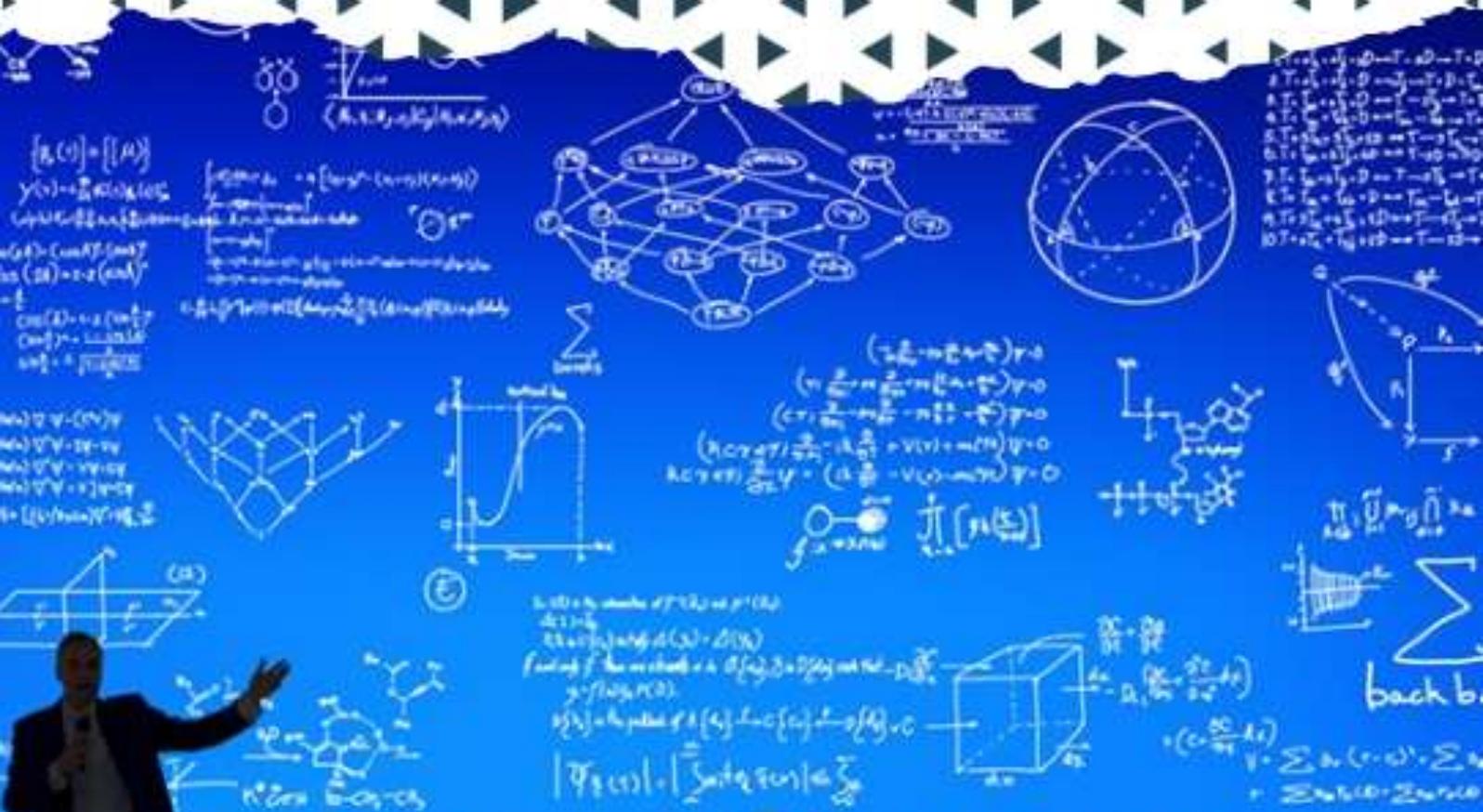




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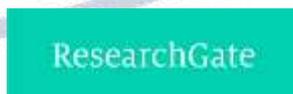


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Artificial intelligence in english language teaching: opportunities and ethical challenges

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Abstract. Artificial Intelligence (AI) is increasingly used in English Language Teaching (ELT) to support personalized learning, automated feedback, and learner engagement. AI tools such as chatbots, speech recognition systems, and automated writing evaluation platforms help develop vocabulary, pronunciation, and writing skills. However, the use of AI in ELT also raises ethical concerns, including data privacy and reduced human interaction. This article explores the opportunities and ethical challenges of AI integration in ELT and emphasizes the importance of responsible and teacher-guided implementation.

Keywords: Artificial Intelligence; English Language Teaching; educational technology; ethics; adaptive learning; learner autonomy.

