integration of AI-powered technologies into English language classrooms enables teachers to implement personalized learning strategies, provide immediate feedback, develop learners' communicative competence, and create interactive educational environments. This study explores innovative methods and practical applications of artificial intelligence in English language teaching, with particular attention to the development of listening, speaking, reading, writing, vocabulary, and grammatical competence. The research is based on an analytical review of recent academic literature and an examination of pedagogical applications of AI-supported learning tools. The findings indicate that AI-based chatbots, intelligent tutoring systems, automated writing evaluation platforms, speech recognition technologies, and generative AI applications can facilitate individualized instruction, increase learner engagement, and support autonomous learning. Furthermore, AI technologies provide opportunities for differentiated instruction and continuous formative assessment.

Keywords: artificial intelligence, English language teaching, EFL, educational technology, generative AI, ChatGPT, personalized learning, digital pedagogy, language acquisition, automated feedback, communicative competence, innovative teaching methods.

INTRODUCTION

The advancement of artificial intelligence has become one of the most influential developments in contemporary education. Digital transformation has changed traditional approaches to teaching and learning, encouraging educators to adopt innovative technologies that support student-centered and competency-based instruction. In particular, artificial intelligence has created new possibilities for English Language Teaching (ELT), enabling teachers to design interactive, adaptive, and personalized learning experiences. English is widely recognized as an international language of communication, science, business, technology, and academic exchange. Consequently, developing English language proficiency has become an essential educational objective in many countries. However, traditional teaching approaches sometimes fail to address individual learning differences, provide sufficient opportunities for communication, or deliver immediate and individualized feedback. These limitations have encouraged educators and researchers to explore the pedagogical potential of artificial intelligence.

Artificial intelligence refers to computer-based systems capable of performing tasks that normally require human cognitive abilities, including language processing, information analysis, pattern recognition, prediction, and decision-making. In language education, AI technologies include intelligent tutoring systems, natural language processing applications, speech recognition software, automated assessment platforms, and generative AI tools.

The emergence of generative artificial intelligence, particularly large language models, has further expanded the possibilities of English language teaching. Applications such as ChatGPT can generate educational materials, explain grammatical structures, simulate conversations, provide writing

suggestions, and support vocabulary development. These technologies allow students to practise English beyond classroom hours and receive immediate responses to their questions.

Recent research has demonstrated the growing importance of AI-supported language learning. Lee et al. (2025), in their systematic review of 49 empirical studies, identified several major roles of generative AI in language education, including feedback provider, learning tutor, cognitive stimulator, interaction facilitator, and conversation partner.

METHODS

This study employs a qualitative descriptive-analytical research approach based on an integrative review of academic literature and pedagogical analysis of AI applications in English language teaching.

The methodological framework consists of three main components: literature analysis, comparative examination of AI-supported educational tools, and pedagogical interpretation of their practical applications.

LITERATURE REVIEW

The theoretical foundation of the study is based on academic publications addressing artificial intelligence, computer-assisted language learning, generative AI, and digital pedagogy. Particular attention is given to recent research published between 2023 and 2026. The reviewed literature focuses on the following areas: The application of generative AI in language education. AI-assisted speaking and pronunciation practice. Automated writing assessment and corrective feedback. Personalized and adaptive language learning. Ethical and pedagogical challenges of AI integration. The literature review identifies recurring themes, educational opportunities, and limitations reported in previous research. Analysis of AI-powered educational tools. Selected AI applications were examined according to their pedagogical functions, potential language-learning outcomes, and classroom applications. The analysis focused on the following categories:

1. Conversational AI and chatbots.
2. AI-powered writing assistants.
3. Speech recognition and pronunciation applications.
4. Adaptive learning platforms.
5. AI-supported assessment and feedback systems.

The tools were considered in relation to their capacity to support language development, promote learner autonomy, and facilitate differentiated instruction.

Pedagogical analysis: A pedagogical framework was developed to demonstrate how AI applications can be incorporated into English language lessons. The framework considers the relationship between learning objectives, teaching activities, AI-supported tasks, and expected educational outcomes.

RESULTS

The analysis of recent academic literature and AI-supported teaching applications reveals several important areas in which artificial intelligence can contribute to English language teaching. The results are organized into five main categories: personalized learning, speaking and pronunciation development, writing improvement, vocabulary and grammar acquisition, and assessment and feedback. **Personalized learning through artificial intelligence**. One of the most significant advantages of artificial intelligence is its ability to support personalized learning. Traditional classroom instruction often requires teachers to work with students who have different language proficiency levels, learning speeds, and educational needs. AI-powered platforms can help address these differences by adapting learning materials and activities to individual student performance.

DISCUSSION

The findings of the literature-based analysis suggest that artificial intelligence has considerable potential to transform English language teaching by supporting personalized instruction, increasing opportunities for language practice, and improving the efficiency of formative assessment. One of the most important implications is the transition from predominantly teacher-centered instruction toward more flexible and learner-centered educational environments. AI technologies enable students to practice English independently, receive immediate feedback, and access additional learning materials according to their individual needs.

CONCLUSION

Artificial intelligence represents an important innovation in contemporary English language teaching. Its integration provides new opportunities for personalizing instruction, developing communicative competence, improving writing skills, strengthening vocabulary and grammar knowledge, and supporting continuous formative assessment.

The analysis demonstrates that AI-powered chatbots, intelligent tutoring systems, speech recognition applications, automated writing assistants, and generative AI platforms can contribute to the creation of more interactive, flexible, and learner-centered educational environments.

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