

TRANSFORMING ENGLISH LANGUAGE EDUCATION THROUGH ARTIFICIAL INTELLIGENCE TOOLS

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Abstract

This article investigates the potential for AI to transform English language education when used with clear pedagogy, ethical practice and teacher mediation. It draws on a wide range of research into the use of AI in English language teaching and presents the main findings of this body of research in an IMRAD structured article. The article first establishes the claim that while AI is not replacing the English language teacher, it does offer the teacher a range of new tools to support learning opportunities that are personalized, include timely feedback, promote communicative language use and are as inclusive as possible. The article then goes on to present a wide range of existing tools and functions, currently used to support English language learning and teaching, including generative chatbots, AI writing assistants, automated feedback and assessment, speech recognition and pronunciation, adaptive learning and learning analytics. The article then evaluates the affordances and the risks of a range of tools and functions for each of the four skills: listening, speaking, reading and writing, before offering a set of recommendations for responsible use of a wide range of existing AI tools and functions in English language education.

Keywords: Artificial intelligence, English language education, generative AI, learner autonomy, AI literacy, formative feedback

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Introduction

The use of artificial intelligence (AI) in English language education has become a reality that teachers and learners cannot ignore. The ways in which language learning took place in the past, such as in computer-assisted language

learning, online dictionaries, websites and learning management systems, have all been transformed by technology. There are now many more ways in which learners can practice all of the four skills (listening, speaking, reading and writing) and receive instant feedback on what they have written. Teachers, Teachers also use AI in English language education for planning and organizing lessons and for developing teaching materials that best meet the needs of their students. This paper discusses how English language learning is transformed by the many ways in which learners can continue to develop their four language skills outside the classroom through a variety of mediums and tools that have been made possible by recent advances in technology.

English language education is significant to the academic and professional pursuits of school students and university students around the world. As the global lingua franca for business, science, technology, entertainment and intercultural communication, English is studied by millions of students in every region of the world. English is not only studied as a school subject but also used as a medium of communication in academic and professional settings. There are many English language learners studying English as a second language in a wide range of contexts. They have different levels of prior experience, motivation, and opportunity to use English outside the classroom. In this sense, the use of AI in English language education can offer flexible and personalized learning opportunities to support English language learners in a variety of contexts. A recent review of the use of AI in English language teaching conducted by the British Council for example highlighted a range of contexts in which AI is currently being used to support the speaking, writing, reading, and learning of a range of goals by English language learners. However, the review noted the need for teachers to become AI literate and for guidance on using AI in pedagogically effective and ethical ways.

However, the value of these tools to the English language education will not automatically materialize. While a tool is able to generate an enormous volume of fluent English naturally and instantly, this does not automatically translate into effective learning outcomes. Indeed, as mentioned in the British Council's report on AI and ELTBLT (2024: 2), for example, if students are using AI to complete their writing tasks for them, they are essentially generating words, but not learning to use English "effectively". Similar issues have been observed and critically analyzed by Zawacki-Richter et al. (2019: 63-66), who noted that, currently, most AI tools are designed from a purely technical perspective with little consideration for the roles of teachers, pedagogy, ethics,

and learning theory in education. Thus, while highly promising, current and emerging AI tools for English language education must be approached from a balanced perspective, acknowledging both the immense potential and the limitations of each.

Our research adopts a new perspective on the use of AI in the English language classroom. It investigates tools that have great potential in supporting students' development of English skills. There are many areas in which AI can support students in developing their English skills in communication, feedback, practice, and resource creation. Technologies should be used as pedagogical tools in a human-centered design for learning. This is contrary to using them as substitutes for teachers. The application of AI in English language education also needs to consider unique aspects of English that are different from learning other languages and second languages. Many of these are related to learners' identities, cultures, and interactions, as well as to their meaning of English and use of English by users across the world. When generative AI is applied in educational systems, policies need to be developed, human capacity built, and ethical safeguards put in place so that the technology can be harnessed to benefit teachers, learners, and education researchers (Miao and Holmes 2023).

The aim of this article is to investigate how English language education can be transformed by the use of artificial intelligence (AI) tools in a responsible and meaningful way. The research questions that this article sets out to answer are: (1) What are the main current AI tools and their functions that are being used in English language teaching (ELT) and learning? (2) What are the benefits and the risks of these current main AI tools for developing the language skills of learners and for their autonomy? (3) What are some of the main principles that need to be followed by teachers in order to integrate the use of these current main AI tools into their lessons in meaningful ways. The article follows the IMRAD format, in which the Methods section outlines the approach taken to the review of the main current AI tools, the Results section outlines the main findings of the review of these tools, and the Discussion section discusses the main findings in more detail and outlines implications of the review for teachers of English as a second language.

