

THE NEW TREND IN ENGLISH LANGUAGE TEACHING: ARTIFICIAL INTELLIGENCE

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1. Introduction

Generation Z is used to technology. They are accustomed to technology like the popular mobile communication systems that were somewhat novel to earlier generations. Current students are part of it. The internet has an impact on and connects to this generation (Tarihoran et al., 2022). Due to its capacity to alter and improve many aspects of the educational process, technology is a significant factor in education. AI technologies and adaptive learning systems may modify the speed and material to meet the individual needs of each student. Across geographical boundaries, technology facilitates smooth interactions between students and teachers. Video conferencing, online discussion boards, and teamwork tools boost cooperation and communication abilities (Aggarwal, 2023). AI tools, such as communication and simulation ones, offer instructional games, realistic English communication scenarios, and hands-on language proficiency education as well as scenarios for proper pronunciation, offer practice, and provide constructive criticism (Kushmar et al., 2022).

The development of intelligent machines that can carry out activities that would typically need human intellect is the focus of the very large field of AI in computer science (Slimi & Carballido, 2023). The major dictionaries offer a variety of definitions for AI, but a common theme is that AI must emulate intelligent human behaviors or be able to perform tasks that previously required human intelligence (Patrick, 2020). Education is among the many areas that have seen considerable change as a result of AI. In this case, computers learn from the data they are given and create models that may be used to predict or take action (Eriana & Zein, 2023).

These days, it's nearly impossible to separate technology from ELT. Ultimately, ELT is impacted by technology developments. Both the practice and knowledge of ELT have unavoidably changed as a result of the AI era. Teaching and learning English is now simpler because to the advancement of digital platforms and technology. AI technologies are frequently employed in language teaching, creating new opportunities for flexible and tailored learning (Holmes et al., 2019). Wang (2019) claims that they can back up ELT by boosting communication and providing feedback to students. This is an opportunity to get better at English. Therefore, if machines can teach English, perhaps students don't need English instructors in the classroom or English education. An AI-based English classroom model should be developed in parallel with ELT. Language and digital skills complement one another to enhance global competency. English has a systematized grammar and is one of the most commonly spoken languages in the world. Teaching English to students who are learning it as a second or foreign language (ESL/EFL) is therefore never simple (Ghafar et

al., 2023). Therefore, the use of AI, machine learning, intelligent searching, and natural language processing may successfully enhance advancements in English teaching and learning. ELT in the context of AI has rapidly evolved in tandem with the growing use of technology in education. As AI technology advances, it will become more and more relevant in English language education, providing teachers with the means to create learning environments that are more dynamic, efficient, and focused on the needs of the students (Lütge & Merse, 2021).

It also opens its frontiers for the evidence in AL, leading to a new generation of AI applications for language learning that have revolutionary accessibility and remove boundaries of accessing students across socioeconomic and geographical constraints. These AI-supported platforms allow students to approach English language learning material in a self-paced manner at home, thus promoting sustainability in learning outside of the class. These platforms can be accessed at any time and from any place. According to Arini et al. (2022), the growing use of mobile devices affects education and learning as it reaches a more flexible atmosphere so that students can exercise and learn anytime and anywhere. Theoretically, a computer system driven by AI can carry out activities that normally need human assistance (Russell & Norvig, 2016). AI may have an impact on some facets of human intellect, including voice understanding, language comprehension, visual perception, and decision-making.

According to Kim et al. (2019), AI is increasingly used in the ELT field as a tool to improve both language education and the reality of learning itself. Numerous systematic research and reviews have examined the use of AI in ELT in an effort to better understand its efficacy and potential for improving English language proficiency, translation, evaluation, recognition, attitudes, and satisfaction. Additionally, digital literacy and language literacy work well together to improve global competency (Fitria, 2021). So, combining the latest skills with AI in education requires a systematic, time and effort-taking process as well as hard work. AI encompasses a range of concepts, including neural networks, machine learning, and natural language processing (Raol & Ayyagari, 2019). It is not as easy to adapt AI to the needs of ELT and what students need. What is still up in the air, however, are the effectiveness of AI in English language learning, its effects to students, and the methodology used in related research (Weng & Chiu, 2023).

AI in education is now acknowledged as a key area of innovation and transformation in a rapidly evolving technologically driven and interconnected global society. A field at the forefront of this change is ELT, which is deeply rooted in fields of international communication. Traditional approaches have always been essential, however they often fail to address students' specific and changing needs of today whatsoever. Its capability to personalize, evaluate, and continuously create learning experiences can truly revolutionize the teaching of English and other subjects. AI has a lot of impact on ELT and indeed offers exciting opportunities for improved learning experiences and increased student engagement. Through the ethical and collaborative use of AI, educators can revolutionize language education and prepare students for success in a globalized society. In addition to discussing

the difficulties and ethical challenges associated with this technological change, this chapter explores the uses and new opportunities that AI brings to ELT.