Introduction. In recent years, Artificial Intelligence (AI) has rapidly developed and influenced various fields, including education. English Language Teaching (ELT) has particularly benefited from AI technologies that enable personalized instruction, instant feedback, and flexible learning environments [1]. AI supports learners in developing language skills such as vocabulary, pronunciation, reading, and writing by adapting content to individual needs.

Educational theories emphasize the importance of tools in learning processes. Vygotsky highlighted the role of mediated learning and social interaction, suggesting that technological tools can support cognitive development [1]. Similarly, constructivist approaches view learning as an active process in which learners construct knowledge with the help of supportive resources. In this context, AI functions as a mediational tool that enhances learner engagement and autonomy.

However, despite its advantages, AI integration also raises ethical and pedagogical concerns. Issues related to data security, fairness, and the reduction of teacher-student interaction require careful consideration. Therefore, it is essential to examine both the opportunities and challenges of AI in ELT.

Numerous scholars have explored the role of AI in language education. Bruner emphasized that effective learning occurs when learners actively engage with meaningful content, a principle that aligns with AI-supported interactive learning environments [2]. Holmes et al. argue that AI-based adaptive systems increase learner motivation and self-regulation by personalizing learning paths [3].



Research by Li and Zhang demonstrates that AI-assisted speech recognition tools significantly improve EFL learners' pronunciation accuracy and oral fluency [4]. Similarly, studies on automated writing evaluation systems show positive effects on learners' grammatical accuracy and coherence in writing [4].

International organizations have also addressed AI in education. UNESCO highlights the importance of ethical AI use, emphasizing data privacy, transparency, and inclusivity [5]. OECD reports stress that AI should complement teachers rather than replace them, ensuring balanced and human-centered education [6].

In recent years, the integration of Artificial Intelligence into English Language Teaching has attracted increasing attention from researchers worldwide. Wafa and Sulistyaningsih (2025) analyze current trends in AI-assisted ELT and conclude that adaptive learning systems and intelligent feedback tools significantly enhance learner motivation and engagement [7]. Similarly, Mirvafoeva (2025) examines whether AI represents a transformative shift or a temporary trend in ELT and argues that AI has long-term pedagogical value when aligned with instructional goals [8].

Jeon (2024) provides a systematic review of recent studies on AI in ESL and EFL contexts, highlighting positive effects on writing accuracy, speaking fluency, and learner autonomy [9]. In addition, Nurainisah et al. (2025) emphasize the role of AI in globalized education, noting that AI tools support inclusive and flexible language learning environments [10]. Research by Alenezi (2025) and Akbarani (2025) focuses on teachers' and students' perceptions of AI, revealing generally positive attitudes alongside concerns about ethical use and overreliance on technology [11,12].

Overall, recent studies confirm that AI has strong potential to enhance ELT practices. However, scholars consistently stress that AI should complement, rather than replace, the teacher's role and must be implemented responsibly.

Practical Applications of AI in English Language Teaching

In classroom practice, AI is applied through various tools and platforms. Adaptive learning systems personalize vocabulary and grammar instruction by analyzing learners' performance and adjusting tasks accordingly [3]. This approach allows learners to progress at their own pace.

Chatbots and AI-powered speaking tools provide opportunities for oral practice outside the classroom. These tools simulate real-life conversations and help learners develop confidence and fluency [4]. Speech recognition software also assists learners in improving pronunciation through immediate corrective feedback.

Automated writing evaluation tools support learners by identifying grammatical errors and suggesting improvements. Such tools reduce teachers'

workload and promote continuous writing practice. In addition, AI-based platforms encourage learner autonomy by allowing self-assessment and independent study [6].

Ethical Challenges of AI Integration

Despite its benefits, AI integration presents ethical challenges. One major concern is data privacy, as AI systems collect and analyze large amounts of learner data [5]. Algorithmic bias may also affect assessment fairness and learning outcomes.

Another issue is the potential reduction of human interaction in language learning. Language acquisition is a social process, and excessive reliance on AI may limit meaningful communication between teachers and learners. Therefore, ethical guidelines and balanced use of AI tools are essential to maintain the human dimension of education [6].

Conclusion. Artificial Intelligence offers significant opportunities for improving English Language Teaching by enhancing personalization, learner autonomy, and language skill development. Research shows that AI tools positively influence vocabulary acquisition, pronunciation, and writing skills when used appropriately. However, ethical challenges such as data privacy, bias, and reduced human interaction must be addressed. This article concludes that AI should be integrated into ELT as a supportive pedagogical tool under teacher supervision. Responsible and balanced use of AI can contribute to effective, inclusive, and ethical language education.

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