Methods

The article is a qualitative analytical review of recent studies and publications on the use of AI in education in general and on generative AI in English language teaching in particular. The review is structured and includes a

selection of relevant studies, reports and chapters, as well as conference papers and publications in educational journals and professional magazines. The primary function of this review is to provide a structured interpretation of available evidence rather than to supply a series of examples of various AI tools currently used in ELT. For this reason, the review is not exhaustive and includes mainly English language publications on the use of generative AI, chatbots, automated writing evaluation, adaptive English language learning, speech recognition, AI literacy and other issues related to the integration of AI in educational contexts.

All the sources were selected on the basis of four criteria. The first criterion is that the publication had to be dealing with the use of AI in education, language learning, English language teaching, etc. in some way that is relevant to the classroom. The second criterion is that the sources had to provide some form of empirical evidence, such as a systematic review of the existing research, a theoretical analysis of AI in education, or a more policy oriented perspective on the use of AI in education. The third criterion is that the sources had to be dealing with the implementation of AI in education rather than its development. Finally, because generative AI has developed so rapidly in the last two or three years, all the selected sources are recent.

The following five aspects of AI integration into EL teaching and learning are studied within the context of the analytical framework outlined above. Firstly, the pedagogical purpose that the use of a particular EL teaching and learning tool serves. In other words, what are the learning objectives that the use of the particular tool facilitates. Secondly, the quality of feedback, whether provided automatically by a computer program or not, that the tool offers to students. This is considered in terms of the following four criteria: (1) accuracy, i.e. how correct the computer-generated feedback is; (2) comprehensibility, i.e. how easily the student can understand the feedback; (3) actionability, i.e. how easily the student can put into practice the suggestions contained in the feedback; and (4) adaptability, i.e. how easily the tool can be adjusted to the student's current level of learning. Thirdly, the degree of learner autonomy that the use of the tool affords the student. In other words, how much control does the student have over the learning that takes place while using the tool. Fourthly, the role that the teacher plays when the tool is integrated into teaching and learning. Finally, the ethical aspects of using AI in the context of EL teaching and learning. These refer to a number of issues, such as: privacy; bias; academic honesty; transparency; equality of access; and verification.

In order to structure the analysis of a large number of AI tools, they have been organized into the following six categories: 1) Generative chatbots, 2) AI writing assistants, 3) Automated feedback and assessment tools, 4) Speech-recognition and pronunciation tools, 5) Adaptive language-learning applications, and 6) Learning analytics systems. These categories have in turn been analyzed from the perspective of the four skills as well as from the perspective of a range of cross-curricular competencies including vocabulary, grammar, intercultural communication, critical thinking and digital literacy, and others.

| AI Tool Categories | Target Pedagogical Competencies & Covered Areas | Key Focus of Integration |
|---|---|---------------------------------|
| Generative chatbots | Speaking practice, interactive dialogue, role-plays, conversational pragmatics. | Communication & Fluency |
| AI writing assistants | Essay structural outlining, grammar correction, vocabulary style adjustments. | Writing Process Support |
| Automated feedback & assessment | Timely formative evaluation, error identification, draft comparisons. | Accuracy & Self-Correction |
| Speech-recognition & pronunciation | Intonation, rhythm modeling, phonetic accuracy assessment. | Auditory-Oral Skills |
| Adaptive language-learning apps | Personalized lesson flows, specialized vocabulary logs, grammar units. | Individualized Pace |
| Learning analytics systems | Tracking student difficulty areas, performance trends, engagement data. | Data-Driven Instruction |

Table 1. Analytical Framework and Categorization of AI Tools in English Language Teaching

The review also addresses a very important issue for teachers who use AI in their teaching. In order to evaluate the effectiveness of the use of AI in their teaching, teachers need an instrument or index that enables them to do so. The

review presents an interpretive index, the AI Integration Effectiveness Index. It does not measure the extent to which AI is integrated in language teaching and learning, but it enables teachers to evaluate whether the use of AI in a particular activity is pedagogically balanced. The use of AI in English language teaching is effective when four equally importance is given to four elements: pedagogical alignment, feedback usefulness, learner agency and ethical safety. This is represented in the following formula:

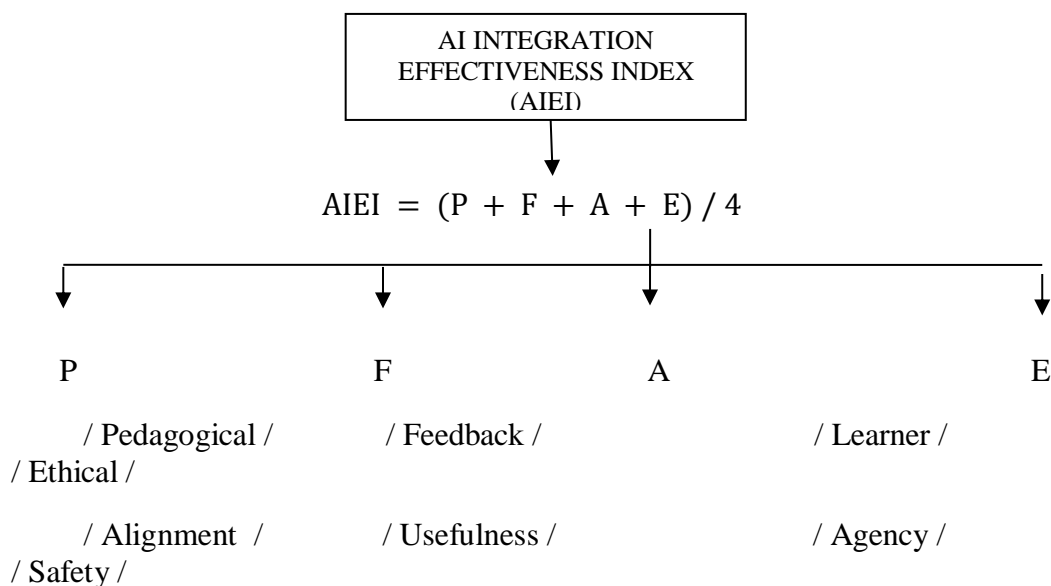


Figure 1. A conceptual framework/diagram AI Integration Effectiveness Index (AIEI)

2.1. Explanation of the Formula.

In Formula 1 the P is for pedagogical alignment, F is for feedback usefulness, A is for learner agency, and E is for ethical safety. The pedagogical alignment is very poor if a tool is only used for speaking speed in the English classroom and it produces very accurate and highly fluent language. The feedback from the tool for writing (for example for grammar) might be very useful but the ethical safety is very poor because sensitive personal data of learners is collected without their consent or of minors without the consent of their parents. The Formula for Formula 1 of the above aspects is highly relevant

for the evaluation of tools used to support learning in the English language classroom. This human-centered approach to learning is recommended in the international guidance on the use of AI in education. It is meant to support the learning objectives of the learner and to protect from very poor quality, commercially-motivated, automated educational materials. The teacher is supported in his or her job in freeing him or her from mundane tasks in order to support more meaningful human interaction with the learners in the classroom. The teacher functions as a facilitator of learning in the classroom. In the Discussion section the Formula for Formula 1 will be used to outline some key principles for the effective use of AI in the English language classroom.

Results

The review for this chapter, as well as the corresponding reference list, yielded five main results. First of all, in the outside classroom, AI is able to reach English language users who are not able to speak English enough in class. Traditional English lessons are often unable to offer all their learners enough opportunities for speaking in class. In addition, in such lessons, it is also difficult to provide individual feedback for all learners. Furthermore, many English learners do not have enough opportunities for writing in class and therefore are not able to review their English writing in class. Thus, there are many learning situations in which traditional learning is not able to fill the learning gaps of its learners. In such situations, chatbots as well as many learning applications offer further English practice and therefore support several important aspects of learning. Thus, AI is able to support the learners to get over their fear of speaking in front of other learners (British Council 2024: 113-122).

There are many ways to use a chatbot to support speaking practice, for example the learner could practice speaking with a hotel receptionist, in an interview, as a travel guide, as customer in a shop etc. There are also many different speech-recognition tools on the market. Some of these can give feedback on the learner's pronunciation of individual sounds, on stress and intonation and on overall fluency. There are also many different Text-to-Speech (TTS) systems which can be used by learners to model the different aspects of English pronunciation such as stress, intonation and rhythm. While these technologies are not a substitute for face-to-face interaction with other speakers at times they can be very useful for learners to practice speaking before actually speaking to another human being in class. A learner who is very shy and suffers from extreme anxiety when speaking in front of other people could use AI to

have speaking practice sessions in private of his/her own home before being able to take part in class speaking activities. For advanced learners the chatbot can generate more complex discussion prompts which will allow the learner to engage in longer sustained conversations. In addition, the AI can support the teacher in many ways, for example the teacher can use the AI to automatically generate role-cards and scenario-requests for speaking practice which will save the teacher hours of work.