2. AI and ELT

In the digital era, information technology is developing so rapidly that educational institutions must use mobile computing devices for teaching. These days, most students own a cell phone. It is impossible to separate students' everyday lives from their smartphones or cell phones. Put differently, they are the generation of pupils that instructors are currently dealing with known as "digital natives" or the "Net generation" who have grown up with computers and the Internet. As the number of mobile devices held increases, people are mostly looking for new methods to increase their knowledge and comprehension of mobile technology in non-school contexts, which differs from how the technology is used in schools. It suggests that mobile technology might enhance learning in both formal and informal settings by facilitating cooperative activities. In light of these conditions, teachers can use mobile phones as teaching and learning aids since incorporating technology into the classroom is a wise tactic (Arini et al., 2022). The ability to adjust to one's surroundings while working with limited resources and information is the fundamental component of intelligence. As a result, an intelligent system ought to be dependent on limited processing power, operate in real-time, be adaptable to unforeseen tasks, and gain knowledge from past experiences (Wang, 2019). The study and creation of intelligent hardware and software is known as AI in computer science. Furthermore, "intelligence" can replace actual items since it is superior to them. It is a very complex term. Without a doubt, the "artificial" aspect of AI refers to its genesis and technique of production, which emerged as an outcome of human intellect and invention rather than natural (particularly biological or progressive) impact (Fetzer, 1990). Consciousness, emotional awareness, self-awareness, readiness, and inventiveness are only a few of its many expressions.

According to Pedro et al. (2019), learning the English language is regarded as a crucial educational goal in terms of enhancing students' capacity for cross-cultural interaction. One subset of computer-assisted language learning for foreign language learning is AI-assisted devices. Without AI, ELT might have problems. This will most likely occur gradually rather than all at once. AI will eventually surpass the general human intellect, sometimes referred to as artificial general intellect, and its adoption is inevitable.

AI integration into the English language learning environment has promise for resolving long-standing issues, personalizing the educational process, and enhancing overall proficiency results. The process of teaching and learning English should incorporate the development of an AI-based classroom model. AI for personalized assessment systems, real-time feedback, and personalized learning may be a part of this model. AI in education has revolutionized the process by focusing on individual knowledge levels, learning speed, and goals, continuously analyzing students' learning backgrounds for improvement and interest thanks to personalization. Close-shot assistance and guidance that improves foreign language achievement while meeting the various needs of students can be provided by those tools.

According to Pratama et al. (2023), AI is revolutionizing education by improving overall learning outcomes and offering individualized learning experiences. AI significantly improves the quality of learning a foreign language by taking into account each student's unique characteristics and expectations including aims and objectives) (Kushmar et al., 2022). Personalized tutoring systems are expected to help close the achievement gap in education by providing particular focus. For instance, students who require more support can receive personalized education from AI that adapts to their needs at home and school in order to enhance their academic performance. AI technology ensures a learner-centered and culturally relevant learning experience by matching resources to students' interests and language proficiency levels.

According to Anis (2023), AI use in ELT goes beyond language learning to strengthen students' cultural sensitivity, cross-cultural competency, and global awareness. AI-enabled innovations and platforms allow mutually enriching cross-cultural engagements and they come with rich access to diverse cultures and opinions. As the students interact with the AI-powered resources, they are exposed to genuine cultural materials, dialogues across languages, and virtual meetings that approximate the face-to-face multicultural connections (Karakas, 2023). "Students can learn empathy and flexibility and learn about a lot of cultural customs and perspectives." AI fosters intercultural competency by improving collaboration and dialogue among students of disparate cultural traditions. AI-enabled chatbots and language exchange systems also enable students to interact with classmates or native speakers from other cultures, fostering intercultural and linguistic education. However, they do not provide any answers or further elaboration on what these specific circumstances may be. The ultimate objective of AI in ELT is to make the language learning more accessible, engaging and efficient for students all around the world (Rukiati et al., 2023). Additionally, cultural information is included into the curriculum of AI language learning systems, exposing students to authentic resources like as books, articles, and films from diverse cultures.

This AI-driven tool enhances cross-cultural communication by offering prompt feedback, cultural insights, and guidance. Moreover, AI technology plays a significant role in fostering global awareness by exposing students to diverse communities and resources around the world. With the help of this AI-powered system, students can connect with peers globally, participate in online groups, and engage in international activities. The growth of cultural sensitivity, intercultural competence, and global awareness in English Language Teaching (ELT) classes is greatly influenced by AI. It's no wonder that students increasingly turn to technology to improve their English skills. Teachers and students benefit from computer-assisted language learning which is a 21st-century learning method because it makes teaching and learning English, especially writing, simpler (Tarihoran et al., 2022). Teachers may assist students in developing a deep awareness of many cultures, engaging in meaningful cross-cultural interactions, and becoming active global citizens by using AI platforms and technology (Kumar Betal, 2023). The use of diverse AI platforms and technologies that may assist educators in implementing inclusive practices has to be promoted. This enables students to take charge of their education and develop their English proficiency on their own. Applications and systems driven by AI can evaluate student