AI tools are equally effective in all stages of the writing process. For a writing lesson, tools can be set up so that they support learners at different points in the process. For example, generative AI can support the planning phase by helping learners to come up with ideas for their writing and to develop an outline. During the drafting phase, writing assistance tools can support learners in identifying unclear sentences and in making a number of other revisions to their work. In the editing and proofreading phase, learners can be provided with grammar explanations as well as comparisons between formal and informal written English. The ultimate aim of using AI in a writing lesson is to support learners in producing more coherent written work. Kohnke, Moorhouse, and Zou explained that ChatGPT can be used to provide language examples, to correct errors, to explain concepts, to generate quizzes, and to provide learners with contextualized vocabulary support (Kohnke, Moorhouse, and Zou, 2023, p. 537-550). However, they emphasized that teachers and students need to acquire digital literacy in order to use generative AI effectively and ethically.

An example of how to teach writing using AI in class could be to have students complete the first stage of the writing process (e.g. planning an essay, making notes, etc.) independently, using the AI tool for the second stage (e.g. analyzing a text, checking grammar, etc.) and then work in pairs to decide on the suggestions to use for the third stage (e.g. revising and editing) and write the final essay, including a short reflection on the suggestions that were accepted and those that were not. In this way, students are still very much in control of the writing process and have the opportunity to learn how to use the AI to support them in writing better. Students can also learn to distinguish between good and bad AI generated text and use parts of it or the whole of a generated section as they see fit. The main benefit for students is that they will become more aware of language and will develop their critical thinking skills as well as learn how to use AI effectively to support their writing.

| Language | Key AI Affordances & | Potential Educational Risks & |
|----------|----------------------|-------------------------------|
|----------|----------------------|-------------------------------|

| Skill | Opportunities | Pitfalls |
|------------------|---|--|
| Speaking | Private simulation of dialogues; instant pronunciation feedback (intonation/stress); reduced anxiety. | Lack of genuine interpersonal human emotional dynamics; reliance on synthetic interaction. |
| Writing | Brainstorming ideas; automated draft structural outlines; detailed grammar/formality comparisons. | Outsourcing intellectual work completely; lack of actual skill synthesis by the student. |
| Reading | Adjusting text readability; automatic generation of quiz items; contextual definition pop-ups. | Exposure to hallucinations or inaccurate AI facts; loss of contact with authentic literary voices. |
| Listening | Custom Text-to-Speech voices; multiple accent speeds; customized scenario playback. | Limited representation of world English varieties; standard dialect bias in datasets. |

Table 2. Matrix of AI Affordances and Educational Risks across the Four Language Skills

3. AI supports Differentiation. As mentioned in the section above on access, also in Mixed Ability Classrooms AI tools support teachers in teaching and learning in a number of ways. For example, reading texts can be modified for different levels of learners. Vocabulary lists can be automatically created that are relevant to the learners' level. In addition to this, questions for checking comprehension can be created and more challenging tasks for faster learners. Also, an adaptive tool can automatically change the tasks that a learner is given to ensure that they are working at the right level. This tool can also provide the teacher with learning analytics, such as a list of grammar or vocabulary that the learner has found difficult on previous occasions. This information can then be used by the teacher to respond to the needs of all students in the class in a more efficient manner.

Differentiation with AI tools involves lowering the level of learning tasks to provide support for less able learners, and raising the level of learning tasks in order to provide a challenge for more able learners. While learners at the beginning stages of English study can use sentence frames to complete speaking tasks about pictures, learners at intermediate levels can have connectors provided for them in order to compare and contrast information in speaking tasks. For more advanced learners of English, speaking tasks can be designed to encourage the use of more argumentative language and a point of view when discussing a social issue. The learner support that AI tools are able to provide very quickly, can be very effective in the classroom, however teachers need to check the examples of language that have been provided by the AI tool for learners, to check their accuracy, to check that they are relevant to the learners' current level of English and to check that they are appropriate for use in the learners' respective cultural contexts.

4. Findings for the teacher. The English teacher's role is no longer confined to transmitting information. He or she designs and monitors the learning environment, assesses the work done by the student with the aid of AI, and especially facilitates face-to-face interaction in the classroom as well as teaches the student to make effective use of technology in learning English. While generative AI has great potential for supporting learning, there is a risk that when students use it to outsource learning tasks, even if they see an increase in learning performance, they may not be gaining any real knowledge or skills (OECD 2026: 3731-3769). The student may have produced a perfect paragraph using AI to write it for him or her, but the crucial question is whether the student is able to explain what he or she did, to adapt the text, and to express it in other words.

However, after the initial setup of the chatbot or other AI tool, the teacher can then manage his/her classes and provide the learners with more meaningful interaction and support, without having to spend too much time on repetitive tasks. Therefore, the teacher can focus on helping the learners to achieve their full potential in English. There are many factors that can affect English language learners and their teachers. These include the learners' confidence, motivation, identity, and the use of humor. In addition, the teacher must also be taken into consideration, as well as real communication. While the chatbot or other type of AI can simulate human interaction, such as a conversation with a native speaker, it is not possible for the AI to take into account the learner's prior knowledge and experiences, the dynamic of the classroom, or the local culture of the

learners' country. All of these things can be taken into account by the teacher and used to encourage the learners in a positive way. In summary, the role of the teacher in the classroom where AI is used is to encourage the learners, build a classroom community, and help the learners to use the AI tool in an effective manner, while at the same time using the AI tool to support the learning taking place in the classroom.

The use of generative AI in English language education has a number of implications for teaching and learning and some of the potential concerns and lessons for teachers, learners and policy makers in terms of the ethical use of generative AI are discussed. There are a number of potential negative effects on the quality of learning; there is a risk that the information that AI generates could be inaccurate and therefore misleading; there is also a risk of bias in the language that AI generates and that this could be used to present a negative stereotype of languages and cultures. There are also a number of concerns about data and the processing and storing of learner data; there are also a number of concerns about equity as not all learners will have access to the same AI. In addition to these concerns there is also the potential problem of over-reliance on AI by learners who may begin to lose confidence in their own ability to use English. A great deal of the current guidance on the use of generative AI is focused on the development of policy and regulation of data protection, human capacity and teaching. Much of the existing policy and guidance for education is not directly applicable to the use of generative AI and therefore more specific guidance is required. One of the first starting points for this is UNESCO's guidance on the use of AI in education (Miao and Holmes 2023: 8-15).

These are not necessarily problems that need to be solved by taking AI out of the English language education arena. Rather, they need to be addressed by teaching learners how to use these tools critically and responsibly. For this to happen, students need to be taught to develop their AI literacy (i.e. how to use these emerging tools for learning and studying English), and teachers need to be provided with support in order to integrate these new tools into their teaching practices effectively and pedagogically.

Discussion

English language teaching methodology can be transformed by AI. Today, the process of transformation of English language teaching is crucial and this transformation can take the shape of redesigning pedagogy of English language teaching as opposed to the current perception that teachers will be replaced by

technology. AI can address five core problems of English language education, namely, lack of quality practice opportunities, delay in receiving feedback, learners' anxiety while learning English, learners' mixed levels of English language proficiency and the lack of support that individual learners require for enhancing their English language learning. However, merely completing the learning tasks quickly by using the technology will have no value.

For these four aspects to be realized in practice, it might be helpful to examine the ways in which people can work well together as a team. Formula 1 racing is often used as an example of successful teamwork. In the same way, there are lessons that English language teachers can draw from AI in terms of how to work effectively with it. For one thing, for any given learning activity, there must be pedagogical alignment, i.e. the use of AI must be for the purpose of helping learners to achieve a specific learning objective. Thus, students may engage in a conversation with a chatbot for purely enjoyable purposes, but only when the teacher has specified a target function for them to work towards, such as making polite requests, using the past tense in narrative, or agreeing/disagreeing. In terms of the feedback that is generated by the AI, it must be both understandable and actionable, i.e. it must help the learner to know what to do and also to understand why he or she is doing it. For example, while an AI might say that a sentence is not natural, this would not be very useful. Instead, the AI could explain why a change of verb tense, preposition, or word choice is indicated. The learner must also have agency when using AI, i.e. he or she must make decisions, evaluate output, and take responsibility for his or her own learning. This is in line with current pedagogical practice that emphasizes the importance of student autonomy. Finally, the use of AI must be ethically safe, i.e. students must be made aware of the data privacy policies of any tool that is used, they must be able to acknowledge when they have been assisted by the AI in completing a task, and they must be prevented from using tools that could allow them to share sensitive information about themselves or others.