performance data, suggest courses for the future, give real-time feedback on students' vocabulary, grammar, and pronunciation, and offer interactive activities that let students interact with the content in novel ways. By suggesting related resources, AI can help in the learning of the English language. Programs like Turnitin, Quest, SmallSeoTools, Plagiarism Detectors, and Plagiarism Checkers are available to evaluate student work for plagiarism (Idham et al., 2024). On the other hand, it was implied that writing in English as a foreign language doesn't develop at all with the help of AI except for syntactic complexity skills (Gayed et al., 2022). AI's accuracy and reliability may be put at risk, producing inaccurate feedback and disinformation. To employ AI technology for inclusion, educators must get continual assistance and guidance in addition to professional development. By having access to tools, professional development opportunities, and chances for introspection and criticism, educators may overcome the difficulties associated with incorporating AI. This will guarantee that AI is effectively applied to assist a variety of student populations.

However, using AI in ELT comes with concerns and challenges. There are challenges such as privacy and security concerns, lack of trust, and potential bias that need to be addressed (Harry, 2023). AI's automated and standardized teaching methods might not provide the personalized attention and teacher touch that certain students need. Addressing potential problems or issues may have with implementing AI in the classroom is also crucial for teachers using AI in or out of the classroom. While using student data to habilitate education, teachers have a sensitive duty to respect students' privacy (Amro & Borup, 2019).

Assessment duties including question preparation, grading, performance rating, and test paper analysis typically take teachers a lot of time in the classroom. AI increases the variety of educational assessment techniques, adds a scientific element to the evaluation process, and increases the precision of evaluation findings. AI has the ability to autonomously generate test questions, accurate assignments, and test papers. Exam and assignment materials are frequently moved by teachers. When revising homework and tests for extended periods of time, teachers are prone to tiredness. As a result, when exam papers are corrected after a long time, some mistakes will happen. With a low mistake rate, image recognition technology relieves instructors of the tiresome chore of proofreading assignments and printing them (Hockly, 2023). Teachers can save time by using AI technology to detect suspicious or blank exam papers and fix them.

Teachers and curriculum designers need to consider how AI technology impacts teaching and learning processes, examine learning result data, and get feedback from colleagues and students. To properly integrate AI into their lesson plans, teachers require continual professional development. Teachers must understand the necessary digital learning resources in order to use AI tools, assess data, and develop teaching strategies that enhance the AI-provided instructions (Ali et al., 2023). They may raise questions, exchange ideas, and work together to address ethical challenges, biases, and privacy concerns related to AI technology by taking part in forums and open discussions. Concerns like algorithm bias, data privacy, and the role of teachers in an AI-driven learning environment must all be appropriately addressed in order to provide fair and moral language with training. Teachers and curriculum designers must provide adequate support and training to effectively harness

AI's potential and weave it into their teaching strategies (Sharma et al., 2024). It's essential for them to consider the impact of AI technology on teaching and learning, analyze learning outcome data, and gather feedback from both colleagues and students. While incorporating these technologies into lessons can enhance student learning, realizing their full potential and achieving significant educational outcomes requires careful planning and ongoing support. Regular assessments are crucial to ensure successful AI integration in English Language Teaching (ELT). This ongoing cycle of reflection and adjustment will empower all stakeholders to make informed decisions about the future development of AI in ELT.

3. Conclusion

The use of AI in English Language Teaching (ELT) is on the rise, aiming to improve both the quality of instruction and the overall learning experience. With millions of people learning English for various reasons - be it academic, professional, or personal - English language education plays a crucial role in global connectivity and educational progress (Faria et al., 2019). Students benefit from AI in numerous ways, such as receiving feedback, getting writing support, and enhancing their digital skills. Moreover, AI's role in ELT goes further by assisting students in becoming more culturally aware, cross-culturally skilled, and globally minded.

The advancement of technology and AI has made the teaching and learning of English much easier. AI can provide more personalized learning experiences tailored to each student's preferences and interests. It is clear that AI serves as a highly effective tool for English Language Teaching (ELT). Its benefits extend beyond just learning; it also assists in evaluation, making it valuable for educators and students alike. Furthermore, AI can help students enhance their global awareness, cross-cultural skills, and cultural sensitivity. Continuous development and thorough reviews are essential.

Integrating AI into English Language Teaching (ELT) comes with its own set of challenges, despite the promising opportunities it presents. Key issues include ethical concerns, the risk of spreading misinformation, and the ongoing need for teacher training. Nevertheless, the future of AI in ELT looks promising, as it paves the way for innovative teaching methods that cater to the evolving needs of digital-native students. By thoughtfully and collaboratively embracing AI, educators and all stakeholders can reimagine ELT, preparing students to thrive in a globalized and interconnected world. To ensure that AI's role in ELT leads to meaningful and lasting improvements in education, further research is essential to explore the technology's potential, challenges, and impacts. Our strategies for implementing AI must also evolve alongside technological advancements, ensuring that it enhances rather than replaces the human-centered aspects that are vital for effective teaching and learning.

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