The teacher can use English language learning (ELL) software to support her preparation for a lesson. For example, she can use the software to find more lesson ideas, to modify texts to better meet her students' needs, to create more vocabulary practice for her students, or to develop more discussion questions for her students to use during speaking activities. In class, the teacher would then have her students complete a guided practice activity and compare their answers with their peers. Students would also give each other feedback on their writing and the teacher and students would work together to receive different levels of

support for writing and speaking activities. Students would then review the feedback that they received from the software and edit their work. Students would even write about what they learned from using the software that could be reviewed by the teacher and students at a later time.

Another aspect to consider when planning to introduce AI in the classroom is how it will be used for assessment purposes. Once learning products can be generated by computers in a split second to near perfect standards there is a danger that a lot of the current traditional homework could become superfluous to requirement. However, learning processes and evidence of learning could be used as the main basis for assessment. For example, a writer may use a writing assistant to help to revise an essay, the teacher could then ask for submission of the first draft, the AI feedback, the final version of work and a paragraph of writing that details the changes that have been made to the work. Students' vocabulary logs, their class notes that they have made for revision, peer to peer feedback that has been given in class and their learning journals all could be used as evidence for assessment purposes. This would mean that learners would clearly see the role that AI is playing in their learning and that their learning would become more transparent.

A further consideration for English language teachers is to distinguish between support that is of low risk/ high value and that which is of higher risk and therefore needs to be monitored by the teacher. There are many examples of low risk/ high value support, for example, a chatbot can generate more examples of vocabulary for learners to practice with; a writing support tool can compare two versions of a piece of writing that a learner has written; speech-recognition tools can be used by learners of speaking to practice their pronunciation in a number of different contexts. On the other hand, support for essay correction and automated grading are of higher risk and therefore should be used with caution and monitored by the teacher. Teachers also need to be aware of the potential for cultural bias in the support that they use and should choose support that includes a number of different cultural explanations. The teacher should also be aware of when it is appropriate to use AI to support learning and when it is not. For example, it would not be appropriate to use AI to write a personal reflection for a learner. The classroom policy on the use of AI in the classroom should make clear when it can be used, when it needs to be acknowledged and when it should also make clear when it should not be used.

Also relevant to the teaching and learning of English as a foreign language is the issue of teacher AI literacy, which refers to teachers' knowledge about

using AI for learning and teaching. Teachers need to learn about writing good learning prompts, assessing the output produced by AI, identifying typical errors, protecting students' data while using AI for learning, and designing good learning tasks that are supported by AI. Teacher AI literacy does not have to mean that teachers become computer scientists; rather, they need sufficient knowledge to make informed decisions regarding the use of AI in their own teaching and learning. So far, research into AI education generally lacks sufficient pedagogical reflection and inclusion of practicing teachers, especially English language teachers, in the design of practices for using AI in learning (Zawacki-Richter et al. 2019: 63-66). Thus, English language teachers should be involved in designing practices for the effective use of AI in learning.

A model for teacher practice is 'human-in-the-loop' (human-in-the-loop) instruction. In human-in-the-loop learning environments, initial generated products from AI are evaluated, modified and contextualized by humans. For example, a learner who uses a chatbot to practice his or her writing first receives a number of suggestions for vocabulary to include in his or her essay. The learner then checks whether the suggested vocabulary is appropriate for the intended message. Similarly, the AI generated reading questions for a learner to complete as part of his or her reading can be checked by teachers for appropriateness to the text at hand and to the learning objectives of the lesson. Pronunciation feedback from AI can also be useful for teachers to help their students understand which errors in their pronunciation actually affect communication and which are of a purely accent-related nature and thus less important for the student to change. In this way, human-in-the-loop learning environments avoid the two extremes of relying too heavily on AI for learning and therefore being unable to improve learning outcomes, and rejecting the use of AI for learning because it does not provide exactly what the learner needs.

Second, the use of AI tools can also increase learner autonomy. Autonomous learners are those who have the ability and are willing to take responsibility for their own learning, and set goals for themselves. They choose the learning strategies that best support their learning and monitor and evaluate their own learning. The AI tools can be used to support the self-directed learning of students. For example, a student preparing for an English presentation can use the AI to generate questions for him/her from an imaginary audience. The student can then use these questions to practice his/her speaking. The student can also receive feedback on his/her speaking. A student reading in English can use the AI to explain any vocabulary found in an article or document that he/she is

reading. The student can then create flashcards of the new vocabulary that he/she found, and use the flashcards to practice using the vocabulary in sentences. A student working on his/her/their English pronunciation can use the AI to repeatedly practice the pronunciation of difficult words and phrases in order to improve. Through completing these types of AI-supported learning activities, students can develop the skills that are required to become an autonomous learner. These include keeping a learning journal in which the student records what he/she has learned, and how he/she came to learn it. The student can also write a learning reflection in which he/she explains what worked well for him/her in his/her learning, and why it worked well, and what he/she could do differently in the future in order to maximize his/her learning.

While AI can support autonomous learning, it should not be used as an excuse for students to be isolated from their teachers and from each other. AI can also support, and indeed enhance, classroom communication and interaction. For example, a student can use a chatbot to prepare for class oral work, such as a presentation or a discussion, or write an essay that can be read by peers and receive feedback from them. A group of students can use AI to come up with different arguments for and against a given position and then compare these with the arguments that they have come up with themselves, evaluating them as to which are more persuasive.

A further issue, however, that is currently largely being ignored, is that of how different varieties of English are to be dealt with within the data-sets of the various language learning AI programs are trained on. There are many different varieties of English, used as a written language, and even more varieties used as a spoken language, all of which are perfectly accepted. Most data-sets of written English, however, consist largely of examples of mainstream, written American English and British English. It is therefore possible that English language learners using various AI programs, will gain the impression that there is only one 'correct' form of English. The teacher of English, as has already been suggested, has an important role to play in teaching learners of English to be aware of a number of aspects of language use, for example formality vs. informality, the appropriateness of language for different contexts and interlocutors, different genres of writing and speaking, as well as various aspects of communication, for example pragmatics, and speech act recognition. The use of AI generated language, as has already been suggested, in a classroom discussion, could highlight for learners the many different ways in which English can be correctly used. For example, a learner could use a chat program,

to generate a number of different ways of making a polite request. The learner could then be asked to comment on the formality of each of the requests generated. A further example, could be that of how different verb tenses are used in written and spoken academic English, and how a learner might decide which to use in a given situation. Also how different prepositions and phrases are used in different contexts. The feedback from an AI, could also be used to highlight to a learner, where the program appears to be taking a narrow view of English, and how this could be developed in more detail, by the teacher and learner together. In this way, the use of AI, could also provide valuable learning opportunities, for the teacher of English, to develop aspects of language use, which the learner needs to be aware of.

Finally, consideration must be given to equity. The new tools of learning that are currently considered essential must not be dependent on essential hardware and quality internet access for which some students are unable to subscribe. Teachers should have alternative plans and resources for students who do not have access to AI tools at home to complete set tasks. Schools also have a responsibility to safeguard the data practices of young learners and to ensure that any use of AI tools is safe.

Recommendations. To truly utilize AI in the English language classroom, teachers, students and parents must all become more AI literate. Developing the AI literate writer is key and that means teaching students to write effective prompts and, above all, to check the facts in any generated information. The use of generative AI also requires a focus on data privacy and the development and implementation of rules for its responsible use. Perhaps the greatest challenge, however, will be teaching students to give proper credit when they have used AI to complete school work. In summary, the teacher and student should use technology to complete time-consuming tasks and to support learning that encourages greater human communication and interaction in the classroom.

In summary, English language teaching needs to change in order to capitalize on the many programs now available to support classroom teaching and out-of-class studying and practice. Such transformation is not to be gauged by the mere number of different programs now available to be used within and outside of the classroom. Rather, change to teaching will be indicated by evidence that the many different applications now available are used to support learners in engaging in and developing ability to use communicative functions in many different contexts, reading critically, writing meaningfully, and becoming more autonomous learners. Therefore, many programs will only have a positive

impact on student learning if they are used by teachers to support effective use of the many programs now available to support a range of important language uses in a variety of different learning contexts. Thus, there is great promise for use of AI in English language education, and evidence now exists that support the claim that, with close alignment to established evidence-based practices in SLA as well as to general pedagogical principles of good teaching, AI will prove to be a powerful tool to support a wide range of important language functions in meaningful contexts.

Conclusion

The growing use of Artificial Intelligence (AI) in English language education is currently transforming the way in which English language learners can engage in English language practice, receive feedback on English language practice, be provided with a greater range of learning opportunities to support classroom differentiated learning and to develop learner autonomy.

Responsible integration of such tools into English language education, therefore, is a necessity, for although these computerized programs can and do produce massive amounts of highly fluent language, such output is not necessarily true, nor is it fair or wise for students to rely on computers for all aspects of their English learning, and for teachers to rely on computers for checking their students' work. While teachers are not the center of the learning process, they are still the essential component and, therefore, it is incumbent upon them to become familiar with a variety of tools, and to use them in a variety of ways in their teaching, in a collaborative fashion with their students and with other educators, to create learning environments that are rich, and enable students to learn to communicate in English effectively.

The four key elements that need to be in balance when using AI to support English language teaching and learning are: pedagogical alignment; feedback usefulness; learner agency; and ethical safety. When these elements are in balance, effective use of AI will become a very powerful learning tool for English language teachers and their learners. But when any one of these elements is not in balance, then using AI to support English language teaching and learning could actually become less educational than not using it at all. The choice between using technology to support English language teaching and learning and doing it without the use of technology is not between teachers and machines. It is between poor teaching and teaching enhanced by technology in a human-centered, communicative and culturally-aware way.

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Жасанды интеллект құралдары арқылы ағылшын тілін оқытуды трансформациялау

Аңдатпа. Бұл мақала жасанды интеллектіні нақты педагогикалық ұстанымдармен, этикалық тәжірибемен және мұғалімнің бағыттаушы рөлімен қолданған жағдайда оның ағылшын тілін оқытуды өзгерту әлеуетін зерттейді. Мақала ағылшын тілін оқытуда ЖИ қолдану бойынша кең ауқымды зерттеулерге сүйенеді және осы зерттеулердің негізгі нәтижелерін IMRAD құрылымындағы мақала түрінде ұсынады. Алдымен мақала ЖИ ағылшын тілі мұғалімін алмастырмайтынын, бірақ мұғалімге жекелендірілген оқу мүмкіндіктерін қолдауға, уақтылы кері байланыс беруге, коммуникативтік тілдік қолданысты дамытуға және мүмкіндігінше инклюзивті оқытуды қамтамасыз етуге арналған жаңа құралдар жиынтығын ұсынатынын негіздейді. Одан кейін мақала ағылшын тілін үйрену мен оқытуды қолдау үшін қазіргі уақытта қолданылып жүрген қолданыстағы құралдар мен функциялардың кең ауқымын қарастырады, соның

ішінде генеративті чат-боттар, ЖИ негізіндегі жазу көмекшілері, автоматтандырылған кері байланыс пен бағалау, сөйлеуді тану және айтылымды жетілдіру құралдары, бейімделген оқыту және оқу аналитикасы бар. Кейін мақала тыңдалым, айтылым, оқылым және жазылым сияқты төрт дағдының әрқайсысы бойынша бірқатар құралдар мен функциялардың мүмкіндіктері мен тәуекелдерін бағалайды, содан соң ағылшын тілін оқытуда қолданыстағы ЖИ құралдары мен функцияларының кең ауқымын жауапкершілікпен пайдалану бойынша ұсыныстар береді.

Кілт сөздер: жасанды интеллект, ағылшын тілін оқыту, генеративті ЖИ, оқушы автономиясы, ЖИ сауаттылығы, қалыптастырушы кері байланыс

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Трансформация обучения английскому языку с помощью инструментов искусственного интеллекта

Аннотация. В данной статье исследуется потенциал искусственного интеллекта в трансформации обучения английскому языку при его использовании на основе четкой педагогики, этической практики и посреднической роли учителя. Статья опирается на широкий круг исследований, посвященных применению искусственного интеллекта в преподавании английского языка, и представляет основные результаты данного направления исследований в статье, структурированной по формату IMRAD. Вначале в статье утверждается, что, хотя искусственный интеллект не заменяет учителя английского языка, он предоставляет преподавателю широкий набор новых инструментов для поддержки персонализированных учебных возможностей, своевременной обратной связи, развития коммуникативного использования языка и максимально инклюзивного обучения. Далее в статье рассматривается широкий спектр существующих инструментов и функций, которые в настоящее время используются для поддержки изучения и преподавания английского языка, включая генеративные чат-боты, AI-инструменты для письма, автоматизированную обратную связь и оценивание, распознавание речи и работу над произношением, адаптивное обучение и аналитику обучения. Затем в статье оцениваются возможности и риски ряда инструментов и функций для каждого из четырех навыков: аудирования, говорения, чтения и письма, после чего предлагается ряд рекомендаций по ответственному использованию широкого

спектра существующих AI-инструментов и функций в обучении английскому языку.

Ключевые слова: искусственный интеллект, обучение английскому языку, генеративный ИИ, автономия обучающегося, AI-грамотность, формирующая обратная связь.